

2024-2025 ANNUAL REPORT



MARYLAND STATE DEPARTMENT OF EDUCATION

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State Superintendent of Schools

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MESSAGE FROM THE STATE SUPERINTENDENT AND BOARD PRESIDENT

Governor Moore, President Ferguson, Speaker Jones, and Members of the General Assembly,

Pursuant to MD Code, Education §2-205(p), we are pleased to submit this annual report on the State of Education in Maryland. 2024 served as a consequential year for our State's education system as we partnered with local educators and leaders to reform core instruction in schools and improve implementation of the Blueprint for Maryland's Future.

The work ahead remains critical to deliver results for our students and families. We recognize that while current academic achievement in Maryland is improving, performance levels and national comparisons indicate significant room for improvement – we know our students are capable of much more. The State Board of Education and MSDE have concentrated on accelerating our work with a focus on core instruction.

We understand the urgency to capitalize on historic investments in public education through the Blueprint for Maryland's Future to drive improved and equitable outcomes for children. We strongly believe fundamental shifts in instruction and accountability are needed to fully realize the promise of Blueprint. We seek your partnership in rebuilding an accountability system that more accurately captures the progress and needs of our students and schools.

To achieve this, the State Board commits to continued partnership with the Administration and the General Assembly in advocating for legislation that advances equity, ensures student success at scale, and supports the development of a highly-qualified and diverse workforce of educators and school leaders. This report summarizes our work to date that we will continue to build on through 2025 and that we hope will help inform critical decisions for the future.

Sincerely,

Carey M. Wright, Ed.D.
State Superintendent of Schools

Joshua L. Michael, Ph.D.
President, State Board of Education

Maryland At A Glance

2024-25 School Year

STUDENTS



891,553 Students Enrolled

377,227
Economically
Disadvantaged Students

115,256
Students with
Disabilities

118,699
Multilingual Learners
200 languages spoken

32,075
Prekindergarten

59,562
Kindergarten

324,604
Elementary

197,074
Middle

278,238
High

Student and School counts from SY25 Enrollment (as of 9/30/2024)

SCHOOL COMMUNITIES



1,421 Schools

617
Community Schools

93
Judy Centers

24
Patty Centers

TEACHERS



63,515 Teachers

74.6%
With 5+ Years of Experience

31.1%
Teachers of Color

2,279
National Board Certified
Teachers Actively Teaching

Teacher counts from SY25 Staff Collection (as of 10/15/2024)

CENTERING ON CORE INSTRUCTION







Literacy

The Maryland State Department of Education's Pre-Kindergarten-to-Three Literacy Policy is a bold commitment to providing every student with high-quality, evidence-based literacy instruction grounded in the Science of Reading. Central to this policy is the focus on strengthening core instruction to ensure that all students develop the foundational skills necessary to become successful readers.

This approach aims to close literacy gaps, **ensuring that every child—regardless of background—has access to the tools they need for academic success.** By reinforcing core instruction, Maryland is working to become a state where literacy excellence is the cornerstone of lifelong learning.

Through the support of a U.S. Department of Education grant, Maryland is expanding access to professional development and resources designed to empower educators and leaders to deliver effective, inclusive literacy instruction. Key initiatives include:

Professional Development

Targeted training for educators, administrators, and paraprofessionals to deepen their knowledge and application of evidence-based literacy practices.

Literacy Coaching

Grants to local education agencies (LEAs) for literacy coaches who provide ongoing, job-embedded support for educators, fostering the implementation of best practices in reading instruction and ensuring classroom alignment with evidence-based strategies.

Science of Reading Focus

Ensuring that instructional practices align with the latest research on how children learn to read, fostering consistency in classroom approaches.

Two-Way Immersion Programs

Expanding programs in select counties to enhance biliteracy and support literacy development for multilingual learners.



Mathematics


The Maryland State Board of Education has adopted a comprehensive math policy, aligned with Pillar 3 of the Blueprint and designed to transform mathematics teaching, learning, and achievement from early childhood through secondary education. This new policy centers on evidence-based practices, equitable access to high-quality instruction, and robust support systems to help all students achieve grade-level numeracy skills.

The policy includes recommendations to implement a structured mathematics program that develops students' conceptual understanding and fluency in mathematical concepts, skills, and strategies. By aligning teaching and learning practices with these goals, the policy aims to prepare students to apply mathematical knowledge in real-world contexts, enhancing their readiness for daily life, higher education, and future careers.

Central to this policy is a redesign of the core secondary mathematics sequence to ensure that all students are mathematically college and career ready by the end of 10th grade and have multiple pathways and opportunities to explore rigorous mathematics content thereafter. This readiness equips all students to successfully pursue a diverse range of secondary mathematics pathways, tailored to their interests and future goals.

Maryland will continuously monitor the impact of the policy through data collection and analysis, focusing on student performance, program participation rates, and feedback from educators. A core goal is **ensuring equity and access to high-quality, standards-aligned math instruction**, particularly for students in underserved communities, with interventions provided when needed. This focus on foundational and advanced mathematical competencies positions Maryland students for success within and beyond the classroom.

Solve, graph and state 3 solutions.

$$\begin{array}{r} 5x + 3 > -12 \\ \underline{-3} \quad \underline{-3} \\ 5x > -15 \\ \underline{5} \quad \underline{5} \\ x > -3 \end{array}$$


Write the equations for the situation:

It costs you \$2.50 per shirt and \$30 to set up the t-shirt design. You plan to charge \$10 a shirt.

> 1st Day: Random Seats
Write Pod Partners name on Warm-Up
> Cell Phones in pockets
> Start Ref for ↑ & air pods
& tardy



Assessment and Accountability Task Force

In February 2024, MSDE launched an Assessment and Accountability Task Force to better link school ratings to student achievement and promote equitable learning opportunities with a focus on literacy, numeracy, and critical thinking.

The task force, facilitated by the National Center for the Improvement of Educational Assessment, held 12 meetings over seven months, bringing together nearly 30 educators, stakeholders, and testing experts.

In December 2024, the State Board of Education (SBOE) approved the task force's recommendations, which include making state assessments more accessible and fairer for every student group; ensuring test length and content accurately reflect our state's academic standards; and improving score reporting for families and educators.

“Maryland needs a strong assessment and accountability system to complement equitable investments in public education through the Blueprint for Maryland’s Future. A strong system will benchmark statewide progress and provide families and educators with key insights about their students’ progress. By investing in transparent and reliable systems, we can drive meaningful learning outcomes and create a pathway for success for every child in our state.”

JOSHUA L. MICHAEL, PH.D.
President, State Board of Education



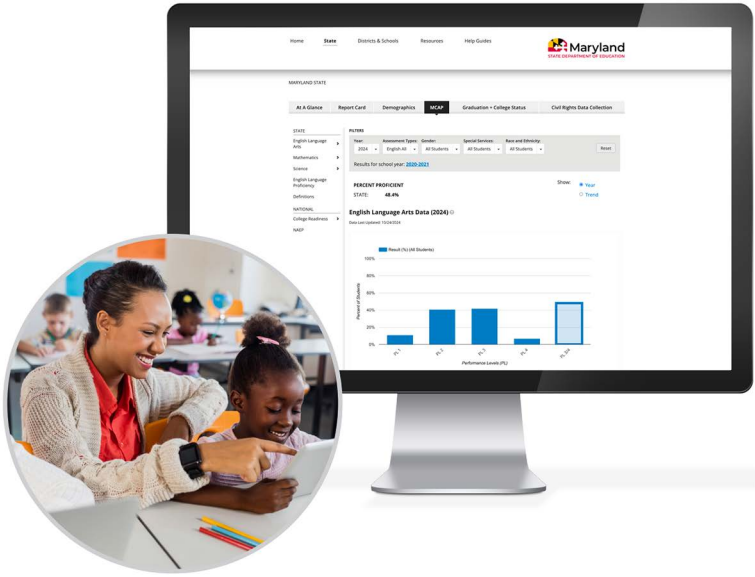
Assessment and Accountability Task Force, May 2024

Summary of MCAP & NAEP Results and Adopted Metrics

The 2024 Maryland Comprehensive Assessment Program (MCAP) results show continued progress in addressing post-pandemic learning loss.

In English Language Arts (ELA), 48.4% of students demonstrated proficiency, a slight increase from 2023 mathematics, proficiency rose to 24.1%, up from 23.3% previous year. Notably, no student group saw a decline in math proficiency, though achievement gaps remain especially among multilingual students, economically disadvantaged students, and students with disabilities. Though our state is making progress, significant work remains to raise achievement levels and close achievement gaps.

In science, proficiency rates declined in grades 5 and 8, dropping below pre-pandemic levels, with a more significant decrease in grade 5. However, high school science proficiency improved to 37.3%, up from 33.6% the prior year.



Maryland student achievement scores on the 2024 National Assessment of Educational Progress (NAEP) were released in January 2025 and showed improved ranking among other states for each grade and subject.

Fourth grade reading scores now rank 20th in the nation, up from 40th just two years prior. Eighth grade reading scores ranked 21st, up from 25th. In mathematics, fourth grade scores moved up three rank spots to 39th and eighth grade moved up four spots to 38th.

To guide Maryland students' growth and achievement, the State Board, MSDE, and the Accountability and Implementation Board (AIB) developed common metrics and targets aligned with the Governor's State Plan. These targets focus on literacy and mathematics proficiency, teacher diversity and retention, chronic absenteeism, and student support personnel. Additional targets will be set in the coming years in areas such as early childhood education, college and career readiness, and educator career development.

Metric	2024 Actual	2025 Target	2026 Target
Percentage of grade 3 students scoring at or above <i>Proficient</i> on the Grade 3 English Language Arts (ELA) assessment	46%	51%	56%
Percentage of grades 3-8 students scoring at or above <i>Proficient</i> on ELA assessments	47%	52%	57%
Percentage of grade 5 students scoring at or above <i>Proficient</i> on the grade 5 assessment	29%	34%	39%
Percentage of grades 3-8 students scoring at or above <i>Proficient</i> on the mathematics assessments	27%	32%	37%

Standards and Curriculum Review Committees

With the goal of improving student outcomes, MSDE established several Statewide Framework and Validation Committees (SFVC) comprised of parents, educators, school system leaders, and subject matter experts. Each SFVC works to align academic standards and curricular resources to support teachers in addressing the diverse needs, abilities, and interests of all students.

The English Language Arts SFVC is on track to present its work to the State Board in summer 2025. The committee has developed a streamlined model that consolidates all MSDE's literacy resources into a user-friendly format while refining the grade-level appropriateness and progression of standards.

The Mathematics SFVC has focused on enhancing coherence and rigor in concepts such as place value, fractions, and data literacy, while also working to align Math 7, Math 8, and Algebra standards.

Similarly, the Social Studies SFVC finalized its framework recommendations in November 2024, emphasizing equity, inquiry-based learning, and alignment with state standards. The State Board will vote on the adoption of this framework in summer 2025.

The Comprehensive Health Education SFVC continues to review national health education standards, Maryland's framework, and public health trends; its work is expected to conclude by summer 2025. Lastly, the Standards-Based Physical Education SFVC is working to revise state standards in alignment with new national physical education standards.



Early Learning Standards

In 2024, MSDE and the State Board completed a comprehensive revision of the state's Early Learning Standards, establishing key developmental benchmarks for children from birth through three years old. These standards, created with input from independent experts and early childhood teachers, prioritize equity, specifically tailored to Maryland's diverse needs.

Organized into five domains — Social-Emotional Development, Approaches to Learning, Language and Literacy, Early Cognition and STEAM, and Physical Well-being and Motor Development — the standards provide a clear framework for early childhood programs and educators. Aligned with Maryland's College & Career Ready Standards, they **lay a strong foundation for future academic success, supporting all children, including those with disabilities, early multilingual learners, and those facing homelessness.**



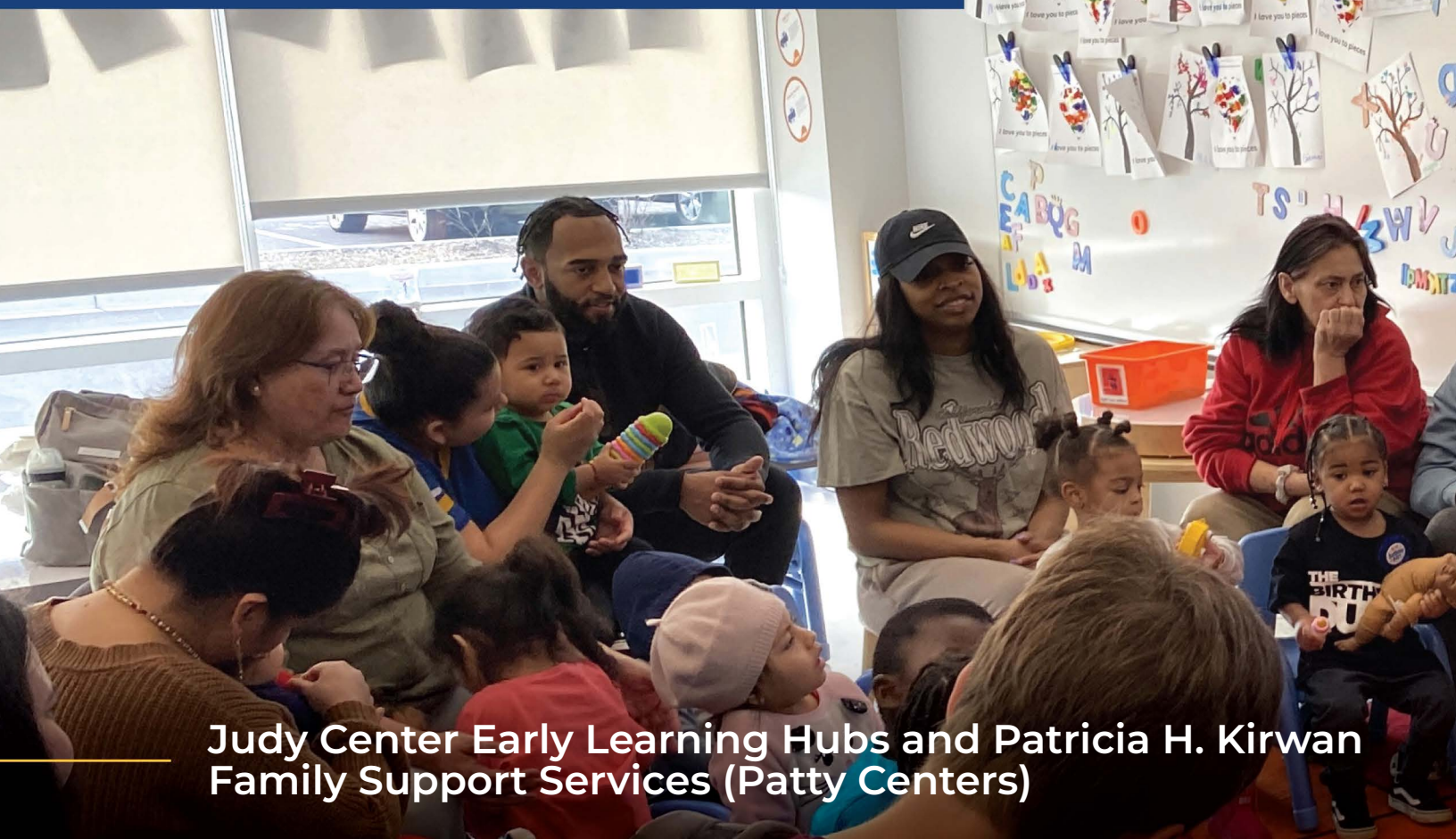
VIEW THE EARLY LEARNING STANDARDS ONLINE

CONTINUING THE WORK OF THE BLUEPRINT





Early Childhood Education



Judy Center Early Learning Hubs and Patricia H. Kirwan Family Support Services (Patty Centers)

Pillar 1 of the Blueprint includes programs to expand publicly funded Prekindergarten, increase student readiness for kindergarten, and expand family supports.

Judy Center Early Learning Hubs and Patricia H. Kirwan Family Support Services (Patty Centers) play key roles in supporting families and preparing young children for school success.

Judy Centers utilize a strengths-based, multi-generational approach to serve children through age five and their families, offering comprehensive educational and family support services. There are currently 93 Judy Centers in Title I and high-needs schools. In FY 2024, Judy Centers served more than 14,750 families and 17,780 children, providing critical services such as case management, parent training, playgroups, and school readiness activities. These efforts have shown positive impacts on family success, with over 36,000 referrals to community partners.

Patty Centers, operating in 24 locations statewide, serve expectant parents and families with children up to age four, focusing on parenting skills, child development, and healthy relationships. Managed by the Maryland Family Network (MFN) with MSDE oversight, Patty Centers have added seven new centers since FY21, with the goal of growing by an additional 20 locations by 2029. In FY24, Patty Centers provided vital services to more than 571 families and nearly 710 children.



93 JUDY CENTERS

SERVING

14,750
FAMILIES

17,780
CHILDREN

24 PATTY CENTERS

SERVING

571
FAMILIES

710
CHILDREN



The Pre-K Expansion Grant

Expanding access to Pre-K is vital to ensuring our youngest learners have a strong foundation for future academic success. The Pre-K Expansion Grant aims to increase access to high-quality Pre-K education by expanding availability, transitioning half-day programs to full-day, and providing additional resources to enhance programming quality.

In FY23, MSDE allocated \$30.1 million to fund 43 Pre-K Expansion programs across school districts and community-based settings. This school year, the grant funded 1,922 seats in private provider settings, an increase of over 30% from the previous school year.

The grant supports high-quality standards, including developmentally appropriate classrooms that accommodate all children, such as those with disabilities, multilingual learners, and students experiencing homelessness. MSDE launched the *PUSH to Pre-K* initiative to raise awareness and provide information on grant opportunities. This school year, more than 24,000 students are enrolled in publicly-funded Full-Day Pre-K, an increase of nearly 9,000 students since the adoption of the Blueprint.

24,151

seats have been
funded by the Pre-K
Expansion Grant
(as of FY 2024)



MSDE's Quality Improvement Initiatives

MSDE now serves more than 40,000 children through the Child Care Scholarship program, a growth of about 16,000 children, or an increase of 66%. In addition, quality improvement initiatives are helping programs achieve higher quality ratings in Maryland EXCELS, the state's quality rating system for licensed child care and early education programs.

There has been a notable increase in the number of high-quality rated programs, with the number of level 5 child care centers growing by over 40 percent, level 5 family child care homes expanding by over 10 percent, and level 5 public Pre-K providers increasing by over 20 percent, between June 2024 to February 2025.

MSDE also supports child care educators in obtaining degrees and credentials through the Child Care Career and Professional Development Fund.

Through these Blueprint initiatives, MSDE continues to advance the accessibility, quality, and effectiveness of early childhood education across Maryland.



High-Quality and Diverse Teachers and Leaders

Elevating the Teaching Profession and Increasing the Diversity of Maryland's Teacher Workforce

Work continues to improve teacher compensation, elevate the teaching profession, and increase the diversity of our state's teaching workforce.

All 24 LEAs have confirmed at least a 10% salary increase for teachers between FY19 and FY24, ensuring that teachers statewide earn at least \$60,000 by July 1, 2026.

Teach Maryland is another key initiative to strengthen the educator workforce. Since 2019, *Teach Maryland* has promoted the benefits of careers in education through special events and initiatives aimed at students and career changers. That effort has recently expanded to include federal public servants. This marketing leverages partnerships with local organizations, features an annual conference for high school and college students, and utilizes statewide multimedia advertising to spotlight the rewards of teaching.

For current educators, the Blueprint introduced salary increases for National Board Certification (NBC). According to 2024 figures, there are 2,279 National Board Certified teachers, representing 2.6% of all teachers statewide. Of these NBC teachers, 12% of them teach in low-performing schools. Though 31.1% of Maryland teachers identify as people of color, only 19% of Maryland NBC teachers do. A new \$900,000 grant helps LEAs with candidate support and facilitator training to increase the number of NBC teachers statewide. Additionally, MSDE has purchased ATLAS access for up to 4,500 candidates, offering video resources for professional development.



63,515
TEACHERS

2,279
NATIONAL BOARD CERTIFIED
TEACHERS ACTIVELY
TEACHING IN MARYLAND

31.1%
TEACHERS
OF COLOR

Through these initiatives, MSDE is strengthening Maryland's teacher pipeline, ensuring every student has access to high-quality educators dedicated to success.

“By enhancing teacher compensation and fostering a diverse educator workforce, Maryland is ensuring that every student can see themselves reflected in their teachers—strengthening both the profession and student success.”

CAREY M. WRIGHT, Ed.D.
State Superintendent of Schools



College and Career Readiness

Helping prepare all students for success

The Blueprint for Maryland's Future emphasizes the importance of all students being College and Career Ready by the time they graduate high school, creating opportunities for students to earn postsecondary credits or industry credentials and engage in competitive entry college preparation programs.

This spring, the State Board voted to adopt a more comprehensive, inclusive College and Career Readiness (CCR) Standard. Maryland's CCR Standard will ensure that students are prepared for entry-level credit-bearing courses or postsecondary training at state community colleges. After meeting the CCR Standard, ideally by the end of the 10th grade, students enroll in Post-CCR Pathways, consisting of Advanced Placement (AP) and International Baccalaureate (IB) courses, dual enrollment, and Career and Technical Education (CTE) courses. If the student has not yet met the CCR Standard, they are offered CCR Supports to help meet the standard as soon as possible.

In 2024, the CTE Committee worked to advance the Blueprint goal of 45% of high school graduates completing a high school-level Registered Apprenticeship or another industry-recognized credential (IRC) by graduation. The CTE Committee provided guidance to stakeholders, drafted policies for high school-level apprenticeships and IRCs, and solicited public comment.



8.25%

**OF HIGH SCHOOL STUDENTS WERE
DUALY ENROLLED (SY 2022-23)**

The apprenticeship and IRC guidance was approved by the CTE Committee in the winter of 2024. Beginning July 1, 2025, for the 2025-2026 school year, students and school systems can utilize a list of all State-approved IRCs that have been vetted to ensure they align with in-demand occupations, lead to a career with a living wage, and are portable across regions.

LEAs are responsible for covering the costs of tuition and fees for at least four dual enrollment courses per student each school year as part of the Post-CCR Pathways.



More Resources for all Students to be Successful

Strengthening wraparound services and targeted support for historically underserved students

Pillar 4 focuses on closing deeply entrenched opportunity and achievement gaps to ensure that all students, from advanced learners to those who are struggling and have been historically underserved, receive the necessary support to reach their full potential. This Pillar calls for increases in funding for student groups such as multilingual learner students and for students in schools with concentrated poverty, expansion of community schools and wraparound services, and improving education for students with disabilities.

Community schools provide wraparound services for students and families based on specific needs. Maryland has emerged as a national leader in supporting community schools, adding 103 in fall 2023 and another 167 the following year. There are now 617 community schools in 23 school systems where at least 55% of students come from economically disadvantaged backgrounds. In FY26, MSDE projects there will be over 700 community schools - over 50% of all schools in the state.

Over the past 18 months, the Blueprint Special Education Workgroup has convened 15 times to thoroughly evaluate the services, instruction, and funding allocated for students with disabilities. This diverse workgroup comprises public school educators and administrators, higher education faculty, legislators, advocates, parents, and special education experts. A comprehensive final report detailing recommendations, activities, and implementation is scheduled for release in May 2025.



More than 60% of community schools have set goals focused on extended learning, family engagement, and promoting regular attendance.

In addition to addressing the needs of students with disabilities, work is underway to intensify efforts to support Multilingual Learners (MLs) and their families. The state has successfully completed the ML Family Coordinator training series, equipping coordinators with strategies to foster family engagement, advocacy, and access to critical services. Concurrently, there are professional development opportunities available aimed at closing achievement gaps in literacy and mathematics. These efforts are designed to align with state accountability frameworks, ensuring that students of all backgrounds have the resources to thrive academically and socially.



Governance and Accountability



Collaboration between many agencies and institutions at all levels of Maryland government

Pillar 5 focuses on initiatives that support the overall governance and accountability of the Blueprint. This includes the Expert Review Teams (ERT) that visit schools across the state.

The Expert Review Teams, comprising educators and subject-matter experts, conducted comprehensive visits to 130 schools across all 24 LEAs during the 2023-2024 school year. This included 30 schools visited by the ERT and 80 schools by the Literacy Review Team. These teams evaluate Blueprint implementation and work collaboratively with school leaders to identify and address gaps, strengthen local implementation plans, and enhance instructional practices. Building on this momentum, the Expert Review Teams are expanding their reach to more than 150 schools, with a heightened focus on improving literacy and mathematics instruction.

MSDE, in coordination with the AIB, is in the process of implementing the Financial Reporting System to collect and publish LEA financial data, including the requirement to ensure at least 75% of education funding follows the student to their school building.

LEA expenditure data reporting began in fiscal year 2024. Starting in FY25, all LEAs are required to report expenditures on a monthly basis. Final FY25 data will be available in the fall.



Philanthropic Partnerships

Several major grants and partnerships are driving education initiatives across Maryland, totaling significant funding for diverse programs aimed at improving student outcomes:

Accelerate

has awarded MSDE a \$500,000 States Leading Recovery Grant to support the development of a sustainable system for expanding high impact tutoring in schools across the state.

Arnold Ventures

is contributing \$10 million over four years by funding Saga Education's high-dosage, small group mathematics tutoring programs for 7,000 students and the ASSISTments formative assessment tool, which provides personalized feedback in mathematics instruction to over 20,000 students.

Blue Meridian Partners

is expanding Saga Education's tutoring program with a \$5 million investment over four years as well as providing an additional \$5 million in partnership with Communities in Schools to support Maryland's 617 community schools.

Ibis Group

offers a Science of Reading microcredential for 33,500 participants, providing \$6.85 million over four years.

The Rockefeller Foundation

is backing a partnership between Khan Academy, Baltimore County Public Schools, and Dorchester County Public Schools to implement the Khanmigo AI tool for 5,100 students in grades 6-12, with \$500,000 over two years.

Walton Foundation

In August 2024, the Walton Foundation awarded MSDE a \$250,000 planning grant to support development of a math and literacy state coaching model. As of March 2025, MSDE has applied for a three-year, \$6 million State Implementation Partnership grant to support professional learning for literacy and math state coaches, district-based coaches, and school-based coaches.

CELEBRATING EXCELLENCE







Maryland Teacher of the Year



Kat Locke-Jones, a seventh-grade English language arts teacher at Hampstead Hill Academy, was selected as the 2025 Maryland Teacher of the Year.

Locke-Jones was selected among seven finalists for the award on the basis of student achievement, teaching philosophy, community involvement, and knowledge of education issues.

“I chose teaching because I believe giving students the chance to write their stories has the power to change lives. Every student brings their own story into the classroom, and it’s a privilege to help them find their voice. But most importantly, I stay teaching after all these years because I see the light in my students — their resilience, their curiosity, their courage. They inspire me to keep showing up, creating brave spaces where they feel seen, valued, and empowered to write the next chapter of their lives.”

KAT LOCKE-JONES
2025 Maryland Teacher of the Year



Maryland Principals of the Year

Maryland Association of Elementary School Principals, National Association of Elementary School Principals, Maryland Association of Secondary School Principals

Dr. Raegon Clutz, Jr., who leads Pangborn Elementary School in Washington County Public Schools, was honored as Maryland Principal of the Year by the Maryland Association of Elementary School Principals (MAESP). He was also recognized as a National Distinguished Principal by the National Association of Elementary School Principals (NAESP), one of 37 nationwide. Dr. Clutz has led one of the largest and most diverse Title I schools as a hands-on servant leader. He has served on the board of directors for the local health authority, as well as on the board for the local little league, and for Leadership Washington County.



Melissa Shindel, who leads Glenwood Middle School in the Howard County Public School System, was recognized as a National Distinguished Principal by the National Association of Elementary School Principals (NAESP), one of 37 nationwide. Shindel is the first middle school principal in Maryland to win this award, which has historically only been given to elementary school principals.



Sheri Murphy from Frederick County Public Schools was named Maryland Assistant Principal of the Year by the Maryland Association of Secondary School Principals (MASSP). An assistant principal at Frederick High since 2018 and 12-year administrator, Murphy is a lead mentor for Frederick County Public Schools and active in promoting the understanding of the Blueprint for Maryland's Future for her colleagues across Frederick County and the state. She is a passionate instructional leader who always puts the needs of her students first.

Dr. Yetunde Reeves, who leads Paul Laurence Dunbar High School in Baltimore City Schools, was named Maryland Principal of the Year by the Maryland Association of Secondary School Principals (MASSP). In leading a large comprehensive urban high school, Dr. Reeves is committed to social justice education, and her passion is working with students of color and supporting first-generation college students.



Maryland Superintendent of the Year

Public School Superintendents' Association of Maryland

Cecil County Public Schools Superintendent Jeffrey Lawson was selected as Maryland Superintendent of the Year by the Public School Superintendents' Association of Maryland (PSSAM).

Lawson has served 40 years in public education, starting as a math teacher in Delaware before transitioning to CCPS in 2009 as the system's executive director. In 2018, Lawson was appointed to his first term as superintendent and his second in 2022.

The Superintendent of the Year is chosen annually by a panel of Maryland superintendents following an extensive application process. Candidates are judged on leadership for learning, communication, professionalism, and community involvement.

"It's a privilege to serve the students, faculty, staff, and community in Cecil County. Throughout my career, I have placed value on serving others and supporting our students and staff to achieve excellence. This recognition belongs to each part of our amazing system as they are worthy of such celebration."

JEFFREY LAWSON
Cecil County Superintendent

Recognizing Purple Star and Blue Ribbon Schools



Purple Star Schools

MSDE announced the inaugural group of eight Purple Star Schools, recognizing their strong services and support for students from military families.

The 2024-2025 honorees include three from Anne Arundel County, two from Queen Anne's County and one each from Calvert, Howard, and St. Mary's counties:



- **Bellows Springs Elementary School**, Howard County Public School System
- **Captain Walter Francis Duke Elementary School**, St. Mary's County Public Schools
- **Kent Island High School**, Queen Anne's County Public Schools
- **MacArthur Middle School**, Anne Arundel County Public Schools
- **Meade High School**, Anne Arundel County Public Schools
- **Mt. Harmony Elementary School**, Calvert County Public Schools
- **Queen Anne's County High School**, Queen Anne's County Public Schools
- **West Meade Early Education Center**, Anne Arundel County Public Schools



Blue Ribbon Schools

This year, four Maryland public schools from Baltimore, Howard and Montgomery counties were designated National Blue Ribbon Schools.

- **Chapel Hill Elementary**, Baltimore County Public Schools
- **Worthington Elementary**, Howard County Public School System
- **Bells Mill Elementary** and **Woodfield Elementary**, both from Montgomery County Public Schools
Bells Mill also received Blue Ribbon School honors in 1988!

“Our Blue Ribbon Schools represent the transformative power of outstanding teaching and learning. They are models of success and progress for schools throughout Maryland.”

CAREY M. WRIGHT, Ed.D.
State Superintendent of Schools

