



CHILDREN ENTERING SCHOOL READY TO LEARN

**MARYLAND MODEL FOR SCHOOL READINESS
2013-2014
KINDERGARTEN ASSESSMENT**

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Dear Colleagues, Community Leaders, and Families:

This is a watershed year for early learning in Maryland. Not only has our rate of school readiness among kindergarteners risen to 83% statewide but Maryland has also set a higher standard by developing a comprehensive new assessment system that will replace the Maryland Model for School Readiness (MMSR) in 2014-2015. It is a huge step forward for all of us who have a stake in our children's success.

In this year's Children Entering School Ready to Learn: The 2013-2014 Maryland School Readiness Report, you will see how Maryland's kindergarteners performed: statewide, by subgroups, and for all 24 local jurisdictions. The news for 2013-2014 includes:

- 83% of entering kindergarteners are fully ready in 2013-2014, up from 49% in 2001-2002, a 69% improvement in readiness over the past 12 years.
- All 24 of Maryland's jurisdictions showed growth from 2001-2002. Twelve jurisdictions reported higher levels of school readiness than 2012-2013. Ten jurisdictions exceeded or are on par with the statewide school readiness average.
- 80% of African-American children are now fully school-ready, up from 37% in 2001-2002 and up 1 point from last year. These gains (43-points from 2001-2002) are substantially higher than the State's 34-point readiness increase.
- The percentage of Hispanic children who are school-ready rose from 39% in 2001-2002 and 71% in 2012-2013 to 73% in 2013-2014. This is significant because of Maryland's diversifying population: in the past five years, the number of Hispanic kindergarteners grew by 51%.
- The percentage of children from low-income households who are fully school-ready rose from 34% in 2001-2002 and 76% in 2012-2013 to 77% in 2013-2014. The 43-point increase reduced the achievement gap between children from low-income households and their mid- to high-income peers from 18 points in 2001-2002 to 11 points this year.
- Children enrolled in public Pre-K programs (83% fully ready) are better prepared for school than their peers who were at home or in informal care (73% fully ready).

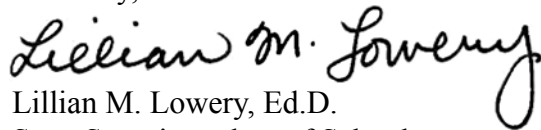
You will also find a dynamic summary of Ready For Kindergarten: Maryland's new Early Childhood - Comprehensive Assessment System (R4K), a bold partnership between the Maryland and Ohio departments of education that has created a coordinated way of supporting and assessing the

learning and school readiness of children. R4K includes the Kindergarten Readiness Assessment (KRA), Maryland's successor to the MMSR, and formative assessments and learning profiles, known as the Early Learning Assessment, available to be used by all early learning programs with children from 3 to 5 years. In addition, through the federal Race to the Top – Early Learning Challenge Grant, we are continuing to invest in our young children and Maryland's future.

While we have much more work to do, I am happy to tell you that we have both the cumulative results and the proven new tools to keep moving forward.

Thank you for your support and your strong commitment to our exciting and continued progress.

Sincerely,

A handwritten signature in black ink that reads "Lillian M. Lowery". The signature is written in a cursive style with a large, looping "L" and a long, sweeping "y".

Lillian M. Lowery, Ed.D.
State Superintendent of Schools

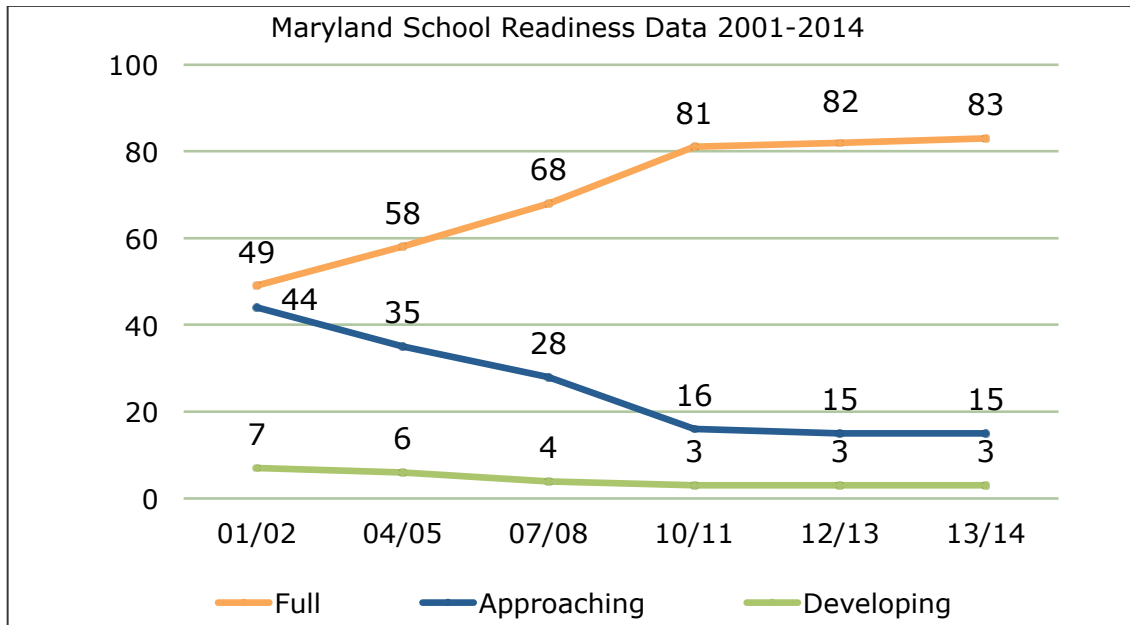
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School Readiness Results for School Year 2013-14

More Students are Entering Maryland Classrooms Prepared to Learn

The Maryland Model for School Readiness (MMSR) Kindergarten Assessment results indicate that Maryland students entering kindergarten this school year continue to enter school ready to learn. The percentage of incoming kindergarteners who were rated by their teachers as “fully ready,” using customized Work Sampling System® (WSS) assessment composite results, was eighty-three percent (83%), an increase of thirty-four percent (34 %) from the baseline year of 2001-02.



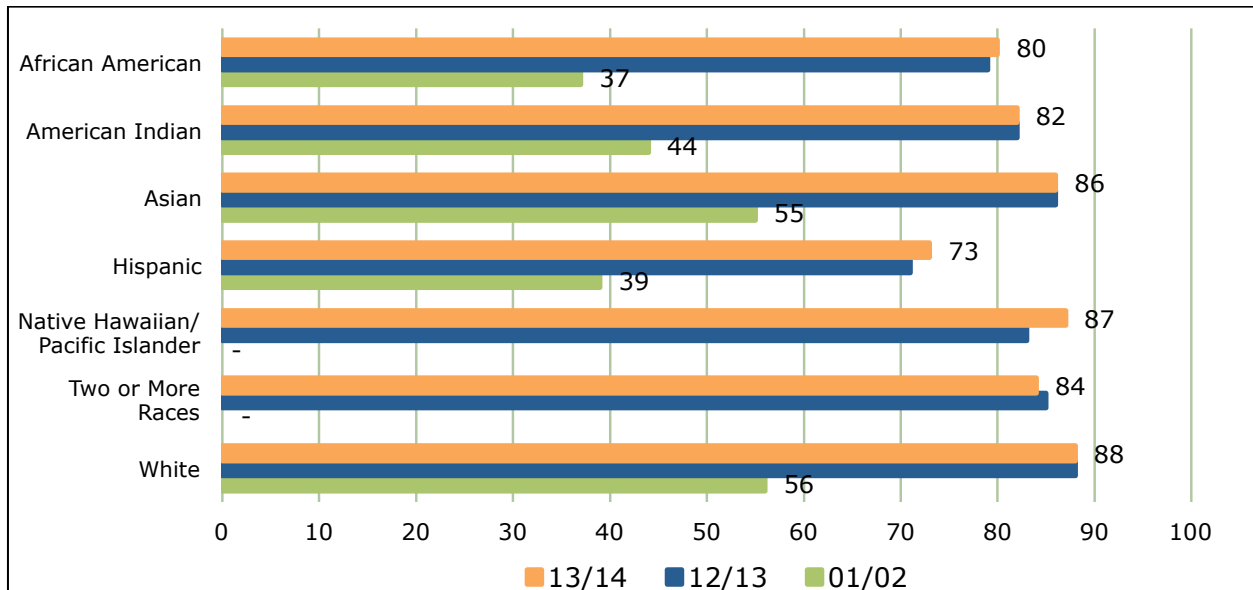
Percentages in graph may not equal 100% due to rounding

The upward trend from school year 2001-02 reflects the statewide efforts of improving the early learning opportunities for young children as they begin their school career. According to the teachers’ assessment of *Language and Literacy*, thirty seven percent (37%) more children were rated “fully ready” compared to youngsters who entered kindergarten in 2001-02. Thirty six percent (36%) more children were rated “fully ready” in the *Mathematics* domain compared to youngsters who entered kindergarten in 2001-02.

Improvement in School Readiness is Apparent in All Demographic Categories

The upward trend from school year 2001-02 is evident for all subgroups. Considerable progress occurred among African –American children: 80% are now fully school-ready, up from 37% in 2001-2002 and 1 point higher than last year. These gains (43 points from 2001-2002) are substantially higher than the state’s 34-point readiness gain. The improvement among low-income children and English Language Learners was significant with 43 percent and 35 percent respectively for the Composite for each group. Children with disabilities also made substantial progress with a 26 point readiness gain from 2001-2002. Even with that gain, challenges remain. The readiness gap between children with disabilities and their peers rose from 18 points in 2001-2002 to 29 points in 2013-2014.

Maryland Composite: All Subgroups Percentage of Students Fully Ready



Relationship of School Readiness and Prior Early Care Experiences

Each year, local school systems collect information of where children received their early care and education one year prior to kindergarten. The Prior Care categories reflect children who were exclusively enrolled in one of the following early childhood programs: childcare centers, Head Start, non-public nursery, family child care, or public school prekindergarten. In addition, the report includes information about children who were not enrolled in state regulated programs but either stayed home or had informal care by a relative or other care giver. Each category represents different demographic groups of children. For instance, public school prekindergarten and Head Start programs are free and almost exclusively serve low-income children, while the parents of children enrolled in child care and non-public nurseries pay substantial tuition for early care and education.

Children who have been enrolled in most of the early care and education programs have continued to improve from school year 2001-02. The composite scores for public prekindergarten have improved by thirty six (36%). Children attending public Pre-K programs are better prepared for school than their peers who were at home or received informal care. Because public Pre-K programs serve a high percentage of children with academic challenges, including low income, ELLs, and children with disabilities, this data is significant for addressing achievement gaps.

Availability of the 2013-14 School Readiness Report

On March 25, 2014, the school readiness information for school year 2013-14 will be available online at www.marylandpublicschools.org/MSDE/divisions/child_care/early_learning/MMSR. Hard copies of the report are available upon request from the Maryland State Department of Education, Division of Early Childhood Development, Early Learning Office, at 410-767-0335.

Maryland's Rationale and Approach for the Report, Children Entering School Ready to Learn

The Importance of School Readiness

Neuro-scientific research strongly supports the belief that young children's learning before they enter formal education is an essential foundation for later school success. Increasingly, state policy makers across the country are addressing readiness for school by improving the learning opportunities for young children before they enter school, particularly those who are enrolled in early care and education programs. In addition, many children require necessary family and health support to thrive developmentally.

Charge by the Maryland General Assembly and the Maryland State Board of Education

On January 20, 2000, the Subcabinet for Children, Youth, and Families submitted a report to the Joint Committee on Children, Youth, and Families outlining strategies to improve services for young children and to prepare them to enter school ready to learn. The report states, "If progress toward our goal (of school readiness) is to be made, policymakers must have access to data by which progress may be measured". In 2001, The Maryland State Board of Education incorporated a school readiness goal in MSDE's strategic plan, using the annual school readiness information to measure the progress toward this goal. The annual school readiness report has been issued since school year 2001-02.

Alignment of School Readiness Measures with the Maryland College and Career-Ready Standards

The Maryland College and Career-Ready Standards are included in the Maryland Model for School Readiness (MMSR) Framework and Standards defining early learning standards and indicators of what children should know and are able to do before they start formal education. The MMSR includes as its assessment component a customized Work Sampling System[®] (WSS) which is a portfolio-based assessment system that helps teachers document and evaluate children's skills, knowledge, behavior, and academic accomplishments across a variety of curricular areas. Through ongoing observation, recording, and evaluating everyday classroom experiences and activities, teachers gain a better understanding of what their students know, are able to do, and what support is still needed. The WSS[®] domains which are part of the school readiness information are:

1. Social and Personal Development;
2. Language and Literacy;
3. Mathematical Thinking;
4. Scientific Thinking;
5. Social Studies;
6. The Arts;
7. Physical Development and Health.

School Readiness Information Reported

Kindergarten teachers use the WSS[®] with all children throughout the school year¹. For this report, teachers have provided information on students' skills for the first grading period in the fall 2013. The fall assessment ratings were done on 30 selected WSS[®] performance indicators of the 66 WSS[®] Kindergarten Checklist indicators, reflecting skills and abilities that can reasonably be expected from children when they enter kindergarten. The 30 WSS[®] indicators represent the aforementioned seven WSS[®] domains (Appendix A) that were used for the school readiness baseline information.

¹ Many local school systems have the WSS indicators integrated into their kindergarten report cards.

More than 2,000 kindergarten teachers used portfolio-based assessment to document their students' performance in their classrooms during the first eight weeks of school. Between November 1-15, 2013, the teachers evaluated and rated their students' performance according to the WSS® assessment protocol and specific assessment guidelines, Exemplars, which were developed by MSDE.

The assessment information in this report reflects scores for each of the seven (7) domains and the composite score of all domains. The information has also been analyzed for each of the seven (7) domains and the composite score by the following demographic information:

- race/ethnicity²;
- gender;
- prior early care;³
- special education;⁴
- English Language Learners (ELL);⁵ and,
- enrollment in free and reduced priced meals program.⁶

Reporting of the scores reflects the percentage of students who have reached one of the following levels of readiness:⁷

Full Readiness: Students consistently demonstrate skills, behaviors, and abilities, which are needed to meet kindergarten expectations successfully.

Approaching Readiness: Students inconsistently demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully and require targeted instructional support in specific domains or specific performance indicators.

Developing Readiness: Students do not demonstrate skills, behaviors, and abilities, which are needed to meet kindergarten expectations successfully and require considerable instructional support in several domains or many performance indicators.

School readiness data is reported for:

- State of Maryland
- Local School Systems
- Maryland School for the Deaf

Each local school system receives the kindergarten assessment information on individual students, individual schools, and school system reports in the form of the aforementioned aggregated and disaggregated information. In addition, local school systems receive assessment information on each of the 30 WSS® indicators of learning.

2 This information reflects the new ethnicity/race codes required as of the 2010-2011 school year: Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, native Hawaiian or Other Pacific Islander, White.

3 This information describes the percentage of students who had their most recent (i.e., 12 months), predominant, and structured early care experience in the following types of programs: child care center; family child care, Head Start, nursery school, public school prekindergarten, or had their prior experience at home or in some type of informal care with a relative

4 This information describes the percentage of students assessed who receive special education services and have an Individual Education Plan (IEP).

5 This information describes the percentage of students who have a primary or home language other than English and limited or no age-appropriate ability to understand, speak, read, or write English.

6 This information describes the percentage of students whose application meets the family size and income guidelines of the U.S. Department of Agriculture School Lunch Program for the categories "free" and "reduced" price meals.

7 See *Introduction to Scoring* on p. B-3

Interpreting Results

Interpreting the results regarding the readiness levels for specific groups should be evaluated as a way to track progress over time for each domain and each demographic category. For instance, the trend for the domain, *Language and Literacy*, should be tracked over time by comparing the results from year to year. Any progress is measured at the 95 percent confidence interval. The same measure applies, for example, in determining any significant changes over time for *Language and Literacy* using specific prior care categories, such as prekindergarten or child care center. Caution must be taken when interpreting the information when relatively small numbers of children are involved. The information presented in this report does not presume any specific causes for the annual changes in the data.

Use of Data and Accountability

The data provides a snapshot of school readiness levels of entering kindergartners for the state and for each local school system in the fall of each year. The school readiness information is designed for purposes of instructional accountability, i.e., the data should inform practitioners and policymakers of how to improve the learning opportunities for young children and to begin the discourse for improving the quality of early childhood education. In general, the information can be used to:

- Develop a county-wide needs assessment regarding the skill levels of children entering kindergarten.
- Target federal, state, and local funds to address identified needs in the county.
- Develop forums for partnership building.
- Modify curricular and intervention programs and to identify resources for kindergarten.

Validity and Reliability of Data

Since Maryland's kindergarten teachers are using a portfolio-based assessment to evaluate their students' skill levels, any concerns about the subjectivity of the teachers' evaluations must be addressed. The school readiness information is based on formative and summative evaluation protocols. The summative evaluations in the fall include the students' observed and documented records of their skills, behavior, and knowledge in response to the introduction of the kindergarten curriculum. The teachers are trained in the use of specific guidelines⁸ which define fall benchmarks of kindergarten expectations for each of the 30 WSS[®] indicators of learning. The indicators for the WSS[®] domains *Language and Literacy*, *Mathematical and Scientific Thinking*, *Social Studies*, *the Arts*, and *Physical Development* are aligned with the Maryland Content Standards, the State Curriculum, and the MMSR Framework and Standards. Any sampling error of the results is eliminated by implementing census administration of the WSS[®]. Each local school system oversees the administration of the kindergarten assessment and, in addition, the data is analyzed and verified through a reliability analyses. An abridged version is included in this report under Appendix E.

⁸ The specific guidelines, MMSR Fall Exemplars, describe examples of student behaviors in terms of rubrics established for the WSS[®] rating scale.

State Strategies to Improve School Readiness

In December 2011, Maryland has received one of nine *Race to the Top Early Learning Challenge Fund Grant (RTTT-ELC)* award for a total of \$50 million over four years. The *Race to the Top-Early Learning Challenge* program is co-managed by the U.S. Department of Education (DOE) and the U.S. Department of Health and Human Services (DHHS).

MSDE has been designated as the lead agency to coordinate a multi-agency approach to submitting Maryland's state plan. The current Governor's State Advisory Council on Early Care and Education, functioned as the lead team for this project, established a core working group, and worked with staff at MSDE, namely the Division of Early Childhood Development (DECD) and the Division of Special Education/Early Intervention Services (DSE/EIS), to coordinate all aspects of submitting a competitive State Plan.

Maryland's application included 10 thematic projects, designed to improve the school readiness results from 81 percent in 2010 to 92 percent in 2015, the last year of the grant. In addition, it strives to reduce the readiness gap for low income children, English language learners, and young children with disabilities. (More information about the RTT-ELC grant is available at http://www.marylandpublicschools.org/MSDE/divisions/child_care/challenge)

Maryland is on track with the school readiness goals. The role of the new local early childhood advisory councils, established under the RTT-ELC, will be critical over the next few years in terms of addressing the early learning needs of the children with high needs. In addition, Maryland has developed a new early childhood comprehensive assessment system called Ready For Kindergarten (R4K) that will support teachers as they gather data on their students that aligns to the Maryland's College and Career-Ready Standards. The components of the system include: a Kindergarten Readiness Assessment, Early Learning Assessments (formative assessments and profiles of student progress), selected response items that can be electronically delivered to the child, an online data capture and reporting system, and online professional development. This new system will be used beginning in August 2014. All public school kindergarten teachers will use the new Kindergarten Readiness Assessment in August. In the Spring of 2015, public PreK teachers, Head Start teachers, and child care providers can voluntarily use the new Early Learning Assessment if they wish.

Quality of Early Care and Education Programs, Including Professional, Curriculum, and Early Intervention Services

The implementation of full-day kindergarten and the expansion of prekindergarten have improved the access to high quality early learning programs at public schools.

The Judy Center partnerships, which are located in or near Title I Schools, are a collaborative model among elementary schools, preschool special education, Head Start, family support centers, and child care programs, as well as community agencies, organizations and businesses. The partnerships are models of excellence and provide high quality early education experiences, as well as comprehensive family support services to children birth through kindergarten in 39 elementary school zones. Designed by the late Judy Hoyer, there are currently 27 centers and 3 satellites across the state promoting school readiness through a highly successful integrated approach.

In addition, Maryland established the Early Childhood Accreditation Project and increased the number of accredited programs since 2001. Maryland has dramatically increased the number of accredited early education programs

(center-based, Head Start, and PreK) and family child care homes from 123 in 2002 to 1,888 in 2013. The number of early educators participating in the Maryland Child Care Credential Program rose 1,820% since 2001-2002 to 6,872 participants.

Since 2007, when MSDE established a preschool curriculum project, curricular resources have been disseminated to hundreds of child care centers and nursery schools.

All child care programs across the state now have access to early intervention services through the Early Childhood Mental Health program. The services are coordinated with the regional child care resource and referral centers. MSDE promotes the expansion of quality child care for infants and toddlers and has worked on comprehensive plans to expand early intervention services for normally developing children and those with disabilities.

Increased Awareness and Involvement of Families in the Early Education of Their Children

According to data of the Maryland Model for School Readiness (MMSR) Kindergarten Assessment, last school year 17.9 percent of four year olds have had no formal group experience in state regulated early childhood programs. There is disproportionately greater representation of minority and immigrant children in this group. While high quality programs are offered, many families either decide not to access them or do not have the financial means to enroll the children in these programs.

MSDE, aside from developing materials for parents and programs, has worked closely with the Ready at Five and Maryland Family Network's outreach to families. The materials disseminated to families reinforce the state's school readiness focus, its goals, and evidence-based practices in parental engagement. MSDE believes that the accessibility and affordability of high quality programs is the greatest impediment to meeting the state's school readiness target.

For more information about local readiness initiatives, Ready at Five, in partnership with the Maryland State Department of Education, publishes *Getting Ready* which is available at www.readyatfive.org.

APPENDIX A

Maryland Model for School Readiness Kindergarten Assessment: Work Sampling System[®] (WSS) Indicators of Learning

Maryland Model for School Readiness Kindergarten Assessment: Work Sampling System® (WSS) Indicators of Learning

Introduction: The Maryland Model for School Readiness (MMSR) uses a customized Work Sampling System® (WSS) Kindergarten Checklist to assess entering kindergartners' readiness levels. A selected set of 30 WSS® indicators across seven curricular domains describe skills, behaviors, and knowledge of children who are entering kindergarten. The 30 WSS® indicators below are briefly described. Teachers systematically observe their students, document their learning, and rate their competencies using specific WSS® Kindergarten Assessment Guidelines, Exemplars, which were developed by MSDE. The Exemplars are based on the MMSR standards, indicators, and learning objectives. They describe documented student skills and behaviors at the objective level, linking curricular and learning objectives to MMSR indicators.

I Social and Personal	
SELF-CONCEPT	
Shows initiative and self-direction.	Independence in thinking and action enables children to take responsibility for themselves. Most five year olds can make choices among familiar activities, participate in new experiences, and are willing to take some risks.
SELF-CONTROL	
Follows classroom rules and routines.	Children who are successful within a group know and accept the rules established for that particular group.
Uses classroom materials purposefully and respectfully.	One of the major challenges of school for five year olds is learning how to care for classroom materials. With some reminders, a child learns how to use materials thoughtfully (so the materials continue to be available for others) and how to put things away so that others can easily find them.
INTERACTION WITH OTHERS	
Interacts easily with one or more children.	Kindergarten children are beginning to play cooperatively with one or more children, listen to peers and understand their feelings, and solve problems cooperatively.

II Language and Literacy

LISTENING	
Gains meaning by listening.	Young children are actively involved in learning about their world by watching and listening. At five years, children can listen for meaning in such different situations as one-on-one conversations with children or adults, small and large group activities, story times, and videos.
Demonstrates beginning phonemic awareness.	With frequent demonstrations by the teacher, children recognize and produce rhyming words, identify beginning and ending sounds, and begin to discriminate the smaller parts of words, first distinguishing syllables and, later, sound within syllables.
SPEAKING	
Speaks clearly and conveys ideas effectively.	During kindergarten, children begin to understand how to express their ideas in group discussions as well as in one-to-one conversations.
READING	
Shows some understanding of concepts about print.	Kindergartners realize that print conveys meaning, spoken language can be written down and read, and certain words are always written the same way.
Comprehends and responds to fiction and non-fiction text.	Kindergartners demonstrate their understanding of what they hear by answering questions about the text, predicting what will happen next using pictures and content for guides, and retelling information from a story in sequence, adding more details and story elements over time.
WRITING	
Uses letter-like shapes, symbols, letters, and words to convey meaning.	Children begin using drawings to convey ideas, adding letters or words randomly to their written communication.

III Mathematical Thinking

MATHEMATICAL PROCESSES	
Begins to use and explain strategies to solve mathematical problems.	Young children solve problems and explain their reasoning by working with concrete objects, drawing pictures, or acting out solutions.
NUMBERS AND OPERATIONS	
Shows understanding of number and quantity.	Kindergarten children can count objects to at least 20; many learn to count verbally (that is, by rote) to 100. They can count using one-to-one correspondence reliably, use objects to represent numbers, and use numerals to represent quantities.
PATTERNS, RELATIONSHIPS, AND FUNCTIONS	
Recognizes duplicates and extends patterns.	Kindergartners can recognize, create, copy, and extend simple patterns using concrete objects, sounds and physical movements.
GEOMETRY AND SPATIAL RELATIONS	
Recognizes and describes some attributes of shapes.	As children play with unit blocks, table blocks, pattern blocks, shape sorters, peg boards, and geoboards, they gain a concrete understanding of shape and form.

IV Scientific Thinking

INQUIRY	
Seeks information through observation, exploration, and descriptive investigations.	As questions are raised, kindergartners seek answers primarily through exploration, manipulation, and careful observation using their senses.
Uses simple tools and equipment to extend the senses and gather data.	Although kindergartners begin to observe using their five senses, they are very intrigued with tools that extend the power of their senses and that they associate with grown-up activities. Scientific tools include magnifiers, gears and pulleys, calculators and computers, and simple balance scales and rulers.
PHYSICAL SCIENCE	
Identifies, describes, and compares properties of objects.	With prompts from the teacher, five year olds notice what things are made of and describe numerous attributes of objects including size, shape, color, texture, weight, temperature, whether objects are attracted or unaffected by magnets, and whether various objects sink or float.
LIFE SCIENCE	
Observes and describes characteristics, basic needs, and life cycles of living things.	Kindergartners begin to differentiate living and non-living things by studying plants and animals. They begin to learn about relationships between animals and plants and the environment in which they live.

V Social Studies

PEOPLE, PAST AND PRESENT	
Identifies similarities and differences in people’s characteristics, habits, and living patterns.	Kindergartners develop self-identity by comparing themselves with others.
HUMAN INTERDEPENDENCE	
Describes some people’s jobs and what is required to perform them.	Young children are ready to examine their communities and explore the many roles people fill in helping each other live.
Begins to be aware of technology and how it affects life.	Kindergartners are very interested in the technology that is so much a part of the world around them (television, telephones, vehicles, video games, VCRs, microwave ovens, computers).
CITIZENSHIP AND GOVERNMENT	
Demonstrates awareness of the reasons for rules.	Children’s understanding of the reasons for rules and laws comes about as they discuss problems in the classroom and school and participate in making reasonable rules that directly involve them.

VI The Arts

EXPRESSION AND REPRESENTATION	
Participates in group music experience.	Young children enjoy singing, making up silly and rhyming verses, using instruments, learning finger plays, and using music to tell stories and express feelings.
Participates in creative movement, dance, and drama.	Young children are very active and need opportunities to move and stretch their bodies.
Uses a variety of art materials to explore and express ideas and emotions.	Kindergartners need and enjoy opportunities to explore using a variety of art materials.
UNDERSTANDING AND APPRECIATION	
Respond to artistic creations or events	Kindergartners are able to appreciate the artistic creations of others, the skill of a dancer, or someone’s ability to play a musical instrument.

VII Physical Development and Health

GROSS MOTOR DEVELOPMENT	
Moves with balance and control.	Young children are very active, seeming to be in constant motion. Kindergarten children can run smoothly, hop many times on each foot, and climb up and down stairs using alternating feet.
FINE MOTOR DEVELOPMENT	
Uses eye-hand coordination to perform tasks effectively.	Kindergartners are continuing to improve their eye-hand coordination and accomplishing tasks with greater precision.
PERSONAL HEALTH AND SAFETY	
Performs self-care tasks competently.	Kindergartners are quite competent about taking care of their own physical needs and often volunteer to help classmates who are struggling with buttons and laces.
Shows beginning understanding of and follows health and safety rules.	Kindergartners are interested in health and safety issues, especially when these relate to their own experiences.

Based upon the Work Sampling System® by Pearson Assessments. All adaptations to Work Sampling System® by the State of Maryland are the property of Pearson Assessments.

APPENDIX B

Introduction to Scoring

**Presentation of School Readiness
Information**

Definitions

School Readiness Information for:

- ❖ **Maryland**
- ❖ **24 Local School Systems**

Maryland School for the Deaf

Introduction to Scoring

The scoring of the 30 selected Work Sampling System® (WSS) indicators for the MMSR Kindergarten Assessment representing seven curricular domains, was done by classroom teachers assigning one of three ratings, *Proficient*, *In Process* or *Needs Development*, in each of four indicators within six domains and six indicators within the domain, Language and Literacy. Thus, a student is being evaluated for 30 specific skills and behaviors that are aggregated into the domains of *Social and Personal*, *Language and Literacy*, *Mathematical Thinking*, *Scientific Thinking*, *Social Studies*, *The Arts*, and *Physical Development*. In addition, a composite score, representing all seven domains, was created. In the aggregated format, the scores reflect school readiness levels. The following specific steps were taken to create scoring scales for each domain and the composite.⁹

1. Each of the scores at the indicator level was given the following values.
 - Proficient = 3
 - In Process = 2
 - Needs Development = 1
2. The sum is calculated for the four indicator values from six of the domains and the six indicator values from Language and Literacy.
3. The sums were then divided into three readiness levels.

For Language and Literacy:

 - Full Readiness = sums of 18, 17, 16 & 15
 - Approaching Readiness = 14, 13, 12, 11 & 10
 - Developing Readiness = 9, 8, 7 & 6

For the Domains with 4 Indicators

 - Full Readiness = sums of 12, 11 & 10
 - Approaching Readiness = sums of 9, 8 & 7
 - Developing Readiness = 6, 5 & 4
4. The following definitions were developed for the readiness levels.
 - **Full Readiness:** Students consistently demonstrate skills, behaviors, and abilities needed to meet kindergarten expectations successfully.
 - **Approaching Readiness:** Students inconsistently demonstrate skills, behaviors, and abilities needed to meet kindergarten expectations successfully and require targeted instructional support in specific domains or specific performance indicators.
 - **Developing Readiness:** Students do not demonstrate skills, behaviors, and abilities needed to meet kindergarten expectations successfully and require considerable instructional support in several domains or many performance indicators.

⁹ MMSR Kindergarten Assessment Data Entry and Management Manual

5. A similar process allows for all indicator values to be summed across domains and then placed in the same three proficiency levels with the following values.
 - Full Readiness = sums of 71 through 90
 - Approaching Readiness = sums of 50 through 70
 - Developing Readiness = sums of 30 through 49

It is with the categories of Full, Approaching and Developing Readiness within domains and at the composite level that all data are reported.

Presentation of School Readiness Information

There is a three-page report on the school readiness information for the state of Maryland.

The first chart provides the percentage of students across the three readiness levels for each of the seven domains and the composite of the domains for the baseline year, prior year, and the current year's data. The bar graphs describe the percentages of entering kindergarten students whose scores fall into any of the three readiness levels (i.e., full, approaching, developing readiness levels).

The second page with the table provides the disaggregation of the same information for each of the seven domains and the composite of the domains by the following demographic variables:

- Race/ethnicity
- Gender
- Prior care
- Students with disabilities in special education
- Students who are English language learners
- Students enrolled in the free and reduced priced meals program

This table breaks out the information from the aforementioned first chart into percentages of students for each of the readiness levels by domain and the composite of domains.

The third chart lists the number of kindergarten students in each category. Note that the number of students (i.e., cases used to compute the percentages) differs among the domains and the composite. The difference is explained as errors in completing the assessment information (e.g., incorrect markings on the scanned forms, damaged forms, or missed items on the scanned forms or electronic checklist).

Local school systems receive school readiness information for their system and for each of their elementary schools.

Definitions

- **Composite Score.** The ratings for the seven domains are combined to provide an overall measure of school readiness.
- **Prior Care.** The categories of early care and education are considered as they impact on school readiness. Prior care reflects kindergarten students' enrollment within 12 months prior to starting kindergarten. The prior care types are as follows:
 1. **Head Start.** A federal pre-school program for 2 to 5 year olds from low-income families; funded by the US Department of Health and Human Services and licensed by the Maryland State Department of Education (MSDE)/Collaboration and Program Development Branch, and/or local boards of education.
 2. **Prekindergarten.** Public school prekindergarten education for four-year old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).
 3. **Child Care Center.** Child care provided in a facility, usually non-residential, for part or all of the day that provides care to children in the absence of the parent. The centers are licensed by the Maryland State Department of Education (MSDE)/Office of Child Care
 4. **Family Child Care.** Regulated care given to a child younger than 13-years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Family child care is regulated by the Maryland State Department of Education (MSDE)/Office of Child Care
 5. **Non-Public Nursery School.** Pre-school programs with an "education" focus for 3 and 4-year olds; approved or exempted by MSDE; usually part-day, nine months a year.
 6. **Home/Informal Care.** Care by parent(s) or a relative.
- **Students Receiving Special Services.** The following categories of special services are reported for the Kindergarten students.
 - **English Language Learners (ELL).** Students who are not born in the United States (US) or whose native language is a language other than English or no age appropriate ability to understand, speak, read, or write English.
 - **Special Education.** Students with disabilities who receive special education services and have a current Individualized Education Plan (IEP).
 - **Free or Reduced Priced Meals.** Students whose applications meet family size and income guidelines for receiving free or reduced priced meals based on the United States Department of Agriculture (USDA) guidelines.

For additional information contact:

Maryland State Department of Education
Division of Early Childhood Development
200 West Baltimore Street
Baltimore, MD 21201
410.767.0335

Maryland - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	82	15	3	71	22	7	72	21	7	69	26	5	77	18	4	85	14	1	88	12	0	82	16	2	
Asian	84	13	3	80	16	5	84	12	3	76	19	4	79	16	5	85	12	2	89	9	2	86	11	3	
African American	76	19	5	72	22	6	73	21	6	68	26	6	74	21	5	84	14	2	88	10	2	80	16	3	
Native Hawaiian/Pacific Islander	83	13	3	79	14	6	78	17	5	75	21	4	81	15	4	86	13	2	90	8	2	87	10	3	
White	84	14	3	79	17	3	83	14	3	80	18	3	84	14	2	87	11	2	91	8	1	88	10	2	
Hispanic	77	19	5	60	30	11	64	27	10	60	31	9	65	27	8	81	16	3	88	10	2	73	22	5	
Two or More Races (Non-Hispanic/Latino)	80	16	4	75	20	5	78	18	4	74	22	4	79	17	4	84	13	2	89	10	1	84	13	3	
Gender																									
Male	73	21	6	70	23	7	74	19	6	70	24	6	75	20	5	80	17	3	86	12	2	79	17	4	
Female	86	11	2	77	19	4	78	17	4	74	22	4	79	17	3	90	9	1	92	7	1	86	12	2	
Prior Care																									
Child Care Center	81	16	3	82	16	2	85	13	2	80	18	2	84	14	2	88	11	1	92	8	1	89	10	1	
Family Child Care	78	18	5	67	26	7	71	23	6	67	27	6	74	22	4	84	14	2	88	10	2	79	17	3	
Head Start	71	23	6	64	29	8	67	25	8	60	31	8	66	26	8	77	19	4	84	14	3	73	21	5	
Home / Informal Care	76	19	5	59	30	11	63	26	11	61	30	9	66	26	8	80	17	3	86	12	2	73	22	5	
Non-public Nursery	88	11	1	87	12	1	89	10	1	85	14	1	88	11	1	91	8	1	93	6	0	93	7	1	
Pre-Kindergarten	79	16	4	74	21	5	76	19	5	72	24	5	77	19	4	85	13	2	89	9	2	83	14	3	
Special Education																									
No	82	15	3	76	20	4	78	18	4	74	22	4	79	18	3	87	12	1	91	8	1	85	13	2	
Yes	55	31	14	45	36	19	52	29	18	48	32	20	53	28	19	64	26	10	66	25	9	56	29	15	
English Language Learners																									
No	80	16	4	76	19	4	79	17	4	75	21	4	80	17	3	86	12	2	90	9	1	85	13	3	
Yes	76	20	4	57	31	12	62	27	10	57	33	10	62	29	9	80	18	3	87	11	2	72	24	5	
Free and Reduced Price Meals																									
No	84	14	3	81	16	3	84	13	3	80	18	3	83	14	3	88	11	1	91	8	1	88	10	2	
Yes	76	19	5	65	26	8	68	24	8	64	29	7	70	24	6	82	16	3	88	11	2	77	19	4	
Aggregated Data	80	16	4	73	21	6	76	18	5	72	23	5	77	19	4	85	13	2	89	9	2	83	15	3	

May not total 100% due to rounding.

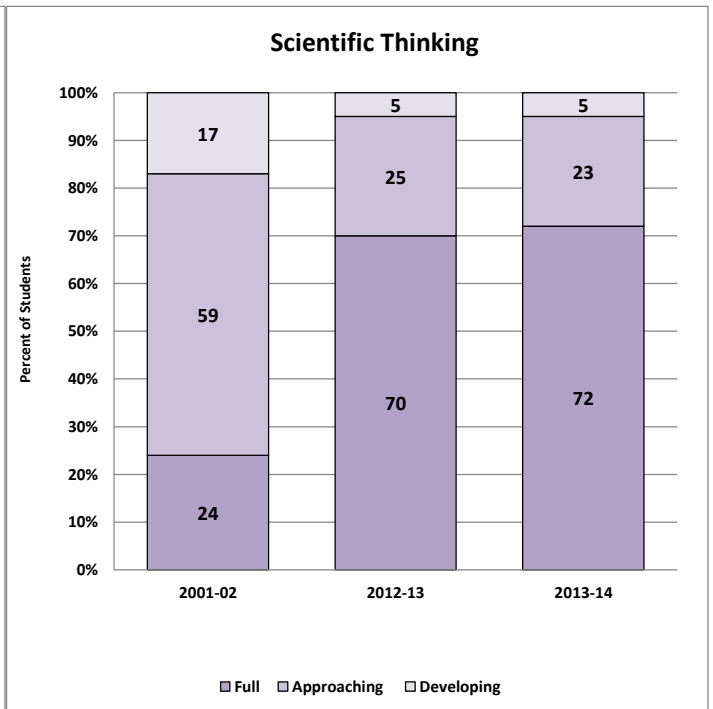
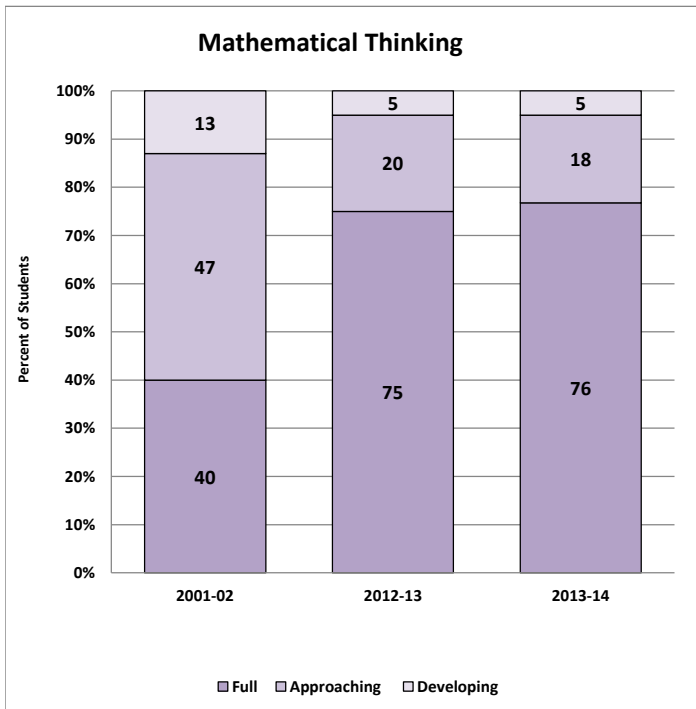
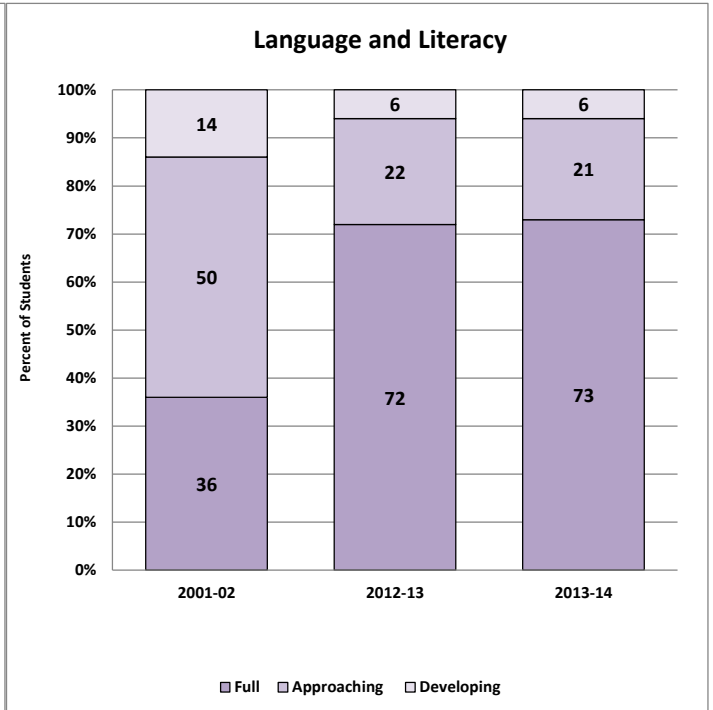
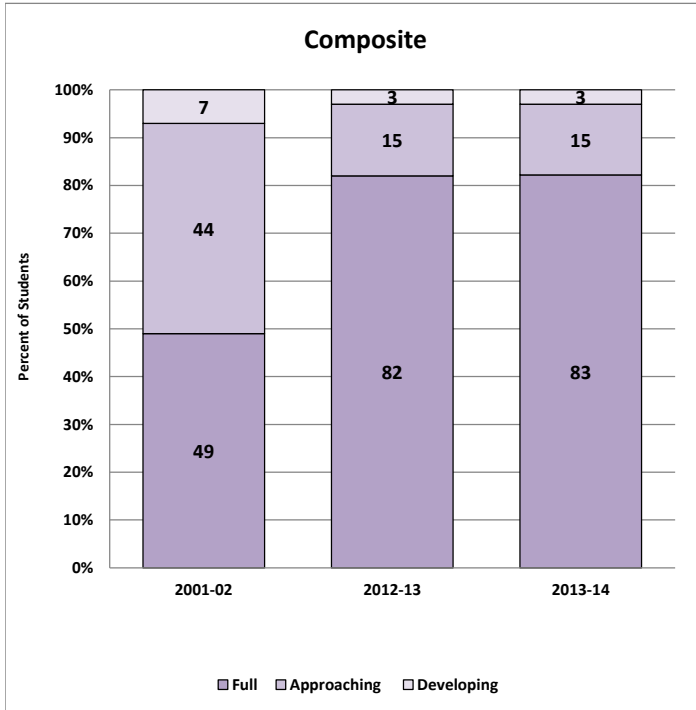
* = fewer than 5

Maryland - Number of Kindergarten Students

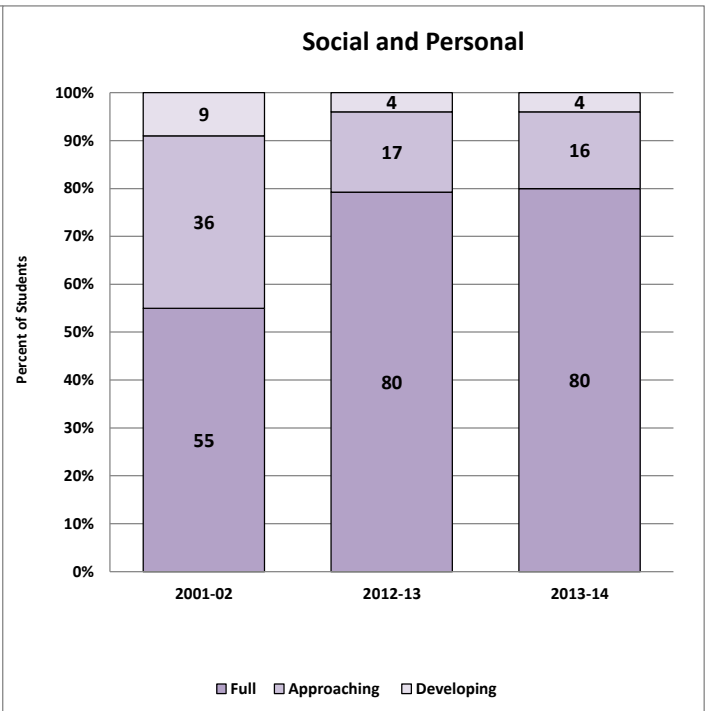
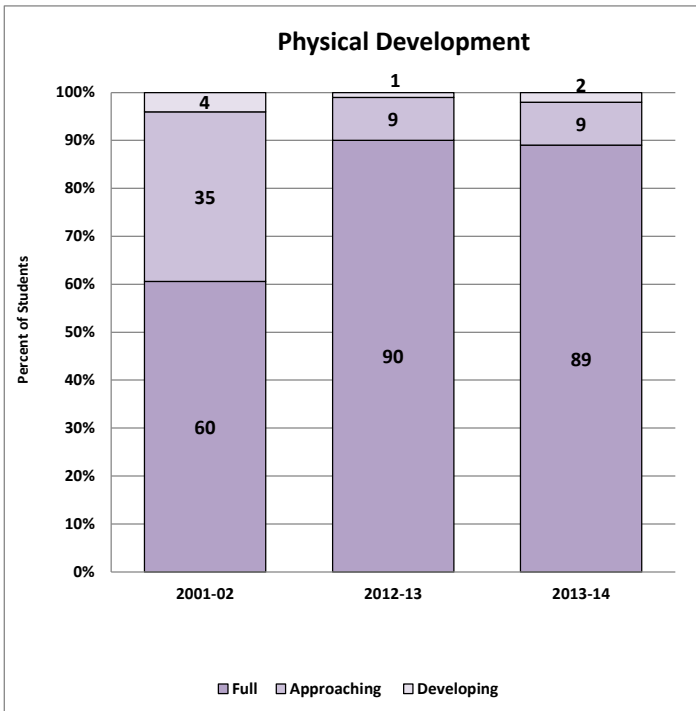
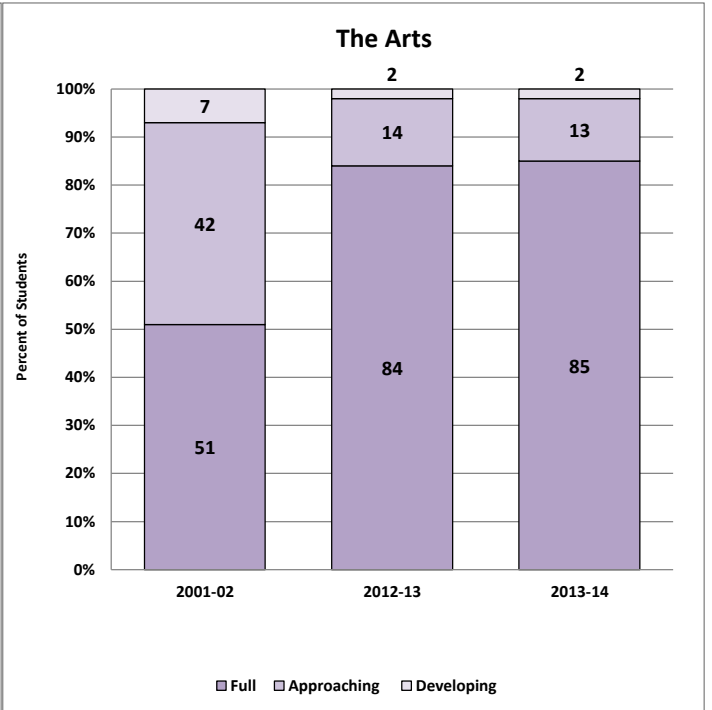
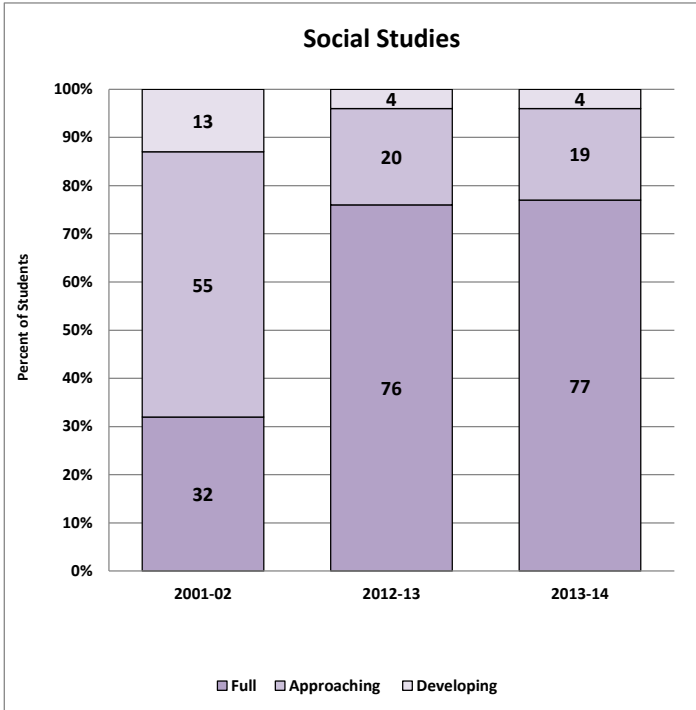
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	239	45	8	207	64	21	211	62	19	201	77	14	225	54	13	249	41	2	257	34	1	240	46	6	
Asian	3,458	538	114	3,271	654	185	3,468	505	137	3,134	796	180	3,251	667	192	3,510	510	90	3,669	358	83	3,545	459	106	
African American	16,997	4,234	1,163	16,071	5,006	1,316	16,405	4,652	1,336	15,241	5,889	1,263	16,585	4,764	1,044	18,800	3,088	505	19,756	2,265	372	17,961	3,666	766	
Native Hawaiian/Pacific Islander	105	17	4	100	18	8	98	22	6	95	26	5	102	19	5	108	16	2	114	10	2	110	12	4	
White	21,801	3,577	717	20,739	4,524	832	21,568	3,676	851	20,819	4,611	665	21,888	3,631	576	22,774	2,920	401	23,708	2,053	334	22,910	2,738	447	
Hispanic	8,491	2,096	505	6,600	3,303	1,189	7,044	2,959	1,089	6,615	3,425	1,052	7,182	3,010	900	8,975	1,803	314	9,740	1,158	194	8,144	2,433	515	
Two or More Races (Non-Hispanic/Latino)	2,479	501	112	2,325	622	145	2,413	551	128	2,279	680	133	2,440	537	115	2,611	414	67	2,748	301	43	2,597	405	90	
Gender																									
Male	25,407	7,273	1,908	24,213	8,052	2,322	25,727	6,726	2,134	24,197	8,343	2,047	25,774	7,034	1,779	27,728	5,816	1,043	29,839	4,007	741	27,388	5,897	1,302	
Female	28,159	3,735	713	25,098	6,137	1,372	25,478	5,698	1,431	24,185	7,159	1,263	25,897	5,647	1,063	29,296	2,975	336	30,149	2,171	287	28,116	3,861	630	
Prior Care																									
Child Care Center	7,885	1,513	288	7,947	1,520	219	8,200	1,272	214	7,760	1,742	184	8,152	1,367	167	8,546	1,024	116	8,868	727	91	8,611	962	113	
Family Child Care	2,780	629	170	2,406	931	242	2,525	823	231	2,408	968	203	2,643	777	159	2,994	516	69	3,151	370	58	2,836	624	119	
Head Start	2,789	894	251	2,504	1,128	302	2,633	975	326	2,369	1,234	331	2,606	1,013	315	3,040	756	138	3,291	535	108	2,885	835	214	
Home / Informal Care	9,108	2,284	629	7,054	3,590	1,377	7,564	3,159	1,298	7,296	3,593	1,132	7,954	3,135	932	9,655	2,019	347	10,335	1,460	226	8,726	2,691	604	
Non-public Nursery	8,785	1,053	131	8,672	1,181	116	8,898	963	108	8,485	1,396	88	8,783	1,105	81	9,075	840	54	9,310	616	43	9,231	687	51	
Pre-Kindergarten	21,188	4,396	1,090	19,753	5,561	1,359	20,364	4,991	1,318	19,102	6,286	1,285	20,507	5,042	1,124	22,587	3,460	626	23,837	2,358	478	22,125	3,762	786	
Special Education																									
No	50,593	9,361	1,860	46,867	12,274	2,672	48,378	10,854	2,581	45,795	13,772	2,246	48,801	11,170	1,842	53,589	7,391	833	56,438	4,856	519	52,479	8,212	1,122	
Yes	2,920	1,633	752	2,392	1,901	1,012	2,779	1,554	972	2,538	1,715	1,052	2,820	1,497	988	3,376	1,391	538	3,489	1,317	499	2,968	1,537	800	
English Language Learners																									
No	46,000	9,007	2,171	43,596	11,052	2,529	44,946	9,681	2,550	42,653	12,241	2,283	45,459	9,760	1,958	49,042	7,036	1,099	51,260	5,073	844	48,322	7,398	1,457	
Yes	7,521	1,987	443	5,670	3,124	1,157	6,216	2,730	1,005	5,687	3,248	1,016	6,168	2,909	874	7,930	1,748	273	8,675	1,101	175	7,132	2,352	467	
Free and Reduced Price Meals																									
No	28,424	4,592	934	27,537	5,392	1,021	28,438	4,527	985	27,033	5,948	969	28,331	4,749	870	29,864	3,594	492	30,896	2,620	434	29,965	3,381	604	
Yes	25,097	6,402	1,680	21,729	8,784	2,665	22,724	7,884	2,570	21,307	9,541	2,330	23,296	7,920	1,962	27,108	5,190	880	29,039	3,554	585	25,489	6,369	1,320	
Aggregated Data	53,570	11,008	2,623	49,313	14,191	3,696	51,207	12,427	3,566	48,384	15,504	3,312	51,673	12,682	2,845	57,027	8,792	1,381	59,992	6,179	1,029	55,507	9,759	1,934	

* = fewer than 5

MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Maryland State



MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Maryland State



Allegany County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	100	0	0	80	20	0	80	20	0	100	0	100	0	0	100	0	100	0	0	80	20	0	100	0	0
African American	89	11	0	67	33	0	72	28	0	72	28	0	78	22	0	83	17	0	94	6	0	94	6	0	0
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	82	13	4	72	24	4	79	15	5	86	12	2	86	12	2	85	14	2	91	7	2	88	10	2	2
Hispanic	82	9	9	82	18	0	82	18	0	82	18	0	100	0	0	100	0	0	91	9	0	91	9	0	0
Two or More Races (Non-Hispanic/Latino)	75	21	4	65	31	4	75	21	4	75	23	2	75	21	4	98	2	0	94	6	0	90	8	2	2
Gender																									
Male	74	19	7	64	30	5	72	20	7	81	17	3	82	15	3	81	17	2	88	10	3	85	12	3	3
Female	89	9	2	79	19	2	85	12	3	88	11	1	89	10	1	91	8	1	95	4	1	92	7	1	1
Prior Care																									
Child Care Center	94	6	0	81	13	6	75	25	0	81	19	0	88	13	0	100	0	0	100	0	0	94	6	0	0
Family Child Care	74	16	11	26	68	5	37	58	5	32	63	5	26	68	5	89	11	0	79	21	0	68	26	5	5
Head Start	71	21	7	68	29	4	75	18	7	79	18	4	79	18	4	75	25	0	89	11	0	79	21	0	0
Home / Informal Care	79	16	5	52	43	5	65	24	11	78	20	2	79	17	4	74	24	1	80	16	4	79	18	2	2
Non-public Nursery	97	3	0	93	7	0	100	0	0	100	0	0	100	0	0	90	10	0	100	0	0	100	0	0	0
Pre-Kindergarten	82	14	4	75	21	3	82	14	4	87	11	2	89	10	2	88	10	2	93	5	2	91	7	2	2
Special Education																									
No	84	13	2	75	24	1	82	16	3	87	12	1	88	11	1	89	11	0	95	5	0	92	7	0	0
Yes	63	19	18	48	33	19	59	20	20	65	23	13	67	22	11	66	24	10	67	22	11	63	24	13	13
English Language Learners																									
No	82	14	4	72	25	4	79	16	5	84	14	2	86	12	2	86	13	1	91	7	2	89	10	2	2
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals																									
No	89	9	2	87	12	1	92	7	1	94	5	1	94	5	1	92	7	1	96	3	1	97	2	1	1
Yes	78	16	6	64	31	5	73	20	7	80	18	3	82	16	2	83	15	2	89	9	2	85	13	2	2
Aggregated Data	82	14	4	72	25	4	79	16	5	84	14	2	86	12	2	86	12	1	91	7	2	89	9	2	2

May not total 100% due to rounding.

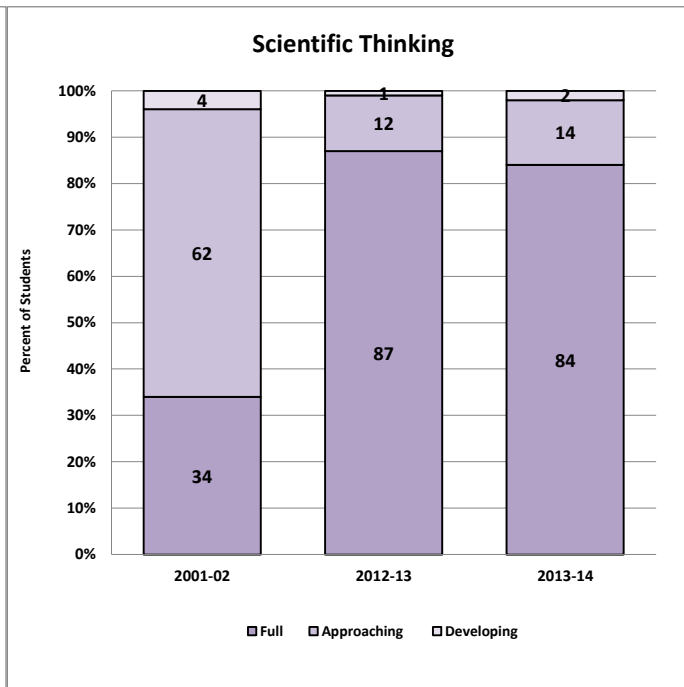
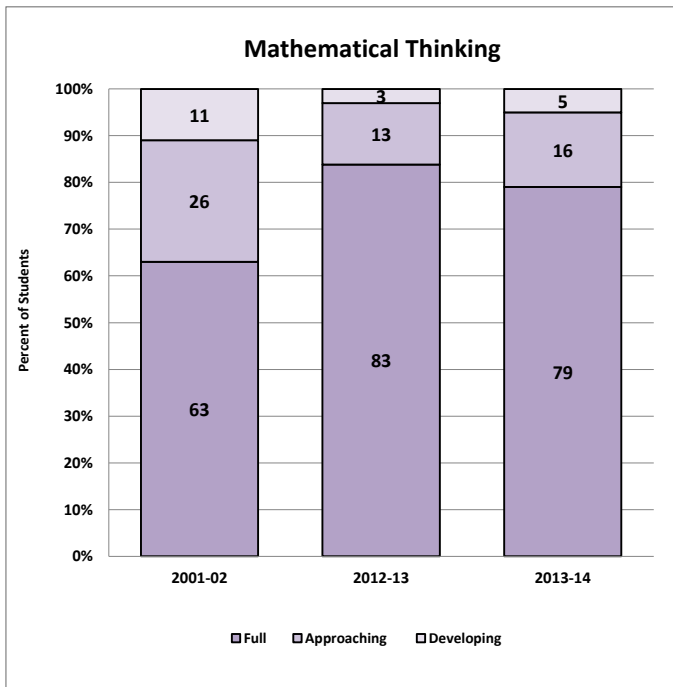
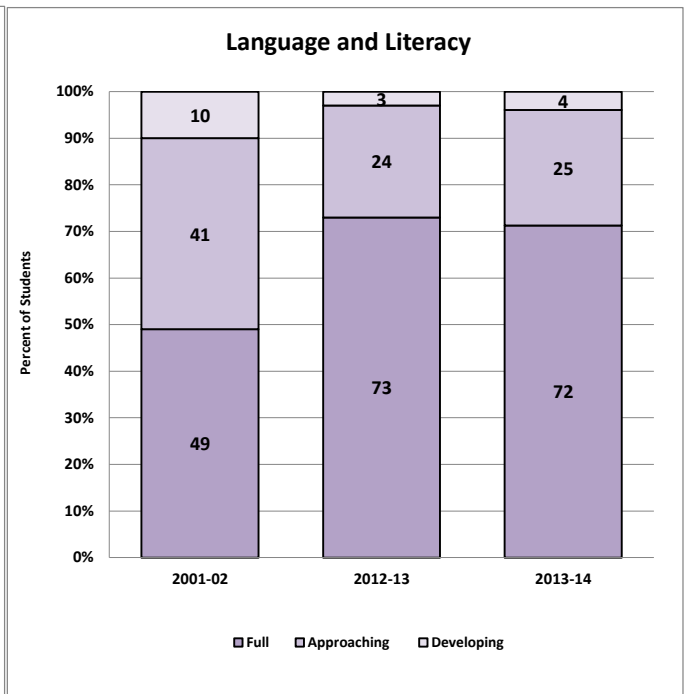
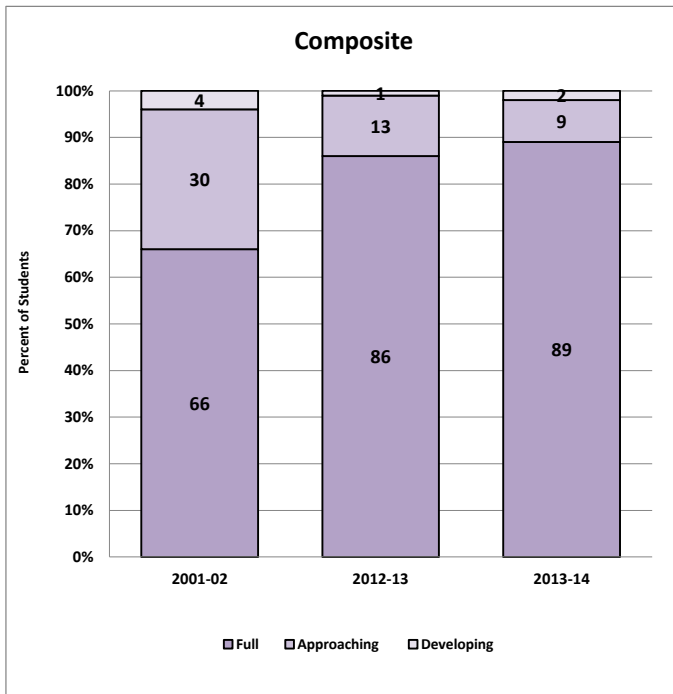
* = fewer than 5

Allegany County - Number of Kindergarten Students

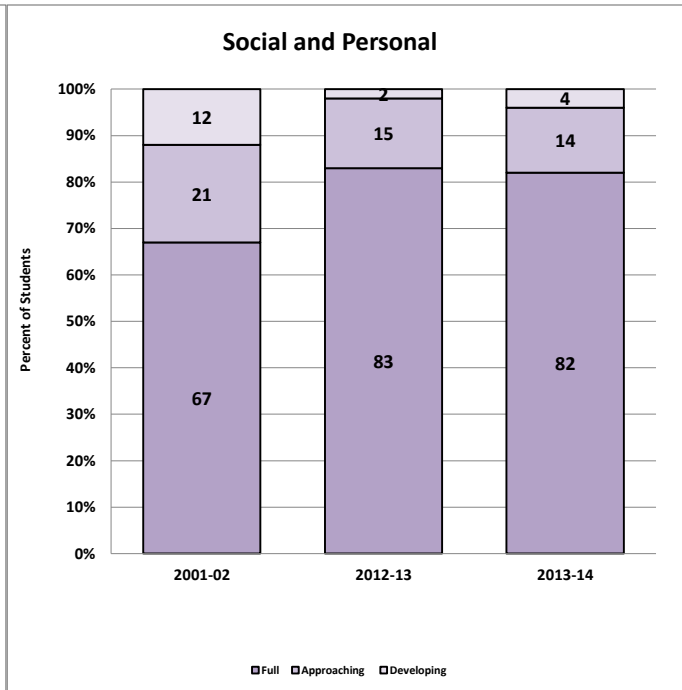
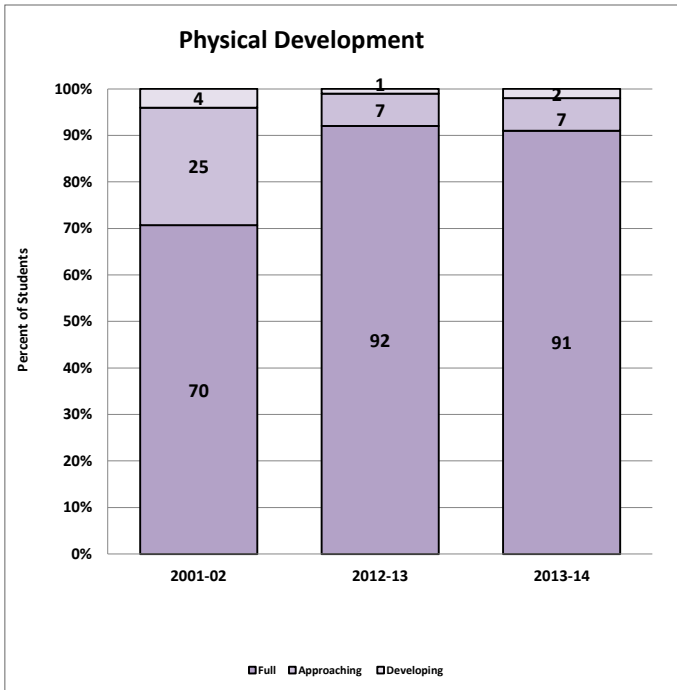
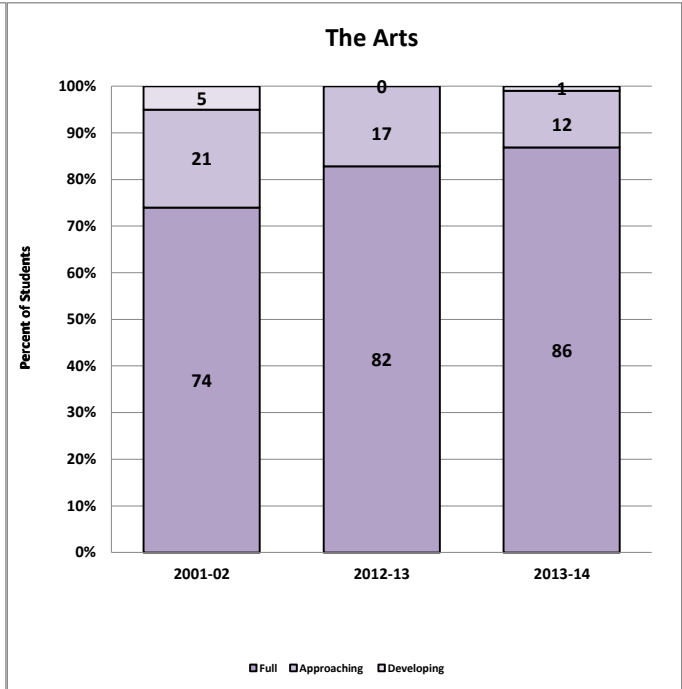
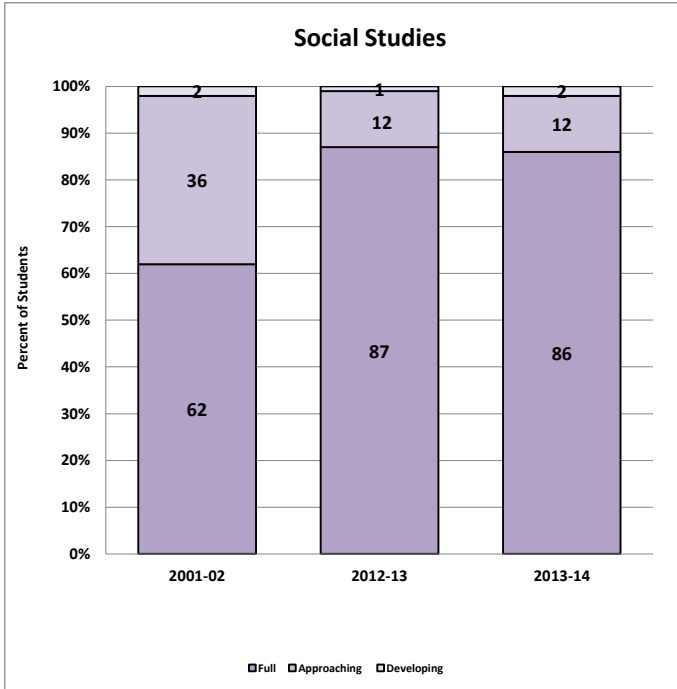
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	5	0	0	4	1	0	4	1	0	5	0	0	5	0	0	5	0	0	4	1	0	5	0	0	0
African American	16	2	0	12	6	0	13	5	0	13	5	0	14	4	0	15	3	0	17	1	0	17	1	0	0
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	460	75	25	405	134	21	445	85	30	479	69	12	484	66	10	475	76	9	511	38	11	494	55	11	
Hispanic	9	1	1	9	2	0	9	2	0	9	2	0	11	0	0	11	0	0	10	1	0	10	1	0	
Two or More Races (Non-Hispanic/Latino)	36	10	2	31	15	2	36	10	2	36	11	1	36	10	2	47	1	0	45	3	0	43	4	1	
Gender																									
Male	233	60	21	202	95	17	227	64	23	253	52	9	259	47	8	254	54	6	276	30	8	266	39	9	
Female	291	28	7	287	63	6	278	39	9	287	35	4	290	32	4	297	26	3	309	14	3	301	22	3	
Prior Care																									
Child Care Center	15	1	0	13	2	1	12	4	0	13	3	0	14	2	0	16	0	0	16	0	0	15	1	0	
Family Child Care	14	3	2	5	13	1	7	11	1	6	12	1	5	13	1	17	2	0	15	4	0	13	5	1	
Head Start	20	6	2	19	8	1	21	5	2	22	5	1	22	5	1	21	7	0	25	3	0	22	6	0	
Home / Informal Care	65	13	4	43	35	4	53	20	9	64	16	2	65	14	3	61	20	1	66	13	3	65	15	2	
Non-public Nursery	29	1	0	28	2	0	30	0	0	30	0	0	30	0	0	27	3	0	30	0	0	30	0	0	
Pre-Kindergarten	382	64	20	351	99	16	382	64	20	405	52	9	413	46	7	410	48	8	434	24	8	423	34	9	
Special Education																									
No	474	73	14	421	132	8	458	87	16	489	69	3	496	62	3	499	61	1	532	27	2	517	42	2	
Yes	50	15	14	38	26	15	47	16	16	51	18	10	53	17	9	52	19	8	53	17	9	50	19	10	
English Language Learners																									
No	524	88	28	459	158	23	505	103	32	540	87	13	549	79	12	551	80	9	585	44	11	567	61	12	
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals																									
No	191	19	4	186	25	3	196	16	2	201	11	2	201	11	2	196	16	2	206	6	2	207	5	2	
Yes	333	69	24	273	133	20	309	87	30	339	76	11	348	68	10	355	64	7	379	38	9	360	56	10	
Aggregated Data	527	88	28	461	159	23	507	104	32	542	88	13	551	80	12	554	80	9	588	44	11	570	61	12	

* = fewer than 5

MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Allegany County



MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Allegheny County



Anne Arundel County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	76	12	12	56	32	12	64	28	8	72	20	8	80	16	4	76	20	4	76	24	0	76	12	12	
Asian	82	16	1	74	21	5	82	16	2	77	20	3	81	17	1	83	15	2	93	5	1	90	9	1	
African American	71	22	6	65	29	7	72	23	5	69	26	5	76	20	4	82	15	3	86	12	2	80	17	4	
Native Hawaiian/Pacific Islander	80	13	7	67	13	20	60	33	7	60	33	7	60	33	7	80	20	0	93	7	0	73	20	7	
White	81	16	3	76	20	3	82	16	3	80	19	2	85	13	2	86	13	1	89	9	1	87	11	2	
Hispanic	75	20	4	57	35	8	63	31	6	66	27	7	69	25	5	80	18	2	90	9	1	76	20	3	
Two or More Races (Non-Hispanic/Latino)	80	16	4	74	22	5	78	18	4	78	19	3	84	13	3	85	13	1	90	9	1	86	12	3	
Gender																									
Male	72	23	5	67	27	6	75	21	4	74	22	4	79	18	3	79	19	2	86	12	2	81	15	3	
Female	86	12	2	76	21	4	79	18	3	77	20	3	83	15	2	90	9	1	92	7	1	87	11	2	
Prior Care																									
Child Care Center	77	19	4	77	21	2	84	14	2	82	17	1	85	13	1	87	12	1	92	8	1	90	9	1	
Family Child Care	78	17	5	65	28	7	73	22	5	67	30	3	76	21	3	83	15	2	87	11	2	81	16	3	
Head Start	73	24	3	64	34	2	72	24	5	68	28	4	78	20	2	79	20	1	88	11	1	81	17	2	
Home / Informal Care	77	18	5	63	29	8	71	24	6	71	24	5	75	21	4	82	15	2	87	11	2	79	17	4	
Non-public Nursery	85	13	1	84	15	1	87	12	1	86	14	0	91	9	0	90	10	0	93	6	0	92	7	0	
Pre-Kindergarten	75	20	5	69	25	6	72	23	4	71	23	6	79	17	5	80	17	3	87	11	2	81	15	4	
Special Education																									
No	81	16	3	74	23	3	79	18	3	78	20	2	83	15	2	86	13	1	91	8	1	87	12	1	
Yes	49	34	17	36	40	23	47	36	17	48	33	18	54	28	18	56	33	11	61	29	10	53	30	17	
English Language Learners																									
No	79	17	4	74	22	4	79	17	3	77	20	3	83	15	2	85	13	2	89	10	1	85	12	2	
Yes	73	23	4	49	40	11	55	38	7	59	32	10	63	30	7	75	22	2	89	11	1	72	24	4	
Free and Reduced Price Meals																									
No	82	15	3	78	19	3	83	15	2	81	17	2	86	12	2	87	12	1	91	8	1	89	10	2	
Yes	72	23	6	59	33	8	66	28	6	65	29	6	72	23	4	79	18	2	85	13	2	76	20	4	
Aggregated Data	78	18	4	71	24	5	77	19	4	75	21	3	81	16	3	84	14	2	89	10	1	84	13	2	

May not total 100% due to rounding.

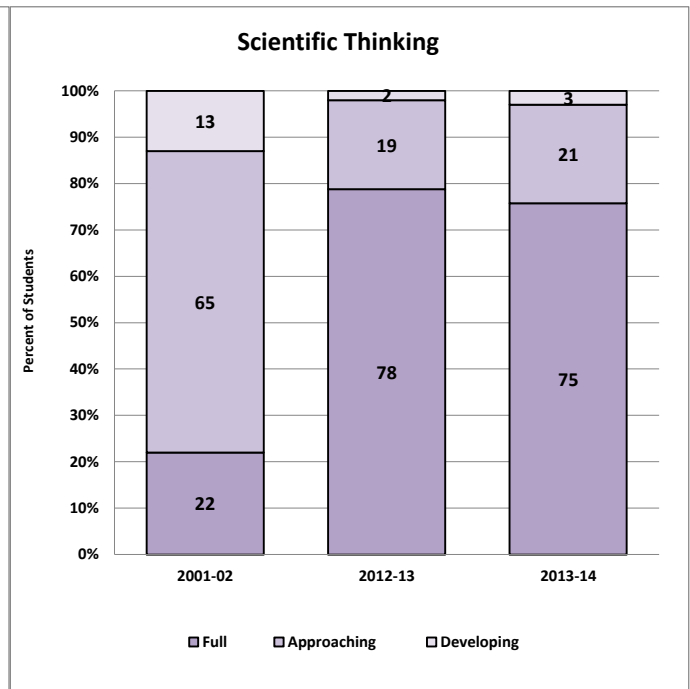
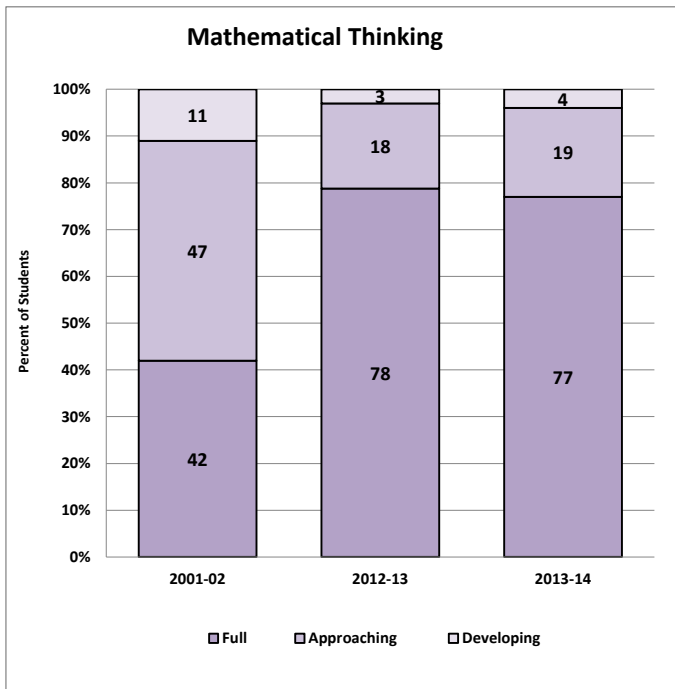
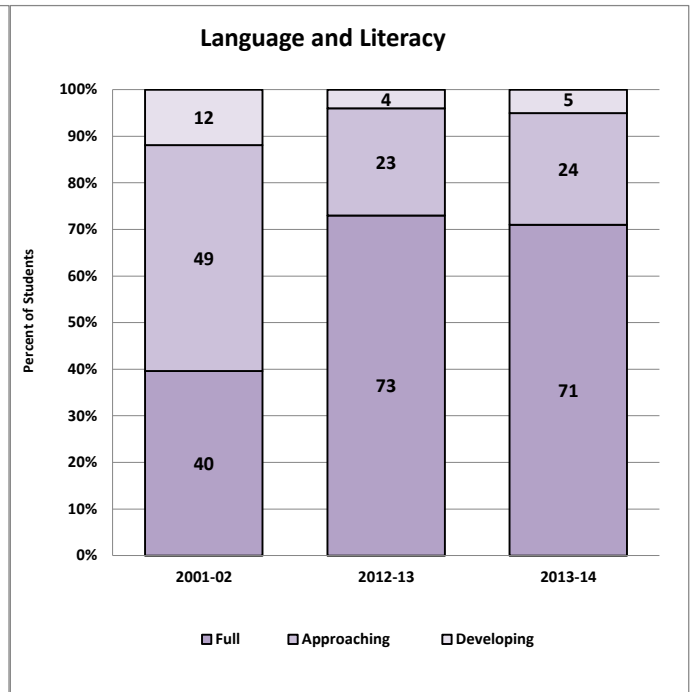
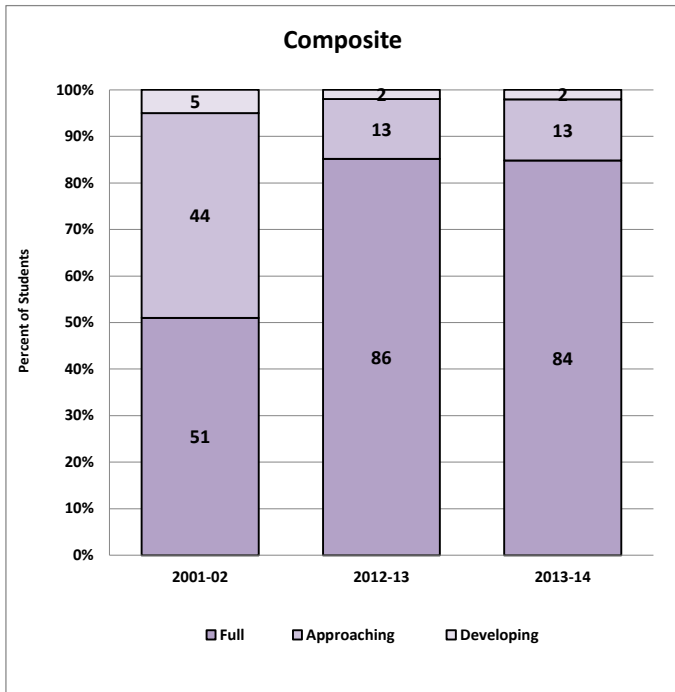
* = fewer than 5

Anne Arundel County - Number of Kindergarten Students

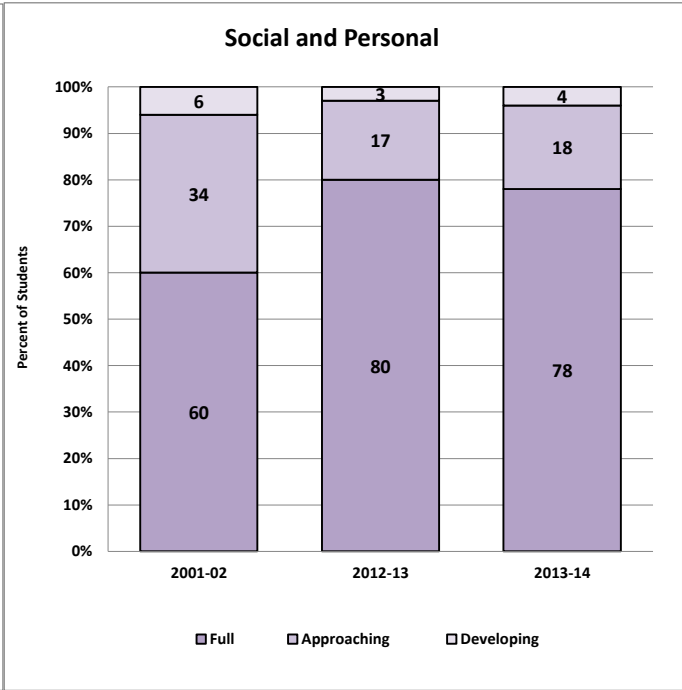
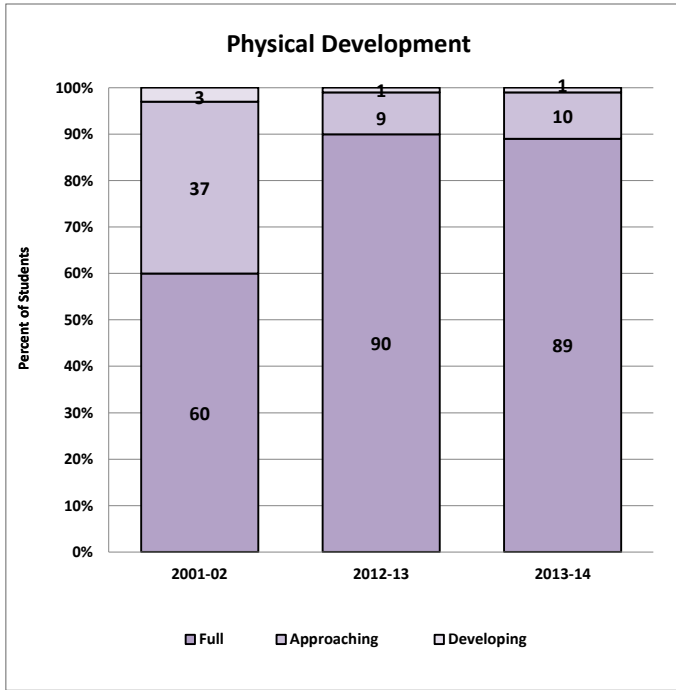
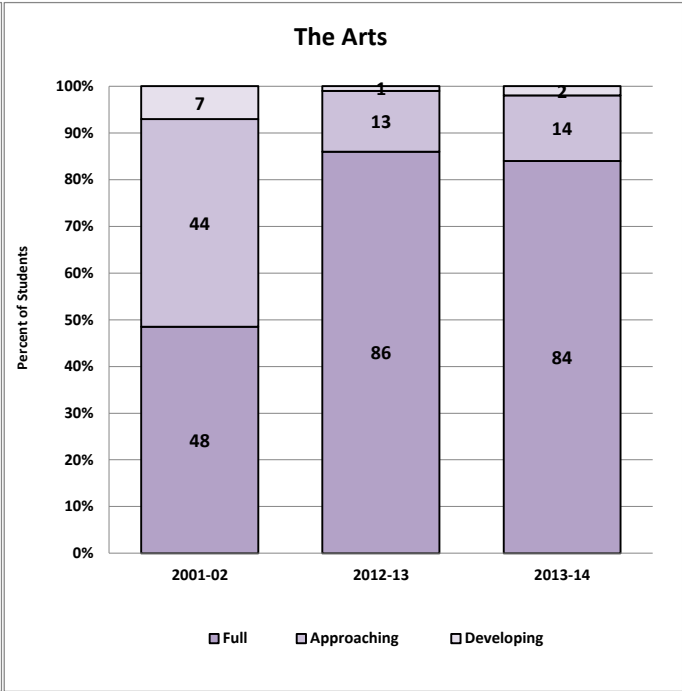
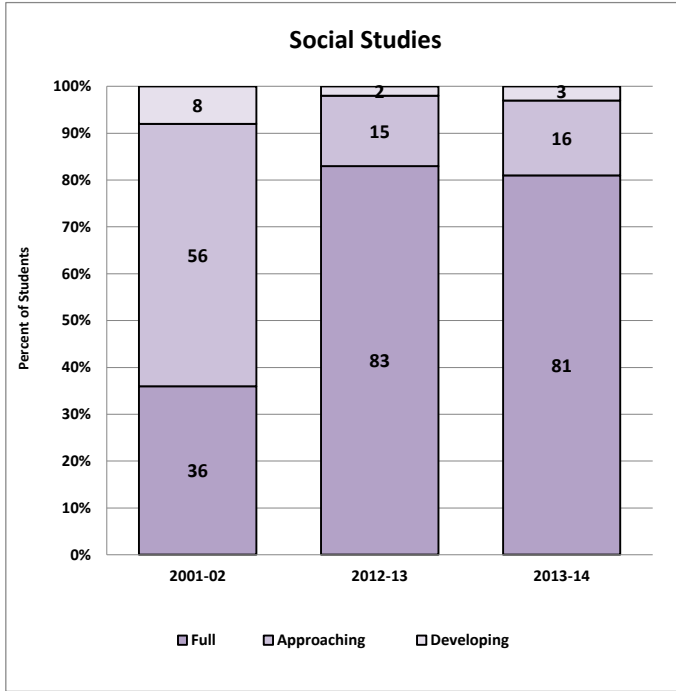
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	19	3	3	14	8	3	16	7	2	18	5	2	20	4	1	19	5	1	19	6	0	19	3	3	
Asian	165	33	3	149	42	10	165	32	4	154	40	7	163	35	3	166	31	4	187	11	3	180	18	3	
African American	843	261	76	765	337	78	844	272	64	814	307	59	891	239	50	966	181	33	1,009	142	29	939	195	46	
Native Hawaiian/Pacific Islander	12	2	1	10	2	3	9	5	1	9	5	1	9	5	1	12	3	0	14	1	0	11	3	1	
White	2,974	590	117	2,812	748	121	3,006	576	99	2,929	681	71	3,132	479	70	3,156	480	45	3,294	343	44	3,212	406	63	
Hispanic	656	178	36	497	304	69	547	271	52	573	236	61	604	221	45	693	158	19	780	82	8	663	177	30	
Two or More Races (Non-Hispanic/Latino)	339	67	17	312	91	20	331	77	15	330	80	13	356	56	11	361	57	5	379	40	4	362	50	11	
Gender																									
Male	2,395	771	177	2,248	898	197	2,513	693	137	2,467	739	137	2,640	586	117	2,627	634	82	2,870	409	64	2,723	514	106	
Female	2,613	363	76	2,311	634	107	2,405	547	100	2,360	615	77	2,535	453	64	2,746	281	25	2,812	216	24	2,663	338	51	
Prior Care																									
Child Care Center	753	188	38	757	202	20	823	140	16	806	163	10	837	131	11	848	119	12	896	77	6	880	89	10	
Family Child Care	630	136	44	527	227	56	589	179	42	542	241	27	615	170	25	673	121	16	705	89	16	653	132	25	
Head Start	136	45	5	119	63	4	133	44	9	126	53	7	145	38	3	147	38	1	163	21	2	151	32	3	
Home / Informal Care	1,271	298	82	1,039	485	127	1,164	390	97	1,170	392	89	1,237	340	74	1,361	254	36	1,433	188	30	1,304	285	62	
Non-public Nursery	1,183	187	19	1,164	210	15	1,214	165	10	1,195	190	4	1,259	124	6	1,244	140	5	1,294	90	5	1,281	104	4	
Pre-Kindergarten	1,010	268	62	926	336	78	968	312	60	958	307	75	1,052	227	61	1,075	229	36	1,161	152	27	1,088	201	51	
Special Education																									
No	4,767	967	169	4,381	1,333	189	4,688	1,062	153	4,589	1,190	124	4,909	903	91	5,096	752	55	5,383	481	39	5,127	702	74	
Yes	241	167	84	178	199	115	230	178	84	238	164	90	266	136	90	277	163	52	299	144	49	259	150	83	
English Language Learners																									
No	4,565	995	229	4,265	1,288	236	4,583	1,012	194	4,471	1,162	156	4,793	855	141	4,916	780	93	5,144	561	84	4,949	708	132	
Yes	443	139	24	294	244	68	335	228	43	356	192	58	382	184	40	457	135	14	538	64	4	437	144	25	
Free and Reduced Price Meals																									
No	3,387	614	127	3,227	780	121	3,417	616	95	3,346	697	85	3,535	514	79	3,577	496	55	3,750	331	47	3,662	399	67	
Yes	1,621	520	126	1,332	752	183	1,501	624	142	1,481	657	129	1,640	525	102	1,796	419	52	1,932	294	41	1,724	453	90	
Aggregated Data	5,008	1,134	253	4,559	1,532	304	4,918	1,240	237	4,827	1,354	214	5,175	1,039	181	5,373	915	107	5,682	625	88	5,386	852	157	

* = fewer than 5

MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Anne Arundel County



MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Anne Arundel County



Baltimore County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	83	17	0	60	31	9	69	21	10	66	28	7	78	17	5	83	17	0	93	7	0	79	19	2	2
Asian	88	9	3	78	18	5	81	15	4	78	17	5	83	12	5	88	10	2	93	6	1	86	12	3	3
African American	79	17	4	76	20	4	76	19	4	72	23	5	81	16	4	87	11	2	90	9	1	84	14	2	2
Native Hawaiian/Pacific Islander	89	11	0	89	11	0	89	11	0	78	22	0	100	0	0	100	0	0	100	0	0	100	0	0	0
White	87	11	2	83	14	3	84	13	3	83	14	3	88	10	2	90	9	1	92	7	1	89	9	1	1
Hispanic	80	17	2	62	30	9	65	26	9	63	30	7	70	23	7	83	15	2	91	8	1	77	20	3	3
Two or More Races (Non-Hispanic/Latino)	84	13	3	79	18	3	82	14	4	79	17	4	84	12	4	87	10	2	91	8	1	88	9	3	3
Gender																									
Male	78	18	4	75	21	5	77	17	5	75	20	5	81	15	4	84	13	3	89	10	1	83	14	3	3
Female	90	9	2	82	16	3	81	15	3	79	18	3	86	12	2	92	7	1	94	5	1	89	9	1	1
Prior Care																									
Child Care Center	85	13	2	86	13	2	86	12	2	84	15	2	89	9	1	92	8	1	93	6	0	91	8	1	1
Family Child Care	84	14	2	73	24	3	75	20	5	73	24	3	81	16	3	88	11	1	93	7	1	85	14	1	1
Head Start	81	17	2	74	23	3	76	20	5	73	23	4	80	17	3	88	12	0	92	8	0	86	13	1	1
Home / Informal Care	79	17	4	61	30	10	64	26	10	63	28	9	72	21	6	83	15	3	88	11	1	75	21	4	4
Non-public Nursery	92	8	1	92	8	0	91	8	1	90	9	1	93	7	0	94	5	0	95	4	0	95	5	0	0
Pre-Kindergarten	82	15	3	76	20	4	78	18	4	75	21	5	82	14	4	86	11	2	90	9	1	85	13	3	3
Special Education																									
No	86	12	2	81	17	3	82	15	3	80	18	3	86	12	2	90	9	1	93	6	0	88	11	1	1
Yes	62	27	10	50	34	15	55	31	14	52	31	17	60	24	16	69	22	9	69	23	7	62	26	13	13
English Language Learners																									
No	84	13	3	80	17	3	81	16	4	79	18	4	85	12	3	89	10	2	91	8	1	87	11	2	2
Yes	81	17	2	57	33	10	63	27	10	59	33	8	66	26	8	82	17	2	92	7	1	74	23	3	3
Free and Reduced Price Meals																									
No	87	11	2	85	13	2	86	12	2	84	14	2	89	9	2	91	8	1	93	6	1	91	8	1	1
Yes	80	17	4	71	24	6	73	21	6	70	24	6	78	18	4	85	13	2	89	10	1	81	16	3	3
Aggregated Data	84	14	3	78	18	4	79	16	4	77	19	4	83	13	3	88	10	2	91	8	1	86	12	2	2

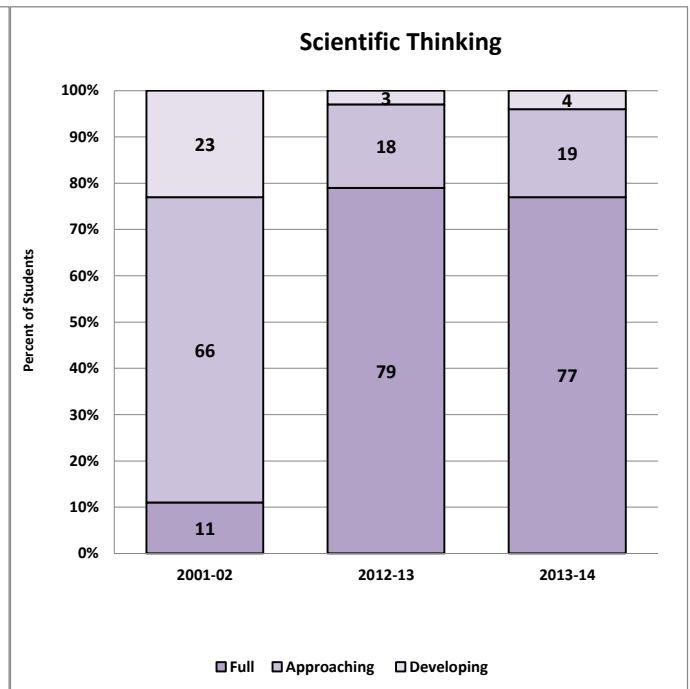
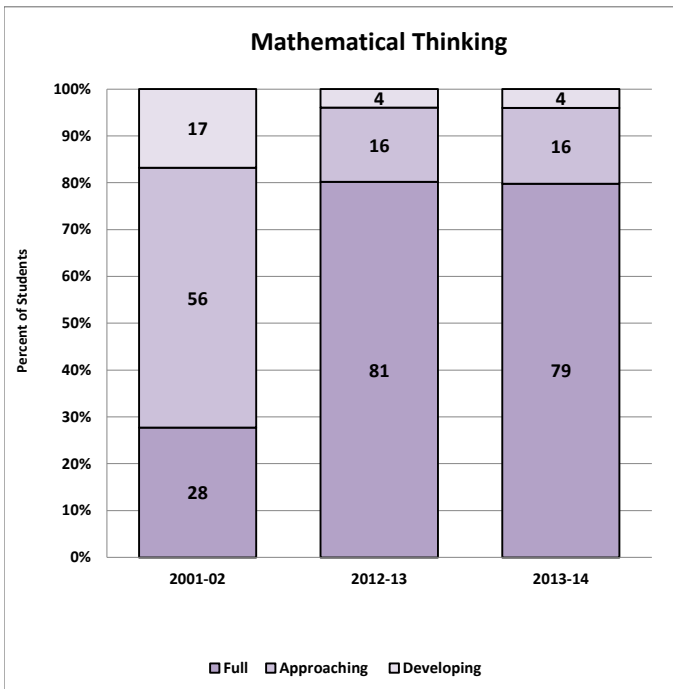
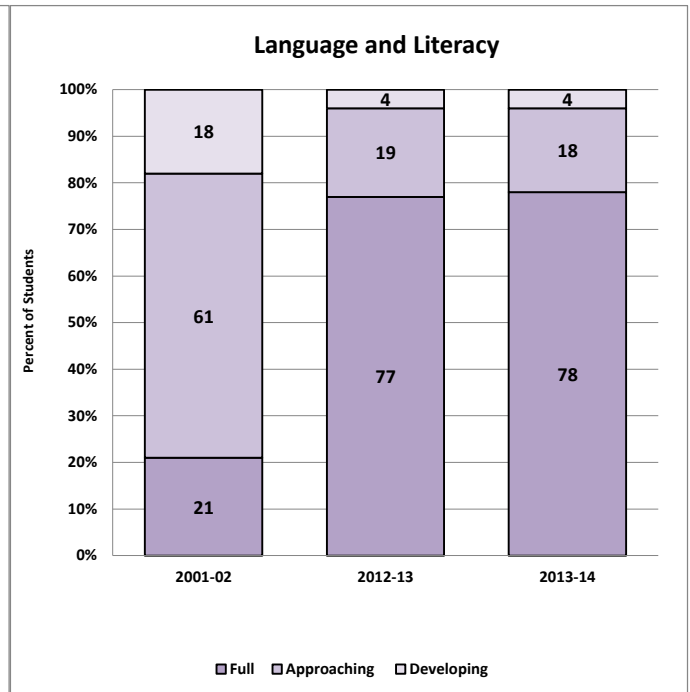
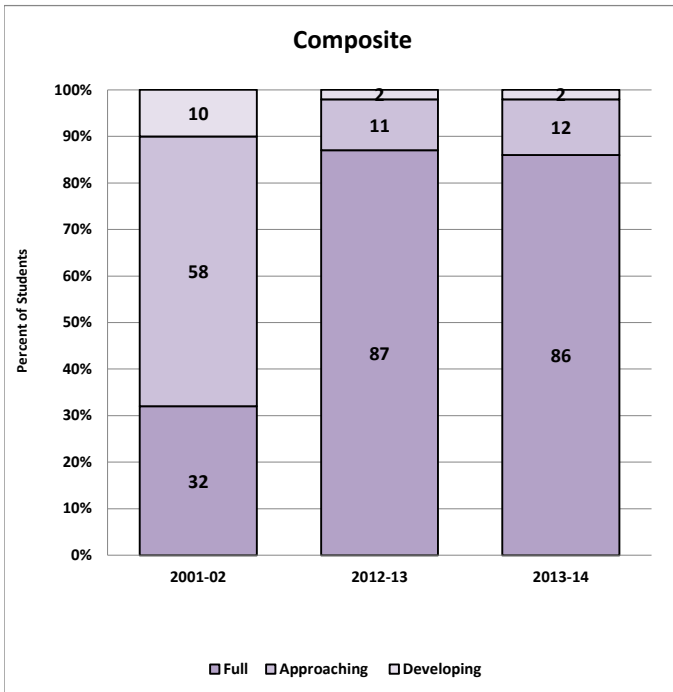
* = fewer than 5
May not total 100% due to rounding.

Baltimore County - Number of Kindergarten Students

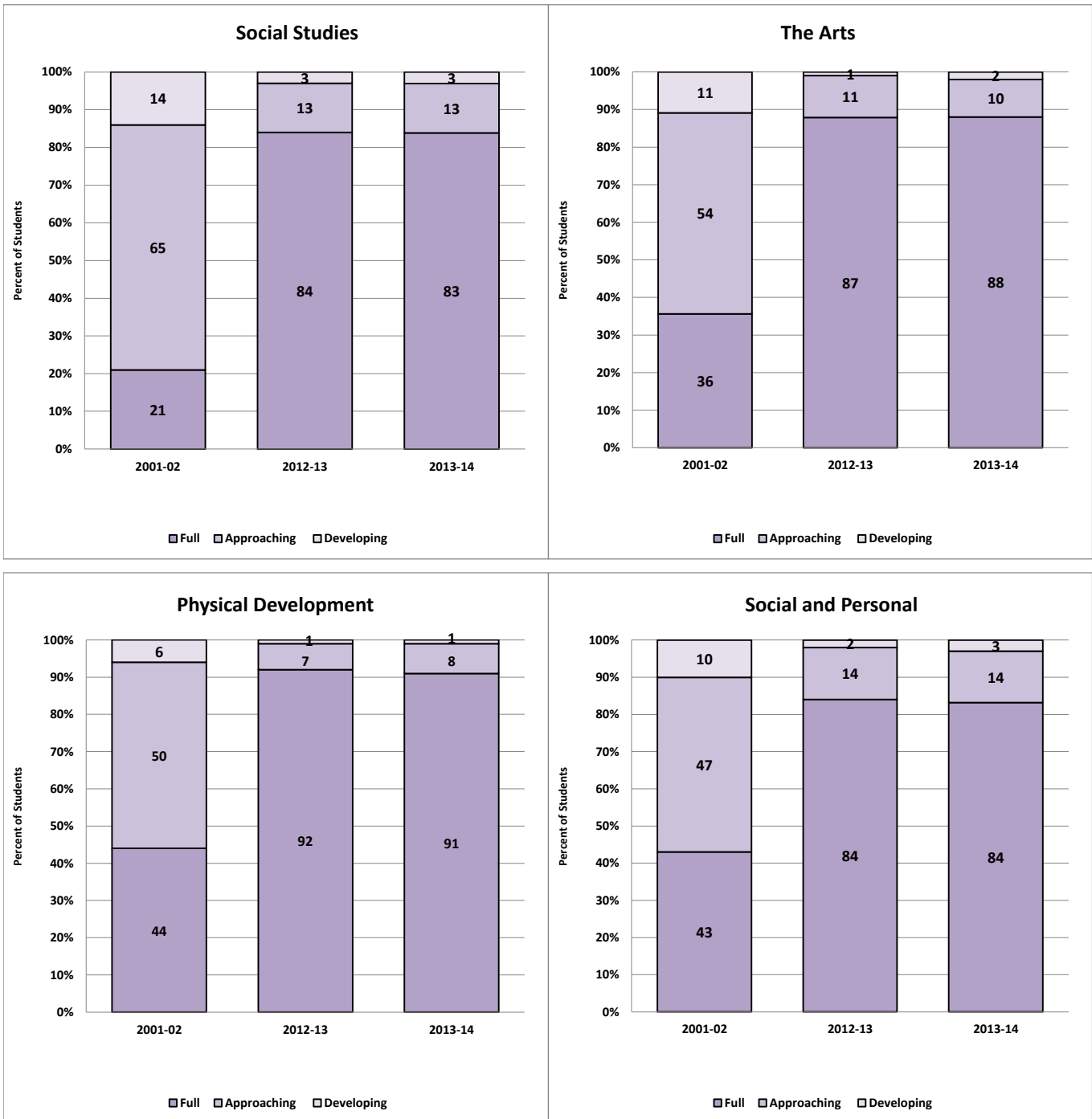
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	48	10	0	35	18	5	40	12	6	38	16	4	45	10	3	48	10	0	54	4	0	46	11	1	
Asian	539	55	17	476	107	28	493	94	24	476	102	33	508	75	28	540	60	11	569	36	6	523	72	16	
African American	2,297	482	114	2,189	586	118	2,211	555	127	2,097	660	136	2,337	451	105	2,515	321	57	2,600	260	33	2,431	395	67	
Native Hawaiian/Pacific Islander	8	1	0	8	1	0	8	1	0	7	2	0	9	0	0	9	0	0	9	0	0	9	0	0	
White	3,246	427	73	3,114	532	100	3,152	486	108	3,120	528	98	3,303	372	71	3,371	321	54	3,443	266	37	3,351	345	50	
Hispanic	589	127	16	452	217	63	474	189	69	462	216	54	513	169	50	605	113	14	669	57	6	562	145	25	
Two or More Races (Non-Hispanic/Latino)	359	55	14	339	78	11	352	59	17	340	71	17	360	51	17	374	44	10	389	36	3	376	40	12	
Gender																									
Male	3,432	794	169	3,283	902	210	3,404	768	223	3,305	880	210	3,564	653	178	3,699	581	115	3,897	443	55	3,648	629	118	
Female	3,654	363	65	3,330	637	115	3,326	628	128	3,235	715	132	3,511	475	96	3,763	288	31	3,836	216	30	3,650	379	53	
Prior Care																									
Child Care Center	1,106	176	25	1,122	165	20	1,122	161	24	1,093	190	24	1,168	124	15	1,196	102	9	1,222	82	3	1,190	107	10	
Family Child Care	311	50	8	270	87	12	275	74	20	268	89	12	300	58	11	325	40	4	342	25	2	313	51	5	
Head Start	211	43	6	192	59	9	197	51	12	189	60	11	208	44	8	228	31	1	238	21	1	223	34	3	
Home / Informal Care	916	199	47	708	343	111	738	303	121	735	327	100	841	247	74	963	169	30	1,023	125	14	876	242	44	
Non-public Nursery	1,390	114	14	1,392	122	4	1,387	116	15	1,370	137	11	1,414	101	3	1,433	78	7	1,448	64	6	1,436	81	1	
Pre-Kindergarten	3,032	552	124	2,824	726	158	2,901	654	153	2,773	764	171	3,028	527	153	3,192	424	92	3,327	327	54	3,134	474	100	
Special Education																									
No	6,629	959	159	6,245	1,288	214	6,327	1,171	249	6,160	1,371	216	6,634	955	158	6,954	711	82	7,224	490	33	6,847	820	80	
Yes	450	198	75	363	249	111	398	223	102	376	222	125	437	171	115	501	158	64	502	169	52	445	187	91	
English Language Learners																									
No	6,509	1,040	218	6,205	1,307	255	6,281	1,205	281	6,121	1,364	282	6,607	944	216	6,880	753	134	7,078	608	81	6,775	843	149	
Yes	570	117	16	403	230	70	444	189	70	415	229	59	464	182	57	575	116	12	648	51	4	517	164	22	
Free and Reduced Price Meals																									
No	3,717	460	79	3,624	545	87	3,654	506	96	3,575	579	102	3,786	383	87	3,873	331	52	3,962	248	46	3,867	330	59	
Yes	3,362	697	155	2,984	992	238	3,071	888	255	2,961	1,014	239	3,285	743	186	3,562	538	94	3,764	411	39	3,425	677	112	
Aggregated Data	7,086	1,157	234	6,613	1,539	325	6,730	1,396	351	6,540	1,595	342	7,075	1,128	274	7,462	869	146	7,733	659	85	7,298	1,008	171	

* = fewer than 5

MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Baltimore County



MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Baltimore County



Baltimore City - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	72	17	11	78	11	11	67	28	6	61	33	6	83	17	0	83	11	6	78	17	6				
Asian	80	15	5	73	17	10	59	32	8	63	29	8	75	20	5	88	7	5	75	19	7				
African American	75	20	6	70	23	7	63	30	6	67	27	5	81	17	2	88	11	2	77	20	4				
Native Hawaiian/Pacific Islander	94	6	0	75	25	0	69	31	0	81	19	0	88	13	0	100	0	0	94	6	0				
White	76	20	4	71	23	6	65	31	4	67	29	4	78	20	2	87	11	2	76	21	3				
Hispanic	73	21	5	57	31	12	48	42	10	53	38	9	74	24	2	86	12	2	69	25	6				
Two or More Races (Non-Hispanic/Latino)	89	9	2	72	19	9	70	26	4	70	28	2	81	19	0	83	13	4	76	20	4				
Gender																									
Male	68	25	8	66	26	9	60	33	8	63	30	7	75	22	3	85	13	2	72	23	5				
Female	82	15	3	73	21	6	65	30	6	69	27	4	85	14	1	91	9	1	80	17	3				
Prior Care																									
Child Care Center	73	19	8	65	27	8	56	36	7	65	28	7	79	19	2	84	14	2	72	24	4				
Family Child Care	71	20	9	57	29	14	55	33	12	59	33	8	75	21	4	81	16	3	67	26	8				
Head Start	70	25	5	62	32	6	56	38	6	62	32	6	75	23	2	85	14	1	70	27	3				
Home / Informal Care	67	26	7	50	36	14	45	43	11	49	41	10	70	27	3	81	17	2	60	32	7				
Non-public Nursery	88	11	1	90	8	2	79	18	3	87	10	3	89	9	2	93	6	1	92	5	2				
Pre-Kindergarten	78	17	5	76	19	5	68	27	5	71	25	4	83	15	2	90	8	1	81	16	3				
Special Education																									
No	77	18	5	72	22	6	64	31	5	68	28	4	82	17	2	90	9	1	78	19	3				
Yes	48	36	16	41	35	24	38	37	25	42	36	22	61	30	9	67	24	9	48	35	17				
English Language Learners																									
No	75	20	6	70	23	7	63	30	6	67	28	5	80	17	2	88	11	2	76	20	4				
Yes	75	20	5	54	33	13	45	45	10	51	41	9	73	25	2	88	11	2	67	27	6				
Free and Reduced Price Meals																									
No	81	16	3	81	16	3	75	22	3	78	19	3	85	14	1	91	9	1	85	13	2				
Yes	74	20	6	68	25	8	61	33	7	65	30	6	79	18	2	87	11	2	75	21	4				
Aggregated Data	75	20	5	69	24	7	62	31	7	66	28	6	80	18	2	88	11	2	76	20	4				

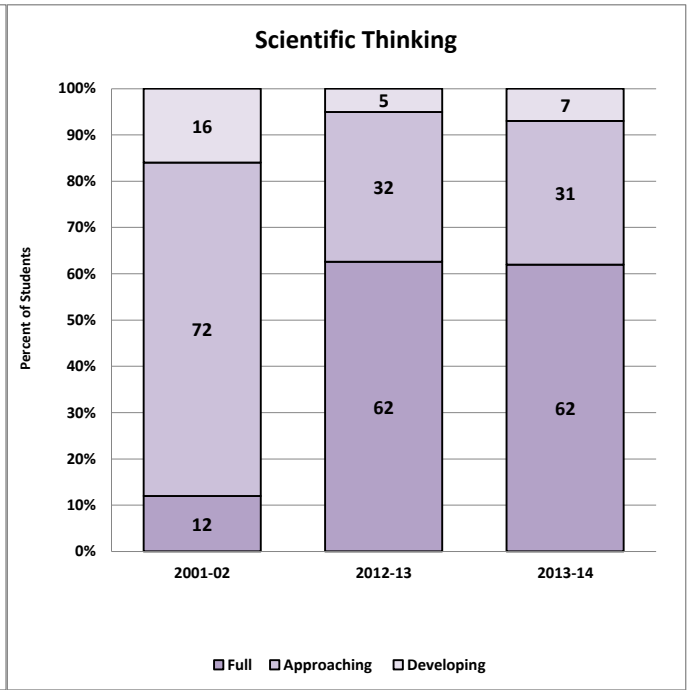
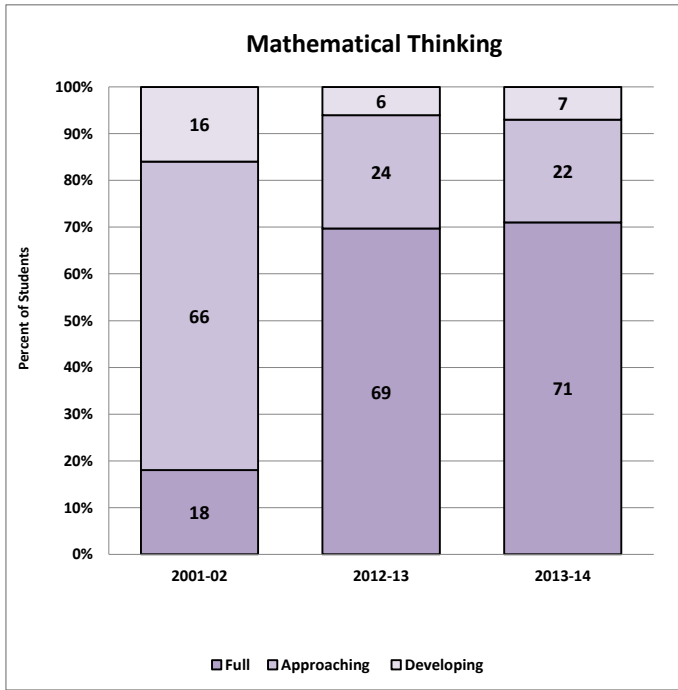
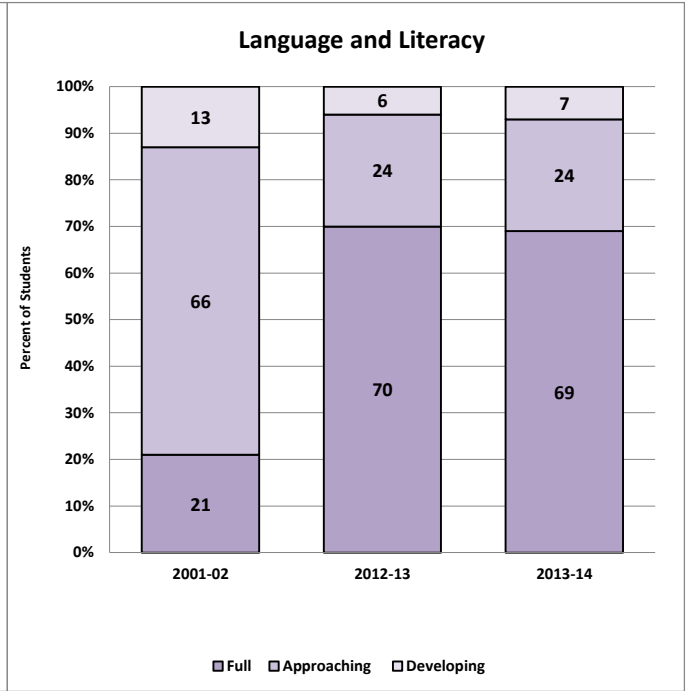
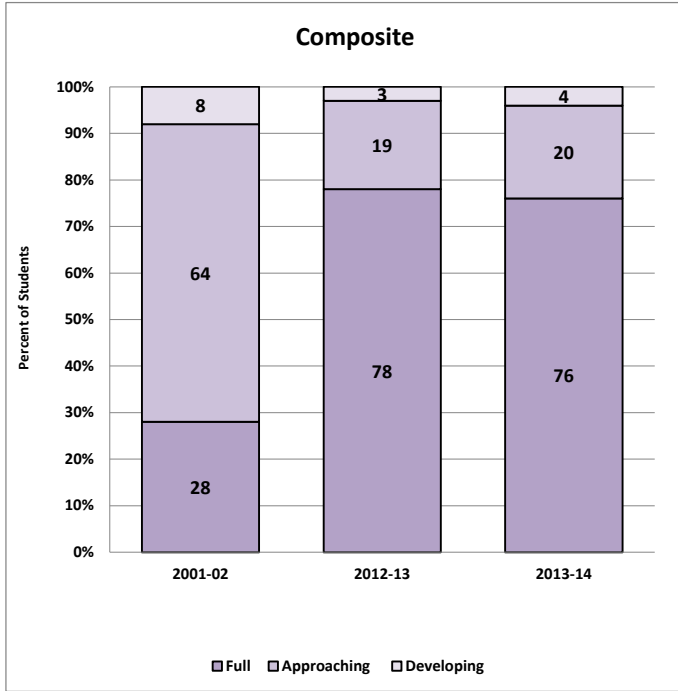
* = fewer than 5
May not total 100% due to rounding.

Baltimore City - Number of Kindergarten Students

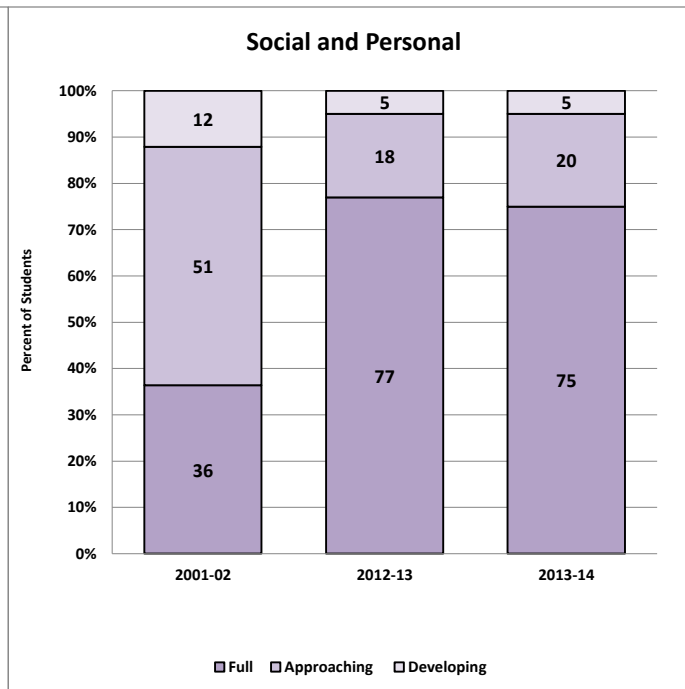
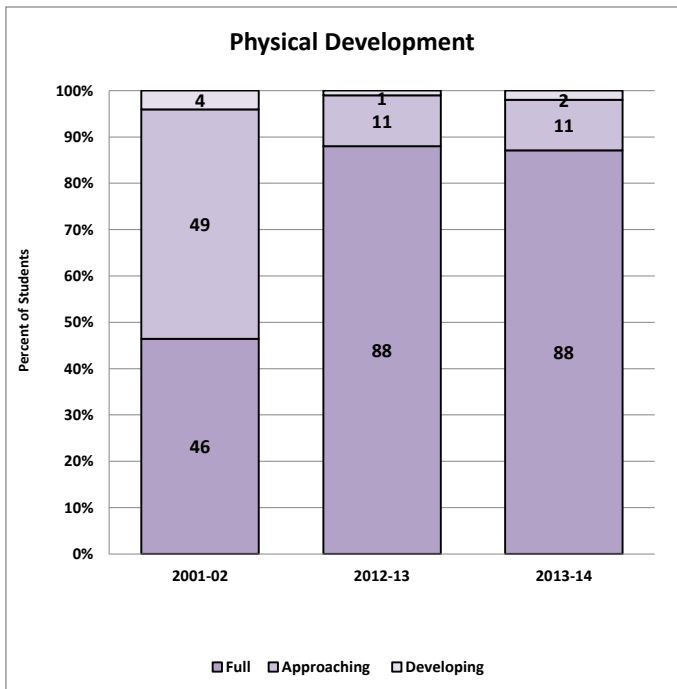
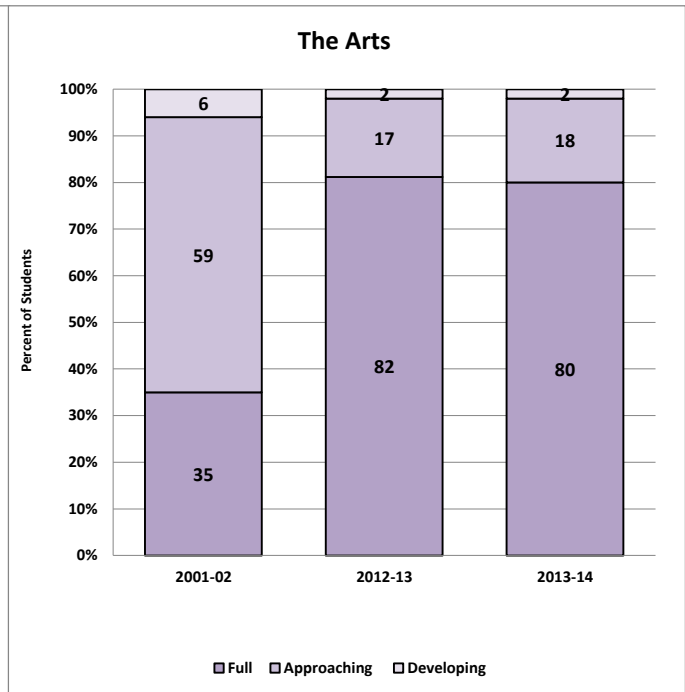
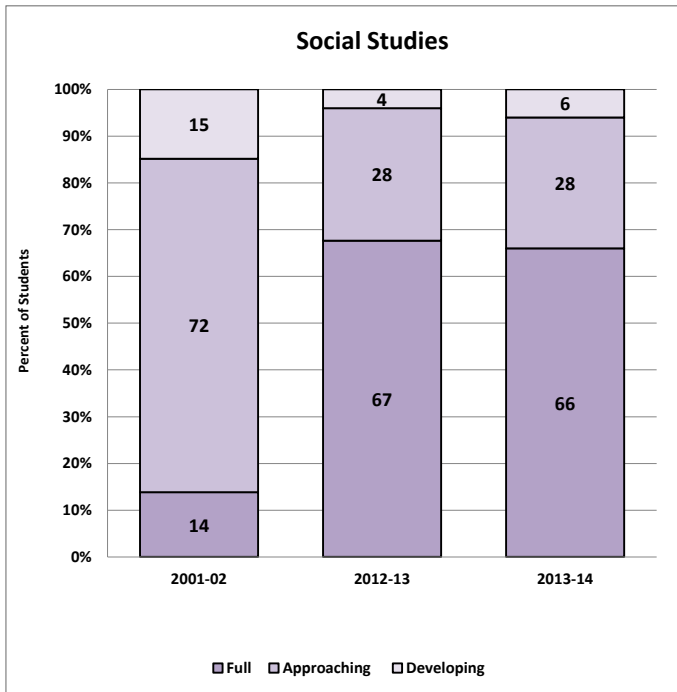
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	13	3	2	14	2	2	14	2	2	12	5	1	11	6	1	15	3	0	15	2	1	14	3	1	
Asian	47	9	3	43	10	6	45	10	4	35	19	5	37	17	5	44	12	3	52	4	3	44	11	4	
African American	4,368	1,160	332	4,118	1,343	398	4,189	1,268	402	3,717	1,765	377	3,947	1,595	317	4,731	992	136	5,151	619	89	4,487	1,148	224	
Native Hawaiian/Pacific Islander	15	1	0	12	4	0	13	3	0	11	5	0	13	3	0	14	2	0	16	0	0	15	1	0	
White	487	129	26	456	148	38	465	136	41	419	196	27	432	186	24	502	127	13	559	72	11	490	134	18	
Hispanic	481	140	36	374	206	77	390	196	71	316	275	66	350	250	57	486	156	15	565	79	13	452	165	40	
Two or More Races (Non-Hispanic/Latino)	48	5	1	39	10	5	40	8	6	38	14	2	38	15	1	44	10	0	45	7	2	41	11	2	
Gender																									
Male	2,505	917	285	2,429	957	320	2,517	890	299	2,221	1,205	280	2,339	1,117	250	2,775	810	121	3,144	473	89	2,652	863	191	
Female	2,954	530	115	2,627	766	206	2,639	733	227	2,327	1,074	198	2,489	955	155	3,061	492	46	3,259	310	30	2,891	610	98	
Prior Care																									
Child Care Center	177	47	19	158	65	20	152	69	22	137	88	18	159	68	16	191	46	6	203	34	6	174	59	10	
Family Child Care	185	53	23	150	75	36	156	72	33	143	86	32	154	85	22	195	56	10	211	42	8	174	67	20	
Head Start	484	170	35	424	223	42	435	206	48	387	263	39	425	221	43	516	158	15	583	96	10	483	185	21	
Home / Informal Care	751	297	80	559	407	162	576	397	155	512	488	128	549	463	116	784	306	38	916	192	20	682	362	84	
Non-public Nursery	115	14	1	117	10	3	116	11	3	103	23	4	113	13	4	116	12	2	121	8	1	120	7	3	
Pre-Kindergarten	3,618	808	230	3,535	879	241	3,599	815	241	3,166	1,256	233	3,311	1,156	188	3,886	679	90	4,199	388	68	3,779	738	138	
Special Education																									
No	5,161	1,225	303	4,805	1,504	379	4,881	1,428	379	4,312	2,051	325	4,566	1,852	270	5,481	1,118	109	5,991	633	64	5,248	1,256	184	
Yes	298	222	97	251	219	147	275	195	147	236	228	153	262	220	135	375	184	58	412	150	55	295	217	105	
English Language Learners																									
No	5,123	1,356	378	4,813	1,575	468	4,897	1,481	478	4,345	2,077	434	4,601	1,889	366	5,506	1,190	160	6,009	735	112	5,240	1,353	263	
Yes	336	91	22	243	148	58	259	142	48	203	202	44	227	183	39	330	112	7	394	48	7	303	120	26	
Free and Reduced Price Meals																									
No	716	138	27	711	141	29	719	136	26	660	191	30	683	171	27	746	125	10	800	76	5	749	113	19	
Yes	4,743	1,309	373	4,345	1,582	497	4,437	1,487	500	3,888	2,088	448	4,145	1,901	378	5,090	1,177	157	5,603	707	114	4,794	1,360	270	
Aggregated Data	5,459	1,447	400	5,056	1,723	526	5,156	1,623	526	4,548	2,279	478	4,828	2,072	405	5,836	1,302	167	6,403	783	119	5,543	1,473	289	

* = fewer than 5

MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Baltimore City



MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Baltimore City



Calvert County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	60	33	7	60	20	20	67	13	20	47	33	20	53	20	27	60	40	0	60	27	13	60	13	27	
African American	73	25	2	73	21	6	76	21	4	71	24	5	73	24	3	76	20	4	89	9	2	78	19	3	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	82	16	2	76	22	2	82	15	2	77	21	2	81	18	1	80	18	2	92	8	1	86	13	1	
Hispanic	81	19	0	78	22	0	84	14	3	86	14	0	89	11	0	89	11	0	97	3	0	86	14	0	
Two or More Races (Non-Hispanic/Latino)	80	16	3	70	24	6	79	16	4	72	24	4	74	22	4	72	26	2	89	9	2	85	12	3	
Gender																									
Male	74	22	4	73	23	5	80	16	4	74	21	4	76	20	4	69	27	4	87	11	2	79	18	3	
Female	86	13	1	77	21	2	82	16	2	77	21	2	82	17	1	88	11	0	94	5	0	90	9	1	
Prior Care																									
Child Care Center	77	20	3	77	22	1	84	15	1	78	21	1	79	20	1	80	19	1	91	9	0	87	13	0	
Family Child Care	84	13	3	76	18	5	77	20	3	77	20	3	85	12	3	82	17	2	92	6	2	85	12	2	
Head Start	74	23	4	75	21	4	79	18	4	81	18	2	82	18	0	79	18	4	93	7	0	82	16	2	
Home / Informal Care	81	17	2	66	26	8	73	21	6	70	25	5	73	25	2	79	20	1	88	9	3	79	18	3	
Non-public Nursery	92	7	1	89	10	1	92	7	1	84	14	2	88	11	1	80	19	1	98	2	0	95	5	1	
Pre-Kindergarten	75	22	3	66	29	5	77	18	5	69	26	5	73	20	7	74	21	5	86	11	2	78	17	4	
Special Education																									
No	82	16	2	79	19	2	84	15	1	79	20	1	82	17	1	82	17	1	93	6	1	88	11	1	
Yes	63	29	8	43	40	17	61	24	15	53	33	15	59	27	14	55	34	11	73	22	6	57	33	11	
English Language Learners																									
No	80	17	2	75	22	3	81	16	3	76	21	3	80	18	2	79	19	2	91	8	1	85	13	2	
Yes	59	41	0	65	35	0	76	24	0	53	47	0	59	41	0	65	35	0	76	24	0	65	35	0	
Free and Reduced Price Meals																									
No	81	16	2	78	20	2	83	15	2	78	20	2	80	18	2	80	18	2	92	7	1	88	11	1	
Yes	77	20	3	66	28	7	75	19	6	71	24	5	76	20	4	76	21	3	88	11	1	77	20	3	
Aggregated Data	80	18	2	75	22	3	81	16	3	76	21	3	79	19	2	79	19	2	91	8	1	85	13	2	

May not total 100% due to rounding.

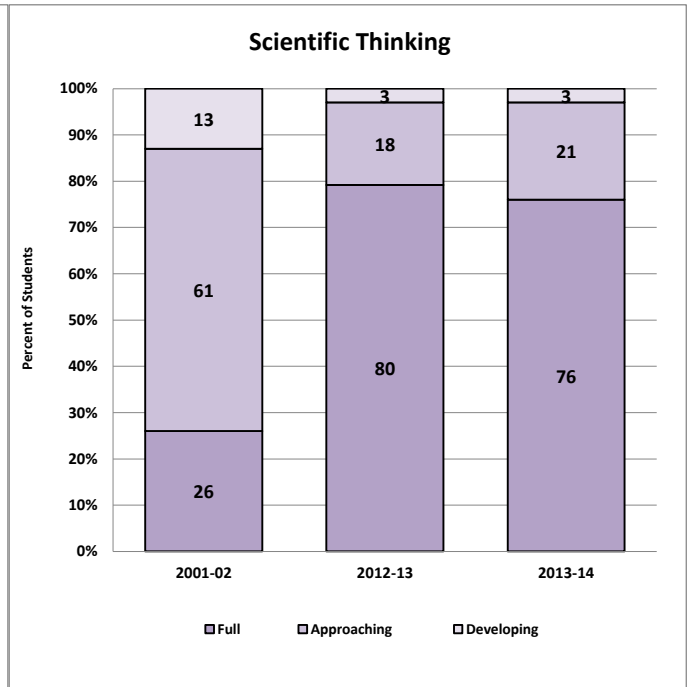
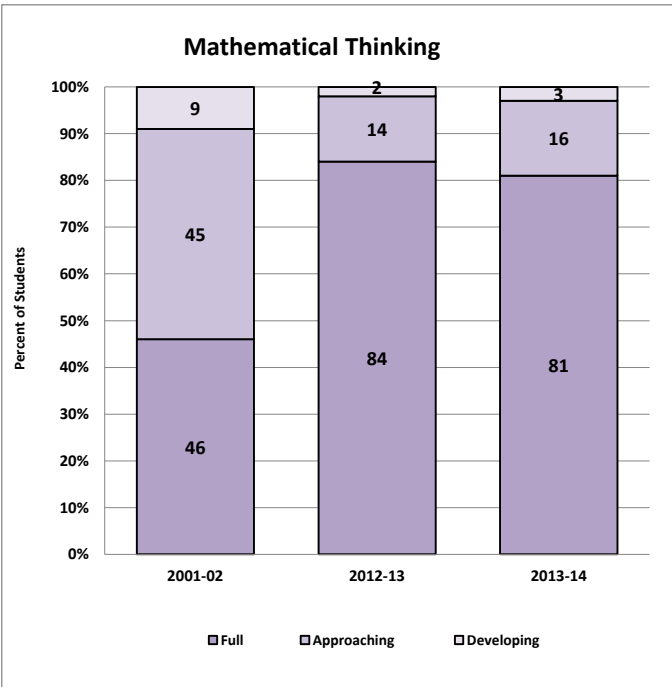
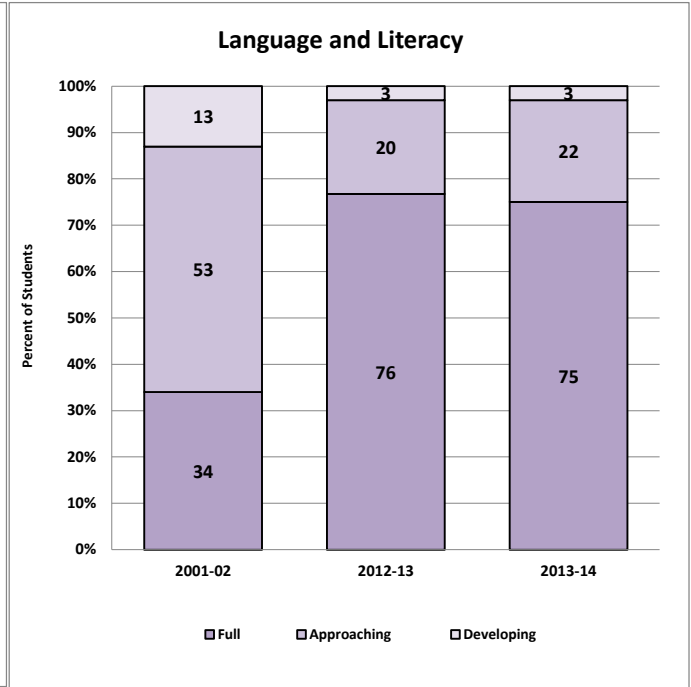
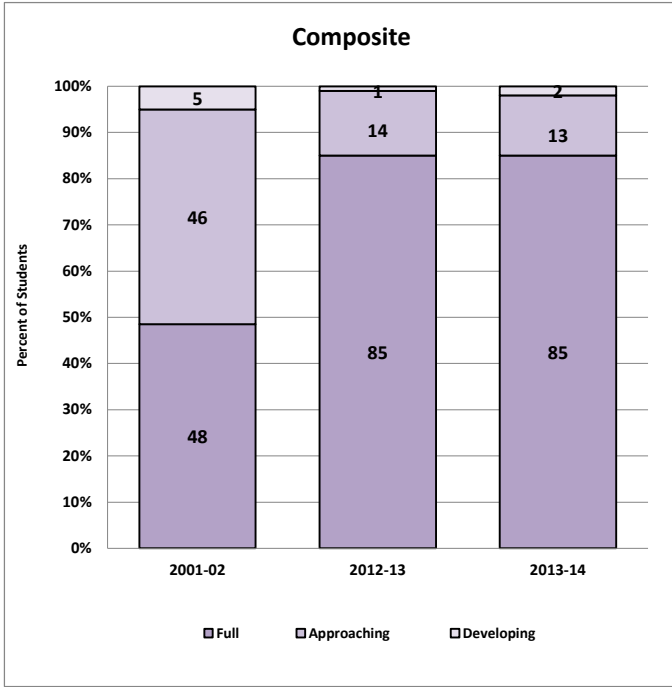
* = fewer than 5

Calvert County - Number of Kindergarten Students

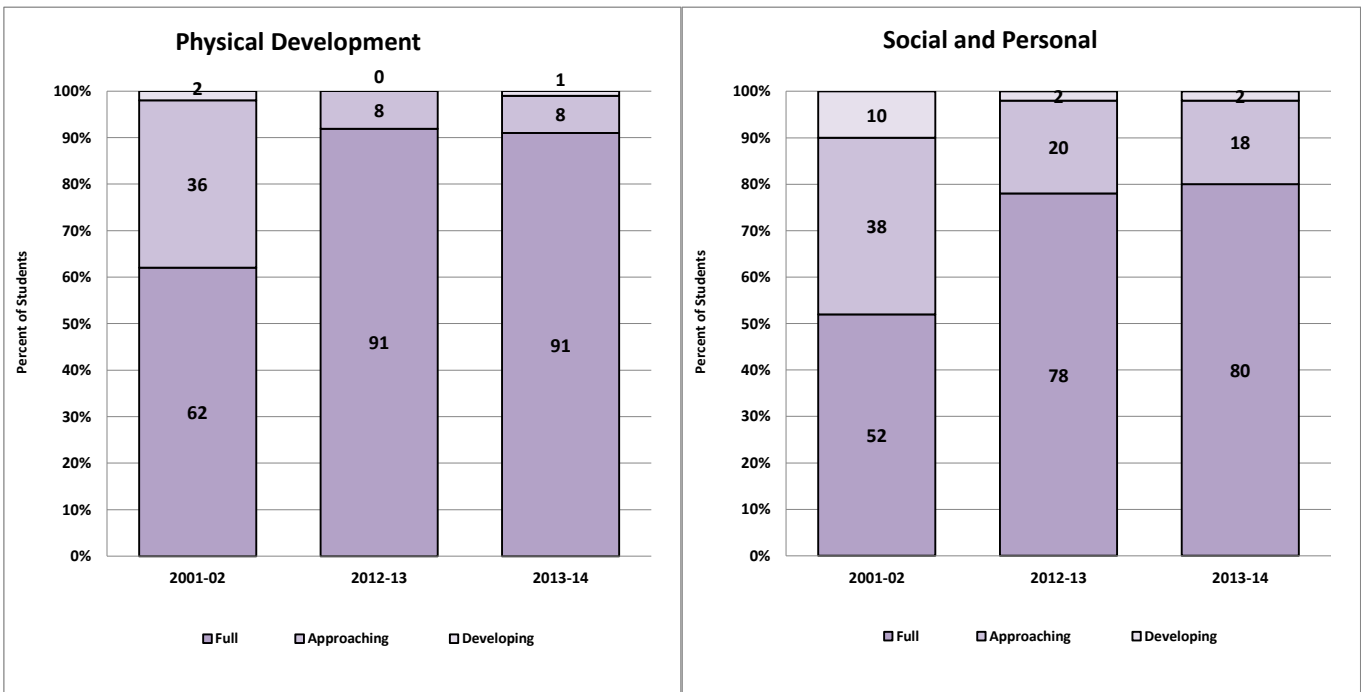
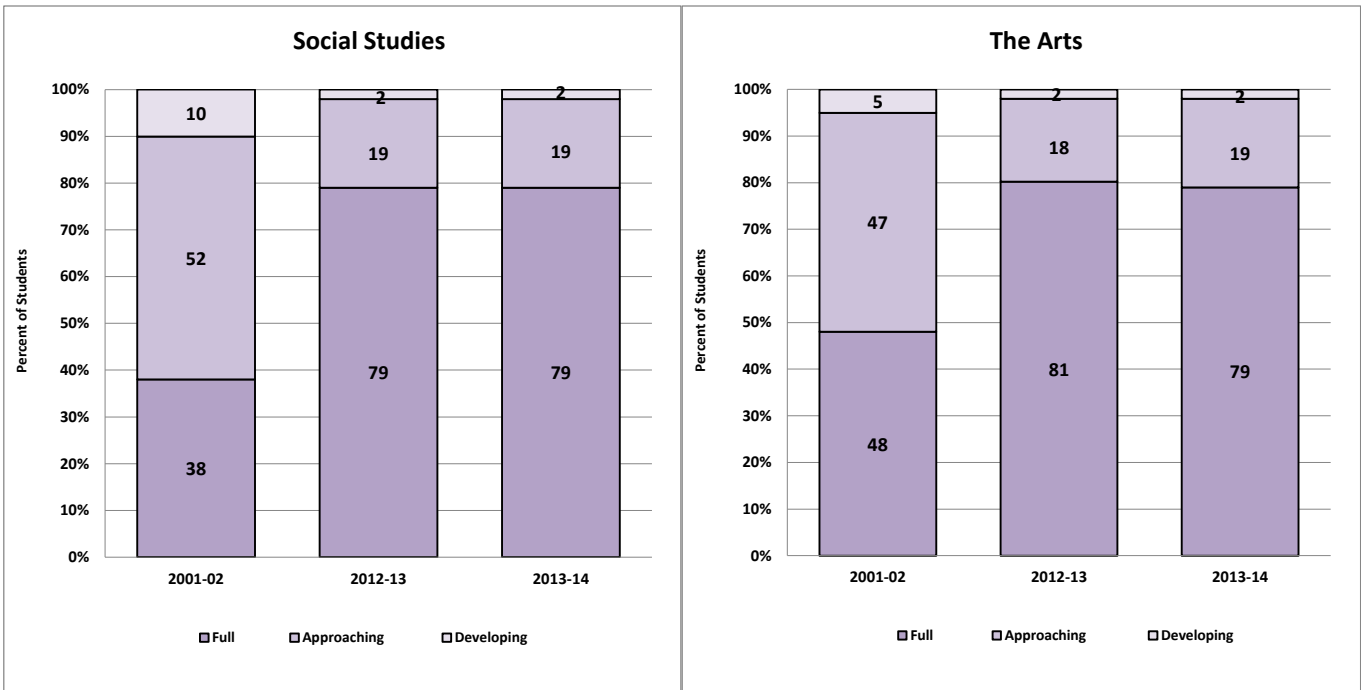
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	9	5	1	9	3	3	10	2	3	5	3	8	3	4	9	6	0	9	4	4	2	9	2	4	4
African American	101	35	3	102	29	8	105	29	5	99	33	7	102	33	4	106	28	5	124	12	3	109	26	4	4
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	618	118	18	573	165	16	622	116	16	582	157	15	610	133	11	603	137	14	692	57	5	651	96	7	7
Hispanic	30	7	0	29	8	0	31	5	1	32	5	0	33	4	0	33	4	0	36	1	0	32	5	0	0
Two or More Races (Non-Hispanic/Latino)	78	16	3	68	23	6	77	16	4	70	23	4	72	21	4	70	25	2	86	9	2	82	12	3	3
Gender																									
Male	391	116	19	382	120	24	421	84	21	391	113	22	402	105	19	364	141	21	459	57	10	417	94	15	15
Female	447	68	6	403	108	10	428	84	9	403	110	8	427	89	5	461	59	1	492	27	2	470	47	4	4
Prior Care																									
Child Care Center	274	71	9	274	78	2	299	52	3	276	75	3	281	71	2	282	67	5	321	32	1	307	46	1	1
Family Child Care	109	17	4	99	24	7	100	26	4	100	26	4	110	16	4	106	22	2	120	8	2	111	16	3	3
Head Start	42	13	2	43	12	2	45	10	2	46	10	1	47	10	0	45	10	2	53	4	0	47	9	1	1
Home / Informal Care	137	29	4	112	45	13	124	35	11	119	42	9	124	42	4	134	34	2	150	15	5	135	30	5	5
Non-public Nursery	136	11	1	132	15	1	136	11	1	124	21	3	130	17	1	119	28	1	145	3	0	140	7	1	1
Pre-Kindergarten	139	41	5	123	53	9	142	34	9	127	48	10	135	37	13	137	38	10	160	21	4	145	32	8	8
Special Education																									
No	763	149	15	733	180	14	776	139	12	731	184	12	758	162	7	759	159	9	864	58	5	819	102	6	6
Yes	75	35	10	52	48	20	73	29	18	63	39	18	71	32	17	66	41	13	87	26	7	68	39	13	13
English Language Learners																									
No	828	177	25	774	222	34	836	164	30	785	215	30	819	187	24	814	194	22	938	80	12	876	135	19	19
Yes	10	7	0	11	6	0	13	4	0	9	8	0	10	7	0	11	6	0	13	4	0	11	6	0	0
Free and Reduced Price Meals																									
No	621	126	17	599	150	15	637	115	12	593	155	16	615	136	13	609	141	14	702	53	9	669	85	10	10
Yes	217	58	8	186	78	19	212	53	18	201	68	14	214	58	11	216	59	8	249	31	3	218	56	9	9
Aggregated Data	838	184	25	785	228	34	849	168	30	794	223	30	829	194	24	825	200	22	951	84	12	887	141	19	19

* = fewer than 5

MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Calvert County



MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Calvert County



Caroline County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	80	12	8	83	14	3	82	12	6	80	15	5	80	15	5	94	3	3	89	8	3	86	11	3	3
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	93	6	1	93	6	1	94	5	0	95	4	1	96	2	1	96	2	1	97	3	1	96	4	0	0
Hispanic	98	2	0	95	5	0	95	3	2	90	10	0	100	0	0	100	0	0	100	0	0	98	2	0	0
Two or More Races (Non-Hispanic/Latino)	81	19	0	87	13	0	84	13	3	84	13	3	97	3	0	87	13	0	87	13	0	94	6	0	0
Gender																									
Male	87	10	2	89	10	1	90	8	3	90	8	2	93	5	2	93	5	2	93	6	1	92	7	1	1
Female	94	5	1	94	6	0	93	7	0	94	5	1	99	0	0	98	2	0	98	2	0	97	2	0	0
Prior Care																									
Child Care Center	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	0
Family Child Care	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	0
Head Start	78	22	0	78	11	11	78	11	11	78	11	11	89	0	11	89	0	11	89	11	0	89	0	11	11
Home / Informal Care	92	8	0	91	9	0	89	11	0	93	7	0	99	1	0	99	1	0	97	3	0	96	4	0	0
Non-public Nursery	97	3	0	90	10	0	85	15	0	90	10	0	95	5	0	95	5	0	100	0	0	97	3	0	0
Pre-Kindergarten	89	9	2	91	8	1	91	6	2	91	7	2	96	3	1	94	4	1	94	4	1	94	6	1	1
Special Education																									
No	92	7	1	93	7	0	92	7	1	93	7	1	97	2	0	97	2	0	97	3	0	96	4	0	0
Yes	79	13	9	79	17	4	81	15	4	74	19	6	87	4	9	81	11	9	81	11	9	81	15	4	4
English Language Learners																									
No	90	8	2	91	8	1	90	8	2	92	7	1	96	3	1	95	4	1	94	4	1	94	5	1	1
Yes	96	4	0	94	6	0	96	4	0	88	12	0	98	2	0	100	0	0	98	0	0	98	2	0	0
Free and Reduced Price Meals																									
No	92	8	0	93	7	0	92	8	0	95	5	0	96	2	2	96	2	2	96	3	1	96	4	0	0
Yes	90	8	2	90	9	1	90	7	2	89	9	2	96	3	1	95	4	1	93	4	1	93	5	1	1
Aggregated Data	91	8	2	91	8	1	91	7	2	92	7	1	96	3	1	95	4	1	95	4	1	95	5	1	1

May not total 100% due to rounding.

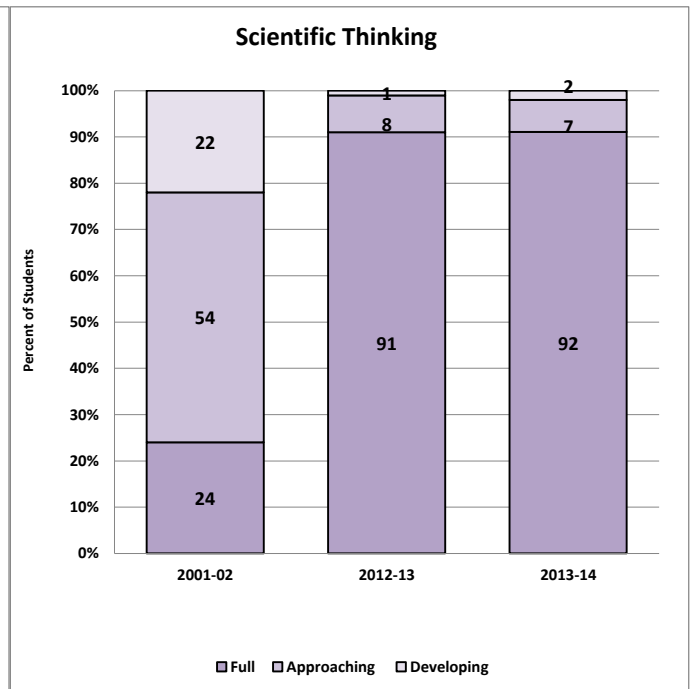
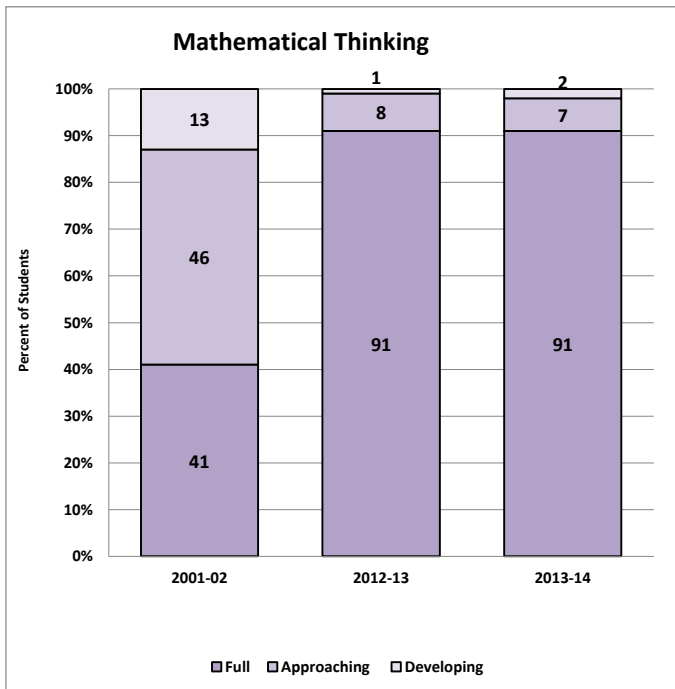
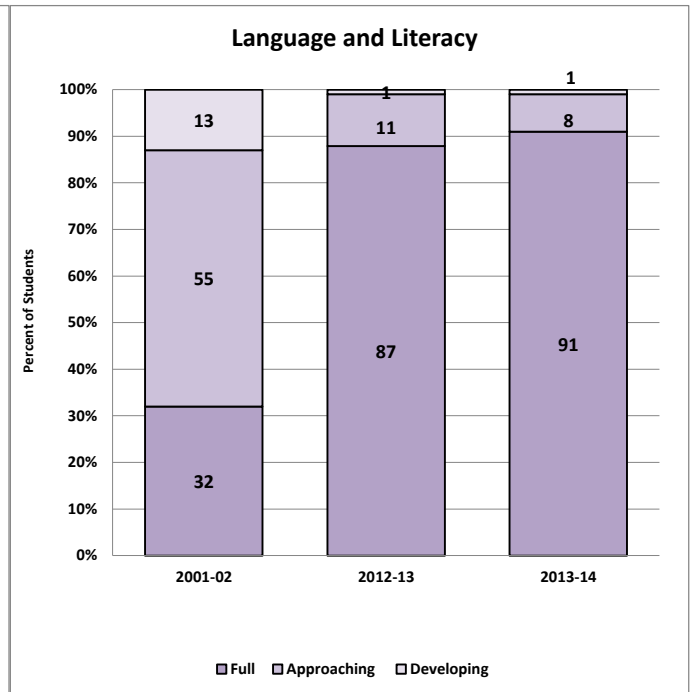
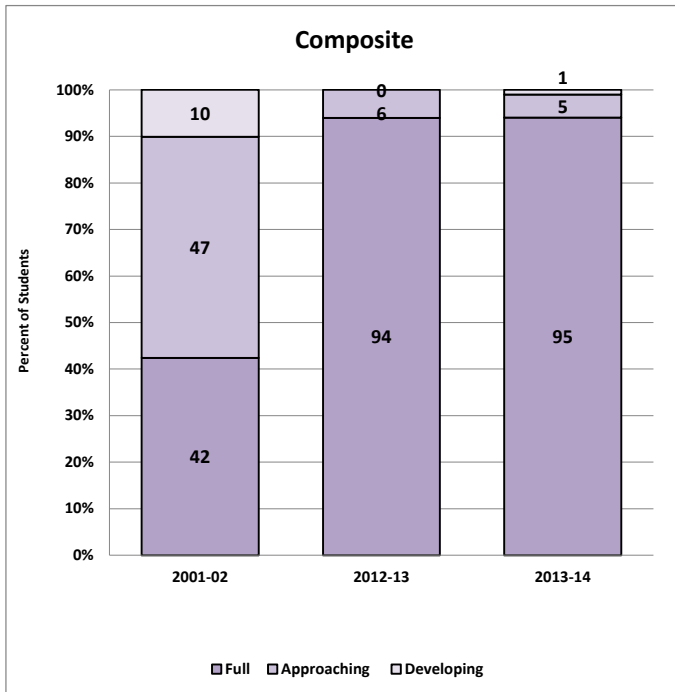
* = fewer than 5

Caroline County - Number of Kindergarten Students

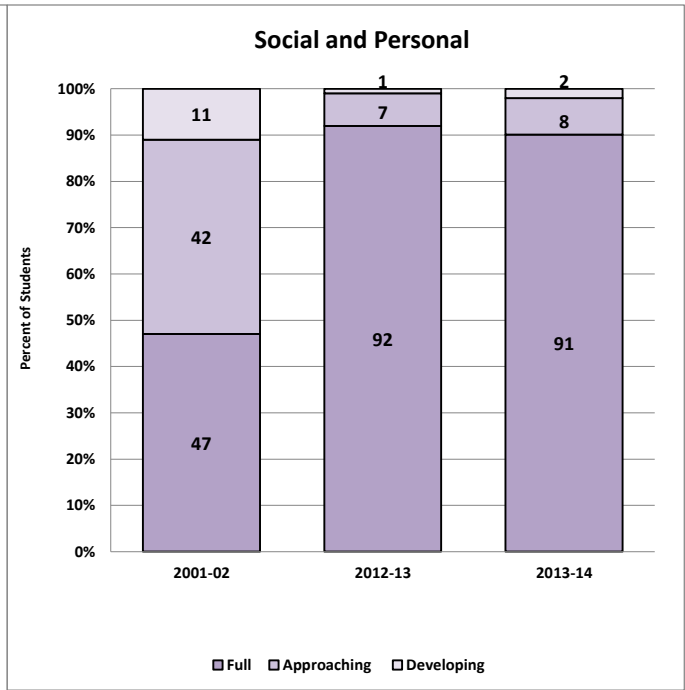
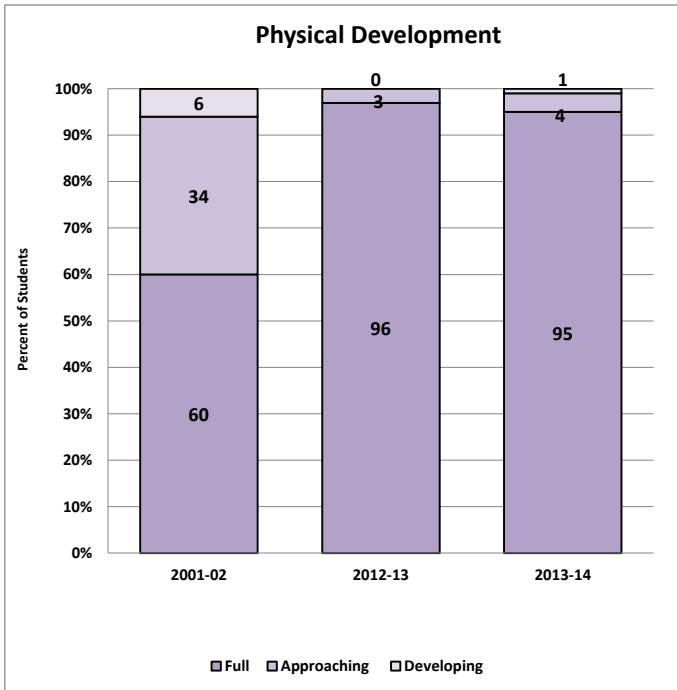
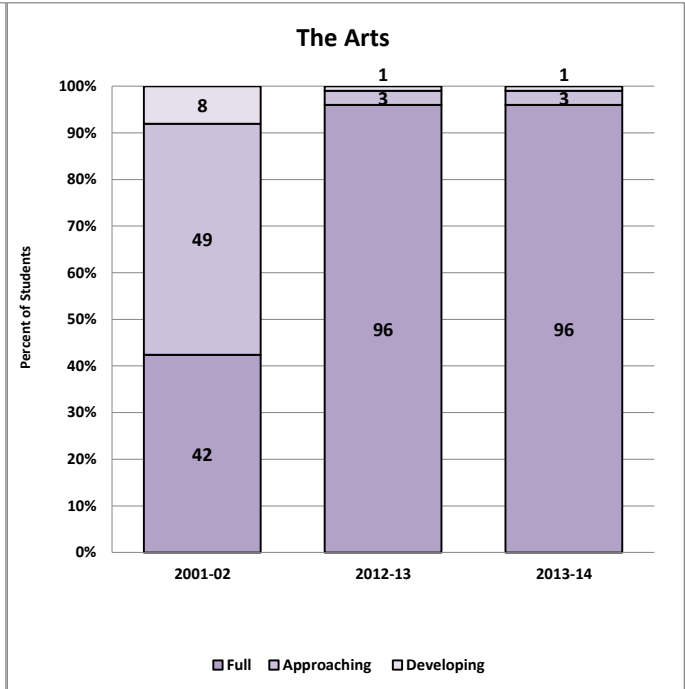
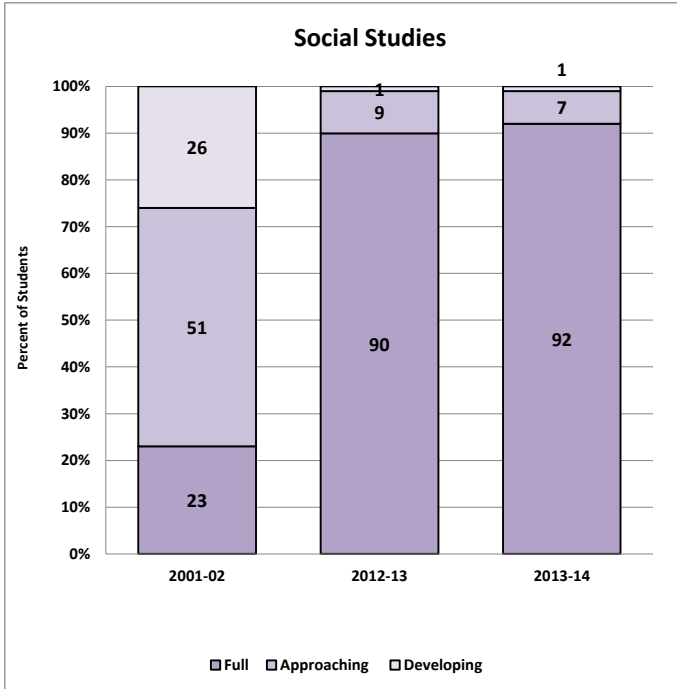
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	53	8	5	55	9	2	54	8	4	4	53	10	3	62	2	2	59	5	2	2	57	7	2	2	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	280	18	2	279	19	2	278	19	3	283	16	13	2	289	7	4	290	8	2	287	12	1	1	1	
Hispanic	58	1	0	56	3	0	56	3	0	56	2	6	0	59	0	0	59	0	0	58	1	0	0	0	
Two or More Races (Non-Hispanic/Latino)	25	6	0	27	4	0	27	4	0	26	4	4	1	30	1	0	27	4	0	29	2	0	0	0	
Gender																									
Male	200	24	5	204	22	3	205	18	6	205	19	19	4	206	19	4	213	11	5	210	17	2	2	2	
Female	218	11	2	216	14	1	214	16	1	218	11	2	2	215	14	2	229	1	1	225	5	1	1	1	
Prior Care																									
Child Care Center	16	0	0	16	0	0	16	0	0	16	0	0	0	16	0	0	16	0	0	16	0	0	0	0	0
Family Child Care	19	0	0	19	0	0	19	0	0	19	0	0	0	19	0	0	19	0	0	19	0	0	0	0	0
Head Start	7	2	0	7	1	1	7	1	1	7	1	1	1	7	1	1	8	0	1	8	0	1	0	1	1
Home / Informal Care	69	6	0	68	7	0	67	8	0	69	5	5	0	70	5	0	74	1	0	72	3	0	0	0	
Non-public Nursery	38	1	0	35	4	0	33	6	0	36	3	4	0	35	4	0	37	2	0	38	1	0	0	0	
Pre-Kindergarten	262	25	7	267	24	3	269	19	6	269	20	22	5	267	22	5	281	9	4	275	17	2	2	2	
Special Education																									
No	381	29	3	383	28	2	381	27	5	388	21	4	3	383	27	3	401	10	2	397	15	1	1	1	
Yes	37	6	4	37	8	2	38	7	2	35	9	3	3	38	6	3	41	2	4	38	7	2	2	2	
English Language Learners																									
No	369	33	7	372	33	4	370	32	7	375	28	6	6	376	27	6	392	11	6	385	21	3	3	3	
Yes	49	2	0	48	3	0	49	2	0	48	2	1	0	45	6	0	50	1	0	50	1	0	0	0	
Free and Reduced Price Meals																									
No	156	13	0	158	11	0	156	13	0	161	8	0	0	161	8	0	162	4	3	163	6	0	0	0	
Yes	262	22	7	262	25	4	263	21	7	262	22	7	6	260	25	6	280	8	3	272	16	3	3	3	
Aggregated Data	418	35	7	420	36	4	419	34	7	423	30	7	6	421	33	6	442	12	6	435	22	3	3	3	

* = fewer than 5

MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Caroline County



MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Caroline County



Carroll County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	87	13	0	85	11	4	89	9	2	83	13	4	83	13	4	89	9	2	91	6	2	89	9	2	
African American	95	5	0	93	7	0	95	5	0	93	7	0	95	5	0	98	2	0	100	0	0	100	0	0	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	88	10	2	89	10	2	91	7	2	91	7	1	91	7	1	93	6	1	95	4	1	93	6	1	
Hispanic	94	6	1	87	11	2	93	6	2	92	6	2	91	7	2	96	2	2	95	3	2	94	4	2	
Two or More Races (Non-Hispanic/Latino)	89	9	2	82	16	2	84	11	4	91	7	2	91	9	0	98	2	0	93	7	0	93	7	0	
Gender																									
Male	86	12	2	86	11	3	89	8	3	90	8	2	90	8	2	91	7	1	93	5	1	92	7	2	
Female	92	8	1	90	9	1	92	7	1	92	7	1	93	6	1	96	4	0	96	3	0	95	4	1	
Prior Care																									
Child Care Center	88	11	1	91	9	0	93	7	0	93	7	0	92	8	0	93	7	0	95	5	0	94	6	0	
Family Child Care	96	4	0	93	6	1	96	4	0	96	3	1	96	3	1	97	3	0	99	1	0	97	3	0	
Head Start	90	8	2	86	10	4	90	6	4	88	10	2	92	6	2	94	4	2	94	4	2	94	4	2	
Home / Informal Care	91	8	0	86	13	1	89	8	3	91	8	1	92	7	0	94	6	0	97	3	0	95	5	0	
Non-public Nursery	92	7	1	93	6	1	93	6	1	93	6	0	93	7	0	96	4	0	96	3	0	96	4	0	
Pre-Kindergarten	81	15	4	81	14	5	85	10	5	85	10	4	86	10	4	90	7	2	90	7	3	88	9	3	
Special Education																									
No	91	8	1	91	8	1	93	6	1	93	7	1	93	7	1	95	5	0	97	3	0	95	4	1	
Yes	74	22	4	69	24	7	79	15	7	80	15	5	84	13	3	85	13	1	82	15	3	80	17	2	
English Language Learners																									
No	89	10	1	89	9	1	91	7	2	92	7	1	92	7	1	94	5	0	95	4	0	94	5	1	
Yes	93	7	0	76	21	3	93	7	0	90	7	3	86	10	3	97	3	0	97	3	0	93	7	0	
Free and Reduced Price Meals																									
No	91	8	1	92	7	1	93	6	1	94	6	0	94	6	0	95	5	0	96	4	0	95	5	0	
Yes	85	13	2	80	16	4	86	10	4	86	12	2	87	11	2	93	6	1	94	6	1	90	8	2	
Aggregated Data	89	10	1	88	10	2	91	7	2	91	7	1	91	7	1	94	5	1	95	4	1	94	5	1	

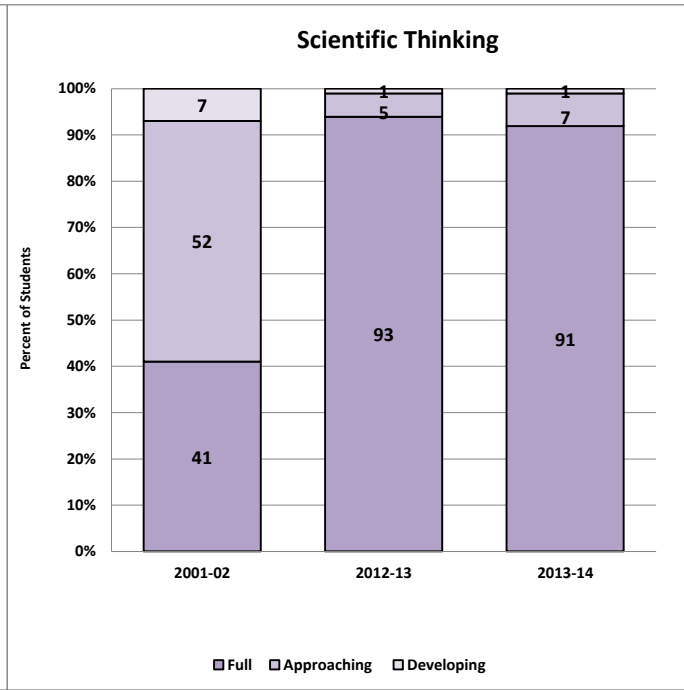
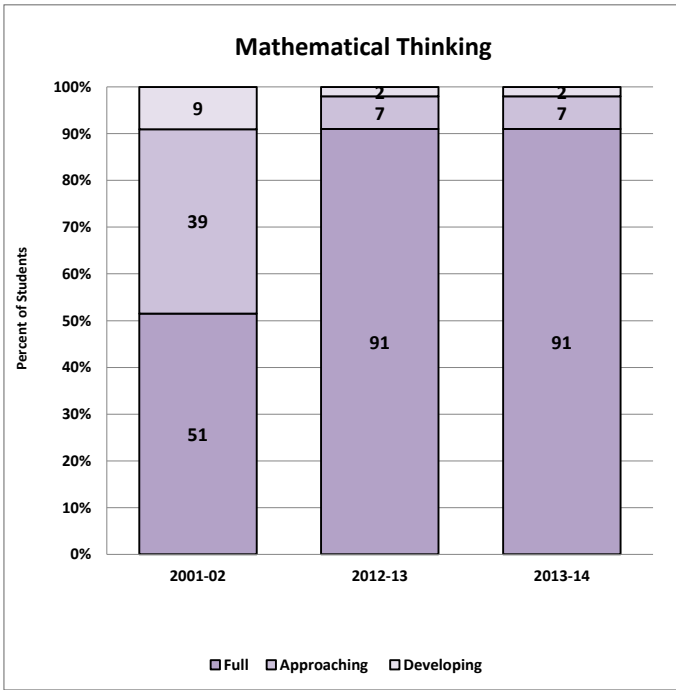
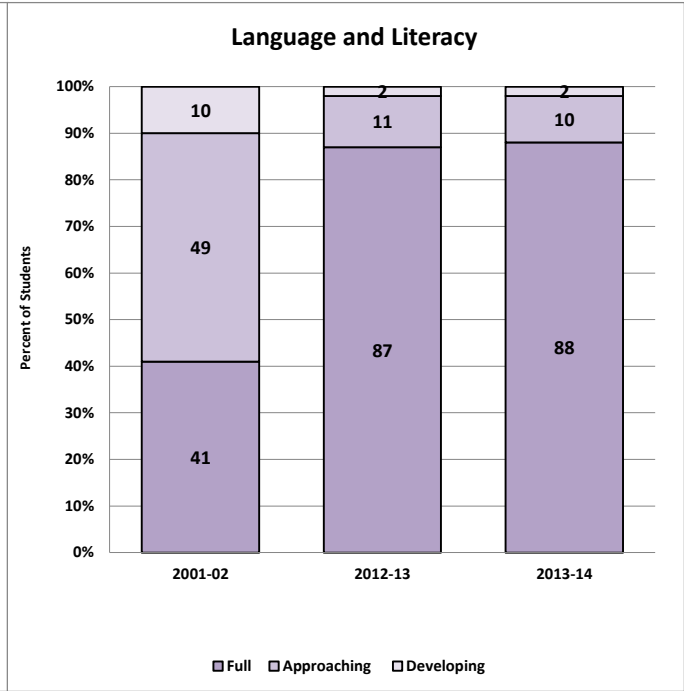
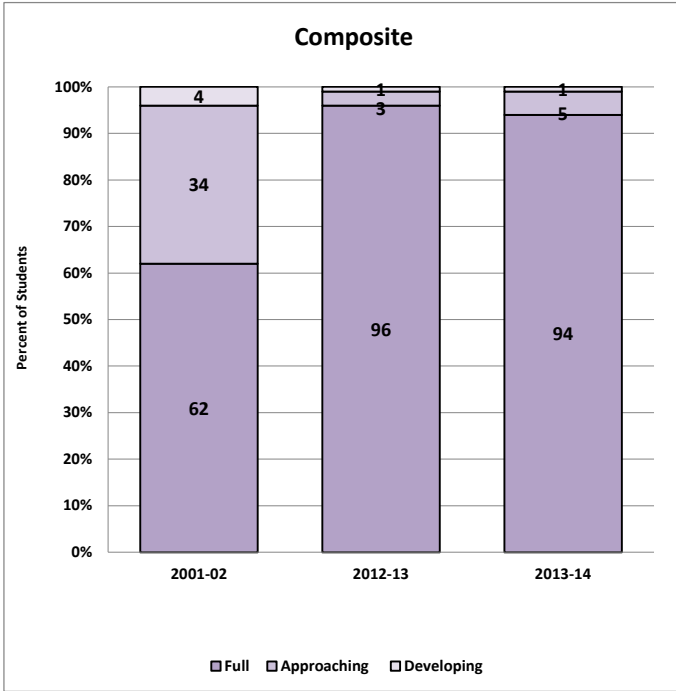
* = fewer than 5
May not total 100% due to rounding.

Carroll County - Number of Kindergarten Students

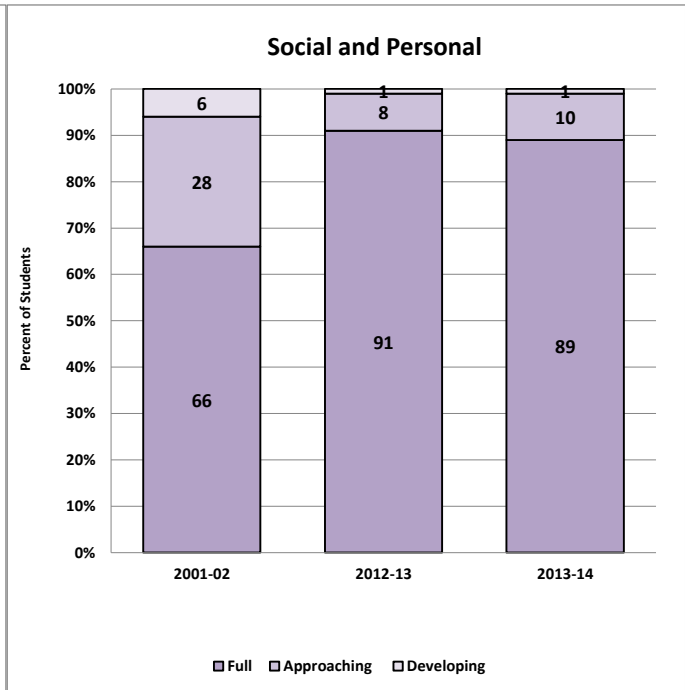
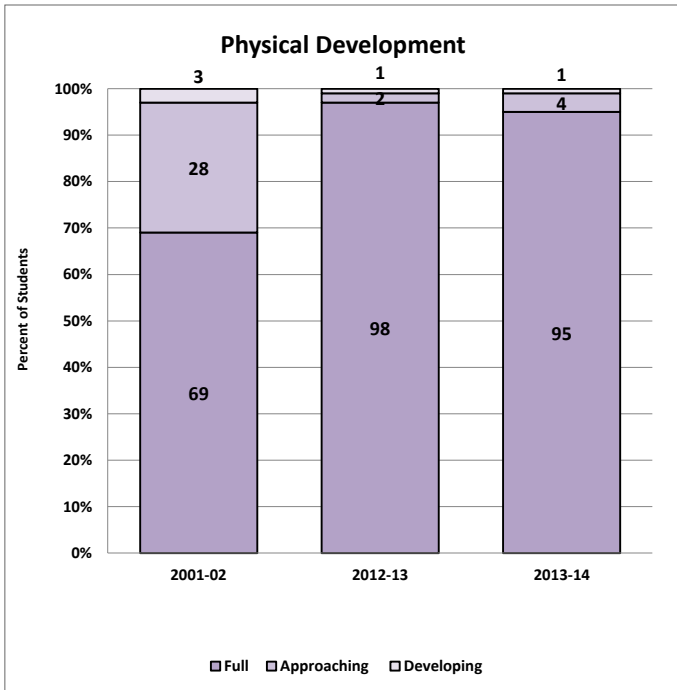
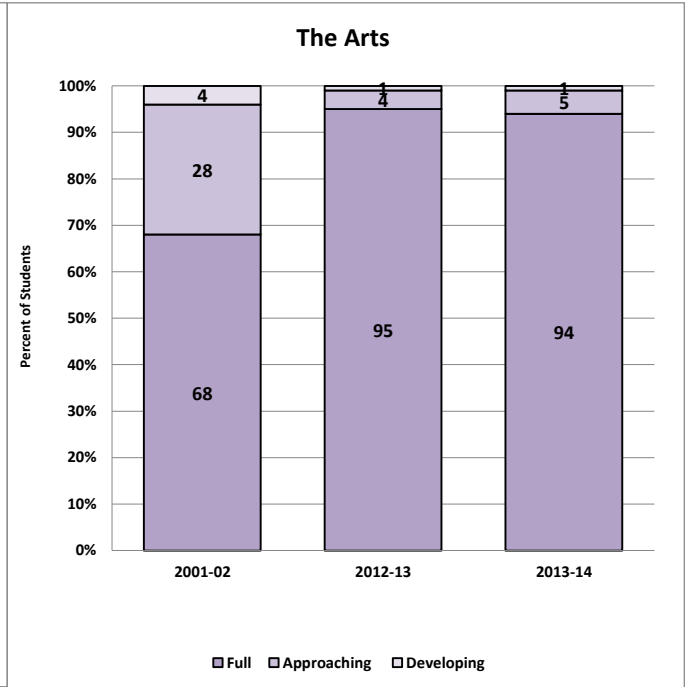
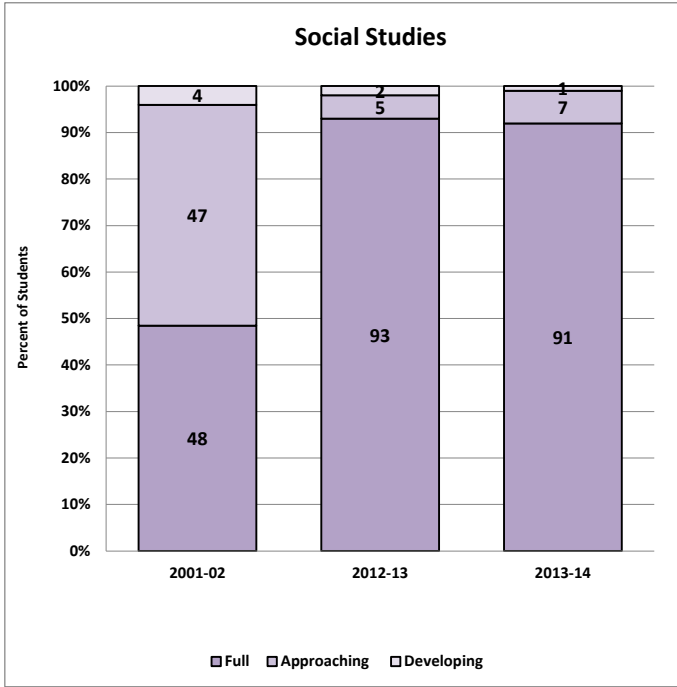
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	41	6	0	40	5	2	42	4	1	39	6	2	39	6	2	42	4	1	43	3	1	42	4	1	42
African American	52	3	0	51	4	0	52	3	0	51	4	0	52	3	0	54	1	0	55	0	0	55	0	0	55
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	1,316	155	24	1,324	144	27	1,353	110	32	1,365	110	20	1,367	110	18	1,397	87	11	1,415	67	13	1,395	84	16	1,395
Hispanic	102	6	1	95	12	2	101	6	2	100	7	2	99	8	2	105	2	2	104	3	2	103	4	2	103
Two or More Races (Non-Hispanic/Latino)	40	4	1	37	7	1	38	5	2	41	3	1	41	4	0	44	1	0	42	3	0	42	3	0	42
Gender																									
Male	777	110	18	782	100	23	808	71	26	815	73	17	813	76	16	828	65	12	845	48	12	832	59	14	832
Female	779	64	8	769	73	9	782	58	11	786	57	8	790	55	6	819	30	2	819	28	4	810	36	5	810
Prior Care																									
Child Care Center	314	38	5	324	32	1	331	25	1	332	24	1	329	27	1	331	25	1	338	18	1	336	20	1	336
Family Child Care	67	3	0	65	4	1	67	3	0	67	2	1	67	2	1	68	2	0	69	1	0	68	2	0	68
Head Start	46	4	1	44	5	2	46	3	2	45	5	1	47	3	1	48	2	1	48	2	1	48	2	1	48
Home / Informal Care	263	24	1	248	37	3	257	23	8	262	24	2	266	21	1	271	16	1	280	8	0	274	13	1	274
Non-public Nursery	546	42	3	549	38	4	552	35	4	552	37	2	550	39	2	569	21	1	569	20	2	565	24	2	565
Pre-Kindergarten	296	56	13	296	50	19	310	35	20	312	37	16	314	37	14	329	27	9	330	24	11	320	33	12	320
Special Education																									
No	1,411	127	15	1,412	127	14	1,437	98	18	1,442	102	9	1,438	106	9	1,477	70	6	1,499	51	3	1,481	64	8	1,481
Yes	121	36	6	112	39	12	128	24	11	131	24	8	137	21	5	139	22	2	134	24	5	131	28	4	131
English Language Learners																									
No	1505	161	21	1502	160	25	1538	120	29	1547	124	16	1550	124	13	1588	91	8	1605	74	8	1585	90	12	1585
Yes	27	2	0	22	6	1	27	2	0	26	2	1	25	3	1	28	1	0	28	1	0	27	2	0	27
Free and Reduced Price Meals																									
No	1,150	104	12	1,163	94	9	1,179	76	11	1,186	74	6	1,185	77	4	1,199	63	4	1,212	50	4	1,205	57	4	1,205
Yes	382	59	9	361	72	17	386	46	18	387	52	11	390	50	10	417	29	4	421	25	4	407	35	8	407
Aggregated Data	1,556	174	26	1,551	173	32	1,590	129	37	1,601	130	25	1,603	131	22	1,647	95	14	1,664	76	16	1,642	95	19	1,642

* = fewer than 5

MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Carroll County



MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Carroll County



Cecil County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	75	0	25	75	0	25	75	0	25	75	0	25	75	0	25	50	50	0	75	25	0	75	0	25	25
African American	70	23	7	66	22	12	62	27	12	66	26	8	71	20	9	81	15	4	84	14	2	76	18	6	6
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	80	16	4	70	24	6	71	22	7	71	25	4	81	16	4	79	19	2	87	11	2	81	16	3	3
Hispanic	75	21	4	61	26	13	63	25	12	60	32	8	67	21	12	70	26	4	85	13	2	73	24	4	4
Two or More Races (Non-Hispanic/Latino)	77	19	5	69	25	6	69	26	5	68	27	5	72	26	2	77	20	4	88	11	1	74	22	4	4
Gender																									
Male	72	22	7	65	26	9	66	24	10	66	28	5	75	20	6	72	24	4	82	15	3	75	21	4	4
Female	86	12	2	74	21	5	73	21	6	73	23	4	81	15	4	84	14	1	91	9	1	85	12	3	3
Prior Care																									
Child Care Center	82	15	4	82	16	2	80	17	3	75	24	2	84	15	1	87	12	1	91	8	2	88	11	2	2
Family Child Care	79	15	5	64	26	10	59	31	10	69	21	10	77	18	5	74	23	3	87	8	5	74	21	5	5
Head Start	63	25	11	51	31	18	45	34	21	48	38	14	54	30	17	62	31	7	73	20	7	61	28	11	11
Home / Informal Care	74	22	4	60	32	8	58	30	12	63	32	6	71	25	5	74	21	5	83	16	1	73	23	4	4
Non-public Nursery	86	12	2	77	21	1	80	18	2	75	24	1	85	14	1	80	18	2	90	10	0	90	9	1	1
Pre-Kindergarten	79	16	5	70	23	7	71	21	8	72	23	5	80	15	5	79	19	2	87	11	2	80	16	4	4
Special Education																									
No	82	16	3	74	21	5	73	22	5	73	24	3	81	17	3	81	17	2	89	10	1	84	14	2	2
Yes	56	27	17	33	44	23	41	31	29	47	35	18	56	24	20	58	32	11	62	27	11	47	38	15	15
English Language Learners																									
No	79	17	4	70	24	6	70	23	8	70	25	4	79	17	4	79	19	3	86	12	2	80	16	3	3
Yes	74	17	9	39	30	30	39	30	30	35	39	26	43	26	30	57	35	9	74	22	4	43	43	13	13
Free and Reduced Price Meals																									
No	83	12	4	77	19	4	79	17	4	77	20	3	83	13	3	82	16	2	89	9	2	86	12	3	3
Yes	74	21	5	62	29	10	61	28	11	63	31	6	73	21	6	75	22	3	84	14	2	74	22	4	4
Aggregated Data	79	17	4	69	24	7	69	23	8	70	26	5	78	17	5	78	19	3	86	12	2	80	17	4	4

May not total 100% due to rounding.

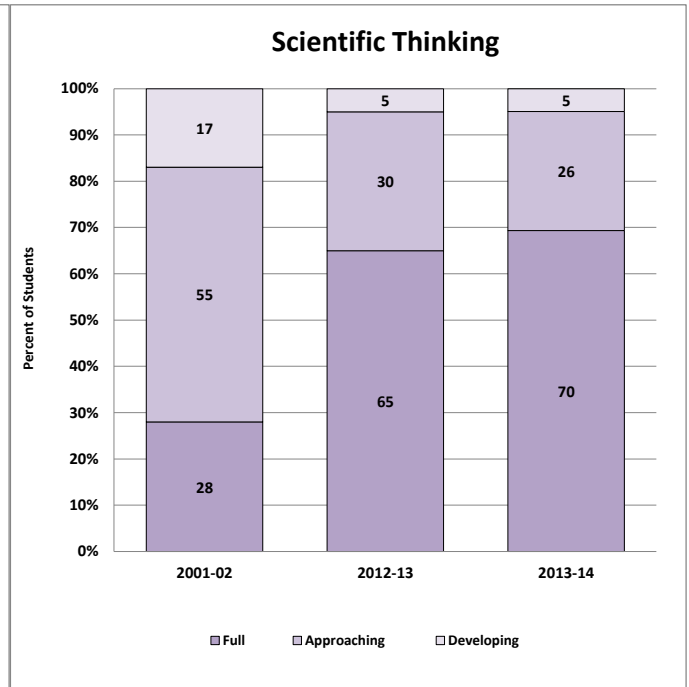
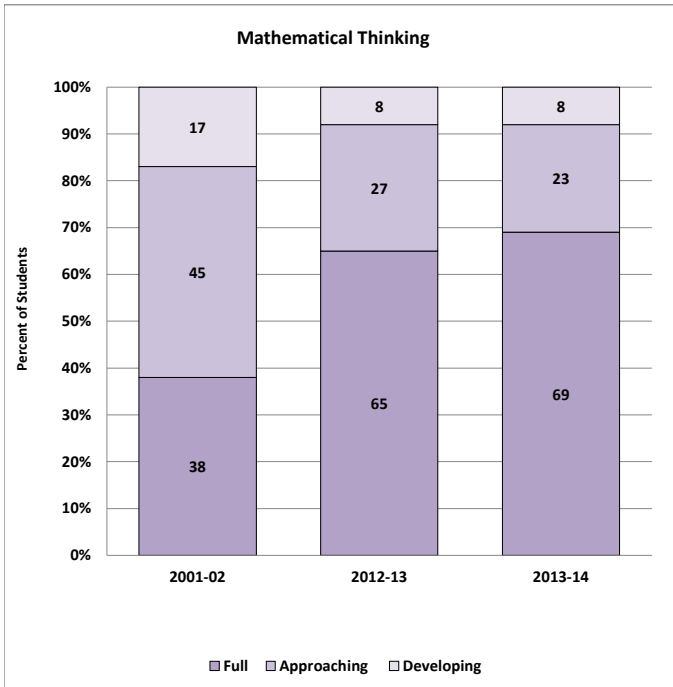
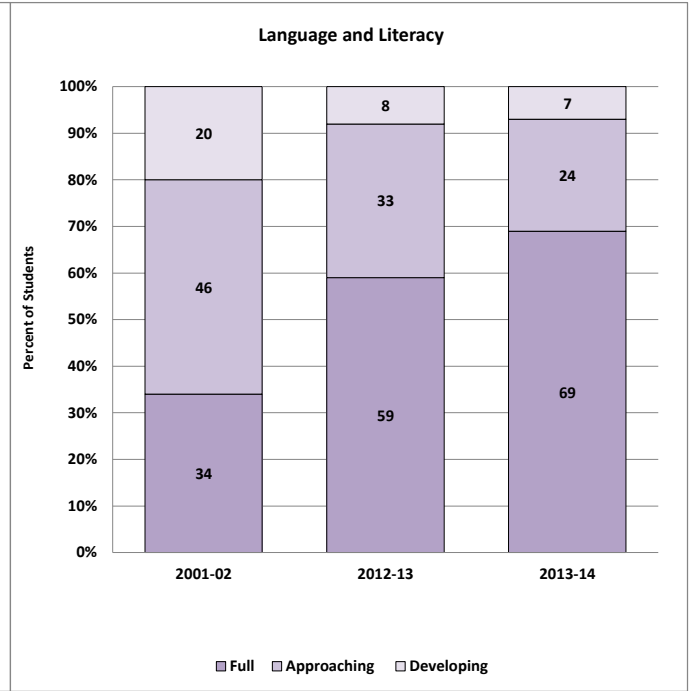
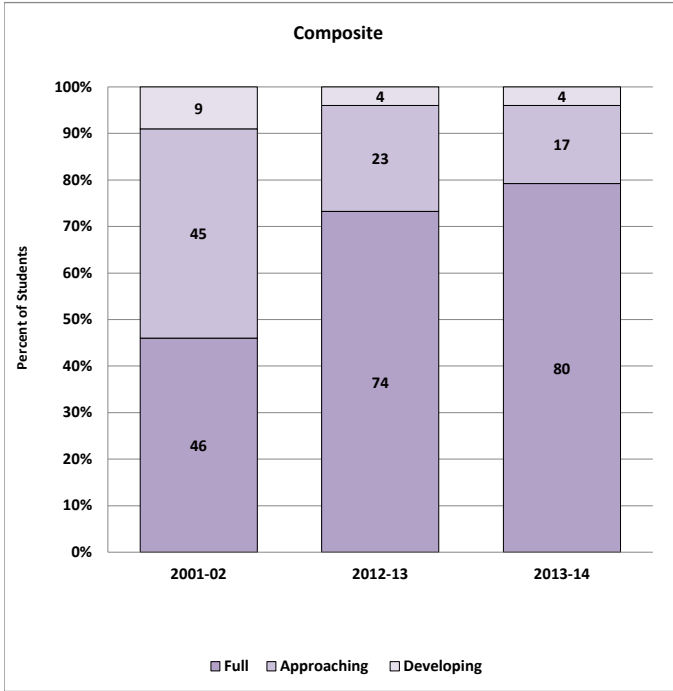
* = fewer than 5

Cecil County - Number of Kindergarten Students

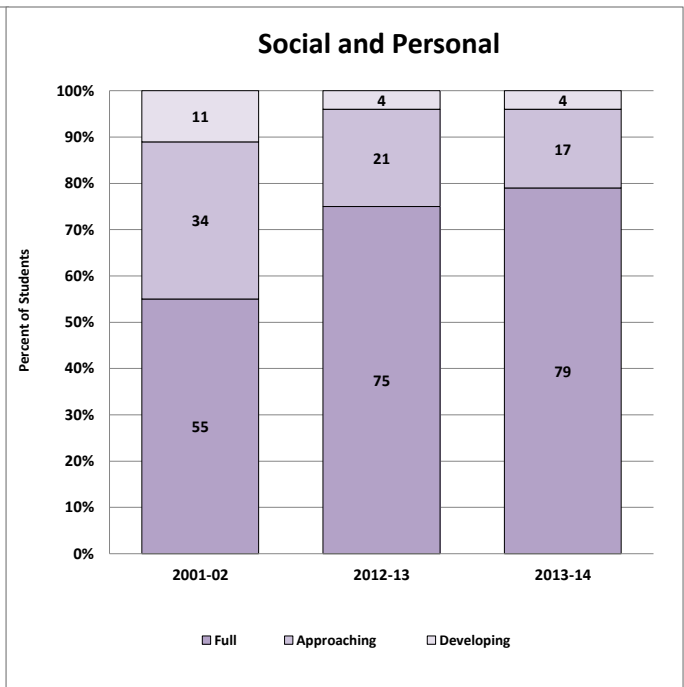
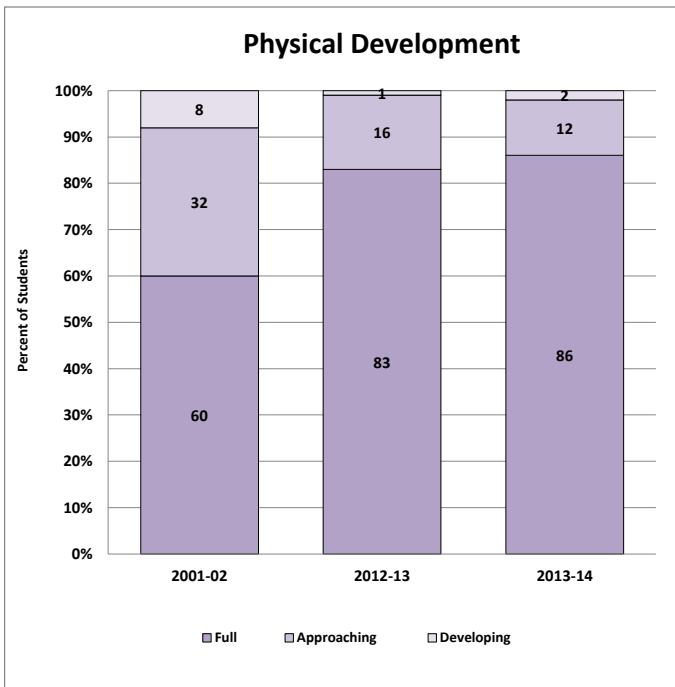
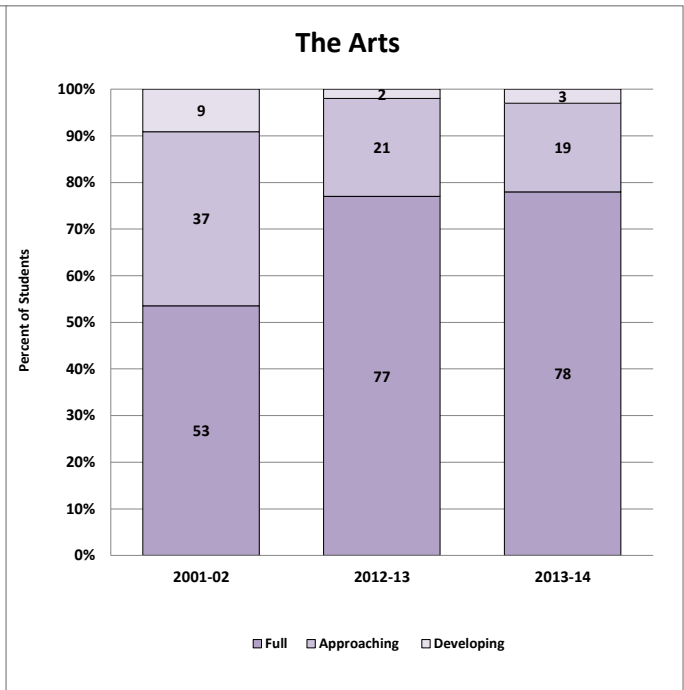
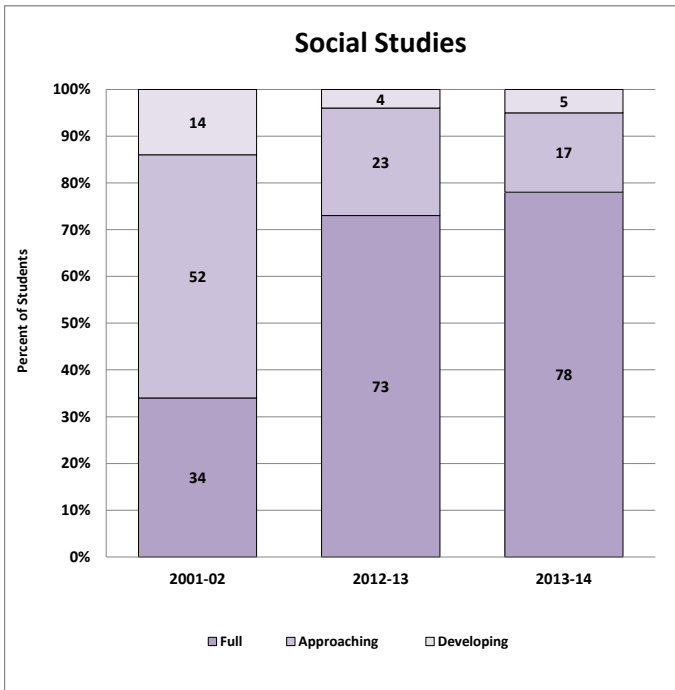
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	3	0	1	3	0	1	3	0	1	3	0	1	2	1	1	2	2	0	2	2	0	3	1	0	1
African American	73	24	7	69	23	12	64	28	12	69	27	8	74	21	9	84	16	4	84	16	4	87	15	2	6
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	691	135	36	607	206	49	609	189	64	612	215	35	694	137	31	680	161	21	680	161	21	746	98	18	27
Hispanic	63	18	3	51	22	11	53	21	10	50	27	7	56	18	10	59	22	3	59	22	3	71	11	2	3
Two or More Races (Non-Hispanic/Latino)	62	15	4	56	20	5	56	21	4	55	22	4	58	21	2	62	16	3	62	16	3	71	9	1	3
Gender																									
Male	422	127	41	382	156	52	388	142	60	392	166	32	441	116	33	427	139	24	427	139	24	483	87	20	26
Female	471	65	10	405	115	26	398	117	31	398	125	23	444	82	20	461	78	7	461	78	7	496	47	3	14
Prior Care																									
Child Care Center	107	19	5	107	21	3	105	22	4	98	31	2	110	20	1	114	16	1	114	16	1	119	10	2	2
Family Child Care	31	6	2	25	10	4	23	12	4	27	8	4	30	7	2	29	9	1	29	9	1	34	3	2	2
Head Start	45	18	8	36	22	13	32	24	15	34	27	10	38	21	12	44	22	5	44	22	5	52	14	5	8
Home / Informal Care	139	41	7	112	60	15	109	56	22	117	59	11	132	46	9	138	40	9	138	40	9	156	29	2	7
Non-public Nursery	118	16	3	106	29	2	110	24	3	103	33	1	117	19	1	110	24	3	110	24	3	123	14	0	1
Pre-Kindergarten	451	92	26	399	129	41	405	121	43	409	133	27	456	85	28	451	106	12	451	106	12	493	64	12	20
Special Education																									
No	811	156	26	736	212	45	727	215	51	720	243	30	804	164	25	804	173	16	804	173	16	888	97	8	18
Yes	74	36	23	44	58	31	54	41	38	63	46	24	75	32	26	77	42	14	77	42	14	83	36	14	20
English Language Learners																									
No	876	188	49	778	264	71	777	252	84	782	282	49	875	192	46	875	209	29	875	209	29	962	129	22	37
Yes	17	4	2	9	7	7	9	7	7	8	9	6	10	6	7	13	8	2	13	8	2	17	5	1	3
Free and Reduced Price Meals																									
No	447	66	23	415	100	21	421	91	24	414	105	17	447	71	18	438	85	13	438	85	13	478	48	10	14
Yes	446	126	28	372	171	57	365	168	67	376	186	38	438	127	35	450	132	18	450	132	18	501	86	13	26
Aggregated Data	893	192	51	787	271	78	786	259	91	790	291	55	885	198	53	888	217	31	888	217	31	979	134	23	40

* = fewer than 5

MMSR Kindergarten Assessment 2013-2014 Trends for Composite and Domain Results Cecil County



MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Cecil County



Charles County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite				
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing		
Race/Ethnicity																										
American Indian/Alaskan Native	63	38	0	63	25	13	50	38	13	50	25	25	38	13	88	13	0	88	13	0	88	13	0	63	38	0
Asian	88	10	2	76	17	7	80	15	5	76	19	5	75	24	86	12	2	88	8	3	88	8	3	83	15	2
African American	77	18	5	68	26	5	70	26	5	64	32	4	72	25	82	15	2	89	10	1	89	10	1	80	17	2
Native Hawaiian/Pacific Islander	100	0	0	100	0	0	100	0	0	33	67	0	67	33	100	0	0	100	0	0	100	0	0	100	0	0
White	86	11	3	75	20	5	79	18	3	73	25	3	75	22	86	13	1	91	8	1	86	13	1	86	12	2
Hispanic	82	13	5	61	26	13	62	25	13	52	40	9	59	32	81	14	5	89	9	3	89	9	3	73	21	7
Two or More Races (Non-Hispanic/Latino)	79	17	3	72	23	4	77	21	3	66	32	2	74	23	83	15	2	93	7	0	93	7	0	84	14	2
Gender																										
Male	75	20	6	66	26	7	72	22	6	64	31	5	69	27	77	20	3	87	12	1	87	12	1	78	19	3
Female	88	10	2	75	21	4	74	23	3	69	29	2	75	23	91	8	1	93	6	1	93	6	1	86	12	2
Prior Care																										
Child Care Center	83	13	4	78	19	3	80	18	2	72	26	1	76	22	87	12	1	90	9	1	90	9	1	86	12	2
Family Child Care	77	17	5	77	15	8	77	16	7	72	24	4	76	23	89	11	0	91	9	0	91	9	0	81	17	1
Head Start	69	29	2	58	37	6	58	37	6	56	42	2	65	33	87	13	0	90	10	0	90	10	0	75	23	2
Home / Informal Care	78	16	6	58	30	12	60	29	11	55	36	9	61	31	78	17	5	84	13	3	84	13	3	71	23	6
Non-public Nursery	86	12	1	78	19	3	77	21	2	74	26	0	79	20	90	9	0	94	6	0	94	6	0	89	11	0
Pre-Kindergarten	82	15	3	70	24	5	74	22	4	66	30	4	73	24	82	16	2	91	8	1	91	8	1	83	15	2
Special Education																										
No	84	14	3	74	22	4	75	22	3	69	29	2	74	24	86	13	1	92	7	0	92	7	0	85	14	1
Yes	52	31	17	33	41	26	47	31	22	40	35	24	45	30	55	30	14	62	29	9	62	29	9	48	32	19
English Language Learners																										
No	81	15	4	71	23	6	73	22	5	67	30	4	72	24	84	14	2	90	9	1	90	9	1	82	15	3
Yes	80	15	5	40	45	15	45	35	20	35	55	10	30	55	75	25	0	90	10	0	90	10	0	45	55	0
Free and Reduced Price Meals																										
No	85	12	4	76	20	4	78	19	3	72	25	3	76	22	87	12	1	91	8	1	91	8	1	85	13	2
Yes	76	20	4	63	29	8	65	27	7	58	37	5	66	29	80	18	3	89	10	1	89	10	1	77	19	3
Aggregated Data	81	15	4	70	24	6	73	22	5	66	30	4	72	25	84	14	2	90	9	1	90	9	1	82	16	3

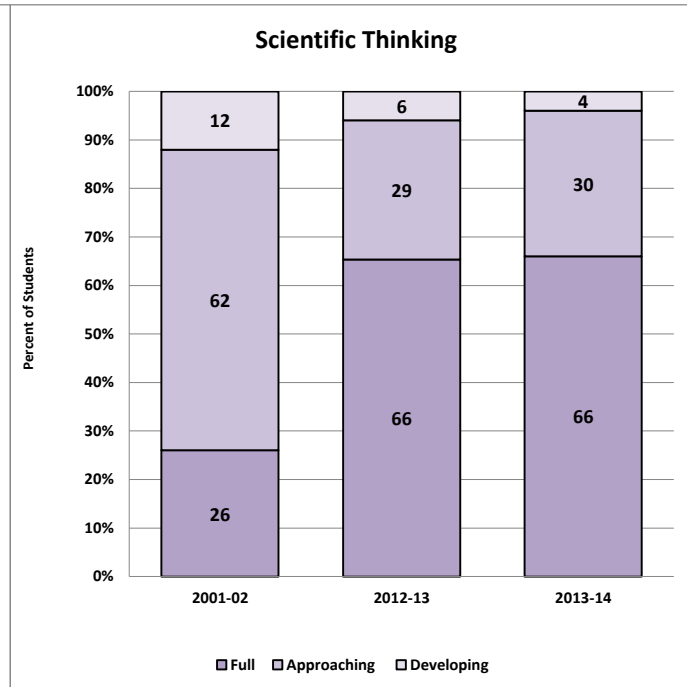
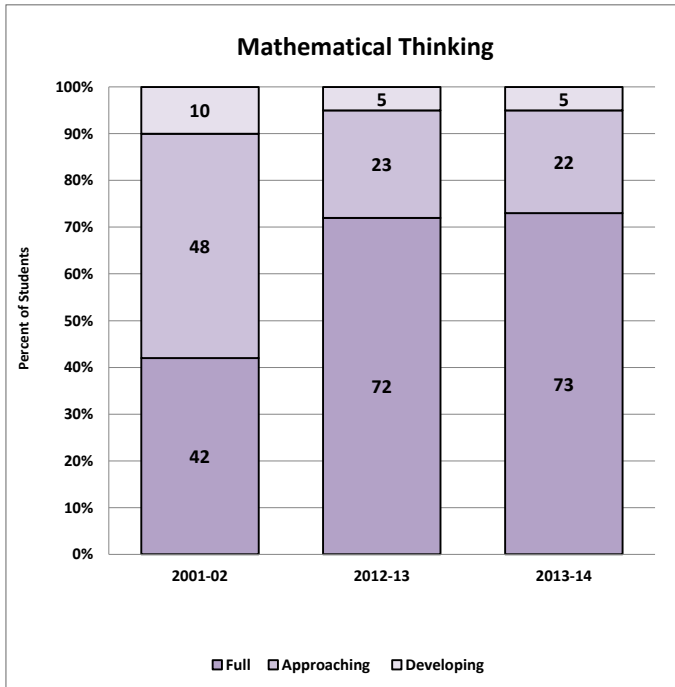
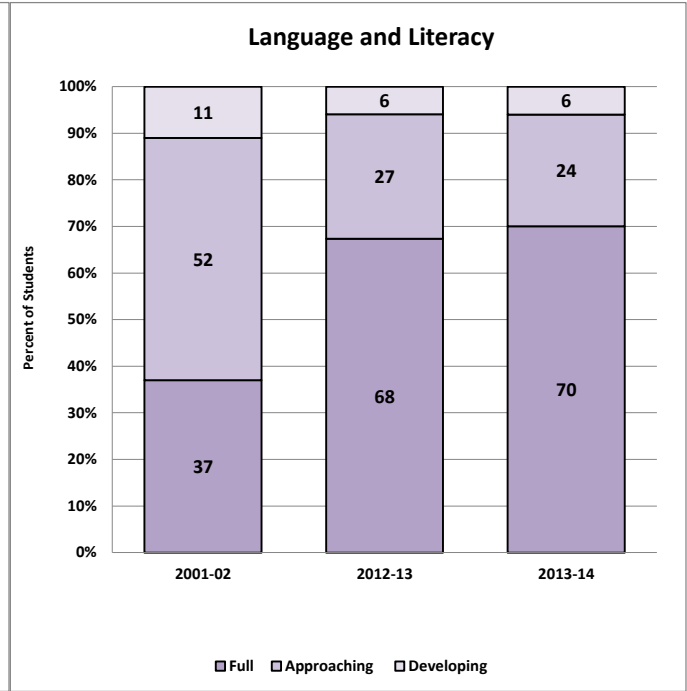
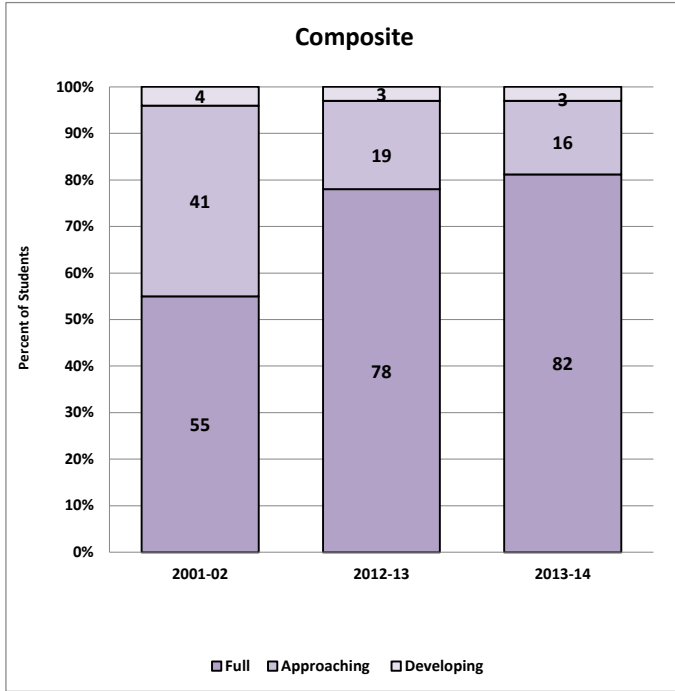
* = fewer than 5
May not total 100% due to rounding.

Charles County - Number of Kindergarten Students

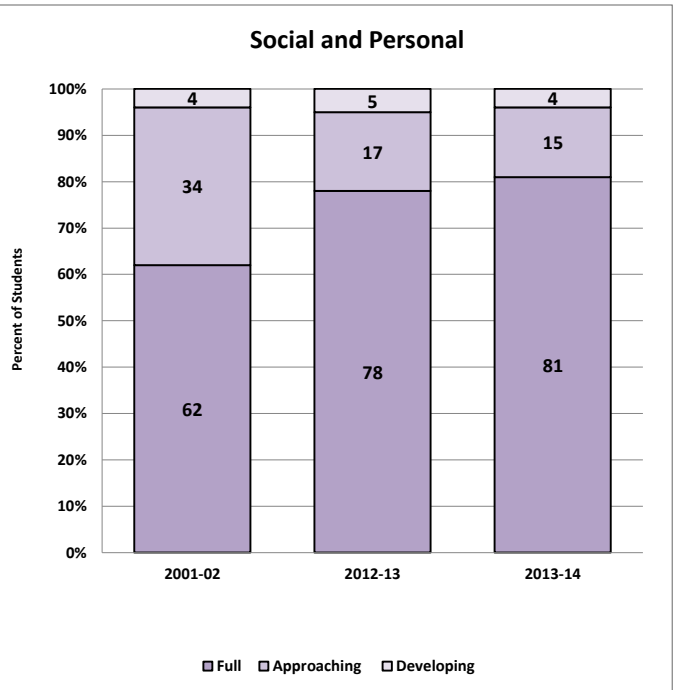
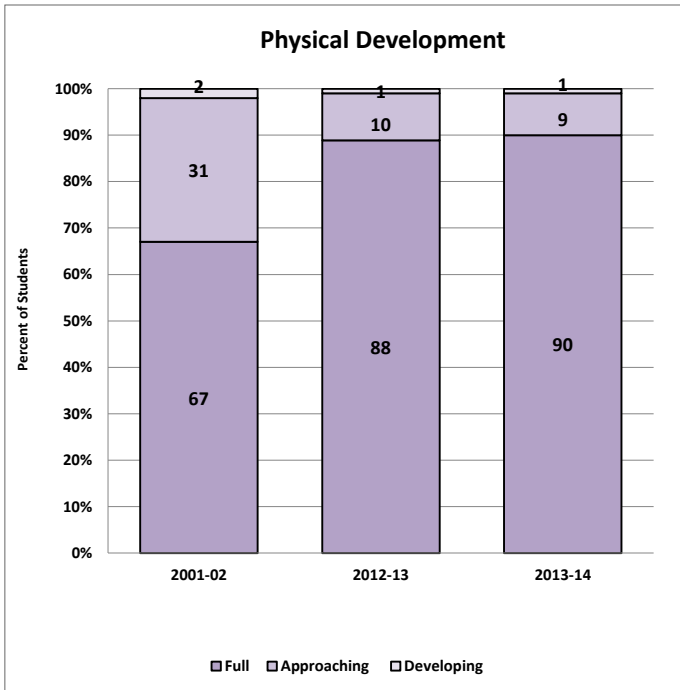
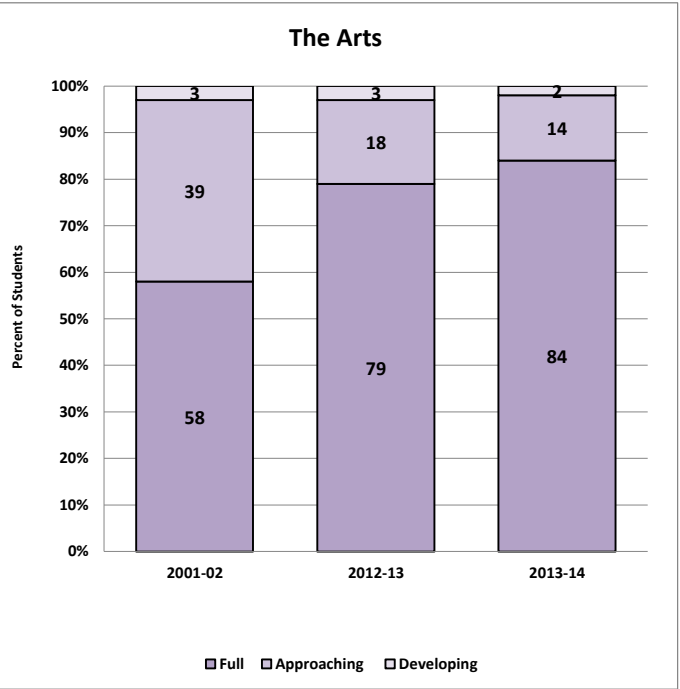
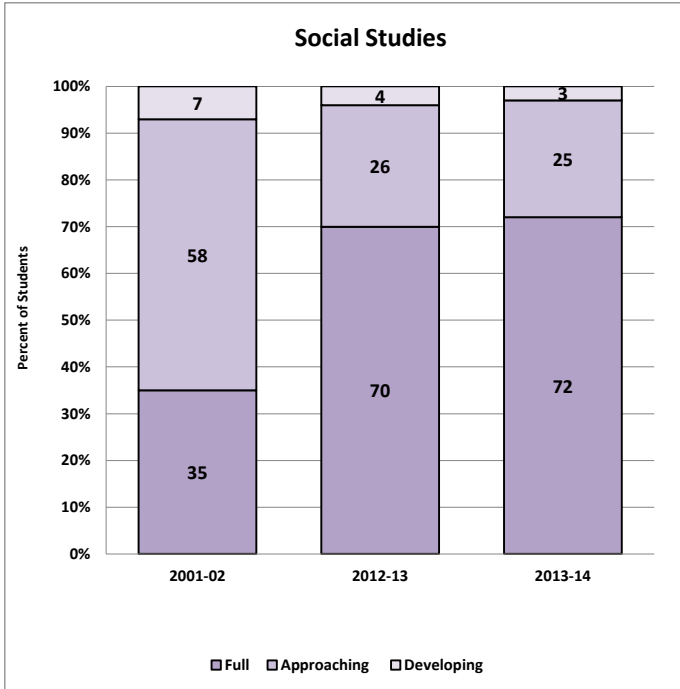
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	5	3	0	5	2	1	4	3	1	2	2	4	3	1	7	1	0	7	1	0	0	5	3	0	
Asian	52	6	1	45	10	4	47	9	3	11	3	44	14	1	51	7	1	52	5	2	49	9	1		
African American	656	152	39	578	223	46	544	271	32	271	32	607	214	26	697	130	20	757	85	5	679	147	21		
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
White	475	60	15	414	110	26	433	99	18	135	14	415	122	13	474	71	5	500	45	5	474	65	11		
Hispanic	124	19	8	92	39	20	78	60	13	60	13	89	48	14	123	21	7	134	13	4	110	31	10		
Two or More Races (Non-Hispanic/Latino)	118	26	5	108	35	6	99	47	3	47	3	110	34	5	123	23	3	138	11	0	125	21	3		
Gender																									
Male	681	180	53	606	242	66	587	281	46	281	46	630	243	41	706	181	27	794	112	8	709	175	30		
Female	752	86	15	639	177	37	585	247	21	247	21	641	193	19	772	72	9	797	48	8	736	101	16		
Prior Care																									
Child Care Center	248	38	12	233	56	9	237	54	7	78	4	226	67	5	258	36	4	269	27	2	256	37	5		
Family Child Care	58	13	4	58	11	6	58	12	5	18	3	57	17	1	67	8	0	68	7	0	61	13	1		
Head Start	36	15	1	30	19	3	29	22	1	22	1	34	17	1	45	7	0	47	5	0	39	12	1		
Home / Informal Care	219	45	18	164	85	33	154	102	26	102	26	172	88	22	220	49	13	236	37	9	199	66	17		
Non-public Nursery	178	25	3	161	39	6	152	53	1	53	1	163	41	2	186	19	1	193	13	0	183	22	1		
Pre-Kindergarten	681	124	28	586	204	43	552	249	32	249	32	605	199	29	684	133	16	761	67	5	690	123	20		
Special Education																									
No	1,361	223	44	1,199	362	67	1,116	479	33	479	33	1,208	394	26	1,401	211	16	1,505	120	3	1,378	231	19		
Yes	72	43	24	46	57	36	56	49	34	49	34	63	42	34	77	42	20	86	40	13	67	45	27		
English Language Learners																									
No	1,417	263	67	1,237	410	100	1,165	517	65	517	65	1,265	425	57	1,463	248	36	1,573	158	16	1,436	265	46		
Yes	16	3	1	8	9	3	7	11	2	11	2	6	11	3	15	5	0	18	2	0	9	11	0		
Free and Reduced Price Meals																									
No	878	123	37	786	209	43	811	197	30	259	30	787	225	26	898	125	15	943	88	7	881	135	22		
Yes	555	143	31	459	210	60	423	269	37	269	37	484	211	34	580	128	21	648	72	9	564	141	24		
Aggregated Data	1,433	266	68	1,245	419	103	1,287	396	84	528	67	1,271	436	60	1,478	253	36	1,591	160	16	1,445	276	46		

* = fewer than 5

MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Charles County



MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Charles County



Dorchester County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite				
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing		
Race/Ethnicity																										
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	62	29	8	54	36	11	63	28	9	48	44	8	62	31	8	73	22	5	86	12	3	69	24	6		
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	82	15	4	70	25	4	81	15	4	70	25	5	84	14	3	84	13	3	87	12	1	85	12	3		
Hispanic	76	15	9	55	24	21	67	12	21	45	30	24	52	24	24	73	12	15	82	12	6	70	9	21		
Two or More Races (Non-Hispanic/Latino)	74	19	7	70	19	11	70	26	4	63	26	11	74	26	0	70	19	11	85	15	0	78	15	7		
Gender																										
Male	64	28	8	59	29	11	68	22	9	51	39	10	65	28	7	69	23	8	82	16	1	70	23	7		
Female	82	14	4	64	30	6	73	21	6	64	30	6	76	18	6	85	12	3	90	7	3	83	12	5		
Prior Care																										
Child Care Center	86	10	3	66	31	3	79	17	3	66	31	3	86	14	0	97	0	3	93	7	0	93	3	3		
Family Child Care	86	14	0	71	29	0	43	57	0	71	29	0	100	0	0	86	14	0	100	0	0	86	14	0		
Head Start	43	50	7	50	43	7	57	37	7	40	53	7	57	33	10	63	33	3	83	17	0	60	37	3		
Home / Informal Care	73	16	11	50	30	20	57	25	18	43	39	18	57	36	7	73	20	7	77	18	5	68	23	9		
Non-public Nursery	100	0	0	80	20	0	90	10	0	90	10	0	90	10	0	80	20	0	100	0	0	100	0	0		
Pre-Kindergarten	73	21	6	63	29	9	73	20	7	59	34	7	70	22	7	76	18	6	86	12	2	77	17	6		
Special Education																										
No	74	20	5	64	28	8	71	22	7	58	35	7	71	23	5	78	17	5	87	11	2	78	17	5		
Yes	45	34	21	31	48	21	59	21	21	41	34	24	55	21	24	59	24	17	69	24	7	59	24	17		
English Language Learners																										
No	73	21	6	63	30	7	72	22	6	60	34	6	73	23	4	78	17	4	87	12	2	78	18	4		
Yes	64	21	14	36	32	32	46	21	32	25	39	36	32	29	39	54	25	21	75	18	7	54	14	32		
Free and Reduced Price Meals																										
No	93	5	2	80	17	3	87	11	2	75	21	4	89	9	2	90	8	2	93	7	0	93	5	2		
Yes	65	27	8	54	34	11	64	26	10	50	40	10	63	29	9	72	21	7	83	14	3	70	22	7		
Aggregated Data	72	21	6	61	30	9	71	22	8	57	35	8	70	23	7	77	18	5	86	12	2	76	18	6		

May not total 100% due to rounding.

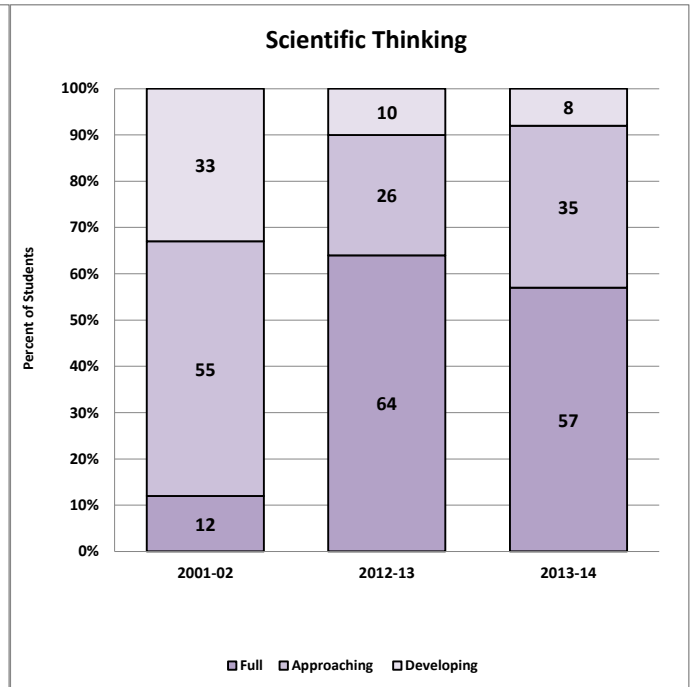
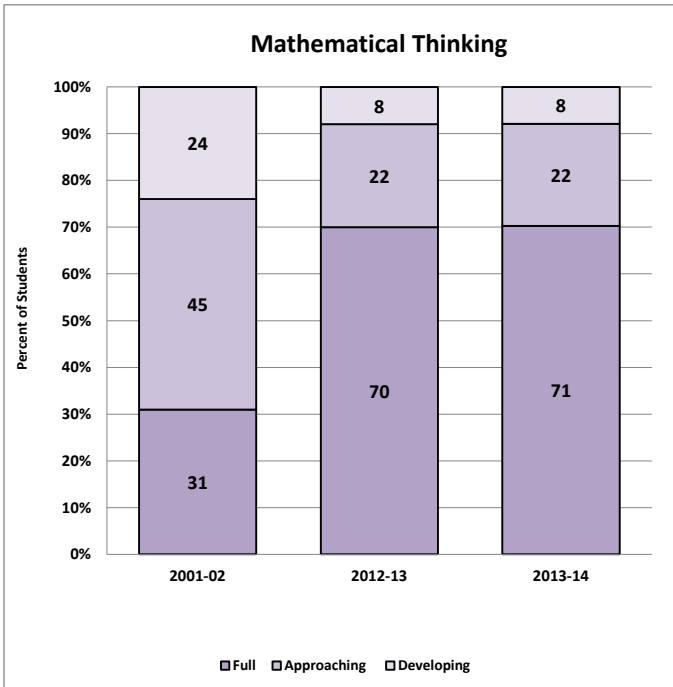
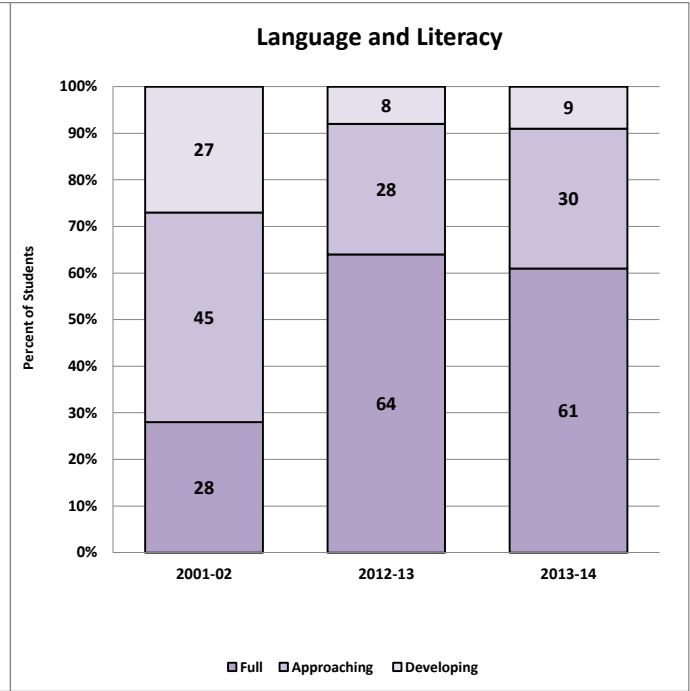
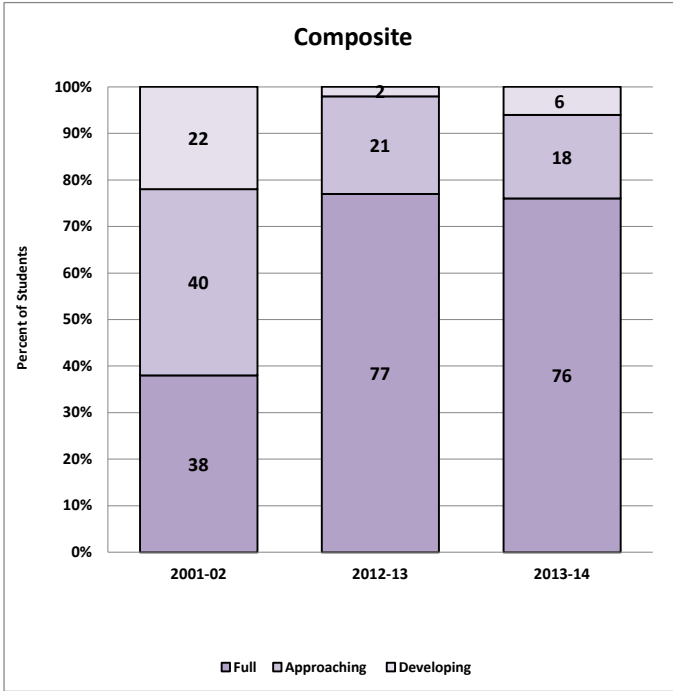
* = fewer than 5

Dorchester County - Number of Kindergarten Students

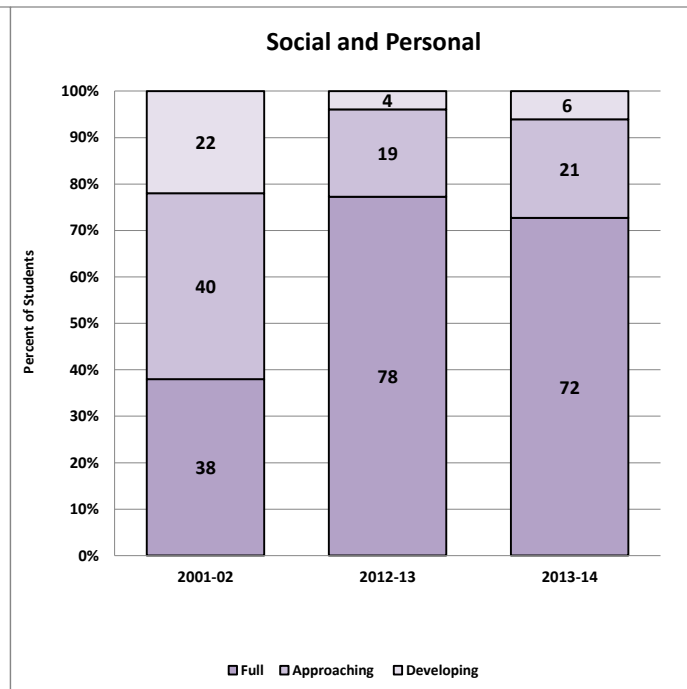
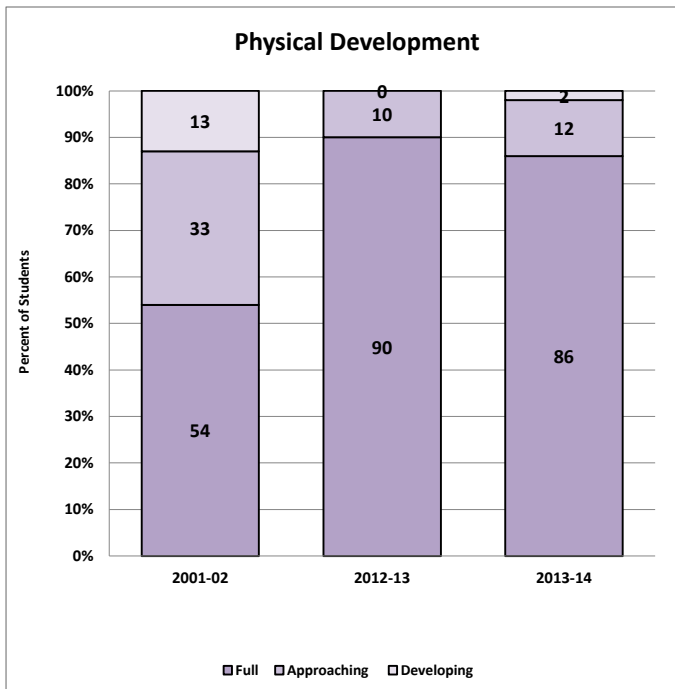
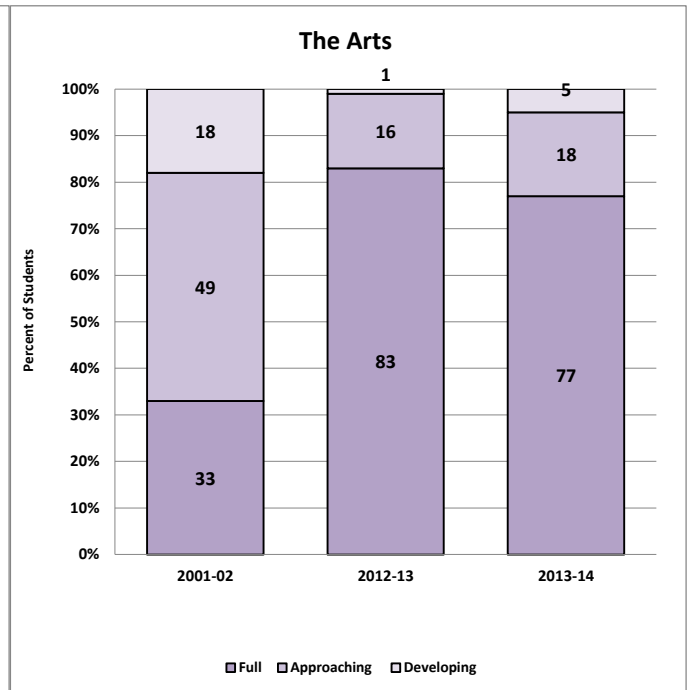
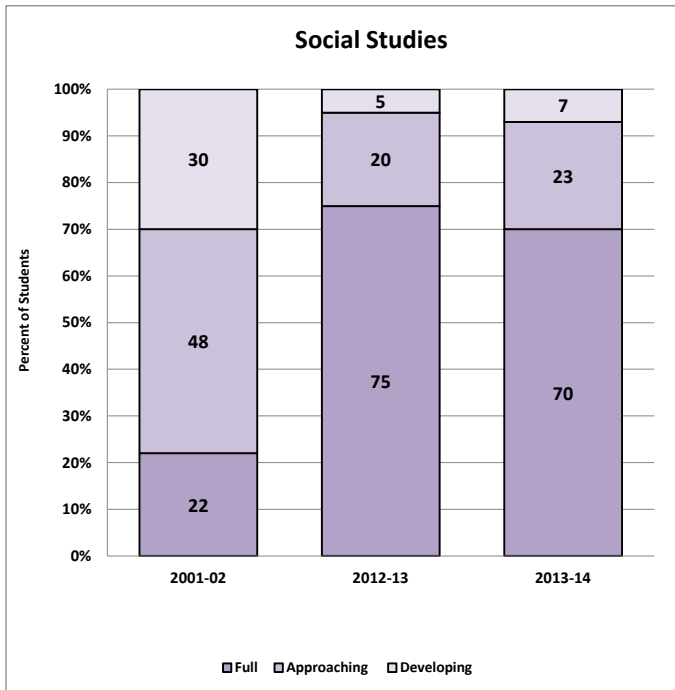
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	112	53	15	97	64	19	113	51	16	87	79	14	111	55	14	131	40	9	154	21	5	125	44	11	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	129	23	6	111	40	7	128	23	7	111	39	8	132	22	4	132	21	5	138	19	1	135	19	4	
Hispanic	25	5	3	18	8	7	22	4	7	15	10	8	17	8	8	24	4	5	27	4	2	23	3	7	
Two or More Races (Non-Hispanic/Latino)	20	5	2	19	5	3	19	7	1	17	7	3	20	7	0	19	5	3	23	4	0	21	4	2	
Gender																									
Male	137	59	18	127	63	24	146	48	20	109	83	22	139	60	15	148	49	17	176	35	3	150	49	15	
Female	155	27	8	121	57	12	139	40	11	122	57	11	144	34	12	162	23	5	171	14	5	158	23	9	
Prior Care																									
Child Care Center	25	3	1	19	9	1	23	5	1	19	9	1	25	4	0	28	0	1	27	2	0	27	1	1	
Family Child Care	6	1	0	5	2	0	3	4	0	5	2	0	7	0	0	6	1	0	7	0	0	6	1	0	
Head Start	13	15	2	15	13	2	17	11	2	12	16	2	17	10	3	19	10	1	25	5	0	18	11	1	
Home / Informal Care	32	7	5	22	13	9	25	11	8	19	17	8	25	16	3	32	9	3	34	8	2	30	10	4	
Non-public Nursery	10	0	0	8	2	0	9	1	0	9	1	0	9	1	0	8	2	0	10	0	0	10	0	0	
Pre-Kindergarten	204	60	17	176	81	24	205	56	20	165	95	21	198	62	21	214	50	17	242	33	6	215	48	18	
Special Education																									
No	279	76	20	239	106	30	268	82	25	219	130	26	267	88	20	293	65	17	327	42	6	291	65	19	
Yes	13	10	6	9	14	6	17	6	6	12	10	7	16	6	7	17	7	5	20	7	2	17	7	5	
English Language Learners																									
No	274	80	22	238	111	27	272	82	22	224	129	23	274	86	16	295	65	16	326	44	6	293	68	15	
Yes	18	6	4	10	9	9	13	6	9	7	11	10	9	8	11	15	7	6	21	5	2	15	4	9	
Free and Reduced Price Meals																									
No	102	6	2	88	19	3	96	12	2	83	23	4	98	10	2	99	9	2	102	8	0	102	6	2	
Yes	190	80	24	160	101	33	189	76	29	148	117	29	185	84	25	211	63	20	245	41	8	206	66	22	
Aggregated Data	292	86	26	248	120	36	285	88	31	231	140	33	283	94	27	310	72	22	347	49	8	308	72	24	

* = fewer than 5

MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Dorchester County



MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Dorchester County



Frederick County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	94	6	0	76	24	0	88	12	0	76	24	0	88	12	0	82	18	0	100	0	0	94	6	0	
Asian	88	12	1	82	17	1	84	15	1	75	23	2	75	23	2	85	13	1	96	4	0	90	10	0	
African American	80	16	4	75	22	3	78	18	4	80	18	2	82	16	2	90	8	2	92	7	1	87	11	2	
Native Hawaiian/Pacific Islander	86	14	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	
White	85	13	2	83	14	3	87	11	3	83	15	2	83	14	2	91	8	1	94	5	1	90	9	1	
Hispanic	85	12	3	73	23	4	80	15	4	80	17	3	80	16	4	87	11	2	95	5	1	88	10	2	
Two or More Races (Non-Hispanic/Latino)	80	15	6	80	13	6	80	13	6	76	17	7	79	15	6	83	13	3	88	10	2	82	13	6	
Gender																									
Male	79	17	4	77	19	4	82	14	4	79	18	3	80	17	3	85	13	2	92	7	1	86	12	2	
Female	90	8	1	84	14	2	87	11	2	84	15	1	85	13	2	94	5	1	96	3	1	92	7	1	
Prior Care																									
Child Care Center	85	13	2	88	9	2	90	9	1	86	13	1	87	12	2	92	7	1	97	3	0	92	7	1	
Family Child Care	84	14	2	77	19	4	81	14	5	84	12	4	84	11	5	92	7	1	92	5	3	91	6	3	
Head Start	76	18	6	72	20	8	80	15	5	75	20	5	71	24	5	84	11	5	87	10	3	81	13	6	
Home / Informal Care	85	12	3	70	25	6	75	19	6	77	19	4	78	18	5	88	10	2	92	7	1	85	12	3	
Non-public Nursery	89	9	1	86	12	2	90	9	2	85	14	1	85	14	1	94	6	0	95	5	0	92	7	0	
Pre-Kindergarten	81	15	3	78	19	3	82	14	4	79	18	3	81	16	3	86	11	2	93	6	1	87	11	2	
Special Education																									
No	87	11	2	82	15	2	86	12	2	83	15	1	84	14	2	91	8	1	96	4	0	91	8	1	
Yes	50	35	15	54	30	16	60	23	17	52	31	17	55	29	16	66	23	11	71	20	9	60	26	14	
English Language Learners																									
No	84	13	3	82	15	3	85	12	3	82	16	2	83	14	3	90	8	2	94	5	1	89	9	2	
Yes	86	12	1	70	27	3	78	18	4	78	19	3	78	19	3	85	13	2	96	4	1	89	10	2	
Free and Reduced Price Meals																									
No	87	11	2	85	12	2	89	9	2	84	14	2	85	13	2	92	7	1	95	5	1	91	7	1	
Yes	79	17	4	71	24	5	75	20	5	75	21	3	76	20	4	84	13	3	92	7	1	84	14	3	
Aggregated Data	84	13	3	81	16	3	84	13	3	81	16	2	82	15	3	89	9	2	94	5	1	89	9	2	

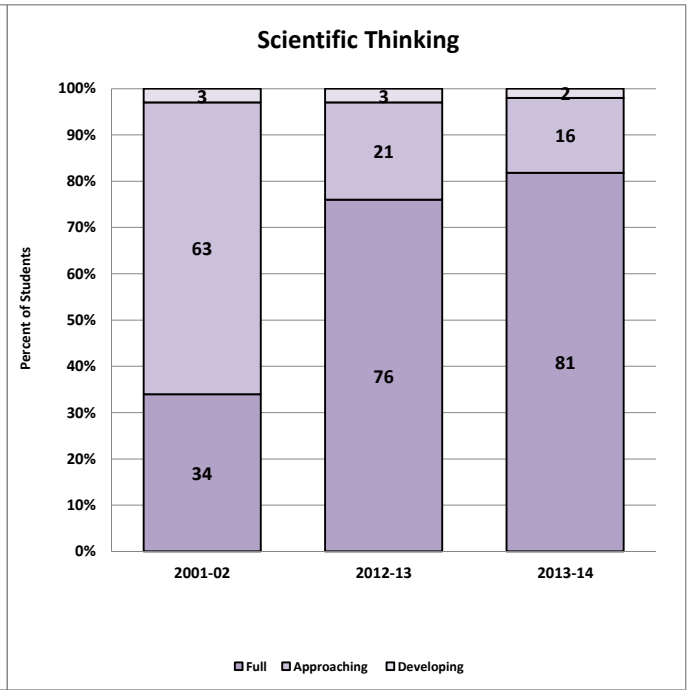
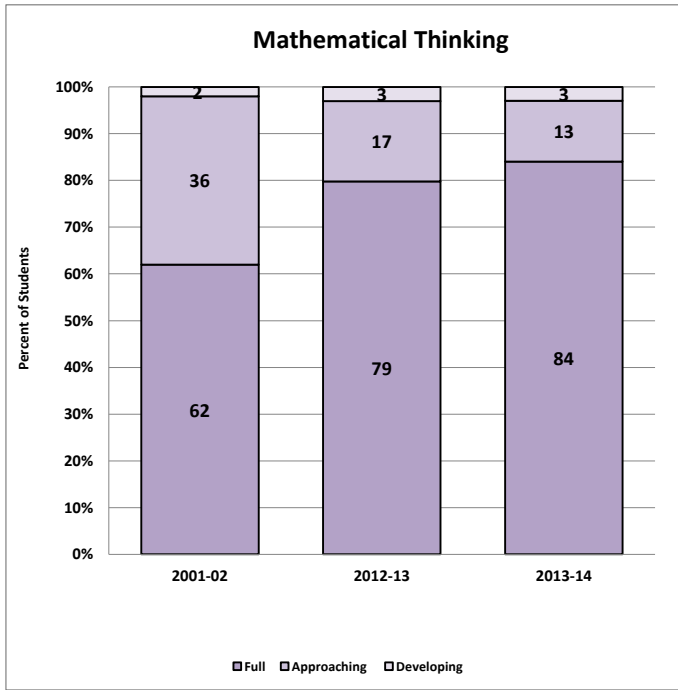
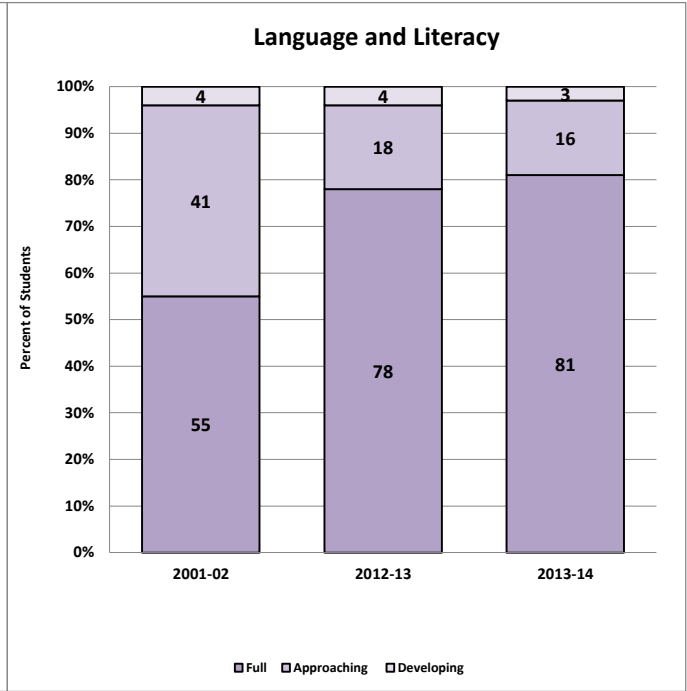
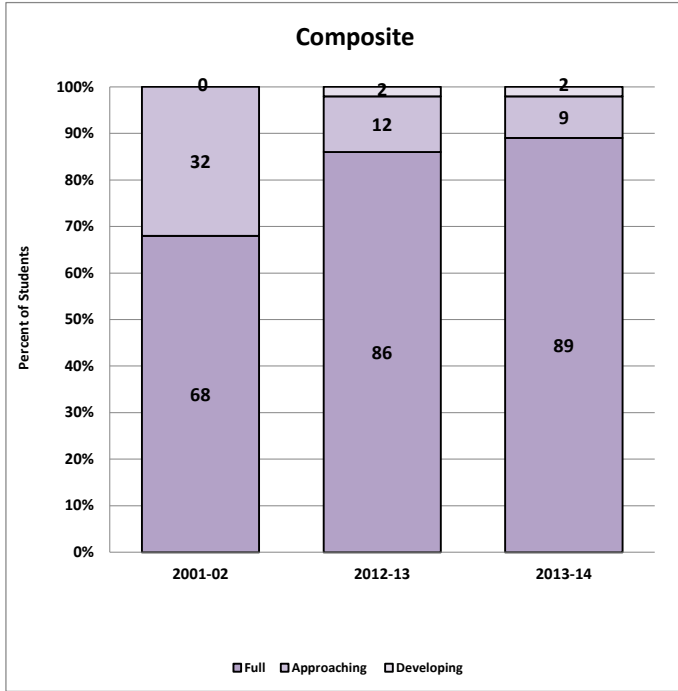
* = fewer than 5
May not total 100% due to rounding.

Frederick County - Number of Kindergarten Students

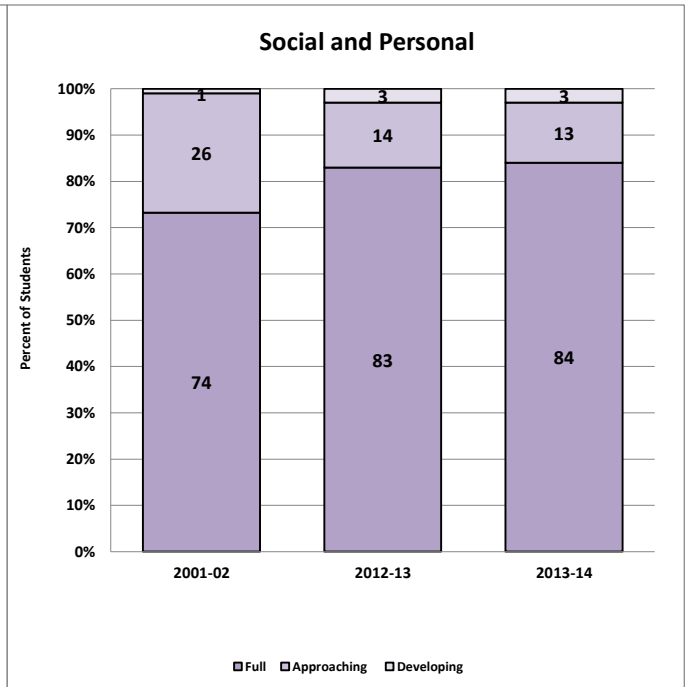
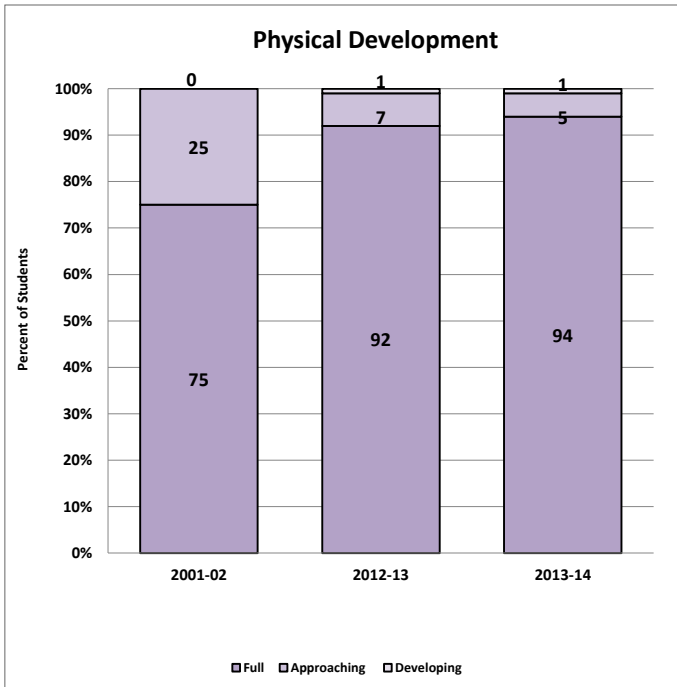
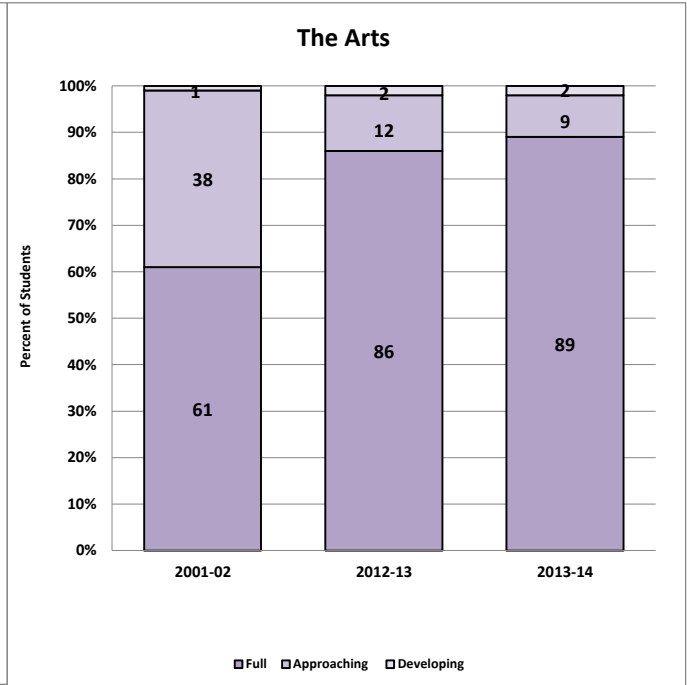
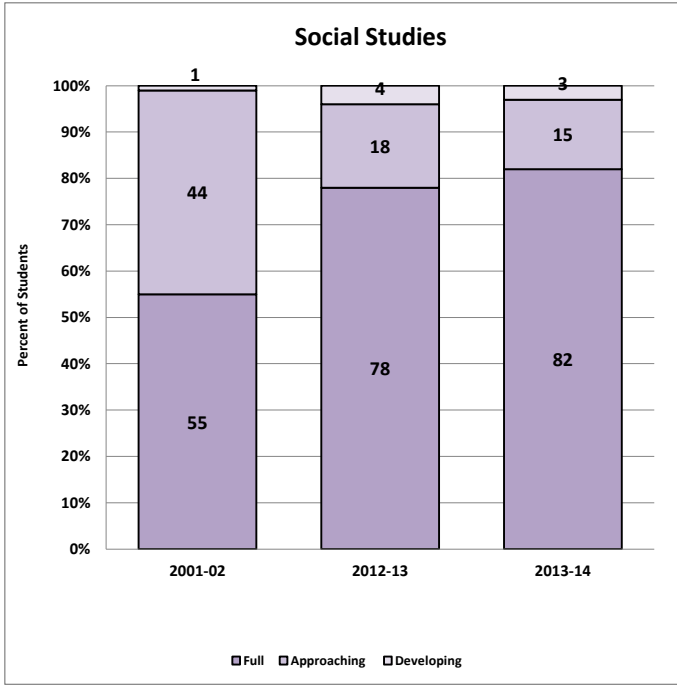
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	16	1	0	13	4	0	15	2	0	13	4	0	15	2	0	14	3	0	17	0	0	16	1	0	
Asian	119	16	1	111	23	2	114	20	2	102	31	3	102	31	3	116	18	2	131	5	0	123	13	0	
African American	267	54	13	250	73	11	262	60	12	268	59	7	273	53	8	302	26	6	307	23	4	290	37	7	
Native Hawaiian/Pacific Islander	6	1	0	7	0	0	7	0	0	7	0	0	7	0	0	7	0	0	7	0	0	7	0	0	
White	1,581	235	44	1,546	260	54	1,613	200	47	1,537	285	38	1,553	264	43	1,684	149	27	1,753	91	16	1,672	163	25	
Hispanic	372	54	12	321	100	17	352	67	19	352	73	13	352	69	17	381	50	7	415	20	3	385	44	9	
Two or More Races (Non-Hispanic/Latino)	130	24	9	131	22	10	131	22	10	124	28	11	129	24	10	136	22	5	144	16	3	133	21	9	
Gender																									
Male	1,227	266	58	1,201	287	63	1,278	217	56	1,224	276	51	1,241	256	54	1,315	201	35	1,425	109	17	1,333	183	35	
Female	1,264	119	21	1,178	195	31	1,216	154	34	1,179	204	21	1,190	187	27	1,325	67	12	1,349	46	9	1,293	96	15	
Prior Care																									
Child Care Center	493	76	13	515	53	14	524	50	8	498	77	7	504	68	10	534	43	5	562	19	1	535	42	5	
Family Child Care	80	13	2	73	18	4	77	13	5	80	11	4	80	10	5	87	7	1	87	5	3	86	6	3	
Head Start	60	14	5	57	16	6	63	12	4	59	16	4	56	19	4	66	9	4	69	8	2	64	10	5	
Home / Informal Care	350	49	13	287	102	23	311	77	24	317	79	16	320	73	19	361	41	10	381	28	3	350	51	11	
Non-public Nursery	618	64	9	597	81	13	621	59	11	587	97	7	588	94	9	647	42	2	656	33	2	639	49	3	
Pre-Kindergarten	878	165	36	837	208	34	885	156	38	849	196	34	870	175	34	932	122	25	1,004	60	15	938	118	23	
Special Education																									
No	2,391	316	49	2,272	422	62	2,375	325	56	2,299	419	38	2,322	385	49	2,508	222	26	2,632	115	9	2,506	228	22	
Yes	100	69	30	107	60	32	119	46	34	104	61	34	109	58	32	132	46	21	142	40	17	120	51	28	
English Language Learners																									
No	2,187	341	74	2,132	387	83	2,217	308	77	2,127	412	63	2,154	377	71	2,340	221	41	2,436	142	24	2,313	245	44	
Yes	304	44	5	247	95	11	277	63	13	276	68	9	277	66	10	300	47	6	338	13	2	313	34	6	
Free and Reduced Price Meals																									
No	1,739	221	41	1,705	249	47	1,777	178	46	1,683	279	39	1,705	252	44	1,836	144	21	1,892	92	17	1,829	148	24	
Yes	752	164	38	674	233	47	717	193	44	720	201	33	726	191	37	804	124	26	882	63	9	797	131	26	
Aggregated Data	2,491	385	79	2,379	482	94	2,494	371	90	2,403	480	72	2,431	443	81	2,640	268	47	2,774	155	26	2,626	279	50	

* = fewer than 5

MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Frederick County



MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Frederick County



Garrett County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	88	9	3	82	14	5	87	9	4	84	13	3	87	11	2	86	11	3	94	4	2	88	10	2	2
Hispanic	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	0
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																									
Male	85	11	3	78	16	7	86	10	4	83	14	3	86	12	2	79	16	5	91	6	3	84	13	2	2
Female	91	7	2	86	12	3	89	7	4	86	11	4	88	9	3	94	4	2	97	2	1	93	5	2	2
Prior Care																									
Child Care Center	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	0
Family Child Care	100	0	0	89	11	0	100	0	0	89	11	0	100	0	0	89	11	0	100	0	0	100	0	0	0
Head Start	68	28	4	64	32	4	74	18	8	68	30	2	74	26	0	78	18	4	92	4	4	74	26	0	0
Home / Informal Care	93	5	2	77	16	7	89	9	2	84	11	5	89	9	2	89	7	5	95	0	5	91	7	2	2
Non-public Nursery	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	0
Pre-Kindergarten	90	7	2	88	7	5	90	7	2	89	7	4	90	7	2	85	11	4	94	5	1	90	6	4	4
Special Education																									
No	90	9	1	84	13	3	90	8	2	87	12	1	90	10	0	88	9	3	96	2	1	90	9	0	0
Yes	70	15	15	55	20	25	65	10	25	60	15	25	60	15	25	65	25	10	70	20	10	70	10	20	20
English Language Learners																									
No	88	9	3	82	14	5	88	9	4	84	12	3	87	11	2	86	11	3	94	4	2	89	9	2	2
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals																									
No	96	2	3	87	9	3	92	4	3	89	8	3	91	7	3	95	4	1	97	3	1	94	4	2	2
Yes	81	17	3	76	18	6	83	13	4	80	17	3	84	14	2	77	17	6	92	5	3	83	14	3	3
Aggregated Data	88	9	3	82	14	5	88	9	4	84	12	3	87	11	2	86	11	3	94	4	2	89	9	2	2

May not total 100% due to rounding.

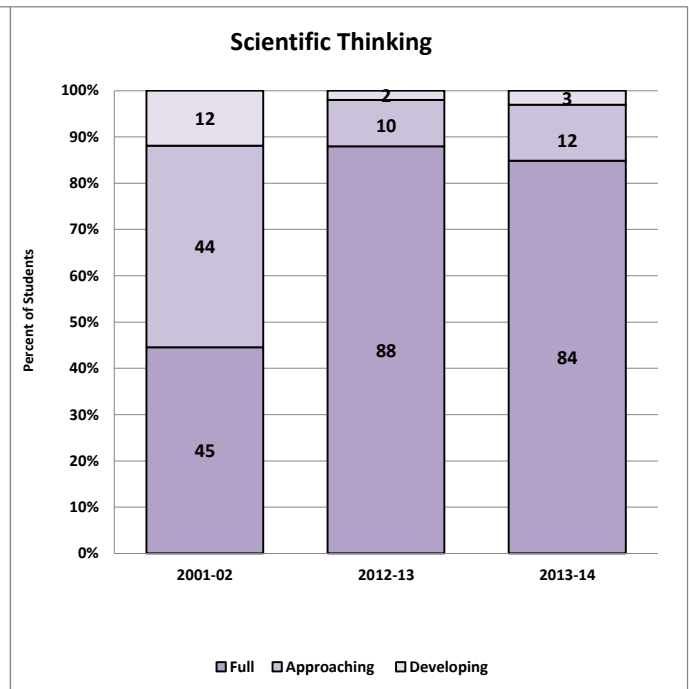
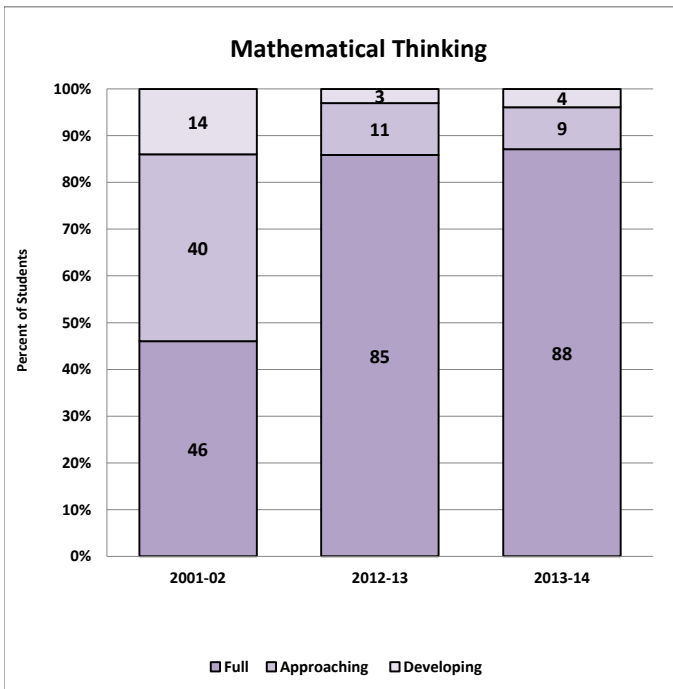
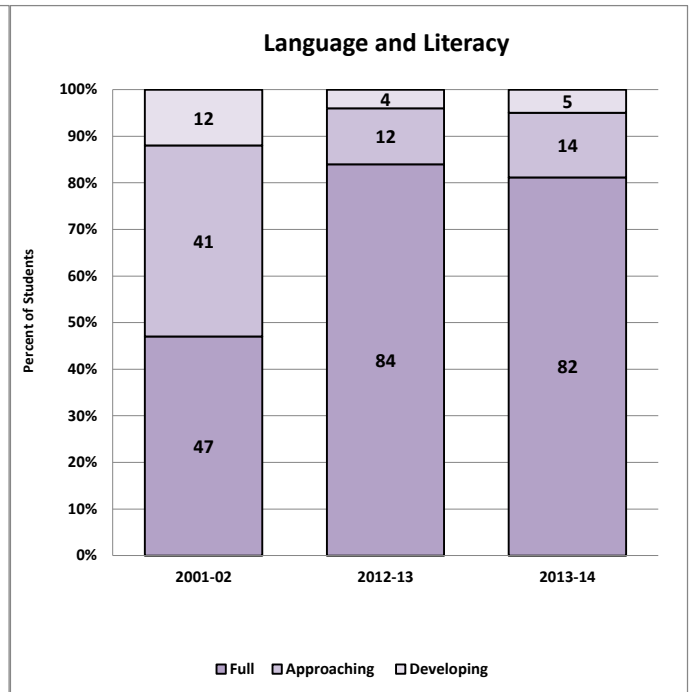
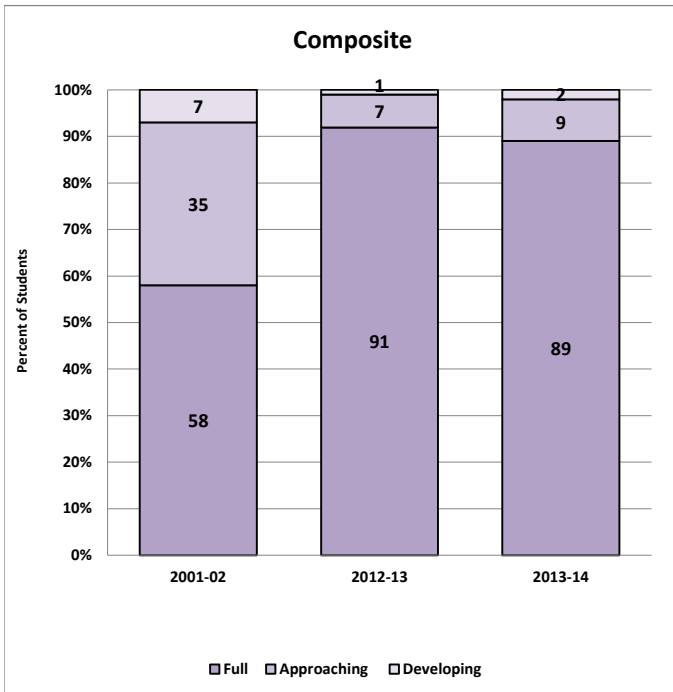
* = fewer than 5

Garrett County - Number of Kindergarten Students

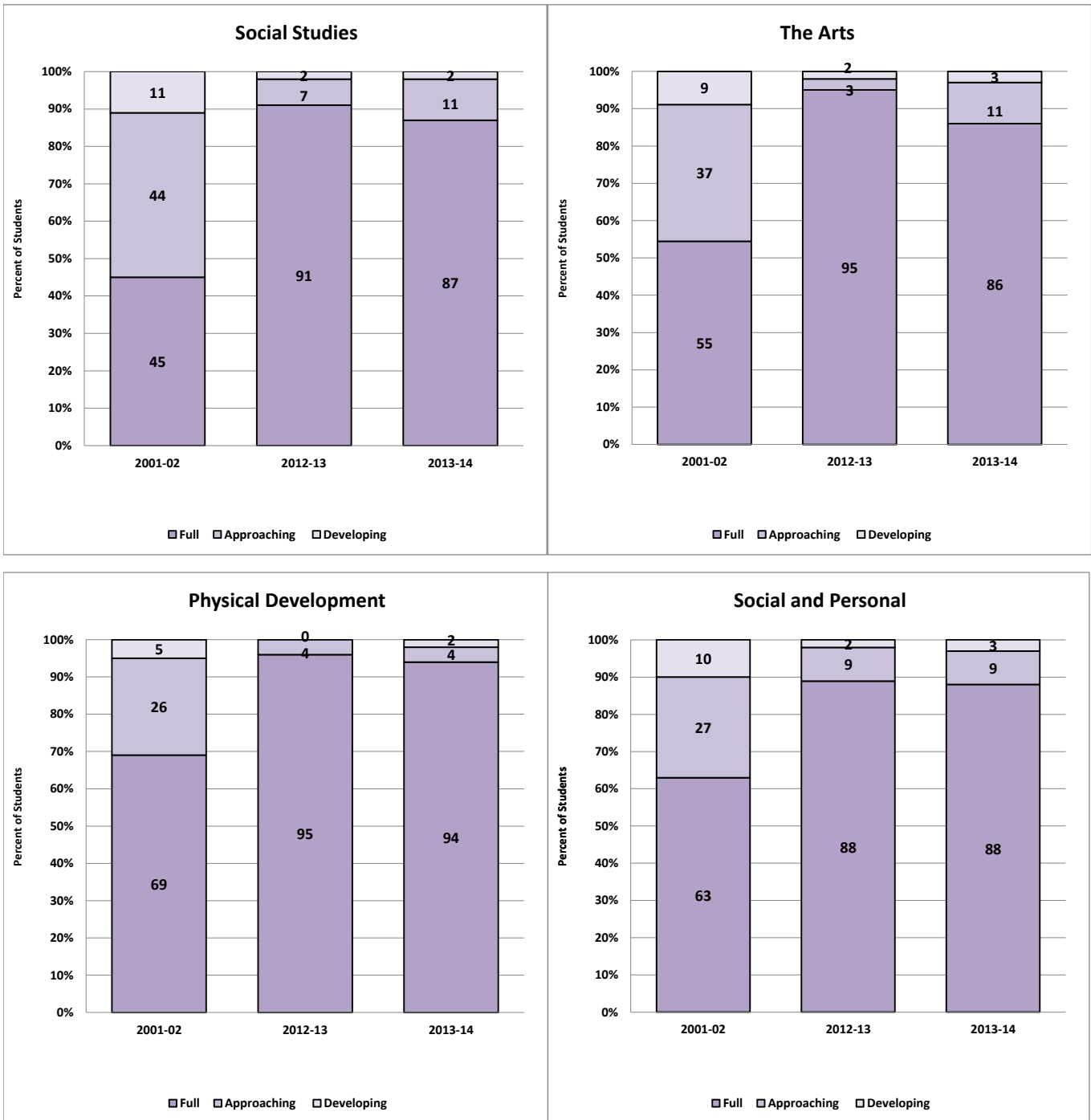
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite				
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing		
Race/Ethnicity																										
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
White	202	21	6	187	31	11	200	20	9	192	29	8	199	25	5	196	25	8	215	9	5	202	22	5	5	
Hispanic	2	0	0	2	0	0	2	0	0	2	0	0	2	0	0	2	0	0	2	0	0	2	0	0	0	
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Gender																										
Male	104	14	4	95	19	8	105	12	5	101	17	4	105	15	2	96	20	6	111	7	4	103	16	3	3	
Female	103	8	2	97	13	3	101	8	4	97	12	4	100	10	3	106	5	2	110	2	1	105	6	2	2	
Prior Care																										
Child Care Center	23	0	0	23	0	0	23	0	0	23	0	0	23	0	0	23	0	0	23	0	0	23	0	0	0	
Family Child Care	9	0	0	8	1	0	9	0	0	8	1	0	9	0	0	8	1	0	9	0	0	9	0	0	0	
Head Start	34	14	2	32	16	2	37	9	4	34	15	1	37	13	0	39	9	2	46	2	2	37	13	0	0	
Home / Informal Care	41	2	1	34	7	3	39	4	1	37	5	2	39	4	1	39	3	2	42	0	2	40	3	1	1	
Non-public Nursery	11	0	0	11	0	0	11	0	0	11	0	0	11	0	0	11	0	0	11	0	0	11	0	0	0	
Pre-Kindergarten	74	6	2	72	6	4	74	6	2	73	6	3	74	6	2	70	9	3	77	4	1	74	5	3	3	
Special Education																										
No	193	19	3	181	28	6	193	18	4	186	26	3	193	22	0	189	20	6	207	5	3	194	20	1	1	
Yes	14	3	3	11	4	5	13	2	5	12	3	5	12	3	5	13	5	2	14	4	2	14	2	4	4	
English Language Learners																										
No	207	22	6	192	32	11	206	20	9	198	29	8	205	25	5	202	25	8	221	9	5	208	22	5	5	
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals																										
No	111	2	3	101	11	4	107	5	4	103	9	4	105	8	3	110	5	1	112	3	1	109	5	2	2	
Yes	96	20	3	91	21	7	99	15	5	95	20	4	100	17	2	92	20	7	109	6	4	99	17	3	3	
Aggregated Data	207	22	6	192	32	11	206	20	9	198	29	8	205	25	5	202	25	8	221	9	5	208	22	5	5	

* = fewer than 5

MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Garrett County



MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Garrett County



Harford County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	93	7	0	93	0	7	86	7	7	79	14	7	93	7	0	93	7	0	93	7	0	93	7	0	10
Asian	86	14	0	81	13	6	89	8	3	70	28	2	88	13	0	83	16	2	92	8	0	89	11	0	0
African American	79	18	4	72	23	5	79	16	5	61	34	5	81	17	1	85	13	1	94	5	1	84	13	2	2
Native Hawaiian/Pacific Islander	80	10	10	70	20	10	70	20	10	80	10	10	90	0	10	80	10	10	90	0	10	90	0	10	10
White	87	10	2	81	16	3	87	10	3	79	19	3	91	8	1	91	8	1	95	4	1	91	8	1	1
Hispanic	80	17	4	63	31	6	75	18	7	60	33	8	80	18	2	85	14	1	92	5	2	80	17	3	3
Two or More Races (Non-Hispanic/Latino)	88	10	2	78	20	2	83	14	3	68	28	3	87	11	2	88	11	1	95	4	1	88	11	1	1
Gender																									
Male	81	16	3	75	21	4	84	12	4	71	25	4	86	12	2	85	14	2	92	7	1	86	12	2	2
Female	91	8	1	81	16	3	86	11	3	77	21	2	91	8	1	94	5	1	97	2	1	92	7	1	1
Prior Care																									
Child Care Center	86	12	2	87	11	2	91	7	2	81	17	2	93	7	1	91	8	1	97	2	1	93	6	1	1
Family Child Care	90	6	4	76	21	3	86	11	3	71	26	3	89	9	1	90	8	2	97	2	1	91	8	1	1
Head Start	69	27	4	55	41	4	61	37	2	51	41	8	67	33	0	82	16	2	90	10	0	69	31	0	0
Home / Informal Care	83	13	4	61	32	7	74	18	7	59	34	7	80	18	2	85	14	1	92	7	1	80	17	3	3
Non-public Nursery	91	8	0	89	10	1	92	7	1	85	14	1	96	4	0	94	6	0	98	2	0	96	4	0	0
Pre-Kindergarten	83	14	3	77	19	4	83	12	4	71	25	4	86	12	2	88	10	2	93	6	1	88	10	2	2
Special Education																									
No	88	11	2	80	17	2	87	11	2	75	22	2	90	9	1	91	9	0	96	3	0	91	8	1	1
Yes	54	30	16	45	31	23	57	21	22	47	32	21	64	27	10	68	22	10	69	23	8	58	27	15	15
English Language Learners																									
No	86	12	2	79	18	3	85	11	3	74	22	3	89	10	1	90	9	1	95	4	1	89	9	2	2
Yes	74	22	4	48	37	15	63	26	11	46	48	6	69	31	0	78	20	2	93	7	0	72	26	2	2
Free and Reduced Price Meals																									
No	89	10	1	85	13	2	90	7	2	81	17	2	93	6	1	92	7	1	96	3	1	93	6	1	1
Yes	79	17	4	66	28	6	74	20	6	60	34	6	80	18	2	85	13	2	92	7	1	82	15	2	2
Aggregated Data	85	12	2	78	18	4	85	12	4	74	23	3	88	11	1	89	10	1	95	5	1	89	9	2	2

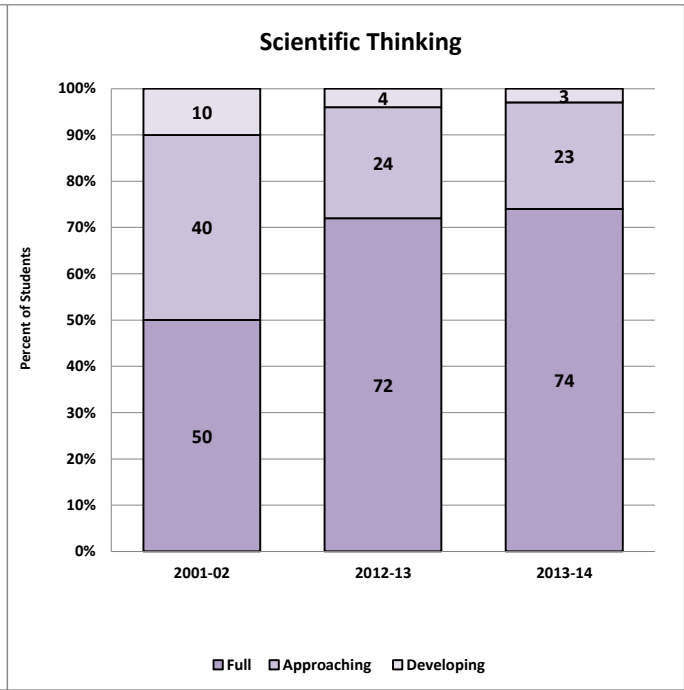
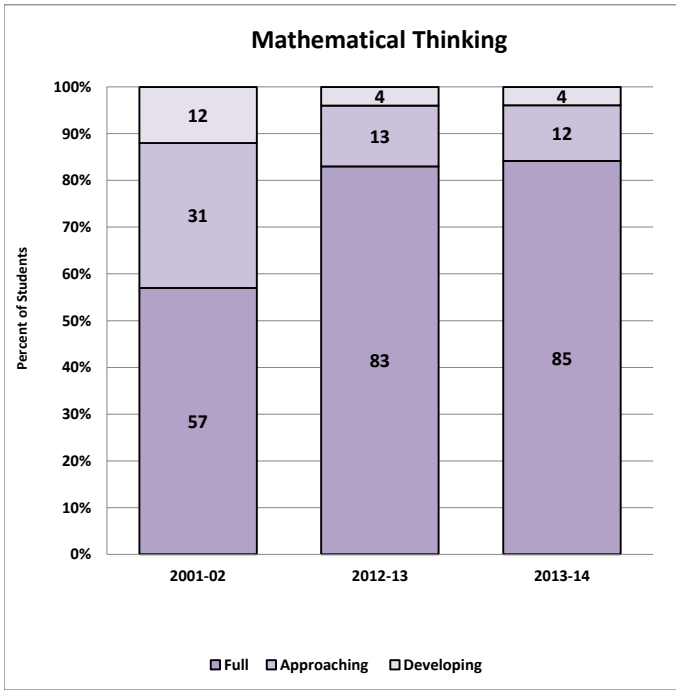
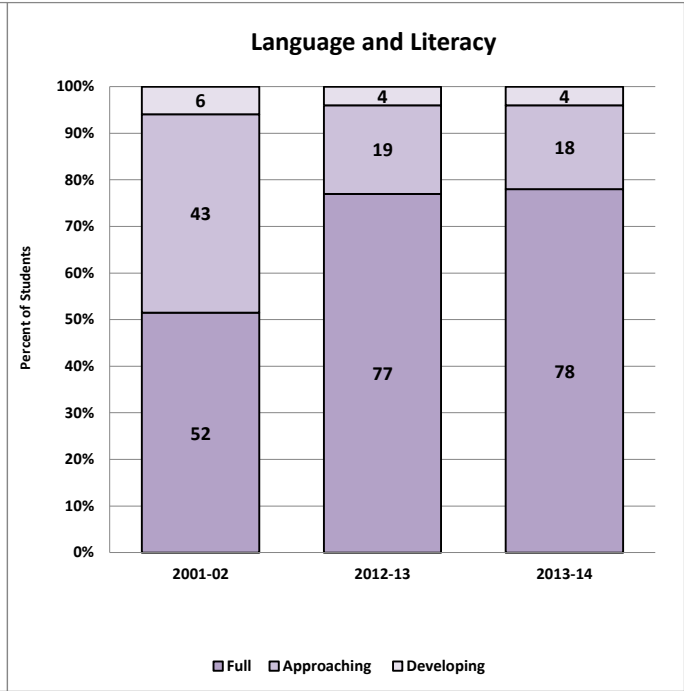
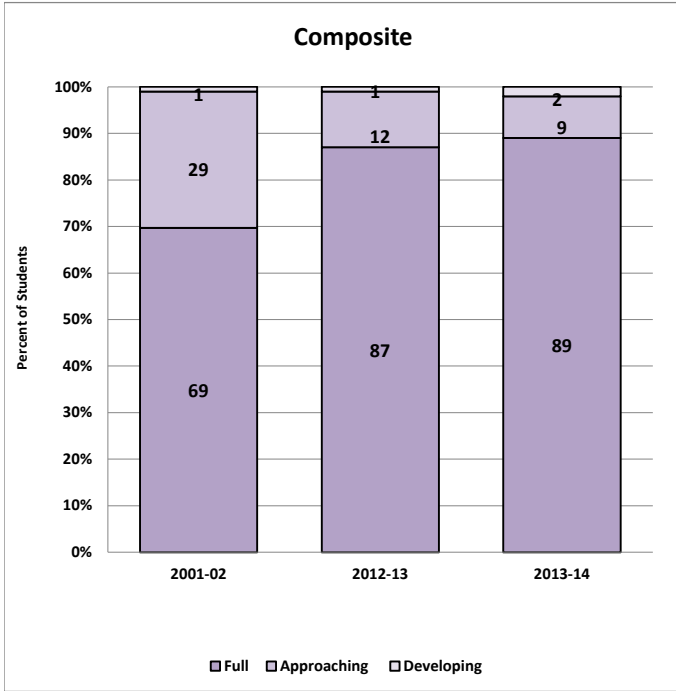
* = fewer than 5
May not total 100% due to rounding.

Harford County - Number of Kindergarten Students

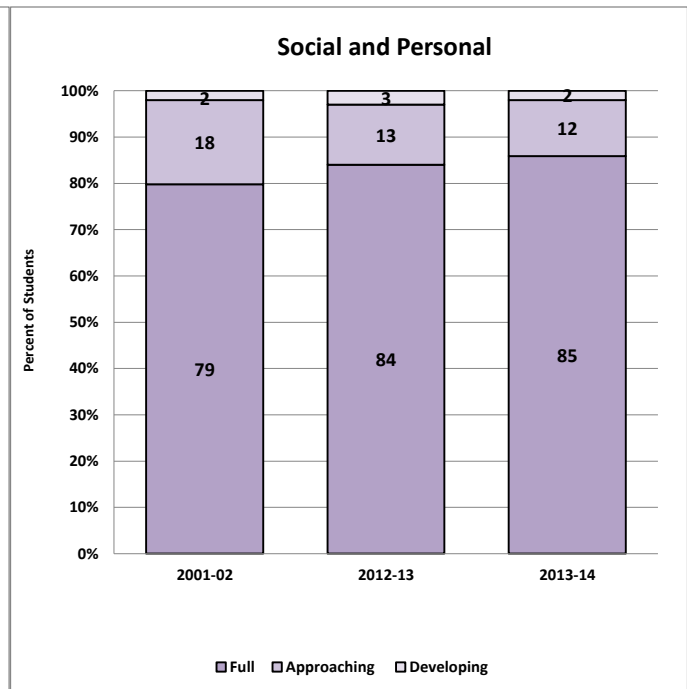
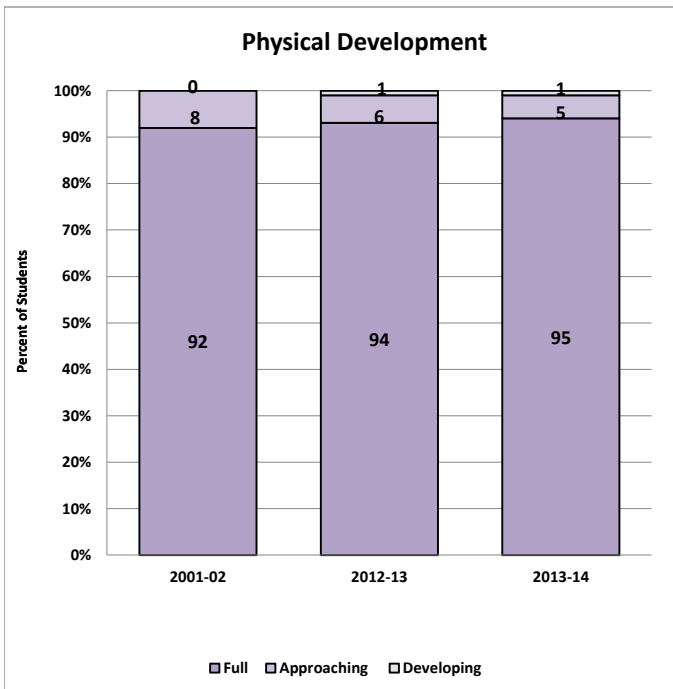
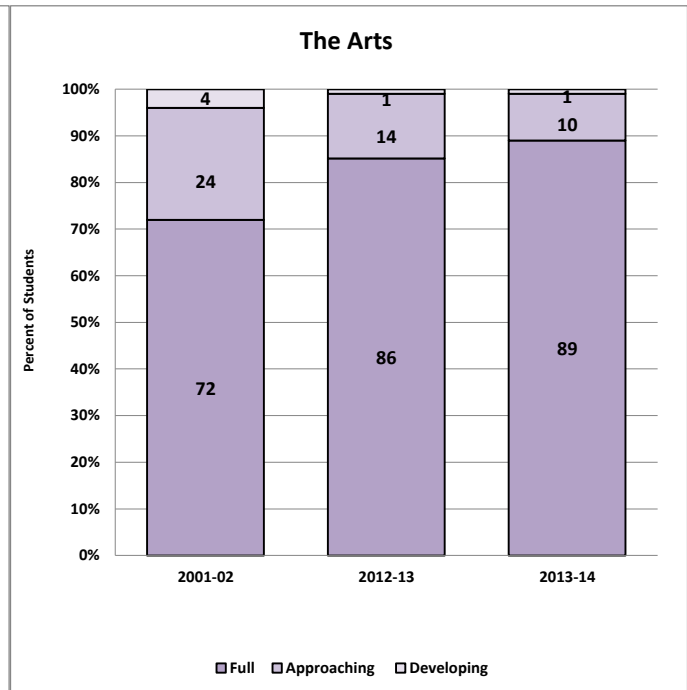
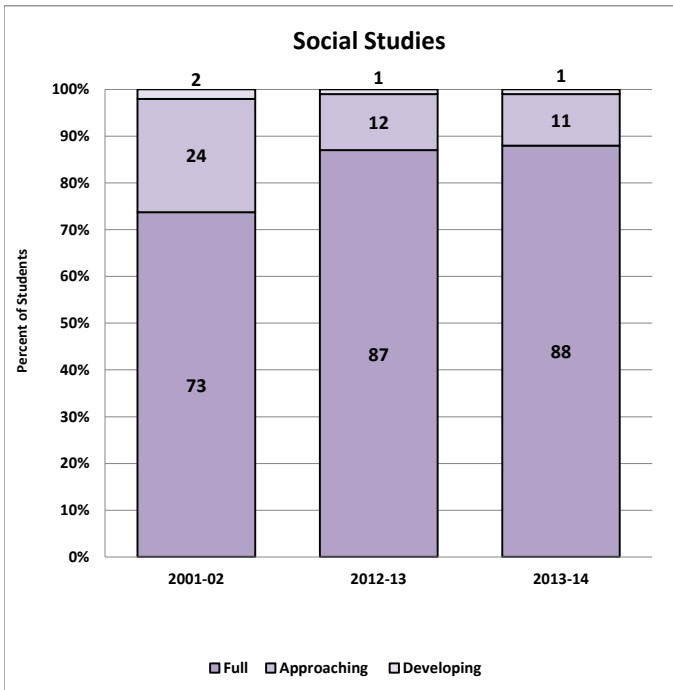
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite				
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing		
Race/Ethnicity																										
American Indian/Alaskan Native	13	1	0	13	0	1	12	1	1	2	1	13	1	0	13	1	0	13	1	0	13	1	0	13	1	0
Asian	55	9	0	52	8	4	57	5	2	45	18	56	8	0	53	10	1	59	5	0	57	7	0	57	7	0
African American	374	84	17	341	110	24	375	78	22	291	161	385	83	7	406	62	7	445	25	5	401	64	10	401	64	10
Native Hawaiian/Pacific Islander	8	1	1	7	2	1	7	2	1	8	1	9	0	1	8	1	1	9	0	1	9	0	1	9	0	1
White	1,644	197	40	1,525	301	55	1,641	183	57	1,478	354	1,713	151	17	1,715	150	16	1,788	80	13	1,713	142	26	1,713	142	26
Hispanic	135	28	6	106	53	10	126	31	12	101	55	136	30	3	143	24	2	156	9	4	136	28	5	136	28	5
Two or More Races (Non-Hispanic/Latino)	164	19	4	145	38	4	155	27	5	128	53	163	21	3	165	20	2	178	8	1	164	21	2	164	21	2
Gender																										
Male	1,144	228	48	1,065	292	63	1,188	173	59	1,005	355	1,220	177	23	1,204	194	22	1,305	99	16	1,217	173	30	1,217	173	30
Female	1,249	111	20	1,124	220	36	1,185	154	41	1,057	289	1,255	117	8	1,299	74	7	1,343	29	8	1,276	90	14	1,276	90	14
Prior Care																										
Child Care Center	454	65	8	458	58	11	478	38	11	425	92	488	35	4	482	42	3	510	12	5	490	33	4	490	33	4
Family Child Care	126	9	5	107	29	4	120	16	4	100	36	125	13	2	126	11	3	136	3	1	127	11	2	127	11	2
Head Start	34	13	2	27	20	2	30	18	1	25	20	33	16	0	40	8	1	44	5	0	34	15	0	34	15	0
Home / Informal Care	404	65	19	299	154	35	363	90	35	290	165	392	87	9	416	68	4	451	33	4	392	82	14	392	82	14
Non-public Nursery	569	51	2	553	63	6	575	41	6	527	89	597	23	2	584	37	1	608	14	0	595	25	2	595	25	2
Pre-Kindergarten	770	126	31	712	175	40	773	114	40	662	228	798	115	14	815	96	16	859	55	13	816	89	22	816	89	22
Special Education																										
No	2,291	286	41	2,102	457	59	2,266	289	63	1,975	585	2,357	246	15	2,378	228	12	2,520	87	11	2,385	214	19	2,385	214	19
Yes	90	50	26	75	52	39	95	35	36	78	53	106	44	16	113	36	17	115	38	13	96	45	25	96	45	25
English Language Learners																										
No	2,341	324	65	2,151	489	90	2,327	310	93	2,028	612	2,426	273	31	2,449	253	28	2,585	121	24	2,442	245	43	2,442	245	43
Yes	40	12	2	26	20	8	34	14	6	25	26	37	17	0	42	11	1	50	4	0	39	14	1	39	14	1
Free and Reduced Price Meals																										
No	1,626	177	25	1,548	239	41	1,653	136	39	1,477	311	1,695	117	16	1,677	137	14	1,754	62	12	1,695	112	21	1,695	112	21
Yes	755	159	42	629	270	57	708	188	60	576	327	768	173	15	814	127	15	881	63	12	786	147	23	786	147	23
Aggregated Data	2,393	339	68	2,189	512	99	2,373	327	100	2,062	644	2,475	294	31	2,503	268	29	2,648	128	24	2,493	263	44	2,493	263	44

* = fewer than 5

MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Harford County



MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Harford County



Howard County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	86	7	7	71	29	0	71	29	0	79	21	0	79	21	0	79	21	0	50	50	0	79	21	0	
Asian	84	14	2	81	16	3	85	13	2	82	16	1	81	15	4	83	14	3	74	21	6	85	12	2	
African American	79	17	3	76	21	3	77	19	4	78	20	3	73	21	6	76	19	5	68	25	7	79	18	3	
Native Hawaiian/Pacific Islander	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	60	40	0	100	0	0	
White	86	12	2	83	15	2	85	13	2	85	13	1	82	16	2	85	14	2	80	17	4	86	12	1	
Hispanic	84	13	3	73	22	5	75	20	5	78	20	2	68	24	7	75	21	4	58	33	9	76	21	3	
Two or More Races (Non-Hispanic/Latino)	86	13	1	79	19	2	81	17	2	87	12	1	81	17	2	85	13	2	75	22	3	87	11	1	
Gender																									
Male	80	17	3	78	19	3	79	17	4	79	19	2	77	19	4	78	18	4	69	24	7	81	17	3	
Female	90	9	1	82	16	2	85	13	2	87	12	1	80	16	3	86	12	2	79	18	3	87	12	1	
Prior Care																									
Child Care Center	85	14	1	84	15	1	86	12	2	86	13	1	84	15	2	83	15	1	79	18	3	88	12	1	
Family Child Care	82	18	1	79	21	1	82	15	3	78	18	3	75	21	5	83	13	4	78	16	5	80	17	3	
Head Start	79	18	3	74	20	6	76	21	3	68	31	2	66	23	11	68	26	5	55	38	8	73	24	3	
Home / Informal Care	82	15	3	73	23	4	74	21	4	77	21	2	71	22	7	76	20	3	62	29	9	77	21	2	
Non-public Nursery	89	10	1	85	14	1	88	12	1	88	11	1	84	14	2	87	12	1	82	16	2	89	10	1	
Pre-Kindergarten	80	16	4	74	21	5	75	19	6	77	20	3	72	21	7	77	16	6	65	26	9	78	17	4	
Special Education																									
No	86	12	1	82	16	2	84	14	2	84	15	1	80	17	3	84	14	2	76	20	4	86	13	1	
Yes	61	28	11	56	31	13	59	27	15	62	28	10	56	27	17	57	27	16	44	35	22	60	27	13	
English Language Learners																									
No	85	13	2	81	17	2	83	15	3	83	15	1	80	17	3	83	15	3	77	19	4	85	13	2	
Yes	81	17	2	70	23	6	76	19	5	74	22	3	64	26	9	73	22	5	46	40	14	72	24	4	
Free and Reduced Price Meals																									
No	85	13	2	82	16	2	84	13	2	84	14	1	82	15	3	84	14	2	78	19	4	86	12	2	
Yes	81	15	4	71	25	4	73	21	5	75	22	3	66	26	9	74	19	6	59	31	10	75	22	4	
Aggregated Data	84	13	2	80	18	2	82	15	3	83	16	2	79	18	4	82	15	3	73	21	5	84	14	2	

May not total 100% due to rounding.

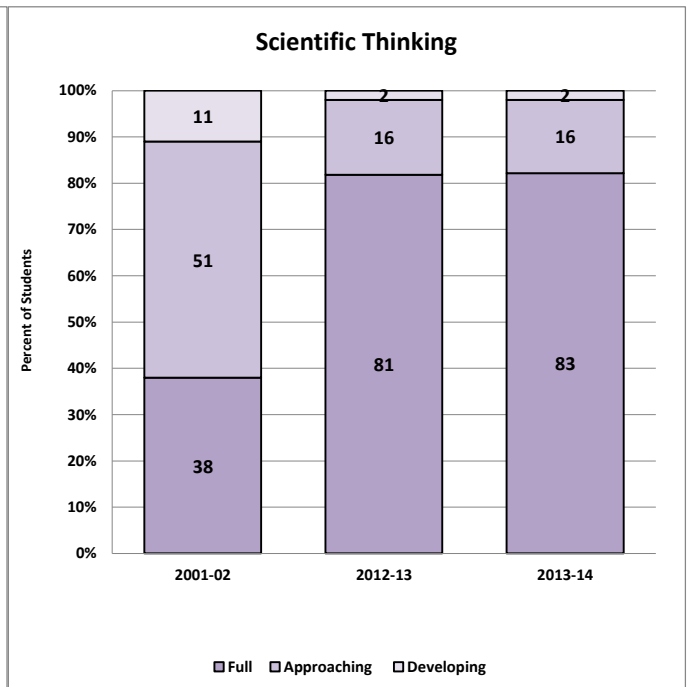
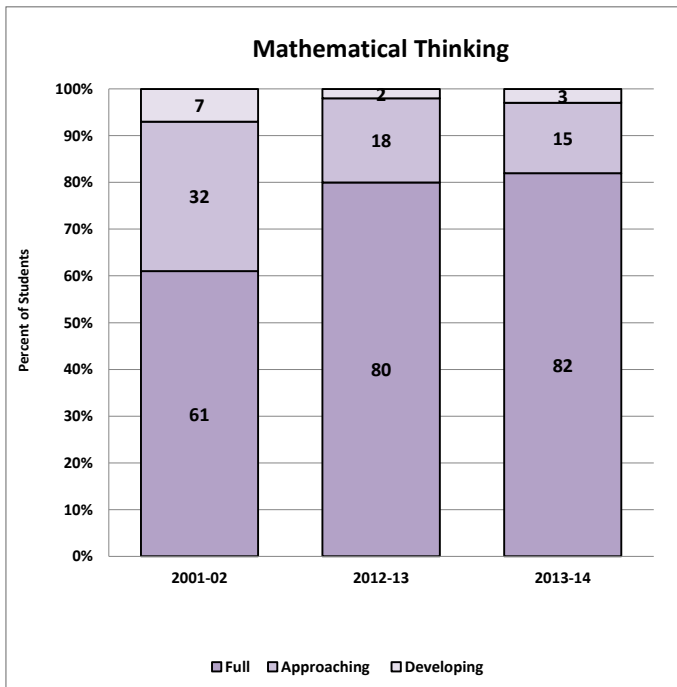
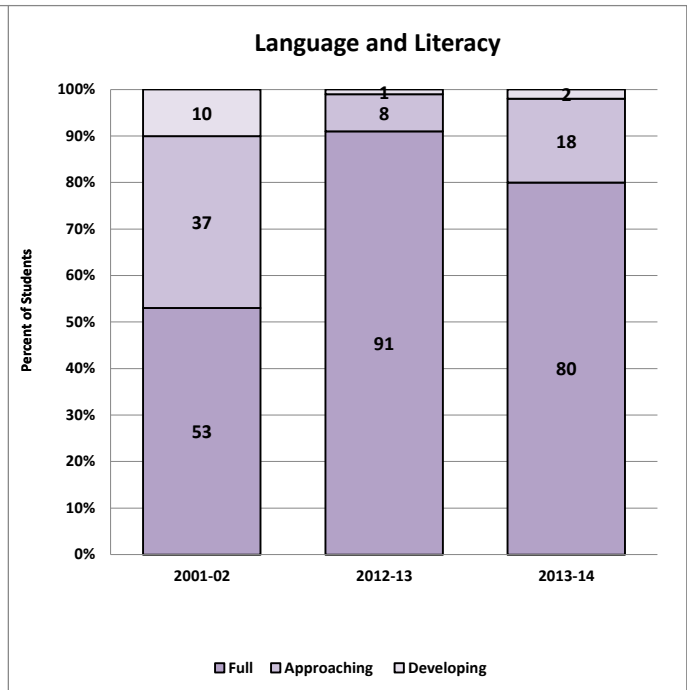
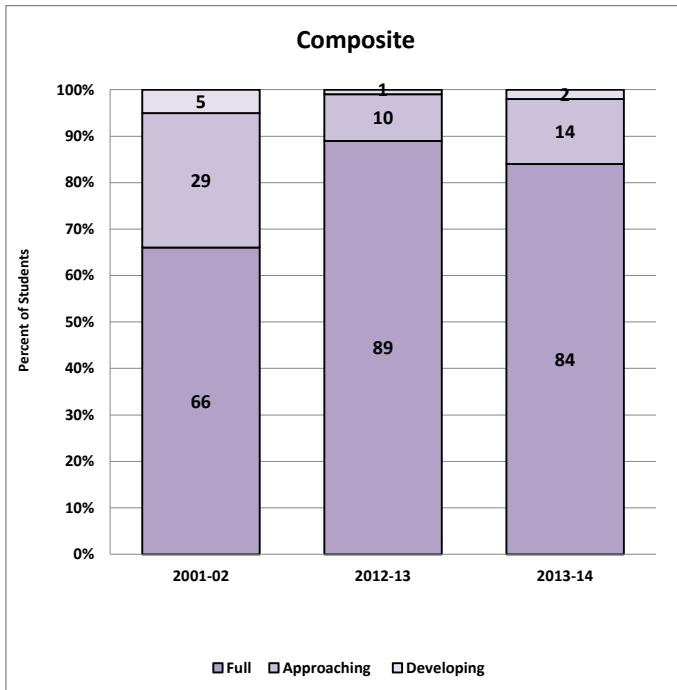
* = fewer than 5

Howard County - Number of Kindergarten Students

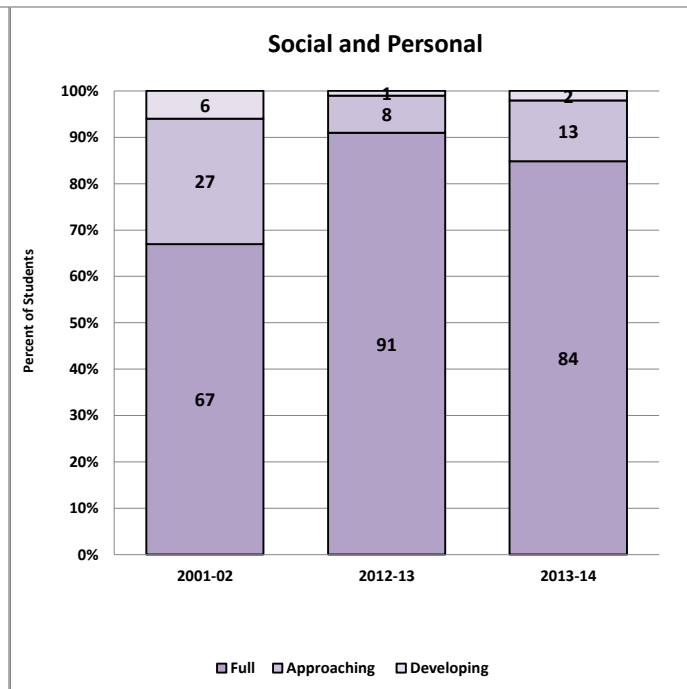
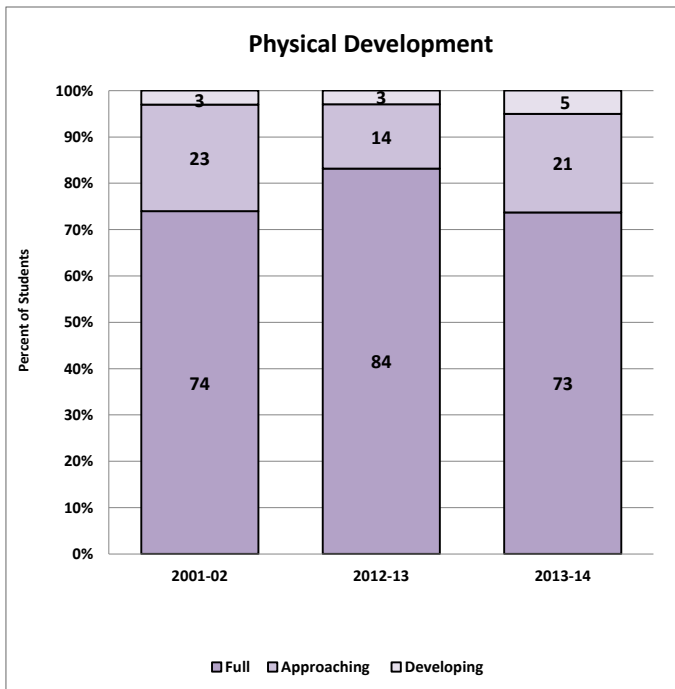
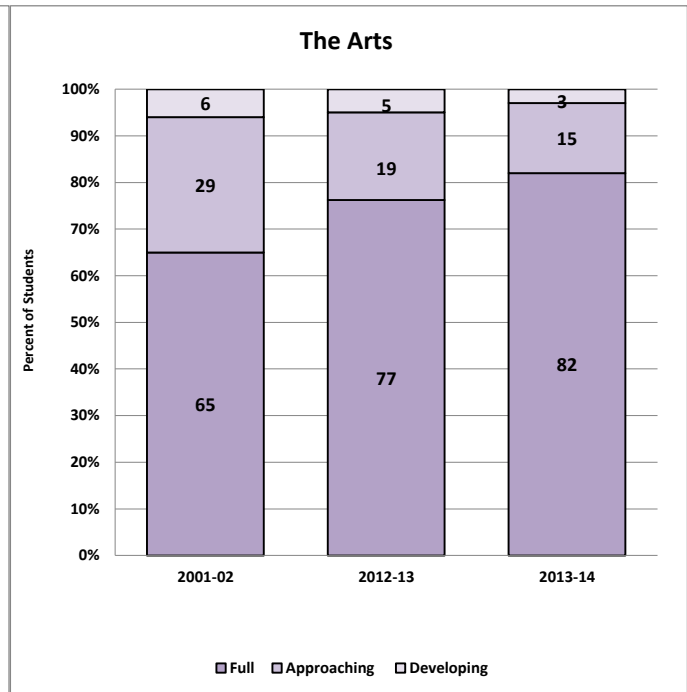
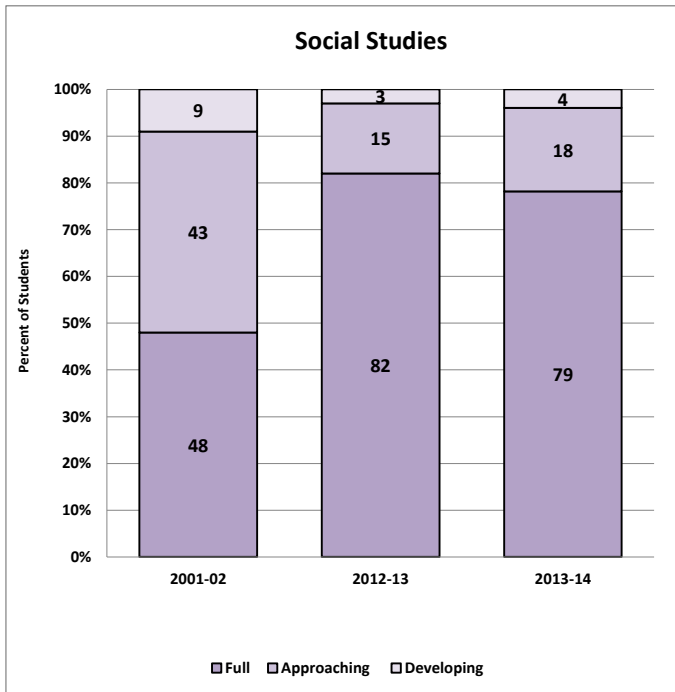
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite				
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing		
Race/Ethnicity																										
American Indian/Alaskan Native	12	1	1	10	4	0	10	4	0	4	0	11	3	0	7	7	0	11	3	0	7	7	0	11	3	0
Asian	653	108	13	626	126	22	657	99	18	637	126	625	115	34	571	159	44	660	96	18	571	159	44	660	96	18
African American	596	131	23	568	159	23	574	146	30	582	149	550	157	43	507	191	52	590	136	24	507	191	52	590	136	24
Native Hawaiian/Pacific Islander	5	0	0	5	0	0	5	0	0	5	0	5	0	0	5	0	0	5	0	0	5	0	0	5	0	0
White	1,352	184	32	1,304	240	24	1,331	200	37	1,339	211	1,283	246	39	1,325	212	31	1,355	191	22	1,250	263	55	1,355	191	22
Hispanic	307	47	10	266	80	18	274	71	19	284	71	248	89	27	273	75	16	278	76	10	212	119	33	278	76	10
Two or More Races (Non-Hispanic/Latino)	218	32	3	201	47	5	206	43	4	220	30	205	43	5	215	32	6	221	29	3	190	56	7	221	29	3
Gender																										
Male	1,563	343	59	1,528	378	59	1,557	338	70	1,548	376	1,514	364	87	1,525	360	80	1,589	325	51	1,347	480	138	1,589	325	51
Female	1,580	160	23	1,452	278	33	1,500	225	38	1,529	215	1,413	289	61	1,517	213	33	1,531	206	26	1,393	317	53	1,531	206	26
Prior Care																										
Child Care Center	823	131	11	807	149	9	834	111	20	832	127	810	140	15	804	147	14	846	113	6	759	177	29	846	113	6
Family Child Care	119	26	1	115	30	1	119	22	5	114	27	109	30	7	121	19	6	117	25	4	114	24	8	117	25	4
Head Start	92	21	4	87	23	7	89	25	3	79	36	77	27	13	80	31	6	85	28	4	64	44	9	85	28	4
Home / Informal Care	319	58	11	282	91	15	289	83	16	300	82	276	85	27	296	79	13	300	80	8	241	114	33	300	80	8
Non-public Nursery	929	100	14	891	141	11	913	122	8	920	116	874	151	18	908	125	10	930	104	9	854	168	21	930	104	9
Pre-Kindergarten	823	167	41	761	221	49	778	196	57	795	202	745	218	68	797	169	65	805	180	46	674	266	91	805	180	46
Special Education																										
No	2,963	421	50	2,816	564	54	2,885	484	65	2,894	509	2,763	574	97	2,874	493	67	2,943	452	39	2,612	695	127	2,943	452	39
Yes	180	82	32	164	92	38	172	79	43	183	82	164	79	51	168	80	46	177	79	38	128	102	64	177	79	38
English Language Learners																										
No	2834	436	75	2710	566	69	2767	490	88	2792	506	2680	552	113	2763	488	94	2843	439	63	2564	642	139	2843	439	63
Yes	309	67	7	270	90	23	290	73	20	285	85	247	101	35	279	85	19	277	92	14	176	155	52	277	92	14
Free and Reduced Price Meals																										
No	2,499	381	54	2,418	459	57	2,474	395	65	2,478	416	2,405	449	80	2,452	420	62	2,528	358	48	2,275	550	109	2,528	358	48
Yes	644	122	28	562	197	35	583	168	43	599	175	522	204	68	590	153	51	592	173	29	465	247	82	592	173	29
Aggregated Data	3,143	503	82	2,980	656	92	3,057	563	108	3,077	591	2,927	653	148	3,042	573	113	3,120	531	77	2,740	797	191	3,120	531	77

* = fewer than 5

MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Howard County



MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Howard County



Kent County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	71	22	6	57	39	4	59	29	12	37	6	47	45	8	80	18	2	82	14	4	67	29	4		
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	79	17	3	74	23	3	74	21	6	67	30	69	25	6	80	18	1	90	10	0	83	16	1		
Hispanic	69	31	0	50	44	6	50	31	19	63	38	69	25	6	81	13	6	94	6	0	63	38	0		
Two or More Races (Non-Hispanic/Latino)	56	33	11	56	44	0	56	44	0	33	67	44	56	0	89	11	0	78	22	0	67	33	0		
Gender																									
Male	69	26	5	59	35	5	61	28	11	61	34	55	34	11	68	28	4	84	14	3	68	30	3		
Female	80	17	3	70	27	2	70	23	7	63	35	66	32	2	92	8	0	90	10	0	82	17	1		
Prior Care																									
Child Care Center	63	25	13	63	38	0	50	25	25	50	38	13	38	13	63	25	13	88	13	0	50	50	0		
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	70	20	10	70	20	10	60	10	30	80	10	70	20	10	90	10	0	80	20	0	80	20	0		
Home / Informal Care	86	5	10	38	10	52	52	33	14	52	38	10	62	24	76	19	5	86	14	0	67	24	10		
Non-public Nursery	86	14	0	71	29	0	71	29	0	57	43	0	43	57	86	14	0	100	0	0	100	0	0		
Pre-Kindergarten	72	25	3	67	30	3	71	24	5	63	35	2	63	32	81	18	1	87	12	2	76	23	1		
Special Education																									
No	74	22	4	67	29	4	67	24	9	63	33	4	63	31	81	17	2	88	11	1	75	23	2		
Yes	80	10	10	50	50	0	60	40	0	50	50	0	50	50	80	20	0	70	30	0	70	30	0		
English Language Learners																									
No	74	21	5	67	30	3	68	25	7	61	34	4	61	32	80	18	2	86	13	1	76	22	2		
Yes	75	25	0	50	42	8	50	25	25	67	33	0	67	33	83	17	0	100	0	0	67	33	0		
Free and Reduced Price Meals																									
No	81	14	5	68	27	4	67	22	11	63	32	5	66	27	81	16	3	89	11	0	78	19	3		
Yes	69	28	3	63	33	3	66	28	7	61	37	2	59	36	80	18	1	85	13	2	72	26	1		
Aggregated Data	75	21	4	65	31	4	66	25	9	62	35	4	61	33	81	17	2	87	12	1	75	23	2		

May not total 100% due to rounding.

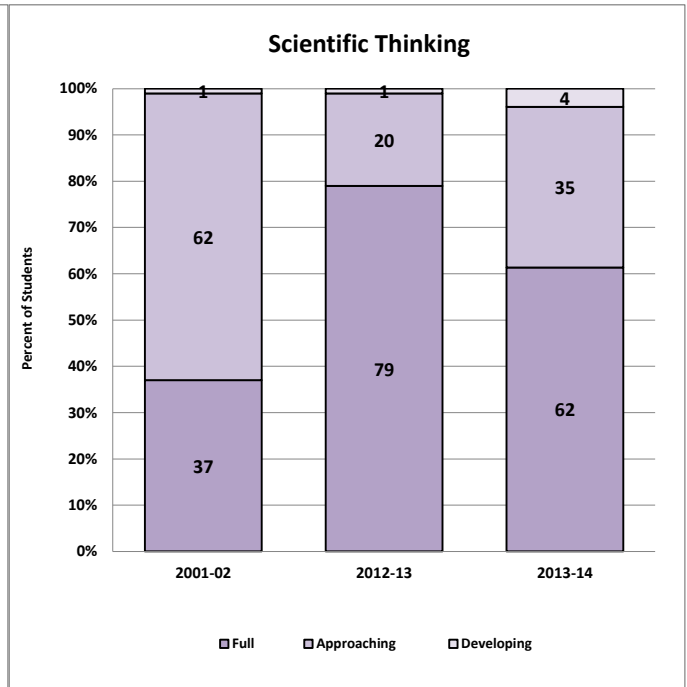
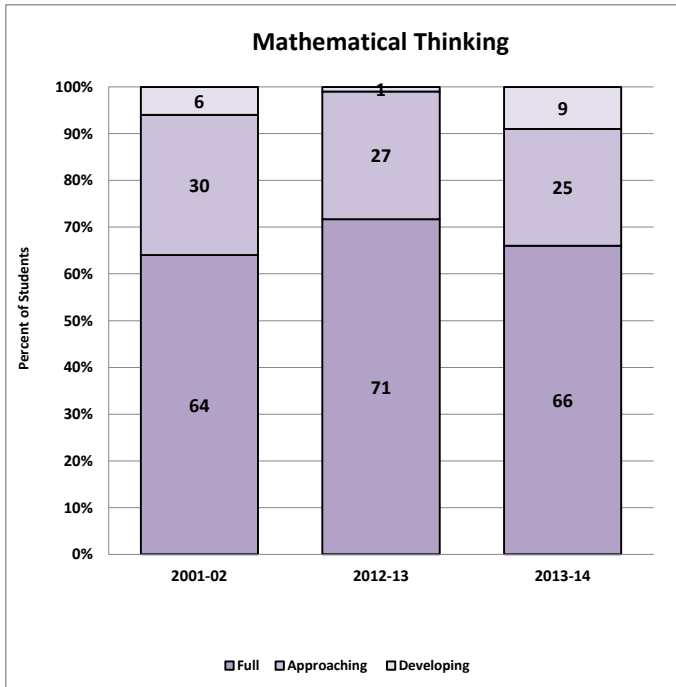
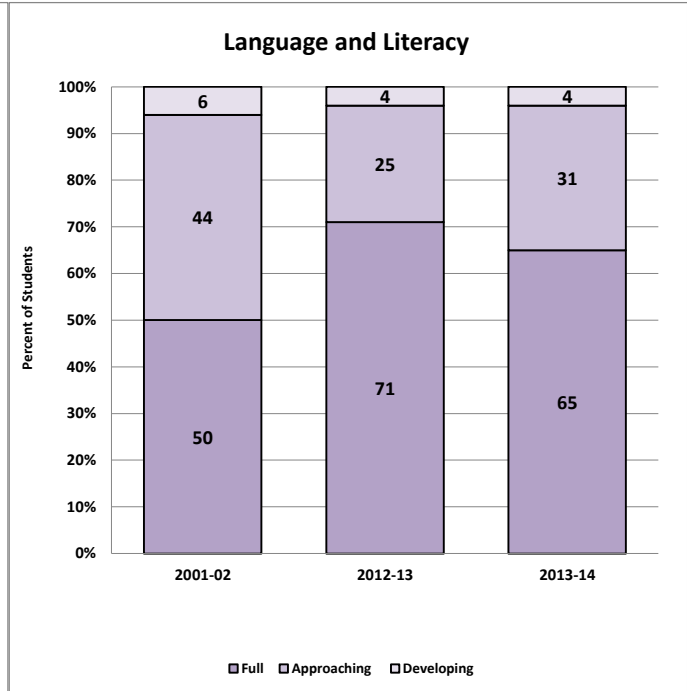
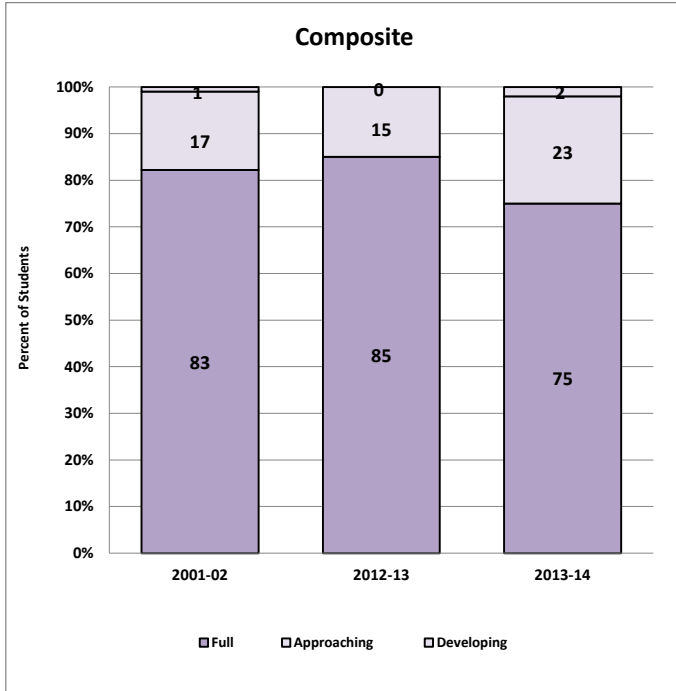
* = fewer than 5

Kent County - Number of Kindergarten Students

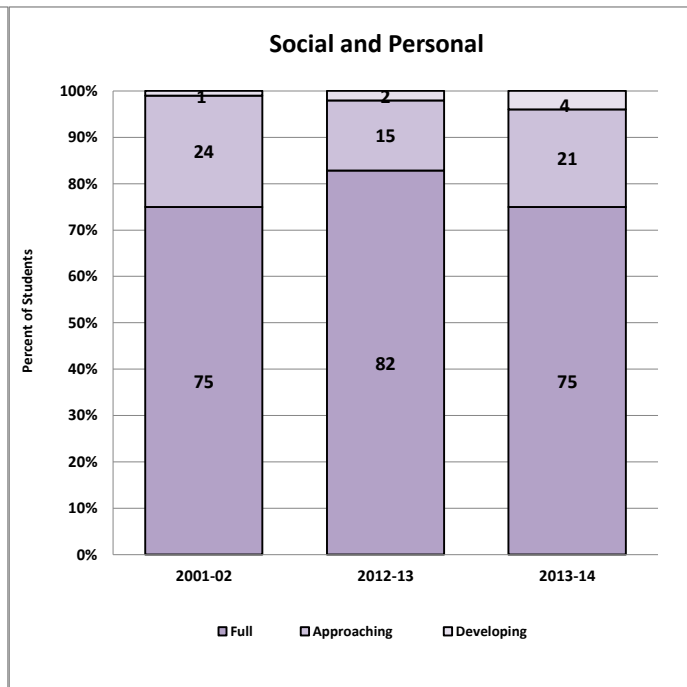
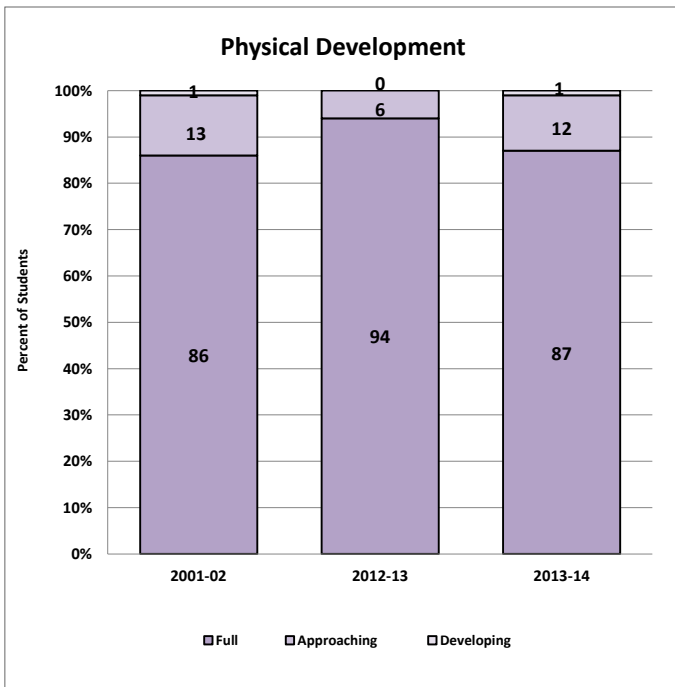
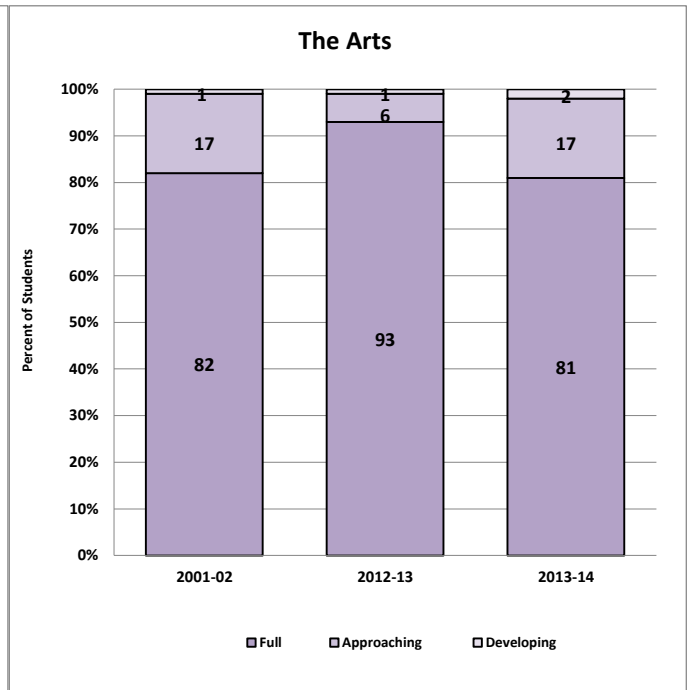
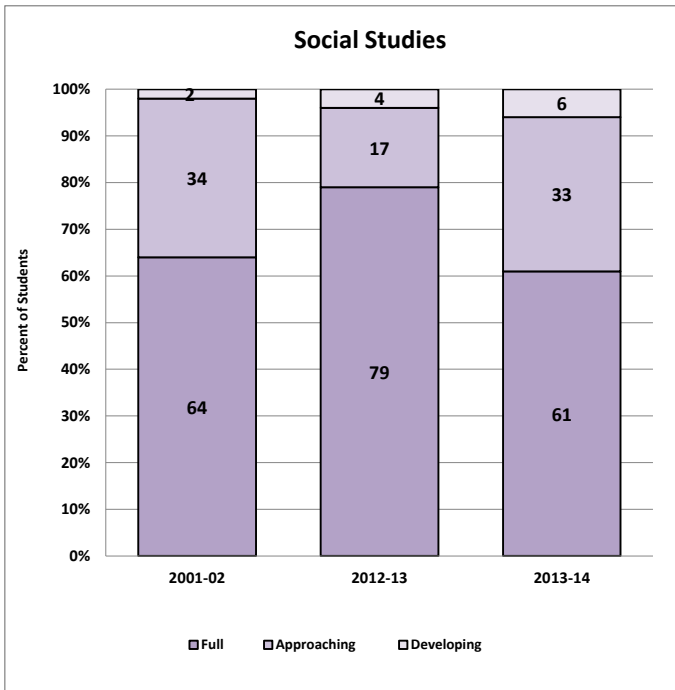
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite				
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing		
Race/Ethnicity																										
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
African American	35	11	3	28	19	2	29	14	6	28	18	3	23	4	39	9	1	40	7	2	33	14	2			
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	69	15	3	64	20	3	64	18	5	58	26	3	60	22	70	16	1	78	9	0	72	14	1			
Hispanic	11	5	0	8	7	1	8	5	3	10	6	0	11	4	13	2	1	15	1	0	10	6	0			
Two or More Races (Non-Hispanic/Latino)	5	3	1	5	4	0	5	4	0	3	6	0	4	5	8	1	0	7	2	0	6	3	0			
Gender																										
Male	51	19	4	44	26	4	45	21	8	45	25	4	41	25	50	21	3	62	10	2	50	22	2			
Female	70	15	3	62	24	2	62	20	6	55	31	2	58	28	81	7	0	79	9	0	72	15	1			
Prior Care																										
Child Care Center	5	2	1	5	3	0	4	2	2	4	3	1	3	4	5	2	1	7	1	0	4	4	0			
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	7	2	1	7	2	1	6	1	3	8	1	1	7	2	9	1	0	8	2	0	8	2	0			
Home / Informal Care	18	1	2	8	2	11	11	7	3	11	8	2	13	5	16	4	1	18	3	0	14	5	2			
Non-public Nursery	6	1	0	5	2	0	5	2	0	4	3	0	3	4	6	1	0	7	0	0	7	0	0			
Pre-Kindergarten	81	28	3	75	34	3	79	27	6	71	39	2	71	36	91	20	1	97	13	2	85	26	1			
Special Education																										
No	111	33	6	100	44	6	100	36	14	94	50	6	94	46	121	26	3	132	16	2	113	34	3			
Yes	8	1	1	5	5	0	6	4	0	5	5	0	5	5	8	2	0	7	3	0	7	3	0			
English Language Learners																										
No	110	31	7	99	44	5	100	37	11	91	51	6	91	47	119	26	3	127	19	2	112	33	3			
Yes	9	3	0	6	5	1	6	3	3	8	4	0	8	4	10	2	0	12	0	0	8	4	0			
Free and Reduced Price Meals																										
No	59	10	4	50	20	3	49	16	8	46	23	4	48	20	59	12	2	65	8	0	57	14	2			
Yes	60	24	3	55	29	3	57	24	6	53	32	2	51	31	70	16	1	74	11	2	63	23	1			
Aggregated Data	121	34	7	106	50	6	107	41	14	100	56	6	99	53	131	28	3	141	19	2	122	37	3			

* = fewer than 5

MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Kent County



MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Kent County



Montgomery County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	72	25	3	75	13	13	66	31	3	59	34	6	66	25	9	84	16	0	88	13	0	78	22	0	
Asian	83	14	3	82	14	4	88	9	3	75	20	5	79	17	5	86	12	2	94	5	1	87	10	2	
African American	70	24	6	69	25	5	72	23	5	62	31	6	69	25	6	81	17	2	86	12	2	78	19	4	
Native Hawaiian/Pacific Islander	58	33	8	67	17	17	58	25	17	58	25	17	50	33	17	58	33	8	67	25	8	67	17	17	
White	82	15	3	84	15	2	87	11	2	79	19	2	83	15	2	89	10	1	92	7	1	90	8	1	
Hispanic	74	22	5	58	31	11	63	28	9	54	35	10	60	31	9	79	18	3	87	12	1	71	24	5	
Two or More Races (Non-Hispanic/Latino)	78	18	3	83	13	4	84	13	3	74	23	3	80	17	3	87	12	2	91	7	1	87	11	3	
Gender																									
Male	69	25	6	69	24	7	75	20	5	66	27	7	70	24	6	79	18	3	86	12	2	78	18	4	
Female	85	13	2	76	20	4	78	18	4	69	26	5	75	21	4	90	10	1	93	6	1	85	13	2	
Prior Care																									
Child Care Center	77	19	3	82	16	2	86	13	1	75	22	2	80	18	2	87	11	1	92	7	1	88	11	1	
Family Child Care	75	21	4	67	28	5	69	27	5	64	30	6	67	28	5	83	16	1	90	10	0	78	20	2	
Head Start	65	25	9	59	30	11	65	24	11	53	32	14	59	28	13	73	21	6	79	16	5	68	22	10	
Home / Informal Care	74	21	5	57	31	12	62	28	10	55	34	11	60	30	10	80	18	3	87	12	1	70	25	5	
Non-public Nursery	86	13	2	87	12	1	90	9	1	81	18	1	85	14	1	90	9	1	94	6	0	93	7	1	
Pre-Kindergarten	76	20	4	71	24	5	74	21	4	64	31	5	71	25	5	83	15	2	90	9	1	80	17	3	
Special Education																									
No	79	18	3	75	20	5	79	18	4	70	26	4	75	22	4	86	13	1	92	8	0	84	14	2	
Yes	49	35	16	43	40	18	49	32	18	39	36	24	44	32	24	59	31	10	61	28	10	51	31	18	
English Language Learners																									
No	79	17	4	80	17	3	83	14	3	74	22	4	79	17	4	87	12	2	91	8	1	86	11	2	
Yes	73	22	4	58	31	11	65	27	8	54	36	10	59	32	9	79	18	3	87	11	1	71	24	4	
Free and Reduced Price Meals																									
No	81	16	3	82	15	3	85	12	2	76	21	3	80	17	3	88	11	1	92	7	1	88	10	2	
Yes	71	23	6	59	31	10	64	28	8	54	36	10	60	31	9	78	19	3	86	12	2	71	24	5	
Aggregated Data	77	19	4	73	22	6	77	19	5	67	27	6	72	22	5	84	14	2	90	9	1	81	16	3	

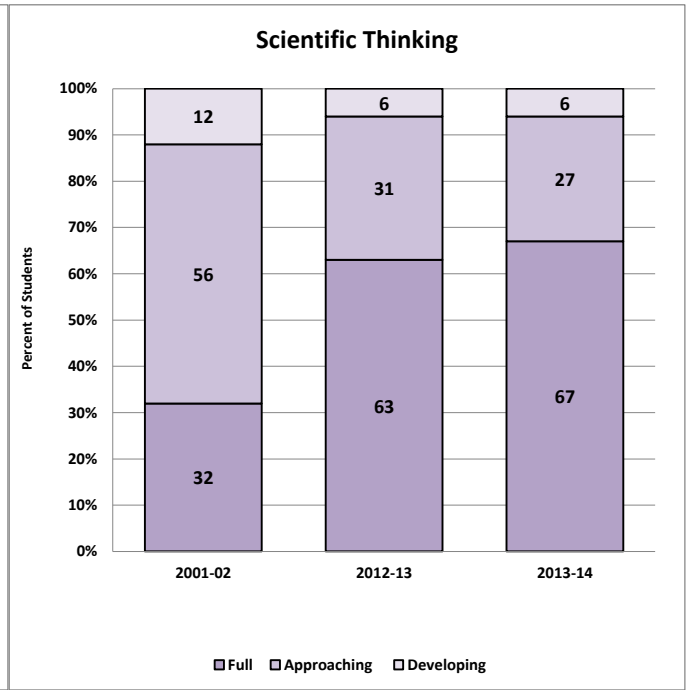
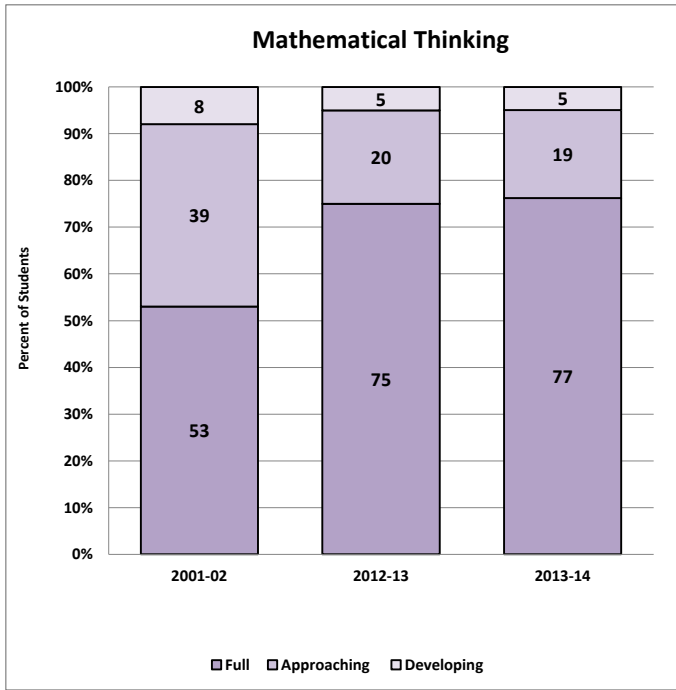
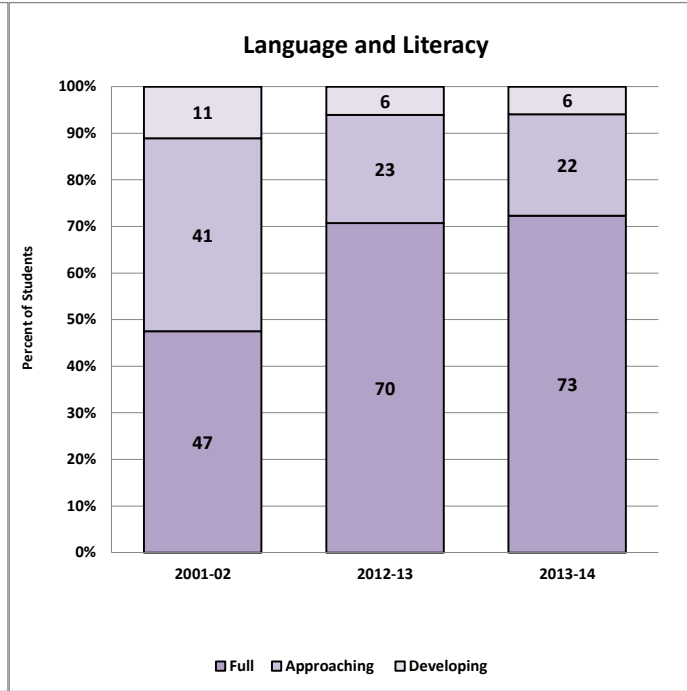
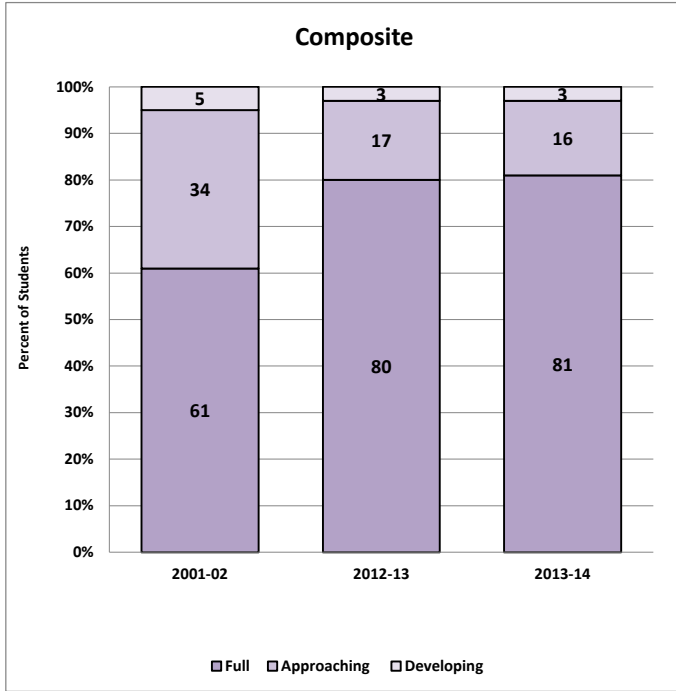
* = fewer than 5
May not total 100% due to rounding.

Montgomery County - Number of Kindergarten Students

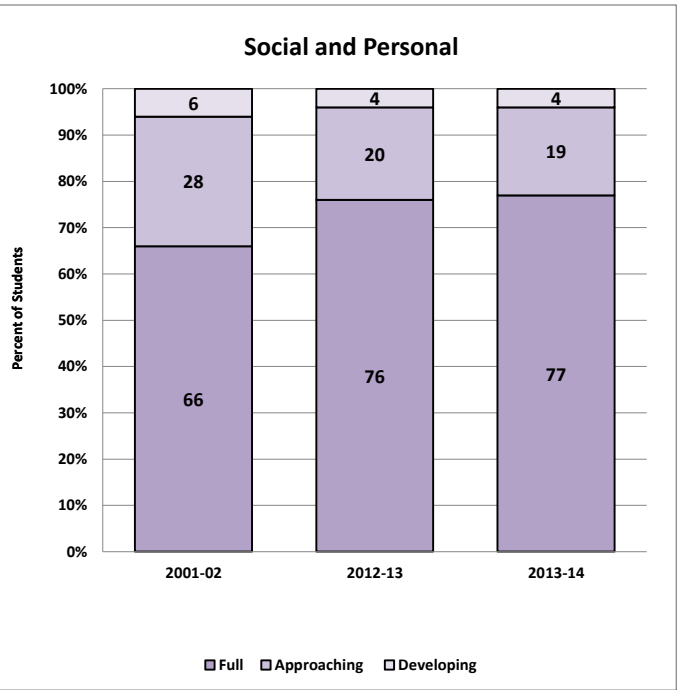
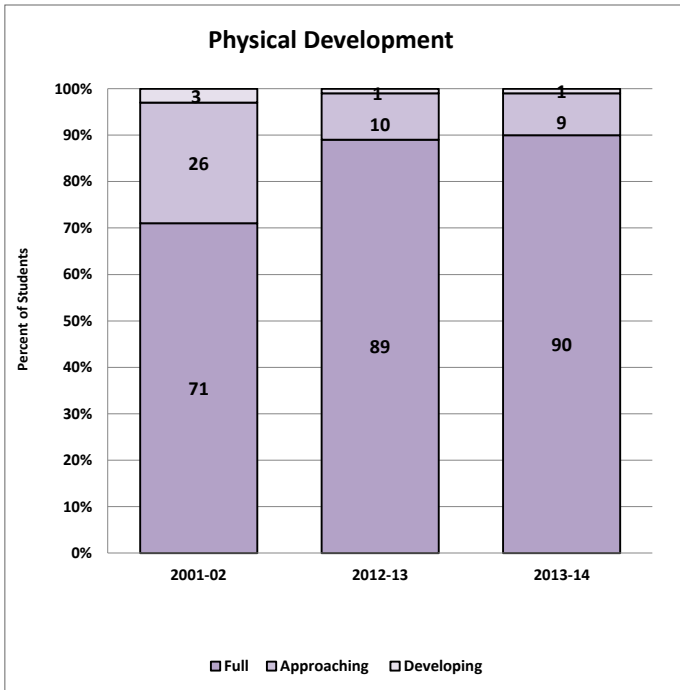
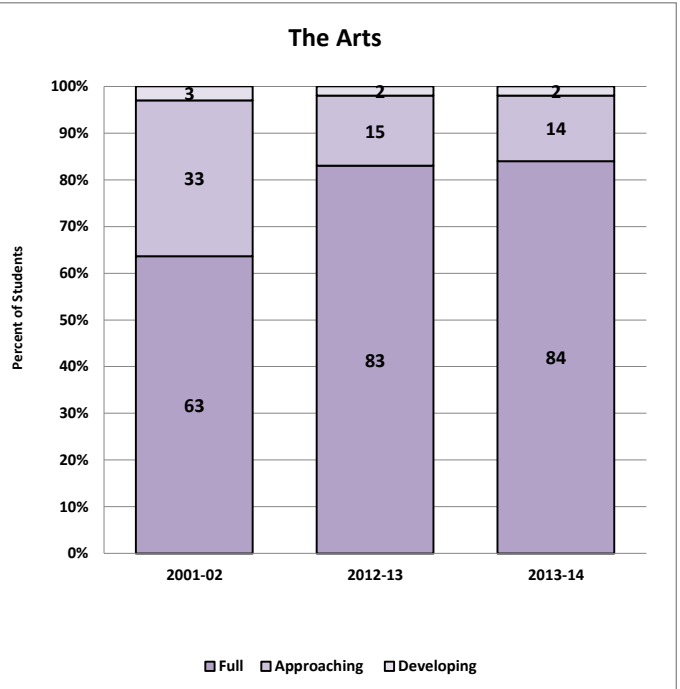
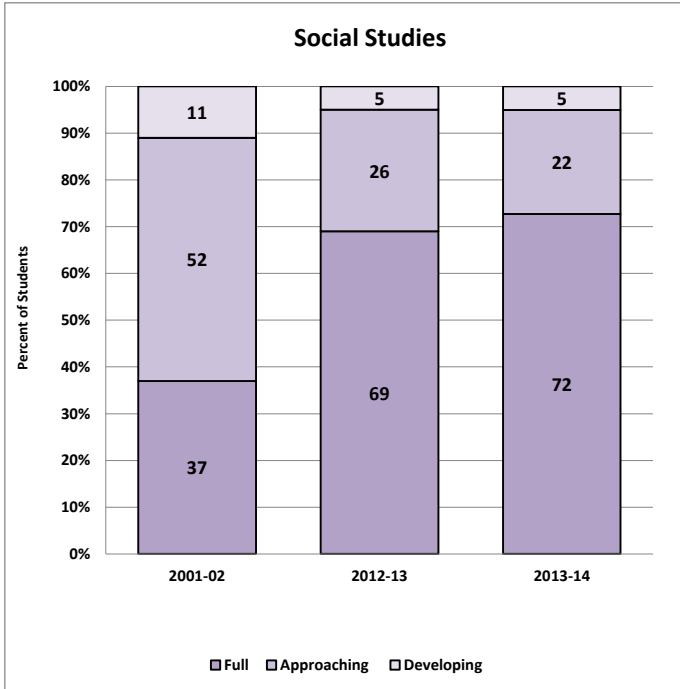
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	23	8	1	24	4	4	21	10	1	19	11	2	21	8	3	27	5	0	28	4	0	25	7	0	
Asian	1,410	236	56	1,403	230	69	1,495	156	51	1,284	338	80	1,337	288	77	1,467	202	33	1,594	93	15	1,487	175	40	
African American	1,630	554	144	1,615	587	126	1,668	541	119	1,448	729	151	1,604	588	136	1,885	399	44	2,013	278	37	1,808	432	88	
Native Hawaiian/Pacific Islander	7	4	1	8	2	2	7	3	2	7	3	2	6	4	2	7	4	1	8	3	1	8	2	2	
White	2,875	535	88	2,924	514	60	3,056	388	54	2,762	661	75	2,909	518	71	3,124	343	31	3,217	248	33	3,158	292	48	
Hispanic	2,678	792	168	2,098	1,139	401	2,294	1,027	317	1,978	1,284	376	2,177	1,131	330	2,884	652	102	3,165	421	52	2,588	877	173	
Two or More Races (Non-Hispanic/Latino)	498	117	21	528	85	23	534	85	17	470	144	22	509	108	19	551	75	10	580	47	9	551	69	16	
Gender																									
Male	4,242	1,509	359	4,240	1,440	430	4,592	1,195	323	4,020	1,659	431	4,271	1,444	395	4,809	1,125	176	5,265	737	108	4,746	1,114	250	
Female	4,879	737	120	4,360	1,121	255	4,483	1,015	238	3,948	1,511	277	4,292	1,201	243	5,136	555	45	5,340	357	39	4,879	740	117	
Prior Care																									
Child Care Center	1,455	368	65	1,551	297	40	1,617	247	24	1,424	419	45	1,504	341	43	1,650	213	25	1,746	126	16	1,660	206	22	
Family Child Care	332	91	18	297	123	21	304	117	20	282	132	27	295	125	21	366	72	3	395	45	1	344	90	7	
Head Start	796	312	116	728	364	132	794	296	134	654	396	174	718	344	162	889	262	73	966	201	57	832	268	124	
Home / Informal Care	1,762	499	115	1,344	737	295	1,479	664	233	1,301	806	289	1,419	716	241	1,893	422	61	2,060	287	29	1,665	592	119	
Non-public Nursery	2,331	347	45	2,368	323	32	2,457	241	25	2,207	488	28	2,321	376	26	2,463	246	14	2,562	157	4	2,523	184	16	
Pre-Kindergarten	2,174	582	109	2,024	685	156	2,132	614	119	1,828	883	154	2,022	707	136	2,382	440	43	2,565	264	36	2,301	490	74	
Special Education																									
No	8,673	1,932	333	8,214	2,199	525	8,627	1,916	395	7,613	2,839	486	8,162	2,355	421	9,408	1,403	127	10,048	836	54	9,165	1,572	201	
Yes	448	314	146	386	362	160	448	294	166	355	331	222	401	290	217	537	277	94	557	258	93	460	282	166	
English Language Learners																									
No	6,121	1,339	295	6,234	1,282	239	6,423	1,115	217	5,748	1,716	291	6,140	1,340	275	6,711	927	117	7,036	630	89	6,706	864	185	
Yes	3,000	907	184	2,366	1,279	446	2,652	1,095	344	2,220	1,454	417	2,423	1,305	363	3,234	753	104	3,569	464	58	2,919	990	182	
Free and Reduced Price Meals																									
No	5,753	1,159	217	5,827	1,096	206	6,067	890	172	5,409	1,484	236	5,710	1,198	221	6,247	789	93	6,532	522	75	6,272	717	140	
Yes	3,368	1,087	262	2,773	1,465	479	3,008	1,320	389	2,559	1,686	472	2,853	1,447	417	3,698	891	128	4,073	572	72	3,353	1,137	227	
Aggregated Data	9,121	2,246	479	8,600	2,561	685	9,075	2,210	561	7,968	3,170	708	8,563	2,645	638	9,945	1,680	221	10,605	1,094	147	9,625	1,854	367	

* = fewer than 5

MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Montgomery County



MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Montgomery County



Prince George's County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite					
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing			
Race/Ethnicity																											
American Indian/Alaskan Native	83	16	1	75	20	4	77	17	6	71	28	1	78	20	1	93	7	0	91	9	0	84	16	0			
Asian	80	14	6	72	20	8	77	16	6	71	21	8	75	16	9	87	9	4	91	7	2	84	12	5			
African American	78	17	5	75	19	6	76	18	7	73	21	6	79	17	4	89	10	2	91	8	1	83	13	3			
Native Hawaiian/Pacific Islander	86	14	0	84	11	5	76	22	3	78	19	3	84	14	3	89	11	0	92	8	0	86	14	0			
White	80	14	6	73	21	6	77	16	7	73	22	5	80	16	4	86	11	4	88	9	3	83	13	4			
Hispanic	77	18	6	57	29	14	59	27	13	59	29	12	66	25	9	84	13	3	89	9	2	72	23	5			
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*			
Gender																											
Male	71	21	8	66	24	10	69	21	10	66	25	9	71	22	7	83	13	3	87	10	2	76	19	5			
Female	85	12	3	73	20	7	73	20	7	71	23	6	78	17	5	91	8	1	93	6	1	84	14	3			
Prior Care																											
Child Care Center	81	15	4	80	16	4	81	15	4	78	19	3	84	13	3	91	7	1	93	6	1	88	10	2			
Family Child Care	69	23	8	57	32	11	59	30	11	60	30	10	68	25	7	83	14	2	85	13	2	71	24	6			
Head Start	81	15	4	76	21	3	78	17	5	72	25	4	80	17	3	91	9	1	91	8	1	86	12	2			
Home / Informal Care	73	20	7	52	30	18	54	28	18	56	29	15	62	27	11	82	14	4	86	11	2	66	26	7			
Non-public Nursery	84	13	3	82	15	3	85	12	3	82	16	3	85	13	1	90	9	1	94	5	0	89	10	1			
Pre-Kindergarten	80	16	5	74	20	6	75	19	6	72	22	6	78	17	5	88	10	2	91	7	2	83	13	3			
Special Education																											
No	80	16	5	71	21	7	72	20	8	71	23	6	77	19	5	89	10	2	92	7	1	82	15	3			
Yes	50	32	18	42	36	22	48	28	24	39	34	26	46	31	23	64	24	12	65	24	11	51	31	19			
English Language Learners																											
No	79	16	5	75	19	6	75	18	7	72	22	6	79	17	4	88	10	2	90	8	2	83	13	4			
Yes	76	19	6	55	30	14	58	28	14	58	30	12	64	26	10	83	14	3	89	9	2	71	24	5			
Free and Reduced Price Meals																											
No	79	16	5	74	19	6	76	18	7	72	22	6	78	17	5	88	10	2	90	8	2	83	14	3			
Yes	77	17	5	66	24	10	68	23	10	66	25	9	73	20	7	87	11	2	90	8	2	78	18	5			
Aggregated Data	78	17	5	69	22	8	71	21	9	68	24	8	75	19	6	87	11	2	90	8	2	80	16	4			

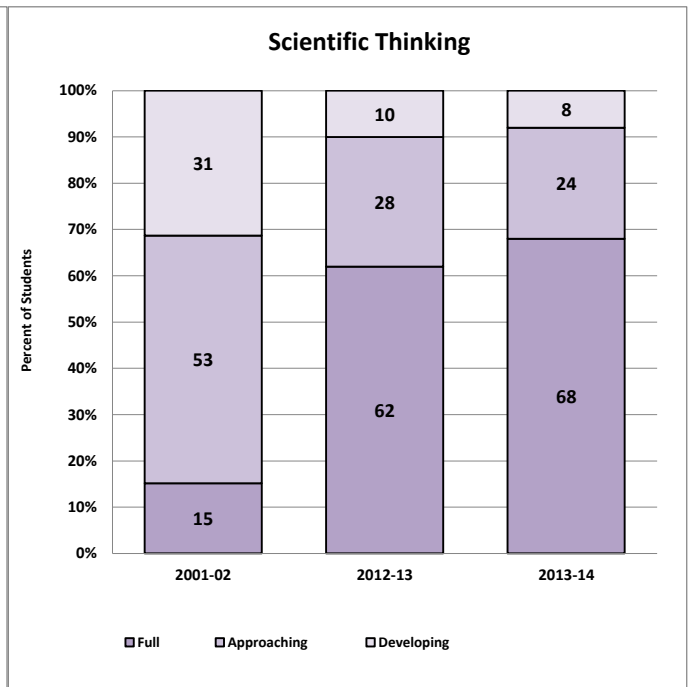
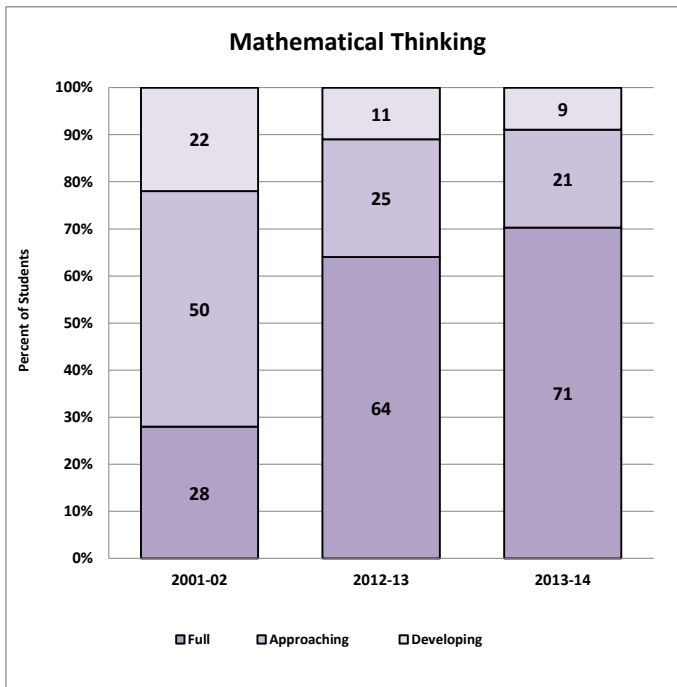
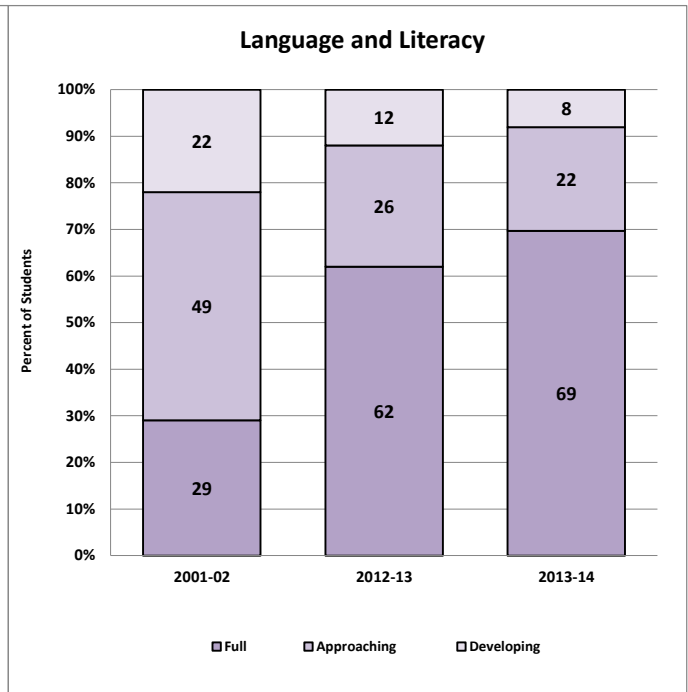
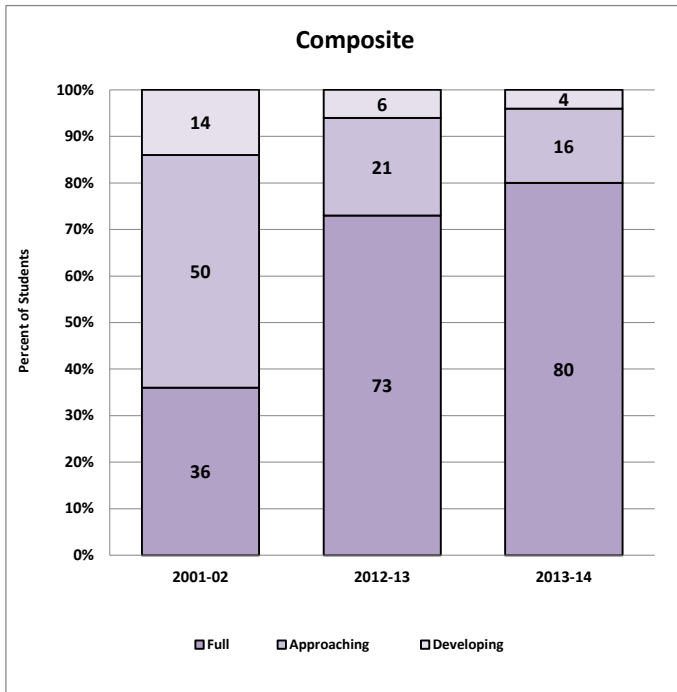
* = fewer than 5
May not total 100% due to rounding.

Prince George's County - Number of Kindergarten Students

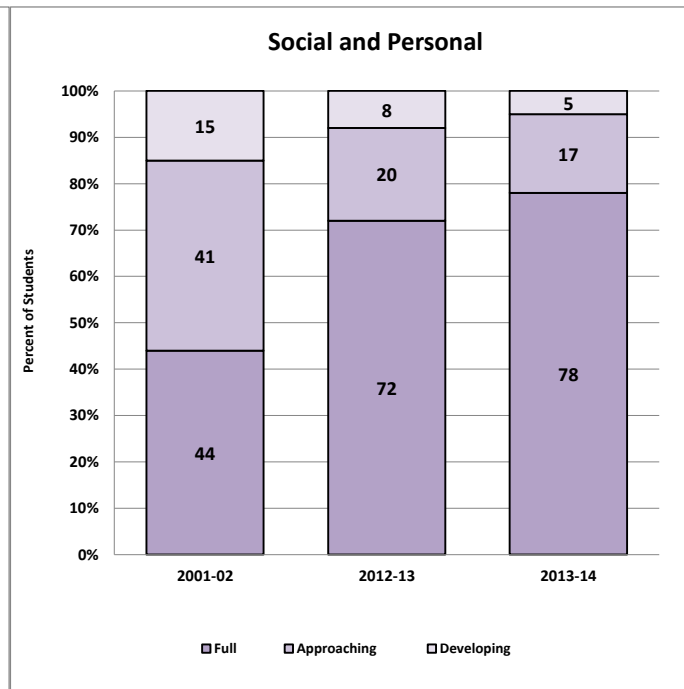
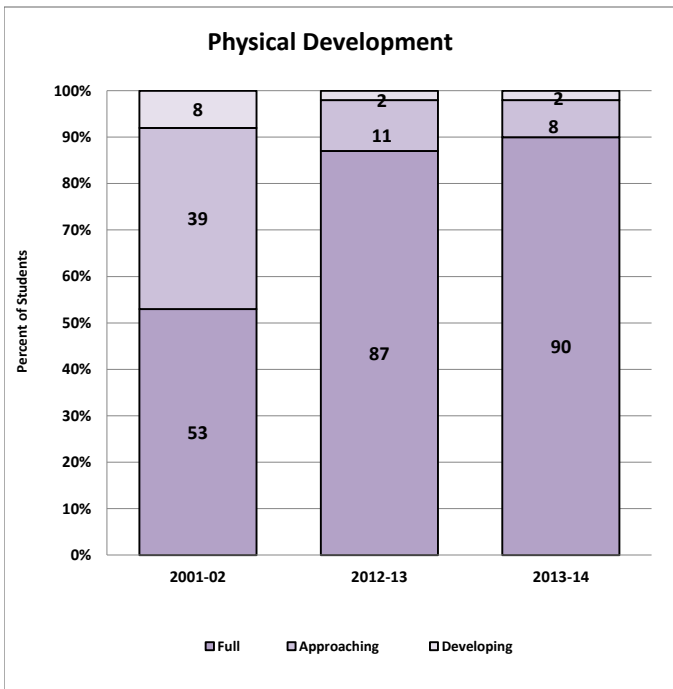
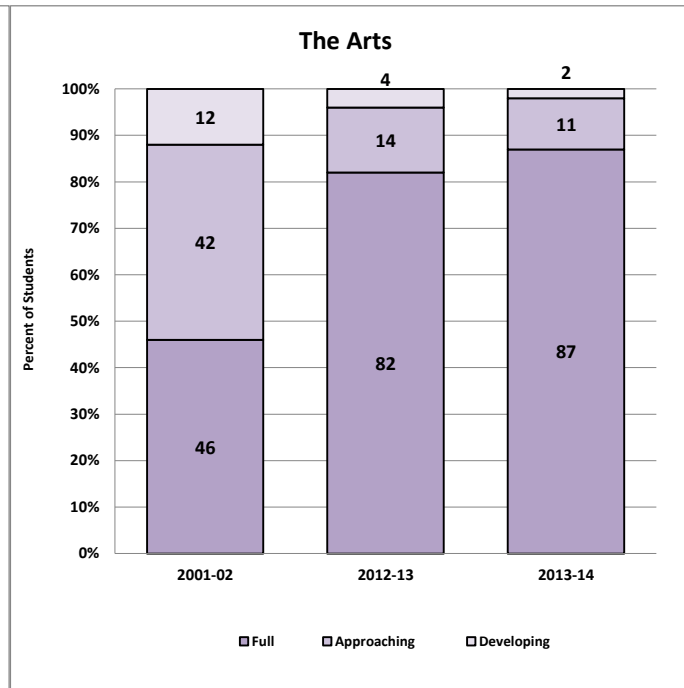
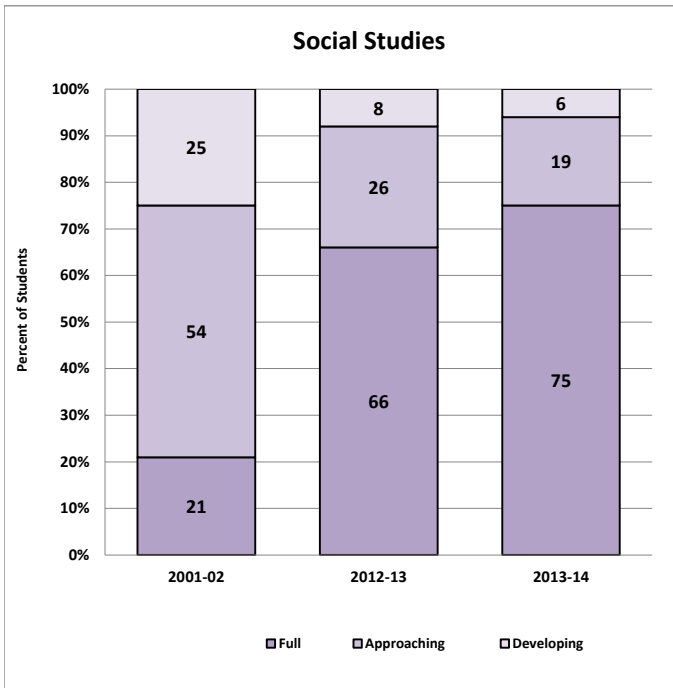
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	57	11	1	52	14	3	53	12	4	49	19	1	54	14	1	64	5	0	63	6	0	58	11	0	
Asian	251	44	18	224	64	25	242	51	20	222	65	26	235	50	28	272	29	12	286	21	6	262	36	15	
African American	4,613	999	309	4,451	1,114	356	4,474	1,062	385	4,313	1,261	347	4,682	992	247	5,256	565	100	5,360	473	88	4,928	791	202	
Native Hawaiian/Pacific Islander	32	5	0	31	4	2	28	8	1	29	7	1	31	5	1	33	4	0	34	3	0	32	5	0	
White	505	87	40	463	134	35	485	101	46	460	141	31	505	100	27	541	67	24	558	55	19	524	84	24	
Hispanic	2,454	568	179	1,830	936	435	1,903	876	422	1,890	930	381	2,101	807	293	2,680	421	100	2,854	289	58	2,297	728	176	
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																									
Male	3,695	1,101	404	3,413	1,269	518	3,577	1,108	515	3,430	1,288	482	3,715	1,119	366	4,336	692	172	4,533	540	127	3,947	977	276	
Female	4,217	613	143	3,638	997	338	3,608	1,002	363	3,533	1,135	305	3,893	849	231	4,510	399	64	4,622	307	44	4,154	678	141	
Prior Care																									
Child Care Center	1,012	188	55	1,008	200	47	1,021	183	51	978	238	39	1,053	169	33	1,146	91	18	1,171	71	13	1,104	124	27	
Family Child Care	438	147	50	360	204	71	374	193	68	379	191	65	433	157	45	529	92	14	539	84	12	449	150	36	
Head Start	415	76	21	388	107	17	397	88	27	367	127	18	409	89	14	465	44	3	468	40	4	438	63	11	
Home / Informal Care	1,547	420	159	1,097	642	387	1,148	593	385	1,181	627	318	1,316	580	230	1,748	300	78	1,838	240	48	1,413	560	153	
Non-public Nursery	285	41	9	259	47	9	267	38	10	257	49	9	269	42	4	285	28	2	297	17	1	281	30	4	
Pre-Kindergarten	3,963	781	237	3,704	976	301	3,720	946	315	3,564	1,109	308	3,875	857	249	4,378	493	110	4,521	371	89	4,141	666	174	
Special Education																									
No	7,575	1,495	428	6,770	2,023	705	6,859	1,921	718	6,698	2,191	609	7,296	1,760	442	8,414	926	158	8,715	684	99	7,757	1,449	292	
Yes	337	219	119	281	243	151	326	189	160	265	232	178	312	208	155	432	165	78	440	163	72	344	206	125	
English Language Learners																									
No	5,769	1,186	388	5,483	1,405	455	5,538	1,312	493	5,318	1,587	438	5,787	1,228	328	6,492	701	150	6,623	592	128	6,100	981	262	
Yes	2,143	528	159	1,568	861	401	1,647	798	385	1,645	836	349	1,821	740	269	2,354	390	86	2,532	255	43	2,001	674	155	
Free and Reduced Price Meals																									
No	2,898	596	191	2,740	711	234	2,792	646	247	2,657	803	225	2,875	642	168	3,225	373	87	3,320	298	67	3,046	515	124	
Yes	5,014	1,118	356	4,311	1,555	622	4,393	1,464	631	4,306	1,620	562	4,733	1,326	429	5,621	718	149	5,835	549	104	5,055	1,140	293	
Aggregated Data	7,912	1,714	547	7,051	2,266	856	7,185	2,110	878	6,963	2,423	787	7,608	1,968	597	8,846	1,091	236	9,155	847	171	8,101	1,655	417	

* = fewer than 5

MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Prince George's County



MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Prince George's County



Queen Anne's County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	100	0	0	75	0	25	75	25	0	100	0	0	75	25	0	100	0	0	100	0	0	75	25	0	0
African American	68	29	3	55	39	6	74	19	6	84	10	6	77	16	6	90	3	6	94	6	0	77	19	3	0
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	87	12	1	77	21	3	81	17	2	91	9	0	93	6	1	94	6	1	96	4	0	93	6	1	0
Hispanic	90	10	0	58	38	5	70	25	5	80	20	0	83	15	3	90	10	0	98	3	0	80	20	0	0
Two or More Races (Non-Hispanic/Latino)	75	25	0	63	38	0	88	13	0	92	8	0	92	8	0	100	0	0	100	0	0	96	4	0	0
Gender																									
Male	80	18	2	65	29	5	77	19	4	87	13	1	88	9	2	89	9	1	93	7	0	87	11	1	0
Female	92	8	0	82	18	1	84	16	0	94	6	0	95	5	0	98	2	0	98	2	0	95	5	0	0
Prior Care																									
Child Care Center	85	15	0	81	18	1	87	13	0	91	9	0	97	3	0	95	5	0	100	0	0	97	3	73	0
Family Child Care	83	17	0	67	25	8	83	17	0	88	13	0	92	4	4	92	4	4	100	0	0	88	13	86	0
Head Start	80	20	0	33	67	0	53	47	0	87	13	0	73	27	0	93	0	7	93	7	0	73	27	0	0
Home / Informal Care	82	15	3	61	36	3	75	21	4	88	12	0	87	11	2	94	5	1	95	5	0	90	9	1	0
Non-public Nursery	95	5	0	87	12	1	91	9	0	96	4	0	94	6	0	94	6	0	98	2	0	96	4	97	0
Pre-Kindergarten	83	15	2	72	22	6	74	22	4	87	12	1	90	9	2	92	7	1	92	8	0	86	12	2	0
Special Education																									
No	87	12	1	76	22	2	82	17	1	91	9	0	93	6	1	94	5	1	98	2	0	93	7	0	0
Yes	68	26	6	46	40	14	64	28	8	82	14	4	76	20	4	86	12	2	80	20	0	76	20	4	0
English Language Learners																									
No	85	13	1	75	23	3	81	17	2	91	9	0	92	7	1	94	5	1	96	4	0	92	8	1	0
Yes	89	11	0	52	41	7	67	26	7	78	22	0	78	19	4	93	7	0	100	0	0	81	19	0	0
Free and Reduced Price Meals																									
No	87	11	1	80	18	2	85	14	1	92	8	0	93	6	1	95	5	1	96	4	0	93	6	1	0
Yes	81	17	1	57	37	6	69	27	4	86	14	1	88	10	2	91	8	1	96	4	0	86	14	1	0
Aggregated Data	86	13	1	73	23	3	80	18	2	90	10	0	91	7	1	93	6	1	96	4	0	91	8	1	0

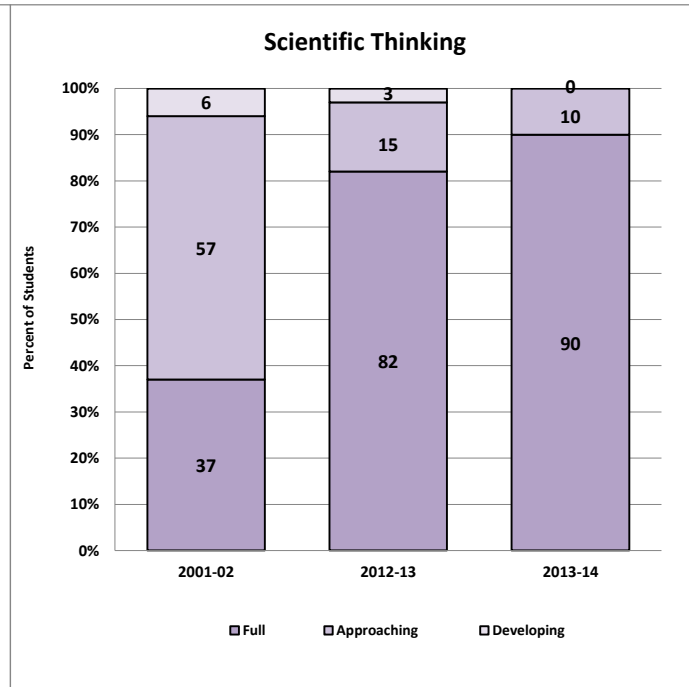
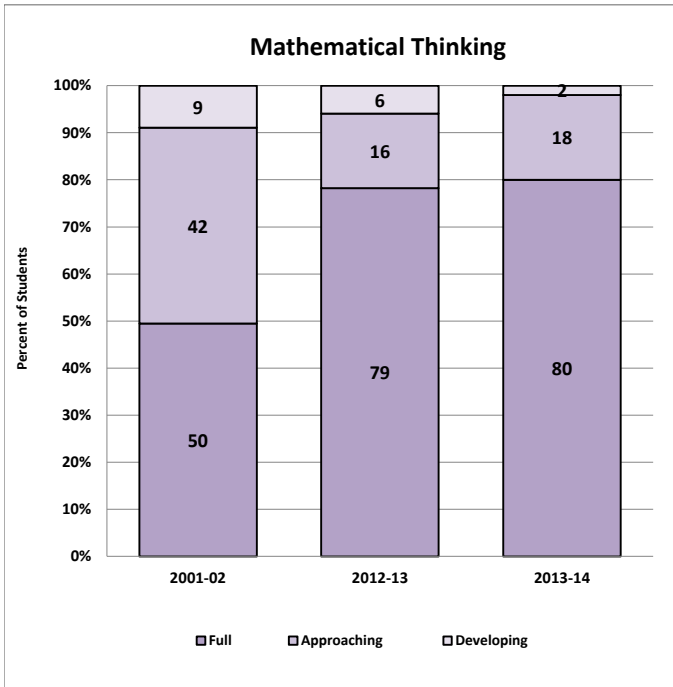
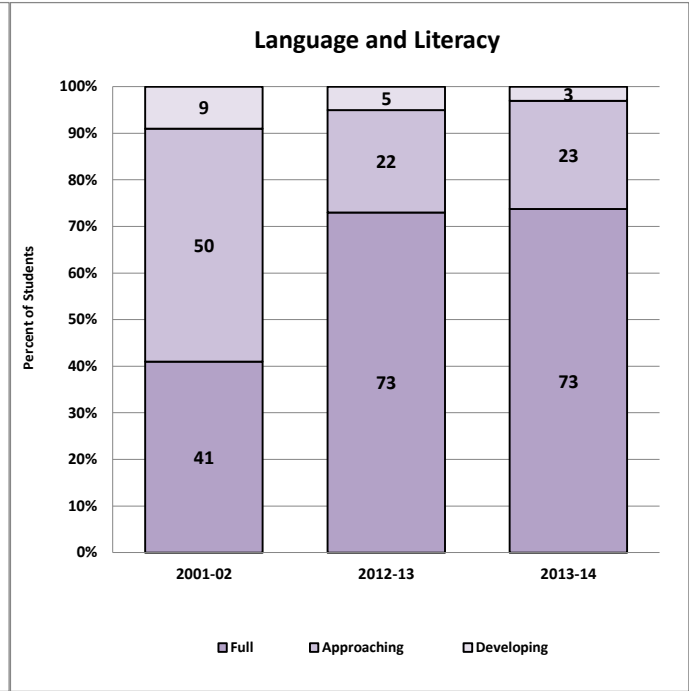
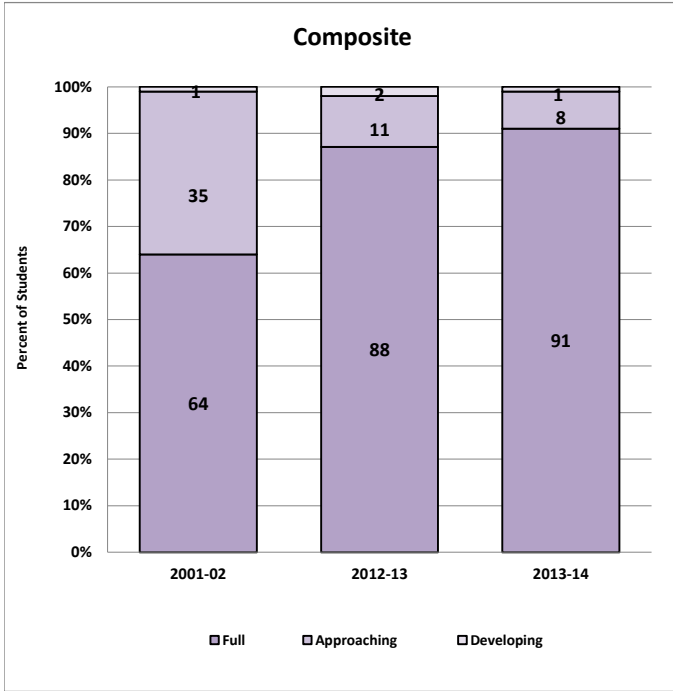
* = fewer than 5
May not total 100% due to rounding.

Queen Anne's County - Number of Kindergarten Students

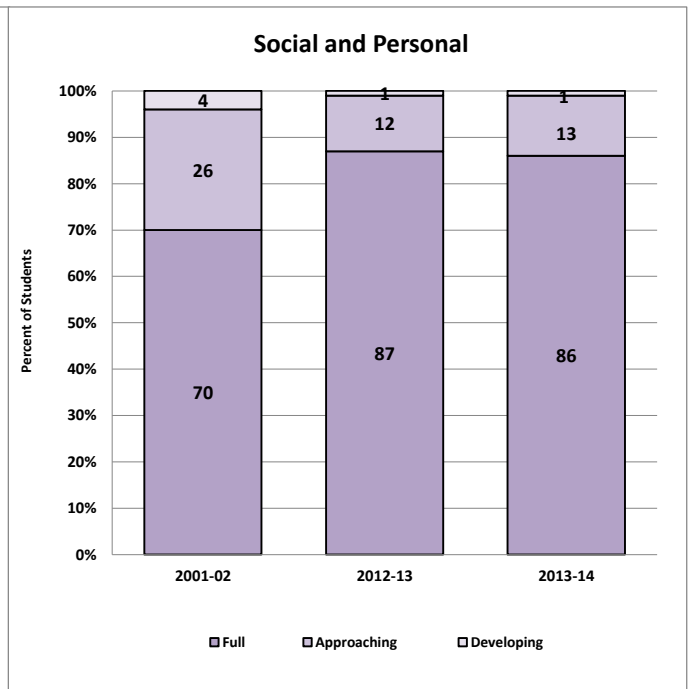
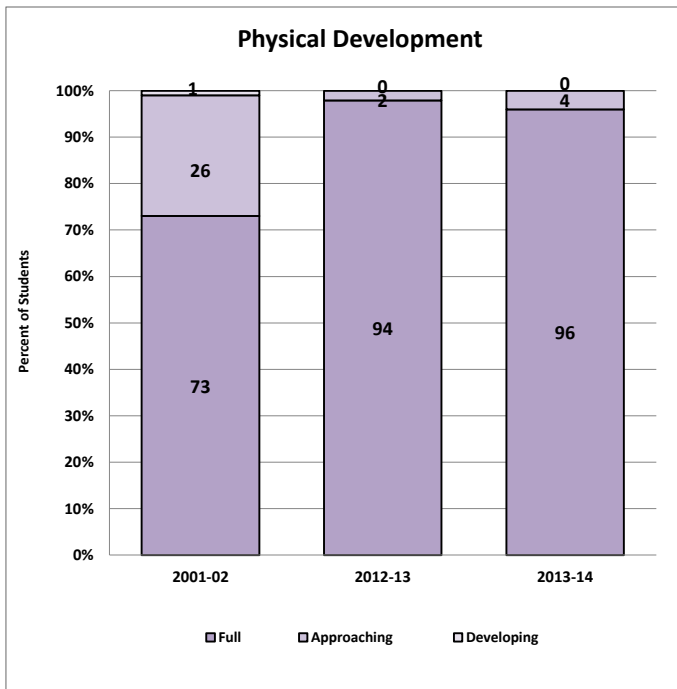
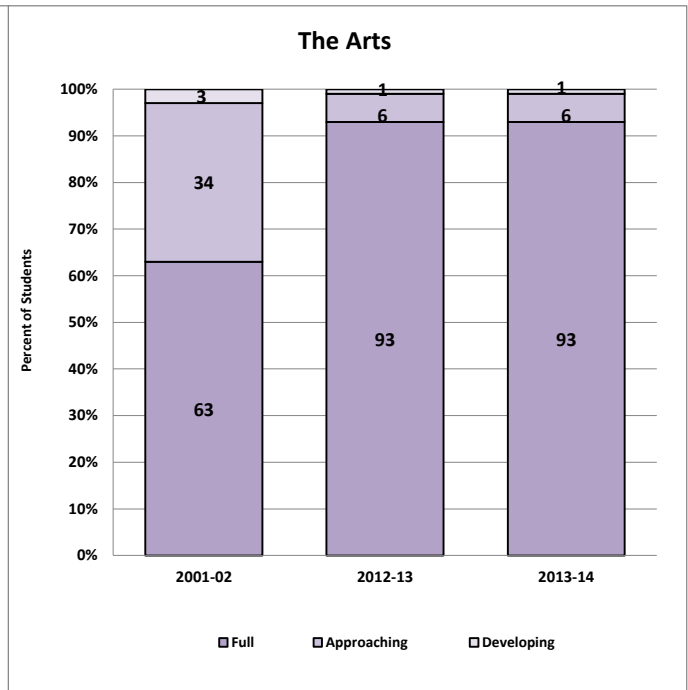
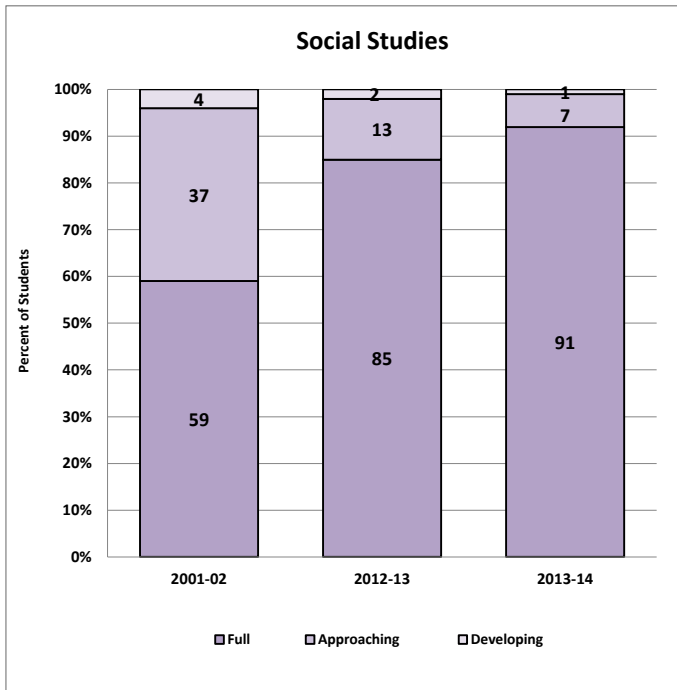
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	3	0	1	3	0	1	3	1	0	0	0	3	1	0	0	4	0	0	4	0	0	3	1	0	0
African American	17	12	2	17	12	2	23	6	2	2	3	24	5	2	28	1	2	29	2	0	24	6	1	0	1
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	335	90	12	335	90	12	355	75	7	398	39	408	26	3	409	25	3	418	19	0	406	28	3	0	3
Hispanic	23	15	2	23	15	2	28	10	2	32	8	33	6	1	36	4	0	39	1	0	32	8	0	0	0
Two or More Races (Non-Hispanic/Latino)	15	9	0	15	9	0	21	3	0	22	2	22	2	0	24	0	0	24	0	0	23	1	0	0	0
Gender																									
Male	180	80	15	180	80	15	212	53	10	238	35	243	26	6	245	26	4	257	18	0	240	31	4	0	0
Female	214	46	2	214	46	2	219	42	1	245	17	248	14	0	257	4	1	258	4	0	249	13	0	0	0
Prior Care																									
Child Care Center	93	21	1	93	21	1	100	15	0	105	10	112	3	0	109	6	0	115	0	0	112	3	11	0	0
Family Child Care	16	6	2	16	6	2	20	4	0	21	3	22	1	1	22	1	1	24	0	0	21	3	148	0	0
Head Start	5	10	0	5	10	0	8	7	0	13	2	11	4	0	14	0	1	14	1	0	11	4	0	0	0
Home / Informal Care	62	37	3	62	37	3	77	21	4	90	12	89	11	2	96	5	1	97	5	0	92	9	1	0	0
Non-public Nursery	94	13	1	94	13	1	98	10	0	104	4	102	6	0	102	6	0	106	2	0	104	4	112	0	0
Pre-Kindergarten	124	38	10	124	38	10	127	38	7	149	21	154	15	3	158	12	2	158	14	0	148	21	3	0	0
Special Education																									
No	371	106	10	371	106	10	399	81	7	442	45	453	30	4	459	24	4	475	12	0	451	34	2	0	0
Yes	23	20	7	23	20	7	32	14	4	41	7	38	10	2	43	6	1	40	10	0	38	10	2	0	0
English Language Learners																									
No	380	115	15	380	115	15	413	88	9	462	46	470	35	5	477	28	5	488	22	0	467	39	4	0	0
Yes	14	11	2	14	11	2	18	7	2	21	6	21	5	1	25	2	0	27	0	0	22	5	0	0	0
Free and Reduced Price Meals																									
No	301	66	8	301	66	8	319	52	4	344	30	349	23	3	355	17	3	360	15	0	350	22	3	0	0
Yes	93	60	9	93	60	9	112	43	7	139	22	142	17	3	147	13	2	155	7	0	139	22	1	0	0
Aggregated Data	394	126	17	394	126	17	431	95	11	483	52	491	40	6	502	30	5	515	22	0	489	44	4	0	0

* = fewer than 5

MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Queen Anne's County



MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Queen Anne's County



Somerset County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite				
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing		
Race/Ethnicity																										
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
African American	83	13	4	84	7	9	84	10	6	85	9	6	87	7	6	89	7	4	96	4	0	89	5	6	6	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	94	6	0	86	11	3	87	9	4	92	6	2	91	8	1	95	5	1	95	5	0	94	5	1	1	
Hispanic	86	14	0	50	41	9	68	23	9	59	36	5	68	32	0	77	18	5	86	9	5	77	23	0	0	
Two or More Races (Non-Hispanic/Latino)	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	0	
Gender																										
Male	83	13	3	81	13	7	82	13	5	84	11	5	87	8	4	87	9	3	94	6	0	89	7	4	4	
Female	94	6	0	84	11	5	86	9	5	88	9	3	87	11	2	94	4	2	96	3	1	91	7	2	2	
Prior Care																										
Child Care Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	75	13	13	50	25	25	50	38	13	50	38	13	63	25	13	75	13	13	100	0	0	75	13	13	13	
Home / Informal Care	63	31	6	44	13	44	44	19	38	56	13	31	50	19	31	63	19	19	81	19	0	50	19	31	31	
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	91	8	1	86	11	3	89	9	2	90	8	2	91	8	1	93	6	1	96	3	1	94	5	1	1	
Special Education																										
No	91	8	1	86	9	5	86	10	4	89	8	3	91	7	2	93	5	2	95	4	0	92	5	2	2	
Yes	68	23	9	45	36	18	64	18	18	59	27	14	55	36	9	68	27	5	91	9	0	68	23	9	9	
English Language Learners																										
No	88	10	2	84	10	6	84	10	5	87	9	4	88	9	3	91	7	3	95	5	0	90	7	3	3	
Yes	100	0	0	50	50	0	80	20	0	60	40	0	80	20	0	90	10	0	100	0	0	100	0	0	0	
Free and Reduced Price Meals																										
No	94	5	2	94	5	2	91	6	3	95	3	2	97	3	0	95	5	0	95	5	0	97	3	0	0	
Yes	87	12	2	78	15	8	82	12	6	82	13	5	84	12	4	89	8	4	95	5	1	88	8	4	4	
Aggregated Data	89	10	2	82	12	6	84	11	5	86	10	4	87	10	3	91	7	3	95	5	0	90	7	3	3	

* = fewer than 5

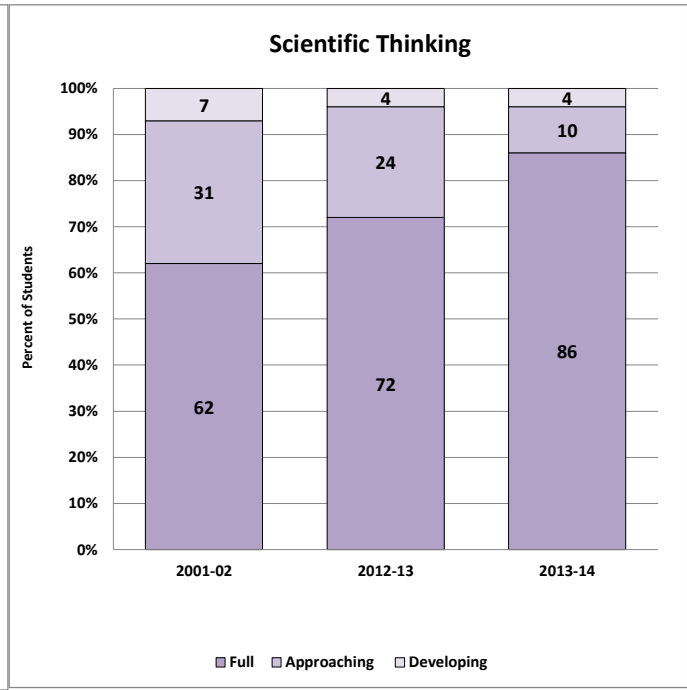
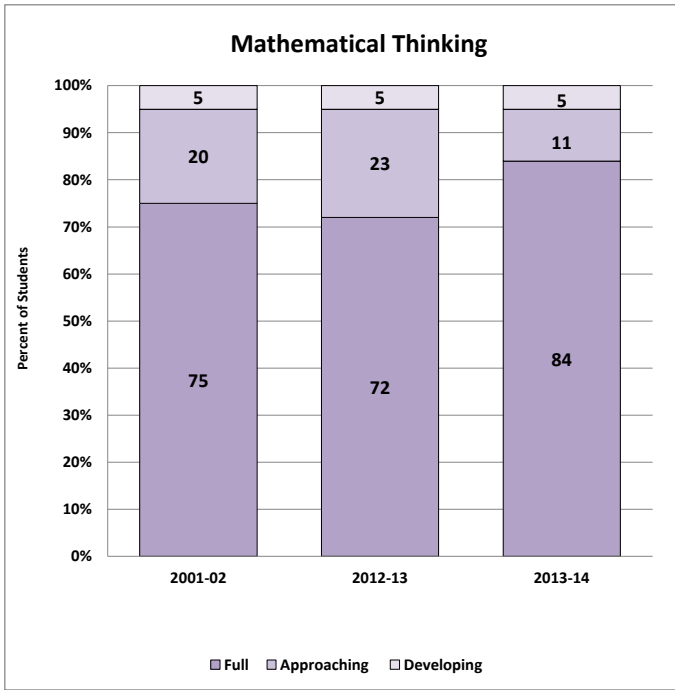
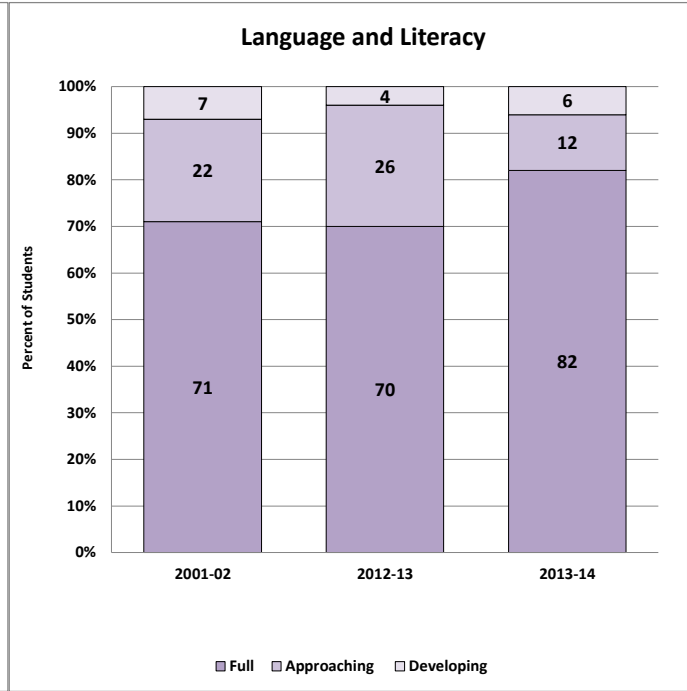
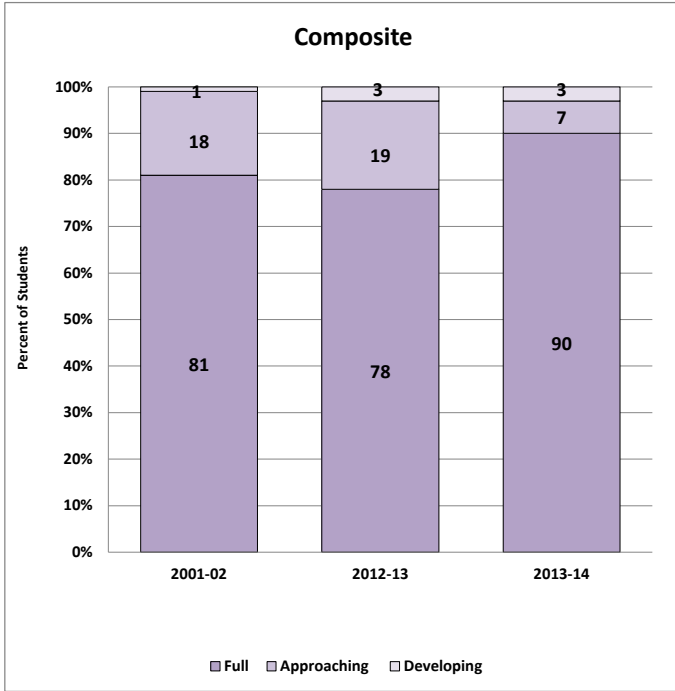
May not total 100% due to rounding.

Somerset County - Number of Kindergarten Students

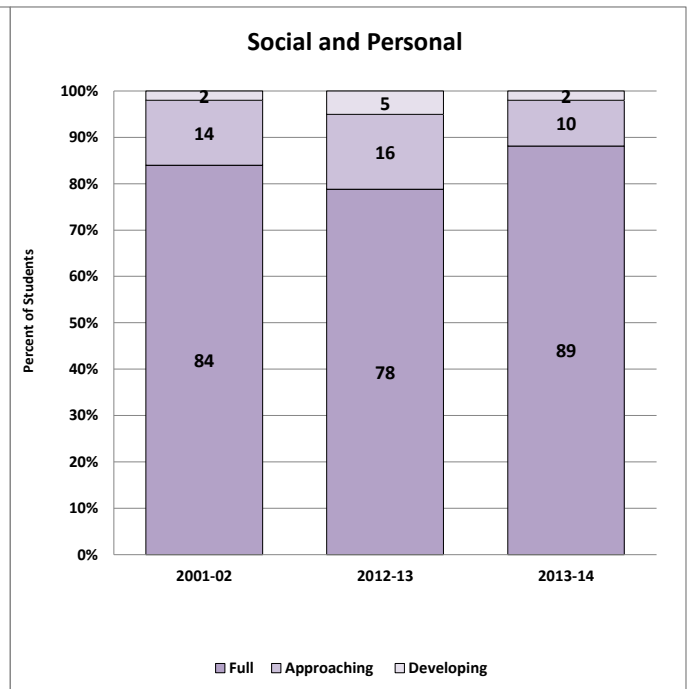
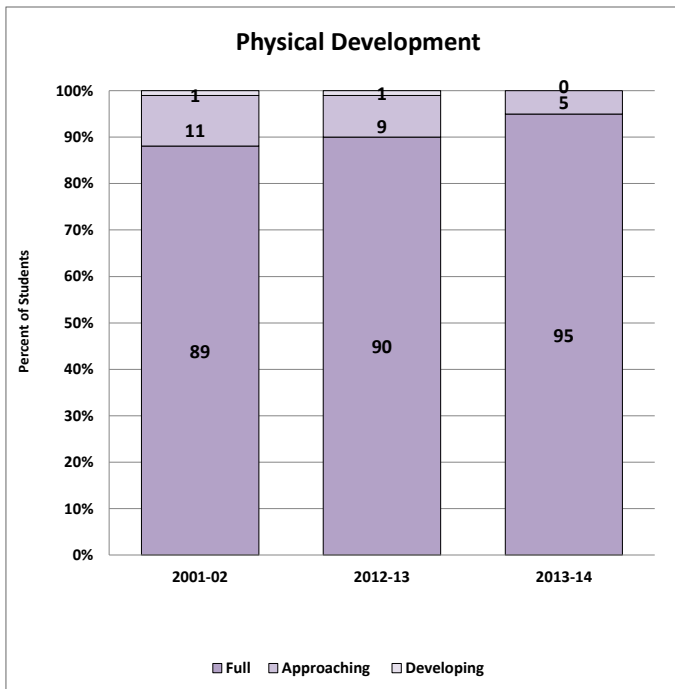
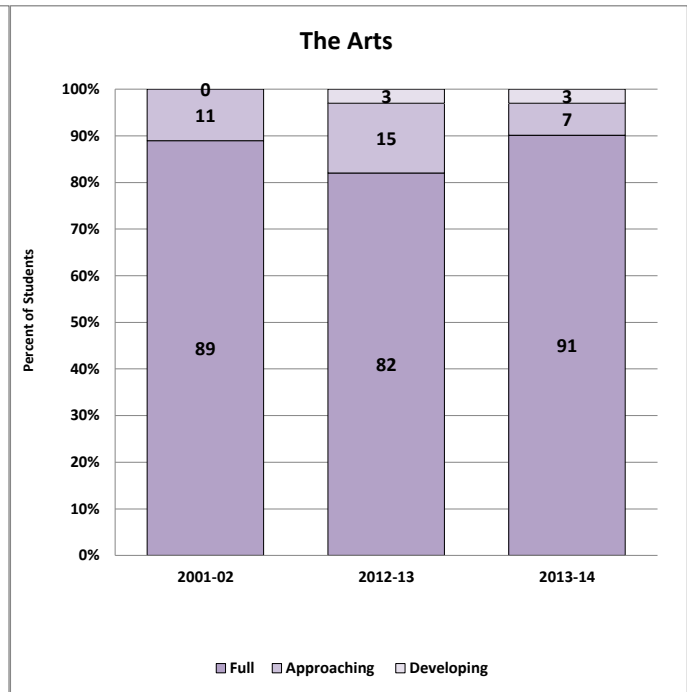
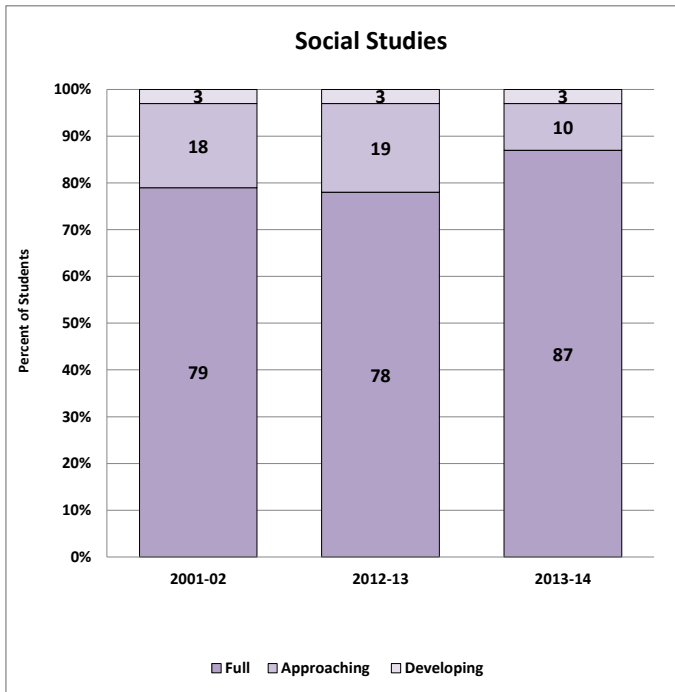
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite				
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing		
Race/Ethnicity																										
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
African American	84	13	4	85	7	9	85	10	6	86	9	6	88	7	6	90	7	4	97	4	0	90	5	6	6	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
White	103	7	0	95	12	3	96	10	4	101	7	2	100	9	1	104	5	1	105	5	0	103	6	1	1	
Hispanic	19	3	0	11	9	2	15	5	2	13	8	1	15	7	0	17	4	1	19	2	1	17	5	0	0	
Two or More Races (Non-Hispanic/Latino)	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	0	
Gender																										
Male	99	16	4	96	15	8	98	15	6	100	13	6	104	10	5	104	11	4	112	7	0	106	8	5	5	
Female	109	7	0	97	13	6	100	10	6	102	11	3	101	13	2	109	5	2	111	4	1	106	8	2	2	
Prior Care																										
Child Care Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	6	1	1	4	2	2	4	3	1	4	3	1	5	2	1	6	1	1	8	0	0	6	1	1	1	
Home / Informal Care	10	5	1	7	2	7	7	3	6	9	2	5	8	3	5	10	3	3	13	3	0	8	3	5	5	
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	179	16	2	170	22	5	176	17	4	178	16	3	180	16	1	183	12	2	190	6	1	186	10	1	1	
Special Education																										
No	193	18	2	184	20	10	184	21	8	189	18	6	193	15	5	198	10	5	203	9	1	197	11	5	5	
Yes	15	5	2	10	8	4	14	4	4	13	6	3	12	8	2	15	6	1	20	2	0	15	5	2	2	
English Language Learners																										
No	198	23	4	188	23	14	190	23	12	196	20	9	197	21	7	204	15	6	213	11	1	202	16	7	7	
Yes	10	0	0	5	5	0	8	2	0	6	4	0	8	2	0	9	1	0	10	0	0	10	0	0	0	
Free and Reduced Price Meals																										
No	60	3	1	60	3	1	58	4	2	61	2	1	62	2	0	61	3	0	61	3	0	62	2	0	0	
Yes	148	20	3	133	25	13	140	21	10	141	22	8	143	21	7	152	13	6	162	8	1	150	14	7	7	
Aggregated Data	208	23	4	193	28	14	198	25	12	202	24	9	205	23	7	213	16	6	223	11	1	212	16	7	7	

* = fewer than 5

MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Somerset County



MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Somerset County



Saint Mary's County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	83	17	0	67	33	0	67	33	0	83	17	0	83	17	0	100	0	0	100	0	0	100	0	0	0
Asian	93	7	0	77	17	7	80	13	7	73	23	3	77	20	3	90	10	0	97	3	0	90	7	3	3
African American	77	18	5	59	35	6	59	30	11	66	31	3	72	25	4	85	14	1	92	8	0	78	19	3	3
Native Hawaiian/Pacific Islander	71	14	14	71	29	0	86	0	14	86	14	0	86	14	0	86	14	0	86	14	0	86	14	0	0
White	85	13	2	76	21	3	77	20	3	85	13	2	84	14	2	91	8	1	96	4	0	90	10	1	1
Hispanic	81	18	1	69	26	5	65	31	5	74	25	1	74	26	0	83	17	0	93	7	0	86	14	0	0
Two or More Races (Non-Hispanic/Latino)	84	11	5	72	23	5	69	23	7	79	16	5	79	17	4	88	9	3	93	5	3	86	10	4	4
Gender																									
Male	76	19	4	68	27	5	70	23	7	78	19	3	79	18	2	86	13	1	93	6	1	85	13	2	2
Female	91	8	1	77	20	2	74	22	4	82	16	2	82	16	2	93	6	0	96	3	0	90	9	1	1
Prior Care																									
Child Care Center	85	10	5	80	18	2	82	15	2	86	13	1	86	13	1	91	8	1	94	5	1	90	9	1	1
Family Child Care	75	24	2	78	16	6	69	24	8	84	12	4	84	12	4	84	16	0	94	4	2	90	6	4	4
Head Start	73	17	10	61	39	0	56	34	10	68	32	0	76	24	0	83	17	0	93	7	0	78	22	0	0
Home / Informal Care	84	14	1	68	26	6	62	29	9	73	22	5	77	19	4	88	11	0	92	8	0	82	16	2	2
Non-public Nursery	89	11	0	89	8	3	88	8	4	91	9	0	89	11	0	97	3	0	100	0	0	95	5	0	0
Pre-Kindergarten	84	14	2	72	25	3	73	23	4	80	18	2	80	18	2	89	9	1	95	4	0	88	11	1	1
Special Education																									
No	85	13	2	75	22	3	74	22	4	82	17	1	82	16	1	91	9	0	96	4	0	89	11	1	1
Yes	69	23	8	46	39	14	54	33	13	60	28	13	61	29	11	75	19	6	83	14	3	70	22	8	8
English Language Learners																									
No	83	14	3	73	23	4	73	22	5	81	17	2	81	17	2	89	10	1	95	5	0	87	12	1	1
Yes	91	9	0	50	41	9	45	41	14	45	50	5	55	41	5	86	14	0	95	5	0	86	9	5	5
Free and Reduced Price Meals																									
No	86	12	2	78	19	3	80	17	4	86	12	2	85	13	2	92	7	1	96	3	0	90	9	1	1
Yes	79	18	3	63	31	5	61	31	8	71	26	3	74	23	3	85	14	1	92	7	1	82	16	2	2
Aggregated Data	83	14	3	73	24	4	72	22	5	80	18	2	81	17	2	89	10	1	95	5	1	87	12	1	1

May not total 100% due to rounding.

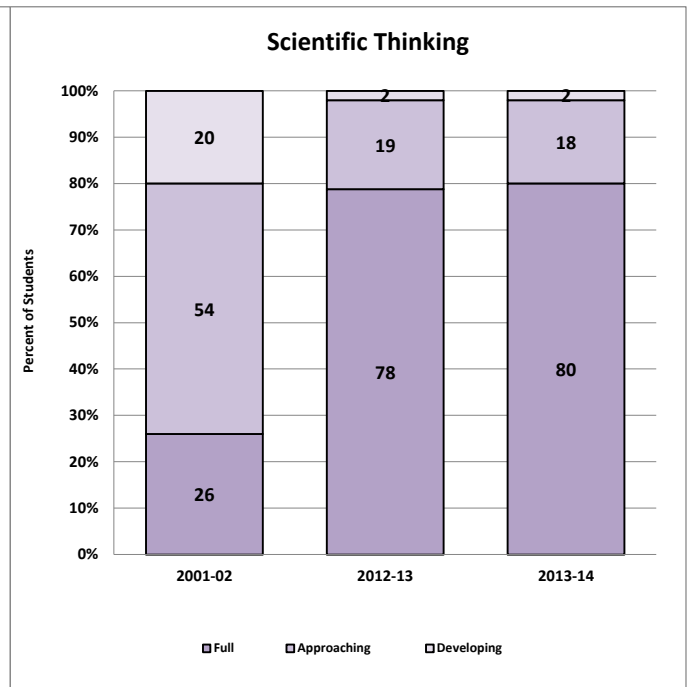
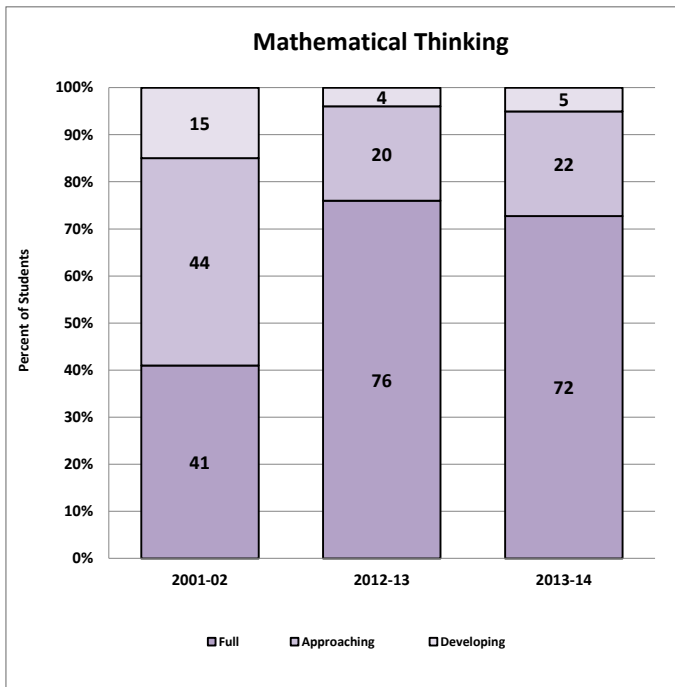
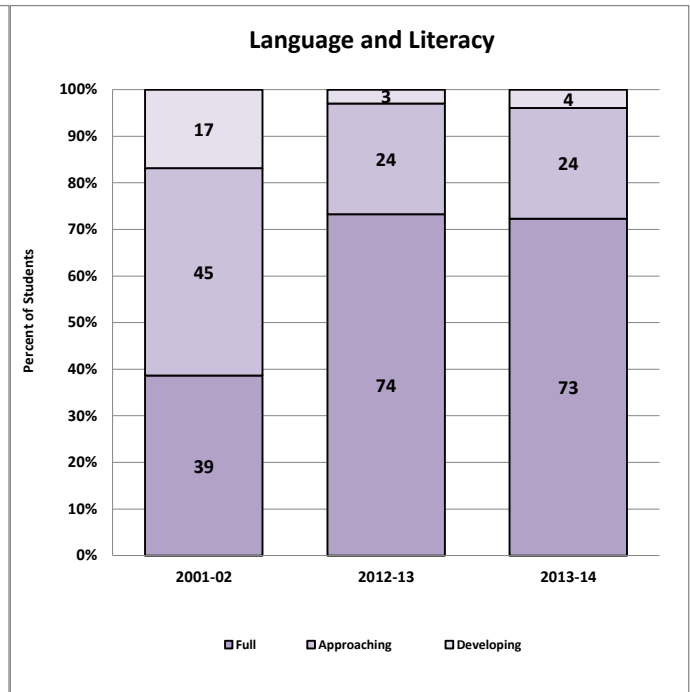
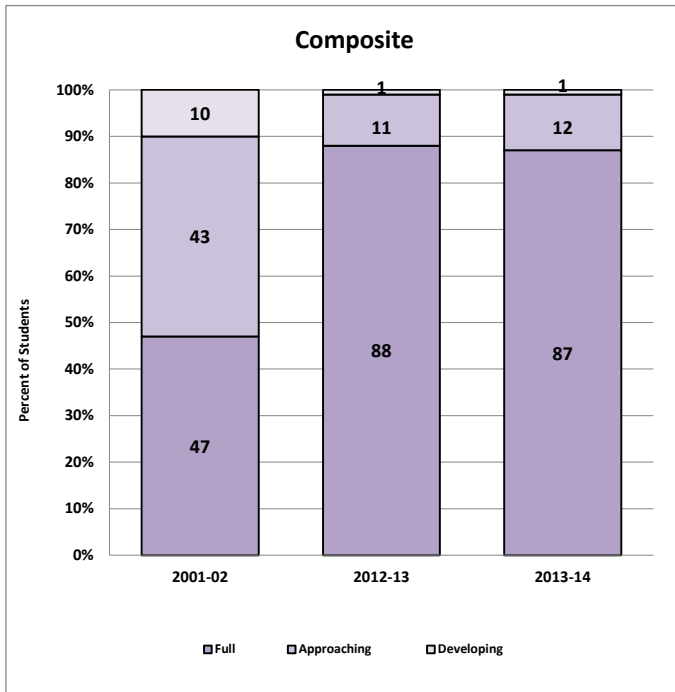
* = fewer than 5

Saint Mary's County - Number of Kindergarten Students

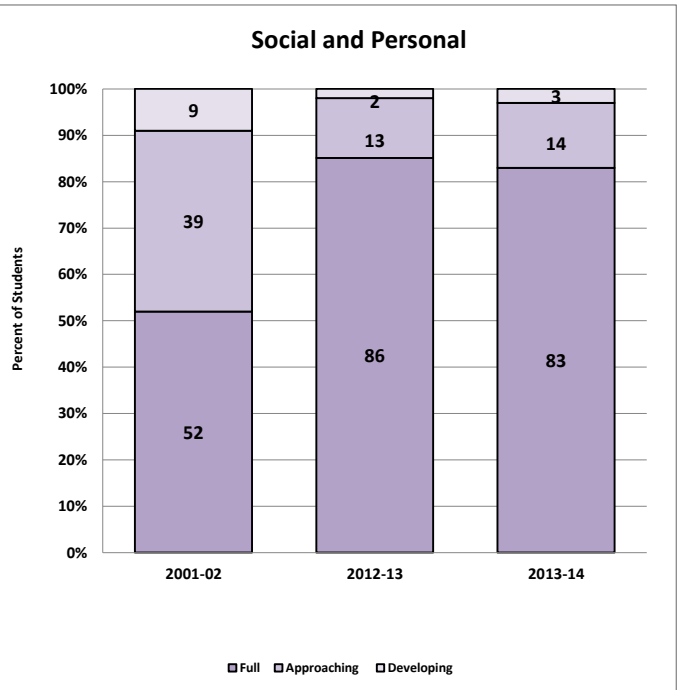
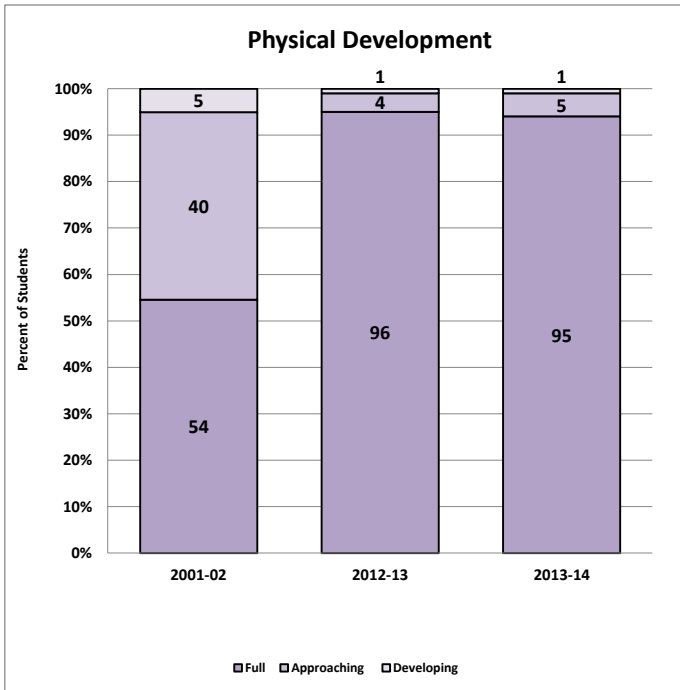
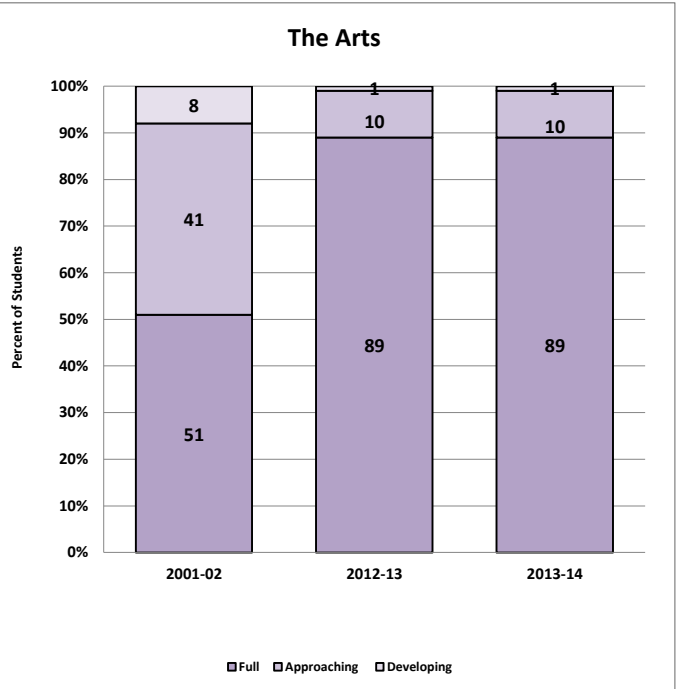
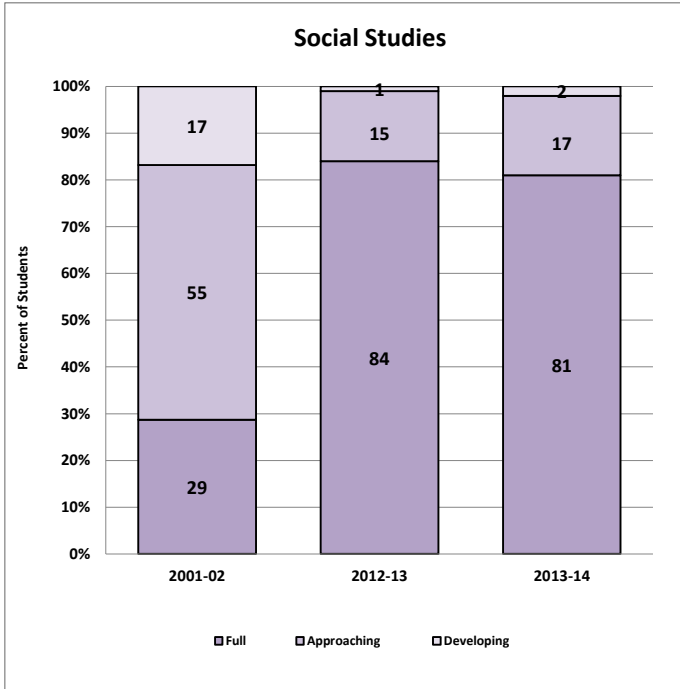
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	5	1	0	4	2	0	4	2	0	0	1	0	5	1	0	6	0	0	6	0	0	6	0	0
Asian	28	2	0	23	5	2	24	4	2	2	7	1	23	6	1	27	3	0	29	1	0	27	2	1
African American	171	40	11	131	77	14	131	67	24	146	69	7	159	55	8	188	32	2	204	17	1	173	43	6
Native Hawaiian/Pacific Islander	5	1	1	5	2	0	6	0	1	6	1	0	6	1	0	6	1	0	6	1	0	6	1	0
White	733	111	17	658	179	24	659	172	30	729	116	16	723	123	15	786	67	8	824	34	3	772	83	6
Hispanic	71	16	1	61	23	4	57	27	4	65	22	1	65	23	0	73	15	0	82	6	0	76	12	0
Two or More Races (Non-Hispanic/Latino)	90	12	5	77	25	5	74	25	8	85	17	5	85	18	4	94	10	3	99	5	3	92	11	4
Gender																								
Male	528	134	29	471	186	34	486	160	45	539	133	19	547	127	17	591	90	10	644	42	5	585	93	13
Female	575	49	6	488	127	15	489	137	24	519	100	11	519	100	11	589	38	3	606	22	2	567	59	4
Prior Care																								
Child Care Center	105	12	6	98	22	3	101	19	3	106	16	1	106	16	1	112	10	1	116	6	1	111	11	1
Family Child Care	38	12	1	40	8	3	35	12	4	43	6	2	43	6	2	43	8	0	48	2	1	46	3	2
Head Start	30	7	4	25	16	0	23	14	4	28	13	0	31	10	0	34	7	0	38	3	0	32	9	0
Home / Informal Care	186	32	3	150	58	13	138	63	20	162	49	10	170	43	8	195	25	1	203	17	1	181	36	4
Non-public Nursery	68	8	0	68	6	2	67	6	3	69	7	0	68	8	0	74	2	0	76	0	0	72	4	0
Pre-Kindergarten	676	112	20	578	203	27	591	183	34	650	142	16	648	144	16	722	76	10	769	36	3	710	89	9
Special Education																								
No	1,031	159	26	911	272	33	899	263	54	996	204	16	1,003	197	16	1,102	108	6	1,164	49	3	1,079	129	8
Yes	72	24	8	48	41	15	56	34	14	62	29	13	63	30	11	78	20	6	86	15	3	73	23	8
English Language Learners																								
No	1,083	181	34	948	304	46	945	288	65	1,048	222	28	1,054	218	26	1,161	125	12	1,229	63	6	1,133	150	15
Yes	20	2	0	11	9	2	10	9	3	10	11	1	12	9	1	19	3	0	21	1	0	19	2	1
Free and Reduced Price Meals																								
No	698	93	17	634	153	21	643	136	29	695	98	15	686	108	14	746	56	6	777	28	3	730	71	7
Yes	405	90	17	325	160	27	312	161	39	363	135	14	380	119	13	434	72	6	473	36	3	422	81	9
Aggregated Data	1,103	183	35	959	313	49	955	297	69	1,058	233	30	1,066	227	28	1,180	128	13	1,250	64	7	1,152	152	17

* = fewer than 5

MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Saint Mary's County



MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Saint Mary's County



Talbot County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	100	0	0	90	10	0	80	20	0	70	30	0	80	20	0	90	10	0	100	0	0	90	10	0	0
African American	70	22	8	58	36	6	61	30	9	41	50	9	52	41	8	78	17	5	88	11	2	69	28	3	3
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	78	16	5	73	23	4	71	23	6	68	28	5	77	20	3	81	15	4	92	7	1	81	16	3	3
Hispanic	62	30	7	38	35	28	41	28	32	38	32	30	38	36	26	49	43	7	90	10	0	45	41	14	14
Two or More Races (Non-Hispanic/Latino)	80	20	0	65	25	10	45	50	5	50	45	5	60	40	0	80	15	5	95	5	0	70	30	0	0
Gender																									
Male	70	23	7	61	28	10	65	24	11	60	28	12	65	27	7	70	23	7	87	12	1	71	23	6	6
Female	79	16	4	66	26	8	59	29	12	53	39	8	63	28	8	79	18	3	96	4	1	72	24	4	4
Prior Care																									
Child Care Center	82	13	5	80	18	2	77	20	4	73	25	2	82	16	2	89	7	4	91	9	0	88	11	2	2
Family Child Care	74	24	2	79	12	10	76	14	10	60	31	10	71	19	10	79	17	5	90	10	0	81	12	7	7
Head Start	65	28	7	56	35	9	53	37	9	51	40	9	49	47	5	70	30	0	91	7	2	58	40	2	2
Home / Informal Care	72	25	3	53	31	16	50	22	28	44	31	25	59	25	16	69	22	9	88	13	0	63	25	13	13
Non-public Nursery	88	12	0	81	19	0	73	23	4	77	23	0	81	15	4	88	8	4	100	0	0	85	15	0	0
Pre-Kindergarten	74	19	8	56	32	12	57	31	12	50	38	12	59	32	9	69	26	6	91	8	1	67	28	5	5
Special Education																									
No	75	19	6	64	26	9	63	26	11	56	34	10	64	28	8	75	20	5	92	8	1	72	24	5	5
Yes	68	27	5	55	36	9	55	32	14	64	18	18	68	23	9	73	27	0	86	9	5	73	23	5	5
English Language Learners																									
No	78	17	5	71	24	5	69	25	6	62	32	6	71	25	4	80	16	4	92	7	1	78	19	3	3
Yes	54	34	12	22	44	34	24	36	40	20	42	38	22	44	34	40	50	10	86	14	0	30	52	18	18
Free and Reduced Price Meals																									
No	85	12	2	80	18	2	78	21	2	74	25	2	81	18	1	86	12	2	96	4	0	86	14	0	0
Yes	65	26	8	49	35	16	49	32	20	41	41	18	50	37	14	65	29	7	87	12	2	58	33	9	9
Aggregated Data	75	20	6	64	27	9	62	26	11	56	33	10	64	28	8	75	21	5	91	8	1	72	24	5	5

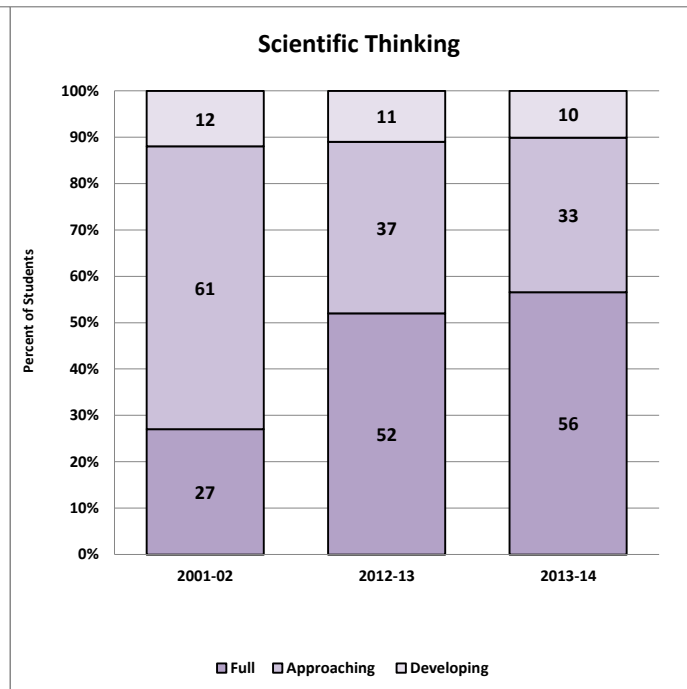
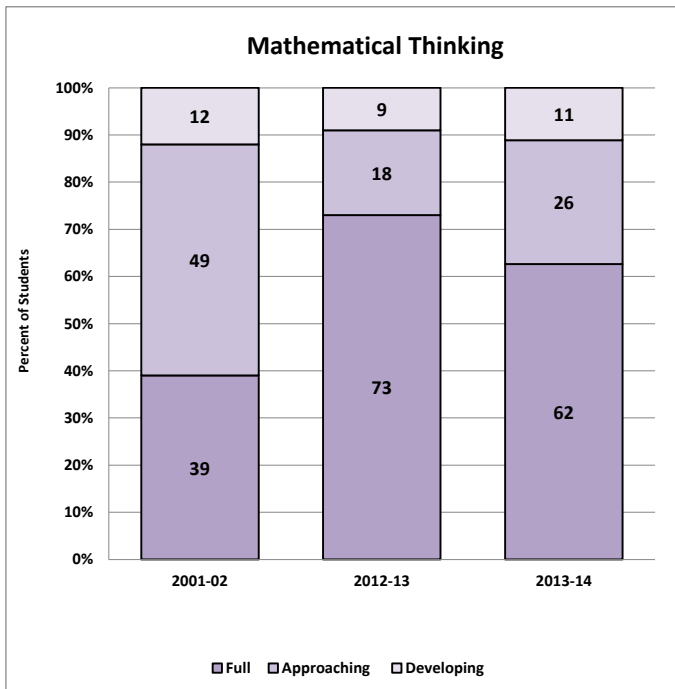
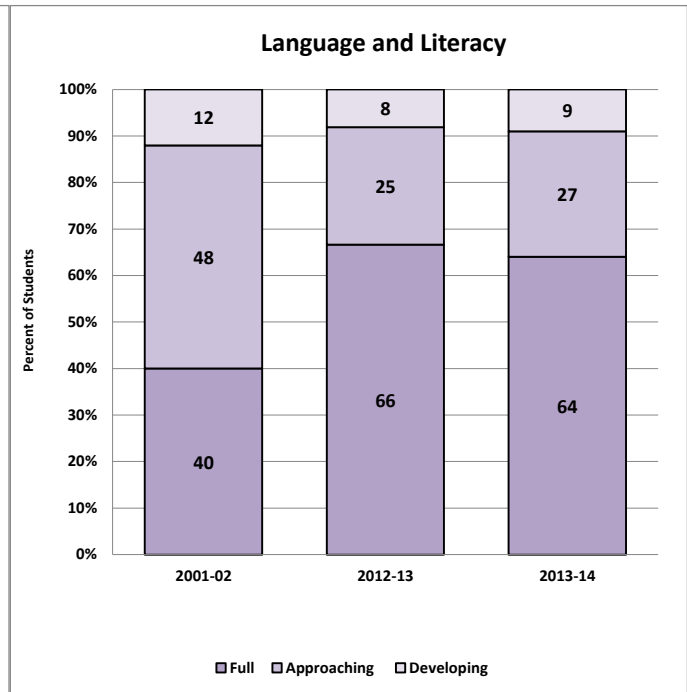
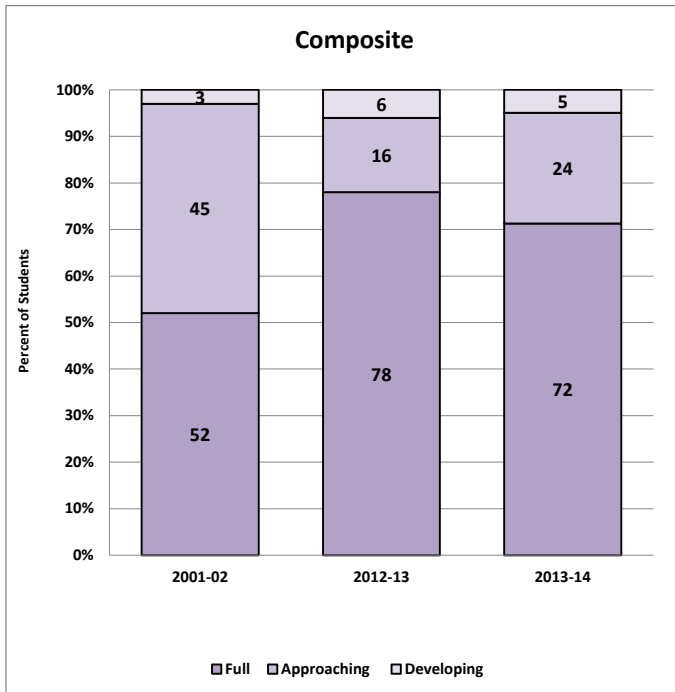
* = fewer than 5
May not total 100% due to rounding.

Talbot County - Number of Kindergarten Students

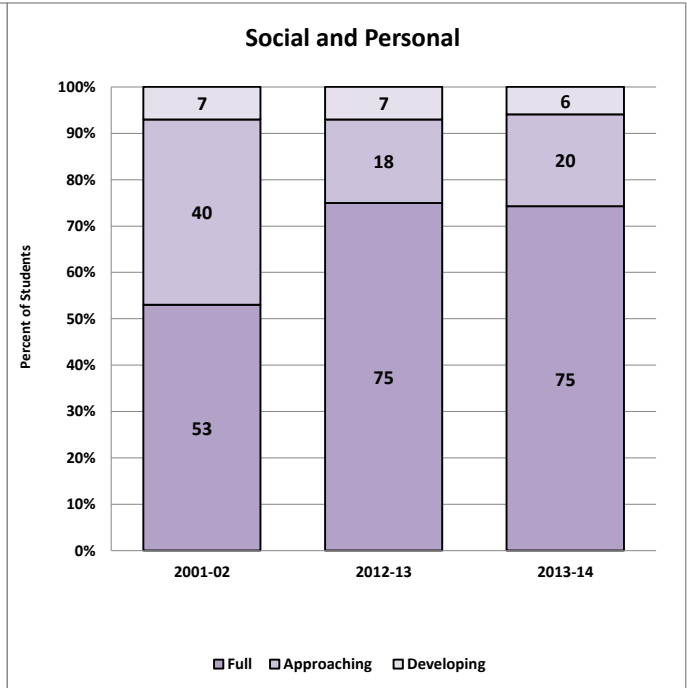
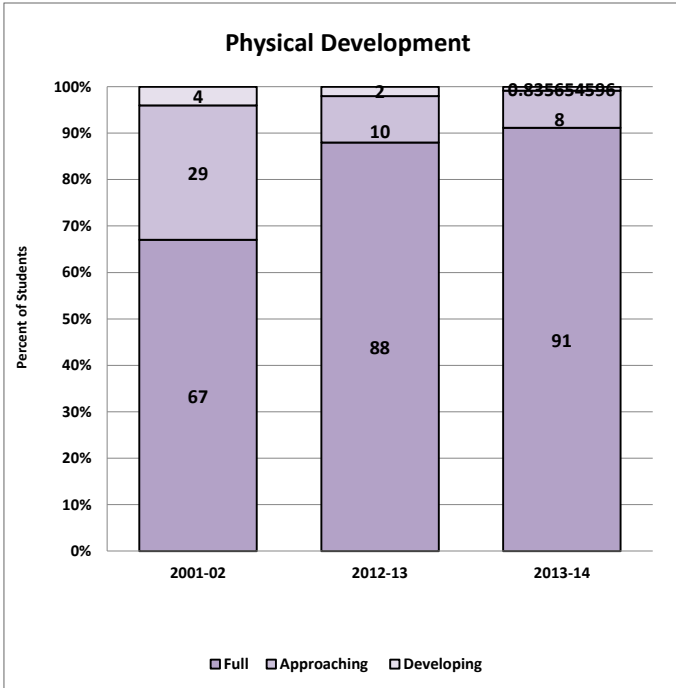
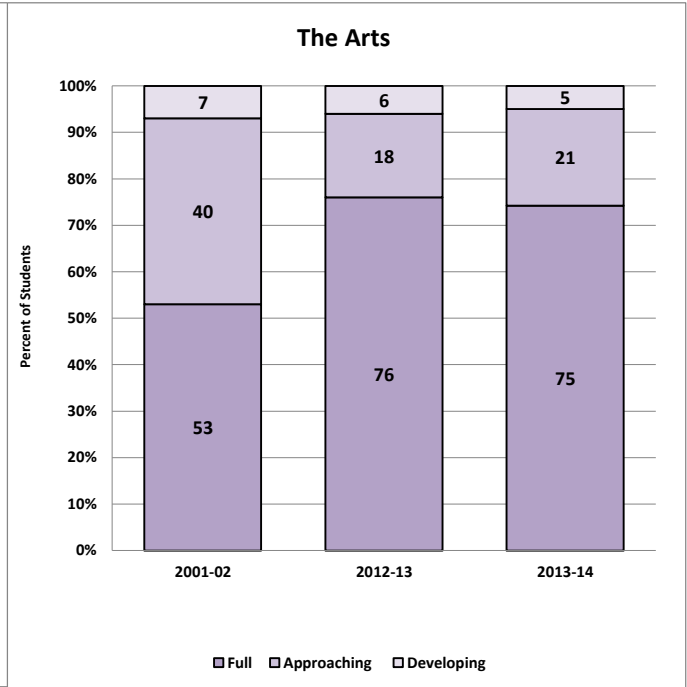
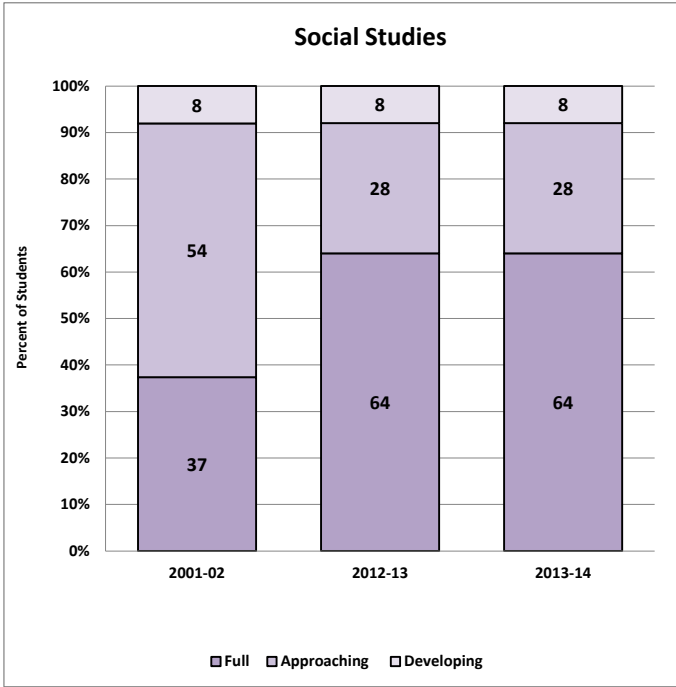
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	10	0	0	9	1	0	8	2	0	3	0	8	2	0	8	1	0	9	10	0	0	9	1	0	0
African American	45	14	5	37	23	4	39	19	6	26	32	33	26	5	50	11	3	56	7	1	44	18	2	2	2
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	153	32	10	143	44	8	139	45	11	132	54	151	39	5	158	29	8	180	13	2	158	32	5	5	5
Hispanic	43	21	5	26	24	19	28	19	22	26	22	26	25	18	34	30	5	62	7	0	31	28	10	10	10
Two or More Races (Non-Hispanic/Latino)	16	4	0	13	5	2	9	10	1	10	9	12	8	0	16	3	1	19	1	0	14	6	0	0	0
Gender																									
Male	125	42	12	110	51	18	117	43	19	107	50	117	49	13	126	41	12	156	21	2	127	42	10	10	10
Female	143	29	8	119	46	15	107	52	21	95	70	114	51	15	142	33	5	172	7	1	130	43	7	7	7
Prior Care																									
Child Care Center	46	7	3	45	10	1	43	11	2	41	14	46	9	1	50	4	2	51	5	0	49	6	1	1	1
Family Child Care	31	10	1	33	5	4	32	6	4	25	13	30	8	4	33	7	2	38	4	0	34	5	3	3	3
Head Start	28	12	3	24	15	4	23	16	4	22	17	21	20	2	30	13	0	39	3	1	25	17	1	1	1
Home / Informal Care	23	8	1	17	10	5	16	7	9	14	10	19	8	5	22	7	3	28	4	0	20	8	4	4	4
Non-public Nursery	23	3	0	21	5	0	19	6	1	20	6	21	4	1	23	2	1	26	0	0	22	4	0	0	0
Pre-Kindergarten	117	30	12	89	51	19	91	49	19	80	60	94	51	14	109	41	9	145	12	2	107	44	8	8	8
Special Education																									
No	253	65	19	217	89	31	212	88	37	188	116	216	95	26	252	68	17	309	26	2	241	80	16	16	16
Yes	15	6	1	12	8	2	12	7	3	14	4	15	5	2	16	6	0	19	2	1	16	5	1	1	1
English Language Learners																									
No	241	54	14	218	75	16	212	77	20	192	99	220	78	11	248	49	12	285	21	3	242	59	8	8	8
Yes	27	17	6	11	22	17	12	18	20	10	21	11	22	17	20	25	5	43	7	0	15	26	9	9	9
Free and Reduced Price Meals																									
No	145	21	4	136	31	3	132	35	3	125	42	137	31	2	146	20	4	164	6	0	147	23	0	0	0
Yes	123	50	16	93	66	30	92	60	37	77	78	94	69	26	122	54	13	164	22	3	110	62	17	17	17
Aggregated Data	268	71	20	229	97	33	224	95	40	202	120	231	100	28	268	74	17	328	28	3	257	85	17	17	17

* = fewer than 5

MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Talbot County



MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Talbot County



Washington County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	81	19	0	62	23	15	62	31	8	38	50	12	42	42	15	69	27	4	77	19	4	69	23	8	
African American	52	33	15	46	36	18	47	37	16	35	50	15	42	43	16	58	33	9	73	21	6	55	33	12	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	67	26	6	60	31	10	64	27	9	54	38	8	58	36	6	72	23	4	83	14	3	71	24	5	
Hispanic	58	30	12	45	39	16	48	33	19	37	47	16	38	47	15	67	25	8	76	19	4	56	35	9	
Two or More Races (Non-Hispanic/Latino)	56	33	11	42	38	20	48	37	14	35	46	18	41	41	18	58	34	8	76	20	3	53	36	11	
Gender																									
Male	57	32	11	51	34	15	58	29	13	48	39	12	52	38	11	61	31	8	76	19	5	62	30	9	
Female	70	24	6	59	31	10	60	30	10	48	43	9	54	39	8	76	20	3	84	13	2	70	25	5	
Prior Care																									
Child Care Center	66	27	7	65	28	7	70	23	7	59	36	5	65	31	4	74	22	4	88	10	2	78	19	3	
Family Child Care	74	22	4	61	33	6	64	29	7	55	41	4	60	36	4	73	24	4	83	16	1	75	21	4	
Head Start	50	35	15	41	36	23	45	35	20	35	41	23	38	39	23	55	35	9	71	22	7	51	34	15	
Home / Informal Care	62	28	10	46	35	19	51	31	18	41	44	15	45	42	13	67	27	6	79	18	4	59	31	10	
Non-public Nursery	76	19	6	70	26	4	76	22	2	58	40	2	61	39	0	74	21	4	88	12	0	76	22	2	
Pre-Kindergarten	64	29	7	60	32	8	62	29	8	52	41	7	56	37	6	71	24	5	81	16	3	69	27	4	
Special Education																									
No	65	27	7	57	32	11	60	29	10	49	41	9	54	38	8	69	26	5	82	15	3	67	27	6	
Yes	40	37	23	29	36	36	37	34	30	31	41	29	37	34	30	53	24	22	52	33	15	42	35	23	
English Language Learners																									
No	64	28	8	56	33	12	60	29	11	49	41	10	53	38	9	69	26	6	81	16	3	67	27	6	
Yes	57	30	13	32	36	32	30	40	30	25	42	34	26	45	28	55	34	11	74	23	4	38	43	19	
Free and Reduced Price Meals																									
No	74	21	5	67	27	7	71	22	7	59	35	6	63	31	5	75	22	3	87	11	2	77	20	3	
Yes	55	34	12	44	38	18	48	36	16	39	47	14	43	44	13	62	29	8	74	21	5	56	34	10	
Aggregated Data	64	28	8	55	33	12	59	29	12	48	41	10	53	38	9	69	26	6	81	16	3	66	27	7	

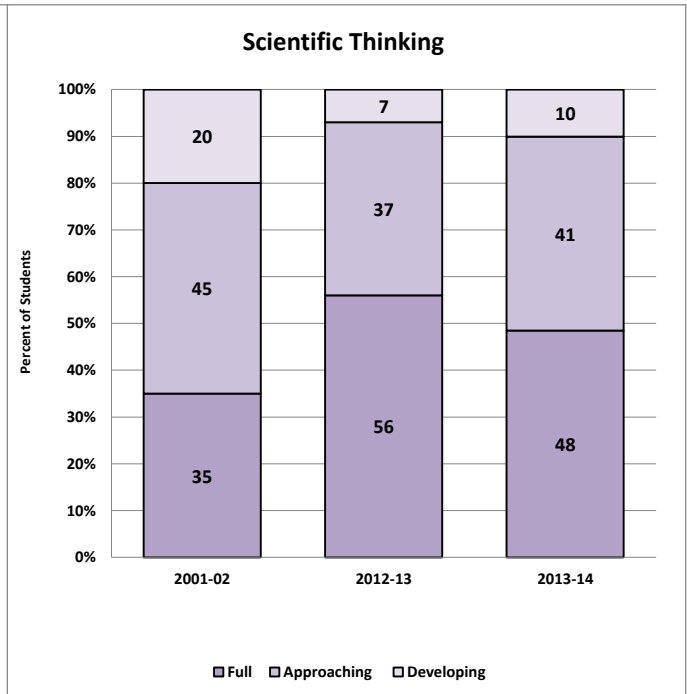
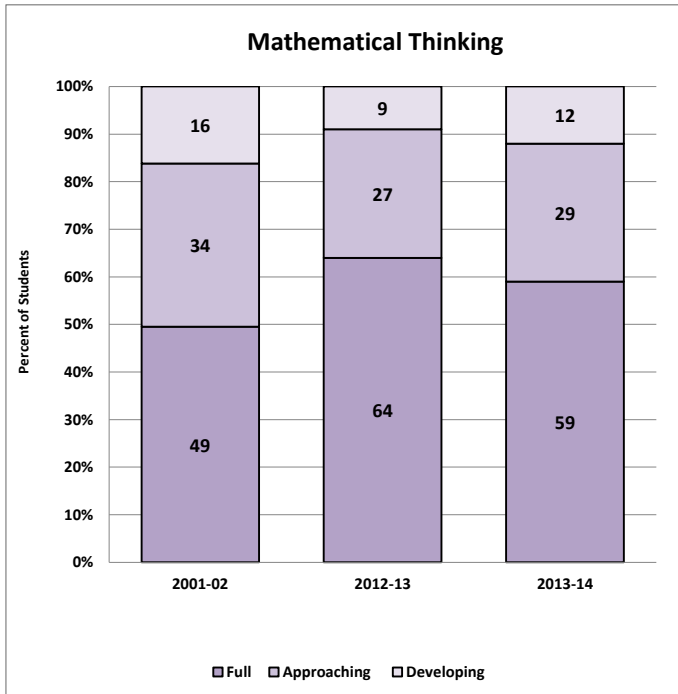
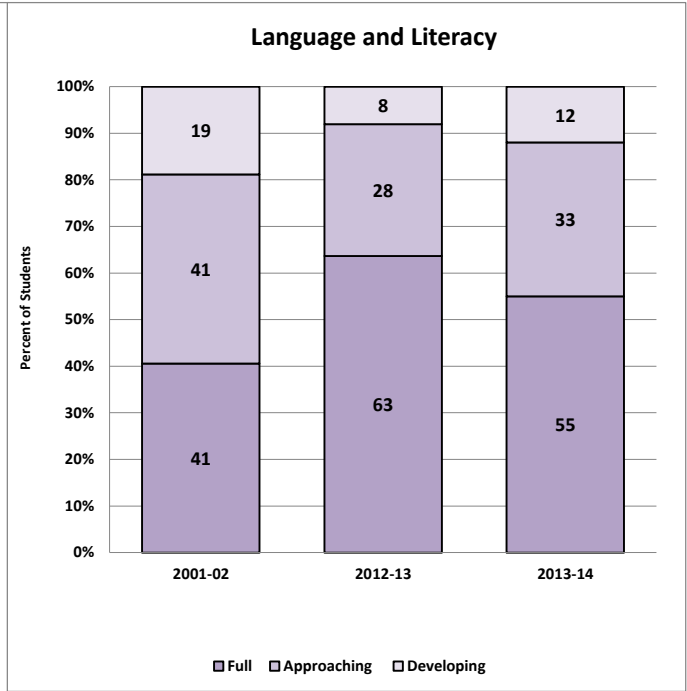
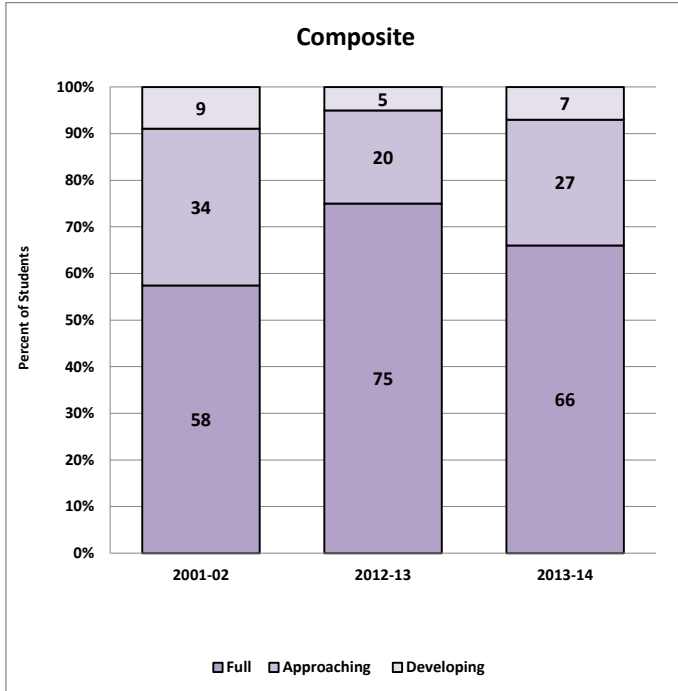
* = fewer than 5
May not total 100% due to rounding.

Washington County - Number of Kindergarten Students

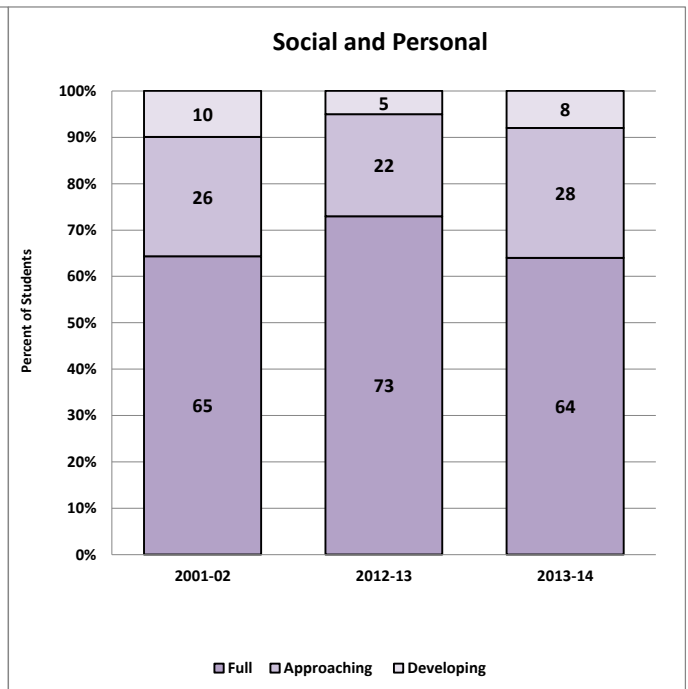
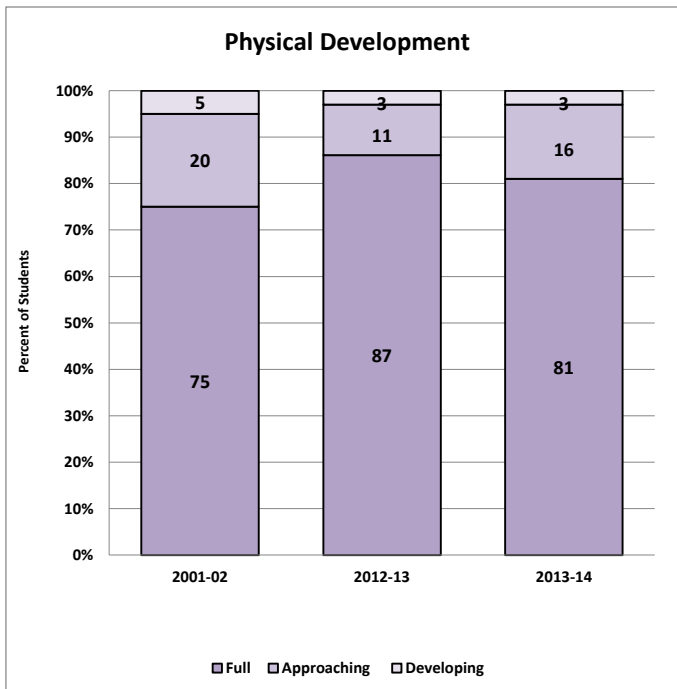
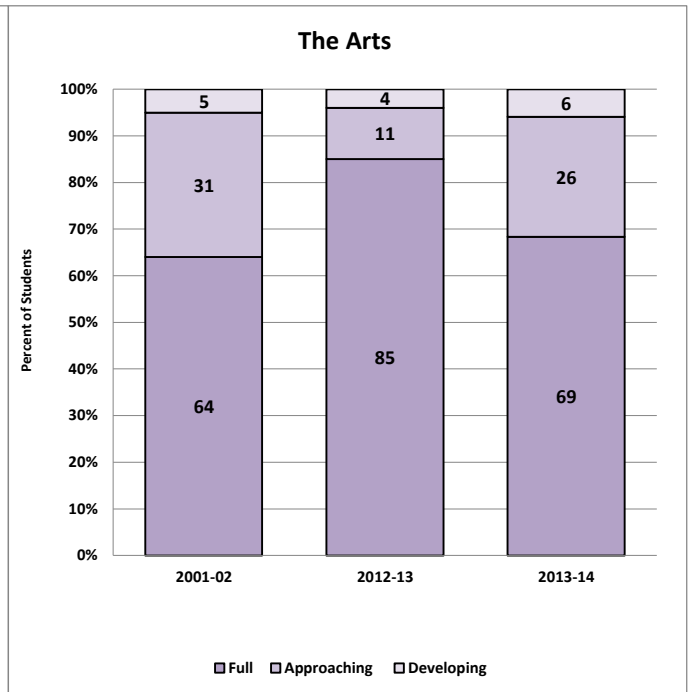
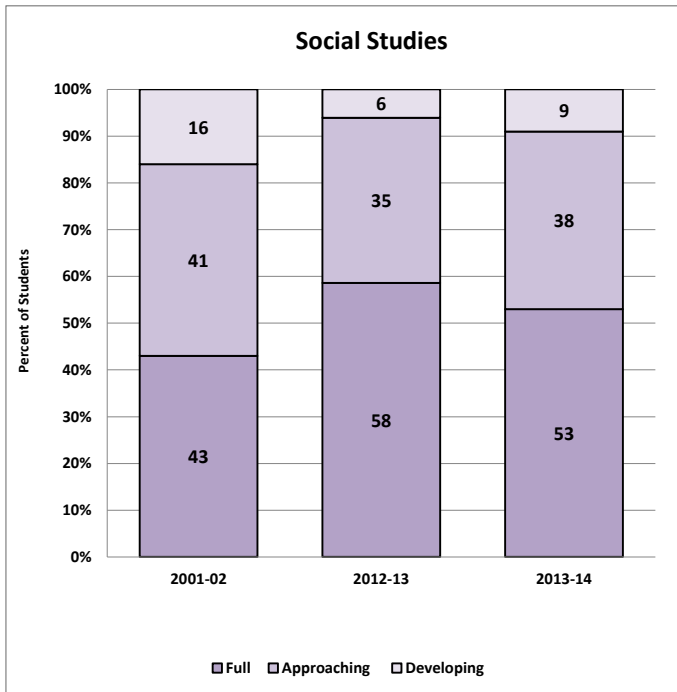
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite				
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing		
Race/Ethnicity																										
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	21	5	0	16	6	4	16	8	2	10	13	3	11	11	4	18	7	1	20	5	1	18	6	2		
African American	111	70	31	97	77	38	100	78	34	74	107	31	88	91	33	122	70	20	155	45	12	116	70	26		
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
White	767	299	74	679	349	112	728	304	108	614	435	91	663	407	70	822	267	51	947	162	31	806	278	56		
Hispanic	81	42	17	63	55	22	67	46	27	52	66	22	53	66	21	94	35	11	107	27	6	78	49	13		
Two or More Races (Non-Hispanic/Latino)	82	49	16	62	56	29	71	55	21	52	68	27	61	60	26	85	50	12	112	30	5	78	53	16		
Gender																										
Male	469	265	87	421	280	120	476	238	107	395	324	102	423	308	90	498	257	66	628	156	37	507	244	70		
Female	596	200	51	497	264	86	507	254	86	408	367	72	454	328	65	645	173	29	715	114	18	591	213	43		
Prior Care																										
Child Care Center	122	50	12	119	52	13	129	43	12	109	66	9	120	57	7	136	41	7	161	19	4	143	35	6		
Family Child Care	100	30	5	82	45	8	87	39	9	74	55	6	81	49	5	98	32	5	112	21	2	101	29	5		
Head Start	90	63	26	73	64	42	81	63	35	63	74	42	68	69	42	99	63	17	127	39	13	92	60	27		
Home / Informal Care	316	141	49	234	178	94	259	158	89	207	223	76	229	212	65	339	135	32	398	89	19	298	158	50		
Non-public Nursery	68	17	5	63	23	4	68	20	2	52	36	2	55	35	0	67	19	4	79	11	0	68	20	2		
Pre-Kindergarten	366	163	41	344	181	45	356	168	46	295	236	39	321	213	36	402	138	30	463	90	17	393	154	23		
Special Education																										
No	1,026	429	115	890	509	171	947	459	164	773	651	146	841	603	126	1,091	406	73	1,292	238	40	1,057	423	90		
Yes	39	36	23	28	35	35	36	33	29	30	40	28	36	33	29	52	24	22	51	32	15	41	34	23		
English Language Learners																										
No	1,035	449	131	901	525	189	967	471	177	790	669	156	863	612	140	1,114	412	89	1,304	258	53	1,078	434	103		
Yes	30	16	7	17	19	17	16	21	16	13	22	18	14	24	15	29	18	6	39	12	2	20	23	10		
Free and Reduced Price Meals																										
No	591	171	37	532	215	52	568	176	55	468	281	50	506	251	42	601	175	23	696	89	14	613	162	24		
Yes	474	294	101	386	329	154	415	316	138	335	410	124	371	385	113	542	255	72	647	181	41	485	295	89		
Aggregated Data	1,065	465	138	918	544	206	983	492	193	803	691	174	877	636	155	1,143	430	95	1,343	270	55	1,098	457	113		

* = fewer than 5

MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Washington County



MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Washington County



Wicomico County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite				
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing		
Race/Ethnicity																										
American Indian/Alaskan Native	100	0	0	83	17	0	83	17	0	75	25	0	100	0	0	83	17	0	100	0	0	100	0	0	0	
Asian	92	8	0	64	31	6	86	14	0	72	25	3	89	8	3	81	19	0	89	11	0	83	17	0	0	
African American	89	10	1	77	20	3	73	24	3	75	23	2	91	7	1	92	7	1	95	4	0	88	11	1	1	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	92	6	2	85	12	3	83	15	2	84	13	2	93	5	2	91	7	1	94	5	1	92	6	2	2	
Hispanic	92	6	3	69	24	8	66	26	8	71	28	2	87	12	2	89	8	3	98	2	0	86	13	2	2	
Two or More Races (Non-Hispanic/Latino)	88	12	1	75	22	3	79	19	3	73	23	4	88	13	0	91	9	0	93	6	1	86	14	0	0	
Gender																										
Male	87	11	3	78	18	4	77	19	4	76	20	3	90	8	2	88	10	2	93	6	1	87	11	2	2	
Female	95	5	0	81	17	2	78	20	2	80	18	1	93	6	1	94	5	0	97	3	0	93	7	0	0	
Prior Care																										
Child Care Center	94	6	0	87	12	1	91	8	1	90	9	1	96	3	1	95	5	1	96	4	0	95	4	1	1	
Family Child Care	93	7	0	87	11	2	84	11	4	84	11	4	89	11	0	91	7	2	98	2	0	91	9	0	0	
Head Start	85	12	3	68	26	5	66	28	6	66	31	3	84	14	2	85	13	2	90	9	1	79	20	1	1	
Home / Informal Care	85	14	1	66	26	8	63	33	5	66	29	5	84	12	4	84	13	3	91	7	1	80	17	3	3	
Non-public Nursery	86	9	5	82	9	9	82	14	5	82	14	5	86	9	5	95	5	0	91	5	5	82	14	5	5	
Pre-Kindergarten	92	7	2	82	16	2	80	18	2	80	18	2	93	5	1	92	6	1	95	4	1	93	6	1	1	
Special Education																										
No	92	7	1	82	16	2	80	18	2	80	18	1	93	6	1	93	6	1	96	4	0	92	7	1	1	
Yes	73	20	7	54	31	15	59	31	10	56	33	12	71	20	9	75	21	4	80	15	5	67	26	8	8	
English Language Learners																										
No	91	8	1	81	16	2	79	18	2	80	18	2	92	6	1	92	7	1	95	4	1	91	8	1	1	
Yes	85	12	4	55	33	12	59	30	11	59	36	5	78	17	5	80	15	5	93	7	0	75	22	4	4	
Free and Reduced Price Meals																										
No	95	4	1	90	9	1	86	13	1	87	11	2	94	4	2	94	5	1	96	3	1	94	5	1	1	
Yes	89	10	1	75	21	4	75	22	3	75	22	2	90	8	2	90	9	1	94	5	1	88	11	1	1	
Aggregated Data	90	8	1	79	18	3	78	19	3	78	19	2	91	7	2	91	8	1	95	5	1	90	9	1	1	

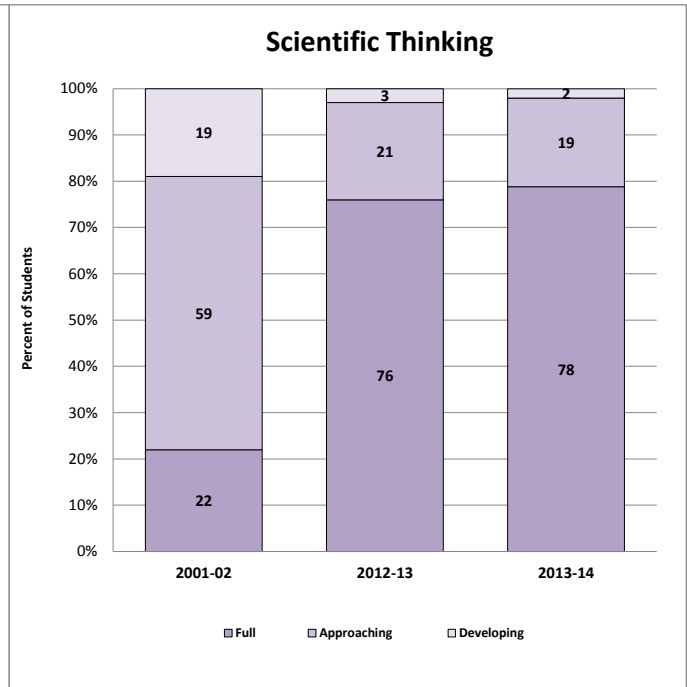
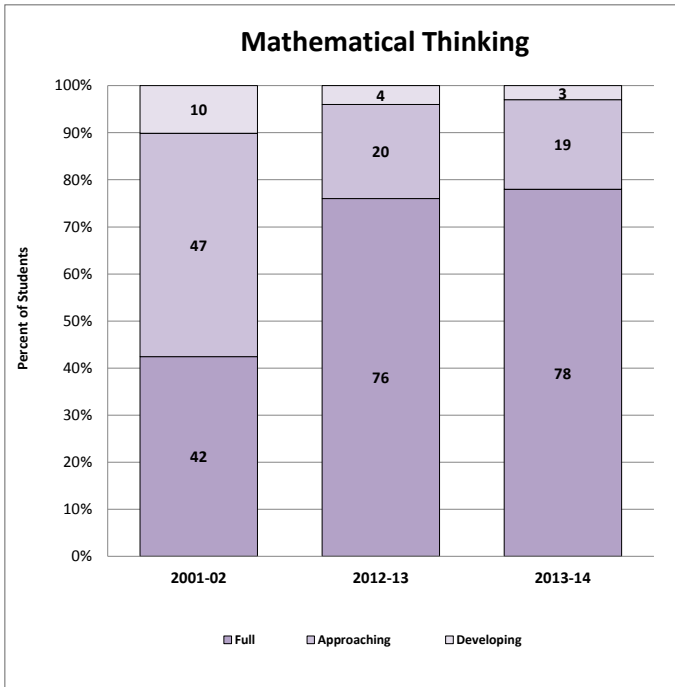
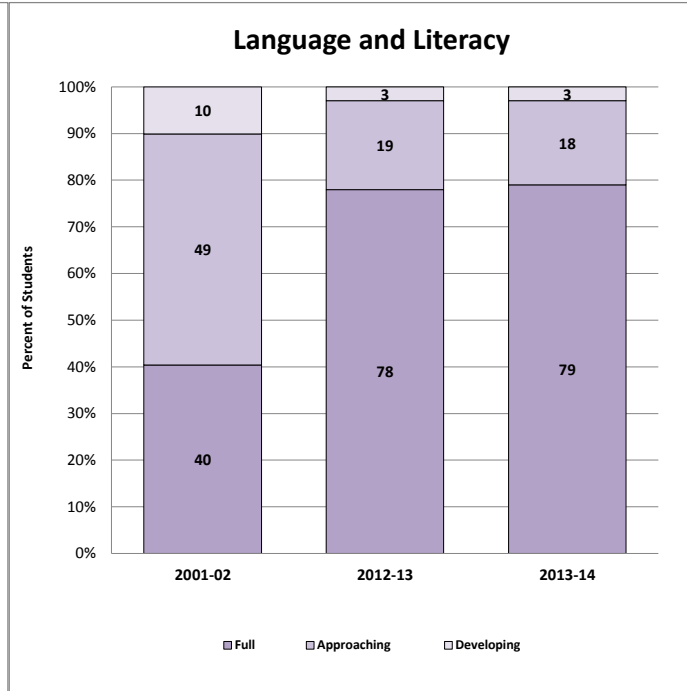
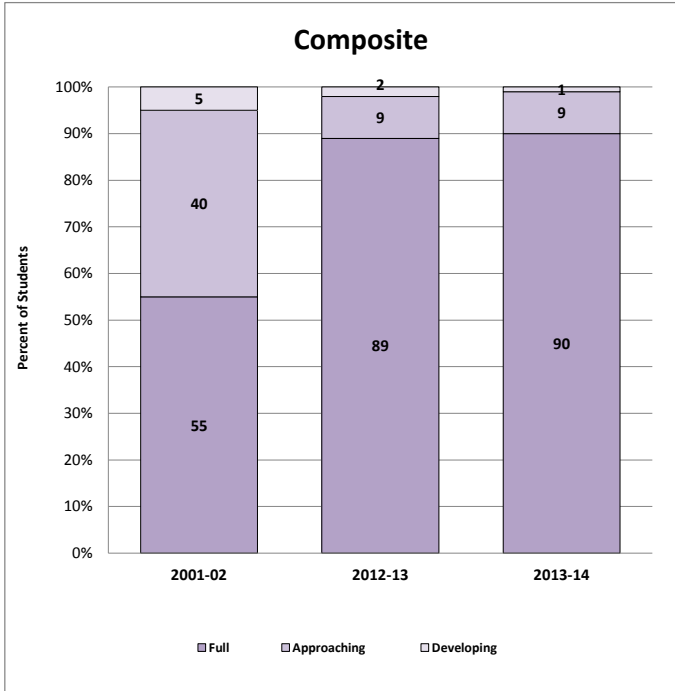
* = fewer than 5
May not total 100% due to rounding.

Wicomico County - Number of Kindergarten Students

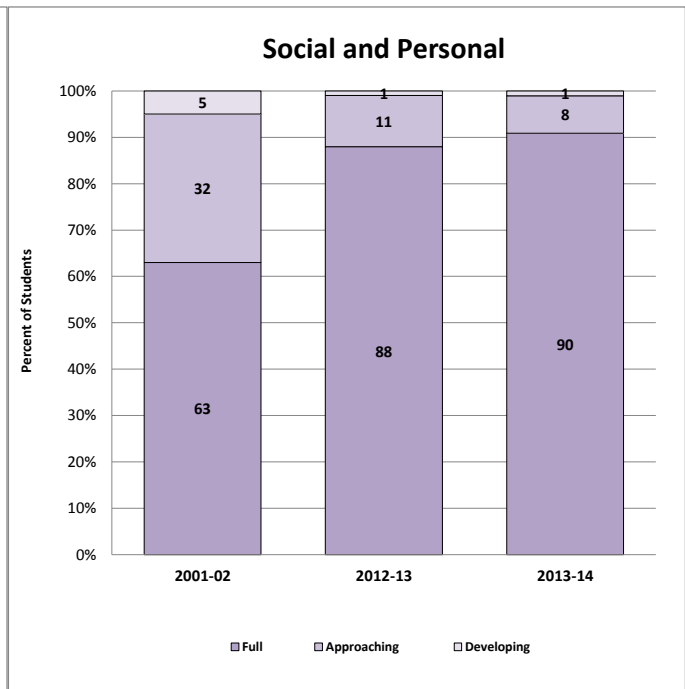
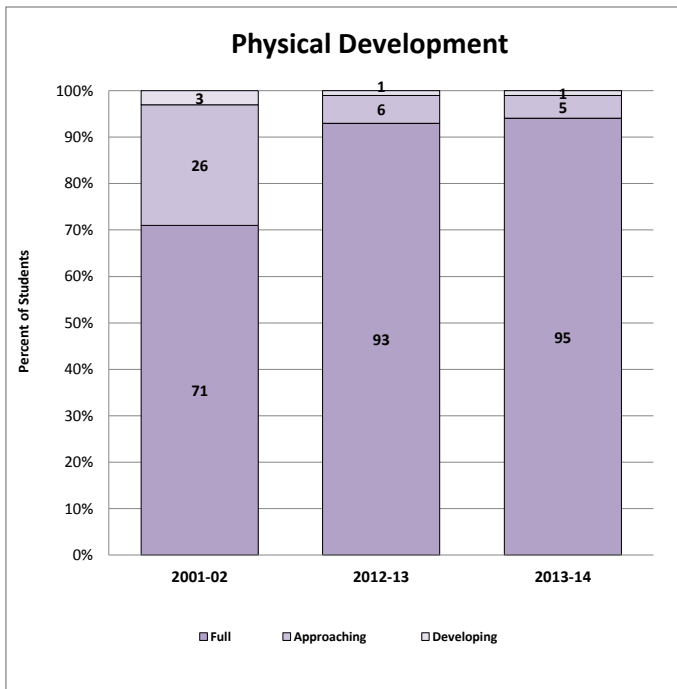
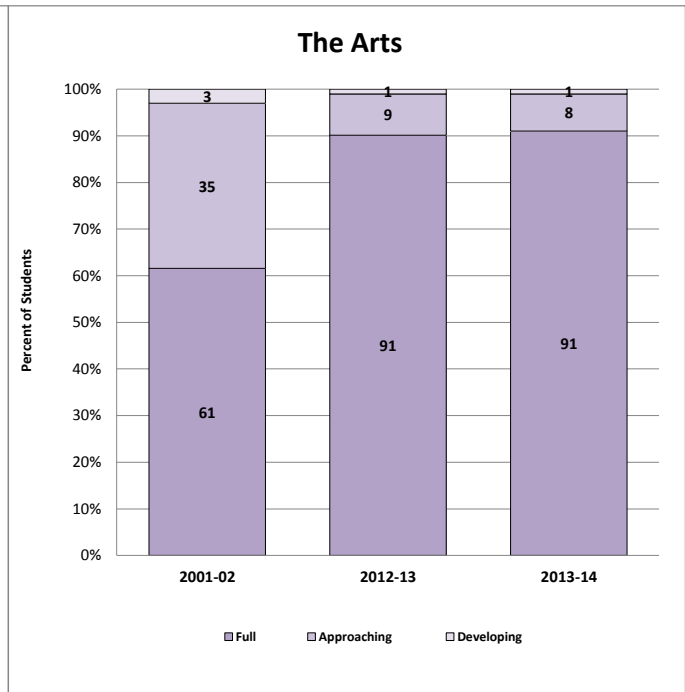
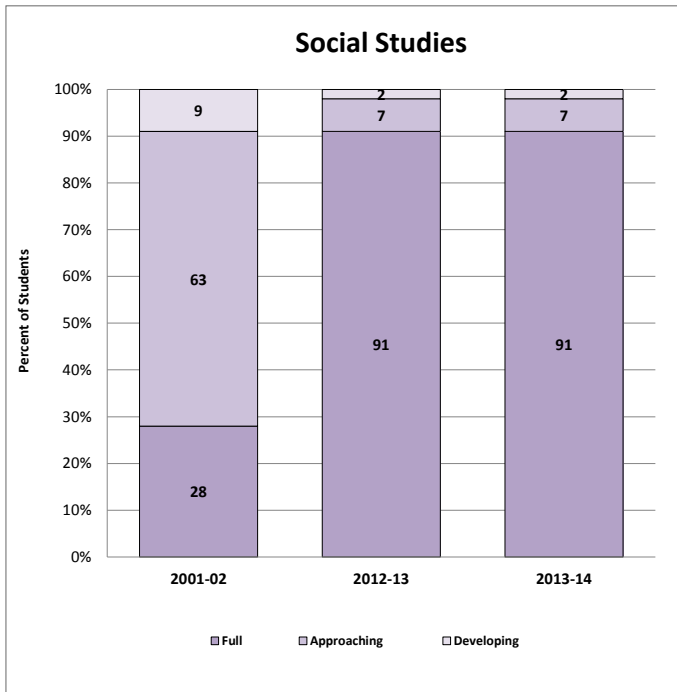
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite					
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing			
Race/Ethnicity																											
American Indian/Alaskan Native	12	0	0	10	2	0	10	2	0	9	3	0	12	0	0	10	2	0	12	0	0	12	0	0	12	0	0
Asian	33	3	0	23	11	2	31	5	0	26	9	1	32	3	1	29	7	0	32	4	0	32	4	0	30	6	0
African American	413	48	5	358	94	14	342	111	13	348	107	11	426	34	6	429	31	6	445	20	1	412	50	4	412	50	4
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	500	35	9	464	66	14	452	80	12	459	73	12	505	27	12	497	39	8	510	27	7	502	31	11	502	31	11
Hispanic	109	7	3	82	28	9	79	31	9	84	33	2	103	14	2	106	9	4	117	2	0	102	15	2	102	15	2
Two or More Races (Non-Hispanic/Latino)	98	13	1	84	25	3	88	21	3	82	26	4	98	14	0	102	10	0	104	7	1	96	16	0	96	16	0
Gender																											
Male	587	74	17	526	123	29	523	128	27	518	138	22	607	57	14	597	65	16	630	40	8	587	77	14	587	77	14
Female	578	32	1	495	103	13	479	122	10	490	113	8	569	35	7	576	33	2	590	20	1	567	41	3	567	41	3
Prior Care																											
Child Care Center	157	10	0	145	20	2	152	13	2	151	15	1	161	5	1	158	8	1	161	6	0	159	7	1	159	7	1
Family Child Care	42	3	0	39	5	1	38	5	2	38	5	2	40	5	0	41	3	1	44	1	0	41	4	0	41	4	0
Head Start	132	19	4	106	41	8	102	43	10	102	48	5	130	22	3	132	20	3	140	14	1	123	31	1	123	31	1
Home / Informal Care	127	21	2	99	39	12	94	49	7	99	43	8	126	18	6	126	20	4	137	11	2	120	26	4	120	26	4
Non-public Nursery	19	2	1	18	2	2	18	3	1	18	3	1	19	2	1	21	1	0	20	1	1	18	3	1	18	3	1
Pre-Kindergarten	631	45	11	562	108	17	547	126	14	550	124	13	642	35	10	634	44	9	656	26	5	636	41	10	636	41	10
Special Education																											
No	1,077	82	10	956	189	24	931	213	25	941	212	16	1,091	68	10	1,083	73	13	1,124	42	3	1,074	87	8	1,074	87	8
Yes	88	24	8	65	37	18	71	37	12	67	39	14	85	24	11	90	25	5	96	18	6	80	31	9	80	31	9
English Language Learners																											
No	1,071	93	14	960	189	29	936	217	25	943	211	24	1,089	73	16	1,084	81	13	1,117	52	9	1,071	94	13	1,071	94	13
Yes	94	13	4	61	37	13	66	33	12	65	40	6	87	19	5	89	17	5	103	8	0	83	24	4	83	24	4
Free and Reduced Price Meals																											
No	330	15	4	313	32	4	300	44	5	302	40	7	328	15	6	327	18	4	334	11	4	329	16	4	329	16	4
Yes	835	91	14	708	194	38	702	206	32	706	211	23	848	77	15	846	80	14	886	49	5	825	102	13	825	102	13
Aggregated Data	1,165	106	18	1,021	226	42	1,002	250	37	1,008	251	30	1,176	92	21	1,173	98	18	1,220	60	9	1,154	118	17	1,154	118	17

* = fewer than 5

MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Wicomico County



MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Wicomico County



Worcester County – Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	100	0	0	100	0	0	86	14	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	0
African American	65	30	6	58	31	11	67	26	7	59	28	13	63	27	10	74	22	5	86	13	1	74	20	6	6
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	85	13	2	84	13	3	84	14	2	85	11	4	86	11	3	86	13	1	91	8	1	91	7	2	2
Hispanic	85	15	0	72	28	0	79	21	0	85	15	0	85	15	0	95	5	0	92	8	0	92	8	0	0
Two or More Races (Non-Hispanic/Latino)	68	25	7	52	39	9	52	41	7	57	34	9	66	25	9	80	16	5	91	5	5	73	23	5	5
Gender																									
Male	73	22	5	73	21	6	76	19	5	74	18	8	79	14	6	77	20	3	84	14	2	83	12	5	5
Female	87	12	0	79	18	3	80	19	1	81	16	3	81	17	2	92	8	0	97	3	0	90	10	0	0
Prior Care																									
Child Care Center	89	11	0	89	9	2	84	14	2	91	7	2	89	11	0	89	11	0	93	5	2	93	7	0	0
Family Child Care	89	11	0	89	11	0	100	0	0	100	0	0	89	11	0	78	22	0	89	11	0	89	11	0	0
Head Start	68	32	0	63	37	0	68	32	0	74	21	5	68	32	0	84	16	0	95	5	0	84	16	0	0
Home / Informal Care	84	13	3	80	11	9	73	23	4	81	14	4	81	11	7	86	13	1	87	13	0	84	13	3	3
Non-public Nursery	86	9	6	86	11	3	89	9	3	94	0	6	94	3	3	94	6	0	97	3	0	94	3	3	3
Pre-Kindergarten	77	20	3	71	24	5	77	20	3	72	22	6	77	19	5	83	15	2	90	9	1	85	12	3	3
Special Education																									
No	83	15	1	78	19	3	79	18	2	80	16	4	83	14	2	87	13	1	92	7	0	89	10	1	1
Yes	54	33	13	58	25	17	69	23	8	56	25	19	52	27	21	69	23	8	75	19	6	67	21	13	13
English Language Learners																									
No	80	17	3	76	19	5	78	19	3	78	17	6	80	16	4	84	14	2	90	9	1	86	11	2	2
Yes	86	14	0	69	31	0	76	24	0	83	17	0	83	17	0	90	10	0	93	7	0	93	7	0	0
Free and Reduced Price Meals																									
No	87	13	1	85	12	3	83	14	2	85	11	3	88	10	2	87	12	0	92	7	0	92	7	1	1
Yes	74	21	4	67	26	7	73	23	4	71	22	7	73	21	6	82	15	2	89	10	2	82	15	3	3
Aggregated Data	80	17	3	75	20	5	78	19	3	77	17	6	80	16	5	84	14	2	90	9	1	86	11	3	3

May not total 100% due to rounding.

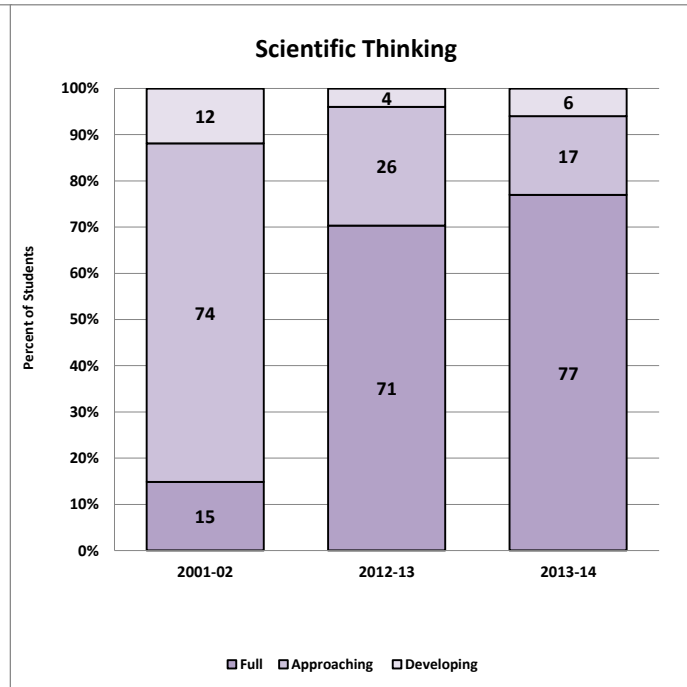
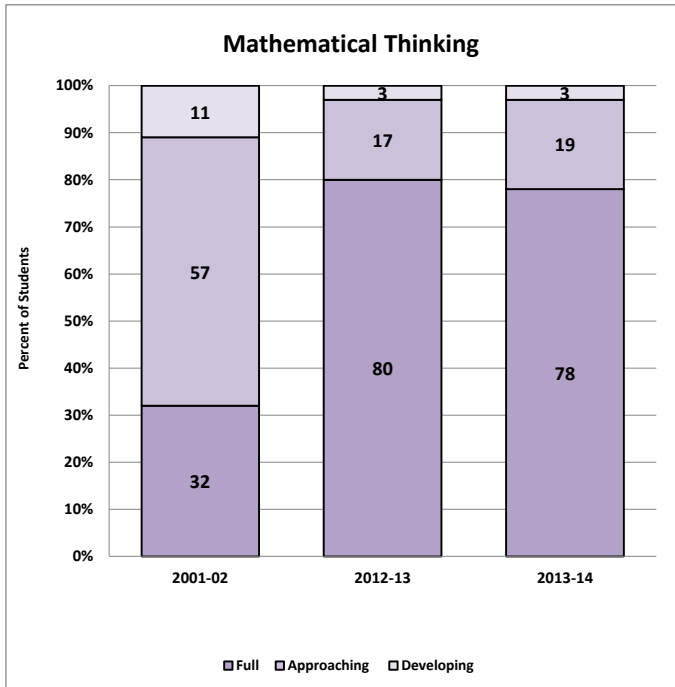
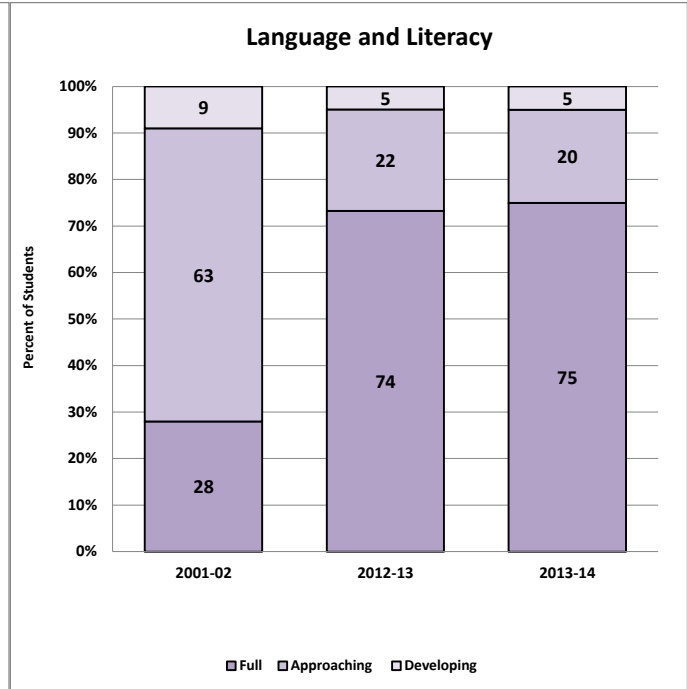
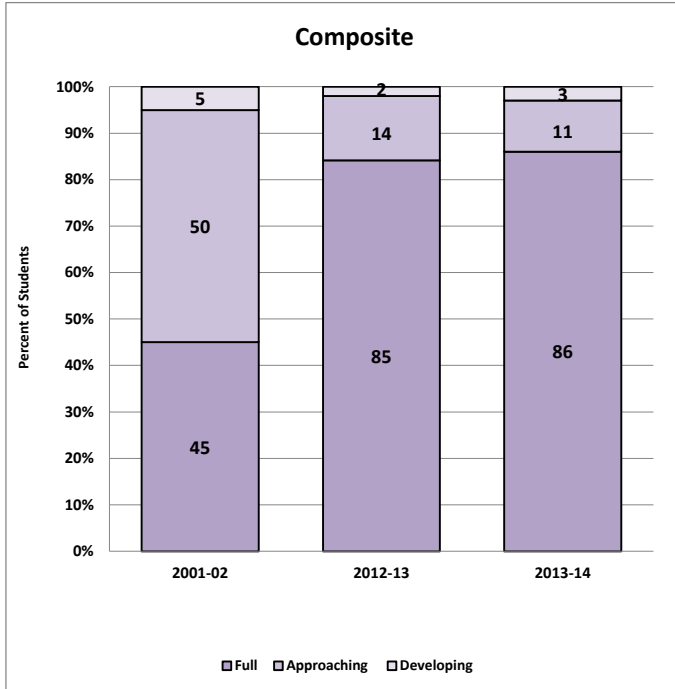
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Worcester County - Number of Kindergarten Students

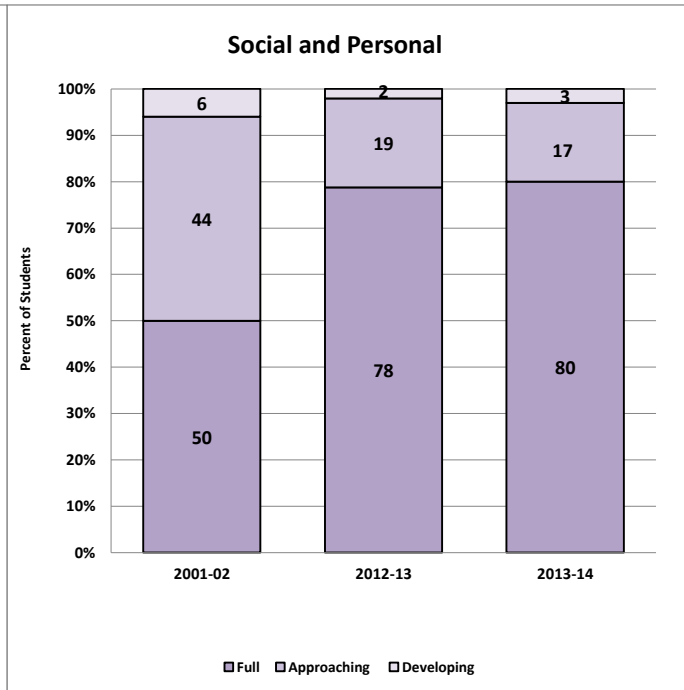
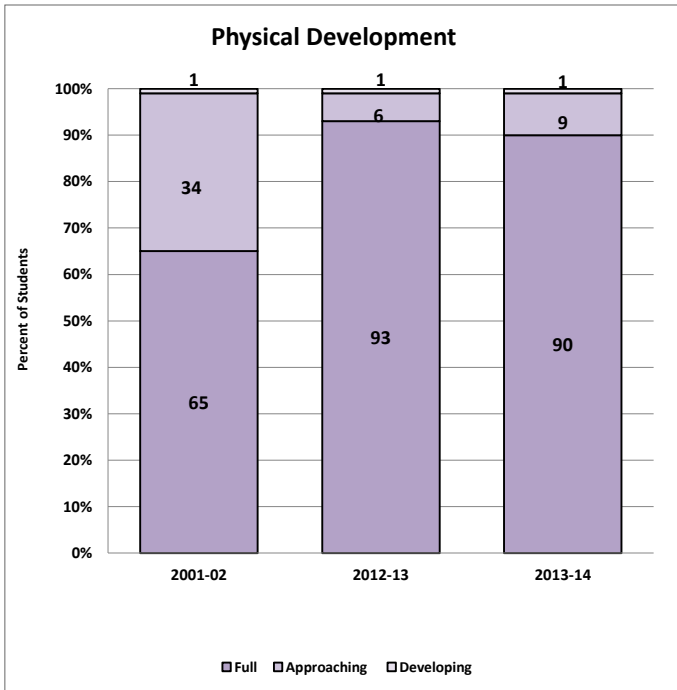
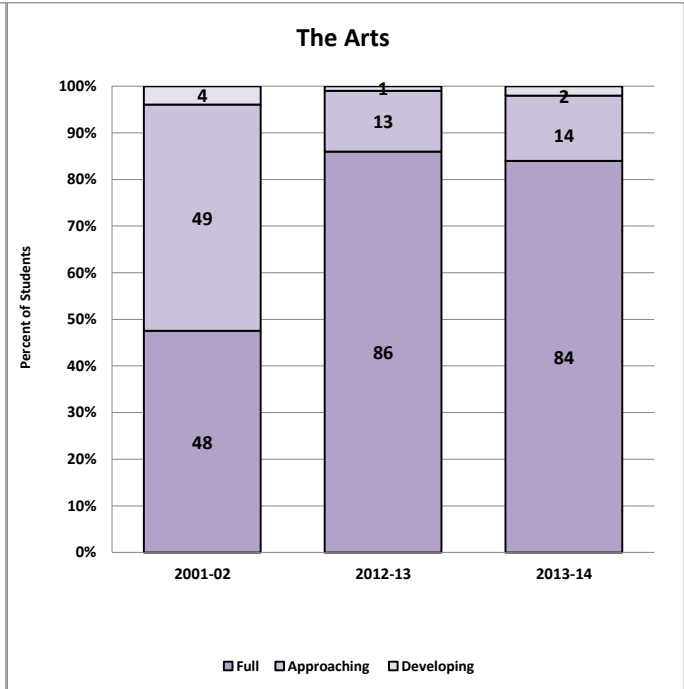
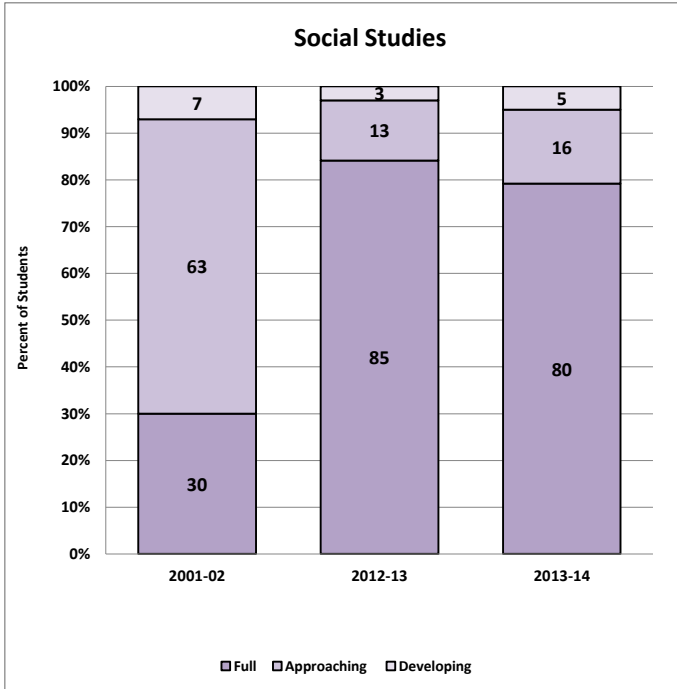
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	7	0	0	7	0	0	6	1	0	0	0	7	0	0	7	0	0	7	0	0	7	0	0	7	0
African American	57	26	5	51	27	10	59	23	6	6	25	11	55	24	9	65	19	4	76	11	1	65	18	5	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	253	38	6	249	38	10	250	41	6	6	251	34	12	255	33	9	256	38	3	269	25	3	269	22	6
Hispanic	33	6	0	28	11	0	31	8	0	0	33	6	0	33	6	0	37	2	0	36	3	0	36	3	0
Two or More Races (Non-Hispanic/Latino)	30	11	3	23	17	4	23	18	3	3	25	15	4	29	11	4	35	7	2	40	2	2	32	10	2
Gender																									
Male	169	51	11	168	48	15	176	43	12	12	172	41	18	183	33	15	178	46	7	194	32	5	192	28	11
Female	210	30	1	190	44	7	193	46	2	2	196	38	7	196	41	4	222	19	0	233	8	0	217	24	0
Prior Care																									
Child Care Center	50	6	0	50	5	1	47	8	1	1	51	4	1	50	6	0	50	6	0	52	3	1	52	4	0
Family Child Care	8	1	0	8	1	0	9	0	0	0	9	0	0	8	1	0	7	2	0	8	1	0	8	1	0
Head Start	13	6	0	12	7	0	13	6	0	0	14	4	1	13	6	0	16	3	0	18	1	0	16	3	0
Home / Informal Care	59	9	2	56	8	6	51	16	3	3	57	10	3	57	8	5	60	9	1	61	9	0	59	9	2
Non-public Nursery	30	3	2	30	4	1	31	3	1	1	33	0	2	33	1	1	33	2	0	34	1	0	33	1	1
Pre-Kindergarten	216	56	8	199	67	14	215	56	9	9	201	61	18	215	52	13	231	43	6	251	25	4	238	34	8
Special Education																									
No	353	65	6	330	80	14	336	78	10	10	341	67	16	354	61	9	367	54	3	391	31	2	377	42	5
Yes	26	16	6	28	12	8	33	11	4	4	27	12	9	25	13	10	33	11	4	36	9	3	32	10	6
English Language Learners																									
No	354	77	12	338	83	22	347	82	14	14	344	74	25	355	69	19	374	62	7	400	38	5	382	50	11
Yes	25	4	0	20	9	0	22	7	0	0	24	5	0	24	5	0	26	3	0	27	2	0	27	2	0
Free and Reduced Price Meals																									
No	199	29	2	196	28	6	192	33	5	5	196	26	8	203	23	4	201	28	1	212	17	1	211	16	3
Yes	180	52	10	162	64	16	177	56	9	9	172	53	17	176	51	15	199	37	6	215	23	4	198	36	8
Aggregated Data	380	81	14	358	93	24	369	91	15	15	368	80	27	379	74	22	400	66	9	428	41	6	409	53	13

* = fewer than 5

MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Worcester County



MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Worcester County



Maryland School for Deaf - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite				
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing		
Race/Ethnicity																										
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
African American	82	9	9	55	27	18	64	18	18	73	9	18	64	18	18	82	9	9	82	18	0	82	0	18	18	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	100	0	0	100	0	0	100	0	0	100	0	0	88	13	0	100	0	0	100	0	0	100	0	0	0	0
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																										
Male	80	20	0	67	20	13	73	13	13	67	13	20	67	13	20	87	13	0	87	13	0	73	13	13	13	
Female	92	0	8	75	17	8	83	8	8	92	0	8	75	17	8	92	0	8	92	8	0	92	0	8	8	
Prior Care																										
Child Care Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Home / Informal Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	85	11	4	70	19	11	78	11	11	78	7	15	70	15	15	89	7	4	89	11	0	81	7	11	11	
Special Education																										
No	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Yes	85	11	4	70	19	11	78	11	11	78	7	15	70	15	15	89	7	4	89	11	0	81	7	11	11	
English Language Learners																										
No	85	11	4	70	19	11	78	11	11	78	7	15	70	15	15	89	7	4	89	11	0	81	7	11	11	
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals																										
No	85	11	4	70	19	11	78	11	11	78	7	15	70	15	15	89	7	4	89	11	0	81	7	11	11	
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Aggregated Data	85	11	4	70	19	11	78	11	11	78	7	15	70	15	15	89	7	4	89	11	0	81	7	11	11	

May not total 100% due to rounding.

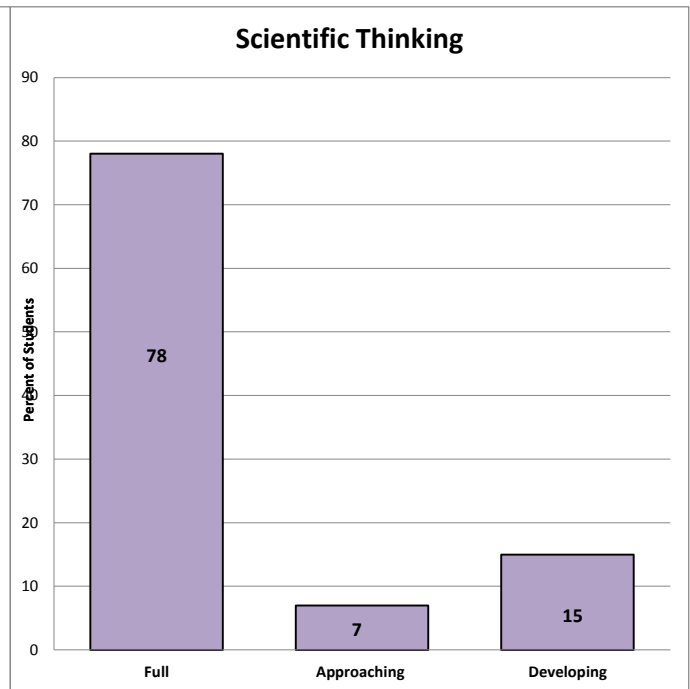
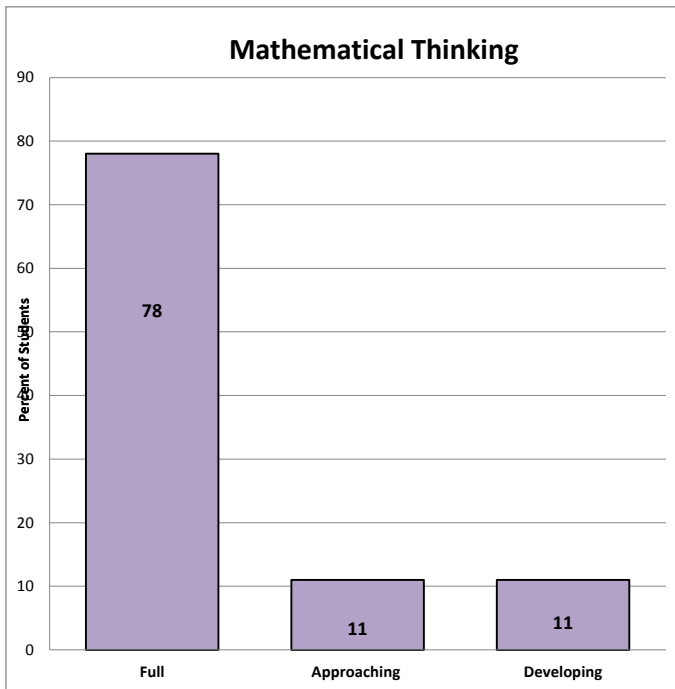
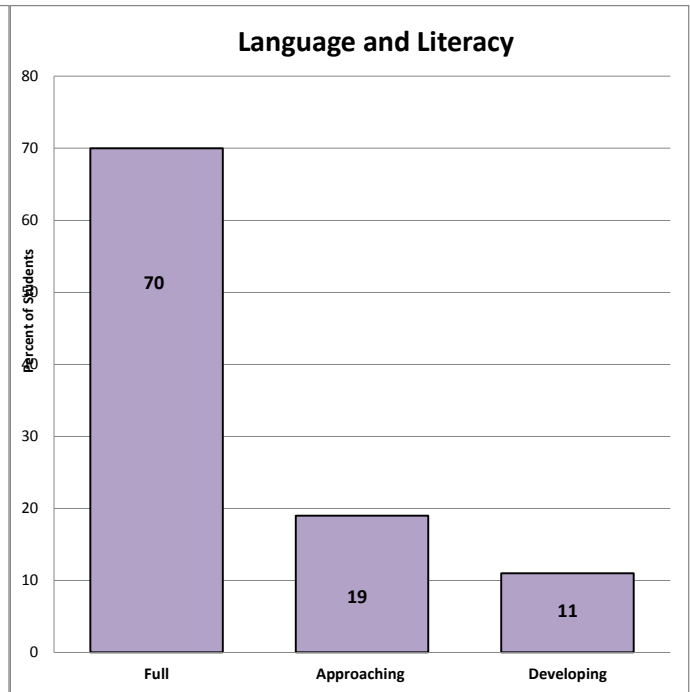
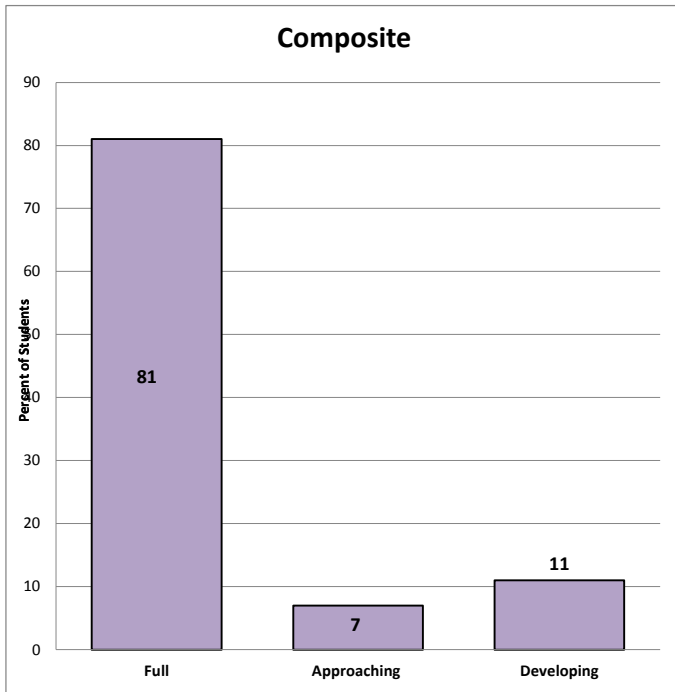
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Maryland School for Deaf - Number of Kindergarten Students

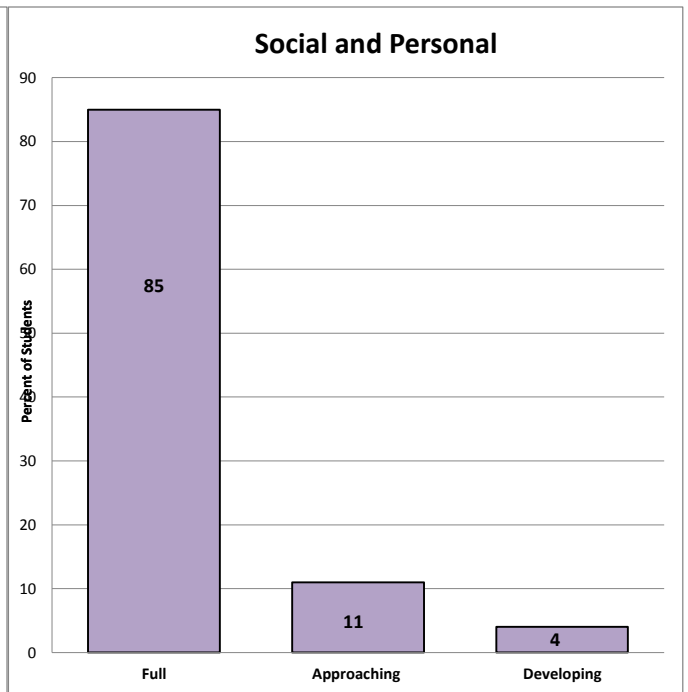
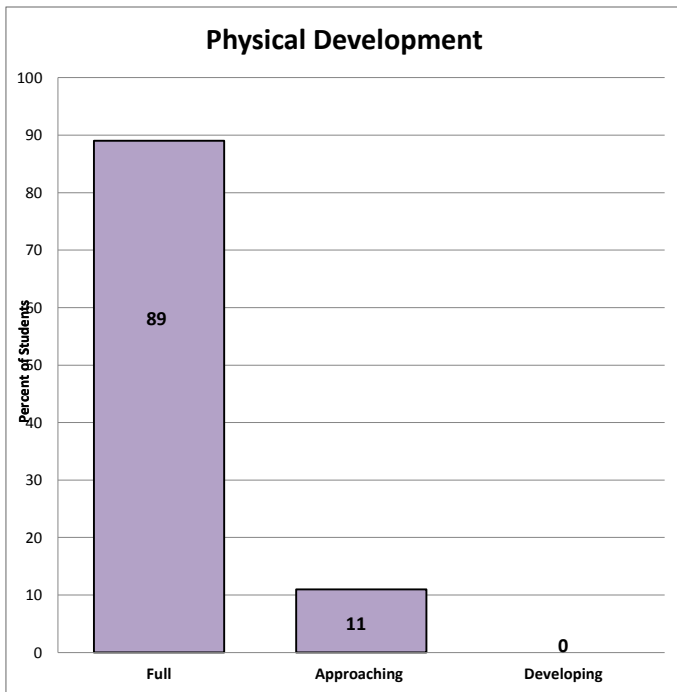
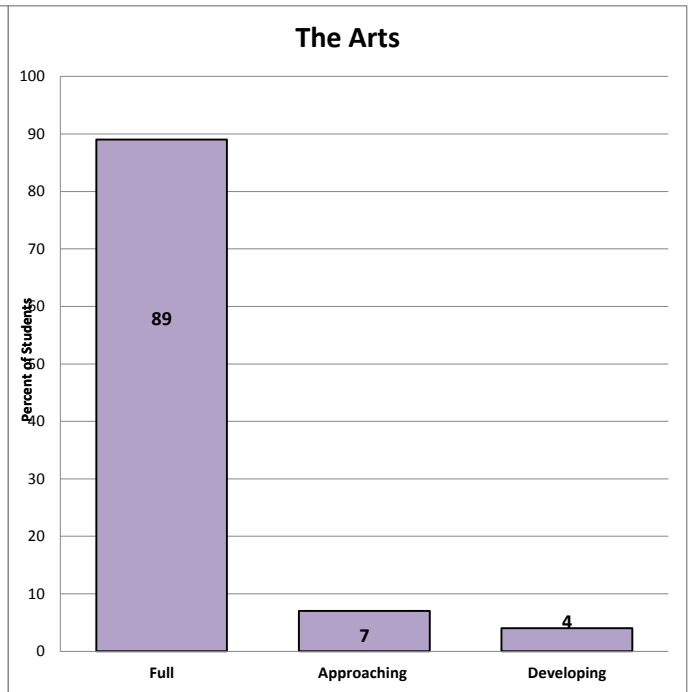
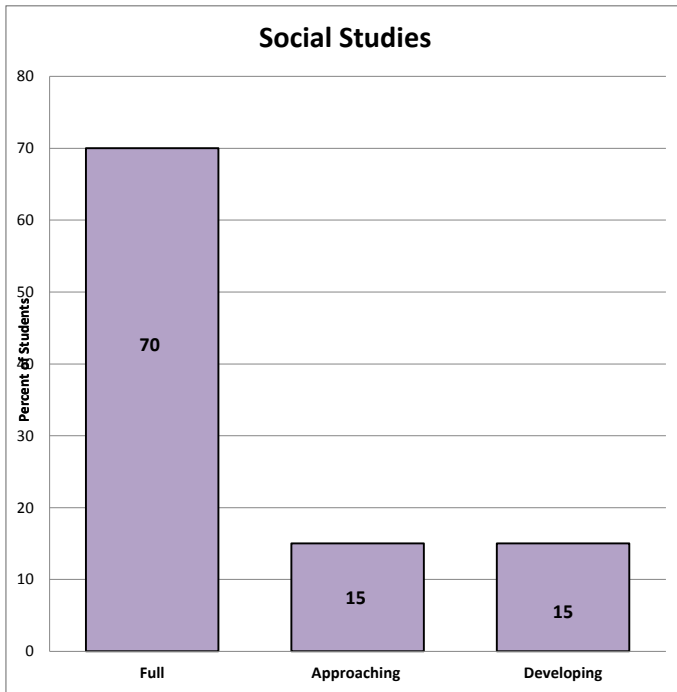
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite				
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing		
Race/Ethnicity																										
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
African American	9	1	1	6	3	2	7	2	2	1	2	7	2	2	9	1	1	9	2	0	0	9	0	2	2	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
White	8	0	0	8	0	0	8	0	0	0	0	7	1	0	8	0	0	8	0	0	8	0	0	0	0	
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Gender																										
Male	12	3	0	10	3	2	11	2	2	3	10	2	3	2	13	2	0	13	2	0	11	2	2	2	2	
Female	11	0	1	9	2	1	10	1	1	0	1	9	2	1	11	0	1	11	1	0	11	0	1	0	1	
Prior Care																										
Child Care Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Home / Informal Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	23	3	1	19	5	3	21	3	3	2	4	19	4	4	24	2	1	24	3	0	22	2	3	3	3	
Special Education																										
No	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Yes	23	3	1	19	5	3	21	3	3	2	4	19	4	4	24	2	1	24	3	0	22	2	3	3	3	
English Language Learners																										
No	23	3	1	19	5	3	21	3	3	2	4	19	4	4	24	2	1	24	3	0	22	2	3	3	3	
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals																										
No	23	3	1	19	5	3	21	3	3	2	4	19	4	4	24	2	1	24	3	0	22	2	3	3	3	
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Aggregated Data	23	3	1	19	5	3	21	3	3	2	4	19	4	4	24	2	1	24	3	0	22	2	3	3	3	

* = fewer than 5

MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Maryland School for Deaf



MMSR Kindergarten Assessment 2013-2014
Trends for Composite and Domain Results
Maryland School for Deaf



APPENDIX C

Frequently Asked Questions

Frequently Asked Questions

1. Why is the school readiness information collected and reported annually?

The Maryland General Assembly is interested in improving services for young children to prepare them to enter school ready to learn. Several legislative committees want to know what children know and are able to do when they enter school. This has necessitated school readiness data at the entry into kindergarten. Collecting evaluation information on all entering kindergarten students enables policymakers and other stakeholders to have access to data by which progress can be measured over time. The Maryland State Department of Education (MSDE) is the state agency charged with implementing an assessment system for kindergarten. It is required to report this information to the General Assembly in March of each year.

2. How is the information collected?

All kindergarten teachers use the Maryland Model for School Readiness (MMSR) Kindergarten Assessment, a portfolio-based assessment to document their students' performance in their classrooms during the first eight weeks of school. In the fall of every year, the teachers evaluate and rate their students' performance on 30 selected indicators of the MMSR Kindergarten Assessment's customized Work Sampling System® (WSS) Kindergarten Checklist using Exemplars which are specific assessment guidelines that were developed by MSDE. This information is aggregated and disaggregated, i.e., broken out, into the data displayed in this report.

3. What is the advantage of using performance-based assessment rather than a norm-referenced test to measure school readiness?

Performance-based assessments measure demonstrated skills, knowledge, and behaviors in an actual learning setting such as a kindergarten classroom. When measuring readiness for school, all developmental skill areas are important. Qualified kindergarten teachers, properly trained and prepared, are an excellent source of information for their students. They assess children's skills against established standards of learning¹⁰. On the other hand, norm-referenced readiness tests compare a group of children against a national norm. At the kindergarten level, national norms are difficult to obtain and typically do not reflect all developmental skill levels.

4. Why are entering kindergartners assessed over several weeks and not during the first week in school?

In order to learn more about the skills and dispositions of entering kindergartners, the assessment protocol for the data in this report takes into account the following:

- Young children need a familiar and comfortable setting to show what they know and are able to do.
- Teachers are looking for multiple sources of documentation of children's learning which are collected over a period of time.
- The MMSR Kindergarten Assessment requires teachers to assess their students' performance in response to the instructional program during the first few weeks of school.

5. What does the school readiness information mean?

The information describes the skills, knowledge, and behaviors of children as they enter public school kindergarten programs. The assessment is based on performance indicators that define valid skills and competencies for that age group of children based on research and national standards of learning. The school readiness baseline information is broken into three categories of "full", "approaching", and "developing readiness". (See Questions 6 to 8)

¹⁰ Maryland State Content Standards, Maryland State Curriculum for Kindergarten, and the [MMSR Framework and Standards](#)

This information is designed to provide a profile on the readiness levels of a group of children for families, policymakers, schools, early care and education service providers (e.g., child care, Head Start, prekindergarten, etc.), community-based organizations, and the public at large. This information, in combination with other valuable data, will better inform those who are planning to improve the learning opportunities and services for young children.

6. What does “full readiness” mean? Does it mean perfect scores?

Full readiness means that students consistently demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully.

A student need not score “proficient” in all indicators within a domain or the composite to be rated at “full readiness”. The top range of scores is considered “full readiness”. (See Introduction to Scoring in Appendix B)

7. What does “approaching readiness,” mean?

Approaching readiness means that students inconsistently demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully and require targeted instructional support in specific domains or specific performance indicators. The middle range of scores is considered “approaching readiness.” (See Introduction to Scoring in Appendix B)

8. What does “developing readiness,” mean?

Developing readiness means that students do not demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully and require considerable instructional support in several domains or many performance indicators. The bottom range of scores is considered “developing readiness.”

Note: Teachers either rate students “Proficient,” “In Process,” or “Needs Development.” The categories specified above refer to the aggregated score for each domain and composite.

9. Is the information used to place children in special programs?

No. The kindergarten teacher uses the information on children for instructional planning in the classroom. Policymakers, program supervisors, and administrators can use the information from this report for program planning purposes.

10. Is the information used to rate kindergarten teachers’ performance?

No. This is used for program and instructional planning. Kindergarten teachers provide information about children as they enter kindergarten. The assessment information is not a reflection on their performance.

11. How are teachers using the information?

The assessment information is used as follows:

- Helps teachers know what they need to do with certain children
- Helps them determine how to group children
- Used for reporting purposes to families
- Used when referring student to inter-disciplinary teams for further evaluation
- Helpful when completing the local kindergarten report card

12. How are school officials using the information?

School officials, including building administrators and school improvement teams, are able to look at a profile of readiness levels in a school’s kindergarten program. This review of the data could impact program development, materials expenditures, and staff training.

13. How are county officials using the information?

As county officials consider the early education opportunities within the county and the funding necessary to provide a strong kindergarten program, this data will identify needs upon which decision can be made. Service providers (e.g., child care, prekindergarten, or Head Start programs) that work with young children before they come to kindergarten can review the data to align their programs with kindergarten.

14. How are state officials using the information?

State officials use this data to make informed decisions about the result area, *Children Entering School Ready to Learn*, for state policy and budget projections. Also, state officials use the data to facilitate the planning process at the local levels.

15. How are families using the information?

Kindergarten teachers share the assessment information with families in the fall as part of regularly scheduled family-teacher conferences. Sharing this information provides a profile of each child’s needs and strengths and serves as communication to support children’s learning both in school and at home.

16. How are changes from one year to the next explained?

Each year a different group of kindergarten students is being evaluated. This year’s group of kindergarten students, or their respective subgroups, might look slightly different from groups from previous years. For instance, the degree to which a relatively small group of English language learners is proficient in English might vary from year to year and impact the results. When using the data, it is always helpful to check the actual number of students for each category in addition to the percentage breakout to check major increases or decreases in the data. As a rule, any changes are statistically more volatile when small number of students is involved. Since change is defined statistically as any difference within the 95 percent confidence level, any significant change with relatively small number of children could be relatively large. The changes could also be explained as a result of programmatic or instructional improvements which account for differences. Some of these improvements are more likely to show up in the results of specific domains of learning. For instance, specific instructional approaches in early literacy will most likely impact the domain of *Language and Literacy*. At any rate, when explaining changes in the data, always consult additional assessment data, if available, or seek information from teachers who have worked with the students.

17. What safeguards have been put in place to make sure that the teacher ratings are reliable and valid?

The following features have been developed to ensure that the teacher information reflects a consistent application of the assessment protocol:

- MSDE has developed a professional development program for all kindergarten teachers using expert consultants who have been trained and properly oriented. The program uses consistent training materials and evaluation forms to determine the effect of each professional development session. As a result of these efforts, teachers are improving their skills of observation, systematic documentation, and evaluation of students' learning.
- During the professional development program, teachers' accuracy in rating students' skills and abilities is assessed.
- MSDE has produced Exemplars which are specified assessment guidelines for rating students' performances.
- During the professional development program, teachers' accuracy in rating students' skills and abilities is assessed.
- After the student assessment information is submitted to MSDE, the data is reviewed and examined for internal consistency, correlations, and possible irregularities or unusual performances.

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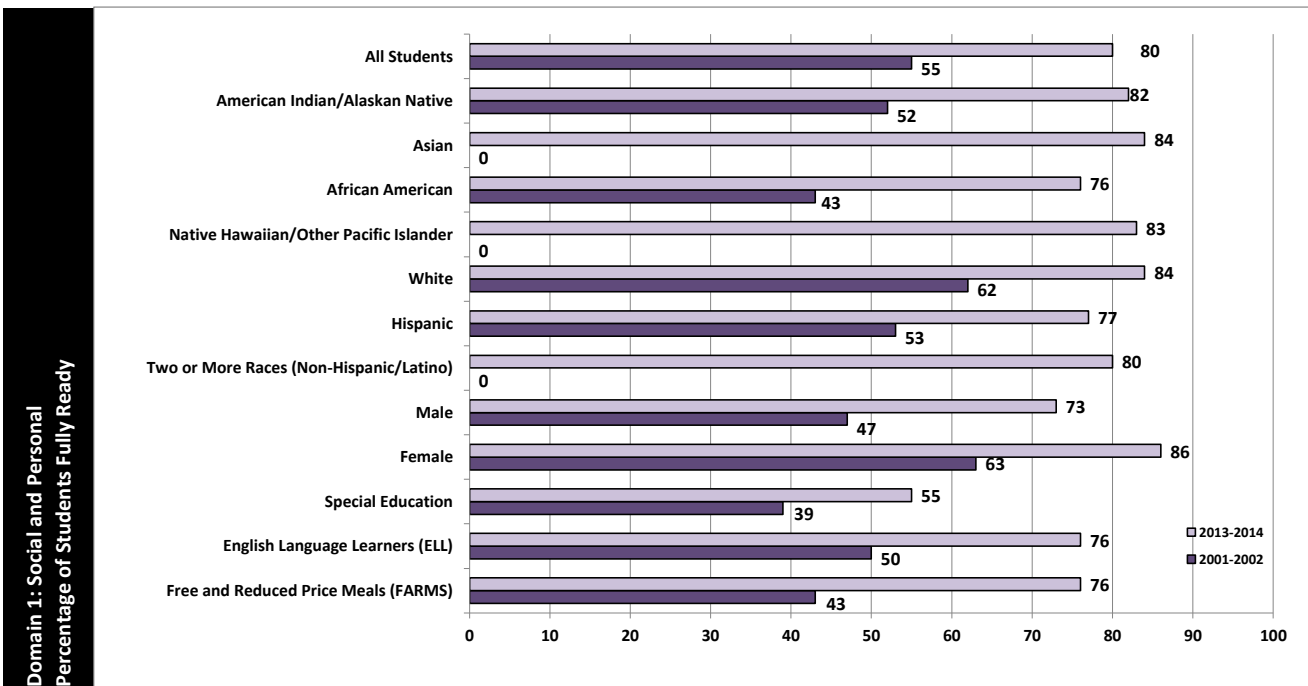
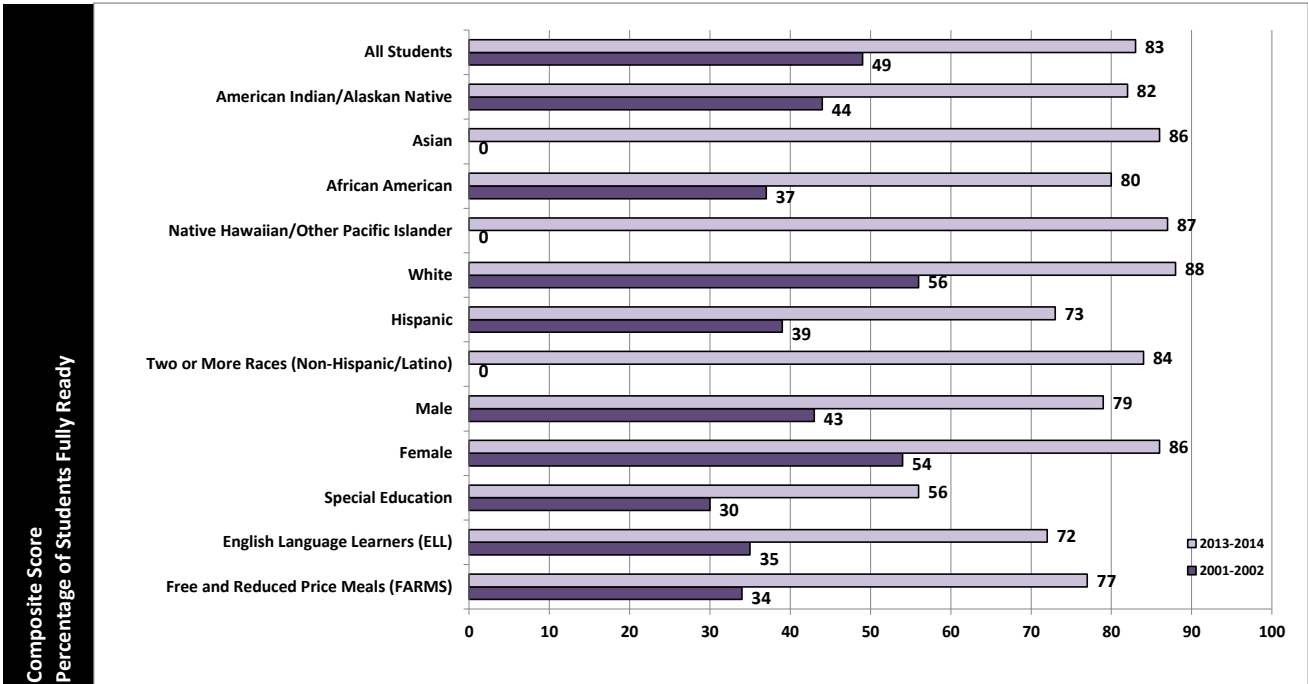
APPENDIX D

Percentage of Kindergarten Students Fully Ready by Domain and Subgroup

Maryland 2001-2013 Trend Data

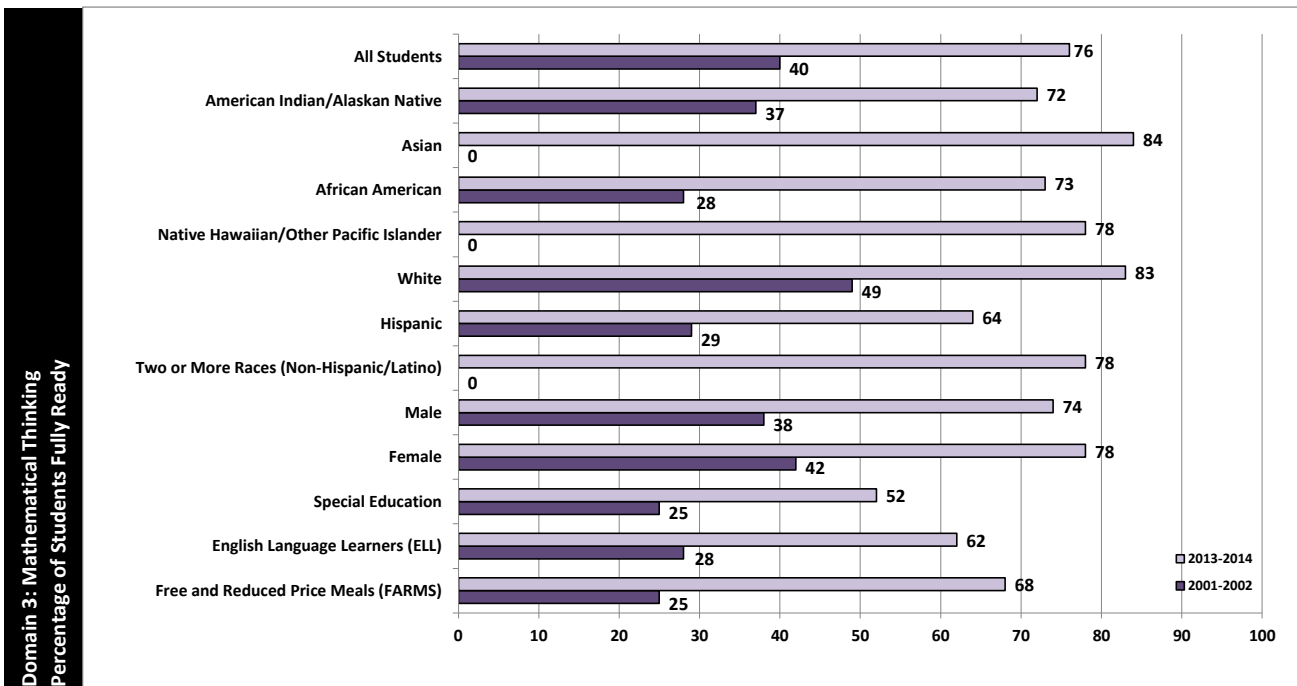
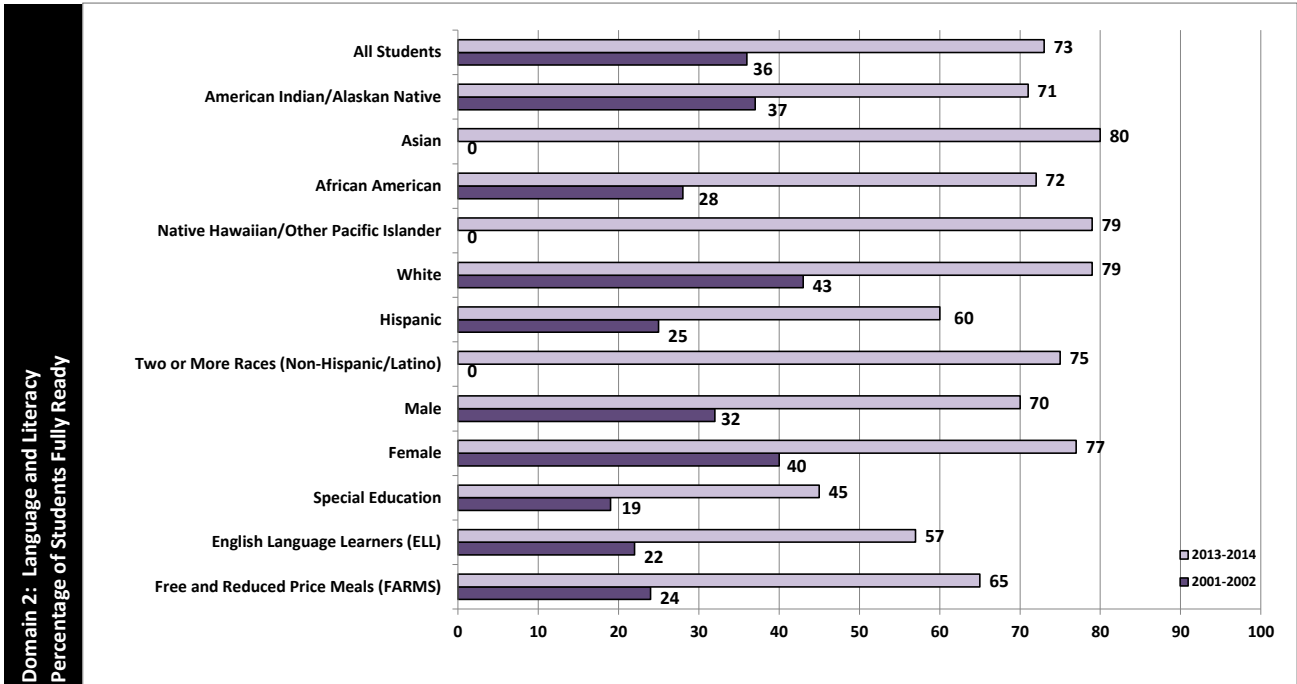
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Percentage of Kindergarten Students Assessed as "Fully Ready" by Domain and Subgroup for Academic Years 2001-02 and 2013-14



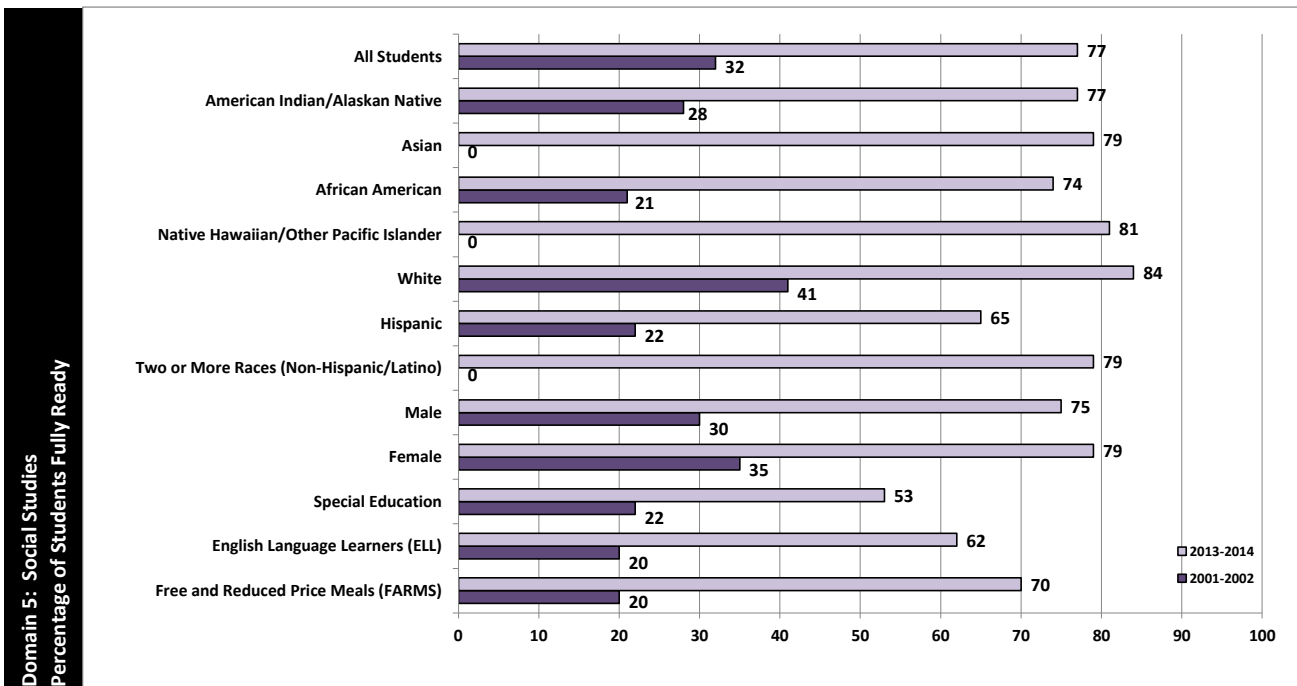
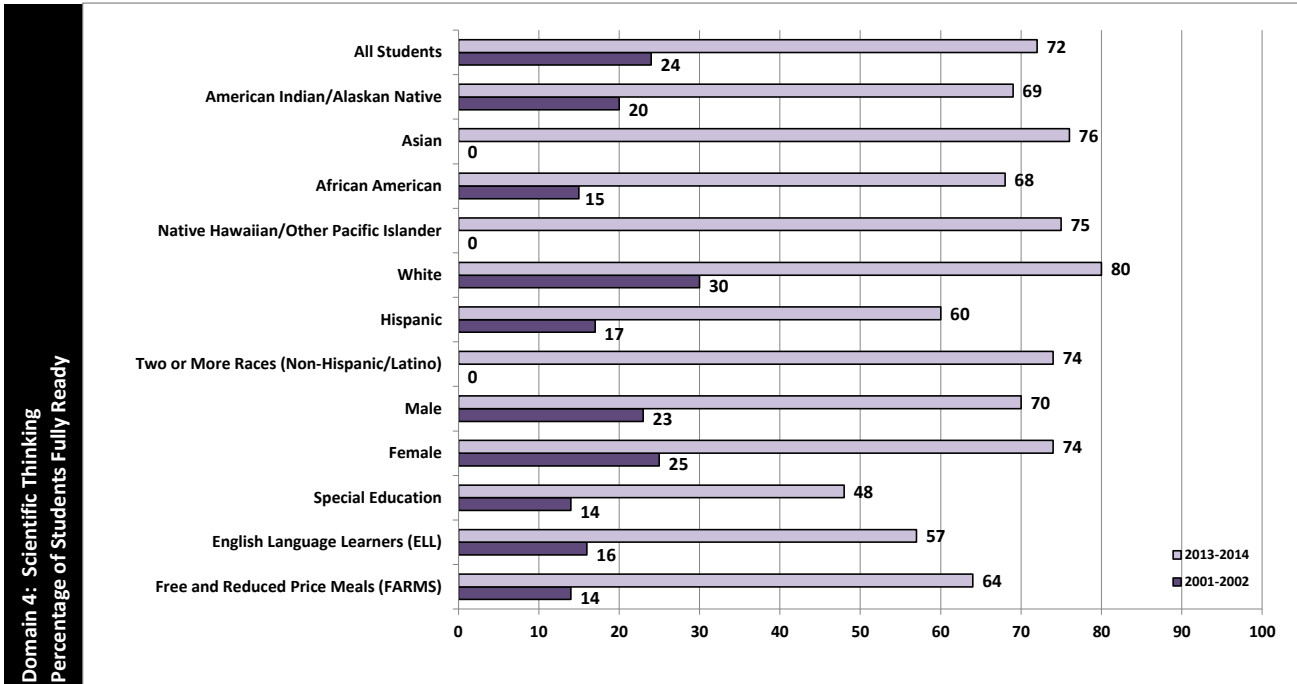
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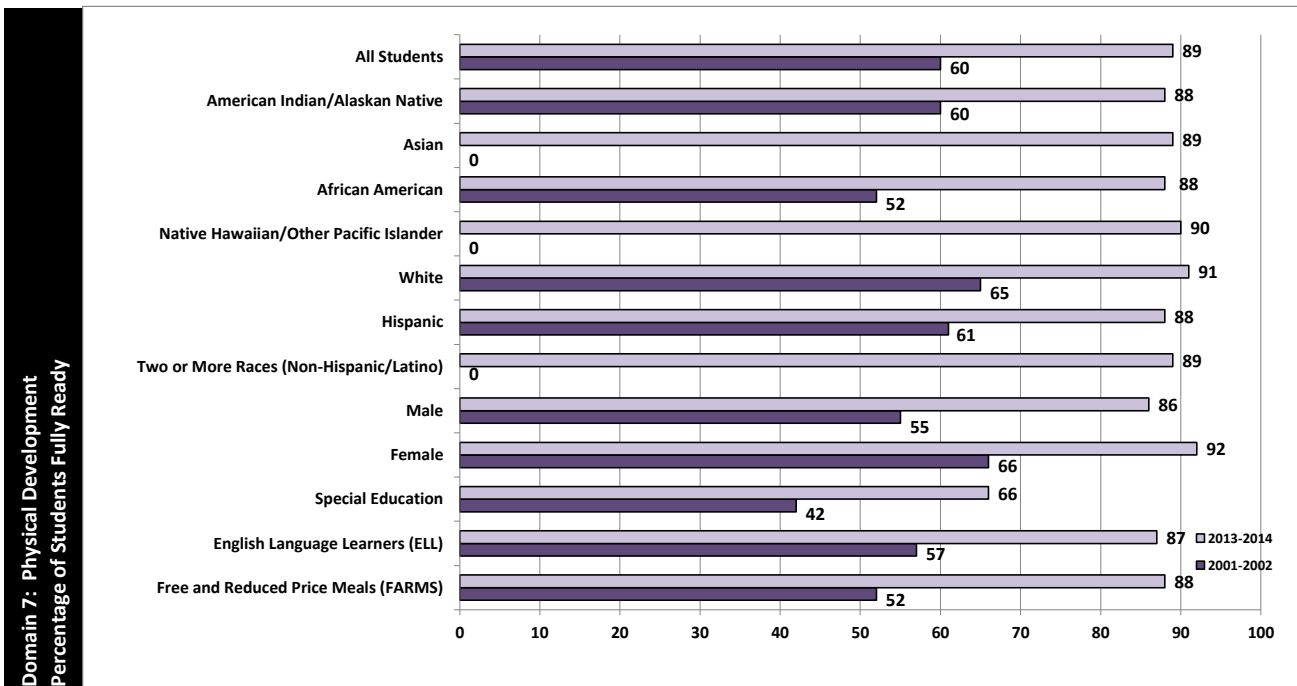
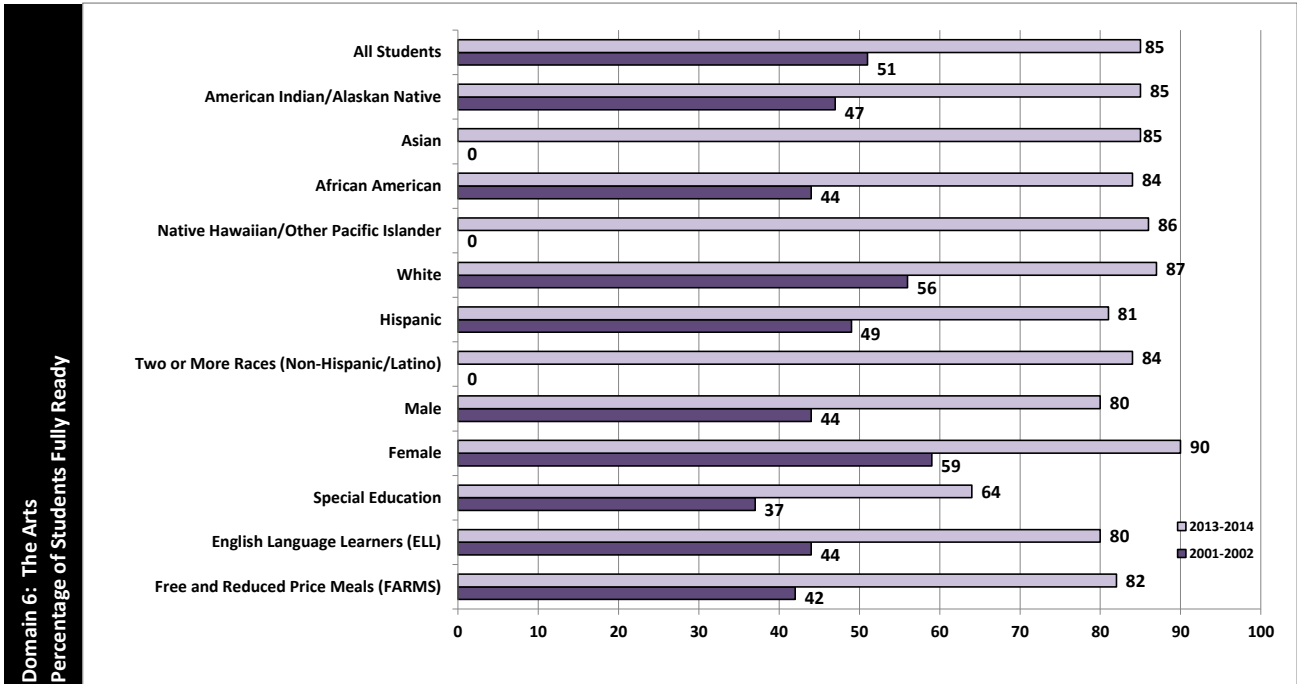
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Percentage of Kindergarten Students Assessed as "Fully Ready" by Domain and Subgroup for Academic Years 2001-02 and 2013-14

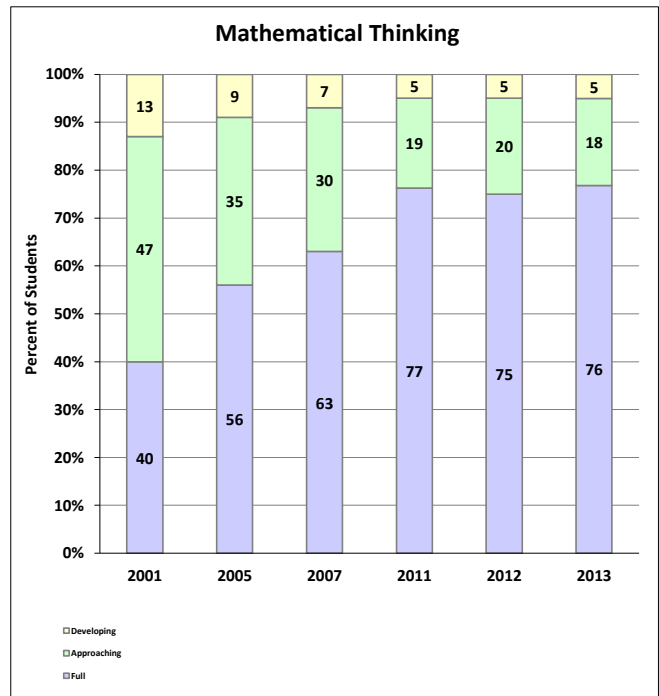
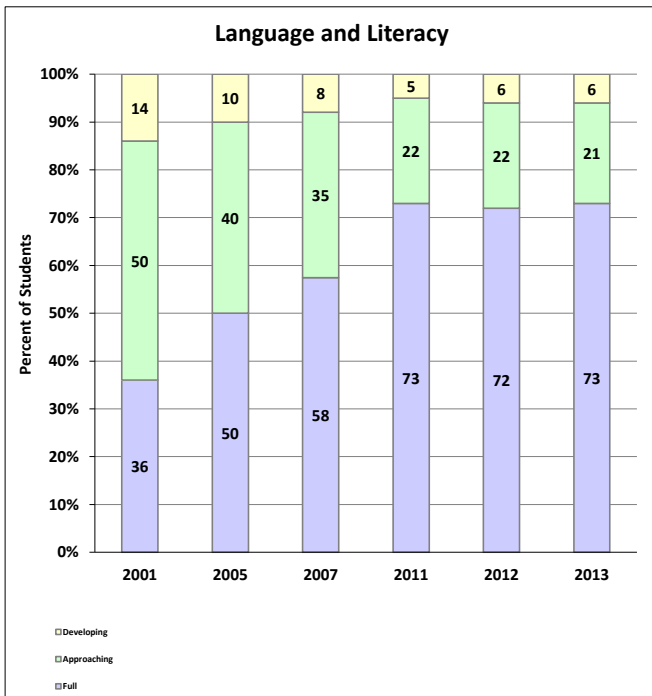
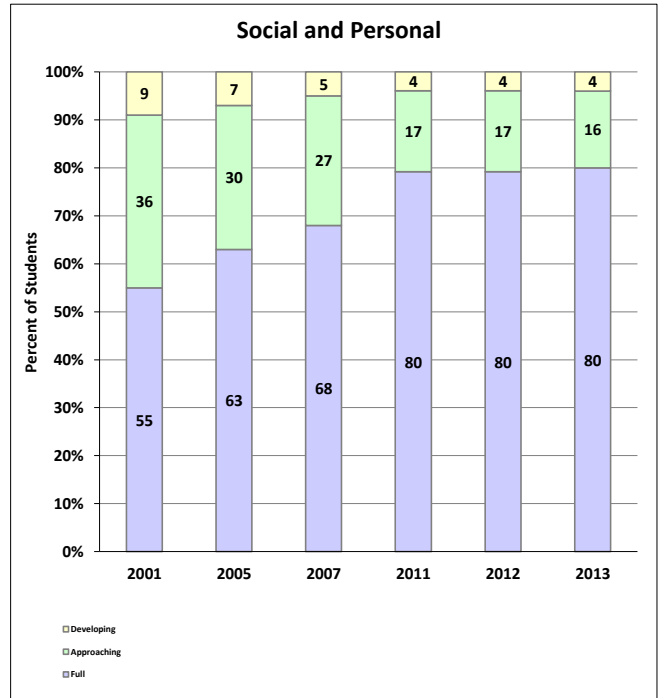
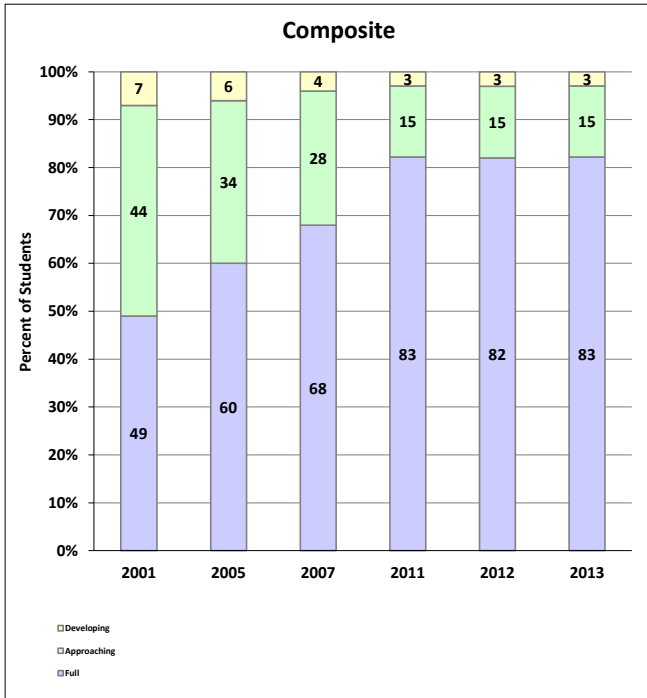


APPENDIX D: MARYLAND 2001-2014 TREND DATA

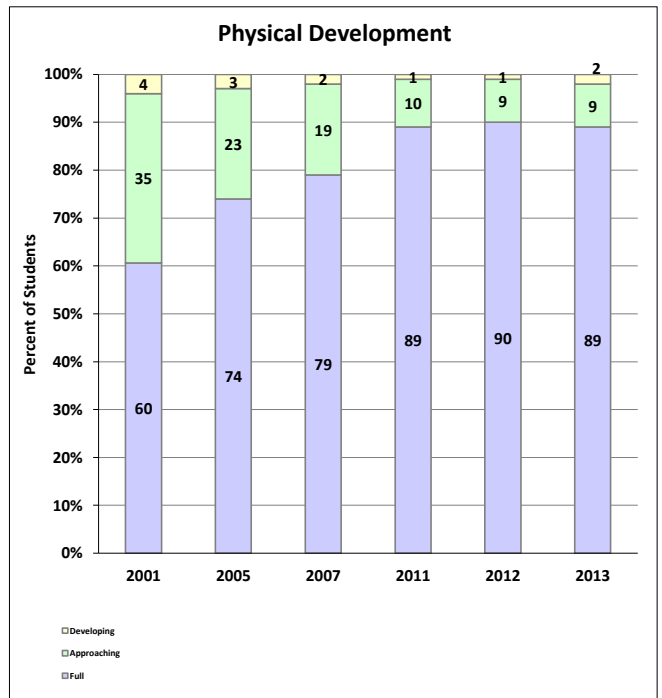
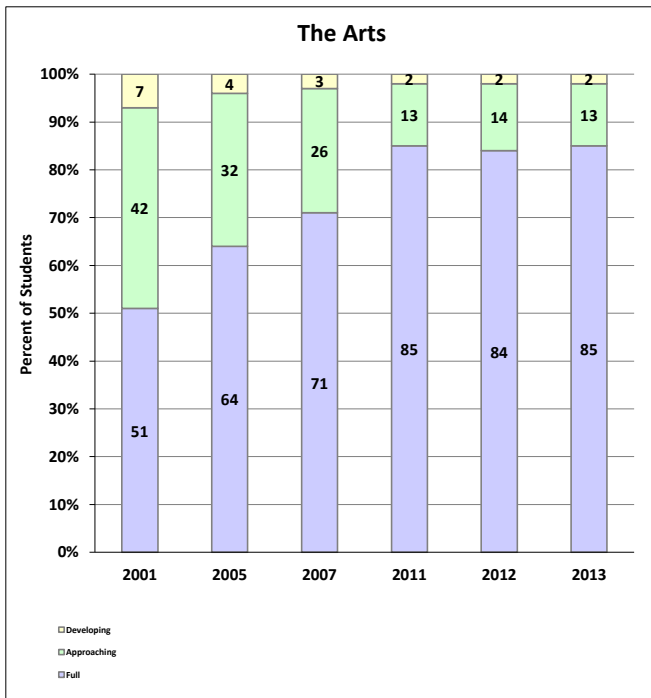
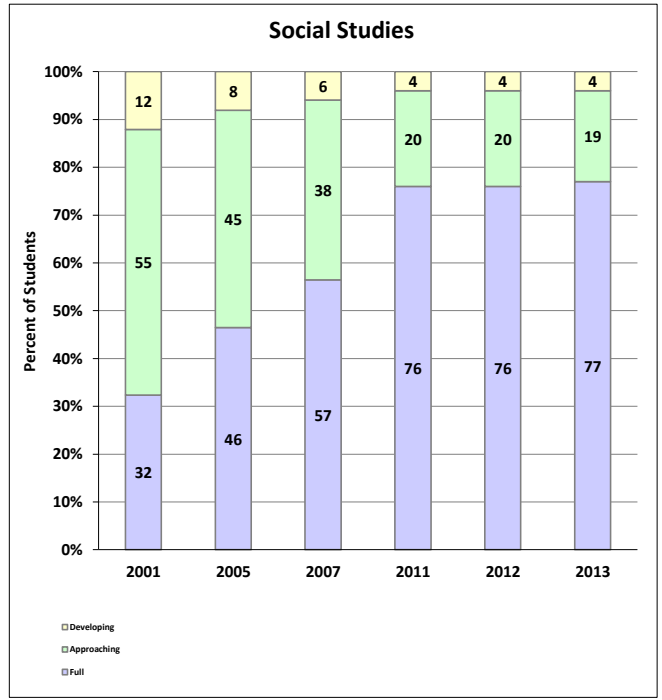
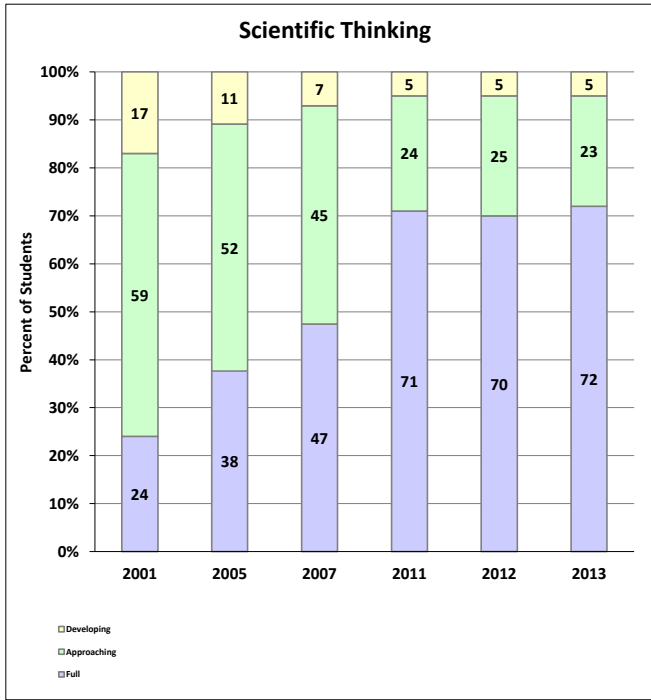
Percentage of Kindergarten Students Assessed as "Fully Ready" by Domain and Subgroup for Academic Years 2001-02 and 2013-14



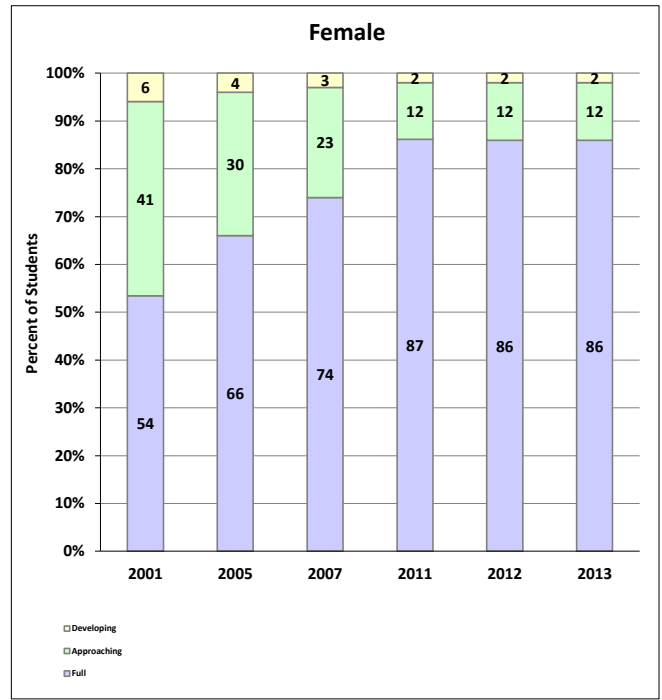
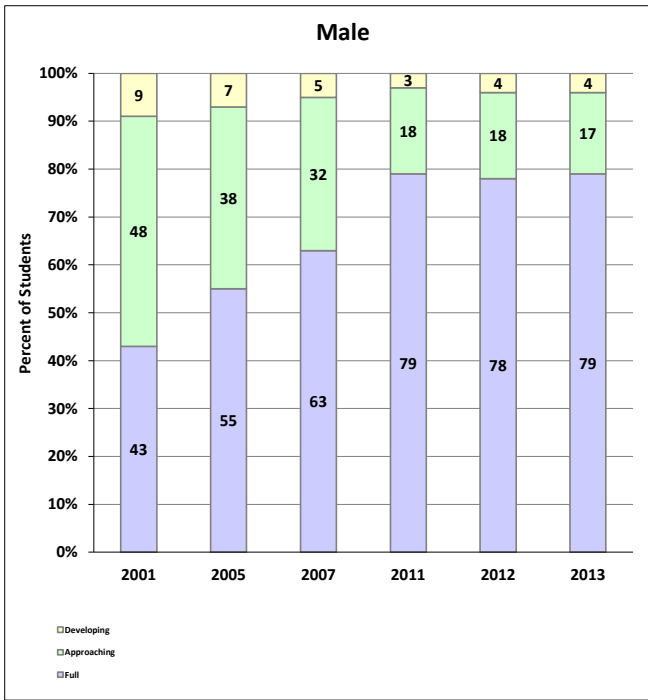
APPENDIX D: Maryland 2001-2013 Trend Data



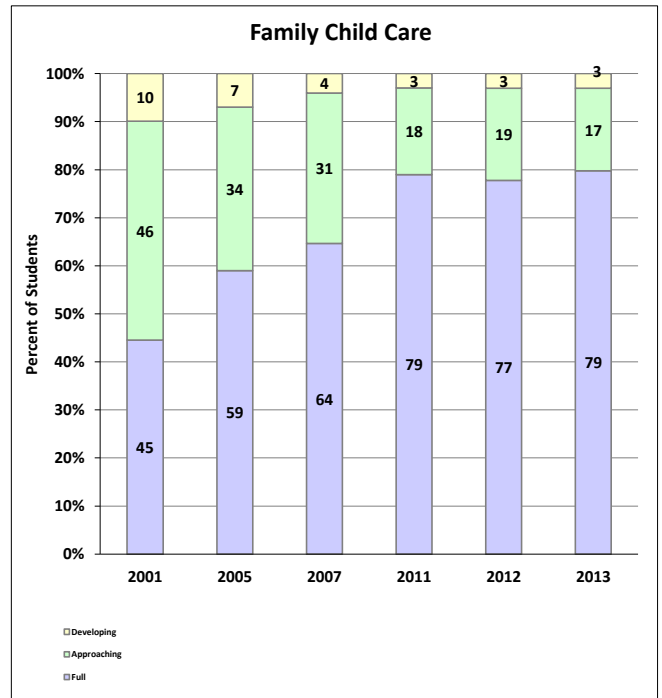
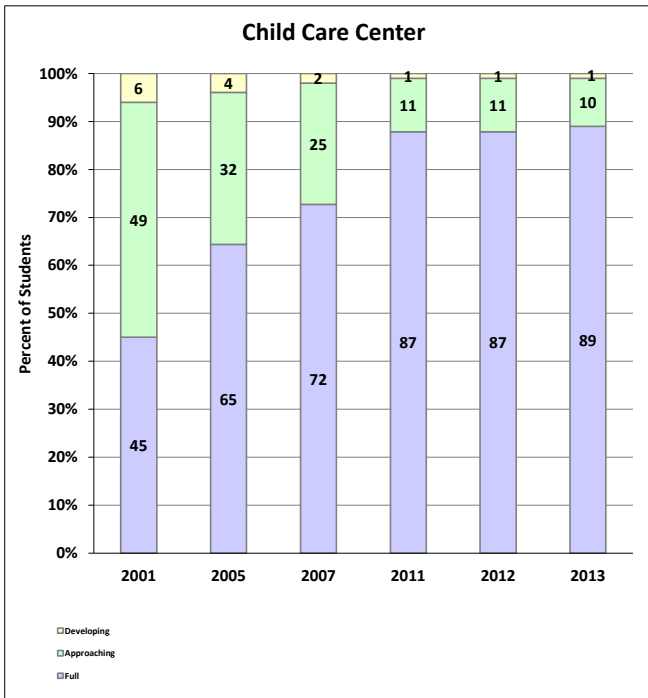
APPENDIX D: Maryland 2001-2013 Trend Data



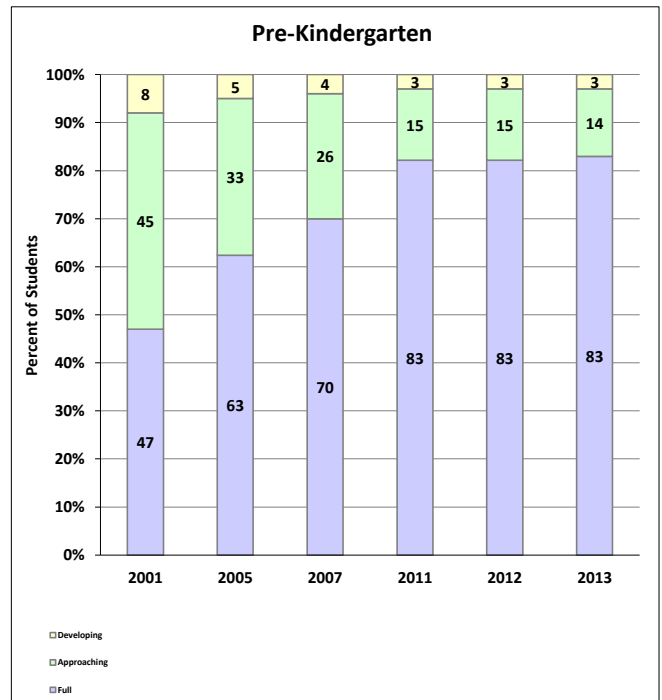
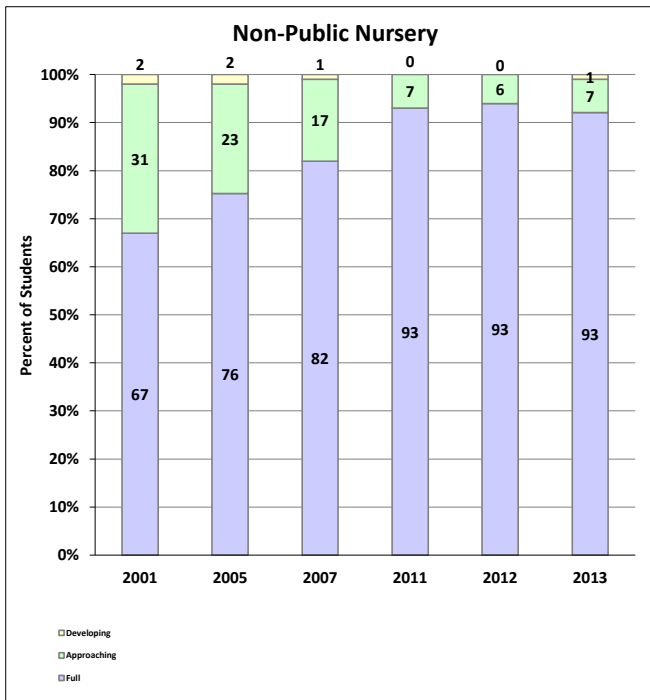
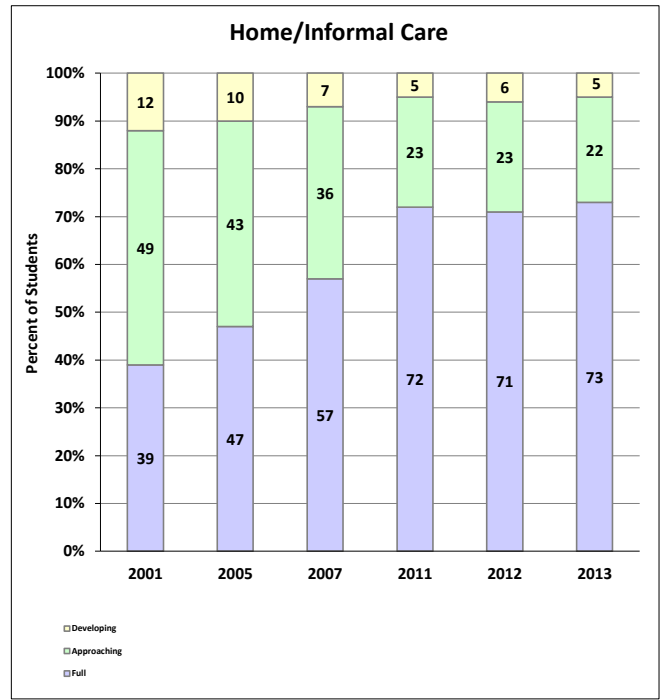
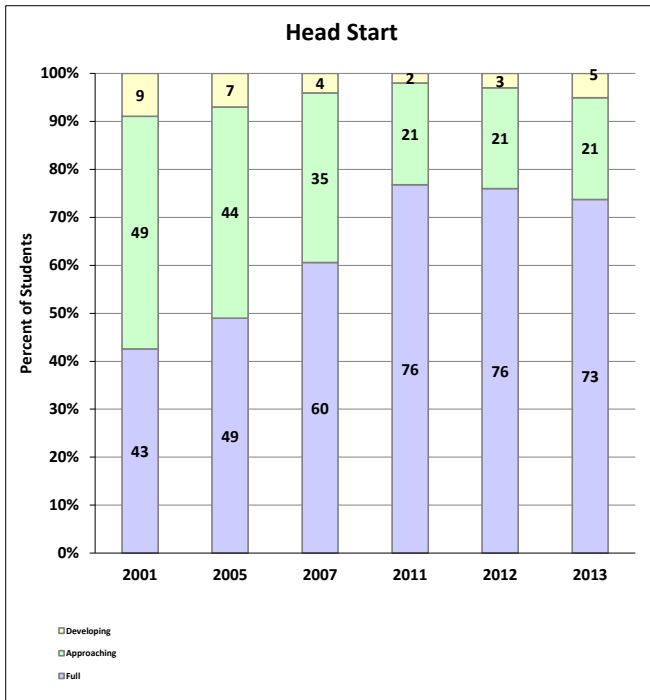
APPENDIX D: Maryland 2001-2013 Trend Data
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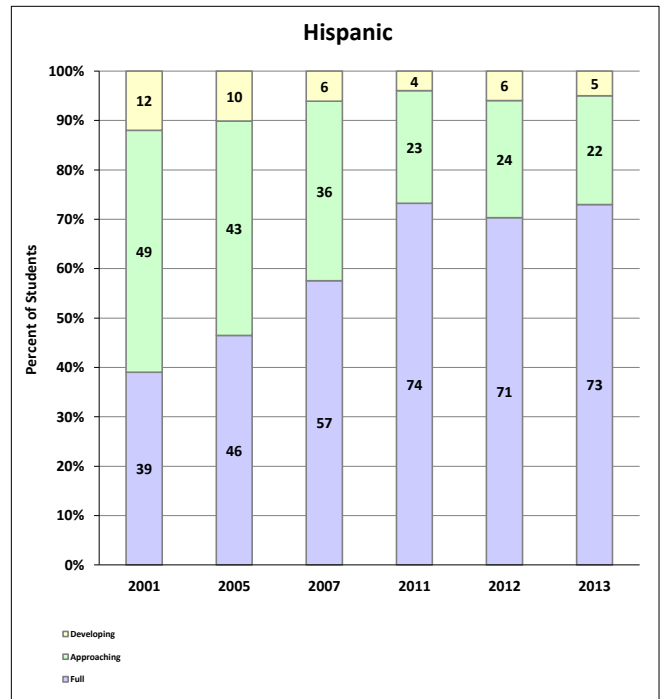
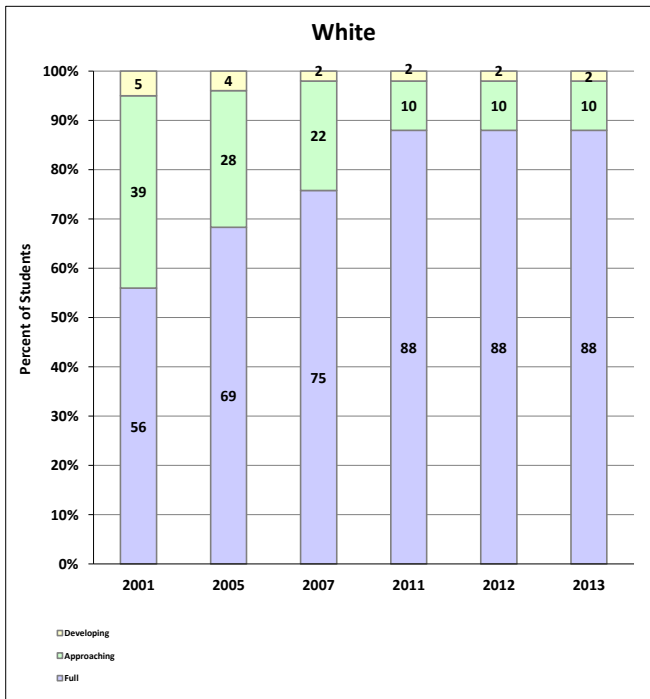
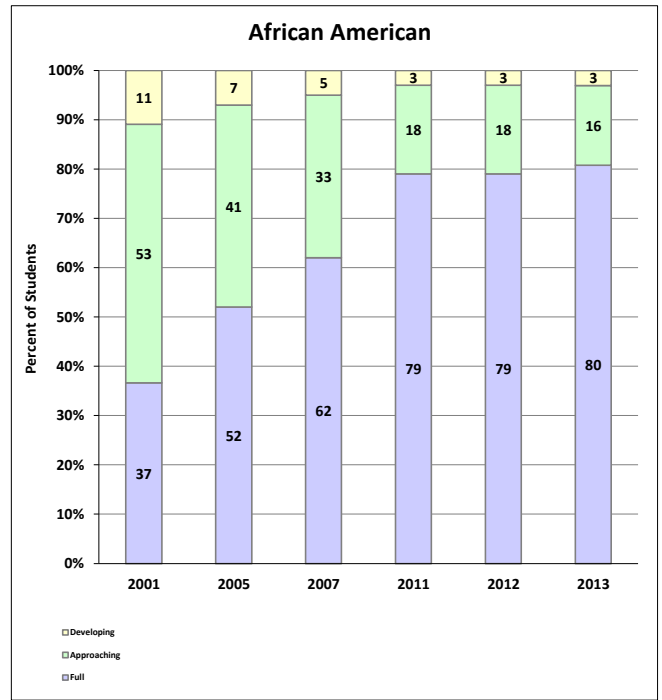
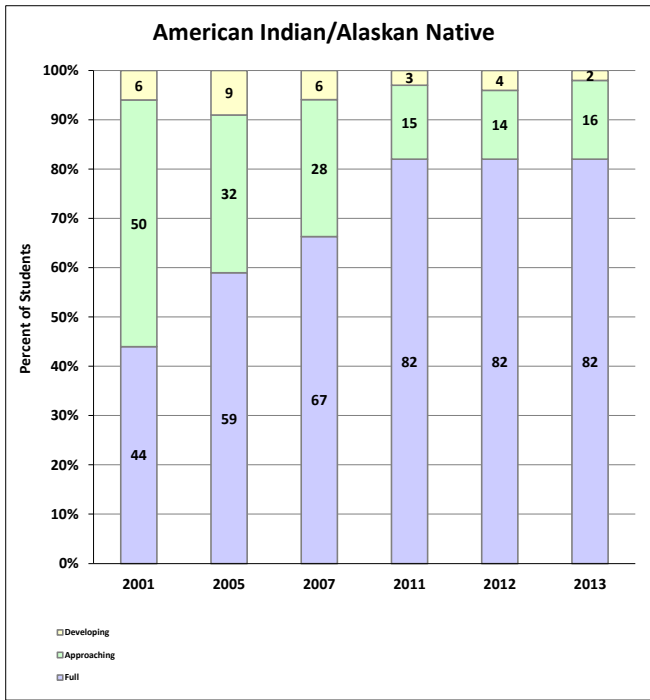
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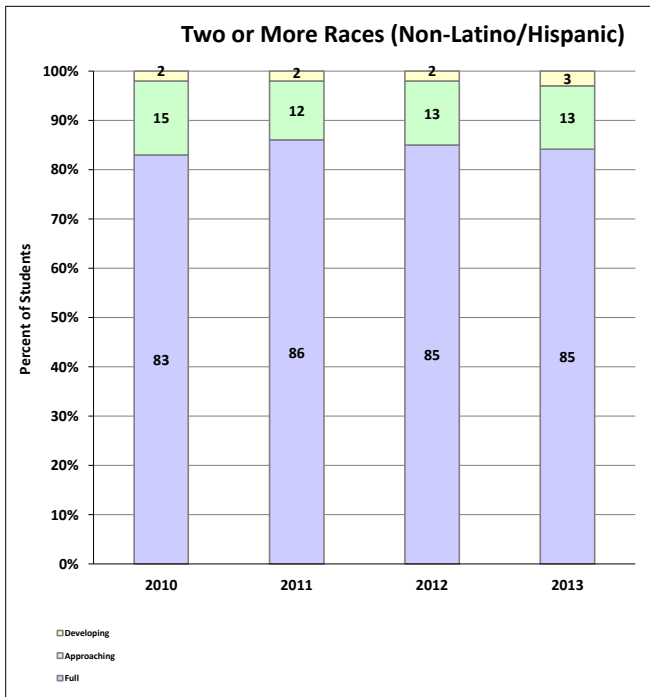
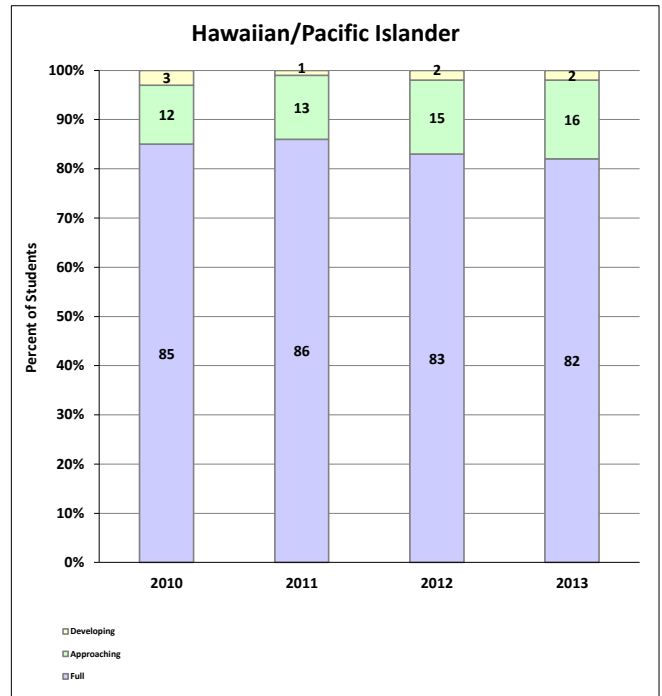
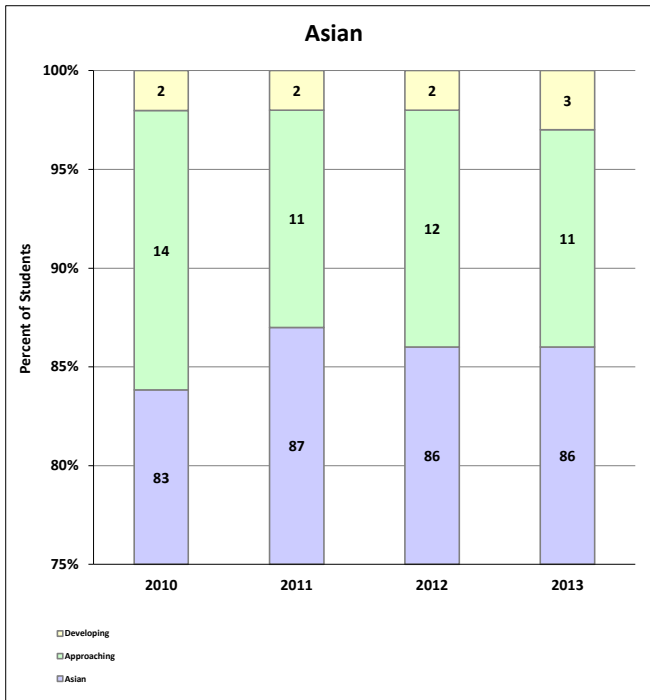
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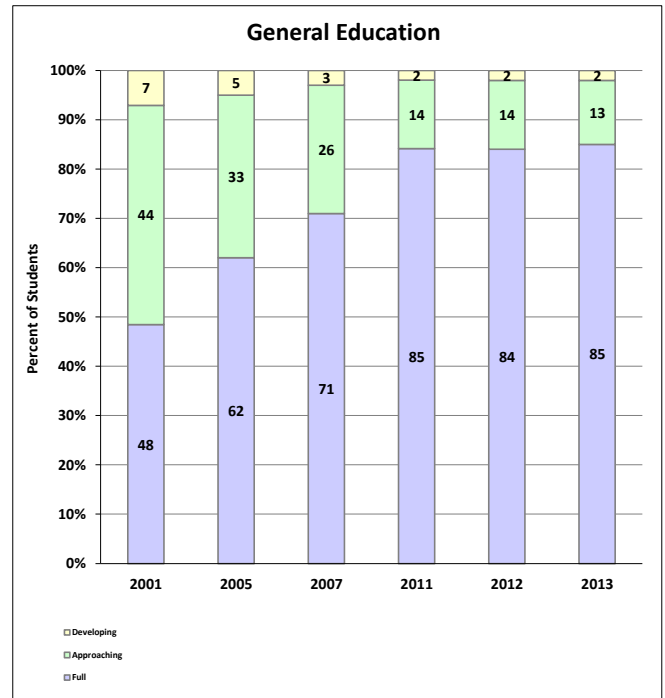
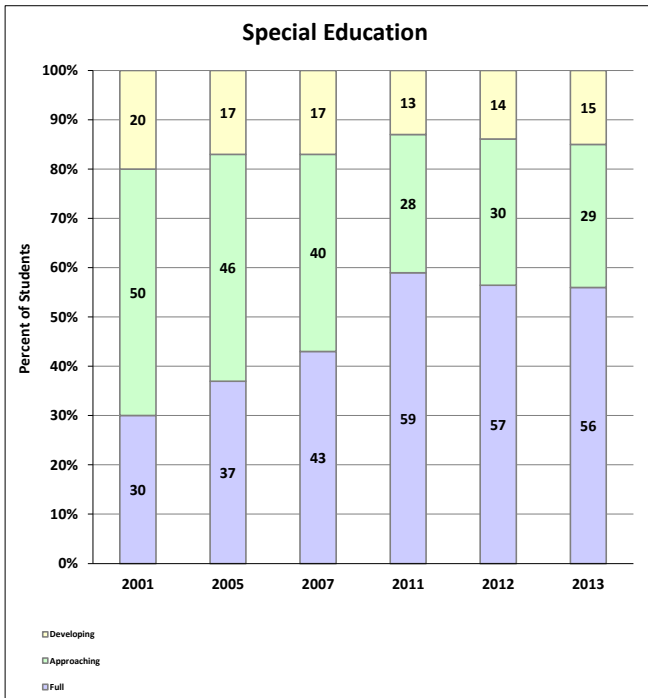
APPENDIX D: Maryland 2001-2013 Trend Data
Disaggregated by Race/Ethnicity



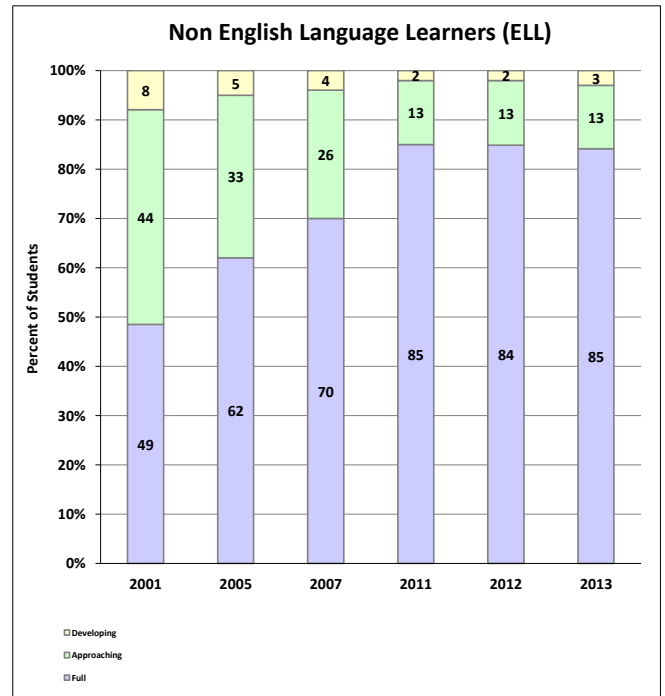
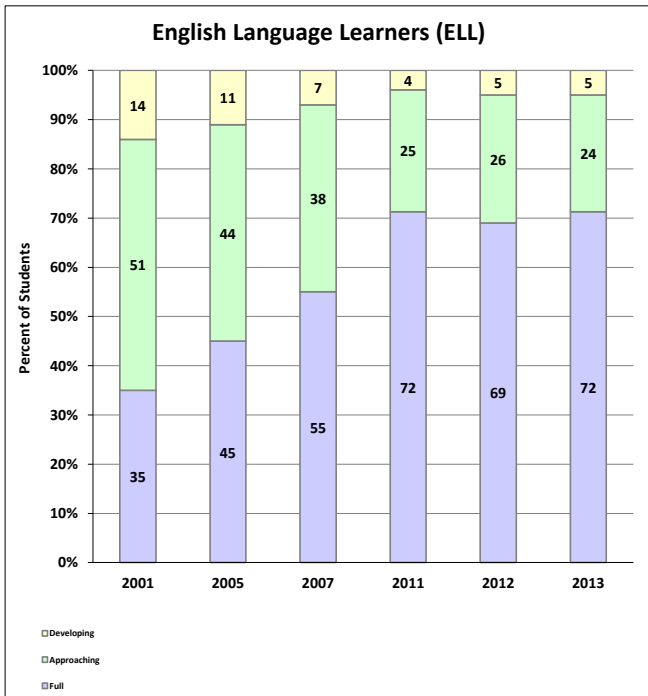
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Disaggregated by Race/Ethnicity



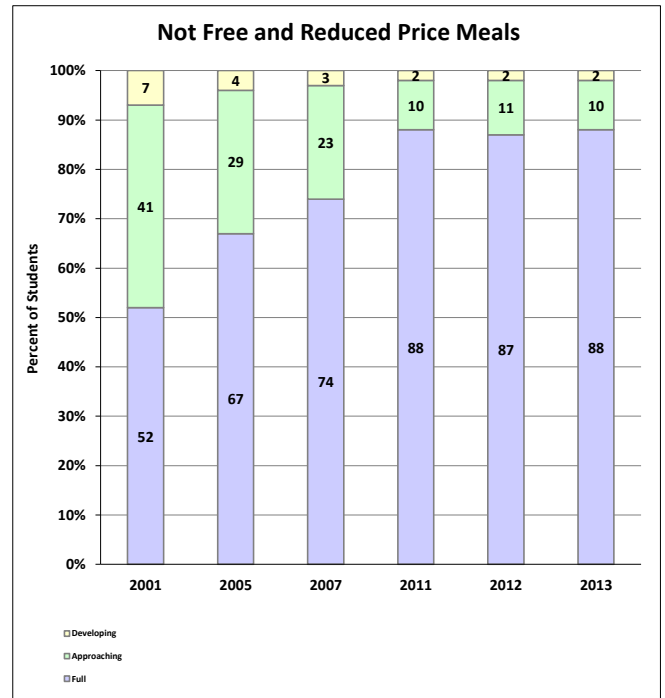
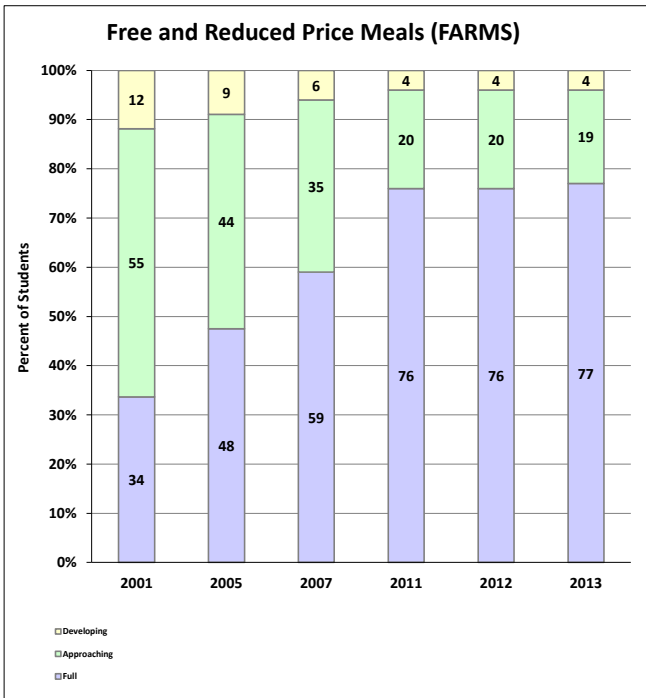
APPENDIX D: Maryland 2001-2013 Trend Data
Disaggregated by Special Education



Disaggregated by English Language Learners (ELL)



APPENDIX D: Maryland 2001-2013 Trend Data
Disaggregated by Free and Reduced Meals (FARM)



APPENDIX E

Abridged Reliability Analysis

Maryland Model for School Readiness Fall 2013 Kindergarten Assessment Data

Reliability Analysis: Correlated Relationships Among the Seven Domains and Composite Score and the Consistency of the Work Sampling System Indicators

*Prepared by: Ty Turner, Research Manager, RESI of Towson University
Maryland State Department of Education, Division of Early Childhood Development
Office of the Assistant State Superintendent*

Introduction:

The purpose of this document is to discuss the outcomes of two analyses performed on the Maryland Model for School Readiness (MMSR) Kindergarten Assessment. These analyses provide information regarding the subject matter of the assessment (the seven domains) and the individual components of the subjects that are evaluated (the 30 indicators). The contents of this report represent a portion of a larger analytical document that investigates other areas of the MMSR assessment.

• Correlation Analysis of the Composite Scores with the Seven Domains

The correlation coefficient represents the linear relationship between each domain and the composite score. Using the Sum of Squares Method, the coefficient is calculated to determine which domains have a high correlation to the composite score. A high correlation coefficient indicates a significantly strong relationship between the domain score and the composite score. The coefficient of determination represents the proportion of common variation (or strength) of the two variables. The composite score acts as the ‘Y’ variable and each domain is the X_ith variable. The following table shows the resulting correlation coefficients (r) and coefficients of determination (r²) for each X_iY:

N = 67,199

Domain		Correlation Coefficient (r)	Coefficient of Determination (r ²)
Personal & Social	X ₁	0.857	0.734
Language & Literacy	X ₂	0.934	0.873
Mathematical Thinking	X ₃	0.918	0.842
Scientific Thinking	X ₄	0.915	0.838
Social Studies	X ₅	0.929	0.863
The Arts	X ₆	0.856	0.732
Physical Development	X ₇	0.846	0.716

The results for the Correlation analysis are based only on student records that are fully assessed, meaning that all 30 indicators were rated by the teacher. As expected, cognition based domains have a higher correlation to the composite score as well as a higher coefficient of determination. Language and Literacy is the domain that consistently has the highest correlation to the composite score with a coefficient of 0.934. This is the third year that the analysis has shown that Social Studies is the second highest correlated domain to the composite score with a coefficient of 0.929 (up by 0.031 from SY 2012-2013). This year the Scientific Thinking domain had

a correlation coefficient of 0.915, an increase of 0.024 from last year, while the coefficient for Mathematical Thinking was 0.918, which is an increase from the 0.889 of last year.

• Measurement of the Inner Consistency of the Work Sampling System Indicators – Cronbach’s Alpha (α)

Having established that performance in specific domains directly affects the composite score, we now take a look at the components of the domains, the 30 indicators. Cronbach’s Alpha is an estimate of the reliability of interrelated items that are summed to obtain an overall score. It determines the internal consistency of the test or the correlation of each test item with other test items within the test. Generally, the alpha increases when the correlation between the test items increases. The calculated alpha (α) for the 30 indicators and 67,199 (N) observations is 0.970 indicating strong internal consistency. For each indicator, we look to see if the correlation will either decrease or increase if that item is deleted from the scale. The raw correlation value is based on the relationship of each item to the overall score, while the standard correlation value adjusts the raw value based on the item’s covariance, or the distribution of that variable.

The indicators with the highest correlations were in the domains of Language and Literacy (IIC4), Scientific Thinking (IVA1, IVB1, IVC1), and Social Studies (VA1, VB2), which were subsequently domains that were highly correlated to the composite score. The Science indicator, IVB1, which “identifies, describes, and compares properties of objects,” had the highest correlation of 0.805. It can be concluded that students who perform well on these indicators are most likely to be rated approaching or fully ready. The lower correlated indicators occurred in the domains of The Arts and Physical Development. Using Cronbach’s Alpha, a 95% Confidence Interval for fully ready students for the Fall 2013 assessment is found to be 81 ± 4.018 , **yielding the true percentage of fully ready kindergarten students to be between 76.8% and 84.9%**. The following table illustrates the alpha and the correlation values for each of the 30 indicators.

Correlation Table of the Work Sampling System Indicators

Indicator	Raw Alpha if Item Deleted	Std Alpha if Item Deleted	Raw Correlation if Item Deleted	Standard Correlation if Item Deleted
IA2	0.970	0.970	0.702	0.703
IB1	0.971	0.970	0.582	0.588
IB2	0.970	0.970	0.639	0.645
ID1	0.970	0.970	0.628	0.634
IIA1	0.970	0.969	0.764	0.757
IIA3	0.970	0.970	0.727	0.717
IIB1	0.970	0.970	0.731	0.726
IIC2	0.970	0.969	0.772	0.764
IIC4	0.969	0.969	0.794	0.784
IID2	0.970	0.969	0.768	0.762
IIIA1	0.970	0.969	0.769	0.759
IIIB1	0.970	0.970	0.737	0.729
IIIC2	0.970	0.970	0.753	0.747
IIID1	0.970	0.969	0.773	0.766
IVA1	0.969	0.969	0.788	0.781
IVA2	0.969	0.969	0.775	0.770
IVB1	0.969	0.969	0.805	0.797
IVC1	0.969	0.969	0.783	0.776
VA1	0.969	0.969	0.794	0.788
VB2	0.969	0.969	0.792	0.788
VB3	0.970	0.969	0.768	0.765
VC1	0.970	0.969	0.754	0.757
VIA1	0.970	0.970	0.604	0.617
VIA2	0.970	0.970	0.615	0.628
VIA3	0.970	0.970	0.693	0.702
VIB1	0.970	0.970	0.693	0.701
VIIA1	0.971	0.971	0.553	0.566
VIIIB2	0.970	0.970	0.621	0.633
VIIC1	0.971	0.970	0.584	0.596
VIIC2	0.970	0.970	0.647	0.659



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