



MSDE Public Website of State Performance Plan Results

Local School System Results for Special Education

Maryland: Indicator 2

Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

Results

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
State Baseline:	5.5%	-	-	-	-	-	-
State Target:	-	3.81%	3.81%	3.81%	3.54%	3.54%	3.27%
State Results:	-	5.7%	4.98%	-	-	-	-
State Total# of Students:	-	31771	31159	-	-	-	-
State Indicator Measurement:	-	1794	1551	-	-	-	-

Narrative Description of Indicator

Maryland defines the dropout rate as the percentage of students dropping out of school in grades 9 through 12 in a single year. The number and percentage of students includes those who leave School for any reason, except death, before graduation or completion of a Maryland approved educational program and who are not known to enroll in another school or state approved program during the current school year. The year is defined as July through June and includes students dropping out over the summer and students dropping out of evening high school and other alternative programs.

The dropout rate is computed by dividing the number of dropouts by the total number of students in grades 9 through 12 served by schools. Students who re-enter school during the same year in which they dropped

Maryland did not meet the target set by the Maryland Board of Education. Students with disabilities had a dropout rate of 4.98% (n = 1,551 divided by 31,159). This was a minimal decrease of 0.66% from the FFY 2005 rate of 5.64% and their nondisabled peers experienced a decrease of 0.02% from 3.38% in FFY 2005 to 3.36% in FFY 2006.

Maryland made progress in this Indicator. Overall there was a 0.66% decrease in the number of students who dropped out during school year 2006 - 2007. Specific progress was made in the following areas:

- Eight local school systems had lower dropout rates for students with disabilities than students in regular education.
- Twelve local school systems experienced a decrease in the number of students with disabilities who dropped out from FFY 2005 to FFY 2006.

MSDE will continue to place emphasis on appropriate transition planning. Transition planning provides students with purpose for staying in school. It also provides them with connection to school staff. Research demonstrates that the lack of connection with school staff is one of the predominant reasons given for dropping out.