

**MARYLAND SPECIAL EDUCATION/EARLY INTERVENTION SERVICES**

**STATE IMPROVEMENT GRANT PERFORMANCE REPORT  
SY 2000-2001**

**MARCH 2002**

**STATE AND SCHOOL SYSTEMS REPORT**





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This is the 12<sup>th</sup> year for educational reform in Maryland and we have been including students with disabilities as a part of the program since its initiation. This is the end of the third year of the Maryland State Improvement Grant (MSIG). This grant was competitively awarded by the U.S. Department of Education, Office of Special Education Programs, to the Maryland State Department of Education with performance goals and indicators aligned to demonstrate broad-based educational reform to ensure that all students participate in innovative and challenging educational programs and are included in accountability procedures.

This annual report documents the progress students with disabilities and schools are making toward meeting Maryland's rigorous standards. It includes areas matched to our performance goals and indicators and specifies areas in which we must improve. In this report those school systems have been identified that have met or maintained the MSIG indicator signifying major improvement for their programs for students with disabilities.

The MSIG is a five year grant which, when fully implemented, will demonstrate the strides Maryland has made in the inclusion of students with disabilities in the state reform movement. Students with disabilities participate in all statewide and local assessments. Based upon grant requirements, several areas are identified for tracking and monitoring. Our reform program is guided by these three fundamental principles:

- \*All children can learn
- \*All children have the right to attend schools in which they can progress and learn
- \*All children shall have a real opportunity to learn equally rigorous content

Our teachers, therapists, paraprofessionals, and administrators are commended for the progress that is being made. These improvements are the result of local early intervention systems, school teams' efforts, and the support from administrators, teachers, children and youth, service providers, parents, businesses and the community.

Thank you for reviewing this report and demonstrating your interest in special education and early intervention in Maryland.

Carol Ann Baglin  
March 2002

**MARYLAND SPECIAL EDUCATION / EARLY INTERVENTION SERVICES  
ANNUAL STATE IMPROVEMENT PERFORMANCE REPORT**

This report presents information and the standards of performance that provide the basis for school improvement for the Maryland State Improvement Grant (MSIG). Included are baseline results and comparisons to previous years. These include:

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## DEFINITIONS

**Attendance Rate:** The percentage of students present in school for at least half the school day during the school year.

**Dropout Rate:** The percentage of students in grades 9-12 who withdrew from school before graduation or before completing a Maryland approved educational program during the July-to-June academic year.

**Exempt:** Students who are not pursuing a Maryland High School Diploma are not required to pass the Maryland Functional Tests. The only students who can be exempted from MSPAP are those who are not pursuing the Maryland Learning Outcomes. Exemptions must be based on the student's IEP (See MSDE Accommodations document for complete explanation). Students exempted from MSPAP must participate in I MAP (alternate assessment).

**General Education Classroom:** Includes students with disabilities enrolled in a comprehensive school who receive special education and related services *outside the general education classroom* for less than 21% (12/1 Child Count) of the school day. **Preschool:** Any combination of regular early childhood settings with no pullout, e.g., EEEP, Headstart, or other early childhood settings.

**Non-General Education Classroom:** Includes students who receive greater than 50% (12/1 Child Count) of instruction at home, hospital setting, public separate day school, private separate day school, public or private residential facility.

**Maryland School Performance Assessment Program (MSPAP):** Annual tests that require students in grades 3, 5, and 8 to apply what they know about reading, writing, language usage, mathematics, science and social studies. Unlike the Functional Tests, which measure basic knowledge, the MSPAP tests set high expectations and demand high levels of performance.

### Standards:

| Maryland Functional Tests       | Grade Tested | Satisfactory | Excellent |
|---------------------------------|--------------|--------------|-----------|
| Reading                         | Grade 9      | 95%          | 97%       |
|                                 | Grade 11     | 97%          | 99%       |
| Mathematics                     | Grade 9      | 80%          | 90%       |
|                                 | Grade 11     | 97%          | 99%       |
| Writing                         | Grade 9      | 90%          | 96%       |
|                                 | Grade 11     | 97%          | 99%       |
| Citizenship                     | Grade 11     | 97%          | 99%       |
| Passed All Tests                | Grade 11     | 90%          | 96%       |
| <b>MSPAP Grades 3, 5, and 8</b> |              |              |           |
| All tests*                      |              | 70%*         | 25%       |
| Attendance (Yearly)             |              | 94%          | 96%       |
| Drop-out (Grades 9-12)          |              | 3.00%        | 1.25%     |

- A school meets the *excellent standard* on the MSPAP only when **70% or more** of its students achieve at the satisfactory level or above and 25% or more of its students achieve at the excellent level.

## **Verification of Data:**

School system data contained in this report was submitted to the Maryland State Department of Education by local school systems. Local superintendents agreed with data reconciliation reached by local school system and State Department of Education personnel. Data was gathered from the Special Education Census Data report, Analysis of Professional Salaries report, Maryland School Performance Report and US Office of Education Report to Congress.

## **Data Sources:**

*Maryland School Performance Assessment Program (MSPAP) – Satisfactory scores: from School System Disaggregated Data 2000-2001, **Maryland School Performance Report 2001***

*Maryland Functional Tests (MFT) – Satisfactory scores: from School System Disaggregated Data 2000-2001, **Maryland School Performance Report 2001***

*Percent Regular, Percent Resource, Percent Separate: calculated from data on Page 8, Table 7, *Maryland Special Education Census Data, December 1, 2000 (Revised 8/7/01)*, published by The Maryland State Department of Education*

*Attendance and Drop Out: from School System Disaggregated Data 2000-2001, **Maryland School Performance Report 2001***

*Per Pupil Cost: from School System Disaggregated Data 2000-2001, Other Factors, **Maryland School Performance Report 2001***

*Professional Instructional Staff (average salaries): from data on Page 8, Table 1, *Analysis of Professional Salaries, Maryland Public Schools, October 2000*, published by The Maryland State Department of Education*

*Special School and Other: calculated from data on Page 10, Table 7, *Maryland Special Education Census Data, December 1, 2000 (Revised 8/7/01)*, published by The Maryland State Department of Education*

*MSIG Goal: By the year 2005, students with disabilities will perform at the satisfactory level on statewide assessments.*



MSI G Goal 1



**MSIG Goal 1: Objective data on academic performance and other outcomes of students with disabilities will be routinely collected, analyzed, disseminated, and used to drive professional development, personnel preparation, and technical assistance for education reform and system improvement.**

**Objective 1-1**

To analyze and report data on the results of students with disabilities on statewide and district performance tests; on their participation in general education; and on their high school completion with diplomas and certificates.

**Indicators 1-1**

- 1.1.1 The percent of kindergarten-age children with disabilities participating in the MSDE Early Childhood Assessment Program will increase annually.
- 1.1.2 The results of the MSDE Early Childhood Assessment performance indicators will be used for measuring and improving school readiness of students entering kindergarten with an IEP.
- 1.1.3 The percent of students with disabilities passing the Maryland Functional Tests will increase by 1.5% annually.
- 1.1.4 The percent of students with disabilities scoring at satisfactory on the MSPAP will increase by 3.0% annually.
- 1.1.5 Average scores of students with disabilities on norm-referenced tests will increase by 0.5% annually over the base.
- 1.1.6 The percentage of time that students with disabilities participate in general education classrooms will increase by 2% annually.
- 1.1.7 The percentage of students with disabilities who receive high school diplomas will increase by 2%.

**Objective 1-2**

To organize, analyze, and report data on post-high school employment and participation in post-secondary education among students with disabilities.

**Indicators 1-2**

- 1.2.1 Post-high school employment of students with disabilities will increase by 2% annually.
- 1.2.2 Participation of students with disabilities in post-secondary education will increase annually.

### **Objective 1-3**

To organize, analyze, and report data on the performance of eligible students on alternative assessments.

#### **Indicators 1-3**

- 1.3.1 The percent satisfactory on I MAP will increase by 3% annually.
- 1.3.2 By 2001, no student in Maryland will be exempted or excluded from statewide performance assessment.

### **Objective 1-4**

Within local school systems, the significant discrepancy in the rate of long-term suspensions for students with disabilities as compared to the general student population will decrease.

#### **Indicators 1-4**

- 1.4.1 Within local school systems, the percentage of students with disabilities receiving long-term suspensions will decrease annually to reduce the significant discrepancy.
- 1.4.2 Within local school systems, the percentage of students with disabilities receiving short-term suspensions will decrease annually to reduce the significant discrepancy.
- 1.4.3 Functional behavioral assessments (as defined) will decrease by 10% annually.
- 1.4.4 Placements of students in non-general education classrooms will decrease by 10% annually.

### **Objective 1-5**

To organize, analyze, and report data on attendance and dropout rates of students with disabilities.

#### **Indicators 1-5**

- 1.5.1 Average attendance rates of students with disabilities will improve by .2% annually.
- 1.5.2 Dropout rates of students with disabilities will decrease by 0.5% annually.

**Objective 1-6**

Within local school systems, the percentage of African American students with disabilities and African American students in the total student population will be proportionate.

**Indicators 1-6**

- 1.6.1 Within local school systems, the disproportionate identification of African American students as students with a disability will decrease annually.
- 1.6.2 Within local school systems, the disproportionate identification of African American students as mentally retarded (MR), emotionally disturbed (ED), learning disabled (LD), and "other disabilities" (as an aggregated category) will decrease.

**Objective 1-7**

To use data on performance results and other outcomes of students with disabilities to establish and monitor long-term State, regional, and local priorities for professional development; preservice development, recruitment and retention; and technical assistance leading to instructional development.

**MSIG Goal 1: Objective data on academic performance and other outcomes of students with disabilities will be routinely collected, analyzed, disseminated, and used to drive professional development, personnel preparation, and technical assistance for education reform and system improvement.**

**Objective 1-1**

To analyze and report data on the results of students with disabilities on statewide and district performance tests; on their participation in general education; and on their high school completion with diplomas and certificates.

**Baseline Results for Goal Indicators 1.1.1 and 1.1.2**

- 1.1.1** The percent of kindergarten-age children with disabilities participating in the MSDE Early Childhood Assessment Program will increase annually.
- 1.1.2** The results of the MSDE Early Childhood Assessment performance indicators will be used for measuring and improving school readiness of students entering kindergarten with an IEP.

**School Readiness Baseline Information**

**School Year 2001-2002**

**Percent of Students at the School Readiness Levels (1.1.2)**

|                                   | <b>Full Readiness</b> | <b>Approaching Readiness</b> | <b>Developing Readiness</b> |
|-----------------------------------|-----------------------|------------------------------|-----------------------------|
| <b>Special Education Students</b> | <b>30.8%</b>          | <b>50.4%</b>                 | <b>18.8%</b>                |
| <b>Regular Education Students</b> | <b>50.4%</b>          | <b>43.1%</b>                 | <b>6.5%</b>                 |

### Kindergarten Work Sampling System Participation (1.1.1)

| Local School System | Special Education students for whom<br>assessment ratings were completed<br>Fall 2001 | Special Education<br>Kindergarten Enrollment<br>as of Dec. 1, 2001 |
|---------------------|---|--|
| Allegany            | 102   | 102  |
| Anne Arundel        | 210   | 329  |
| Baltimore City      | 355   | 573  |
| Edison Schools      | *   | 6  |
| Baltimore County    | 451   | 724  |
| Calvert             | 74  | 96   |
| Caroline            | 28  | 47   |
| Carroll             | 101   | 197  |
| Cecil               | 76  | 135  |
| Charles             | 79  | 92   |
| Dorchester          | 0   | 22   |
| Frederick           | 144   | 176  |
| Garrett             | 16  | 34   |
| Harford             | 36  | 268  |
| Howard              | 188   | 252  |
| Kent                | 134   | 7  |
| Montgomery          | 216   | 699  |
| Prince George's     | 351   | 531  |
| Queen Anne's        | 35  | 42   |
| Saint Mary's        | 76  | 111  |
| Somerset            | 10  | 10   |
| Talbot              | 17  | 21   |
| Washington          | 101   | 118  |
| Wicomico            | 20  | 53   |
| Worcester           | *   | 35   |
| <b>STATE</b>        | <b>2825</b>   | <b>4680</b>  |

\* Fewer than 5 students

### Trend Results for Goal Indicator 1.1.3

**1.1.3** The percent of students with disabilities passing the Maryland Functional Tests will increase by 1.5% annually. (For example, if 80% of students with disabilities passed during the 1997-98 baseline year then 1.5% more would have to pass the next year, for a total of 81.5%, to meet the MSI G annual goal.)

#### Computation Methodology

I identify the percent of students with disabilities who pass the *Maryland Functional Tests* at the 9<sup>th</sup> and 11<sup>th</sup> grade level. Compare current results with the previous year and determine if there was a 1.5 percentage point gain (e.g. If Cecil Co. had an 87% pass rate in the previous year, they would need 88.5% the next year). State *Satisfactory* and *Excellent* percentages are:

| Maryland Functional Tests | Grade    | Satisfactory | Excellent |
|---------------------------|----------|--------------|-----------|
| Reading                   | Grade 9  | 95%          | 97%       |
|                           | Grade 11 | 97%          | 99%       |
| Mathematics               | Grade 9  | 80%          | 90%       |
|                           | Grade 11 | 97%          | 99%       |
| Writing                   | Grade 9  | 90%          | 96%       |
|                           | Grade 11 | 97%          | 99%       |

Shading identifies systems meeting the *Maryland State Improvement Grant* (MSI G) targeted increase of 1.5 percentage points.



**SPECIAL EDUCATION STUDENTS GRADE 9 PERCENT PASSING  
MARYLAND FUNCTIONAL TESTS 2000-2001 (1.1.3)**

| SCHOOL YEAR                | Reading<br>(Satisfactory-95%) |       | Math<br>(Satisfactory-80%) |      | Writing<br>(Satisfactory-90%) |      |
|----------------------------|-------------------------------|-------|----------------------------|------|-------------------------------|------|
|                            | 2000                          | 2001  | 2000                       | 2001 | 2000                          | 2001 |
| STATE AVERAGE REGULAR      | 98.6                          | 98.7  | 87.0                       | 84.5 | 94.5                          | 93.8 |
| STATE AVERAGE SPECIAL      | 86.7                          | 86.5  | 71.7                       | 67.5 | 74.3                          | 68.7 |
| <b>Local School System</b> |                               |       |                            |      |                               |      |
| Allegany                   | 93.9                          | 88.9  | 88.0                       | 80.9 | 74.5                          | 68.5 |
| Anne Arundel               | 88.7                          | 89.5  | 78.5                       | 75.6 | 85.6                          | 73.5 |
| Baltimore City             | 61.3                          | 62.7  | 31.0                       | 30.3 | 33.3                          | 31.2 |
| Baltimore Co.              | 93.6                          | 92.3  | 91.4                       | 83.2 | 84.4                          | 81.6 |
| Calvert                    | 95.9                          | 96.5  | 95.2                       | 91.4 | 93.0                          | 96.4 |
| Caroline                   | 85.4                          | 78.3  | 82.9                       | 71.7 | 75.0                          | 68.9 |
| Carroll                    | 94.8                          | 94.9  | 87.8                       | 84.2 | 95.5                          | 95.2 |
| Cecil                      | 100.0                         | 100.0 | 75.5                       | 60.0 | 91.9                          | 88.1 |
| Charles                    | 89.0                          | 88.8  | 82.7                       | 77.6 | 81.5                          | 79.7 |
| Dorchester                 | 78.9                          | 69.8  | 23.7                       | 27.9 | 59.0                          | 48.8 |
| Frederick                  | 94.6                          | 90.7  | 85.2                       | 77.7 | 86.6                          | 76.2 |
| Garrett                    | 91.8                          | 95.3  | 77.6                       | 79.5 | 89.8                          | 73.8 |
| Harford                    | 89.8                          | 89.9  | 76.1                       | 76.9 | 77.8                          | 78.4 |
| Howard                     | 92.5                          | 96.6  | 78.4                       | 84.1 | 81.3                          | 81.9 |
| Kent                       | 92.6                          | 50.0  | 74.1                       | 33.3 | 84.6                          | 33.3 |
| Montgomery                 | 93.4                          | 93.7  | 80.6                       | 80.6 | 83.5                          | 73.7 |
| Prince George's            | 86.6                          | 85.6  | 55.2                       | 48.1 | 61.3                          | 61.7 |
| Queen Anne's               | 94.5                          | 91.4  | 72.6                       | 75.4 | 73.9                          | 70.8 |
| Saint Mary's               | 88.3                          | 87.4  | 61.3                       | 48.6 | 68.8                          | 72.2 |
| Somerset                   | 76.5                          | 84.6  | 61.8                       | 69.2 | 78.8                          | 73.1 |
| Talbot                     | 85.7                          | 85.7  | 85.7                       | 69.0 | 72.7                          | 65.9 |
| Washington                 | 92.7                          | 95.6  | 85.0                       | 87.7 | 80.2                          | 79.6 |
| Wicomico                   | 93.5                          | 86.7  | 69.4                       | 67.0 | 78.1                          | 56.3 |
| Worcester                  | 93.5                          | 90.9  | 80.6                       | 96.4 | 88.7                          | 81.8 |

Met MSIG Indicator of a 1.5 percentage point gain over the previous year.

Met General Education standard.

**SPECIAL EDUCATION STUDENTS GRADE 11 PERCENT PASSING  
MARYLAND FUNCTIONAL TESTS 2000-2001 (1.1.3)**

| SCHOOL YEAR           | Reading<br>(Satisfactory-97%) |       | Math<br>(Satisfactory-97%) |       | Writing<br>(Satisfactory-97%) |       |
|-----------------------|-------------------------------|-------|----------------------------|-------|-------------------------------|-------|
|                       | 2000                          | 2001  | 2000                       | 2001  | 2000                          | 2001  |
| STATE AVERAGE REGULAR | 99.7                          | 99.7  | 96.3                       | 95.2  | 98.8                          | 98.7  |
| STATE AVERAGE SPECIAL | 96.8                          | 96.1  | 92.5                       | 89.8  | 92.3                          | 90.2  |
| Local School System   |                               |       |                            |       |                               |       |
| Allegany              | 98.7                          | 98.9  | 91.1                       | 91.2  | 87.2                          | 94.4  |
| Anne Arundel          | 96.7                          | 96.3  | 94.5                       | 94.8  | 94.7                          | 93.0  |
| Baltimore City        | 88.2                          | 83.8  | 66.1                       | 57.7  | 67.7                          | 60.0  |
| Baltimore Co.         | 99.0                          | 99.2  | 98.3                       | 97.6  | 96.0                          | 96.6  |
| Calvert               | 100.0                         | 98.5  | 98.4                       | 98.5  | 98.4                          | 100.0 |
| Caroline              | 100.0                         | 100.0 | 100.0                      | 77.8  | 100.0                         | 100.0 |
| Carroll               | 96.9                          | 99.5  | 97.3                       | 97.0  | 98.4                          | 99.0  |
| Cecil                 | 100.0                         | 100.0 | 94.3                       | 95.7  | 100.0                         | 98.6  |
| Charles               | 96.8                          | 97.5  | 95.7                       | 95.0  | 96.8                          | 93.2  |
| Dorchester            | 87.5                          | 93.3  | 93.8                       | 90.0  | 93.8                          | 86.7  |
| Frederick             | 95.4                          | 98.3  | 94.0                       | 96.6  | 90.7                          | 91.1  |
| Garrett               | 96.2                          | 97.3  | 92.3                       | 100.0 | 96.0                          | 94.4  |
| Harford               | 98.8                          | 98.1  | 98.0                       | 98.1  | 96.5                          | 96.5  |
| Howard                | 98.1                          | 97.7  | 93.8                       | 97.2  | 93.2                          | 94.9  |
| Kent                  | 100.0                         | 85.7  | 100.0                      | 78.6  | 100.0                         | 85.7  |
| Montgomery            | 98.5                          | 99.1  | 95.9                       | 95.7  | 97.0                          | 96.3  |
| Prince George's       | 97.3                          | 94.4  | 90.1                       | 81.5  | 93.1                          | 88.2  |
| Queen Anne's          | 98.2                          | 93.5  | 98.2                       | 91.3  | 92.7                          | 91.3  |
| Saint Mary's          | 93.9                          | 95.3  | 90.9                       | 88.7  | 83.3                          | 87.7  |
| Somerset              | 95.0                          | 82.4  | 100.0                      | 82.4  | 100.0                         | 100.0 |
| Talbot                | 100.0                         | 94.1  | 100.0                      | 94.1  | 84.6                          | 88.2  |
| Washington            | 98.4                          | 100.0 | 99.2                       | 98.4  | 94.5                          | 95.2  |
| Wicomico              | 100.0                         | 100.0 | 93.5                       | 100.0 | 93.6                          | 100.0 |
| Worcester             | 100.0                         | 100.0 | 92.3                       | 96.4  | 94.9                          | 90.9  |

Met MSIG Indicator of a 1.5 percentage point gain over the previous year.

Met General Education standard.

**LOCAL SCHOOL SYSTEM GRADE 9 FUNCTIONAL TESTS  
RANKED BY PERCENT PASSING 2000-2001**

| Local School System | Reading | Local School System | Math | Local School System | Writing |
|---------------------|---------|---------------------|------|---------------------|---------|
| Cecil               | 100.0   | Worcester           | 96.4 | Calvert             | 96.4    |
| Howard              | 96.6    | Calvert             | 91.4 | Carroll             | 95.2    |
| Calvert             | 96.5    | Washington          | 87.7 | Cecil               | 88.1    |
| Washington          | 95.6    | Carroll             | 84.2 | Howard              | 81.9    |
| Garrett             | 95.3    | Howard              | 84.1 | Worcester           | 81.8    |
| Carroll             | 94.9    | Baltimore Co.       | 83.2 | Baltimore Co.       | 81.6    |
| Montgomery          | 93.7    | Allegany            | 80.9 | Charles             | 79.7    |
| Baltimore Co.       | 92.3    | Montgomery          | 80.6 | Washington          | 79.6    |
| Queen Anne's        | 91.4    | Garrett             | 79.5 | Harford             | 78.4    |
| Worcester           | 90.9    | Frederick           | 77.7 | Frederick           | 76.2    |
| Frederick           | 90.7    | Charles             | 77.6 | Garrett             | 73.8    |
| Harford             | 89.9    | Harford             | 76.9 | Montgomery          | 73.7    |
| Anne Arundel        | 89.5    | Anne Arundel        | 75.6 | Anne Arundel        | 73.5    |
| Allegany            | 88.9    | Queen Anne's        | 75.4 | Somerset            | 73.1    |
| Charles             | 88.8    | Caroline            | 71.7 | Saint Mary's        | 72.2    |
| Saint Mary's        | 87.4    | Somerset            | 69.2 | Queen Anne's        | 70.8    |
| Wicomico            | 86.7    | Talbot              | 69.0 | Caroline            | 68.9    |
| STATE               | 86.5    | STATE               | 67.5 | STATE               | 68.7    |
| Talbot              | 85.7    | Wicomico            | 67.0 | Allegany            | 68.5    |
| Prince George's     | 85.6    | Cecil               | 60.0 | Talbot              | 65.9    |
| Somerset            | 84.6    | Saint Mary's        | 48.6 | Prince George's     | 61.7    |
| Caroline            | 78.3    | Prince George's     | 48.1 | Wicomico            | 56.3    |
| Dorchester          | 69.8    | Kent                | 33.3 | Dorchester          | 48.8    |
| Baltimore City      | 62.7    | Baltimore City      | 30.3 | Kent                | 33.3    |
| Kent                | 50.0    | Dorchester          | 27.9 | Baltimore City      | 31.2    |

**LOCAL SCHOOL SYSTEM GRADE 11 FUNCTIONAL TESTS  
RANKED BY PERCENT PASSING 2000-2001**

| Local School System | Reading | Local School System | Math  | Local School System | Writing |
|---------------------|---------|---------------------|-------|---------------------|---------|
| Caroline            | 100.0   | Garrett             | 100.0 | Garrett             | 100.0   |
| Cecil               | 100.0   | Wicomico            | 100.0 | Wicomico            | 100.0   |
| Washington          | 100.0   | Calvert             | 98.5  | Calvert             | 98.5    |
| Wicomico            | 100.0   | Washington          | 98.4  | Washington          | 98.4    |
| Worcester           | 100.0   | Harford             | 98.1  | Harford             | 98.1    |
| Carroll             | 99.5    | Baltimore Co.       | 97.6  | Baltimore Co.       | 97.6    |
| Baltimore Co.       | 99.2    | Howard              | 97.2  | Howard              | 97.2    |
| Montgomery          | 99.1    | Carroll             | 97.0  | Carroll             | 97.0    |
| Allegany            | 98.9    | Frederick           | 96.6  | Frederick           | 96.6    |
| Calvert             | 98.5    | Worcester           | 96.4  | Worcester           | 96.4    |
| Frederick           | 98.3    | Cecil               | 95.7  | Cecil               | 95.7    |
| Harford             | 98.1    | Montgomery          | 95.7  | Montgomery          | 95.7    |
| Howard              | 97.7    | Charles             | 95.0  | Charles             | 95.0    |
| Charles             | 97.5    | Anne Arundel        | 94.8  | Anne Arundel        | 94.8    |
| Garrett             | 97.3    | Talbot              | 94.1  | Talbot              | 94.1    |
| Anne Arundel        | 96.3    | Queen Anne's        | 91.3  | Queen Anne's        | 91.3    |
| STATE               | 96.1    | Allegany            | 91.2  | Allegany            | 91.2    |
| Saint Mary's        | 95.3    | Dorchester          | 90.0  | STATE               | 90.2    |
| Prince George's     | 94.4    | STATE               | 89.8  | Dorchester          | 90.0    |
| Talbot              | 94.1    | Saint Mary's        | 88.7  | Saint Mary's        | 88.7    |
| Queen Anne's        | 93.5    | Somerset            | 82.4  | Somerset            | 82.4    |
| Dorchester          | 93.3    | Prince George's     | 81.5  | Prince George's     | 81.5    |
| Kent                | 85.7    | Kent                | 78.6  | Kent                | 78.6    |
| Baltimore City      | 83.8    | Caroline            | 77.8  | Caroline            | 77.8    |
| Somerset            | 82.4    | Baltimore City      | 57.7  | Baltimore City      | 57.7    |

**Results for Goal Indicator 1.1.4**

**1.1.4** The percent of students with disabilities scoring at satisfactory on the MSPAP will increase by 3.0% annually. (For example, if 40% of students with disabilities achieved satisfactorily during the previous year, then 3% more would have to achieve satisfactory the next year, for a total of 43%, to meet the MSI G annual goal.)

**Computation Methodology**

Identify the percent of students with disabilities at the satisfactory performance level on the MSPAP Tests at each grade level, 3<sup>rd</sup>, 5<sup>th</sup> and 8<sup>th</sup>. Compare current results with the previous year and determine if there was a 3-percentage point gain. Satisfactory percentages are:

| <b>MSPAP Grades 3, 5, and 8</b> |     |
|---------------------------------|-----|
| Satisfactory All tests          | 70% |

Shading identifies systems meeting the *Maryland State Improvement Grant* (MSI G) targeted increase of 3 percentage points.

**SPECIAL EDUCATION STUDENTS PERCENT AT SATISFACTORY  
2000-2001 THIRD GRADE MSPAP (1.1.4)**

|                            | Reading | Writing | Language Use. | Math | Science | Social Sty. |
|----------------------------|---------|---------|---------------|------|---------|-------------|
| STATE AVERAGE REGULAR      | 37.5    | 50.0    | 48.5          | 39.6 | 37.3    | 38.5        |
| STATE AVERAGE SPECIAL      | 25.6    | 36.0    | 26.9          | 26.2 | 27.4    | 26.4        |
| <b>Local School System</b> |         |         |               |      |         |             |
| Allegany                   | 25.3    | 53.8    | 25.3          | 45.6 | 48.5    | 40.9        |
| Anne Arundel               | 27.3    | 35.6    | 30.2          | 27.1 | 25.3    | 25.4        |
| Baltimore City             | 9.6     | 13.8    | 11.1          | 12.0 | 12.8    | 13.3        |
| Baltimore County           | 38.9    | 51.1    | 39.3          | 40.1 | 43.2    | 42.0        |
| Calvert                    | 29.7    | 35.6    | 29.4          | 20.6 | 21.3    | 16.3        |
| Caroline                   | 23.3    | 52.4    | 24.2          | 44.4 | 41.3    | 47.6        |
| Carroll                    | 29.1    | 41.0    | 21.0          | 29.5 | 34.5    | 32.4        |
| Cecil                      | 43.5    | 59.0    | 39.6          | 46.0 | 55.5    | 45.5        |
| Charles                    | 21.7    | 32.1    | 20.0          | 16.7 | 19.0    | 17.9        |
| Dorchester                 | 26.3    | 32.5    | 35.0          | 30.0 | 30.0    | 27.5        |
| Frederick                  | 25.9    | 34.8    | 25.6          | 22.6 | 25.0    | 23.6        |
| Garrett                    | 13.8    | 21.7    | 8.3           | 21.7 | 18.3    | 21.7        |
| Harford                    | 27.6    | 37.6    | 30.6          | 29.1 | 25.2    | 26.1        |
| Howard                     | 38.4    | 36.8    | 28.1          | 28.3 | 27.1    | 25.6        |
| Kent                       | 46.7    | 60.0    | 38.9          | 76.7 | 73.3    | 73.3        |
| Montgomery                 | 21.7    | 37.9    | 29.0          | 21.7 | 22.7    | 22.1        |
| Prince George's            | 16.3    | 28.1    | 23.9          | 19.8 | 22.1    | 22.3        |
| Queen Anne's               | 15.8    | 31.2    | 18.2          | 20.4 | 18.3    | 20.4        |
| Saint Mary's               | 36.2    | 44.6    | 42.7          | 36.8 | 37.3    | 35.8        |
| Somerset                   | 7.1     | 22.9    | 25.0          | 5.7  | 11.4    | 8.6         |
| Talbot                     | 6.7     | 14.3    | 21.1          | 5.7  | 14.3    | 2.9         |
| Washington                 | 40.4    | 46.6    | 33.1          | 33.2 | 35.4    | 30.5        |
| Wicomico                   | 23.2    | 41.2    | 35.7          | 35.2 | 36.4    | 31.5        |
| Worcester                  | 19.0    | 38.5    | 22.6          | 16.9 | 16.9    | 18.5        |

Met MSIG Indicator of a 3-percentage point gain over the previous year.

Note: See Appendix A for exemption data

· Met General Education standard; Satisfactory - 70%

**SPECIAL EDUCATION STUDENTS PERCENT AT SATISFACTORY  
2000-2001 FIFTH GRADE MSPAP (1.1.4)**

|                            | Reading | Writing | Language Use. | Math | Science | Social Sty. |
|----------------------------|---------|---------|---------------|------|---------|-------------|
| STATE AVERAGE REGULAR      | 46.6    | 45.9    | 55.8          | 46.7 | 52.8    | 46.9        |
| STATE AVERAGE SPECIAL      | 25.4    | 24.9    | 24.5          | 20.7 | 30.7    | 25.7        |
| <b>Local School System</b> |         |         |               |      |         |             |
| Allegany                   | 23.9    | 38.8    | 24.1          | 32.9 | 49.4    | 38.2        |
| Anne Arundel               | 30.1    | 23.2    | 27.7          | 20.6 | 30.9    | 25.5        |
| Baltimore City             | 5.6     | 7.4     | 6.0           | 6.9  | 11.5    | 8.1         |
| Baltimore Co.              | 36.7    | 35.0    | 37.0          | 31.1 | 44.4    | 39.8        |
| Calvert                    | 32.3    | 27.8    | 33.1          | 23.5 | 32.6    | 27.8        |
| Caroline                   | 25.0    | 35.9    | 17.6          | 43.8 | 45.3    | 43.8        |
| Carroll                    | 21.8    | 30.3    | 22.7          | 21.6 | 34.1    | 28.3        |
| Cecil                      | 39.2    | 42.9    | 35.3          | 30.0 | 52.5    | 41.5        |
| Charles                    | 30.0    | 19.6    | 17.8          | 16.0 | 22.4    | 19.6        |
| Dorchester                 | 35.4    | 26.1    | 40.9          | 29.5 | 45.5    | 35.2        |
| Frederick                  | 23.6    | 24.5    | 25.8          | 20.2 | 30.0    | 25.5        |
| Garrett                    | 21.4    | 21.3    | 14.1          | 22.5 | 33.7    | 25.8        |
| Harford                    | 34.4    | 31.0    | 37.6          | 26.4 | 39.2    | 32.5        |
| Howard                     | 36.9    | 25.9    | 26.4          | 27.4 | 32.8    | 24.7        |
| Kent                       | 35.3    | 16.2    | 18.2          | 18.9 | 27.0    | 24.3        |
| Montgomery                 | 26.9    | 29.2    | 31.6          | 22.5 | 32.6    | 27.3        |
| Prince George's            | 14.2    | 16.2    | 15.6          | 11.0 | 19.9    | 17.3        |
| Queen Anne's               | 22.4    | 32.1    | 31.7          | 16.0 | 33.0    | 32.1        |
| Saint Mary's               | 32.5    | 34.4    | 42.3          | 29.7 | 42.5    | 34.0        |
| Somerset                   | 14.3    | 7.4     | 0.0           | 14.8 | 18.5    | 25.9        |
| Talbot                     | 33.3    | 9.5     | 6.3           | 14.3 | 26.2    | 21.4        |
| Washington                 | 33.1    | 33.9    | 28.3          | 28.9 | 40.1    | 32.6        |
| Wicomico                   | 24.5    | 29.4    | 26.0          | 22.1 | 30.7    | 26.4        |
| Worcester                  | 18.0    | 27.9    | 25.9          | 19.1 | 19.1    | 14.7        |

Met MSIG Indicator of a 3-percentage point gain over the previous year.

Note: See Appendix A for exemption data

· Met General Education standard; Satisfactory - 70%

**SPECIAL EDUCATION STUDENTS PERCENT AT SATISFACTORY  
2000-2001 EIGHTH GRADE MSPAP (1.1.4)**

|                            | Reading | Writing | Language Use. | Math | Science | Social Sty |
|----------------------------|---------|---------|---------------|------|---------|------------|
| STATE AVERAGE REGULAR      | 28.9    | 55.0    | 50.4          | 52.0 | 57.5    | 51.4       |
| STATE AVERAGE SPECIAL      | 7.2     | 19.4    | 13.0          | 16.0 | 19.2    | 15.8       |
| <b>Local School System</b> |         |         |               |      |         |            |
| Allegany                   | 4.8     | 9.3     | 6.6           | 6.2  | 11.3    | 9.3        |
| Anne Arundel               | 6.1     | 18.8    | 13.2          | 15.9 | 18.7    | 16.0       |
| Baltimore City             | 1.0     | 5.7     | 2.1           | 1.9  | 2.3     | 2.6        |
| Baltimore Co.              | 7.6     | 24.5    | 16.4          | 19.0 | 24.5    | 22.5       |
| Calvert                    | 12.2    | 26.2    | 18.9          | 21.5 | 33.0    | 28.3       |
| Caroline                   | 4.8     | 18.4    | 11.1          | 4.1  | 12.2    | 6.1        |
| Carroll                    | 6.8     | 21.3    | 14.7          | 24.1 | 30.0    | 22.8       |
| Cecil                      | 1.9     | 15.7    | 10.3          | 11.1 | 17.2    | 10.6       |
| Charles                    | 10.0    | 17.0    | 9.4           | 12.8 | 18.3    | 13.8       |
| Dorchester                 | 5.6     | 11.9    | 6.5           | 2.4  | 9.5     | 11.9       |
| Frederick                  | 9.3     | 27.9    | 21.6          | 27.1 | 30.8    | 22.2       |
| Garrett                    | 3.0     | 25.8    | 6.1           | 27.4 | 17.7    | 25.8       |
| Harford                    | 13.3    | 32.7    | 22.3          | 23.3 | 33.4    | 25.6       |
| Howard                     | 14.2    | 26.4    | 22.1          | 29.3 | 33.1    | 27.4       |
| Kent                       | 9.1     | 18.2    | 4.8           | 9.1  | 36.4    | 13.6       |
| Montgomery                 | 11.0    | 25.4    | 24.3          | 24.8 | 25.3    | 20.2       |
| Prince George's            | 3.6     | 11.9    | 6.2           | 5.7  | 7.5     | 6.4        |
| Queen Anne's               | 7.8     | 23.3    | 12.2          | 12.2 | 22.2    | 12.2       |
| Saint Mary's               | 7.0     | 17.7    | 13.6          | 18.4 | 14.3    | 15.6       |
| Somerset                   | 12.5    | 55.6    | 22.2          | 33.3 | 27.8    | 38.9       |
| Talbot                     | 0.0     | 13.0    | 5.6           | 8.7  | 10.9    | 13.0       |
| Washington                 | 9.6     | 19.0    | 11.8          | 18.2 | 15.7    | 13.6       |
| Wicomico                   | 4.9     | 19.8    | 9.9           | 9.9  | 23.1    | 17.6       |
| Worcester                  | 11.1    | 17.7    | 6.4           | 19.4 | 27.4    | 22.6       |

**Met MSIG Indicator of a 3-percentage point gain over the previous year.**

**Note: See Appendix A for exemption data**

· Met General Education standard; Satisfactory - 70%



**THIRD GRADE STUDENTS WITH DISABILITIES  
RANKED BY PERCENT AT SATISFACTORY  
MSPAP 2000-2001 RESULTS BY LOCAL SCHOOL SYSTEM**

| Local School System | Reading | Local School System | Writing | Local School System | Lang. Use. | Local School System | Math | Local School System | Science | Local School System | Social Studies |
|---------------------|---------|---------------------|---------|---------------------|------------|---------------------|------|---------------------|---------|---------------------|----------------|
| Kent                | 46.7    | Kent                | 60.0    | Saint Mary's        | 42.7       | Kent                | 76.7 | Kent                | 73.3    | Kent                | 73.3           |
| Cecil               | 43.5    | Cecil               | 59.0    | Cecil               | 39.6       | Cecil               | 46.0 | Cecil               | 55.5    | Caroline            | 47.6           |
| Washington          | 40.4    | Allegany            | 53.8    | Baltimore Co        | 39.3       | Allegany            | 45.6 | Allegany            | 48.5    | Cecil               | 45.5           |
| Baltimore Co        | 38.9    | Caroline            | 52.4    | Kent                | 38.9       | Caroline            | 44.4 | Baltimore Co        | 43.2    | Baltimore Co        | 42.0           |
| Howard              | 38.4    | Baltimore Co        | 51.1    | Wicomico            | 35.7       | Baltimore Co        | 40.1 | Caroline            | 41.3    | Allegany            | 40.9           |
| Saint Mary's        | 36.2    | Washington          | 46.6    | Dorchester          | 35.0       | Saint Mary's        | 36.8 | Saint Mary's        | 37.3    | Saint Mary's        | 35.8           |
| Calvert             | 29.7    | Saint Mary's        | 44.6    | Washington          | 33.1       | Wicomico            | 35.2 | Wicomico            | 36.4    | Carroll             | 32.4           |
| Carroll             | 29.1    | Wicomico            | 41.2    | Harford             | 30.6       | Washington          | 33.2 | Washington          | 35.4    | Wicomico            | 31.5           |
| Harford             | 27.6    | Carroll             | 41.0    | Anne Arundel        | 30.2       | Dorchester          | 30.0 | Carroll             | 34.5    | Washington          | 30.5           |
| Anne Arundel        | 27.3    | Worcester           | 38.5    | Calvert             | 29.4       | Carroll             | 29.5 | Dorchester          | 30.0    | Dorchester          | 27.5           |
| Dorchester          | 26.3    | Montgomery          | 37.9    | Montgomery          | 29.0       | Harford             | 29.1 | STATE               | 27.4    | STATE               | 26.4           |
| Frederick           | 25.9    | Harford             | 37.6    | Howard              | 28.1       | Howard              | 28.3 | Howard              | 27.1    | Harford             | 26.1           |
| STATE               | 25.6    | Howard              | 36.8    | STATE               | 26.9       | Anne Arundel        | 27.1 | Anne Arundel        | 25.3    | Howard              | 25.6           |
| Allegany            | 25.3    | STATE               | 36.0    | Frederick           | 25.6       | STATE               | 26.2 | Harford             | 25.2    | Anne Arundel        | 25.4           |
| Caroline            | 23.3    | Anne Arundel        | 35.6    | Allegany            | 25.3       | Frederick           | 22.6 | Frederick           | 25.0    | Frederick           | 23.6           |
| Wicomico            | 23.2    | Calvert             | 35.6    | Somerset            | 25.0       | Garrett             | 21.7 | Montgomery          | 22.7    | Prince George's     | 22.3           |
| Charles             | 21.7    | Frederick           | 34.8    | Caroline            | 24.2       | Montgomery          | 21.7 | Prince George's     | 22.1    | Montgomery          | 22.1           |
| Montgomery          | 21.7    | Dorchester          | 32.5    | Prince George's     | 23.9       | Calvert             | 20.6 | Calvert             | 21.3    | Garrett             | 21.7           |
| Worcester           | 19.0    | Charles             | 32.1    | Worcester           | 22.6       | Queen Anne's        | 20.4 | Charles             | 19.0    | Queen Anne's        | 20.4           |
| Prince George's     | 16.3    | Queen Anne's        | 31.2    | Talbot              | 21.1       | Prince George's     | 19.8 | Garrett             | 18.3    | Worcester           | 18.5           |
| Queen Anne's        | 15.8    | Prince George's     | 28.1    | Carroll             | 21.0       | Worcester           | 16.9 | Queen Anne's        | 18.3    | Charles             | 17.9           |
| Garrett             | 13.8    | Somerset            | 22.9    | Charles             | 20.0       | Charles             | 16.7 | Worcester           | 16.9    | Calvert             | 16.3           |
| Baltimore City      | 9.6     | Garrett             | 21.7    | Queen Anne's        | 18.2       | Baltimore City      | 12.0 | Talbot              | 14.3    | Baltimore City      | 13.3           |
| Somerset            | 7.1     | Talbot              | 14.3    | Baltimore City      | 11.1       | Somerset            | 5.7  | Baltimore City      | 12.8    | Somerset            | 8.6            |
| Talbot              | 6.7     | Baltimore City      | 13.8    | Garrett             | 8.3        | Talbot              | 5.7  | Somerset            | 11.4    | Talbot              | 2.9            |

**FIFTH GRADE STUDENTS WITH DISABILITIES  
RANKED BY PERCENT AT SATISFACTORY  
MSPAP 2000-2001 RESULTS BY LOCAL SCHOOL SYSTEM**

| Local School System | Reading | Local School System | Writing | Local School System | Lang. Use. | Local School System | Math | Local School System | Science | Local School System | Social Studies |
|---------------------|---------|---------------------|---------|---------------------|------------|---------------------|------|---------------------|---------|---------------------|----------------|
| Cecil               | 39.2    | Cecil               | 42.9    | Saint Mary's        | 42.3       | Caroline            | 43.8 | Cecil               | 52.5    | Caroline            | 43.8           |
| Howard              | 36.9    | Allegany            | 38.8    | Dorchester          | 40.9       | Allegany            | 32.9 | Allegany            | 49.4    | Cecil               | 41.5           |
| Baltimore Co        | 36.7    | Caroline            | 35.9    | Harford             | 37.6       | Baltimore Co        | 31.1 | Dorchester          | 45.5    | Baltimore Co        | 39.8           |
| Dorchester          | 35.4    | Baltimore Co        | 35.0    | Baltimore Co        | 37.0       | Cecil               | 30.0 | Caroline            | 45.3    | Allegany            | 38.2           |
| Kent                | 35.3    | Saint Mary's        | 34.4    | Cecil               | 35.3       | Saint Mary's        | 29.7 | Baltimore Co        | 44.4    | Dorchester          | 35.2           |
| Harford             | 34.4    | Washington          | 33.9    | Calvert             | 33.1       | Dorchester          | 29.5 | Saint Mary's        | 42.5    | Saint Mary's        | 34.0           |
| Talbot              | 33.3    | Queen Anne's        | 32.1    | Queen Anne's        | 31.7       | Washington          | 28.9 | Washington          | 40.1    | Washington          | 32.6           |
| Washington          | 33.1    | Harford             | 31.0    | Montgomery          | 31.6       | Howard              | 27.4 | Harford             | 39.2    | Harford             | 32.5           |
| Saint Mary's        | 32.5    | Carroll             | 30.3    | Washington          | 28.3       | Harford             | 26.4 | Carroll             | 34.1    | Queen Anne's        | 32.1           |
| Calvert             | 32.3    | Wicomico            | 29.4    | Anne Arundel        | 27.7       | Calvert             | 23.5 | Garrett             | 33.7    | Carroll             | 28.3           |
| Anne Arundel        | 30.1    | Montgomery          | 29.2    | Howard              | 26.4       | Garrett             | 22.5 | Queen Anne's        | 33.0    | Calvert             | 27.8           |
| Charles             | 30.0    | Worcester           | 27.9    | Wicomico            | 26.0       | Montgomery          | 22.5 | Howard              | 32.8    | Montgomery          | 27.3           |
| Montgomery          | 26.9    | Calvert             | 27.8    | Worcester           | 25.9       | Wicomico            | 22.1 | Calvert             | 32.6    | Wicomico            | 26.4           |
| STATE               | 25.4    | Dorchester          | 26.1    | Frederick           | 25.8       | Carroll             | 21.6 | Montgomery          | 32.6    | Somerset            | 25.9           |
| Caroline            | 25.0    | Howard              | 25.9    | STATE               | 24.5       | STATE               | 20.7 | Anne Arundel        | 30.9    | Garrett             | 25.8           |
| Wicomico            | 24.5    | STATE               | 24.9    | Allegany            | 24.1       | Anne Arundel        | 20.6 | STATE               | 30.7    | STATE               | 25.7           |
| Allegany            | 23.9    | Frederick           | 24.5    | Carroll             | 22.7       | Frederick           | 20.2 | Wicomico            | 30.7    | Anne Arundel        | 25.5           |
| Frederick           | 23.6    | Anne Arundel        | 23.2    | Kent                | 18.2       | Worcester           | 19.1 | Frederick           | 30.0    | Frederick           | 25.5           |
| Queen Anne's        | 22.4    | Garrett             | 21.3    | Charles             | 17.8       | Kent                | 18.9 | Kent                | 27.0    | Howard              | 24.7           |
| Carroll             | 21.8    | Charles             | 19.6    | Caroline            | 17.6       | Charles             | 16.0 | Talbot              | 26.2    | Kent                | 24.3           |
| Garrett             | 21.4    | Kent                | 16.2    | Prince George's     | 15.6       | Queen Anne's        | 16.0 | Charles             | 22.4    | Talbot              | 21.4           |
| Worcester           | 18.0    | Prince George's     | 16.2    | Garrett             | 14.1       | Somerset            | 14.8 | Prince George's     | 19.9    | Charles             | 19.6           |
| Somerset            | 14.3    | Talbot              | 9.5     | Talbot              | 6.3        | Talbot              | 14.3 | Worcester           | 19.1    | Prince George's     | 17.3           |
| Prince George's     | 14.2    | Baltimore City      | 7.4     | Baltimore City      | 6.0        | Prince George's     | 11.0 | Somerset            | 18.5    | Worcester           | 14.7           |
| Baltimore City      | 5.6     | Somerset            | 7.4     | Somerset            | 0.0        | Baltimore City      | 6.9  | Baltimore City      | 11.5    | Baltimore City      | 8.1            |

**EIGHTH GRADE STUDENTS WITH DISABILITIES  
RANKED BY PERCENT AT SATISFACTORY  
MSPAP 2000-2001 RESULTS BY LOCAL SCHOOL SYSTEM**

| Local School System | Reading | Local School System | Writing | Local School System | Lang. Use. | Local School System | Math | Local School System | Science | Local School System | Social Studies |
|---------------------|---------|---------------------|---------|---------------------|------------|---------------------|------|---------------------|---------|---------------------|----------------|
| Howard              | 14.2    | Somerset            | 55.6    | Montgomery          | 24.3       | Somerset            | 33.3 | Kent                | 36.4    | Somerset            | 38.9           |
| Harford             | 13.3    | Harford             | 32.7    | Harford             | 22.3       | Howard              | 29.3 | Harford             | 33.4    | Calvert             | 28.3           |
| Somerset            | 12.5    | Frederick           | 27.9    | Somerset            | 22.2       | Garrett             | 27.4 | Howard              | 33.1    | Howard              | 27.4           |
| Calvert             | 12.2    | Howard              | 26.4    | Howard              | 22.1       | Frederick           | 27.1 | Calvert             | 33.0    | Garrett             | 25.8           |
| Worcester           | 11.1    | Calvert             | 26.2    | Frederick           | 21.6       | Montgomery          | 24.8 | Frederick           | 30.8    | Harford             | 25.6           |
| Montgomery          | 11.0    | Garrett             | 25.8    | Calvert             | 18.9       | Carroll             | 24.1 | Carroll             | 30.0    | Carroll             | 22.8           |
| Charles             | 10.0    | Montgomery          | 25.4    | Baltimore Co        | 16.4       | Harford             | 23.3 | Somerset            | 27.8    | Worcester           | 22.6           |
| Washington          | 9.6     | Baltimore Co        | 24.5    | Carroll             | 14.7       | Calvert             | 21.5 | Worcester           | 27.4    | Baltimore Co        | 22.5           |
| Frederick           | 9.3     | Queen Anne's        | 23.3    | Saint Mary's        | 13.6       | Worcester           | 19.4 | Montgomery          | 25.3    | Frederick           | 22.2           |
| Kent                | 9.1     | Carroll             | 21.3    | Anne Arundel        | 13.2       | Baltimore Co        | 19.0 | Baltimore Co        | 24.5    | Montgomery          | 20.2           |
| Queen Anne's        | 7.8     | Wicomico            | 19.8    | STATE               | 13.0       | Saint Mary's        | 18.4 | Wicomico            | 23.1    | Wicomico            | 17.6           |
| Baltimore Co        | 7.6     | STATE               | 19.4    | Queen Anne's        | 12.2       | Washington          | 18.2 | Queen Anne's        | 22.2    | Anne Arundel        | 16.0           |
| STATE               | 7.2     | Washington          | 19.0    | Washington          | 11.8       | STATE               | 16.0 | STATE               | 19.2    | STATE               | 15.8           |
| Saint Mary's        | 7.0     | Anne Arundel        | 18.8    | Caroline            | 11.1       | Anne Arundel        | 15.9 | Anne Arundel        | 18.7    | Saint Mary's        | 15.6           |
| Carroll             | 6.8     | Caroline            | 18.4    | Cecil               | 10.3       | Charles             | 12.8 | Charles             | 18.3    | Charles             | 13.8           |
| Anne Arundel        | 6.1     | Kent                | 18.2    | Wicomico            | 9.9        | Queen Anne's        | 12.2 | Garrett             | 17.7    | Kent                | 13.6           |
| Dorchester          | 5.6     | Saint Mary's        | 17.7    | Charles             | 9.4        | Cecil               | 11.1 | Cecil               | 17.2    | Washington          | 13.6           |
| Wicomico            | 4.9     | Worcester           | 17.7    | Allegany            | 6.6        | Wicomico            | 9.9  | Washington          | 15.7    | Talbot              | 13.0           |
| Allegany            | 4.8     | Charles             | 17.0    | Dorchester          | 6.5        | Kent                | 9.1  | Saint Mary's        | 14.3    | Queen Anne's        | 12.2           |
| Caroline            | 4.8     | Cecil               | 15.7    | Worcester           | 6.4        | Talbot              | 8.7  | Caroline            | 12.2    | Dorchester          | 11.9           |
| Prince George's     | 3.6     | Talbot              | 13.0    | Prince George's     | 6.2        | Allegany            | 6.2  | Allegany            | 11.3    | Cecil               | 10.6           |
| Garrett             | 3.0     | Dorchester          | 11.9    | Garrett             | 6.1        | Prince George's     | 5.7  | Talbot              | 10.9    | Allegany            | 9.3            |
| Cecil               | 1.9     | Prince George's     | 11.9    | Talbot              | 5.6        | Caroline            | 4.1  | Dorchester          | 9.5     | Prince George's     | 6.4            |
| Baltimore City      | 1.0     | Allegany            | 9.3     | Kent                | 4.8        | Dorchester          | 2.4  | Prince George's     | 7.5     | Caroline            | 6.1            |
| Talbot              | 0.0     | Baltimore City      | 5.7     | Baltimore City      | 2.1        | Baltimore City      | 1.9  | Baltimore City      | 2.3     | Baltimore City      | 2.6            |

**SECOND GRADE STUDENTS WITH DISABILITIES  
COMPREHENSIVE TEST OF BASIC SKILLS 2000-2001  
MEDIAN NATIONAL PERCENTILE RANK (1.1.5)**

|                            | Reading | Language | Math | Language Mechanics | Math Computation |
|----------------------------|---------|----------|------|--------------------|------------------|
| STATE AVERAGE REGULAR      | 58      | 60       | 60   | 66                 | 68               |
| STATE AVERAGE SPECIAL      | 34      | 27       | 29   | 40                 | 40               |
| <b>Local School System</b> |         |          |      |                    |                  |
| Allegany                   | 27      | 30       | 32   | 38                 | 36               |
| Anne Arundel               | 35      | 26       | 31   | 45                 | 31               |
| Baltimore City             | 24      | 18       | 15   | 27                 | 24               |
| Baltimore Co.              | 42      | 33       | 36   | 49                 | 62               |
| Calvert                    | 39      | 40       | 47   | 50                 | 66               |
| Caroline                   | 17      | 18       | 18   | 33                 | 19               |
| Carroll                    | 27      | 23       | 29   | 38                 | 36               |
| Cecil                      | 55      | 43       | 52   | 55                 | 58               |
| Charles                    | 40      | 33       | 37   | 56                 | 46               |
| Dorchester                 | 22      | 16       | 9    | 20                 | 18               |
| Frederick                  | 31      | 26       | 31   | 37                 | 26               |
| Garrett                    | 33      | 39       | 48   | 45                 | 42               |
| Harford                    | 46      | 39       | 38   | 40                 | 43               |
| Howard                     | 28      | 27       | 23   | 42                 | 33               |
| Kent                       | 32      | 23       | 39   | 57                 | 56               |
| Montgomery                 | 34      | 27       | 29   | 45                 | 40               |
| Prince George's            | 30      | 22       | 23   | 27                 | 32               |
| Queen Anne's               | 35      | 24       | 29   | 38                 | 44               |
| Saint Mary's               | 32      | 23       | 25   | 28                 | 36               |
| Somerset                   | 58      | 37       | 26   | 38                 | 20               |
| Talbot                     | 26      | 24       | 16   | 24                 | 19               |
| Washington                 | 30      | 28       | 44   | 56                 | 50               |
| Wicomico                   | 33      | 36       | 46   | 45                 | 54               |
| Worcester                  | 37      | 37       | 47   | 47                 | 63               |

Met MSIG Targeted Goal of 0.5% gain over previous year.

**FOURTH GRADE STUDENTS WITH DISABILITIES  
COMPREHENSIVE TEST OF BASIC SKILLS 2000-2001  
MEDIAN NATIONAL PERCENTILE RANK (1.1.5)**

|                            | Reading | Language | Math | Language Mechanics | Math Computation |
|----------------------------|---------|----------|------|--------------------|------------------|
| STATE AVERAGE REGULAR      | 59      | 61       | 59   | 61                 | 62               |
| STATE AVERAGE SPECIAL      | 31      | 27       | 23   | 27                 | 31               |
| <b>Local School System</b> |         |          |      |                    |                  |
| Allegany                   | 28      | 28       | 23   | 27                 | 26               |
| Anne Arundel               | 27      | 24       | 25   | 26                 | 30               |
| Baltimore City             | 14      | 13       | 12   | 15                 | 18               |
| Baltimore Co.              | 33      | 30       | 28   | 35                 | 37               |
| Calvert                    | 37      | 37       | 33   | 35                 | 45               |
| Caroline                   | 16      | 13       | 21   | 24                 | 30               |
| Carroll                    | 28      | 26       | 27   | 33                 | 26               |
| Cecil                      | 44      | 42       | 42   | 47                 | 40               |
| Charles                    | 30      | 27       | 25   | 26                 | 31               |
| Dorchester                 | 24      | 22       | 14   | 21                 | 38               |
| Frederick                  | 32      | 28       | 30   | 27                 | 25               |
| Garrett                    | 32      | 27       | 34   | 32                 | 25               |
| Harford                    | 41      | 34       | 31   | 30                 | 36               |
| Howard                     | 39      | 38       | 27   | 30                 | 21               |
| Kent                       | 36      | 34       | 49   | 30                 | 43               |
| Montgomery                 | 45      | 40       | 37   | 40                 | 45               |
| Prince George's            | 25      | 22       | 14   | 21                 | 25               |
| Queen Anne's               | 35      | 26       | 23   | 31                 | 22               |
| Saint Mary's               | 28      | 23       | 23   | 27                 | 33               |
| Somerset                   | 59      | 23       | 8    | 16                 | 17               |
| Talbot                     | 23      | 20       | 15   | 24                 | 27               |
| Washington                 | 22      | 22       | 23   | 26                 | 31               |
| Wicomico                   | 26      | 22       | 23   | 35                 | 32               |
| Worcester                  | 26      | 28       | 27   | 33                 | 33               |

Met MSIG Targeted Goal of 0.5% gain over previous year.

**SIXTH GRADE STUDENTS WITH DISABILITIES  
COMPREHENSIVE TEST OF BASIC SKILLS 2000-2001  
MEDIAN NATIONAL PERCENTILE RANK (1.1.5)**

|                            | Reading | Language | Math | Language Mechanics | Math Computation |
|----------------------------|---------|----------|------|--------------------|------------------|
| STATE AVERAGE REGULAR      | 58      | 57       | 60   | 53                 | 68               |
| STATE AVERAGE SPECIAL      | 19      | 20       | 18   | 17                 | 25               |
| <b>Local School System</b> |         |          |      |                    |                  |
| Allegany                   | 20      | 21       | 19   | 18                 | 20               |
| Anne Arundel               | 16      | 17       | 16   | 17                 | 19               |
| Baltimore City             | 8       | 7        | 8    | 10                 | 19               |
| Baltimore Co.              | 20      | 22       | 20   | 19                 | 27               |
| Calvert                    | 27      | 26       | 24   | 23                 | 25               |
| Caroline                   | 13      | 12       | 12   | 21                 | 23               |
| Carroll                    | 24      | 26       | 25   | 23                 | 26               |
| Cecil                      | 32      | 30       | 25   | 29                 | 31               |
| Charles                    | 14      | 18       | 19   | 14                 | 25               |
| Dorchester                 | 4       | 7        | 5    | 7                  | 14               |
| Frederick                  | 27      | 25       | 27   | 23                 | 25               |
| Garrett                    | 30      | 29       | 20   | 17                 | 30               |
| Harford                    | 29      | 25       | 24   | 26                 | 21               |
| Howard                     | 26      | 28       | 24   | 26                 | 29               |
| Kent                       | 9       | 16       | 19   | 29                 | 18               |
| Montgomery                 | 27      | 29       | 31   | 22                 | 42               |
| Prince George's            | 17      | 20       | 14   | 14                 | 25               |
| Queen Anne's               | 22      | 18       | 18   | 17                 | 28               |
| Saint Mary's               | 12      | 16       | 15   | 14                 | 20               |
| Somerset                   | 61      | 23       | 10   | 14                 | 14               |
| Talbot                     | 17      | 15       | 10   | 16                 | 23               |
| Washington                 | 21      | 20       | 18   | 17                 | 25               |
| Wicomico                   | 23      | 22       | 17   | 22                 | 19               |
| Worcester                  | 18      | 16       | 15   | 18                 | 31               |

Met MSIG Targeted Goal of 0.5% gain over previous year.

## Trend Results for Goal Indicator 1.1.6

- 1.1.6 The percentage of time that students with disabilities participate in general education classrooms will increase by 2% annually.

### PERCENT OF STUDENTS WITH DISABILITIES AGES 6 THROUGH 21 IN GENERAL EDUCATION CLASSROOMS (1.1.6)

| Local School System | Dec. 1, 2000 |            |          | Dec. 1, 2001 |            |          |
|---------------------|--------------|------------|----------|--------------|------------|----------|
|                     | Out <21%     | Out 21-60% | Out >60% | Out <21%     | Out 21-60% | Out >60% |
| Allegany            | 46.13        | 47.43      | 2.13     | 43.39        | 38.69      | 1.22     |
| Anne Arundel        | 55.80        | 18.02      | 16.44    | 52.90        | 14.94      | 13.96    |
| Baltimore City      | 26.93        | 13.25      | 48.40    | 29.52        | 17.99      | 33.74    |
| Edison Schools      | 37.58        | 8.92       | 53.50    | 46.99        | 9.84       | 37.16    |
| Baltimore County    | 46.31        | 20.04      | 25.21    | 42.06        | 15.61      | 24.41    |
| Calvert             | 42.38        | 28.86      | 22.38    | 40.63        | 29.36      | 14.93    |
| Caroline            | 55.40        | 35.25      | 8.49     | 51.68        | 29.13      | 7.56     |
| Carroll             | 77.16        | 12.59      | 5.95     | 66.85        | 13.91      | 6.46     |
| Cecil               | 56.48        | 26.90      | 14.64    | 54.22        | 20.72      | 13.35    |
| Charles             | 52.10        | 21.40      | 22.38    | 47.11        | 20.68      | 18.08    |
| Dorchester          | 75.52        | 11.72      | 12.07    | 71.03        | 8.57       | 11.84    |
| Frederick           | 63.68        | 21.76      | 9.49     | 66.37        | 15.10      | 6.66     |
| Garrett             | 46.56        | 34.64      | 18.23    | 47.64        | 27.19      | 18.03    |
| Harford             | 49.23        | 41.31      | 4.70     | 41.01        | 39.88      | 4.29     |
| Howard              | 48.46        | 38.19      | 7.50     | 41.74        | 33.04      | 6.09     |
| Kent                | 55.52        | 27.30      | 16.26    | 55.65        | 17.56      | 20.24    |
| Montgomery          | 37.68        | 21.07      | 32.95    | 35.43        | 18.83      | 29.11    |
| Prince George's     | 42.58        | 26.28      | 20.47    | 39.43        | 23.24      | 18.94    |
| Queen Anne's        | 45.26        | 49.29      | 3.60     | 64.52        | 20.27      | 2.44     |
| Saint Mary's        | 53.08        | 31.26      | 14.38    | 47.85        | 29.75      | 11.79    |
| Somerset            | 69.38        | 13.01      | 15.45    | 66.93        | 13.07      | 11.47    |
| Talbot              | 57.54        | 21.57      | 9.15     | 60.13        | 21.31      | 8.23     |
| Washington          | 74.15        | 12.61      | 6.07     | 69.09        | 11.28      | 4.92     |
| Wicomico            | 55.80        | 12.37      | 19.96    | 61.41        | 11.32      | 16.50    |
| Worcester           | 67.35        | 22.41      | 10.24    | 66.44        | 15.65      | 7.55     |
| STATE AVERAGE       | 46.51        | 22.55      | 23.23    | 44.06        | 20.49      | 19.07    |

Met MSIG Targeted Goal of a 2-percentage point improvement over previous year.

Source: Maryland Special Education Census Data, Dec. 1 Child Count

**NUMBER OF STUDENTS WITH DISABILITIES AGES 3 THROUGH 5  
IN PRESCHOOL LEAST RESTRICTIVE ENVIRONMENTS (1.1.6)**

| Local School System | Home       |            | Itinerant    |              | Reverse Mainstreaming |           |
|---------------------|------------|------------|--------------|--------------|-----------------------|-----------|
|                     | Dec. 2000  | Dec. 2001  | Dec. 2000    | Dec. 2001    | Dec. 2000             | Dec. 2001 |
| Allegany            | 0          | 0          | 111          | 98           | 0                     | 0         |
| Anne Arundel        | 34         | 10         | 277          | 336          | 8                     | 8         |
| Baltimore City      | 49         | 78         | 344          | 359          | *                     | 23        |
| Edison Schools      | 0          | 0          | 0            | *            | 0                     | 0         |
| Baltimore County    | 0          | 0          | 0            | 0            | 0                     | 0         |
| Calvert             | *          | *          | 86           | 41           | 0                     | 0         |
| Caroline            | 0          | 0          | 33           | 30           | 0                     | 0         |
| Carroll             | 0          | 6          | 79           | 127          | 0                     | 0         |
| Cecil               | 0          | 0          | 28           | 34           | 0                     | 0         |
| Charles             | *          | *          | 134          | 171          | 0                     | *         |
| Dorchester          | 0          | *          | 11           | 6            | 0                     | 0         |
| Frederick           | 11         | *          | 52           | 151          | *                     | 0         |
| Garrett             | *          | 0          | 0            | 0            | 0                     | 0         |
| Harford             | *          | 10         | 29           | 19           | 0                     | 0         |
| Howard              | *          | *          | 141          | 216          | 9                     | 19        |
| Kent                | 0          | 0          | 0            | *            | 0                     | 12        |
| Montgomery          | *          | 5          | 670          | 587          | 0                     | 0         |
| Prince George's     | *          | 5          | 295          | 280          | 31                    | 0         |
| Queen Anne's        | *          | 0          | 11           | 12           | 0                     | 0         |
| Saint Mary's        | *          | *          | 20           | 25           | 0                     | 0         |
| Somerset            | *          | 0          | 0            | 0            | 0                     | 0         |
| Talbot              | 0          | *          | 0            | 0            | *                     | 0         |
| Washington          | *          | 0          | 24           | 37           | *                     | *         |
| Wicomico            | *          | *          | 140          | 93           | 0                     | 0         |
| Worcester           | *          | 0          | 28           | 28           | 0                     | 0         |
| <b>STATE TOTAL</b>  | <b>120</b> | <b>129</b> | <b>2,513</b> | <b>2,652</b> | <b>56</b>             | <b>67</b> |

\* Fewer than 5 students

**Home** - includes preschooler for whom it is appropriate to receive services at home, not single service.

**Itinerant** - includes preschooler who receives only speech and/or language at school or other location.

**Reverse Mainstreaming** - includes preschooler who receives special education in class designed for disabled student where over 50% of the students are not disabled.



**NUMBER OF STUDENTS WITH DISABILITIES AGES 3 THROUGH 5  
IN PRESCHOOL LEAST RESTRICTIVE ENVIRONMENTS (1.1.6)**

| (continued)         | Early Childhood |              | Early Childhood Special Ed. |              | Combined     |              |
|---------------------|-----------------|--------------|-----------------------------|--------------|--------------|--------------|
| Local School System | Dec. 2000       | Dec. 2001    | Dec. 2000                   | Dec. 2001    | Dec. 2000    | Dec. 2001    |
| Allegany            | 33              | 85           | 13                          | 25           | 38           | 25           |
| Anne Arundel        | 202             | 237          | 214                         | 270          | 68           | 73           |
| Baltimore City      | 425             | 467          | 306                         | 311          | 61           | 23           |
| Edison Schools      | 13              | 10           | *                           | 0            | *            | 0            |
| Baltimore County    | 755             | 870          | 35                          | 505          | 644          | 75           |
| Calvert             | 69              | 83           | 41                          | 25           | 30           | 42           |
| Caroline            | 18              | 25           | 26                          | 18           | 5            | *            |
| Carroll             | 100             | 80           | 85                          | 83           | 5            | 13           |
| Cecil               | 130             | 126          | 76                          | 92           | *            | 0            |
| Charles             | 85              | 105          | *                           | *            | *            | *            |
| Dorchester          | 9               | 24           | 18                          | 19           | 7            | *            |
| Frederick           | 146             | 139          | 87                          | 38           | 60           | 19           |
| Garrett             | 73              | 51           | 0                           | 0            | 0            | 0            |
| Harford             | 226             | 234          | 208                         | 187          | 108          | 170          |
| Howard              | 97              | 55           | 274                         | 277          | 61           | 104          |
| Kent                | 11              | *            | 9                           | 0            | *            | *            |
| Montgomery          | 111             | 267          | 597                         | 598          | 5            | 29           |
| Prince George's     | 41              | 13           | 199                         | 566          | 648          | 370          |
| Queen Anne's        | 48              | 40           | 31                          | 17           | *            | 43           |
| Saint Mary's        | 108             | 90           | 29                          | 31           | 31           | 56           |
| Somerset            | 19              | 17           | 7                           | *            | 0            | 0            |
| Talbot              | 43              | 38           | 0                           | 0            | *            | *            |
| Washington          | 165             | 156          | 5                           | 6            | 52           | 27           |
| Wicomico            | 27              | 19           | 44                          | 47           | *            | 5            |
| Worcester           | *               | 23           | 15                          | 12           | 24           | 27           |
| <b>STATE TOTAL</b>  | <b>2,958</b>    | <b>3,257</b> | <b>2,323</b>                | <b>3,135</b> | <b>1,860</b> | <b>1,114</b> |

\* Fewer than 5 students

**Early Childhood** - includes preschooler who receives all special education and related services in educational programs designed primarily for children without disabilities.

**Early Childhood Special Ed.** - includes preschooler who receives all of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings.

**Combined** (part-time early childhood/part-time early childhood special education setting) - includes preschooler who receives services in multiple settings.

## Trend Results for Goal Indicator 1.1.7

1.1.7 The percentage of students with disabilities who receive high school diplomas will increase by 2%.

### STATEWIDE PERCENTAGE OF STUDENTS RECEIVING DIPLOMAS AND CERTIFICATES (1.1.7)

|                      | 1998-1999<br>Diplomas* | 1998-1999<br>Certificates** | 1999-2000<br>Diplomas* | 1999-2000<br>Certificates** | 2000-2001<br>Diplomas* | 2000-2001<br>Certificates** |
|----------------------|------------------------|-----------------------------|------------------------|-----------------------------|------------------------|-----------------------------|
| <b>STATE AVERAGE</b> | <b>98.7</b>            | <b>1.3</b>                  | <b>99.0</b>            | <b>1.0</b>                  | <b>99.3</b>            | <b>0.7</b>                  |
| LSS                  |                        |                             |                        |                             |                        |                             |
| Allegany             | 98.7                   | 1.3                         | 97.8                   | 2.2                         | 99.3                   | 0.7                         |
| Anne Arundel         | 100.0                  | 0.0                         | 100.0                  | 0.0                         | 100.0                  | 0.0                         |
| Baltimore City       | 95.5                   | 4.5                         | 97.6                   | 2.4                         | 99.5                   | 0.5                         |
| Baltimore County     | 98.7                   | 1.3                         | 99.2                   | 0.8                         | 99.4                   | 0.6                         |
| Calvert              | 99.1                   | 0.9                         | 99.6                   | 0.4                         | 99.9                   | 0.1                         |
| Caroline             | 98.7                   | 1.3                         | 99.1                   | 0.9                         | 98.1                   | 1.9                         |
| Carroll              | 99.2                   | 0.8                         | 98.8                   | 1.2                         | 99.4                   | 0.6                         |
| Cecil                | 97.5                   | 2.5                         | 98.8                   | 1.2                         | 98.3                   | 1.7                         |
| Charles              | 99.4                   | 0.6                         | 99.0                   | 1.0                         | 98.9                   | 1.1                         |
| Dorchester           | 96.9                   | 3.1                         | 97.4                   | 2.6                         | 97.6                   | 2.4                         |
| Frederick            | 99.8                   | 0.2                         | 100.0                  | 0.0                         | 99.7                   | 0.3                         |
| Garrett              | 99.7                   | 0.3                         | 99.0                   | 1.0                         | 99.0                   | 1.0                         |
| Harford              | 100.0                  | 0.0                         | 99.9                   | 0.1                         | 99.8                   | 0.2                         |
| Howard               | 99.3                   | 0.7                         | 99.2                   | 0.8                         | 99.2                   | 0.8                         |
| Kent                 | 98.6                   | 1.4                         | 99.4                   | 0.6                         | 100.0                  | 0.0                         |
| Montgomery           | 98.9                   | 1.1                         | 98.7                   | 1.3                         | 98.9                   | 1.1                         |
| Prince George's      | 98.9                   | 1.1                         | 99.0                   | 1.0                         | 99.2                   | 0.8                         |
| Queen Anne's         | 93.0                   | 7.0                         | 99.5                   | 0.5                         | 99.3                   | 0.7                         |
| Saint Mary's         | 99.3                   | 0.7                         | 98.9                   | 1.1                         | 99.3                   | 0.7                         |
| Somerset             | 97.3                   | 2.7                         | 100.0                  | 0.0                         | 98.9                   | 1.2                         |
| Talbot               | 95.9                   | 4.1                         | 98.1                   | 1.9                         | 95.0                   | 5.0                         |
| Washington           | 98.5                   | 1.5                         | 98.3                   | 1.7                         | 98.9                   | 1.1                         |
| Wicomico             | 98.5                   | 1.5                         | 100.0                  | 0.0                         | 100.0                  | 0.0                         |
| Worcester            | 99.5                   | 0.5                         | 98.8                   | 1.2                         | 99.6                   | 0.4                         |

Met MSIG Targeted Goal of 0.2% gain (Diplomas), 0.2% reduction (Certificates) over previous year.

\* Includes both general and special education students receiving a diploma as reported in the Maryland School Performance Report

\*\*Includes special education students only

**SELECTED EXIT DATA FOR STUDENTS WITH DISABILITIES\***  
**JUNE 1999 - JULY 2001**

|                            | Total SWD Exiting HS |              | Percent Graduating with a Diploma |             | Percent Receiving a Certificate |            | Percent Dropping Out |             |
|----------------------------|----------------------|--------------|-----------------------------------|-------------|---------------------------------|------------|----------------------|-------------|
|                            | 2000                 | 2001         | 2000                              | 2001        | 2000                            | 2001       | 2000                 | 2001        |
| <b>STATE AVERAGE</b>       | <b>8,540</b>         | <b>8,916</b> | <b>35.8</b>                       | <b>37.2</b> | <b>5.2</b>                      | <b>3.9</b> | <b>13.2</b>          | <b>15.9</b> |
| <b>Local School System</b> |                      |              |                                   |             |                                 |            |                      |             |
| Allegany                   | 150                  | 165          | 36.0                              | 41.2        | 9.3                             | 7.9        | 20.0                 | 16.4        |
| Anne Arundel               | 968                  | 1,038        | 43.4                              | 36.0        | 2.9                             | 2.6        | 16.4                 | 23.2        |
| Baltimore City             | 1,708                | 1,564        | 14.7                              | 19.2        | 6.4                             | 3.2        | 20.3                 | 26.5        |
| Baltimore County           | 1,153                | 1,044        | 39.3                              | 47.9        | 3.7                             | 1.8        | 8.8                  | 9.5         |
| Calvert                    | 183                  | 204          | 27.3                              | 25.0        | 3.8                             | 1.0        | 16.4                 | 20.6        |
| Caroline                   | 58                   | 72           | 31.0                              | 40.3        | 3.4                             | 4.2        | 12.1                 | 18.1        |
| Carroll                    | 300                  | 295          | 45.3                              | 45.1        | 4.0                             | 4.1        | 17.3                 | 15.6        |
| Cecil                      | 187                  | 212          | 26.2                              | 31.6        | 3.2                             | 6.1        | 31.6                 | 25.9        |
| Charles                    | 266                  | 362          | 35.3                              | 29.3        | 3.4                             | 3.9        | 14.7                 | 15.5        |
| Dorchester                 | 66                   | 51           | 16.7                              | 25.5        | 12.1                            | 15.7       | 24.2                 | 17.6        |
| Frederick                  | 486                  | 386          | 44.7                              | 49.5        | 2.5                             | 3.1        | 6.8                  | 1.8         |
| Garrett                    | 69                   | 72           | 30.4                              | 26.4        | 4.3                             | 4.2        | 26.1                 | 30.6        |
| Harford                    | 187                  | 247          | 50.3                              | 51.4        | 7.0                             | 4.0        | 16.0                 | 13.8        |
| Howard                     | 424                  | 429          | 41.3                              | 48.0        | 3.1                             | 2.8        | 9.7                  | 7.5         |
| Kent                       | 36                   | 34           | 36.1                              | 44.1        | 2.8                             | 2.9        | 30.6                 | 26.5        |
| Montgomery                 | 1,174                | 1,273        | 37.9                              | 49.2        | 5.2                             | 5.0        | 3.2                  | 3.1         |
| Prince George's            | 414                  | 595          | 62.3                              | 30.1        | 12.1                            | 5.0        | 4.3                  | 15.6        |
| Queen Anne's               | 117                  | 80           | 35.9                              | 18.8        | 0.9                             | 2.5        | 18.8                 | 22.5        |
| Saint Mary's               | 141                  | 167          | 39.0                              | 39.5        | 7.1                             | 3.6        | 15.6                 | 16.8        |
| Somerset                   | 45                   | 49           | 46.7                              | 26.5        | 0.0                             | 6.1        | 15.6                 | 18.4        |
| Talbot                     | 56                   | 56           | 28.6                              | 17.9        | 3.6                             | 23.2       | 14.3                 | 25.0        |
| Washington                 | 153                  | 268          | 62.1                              | 45.5        | 13.7                            | 6.7        | 2.6                  | 20.1        |
| Wicomico                   | 129                  | 181          | 34.1                              | 26.5        | 10.9                            | 6.1        | 19.4                 | 26.0        |
| Worcester                  | 70                   | 72           | 37.1                              | 50.0        | 8.6                             | 5.6        | 10.0                 | 8.3         |

\* As reported in Table 18, Students with Disabilities by Exit Reason and LEA, Age 14-21, July 2000-June 2001 (Source: Dec. 1 Child Count)

**MSIG Goal 1: Objective data on academic performance and other outcomes of students with disabilities will be routinely collected, analyzed, disseminated, and used to drive professional development, personnel preparation, and technical assistance for education reform and system improvement.**

**Objective 1-2**

To organize, analyze, and report data on post-high school employment and participation in post-secondary education among students with disabilities.

**Indicators 1-2**

- 1.2.1** Post-high school employment of students with disabilities will increase by 2% annually.
- 1.2.2** Participation of students with disabilities in post-secondary education will increase annually.

NOTE: At this time, no data is available on participation of SWD in post-secondary education. The Maryland State Department of Education is currently developing a process for collecting and reporting this data.

**MSIG Goal 1: Objective data on academic performance and other outcomes of students with disabilities will be routinely collected, analyzed, disseminated, and used to drive professional development, personnel preparation, and technical assistance for education reform and system improvement.**

**Objective 1-3**

To organize, analyze, and report data on the performance of eligible students on alternative assessments.

**Indicators 1-3**

- 1.3.1** The percent satisfactory on I MAP will increase by 3% annually (For example, if 40% of students achieved satisfactory during the previous year, then 3% more would have to achieve satisfactory the next year, for a total of 43%, to meet the MSIG annual goal).
- 1.3.2** By 2001, no student in Maryland will be exempted or excluded from statewide performance assessments.

**Computation Methodology**

Identify the percent of students with disabilities at the satisfactory performance level on the Independence Mastery Assessment Program (I MAP) at each grade level, 3<sup>rd</sup>, 5<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup>. Compare current results with the previous year and determine if there was a 3-percentage point gain. Satisfactory percentages are:

| <b>I MAP Grades 3, 5, 8 and 11</b> |   |
|------------------------------------|---|
| Satisfactory                       | Due to the current restructuring of I MAP, standards have not yet been established. Results cannot be compared to previous years. |

**I NDEPENDENCE MASTERY ASSESSMENT PROGRAM  
2001 RESULTS BY LOCAL SCHOOL SYSTEM (1.3.1)**

|                            | Composite Score | Standard Deviation | Minimum Score | Maximum Score | No. of Students |
|----------------------------|-----------------|--------------------|---------------|---------------|-----------------|
| <b>STATE AVERAGE*</b>      | <b>60.06</b>    | <b>23.13</b>       | <b>0.00</b>   | <b>93.00</b>  | <b>2117</b>     |
| <b>Local School System</b> |                 |                    |               |               |                 |
| <b>Allegany</b>            | <b>71.66</b>    | <b>12.56</b>       | <b>0.00</b>   | <b>87.00</b>  | <b>58</b>       |
| <b>Anne Arundel</b>        | <b>57.71</b>    | <b>18.09</b>       | <b>0.00</b>   | <b>86.80</b>  | <b>161</b>      |
| <b>Baltimore City</b>      | <b>59.75</b>    | <b>18.03</b>       | <b>0.00</b>   | <b>88.80</b>  | <b>311</b>      |
| <b>Baltimore County</b>    | <b>69.00</b>    | <b>12.96</b>       | <b>0.00</b>   | <b>88.00</b>  | <b>332</b>      |
| <b>Calvert</b>             | <b>66.53</b>    | <b>14.39</b>       | <b>24.00</b>  | <b>85.67</b>  | <b>29</b>       |
| <b>Caroline</b>            | <b>74.04</b>    | <b>7.15</b>        | <b>57.65</b>  | <b>83.68</b>  | <b>13</b>       |
| <b>Carroll</b>             | <b>57.08</b>    | <b>18.87</b>       | <b>0.00</b>   | <b>83.16</b>  | <b>53</b>       |
| <b>Cecil</b>               | <b>61.86</b>    | <b>14.39</b>       | <b>16.00</b>  | <b>82.32</b>  | <b>37</b>       |
| <b>Charles</b>             | <b>65.44</b>    | <b>16.89</b>       | <b>0.00</b>   | <b>85.00</b>  | <b>38</b>       |
| <b>Dorchester</b>          | <b>76.10</b>    | <b>4.92</b>        | <b>64.65</b>  | <b>85.49</b>  | <b>20</b>       |
| <b>Frederick</b>           | <b>72.71</b>    | <b>12.56</b>       | <b>0.00</b>   | <b>85.64</b>  | <b>60</b>       |
| <b>Garrett</b>             | <b>77.09</b>    | <b>12.20</b>       | <b>37.00</b>  | <b>83.83</b>  | <b>15</b>       |
| <b>Harford</b>             | <b>65.31</b>    | <b>15.10</b>       | <b>0.00</b>   | <b>82.00</b>  | <b>68</b>       |
| <b>Howard</b>              | <b>65.00</b>    | <b>19.45</b>       | <b>0.00</b>   | <b>87.00</b>  | <b>114</b>      |
| <b>Kent</b>                | <b>65.29</b>    | <b>6.28</b>        | <b>55.16</b>  | <b>71.66</b>  | <b>5</b>        |
| <b>Montgomery</b>          | <b>60.94</b>    | <b>21.97</b>       | <b>0.00</b>   | <b>93.00</b>  | <b>298</b>      |
| <b>Prince George's</b>     | <b>35.78</b>    | <b>33.84</b>       | <b>0.00</b>   | <b>87.00</b>  | <b>292</b>      |
| <b>Queen Anne's</b>        | <b>64.35</b>    | <b>28.75</b>       | <b>0.00</b>   | <b>82.66</b>  | <b>7</b>        |
| <b>Saint Mary's</b>        | <b>66.64</b>    | <b>16.17</b>       | <b>0.00</b>   | <b>84.97</b>  | <b>27</b>       |
| <b>Somerset</b>            | <b>57.35</b>    | <b>18.04</b>       | <b>36.32</b>  | <b>87.00</b>  | <b>12</b>       |
| <b>Talbot</b>              | <b>76.89</b>    | <b>15.60</b>       | <b>32.00</b>  | <b>92.00</b>  | <b>12</b>       |
| <b>Washington</b>          | <b>60.38</b>    | <b>15.47</b>       | <b>0.00</b>   | <b>83.48</b>  | <b>65</b>       |
| <b>Wicomico</b>            | <b>62.66</b>    | <b>23.94</b>       | <b>0.00</b>   | <b>84.10</b>  | <b>76</b>       |
| <b>Worcester</b>           | <b>81.23</b>    | <b>6.15</b>        | <b>63.32</b>  | <b>86.67</b>  | <b>14</b>       |
| <b>School for Blind*</b>   | <b>63.73</b>    | <b>12.21</b>       | <b>34.00</b>  | <b>81.00</b>  | <b>32</b>       |

\* School for the Blind is not included in State averages

Note: due to scoring revisions, no comparison with previous years' data can be made

**MARYLAND STATE PERFORMANCE ASSESSMENT PROGRAM**  
**PERCENT OF STUDENTS WITH DISABILITIES EXEMPTED FROM MSPAP\* (1.3.2)**

| Local School System  | Grade 3 |      |      | Grade 5 |      |      | Grade 8 |      |      |
|----------------------|---------|------|------|---------|------|------|---------|------|------|
|                      | 1999    | 2000 | 2001 | 1999    | 2000 | 2001 | 1999    | 2000 | 2001 |
| Allegany             | 4.09    | 4.57 | 4.04 | 5.28    | 4.30 | 4.13 | 2.25    | 1.18 | 1.34 |
| Anne Arundel         | 3.61    | 3.50 | 2.77 | 4.06    | 3.49 | 3.15 | 1.87    | 2.09 | 2.31 |
| Baltimore City       | 3.15    | 2.81 | 2.38 | 3.22    | 2.82 | 2.77 | 2.15    | 1.57 | 1.98 |
| Baltimore Co.        | 3.22    | 1.66 | 2.29 | 3.87    | 1.93 | 2.76 | 2.89    | 1.81 | 1.36 |
| Calvert              | 1.27    | 1.56 | 1.31 | 1.04    | 1.54 | 1.36 | 0.50    | 0.67 | 0.92 |
| Caroline             | 4.44    | 4.00 | 3.48 | 4.50    | 3.76 | 2.72 | 1.87    | 0.38 | 2.40 |
| Carroll              | 3.54    | 2.72 | 2.59 | 4.46    | 2.56 | 2.89 | 2.30    | 1.49 | 0.97 |
| Cecil                | 3.61    | 4.55 | 3.31 | 3.92    | 4.89 | 4.85 | 1.50    | 1.84 | 1.79 |
| Charles              | 2.56    | 2.02 | 2.42 | 2.96    | 2.22 | 3.00 | 2.25    | 2.63 | 2.78 |
| Dorchester           | 3.52    | 4.28 | 4.26 | 2.97    | 4.52 | 4.20 | 4.00    | 3.57 | 2.74 |
| Frederick            | 2.52    | 1.97 | 1.97 | 2.44    | 1.85 | 2.04 | 1.51    | 0.86 | 1.18 |
| Garrett              | 2.59    | 3.28 | 3.02 | 3.25    | 3.96 | 3.36 | 2.01    | 2.14 | 2.27 |
| Harford              | 3.22    | 2.84 | 2.49 | 2.70    | 2.51 | 2.90 | 1.03    | 1.06 | 1.24 |
| Howard               | 1.53    | 1.78 | 1.54 | 1.35    | 1.92 | 1.74 | 1.15    | 1.25 | 1.42 |
| Kent                 | 4.68    | 4.17 | 3.62 | 1.72    | 2.32 | 2.23 | 1.83    | 1.29 | 1.42 |
| Montgomery           | 3.85    | 3.60 | 2.50 | 3.46    | 3.58 | 2.99 | 2.18    | 2.40 | 2.25 |
| Prince George's      | 2.86    | 2.65 | 2.05 | 2.45    | 2.66 | 2.49 | 1.35    | 1.21 | 1.28 |
| Queen Anne's         | 5.26    | 3.82 | 4.22 | 3.26    | 3.05 | 3.94 | 1.69    | 3.23 | 2.14 |
| Saint Mary's         | 4.33    | 3.09 | 1.36 | 4.56    | 3.09 | 1.51 | 3.34    | 3.61 | 1.11 |
| Somerset             | 2.85    | 3.12 | 1.68 | 1.50    | 0.93 | 2.78 | 3.81    | 1.63 | 1.42 |
| Talbot               | 5.42    | 3.14 | 3.66 | 4.45    | 4.82 | 2.63 | 2.78    | 3.03 | 4.08 |
| Washington           | 3.33    | 2.78 | 2.56 | 3.56    | 2.91 | 3.04 | 2.54    | 1.87 | 3.07 |
| Wicomico             | 3.45    | 3.82 | 2.48 | 3.18    | 4.03 | 3.35 | 2.29    | 1.81 | 1.05 |
| Worcester            | 0.10    | 0.10 | 0.17 | 0.34    | 0.18 | 0.73 | 1.30    | 0.62 | 1.25 |
| <b>STATE AVERAGE</b> | 3.51    | 2.77 | 2.35 | 3.44    | 2.88 | 2.75 | 2.51    | 1.73 | 1.73 |

\* See Appendix A for LSS Detail (includes students whose accommodations invalidated their scores for one or more content areas and those whose IEPs exempted them from MSPAP)

**MSIG Goal 1: Objective data on academic performance and other outcomes of students with disabilities will be routinely collected, analyzed, disseminated, and used to drive professional development, personnel preparation, and technical assistance for education reform and system improvement.**

**Objective 1-4**

Within local school systems, the significant discrepancy in the rate of long-term suspensions for students with disabilities as compared to the general student population will decrease.

**Indicators 1-4**

- 1.4.1 Within local school systems, the percentage of students with disabilities receiving long-term suspensions will decrease annually to reduce the significant discrepancy.
- 1.4.2 Within local school systems, the percentage of students with disabilities receiving short-term suspensions will decrease annually to reduce the significant discrepancy.
- 1.4.3 Functional behavioral assessments (as defined) will decrease by 10% annually.
- 1.4.4 Placements of students in non-general education classrooms will decrease by 10% annually.



**LONG-TERM SUSPENSIONS (GREATER THAN 10 DAYS)  
OF STUDENTS WITH DISABILITIES  
BY LOCAL SCHOOL SYSTEM, 2000-2001 (1.4.1)**

|                 | All Students                |              |             | Students with Disabilities |            |             | Students Without Disabilities |              |             |
|-----------------|-----------------------------|--------------|-------------|----------------------------|------------|-------------|-------------------------------|--------------|-------------|
|                 | Total Enrollment<br>9/30/00 | Number       | Percent     | SSIS<br>Count<br>12/1/00   | Number     | Percent     | Total Enrollment<br>9/30/00   | Number       | Percent     |
| <b>STATE</b>    | <b>852,920</b>              | <b>3,767</b> | <b>0.44</b> | <b>111,102</b>             | <b>899</b> | <b>0.81</b> | <b>741,818</b>                | <b>2,868</b> | <b>0.39</b> |
| Allegany        | 10,416                      | 5            | 0.05        | 1,888                      | 0          | 0.00        | 8,528                         | 5            | 0.06        |
| Anne Arundel    | 74,491                      | 316          | 0.42        | 10,072                     | 136        | 1.35        | 64,419                        | 180          | 0.28        |
| Baltimore City  | 98,226                      | 603          | 0.61        | 16,679                     | 167        | 1.00        | 81,547                        | 436          | 0.53        |
| Edison Schools  | 1,633                       | *            | 0.24        | 177                        | 0          | 0.00        | 1,456                         | *            | 0.27        |
| Baltimore Co.   | 106,898                     | 1,117        | 1.04        | 13,260                     | 244        | 1.84        | 93,638                        | 873          | 0.93        |
| Calvert         | 16,170                      | *            | 0.01        | 2,159                      | 0          | 0.00        | 14,011                        | *            | 0.01        |
| Caroline        | 5,557                       | 0            | 0.00        | 777                        | 0          | 0.00        | 4,780                         | 0            | 0.00        |
| Carroll         | 27,528                      | 0            | 0.00        | 3,763                      | 0          | 0.00        | 23,765                        | 0            | 0.00        |
| Cecil           | 15,905                      | 48           | 0.30        | 2,558                      | *          | 0.16        | 13,347                        | 44           | 0.33        |
| Charles         | 23,468                      | 58           | 0.25        | 2,671                      | 21         | 0.79        | 20,797                        | 37           | 0.18        |
| Dorchester      | 4,869                       | 39           | 0.80        | 625                        | 9          | 1.44        | 4,244                         | 30           | 0.71        |
| Frederick       | 36,885                      | 25           | 0.07        | 4,466                      | 7          | 0.16        | 32,419                        | 18           | 0.06        |
| Garrett         | 4,946                       | 0            | 0.00        | 789                        | 0          | 0.00        | 4,157                         | 0            | 0.00        |
| Harford         | 39,520                      | 321          | 0.81        | 5,678                      | 100        | 1.76        | 33,842                        | 221          | 0.65        |
| Howard          | 44,946                      | 116          | 0.26        | 4,653                      | 25         | 0.54        | 40,293                        | 91           | 0.23        |
| Kent            | 2,795                       | 6            | 0.21        | 347                        | 0          | 0.00        | 2,448                         | 6            | 0.25        |
| Montgomery      | 134,180                     | 198          | 0.15        | 16,359                     | 21         | 0.13        | 117,821                       | 117          | 0.15        |
| Prince George's | 133,723                     | 825          | 0.62        | 14,623                     | 150        | 1.03        | 119,100                       | 675          | 0.57        |
| Queen Anne's    | 7,217                       | 19           | 0.26        | 1,010                      | *          | 0.10        | 6,207                         | 18           | 0.29        |
| Saint Mary's    | 15,151                      | *            | 0.02        | 2,073                      | 0          | 0.00        | 13,078                        | *            | 0.02        |
| Somerset        | 3,063                       | 0            | 0.00        | 396                        | 0          | 0.00        | 2,667                         | 0            | 0.00        |
| Talbot          | 4,521                       | *            | 0.09        | 504                        | 0          | 0.00        | 4,017                         | *            | 0.10        |
| Washington      | 19,782                      | 56           | 0.28        | 2,969                      | 14         | 0.47        | 16,813                        | 42           | 0.25        |
| Wicomico        | 14,138                      | *            | 0.02        | 1,704                      | 0          | 0.00        | 12,434                        | *            | 0.02        |
| Worcester       | 6,892                       | 0            | 0.00        | 902                        | 0          | 0.00        | 5,990                         | 0            | 0.00        |

\* Fewer than 5 students

**MULTIPLE SUSPENSIONS SUMMING TO GREATER THAN 10 DAYS  
OF STUDENTS WITH DISABILITIES  
BY LOCAL SCHOOL SYSTEM, 2000-2001**

|                 | All Students                |              |             | Students with Disabilities |              |             | Students Without Disabilities |              |             |
|-----------------|-----------------------------|--------------|-------------|----------------------------|--------------|-------------|-------------------------------|--------------|-------------|
|                 | Total Enrollment<br>9/30/00 | Number       | Percent     | SSIS<br>Count<br>12/1/00   | Number       | Percent     | Total Enrollment<br>9/30/00   | Number       | Percent     |
| <b>STATE</b>    | <b>852,920</b>              | <b>6,379</b> | <b>0.75</b> | <b>111,102</b>             | <b>1,492</b> | <b>1.34</b> | <b>741,818</b>                | <b>4,907</b> | <b>0.66</b> |
| Allegany        | 10,416                      | 72           | 0.69        | 1,888                      | 28           | 1.48        | 8,528                         | 44           | 0.52        |
| Anne Arundel    | 74,491                      | 403          | 0.54        | 10,072                     | 89           | 0.88        | 64,419                        | 314          | 0.49        |
| Baltimore City  | 98,226                      | 1,604        | 1.63        | 16,679                     | 378          | 2.27        | 81,547                        | 1,238        | 1.52        |
| Edison Schools  | 1,633                       | 18           | 1.10        | 177                        | 0            | 0.00        | 1,456                         | 18           | 1.23        |
| Baltimore Co.   | 106,898                     | 413          | 0.39        | 13,260                     | 66           | 0.50        | 93,638                        | 347          | 0.37        |
| Calvert         | 16,170                      | 115          | 0.71        | 2,159                      | 25           | 1.16        | 14,011                        | 90           | 0.64        |
| Caroline        | 5,557                       | 80           | 1.44        | 777                        | 31           | 3.99        | 4,780                         | 50           | 1.05        |
| Carroll         | 27,528                      | 98           | 0.36        | 3,763                      | 37           | 0.98        | 23,765                        | 61           | 0.26        |
| Cecil           | 15,905                      | 222          | 1.40        | 2,558                      | 8            | 0.31        | 13,347                        | 214          | 1.60        |
| Charles         | 23,468                      | 146          | 0.62        | 2,671                      | 34           | 1.27        | 20,797                        | 112          | 0.54        |
| Dorchester      | 4,869                       | 112          | 2.30        | 625                        | 26           | 4.16        | 4,244                         | 86           | 2.03        |
| Frederick       | 36,885                      | 282          | 0.76        | 4,466                      | 123          | 2.75        | 32,419                        | 159          | 0.49        |
| Garrett         | 4,946                       | 9            | 0.18        | 789                        | *            | 0.51        | 4,157                         | 5            | 0.12        |
| Harford         | 39,520                      | 470          | 1.19        | 5,678                      | 176          | 3.10        | 33,842                        | 295          | 0.87        |
| Howard          | 44,946                      | 134          | 0.30        | 4,653                      | 20           | 0.43        | 40,293                        | 114          | 0.28        |
| Kent            | 2,795                       | 33           | 1.18        | 347                        | *            | 0.29        | 2,448                         | 32           | 1.31        |
| Montgomery      | 134,180                     | 287          | 0.21        | 16,359                     | 90           | 0.55        | 117,821                       | 202          | 0.17        |
| Prince George's | 133,723                     | 1,058        | 0.79        | 14,623                     | 214          | 1.46        | 119,100                       | 844          | 0.71        |
| Queen Anne's    | 7,217                       | 40           | 0.55        | 1,010                      | 13           | 1.29        | 6,207                         | 27           | 0.43        |
| Saint Mary's    | 15,151                      | 238          | 1.57        | 2,073                      | 31           | 1.50        | 13,078                        | 207          | 1.58        |
| Somerset        | 3,063                       | 81           | 2.64        | 396                        | 12           | 3.03        | 2,667                         | 69           | 2.59        |
| Talbot          | 4,521                       | 37           | 0.82        | 504                        | 9            | 1.79        | 4,017                         | 28           | 0.70        |
| Washington      | 19,782                      | 34           | 0.17        | 2,969                      | 5            | 0.17        | 16,813                        | 29           | 0.17        |
| Wicomico        | 14,138                      | 333          | 2.36        | 1,704                      | 66           | 3.87        | 12,434                        | 268          | 2.16        |
| Worcester       | 6,892                       | 60           | 0.87        | 902                        | 6            | 0.67        | 5,990                         | 54           | 0.90        |

\* Fewer than 5 students

**SHORT-TERM SUSPENSIONS (BETWEEN 1 AND 10 DAYS)  
OF STUDENTS WITH DISABILITIES  
BY LOCAL SCHOOL SYSTEM, 2000-2001 (1.4.2)**

|                 | All Students                |               |             | Students with Disabilities |               |              | Students Without Disabilities |               |             |
|-----------------|-----------------------------|---------------|-------------|----------------------------|---------------|--------------|-------------------------------|---------------|-------------|
|                 | Total Enrollment<br>9/30/00 | Number        | Percent     | SSIS<br>Count<br>12/1/00   | Number        | Percent      | Total Enrollment<br>9/30/00   | Number        | Percent     |
| <b>STATE</b>    | <b>852,920</b>              | <b>68,648</b> | <b>8.05</b> | <b>111,102</b>             | <b>16,855</b> | <b>15.17</b> | <b>741,898</b>                | <b>51,793</b> | <b>6.98</b> |
| Allegany        | 10,416                      | 544           | 5.22        | 1,888                      | 213           | 11.28        | 8,528                         | 331           | 3.88        |
| Anne Arundel    | 74,491                      | 6,763         | 9.08        | 10,072                     | 1,981         | 19.67        | 64,420                        | 4,782         | 7.42        |
| Baltimore City  | 98,226                      | 14,458        | 14.72       | 16,679                     | 3,607         | 21.63        | 81,613                        | 10,851        | 13.31       |
| Edison Schools  | 1,633                       | 334           | 20.45       | 177                        | 38            | 21.47        | 1,462                         | 296           | 20.33       |
| Baltimore Co.   | 106,898                     | 10,095        | 9.44        | 13,260                     | 2,347         | 17.70        | 93,643                        | 7,748         | 8.27        |
| Calvert         | 16,170                      | 1,002         | 6.20        | 2,159                      | 237           | 10.98        | 14,011                        | 765           | 5.46        |
| Caroline        | 5,557                       | 734           | 13.21       | 777                        | 196           | 25.23        | 4,780                         | 538           | 11.26       |
| Carroll         | 27,528                      | 1,248         | 4.53        | 3,763                      | 427           | 11.35        | 23,766                        | 821           | 3.45        |
| Cecil           | 15,905                      | 1,916         | 12.05       | 2,558                      | 187           | 7.31         | 13,347                        | 1,729         | 12.95       |
| Charles         | 23,468                      | 2,523         | 10.75       | 2,671                      | 684           | 25.61        | 20,797                        | 1,839         | 8.84        |
| Dorchester      | 4,869                       | 728           | 14.95       | 625                        | 145           | 23.20        | 4,244                         | 583           | 13.74       |
| Frederick       | 36,885                      | 2,630         | 7.13        | 4,466                      | 1,035         | 23.18        | 32,419                        | 1,595         | 4.92        |
| Garrett         | 4,946                       | 225           | 4.55        | 789                        | 100           | 12.67        | 4,157                         | 125           | 3.01        |
| Harford         | 39,520                      | 2,704         | 6.84        | 5,678                      | 737           | 12.98        | 33,842                        | 1,967         | 5.81        |
| Howard          | 44,946                      | 1,930         | 4.29        | 4,653                      | 464           | 9.97         | 40,293                        | 1,466         | 3.64        |
| Kent            | 2,795                       | 314           | 11.23       | 347                        | 46            | 13.26        | 2,448                         | 268           | 10.95       |
| Montgomery      | 134,180                     | 4,734         | 3.53        | 16,359                     | 1,290         | 7.89         | 117,821                       | 3,444         | 2.92        |
| Prince George's | 133,723                     | 9,601         | 7.18        | 14,623                     | 1,767         | 12.08        | 119,100                       | 7,834         | 6.58        |
| Queen Anne's    | 7,217                       | 480           | 6.65        | 1,010                      | 156           | 15.45        | 6,207                         | 324           | 5.22        |
| Saint Mary's    | 15,151                      | 1,463         | 9.66        | 2,073                      | 338           | 16.30        | 13,078                        | 1,125         | 8.60        |
| Somerset        | 3,063                       | 547           | 17.86       | 396                        | 90            | 22.73        | 2,667                         | 457           | 17.14       |
| Talbot          | 4,521                       | 336           | 7.43        | 504                        | 80            | 15.87        | 4,017                         | 256           | 6.37        |
| Washington      | 19,782                      | 967           | 4.89        | 2,969                      | 242           | 8.15         | 16,814                        | 725           | 4.31        |
| Wicomico        | 14,138                      | 1,835         | 12.98       | 1,704                      | 326           | 19.13        | 12,434                        | 1,509         | 12.14       |
| Worcester       | 6,892                       | 537           | 7.79        | 902                        | 122           | 13.53        | 5,990                         | 415           | 6.93        |

## FUNCTIONAL BEHAVIORAL ASSESSMENTS AND INTERVENTION PLANS (1.4.3)

|                             | 2000         |                  | 2001         |                  |
|-----------------------------|--------------|------------------|--------------|------------------|
|                             | ASSESSMENTS  | FUNCTIONAL PLANS | ASSESSMENTS  | FUNCTIONAL PLANS |
| <b>STATE Totals</b>         | <b>3,625</b> | <b>3,457</b>     | <b>4,775</b> | <b>4,576</b>     |
| <b>Local School Systems</b> |              |                  |              |                  |
| Allegany                    | 91           | 91               | 125          | 125              |
| Anne Arundel                | 77           | 73               | 61           | 58               |
| Baltimore City              | 650          | 650              | 1316         | 1316             |
| Baltimore County            | 0            | 0                | 46           | 29               |
| Calvert                     | 26           | 21               | 41           | 34               |
| Caroline                    | 28           | 28               | 34           | 32               |
| Carroll                     | 244          | 222              | 251          | 240              |
| Cecil                       | 231          | 226              | 265          | 264              |
| Charles                     | 257          | 247              | 286          | 275              |
| Dorchester                  | 24           | 23               | 27           | 25               |
| Frederick                   | 216          | 205              | 0            | 0                |
| Garrett                     | 31           | 31               | 26           | 26               |
| Harford                     | 53           | 19               | 96           | 52               |
| Howard                      | 142          | 134              | 208          | 198              |
| Kent                        | *            | *                | 6            | 6                |
| Montgomery                  | 761          | 713              | 844          | 782              |
| Prince George's             | 539          | 539              | 761          | 761              |
| Queen Anne's                | 29           | 27               | 22           | 21               |
| Saint Mary's                | 34           | 32               | 66           | 59               |
| Somerset                    | 15           | 12               | 20           | 17               |
| Talbot                      | *            | *                | 45           | 43               |
| Washington                  | 19           | 19               | 38           | 37               |
| Wicomico                    | 39           | 38               | 76           | 70               |
| Worcester                   | 57           | 57               | 55           | 55               |
| MD Sch. Blind               | 18           | 17               | 24           | 23               |

\* Fewer than 5 students

**PERCENT OF STUDENTS WITH DISABILITIES  
IN NON-GENERAL EDUCATION CLASSROOMS (1.4.4)**

| Local School System  | Dec. 1, 1998 | Dec. 1, 1999 | Dec. 1, 2000 | Dec. 1, 2001 |
|----------------------|--------------|--------------|--------------|--------------|
| Allegany             | .91          | 3.31         | 3.87         | 4.39         |
| Anne Arundel         | 9.24         | 9.06         | 9.30         | 9.35         |
| Baltimore City       | 11.27        | 10.61        | 10.90        | 11.44        |
| Edison Schools       | N/A          | N/A          | 0.00         | 0.00         |
| Baltimore County     | 7.15         | 7.78         | 7.53         | 7.02         |
| Calvert              | 6.88         | 6.06         | 5.84         | 6.32         |
| Caroline             | 0.75         | 0.77         | 0.77         | 0.84         |
| Carroll              | 2.92         | 3.21         | 3.99         | 4.66         |
| Cecil                | 1.27         | 1.42         | 1.80         | 2.03         |
| Charles              | 2.75         | 3.96         | 4.30         | 3.10         |
| Dorchester           | 0.15         | 0.31         | 0.64         | 0.31         |
| Frederick            | 4.02         | 4.66         | 4.90         | 4.23         |
| Garrett              | 0.13         | 0.53         | 0.89         | 0.27         |
| Harford              | 4.16         | 4.50         | 4.35         | 4.31         |
| Howard               | 4.57         | 4.64         | 5.20         | 5.24         |
| Kent                 | 0.57         | 0.59         | 0.86         | 1.19         |
| Montgomery           | 6.06         | 6.08         | 7.62         | 7.65         |
| Prince George's      | 14.06        | 11.92        | 9.79         | 10.11        |
| Queen Anne's         | 2.08         | 1.32         | 1.88         | 1.85         |
| Saint Mary's         | 0.98         | 0.97         | 1.16         | 1.08         |
| Somerset             | 0.73         | 0.50         | 2.27         | 2.93         |
| Talbot               | 0.18         | 0.00         | 1.59         | 2.11         |
| Washington           | 5.97         | 6.31         | 6.26         | 6.91         |
| Wicomico             | 0.25         | 0.48         | 0.82         | 0.95         |
| Worcester            | 0.45         | 0.22         | 0.11         | 0.23         |
| <b>STATE AVERAGE</b> | <b>7.74</b>  | <b>7.63</b>  | <b>7.67</b>  | <b>7.71</b>  |

Source 12/1 Child Count. Includes: Home/Hospital/Public Day & Residential/Private Day & Residential  
Met MSIG Targeted Goal of 10% decrease over previous year.

**MSIG Goal 1: Objective data on academic performance and other outcomes of students with disabilities will be routinely collected, analyzed, disseminated, and used to drive professional development, personnel preparation, and technical assistance for education reform and system improvement.**

**Objective 1-5**

To organize, analyze, and report data on attendance and dropout rates of students with disabilities.

**Trend Results for Goal Indicators 1.5.1 and 1.5.2**

- 1.5.1** Average attendance rates of students with disabilities will improve by .2% annually.
- 1.5.2** Dropout rates of students with disabilities will decrease by 0.5% annually.

## ATTENDANCE RATES FOR SPECIAL EDUCATION STUDENTS (1.5.1)

| Local School System | Grades 1-5 |           | Grades 6-8 |           | Grades 9-12 |           |
|---------------------|------------|-----------|------------|-----------|-------------|-----------|
|                     | 1999-2000  | 2000-2001 | 1999-2000  | 2000-2001 | 1999-2000   | 2000-2001 |
| Allegany            | · 95.3     | · 95.1    | 93.1       | 92.2      | 91.2        | 89.3      |
| Anne Arundel        | · 94.7     | · 94.4    | 92.4       | 92.3      | 90.4        | 90.6      |
| Baltimore City      | 93.0       | 92.6      | 85.0       | 84.6      | 74.8        | 73.7      |
| Baltimore County    | · 94.7     | · 94.5    | 93.1       | 92.8      | 92.8        | 92.5      |
| Calvert             | · 95.0     | · 94.9    | 93.9       | 93.9      | 92.9        | 92.6      |
| Caroline            | · 94.5     | · 94.0    | 92.1       | 91.4      | 91.7        | 91.5      |
| Carroll             | · 95.2     | · 95.0    | · 94.1     | · 94.4    | 92.4        | 92.7      |
| Cecil               | · 94.4     | 93.4      | 91.8       | 91.4      | 90.1        | 88.9      |
| Charles             | · 94.8     | · 97.9    | 92.1       | · 96.7    | 89.2        | · 95.8    |
| Dorchester          | · 94.8     | 93.9      | 91.5       | 92.1      | 86.5        | 83.4      |
| Frederick           | · 94.3     | · 94.1    | 92.0       | 91.5      | 89.3        | 89.1      |
| Garrett             | · 96.6     | · 95.4    | · 95.7     | · 95.2    | · 94.4      | · 94.6    |
| Harford             | · 95.0     | · 94.4    | 92.8       | 92.5      | 89.4        | 89.6      |
| Howard              | · 95.5     | · 95.2    | 93.9       | 93.3      | 93.1        | 92.9      |
| Kent                | · 95.1     | 93.9      | 92.4       | 92.0      | 86.6        | 89.9      |
| Montgomery          | · 95.1     | · 94.4    | 93.7       | 92.9      | 92.6        | 89.2      |
| Prince George's     | 93.2       | 93.0      | 93.1       | 93.8      | 89.1        | 91.2      |
| Queen Anne's        | · 94.4     | · 94.3    | 93.1       | 92.7      | 88.8        | 88.4      |
| Saint Mary's        | · 94.9     | · 94.1    | 91.0       | 90.8      | 88.2        | 87.7      |
| Somerset            | · 94.4     | 93.3      | 91.8       | 92.9      | 88.8        | 92.8      |
| Talbot              | · 95.3     | · 95.4    | 93.8       | 93.7      | 93.3        | 92.9      |
| Washington          | · 95.4     | · 95.2    | · 94.2     | 93.9      | 93.3        | 93.5      |
| Wicomico            | 93.6       | · 94.1    | 88.4       | 89.4      | 87.9        | 88.9      |
| Worcester           | · 94.6     | · 94.4    | 93.8       | 93.4      | 92.0        | 91.7      |
| STATE AVERAGE       | 94.4       | 94.1      | 91.6       | 91.6      | 88.8        | 88.5      |

Met MSIG Targeted Goal of a .2 percentage point increase over previous year.

· Met State satisfactory standard of 94%.

## HIGH SCHOOL DROP-OUT RATES FOR REGULAR AND SPECIAL EDUCATION STUDENTS (1.5.2)

|                      | Dropouts, Grades 9-12 |                   |                   |                   |
|----------------------|-----------------------|-------------------|-------------------|-------------------|
|                      | 1999-2000             |                   | 2000-2001         |                   |
|                      | Regular Education     | Special Education | Regular Education | Special Education |
| <b>STATE AVERAGE</b> | 3.95                  | 3.46              | 3.85              | 4.41              |
| Allegany             | 2.89                  | 5.93              | 3.30              | 5.93              |
| Anne Arundel         | 4.02                  | 7.14              | 3.98              | 6.68              |
| Baltimore City       | 11.67                 | 1.54              | 11.53             | 10.12             |
| Baltimore County     | 3.61                  | 0.50              | 2.82              | 0.25              |
| Calvert              | 3.70                  | 0.24              | 3.92              | 0.87              |
| Caroline             | 6.23                  | 2.33              | 5.01              | 0.00              |
| Carroll              | 2.43                  | 3.85              | 2.07              | 2.79              |
| Cecil                | 5.50                  | 0.00              | 4.18              | 0.96              |
| Charles              | 4.39                  | 0.00              | 3.65              | 0.00              |
| Dorchester           | 6.32                  | 9.58              | 3.42              | 6.51              |
| Frederick            | 2.27                  | 4.84              | 2.27              | 7.00              |
| Garrett              | 3.74                  | 4.04              | 3.36              | 11.76             |
| Harford              | 3.54                  | 6.27              | 3.29              | 4.84              |
| Howard               | 1.84                  | 0.29              | 2.03              | 0.45              |
| Kent                 | 3.22                  | 7.59              | 3.89              | 1.35              |
| Montgomery           | 1.59                  | 2.85              | 1.58              | 2.38              |
| Prince George's      | 2.38                  | 1.43              | 3.08              | 1.78              |
| Queen Anne's         | 3.18                  | 6.23              | 2.96              | 5.92              |
| Saint Mary's         | 2.73                  | 4.75              | 2.86              | 3.69              |
| Somerset             | 5.01                  | 4.20              | 6.87              | 11.29             |
| Talbot               | 2.42                  | 1.56              | 2.17              | 6.45              |
| Washington           | 5.41                  | 6.41              | 3.26              | 6.69              |
| Wicomico             | 5.18                  | 4.97              | 5.49              | 0.00              |
| Worcester            | 3.98                  | 4.78              | 1.84              | 4.59              |

**Met SIG Improvement Rate of 0.5% Annually, or maintained at 0.0%.**

· Met State satisfactory standard of 3.0%.



**MSIG Goal 1: Objective data on academic performance and other outcomes of students with disabilities will be routinely collected, analyzed, disseminated, and used to drive professional development, personnel preparation, and technical assistance for education reform and system improvement.**

**Objective 1-6**

Within local school systems, the percentage of African American students with disabilities and African American students in the total student population will be proportionate.

**Indicators 1-6**

- 1.6.1** Within local school systems, the disproportionate identification of African American students as students with a disability will decrease annually.
- 1.6.2** Within local school systems, the disproportionate identification of African American students as mentally retarded (MR), emotionally disturbed (ED), learning disabled (LD), and "other disabilities" (as an aggregated category) will decrease.

**PERCENT OF SPECIAL EDUCATION STUDENTS BY RACE, DEC. 1, 2000 (1.6.1)**

| Local School System  | American Indian /Alaskan Native |            | Asian / Pacific Islander |            | African American |             | White       |             | Hispanic   |            |
|----------------------|---------------------------------|------------|--------------------------|------------|------------------|-------------|-------------|-------------|------------|------------|
|                      | Special Ed                      | Regular Ed | Special Ed               | Regular Ed | Special Ed       | Regular Ed  | Special Ed  | Regular Ed  | Special Ed | Regular Ed |
| Allegany             | 0.3                             | 0.3        | 0.4                      | 0.8        | 3.8              | 3.3         | 95.2        | 95.2        | 0.3        | 0.3        |
| Anne Arundel         | 0.2                             | 0.2        | 1.1                      | 2.7        | 23.2             | 19.6        | 73.7        | 75.1        | 1.8        | 2.3        |
| Baltimore City       | 0.4                             | 0.4        | 0.3                      | 0.6        | 84.5             | 87.3        | 14.4        | 11.0        | 0.4        | 0.7        |
| Edison Schools       | 0.0                             | 0.0        | 0.0                      | 0.1        | 99.4             | 99.7        | 0.6         | 0.1         | 0.0        | 0.1        |
| Baltimore Co.        | 0.5                             | 0.5        | 1.5                      | 3.8        | 32.3             | 32.4        | 64.2        | 61.7        | 1.5        | 1.7        |
| Calvert              | 0.3                             | 0.1        | 0.8                      | 0.9        | 22.9             | 15.7        | 75.3        | 82.5        | 0.7        | 0.9        |
| Caroline             | 0.0                             | 0.1        | 0.0                      | 0.8        | 26.3             | 20.0        | 72.7        | 77.1        | 1.0        | 2.0        |
| Carroll              | 0.2                             | 0.2        | 0.8                      | 1.1        | 3.4              | 2.3         | 94.9        | 95.6        | 0.7        | 0.8        |
| Cecil                | 0.1                             | 0.2        | 0.2                      | 0.8        | 6.9              | 5.9         | 91.2        | 91.4        | 1.6        | 1.7        |
| Charles              | 1.4                             | 1.0        | 1.4                      | 2.2        | 42.2             | 35.0        | 53.8        | 59.9        | 1.2        | 1.9        |
| Dorchester           | 0.6                             | 0.2        | 1.1                      | 1.0        | 54.2             | 42.3        | 43.5        | 55.6        | 0.5        | 0.9        |
| Frederick            | 0.1                             | 0.2        | 0.9                      | 2.1        | 12.3             | 9.0         | 84.5        | 86.4        | 2.1        | 2.4        |
| Garrett              | 0.1                             | 0.0        | 0.0                      | 0.1        | 0.9              | 0.3         | 98.9        | 99.5        | 0.1        | 0.1        |
| Harford              | 0.1                             | 0.5        | 1.1                      | 2.0        | 15.0             | 14.0        | 82.6        | 81.3        | 1.2        | 2.2        |
| Howard               | 0.3                             | 0.2        | 3.6                      | 9.6        | 23.7             | 17.8        | 70.0        | 69.9        | 2.5        | 2.5        |
| Kent                 | 0.3                             | 0.2        | 0.0                      | 0.5        | 36.9             | 26.7        | 62.2        | 70.0        | 0.6        | 2.6        |
| Montgomery           | 0.3                             | 0.3        | 5.6                      | 13.3       | 26.6             | 21.2        | 50.7        | 49.0        | 16.7       | 16.2       |
| Prince George's      | 0.5                             | 0.5        | 1.6                      | 3.3        | 77.2             | 77.2        | 14.9        | 11.4        | 5.9        | 7.5        |
| Queen Anne's         | 0.2                             | 0.2        | 0.4                      | 0.6        | 16.1             | 10.6        | 83.2        | 88.1        | 0.1        | 0.4        |
| Saint Mary's         | 0.8                             | 0.6        | 0.7                      | 2.0        | 24.3             | 19.2        | 72.6        | 76.4        | 1.5        | 1.8        |
| Somerset             | 0.3                             | 0.1        | 0.3                      | 0.8        | 42.9             | 45.7        | 55.1        | 52.1        | 1.5        | 1.3        |
| Talbot               | 0.6                             | 0.2        | 0.0                      | 1.2        | 37.3             | 24.6        | 60.5        | 72.1        | 1.6        | 1.9        |
| Washington           | 0.2                             | 0.2        | 0.5                      | 1.3        | 7.8              | 7.5         | 90.3        | 89.6        | 1.1        | 1.4        |
| Wicomico             | 0.8                             | 0.1        | 0.8                      | 2.3        | 39.3             | 35.3        | 58.2        | 60.2        | 0.9        | 2.2        |
| Worcester            | 0.0                             | 0.1        | 0.1                      | 0.8        | 36.5             | 26.8        | 62.6        | 71.0        | 0.8        | 1.3        |
| <b>STATE AVERAGE</b> | <b>0.4</b>                      | <b>0.4</b> | <b>1.7</b>               | <b>4.4</b> | <b>39.6</b>      | <b>37.1</b> | <b>54.2</b> | <b>53.4</b> | <b>4.1</b> | <b>4.8</b> |

Source: Maryland Special Education Census Data, Dec. 1 Child Count

**PERCENT OF SPECIAL EDUCATION STUDENTS BY RACE, DEC. 1, 2001 (1.6.1)**

| Local School System  | American Indian /Alaskan Native |            | Asian / Pacific Islander |            | African American |             | White       |             | Hispanic   |            |
|----------------------|---------------------------------|------------|--------------------------|------------|------------------|-------------|-------------|-------------|------------|------------|
|                      | Special Ed                      | Regular Ed | Special Ed               | Regular Ed | Special Ed       | Regular Ed  | Special Ed  | Regular Ed  | Special Ed | Regular Ed |
| Allegany             | 0.5                             | 0.2        | 0.3                      | 0.7        | 4.3              | 3.4         | 94.8        | 95.4        | 0.2        | 0.3        |
| Anne Arundel         | 0.2                             | 0.2        | 1.2                      | 2.9        | 23.4             | 20.1        | 73.1        | 74.3        | 2.0        | 2.5        |
| Baltimore City       | 0.3                             | 0.3        | 0.3                      | 0.6        | 85.1             | 87.7        | 13.9        | 10.4        | 0.5        | 0.9        |
| Edison Schools       | 0.0                             | 0.1        | 0.4                      | 0.0        | 99.6             | 99.5        | 0.0         | 0.2         | 0.0        | 0.2        |
| Baltimore Co.        | 0.7                             | 0.5        | 1.4                      | 4.0        | 33.6             | 33.7        | 62.7        | 59.7        | 1.7        | 2.0        |
| Calvert              | 0.3                             | 0.1        | 0.8                      | 0.9        | 23.7             | 15.7        | 74.4        | 82.2        | 0.7        | 1.0        |
| Caroline             | 0.0                             | 0.1        | 0.0                      | 0.9        | 26.6             | 19.1        | 72.4        | 77.5        | 1.0        | 2.5        |
| Carroll              | 0.3                             | 0.2        | 0.9                      | 1.1        | 3.7              | 2.4         | 94.1        | 95.4        | 1.0        | 0.9        |
| Cecil                | 0.1                             | 0.2        | 0.2                      | 0.7        | 6.9              | 6.3         | 91.5        | 91.0        | 1.3        | 1.7        |
| Charles              | 1.3                             | 1.0        | 1.2                      | 2.4        | 43.0             | 37.5        | 53.1        | 57.1        | 1.4        | 2.1        |
| Dorchester           | 0.5                             | 0.2        | 0.9                      | 1.0        | 51.2             | 42.3        | 46.3        | 55.3        | 1.1        | 1.3        |
| Frederick            | 0.1                             | 0.2        | 1.1                      | 2.4        | 12.5             | 9.1         | 83.9        | 85.5        | 2.3        | 2.9        |
| Garrett              | 0.0                             | 0.0        | 0.1                      | 0.1        | 1.1              | 0.3         | 98.8        | 99.5        | 0.0        | 0.1        |
| Harford              | 0.1                             | 0.5        | 1.2                      | 2.2        | 15.9             | 14.8        | 81.2        | 80.2        | 1.6        | 2.4        |
| Howard               | 0.2                             | 0.2        | 4.0                      | 10.4       | 23.1             | 17.8        | 69.9        | 68.7        | 2.7        | 2.9        |
| Kent                 | 0.3                             | 0.2        | 0.0                      | 0.4        | 34.8             | 26.2        | 63.7        | 70.5        | 1.2        | 2.7        |
| Montgomery           | 0.3                             | 0.3        | 5.9                      | 13.9       | 26.5             | 21.1        | 49.7        | 47.4        | 17.6       | 17.2       |
| Prince George's      | 0.5                             | 0.5        | 1.6                      | 3.2        | 78.3             | 77.4        | 13.3        | 10.3        | 6.4        | 8.6        |
| Queen Anne's         | 0.3                             | 0.2        | 0.4                      | 0.8        | 14.9             | 10.2        | 84.2        | 88.1        | 0.2        | 0.7        |
| Saint Mary's         | 0.9                             | 0.5        | 0.9                      | 2.2        | 24.3             | 18.8        | 72.8        | 76.7        | 1.1        | 1.8        |
| Somerset             | 0.5                             | 0.1        | 0.8                      | 0.9        | 42.7             | 45.9        | 54.9        | 51.3        | 1.1        | 1.6        |
| Talbot               | 0.4                             | 0.2        | 0.6                      | 1.3        | 34.6             | 23.9        | 62.2        | 72.2        | 2.1        | 2.5        |
| Washington           | 0.3                             | 0.2        | 0.3                      | 1.2        | 8.1              | 8.5         | 89.9        | 88.5        | 1.3        | 1.6        |
| Wicomico             | 0.2                             | 0.1        | 1.0                      | 2.3        | 40.7             | 35.7        | 56.5        | 59.5        | 1.7        | 2.4        |
| Worcester            | 0.1                             | 0.2        | 0.1                      | 0.7        | 36.8             | 25.8        | 61.7        | 71.6        | 1.2        | 1.7        |
| <b>STATE AVERAGE</b> | <b>0.4</b>                      | <b>0.4</b> | <b>1.8</b>               | <b>4.6</b> | <b>39.8</b>      | <b>37.2</b> | <b>53.6</b> | <b>52.4</b> | <b>4.4</b> | <b>5.4</b> |

Source: Maryland Special Education Census Data, Dec. 1 Child Count



MSI G Goal 2



**MSIG Goal 2: Professional development will be designed and delivered on the basis of student performance data that demonstrate needs for building competencies and capacities to improve education and outcomes of students with disabilities.**

**Objective 2-1**

To integrate MSI G professional development with MSDE professional development guidelines and initiatives for standards-based reform.

**Indicators 2-1**

- 2.1.1 100% of Maryland's neonatal care staff, hospital obstetric services staff, pediatricians, and family practitioners will receive information on identification, referral, and early intervention services.
- 2.1.2 100% of personnel serving infants and toddlers with disabilities and their families will participate in professional development activities related to supporting family priorities and providing early intervention services in natural environments.
- 2.1.3 100 % of special education teachers and related service personnel serving kindergarten-age students with disabilities will participate in professional development activities on the MSDE Early Childhood Assessment program.
- 2.1.4 100% of professional development delivered to meet MSI G goals will fulfill the requirements described in *Strategic Directions for Professional Development in Maryland Public Schools*.

**Objective 2-2**

To Initiate informed and cohesive statewide participation in the implementation of the IDEA 1997 regulations, the Maryland SIG and its professional development initiatives, within the context of the Maryland School.

**Indicators 2-2**

- 2.2.1 Initial information on IDEA 1997 regulations and implementation of the MSI G will reach 100% of the leadership of partners and other participants.
- 2.2.2 100% of local administrators will become involved in advancing the goals and work of the MSI G with relation to their own districts.

### **Objective 2-3**

To organize collaborative adoption, design, and delivery of sustained professional development programs to improve education and outcomes of students with disabilities within the context of standards-based reform.

#### **Indicators 2-3**

- 2.3.1 100% of Maryland's professional development delivery systems and resources will be informed of the MSI G's professional development goals and initiatives.
- 2.3.2 100% of Maryland's professional development delivery system will be represented in the Professional Development Steering Group to improve education and outcomes for students with disabilities.
- 2.3.3 100 % of Maryland's public schools will receive professional development promising practices information.
- 2.3.4 100 % of LSS administrators/directors of special education will recommend and encourage participation in programs.

### **Objective 2-4**

To respond in 1999 to immediate needs for professional development to improve education and outcomes for students with disabilities.

#### **Indicators 2-4**

- 2.4.1 20 school districts will receive MSI G professional development awards for fall 2000 with 200 participants.
- 2.4.2 Practitioners and parents will participate in the new MSDE regional professional development on behavior management, discipline, alternative settings and environment in 2000.
- 2.4.3 Practitioners and parents will participate in the new MSDE regional professional development on behavioral assessments in 2000.
- 2.4.4 Practitioners and parents will participate in the new MSDE professional development on transition strategies in 2000.
- 2.4.5 Practitioners, personnel from community agencies that provide post-school supports, and parent resource center leaders will participate in professional development in interagency planning of post-school supports for students with disabilities in 1999.
- 2.4.6 Cadres of district-based trainers on effective practices for inclusion of LD students will be prepared in 100% of Maryland's districts during 2001.



**Objective 2-5**

To establish parameters for involving the spectrum of school personnel, parents, and others in professional development to build competencies and capacities for improving education for students with disabilities, 2000-2003.

**Indicators 2-5**

- 2.5.1** The 24 district-based trainer cadres will, in turn, provide professional development to approximately 4,800 practitioners and parents per year between 2000 and 2003.

**MSIG Goal 2: Professional development will be designed and delivered on the basis of student performance data that demonstrate needs for building competencies and capacities to improve education and outcomes of students with disabilities.**

**Objective 2-1**

To integrate MSIG professional development with MSDE professional development guidelines and initiatives for standards-based reform.

**Indicators 2-1**

- 2.1.4** 100% of professional development delivered to meet MSIG goals will fulfill the requirements described in *Strategic Directions for Professional Development in Maryland Public Schools*.

## 2002 REGIONAL PROFESSIONAL DEVELOPMENT INITIATIVES\*

| STATE NETWORK     | DESCRIPTION***  | PROJECTED NUMBER OF EDUCATORS** | FUNDING AMOUNT     |
|-------------------|---|---------------------------------|--------------------|
| Baltimore City    | The network program consists of the Technology Leaders in the Classroom initiative, which utilizes a training of trainers model to certify school technology teams. Members of the teams develop lesson plans and classroom activities that are available to all Baltimore City Public School personnel via the web. Also team members train, coach, and mentor the staff in their home schools. As a result of teacher training and curricula infusion, coupled with project-based classrooms and distance learning, 75% of students in selected schools will be computer literate.  | 376                             | \$102,000          |
| Eastern Shore     | The network program represents a collaborative staff development initiative with three main focus areas: Maryland School Performance Assessment Program (MSPAP), High School Assessments (HSA), and Aspiring Leaders. At the network level, school systems send prospective administrator candidates, the Aspiring Leaders, to a series of yearlong training sessions for the purpose of creating a pool of administrator candidates versed in effective school leadership. MSPAP and HSA are addressed at the local school system level with a variety of ongoing staff development events designed ultimately to improve student performance on MSPAP and to prepare high school students for the successful completion of the content assessments. | 2061                            | \$221,000          |
| North Central     | The network supports efforts to improve the quality of instruction in local schools to increase achievement for all students. The network provides training and collaborative follow-up to a cadre of teachers who train fellow teachers to focus on improving achievement on all state assessments, including ensuring success for students on the Maryland High School Assessments.   | 4362                            | \$155,000          |
| Prince George's   | The network implements professional development to support the Maryland School Performance Program (MSPP) and the High School Improvement Program through teacher research models of action research and inquiry group methodology. Teacher research projects focus on reading instruction and improving achievement.   | 2623                            | \$135,000          |
| Southern Maryland | The network focuses on improving student performance with the Maryland School Performance Program (MSPP) and the High School Improvement Program. It extends the system wide literacy program that supports continuous improvement of K-8 instruction for all students in the area of reading/language arts and as a result increases student achievement.  | 597                             | \$100,000          |
| West Central      | The network supports the implementation of continuous standards-based staff development programs that result in the improvement of instruction and higher achievement for students. The main focus is the High School Improvement Program and Reading Strategies /Action Research, targeting reading and writing in the content areas. The audience is secondary teachers in content areas, which are part of the High School Assessments, including special educators and ESOL teachers, as well as school based administrators and central office personnel.  | 596                             | \$150,000          |
| Western Maryland  | The network cooperatively implements professional development to support the Maryland School Performance Program (MSPP) and the High School Improvement Program by sharing common goals. The Network focuses on improving student performance on the Maryland School Performance Assessment Program (MSPAP) and the High School Assessments. Additionally, the network supports school and system improvement plans focused on improving teaching, learning, and school management including teacher leaders aspiring to administrative positions.  | 1428                            | \$215,000          |
| Western Shore     | In response to the need for increasing the skills and abilities of administrators the network is creating a leadership academy for principals, aspiring principals, and teacher leaders. Academic focus is on intellectual development, school improvement, collaborative support, and continuous improvement. A partnership with Western Maryland College has been established to provide certification in administration. This program applies research strategies and best practices to the professional development of leadership based on the belief that the outcome will result in positive student achievement.   | 200                             | \$139,000          |
| <b>TOTAL</b>      |   | <b>12,243</b>                   | <b>\$1,217,000</b> |

\* See Appendix C for CSPD activities and specifications by district.

\*\* Includes teachers (regular and special education), administrators and other educators that support classroom instruction and student learning.

\*\*\* All programs provide intensive staff development with multiple learning opportunities and follow-up throughout the school year.



MSI G Goal 3



**MSIG Goal 3: Preservice programs will increase their productivity and capacities to align personnel preparation with standards-based reform and with professional development to improve education and outcomes of students with disabilities.**

**Objective 3-1**

To integrate MSI G preservice preparation alignment activities with MSDE initiatives for teacher education redesign.

**Indicator 3-1**

- 3.1.1** 100% of faculty and leadership engaged in preservice education of personnel who serve infants and toddlers with disabilities and their families will receive principles and guidelines for family-centered, community-based early intervention service delivery.
- 3.1.2** 100% of faculty engaged in preservice education of early childhood special and general education personnel will receive training on the implementation of the work sampling system for the MSDE Early Childhood Assessment program.
- 3.1.3** 100% of graduating I HE students in early childhood special and general education programs will receive training on the implementation of the work sampling system for the MSDE Early Childhood Assessment program.
- 3.1.4** 100% of faculty and leadership involved in preservice education in general education, special education, and related services will receive the principles and guidelines on redesigning preservice preparation.

**Objective 3-2**

To improve preservice capacities for preparing personnel who are competent to improve education and outcomes for students with disabilities, in alignment with standards-based reform and a professional development continuum.

**Indicators 3-2**

- 3.2.1** By November 2000, 100% of Maryland's current PDSs will have District-I HE Teams for planning preservice alignment and articulation between two-year and four-year institutions.
- 3.2.2** By 2003, District-I HE Teams for planning preservice alignment and articulation will exist in at least 50 PDSs that involve all school districts and all preservice programs in special education, general education, related services, and school administration.
- 3.2.3** Measurable improvements related to standards-based education of children with disabilities will occur in all of Maryland's preservice preparation programs each year from 2000 to 2003.

### **Objective 3-3**

To assist preservice programs in general and special education in meeting new requirements in reading theory and methodology for initial certification or re-certification (and in other program changes that evolve through alignment with standards-based reform).

### **Objective 3-4**

To reduce the number of personnel who are providing instruction to students with disabilities without full qualifications to do so.

#### **Indicator 3-4**

- 3.4.1 Between 1999 and 2003, approximately 150 practitioners will receive full certification as a result of training for delivery of instruction to students with autism.
- 3.4.2 Between 1999 and 2002, approximately 80 practitioners will receive full certification as a result of training for delivery of instruction to students with visual disabilities.
- 3.4.3 Stipend/scholarship support for practitioners in training for full certification in critical areas will be available to all 24 LEAs.
- 3.4.4 Additional practitioners, as identified, will receive full certification as a result of LSS-I HE training partnerships between 2000 and 2003, through projects generated by MSI G-supported RFPs.

### **Objective 3-5**

To increase the supply of new personnel who are qualified to improve education and outcomes of students with disabilities.

#### **Indicators 3-5**

- 3.5.1 The numbers of special education trainees who are new personnel in the teacher education pipeline will increase by 20% between 2000 and 2003.



**MSIG Goal 3: Preservice programs will increase their productivity and capacities to align personnel preparation with standards-based reform and with professional development to improve education and outcomes of students with disabilities.**

**Objective 3-2**

To improve preservice capacities for preparing personnel who are competent to improve education and outcomes for students with disabilities, in alignment with standards-based reform and a professional development continuum.

**Indicators 3-2**

- 3.2.1** By November 2000, 100% of Maryland's current PDSs will have District-I HE Teams for planning preservice alignment and articulation between two-year and four-year institutions.
- 3.2.2** By 2003, District-I HE Teams for planning preservice alignment and articulation will exist in at least 50 PDSs that involve all school districts and all preservice programs in special education, general education, related services, and school administration.
- 3.2.3** Measurable improvements related to standards-based education of children with disabilities will occur in all of Maryland's preservice preparation programs each year from 2000 to 2003.

## MARYLAND INSTITUTIONS OF HIGHER EDUCATION (IHE) PARTNERSHIPS (3.2)

| IHE                                   | AGREEMENT | LSSs                           | PURPOSE  | AMOUNT                 |
|---------------------------------------|-----------|--------------------------------|--|------------------------|
| Bowie State University                | Yes       | Prince George's                | <ul style="list-style-type: none"> <li>Mentoring</li> </ul>  | 50,000<br>25,000       |
| College of Notre Dame of Maryland     | Yes       | Harford                        | <ul style="list-style-type: none"> <li>Reading Courses</li> <li>Mentoring</li> </ul>   | 50,000<br>25,000       |
| Coppin State University               | Yes       | Baltimore City                 | <ul style="list-style-type: none"> <li>Assessment Training</li> <li>Mentoring</li> </ul>   | 50,000<br>25,000       |
| Frostburg State College               | Yes       | Allegany<br>Garrett            | <ul style="list-style-type: none"> <li>Mentoring</li> <li>Learning strategy training</li> </ul>                                    | 50,000<br>25,000       |
| Goucher College                       | Yes       | Anne Arundel                   | <ul style="list-style-type: none"> <li>Mentoring</li> <li>Assessment training</li> </ul>   | 50,000<br>25,000       |
| Hood College                          | Yes       | Washington<br>Garrett          | <ul style="list-style-type: none"> <li>Mentoring</li> <li>Learning strategy training</li> </ul>                                    | 50,000<br>25,000       |
| Johns Hopkins Univ.                   | Yes       | Howard                         | <ul style="list-style-type: none"> <li>Mentoring ECI /SE teachers</li> </ul>   | 50,000<br>25,000       |
| Loyola College                        | Yes       | Baltimore<br>Howard            | <ul style="list-style-type: none"> <li>Redesigning ECI /SE program</li> <li>Mentoring Teachers</li> <li>PDS development</li> </ul> | 50,000<br>25,000       |
| Mount St. Mary's College              | Yes       | Frederick                      | <ul style="list-style-type: none"> <li>Mentoring</li> <li>Developing blended SE/Elem. Program</li> </ul>                           | 50,000<br>25,000       |
| Towson University                     | Yes       | Howard<br>Baltimore County     | <ul style="list-style-type: none"> <li>Mentoring</li> <li>PDS development</li> </ul>   | 50,000<br>25,000       |
| University of Maryland - College Park | Yes       | Prince George's                | <ul style="list-style-type: none"> <li>Mentoring</li> <li>PDS development</li> </ul>   | 50,000<br>25,000       |
| University of Maryland-Eastern Shore  | Yes       | Kent<br>Dorchester<br>Caroline | <ul style="list-style-type: none"> <li>Mentoring</li> <li>MSPAP Analysis</li> </ul>  | 50,000<br>25,000       |
| Western Maryland College              | Yes       | Carroll                        | <ul style="list-style-type: none"> <li>General education intervention strategies</li> </ul>  | Carryover Year 2 Funds |

## LOCAL SCHOOL SYSTEM GRANTS

| Local School System          | Submitted | Approved | Grant Topic Area(s)   |
|------------------------------|-----------|----------|---|
| Allegany                     | 11/07/01  | 11/13/01 | General Education accommodations  |
| Anne Arundel                 | 01/08/02  | 01/15/02 | MSPAP Strategies  |
| Baltimore City               |           | 10/15/01 | LRE I nservices   |
| Calvert                      | 1/29/02   | 1/29/02  | Training on I EP development and access to general education                            |
| Caroline                     | 1/27/02   | 1/29/02  | I nclusion; Reading and Math  |
| Carroll                      | 8/10/01   | 9/24/01  | Reading I nstruction  |
| Cecil                        | 9/05/01   | 9/24/01  | FBA and BI P  |
| Charles                      | 8/30/01   | 10/01/01 | I nclusion  |
| Dorchester                   | 8/27/01   | 9/24/01  | Accommodations in General Education and Special Education;<br>I nstructional Strategies |
| Frederick                    | 8/30/01   | 9/28/01  | MSPAP Strategies; Criterion Referenced Testing Strategies                               |
| Garrett                      | 9/10/01   | 9/28/01  | I nclusion of SED students  |
| Harford                      | 8/17/01   | 9/28/01  | Reading I nterventions  |
| Howard                       | 9/10/01   | 10/22/01 | New teacher mentoring   |
| Kent                         | 11/13/01  | 11/14/01 | Differentiated I nstructional Strategies  |
| Montgomery                   | 8/20/01   | 9/28/01  | I nclusion  |
| Prince George's              | 11/04/01  | 11/28/01 | Accommodations for Middle School Students   |
| Queen Anne's                 | 9/05/01   | 9/28/01  | Academy of Reading Autoskills Program   |
| St. Mary's                   | 2/07/02   | 2/11/02  | I nclusion  |
| Washington                   | 8/31/01   | 9/24/01  | Paraprofessional Training   |
| Wicomico                     | 10/14/01  | 10/22/01 | I nclusion Model  |
| Worcester                    | 8/29/01   | 9/24/01  | MSPAP Analysis  |
| Maryland School for the Deaf | 8/31/01   | 9/24/01  | Reading Comprehension Strategies  |

LSS Grants Pending as of February 11, 2002; Baltimore, Somerset, Talbot Counties and Maryland School for the Blind

**MSIG Goal 3: Preservice programs will increase their productivity and capacities to align personnel preparation with standards-based reform and with professional development to improve education and outcomes of students with disabilities.**

**Objective 3-5**

To increase the supply of new personnel who are qualified to improve education and outcomes of students with disabilities.

**Indicators 3-5**

- 3.5.1** The numbers of special education trainees who are new personnel in the teacher education pipeline will increase by 20% between 2000 and 2003.

**Computation Methodology**

Identify Maryland teachers and therapists that *have* and *do not have* certifications.

**SPECIAL EDUCATION TEACHERS AND THERAPISTS  
WITH AND WITHOUT CERTIFICATES (3.5.1)**

| Local School System    | Students with Disabilities<br>(Dec. 1, 2001) | Special Education Teachers |               | Therapists |               |
|------------------------|--|----------------------------|---------------|------------|---------------|
|                        |  | Certified                  | Non-Certified | Certified  | Non-Certified |
|                        |  | 2001                       | 2001          | 2001       | 2001          |
| Allegany County        | 1,892  | 82                         | 4             | 24         | 3             |
| Anne Arundel County    | 10,448                                       | 641                        | 19            | 109        | 9             |
| Baltimore City         | 16,160                                       | 1,242                      | 131           | 125        | 36            |
| Baltimore County       | 13,313                                       | 835                        | 69            | 191        | 70            |
| Calvert County         | 2,183  | 137                        | 6             | 21         | 11            |
| Caroline County        | 714  | 44                         | 1             | 5          | 0             |
| Carroll County         | 3,732  | 164                        | 11            | 57         | 21            |
| Cecil County           | 2,606  | 174                        | 6             | 16         | 1             |
| Charles County         | 2,577  | 177                        | 20            | 22         | 6             |
| Dorchester County      | 642  | 38                         | 4             | 4          | 1             |
| Frederick County       | 4,537  | 235                        | 1             | 46         | 9             |
| Garrett County         | 743  | 36                         | 0             | 6          | 0             |
| Harford County         | 5,803  | 292                        | 10            | 31         | 21            |
| Howard County          | 4,830  | 424                        | 26            | 84         | 44            |
| Kent County            | 336  | 16                         | 0             | 4          | 0             |
| Montgomery County      | 16,471                                       | N/A                        | N/A           | N/A        | N/A           |
| Prince George's County | 14,853                                       | 1,012                      | 105           | 167        | 142           |
| Queen Anne's County    | 1,026  | 51                         | 1             | 6          | 1             |
| Saint Mary's County    | 2,121  | 149                        | 0             | 18         | 7             |
| Somerset County        | 375  | 26                         | 1             | 1          | 2             |
| Talbot County          | 474  | 28                         | 1             | 4          | 2             |
| Washington County      | 2,925  | 134                        | 8             | 17         | 3             |
| Wicomico County        | 1,679  | 127                        | 0             | 9          | 4             |
| Worcester County       | 888  | 58                         | 1             | 6          | 1             |

Source: MSDE, Division of Planning, Results, and Information Management

N/A - Data not available at time of publication



MSI G Goal 4





**MSIG Goal 4: The statewide early intervention system will improve its capacities to provide high-quality services for infants and toddlers with disabilities and their families, and to promote readiness to learn.**

**Objective 4-1**

To organize a permanent Steering Group to guide activities and inform all stakeholders on plans for statewide outreach and evaluation activities to improve early intervention capacities.

**Indicators 4-1**

- 4.1.1 100% of partners and stakeholders in Maryland's early intervention system will receive information on plans for the comprehensive evaluation and their participatory involvement by April 99.

**Objective 4-2**

To improve current efforts to identify all Maryland infants and toddlers who are potentially eligible to receive early intervention services under Part C of IDEA and inform families about available services.

**Indicators 4-2**

- 4.2.1 Report % of total State population of children birth to three years referred annually.
- 4.2.2 Report % of total State population of children birth to three years served annually.
- 4.2.3 % of children from birth to two years of age referred or recommended by physicians and hospitals will increase annually.
- 4.2.4 % of children birth to three years of age referred from Asian and Hispanic populations will increase to be proportionately representative of the statewide Asian and Hispanic populations of infants and toddlers.
- 4.2.5 % of children and families from Asian and Hispanic populations will increase to be proportionately representative of the statewide Asian and Hispanic populations of infants and toddlers.

### **Objective 4-3**

To provide families of eligible infants and toddlers with service delivery options that address the identified needs of their children and support family priorities.

### **Indicators 4-3**

- 4.3.1 % of infants and toddlers receiving early intervention services in childcare environments, including Judy Centers, will increase annually.
- 4.3.2 % of children who are withdrawn from the early intervention system by parents prior to attaining desired outcomes will decrease annually.

### **Objective 4-4**

To improve transition of children and families from early intervention to preschool and other community-based services.

### **Indicators 4-4**

- 4.4.1 The number of toddlers exiting early intervention services at age three who transition to community-based services will increase, whether or not they are eligible for preschool special education.
- 4.4.2 % of families indicating satisfaction with their children's transition from the early intervention system at age three will increase.
- 4.4.3 10% of toddlers exiting the early intervention system at age three will participate in a pilot phase of MSDE's Early Childhood Assessment Program that provides a work sampling system for preschool services.

**MSIG Goal 4: The statewide early intervention system will improve its capacities to provide high-quality services for infants and toddlers with disabilities and their families, and to promote readiness to learn.**

**Objective 4-2**

To improve current efforts to identify all Maryland infants and toddlers who are potentially eligible to receive early intervention services under Part C of IDEA and inform families about available services.

**Indicators 4-2**

- 4.2.1** Report % of total State population of children birth to three years referred annually.
- 4.2.2** Report % of total State population of children birth to three years served annually.
- 4.2.3** % of children from birth to two years of age referred or recommended by physicians and hospitals will increase annually.
- 4.2.4** % of children birth to three years of age referred from Asian and Hispanic populations will increase to be proportionately representative of the statewide Asian and Hispanic populations of infants and toddlers.
- 4.2.5** % of children and families from Asian and Hispanic populations will increase to be proportionately representative of the statewide Asian and Hispanic populations of infants and toddlers.

## Maryland Infants and Toddlers Percentage of Age 0-3 Population Referred (4.2.1)

| LSS                  | 1998-2000 Total Births | 12/1/2001 Referrals | Percentage Referred |
|----------------------|------------------------|---------------------|---------------------|
| Allegany             | 2,275                  | 125                 | 5.49%               |
| Anne Arundel         | 20,052                 | 774                 | 3.86%               |
| Baltimore City       | 28,999                 | 1,167               | 4.02%               |
| Baltimore County     | 27,479                 | 1,658               | 6.03%               |
| Calvert              | 2,919                  | 91                  | 3.12%               |
| Caroline             | 1,106                  | 60                  | 5.42%               |
| Carroll              | 5,647                  | 252                 | 4.46%               |
| Cecil                | 3,398                  | 107                 | 3.15%               |
| Charles              | 5,110                  | 114                 | 2.23%               |
| Dorchester           | 940                    | 47                  | 5.00%               |
| Frederick            | 8,231                  | 328                 | 3.98%               |
| Garrett              | 1,046                  | 47                  | 4.49%               |
| Harford              | 8,961                  | 470                 | 5.24%               |
| Howard               | 10,297                 | 607                 | 5.89%               |
| Kent                 | 595                    | 24                  | 4.03%               |
| Montgomery           | 37,675                 | 1,415               | 3.76%               |
| Prince George's      | 36,461                 | 827                 | 2.27%               |
| Queen Anne's         | 1,454                  | 70                  | 4.81%               |
| St. Mary's           | 774                    | 15                  | 1.94%               |
| Somerset             | 3,736                  | 120                 | 3.21%               |
| Talbot               | 1,023                  | 47                  | 4.59%               |
| Washington           | 4,824                  | 199                 | 4.13%               |
| Wicomico             | 3,337                  | 139                 | 4.17%               |
| Worcester            | 1,511                  | 43                  | 2.85%               |
| <b>State Totals*</b> | <b>217,850</b>         | <b>8,746</b>        | <b>4.01%</b>        |

\* Based on the annual count of children served in a 12 month period

## Maryland Infants and Toddlers Percentage of Age 0-3 Population Served (4.2.2)

| LSS                  | 1998-2000 Total Births | 12/1/2001 Annual Count | Percentage Served |
|----------------------|------------------------|------------------------|-------------------|
| Allegany             | 2,275                  | 134                    | 5.89%             |
| Anne Arundel         | 20,052                 | 850                    | 4.24%             |
| Baltimore City       | 28,999                 | 1,324                  | 4.57%             |
| Baltimore County     | 27,479                 | 1,131                  | 4.12%             |
| Calvert              | 2,919                  | 81                     | 2.77%             |
| Caroline             | 1,106                  | 43                     | 3.89%             |
| Carroll              | 5,647                  | 207                    | 3.67%             |
| Cecil                | 3,398                  | 94                     | 2.77%             |
| Charles              | 5,110                  | 123                    | 2.41%             |
| Dorchester           | 940                    | 68                     | 7.23%             |
| Frederick            | 8,231                  | 368                    | 4.47%             |
| Garrett              | 1,046                  | 27                     | 2.58%             |
| Harford              | 8,961                  | 517                    | 5.77%             |
| Howard               | 10,297                 | 469                    | 4.55%             |
| Kent                 | 595                    | 8                      | 1.34%             |
| Montgomery           | 37,675                 | 1,480                  | 3.93%             |
| Prince George's      | 36,461                 | 951                    | 2.61%             |
| Queen Anne's         | 1,454                  | 42                     | 2.89%             |
| St. Mary's           | 774                    | 13                     | 1.68%             |
| Somerset             | 3,736                  | 127                    | 3.40%             |
| Talbot               | 1,023                  | 27                     | 2.64%             |
| Washington           | 4,824                  | 185                    | 3.83%             |
| Wicomico             | 3,337                  | 147                    | 4.41%             |
| Worcester            | 1,511                  | 31                     | 2.05%             |
| <b>State Totals*</b> | <b>217,850</b>         | <b>8,447</b>           | <b>3.88%</b>      |

\* Based on the annual count of children served in a 12 month period

### Children from Birth to Age Two by Referral Source (4.2.3)

| Referral Source | 12/1/2000    |              | 12/1/2001    |              |
|-----------------|--------------|--------------|--------------|--------------|
|                 | Number       | Percentage   | Number       | Percentage   |
| Hospital        | 1,120        | 27.0%        | 1,093        | 26.3%        |
| Physician       | 272          | 6.5%         | 294          | 7.1%         |
| <b>Total</b>    | <b>1,392</b> | <b>33.5%</b> | <b>1,387</b> | <b>33.4%</b> |

|  |              |
|--|--------------|
| <b>Total Referrals<br/>12/99-12/00</b> |              |
| <b>Birth to Age Two</b>                | <b>4,153</b> |

|  |              |
|--|--------------|
| <b>Total Referrals<br/>12/00-12/01</b> |              |
| <b>Birth to Age Two</b>                | <b>4,152</b> |

### Children from Birth to Age Two by Referral Recommendation (4.2.3)

| Referral Recommendation | 12/1/2000    |              | 12/1/2001    |              |
|-------------------------|--------------|--------------|--------------|--------------|
|                         | Number       | Percentage   | Number       | Percentage   |
| Hospital                | 720          | 17.3%        | 710          | 17.1%        |
| Physician               | 949          | 22.9%        | 1,103        | 26.6%        |
| <b>Total</b>            | <b>1,669</b> | <b>40.2%</b> | <b>1,813</b> | <b>43.7%</b> |

|  |              |
|--|--------------|
| <b>Total Referrals<br/>12/99-12/00</b> |              |
| <b>Birth to Age Two</b>                | <b>4,153</b> |

|  |              |
|--|--------------|
| <b>Total Referrals<br/>12/00-12/01</b> |              |
| <b>Birth to Age Two</b>                | <b>4,152</b> |

**Percentage of Children Referred from Asian and Hispanic Populations (4.2.4)**

| <b>Population</b> | <b>Percentage of Births - 2000</b> | <b>Percentage Referred - 2000</b> | <b>Percentage Referred - 2001</b> |
|-------------------|------------------------------------|-----------------------------------|-----------------------------------|
| Asian             | 4.9%                               | 1.7%                              | 2.3%                              |
| Hispanic          | 6.6%                               | 3.2%                              | 4.3%                              |
|                   |                                    |                                   |                                   |

**Percentage of Children Served from Asian and Hispanic Populations (4.2.5)**

| <b>Population</b> | <b>Percentage of Births - 2000</b> | <b>Percentage Served - 2000</b> | <b>Percentage Served - 2001</b> |
|-------------------|------------------------------------|---------------------------------|---------------------------------|
| Asian             | 4.9%                               | 2.1%                            | 2.2%                            |
| Hispanic          | 6.6%                               | 3.7%                            | 4.0%                            |
|                   |                                    |                                 |                                 |

**MSIG Goal 4: The statewide early intervention system will improve its capacities to provide high-quality services for infants and toddlers with disabilities and their families, and to promote readiness to learn.**

**Objective 4-3**

To provide families of eligible infants and toddlers with service delivery options that address the identified needs of their children and support family priorities.

**Indicators 4-3**

- 4.3.1** % of infants and toddlers receiving early intervention services in childcare environments, including Judy Centers, will increase annually.
- 4.3.2** % of children who are withdrawn from the early intervention system by parents prior to attaining desired outcomes will decrease annually.



**Percentage of Infants and Toddlers Receiving Early Intervention Services  
in Child Care Environments (4.3.1)**

|                   | 12/1/2000     |                   | 12/1/2001     |                   |
|-------------------|---------------|-------------------|---------------|-------------------|
| <b>Population</b> | <b>Number</b> | <b>Percentage</b> | <b>Number</b> | <b>Percentage</b> |
| Family Day Care   | 207           | 2.6%              | 183           | 2.2%              |
| Child Care Center | 209           | 2.6%              | 278           | 3.3%              |
| Family/Center     | 23            | 0.3%              | 26            | 0.3%              |
| Judy Center       | *             |                   | *             |                   |
| <b>Total</b>      | <b>439</b>    | <b>5.6%</b>       | <b>487</b>    | <b>5.8%</b>       |

|                                     |              |
|-------------------------------------|--------------|
| <b>Total Served<br/>12/99-12/00</b> | <b>7,894</b> |
|-------------------------------------|--------------|

|                                     |              |
|-------------------------------------|--------------|
| <b>Total Served<br/>12/00-12/01</b> | <b>8,447</b> |
|-------------------------------------|--------------|

\* Data not currently available

**Percentage of Children Withdrawn from the Early Intervention System  
by Parents Prior to Attaining the Desired Outcomes (4.3.2)**

|   | 12/1/2000  | 12/1/2001  |
|---|------------|------------|
| <b>Total Exiting</b>                    | 3,623      | 4,070      |
| <b>Number of Parent Withdrawals</b>     | 508        | 557        |
| <b>Percentage of Parent Withdrawals</b> | <b>14%</b> | <b>14%</b> |

**MSIG Goal 4: The statewide early intervention system will improve its capacities to provide high-quality services for infants and toddlers with disabilities and their families, and to promote readiness to learn.**

**Objective 4-4**

To improve transition of children and families from early intervention to preschool and other community-based services.

**Indicators 4-4**

- 4.4.1** The number of toddlers exiting early intervention services at age three who transition to community-based services will increase, whether or not they are eligible for preschool special education.
- 4.4.2** % of families indicating satisfaction with their children's transition from the early intervention system at age three will increase.
- 4.4.3** 10% of toddlers exiting the early intervention system at age three will participate in a pilot phase of MSDE's Early Childhood Assessment Program that provides a work sampling system for preschool services.

**Number of Toddlers Exiting Early Intervention Services at Age Three  
who Transition to Community-Based Services (4.4.1)**

| <b>12/1/2000</b>                             |                              |                               |                   |
|--|------------------------------|-------------------------------|-------------------|
| <b>Eligibility</b>                           | <b>Total # Transitioning</b> | <b>Transition W/Referrals</b> | <b>Percentage</b> |
| Eligible for Preschool Special Education     | 1,745                        | 723                           | 41.4%             |
| Not Eligible for Preschool Special Education | 560                          | 141                           | 25.2%             |
|  |                              |                               |                   |
| <b>Total</b>                                 | <b>2,305</b>                 | <b>864</b>                    | <b>37.5%</b>      |

| <b>12/1/2001</b>                             |                              |                               |                   |
|--|------------------------------|-------------------------------|-------------------|
| <b>Eligibility</b>                           | <b>Total # Transitioning</b> | <b>Transition W/Referrals</b> | <b>Percentage</b> |
| Eligible for Preschool Special Education     | 2,022                        | 740                           | 36.6%             |
| Not Eligible for Preschool Special Education | 576                          | 126                           | 21.9%             |
|  |                              |                               |                   |
| <b>Total</b>                                 | <b>2,598</b>                 | <b>866</b>                    | <b>33.3%</b>      |



MSI G Goal 5



**MSIG Goal: Capacities for improving instruction and outcomes for students with disabilities will be strengthened throughout Maryland's education community as a result of technical assistance for improvement of education and management of change.**

**Objective 5-1**

To adopt and communicate a model for delivery of technical assistance.

**Objective 5-2**

To provide information and technical assistance to promote the adoption and implementation of research and effective practices for improving education and outcomes for students with disabilities.

**Indicators 5-2**

- 5.2.1 By 2003, 50% of school districts will adopt and implement new effective practices and research findings as a basis for improving education and outcomes for students with disabilities.
- 5.2.2 By 2003, 100% of professional development delivery systems and sources will adopt and implement new effective practices and research findings as a basis for improving professional development in education for students with disabilities.
- 5.2.3 By 2003, 50% of preservice programs will adopt and implement new effective practices and research findings as a basis for improving personnel preparation in education for students with disabilities.
- 5.2.4 By 2003, 50% of the Partners for Success centers will adopt and implement new effective practices and research findings as a basis for improving parent-educator skills and knowledge.

**Objective 5-3**

To organize a broad-based Consumer Review Group for quality control and continuous feedback of information needs.

**Objective 5-4**

To convene annual conferences to advance stakeholder participation in using research and effective practice for improving education and outcomes of students with disabilities.

### **Objective 5-5**

To provide needs-based assistance to all Maryland school districts for improving education and outcomes of students with disabilities.

#### **Indicators 5-5**

- 5.5.1 Across districts, the overall performance of students with disabilities on MSPAP measures will improve by 3% per year from the 1997-1998 baseline to 2002-2003.
- 5.5.2 Among Maryland's low-performing schools, the overall performance of students with disabilities will improve on all outcome measures will improve by 3% per year from the 1997-1998 baseline to 2002-2003.
- 5.5.3 At least 10 successful local practitioners will become part of school improvement cadres each year between 1999 and 2003, for a total of at least 50 practitioner-consultants by 2003.

### **Objective 5-6**

To provide assistance with reviews of State and local policies that influence education and outcomes of students with disabilities.

#### **Indicators 5-6**

- 5.6.1 Review of all MSDE policies and procedures relating to education of students with disabilities, with modifications as appropriate.

### **Objective 5-7**

To secure and leverage additional resources that will complement the work of the State Improvement Grant.

#### **Indicators 5-7**

- 5.7.1 At least 15 grant applications for projects that complement and extend MSI G activities will be submitted to public and private agencies between 1999 and 2003.
- 5.7.2 Grants to LSSs will leverage approximately \$1.5 million per year in local discretionary projects designed to address standards-based reform of education and better results for students with disabilities.
- 5.7.3 MSI G activities in cooperation with parallel or complementary projects and programs of the MSDE will add a value of at least \$50,000 per year to the MSI G resources from 1999 to 2003.



# Appendix A

Elaboration of Local School System Exemptions from  
Maryland State Performance Assessment Program



## Allegany County 2000 and 2001 MSPAP Exemptions: Grades 3, 5, and 8

| Grade 3  |         |       |         |      |                |       |             |      |         |      |                |      |           |       |
|----------|---------|-------|---------|------|----------------|-------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |       | Writing |      | Language Usage |       | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001  | 2000    | 2001 | 2000           | 2001  | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 730     | 731   | 730     | 731  | 730            | 731   | 730         | 731  | 730     | 731  | 730            | 731  | 4.57%     | 4.04% |
| Exempt   | 95      | 89    | 0       | 0    | 83             | 88    | 22          | 0    | 0       | 0    | 0              | 0    |           |       |
| % Exempt | 13.0%   | 12.2% | 0.0%    | 0.0% | 11.4%          | 12.0% | 3.0%        | 0.0% | 0.0%    | 0.0% | 0.0%           | 0.0% |           |       |

| Grade 5  |         |       |         |      |                |       |             |      |         |      |                |      |           |       |
|----------|---------|-------|---------|------|----------------|-------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |       | Writing |      | Language Usage |       | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001  | 2000    | 2001 | 2000           | 2001  | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 775     | 782   | 775     | 782  | 775            | 782   | 775         | 782  | 775     | 782  | 775            | 782  | 4.30%     | 4.13% |
| Exempt   | 114     | 105   | *       | *    | 78             | 85    | *           | *    | *       | *    | *              | *    |           |       |
| % Exempt | 14.7%   | 13.4% | 0.3%    | 0.1% | 10.1%          | 10.9% | 0.3%        | 0.1% | 0.3%    | 0.1% | 0.3%           | 0.1% |           |       |

| Grade 8  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 790     | 769  | 790     | 769  | 790            | 769  | 790         | 790  | 790     | 769  | 790            | 769  | 1.18%     | 1.34% |
| Exempt   | 43      | 56   | 0       | 0    | 13             | 6    | 0           | 0    | 0       | 0    | 0              | 0    |           |       |
| % Exempt | 5.5%    | 7.3% | 0.0%    | 0.0% | 1.6%           | 0.8% | 0.0%        | 0.0% | 0.0%    | 0.0% | 0.0%           | 0.0% |           |       |

\* Fewer than five students

## Anne Arundel County 2000 and 2001 MSPAP Exemptions: Grades 3, 5, and 8

| Grade 3  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 5755    | 5705 | 5755    | 5705 | 5755           | 5705 | 5755        | 5705 | 5755    | 5705 | 5755           | 5705 | 3.50%     | 2.77% |
| Exempt   | 450     | 393  | 47      | 36   | 423            | 410  | 200         | 36   | 47      | 36   | 47             | 36   |           |       |
| % Exempt | 7.8%    | 6.9% | 0.8%    | 0.6% | 7.3%           | 7.2% | 3.5%        | 0.6% | 0.8%    | 0.6% | 0.8%           | 0.6% |           |       |

| Grade 5  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 6068    | 6254 | 6068    | 6254 | 6068           | 6254 | 6068        | 6254 | 6068    | 6254 | 6068           | 6254 | 3.49%     | 3.15% |
| Exempt   | 572     | 586  | 38      | 21   | 547            | 512  | 38          | 21   | 38      | 21   | 38             | 21   |           |       |
| % Exempt | 9.4%    | 9.4% | 0.6%    | 0.3% | 9.0%           | 8.2% | 0.6%        | 0.3% | 0.6%    | 0.3% | 0.6%           | 0.3% |           |       |

| Grade 8  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 5732    | 5858 | 5732    | 5858 | 5732           | 5858 | 5732        | 5858 | 5732    | 5858 | 5732           | 5858 | 2.09%     | 2.31% |
| Exempt   | 273     | 339  | 65      | 51   | 187            | 269  | 65          | 51   | 65      | 51   | 65             | 51   |           |       |
| % Exempt | 4.8%    | 5.8% | 1.1%    | 0.9% | 3.3%           | 4.6% | 1.1%        | 0.9% | 1.1%    | 0.9% | 1.1%           | 0.9% |           |       |

## Baltimore City 2000 and 2001 MSPAP Exemptions: Grades 3, 5, and 8

| Grade 3  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 8311    | 7755 | 8311    | 7755 | 8311           | 7755 | 8311        | 7755 | 8311    | 7755 | 8311           | 7755 | 2.81%     | 2.38% |
| Exempt   | 533     | 500  | 97      | 87   | 252            | 261  | 324         | 87   | 97      | 87   | 97             | 87   |           |       |
| % Exempt | 6.4%    | 6.4% | 1.2%    | 1.1% | 3.0%           | 3.4% | 3.9%        | 1.1% | 1.2%    | 1.1% | 1.2%           | 1.1% |           |       |

| Grade 5  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 7647    | 6950 | 7647    | 6950 | 7647           | 6950 | 7647        | 6950 | 7647    | 6950 | 7647           | 6950 | 2.82%     | 2.77% |
| Exempt   | 675     | 566  | 86      | 88   | 273            | 238  | 86          | 88   | 86      | 88   | 86             | 88   |           |       |
| % Exempt | 8.9%    | 8.1% | 1.1%    | 1.3% | 3.6%           | 3.4% | 1.1%        | 1.3% | 1.1%    | 1.3% | 1.1%           | 1.3% |           |       |

| Grade 8  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 6729    | 6973 | 6729    | 6973 | 6729           | 6973 | 6729        | 6973 | 6729    | 6973 | 6729           | 6973 | 1.57%     | 1.98% |
| Exempt   | 211     | 269  | 61      | 87   | 177            | 211  | 61          | 87   | 61      | 87   | 61             | 87   |           |       |
| % Exempt | 3.1%    | 3.9% | 0.9%    | 1.2% | 2.6%           | 3.0% | 0.9%        | 1.2% | 0.9%    | 1.2% | 0.9%           | 1.2% |           |       |

## Baltimore County 2000 and 2001 MSPAP Exemptions: Grades 3, 5, and 8

| Grade 3  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 8355    | 8212 | 8355    | 8212 | 8355           | 8212 | 8355        | 8212 | 8355    | 8212 | 8355           | 8212 |           |       |
| Exempt   | 415     | 471  | 60      | 46   | 158            | 475  | 81          | 46   | 60      | 46   | 60             | 46   |           |       |
| % Exempt | 4.9%    | 5.7% | 0.7%    | 0.6% | 1.9%           | 5.8% | 1.0%        | 0.6% | 0.7%    | 0.6% | 0.7%           | 0.6% | 1.66%     | 2.29% |

| Grade 5  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 8463    | 8548 | 8463    | 8548 | 8463           | 8548 | 8463        | 8548 | 8463    | 8548 | 8463           | 8548 |           |       |
| Exempt   | 456     | 562  | 73      | 67   | 230            | 583  | 73          | 67   | 73      | 67   | 73             | 67   |           |       |
| % Exempt | 5.3%    | 6.6% | 0.9%    | 0.8% | 2.7%           | 6.8% | 0.9%        | 0.8% | 0.9%    | 0.8% | 0.9%           | 0.8% | 1.93%     | 2.76% |

| Grade 8  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 8077    | 8289 | 8077    | 8289 | 8077           | 8289 | 8077        | 8289 | 8077    | 8289 | 8077           | 8289 |           |       |
| Exempt   | 306     | 235  | 75      | 43   | 271            | 269  | 75          | 43   | 75      | 43   | 75             | 43   |           |       |
| % Exempt | 3.7%    | 2.8% | 0.9%    | 0.5% | 3.3%           | 3.2% | 0.9%        | 0.5% | 0.9%    | 0.5% | 0.9%           | 0.5% | 1.81%     | 1.36% |

## Calvert County 2000 and 2001 MSPAP Exemptions: Grades 3, 5, and 8

| Grade 3  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 1241    | 1236 | 1241    | 1236 | 1241           | 1236 | 1241        | 1236 | 1241    | 1236 | 1241           | 1236 |           |       |
| Exempt   | 65      | 53   | *       | *    | 35             | 28   | 7           | *    | *       | *    | *              | *    |           |       |
| % Exempt | 5.2%    | 4.3% | 0.2%    | 0.3% | 2.8%           | 2.3% | 0.6%        | 0.3% | 0.2%    | 0.3% | 0.2%           | 0.3% | 1.56%     | 1.31% |

| Grade 5  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 1309    | 1284 | 1309    | 1284 | 1309           | 1284 | 1309        | 1284 | 1309    | 1284 | 1309           | 1284 |           |       |
| Exempt   | 89      | 62   | *       | 5    | 24             | 23   | *           | 5    | *       | 5    | *              | 5    |           |       |
| % Exempt | 6.8%    | 4.8% | 0.2%    | 0.4% | 1.8%           | 1.8% | .02%        | 0.4% | 0.2%    | 0.4% | 0.2%           | 0.4% | 1.54%     | 1.36% |

| Grade 8  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 1164    | 1318 | 1164    | 1318 | 1164           | 1318 | 1164        | 1318 | 1164    | 1318 | 1164           | 1318 |           |       |
| Exempt   | 32      | 31   | 0       | *    | 15             | 26   | 0           | *    | 0       | *    | 0              | *    |           |       |
| % Exempt | 2.7%    | 2.4% | 0.0%    | 0.3% | 1.3%           | 2.0% | 0.0%        | 0.3% | 0.0%    | 0.3% | 0.0%           | 0.3% | 0.67%     | 0.92% |

\* Fewer than five students

## Caroline County 2000 and 2001 MSPAP Exemptions: Grades 3, 5, and 8

| Grade 3  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 442     | 421  | 442     | 421  | 442            | 421  | 442         | 421  | 442     | 421  | 442            | 421  | 4.00%     | 3.48% |
| Exempt   | 47      | 38   | *       | *    | 39             | 34   | 11          | *    | *       | *    | *              | *    |           |       |
| % Exempt | 10.6%   | 9.0% | 0.7%    | 1.0% | 8.8%           | 8.1% | 2.5%        | 1.0% | 0.7%    | 1.0% | 0.7%           | 1.0% |           |       |

| Grade 5  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 452     | 454  | 452     | 454  | 452            | 454  | 452         | 454  | 452     | 454  | 452            | 454  | 3.76%     | 2.72% |
| Exempt   | 49      | 34   | *       | *    | 41             | 32   | *           | *    | *       | *    | *              | *    |           |       |
| % Exempt | 10.8%   | 7.5% | 0.7%    | 0.4% | 9.1%           | 7.0% | 0.7%        | 0.4% | 0.7%    | 0.4% | 0.7%           | 0.4% |           |       |

| Grade 8  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 395     | 409  | 395     | 409  | 395            | 409  | 395         | 409  | 395     | 409  | 395            | 409  | 0.38%     | 2.40% |
| Exempt   | *       | 31   | 0       | *    | 5              | 16   | 0           | *    | 0       | *    | 0              | *    |           |       |
| % Exempt | 1.0%    | 7.6% | 0.0%    | 0.7% | 1.3%           | 3.9% | 0.0%        | 0.7% | 0.0%    | 0.7% | 0.0%           | 0.7% |           |       |

\* Fewer than five students



## Carroll County 2000 and 2001 MSPAP Exemptions: Grades 3, 5, and 8

| Grade 3  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 2173    | 2150 | 2173    | 2150 | 2173           | 2150 | 2173        | 2150 | 2173    | 2150 | 2173           | 2150 | 2.72%     | 2.59% |
| Exempt   | 142     | 139  | 11      | 12   | 154            | 147  | 25          | 12   | 11      | 12   | 11             | 12   |           |       |
| % Exempt | 6.5%    | 6.5% | 0.5%    | 0.6% | 7.1%           | 6.8% | 1.2%        | 0.6% | 0.5%    | 0.6% | 0.5%           | 0.6% |           |       |

| Grade 5  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 2296    | 2233 | 2296    | 2233 | 2296           | 2233 | 2296        | 2233 | 2296    | 2233 | 2296           | 2233 | 2.56%     | 2.89% |
| Exempt   | 128     | 160  | 11      | 13   | 181            | 175  | 11          | 13   | 11      | 13   | 11             | 13   |           |       |
| % Exempt | 5.6%    | 7.2% | 0.5%    | 0.6% | 7.9%           | 7.8% | 0.5%        | 0.6% | 0.5%    | 0.6% | 0.5%           | 0.6% |           |       |

| Grade 8  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 2120    | 2154 | 2120    | 2154 | 2120           | 2154 | 2120        | 2154 | 2120    | 2154 | 2120           | 2154 | 1.49%     | 0.97% |
| Exempt   | 41      | 36   | 18      | 11   | 77             | 45   | 18          | 11   | 18      | 11   | 18             | 11   |           |       |
| % Exempt | 1.9%    | 1.7% | 0.8%    | 0.5% | 3.6%           | 2.1% | 0.8%        | 0.5% | 0.8%    | 0.5% | 0.8%           | 0.5% |           |       |

## Cecil County 2000 and 2001 MSPAP Exemptions: Grades 3, 5, and 8

| Grade 3  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 1282    | 1240 | 1282    | 1240 | 1282           | 1240 | 1282        | 1240 | 1282    | 1240 | 1282           | 1240 | 3.61%     | 3.31% |
| Exempt   | 162     | 120  | 9       | *    | 142            | 114  | 19          | *    | 9       | *    | 9              | *    |           |       |
| % Exempt | 12.7%   | 9.7% | 0.7%    | 0.2% | 11.1%          | 9.2% | 1.5%        | 0.2% | 0.7%    | 0.2% | 0.7%           | 0.2% |           |       |

| Grade 5  |         |       |         |      |                |       |             |      |         |      |                |      |           |       |
|----------|---------|-------|---------|------|----------------|-------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |       | Writing |      | Language Usage |       | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001  | 2000    | 2001 | 2000           | 2001  | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 1272    | 1323  | 1272    | 1323 | 1272           | 1323  | 1272        | 1323 | 1272    | 1323 | 1272           | 1323 | 4.89%     | 4.85% |
| Exempt   | 169     | 160   | 13      | 22   | 152            | 137   | 13          | 22   | 13      | 22   | 13             | 22   |           |       |
| % Exempt | 13.3%   | 12.1% | 1.0%    | 1.7% | 11.9%          | 10.4% | 1.0%        | 1.7% | 1.0%    | 1.7% | 1.0%           | 1.7% |           |       |

| Grade 8  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 1153    | 1275 | 1153    | 1275 | 1153           | 1275 | 1153        | 1275 | 1153    | 1275 | 1153           | 1275 | 1.84%     | 1.79% |
| Exempt   | 41      | 53   | 13      | 12   | 34             | 36   | 13          | 12   | 13      | 12   | 13             | 12   |           |       |
| % Exempt | 3.6%    | 4.2% | 1.1%    | 0.9% | 3.0%           | 2.8% | 1.1%        | 0.9% | 1.1%    | 0.9% | 1.1%           | 0.9% |           |       |

\* Fewer than five students

## Charles County 2000 and 2001 MSPAP Exemptions: Grades 3, 5, and 8

| Grade 3  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 1757    | 1682 | 1757    | 1682 | 1757           | 1682 | 1757        | 1682 | 1757    | 1682 | 1757           | 1682 | 2.02%     | 2.42% |
| Exempt   | 83      | 94   | 13      | 15   | 63             | 90   | 28          | 15   | 13      | 15   | 13             | 15   |           |       |
| % Exempt | 4.7%    | 5.6% | 0.7%    | 0.9% | 3.6%           | 5.4% | 1.6%        | 0.9% | 0.7%    | 0.9% | 0.7%           | 0.9% |           |       |

| Grade 5  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 1756    | 1824 | 1756    | 1824 | 1756           | 1824 | 1756        | 1824 | 1756    | 1824 | 1756           | 1824 | 2.22%     | 3.00% |
| Exempt   | 128     | 157  | 6       | 17   | 82             | 103  | 6           | 17   | 6       | 17   | 6              | 17   |           |       |
| % Exempt | 7.3%    | 8.6% | 0.3%    | 0.9% | 4.7%           | 5.6% | 0.3%        | 0.9% | 0.3%    | 0.9% | 0.3%           | 0.9% |           |       |

| Grade 8  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 1839    | 1778 | 1839    | 1778 | 1839           | 1778 | 1839        | 1778 | 1839    | 1778 | 1839           | 1778 | 2.63%     | 2.78% |
| Exempt   | 138     | 138  | 20      | 18   | 72             | 87   | 20          | 17   | 20      | 18   | 20             | 18   |           |       |
| % Exempt | 7.5%    | 7.8% | 1.1%    | 1.0% | 3.9%           | 4.9% | 1.1%        | 1.0% | 1.1%    | 1.0% | 1.1%           | 1.0% |           |       |

## Dorchester County 2000 and 2001 MSPAP Exemptions: Grades 3, 5, and 8

| Grade 3  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 354     | 348  | 354     | 348  | 354            | 348  | 354         | 348  | 354     | 348  | 354            | 348  | 4.28%     | 4.26% |
| Exempt   | 20      | 29   | 5       | 8    | 35             | 28   | 21          | 8    | 5       | 8    | 5              | 8    |           |       |
| % Exempt | 5.6%    | 8.3% | 1.4%    | 2.3% | 9.9%           | 8.0% | 5.9%        | 2.3% | 1.4%    | 2.3% | 1.4%           | 2.3% |           |       |

| Grade 5  |         |       |         |      |                |       |             |      |         |      |                |      |           |       |
|----------|---------|-------|---------|------|----------------|-------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |       | Writing |      | Language Usage |       | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001  | 2000    | 2001 | 2000           | 2001  | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 417     | 429   | 417     | 429  | 417            | 429   | 417         | 429  | 417     | 429  | 417            | 429  | 4.52%     | 4.20% |
| Exempt   | 47      | 44    | 7       | *    | 38             | 48    | 7           | *    | 7       | *    | 7              | *    |           |       |
| % Exempt | 11.3%   | 10.3% | 1.7%    | 0.9% | 9.1%           | 11.2% | 1.7%        | 0.9% | 1.7%    | 0.9% | 1.7%           | 0.9% |           |       |

| Grade 8  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 369     | 359  | 369     | 359  | 369            | 359  | 369         | 359  | 369     | 359  | 369            | 359  | 3.57%     | 2.74% |
| Exempt   | 23      | 28   | 8       | *    | 24             | 15   | 8           | *    | 8       | *    | 8              | *    |           |       |
| % Exempt | 6.2%    | 7.8% | 2.2%    | 1.1% | 6.5%           | 4.2% | 2.2%        | 1.1% | 2.2%    | 1.1% | 2.2%           | 1.1% |           |       |

\* Fewer than five students

## Frederick County 2000 and 2001 MSPAP Exemptions: Grades 3, 5, and 8

| Grade 3  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 2838    | 2920 | 2838    | 2920 | 2838           | 2920 | 2838        | 2920 | 2838    | 2920 | 2838           | 2920 |           |       |
| Exempt   | 154     | 139  | 12      | 19   | 125            | 131  | 21          | 19   | 12      | 19   | 12             | 19   |           |       |
| % Exempt | 5.4%    | 4.8% | 0.4%    | 0.7% | 4.4%           | 4.5% | 0.7%        | 0.7% | 0.4%    | 0.7% | 0.4%           | 0.7% | 1.97%     | 1.97% |

| Grade 5  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 2817    | 3087 | 2817    | 3087 | 2817           | 3087 | 2817        | 3087 | 2817    | 3087 | 2817           | 3087 |           |       |
| Exempt   | 133     | 163  | 12      | 16   | 131            | 151  | 12          | 16   | 12      | 16   | 12             | 16   |           |       |
| % Exempt | 4.7%    | 5.3% | 0.4%    | 0.5% | 4.7%           | 4.9% | 0.4%        | 0.5% | 0.4%    | 0.5% | 0.4%           | 0.5% | 1.85%     | 2.04% |

| Grade 8  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 2725    | 2877 | 2725    | 2877 | 2725           | 2877 | 2725        | 2877 | 2725    | 2877 | 2725           | 2877 |           |       |
| Exempt   | 60      | 61   | 7       | 15   | 52             | 83   | 7           | 15   | 7       | 15   | 7              | 15   |           |       |
| % Exempt | 2.2%    | 2.1% | 0.3%    | 0.5% | 1.9%           | 2.9% | 0.3%        | 0.5% | 0.3%    | 0.5% | 0.3%           | 0.5% | 0.86%     | 1.18% |

\* Fewer than five students

## Garrett County 2000 and 2001 MSPAP Exemptions: Grades 3, 5, and 8

| Grade 3  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 412     | 370  | 412     | 370  | 412            | 370  | 412         | 370  | 412     | 370  | 412            | 370  |           |       |
| Exempt   | 43      | 35   | *       | *    | 25             | 16   | 7           | *    | *       | *    | *              | *    |           |       |
| % Exempt | 10.4%   | 9.5% | 0.5%    | 1.1% | 6.1%           | 4.3% | 1.7%        | 1.1% | 0.5%    | 1.1% | 0.5%           | 1.1% | 3.28%     | 3.02% |

| Grade 5  |         |       |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|-------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |       | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001  | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 379     | 412   | 379     | 412  | 379            | 412  | 379         | 412  | 379     | 412  | 379            | 412  |           |       |
| Exempt   | 54      | 50    | *       | *    | 24             | 21   | *           | *    | *       | *    | *              | *    |           |       |
| % Exempt | 14.2%   | 12.1% | 0.8%    | 0.7% | 6.3%           | 5.1% | 0.8%        | 0.7% | 0.8%    | 0.7% | 0.8%           | 0.7% | 3.96%     | 3.36% |

| Grade 8  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 351     | 367  | 351     | 367  | 351            | 367  | 351         | 367  | 351     | 367  | 351            | 367  |           |       |
| Exempt   | 34      | 31   | *       | *    | 7              | 15   | *           | *    | *       | *    | *              | *    |           |       |
| % Exempt | 9.7%    | 8.4% | 0.3%    | 0.3% | 2.0%           | 4.1% | 0.3%        | 0.3% | 0.3%    | 0.3% | 0.3%           | 0.3% | 2.14%     | 2.27% |

\* Fewer than five students

## Harford County 2000 and 2001 MSPAP Exemptions: Grades 3, 5, and 8

| Grade 3  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 3038    | 3102 | 3038    | 3102 | 3038           | 3102 | 3038        | 3102 | 3038    | 3102 | 3038           | 3102 | 2.84%     | 2.49% |
| Exempt   | 224     | 212  | 7       | 10   | 220            | 212  | 53          | 10   | 7       | 10   | 7              | 10   |           |       |
| % Exempt | 7.4%    | 6.8% | 0.2%    | 0.3% | 7.2%           | 6.8% | 1.7%        | 0.3% | 0.2%    | 0.3% | 0.2%           | 0.3% |           |       |

| Grade 5  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 3165    | 3302 | 3165    | 3302 | 3165           | 3302 | 3165        | 3302 | 3165    | 3302 | 3165           | 3302 | 2.51%     | 2.90% |
| Exempt   | 211     | 244  | 9       | 10   | 229            | 291  | 9           | 10   | 9       | 10   | 9              | 10   |           |       |
| % Exempt | 6.7%    | 7.4% | 0.3%    | 0.3% | 7.2%           | 8.8% | 0.3%        | 0.3% | 0.3%    | 0.3% | 0.3%           | 0.3% |           |       |

| Grade 8  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 3030    | 3018 | 3030    | 3018 | 3030           | 3018 | 3030        | 3018 | 3030    | 3018 | 3030           | 3018 | 1.06%     | 1.24% |
| Exempt   | 73      | 85   | 19      | 14   | 43             | 83   | 19          | 14   | 19      | 14   | 19             | 14   |           |       |
| % Exempt | 2.4%    | 2.8% | 0.6%    | 0.5% | 1.4%           | 2.8% | 0.6%        | 0.5% | 0.6%    | 0.5% | 0.6%           | 0.5% |           |       |

## Howard County 2000 and 2001 MSPAP Exemptions: Grades 3, 5, and 8

| Grade 3  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 3595    | 3618 | 3595    | 3618 | 3595           | 3618 | 3595        | 3618 | 3595    | 3618 | 3595           | 3618 | 1.78%     | 1.54% |
| Exempt   | 140     | 123  | 21      | 29   | 129            | 95   | 52          | 29   | 21      | 29   | 21             | 29   |           |       |
| % Exempt | 3.9%    | 3.4% | 0.6%    | 0.8% | 3.6%           | 2.6% | 1.4%        | 0.8% | 0.6%    | 0.8% | 0.6%           | 0.8% |           |       |

| Grade 5  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 3500    | 3725 | 3500    | 3725 | 3500           | 3725 | 3500        | 3725 | 3500    | 3725 | 3500           | 3725 | 1.92%     | 1.74% |
| Exempt   | 167     | 152  | 26      | 25   | 133            | 138  | 26          | 25   | 26      | 25   | 26             | 25   |           |       |
| % Exempt | 4.8%    | 4.1% | 0.7%    | 0.7% | 3.8%           | 3.7% | 0.7%        | 0.7% | 0.7%    | 0.7% | 0.7%           | 0.7% |           |       |

| Grade 8  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 3316    | 3498 | 3316    | 3498 | 3316           | 3498 | 3316        | 3498 | 3316    | 3498 | 3316           | 3498 | 1.25%     | 1.42% |
| Exempt   | 64      | 105  | 26      | 24   | 80             | 98   | 26          | 24   | 26      | 24   | 26             | 24   |           |       |
| % Exempt | 1.9%    | 3.0% | 0.8%    | 0.7% | 2.4%           | 2.8% | 0.8%        | 0.7% | 0.8%    | 0.7% | 0.8%           | 0.7% |           |       |



## Kent County 2000 and 2001 MSPAP Exemptions: Grades 3, 5, and 8

| Grade 3  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 216     | 207  | 216     | 207  | 216            | 207  | 216         | 207  | 216     | 207  | 216            | 207  | 4.17%     | 3.62% |
| Exempt   | 17      | 18   | *       | *    | 20             | 15   | 5           | *    | *       | *    | *              | *    |           |       |
| % Exempt | 7.9%    | 8.7% | 1.9%    | 1.4% | 9.3%           | 7.2% | 2.3%        | 1.4% | 1.9%    | 1.4% | 1.9%           | 1.4% |           |       |

| Grade 5  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 223     | 224  | 223     | 224  | 223            | 224  | 223         | 224  | 223     | 224  | 223            | 224  | 2.32%     | 2.23% |
| Exempt   | 19      | 21   | *       | *    | *              | 5    | *           | *    | *       | *    | *              | *    |           |       |
| % Exempt | 8.5%    | 9.4% | 0.9%    | 0.4% | 1.8%           | 2.2% | 0.9%        | 0.4% | 0.9%    | 0.4% | 0.9%           | 0.4% |           |       |

| Grade 8  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 207     | 212  | 207     | 212  | 207            | 212  | 207         | 212  | 207     | 212  | 207            | 212  | 1.29%     | 1.42% |
| Exempt   | 11      | 12   | *       | *    | *              | *    | *           | *    | *       | *    | *              | *    |           |       |
| % Exempt | 5.3%    | 5.7% | 0.5%    | 0.5% | 0.5%           | 0.9% | 0.5%        | 0.5% | 0.5%    | 0.5% | 0.5%           | 0.5% |           |       |

\* Fewer than five students

## Montgomery County 2000 and 2001 MSPAP Exemptions: Grades 3, 5, and 8

| Grade 3  |         |       |         |       |                |       |             |       |         |       |                |       |           |       |
|----------|---------|-------|---------|-------|----------------|-------|-------------|-------|---------|-------|----------------|-------|-----------|-------|
| Content  | Reading |       | Writing |       | Language Usage |       | Mathematics |       | Science |       | Social Studies |       | Average % |       |
| Year     | 2000    | 2001  | 2000    | 2001  | 2000           | 2001  | 2000        | 2001  | 2000    | 2001  | 2000           | 2001  | 2000      | 2001  |
| Total    | 10326   | 10545 | 10326   | 10545 | 10326          | 10545 | 10326       | 10545 | 10326   | 10545 | 10326          | 10545 | 3.60%     | 2.50% |
| Exempt   | 719     | 671   | 70      | 54    | 794            | 692   | 506         | 54    | 70      | 54    | 70             | 54    |           |       |
| % Exempt | 6.9%    | 6.4%  | 0.7%    | 0.5%  | 7.7%           | 6.6%  | 4.9%        | 0.5%  | 0.7%    | 0.5%  | 0.7%           | 0.5%  |           |       |

| Grade 5  |         |       |         |       |                |       |             |       |         |       |                |       |           |       |
|----------|---------|-------|---------|-------|----------------|-------|-------------|-------|---------|-------|----------------|-------|-----------|-------|
| Content  | Reading |       | Writing |       | Language Usage |       | Mathematics |       | Science |       | Social Studies |       | Average % |       |
| Year     | 2000    | 2001  | 2000    | 2001  | 2000           | 2001  | 2000        | 2001  | 2000    | 2001  | 2000           | 2001  | 2000      | 2001  |
| Total    | 10478   | 10892 | 10478   | 10892 | 10478          | 10892 | 10478       | 10892 | 10478   | 10892 | 10478          | 10892 | 3.58%     | 2.99% |
| Exempt   | 876     | 820   | 58      | 52    | 1144           | 923   | 58          | 52    | 58      | 52    | 58             | 52    |           |       |
| % Exempt | 8.3%    | 7.5%  | 0.6%    | 0.5%  | 10.9%          | 8.5%  | 0.6%        | 0.5%  | 0.6%    | 0.5%  | 0.6%           | 0.5%  |           |       |

| Grade 8  |         |       |         |       |                |       |             |       |         |       |                |       |           |       |
|----------|---------|-------|---------|-------|----------------|-------|-------------|-------|---------|-------|----------------|-------|-----------|-------|
| Content  | Reading |       | Writing |       | Language Usage |       | Mathematics |       | Science |       | Social Studies |       | Average % |       |
| Year     | 2000    | 2001  | 2000    | 2001  | 2000           | 2001  | 2000        | 2001  | 2000    | 2001  | 2000           | 2001  | 2000      | 2001  |
| Total    | 9677    | 10215 | 9677    | 10215 | 9677           | 10215 | 9677        | 10215 | 9677    | 10215 | 9677           | 10215 | 2.40%     | 2.25% |
| Exempt   | 446     | 431   | 85      | 66    | 610            | 687   | 85          | 66    | 85      | 66    | 85             | 66    |           |       |
| % Exempt | 4.6%    | 4.2%  | 0.9%    | 0.6%  | 6.2%           | 6.7%  | 0.9%        | 0.6%  | 0.9%    | 0.6%  | 0.9%           | 0.6%  |           |       |



## Queen Anne's County 2000 and 2001 MSPAP Exemptions: Grades 3, 5, and 8

| Grade 3  |         |       |         |      |                |       |             |      |         |      |                |      |           |       |
|----------|---------|-------|---------|------|----------------|-------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |       | Writing |      | Language Usage |       | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001  | 2000    | 2001 | 2000           | 2001  | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 545     | 549   | 545     | 549  | 545            | 549   | 545         | 549  | 545     | 549  | 545            | 549  | 3.82%     | 4.22% |
| Exempt   | 52      | 59    | *       | *    | 61             | 64    | 6           | *    | *       | *    | *              | *    |           |       |
| % Exempt | 9.5%    | 10.7% | 0.4%    | 0.7% | 11.2%          | 11.7% | 1.1%        | 0.7% | 0.4%    | 0.7% | 0.4%           | 0.7% |           |       |

| Grade 5  |         |       |         |      |                |       |             |      |         |      |                |      |           |       |
|----------|---------|-------|---------|------|----------------|-------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |       | Writing |      | Language Usage |       | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001  | 2000    | 2001 | 2000           | 2001  | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 580     | 567   | 580     | 567  | 580            | 567   | 580         | 567  | 580     | 567  | 580            | 567  | 3.05%     | 3.94% |
| Exempt   | 45      | 59    | *       | *    | 53             | 67    | *           | *    | *       | *    | *              | *    |           |       |
| % Exempt | 7.8%    | 10.4% | 0.3%    | 0.4% | 9.1%           | 11.8% | 0.3%        | 0.4% | 0.3%    | 0.4% | 0.3%           | 0.4% |           |       |

| Grade 8  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 542     | 530  | 542     | 530  | 542            | 530  | 542         | 530  | 542     | 530  | 542            | 530  | 3.23%     | 2.14% |
| Exempt   | 33      | 31   | 11      | *    | 28             | 21   | 11          | *    | 11      | *    | 11             | *    |           |       |
| % Exempt | 6.1%    | 5.8% | 2.0%    | 0.8% | 5.2%           | 4.0% | 2.0%        | 0.8% | 2.0%    | 0.8% | 2.0%           | 0.8% |           |       |

\* Fewer than five students

## Saint Mary's County 2000 and 2001 MSPAP Exemptions: Grades 3, 5, and 8

| Grade 3  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 1122    | 1141 | 1122    | 1141 | 1122           | 1141 | 1122        | 1141 | 1122    | 1141 | 1122           | 1141 | 3.09%     | 1.36% |
| Exempt   | 84      | 35   | 6       | 5    | 80             | 38   | 26          | 5    | 6       | 5    | 6              | 5    |           |       |
| % Exempt | 7.5%    | 3.1% | 0.5%    | 0.4% | 7.1%           | 3.3% | 2.3%        | 0.4% | 0.5%    | 0.4% | 0.5%           | 4%   |           |       |

| Grade 5  |         |      |         |      |                |      |             |      |         |      |                |      |           |      |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |      |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001 |
| Total    | 1169    | 1195 | 1169    | 1195 | 1169           | 1195 | 1169        | 1195 | 1169    | 1195 | 1169           | 1195 | 3.09%     | 1.51 |
| Exempt   | 94      | 32   | *       | 9    | 107            | 40   | *           | 9    | *       | 9    | *              | 9    |           |      |
| % Exempt | 8.0%    | 2.7% | 0.3%    | 0.8% | 9.2%           | 3.3% | 0.3%        | 0.8% | 0.3%    | 0.8% | 0.3%           | 0.8% |           |      |

| Grade 8  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 1054    | 1122 | 1054    | 1122 | 1054           | 1122 | 1054        | 1122 | 1054    | 1122 | 1054           | 1122 | 3.61%     | 1.11% |
| Exempt   | 74      | 16   | 20      | 10   | 74             | 19   | 20          | 10   | 20      | 10   | 20             | 10   |           |       |
| % Exempt | 7.0%    | 1.4% | 1.9%    | 0.9% | 7.0%           | 1.7% | 1.9%        | 0.9% | 1.9%    | 0.9% | 1.9%           | 0.9% |           |       |

\* Fewer than five students

## Somerset County 2000 and 2001 MSPAP Exemptions: Grades 3, 5, and 8

| Grade 3  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 219     | 258  | 219     | 258  | 219            | 258  | 219         | 258  | 219     | 258  | 219            | 258  | 3.12%     | 1.68% |
| Exempt   | 10      | 9    | 6       | *    | 7              | 9    | 6           | *    | 6       | *    | 6              | *    |           |       |
| % Exempt | 4.6%    | 3.5% | 2.7%    | 0.8% | 3.2%           | 3.5% | 2.7%        | 0.8% | 2.7%    | 0.8% | 2.7%           | 0.8% |           |       |

| Grade 5  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 198     | 222  | 198     | 222  | 198            | 222  | 198         | 222  | 198     | 222  | 198            | 222  | 0.93%     | 2.78% |
| Exempt   | 11      | 16   | 0       | *    | 0              | 9    | 0           | *    | 0       | *    | 0              | *    |           |       |
| % Exempt | 5.6%    | 7.2% | 0.0%    | 1.4% | 0.0%           | 4.1% | 0.0%        | 1.4% | 0.0%    | 1.4% | 0.0%           | 1.4% |           |       |

| Grade 8  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 225     | 223  | 225     | 223  | 225            | 223  | 225         | 223  | 225     | 223  | 225            | 223  | 1.63%     | 1.42% |
| Exempt   | 12      | 10   | 0       | 0    | 10             | 9    | 0           | 0    | 0       | 0    | 0              | 0    |           |       |
| % Exempt | 5.3%    | 4.5% | 0.0%    | 0.0% | 4.4%           | 4.0% | 0.0%        | 0.0% | 0.0%    | 0.0% | 0.0%           | 0.0% |           |       |

\* Fewer than five students

## Talbot County 2000 and 2001 MSPAP Exemptions: Grades 3, 5, and 8

| Grade 3  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 372     | 328  | 372     | 328  | 372            | 328  | 372         | 328  | 372     | 328  | 372            | 328  | 3.14%     | 3.66% |
| Exempt   | 30      | 26   | *       | 6    | 19             | 22   | 15          | 6    | *       | 6    | *              | 6    |           |       |
| % Exempt | 8.0%    | 7.9% | 0.5%    | 1.8% | 5.1%           | 6.7% | 4.0%        | 1.8% | 0.5%    | 1.8% | 0.5%           | 1.8% |           |       |

| Grade 5  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 363     | 336  | 363     | 336  | 363            | 336  | 363         | 336  | 363     | 336  | 363            | 336  | 4.82%     | 2.63% |
| Exempt   | 35      | 22   | 8       | *    | 38             | 27   | 8           | *    | 8       | *    | 8              | *    |           |       |
| % Exempt | 9.6%    | 6.5% | 2.2%    | 0.3% | 10.4%          | 8.0% | 2.2%        | 0.3% | 2.2%    | 0.3% | 2.2%           | 0.3% |           |       |

| Grade 8  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 347     | 343  | 347     | 343  | 347            | 343  | 347         | 343  | 347     | 343  | 347            | 343  | 3.03%     | 4.08% |
| Exempt   | 17      | 26   | *       | 6    | 30             | 34   | *           | 6    | *       | 6    | *              | 6    |           |       |
| % Exempt | 4.9%    | 7.6% | 1.2%    | 1.7% | 8.6%           | 9.9% | 1.2%        | 1.7% | 1.2%    | 1.7% | 1.2%           | 1.7% |           |       |

\* Fewer than five students

## Washington County 2000 and 2001 MSPAP Exemptions: Grades 3, 5, and 8

| Grade 3  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 1569    | 1526 | 1569    | 1526 | 1569           | 1526 | 1569        | 1526 | 1569    | 1526 | 1569           | 1526 | 2.78%     | 2.56% |
| Exempt   | 120     | 97   | 8       | 10   | 106            | 97   | 12          | 10   | 8       | 10   | 8              | 10   |           |       |
| % Exempt | 7.6%    | 6.4% | 0.5%    | 0.7% | 6.8%           | 6.4% | 0.8%        | 0.7% | 0.5%    | 0.7% | 0.5%           | 0.7% |           |       |

| Grade 5  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 1558    | 1547 | 1558    | 1547 | 1558           | 1547 | 1558        | 1547 | 1558    | 1547 | 1558           | 1547 | 2.91%     | 3.04% |
| Exempt   | 140     | 124  | 10      | 13   | 92             | 106  | 10          | 13   | 10      | 13   | 10             | 13   |           |       |
| % Exempt | 9.0%    | 8.0% | 0.6%    | 0.8% | 5.9%           | 6.9% | 0.6%        | 0.8% | 0.6%    | 0.8% | 0.6%           | 0.8% |           |       |

| Grade 8  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 1531    | 1547 | 1531    | 1547 | 1531           | 1547 | 1531        | 1547 | 1531    | 1547 | 1531           | 1547 | 1.87%     | 3.07% |
| Exempt   | 81      | 99   | 15      | 33   | 31             | 54   | 15          | 33   | 15      | 33   | 15             | 33   |           |       |
| % Exempt | 5.3%    | 6.4% | 1.0%    | 2.1% | 2.0%           | 3.5% | 1.0%        | 2.1% | 1.0%    | 2.1% | 1.0%           | 2.1% |           |       |



## Wicomico County 2000 and 2001 MSPAP Exemptions: Grades 3, 5, and 8

| Grade 3  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 1153    | 1151 | 1153    | 1151 | 1153           | 1151 | 1153        | 1151 | 1153    | 1151 | 1153           | 1151 | 3.82%     | 2.48% |
| Exempt   | 89      | 73   | 21      | 6    | 76             | 74   | 36          | 6    | 21      | 6    | 21             | 6    |           |       |
| % Exempt | 7.7%    | 6.3% | 1.8%    | 0.5% | 6.6%           | 6.4% | 3.1%        | 0.5% | 1.8%    | 0.5% | 1.8%           | 0.5% |           |       |

| Grade 5  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 1129    | 1125 | 1129    | 1125 | 1129           | 1125 | 1129        | 1125 | 1129    | 1125 | 1129           | 1125 | 4.03%     | 3.35% |
| Exempt   | 94      | 82   | 21      | 16   | 95             | 80   | 21          | 16   | 21      | 16   | 21             | 16   |           |       |
| % Exempt | 8.3%    | 7.3% | 1.9%    | 1.4% | 8.4%           | 7.1% | 1.9%        | 1.4% | 1.9%    | 1.4% | 1.9%           | 1.4% |           |       |

| Grade 8  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 1039    | 996  | 1039    | 996  | 1039           | 996  | 1039        | 996  | 1039    | 996  | 1039           | 996  | 1.81%     | 1.05% |
| Exempt   | 25      | 18   | 14      | 9    | 32             | 9    | 14          | 9    | 14      | 9    | 14             | 9    |           |       |
| % Exempt | 2.4%    | 1.8% | 1.3%    | 0.9% | 3.1%           | 0.9% | 1.3%        | 0.9% | 1.3%    | 0.9% | 1.3%           | 0.9% |           |       |

## Worcester County 2000 and 2001 MSPAP Exemptions: Grades 3, 5, and 8

| Grade 3  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 511     | 498  | 511     | 498  | 511            | 498  | 511         | 498  | 511     | 498  | 511            | 498  | 0.10%     | 0.17% |
| Exempt   | *       | *    | 0       | 0    | 0              | *    | 0           | 0    | 0       | 0    | 0              | 0    |           |       |
| % Exempt | 0.6%    | 0.4% | 0.0%    | 0.0% | 0.0%           | 0.0% | 0.0%        | 0.0% | 0.0%    | 0.0% | 0.0%           | 0.0% |           |       |

| Grade 5  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 552     | 527  | 552     | 527  | 552            | 527  | 552         | 527  | 552     | 527  | 552            | 527  | 0.18%     | 0.73% |
| Exempt   | 6       | 8    | 0       | *    | 0              | 11   | 0           | *    | 0       | *    | 0              | *    |           |       |
| % Exempt | 1.1%    | 1.5% | 0.0%    | 0.2% | 0.0%           | 2.1% | 0.0%        | 0.2% | 0.0%    | 0.2% | 0.0%           | 0.2% |           |       |

| Grade 8  |         |      |         |      |                |      |             |      |         |      |                |      |           |       |
|----------|---------|------|---------|------|----------------|------|-------------|------|---------|------|----------------|------|-----------|-------|
| Content  | Reading |      | Writing |      | Language Usage |      | Mathematics |      | Science |      | Social Studies |      | Average % |       |
| Year     | 2000    | 2001 | 2000    | 2001 | 2000           | 2001 | 2000        | 2001 | 2000    | 2001 | 2000           | 2001 | 2000      | 2001  |
| Total    | 481     | 545  | 481     | 545  | 481            | 545  | 481         | 545  | 481     | 545  | 481            | 545  | 0.62%     | 1.25% |
| Exempt   | 18      | 26   | 0       | 0    | 0              | 15   | 0           | 0    | 0       | 0    | 0              | 0    |           |       |
| % Exempt | 3.7%    | 4.8% | 0.0%    | 0.0% | 0.0%           | 2.8% | 0.0%        | 0.0% | 0.0%    | 0.0% | 0.0%           | 0.0% |           |       |

\* Fewer than five students

# Appendix B

Local School System Profiles



**Allegany County**  
2000–2001

| Maryland School Performance Assessment Program (MSPAP) – Satisfactory |             |         |             |             |         |             |              |         |             |
|---|-------------|---------|-------------|-------------|---------|-------------|--------------|---------|-------------|
|   | Third Grade |         |             | Fifth Grade |         |             | Eighth Grade |         |             |
|   | Reading     | Writing | Mathematics | Reading     | Writing | Mathematics | Reading      | Writing | Mathematics |
| Regular Ed  | 40.4        | 54.7    | 51.4        | 47.2        | 47.0    | 47.0        | 18.2         | 51.8    | 55.3        |
| Special Ed  | 25.3        | 53.8    | 45.6        | 23.9        | 38.8    | 32.9        | 4.8          | 9.3     | 6.2         |

| Maryland Functional Test (MFT) – Passing |             |         |             |                |         |             |
|--|-------------|---------|-------------|----------------|---------|-------------|
|  | Ninth Grade |         |             | Eleventh Grade |         |             |
|  | Reading     | Writing | Mathematics | Reading        | Writing | Mathematics |
| Regular Ed                               | 100.0       | 97.2    | 93.9        | 100.0          | 99.1    | 99.0        |
| Special Ed                               | 88.9        | 68.5    | 80.9        | 98.9           | 94.4    | 91.2        |

|            |      |         |
|------------|------|---------|
| % Regular  | 41.4 | —— 83.9 |
| % Resource | 42.5 |         |
| % Separate | 1.9  |         |

|                   | Attendance |        |      | Drop Out |
|-------------------|------------|--------|------|----------|
|                   | Elementary | Middle | High |          |
| Regular Education | 95.9       | 95.0   | 93.6 | 3.31     |
| Special Education | 95.1       | 92.2   | 89.3 | 5.96     |

Per Pupil Cost: \$7,770  
Professional Instructional Staff: \$41,186

Special School and Other: 268 or 14.2%

**Anne Arundel County**  
2000-2001

| Maryland School Performance Assessment Program (MSPAP) – Satisfactory |             |         |             |             |         |             |              |         |             |
|---|-------------|---------|-------------|-------------|---------|-------------|--------------|---------|-------------|
|   | Third Grade |         |             | Fifth Grade |         |             | Eighth Grade |         |             |
|   | Reading     | Writing | Mathematics | Reading     | Writing | Mathematics | Reading      | Writing | Mathematics |
| Regular Ed  | 42.7        | 53.3    | 45.2        | 53.8        | 49.9    | 53.7        | 28.1         | 54.9    | 56.9        |
| Special Ed  | 27.3        | 35.6    | 27.1        | 30.1        | 23.2    | 20.6        | 6.1          | 18.8    | 15.9        |

| Maryland Functional Test (MFT) – Passing |             |         |             |                |         |             |
|--|-------------|---------|-------------|----------------|---------|-------------|
|  | Ninth Grade |         |             | Eleventh Grade |         |             |
|  | Reading     | Writing | Mathematics | Reading        | Writing | Mathematics |
| Regular Ed                               | 99.4        | 94.7    | 90.1        | 100.0          | 99.0    | 98.2        |
| Special Ed                               | 89.5        | 73.5    | 75.6        | 96.3           | 93.0    | 94.8        |

|            |      |      |
|------------|------|------|
| % Regular  | 51.4 | 68.0 |
| % Resource | 16.6 |      |
| % Separate | 15.1 |      |

|                   | Attendance |        |      | Drop Out |
|-------------------|------------|--------|------|----------|
|                   | Elementary | Middle | High |          |
| Regular Education | 95.5       | 94.4   | 93.5 | 3.98     |
| Special Education | 94.4       | 92.3   | 90.6 | 6.86     |

Per Pupil Cost: \$7,911

Professional Instructional Staff: \$45,693

Special School and Other: 1,706 or 16.9%

**Baltimore City**  
2000–2001

| Maryland School Performance Assessment Program (MSPAP) – Satisfactory |             |         |             |             |         |             |              |         |             |
|---|-------------|---------|-------------|-------------|---------|-------------|--------------|---------|-------------|
|   | Third Grade |         |             | Fifth Grade |         |             | Eighth Grade |         |             |
|   | Reading     | Writing | Mathematics | Reading     | Writing | Mathematics | Reading      | Writing | Mathematics |
| Regular Ed  | 18.2        | 32.3    | 21.7        | 24.0        | 28.3    | 26.6        | 11.0         | 33.1    | 16.8        |
| Special Ed  | 9.6         | 13.8    | 12.0        | 5.6         | 7.4     | 6.9         | 1.0          | 5.7     | 1.9         |

| Maryland Functional Test (MFT) – Passing |             |         |             |                |         |             |
|--|-------------|---------|-------------|----------------|---------|-------------|
|  | Ninth Grade |         |             | Eleventh Grade |         |             |
|  | Reading     | Writing | Mathematics | Reading        | Writing | Mathematics |
| Regular Ed                               | 95.0        | 82.0    | 65.2        | 98.6           | 93.9    | 82.1        |
| Special Ed                               | 62.7        | 31.2    | 30.3        | 83.8           | 60.0    | 57.7        |

|            |      |  |      |
|------------|------|--|------|
| % Regular  | 25.0 |  | 37.3 |
| % Resource | 12.3 |  |      |
| % Separate | 44.9 |  |      |

|                   | Attendance |        |      | Drop Out |
|-------------------|------------|--------|------|----------|
|                   | Elementary | Middle | High |          |
| Regular Education | 94.1       | 88.4   | 81.8 | 11.53    |
| Special Education | 92.6       | 84.6   | 73.7 | 10.19    |

Per Pupil Cost: \$6,676

Professional Instructional Staff: \$43,828

Special School and Other: 2,957 or 17.7%

## Baltimore County

2000–2001

| Maryland School Performance Assessment Program (MSPAP) – Satisfactory |             |         |             |             |         |             |              |         |             |
|---|-------------|---------|-------------|-------------|---------|-------------|--------------|---------|-------------|
|   | Third Grade |         |             | Fifth Grade |         |             | Eighth Grade |         |             |
|   | Reading     | Writing | Mathematics | Reading     | Writing | Mathematics | Reading      | Writing | Mathematics |
| Regular Ed  | 45.1        | 54.9    | 43.1        | 52.3        | 49.2    | 50.5        | 34.7         | 59.4    | 55.1        |
| Special Ed  | 38.9        | 51.1    | 40.1        | 36.7        | 35.0    | 31.1        | 7.6          | 24.5    | 19.0        |

| Maryland Functional Test (MFT) – Passing |             |         |             |                |         |             |
|--|-------------|---------|-------------|----------------|---------|-------------|
|  | Ninth Grade |         |             | Eleventh Grade |         |             |
|  | Reading     | Writing | Mathematics | Reading        | Writing | Mathematics |
| Regular Ed                               | 99.6        | 97.5    | 88.8        | 100.0          | 99.7    | 97.5        |
| Special Ed                               | 92.3        | 81.6    | 83.2        | 99.2           | 96.6    | 97.6        |

|            |      |      |
|------------|------|------|
| % Regular  | 41.3 | 59.2 |
| % Resource | 17.9 |      |
| % Separate | 22.5 |      |

|                   | Attendance |        |      | Drop Out |
|-------------------|------------|--------|------|----------|
|                   | Elementary | Middle | High |          |
| Regular Education | 95.7       | 94.9   | 93.8 | 2.82     |
| Special Education | 94.5       | 92.8   | 92.5 | 0.25     |

Per Pupil Cost: \$7,281

Professional Instructional Staff: \$45,512

Special School and Other: 2,432 or 18.3%



**Calvert County**  
2000-2001

| Maryland School Performance Assessment Program (MSPAP) – Satisfactory |             |         |             |             |         |             |              |         |             |
|---|-------------|---------|-------------|-------------|---------|-------------|--------------|---------|-------------|
|   | Third Grade |         |             | Fifth Grade |         |             | Eighth Grade |         |             |
|   | Reading     | Writing | Mathematics | Reading     | Writing | Mathematics | Reading      | Writing | Mathematics |
| Regular Ed  | 48.9        | 65.0    | 51.5        | 62.5        | 61.1    | 60.2        | 37.2         | 68.2    | 71.0        |
| Special Ed  | 29.7        | 35.6    | 20.6        | 32.3        | 27.8    | 23.5        | 12.2         | 26.2    | 21.5        |

| Maryland Functional Test (MFT) – Passing |             |         |             |                |         |             |
|--|-------------|---------|-------------|----------------|---------|-------------|
|  | Ninth Grade |         |             | Eleventh Grade |         |             |
|  | Reading     | Writing | Mathematics | Reading        | Writing | Mathematics |
| Regular Ed                               | 99.9        | 99.2    | 95.7        | 100.0          | 99.9    | 98.5        |
| Special Ed                               | 96.5        | 96.4    | 91.4        | 98.5           | 100.0   | 98.5        |

|            |      |         |
|------------|------|---------|
| % Regular  | 37.9 | —— 63.7 |
| % Resource | 25.8 |         |
| % Separate | 20.0 |         |

|                   | Attendance |        |      | Drop Out |
|-------------------|------------|--------|------|----------|
|                   | Elementary | Middle | High |          |
| Regular Education | 95.4       | 95.3   | 94.1 | 3.91     |
| Special Education | 94.9       | 93.9   | 92.6 | 0.87     |

Per Pupil Cost: \$7,622

Professional Instructional Staff: \$47,748

Special School and Other: 352 or 16.3%

**Caroline County**  
2000-2001

| Maryland School Performance Assessment Program (MSPAP) – Satisfactory |             |         |             |             |         |             |              |         |             |
|---|-------------|---------|-------------|-------------|---------|-------------|--------------|---------|-------------|
|   | Third Grade |         |             | Fifth Grade |         |             | Eighth Grade |         |             |
|   | Reading     | Writing | Mathematics | Reading     | Writing | Mathematics | Reading      | Writing | Mathematics |
| Regular Ed  | 44.9        | 52.9    | 47.4        | 48.0        | 44.3    | 54.4        | 38.6         | 62.5    | 49.1        |
| Special Ed  | 23.3        | 52.4    | 44.4        | 25.0        | 35.9    | 43.8        | 4.8          | 18.4    | 4.1         |

| Maryland Functional Test (MFT) – Passing |             |         |             |                |         |             |
|--|-------------|---------|-------------|----------------|---------|-------------|
|  | Ninth Grade |         |             | Eleventh Grade |         |             |
|  | Reading     | Writing | Mathematics | Reading        | Writing | Mathematics |
| Regular Ed                               | 99.0        | 96.3    | 96.6        | 100.0          | 99.3    | 98.4        |
| Special Ed                               | 78.3        | 68.9    | 71.7        | 100.0          | 100.0   | 77.8        |

|            |      |         |
|------------|------|---------|
| % Regular  | 49.5 | —— 81.0 |
| % Resource | 31.5 |         |
| % Separate | 7.6  |         |

|                   | Attendance |        |      | Drop Out |
|-------------------|------------|--------|------|----------|
|                   | Elementary | Middle | High |          |
| Regular Education | 95.3       | 94.0   | 92.3 | 5.01     |
| Special Education | 94.0       | 91.4   | 91.5 | 0.00     |

Per Pupil Cost: \$6,741

Professional Instructional Staff: \$40,612

Special School and Other: 88 or 11.3%

**Carroll County**  
2000-2001

| Maryland School Performance Assessment Program (MSPAP) – Satisfactory |             |         |             |             |         |             |              |         |             |
|---|-------------|---------|-------------|-------------|---------|-------------|--------------|---------|-------------|
|   | Third Grade |         |             | Fifth Grade |         |             | Eighth Grade |         |             |
|   | Reading     | Writing | Mathematics | Reading     | Writing | Mathematics | Reading      | Writing | Mathematics |
| Regular Ed  | 40.8        | 53.9    | 46.3        | 50.8        | 54.3    | 52.4        | 33.4         | 64.6    | 68.1        |
| Special Ed  | 29.1        | 41.0    | 29.5        | 21.8        | 30.3    | 21.6        | 6.8          | 21.3    | 24.1        |

| Maryland Functional Test (MFT) – Passing |             |         |             |                |         |             |
|--|-------------|---------|-------------|----------------|---------|-------------|
|  | Ninth Grade |         |             | Eleventh Grade |         |             |
|  | Reading     | Writing | Mathematics | Reading        | Writing | Mathematics |
| Regular Ed                               | 100.0       | 99.4    | 96.5        | 100.0          | 99.9    | 98.8        |
| Special Ed                               | 94.9        | 95.2    | 84.2        | 99.5           | 99.0    | 97.0        |

|            |      |      |
|------------|------|------|
| % Regular  | 71.6 | 83.3 |
| % Resource | 11.7 |      |
| % Separate | 5.5  |      |

|                   | Attendance |        |      | Drop Out |
|-------------------|------------|--------|------|----------|
|                   | Elementary | Middle | High |          |
| Regular Education | 95.7       | 95.6   | 94.8 | 2.07     |
| Special Education | 95.0       | 94.4   | 92.7 | 3.03     |

Per Pupil Cost: \$7,104  
 Professional Instructional Staff: \$45,710  
 Special School and Other: 419 or 11.1%

**Cecil County**  
2000-2001

| Maryland School Performance Assessment Program (MSPAP) – Satisfactory |             |         |             |             |         |             |              |         |             |
|---|-------------|---------|-------------|-------------|---------|-------------|--------------|---------|-------------|
|   | Third Grade |         |             | Fifth Grade |         |             | Eighth Grade |         |             |
|   | Reading     | Writing | Mathematics | Reading     | Writing | Mathematics | Reading      | Writing | Mathematics |
| Regular Ed  | 49.1        | 55.5    | 48.3        | 57.0        | 53.9    | 54.9        | 29.7         | 60.5    | 58.4        |
| Special Ed  | 43.5        | 59.0    | 46.0        | 39.2        | 42.9    | 30.0        | 1.9          | 15.7    | 11.1        |

| Maryland Functional Test (MFT) – Passing |             |         |             |                |         |             |
|--|-------------|---------|-------------|----------------|---------|-------------|
|  | Ninth Grade |         |             | Eleventh Grade |         |             |
|  | Reading     | Writing | Mathematics | Reading        | Writing | Mathematics |
| Regular Ed                               | 99.9        | 98.7    | 93.4        | 100.0          | 99.9    | 99.4        |
| Special Ed                               | 100.0       | 88.1    | 60.0        | 100.0          | 98.6    | 95.7        |

|            |      |      |
|------------|------|------|
| % Regular  | 51.3 | 75.7 |
| % Resource | 24.4 |      |
| % Separate | 13.3 |      |

|                   | Attendance |        |      | Drop Out |
|-------------------|------------|--------|------|----------|
|                   | Elementary | Middle | High |          |
| Regular Education | 95.0       | 93.4   | 91.2 | 3.88     |
| Special Education | 93.4       | 91.4   | 88.9 | 1.10     |

Per Pupil Cost: \$7,261  
 Professional Instructional Staff: \$42,656  
 Special School and Other: 281 or 11.0%

**Charles County**  
2000–2001

| Maryland School Performance Assessment Program (MSPAP) – Satisfactory |             |         |             |             |         |             |              |         |             |
|---|-------------|---------|-------------|-------------|---------|-------------|--------------|---------|-------------|
|   | Third Grade |         |             | Fifth Grade |         |             | Eighth Grade |         |             |
|   | Reading     | Writing | Mathematics | Reading     | Writing | Mathematics | Reading      | Writing | Mathematics |
| Regular Ed  | 37.0        | 47.9    | 37.2        | 50.8        | 43.6    | 48.7        | 37.2         | 62.1    | 56.1        |
| Special Ed  | 21.7        | 32.1    | 16.7        | 30.0        | 19.6    | 16.0        | 10.0         | 17.0    | 12.8        |

| Maryland Functional Test (MFT) – Passing |             |         |             |                |         |             |
|--|-------------|---------|-------------|----------------|---------|-------------|
|  | Ninth Grade |         |             | Eleventh Grade |         |             |
|  | Reading     | Writing | Mathematics | Reading        | Writing | Mathematics |
| Regular Ed                               | 99.4        | 97.4    | 88.9        | 99.9           | 99.3    | 97.0        |
| Special Ed                               | 88.8        | 79.7    | 77.6        | 97.5           | 93.2    | 95.0        |

|            |      |      |
|------------|------|------|
| % Regular  | 47.8 | 67.4 |
| % Resource | 19.6 |      |
| % Separate | 20.5 |      |

|                   | Attendance |        |      | Drop Out |
|-------------------|------------|--------|------|----------|
|                   | Elementary | Middle | High |          |
| Regular Education | 98.1       | 97.8   | 96.9 | 3.65     |
| Special Education | 97.9       | 96.7   | 95.8 | 0.00     |

Per Pupil Cost: \$6,639  
 Professional Instructional Staff: \$43,474  
 Special School and Other: 323 or 12.1%

**Dorchester County**  
2000-2001

| Maryland School Performance Assessment Program (MSPAP) – Satisfactory |             |         |             |             |         |             |              |         |             |
|---|-------------|---------|-------------|-------------|---------|-------------|--------------|---------|-------------|
|   | Third Grade |         |             | Fifth Grade |         |             | Eighth Grade |         |             |
|   | Reading     | Writing | Mathematics | Reading     | Writing | Mathematics | Reading      | Writing | Mathematics |
| Regular Ed  | 32.8        | 45.6    | 35.5        | 39.0        | 40.2    | 36.3        | 17.7         | 45.8    | 32.4        |
| Special Ed  | 26.3        | 32.5    | 30.0        | 35.4        | 26.1    | 29.5        | 5.6          | 11.9    | 2.4         |

| Maryland Functional Test (MFT) – Passing |             |         |             |                |         |             |
|--|-------------|---------|-------------|----------------|---------|-------------|
|  | Ninth Grade |         |             | Eleventh Grade |         |             |
|  | Reading     | Writing | Mathematics | Reading        | Writing | Mathematics |
| Regular Ed                               | 98.7        | 94.6    | 74.6        | 100.0          | 99.7    | 93.7        |
| Special Ed                               | 69.8        | 48.8    | 27.9        | 93.3           | 86.7    | 90.0        |

|            |      |      |
|------------|------|------|
| % Regular  | 70.1 | 81.0 |
| % Resource | 10.9 |      |
| % Separate | 11.2 |      |

|                   | Attendance |        |      | Drop Out |
|-------------------|------------|--------|------|----------|
|                   | Elementary | Middle | High |          |
| Regular Education | 94.8       | 92.5   | 90.7 | 3.42     |
| Special Education | 93.9       | 92.1   | 83.4 | 6.51     |

Per Pupil Cost: \$6,376

Professional Instructional Staff: \$44,720

Special School and Other: 49 or 7.8%

## Frederick County

2000–2001

| Maryland School Performance Assessment Program (MSPAP) – Satisfactory |             |         |             |             |         |             |              |         |             |
|---|-------------|---------|-------------|-------------|---------|-------------|--------------|---------|-------------|
|   | Third Grade |         |             | Fifth Grade |         |             | Eighth Grade |         |             |
|   | Reading     | Writing | Mathematics | Reading     | Writing | Mathematics | Reading      | Writing | Mathematics |
| Regular Ed  | 47.7        | 57.1    | 52.7        | 57.4        | 55.4    | 59.3        | 34.2         | 65.7    | 68.5        |
| Special Ed  | 25.9        | 34.8    | 22.6        | 23.6        | 24.5    | 20.2        | 9.3          | 27.9    | 27.1        |

| Maryland Functional Test (MFT) – Passing |             |         |             |                |         |             |
|--|-------------|---------|-------------|----------------|---------|-------------|
|  | Ninth Grade |         |             | Eleventh Grade |         |             |
|  | Reading     | Writing | Mathematics | Reading        | Writing | Mathematics |
| Regular Ed                               | 99.5        | 96.6    | 94.1        | 100.0          | 99.3    | 98.4        |
| Special Ed                               | 90.7        | 76.2    | 77.7        | 98.3           | 91.1    | 96.6        |

|            |      |      |
|------------|------|------|
| % Regular  | 58.6 | 78.6 |
| % Resource | 20.0 |      |
| % Separate | 8.7  |      |

|                   | Attendance |        |      | Drop Out |
|-------------------|------------|--------|------|----------|
|                   | Elementary | Middle | High |          |
| Regular Education | 95.2       | 94.1   | 92.3 | 2.27     |
| Special Education | 94.1       | 91.5   | 89.1 | 7.48     |

Per Pupil Cost: \$6,582

Professional Instructional Staff: \$44,786

Special School and Other: 566 or 12.7%

**Garrett County**  
2000-2001

| Maryland School Performance Assessment Program (MSPAP) – Satisfactory |             |         |             |             |         |             |              |         |             |
|---|-------------|---------|-------------|-------------|---------|-------------|--------------|---------|-------------|
|   | Third Grade |         |             | Fifth Grade |         |             | Eighth Grade |         |             |
|   | Reading     | Writing | Mathematics | Reading     | Writing | Mathematics | Reading      | Writing | Mathematics |
| Regular Ed  | 30.4        | 43.5    | 34.0        | 43.1        | 47.2    | 41.5        | 25.0         | 51.0    | 62.7        |
| Special Ed  | 13.8        | 21.7    | 21.7        | 21.4        | 21.3    | 22.5        | 3.0          | 25.8    | 27.4        |

| Maryland Functional Test (MFT) – Passing |             |         |             |                |         |             |
|--|-------------|---------|-------------|----------------|---------|-------------|
|  | Ninth Grade |         |             | Eleventh Grade |         |             |
|  | Reading     | Writing | Mathematics | Reading        | Writing | Mathematics |
| Regular Ed                               | 99.7        | 97.2    | 90.7        | 100.0          | 99.7    | 98.6        |
| Special Ed                               | 95.3        | 73.8    | 79.5        | 97.3           | 94.4    | 100.0       |

|            |      |  |      |
|------------|------|--|------|
| % Regular  | 42.1 |  | 73.4 |
| % Resource | 31.3 |  |      |
| % Separate | 16.5 |  |      |

|                   | Attendance |        |      | Drop Out |
|-------------------|------------|--------|------|----------|
|                   | Elementary | Middle | High |          |
| Regular Education | 96.1       | 95.6   | 95.2 | 3.37     |
| Special Education | 95.4       | 95.2   | 94.6 | 13.87    |

Per Pupil Cost: \$6,645  
 Professional Instructional Staff: \$39,896  
 Special School and Other: 80 or 10.1%



## Harford County 2000–2001

| Maryland School Performance Assessment Program (MSPAP) – Satisfactory |             |         |             |             |         |             |              |         |             |
|---|-------------|---------|-------------|-------------|---------|-------------|--------------|---------|-------------|
|   | Third Grade |         |             | Fifth Grade |         |             | Eighth Grade |         |             |
|   | Reading     | Writing | Mathematics | Reading     | Writing | Mathematics | Reading      | Writing | Mathematics |
| Regular Ed  | 47.8        | 61.7    | 53.4        | 56.1        | 52.4    | 56.1        | 34.6         | 69.2    | 65.2        |
| Special Ed  | 27.6        | 37.6    | 29.1        | 34.4        | 31.0    | 26.4        | 13.3         | 32.7    | 23.3        |

| Maryland Functional Test (MFT) – Passing |             |         |             |                |         |             |
|--|-------------|---------|-------------|----------------|---------|-------------|
|  | Ninth Grade |         |             | Eleventh Grade |         |             |
|  | Reading     | Writing | Mathematics | Reading        | Writing | Mathematics |
| Regular Ed                               | 97.1        | 94.8    | 90.9        | 99.1           | 98.7    | 97.5        |
| Special Ed                               | 89.9        | 78.4    | 76.9        | 98.1           | 96.5    | 98.1        |

|            |      |      |
|------------|------|------|
| % Regular  | 44.2 | 81.3 |
| % Resource | 37.1 |      |
| % Separate | 4.2  |      |

|                   | Attendance |        |      | Drop Out |
|-------------------|------------|--------|------|----------|
|                   | Elementary | Middle | High |          |
| Regular Education | 95.4       | 94.4   | 92.6 | 3.29     |
| Special Education | 94.4       | 92.5   | 89.6 | 5.22     |

Per Pupil Cost: \$6,747

Professional Instructional Staff: \$42,971

Special School and Other: 818 or 14.4%

## Howard County 2000-2001

| Maryland School Performance Assessment Program (MSPAP) – Satisfactory |             |         |             |             |         |             |              |         |             |
|---|-------------|---------|-------------|-------------|---------|-------------|--------------|---------|-------------|
|   | Third Grade |         |             | Fifth Grade |         |             | Eighth Grade |         |             |
|   | Reading     | Writing | Mathematics | Reading     | Writing | Mathematics | Reading      | Writing | Mathematics |
| Regular Ed  | 61.2        | 67.4    | 60.1        | 68.3        | 63.7    | 63.5        | 41.7         | 62.1    | 71.2        |
| Special Ed  | 38.4        | 36.8    | 28.3        | 36.9        | 25.9    | 27.4        | 14.2         | 26.4    | 29.3        |

| Maryland Functional Test (MFT) – Passing |             |         |             |                |         |             |
|--|-------------|---------|-------------|----------------|---------|-------------|
|  | Ninth Grade |         |             | Eleventh Grade |         |             |
|  | Reading     | Writing | Mathematics | Reading        | Writing | Mathematics |
| Regular Ed                               | 99.5        | 97.3    | 94.8        | 99.9           | 99.4    | 98.8        |
| Special Ed                               | 96.6        | 81.9    | 84.1        | 97.7           | 94.9    | 97.2        |

|            |      |      |
|------------|------|------|
| % Regular  | 42.4 | 75.8 |
| % Resource | 33.4 |      |
| % Separate | 6.6  |      |

|                   | Attendance |        |      | Drop Out |
|-------------------|------------|--------|------|----------|
|                   | Elementary | Middle | High |          |
| Regular Education | 96.1       | 95.7   | 95.2 | 2.03     |
| Special Education | 95.2       | 93.3   | 92.9 | 0.45     |

Per Pupil Cost: \$7,396

Professional Instructional Staff: \$46,476

Special School and Other: 824 or 17.7%

## Kent County 2000-2001

| Maryland School Performance Assessment Program (MSPAP) – Satisfactory |             |         |             |             |         |             |              |         |             |
|---|-------------|---------|-------------|-------------|---------|-------------|--------------|---------|-------------|
|   | Third Grade |         |             | Fifth Grade |         |             | Eighth Grade |         |             |
|   | Reading     | Writing | Mathematics | Reading     | Writing | Mathematics | Reading      | Writing | Mathematics |
| Regular Ed  | 57.5        | 60.3    | 70.7        | 52.5        | 41.0    | 44.3        | 48.4         | 62.4    | 68.8        |
| Special Ed  | 46.7        | 60.0    | 76.7        | 35.3        | 16.2    | 18.9        | 9.1          | 18.2    | 9.1         |

| Maryland Functional Test (MFT) – Passing |             |         |             |                |         |             |
|--|-------------|---------|-------------|----------------|---------|-------------|
|  | Ninth Grade |         |             | Eleventh Grade |         |             |
|  | Reading     | Writing | Mathematics | Reading        | Writing | Mathematics |
| Regular Ed                               | 99.0        | 98.5    | 94.5        | 100.0          | 100.0   | 97.7        |
| Special Ed                               | 55.0        | 33.3    | 33.3        | 85.7           | 85.7    | 78.6        |

|            |      |      |
|------------|------|------|
| % Regular  | 52.2 | 77.8 |
| % Resource | 25.6 |      |
| % Separate | 15.3 |      |

|                   | Attendance |        |      | Drop Out |
|-------------------|------------|--------|------|----------|
|                   | Elementary | Middle | High |          |
| Regular Education | 95.4       | 94.4   | 91.2 | 3.89     |
| Special Education | 93.9       | 92.0   | 89.9 | 1.35     |

Per Pupil Cost: \$6,512

Professional Instructional Staff: \$46,216

Special School and Other: 24 or 6.9%

## Montgomery County 2000–2001

| Maryland School Performance Assessment Program (MSPAP) – Satisfactory |             |         |             |             |         |             |              |         |             |
|---|-------------|---------|-------------|-------------|---------|-------------|--------------|---------|-------------|
|   | Third Grade |         |             | Fifth Grade |         |             | Eighth Grade |         |             |
|   | Reading     | Writing | Mathematics | Reading     | Writing | Mathematics | Reading      | Writing | Mathematics |
| Regular Ed  | 39.1        | 55.2    | 46.9        | 51.9        | 53.7    | 58.2        | 35.9         | 61.5    | 68.9        |
| Special Ed  | 21.7        | 37.9    | 21.7        | 26.9        | 29.2    | 22.5        | 11.0         | 25.4    | 24.8        |

| Maryland Functional Test (MFT) – Passing |             |         |             |                |         |             |
|--|-------------|---------|-------------|----------------|---------|-------------|
|  | Ninth Grade |         |             | Eleventh Grade |         |             |
|  | Reading     | Writing | Mathematics | Reading        | Writing | Mathematics |
| Regular Ed                               | 99.3        | 96.3    | 91.1        | 99.9           | 99.4    | 97.0        |
| Special Ed                               | 93.7        | 73.7    | 80.6        | 99.1           | 96.3    | 95.7        |

|            |      |      |
|------------|------|------|
| % Regular  | 34.5 | 53.8 |
| % Resource | 19.3 |      |
| % Separate | 30.2 |      |

|                   | Attendance |        |      | Drop Out |
|-------------------|------------|--------|------|----------|
|                   | Elementary | Middle | High |          |
| Regular Education | 95.6       | 95.2   | 92.7 | 1.58     |
| Special Education | 94.4       | 92.9   | 89.2 | 2.38     |

Per Pupil Cost: \$6,946

Professional Instructional Staff: \$52,594

Special School and Other: 2,629 or 16.1%

**Prince George's County**  
2000-2001

| Maryland School Performance Assessment Program (MSPAP) – Satisfactory |             |         |             |             |         |             |              |         |             |
|---|-------------|---------|-------------|-------------|---------|-------------|--------------|---------|-------------|
|   | Third Grade |         |             | Fifth Grade |         |             | Eighth Grade |         |             |
|   | Reading     | Writing | Mathematics | Reading     | Writing | Mathematics | Reading      | Writing | Mathematics |
| Regular Ed  | 21.7        | 36.5    | 20.2        | 27.2        | 29.5    | 23.2        | 19.1         | 43.7    | 27.2        |
| Special Ed  | 16.3        | 28.1    | 19.8        | 14.2        | 16.2    | 11.0        | 3.6          | 11.9    | 5.7         |

| Maryland Functional Test (MFT) – Passing |             |         |             |                |         |             |
|--|-------------|---------|-------------|----------------|---------|-------------|
|  | Ninth Grade |         |             | Eleventh Grade |         |             |
|  | Reading     | Writing | Mathematics | Reading        | Writing | Mathematics |
| Regular Ed                               | 98.4        | 91.1    | 65.8        | 99.5           | 98.3    | 90.4        |
| Special Ed                               | 85.6        | 61.7    | 48.1        | 94.4           | 88.2    | 81.5        |

|            |      |            |
|------------|------|------------|
| % Regular  | 39.0 | ----- 63.1 |
| % Resource | 24.1 |            |
| % Separate | 18.8 |            |

|                   | Attendance |        |      | Drop Out |
|-------------------|------------|--------|------|----------|
|                   | Elementary | Middle | High |          |
| Regular Education | 95.1       | 95.6   | 93.3 | 3.00     |
| Special Education | 93.0       | 93.8   | 91.2 | 1.84     |

Per Pupil Cost: \$6,396

Professional Instructional Staff: \$45,449

Special School and Other: 2,645 or 18.1%

## Queen Anne's County

2000-2001

| Maryland School Performance Assessment Program (MSPAP) – Satisfactory |             |         |             |             |         |             |              |         |             |
|---|-------------|---------|-------------|-------------|---------|-------------|--------------|---------|-------------|
|   | Third Grade |         |             | Fifth Grade |         |             | Eighth Grade |         |             |
|   | Reading     | Writing | Mathematics | Reading     | Writing | Mathematics | Reading      | Writing | Mathematics |
| Regular Ed  | 44.1        | 60.0    | 47.6        | 51.8        | 48.6    | 55.6        | 32.3         | 52.1    | 61.9        |
| Special Ed  | 15.8        | 31.2    | 20.4        | 22.4        | 32.1    | 16.0        | 7.8          | 23.3    | 12.2        |

| Maryland Functional Test (MFT) – Passing |             |         |             |                |         |             |
|--|-------------|---------|-------------|----------------|---------|-------------|
|  | Ninth Grade |         |             | Eleventh Grade |         |             |
|  | Reading     | Writing | Mathematics | Reading        | Writing | Mathematics |
| Regular Ed                               | 99.8        | 88.6    | 89.3        | 100.0          | 99.7    | 98.7        |
| Special Ed                               | 91.4        | 70.8    | 75.4        | 93.5           | 91.3    | 91.3        |

|            |      |      |
|------------|------|------|
| % Regular  | 41.1 | 85.9 |
| % Resource | 44.8 |      |
| % Separate | 3.3  |      |

|                   | Attendance |        |      | Drop Out |
|-------------------|------------|--------|------|----------|
|                   | Elementary | Middle | High |          |
| Regular Education | 95.0       | 94.3   | 91.5 | 2.96     |
| Special Education | 94.3       | 92.7   | 88.4 | 5.92     |

Per Pupil Cost: \$7,724

Professional Instructional Staff: \$41,926

Special School and Other: 110 or 10.9%

**Saint Mary's County**  
2000-2001

| Maryland School Performance Assessment Program (MSPAP) – Satisfactory |             |         |             |             |         |             |              |         |             |
|---|-------------|---------|-------------|-------------|---------|-------------|--------------|---------|-------------|
|   | Third Grade |         |             | Fifth Grade |         |             | Eighth Grade |         |             |
|   | Reading     | Writing | Mathematics | Reading     | Writing | Mathematics | Reading      | Writing | Mathematics |
| Regular Ed  | 41.6        | 53.2    | 41.8        | 48.8        | 46.8    | 46.8        | 26.8         | 54.8    | 51.8        |
| Special Ed  | 36.2        | 44.6    | 36.8        | 32.5        | 34.4    | 29.7        | 7.0          | 17.7    | 18.4        |

| Maryland Functional Test (MFT) – Passing |             |         |             |                |         |             |
|--|-------------|---------|-------------|----------------|---------|-------------|
|  | Ninth Grade |         |             | Eleventh Grade |         |             |
|  | Reading     | Writing | Mathematics | Reading        | Writing | Mathematics |
| Regular Ed                               | 99.1        | 94.1    | 82.2        | 99.6           | 99.1    | 96.9        |
| Special Ed                               | 87.4        | 72.2    | 48.6        | 95.3           | 87.7    | 88.7        |

|            |      |      |
|------------|------|------|
| % Regular  | 48.2 | 76.6 |
| % Resource | 28.4 |      |
| % Separate | 13.1 |      |

|                   | Attendance |        |      | Drop Out |
|-------------------|------------|--------|------|----------|
|                   | Elementary | Middle | High |          |
| Regular Education | 94.8       | 93.0   | 90.7 | 2.80     |
| Special Education | 94.1       | 90.8   | 87.7 | 3.63     |

Per Pupil Cost: \$7,948

Professional Instructional Staff: \$43,812

Special School and Other: 213 or 10.3%

## Somerset County

2000–2001

| Maryland School Performance Assessment Program (MSPAP) – Satisfactory |             |         |             |             |         |             |              |         |             |
|---|-------------|---------|-------------|-------------|---------|-------------|--------------|---------|-------------|
|   | Third Grade |         |             | Fifth Grade |         |             | Eighth Grade |         |             |
|   | Reading     | Writing | Mathematics | Reading     | Writing | Mathematics | Reading      | Writing | Mathematics |
| Regular Ed  | 29.2        | 34.9    | 24.4        | 34.8        | 35.3    | 39.1        | 22.3         | 53.5    | 44.6        |
| Special Ed  | 7.1         | 22.9    | 5.7         | 14.3        | 7.4     | 14.8        | 12.5         | 55.6    | 33.3        |

| Maryland Functional Test (MFT) – Passing |             |         |             |                |         |             |
|--|-------------|---------|-------------|----------------|---------|-------------|
|  | Ninth Grade |         |             | Eleventh Grade |         |             |
|  | Reading     | Writing | Mathematics | Reading        | Writing | Mathematics |
| Regular Ed                               | 98.4        | 87.5    | 83.5        | 99.3           | 98.6    | 97.9        |
| Special Ed                               | 84.6        | 73.1    | 69.2        | 82.4           | 100.0   | 82.4        |

|            |      |      |
|------------|------|------|
| % Regular  | 64.6 | 76.7 |
| % Resource | 12.1 |      |
| % Separate | 14.4 |      |

|                   | Attendance |        |      | Drop Out |
|-------------------|------------|--------|------|----------|
|                   | Elementary | Middle | High |          |
| Regular Education | 94.2       | 93.5   | 94.4 | 6.87     |
| Special Education | 93.3       | 92.9   | 92.8 | 8.74     |

Per Pupil Cost: \$10,201

Professional Instructional Staff: \$40,831

Special School and Other: 35 or 8.8%



**Talbot County**  
2000-2001

| Maryland School Performance Assessment Program (MSPAP) – Satisfactory |             |         |             |             |         |             |              |         |             |
|---|-------------|---------|-------------|-------------|---------|-------------|--------------|---------|-------------|
|   | Third Grade |         |             | Fifth Grade |         |             | Eighth Grade |         |             |
|   | Reading     | Writing | Mathematics | Reading     | Writing | Mathematics | Reading      | Writing | Mathematics |
| Regular Ed  | 28.3        | 41.4    | 27.9        | 49.8        | 42.7    | 46.5        | 21.8         | 44.4    | 57.0        |
| Special Ed  | 6.7         | 14.3    | 5.7         | 33.3        | 9.5     | 14.3        | 0.0          | 13.0    | 8.7         |

| Maryland Functional Test (MFT) – Passing |             |         |             |                |         |             |
|--|-------------|---------|-------------|----------------|---------|-------------|
|  | Ninth Grade |         |             | Eleventh Grade |         |             |
|  | Reading     | Writing | Mathematics | Reading        | Writing | Mathematics |
| Regular Ed                               | 100.0       | 92.5    | 95.9        | 99.6           | 99.2    | 98.0        |
| Special Ed                               | 85.7        | 65.9    | 69.0        | 94.1           | 88.2    | 94.1        |

|            |      |      |
|------------|------|------|
| % Regular  | 61.5 | 81.1 |
| % Resource | 19.6 |      |
| % Separate | 8.3  |      |

|                   | Attendance |        |      | Drop Out |
|-------------------|------------|--------|------|----------|
|                   | Elementary | Middle | High |          |
| Regular Education | 96.1       | 94.7   | 95.3 | 2.17     |
| Special Education | 95.4       | 93.7   | 92.9 | 6.62     |

Per Pupil Cost: \$7,042

Professional Instructional Staff: \$40,805

Special School and Other: 53 or 10.5%

## Washington County 2000-2001

| Maryland School Performance Assessment Program (MSPAP) – Satisfactory |             |         |             |             |         |             |              |         |             |
|---|-------------|---------|-------------|-------------|---------|-------------|--------------|---------|-------------|
|   | Third Grade |         |             | Fifth Grade |         |             | Eighth Grade |         |             |
|   | Reading     | Writing | Mathematics | Reading     | Writing | Mathematics | Reading      | Writing | Mathematics |
| Regular Ed  | 51.4        | 57.5    | 50.0        | 58.9        | 54.7    | 62.4        | 32.4         | 61.4    | 69.5        |
| Special Ed  | 40.4        | 46.6    | 33.2        | 33.1        | 33.9    | 28.9        | 9.6          | 19.0    | 18.2        |

| Maryland Functional Test (MFT) – Passing |             |         |             |                |         |             |
|--|-------------|---------|-------------|----------------|---------|-------------|
|  | Ninth Grade |         |             | Eleventh Grade |         |             |
|  | Reading     | Writing | Mathematics | Reading        | Writing | Mathematics |
| Regular Ed                               | 99.6        | 96.0    | 94.9        | 99.7           | 98.4    | 98.9        |
| Special Ed                               | 95.6        | 79.6    | 87.7        | 100.0          | 95.2    | 98.4        |

|            |      |      |
|------------|------|------|
| % Regular  | 67.9 | 79.5 |
| % Resource | 11.6 |      |
| % Separate | 5.6  |      |

|                   | Attendance |        |      | Drop Out |
|-------------------|------------|--------|------|----------|
|                   | Elementary | Middle | High |          |
| Regular Education | 96.1       | 95.4   | 95.1 | 3.26     |
| Special Education | 95.2       | 93.9   | 93.5 | 6.91     |

Per Pupil Cost: \$6,901

Professional Instructional Staff: \$42,794

Special School and Other: 444 or 15.0%

**Wicomico County**  
2000-2001

| Maryland School Performance Assessment Program (MSPAP) – Satisfactory |             |         |             |             |         |             |              |         |             |
|---|-------------|---------|-------------|-------------|---------|-------------|--------------|---------|-------------|
|   | Third Grade |         |             | Fifth Grade |         |             | Eighth Grade |         |             |
|   | Reading     | Writing | Mathematics | Reading     | Writing | Mathematics | Reading      | Writing | Mathematics |
| Regular Ed  | 30.6        | 46.6    | 32.7        | 40.2        | 42.2    | 42.7        | 20.5         | 48.0    | 39.6        |
| Special Ed  | 23.2        | 41.2    | 35.2        | 24.5        | 29.4    | 22.1        | 4.9          | 19.8    | 9.9         |

| Maryland Functional Test (MFT) – Passing |             |         |             |                |         |             |
|--|-------------|---------|-------------|----------------|---------|-------------|
|  | Ninth Grade |         |             | Eleventh Grade |         |             |
|  | Reading     | Writing | Mathematics | Reading        | Writing | Mathematics |
| Regular Ed                               | 97.5        | 90.5    | 86.5        | 99.7           | 99.2    | 98.0        |
| Special Ed                               | 86.7        | 56.3    | 67.0        | 100.0          | 100.0   | 100.0       |

|            |      |            |
|------------|------|------------|
| % Regular  | 58.3 | ----- 69.1 |
| % Resource | 10.8 |            |
| % Separate | 17.4 |            |

|                   | Attendance |        |      | Drop Out |
|-------------------|------------|--------|------|----------|
|                   | Elementary | Middle | High |          |
| Regular Education | 95.1       | 92.7   | 90.9 | 5.45     |
| Special Education | 94.1       | 89.4   | 88.9 | 0.00     |

Per Pupil Cost: \$6,883

Professional Instructional Staff: \$41,750

Special School and Other: 229 or 13.4%

## Worcester County

2000-2001

| Maryland School Performance Assessment Program (MSPAP) – Satisfactory |             |         |             |             |         |             |              |         |             |
|---|-------------|---------|-------------|-------------|---------|-------------|--------------|---------|-------------|
|   | Third Grade |         |             | Fifth Grade |         |             | Eighth Grade |         |             |
|   | Reading     | Writing | Mathematics | Reading     | Writing | Mathematics | Reading      | Writing | Mathematics |
| Regular Ed  | 54.8        | 68.5    | 52.9        | 56.4        | 51.3    | 56.0        | 36.9         | 65.8    | 70.0        |
| Special Ed  | 19.0        | 38.5    | 16.9        | 18.0        | 27.9    | 19.1        | 11.1         | 17.7    | 19.4        |

| Maryland Functional Test (MFT) – Passing |             |         |             |                |         |             |
|--|-------------|---------|-------------|----------------|---------|-------------|
|  | Ninth Grade |         |             | Eleventh Grade |         |             |
|  | Reading     | Writing | Mathematics | Reading        | Writing | Mathematics |
| Regular Ed                               | 100.0       | 94.3    | 93.7        | 100.0          | 98.4    | 96.8        |
| Special Ed                               | 90.9        | 81.8    | 96.4        | 100.0          | 90.9    | 96.4        |

|            |      |      |
|------------|------|------|
| % Regular  | 62.0 | 82.6 |
| % Resource | 20.6 |      |
| % Separate | 9.4  |      |

|                   | Attendance |        |      | Drop Out |
|-------------------|------------|--------|------|----------|
|                   | Elementary | Middle | High |          |
| Regular Education | 95.1       | 94.9   | 93.5 | 1.80     |
| Special Education | 94.4       | 93.4   | 91.7 | 4.59     |

Per Pupil Cost: \$8,029

Professional Instructional Staff: \$43,064

Special School and Other: 72 or 8.0%

# Appendix C

School System CSPD Submissions



## *Allegany County Public Schools*

*School Year 2001 - 2002*

### *Comprehensive System of Personnel Development (CSPD)*

| Training Areas                 | Level*<br>(A,S,T) | General<br>Education<br>Personnel | Special<br>Education<br>Personnel | Related<br>Services<br>Personnel | “Other”<br>Personnel |
|--------------------------------|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|
| Read and Succeed               | T                 | 40                                | 10                                | 0                                | 5                    |
| Positive Behavior Supports     | S                 | 50                                | 20                                | 10                               | 5                    |
| School-wide Discipline         | S                 | 50                                | 20                                | 10                               | 5                    |
| IDEA                           | T                 | 100                               | 150                               | 25                               | 25                   |
| Functional Behavior Assessment | S/T               | 20                                | 50                                | 0                                | 10                   |
| Inclusion                      | S/T               | 200                               | 25                                | 25                               | 25                   |
| Learning Strategies            | S                 | 50                                | 30                                | 0                                | 10                   |
| Change Agent                   | A                 | 50                                | 50                                | 5                                | 5                    |

**Specific training needs (federally funded) completed during the year just ending:**

Crisis Intervention Training, CPI, Read and Succeed, Autism, Transitioning – Curriculum Development, Inclusion/High School Assessments, IDEA/504, FBA/BIP, Discipline/Suspensions

\* A ? Awareness Level; S ? Skill Development Level; T ? Transfer Level

# Anne Arundel County Public Schools

## School Year 2001 - 2002 Comprehensive System of Personnel Development (CSPD)

| Training Areas                   | Level*<br>(A,S,T) | General<br>Education<br>Personnel | Special<br>Education<br>Personnel | Related<br>Services<br>Personnel | “Other”<br>Personnel |
|----------------------------------|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|
| Paraprofessionals Training       | S                 | 0                                 | 100                               | 25                               | 0                    |
| Paraprofessionals Orientation    | A                 | 0                                 | 60                                | 0                                | 10                   |
| Leadership Development           | T                 | 0                                 | 70                                | 0                                | 0                    |
| Learning Lab Technician Meetings | S                 | 0                                 | 60                                | 0                                | 0                    |
| ECI Transition Meetings          | T                 | 0                                 | 75                                | 25                               | 75                   |

**Specific training needs (federally funded) completed during the year just ending:**

Training for Inclusion Teachers; New Teacher support; General Education Content; Training; Paraprofessional Orientation; Paraprofessional Training; Writing Effective Behavior Intervention Plans; Practical Applications; Learning Lab Technician Conferences; Leadership Development

\* A ? Awareness Level; S ? Skill Development Level; T ? Transfer Level



## *Baltimore City Public Schools*

### *School Year 2001 - 2002 Comprehensive System of Personnel Development (CSPD)*

| Training Areas                                   | Level*<br>(A,S,T) | General<br>Education<br>Personnel | Special<br>Education<br>Personnel | Related<br>Services<br>Personnel | “Other”<br>Personnel |
|--|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|
| Child Study Teams Training                       | S/T               | 300                               | 200                               | 450                              | 0                    |
| Policies and Procedures                          | A/S/T             | 150                               | 500                               | 150                              | 0                    |
| Placement in the Least Restrictive Environment   | A/S/T             | 400                               | 300                               | 450                              | 0                    |
| IEP Implementation                               | A/S/T             | 500                               | 1000                              | 100                              | 50                   |
| Inclusionary Practices                           | S/T               | 300                               | 260                               | 50                               | 0                    |
| Pre-referral Interventions                       | S/T               | 100                               | 150                               | 150                              | 0                    |
| Behavior Management/Crisis Intervention          | S/T               | 1500                              | 300                               | 350                              | 0                    |
| Instructional Practices for Low Incidence Groups | A/S/T             | 200                               | 500                               | 50                               | 0                    |
| Adaptations, modifications, and accommodations   | A/S/T             | 200                               | 500                               | 50                               | 0                    |

**Specific training needs (federally funded) completed during the year just ending:**

- Training for new IEP Instructional Associates;
- Training for Child Study Team on standard operating procedures;
- Training for teachers of vision and hearing impaired students;
- Training for preschool teachers;
- Training for teachers and administrators of MOIL/SPH, SED, LD, and PAL students;
- Training of school-based administrators and support team members on special education training in LRE, inclusion, and IEP implementation;
- Training for new and probationary teachers;
- Training in curriculum modifications, adaptations, and accommodations.

\* A ? Awareness Level; S ? Skill Development Level; T ? Transfer Level

*Baltimore County Public Schools*

*School Year 2001 - 2002  
Comprehensive System of Personnel Development (CSPD)*

| Training Areas                 | Level*<br>(A,S,T) | General<br>Education<br>Personnel | Special<br>Education<br>Personnel | Related<br>Services<br>Personnel | "Other"<br>Personnel |
|--------------------------------|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|
| Computerized IEP               | S/T               | 0                                 | 250                               | 50                               | 0                    |
| Wilson Reading                 | S/T               | 0                                 | 50                                | 0                                | 0                    |
| Functional Behavior Assessment | S/T               | 0                                 | 100                               | 0                                | 0                    |
| Crisis Prevention              | S/T               | 100                               | 100                               | 0                                | 50                   |
| Personal Assistant Training    | S/T               | 0                                 | 0                                 | 0                                | 200                  |
| IMAP                           | S/T               | 0                                 | 100                               | 50                               | 75                   |
| Parent Training                | A/S/T             | 0                                 | 0                                 | 0                                | 100                  |
| New Teachers                   | S/T               | 0                                 | 150                               | 20                               | 0                    |
| Compliance                     | A/S/T             | 0                                 | 0                                 | 0                                | 0                    |
| Collaboration                  | A/S/T             | 0                                 | 0                                 | 0                                | 0                    |
| Autism                         | A/S/T             | 0                                 | 30                                | 10                               | 50                   |

|                        |     |   |     |   |   |
|------------------------|-----|---|-----|---|---|
| Emotional Disturbance  | S/T | 0 | 100 | 0 | 0 |
| Educational Assessment | S/T | 0 | 400 | 0 | 0 |

**Specific training needs (federally funded) completed during the year just ending:**

Project READ; IMAP; Crisis Prevention Institute; Autism Computerized IEP; Compliance, Transitioning; Parent Training; Working with emotionally disturbed, Utilizing the revised Woodcock-Johnson; Proactive strategies; FBA & Behavior Plan training.

\* A ? Awareness Level; S ? Skill Development Level; T ? Transfer Level

*Calvert County Public Schools*

*School Year 2001 - 2002  
Comprehensive System of Personnel Development (CSPD)*

| Training Areas                | Level*<br>(A,S,T) | General<br>Education<br>Personnel | Special<br>Education<br>Personnel | Related<br>Services<br>Personnel | “Other”<br>Personnel |
|-------------------------------|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|
| Crisis Prevention             | S                 | 15                                | 15                                | 15                               | 0                    |
| Behavior Management           | T                 | 20                                | 10                                | 0                                | 0                    |
| Reading Strategies/ Languages | T                 | 3                                 | 7                                 | 0                                | 100                  |
| Area of Disabilities          | A                 | 0                                 | 0                                 | 0                                | 0                    |

**Specific training needs (federally funded) completed during the year just ending:** Crisis Prevention, Behavior Management, Reading Strategies (Language, LiPS), Reauthorization Changes

\* A ? Awareness Level; S ? Skill Development Level; T ? Transfer Level

## Caroline County Public Schools

### School Year 2001 - 2002 Comprehensive System of Personnel Development (CSPD)

| Training Areas            | Level*<br>(A,S,T) | General<br>Education<br>Personnel | Special<br>Education<br>Personnel | Related<br>Services<br>Personnel | “Other”<br>Personnel |
|---------------------------|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|
| Transitioning             | S                 | 50                                | 54                                | 4                                | 5                    |
| IMAP Prep                 | T                 | 25                                | 13                                | 7                                | 7                    |
| FBA/BIP                   | T                 | 100                               | 54                                | 7                                | 7                    |
| Differentiate Instruction | T                 | 100                               | 54                                | 0                                | 0                    |
| Co-Teaching               | T                 | 100                               | 54                                | 5                                | 20                   |
| Lindamood-Bell            | A                 | 15                                | 15                                | 0                                | 9                    |
| Reading Interventions     | S                 | 100                               | 54                                | 0                                | 9                    |

**Specific training needs (federally funded) completed during the year just ending:** IMAP Prep, IDEA Regulations, Crisis Intervention, Lindamood Bell training and implementation, Transitioning, Co-teaching

\* A ? Awareness Level; S ? Skill Development Level; T ? Transfer Level

## *Carroll County Public Schools*

### *School Year 2001 - 2002 Comprehensive System of Personnel Development (CSPD)*

| Training Areas            | Level*<br>(A,S,T) | General<br>Education<br>Personnel | Special<br>Education<br>Personnel | Related<br>Services<br>Personnel | “Other”<br>Personnel |
|---------------------------|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|
| Collaborating Teaching    | T                 | 375                               | 100                               | 10                               | 10                   |
| IEP Evaluating/Writing    | S/T               | 3                                 | 300                               | 100                              | 65                   |
| Computer IEP              | S/T               | 100                               | 300                               | 50                               | 25                   |
| Autism                    | S/T               | 5                                 | 0                                 | 20                               | 10                   |
| IDEA '97/ COMAR '99       | S/T               | 1000                              | 300                               | 75                               | 25                   |
| CPI                       | S/T               | 15                                | 25                                | 10                               | 5                    |
| Consultation Modification | A/S/T             | 50                                | 20                                | 10                               | 10                   |

|                     |       |    |     |    |    |
|---------------------|-------|----|-----|----|----|
| ADD/ADHD            | S/T   | 50 | 100 | 15 | 10 |
| Sensory Integration | A/S/T | 0  | 0   | 8  | 2  |

**Specific training needs (federally funded) completed during the year just ending:** During the 2000-2001 school year, training for all staff was held during regularly schedule in-service days, after school training, and evening meetings. Staff attending national level conference and staff conference such as: LDA, MSHA, and LRP Legal Conference. All activities scheduled have been completed to support all students. Staff of general and special educators were trained in the Instructional Consultation Team (ICT) model at four new schools. Additionally, all school psychologists and consulting special education teachers received advance training. Collaborative instruction remains a priority of both general and special education staff.

\* A ? Awareness Level; S ? Skill Development Level; T ? Transfer Level



## Cecil County Public Schools

### School Year 2001 - 2002 Comprehensive System of Personnel Development (CSPD)

| Training Areas        | Level*<br>(A,S,T) | General<br>Education<br>Personnel | Special<br>Education<br>Personnel | Related<br>Services<br>Personnel | “Other”<br>Personnel |
|-----------------------|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|
| Inclusion             | A/S/T             | 20                                | 20                                | 0                                | 0                    |
| Procedural Safeguards | A/S/T             | 10                                | 20                                | 20                               | 0                    |
| IDEA Regulations      | A/S/T             | 20                                | 20                                | 0                                | 0                    |
| Proactive Discipline  | A/S/T             | 40                                | 40                                | 40                               | 0                    |
| PASS Training         | A/S/T             | 30                                | 30                                | 0                                | 0                    |
| Program Development   | A/S/T             | 30                                | 30                                | 0                                | 0                    |

**Specific training needs (federally funded) completed during the year just ending:**

1. Due process procedures training.
2. IDEA regulation training.
3. Monitoring and Evaluation training.
4. PASS training for Building Coordinators and Building Administrators.
5. Inclusion strategies for special education general educators through in-service/conference.
6. Program development through participation in State and regional conference.
7. Proactive Discipline for special education and general educators.

\* A ? Awareness Level; S ? Skill Development Level; T ? Transfer Level

## Charles County Public Schools

### School Year 2001 - 2002 Comprehensive System of Personnel Development (CSPD)

| Training Areas                         | Level*<br>(A,S,T) | General<br>Education<br>Personnel | Special<br>Education<br>Personnel | Related<br>Services<br>Personnel | “Other”<br>Personnel |
|--|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|
| Autism                                 | S/T               | 0                                 | 30                                | 25                               | 0                    |
| Behavior Management                    | S/T               | 75                                | 100                               | 0                                | 0                    |
| Development of Social Skills (primary) | A                 | 15                                | 20                                | 25                               | 0                    |

**Specific training needs (federally funded) completed during the year just ending:** Assistive Communication (Augmentative Communication)-11/01,1/02, 3/02, 5/02; Development of Social Emotional Skill (primary level)-9/01; Autism-Best Practices-11/01, 03/02; Autism-Best Practice-11/01, 03/02; Autism-ABA-Integrated Practice-11/01,02,3/02,5/02; CPT Training-9/01-All MSPD/EA Teacher & Instructional Assistants; Behavior Management-9/01, 10/01; Hearing Program-Training for Educational

\* A ? Awareness Level; S ? Skill Development Level; T ? Transfer Level

## *Dorchester County Public Schools*

### *School Year 2001 - 2002 Comprehensive System of Personnel Development (CSPD)*

| Training Areas                                     | Level*<br>(A,S,T) | General<br>Education<br>Personnel | Special<br>Education<br>Personnel | Related<br>Services<br>Personnel | “Other”<br>Personnel |
|--|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|
| Inclusive Instruction/Collaborative                | S/T               | 25                                | 15                                | 6                                | 0                    |
| Compliance-Policy and Procedures<br>Implementation | T                 | 10                                | 50                                | 10                               | 0                    |
| IMAP Framework/Assessment                          | T                 | 10                                | 12                                | 8                                | 0                    |

**Specific training needs (federally funded) completed during the year just ending:** Policy and Procedures-In-service was provided regarding changes and updates to local policy and procedures, Handbooks, revised documents, team materials and administrative materials were reviewed and disseminated, IMAP-Staff training were provided to review 2001 administration, to align the framework and the DCPS objective bank, and to provide technical assistance in determining appropriateness of IMAP vs. MSPAP for students. Inclusive Planning and Teaching-Collaborative teaching partners reviewed curriculum documents and included differentiated teaching strategies and materials. Two 2-½ hr. after school in-service were provided for staff from several schools regarding differentiated instruction and collaborative teaching. “Dinner and movie” was used as method to provide the professional development opportunity

\* A ? Awareness Level; S ? Skill Development Level; T ? Transfer Level

## Frederick County Public Schools

### School Year 2001 - 2002 Comprehensive System of Personnel Development (CSPD)

| Training Areas               | Level*<br>(A,S,T) | General<br>Education<br>Personnel | Special<br>Education<br>Personnel | Related<br>Services<br>Personnel | “Other”<br>Personnel |
|------------------------------|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|
| PDD/Autism                   | A/S/T             | 25                                | 50                                | 15                               | 0                    |
| Managing Difficult Behaviors | A/S/T             | 50                                | 60                                | 10                               | 0                    |

**Specific training needs (federally funded) completed during the year just ending:**

1. Autism training for 3 days for all schools having autistic children. This includes administrators, 45 teachers (special education and general education) two speech/language pathologists, and 28 instructional assistants.
2. Specific training was held for behavior management of included students with special needs.

\* A ? Awareness Level; S ? Skill Development Level; T ? Transfer Level

## Garrett County Public Schools

### School Year 2001 - 2002 Comprehensive System of Personnel Development (CSPD)

| Training Areas                      | Level*<br>(A,S,T) | General<br>Education<br>Personnel | Special<br>Education<br>Personnel | Related<br>Services<br>Personnel | "Other"<br>Personnel |
|-------------------------------------|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|
| Understanding MSPAP Writing Demands | S/T               | 0                                 | 10                                | 1                                | 0                    |
| Content Mentoring High School       | S/T               | 5                                 | 3                                 | 0                                | 0                    |
| Physical Restraint                  | S                 | 8                                 | 4                                 | 0                                | 0                    |
| Writing IEP's                       | S/T               | 0                                 | 7                                 | 0                                | 0                    |

**Specific training needs (federally funded) completed during the year just ending:** Submission notes "Please see attached", but attachment not available with submission.

\* A ? Awareness Level; S ? Skill Development Level; T ? Transfer Level

## Harford County Public Schools

### School Year 2001 - 2002 Comprehensive System of Personnel Development (CSPD)

| Training Areas            | Level*<br>(A,S,T) | General<br>Education<br>Personnel | Special<br>Education<br>Personnel | Related<br>Services<br>Personnel | “Other”<br>Personnel |
|---------------------------|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|
| Reading methodology       | S                 | 0                                 | 80                                | 0                                | 0                    |
| Content Enhancement       | S                 | 10                                | 10                                | 0                                | 0                    |
| Legal Issues              | T                 | 0                                 | 5                                 | 0                                | 0                    |
| Facilitative IEP Training | T                 | 10                                | 2                                 | 0                                | 0                    |
| IMAP                      | T                 | 0                                 | 20                                | 0                                | 0                    |

**Specific training needs (federally funded) completed during the year just ending:**

- Training of all additional staff in reading methodology (Project Read- Levels I and II)
- Legal training-Administrative staff
- IEP Development-Computerized program

\* A ? Awareness Level; S ? Skill Development Level; T ? Transfer Level

## Howard County Public Schools

### School Year 2001 - 2002 Comprehensive System of Personnel Development (CSPD)

| Training Areas                   | Level*<br>(A,S,T) | General<br>Education<br>Personnel | Special<br>Education<br>Personnel | Related<br>Services<br>Personnel | “Other”<br>Personnel |
|----------------------------------|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|
| Reading Instructional Strategies | A/S/T             | 10                                | 170                               | 0                                | 0                    |
| Effective IEP Teams              | T                 | 18                                | 18                                | 36                               | 0                    |
| Procedural Safeguards            | A/S/T             | 40                                | 70                                | 30                               | 0                    |
| Leadership Training              | T                 | 0                                 | 135                               | 5                                | 0                    |
| IMAP Training                    | A/S/T             | 0                                 | 35                                | 0                                | 0                    |
| ESY Training                     | T                 | 0                                 | 100                               | 25                               | 0                    |
| IEP Training (New Teachers)      | A                 | 0                                 | 30                                | 10                               | 0                    |

**Specific training needs (federally funded) completed during the year just ending:**

- Improving the IEP Team Meeting Process
- Procedural Safeguards for New Personnel
- Special Education Team Leader Training Special Education new Teacher Training
- Reading Instructional Strategies

\* A ? Awareness Level; S ? Skill Development Level; T ? Transfer Level

## *Kent County Public Schools*

### *School Year 2001 - 2002 Comprehensive System of Personnel Development (CSPD)*

| Training Areas                   | Level*<br>(A/S/T) | General<br>Education<br>Personnel | Special<br>Education<br>Personnel | Related<br>Services<br>Personnel | “Other”<br>Personnel |
|----------------------------------|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|
| Multi-Sensory Reading Strategies | S/T               | 33                                | 10                                | 4                                | 4                    |
| Instructional Intervention       | S/T               | 150                               | 30                                | 10                               | 10                   |
| Collaboration                    | A/S               | 150                               | 30                                | 10                               | 10                   |
| IEP Process                      | S/T               | 0                                 | 10                                | 0                                | 5                    |

**Specific training needs (federally funded) completed during the year just ending:**

- Work for general/special educators on co-teaching.
- All Instructional Assistants trained (6 hrs.) crisis intervention.
- Implementation of IC Model in four elementary buildings. Trained special educators in assessment principles.
- AT team formed and completed training.
- In-service special educators. In-service special educators.
- In-service for special educators on IEP writing.
- Trained core team on Excent

\* A ? Awareness Level; S ? Skill Development Level; T ? Transfer Level



# Montgomery County Public Schools

## School Year 2001 - 2002 Comprehensive System of Personnel Development (CSPD)

| Training Areas                       | Level*<br>(A,S,T) | General<br>Education<br>Personnel | Special<br>Education<br>Personnel | Related<br>Services<br>Personnel | “Other”<br>Personnel |
|--------------------------------------|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|
| Classroom management and behavior    | S                 | 50                                | 200                               | 50                               | 0                    |
| Assistive Technology                 | S                 | 0                                 | 200                               | 0                                | 0                    |
| Reading Literacy                     | S                 | 0                                 | 100                               | 0                                | 0                    |
| Learning for Independence Curriculum | S                 | 0                                 | 50                                | 0                                | 0                    |
| Inclusive Education                  | S                 | 10                                | 30                                | 10                               | 0                    |

**Specific training needs (federally funded) completed during the year just ending:** Content modules; reading literacy; assistive technology; Autism curriculum; and transition to adult.

\* A ? Awareness Level; S ? Skill Development Level; T ? Transfer Level

# *Prince George's County Public Schools*

## *School Year 2001 - 2002 Comprehensive System of Personnel Development (CSPD)*

| Training Areas                         | Level*<br>(A,S,T) | General<br>Education<br>Personnel | Special<br>Education<br>Personnel | Related<br>Services<br>Personnel | "Other"<br>Personnel |
|--|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|
| Assuring FAPE/Inclusive Environments   | A/S/T             | 500                               | 1600                              | 250                              | 50                   |
| New Woodcock Johnson                   | A/S/T             | 0                                 | 1000                              | 250                              | 50                   |
| Development of IEP's                   | A/S/T             | 0                                 | 1000                              | 250                              | 50                   |
| Functional Behavioral Assessment Plans | A/S/T             | 50                                | 500                               | 250                              | 50                   |
| Alternative Interim Programs           | A/S/T             | 200                               | 1000                              | 250                              | 50                   |
| Autism Waiver                          | S/T               | 50                                | 100                               | 150                              | 10                   |
| Accessing the General Curriculum       | A/S/T             | 50                                | 500                               | 150                              | 20                   |
| Transition Services                    | A/S/T             | 50                                | 250                               | 50                               | 500                  |
| MSPAP/CRT/IMAP/High School Assessments | S/T               | 50                                | 500                               | 50                               | 20                   |
| E S Y                                  | S/T               | 50                                | 1000                              | 200                              | 50                   |
| Pre-referral Interventions             | A/S/T             | 500                               | 200                               | 50                               | 100                  |
| Discipline                             | A/S/T             | 500                               | 500                               | 100                              | 100                  |

**Specific training needs (federally funded) completed during the year just ending:**

- 1.1 Training and orientation of staff on change in policies and procedures, up-dating staff.
- 1.2 Use of Excent as part of the IEP decision-making process;
- 2.1 Training on FBA's/FBP'S-emphasis on modifying and revising as student's needs change
- 3.1 Training on Second Steps, Cooperative Discipline, Nonviolent Crisis Prevention, School-wide supports
- 4.1 Training on development of alternative interim programs
- 5.1 Training on math, social studies, and reading curriculum
- 6.1 Career Expo, transition workshop for students and parents
- 6.2 Training on incorporation of transition goals on IEP, anticipated services;
- 7.1 Training on best practices model; working with student with autism in inclusive environments
- 8.1 Training on behavior support systems, integration into comprehension school activities and classes
- 9.1 Training on inclusion of special education students on MSPAP and CTBS; appropriate accommodations
- 9.2 Up-date on status of H.S. Assessments; inclusion of special educators in general education training sessions
- 10.1 Training on ESY criteria, eligibility and potential service models
- 11.1 Training on completion of Medicaid reporting forms
- 12.1 Training on changes on SSIS

\* A ? Awareness Level; S ? Skill Development Level; T ? Transfer Level

## Queen Anne's County Public Schools

### School Year 2001 - 2002 Comprehensive System of Personnel Development (CSPD)

| Training Areas          | Level*<br>(A,S,T) | General<br>Education<br>Personnel | Special<br>Education<br>Personnel | Related<br>Services<br>Personnel | "Other"<br>Personnel |
|-------------------------|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|
| Inclusion Practices     | A/S/T             | 40                                | 20                                | 5                                | 10                   |
| IEP Development         | S /T              | 5                                 | 20                                | 10                               | 5                    |
| Sp. Ed. Procedures      | A/S/T             | 5                                 | 30                                | 20                               | 15                   |
| Excent                  | S/T               | 0                                 | 40                                | 20                               | 0                    |
| Technology Applications | S/T               | 0                                 | 20                                | 10                               | 5                    |

**Specific training needs (federally funded) completed during the year just ending:**

- Inclusion topics (in cooperation with MCIE)
- IEP Chairpersons Meetings
- Instructional Use of Technology
- EXCENT Updates
- Disproportionality Issue
- Testing Issue

\* A ? Awareness Level; S ? Skill Development Level; T ? Transfer Level

# Saint Mary's County Public Schools

## School Year 2001 - 2002 Comprehensive System of Personnel Development (CSPD)

| Training Areas                                       | Level*<br>(A,S,T) | General<br>Education<br>Personnel | Special<br>Education<br>Personnel | Related<br>Services<br>Personnel | "Other"<br>Personnel |
|--|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|
| Autism   | S/T               | 0                                 | 25                                | 5                                | 0                    |
| LRE, IEP development                                 | S/T               | 80                                | 100                               | 50                               | 0                    |
| Reading  | S/T               | 0                                 | 50                                | 10                               | 0                    |
| Collaborating of regular and special education staff | S/T               | 10                                | 10                                | 0                                | 0                    |
| Working with students with hearing loss              |                   | 0                                 | 0                                 | 0                                | 0                    |

**Specific training needs (federally funded) completed during the year just ending:** As a part of our initiative to improve the reading performance of students with disabilities, the Office of Special Education presented training in Lindamood Phoneme Sequence to special education teachers and speech pathologists. In addition, teachers of the hearing impaired and speech pathologists received training in language development of students with hearing loss. Resource staffs were given the opportunity to attend the Council for paraprofessional trainings and collaboration. Speech pathologists were trained in the Hanen method to certify them to provided instruction for parents in techniques for language development.

\* A ? Awareness Level; S ? Skill Development Level; T ? Transfer Level

*Somerset County Public Schools*

*School Year 2001 - 2002*

*Comprehensive System of Personnel Development (CSPD)*

| Training Areas      | Level*<br>(A,S,T) | General<br>Education<br>Personnel | Special<br>Education<br>Personnel | Related<br>Services<br>Personnel | “Other”<br>Personnel |
|---------------------|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|
| Ed Identification   | A/S/T             | 20                                | 25                                | 10                               | 20                   |
| Behavior Management | A/S/T             | 30                                | 25                                | 10                               | 20                   |

**Specific training needs (federally funded) completed during the year just ending:** Autism Conference- 7 teachers, 1 O T, 1 Psychologist O T-Annual Conference-1 O T National ASHS Conference-3 speech pathologists MACA Conference – 1 teacher, 3 speech pathologists, Infant/Toddler Coordinator Vision Impaired Conference – 2 teachers, 1 Instructional Assistant Aspergers Conference –4 teachers

\* A ? Awareness Level; S ? Skill Development Level; T ? Transfer Level

## Talbot County Public Schools

*School Year 2001 - 2002*

### *Comprehensive System of Personnel Development (CSPD)*

| Training Areas                        | Level*<br>(A,S,T) | General<br>Education<br>Personnel | Special<br>Education<br>Personnel | Related<br>Services<br>Personnel | "Other"<br>Personnel |
|---------------------------------------|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|
| Lindamood Bell (Reading)              | A                 | 5                                 | 25                                | 5                                | 0                    |
| Inclusion                             | A/S/T             | 25                                | 10                                | 5                                | 0                    |
| Mathematics w/Manipulatives           | A                 | 20                                | 10                                | 0                                | 0                    |
| Autism                                | A                 | 2                                 | 5                                 | 5                                | 0                    |
| Assessments                           | A/S               | 0                                 | 20                                | 5                                | 0                    |
| Training for Instructional Assistants | A/S/T             | 0                                 | 0                                 | 0                                | 15                   |

**Specific training needs (federally funded) completed during the year just ending:**

- Autism both nationally and through PG County Project
- Lindamood Bell-LIPS Programs
- Inclusion-MD Collation of Inclusion
- Modifications and Accommodations to Instruction to each school faculty
- USE course for teachers
- Each half-day training to special education instructional assistance on a wide variety of topics to include: behavioral management, communication skills, and reading intervention.
- Assistive technology training
- Special Education Policy/Procedure/IEP Development

\* A ? Awareness Level; S ? Skill Development Level; T ? Transfer Level

# Washington County Public Schools

*School Year 2001 - 2002*

## *Comprehensive System of Personnel Development (CSPD)*

| Training Areas                   | Level*<br>(A,S,T) | General<br>Education<br>Personnel | Special<br>Education<br>Personnel | Related<br>Services<br>Personnel | "Other"<br>Personnel |
|----------------------------------|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|
| Effective Practices              |                   | 0                                 | 0                                 | 0                                | 0                    |
| Alternative Reading Strategies   | A/S/T             | 200                               | 50                                | 10                               |                      |
| Pre-referral Intervention        | A/S/T             | 200                               | 10                                | 0                                |                      |
| Preschool Inclusion Study Skills | A/S/T             | 20                                | 5                                 | 3                                |                      |
| Positive Behavior Support        | A/S/T             | 0                                 | 50                                | 0                                | 50 Inst.<br>Assist   |
| Procedural Update                | A/S               | 0                                 | 150                               | 0                                | 0                    |
| Transitioning                    | A/S/T             | 0                                 | 50                                | 0                                | 0                    |
| Threat Assessment                | A/S/T             | 0                                 | 25                                | 8                                | 25 Admin.            |
| Computerized IEP                 | A/S/T             | 0                                 | 60                                | 20                               | 0                    |
| School-Based Training            | A/S/T             | 40                                | 10                                | 10                               | 10 Admin.            |



|                            |       |    |    |    |        |
|----------------------------|-------|----|----|----|--------|
| Woodcock Johnson           | A/S/T | 0  | 50 | 0  | 0      |
| Discipline                 | A/S/T | 50 | 50 | 0  | 0      |
| Learning Strategies        | A/S/T | 30 | 10 | 0  | 0      |
| Managing Angry in Children | A/S/T | 40 | 30 | 10 | Parent |

**Specific training needs (federally funded) completed during the year just ending:** Autism-Instructional Assistants, General Ed Teacher, Special Education Teachers, Parents-45 participants Study Skills-General and Special Education Teachers, 30 middle/high school teachers Transitioning – All Secondary Staff – 75 special education teachers Collaboration – General and Special Education Staff – 2—elementary staff Behavior Management – General and Special Education Teachers – 30 participants Crisis Prevention Training – General and Special Education Staff – Alternative School – 12, Boonsboro Middle –12, Clear Spring Elem. – 3, Conococheague Elem. – 10 E. R. Hicks Middle – 6. School – Based Planning – Sharpsburg Elem., Maugansville Elem., Old Forge Elem., Pleasant Valley Elem., etc – 27 participants ADHD – Parent, General and Special Education Teachers – 300 participants Nurturing the Brain – Preschool Staff, Instructional Assistants – 75 participants Computerized IEP – Special Education Teachers and Related Staff – 75 participants Inclusion – All Secondary Special Education Staff – 75 participants Secondary General Education Staff – 400 participants Phonological Awareness – Speech Pathologists – 15 participants

\* A ? Awareness Level; S ? Skill Development Level; T ? Transfer Level

## Wicomico County Public Schools

### School Year 2001 - 2002 Comprehensive System of Personnel Development (CSPD)

| Training Areas      | Level*<br>(A,S,T) | General<br>Education<br>Personnel | Special<br>Education<br>Personnel | Related<br>Services<br>Personnel | "Other"<br>Personnel |
|---------------------|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|
| MSPAP/IMAP          | A/S/T             | 30                                | 140                               | 0                                | 20                   |
| Behavior/Suspension | A/S/T             | 200                               | 140                               | 10                               | 20                   |
| Autism              | S/T               | 0                                 | 15                                | 20                               | 0                    |
| Language/Reading    | A/S/T             | 30                                | 50                                | 20                               | 0                    |
| ESOL                | A/S/T             | 30                                | 100                               | 20                               | 10                   |
| Inclusions          | A/S/T             | 200                               | 140                               | 20                               | 20                   |

**Specific training needs (federally funded) completed during the year just ending:** From notes: *See attached,* but attachment not available

\* A ? Awareness Level; S ? Skill Development Level; T ? Transfer Level

## *Worcester County Public Schools*

### *School Year 2001 - 2002 Comprehensive System of Personnel Development (CSPD)*

| Training Areas            | Level*<br>(A,S,T) | General<br>Education<br>Personnel | Special<br>Education<br>Personnel | Related<br>Services<br>Personnel | “Other”<br>Personnel |
|---------------------------|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|
| Inclusion and LRE         | S/T               | 100                               | 50                                | 10                               | 0                    |
| Disproportionality        | A/S               | 50                                | 50                                | 10                               | 0                    |
| Functional Behavior Asses | S/T               | 25                                | 30                                | 5                                | 0                    |
| Program Results           | T                 | 100                               | 50                                | 10                               | 0                    |

**Specific training needs (federally funded) completed during the year just ending:**

1. Countywide in-service held in August for all special ed. Staff on reading instruction, transitioning, functional behavior assessment and IMAP.
2. Summer workshops were offered for general and special education on assistive technology, inclusion, school improvement, program result, and disproportionality.
3. School wide in-service for Pocomoke Middle faculty on inclusion and behavior coaching and for Snow Hill Middle School on inclusion.
4. County wide in-service held in April for all special ed. Staff on inclusion.
5. TEACCH training for special ed. Teachers and parents in May.

\* A ? Awareness Level; S ? Skill Development Level; T ? Transfer Level

*Maryland School for the Deaf*

*School Year 2001 - 2002*

*Comprehensive System of Personnel Development (CSPD)*

| Training Areas | Level*<br>(A,S,T) | General<br>Education<br>Personnel | Special<br>Education<br>Personnel | Related<br>Services<br>Personnel | "Other"<br>Personnel |
|----------------|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|
|----------------|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|

No staff trained using Part B federal money.

**Specific training needs (federally funded) completed during the year just ending:** Original FT 2000 grant listed number of trainings anticipated, but amendment transferred that money to pay parents to staff Partners for Success office instead..

\* A ? Awareness Level; S ? Skill Development Level; T ? Transfer Level

*The Maryland School for the Blind*

*School Year 2001 - 2002*

*Comprehensive System of Personnel Development (CSPD)*

| Training Areas   | Level*<br>(A,S,T) | General<br>Education<br>Personnel | Special<br>Education<br>Personnel | Related<br>Services<br>Personnel | "Other"<br>Personnel |
|--|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|
| <i>No submission from The Maryland School for the Blind available</i>                    |                   |                                   |                                   |                                  |                      |
| <b>Specific training needs (federally funded) completed during the year just ending:</b> |                   |                                   |                                   |                                  |                      |

\* A ? Awareness Level; S ? Skill Development Level; T ? Transfer Level

*Correctional Education*

*School Year 2001 - 2002*  
*Comprehensive System of Personnel Development (CSPD)*

| Training Areas    | Level*<br>(A,S,T) | General<br>Education<br>Personnel | Special<br>Education<br>Personnel | Related<br>Services<br>Personnel | "Other"<br>Personnel |
|-------------------|-------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------|
| WJR Training      | A/S               | 0                                 | 19                                | 2                                | 21                   |
| Computer Training | A/S               | 0                                 | 19                                | 2                                | 21                   |

**Specific training needs (federally funded) completed during the year just ending:**  
Statewide Woodcock-Johns Psycho-Educational Revised Test training.

\* A ? Awareness Level; S ? Skill Development Level; T ? Transfer Level

# Appendix D

School Improvement Grant Funding Sources by:

Goals

Institution of Higher Education

Local School System





## FUNDING SOURCES BY GOAL, BY IHE, AND BY LSS

**GOAL 1 IMPROVED PERFORMANCE OF STUDENTS WITH DISABILITIES ON MEASURES OF ACCOUNTABILITY:** Objective data on academic performance and other outcomes of students with disabilities will be routinely collected, analyzed, disseminated, and used to drive professional development, personnel preparation and technical assistance for school reform and system improvement.

| IHE/LSS Grants<br>(\$50,000-\$75,000)  | LSS Grants<br>(\$12,500)  |
|--|---|
| <p><b>Hood College</b> - Develop in-service training on the Learning Strategies Intervention Model in Frederick and Washington Counties</p> <p><b>Frostburg State University</b> - Develop in-service training on the Learning Strategies Intervention Model in Garrett and Allegany Counties</p> <p>University of Maryland - Eastern Shore - Working cooperatively with four counties to analyze MSPAP scores</p> | <p><b>Anne Arundel</b> - MSPAP Instructional Strategies<br/>Frederick - MSPAP Instructional Strategies<br/>Worcester - MSPAP Analysis</p> |

**GOAL 2 PREPARE SERVICE PROVIDERS TO WORK WITH INCREASED EFFECTIVENESS:** Professional development will be designed and delivered on the basis of student performance data that demonstrate needs for building competencies and capacities to improve educational outcomes of students with disabilities.

| IHE/LSS Grants<br>(\$50,000-\$75,000)   | LSS Grants<br>(\$12,500)   |
|---|--|
| <p><b>Hood College</b> - Develop in-service training on the Learning Strategies Intervention Model in Frederick and Washington Counties</p> <p><b>Frostburg State University</b> - Develop in-service training on the Learning Strategies Intervention Model in Garrett and Allegany Counties</p> <p><b>Univ. of MD - Eastern Shore</b> - Increase the retention of SE teachers through a mentoring program</p> <p><b>College of Notre Dame</b> - Improve teacher training in reading (advanced coursework designed for students with disabilities)</p> <p><b>University of MD - College Park</b> - Develop 5 new professional development schools with PG County Public Schools</p> <p><b>Western MD College</b> - General Education Interventions</p> | <p><b>Allegany</b> - General Education Accommodations<br/>Baltimore City - LRE In-services<br/><b>Calvert</b> - Reviewing IEPs for Access to General Education Curriculum<br/><b>Caroline</b> - Reading Interventions<br/><b>Carroll</b> - Reading Instruction<br/><b>Cecil</b> - FBA and BIP<br/><b>Charles</b> - Inclusion<br/><b>Dorchester</b> - Accommodations in general education<br/><b>Garrett</b>- Inclusion of SED Students<br/><b>Harford</b>- Reading Interventions<br/><b>Howard</b> - Mentoring new teachers<br/>Kent- Differentiated Instruction Strategies<br/><b>Montgomery</b> - Inclusion<br/><b>Prince George's</b> - Accommodations for Secondary Students<br/><b>Queen Anne's</b> - Academy of Reading<br/><b>St. Mary's and Washington</b>- Paraprofessional training<br/>Wicomico - Inclusion Model Training<br/>Maryland School for the Blind - Reading Comprehension Strategies</p> |

**GOAL 3 PRESERVICE TRAINING WILL PREPARE PERSONNEL TO WORK WITH INCREASED EFFECTIVENESS:** Pre-service programs will increase their productivity and capacities to align personnel preparation with standards-based reform and with professional development to improve education and the outcomes of students with disabilities.

| <b>IHE/LSS Grants<br/>(\$50,000-\$75,000)</b>  | <b>LSS Grants<br/>(\$12,500)</b>             |
|--|--|
| <p><b>Goucher College</b> – Pre-service training in the area of educational diagnostics in order to ensure implementation of IEP</p> <p><b>Bowie State</b> – Mentoring Program in PG county</p> <p><b>Coppin State</b> – Developing an assessment institute, mentoring in Baltimore City</p> <p><b>Johns Hopkins University</b>- Mentoring preschool special education teachers and providing related coursework</p> <p><b>Towson University</b> – Design a blended Elem/SE teacher education program and develop PDSs, Mentoring new teachers in Howard County</p> <p><b>College of Notre Dame</b> – Redesign SE teacher education program</p> <p>Mount St. Mary's College- Redesign SE teacher education program</p> | <p><b>Howard</b> - new teacher mentoring</p> |

**GOAL 4 EARLY INTERVENTION SYSTEMS WILL PREPARE CHILDREN WITH THE NECESSARY READINESS SKILLS FOR SCHOOL SUCCESS:** The statewide early intervention system will improve its capacities to provide high-quality services for infants and toddlers with disabilities and their families, and to promote readiness to learn.

| <b>IHE/LSS Grants<br/>(\$50,000-\$75,000)</b>   | <b>LSS Grants<br/>(\$12,500)</b> |
|---|----------------------------------|
| <p><b>Johns Hopkins University</b>- Mentoring preschool special education teachers and providing related coursework</p> <p>Loyola College - Redesign ECI/SE teacher education program</p> |                                  |

**GOAL 5 TECHNICAL ASSISTANCE WILL ENSURE IMPROVED EDUCATIONAL PRACTICES:** Capacities for improving instruction and outcomes of students with disabilities will be strengthened throughout Maryland's education community as a result of technical assistance for improvement of education and management of change.

| <b>IHE/LSS Grants<br/>(\$50,000-\$75,000)</b>  | <b>LSS Grants<br/>(\$12,500)</b>   |
|--|--|
| <p><b>Hood College</b> - Develop in-service training on the Learning Strategies Intervention Model in Frederick and Washington Counties</p> <p><b>Frostburg State University</b> - Develop in-service training on the Learning Strategies Intervention Model in Garrett and Allegany Counties</p> <p><b>Univ. of MD - Eastern Shore</b> - Increase the retention of SE teachers through a mentoring program</p> <p><b>University of MD - College Park</b> - Develop 5 new professional development schools with PG County Public Schools</p> | <p><b>Calvert</b> - Reviewing IEPs for Access to General Education Curriculum</p> <p><b>Caroline</b> - Reading Interventions</p> <p><b>Carroll</b> - Reading Assessments</p> <p><b>Cecil</b> - FBA and BIP</p> <p><b>Charles</b> - Inclusion</p> <p><b>Dorchester</b> - Accommodations in general education</p> <p><b>Garrett</b>- Inclusion</p> <p><b>Harford</b>- Reading Interventions</p> <p><b>Montgomery</b> - Inclusion</p> <p><b>Prince George's</b> - Accommodations for Secondary Students</p> <p><b>Queen Anne's</b> - Academy of Reading</p> <p><b>St. Mary's</b> - Paraprofessional training</p> <p><b>Washington</b> - Paraprofessional training</p> |