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Maryland Public Schools  
**State of Education**

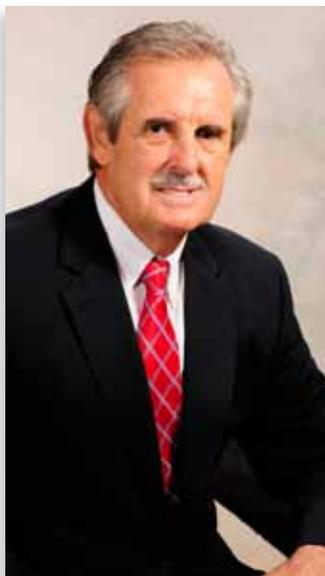


2012

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**Dear Friends of Maryland Public Education:**



**Top Honors For Maryland Public Schools**

Ranked #1 by *Education Week*, the College Board, and the *Washington Post*

The nation's highest percentage of graduates scoring 3 or higher on an AP exam

The nation's highest percentage of college-level courses—offered and taken

For an unprecedented fourth year in a row, Maryland public schools picked up top honors for the work taking place in our classrooms! We are thrilled that Maryland's education system has been ranked once again as Number One in the nation by *Education Week*, the nation's leading education publication. In addition, the College Board followed that up by ranking the State first in the nation for its rigorous Advanced Placement (AP) program also for a fourth consecutive year for student performance. Further, our schools continuously catch the eye of the *Washington Post* for their remarkable achievements. For the third year in a row Maryland ranked #1 on the *Washington Post* Challenge Index List for the highest percentage of college-level courses being offered by high schools and taken by students.

Our focus continues to be on our education reform efforts for Maryland's public schools as we implement new programs and initiatives made possible through the four-year \$250 million federal Race to the Top (RTTT) award. Through the grant, we will strengthen instruction by improving teacher effectiveness, bolstering assessments and data collection, and improving chronically underperforming schools. At the end of 2011, we were excited to learn that Maryland was one of nine states awarded a four-year \$50 million federal RTTT Early Learning Challenge Fund Grant. The grant is designed to narrow the school readiness gap for children in poverty, English Language Learners, and those with disabilities. We are determined to ensure that our students are prepared for college, career, and life. We are preparing world-class students!

With all of our achievements and accolades, we have no intention of slowing down in our quest to further strengthen our schools. In preparing world-class students, we are aggressively working towards initiating Maryland's education agenda that includes Common Core State Standards, a Longitudinal Data System, Teacher and Principal Evaluations, and The Breakthrough Center. This publication summarizes the many good things taking place in Maryland classrooms and the work being done by our State's educators. It also looks at the future for Maryland schools. We greatly appreciate your continued support as we work on behalf of all of our students.

Sincerely,  
**Bernard J. Sadusky, Ed.D.**  
**Interim State Superintendent of Schools**

**"Make Maryland a model for adopting the world's most successful approaches to schooling. Virginia and Maryland are near the top of many measures of school performance. But Maryland...has been the more consistent innovator. No state is better equipped, politically and culturally, to embrace systems that have helped Singapore, Japan and Finland lead the world in teaching children. The changes would include significantly raising standards for admission to public schools, teacher training programs and deepening those programs—ideas with widespread support in Maryland."**

*—Washington Post, Jay Mathews' Five Wishes for DC-Area Schools, December 7, 2011*

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## Maryland Ranks #1 for the Fourth Year In a Row!

It was another remarkable year for Maryland's education system. The nation's leading education newspaper, *Education Week*, placed Maryland **at the top of the list for an unprecedented fourth straight year** with the nation's only B+ average. The ranking is based on State education policies and student performance that reflect nearly two decades of work on a preK-12 curriculum; state accountability and standards; teacher effectiveness; and work on school readiness, high school reform, and preparation for college and the workplace. The report found that no other state has a more consistent record of excellence than Maryland.

**More good news** came when the College Board ranked Maryland #1 in the nation also for a **fourth year in a row** for the percentage of seniors scoring 3 or higher on at least one AP exam. Of Maryland's graduates, 27.9 percent scored a 3 or higher on an AP exam. A score of 3 or higher on the 5-point scale is considered mastery of college-level work.

Maryland has also dramatically increased AP participation among minority students. In fact, Maryland has closed the equity and excellence gap for Hispanic/Latino and American Indian students through AP. Nearly 11 percent (10.8 percent) of students receiving a score of 3 or better in Maryland were African American—that's the **fourth-highest percentage among states in the nation**. Hispanic students also showed increases in participation and success in the program as 7.8 percent of the seniors who scored 3 or higher on the AP exam were Hispanic.

The *Washington Post* ranked Maryland **#1 in the nation for the third year in a row on its Challenge Index list of the nation's top high schools**. Maryland ranks first in the nation for the highest percentage of high schools that offer—and students that take—college-level courses. More than half (58 percent) of the State's high schools made the list—the highest percentage in the nation.



"The citizens of our State... understand that the investments we make in education are investments in the future we all share."

**-Governor Martin O'Malley,**  
addressing *Education Week's*  
"Quality Counts" event in  
Washington, DC, January 12, 2012

### ► A Highlight of Maryland's Education System

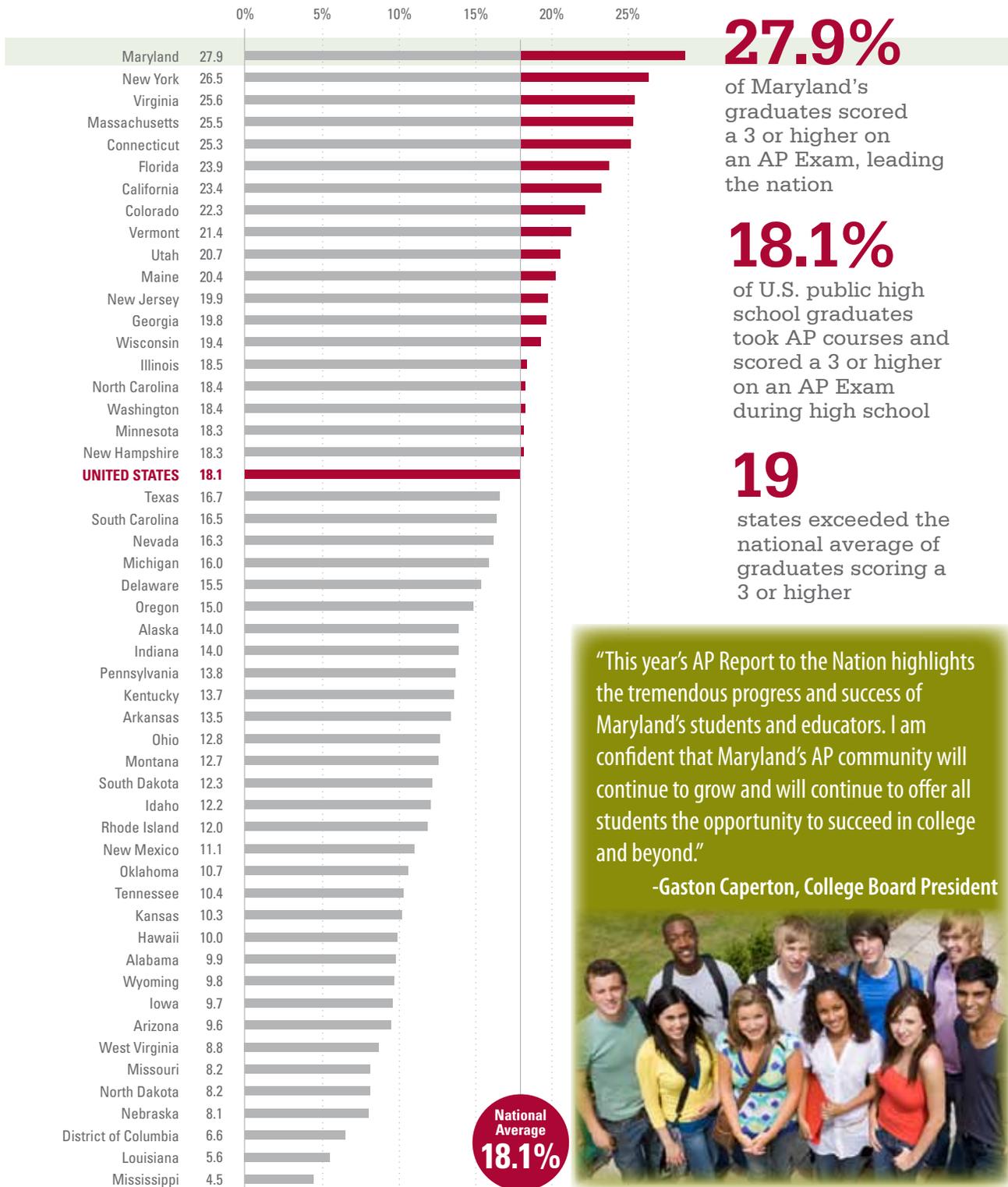
Six Maryland public schools were named 2011-2012 National Blue Ribbon Schools by the U.S. Department of Education. The schools are recognized on the basis of rigorous State and national requirements for high achievement and dramatic improvements.



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## Maryland Leads the Nation in AP Scores

Percentage of the Class of 2011 scoring a 3 or higher on an AP Exam during high school



**27.9%**

of Maryland's graduates scored a 3 or higher on an AP Exam, leading the nation

**18.1%**

of U.S. public high school graduates took AP courses and scored a 3 or higher on an AP Exam during high school

**19**

states exceeded the national average of graduates scoring a 3 or higher

"This year's AP Report to the Nation highlights the tremendous progress and success of Maryland's students and educators. I am confident that Maryland's AP community will continue to grow and will continue to offer all students the opportunity to succeed in college and beyond."

-Gaston Caperton, College Board President



National Average  
**18.1%**

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### High School Assessment

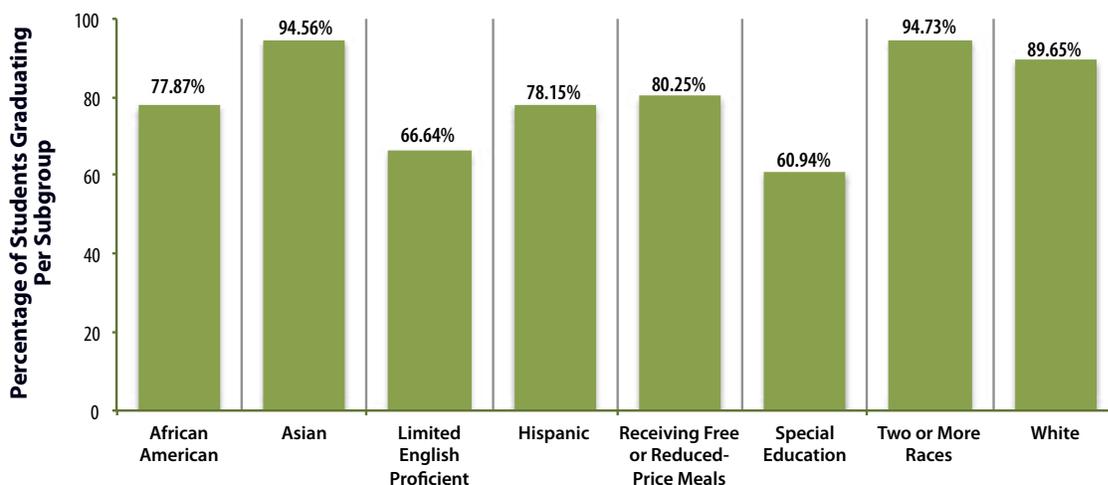
The 2010-2011 senior class was the third one for whom passing the **High School Assessments (HSAs)** in algebra/data analysis, biology, English, and government was a graduation requirement. As of school year 2011-2012, the government exam will no longer be administered. Nearly 60,000 Maryland students received diplomas in 2011, with more than 85 percent of students meeting the HSA requirement through examination. Another 8.8 percent (5,350 students) met the requirement through the alternative Bridge Plan for Academic Validation. The Bridge Plan is the project-based alternative to the HSA exam. According to data supplied to Maryland State Department of Education (MSDE) by local school systems, not a single student statewide failed to graduate solely because of the HSAs. In 2004, the Maryland State Board of Education voted to make meeting the HSA a requirement for the Maryland High School Diploma, starting with the Class of 2009. The new data continues to show that the assessments do not prove to be a barrier to graduation. ([www.HSAexam.org](http://www.HSAexam.org))

### Graduation Rate

Maryland's graduation rate continued to improve in 2011—**reaching its highest recorded rate of 87 percent**, up from 86.6 percent in 2010 and 85.2 percent in 2009. The 2011 graduation rate was calculated under the "leaver rate" which counts all graduates, not just those who graduate in four years, and does not follow a particular group of students. Moving forward, and as required by State Law, Maryland is transitioning from the "leaver rate" to the "cohort rate" for federal reporting purposes. Further, federal law has changed the racial subgroup categories. The combined effect will alter how much of Maryland's data will be reported, and it initiates a new baseline. As a result of Maryland's accountability plan calling for both a four-year and a five-year rate, five years of a single cohort's data is needed. This means that the Class of 2010 data will be used for accountability in 2011. Under the new calculation, Maryland's four-year rate is 82 percent, and its five-year rate is 84.6 percent for the Class of 2010. While Maryland's cohort graduation data shows strong performance, the differences between student subgroups persist.

"I want to congratulate the students, parents, and educators in Maryland for outstanding progress in graduation rates—the highest level in our State's history," said **Governor Martin O'Malley**. "The more a person learns, the more a person earns, and the more jobs we can create. Together, we can continue to demonstrate why Maryland's public schools are number one in the nation by preparing our children for the jobs of tomorrow."

**Class of 2010 Graduation Rates by Student Subgroup Using Five-Year Adjusted Cohort Rate**



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**SAT**

Maryland's 2011 senior class broke the State's previous record for the highest percentage of students taking the SAT and the most diverse group of test takers. Scores on the SAT exam registered a slight decline—both in Maryland and across the nation. Maryland's composite SAT score fell six points to 1492 on the 2400-point scale, mirroring the six-point national drop. Maryland students scored a 499 in critical reading (down one point), 502 in mathematics (down 3 points), and 491 in writing (down 2 points).



Scores on the PSAT/NMSQT test increased for juniors taking the exam, even as more students took the test. The mean critical reading score for juniors was up 0.4 points to 46.8; the mean mathematics score was down 0.1 points to 46.9 (both higher than the national average increase), while the writing skills mean fell back 0.7 points to 44.9. More students took the PSAT as sophomores, and again the scores improved. The critical reading mean was up 1.4 points, the critical mathematics mean was up 0.1 points, and the writing skills remained the same.

**Diverse Enrollment**



Maryland's edge in an increasingly competitive world depends on the preparation of internationally literate graduates—graduates who are culturally aware and proficient in languages other than English. One project in Maryland's Race to the Top grant establishes a world languages pipeline beginning at the elementary school level. New programs funded in the project's first year include two Chinese, one Arabic, and one dual immersion Spanish. The increasing diversity of Maryland's classrooms is reflected in the dramatic growth of English Language Learners (ELLs) in the State. With a total of more than 190 home languages represented, the top five home languages of Maryland's ELL population are Spanish, French, Chinese, Vietnamese, and Korean.



According to the 2011 Maryland Report Card enrollment data, White students make up 43 percent of the State's enrollment, followed by African American students (36 percent); Hispanic (11.5 percent); Asian/Pacific Islander (6.1 percent); two or more races (3.5 percent); and American Indian/Alaskan Native (0.4 percent). While White and African American student enrollment is slowly declining, the trend is showing a slight increase in Hispanic and Asian/Pacific Islander student enrollment as well as in the new subgroup of two or more races.

**Dropout Rate**

Maryland's dropout rate increased slightly, from 2.3 percent to 3.2 percent. The rate remains below that of 2008, when it was 3.4 percent. The new cohort dropout rate for 2010 is 11.93 percent, which counts non-graduates who did not re-enroll for a fifth year as dropouts.

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### Career Technology Education

The Maryland State Department of Education recognizes that success in 21<sup>st</sup> century careers requires that students develop strong academic and technical skills. Maryland’s Career and Technology Education (CTE) programs prepare students for further education and careers as part of their high school experience. There are 48 State-developed CTE programs of study offered. All of these programs provide students the opportunity to explore careers, apply academic concepts, and develop technical skills needed in the 21<sup>st</sup> century workplace. These programs add value to students’ education by awarding them early college credit and/or industry-recognized certifications while still in high school.

New statewide CTE programs have been developed to prepare more students for careers in fields related to science, technology, engineering, and mathematics (STEM). These CTE programs are among those that are the fastest growing and include pre-engineering, biomedical sciences, IT networking, and interactive media production. The Project Lead The Way Biomedical Sciences program is rapidly expanding in Maryland due to the recent infusion of general funds. Even more traditional CTE programs, such as the Construction Professions and Auto Technology, are being revised and expanded to include advanced technical preparation with increased opportunity for high school students to earn early college credit and industry certifications.

### Financial Literacy Education

In September 2011, financial literacy education became a required program of instruction in Maryland public schools in grades three through twelve. This new requirement means that



children will learn the importance of sound financial planning long before they are out on their own where mistakes could lead them into credit problems and long-term debt. The Maryland State Board of Education put this requirement in place because

children are in control of more money today than ever before, and they need to learn how to manage it wisely. The Maryland State Department of Education developed a State curriculum to help guide local instruction on personal financial literacy education across the learning levels. The curriculum includes six standards: 1) make informed, financially-responsible decisions; 2) relate career, education and income; 3) plan and manage money; 4) manage credit and debt; 5) create and build wealth; and 6) manage risks and preserve wealth.

*“The earlier children begin learning how to manage money, the better off they will be as adults.”*

—James H. DeGraffenreidt, Jr.,  
President,  
Maryland State Board of Education

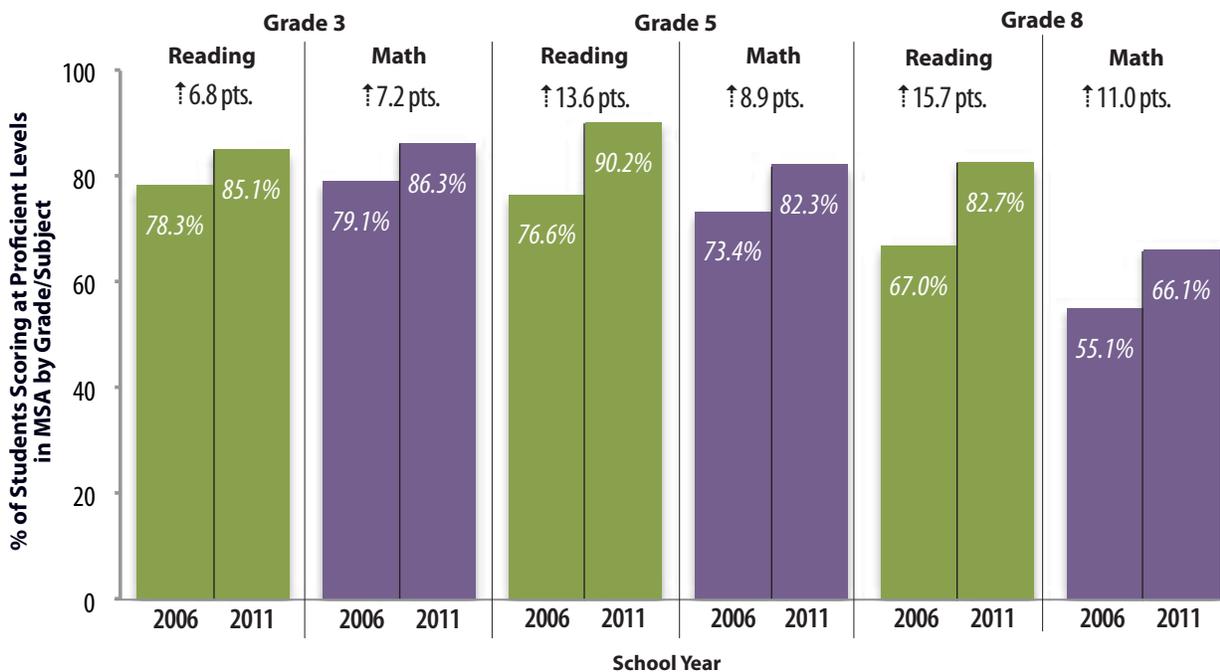
### National Board Certified Teachers

Maryland ranks 11<sup>th</sup> in the nation for its overall number of National Board Certified Teachers. In the past year, 241 teachers earned their National Board Certification, bringing the total number in Maryland to 2,214. National Board Certification is one way of assuring that Maryland students have access to the education they deserve. The Maryland State Department of Education also offers nontraditional teacher certification programs such as Troops to Teachers and the Resident Teacher program—offering the opportunity to bring talented and deeply committed individuals into the teaching profession and into Maryland schools.

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**MSA** Maryland continued to experience improvement on the **Maryland School Assessments (MSA)** in 2011. Overall improvement in mathematics was registered, and the percentage of students scoring in the “advanced” range for both mathematics and reading continued to rise. The percentage of elementary students scoring at the proficient levels in reading increased from 86.9 percent in 2010 to 88 percent in 2011. There was little change in mathematics, moving from 86.5 to 86.3. At the middle school level, the percentage of mathematics students scoring at the proficient levels improved from 72.6 percent in 2010 to 73.7 percent. The scores build on the progress made over the past eight years. Composite elementary reading scores have increased 26 points since 2003, while mathematics scores are up 26.3 points. Composite middle school reading scores are up 23.6 points since 2003, and mathematics has increased a remarkable 34 points.

**MSA Reading and Mathematics - Maryland Snapshot 2006 vs. 2011**



Maryland has made a number of educational improvements over the past decade designed to maintain progress. The State has been a leader in early childhood development, assessing the preparation of kindergartners; built a Statewide curriculum, currently being updated through the Maryland Common Core State Standards effort in English/Language Arts and Mathematics; greatly increased the percentage of highly qualified teachers in the classroom; and bolstered local school systems with the Bridge to Excellence funding.

“This year’s MSA results demonstrate the progress our number-one ranked public schools are making in academic achievement. Thanks to the hard work and commitment of our educators, students and parents, we can sustain and build upon the gains we’ve made for every student and every school in Maryland.”

**-Governor Martin O’Malley**

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**More Positive MSA Results Within Maryland’s Number One Ranked Public School System**

- Twenty-two of Maryland’s 24 school systems have at least 80 percent of their elementary students scoring in the proficient levels in both reading and mathematics. In the middle school level, 19 systems have at least 80 percent of their students scoring in the proficient levels in reading, while 10 systems have 80 percent of their students hitting the proficiency target in mathematics.
- Investment in early childhood education has paid important dividends for Maryland students as the third grade scores have made dramatic improvement over time. In 2003, just 58.1 percent of Maryland third graders scored at the proficient levels in reading and 65.1 in mathematics. Today, the percentages are 85.1 percent in reading and 86.3 percent in mathematics.
- Achievement gaps for students receiving special services have registered declines in some important areas. There has been a 32.8 percentage point reduction in the gap between English Language Learners and the general student population in elementary reading. In addition, there has been a 13 percentage point reduction in the gap between special education students and the general student population in middle school reading.

Many Maryland schools are reaching the 90 percent proficiency level in both reading and mathematics, making additional progress difficult. Under the federal No Child Left Behind (NCLB) law, all students must be scoring at proficient levels by 2014. Changes were made to the Maryland Report Card website as the federal government required the addition of two new race codes, which means that racial subgroup trend data will not be available this year, and the federal Family Education Rights and Privacy Act (FERPA) restricts the amount of data that the site can make available. Of Maryland’s 1,376 schools, 760 met Adequate Yearly Progress (AYP) in 2011—55.2 percent. This compares to 936—nearly 70 percent—in 2010. ([www.mdreportcard.org](http://www.mdreportcard.org))



**Early Childhood Education**

The Maryland State Department of Education expanded its State-recommended list of early childhood curricula for child care centers, Head Start programs, and nursery schools. The Early Childhood Curriculum Project is meant to offer resources for the classroom, which match up with the State’s pre-kindergarten and kindergarten curricular frameworks, also known as the State Curriculum. The project is designed to support preschool age children before they start their school careers. ([www.MarylandPublicSchools.org/MSDE/divisions/child\\_care/early\\_learning/](http://www.MarylandPublicSchools.org/MSDE/divisions/child_care/early_learning/) <[http://www.marylandpublicschools.org/MSDE/divisions/child\\_care/early\\_learning/](http://www.marylandpublicschools.org/MSDE/divisions/child_care/early_learning/)>)

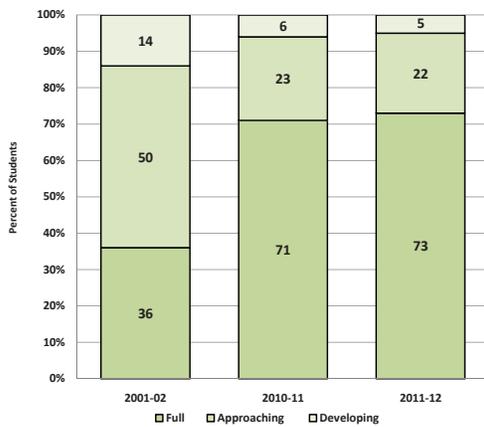
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**Early Childhood Education**

In 2011, according to their teachers, 83 percent of entering kindergartners were fully ready for school—a 2 percent increase over the previous year and a 34 percent increase since 2001-02. This statistically-significant increase occurred for the composite score in Language and Literacy, Mathematical Thinking and Scientific Thinking from 2001-02. Since the 2001-2002 school year, the percentage of students fully ready for school in Languages and Literacy has risen 37 percentage points; Mathematical Thinking has climbed 37 percentage points; and Scientific Thinking has risen 47 percentage points.

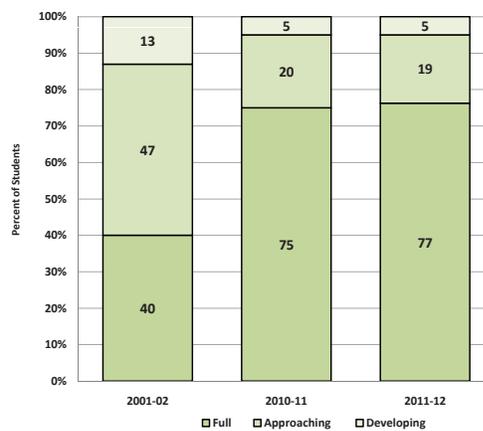
**Language & Literacy  
Full School Readiness**

↑37 percentage points since 2001-02



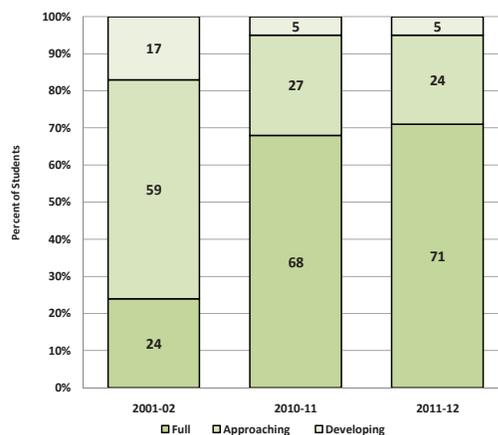
**Mathematical Thinking  
Full School Readiness**

↑37 percentage points since 2001-02



**Scientific Thinking  
Full School Readiness**

↑47 percentage points since 2001-02



“Providing high quality programs to our youngest learners offers us our best chance at eliminating the achievement gaps that plague every education system. The new project builds for our children a better academic foundation. When students enter kindergarten with strong learning habits, the stage is set for future success.”

—Dr. Bernard J. Sadusky, Interim State Superintendent of Schools

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## **Maryland's Vision for Education Reform: Race to the Top**

The Maryland State Department of Education continues moving forward with its third wave of education reform, preparing world-class students through the Common Core State Standards and Race to the Top Initiatives (RTTT). In August 2010, Maryland was awarded one of the federal government's coveted Race to the Top education grants, worth \$250 million over four years. The unprecedented \$4.3 billion federal program is aimed at boosting student achievement, reducing gaps in achievement among student subgroups, turning around struggling schools, and improving the teaching profession.

### **Maryland Common Core State Curriculum • Common Core State Standards • Curriculum Frameworks • Online Curriculum Toolkit**

The Common Core State Standards in English/Language Arts and Mathematics, for grades K-12, are national education standards that establish a set of shared goals and expectations for what students should understand and be able to do to be prepared for success in college and the workplace. The Common Core State Standards initiative is a state-led effort coordinated by the National Governor's Association and the Council of Chief State School Officers to ensure that students receive an equally rigorous, high-quality education consistently, from school to school and state to state.

The Common Core State Standards form the foundation upon which Maryland is building its new State Curriculum. Maryland is now in the process of revising its curriculum to align with the new document. Hundreds of classroom educators, instructional leaders, administrators, and higher education representatives continue to assist State officials in developing the new Maryland Common Core State Curriculum. The new State Curriculum will be implemented in Maryland schools in the 2013-2014 school year.

The Maryland Common Core State Curriculum will have two main components, the Curriculum Frameworks and the Online Curriculum Toolkit. In June 2011, the State Board of Education approved the draft of the Maryland Common Core State Curriculum Frameworks for English/Language Arts and Mathematics. The Frameworks define essential skills and knowledge and are the foundation for the new State Curriculum. Maryland's Online Curriculum Toolkit provides resources to assist educators in designing instructional programs that are aligned with the new curriculum and the new assessments. The Toolkit will contain model lessons, model units, formative assessments, multi-media resources, intervention and enrichment modules, and online courses for students and educators. This resource will also enable educators to differentiate instruction to meet the needs of all students.

### **Maryland's primary RTTT reforms will:**

- Revise the preK-12 Maryland State Curriculum, assessments, and accountability system based on the Common Core State Standards to assure that all graduates are college- and career-ready. The State Board in June 2010 adopted the Common Core State Standards.
- Build a statewide technology infrastructure that links all data elements with analytic and instructional tools to monitor and promote student achievement.
- Redesign the model for preparation, development, retention, and evaluation of teachers and principals.
- Fully implement the innovative Breakthrough Center approach for transforming low-performing schools and districts.

[www.MarylandPublicSchools.org/rttt](http://www.MarylandPublicSchools.org/rttt)



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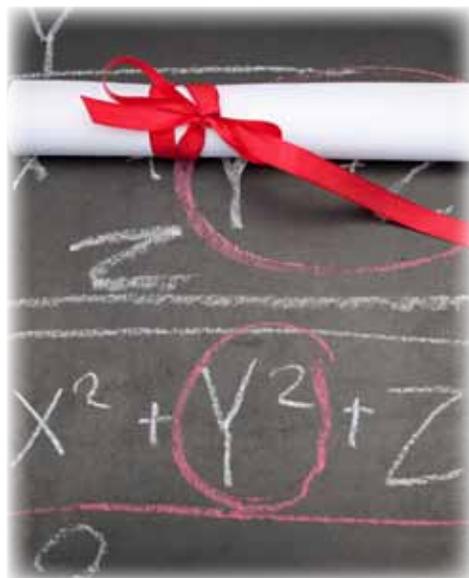
### Science, Technology, Engineering and Mathematics

Our nation's future is dependent upon our ability to prepare the next generation of students to be innovators in science, technology, engineering, and mathematics (STEM). Maryland has a shortage of highly qualified STEM employees, teachers, and college-ready STEM students. A STEM task force convened by Governor O'Malley made recommendations embraced by the Maryland State Department of Education that have implications for preschool through higher education (PreK-12) STEM education and teacher preparation. Through a more strategic use of existing local, State and federal funds, including Race to the Top funding, Maryland's STEM plan is to improve coordination of existing STEM assets, seek new resources, and address the shortages of well-prepared students, teachers, and workers.

#### Maryland's STEM initiatives will:

- Align PreK–12 STEM curriculum with college requirements and workplace expectations.** A comprehensive definition of STEM Education, Maryland STEM Standards of Practice, and STEM Standards of Practice curriculum frameworks were developed by a collaborative team including representatives from MSDE's Office of STEM Initiatives in the MSDE Division of Instruction and Division of Career and College Readiness. These STEM Standards of Practice will guide the development of K-12 STEM Curriculum Frameworks.
- Triple the numbers of prepared teachers in STEM shortage areas and increase their five-year retention rate.** The Office of STEM Initiatives is also working in collaboration with MSDE's Division of Certification and Accreditation to ensure alignment of student-centered and teacher-centered STEM Standards of Practice with the intent to increase the number of STEM proficient elementary and early childhood teachers. The number of secondary STEM proficient teachers will be increased using the UTEACH model from Texas.
- Provide professional development and resources to PreK-12 Maryland STEM teachers.** Ensure that all PreK–12 STEM teachers have the knowledge and skills to help all students successfully complete the college- and career-ready curriculum through Educator Effectiveness Academy professional development activities, online professional development, and an expanded MSDE toolkit that includes STEM units, resources, and links to Common Core and State curricula.

**Maryland is poised to meet and exceed the STEM expectations of the 21<sup>st</sup> century.** Specific details of these Race to the Top STEM Initiatives can be accessed through the MSDE website ([www.MarylandPublicSchools.org](http://www.MarylandPublicSchools.org)).



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## Highlights of Maryland's Education System



- Maryland's Class of 2011 graduating seniors were offered nearly \$1 billion (\$925,809,326) in scholarship funding to continue their pursuit of knowledge at the college of their choice. Nearly 42 percent of public high school graduates (22,264) received scholarship offers. The scholarships included a record number of 399 National Merit Finalists and nearly 400 scholarship offers from Ivy League institutions.
- During the 2011-2012 school year, 228 schools in the State will share \$2.8 million in state funds to participate in the Maryland Meals for Achievement (MMFA) classroom breakfast program. Under the program, students in participating schools have the opportunity to eat School Breakfast in their classrooms every morning, incorporating breakfast into their school day.
- The new website, [MarylandLearningLinks.org](http://MarylandLearningLinks.org) offers a one-stop path to resources for parents and educators of children and students with disabilities. The unique website provides information about the Individualized Family Services Plan (IFSP) and Individualized Education Program (IEP) processes, family involvement, and other topics and trends related to special education.
- MSDE received a three year, \$1.7 million grant from the U.S. Department of Education to expand its successful Advanced Placement (AP) program. The *Operation ACCESS: Building the STEM Pipeline for College and Career* grant addresses the need to increase the successful participation of low-income students in AP courses and exams using six strategies: Acceleration, College and Career readiness, Community connections, Enrichment, STEM courses, and Student and family support (ACCESS).
- MSDE received \$25,000 from the Investment Company Institute Education Foundation (ICIEF) grant program designed to advance investment education within the greater metropolitan Washington, DC area. The grant will underwrite teacher training in investment education for middle- and high-school educators in Calvert, Charles, Frederick, and Prince George's Counties. In partnership with the [Take Charge America Institute for Consumer Financial Education and Research](http://TakeChargeAmerica.org), MSDE will develop free, downloadable curriculum and conduct teacher training through webinars, videos, and an online educational community.

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- Maryland is one of 20 states selected to lead the Next Generation Science Standards (NGSS) designed to strengthen science education for all students. It will define the content and practices that students will need to learn from kindergarten through high school.
- MSDE's Division of Early Childhood Development, in partnership with The Johns Hopkins University/Center for Technology in Education, released *Healthy Beginnings*—a set of newly updated developmental guidelines for families and those who live or work with children from birth through three years of age. The guidelines describe what infants and young children are learning at specific ages, and how adults can support their development. (<http://www.marylandhealthybeginnings.org/>)
- **Maryland Teacher of the Year Michelle Shearer was named the 2011 National Teacher of the Year**, becoming the second Maryland teacher in the last five years to be awarded the honor.
- Six Maryland public schools were named 2011-2012 National Blue Ribbon Schools by the U.S. Department of Education. The schools are recognized on the basis of rigorous state and national requirements for high achievement and dramatic improvements.
- Division of Rehabilitation Services (DORS) helped 1,044 people move from public benefits into employment. These new employees added \$39.5 million to Maryland's economy.
- The Maryland State Department of Education has awarded more than \$3.7 million in federal 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) grant funding to 12 programs in nine Maryland jurisdictions to provide after school programs to children who attend high-poverty schools or those schools identified for improvement.
- Maryland students gathered 462,552 pounds of food and \$120,813 in donations during the *2011 Annual Harvest for the Hungry Campaign* for the Maryland Food Bank and its affiliates.
- The graduating Class of 2011 amassed more than **4.5 million hours of service-learning experiences**. This is actually a conservative estimate based on 59,548 students with 75 service learning hours each, for an estimated total of 4,466,100 service learning hours.
- Approximately 305,673\* Maryland students engaged in more than **6,166,782\* hours of service-learning** during the 2010-2011 school year. Maryland is the only state with a service-learning requirement for high school graduation. (\*At the time of reporting, data was not available from Baltimore City or Calvert County public school systems.)





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