



MSDE Public Website of State Performance Plan Results

Local School System Results for Special Education

Maryland: Indicator 5

Percent of children with IEPs aged 6 through 21:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound / hospital placements.

Results of Indicator 5A

Percent of children with IEPs, aged 6 through 21, served inside the regular class 80% or more of the day.

Results

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
State Baseline:	57.25%	-	-	-	-	-	-
State Target:	-	57.75%	60.11%	60.11%	61.11%	61.61%	62.11%
State Results:	-	59.90% Target Met	60.95% Target Met	62.87% Target Met	63.99% Target Met	-	-
State Total# of Students:	-	97645	97645	92059	90425	-	-
State Indicator Measurement:	-	58499	58499	57876	58388	-	-

Narrative Description of Indicator

Indicator 5 consists of three sub indicators, 5A, 5B and 5C.

This site does not show breakdowns by race, ethnicity, age and gender. Those breakdowns are shown in the Maryland Census Report. To view the Maryland Census Report click (or Ctrl + Click) [here](#) View Census Report.

- 5A - Percent of children with IEPs, aged 6 through 21, served inside the regular class 80% or more of the day.
- 5B - Percent of children with IEPs, aged 6 through 21, served inside the regular class less than 40% of the day.
- 5C - Percent of children with IEPs, aged 6 through 21, served in separate schools, residential placements, or homebound or hospital placements.

Other Data for this Indicator

[View Indicator 5A](#) - The October 2008 Child Count showed that 63.99% of students receive services inside regular education 80% or more of the day. This exceeded the State's FFY 2008 (school year 2008-2009) target of 61.11%. This data represents progress and has increased since 2003. The local school systems that were below the State's target in the last APR remain below the State's target this year, though all have made progress. Each local school system completes an annual *Self-Assessment* document which includes a review of data on Indicator 5. The completion of this document requires the local school system to collect, analyze and submit improvement activities if the LRE data are significantly below the State's target. The State also offers competitive grant opportunities for local school systems to implement improvement, maintenance or enhancement activities.

[View Indicator 5B](#) - During the school year 2008-2009, 15.10 % of students receive services inside regular education less than 40% of the day. This met the State's target of 16.11%. This data represents progress and has decreased since 2003 to its present level. Each local school system completes an annual *Self-Assessment* document which includes a review of data on Indicator 5. The completion of this document requires the local school system to collect, analyze and submit improvement activities if the LRE data are significantly below the State's target. The State also offers competitive grant opportunities for local school systems to implement improvement, maintenance or enhancement activities.

[View Indicator 5C](#) - 7.59% of the state's students with disabilities were served in separate schools. The percentage was 0.67% below the State's target of 6.92 %. The data reported in this APR demonstrated no appreciable change overall. Analysis of the

data by placement type also remains relatively unchanged. Each local school system completes an annual *Self-Assessment* document which includes a review of data on Indicator 5. The completion of this document requires the local school systems to collect, analyze and prepare improvement activities if the LRE data are significantly below the State's target. The State also offers competitive grant opportunities for local school systems to implement improvement, maintenance or enhancement activities.