Children Entering School Ready to Learn

2008-2009 Maryland Model for School Readiness

Maryland State Department of Education
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For more information about the contents of this document, contact 410.767.0335.

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MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

Nancy S. Grasmick
State Superintendent of Schools
200 West Baltimore Street, Baltimore, MD 21201
410-767-0100 410-333-6442 TTY/TDD

March 24, 2009

Dear Colleague:

I am very pleased to provide you with the report, *Children Entering School Ready to Learn: School Readiness Information for School Year 2008-09*. Each year, MSDE informs policymakers and practitioners of what children know and are able to do when they start formal education in kindergarten.

This report, which is unique in its kind nationally, provides a profile of children's skill levels as they enter school based on the evaluation of their teachers. It includes valuable trend data about the school readiness levels of specific groups of children for the state and each of the 24 jurisdictions in Maryland.

The major results of the report are:

- More children are starting kindergarten better prepared for school than last year. Seventy-three percent (73%) of the entering kindergarten students were evaluated by their teachers as "fully" ready for kindergarten, a five percent (5%) increase over the previous year and a twenty-four percent (24%) increase since 2001-02. This statistically significant increase occurred for both the composite score for *Language and Literacy* and *Mathematical Thinking* from 2001-02. The increase in *Language and Literacy* since 2001-02 is twenty-six percent (26%) and the increase in *Mathematical Thinking* is twenty-seven percent (27%).

- English Language Learners are making significant progress compared to last year. The number of English Language Learners who were evaluated by their teachers as fully ready increased by five percent (5%) compared to last year's data and twenty-five percent (25%) since 2001-02. African Americans are making significant progress as well compared to last year. The number of African Americans who were evaluated by their teachers as fully ready increased by seven percent (7%) compared to last year's data and thirty-two percent (32%) since 2001-02.

These increases are a reflection of the work in the early childhood community to improve the early learning opportunities for our English Language Learners and African American children. I encourage you to review the report and work with your constituencies in promoting school readiness skills among our youngest learners. Neuro-scientific research has shown that young children's learning before they enter formal education is an essential foundation for later school success.

Sincerely,

Nancy S. Grasmick
State Superintendent of Schools

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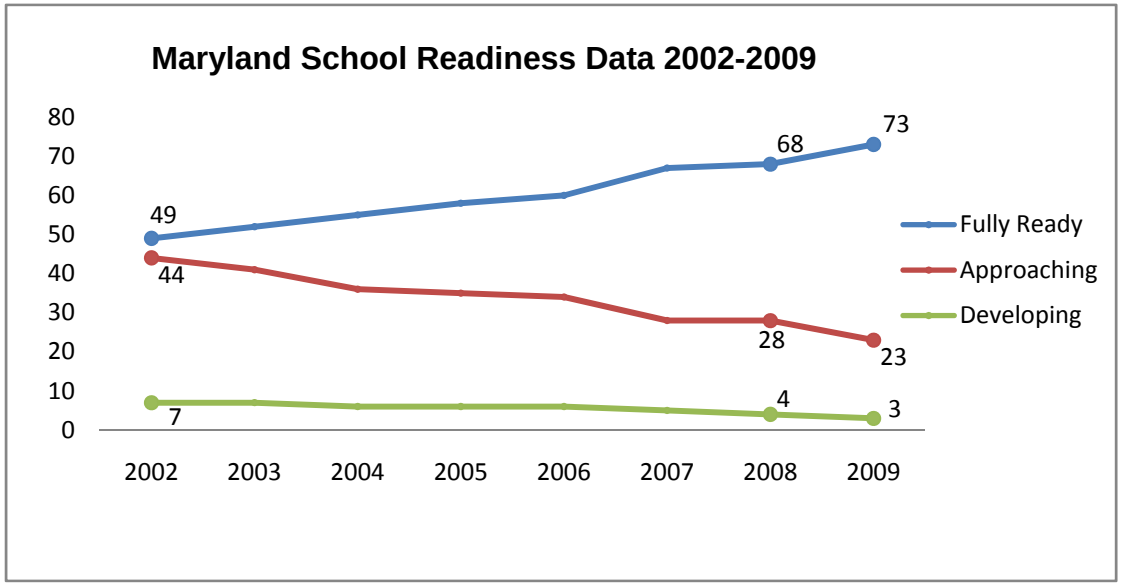
School Readiness Results for School Year 2008-09

- **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 were better prepared than those in the past. The cohort of Maryland's students entering kindergarten in school year 2008-09 improved its overall school readiness skills by five percent (5%) compared to students who entered kindergarten in the 2007-2008 school year. The percentage of incoming kindergarteners considered by their teachers, who rate the students using a customized Work Sampling System® (WSS) assessment, as "fully ready" went from sixty-eight percent (68%) last year to seventy-three percent (73%) this year. The increase from the baseline year of 2001-02 is twenty-four percent (24%).



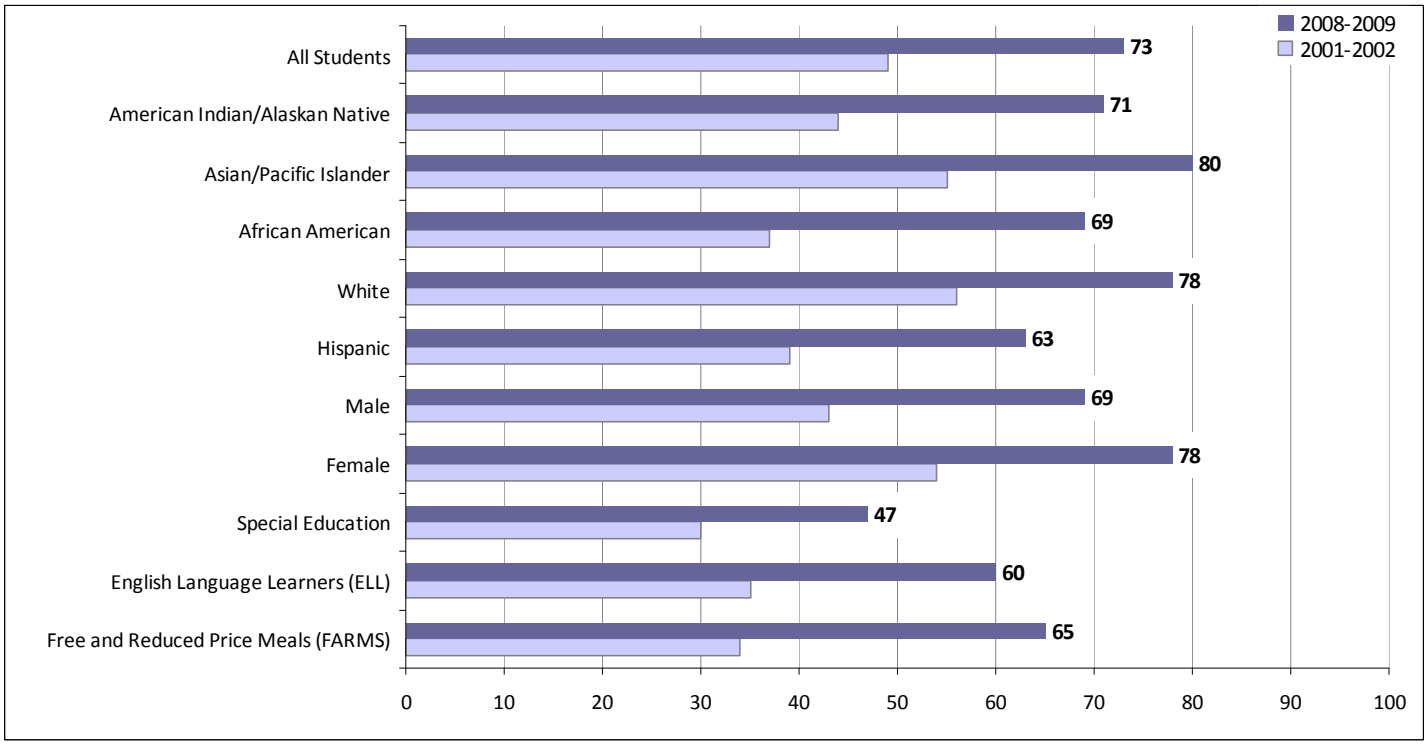
The upward trend is a statistically significant shift from school year 2001-02 and reflects the statewide efforts of improving the early learning opportunities for young children as they begin their school career. The results for the domain *Language and Literacy* and *Mathematical Thinking* are even more pronounced. According to the teachers' assessment of emergent reading and writing skills, twenty-six percent (26%) more children were rated "fully ready" compared to youngsters who entered kindergarten in 2001-02. Twenty-seven percent (27%) more children were rated "fully ready" in the domain of *Mathematical Thinking* 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. For instance, the school readiness levels for African American kindergarteners have improved by thirty-two percent (32%) for the composite score from school year 2001-02. The increase for Hispanic children was twenty-one percent (21%) for the Composite and twenty-four percent (24%) in the domain of *Language and Literacy*. The improvement among low-income children and children with disabilities was significant with thirty-one percent (31%) and seventeen percent (17%) respectively for the Composite for each group. The increase from last year for English

Language Learners (coded as ELL in Appendices B and D) was five percent (5%) for the composite and six percent (6%) in the domain of *Language and Literacy*. The increase for English Language Learners from 2001-02 is twenty-five percent (25%) for the composite and twenty-two percent (22%) in the domain of *Language and Literacy*.

Maryland Composite: All Domains
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 prekindergarten and Head Start children have improved by twenty-eight percent (28%) and twenty-one percent (21%) respectively. The composite scores for children who attended child care centers and family child care improved by thirty-two percent (32%) and twenty-three percent (23%) respectively from 2001-02.

- **Availability of the 2008-09 School Readiness Report**

On March 24, 2009, the school readiness information for school year 2008-09 will be available online at www.marylandpublicschools.org or at the dedicated website for the Maryland Model for School Readiness (MMSR) at www.mdk12.org/instruction/ensure/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 410-767-7798.

Maryland's School Readiness Initiative

- **The Importance of School Readiness**

Recent 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 Content Standards**

The Maryland Content Standards and Voluntary State Curriculum (VSC) 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 year[1]. For this report, teachers have provided information on students' skills for the first grading period in the fall 2008. The fall assessment

[1] Several local school systems have the WSS indicators integrated into their kindergarten report cards.

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.

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 3-17, 2008, 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/ethnicity;
- gender;
- prior early care;[2]
- special education;[3]
- English Language Learners (ELL);[4] and,
- enrollment in free and reduced priced meals program.[5]

Reporting of the scores reflects the percentage of students who have reached one of the following levels of readiness:[6]

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.

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[2] 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.
[3] This information describes the percentage of students assessed who receive special education services and have an Individual Education Plan (IEP).
[4] 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.
[5] 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.
[6] See Introduction to Scoring on p. B-1

- **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[7]. 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 kindergarteners 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 guidelines[8] 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,* and the *Arts* are aligned with the Maryland Content Standards, the state's Voluntary 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 by an independent vendor, contracted by MSDE, who provides reliability analyses for the state and county data sets.

State Strategies to Improve School Readiness

In December 2006, one year after the transfer of child care to MSDE, the newly established Division of Early Childhood Development received approval from the Maryland State Board of Education for a three-year strategic plan to improve the school readiness skills of young children. The plan outlines the major strategies which promise the biggest gains in achieving school readiness as it is defined in Maryland:

- Quality of teaching personnel
- Quality of early care and education programs, including learning environment, curriculum, and early intervention services
- Increased awareness and involvement of families in the early education of their children

[7] A program to test the difference between two proportions was made available to all local school systems
[8] The specific guidelines, MMSR Fall Exemplars, describe examples of student behaviors in terms of rubrics established for the WSS rating scale.

MSDE, in coordination with local school systems and early childhood partners, is addressing these strategies by means of policy, funding, and developing public-private partnerships.

- **Quality of Teaching Personnel**

Maryland established the Child Care Credentialing Program, a workforce development strategy to improve the qualifications of child care teachers. There are currently 7051 child care teachers or 22 percent of the workforce enrolled in the credentialing program, and it is steadily growing. Part of the program is the scholarship fund as an incentive for child care teachers to receive credentials from a post-secondary institution. Starting in the fall of 2008, 126 teachers were eligible to receive the scholarships.
MSDE provides state and Federal funds to offer continuing education for more than 4,000 child care, Head Start, prekindergarten, kindergarten teachers annually.
The Task Force on Universal Preschool Education proposed recommendations to increase the number of state certified teachers in early childhood education in order to expand the pool of teachers working in prekindergarten classrooms.

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

Maryland established the Early Childhood Accreditation Project and increased the number of accredited programs six fold since 2001. Currently more than 760 early childhood programs are accredited nationally or by the state.
Since 2007, when MSDE established a preschool curriculum project, curricular resources were disseminated to more than 200 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.
Maryland established Judy Centers across the state which serve as models of excellence regarding early childhood education. Designed by the late Judy Hoyer, there are now 24 centers reaching out to more than 30 elementary schools. The programs have proven to be very effective with disadvantaged children.
MSDE promotes the expansion of quality child care for infants and toddlers and 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**

MSDE, aside from developing materials for parents and programs, has worked closely with the Maryland Committee for Children's Countdown to Kindergarten Campaign and Ready at Five Partnership 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.
According to data of the Maryland Model for School Readiness (MMSR) Kindergarten Assessment, last school year 16 percent of four year olds have had no formal group experience in state regulated early childhood programs. There is disproportionally 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.
To address this issue, the Task Force on Universal Preschool Education recommended that all four-year olds should have access to prekindergarten programs, using across a diverse delivery system (i.e., child care, nursery schools, etc.) which meet the same quality standards. This would provide access to low to median income groups, i.e., between $32,000 and $80,000 for a family of three, who currently tend to opt for informal

and ad-hoc early care arrangements which have proven to be less conducive to promoting school readiness than state regulated programs.

In addition to the state-wide interventions, local jurisdictions developed strategies to address school readiness. For instance, Baltimore City expanded its emphasis on prekindergarten services, Montgomery County developed a comprehensive approach to promoting early care and education across all provider groups, and Garrett County made its goal of having all major early childhood programs accredited by the state or by a national entity.
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 sills 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 kindergarteners 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	Kindergarteners 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.[1]

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.

[1] MMSR Kindergarten Assessment Data Entry and Management Manual

5. A similar process allows for all indicator values to be summed across domainsand then place 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.

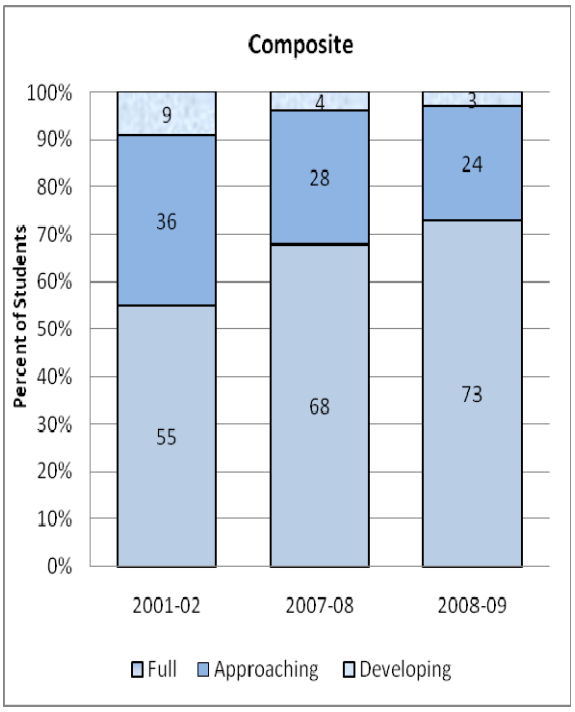
    - **English Language Learners (ELL).** Students who are not born in the United States (US) or whose native language is a language other than English or no age appropriate ability to understand, speak, read, or write English.

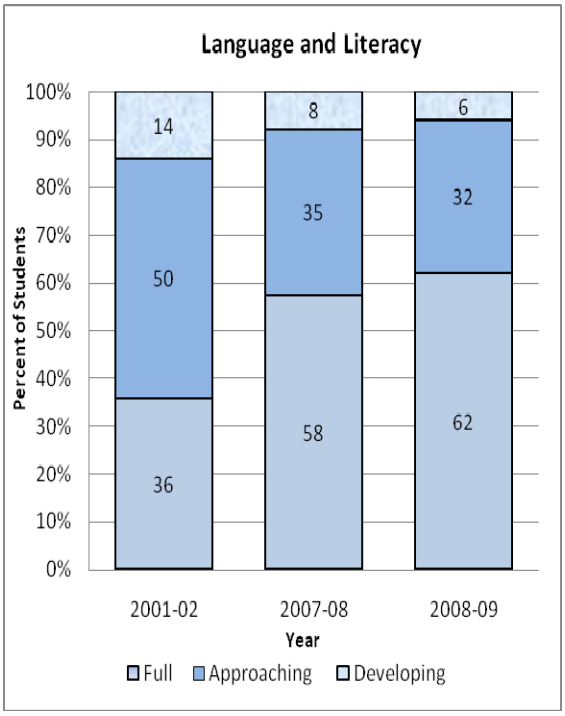
    - **Special Education.** Students with disabilities who receive special education services and have a current Individualized Education Plan (IEP).

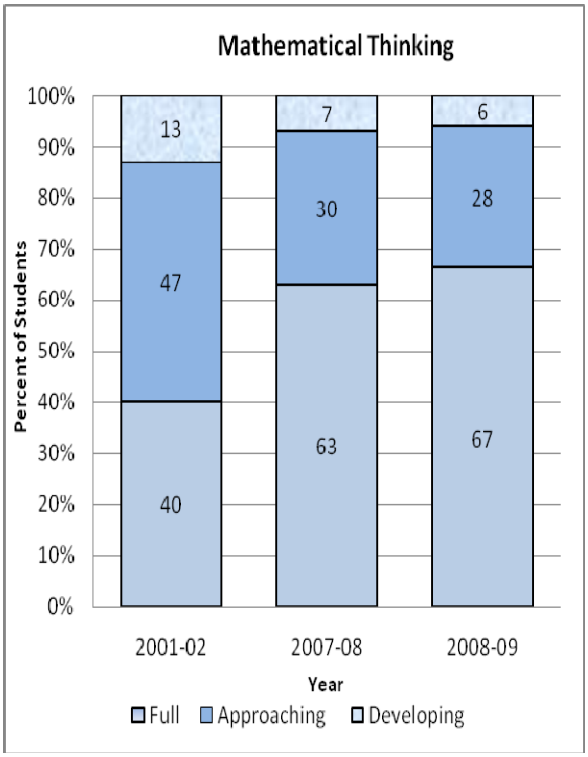
    - **Free or Reduced Priced Meals.** Students whose applications meet family size and income guidelines for receiving free or reduced priced meals based on the United States Department of Agriculture (USDA) guidelines.

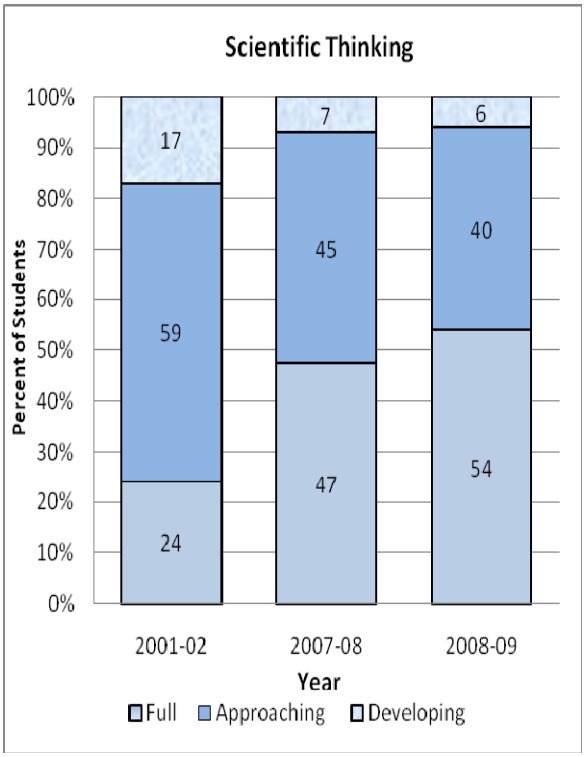
For additional information contact:
Maryland State Department of Education
Division of Early Childhood Development
200 West Baltimore Street
Baltimore, MD 21201
410.767.7798

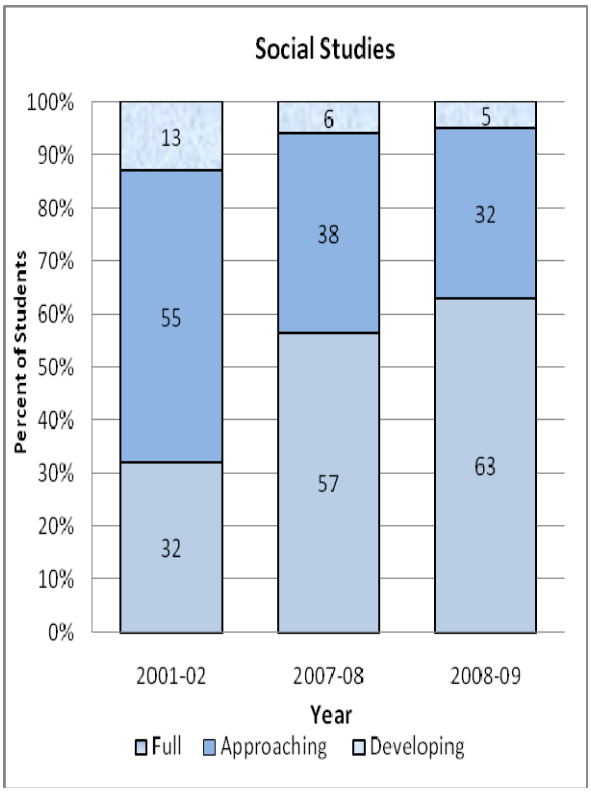
Maryland – Percentage of Kindergarten Students

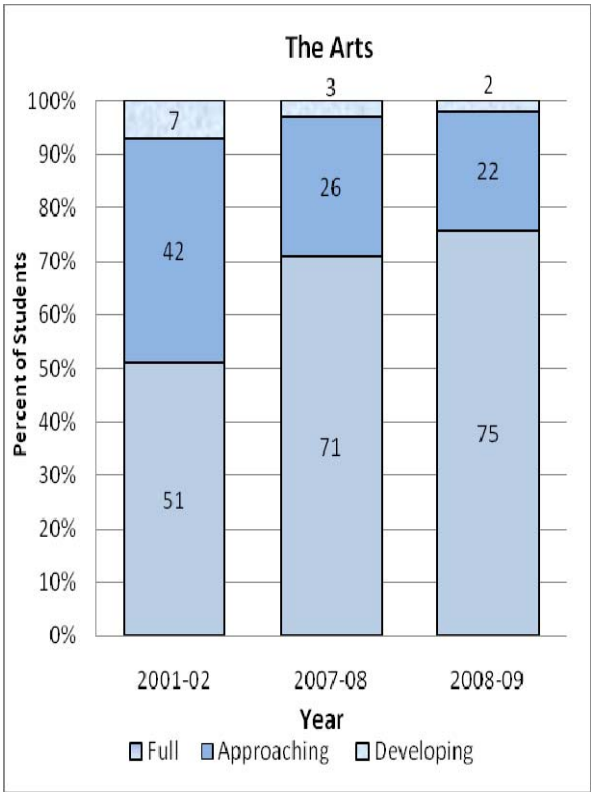


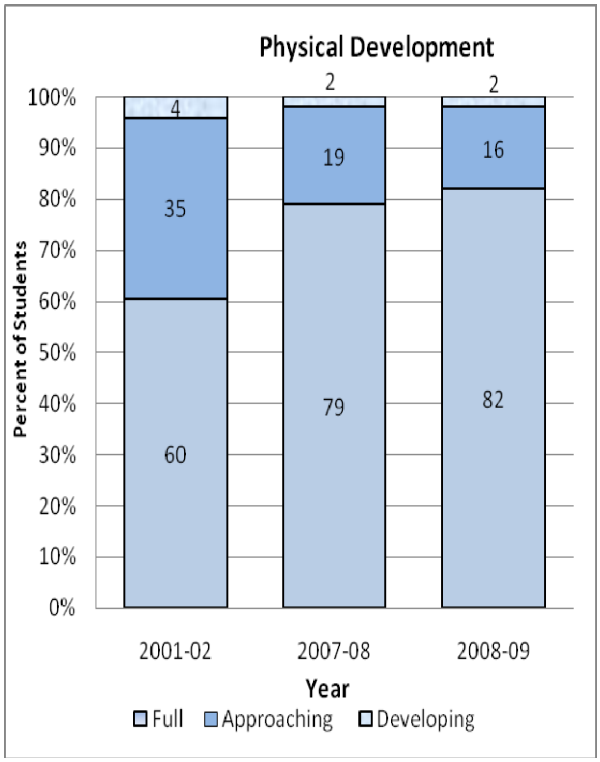


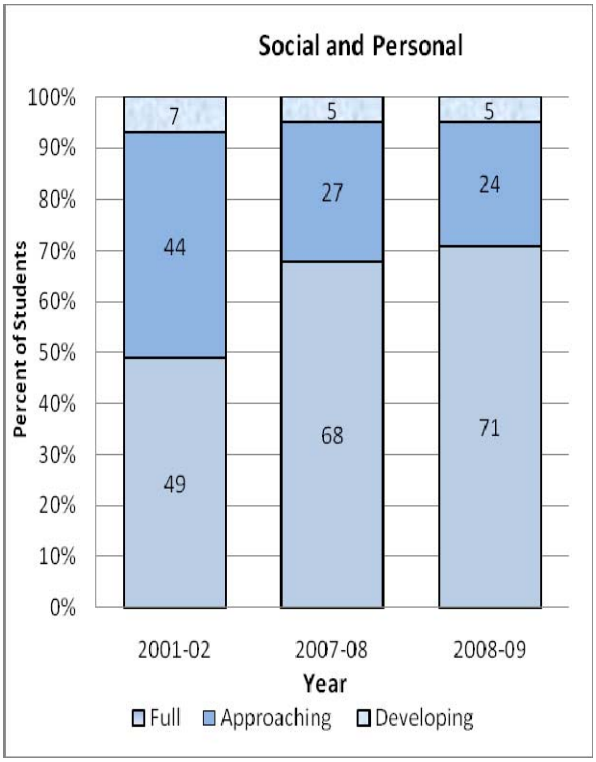





Social Studies
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
13
55
32
6
38
57
5
32
63
2001-02
2007-08
2008-09
Year
Full
Approaching
Developing


The Arts
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
7
42
51
3
26
71
2
22
75
2001-02
2007-08
2008-09
Year
Full
Approaching
Developing


Physical Development
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
4
35
60
2
19
79
2
16
82
2001-02
2007-08
2008-09
Year
Full
Approaching
Developing


Social and Personal
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
7
44
49
5
27
68
5
24
71
2001-02
2007-08
2008-09
Year
Full
Approaching
Developing

Maryland - Percentage of Kindergarten Students

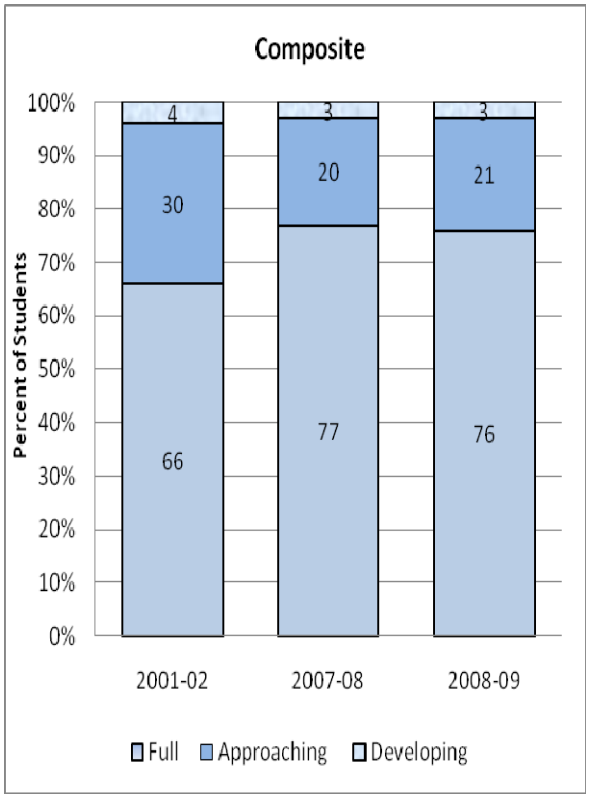
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	70	25	5	62	31	7	65	30	5	55	40	5	62	34	4	72	25	3	81	18	2	71	26	3
Asian/Pacific Islander	80	17	3	71	24	5	76	20	3	58	37	5	67	29	4	78	20	2	88	11	1	80	18	2
African American	66	28	6	59	34	7	62	31	7	51	42	7	59	36	6	74	23	3	81	17	2	69	27	4
White	75	21	4	68	28	4	73	24	4	60	36	4	70	27	3	76	22	2	83	15	2	78	20	2
Hispanic	70	26	5	46	41	13	52	37	10	43	47	11	50	41	9	72	25	3	81	17	2	63	31	5
Gender																								
Male	64	30	7	58	35	8	65	29	7	52	40	7	61	34	6	69	28	3	78	19	2	69	27	4
Female	80	18	3	67	29	5	69	26	4	57	39	5	66	30	4	82	17	1	87	12	1	78	20	2
Prior Care																								
Child Care Center	70	26	4	68	28	4	72	25	3	59	37	3	69	29	2	78	21	2	84	14	1	77	21	2
Family Child Care	70	24	5	56	35	9	62	30	8	51	41	8	62	32	6	76	22	2	81	17	2	69	27	4
Head Start	63	30	7	51	41	8	56	36	8	43	49	8	53	42	6	70	27	2	78	20	2	64	32	4
Home / Informal Care	68	27	6	46	41	12	52	36	11	44	46	10	54	38	8	69	28	3	77	21	2	63	32	6
Non-public Nursery	82	16	2	77	21	2	80	18	1	67	31	2	76	23	1	82	17	1	89	11	1	86	14	1
Pre-Kindergarten	72	23	5	64	30	5	69	26	5	56	38	6	64	32	5	76	22	2	83	15	2	75	22	3
Special Education																								
Yes	49	37	14	35	46	19	45	37	18	35	45	20	43	39	19	56	34	10	59	32	10	47	38	14
No	73	23	4	64	30	5	69	27	5	56	39	5	65	31	4	77	21	2	84	15	1	76	22	2
English Language Learners																								
Yes	69	27	4	44	44	13	52	38	10	36	52	12	45	45	10	69	28	3	80	18	2	60	35	5
No	72	24	5	64	30	6	68	26	5	56	38	5	65	31	4	76	22	2	83	16	2	75	22	3
Free and Reduced Price Meals																								
Yes	66	28	6	52	39	10	57	34	9	46	45	9	54	39	7	71	25	3	79	19	2	65	30	5
No	75	21	4	69	27	4	73	23	4	60	36	4	70	27	3	78	20	2	84	14	1	79	19	2
Aggregated Data	71	24	5	62	32	6	67	28	6	54	40	6	63	32	5	75	22	2	82	16	2	73	24	3
* = fewer than 5	May not total 100% due to rounding.																							

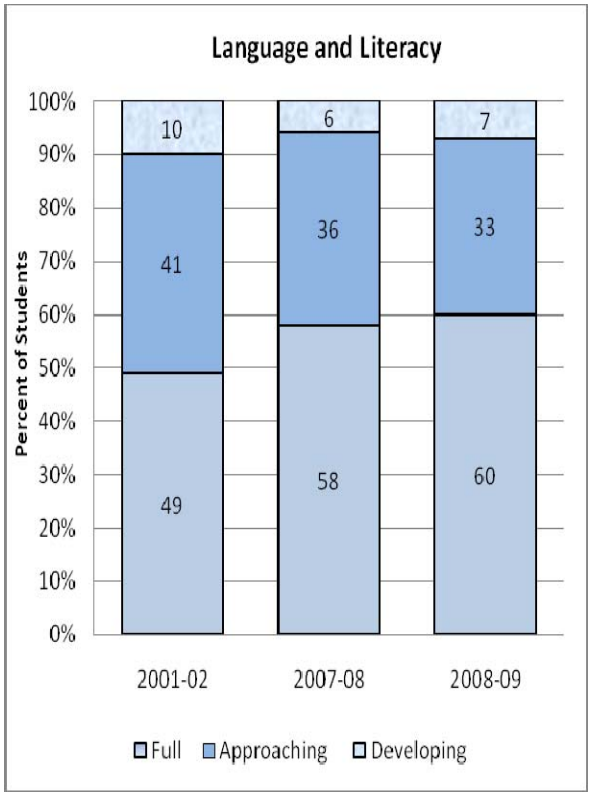
Maryland - Number of Kindergarten Students

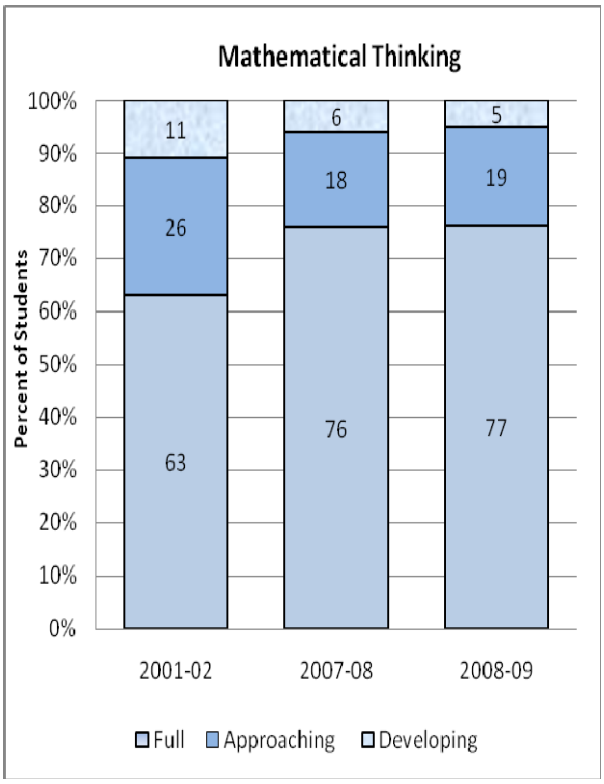
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	191	68	14	169	84	19	178	83	13	150	110	14	169	93	12	198	68	8	221	48	5	192	71	9
Asian/Pacific Islander	2,947	631	109	2,612	895	177	2,822	740	128	2,121	1,363	200	2,457	1,069	159	2,862	751	76	3,230	423	37	2,921	658	79
African American	13,303	5,620	1,258	11,858	6,963	1,399	12,642	6,238	1,369	10,222	8,511	1,475	11,876	7,189	1,172	15,005	4,716	518	16,301	3,536	398	13,906	5,347	778
White	20,045	5,752	977	18,082	7,507	1,178	19,483	6,306	1,000	16,108	9,644	1,027	18,747	7,290	742	20,460	5,765	557	22,275	4,077	422	20,832	5,272	593
Hispanic	4,966	1,821	335	3,299	2,923	892	3,731	2,663	735	3,031	3,318	768	3,569	2,893	667	5,136	1,752	237	5,756	1,226	142	4,490	2,224	357
Gender																								
Male	19,099	8,858	1,990	17,239	10,347	2,378	19,350	8,657	1,985	15,715	12,113	2,135	18,142	10,094	1,745	20,625	8,310	1,045	23,434	5,838	707	20,418	8,121	1,250
Female	22,355	5,034	703	18,782	8,026	1,287	19,508	7,373	1,260	15,919	10,833	1,349	18,677	8,441	1,007	23,028	4,742	351	24,351	3,472	295	21,915	5,451	566
Prior Care																								
Child Care Center	5,127	1,929	312	4,996	2,091	275	5,300	1,843	226	4,369	2,759	236	5,063	2,119	184	5,724	1,513	132	6,219	1,063	84	5,682	1,533	124
Family Child Care	1,811	628	133	1,428	909	234	1,584	778	212	1,318	1,053	199	1,590	832	151	1,945	571	57	2,073	449	53	1,768	691	100
Head Start	2,092	992	216	1,688	1,336	271	1,854	1,197	248	1,408	1,626	257	1,734	1,379	184	2,313	905	77	2,571	669	57	2,104	1,052	121
Home / Informal Care	6,130	2,422	503	4,202	3,726	1,121	4,750	3,303	1,005	4,011	4,161	886	4,889	3,439	731	6,257	2,517	288	6,968	1,889	202	5,638	2,875	506
Non-Public Nursery	7,227	1,429	170	6,784	1,891	140	7093	1613	118	5,922	2,729	165	6,733	1,988	101	7,210	1,516	95	7,826	950	46	7,523	1,209	58
Pre-Kindergarten	16,836	5,476	1,102	15,019	7,116	1,262	16,200	6,155	1,082	13,080	8,972	1,352	14,957	7,391	1,070	17,758	5,114	544	19,448	3,563	407	17,372	5,219	678
Special Education																								
Yes	2,220	1,680	638	1585	2068	881	2,044	1,680	815	1,570	2,044	920	1,931	1,760	848	2,558	1,540	442	2,659	1,431	443	2,126	1,735	652
No	39,196	12,202	2,053	34,401	16,290	2,784	36,777	14,338	2,429	30,032	20,884	2,564	34,848	16,765	1,904	41,055	11,502	954	45,092	7,863	559	40,172	11,822	1,164
English Language Learners																								
Yes	3776	1459	240	2,381	2,386	696	2,847	2,082	551	1,971	2,841	657	2,460	2,445	569	3,755	1,552	172	4,379	1,011	90	3,266	1,877	282
No	37661	12424	2452	33,630	15,975	2,964	36,001	13,937	2,688	29,653	20,094	2,821	34,349	16,080	2,177	39,882	11,491	1,223	43,391	8,293	907	39,055	11,685	1,530
Free and Reduced Price Meals																								
Yes	15,001	6,342	1,431	11,803	8,801	2,192	13,046	7,795	1,991	10,529	10,269	2,008	12,291	8,904	1,625	16,311	5,816	690	18,009	4,316	488	14,765	6,806	1,060
No	26,436	7,538	1,261	24,208	9,557	1,468	25,802	8,222	1,247	21,094	12,664	1,470	24,518	9,618	1,121	27,324	7,226	705	29,758	4,988	509	27,555	6,754	752
Aggregated Data	41,486	13,906	2,701	36,049	18,392	3,672	38,888	16,049	3,250	31,660	22,965	3,493	36,850	18,548	2,762	43,687	13,069	1,399	47,826	9,321	1,005	42,366	13,585	1,824

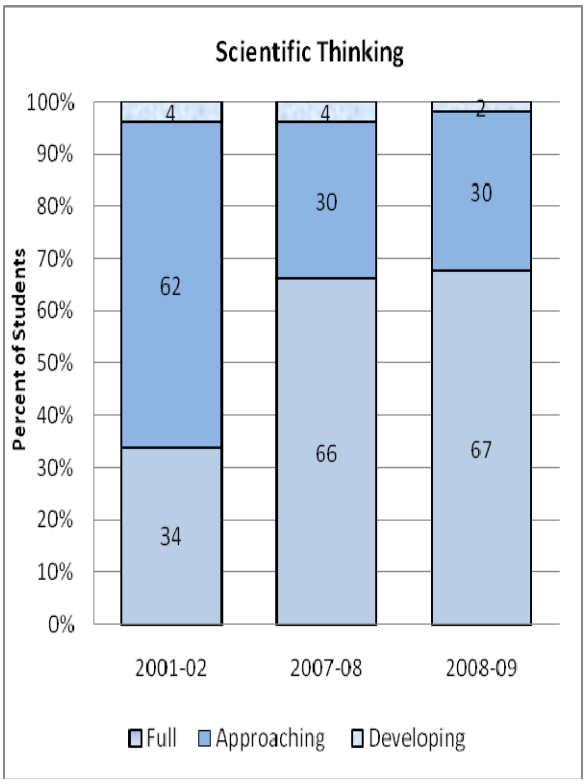
* = fewer than 5

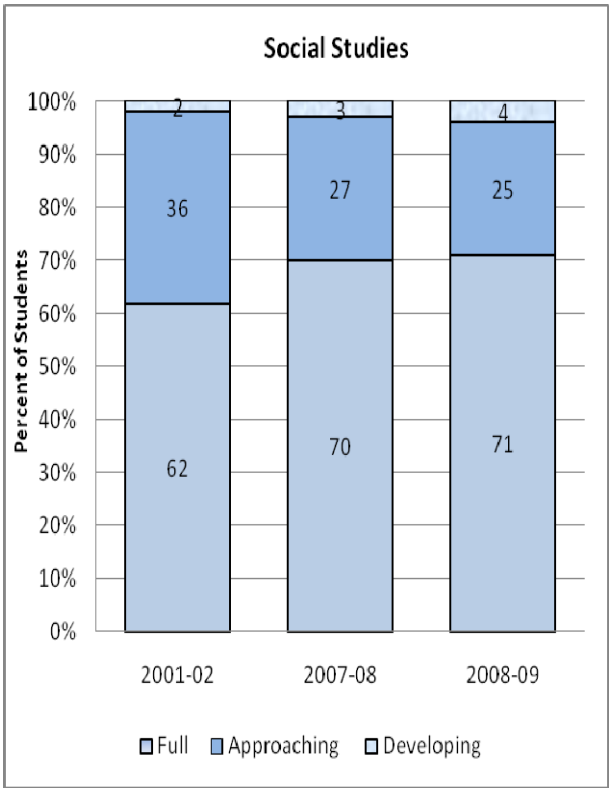
Allegany County – Percentage of Kindergarten Students

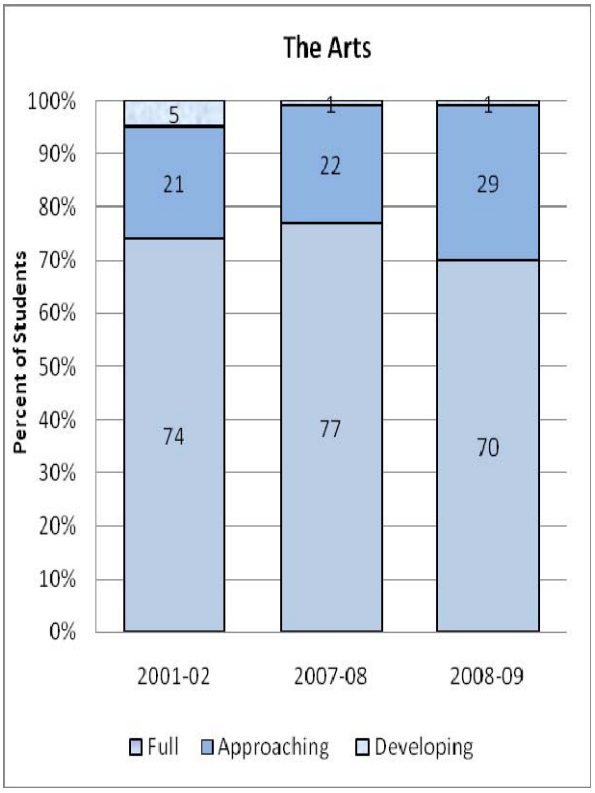


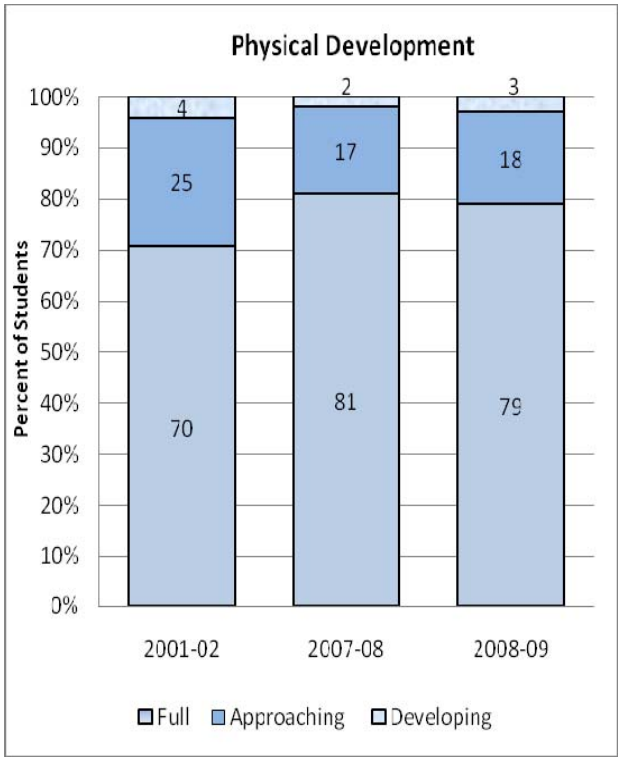


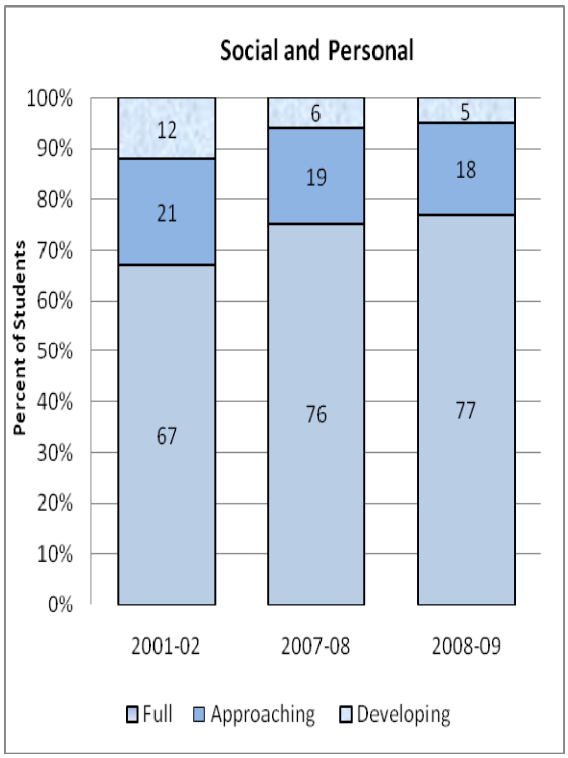





Social Studies
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
2
36
62
3
27
70
4
25
71
2001-02
2007-08
2008-09
Full
Approaching
Developing


The Arts
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
5
21
74
1
22
77
1
29
70
2001-02
2007-08
2008-09
Full
Approaching
Developing


Physical Development
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
4
25
70
2
17
81
3
18
79
2001-02
2007-08
2008-09
Full
Approaching
Developing


Social and Personal
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
12
21
67
6
19
76
5
18
77
2001-02
2007-08
2008-09
Full
Approaching
Developing

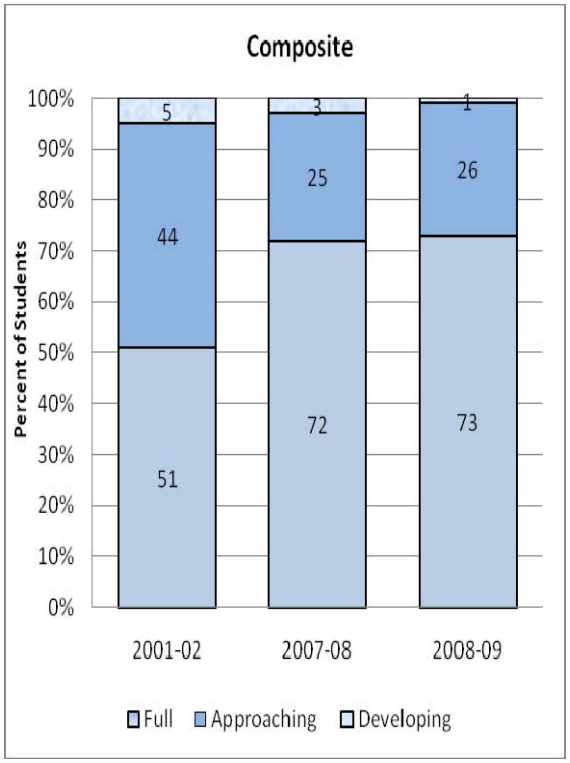
Allegany County - Percentage of Kindergarten Students

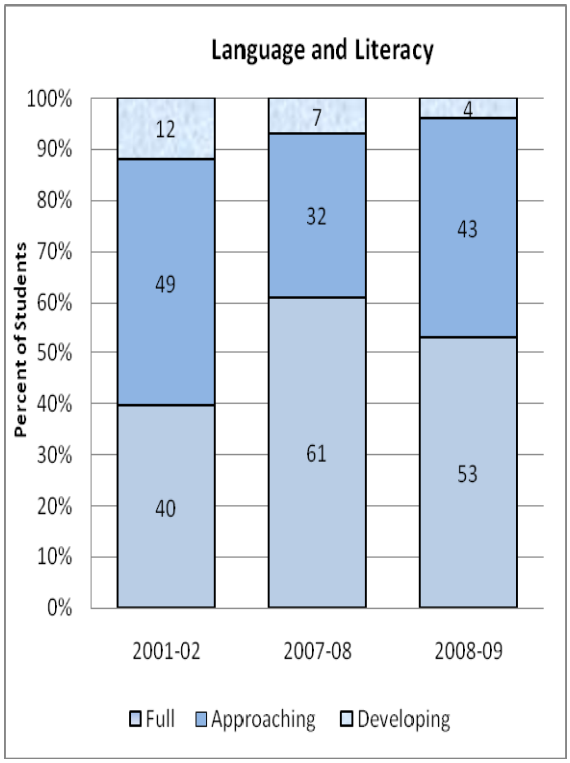
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	57	43	0	71	14	14	86	0	14	71	29	0	86	14	0	71	29	0	86	14	0	86	14	0
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	64	24	11	49	42	9	84	9	7	76	22	2	76	18	7	58	42	0	78	18	4	73	20	7
White	79	17	4	60	33	7	76	20	4	67	31	3	70	26	4	71	28	1	79	18	3	76	21	3
Hispanic	83	17	0	67	17	17	67	17	17	33	67	0	50	33	17	67	33	0	50	50	0	67	33	0
Gender																								
Male	69	24	7	51	39	10	71	23	6	63	34	4	67	28	6	62	37	2	72	24	4	69	26	5
Female	87	11	2	70	27	3	83	14	3	72	27	1	76	22	2	80	20	0	86	12	1	84	15	1
Prior Care																								
Child Care Center	73	20	7	60	37	3	73	20	7	67	30	3	66	31	3	62	38	0	72	24	3	69	28	3
Family Child Care	86	7	7	64	29	7	79	21	0	57	43	0	64	36	0	71	29	0	64	36	0	71	29	0
Head Start	54	29	17	35	46	19	63	23	15	56	35	8	50	40	10	54	42	4	60	31	8	56	33	10
Home / Informal Care	80	20	0	44	47	8	56	37	7	53	47	0	61	37	2	68	32	0	73	25	2	68	32	0
Non-public Nursery	93	8	0	80	20	0	90	10	0	88	13	0	83	18	0	70	30	0	93	8	0	95	5	0
Pre-Kindergarten	78	17	4	62	31	6	80	16	4	69	28	2	75	21	4	73	26	1	81	16	3	78	18	3
Special Education																								
Yes	41	42	18	20	43	36	42	32	26	35	49	16	35	39	26	39	54	7	42	36	22	36	39	24
No	82	15	3	65	32	3	82	17	2	72	28	1	76	23	1	74	25	0	84	16	0	81	18	0
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	77	18	5	60	33	7	77	19	5	67	30	2	71	25	4	70	29	1	79	18	3	76	21	3
Free and Reduced Price Meals																								
Yes	72	22	6	49	40	11	71	22	7	63	34	3	66	28	6	69	30	1	75	21	4	71	25	5
No	85	12	3	73	25	2	84	13	2	73	26	1	78	21	1	72	28	1	83	15	2	83	16	1
Aggregated Data	77	18	5	60	33	7	77	19	5	67	30	2	71	25	4	70	29	1	79	18	3	76	21	3
* = fewer than 5	May not total 100% due to rounding.																							

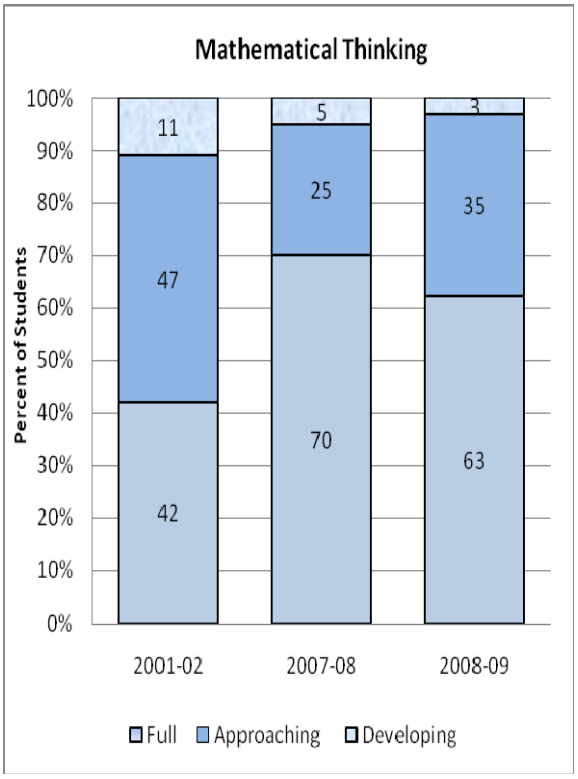
Allegany County - Number of Kindergarten Students

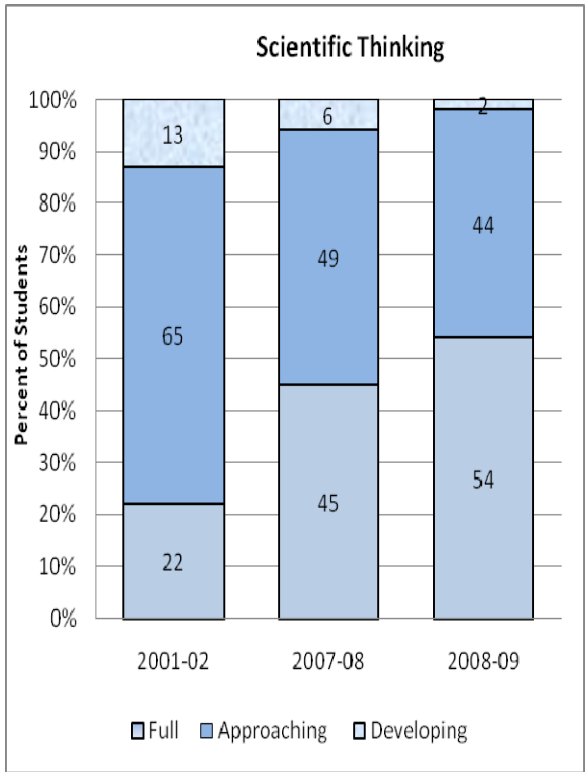
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	4	3	0	5	1	1	6	0	1	5	2	0	6	1	0	5	2	0	6	1	0	6	1	0
Asian/Pacific Islander	2	0	0	2	0	0	2	0	0	2	0	0	2	0	0	1	1	0	2	0	0	2	0	0
African American	29	11	5	22	19	4	38	4	3	34	10	1	34	8	3	26	19	0	35	8	2	33	9	3
White	437	95	24	334	185	37	423	109	24	371	171	14	391	143	21	396	153	6	438	101	16	422	116	17
Hispanic	5	1	0	4	1	1	4	1	1	2	4	0	3	2	1	4	2	0	3	3	0	4	2	0
Gender																								
Male	226	78	23	166	127	34	233	74	20	205	110	12	217	91	18	201	119	6	235	77	14	225	84	17
Female	251	32	6	201	79	9	240	40	9	209	77	3	219	63	7	231	58	0	249	36	4	242	44	3
Prior Care																								
Child Care Center	22	6	2	18	11	1	22	6	2	20	9	1	19	9	1	18	11	0	21	7	1	20	8	1
Family Child Care	12	1	1	9	4	1	11	3	0	8	6	0	9	5	0	10	4	0	9	5	0	10	4	0
Head Start	26	14	8	17	22	9	30	11	7	27	17	4	24	19	5	26	20	2	29	15	4	27	16	5
Home / Informal Care	47	12	0	26	28	5	33	22	4	31	28	0	36	22	1	40	19	0	43	15	1	40	19	0
Non-Public Nursery	37	3	0	32	8	0	36	4	0	35	5	0	33	7	0	28	12	0	37	3	0	38	2	0
Pre-Kindergarten	330	73	18	263	132	26	337	68	16	292	119	10	314	89	18	309	108	4	342	67	12	330	77	14
Special Education																								
Yes	30	31	13	15	32	27	31	24	19	26	36	12	26	29	19	29	40	5	31	27	16	27	29	18
No	447	79	16	352	174	16	442	90	10	388	151	3	410	125	6	403	137	1	453	86	2	440	99	2
Limited English Proficiency																								
Yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No	476	110	29	366	206	43	472	114	29	413	187	15	436	154	25	432	177	6	484	113	18	467	128	20
Free and Reduced Price Meals																								
Yes	249	78	21	172	138	38	247	78	23	218	118	12	228	99	21	241	103	4	262	73	13	246	86	16
No	227	32	8	194	68	5	225	36	6	195	69	3	208	55	4	191	74	2	222	40	5	221	42	4
Aggregated Data	477	110	29	367	206	43	473	114	29	414	187	15	436	154	25	432	177	6	484	113	18	467	128	20
* = fewer than 5																								

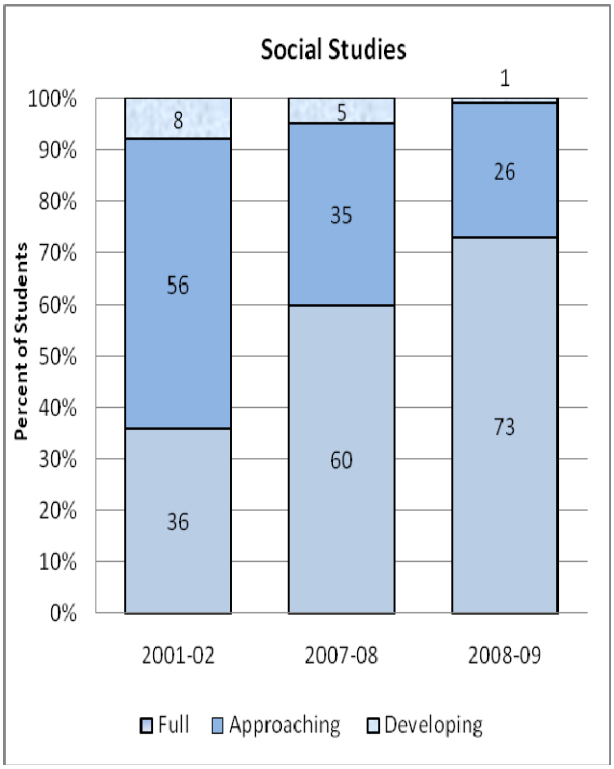
Anne Arundel County – Percentage of Kindergarten Students

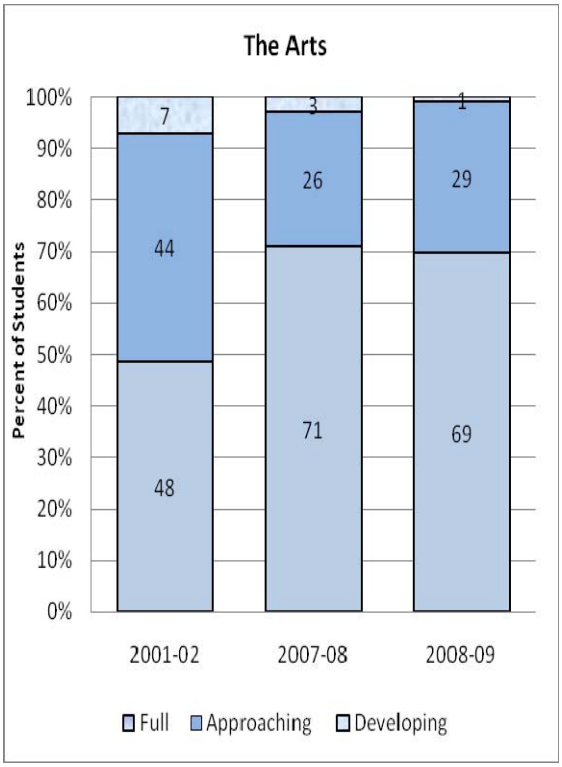


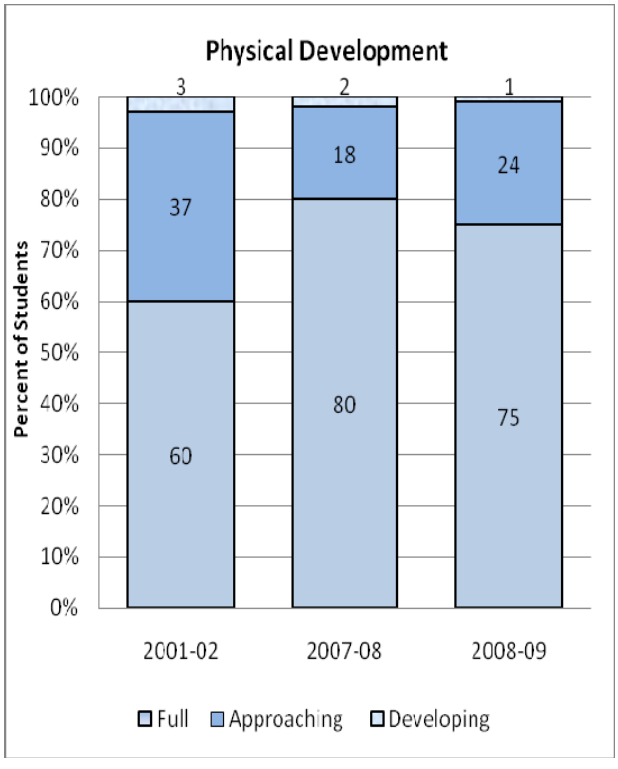


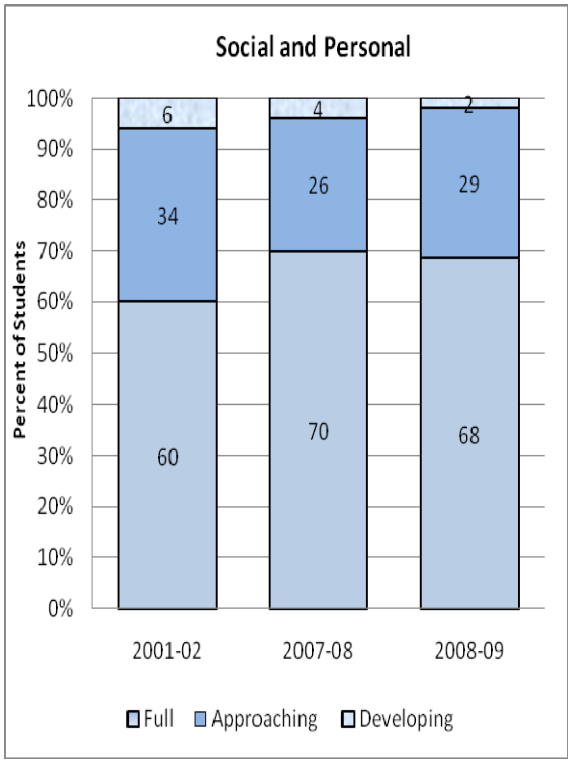





Social Studies
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
8
56
36
5
35
60
1
26
73
2001-02
2007-08
2008-09
Full
Approaching
Developing


The Arts
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
7
44
48
3
26
71
1
29
69
2001-02
2007-08
2008-09
Full
Approaching
Developing


Physical Development
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
3
37
60
2
18
80
1
24
75
2001-02
2007-08
2008-09
Full
Approaching
Developing


Social and Personal
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
6
34
60
4
26
70
2
29
68
2001-02
2007-08
2008-09
Full
Approaching
Developing

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	63	25	13	33	58	8	29	67	4	38	58	4	63	33	4	46	54	0	67	33	0	58	38	4
Asian/Pacific Islander	77	22	1	56	41	2	68	31	1	59	38	3	73	25	2	74	26	1	81	18	0	74	26	0
African American	60	36	3	47	49	5	54	42	4	51	47	2	69	30	1	68	30	1	73	26	1	67	32	1
White	70	28	2	57	40	3	68	30	2	57	42	1	75	24	1	69	29	1	75	24	1	76	23	1
Hispanic	68	31	1	38	52	9	44	48	8	41	54	5	61	36	3	69	29	1	74	26	0	63	35	2
Gender																								
Male	61	36	3	48	47	4	61	36	3	54	44	2	71	27	2	64	34	2	71	28	1	68	31	1
Female	76	22	2	59	38	3	65	33	3	56	43	2	74	25	1	75	24	1	79	21	1	77	22	1
Prior Care																								
Child Care Center	63	34	3	56	42	2	67	31	2	59	40	0	77	23	1	67	31	1	74	25	0	75	24	0
Family Child Care	64	34	2	56	41	3	64	34	2	60	38	2	78	21	1	74	25	1	74	25	1	73	25	1
Head Start	58	42	1	40	52	8	45	49	6	44	52	4	65	34	1	68	32	1	72	27	1	62	36	1
Home / Informal Care	73	25	2	49	45	6	59	37	4	54	44	2	72	26	2	68	31	1	75	24	1	71	28	1
Non-public Nursery	74	25	1	66	34	0	75	25	1	63	37	0	78	21	0	76	24	1	79	21	0	83	17	0
Pre-Kindergarten	65	32	3	50	46	4	59	38	3	49	48	2	68	30	2	68	30	2	73	26	1	68	30	2
Special Education																								
Yes	49	46	6	25	63	12	37	53	10	34	57	10	55	36	9	54	39	7	51	43	6	45	49	7
No	70	28	2	56	41	3	65	33	2	56	43	1	74	25	1	70	29	1	77	23	0	75	24	1
Limited English Proficiency																								
Yes	67	33	0	34	57	9	42	50	8	41	53	6	58	38	4	70	28	2	72	27	0	60	38	2
No	69	29	2	55	42	3	64	33	2	56	43	1	74	25	1	69	30	1	75	24	1	74	25	1
Free and Reduced Price Meals																								
Yes	63	33	4	37	55	8	46	49	6	43	54	3	62	35	3	63	35	2	69	30	1	60	38	2
No	70	29	2	57	40	3	67	31	2	57	41	1	75	24	1	71	28	1	76	23	1	76	23	1
Aggregated Data	68	29	2	53	43	4	63	35	3	54	44	2	73	26	1	69	29	1	75	24	1	73	26	1

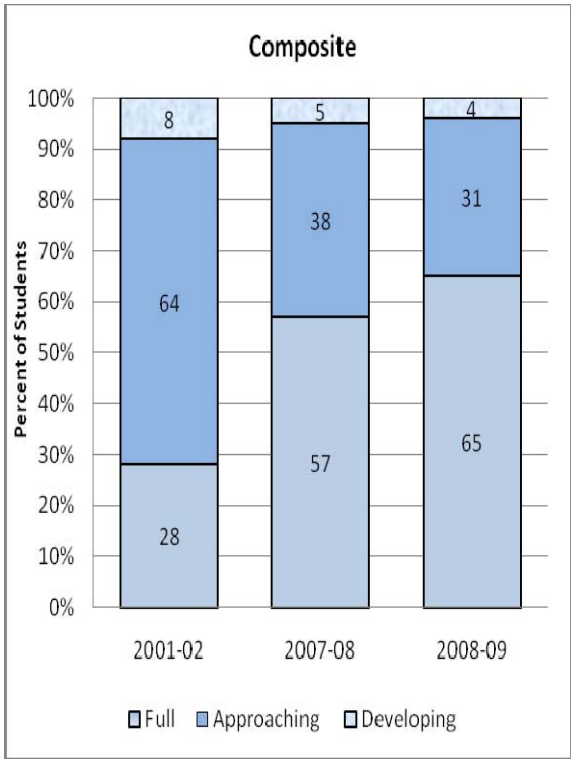
* = fewer than 5

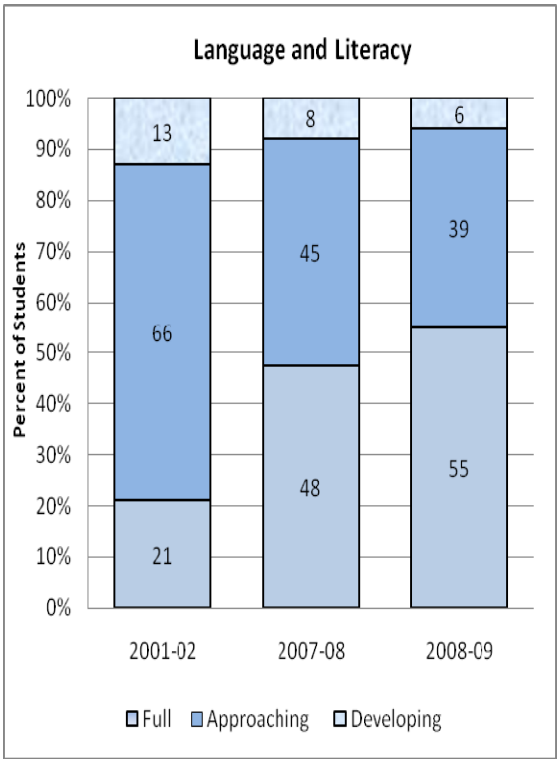
May not total 100% due to rounding.

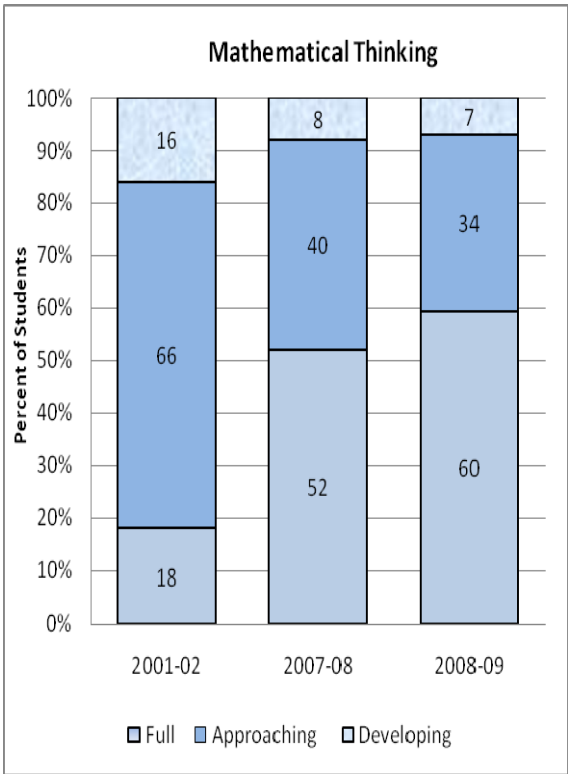
Anne Arundel County - Number of Kindergarten Students

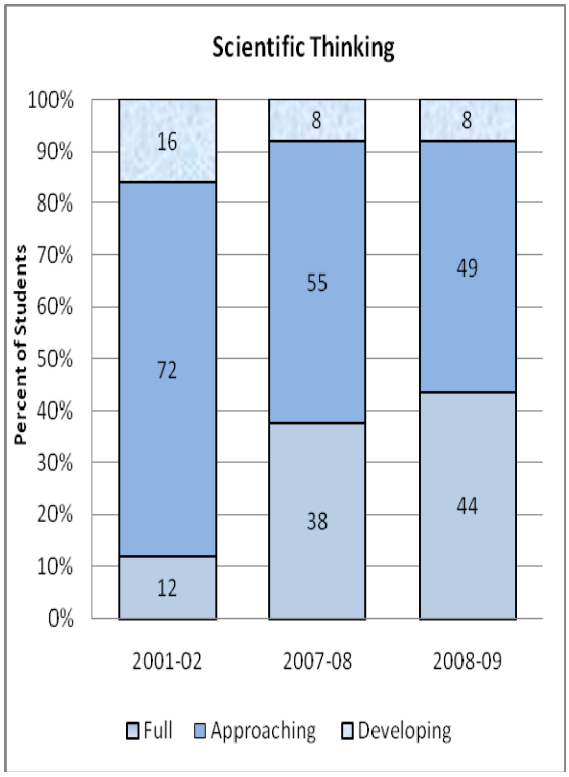
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	15	6	3	8	14	2	7	16	1	9	14	1	15	8	1	11	13	0	16	8	0	14	9	1
Asian/Pacific Islander	180	52	2	132	97	5	158	73	3	139	88	7	171	58	5	172	60	2	190	43	1	173	61	0
African American	651	391	37	504	526	49	583	457	39	546	511	22	744	322	13	734	329	16	785	284	10	721	346	12
White	2,473	965	71	2,011	1,398	100	2,369	1,065	75	2,009	1,458	42	2,641	829	39	2,429	1,028	52	2,641	837	30	2,654	819	35
Hispanic	317	147	3	179	244	44	205	225	37	193	252	22	285	166	16	324	137	6	344	121	2	296	162	9
Gender																								
Male	1,691	986	76	1,332	1,298	123	1,667	996	90	1,474	1,225	54	1,965	743	45	1,759	940	54	1,958	767	27	1,876	840	36
Female	1,945	575	40	1,502	981	77	1,655	840	65	1,422	1,098	40	1,891	640	29	1,911	627	22	2,018	526	16	1,982	557	21
Prior Care																								
Child Care Center	440	240	19	393	292	14	469	216	14	414	282	3	537	158	4	471	220	8	518	178	3	527	170	2
Family Child Care	108	57	4	94	70	5	108	57	4	102	64	3	131	36	2	125	42	2	125	42	2	124	43	2
Head Start	98	71	1	68	89	13	77	83	10	74	89	7	111	58	1	115	54	1	123	46	1	106	62	2
Home / Informal Care	1,242	428	36	833	772	101	999	634	73	918	750	38	1,221	452	33	1,152	532	22	1,283	407	16	1,204	478	24
Non-public Nursery	811	278	13	724	374	4	823	273	6	694	404	4	864	236	2	835	259	8	870	231	1	914	187	1
Pre-Kindergarten	816	401	39	629	578	49	740	477	39	620	606	30	859	374	23	856	372	28	915	327	14	858	377	21
Special Education																								
Yes	202	189	23	102	261	51	153	220	41	140	234	40	229	149	36	224	163	27	212	178	24	186	201	27
No	3,432	1,372	93	2,732	2,016	149	3,167	1,616	114	2,755	2,088	54	3,625	1,234	38	3,445	1,403	49	3,764	1,113	19	3,672	1,194	30
Limited English Proficiency																								
Yes	296	147	2	150	253	42	187	222	36	184	236	25	258	168	19	313	125	7	322	121	2	268	168	9
No	3340	1414	114	2684	2026	158	3135	1614	119	2712	2087	69	3598	1215	55	3357	1442	69	3654	1172	41	3590	1229	48
Free and Reduced Price Meals																								
Yes	665	347	43	393	578	84	484	512	59	449	573	33	653	371	31	664	371	20	726	315	13	628	403	23
No	2,971	1,214	73	2,441	1,701	116	2,838	1,324	96	2,447	1,750	61	3,203	1,012	43	3,006	1,196	56	3,250	978	30	3,230	994	34
Aggregated Data	3,637	1,561	116	2,834	2,280	200	3,322	1,837	155	2,896	2,324	94	3,856	1,384	74	3,671	1,567	76	3,977	1,293	43	3,859	1,397	57
* = fewer than 5																								

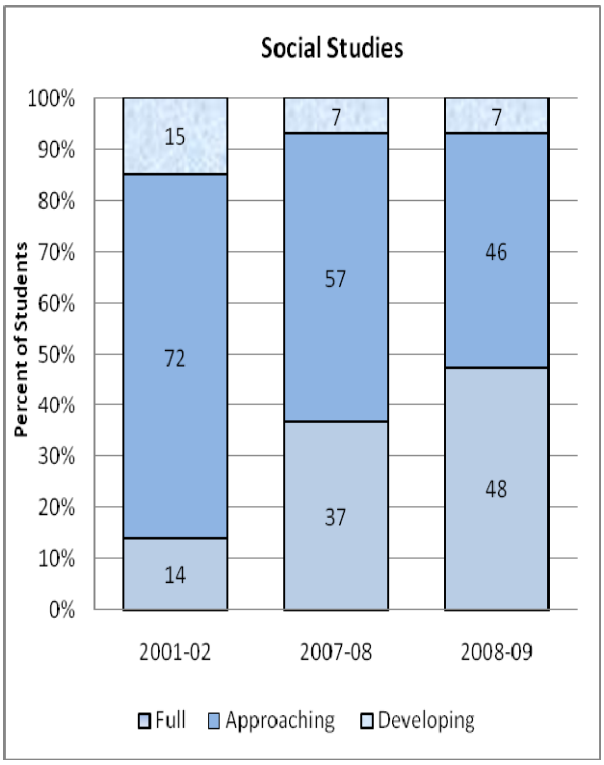
Baltimore City – Percentage of Kindergarten Students

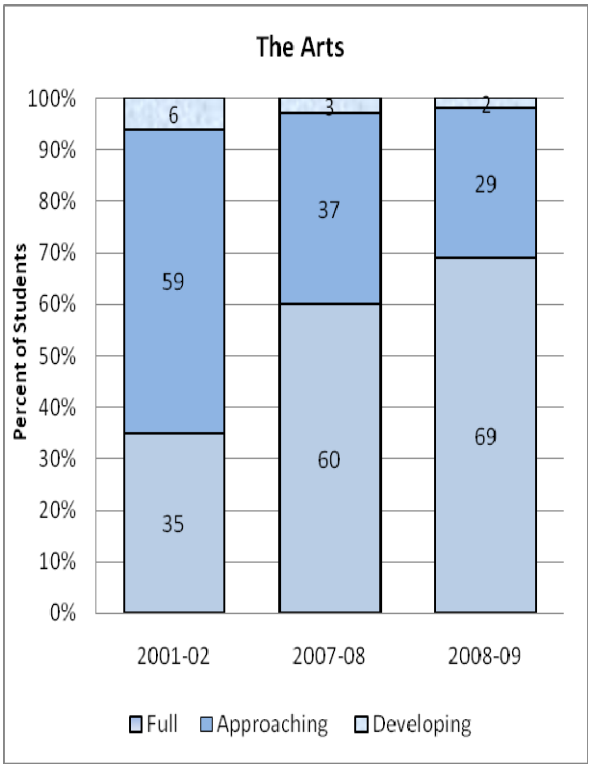


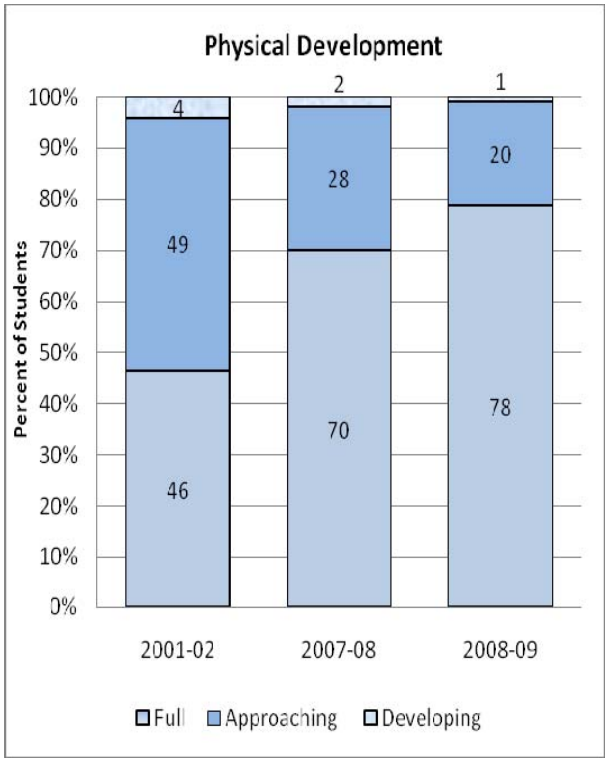


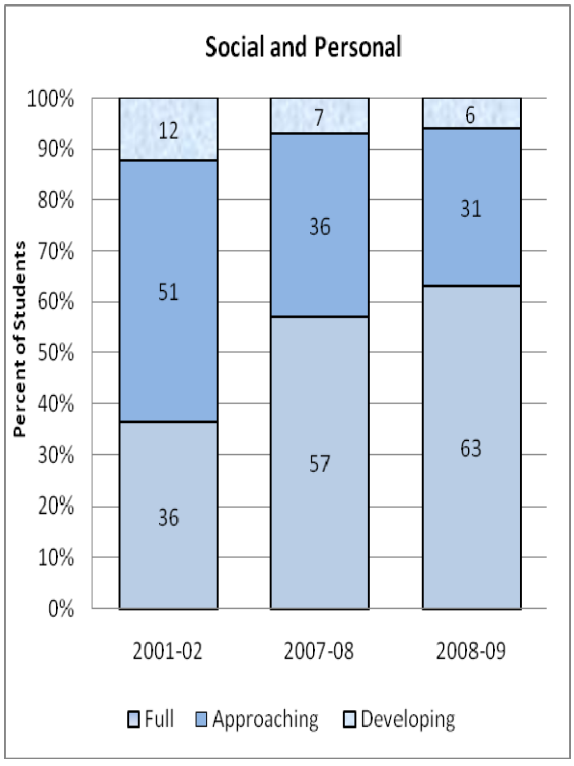





Social Studies
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
15
72
14
7
57
37
7
46
48
2001-02
2007-08
2008-09
Full
Approaching
Developing


The Arts
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
6
59
35
3
37
60
2
29
69
2001-02
2007-08
2008-09
Full
Approaching
Developing


Physical Development
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
4
49
46
2
28
70
1
20
78
2001-02
2007-08
2008-09
Full
Approaching
Developing


Social and Personal
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
12
51
36
7
36
57
6
31
63
2001-02
2007-08
2008-09
Full
Approaching
Developing

Baltimore City - Percentage of Kindergarten Students

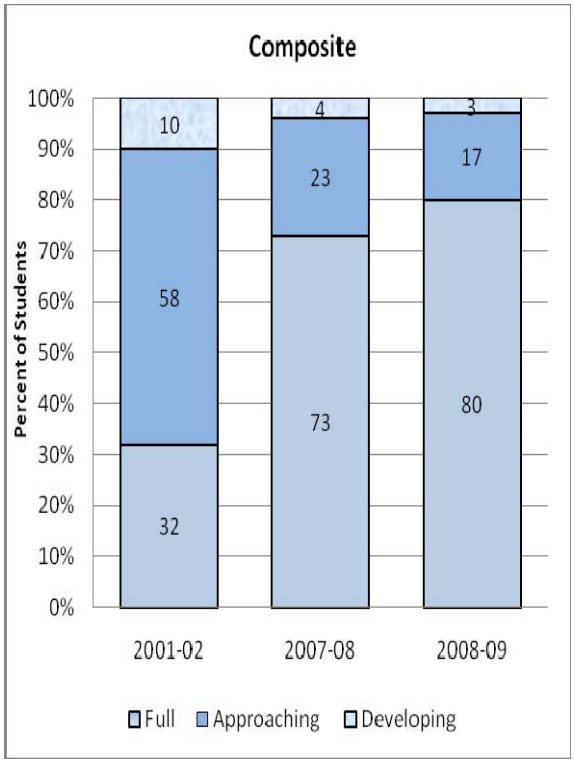
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	64	36	0	57	36	7	71	21	7	43	43	14	57	29	14	71	29	0	79	21	0	71	21	7
Asian/Pacific Islander	73	27	0	62	33	5	60	38	2	62	29	9	60	33	7	73	25	2	85	15	0	73	25	2
African American	63	31	6	55	39	6	60	33	7	44	49	7	48	45	7	70	28	2	79	20	1	65	31	4
White	63	31	6	57	37	7	61	33	6	47	46	7	49	46	5	61	37	2	74	24	2	65	31	4
Hispanic	66	28	6	37	52	11	47	43	10	38	49	13	37	52	11	60	38	3	74	24	2	55	39	6
Gender																								
Male	56	36	8	51	42	8	56	36	8	42	50	9	44	48	7	65	32	3	75	24	2	60	35	5
Female	72	25	4	59	37	5	63	32	6	46	48	7	51	43	6	73	25	1	82	17	1	70	27	3
Prior Care																								
Child Care Center	65	30	5	53	41	6	58	38	4	42	54	5	45	51	5	73	25	2	81	18	1	65	31	3
Family Child Care	70	25	5	51	41	8	51	33	16	44	43	13	52	36	11	61	39	0	74	23	3	61	31	8
Head Start	61	30	9	50	44	6	57	38	5	40	54	5	45	50	5	69	29	2	80	19	1	64	33	3
Home / Informal Care	55	37	7	36	53	11	40	47	13	33	56	12	37	53	10	61	36	3	71	27	2	51	42	7
Non-public Nursery	78	20	2	78	22	1	84	16	1	69	30	1	60	38	2	68	32	0	87	13	0	84	16	0
Pre-Kindergarten	67	28	5	63	33	4	68	28	5	49	44	7	54	41	6	74	25	2	82	17	1	71	27	3
Special Education																								
Yes	43	42	15	26	55	18	36	43	20	26	52	21	30	48	22	52	38	10	56	38	6	39	46	16
No	65	29	5	57	38	5	62	33	5	45	48	6	49	45	5	70	28	2	80	19	1	67	30	3
Limited English Proficiency																								
Yes	65	29	5	36	53	11	44	45	11	35	52	13	35	55	10	59	39	2	75	23	2	54	40	6
No	63	31	6	55	39	6	60	33	7	44	48	7	48	45	6	69	28	2	78	20	1	65	31	4
Free and Reduced Price Meals																								
Yes	63	31	6	53	40	6	58	35	7	43	50	8	46	47	7	69	29	2	78	20	1	64	32	4
No	65	29	6	58	37	5	64	31	6	48	45	7	53	41	6	69	29	2	77	21	1	67	29	3
Aggregated Data	63	31	6	55	39	6	60	34	7	44	49	8	48	46	7	69	29	2	78	20	1	65	31	4
* = fewer than 5	May not total 100% due to rounding.																							

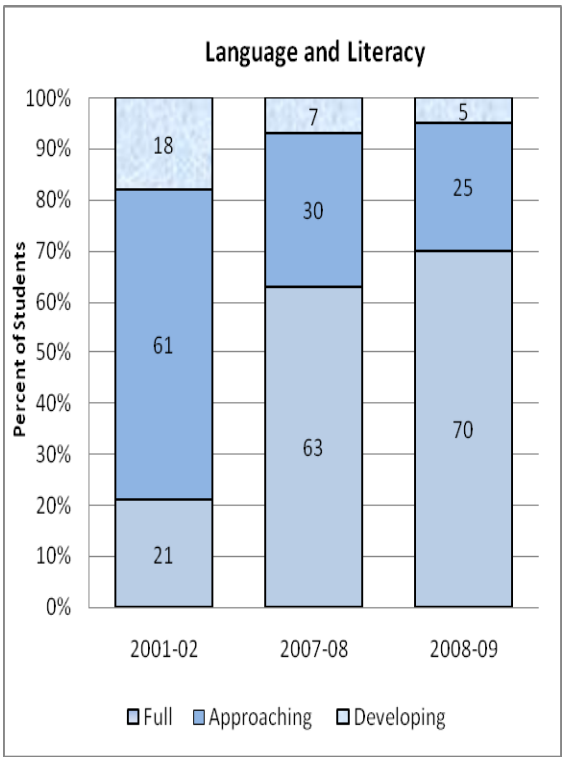
Baltimore City - Number of Kindergarten Students

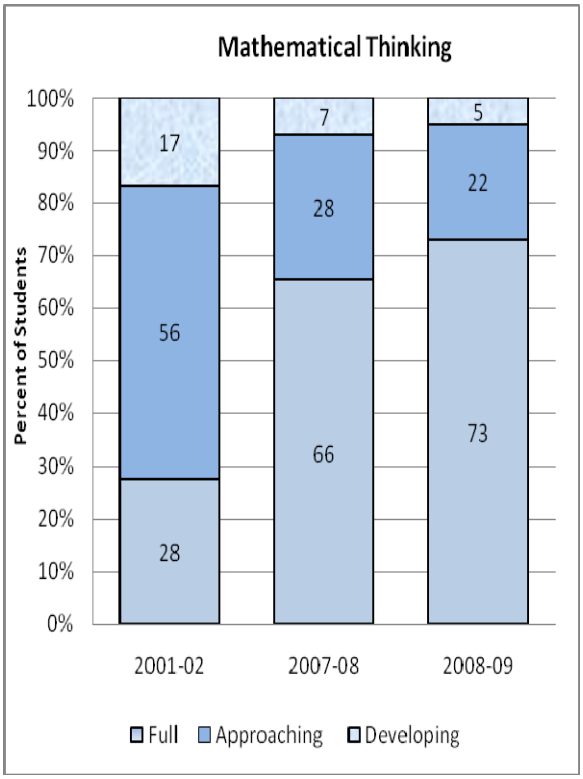
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	9	5	0	8	5	1	10	3	1	6	6	2	8	4	2	10	4	0	11	3	0	10	3	1
Asian/Pacific Islander	40	15	0	34	18	3	33	21	1	34	16	5	33	18	4	40	14	1	47	8	0	40	14	1
African American	3,034	1,472	290	2,678	1,889	284	2,915	1,608	328	2,117	2,382	352	2,327	2,205	319	3,406	1,336	109	3,819	964	68	3,134	1,488	174
White	368	179	33	333	217	39	359	196	34	274	272	43	291	269	29	361	217	11	436	143	10	379	178	23
Hispanic	188	80	18	107	150	32	135	125	29	109	143	37	107	151	31	172	109	8	215	69	5	156	112	18
Gender																								
Male	1,669	1,069	238	1,525	1,259	227	1,701	1,073	237	1,261	1,494	256	1,333	1,455	223	1,951	972	88	2,245	710	56	1,791	1,042	143
Female	1,970	682	103	1,635	1,020	132	1,751	880	156	1,279	1,325	183	1,433	1,192	162	2,038	708	41	2,283	477	27	1,928	753	74
Prior Care																								
Child Care Center	188	87	14	154	118	17	167	110	12	120	155	14	129	146	14	211	73	5	234	52	3	189	90	10
Family Child Care	43	15	3	31	25	5	31	20	10	27	26	8	32	22	7	37	24	0	45	14	2	37	19	5
Head Start	415	201	60	337	300	39	383	258	35	273	368	35	307	336	33	464	196	16	540	126	10	431	223	22
Home / Informal Care	659	446	88	428	628	137	479	555	159	390	663	140	444	634	115	727	428	38	843	322	28	607	507	79
Non-Public Nursery	147	38	3	146	41	1	157	30	1	130	56	2	113	72	3	127	61	0	164	24	0	158	30	0
Pre-Kindergarten	2,048	854	144	1,914	1,001	131	2,061	839	146	1,497	1,351	198	1,630	1,238	178	2,241	756	49	2,487	529	30	2,150	815	81
Special Education																								
Yes	218	209	75	133	277	93	183	217	103	133	264	106	150	241	112	263	192	48	280	191	32	194	230	78
No	3,420	1,542	266	3,026	2,002	266	3,268	1,736	290	2,406	2,555	333	2,615	2,406	273	3,725	1,488	81	4,247	996	51	3,524	1,565	139
Limited English Proficiency																								
Yes	180	80	15	101	146	30	123	124	30	96	145	36	97	152	28	164	107	6	207	64	6	148	110	17
No	3458	1669	326	3,059	2,130	329	3,329	1,826	363	2,444	2,672	402	2,669	2,494	355	3,823	1,572	123	4,320	1,121	77	3,570	1,683	200
Free and Reduced Price Meals																								
Yes	2,769	1,364	266	2,379	1,783	285	2,596	1,538	313	1,890	2,215	342	2,054	2,089	304	3,059	1,285	103	3,487	897	63	2,823	1,403	173
No	869	384	75	781	492	74	856	411	80	649	602	96	712	556	79	927	394	26	1,039	288	20	894	390	44
Aggregated Data	3,639	1,751	341	3,160	2,279	359	3,452	1,953	393	2,540	2,819	439	2,766	2,647	385	3,989	1,680	129	4,528	1,187	83	3,719	1,795	217

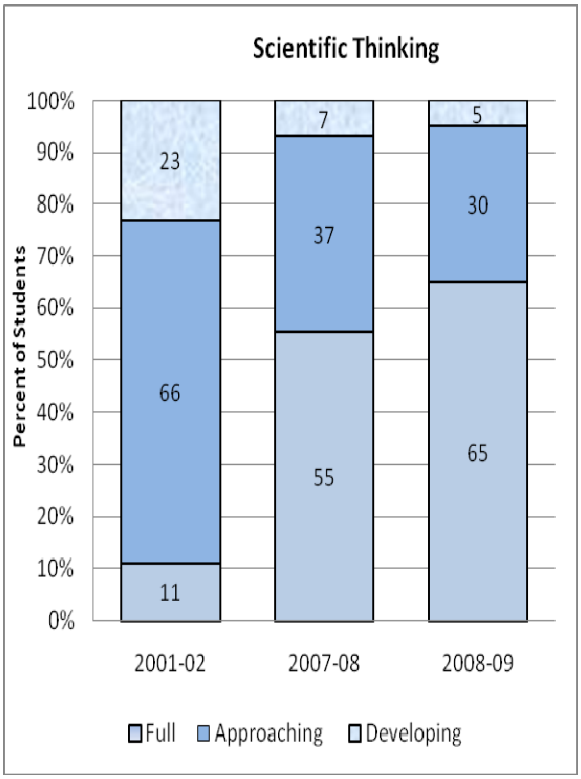
* = fewer than 5

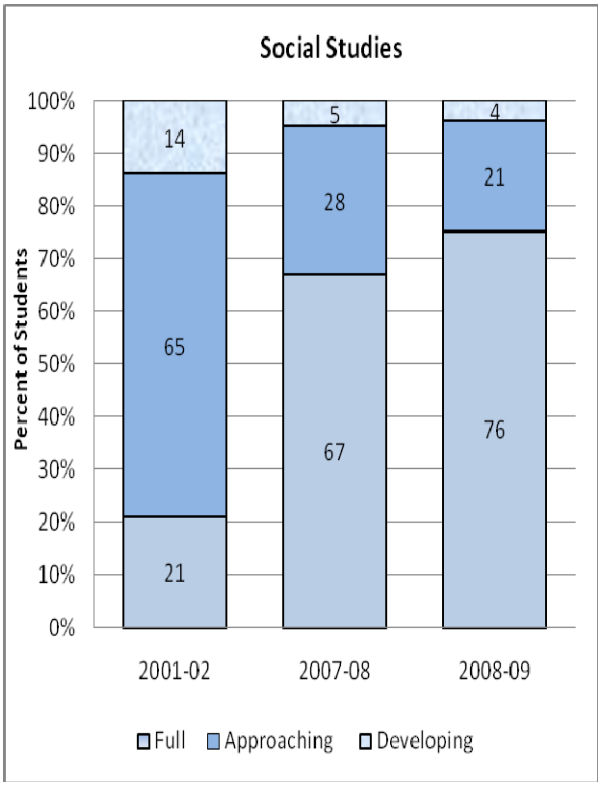
Baltimore County – Percentage of Kindergarten Students

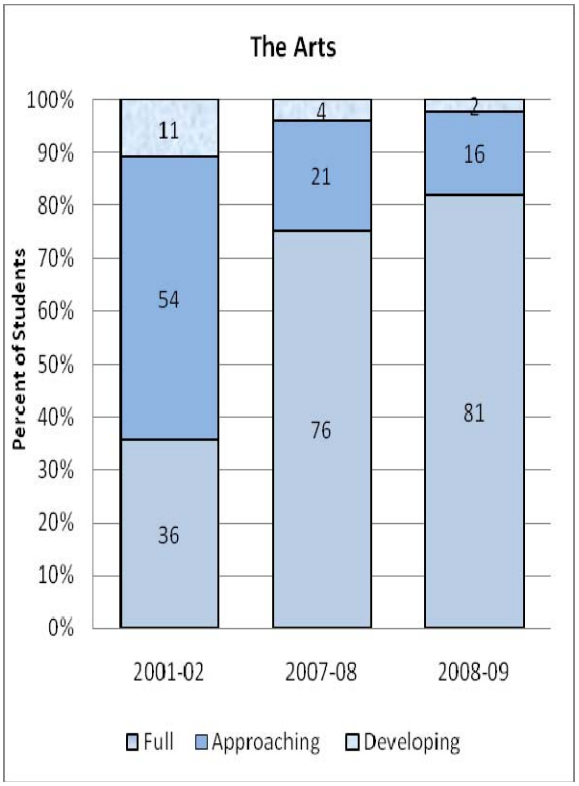


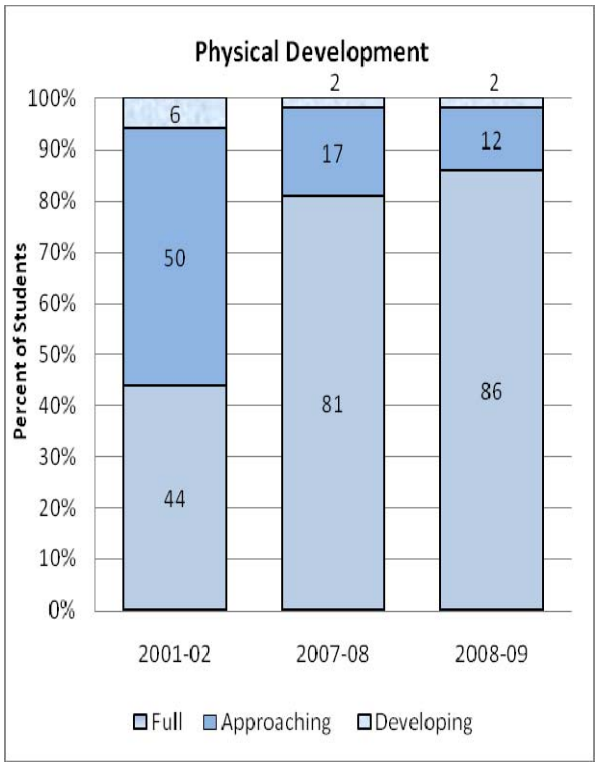


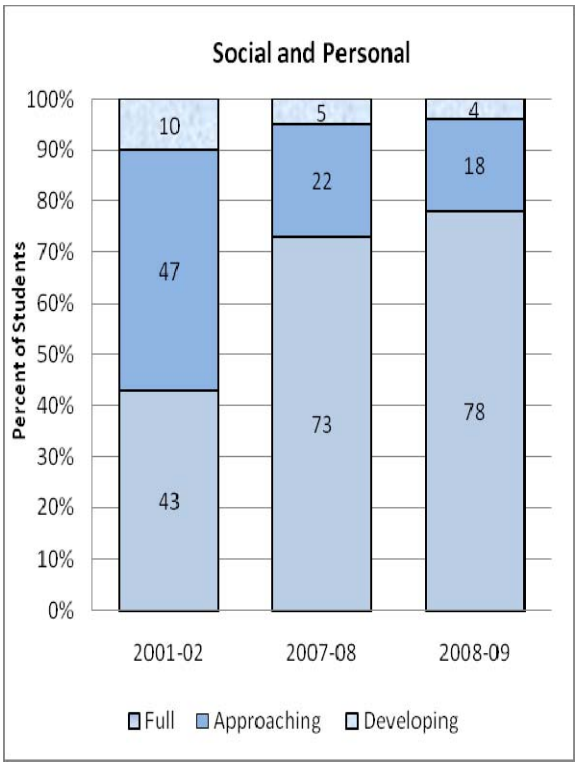





Social Studies
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
14
65
21
5
28
67
4
21
76
2001-02
2007-08
2008-09
Full
Approaching
Developing


The Arts
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
11
54
36
4
21
76
2
16
81
2001-02
2007-08
2008-09
Full
Approaching
Developing


Physical Development
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
6
50
44
2
17
81
2
12
86
2001-02
2007-08
2008-09
Full
Approaching
Developing


Social and Personal
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
10
47
43
5
22
73
4
18
78
2001-02
2007-08
2008-09
Full
Approaching
Developing

Baltimore County - Percentage of Kindergarten Students

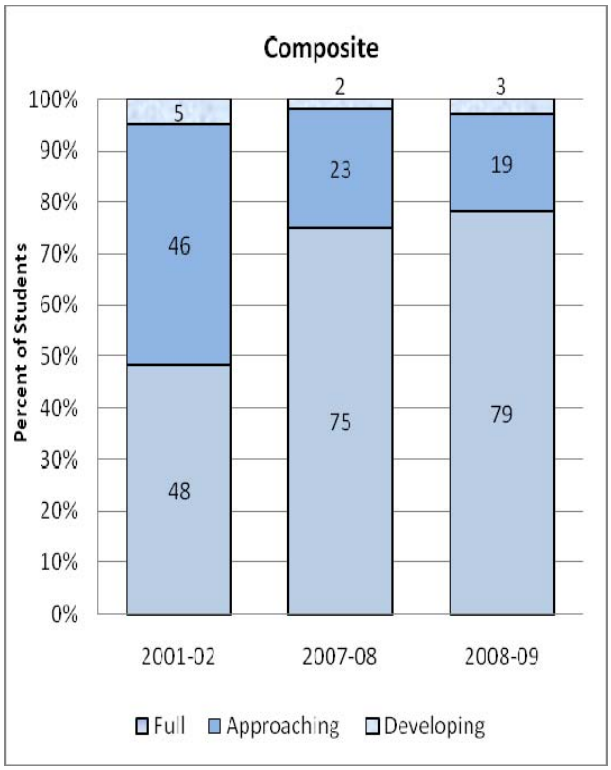
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	79	19	2	64	29	7	64	31	5	62	36	2	69	31	0	81	19	0	90	7	2	74	26	0
Asian/Pacific Islander	83	14	3	73	21	6	81	14	5	71	24	6	76	19	5	81	17	2	90	9	1	82	15	3
African American	75	20	5	67	27	6	68	26	6	59	35	6	72	24	4	81	16	3	84	14	2	76	20	4
White	80	17	4	73	22	4	77	20	4	70	26	4	80	17	3	83	15	2	87	11	2	83	15	2
Hispanic	76	21	3	56	34	10	64	29	7	56	37	8	62	31	7	76	21	3	89	10	1	72	24	3
Gender																								
Male	72	22	5	66	27	6	71	24	5	63	31	5	73	23	4	76	20	3	84	14	2	76	20	3
Female	84	13	3	74	22	4	76	20	4	68	28	4	78	19	3	87	12	2	89	9	1	83	14	2
Prior Care																								
Child Care Center	77	19	4	76	22	2	79	19	2	70	29	1	81	18	1	86	12	2	88	11	1	83	15	1
Family Child Care	73	20	7	55	36	10	58	33	9	50	42	8	69	25	6	79	18	2	80	18	2	71	25	4
Head Start	74	22	4	60	32	8	61	32	8	53	41	7	68	30	3	76	22	2	85	14	1	72	25	3
Home / Informal Care	71	23	6	52	34	13	55	32	12	53	37	10	63	29	8	74	23	4	81	17	2	67	27	6
Non-public Nursery	85	13	2	82	17	1	84	15	1	76	23	1	85	14	1	89	10	1	92	8	0	89	10	1
Pre-Kindergarten	79	17	4	70	25	5	74	21	4	66	29	5	75	21	4	80	17	3	86	12	2	80	17	3
Special Education																								
Yes	56	30	13	44	39	17	51	32	17	44	36	20	52	31	18	62	28	10	65	26	9	55	32	13
No	80	16	3	73	23	4	75	21	4	68	29	3	78	20	2	83	15	2	89	10	1	82	16	2
Limited English Proficiency																								
Yes	77	20	3	54	36	10	66	26	8	55	37	9	60	32	8	74	23	3	87	11	1	72	24	4
No	78	18	4	71	24	5	74	22	5	66	29	4	77	20	3	82	15	2	86	12	2	81	17	3
Free and Reduced Price Meals																								
Yes	74	21	5	62	30	7	65	28	7	59	34	7	69	26	5	77	20	3	84	14	2	74	22	4
No	81	16	4	75	21	4	78	18	4	70	27	4	80	17	3	84	14	2	88	10	1	84	14	2
Aggregated Data	78	18	4	70	25	5	73	22	5	65	30	5	76	21	4	81	16	2	86	12	2	80	17	3
* = fewer than 5	May not total 100% due to rounding.																							

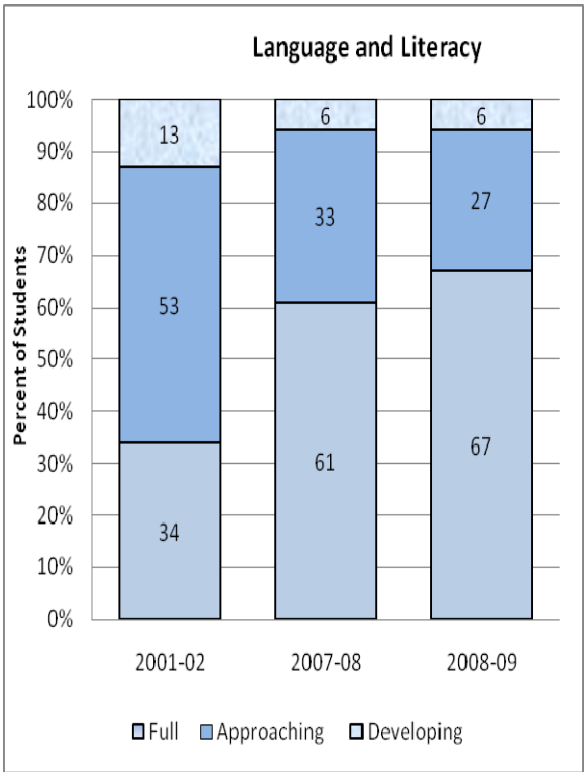
Baltimore County - Number of Kindergarten Students

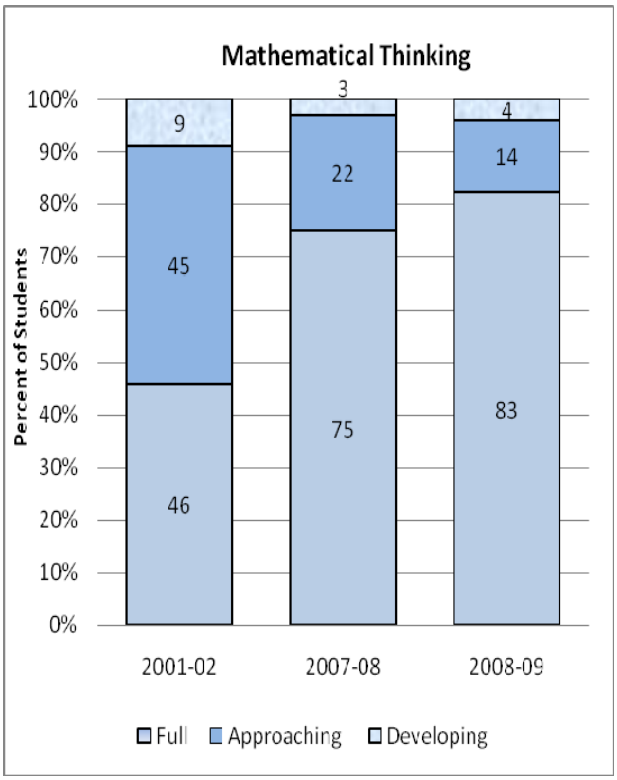
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	33	8	1	27	12	3	27	13	2	26	15	1	29	13	0	34	8	0	38	3	1	31	11	0
Asian/Pacific Islander	424	71	15	372	109	29	412	71	27	361	120	29	389	97	24	414	87	9	458	48	4	417	78	15
African American	1,904	500	122	1,687	683	156	1,723	651	152	1,486	891	149	1,818	604	104	2,037	413	76	2,127	351	48	1,930	507	89
White	2,935	608	138	2,701	827	153	2,825	718	138	2,594	951	136	2,935	637	109	3,040	560	81	3,210	411	60	3,050	548	83
Hispanic	357	99	16	264	160	48	302	135	35	262	173	37	293	147	32	359	101	12	418	47	7	341	115	16
Gender																								
Male	2,666	830	199	2,448	1,008	239	2,613	883	199	2,337	1,156	202	2,703	832	160	2,822	755	118	3,090	526	79	2,822	749	124
Female	2,987	456	93	2,603	783	150	2,676	705	155	2,392	994	150	2,761	666	109	3,062	414	60	3,161	334	41	2,947	510	79
Prior Care																								
Child Care Center	841	212	42	828	240	27	861	213	21	762	317	16	884	197	14	943	134	18	969	115	11	912	168	15
Family Child Care	199	55	18	149	97	26	157	90	25	136	115	21	188	67	17	216	50	6	218	48	6	193	67	12
Head Start	211	64	12	173	92	22	174	91	22	151	117	19	194	85	8	219	62	6	244	39	4	208	71	8
Home / Informal Care	599	196	47	441	288	113	467	271	104	443	311	88	532	244	66	621	191	30	679	143	20	564	230	48
Non-Public Nursery	1,300	198	24	1,243	259	20	1,275	226	21	1,162	343	17	1,292	218	12	1,348	159	15	1,394	121	7	1,356	157	9
Pre-Kindergarten	2,358	509	122	2,099	741	149	2,224	637	128	1,969	865	155	2,244	628	117	2,384	522	83	2,577	361	51	2,392	516	81
Special Education																								
Yes	380	205	89	294	264	116	344	216	114	297	245	132	349	206	119	418	186	70	437	177	60	368	218	88
No	5,262	1,078	202	4,746	1,523	273	4,934	1,369	239	4,421	1,901	220	5,101	1,291	150	5,453	981	108	5,803	679	60	5,389	1,038	115
Limited English Proficiency																								
Yes	449	115	19	313	210	60	382	153	48	318	214	51	349	189	45	430	136	17	509	66	8	417	142	24
No	5195	1165	272	4734	1574	324	4902	1429	301	4406	1929	297	5111	1300	221	5445	1027	160	5733	791	108	5347	1109	176
Free and Reduced Price Meals																								
Yes	2,046	589	133	1,724	843	201	1,798	784	186	1,632	949	187	1,907	730	131	2,122	558	88	2,316	401	51	2,049	611	108
No	3,598	691	158	3,323	941	183	3,486	798	163	3,092	1,194	161	3,553	759	135	3,753	605	89	3,926	456	65	3,715	640	92
Aggregated Data	5,653	1,286	292	5,051	1,791	389	5,289	1,588	354	4,729	2,150	352	5,464	1,498	269	5,884	1,169	178	6,251	860	120	5,769	1,259	203

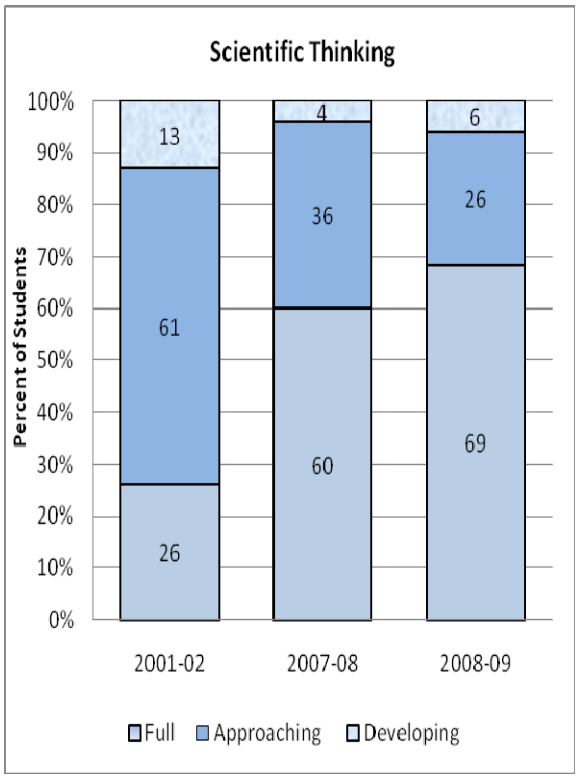
* = fewer than 5

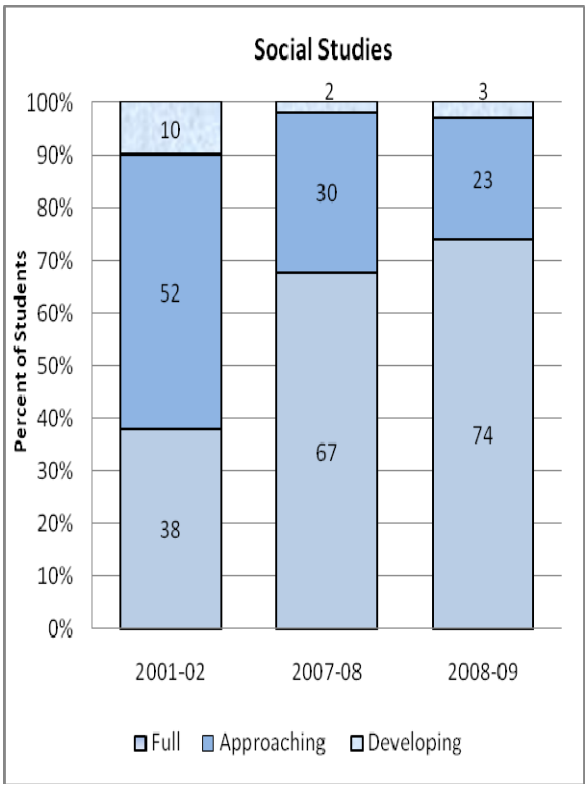
Calvert County – Percentage of Kindergarten Students

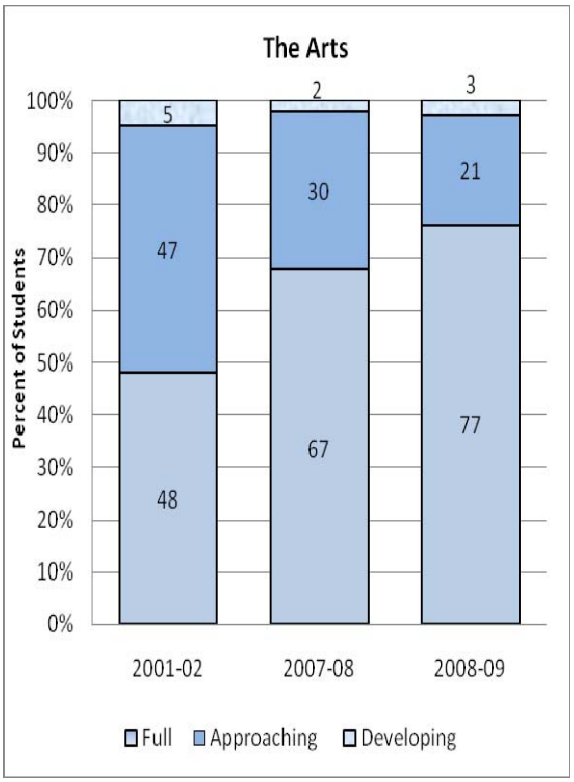


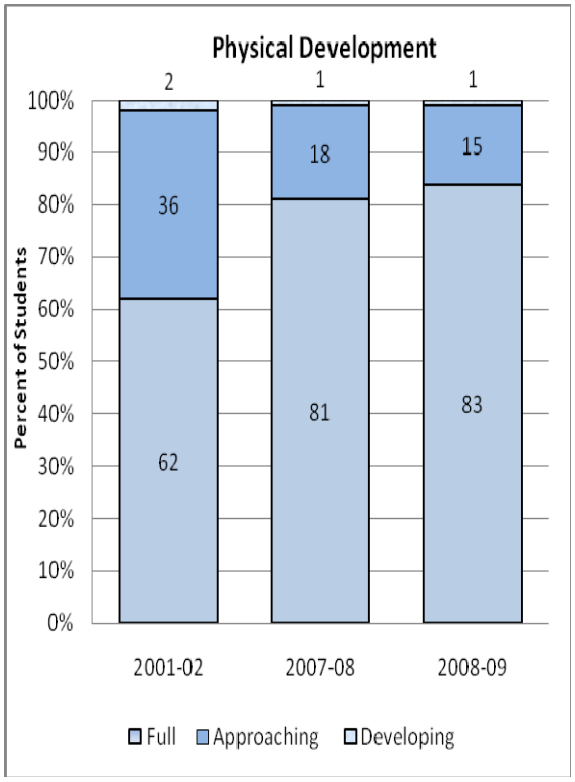


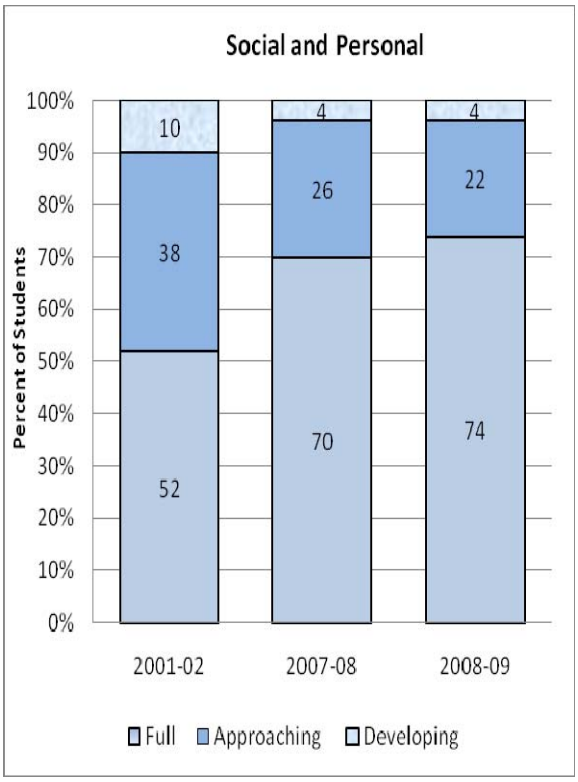





Social Studies
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
10
52
38
2
30
67
3
23
74
2001-02
2007-08
2008-09
Full
Approaching
Developing


The Arts
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
5
47
48
2
30
67
3
21
77
2001-02
2007-08
2008-09
Full
Approaching
Developing


Physical Development
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2
36
62
1
18
81
1
15
83
2001-02
2007-08
2008-09
Full
Approaching
Developing


Social and Personal
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
10
38
52
4
26
70
4
22
74
2001-02
2007-08
2008-09
Full
Approaching
Developing

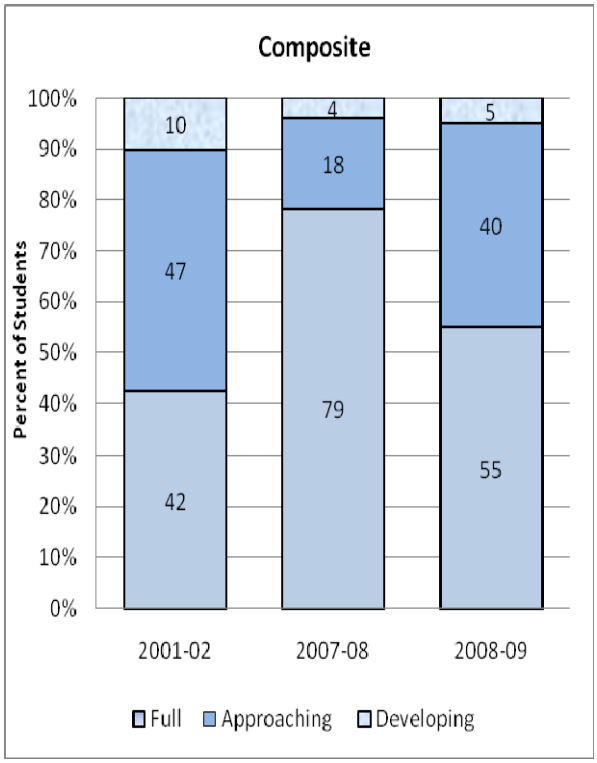
Calvert County - Percentage of Kindergarten Students

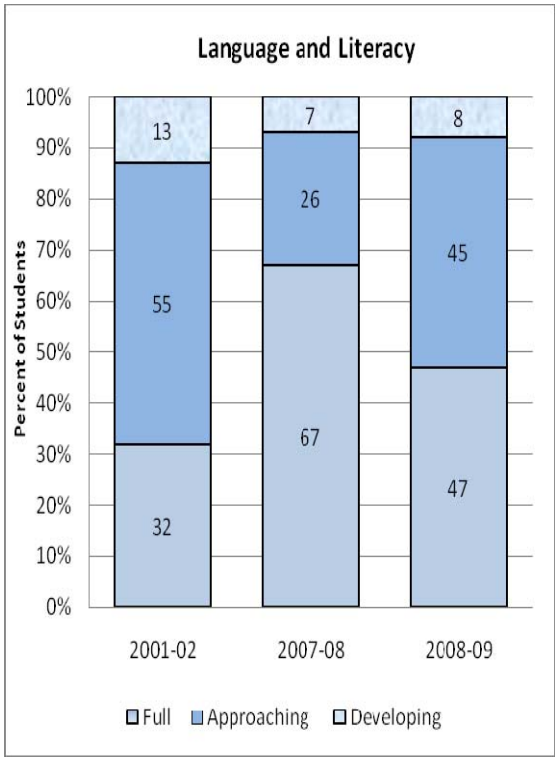
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	91	9	0	70	30	0	91	4	4	78	17	4	83	13	4	78	17	4	78	22	0	78	22	0
African American	66	28	6	60	32	7	75	19	6	61	30	9	64	31	5	74	23	2	81	17	2	73	23	4
White	75	21	4	69	25	5	84	13	3	71	24	5	77	21	3	77	20	3	84	15	1	80	18	2
Hispanic	71	29	0	59	37	5	76	20	5	59	39	2	59	39	2	80	17	2	93	5	2	76	22	2
Gender																								
Male	63	31	6	60	32	8	79	16	5	65	27	8	69	27	4	68	28	4	77	21	2	71	25	3
Female	85	13	2	75	22	4	86	11	3	72	24	4	79	19	2	86	13	1	90	10	1	86	12	2
Prior Care																								
Child Care Center	71	24	4	72	24	4	85	13	2	73	25	2	77	22	1	77	19	4	83	16	0	81	18	1
Family Child Care	77	20	3	65	28	7	79	14	7	66	26	9	73	23	4	79	20	2	85	14	1	77	20	3
Head Start	67	28	6	58	31	11	78	14	8	75	17	8	69	25	6	81	19	0	81	19	0	72	25	3
Home / Informal Care	77	21	2	58	36	6	83	16	1	73	23	4	78	21	2	78	19	3	79	20	1	79	17	3
Non-public Nursery	85	13	2	80	18	2	92	6	1	74	23	3	84	16	0	81	17	2	91	9	0	89	11	0
Pre-Kindergarten	65	29	6	59	33	9	75	19	7	58	31	10	61	31	7	69	27	4	78	19	3	69	26	5
Special Education																								
Yes	43	46	11	28	52	20	54	30	16	36	43	21	39	46	16	48	43	9	62	31	7	43	44	13
No	78	19	3	73	24	4	86	12	2	73	23	4	79	20	1	80	18	2	86	13	0	83	15	1
Limited English Proficiency																								
Yes	79	21	0	42	52	6	67	21	12	52	42	6	52	42	6	73	24	3	85	12	3	67	30	3
No	74	22	4	68	26	6	83	13	3	69	25	6	75	22	3	77	20	3	83	15	1	79	18	3
Free and Reduced Price Meals																								
Yes	60	33	7	54	36	11	72	21	6	57	32	12	62	31	7	73	24	4	77	20	3	66	28	6
No	78	19	3	71	25	4	85	12	3	72	24	4	77	21	2	78	20	3	85	14	1	82	16	2
Aggregated Data	74	22	4	67	27	6	83	14	4	69	26	6	74	23	3	77	21	3	83	15	1	79	19	3
* = fewer than 5	May not total 100% due to rounding.																							

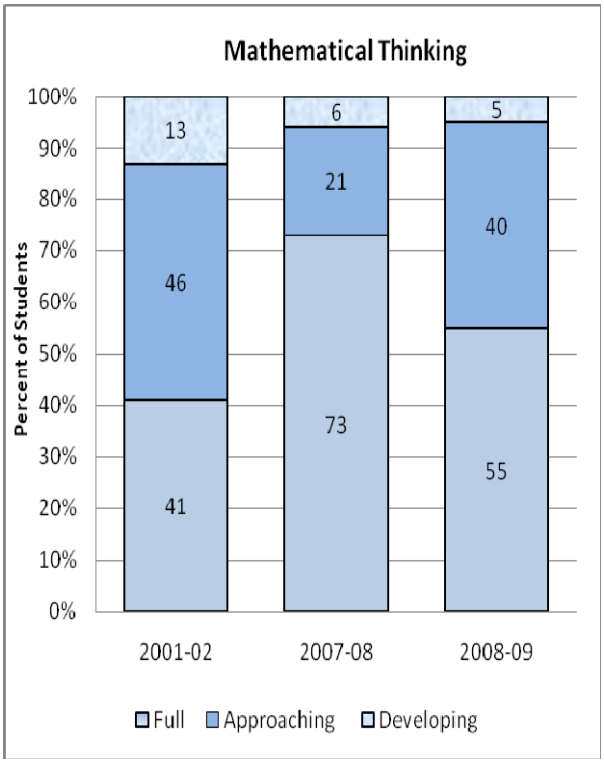
Calvert County - Number of Kindergarten Students

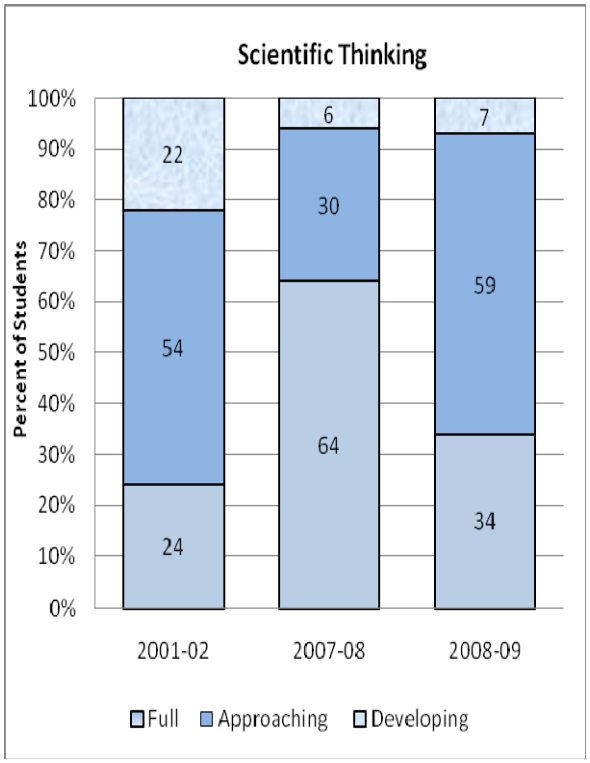
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	21	2	0	16	7	0	21	1	1	18	4	1	19	3	1	18	4	1	18	5	0	18	5	0
African American	117	49	10	106	57	13	132	33	11	107	53	16	113	54	9	131	41	4	143	30	3	129	40	7
White	637	180	31	587	215	46	715	107	26	598	207	43	649	177	22	652	171	25	709	130	9	678	151	19
Hispanic	29	12	0	24	15	2	31	8	2	24	16	1	24	16	1	33	7	1	38	2	1	31	9	1
Gender																								
Male	350	173	31	334	178	42	437	90	27	362	149	43	381	151	22	376	155	23	428	116	10	396	140	18
Female	459	71	10	403	117	20	467	59	14	390	131	19	428	100	12	463	69	8	485	52	3	465	65	10
Prior Care																								
Child Care Center	202	69	12	203	69	11	240	38	5	206	71	6	217	62	4	219	54	10	236	46	1	229	51	3
Family Child Care	144	38	6	123	52	13	149	26	13	124	48	16	137	43	8	148	37	3	159	27	2	144	38	6
Head Start	24	10	2	21	11	4	28	5	3	27	6	3	25	9	2	29	7	0	29	7	0	26	9	1
Home / Informal Care	90	25	2	68	42	7	97	19	1	85	27	5	91	24	2	91	22	4	93	23	1	93	20	4
Non-Public Nursery	179	28	4	168	39	4	195	13	3	156	49	6	178	33	0	171	35	5	192	18	1	187	23	1
Pre-Kindergarten	148	67	14	134	75	20	171	43	15	133	72	24	140	72	17	159	61	9	178	43	8	158	59	12
Special Education																								
Yes	54	59	14	35	66	26	69	38	20	46	54	27	49	58	20	61	54	12	79	39	9	55	56	16
No	753	184	27	699	229	36	832	111	21	703	226	35	757	193	14	775	170	19	831	129	4	803	149	12
Limited English Proficiency																								
Yes	26	7	0	14	17	2	22	7	4	17	14	2	17	14	2	24	8	1	28	4	1	22	10	1
No	783	237	41	723	278	60	882	142	37	735	266	60	792	237	32	815	216	30	885	164	12	839	195	27
Free and Reduced Price Meals																								
Yes	137	76	15	123	81	24	165	49	14	129	72	27	141	71	16	166	54	8	176	45	7	151	64	13
No	672	168	26	614	214	38	739	100	27	623	208	35	668	180	18	673	170	23	737	123	6	710	141	15
Aggregated Data	811	244	42	739	295	63	906	149	42	754	280	63	811	251	35	841	225	31	915	169	13	863	205	29
* = fewer than 5																								

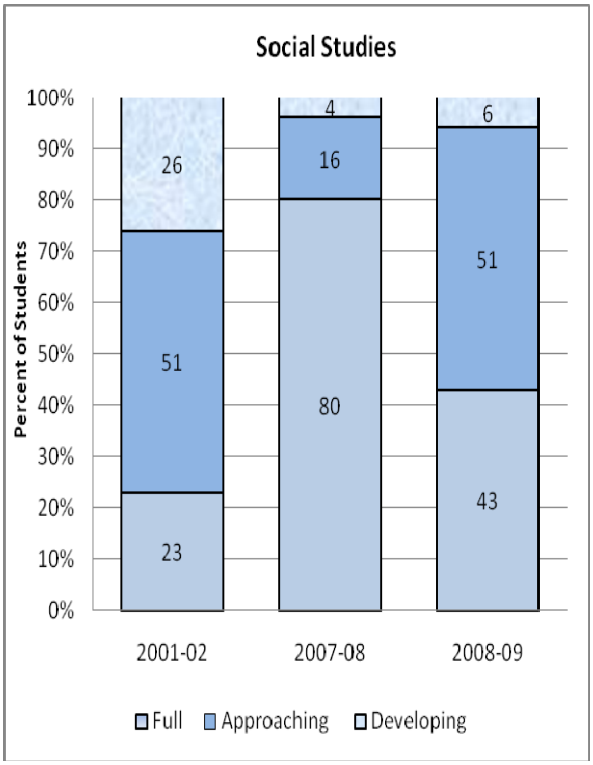
Caroline County – Percentage of Kindergarten Students

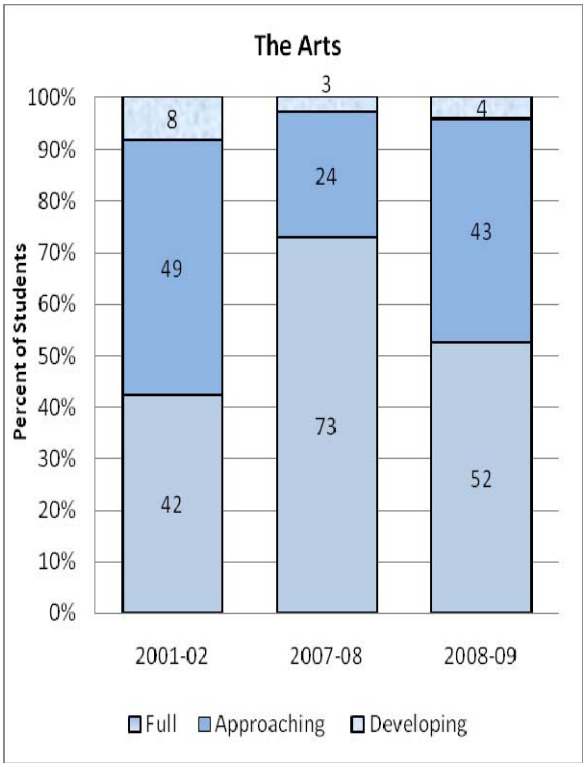


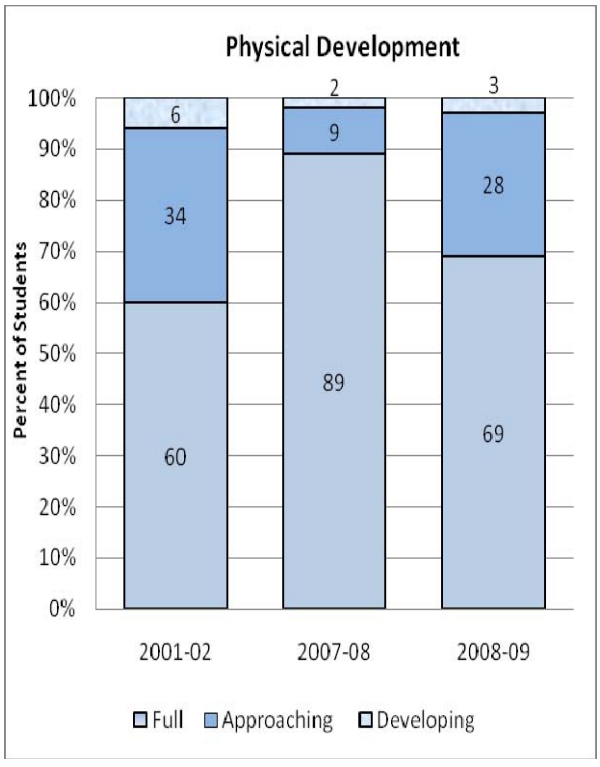


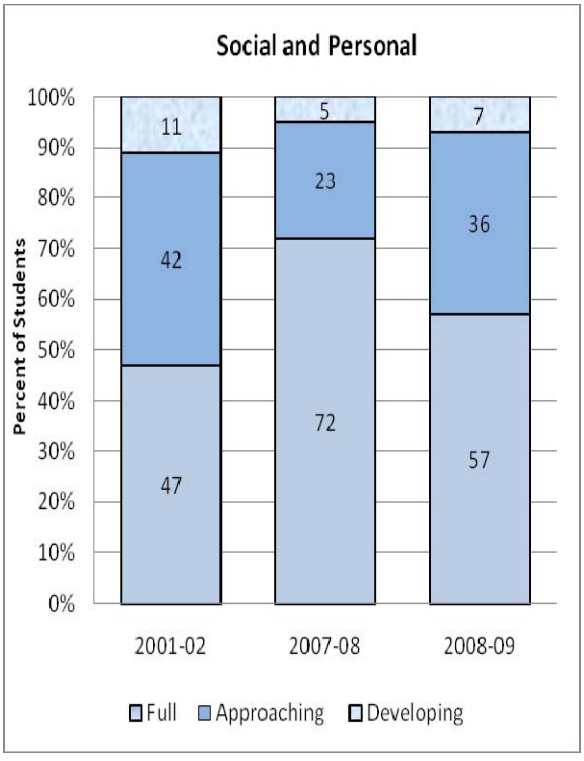





Social Studies
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
26
51
23
4
16
80
6
51
43
2001-02
2007-08
2008-09
Full
Approaching
Developing


The Arts
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
8
49
42
3
24
73
4
43
52
2001-02
2007-08
2008-09
Full
Approaching
Developing


Physical Development
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
6
34
60
2
9
89
3
28
69
2001-02
2007-08
2008-09
Full
Approaching
Developing

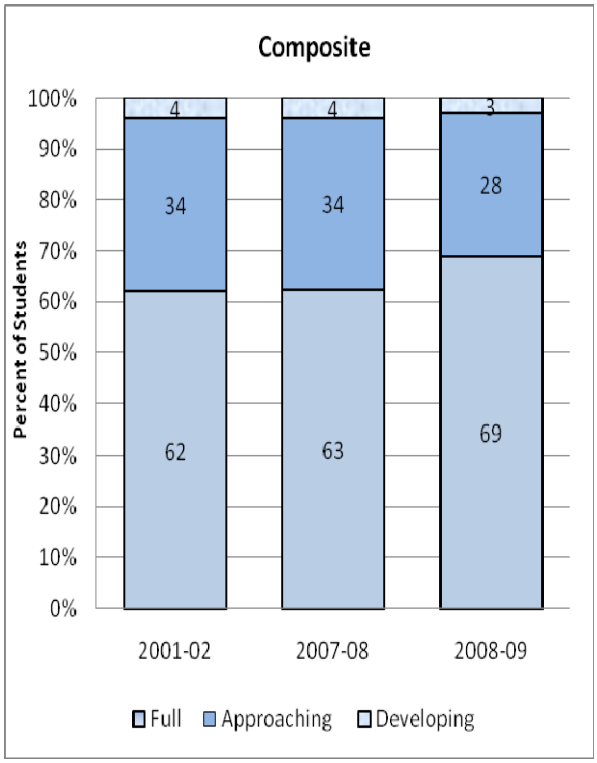

Social and Personal
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
11
42
47
5
23
72
7
36
57
2001-02
2007-08
2008-09
Full
Approaching
Developing

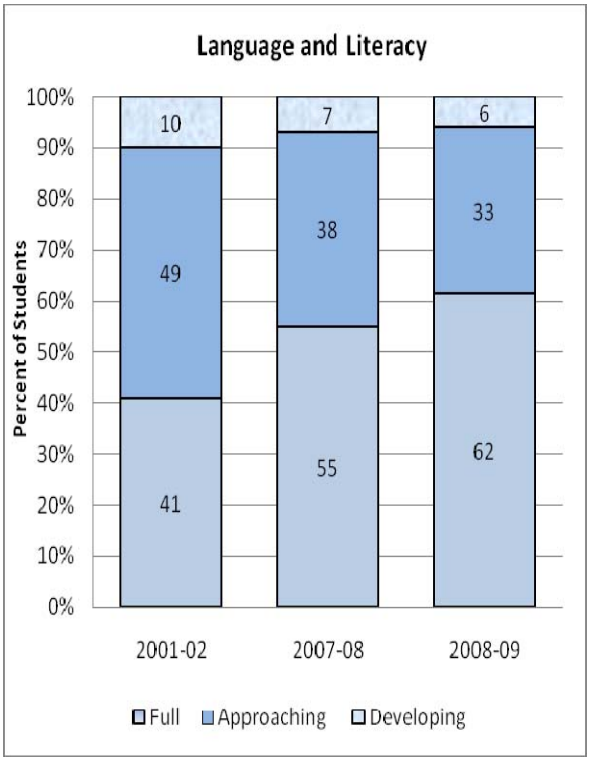
Caroline County - Percentage of Kindergarten Students

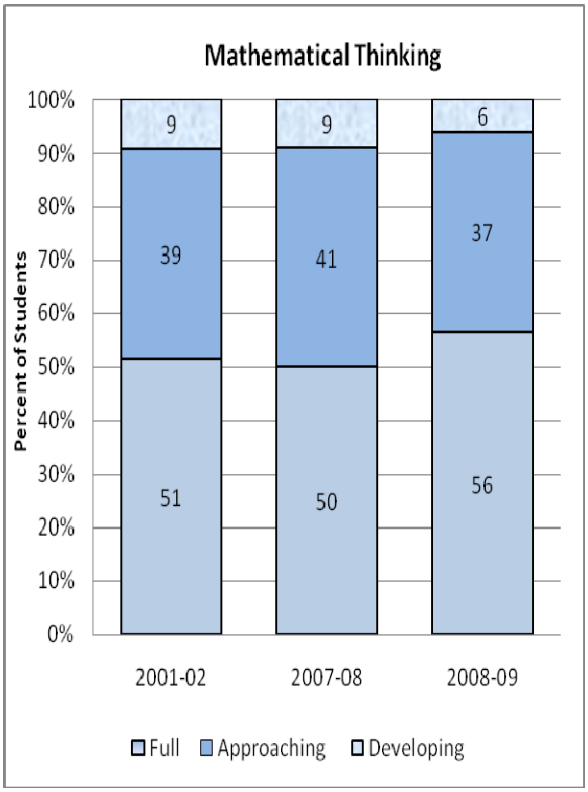
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	48	41	11	40	50	10	52	42	6	34	56	9	43	51	6	60	36	3	66	31	3	53	40	7
White	63	32	5	54	41	5	61	35	4	37	58	5	46	50	4	55	42	3	74	23	2	61	36	3
Hispanic	35	52	13	17	65	19	23	67	10	15	71	15	21	63	17	23	67	10	48	52	0	23	65	13
Gender																								
Male	48	42	11	41	50	10	51	42	7	31	62	8	40	54	7	43	51	6	64	34	3	48	46	7
Female	65	31	5	52	42	7	58	38	3	37	57	6	45	49	5	61	37	3	74	23	2	61	35	4
Prior Care																								
Child Care Center	75	25	0	44	44	13	63	31	6	25	63	13	25	56	19	50	50	0	63	31	6	56	38	6
Family Child Care	35	53	12	41	47	12	53	41	6	29	59	12	53	35	12	41	59	0	71	29	0	53	41	6
Head Start	14	57	29	14	71	14	29	57	14	14	71	14	14	71	14	43	43	14	57	43	0	14	71	14
Home / Informal Care	47	44	9	27	60	13	44	47	9	31	56	13	40	47	13	36	56	9	64	31	4	42	44	13
Non-public Nursery	83	17	0	83	17	0	88	12	0	51	49	0	56	44	0	83	17	0	90	10	0	90	10	0
Pre-Kindergarten	56	36	8	48	44	8	55	40	5	36	58	6	44	51	5	54	43	4	70	27	3	54	41	5
Special Education																								
Yes	40	36	24	20	48	32	24	40	36	12	56	32	20	48	32	36	48	16	52	24	24	28	40	32
No	58	36	6	48	45	7	57	40	3	35	59	5	44	51	4	53	43	3	70	28	1	56	40	4
Limited English Proficiency																								
Yes	17	66	17	0	79	21	7	86	7	0	83	17	0	79	21	7	83	10	34	66	0	3	83	14
No	59	34	7	50	43	7	58	37	5	37	57	6	46	49	5	56	41	4	72	25	3	58	37	5
Free and Reduced Price Meals																								
Yes	47	43	9	36	53	11	44	49	7	29	61	9	35	58	7	46	49	6	61	36	3	44	49	7
No	67	28	5	59	36	5	67	30	3	39	56	4	51	44	5	60	37	2	79	19	2	67	30	3
Aggregated Data	57	36	7	47	45	8	55	40	5	34	59	7	43	51	6	52	43	4	69	28	3	55	40	5
* = fewer than 5	May not total 100% due to rounding.																							

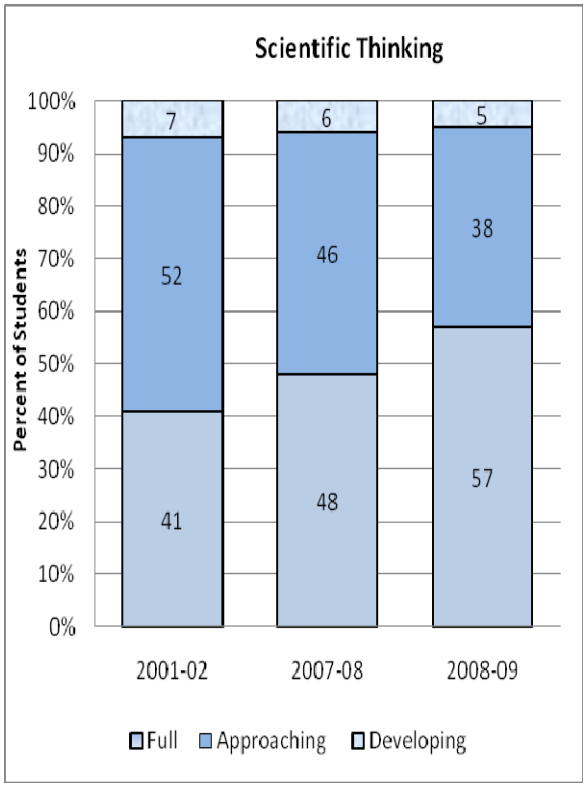
Caroline County - Number of Kindergarten Students																								
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	46	39	11	38	48	10	50	40	6	33	54	9	41	49	6	58	35	3	63	30	3	51	38	7
White	177	91	14	152	115	15	173	99	10	105	164	13	131	140	11	154	119	9	209	66	7	171	102	9
Hispanic	17	25	6	8	31	9	11	32	5	7	34	7	10	30	8	11	32	5	23	25	0	11	31	6
Gender																								
Male	95	84	21	82	99	19	102	84	14	62	123	15	79	107	14	86	102	12	127	67	6	96	91	13
Female	149	71	11	119	96	16	135	88	8	85	131	15	105	114	12	140	85	6	172	54	5	140	81	10
Prior Care																								
Child Care Center	12	4	0	7	7	2	10	5	1	4	10	2	4	9	3	8	8	0	10	5	1	9	6	1
Family Child Care	6	9	2	7	8	2	9	7	1	5	10	2	9	6	2	7	10	0	12	5	0	9	7	1
Head Start	1	4	2	1	5	1	2	4	1	1	5	1	1	5	1	3	3	1	4	3	0	1	5	1
Home / Informal Care	21	20	4	12	27	6	20	21	4	14	25	6	18	21	6	16	25	4	29	14	2	19	20	6
Non-Public Nursery	34	7	0	34	7	0	36	5	0	21	20	0	23	18	0	34	7	0	37	4	0	37	4	0
Pre-Kindergarten	160	101	23	137	124	23	157	113	14	101	165	18	125	146	13	152	121	11	199	77	8	154	117	13
Special Education																								
Yes	10	9	6	5	12	8	6	10	9	3	14	8	5	12	8	9	12	4	13	6	6	7	10	8
No	234	146	26	196	183	27	231	162	13	144	240	22	179	209	18	217	175	14	286	115	5	229	162	15
Limited English Proficiency																								
Yes	5	19	5	0	23	6	2	25	2	0	24	5	0	23	6	2	24	3	10	19	0	1	24	4
No	239	136	27	201	172	29	235	147	20	147	230	25	184	198	20	224	163	15	289	102	11	235	148	19
Free and Reduced Price Meals																								
Yes	108	99	21	82	121	25	101	111	16	67	140	21	80	132	16	104	111	13	138	83	7	101	111	16
No	136	56	11	119	74	10	136	61	6	80	114	9	104	89	10	122	76	5	161	38	4	135	61	7
Aggregated Data	244	155	32	201	195	35	237	172	22	147	254	30	184	221	26	226	187	18	299	121	11	236	172	23
* = fewer than 5																								

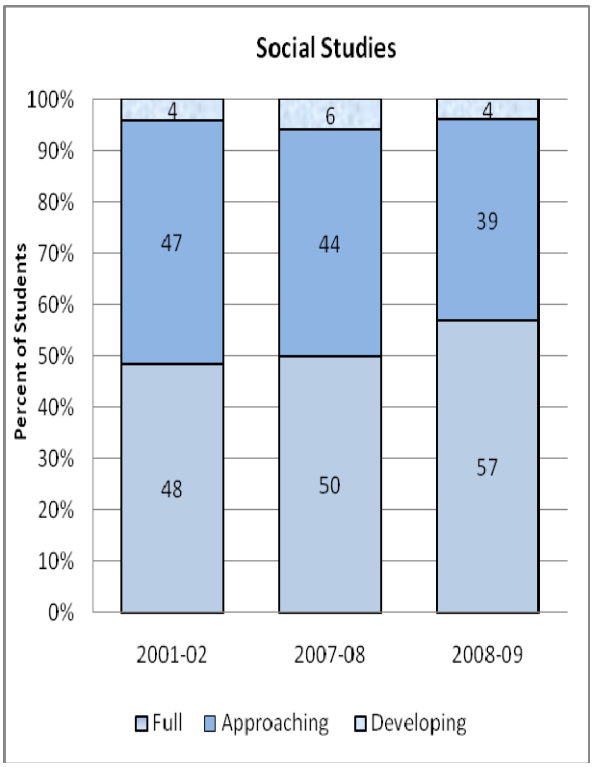
Carroll County – Percentage of Kindergarten Students

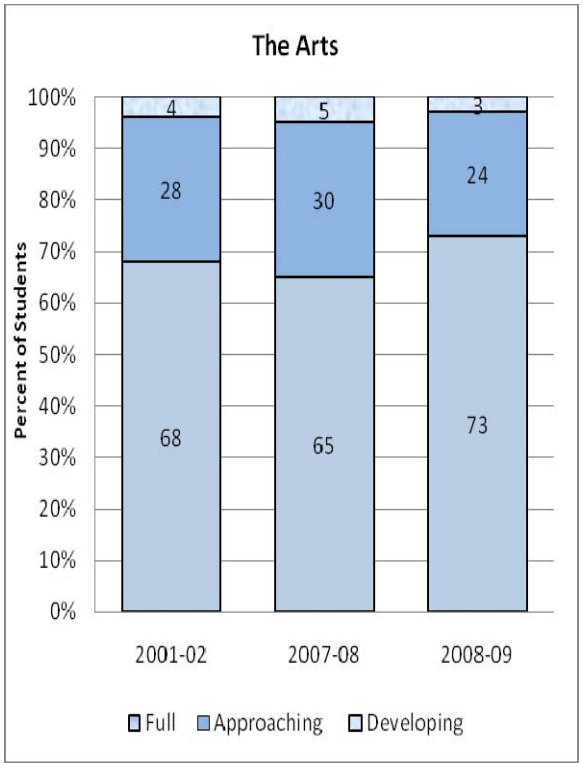


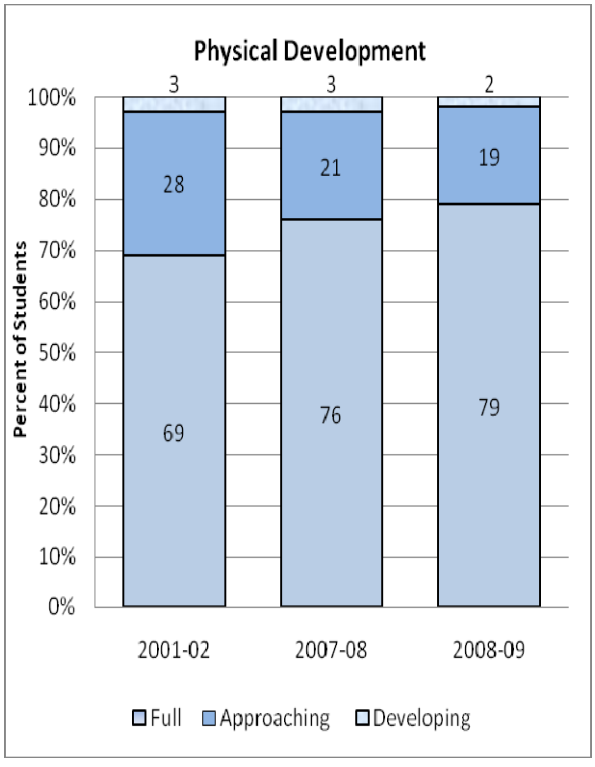


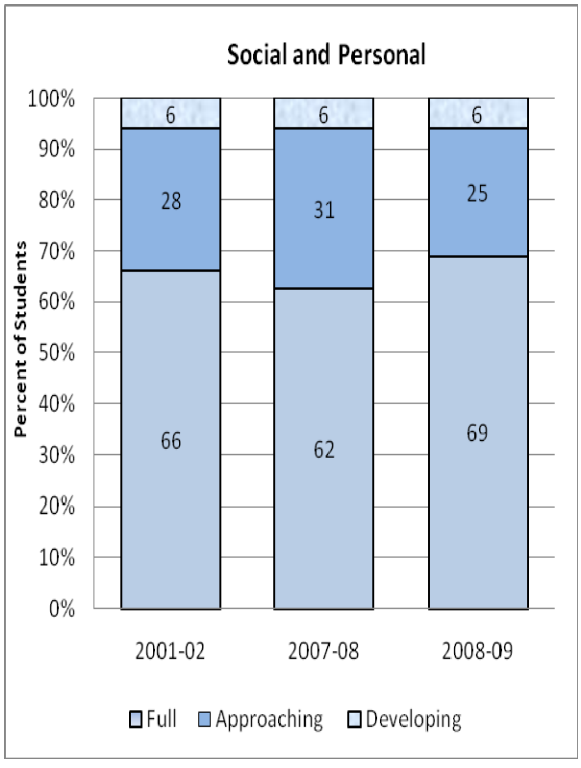





Social Studies
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
4
6
4
47
44
39
48
50
57
2001-02
2007-08
2008-09
Full
Approaching
Developing


The Arts
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
4
5
3
28
30
24
68
65
73
2001-02
2007-08
2008-09
Full
Approaching
Developing


Physical Development
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
3
3
2
28
21
19
69
76
79
2001-02
2007-08
2008-09
Full
Approaching
Developing


Social and Personal
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
6
6
6
28
31
25
66
62
69
2001-02
2007-08
2008-09
Full
Approaching
Developing

Carroll County - Percentage of Kindergarten Students

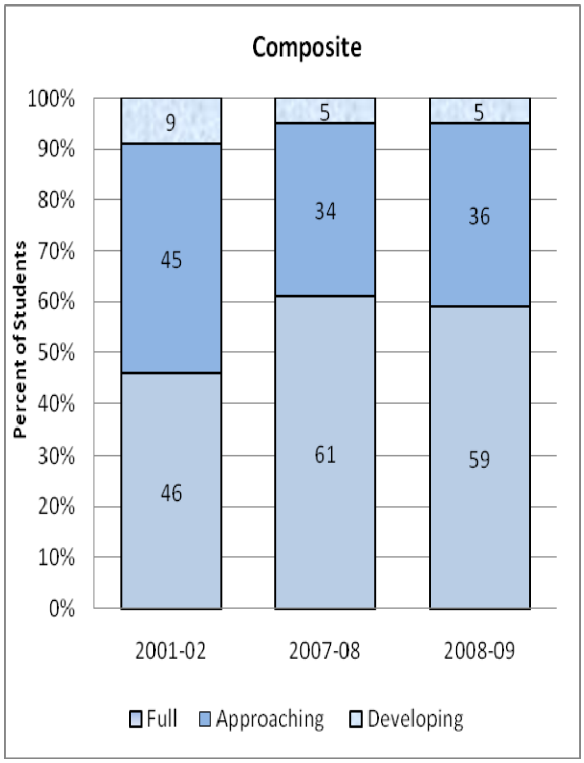
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	31	62	8	38	54	8	31	54	15	31	62	8	23	69	8	62	38	0	62	38	0	31	62	8
Asian/Pacific Islander	65	27	8	67	25	8	69	23	8	54	38	8	60	35	4	77	19	4	71	27	2	67	27	6
African American	63	28	9	57	32	10	55	36	9	49	40	10	55	36	9	72	21	7	83	14	3	70	23	7
White	70	25	5	62	32	5	57	37	6	57	38	5	57	39	4	73	24	3	78	20	2	69	28	3
Hispanic	76	21	3	47	40	14	40	47	14	50	38	12	50	38	12	74	22	3	91	9	0	64	33	3
Gender																								
Male	60	32	8	56	36	8	53	39	8	54	39	7	53	41	6	65	30	5	74	23	3	63	33	4
Female	78	18	4	67	29	4	59	36	5	59	37	4	61	36	3	81	17	2	83	15	2	75	23	2
Prior Care																								
Child Care Center	66	29	6	64	33	3	59	35	6	61	36	3	61	37	3	77	20	3	85	14	1	71	26	3
Family Child Care	74	22	4	72	24	4	56	42	2	56	36	8	56	38	6	76	16	8	84	12	4	72	24	4
Head Start	38	53	9	38	51	11	38	51	11	29	62	9	27	64	9	42	53	4	53	42	4	36	58	7
Home / Informal Care	66	30	5	55	34	11	48	40	12	50	40	10	50	40	9	69	27	4	70	28	2	60	35	5
Non-public Nursery	78	19	3	71	26	2	63	36	2	60	38	2	62	37	1	78	20	2	82	17	1	77	22	1
Pre-Kindergarten	64	26	10	49	40	10	48	41	11	52	38	10	51	40	9	67	28	5	74	22	5	61	33	6
Special Education																								
Yes	53	32	16	38	45	17	40	40	20	42	40	18	43	40	17	58	32	10	61	27	13	48	38	14
No	71	24	5	64	31	5	58	37	5	58	38	4	59	38	3	75	23	3	81	18	1	71	27	2
Limited English Proficiency																								
Yes	78	19	4	37	44	19	33	48	19	33	48	19	33	52	15	70	26	4	78	22	0	48	48	4
No	69	25	6	62	32	6	56	37	6	57	38	5	57	38	4	73	24	3	79	19	2	69	28	3
Free and Reduced Price Meals																								
Yes	53	35	12	42	43	15	37	47	15	40	48	12	42	47	11	60	32	8	68	28	5	51	42	7
No	72	23	4	65	31	4	60	36	5	60	36	4	60	37	3	75	22	3	81	18	2	72	26	2
Aggregated Data	69	25	6	62	33	6	56	37	6	57	38	5	57	39	4	73	24	3	79	19	2	69	28	3
* = fewer than 5	May not total 100% due to rounding.																							

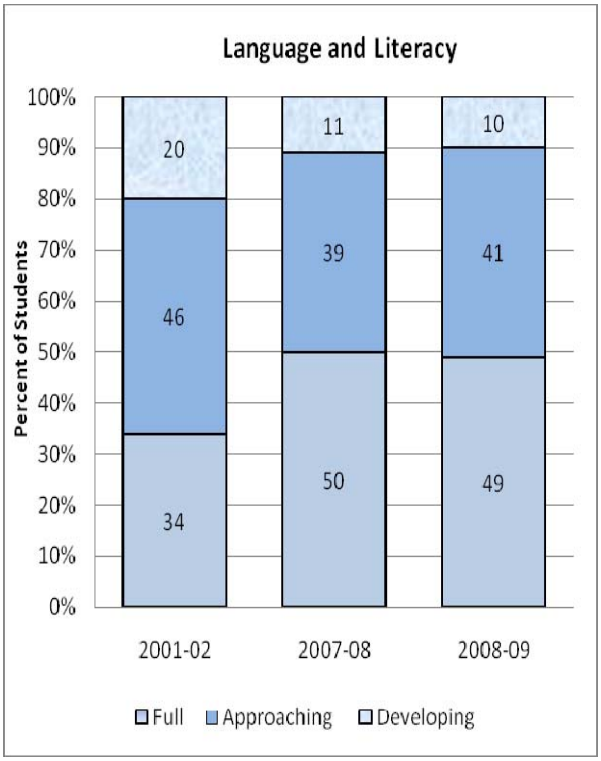
Carroll County - Number of Kindergarten Students

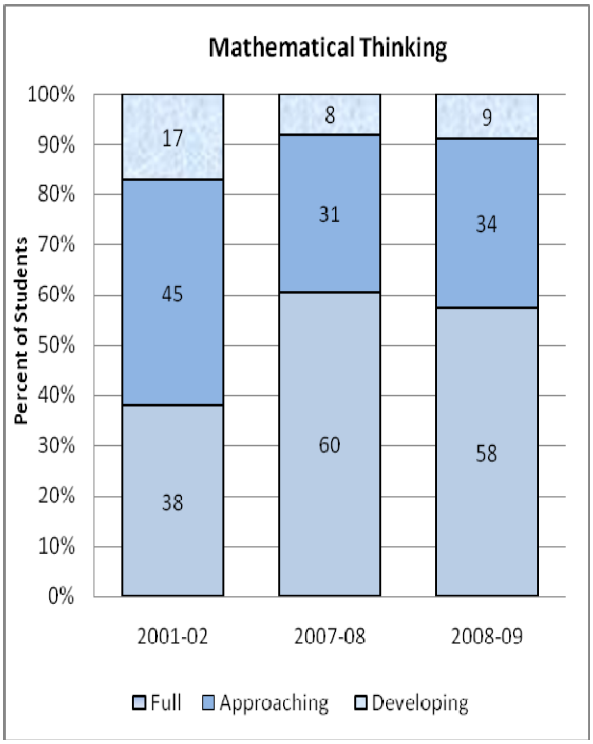
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	4	8	1	5	7	1	4	7	2	4	8	1	3	9	1	8	5	0	8	5	0	4	8	1
Asian/Pacific Islander	31	13	4	32	12	4	33	11	4	26	18	4	29	17	2	37	9	2	34	13	1	32	13	3
African American	55	24	8	50	28	9	48	31	8	43	35	9	48	31	8	63	18	6	72	12	3	61	20	6
White	1,166	419	91	1,044	543	89	949	628	99	963	635	78	963	647	66	1,219	403	54	1,313	327	36	1,159	470	47
Hispanic	44	12	2	27	23	8	23	27	8	29	22	7	29	22	7	43	13	2	53	5	0	37	19	2
Gender																								
Male	578	309	72	535	346	78	512	375	72	522	372	65	512	392	55	624	290	45	714	220	25	602	318	39
Female	722	167	34	623	267	33	545	329	49	543	346	34	560	334	29	746	158	19	766	142	15	691	212	20
Prior Care																								
Child Care Center	278	121	25	272	138	14	251	148	25	259	151	14	257	155	12	328	84	12	361	58	5	303	110	11
Family Child Care	37	11	2	36	12	2	28	21	1	28	18	4	28	19	3	38	8	4	42	6	2	36	12	2
Head Start	17	24	4	17	23	5	17	23	5	13	28	4	12	29	4	19	24	2	24	19	2	16	26	3
Home / Informal Care	138	62	10	115	71	24	101	84	25	106	84	20	106	85	19	144	57	9	148	58	4	127	73	10
Non-Public Nursery	430	104	15	392	145	12	345	195	9	330	210	9	338	204	7	426	112	11	452	92	5	423	122	4
Pre-Kindergarten	244	100	39	189	155	39	184	156	43	199	144	40	197	152	34	257	108	18	282	83	18	232	127	24
Special Education																								
Yes	101	61	30	72	87	33	77	77	38	80	77	35	83	76	33	111	61	20	117	51	24	93	73	26
No	1,198	413	76	1,084	525	78	979	625	83	984	639	64	988	648	51	1,257	386	44	1,361	310	16	1,199	455	33
Limited English Proficiency																								
Yes	21	5	1	10	12	5	9	13	5	9	13	5	9	14	4	19	7	1	21	6	0	13	13	1
No	1279	471	105	1,148	601	106	1,048	691	116	1,056	705	94	1,063	712	80	1,351	441	63	1,459	356	40	1,280	517	58
Free and Reduced Price Meals																								
Yes	159	105	35	127	128	44	112	142	45	120	144	35	126	140	33	179	97	23	202	83	14	152	126	21
No	1,141	371	71	1,031	485	67	945	562	76	945	574	64	946	586	51	1,191	351	41	1,278	279	26	1,141	404	38
Aggregated Data	1,300	476	106	1,158	613	111	1,057	704	121	1,065	718	99	1,072	726	84	1,370	448	64	1,480	362	40	1,293	530	59

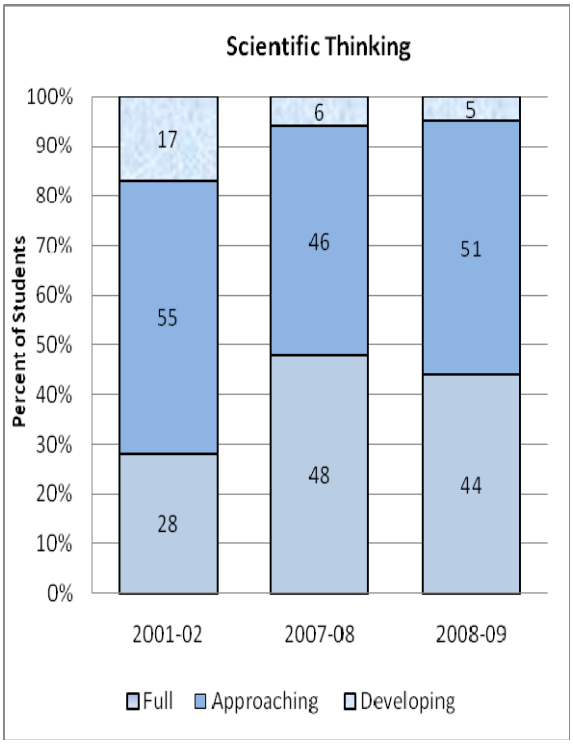
* = fewer than 5

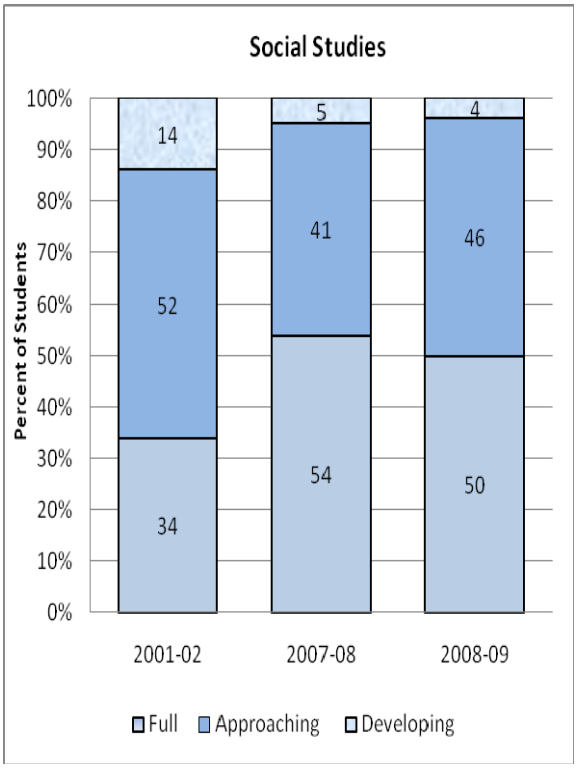
Cecil County – Percentage of Kindergarten Students

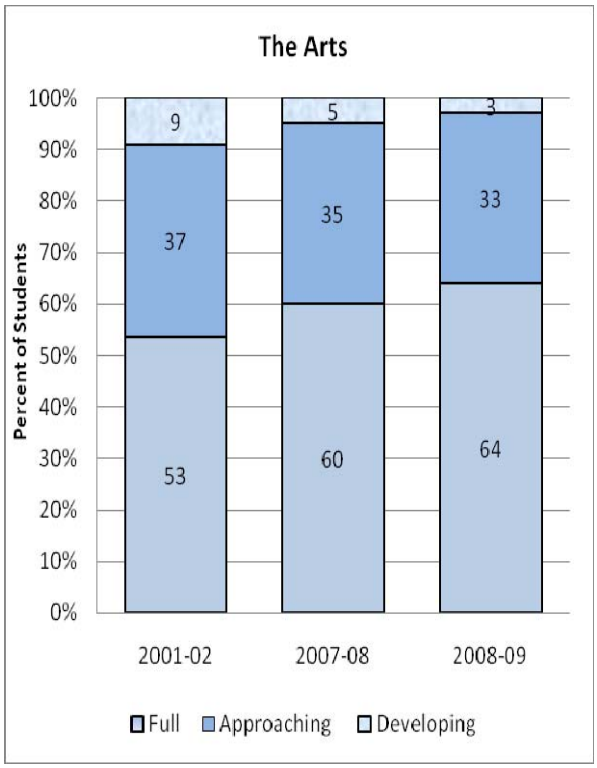


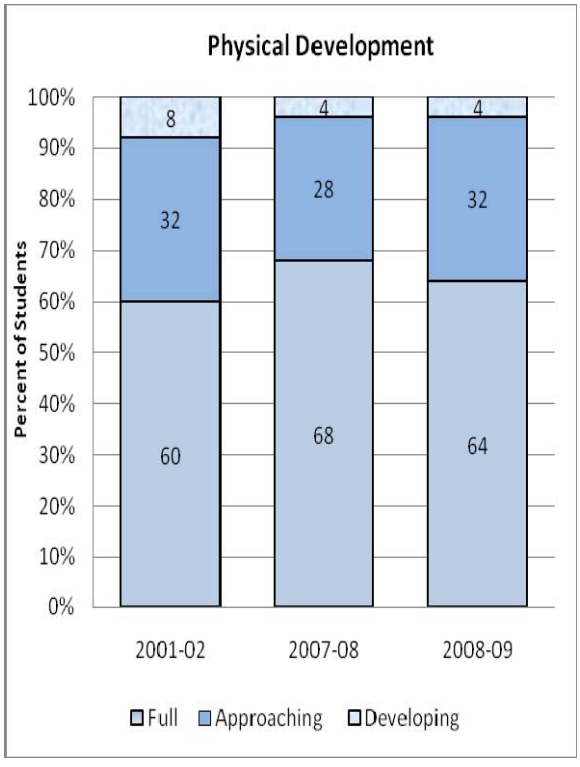


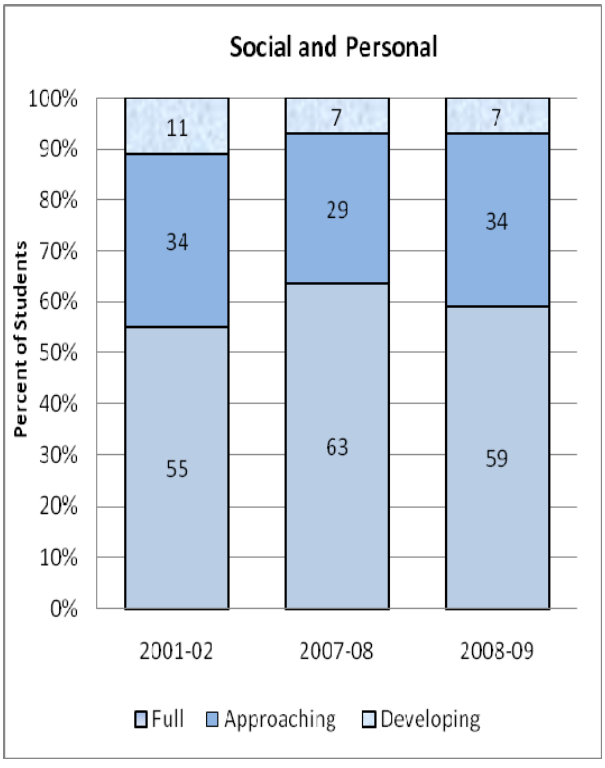





Social Studies
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
14
52
34
5
41
54
4
46
50
2001-02
2007-08
2008-09
Full
Approaching
Developing


The Arts
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
9
37
53
5
35
60
3
33
64
2001-02
2007-08
2008-09
Full
Approaching
Developing


Physical Development
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
8
32
60
4
28
68
4
32
64
2001-02
2007-08
2008-09
Full
Approaching
Developing


Social and Personal
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
11
34
55
7
29
63
7
34
59
2001-02
2007-08
2008-09
Full
Approaching
Developing

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	67	33	0	50	50	0	50	50	0	33	67	0	33	67	0	67	33	0	67	33	0	50	50	0
Asian/Pacific Islander	76	24	0	76	18	6	82	18	0	59	41	0	65	35	0	88	12	0	88	12	0	76	24	0
African American	57	35	8	49	38	13	53	35	12	42	54	5	53	43	5	57	43	0	65	32	3	55	39	6
White	59	34	7	49	41	10	58	34	8	45	50	5	50	46	4	65	32	3	63	33	4	59	35	5
Hispanic	58	42	0	45	45	11	53	37	11	26	63	11	37	55	8	63	29	8	76	24	0	47	47	5
Gender																								
Male	54	37	10	45	41	14	57	32	11	43	51	6	49	46	5	58	37	5	61	34	5	56	37	7
Female	65	31	4	53	40	7	58	36	6	46	51	3	52	46	3	70	29	1	67	30	3	62	36	3
Prior Care																								
Child Care Center	67	19	14	67	25	8	67	23	9	61	34	5	63	31	6	70	25	5	73	19	8	73	19	8
Family Child Care	78	22	0	63	33	4	67	30	4	56	44	0	56	41	4	78	22	0	74	22	4	70	30	0
Head Start	40	40	20	7	67	27	27	47	27	7	87	7	33	60	7	53	40	7	53	33	13	40	47	13
Home / Informal Care	67	25	8	48	40	13	61	30	9	43	52	5	44	51	5	74	24	2	67	27	6	64	31	6
Non-public Nursery	77	18	5	64	31	5	67	31	1	55	42	2	65	35	0	76	23	1	73	27	0	76	23	1
Pre-Kindergarten	59	33	8	43	46	12	57	34	9	42	52	6	40	54	6	57	36	7	61	31	8	59	34	8
Special Education																								
Yes	42	35	23	19	53	28	35	43	22	22	60	18	26	54	20	44	49	7	39	45	16	32	48	20
No	61	34	5	52	39	8	60	33	7	47	49	3	53	45	2	67	31	2	67	31	3	62	35	3
Limited English Proficiency																								
Yes	55	40	5	30	45	25	40	40	20	20	60	20	30	50	20	70	20	10	70	25	5	40	45	15
No	59	34	7	49	41	10	58	34	8	45	51	5	51	46	4	64	33	3	64	32	4	59	36	5
Free and Reduced Price Meals																								
Yes	50	41	9	38	46	16	46	41	12	33	59	8	43	51	6	56	40	4	58	37	5	48	45	7
No	64	30	6	55	38	7	64	29	6	51	46	3	54	43	3	69	29	2	67	30	3	65	31	4
Aggregated Data	59	34	7	49	41	10	58	34	9	44	51	5	50	46	4	64	33	3	64	32	4	59	36	5

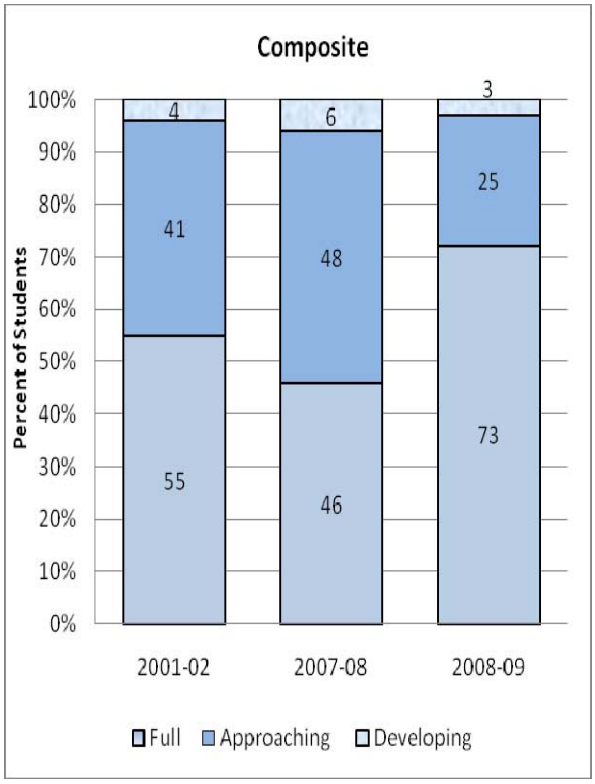
* = fewer than 5

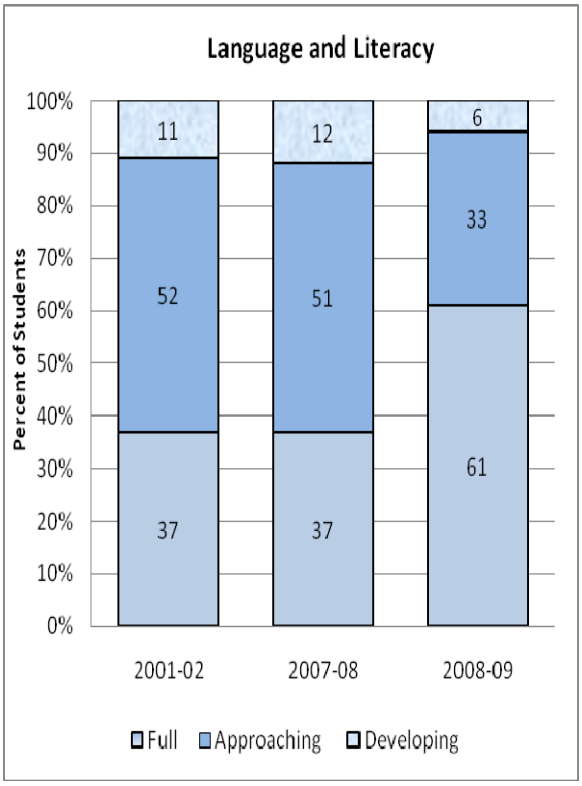
Cecil County - Number of Kindergarten Students

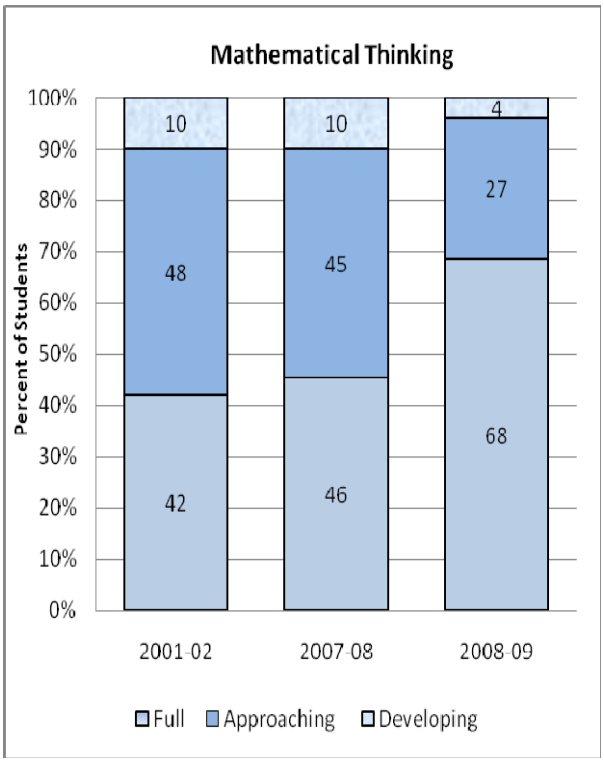
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	4	2	0	3	3	0	3	3	0	2	4	0	2	4	0	4	2	0	4	2	0	3	3	0
Asian/Pacific Islander	13	4	0	13	3	1	14	3	0	10	7	0	11	6	0	15	2	0	15	2	0	13	4	0
African American	63	38	9	54	42	14	58	39	13	46	59	5	58	47	5	63	47	0	72	35	3	60	43	7
White	541	309	66	445	379	92	532	308	76	415	457	44	460	420	36	591	296	29	573	302	41	545	325	46
Hispanic	22	16	0	17	17	4	20	14	4	10	24	4	14	21	3	24	11	3	29	9	0	18	18	2
Gender																								
Male	296	202	53	249	227	75	315	176	60	236	280	35	268	253	30	321	204	26	336	188	27	309	202	40
Female	347	167	22	283	217	36	312	191	33	247	271	18	277	245	14	376	154	6	357	162	17	330	191	15
Prior Care																								
Child Care Center	43	12	9	43	16	5	43	15	6	39	22	3	40	20	4	45	16	3	47	12	5	47	12	5
Family Child Care	21	6	0	17	9	1	18	8	1	15	12	0	15	11	1	21	6	0	20	6	1	19	8	0
Head Start	6	6	3	1	10	4	4	7	4	1	13	1	5	9	1	8	6	1	8	5	2	6	7	2
Home / Informal Care	59	22	7	42	35	11	54	26	8	38	46	4	39	45	4	65	21	2	59	24	5	56	27	5
Non-Public Nursery	64	15	4	53	26	4	56	26	1	46	35	2	54	29	0	63	19	1	61	22	0	63	19	1
Pre-Kindergarten	99	56	14	72	77	20	96	57	16	71	88	10	67	92	10	97	60	12	103	53	13	99	57	13
Special Education																								
Yes	47	39	25	21	59	31	39	48	24	24	67	20	29	60	22	49	54	8	43	50	18	36	53	22
No	595	329	50	511	383	80	587	318	69	459	482	33	516	436	22	648	302	24	650	298	26	603	338	33
Limited English Proficiency																								
Yes	11	8	1	6	9	5	8	8	4	4	12	4	6	10	4	14	4	2	14	5	1	8	9	3
No	632	361	74	526	435	106	619	359	89	479	539	49	539	488	40	683	354	30	679	345	43	631	384	52
Free and Reduced Price Meals																								
Yes	198	160	35	151	180	62	181	163	49	131	231	31	168	201	24	220	158	15	227	145	21	189	175	29
No	445	209	40	381	264	49	446	204	44	352	320	22	377	297	20	477	200	17	466	205	23	450	218	26
Aggregated Data	643	369	75	532	444	111	627	367	93	483	551	53	545	498	44	697	358	32	693	350	44	639	393	55

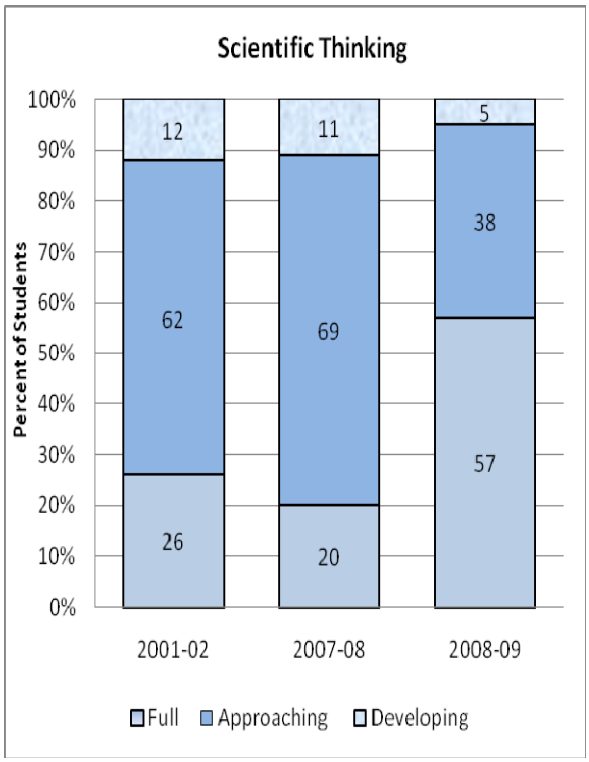
* = fewer than 5

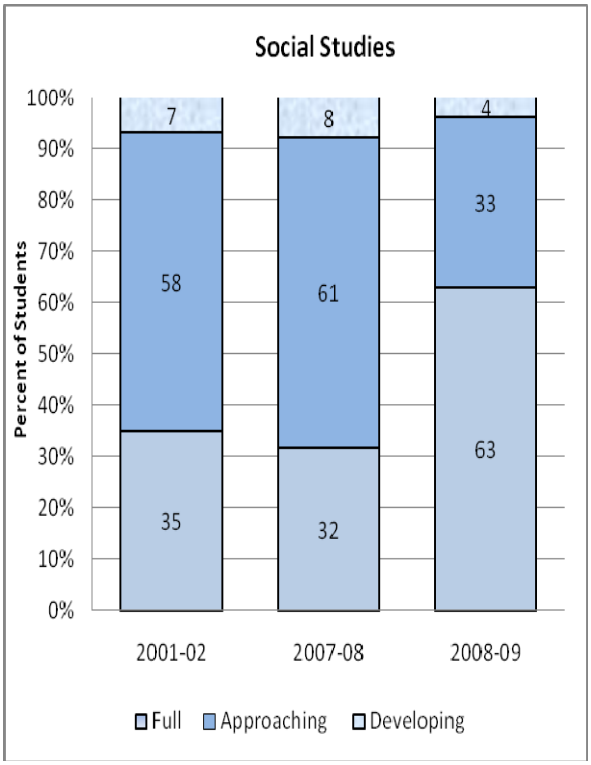
Charles County – Percentage of Kindergarten Students

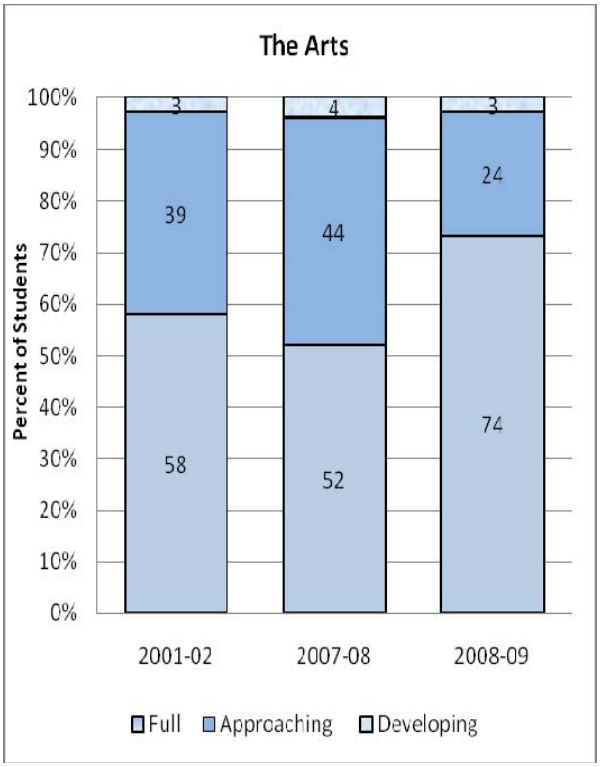


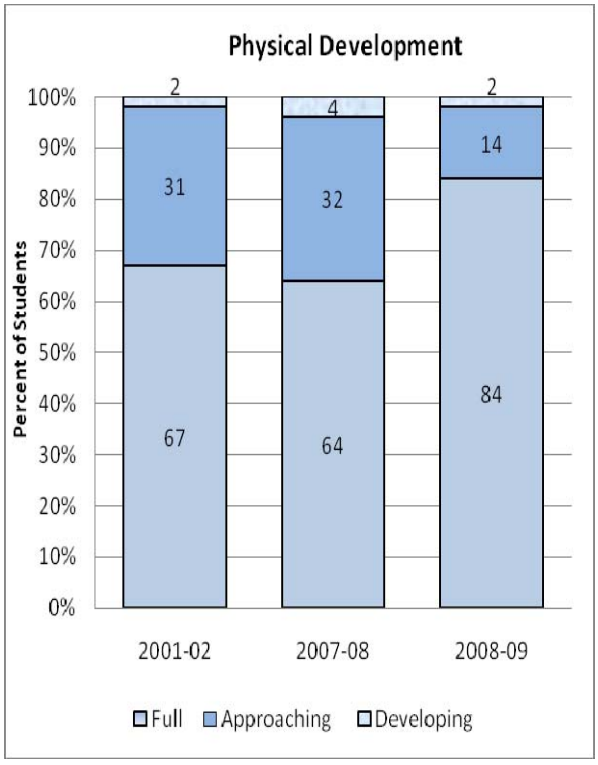


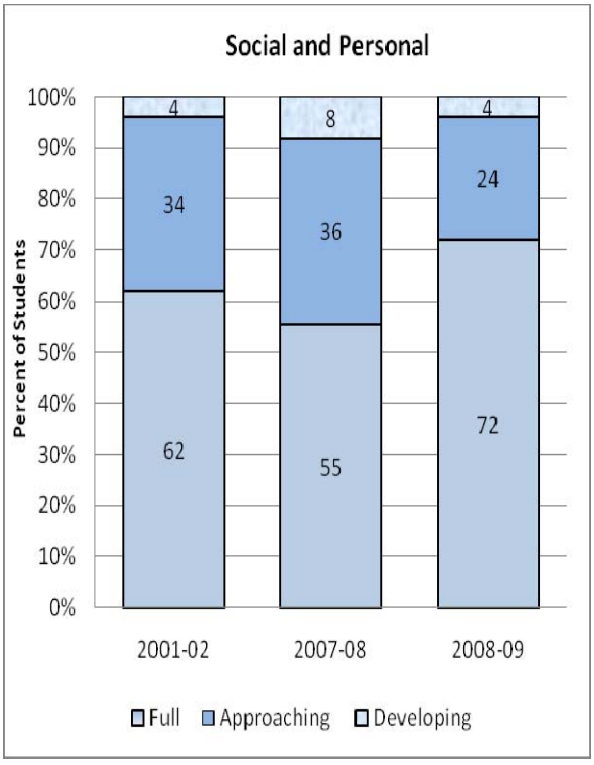





Social Studies
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
7
58
35
8
61
32
4
33
63
2001-02
2007-08
2008-09
Full
Approaching
Developing


The Arts
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
3
39
58
4
44
52
3
24
74
2001-02
2007-08
2008-09
Full
Approaching
Developing


Physical Development
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2
31
67
4
32
64
2
14
84
2001-02
2007-08
2008-09
Full
Approaching
Developing


Social and Personal
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
4
34
62
8
36
55
4
24
72
2001-02
2007-08
2008-09
Full
Approaching
Developing

Charles County - Percentage of Kindergarten Students

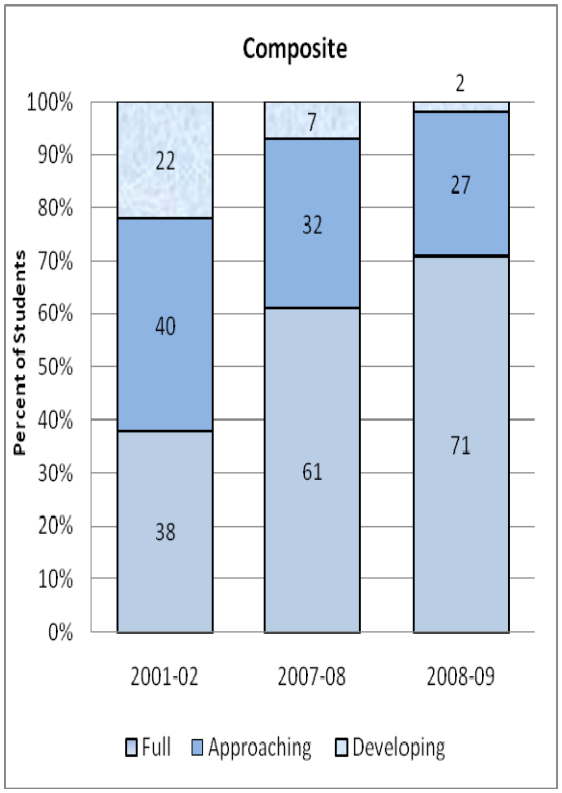
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	85	15	0	69	23	8	69	31	0	77	23	0	62	38	0	85	15	0	77	23	0	77	23	0
Asian/Pacific Islander	69	26	6	65	31	4	76	19	6	61	35	4	70	26	4	69	26	6	80	19	2	76	20	4
African American	67	29	5	54	39	7	63	31	6	50	43	7	57	38	5	70	26	4	82	16	2	66	30	4
White	79	17	3	72	24	4	76	21	3	65	32	3	72	25	2	79	20	1	87	12	2	81	17	2
Hispanic	71	24	5	50	43	8	58	39	4	53	41	6	55	39	6	70	28	3	85	14	1	70	29	1
Gender																								
Male	65	29	6	58	34	8	66	28	6	55	39	6	60	35	5	66	31	4	80	18	2	68	28	4
Female	80	18	1	65	31	4	71	26	3	59	37	4	67	30	2	82	16	1	88	11	1	78	21	1
Prior Care																								
Child Care Center	69	27	4	71	25	4	72	25	2	62	36	2	69	30	0	75	22	3	85	13	2	77	22	1
Family Child Care	66	29	5	60	31	10	65	27	8	56	40	3	58	37	5	68	24	8	79	16	5	63	32	5
Head Start	66	27	8	46	44	10	59	33	8	48	41	11	53	41	6	70	27	3	78	16	5	59	37	4
Home / Informal Care	74	20	5	54	37	8	63	30	7	47	44	8	57	36	7	72	25	3	82	16	2	68	28	5
Non-public Nursery	78	19	3	76	23	1	82	17	1	70	28	2	72	27	1	79	21	0	90	10	0	81	19	0
Pre-Kindergarten	73	24	3	61	34	5	69	27	4	58	38	5	65	32	4	74	24	2	85	14	1	74	23	3
Special Education																								
Yes	57	32	11	36	43	20	48	36	16	40	43	16	48	39	13	58	34	8	70	24	7	53	34	12
No	73	23	3	63	32	4	70	26	3	58	38	4	65	32	3	75	23	2	85	14	1	74	24	2
Limited English Proficiency																								
Yes	52	44	4	30	70	0	44	56	0	33	63	4	41	56	4	52	48	0	85	15	0	52	48	0
No	73	23	4	62	32	6	69	27	4	57	38	5	64	32	4	74	23	3	84	14	2	73	24	3
Free and Reduced Price Meals																								
Yes	64	30	6	47	44	9	56	36	7	47	44	8	55	39	6	70	26	4	81	17	2	64	31	5
No	76	21	3	68	28	4	74	23	3	61	36	4	67	30	3	75	23	2	85	13	2	76	22	2
Aggregated Data	72	24	4	61	33	6	68	27	4	57	38	5	63	33	4	74	24	3	84	14	2	73	25	3
* = fewer than 5	May not total 100% due to rounding.																							

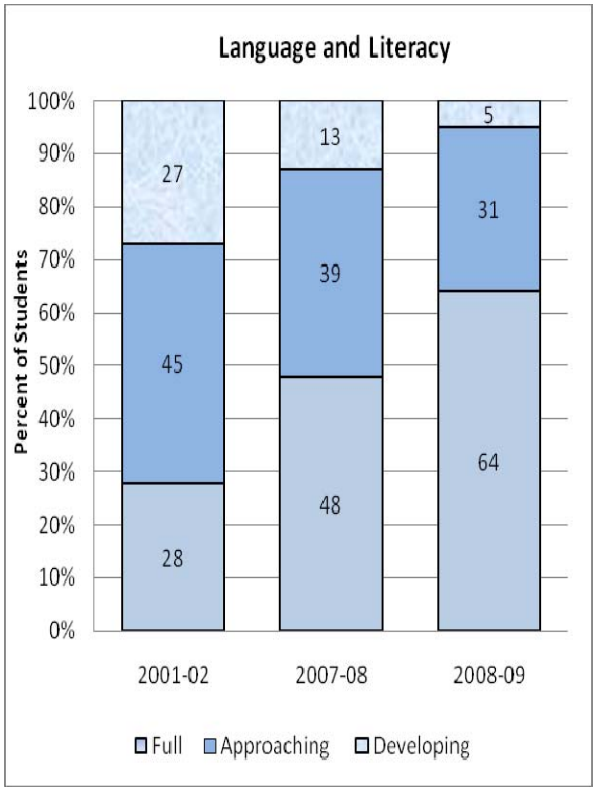
Charles County - Number of Kindergarten Students

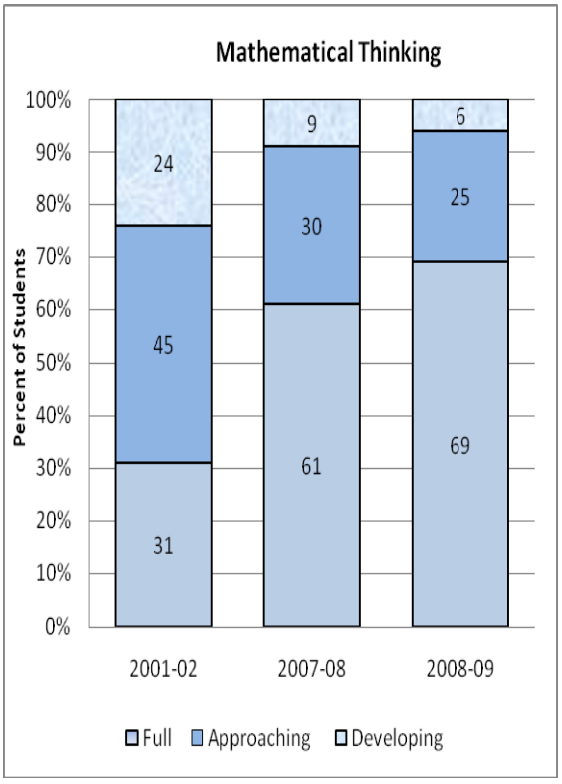
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	11	2	0	9	3	1	9	4	0	10	3	0	8	5	0	11	2	0	10	3	0	10	3	0
Asian/Pacific Islander	37	14	3	35	17	2	41	10	3	33	19	2	38	14	2	37	14	3	43	10	1	41	11	2
African American	543	232	37	439	315	58	512	254	46	405	352	55	460	312	40	568	215	29	667	130	15	539	242	31
White	500	110	19	452	154	23	480	132	17	410	200	19	456	160	13	496	126	7	545	74	10	508	109	12
Hispanic	57	19	4	40	34	6	46	31	3	42	33	5	44	31	5	56	22	2	68	11	1	56	23	1
Gender																								
Male	538	237	52	480	284	63	549	232	46	452	326	49	495	290	42	542	254	31	661	146	20	564	228	35
Female	610	140	11	495	239	27	539	199	23	448	281	32	511	232	18	626	125	10	672	82	7	590	160	11
Prior Care																								
Child Care Center	160	63	9	164	59	9	168	59	5	144	84	4	161	70	1	175	51	6	198	30	4	179	51	2
Family Child Care	41	18	3	37	19	6	40	17	5	35	25	2	36	23	3	42	15	5	49	10	3	39	20	3
Head Start	61	25	7	43	41	9	55	31	7	45	38	10	49	38	6	65	25	3	73	15	5	55	34	4
Home / Informal Care	210	58	15	154	106	23	178	86	19	134	125	24	160	103	20	204	71	8	232	45	6	192	78	13
Non-Public Nursery	76	19	3	74	23	1	80	17	1	69	27	2	71	26	1	77	21	0	88	10	0	79	19	0
Pre-Kindergarten	595	194	26	499	274	42	562	221	32	470	306	39	526	260	29	600	196	19	689	117	9	605	186	24
Special Education																								
Yes	70	39	13	44	53	25	58	44	20	49	53	20	58	48	16	71	41	10	85	29	8	65	42	15
No	1,076	338	50	929	470	65	1,028	387	49	849	554	61	946	474	44	1,095	338	31	1,246	199	19	1,087	346	31
Limited English Proficiency																								
Yes	14	12	1	8	19	0	12	15	0	9	17	1	11	15	1	14	13	0	23	4	0	14	13	0
No	1134	365	62	967	504	90	1,076	416	69	891	590	80	995	507	59	1,154	366	41	1,310	224	27	1,140	375	46
Free and Reduced Price Meals																								
Yes	313	148	27	228	217	43	274	178	36	231	216	41	269	191	28	343	127	18	396	83	9	314	149	25
No	835	229	36	747	306	47	814	253	33	669	391	40	737	331	32	825	252	23	937	145	18	840	239	21
Aggregated Data	1,149	378	63	975	525	90	1,088	433	69	900	609	81	1,006	524	60	1,169	380	41	1,335	228	27	1,154	390	46

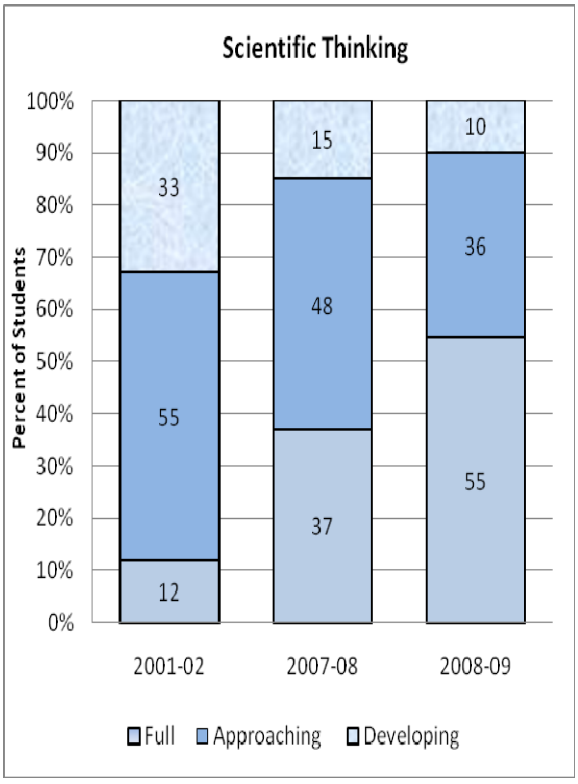
* = fewer than 5

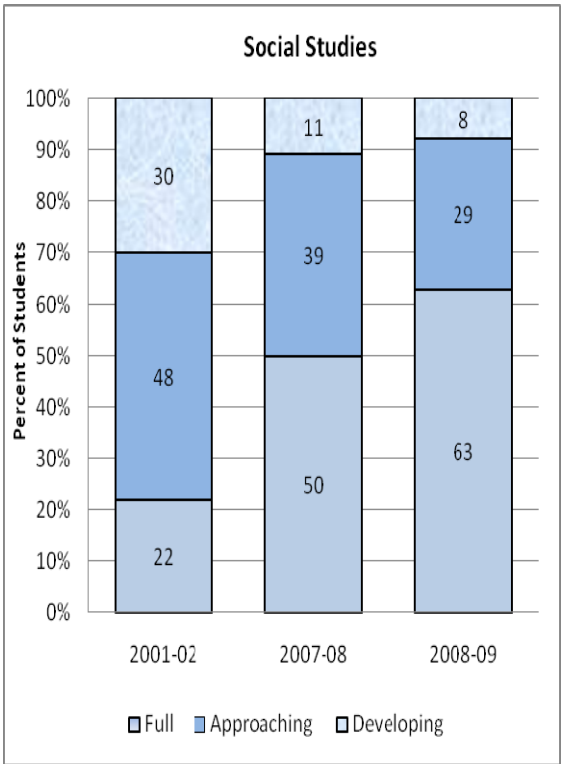
Dorchester County – Percentage of Kindergarten Students

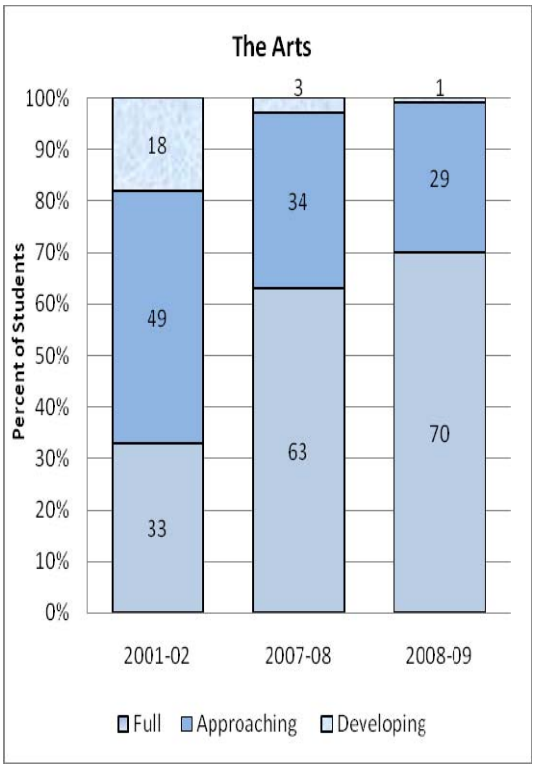


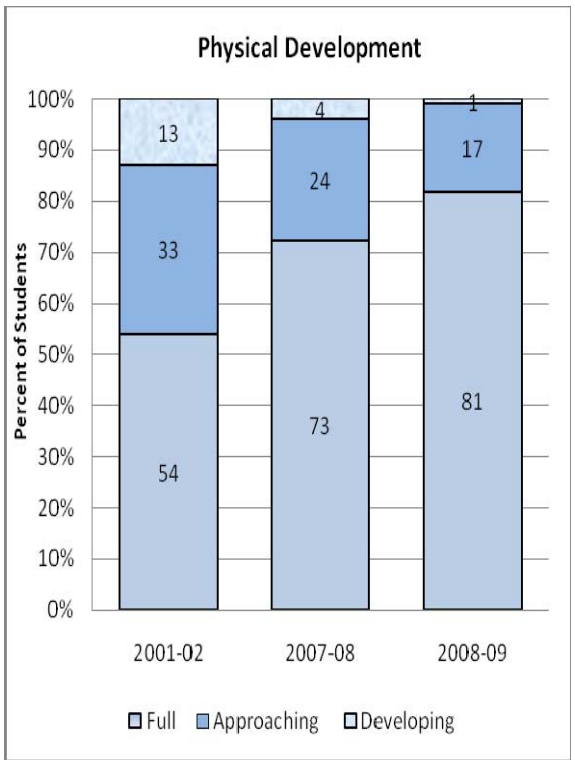


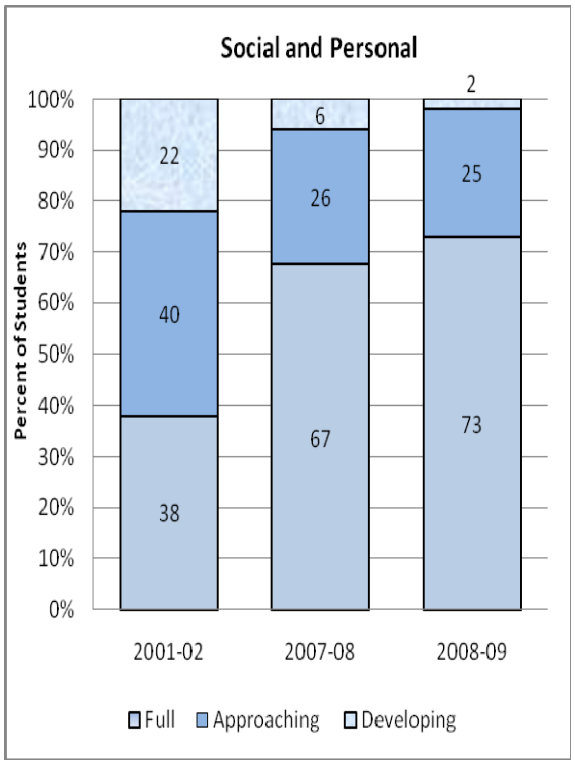





Social Studies
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
30
48
22
11
39
50
8
29
63
2001-02
2007-08
2008-09
Full
Approaching
Developing


The Arts
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
18
49
33
3
34
63
1
29
70
2001-02
2007-08
2008-09
Full
Approaching
Developing


Physical Development
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
13
33
54
4
24
73
1
17
81
2001-02
2007-08
2008-09
Full
Approaching
Developing


Social and Personal
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
22
40
38
6
26
67
2
25
73
2001-02
2007-08
2008-09
Full
Approaching
Developing

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/Pacific Islander	100	0	0	100	0	0	100	0	0	100	0	0	80	20	0	100	0	0	100	0	0	100	0	0
African American	63	34	4	54	40	6	58	33	9	42	44	14	47	40	14	61	37	1	72	26	2	59	37	4
White	83	16	1	74	23	3	80	17	2	66	29	5	79	18	2	80	20	1	90	10	1	83	15	2
Hispanic	60	30	10	40	50	10	55	35	10	40	35	25	40	45	15	50	45	5	80	20	0	55	45	0
Gender																								
Male	65	30	5	62	32	7	66	25	8	50	40	10	59	33	9	63	34	2	75	22	2	67	28	4
Female	81	19	0	66	31	4	73	24	3	60	31	9	68	26	6	78	22	0	88	12	0	75	24	1
Prior Care																								
Child Care Center	74	26	0	70	26	4	87	9	4	65	35	0	74	26	0	87	13	0	91	9	0	87	13	0
Family Child Care	82	18	0	68	29	4	75	21	4	57	43	0	71	25	4	50	46	4	89	7	4	71	29	0
Head Start	59	37	4	43	48	9	44	45	11	32	51	17	40	47	13	60	40	0	69	29	1	53	45	1
Home / Informal Care	67	27	6	61	31	7	75	19	6	57	28	15	57	34	9	64	33	3	79	21	0	66	30	4
Non-public Nursery	100	0	0	73	27	0	82	18	0	55	36	9	73	27	0	100	0	0	82	18	0	91	9	0
Pre-Kindergarten	79	20	1	75	22	2	78	18	4	66	27	7	76	17	7	79	21	1	87	12	2	82	15	3
Special Education																								
Yes	50	40	10	37	40	23	50	40	10	27	50	23	40	33	27	57	33	10	53	40	7	37	50	13
No	75	23	2	66	31	3	71	23	5	58	34	8	65	29	6	72	28	0	84	15	1	75	24	1
English Language Learners																								
Yes	67	33	0	44	33	22	56	33	11	56	33	11	56	22	22	44	56	0	89	11	0	56	44	0
No	73	24	2	64	31	5	70	25	5	55	35	10	63	29	7	71	28	1	81	18	1	72	26	2
Free and Reduced Price Meals																								
Yes	66	31	3	56	37	6	60	31	9	47	41	12	52	37	11	64	35	1	75	23	2	61	36	2
No	84	15	1	75	22	3	84	16	1	67	27	6	79	18	3	81	19	1	90	10	0	87	11	2
Aggregated Data	73	25	2	64	31	5	69	25	6	55	36	10	63	29	8	70	29	1	81	17	1	71	27	2

* = fewer than 5

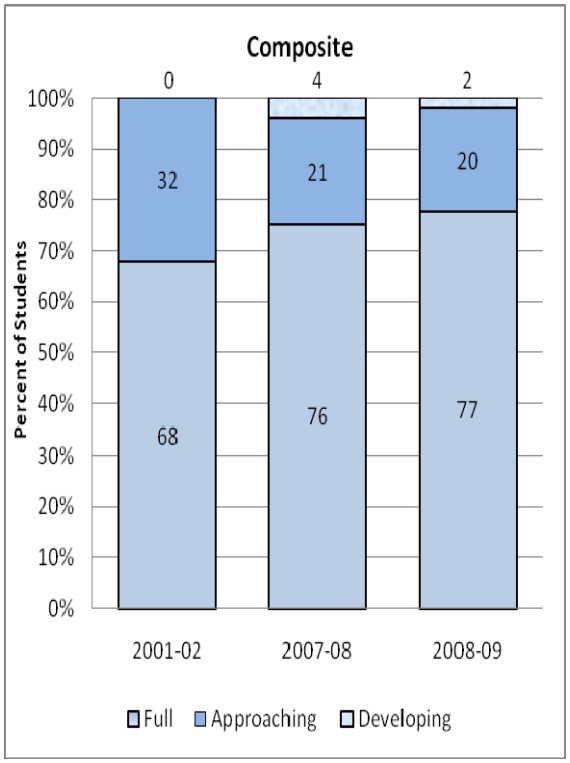
May not total 100% due to rounding.

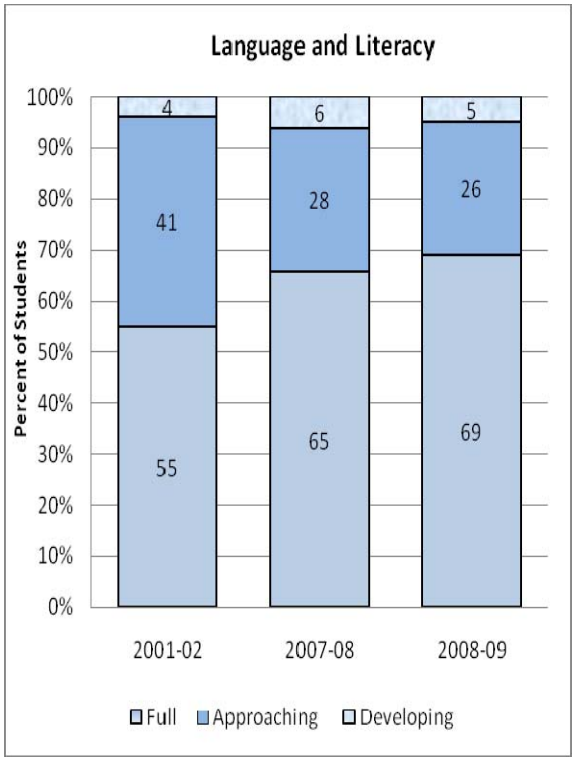
Dorchester County - Number of Kindergarten Students

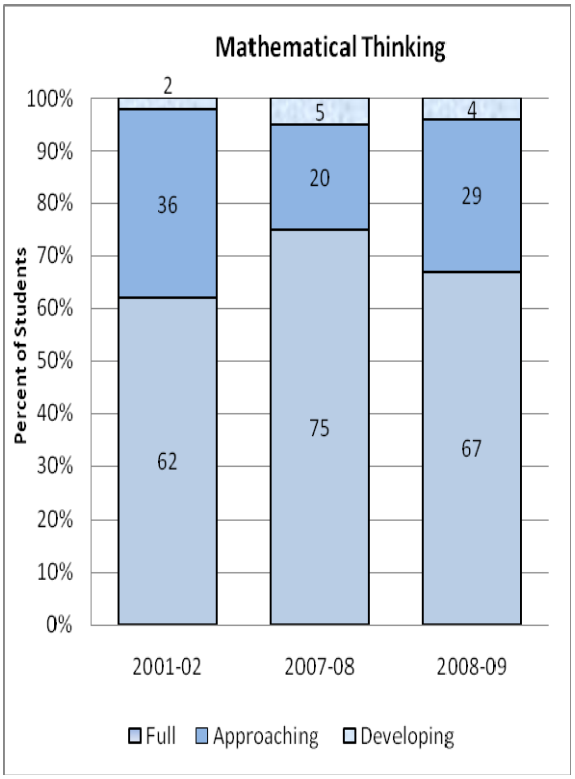
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	5	0	0	5	0	0	5	0	0	5	0	0	4	1	0	5	0	0	5	0	0	5	0	0
African American	87	47	5	75	55	9	80	46	13	59	61	19	65	55	19	85	52	2	100	36	3	82	52	5
White	144	28	1	128	39	6	139	30	4	114	50	9	137	32	4	138	34	1	155	17	1	144	26	3
Hispanic	12	6	2	8	10	2	11	7	2	8	7	5	8	9	3	10	9	1	16	4	0	11	9	0
Gender																								
Male	110	51	8	104	54	11	112	43	14	85	67	17	99	55	15	107	58	4	127	38	4	114	48	7
Female	138	32	0	112	52	6	124	41	5	102	52	16	115	44	11	132	38	0	149	21	0	128	41	1
Prior Care																								
Child Care Center	17	6	0	16	6	1	20	2	1	15	8	0	17	6	0	20	3	0	21	2	0	20	3	0
Family Child Care	23	5	0	19	8	1	21	6	1	16	12	0	20	7	1	14	13	1	25	2	1	20	8	0
Head Start	44	28	3	32	36	7	33	34	8	24	38	13	30	35	10	45	30	0	52	22	1	40	34	1
Home / Informal Care	45	18	4	41	21	5	50	13	4	38	19	10	38	23	6	43	22	2	53	14	0	44	20	3
Non-Public Nursery	11	0	0	8	3	0	9	2	0	6	4	1	8	3	0	11	0	0	9	2	0	10	1	0
Pre-Kindergarten	100	25	1	95	28	3	98	23	5	83	34	9	96	21	9	99	26	1	109	15	2	103	19	4
Special Education																								
Yes	15	12	3	11	12	7	15	12	3	8	15	7	12	10	8	17	10	3	16	12	2	11	15	4
No	232	71	5	204	94	10	220	72	16	178	104	26	201	89	18	222	85	1	259	47	2	230	74	4
English Language Learners																								
Yes	6	3	0	4	3	2	5	3	1	5	3	1	5	2	2	4	5	0	8	1	0	5	4	0
No	242	80	8	212	103	15	231	81	18	182	116	32	209	97	24	235	91	4	268	58	4	237	85	8
Free and Reduced Price Meals																								
Yes	135	63	6	115	76	13	123	63	18	96	83	25	107	75	22	130	71	3	154	46	4	125	74	5
No	113	20	2	101	30	4	113	21	1	91	36	8	107	24	4	109	25	1	122	13	0	117	15	3
Aggregated Data	250	85	8	218	108	17	238	86	19	188	122	33	216	100	27	241	98	4	279	60	4	244	91	8

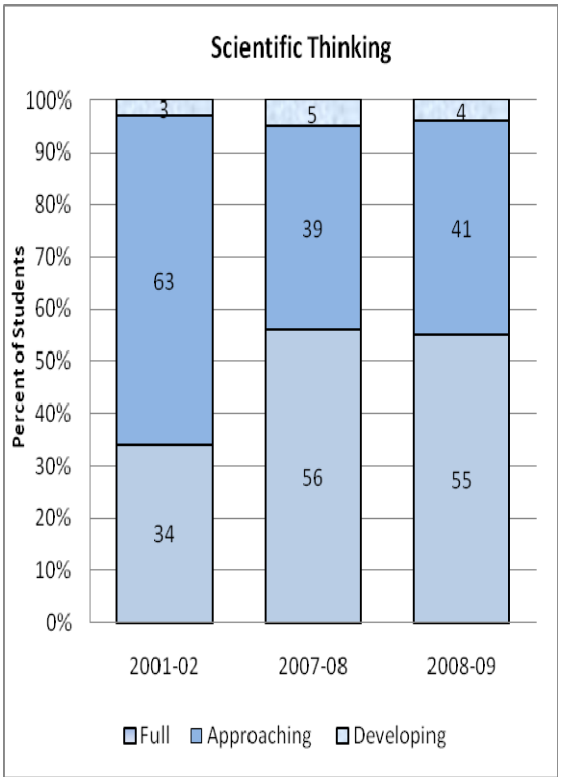
* = fewer than 5

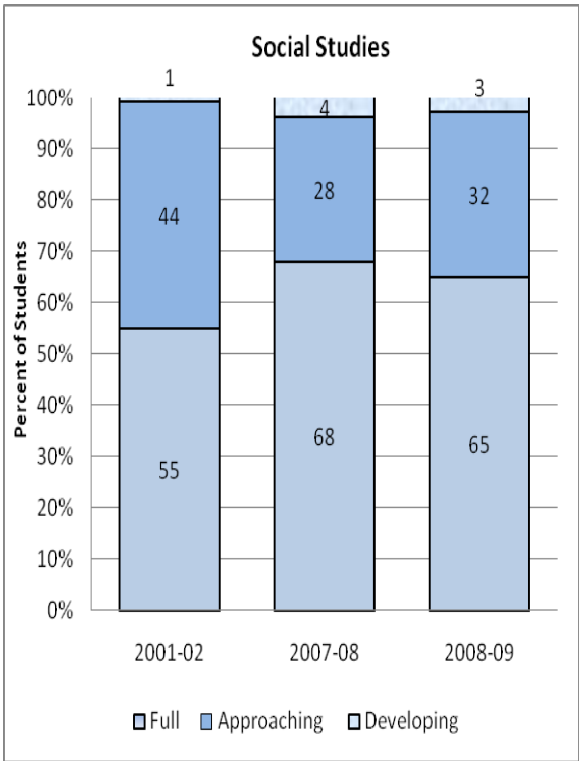
Frederick County – Percentage of Kindgertan Students

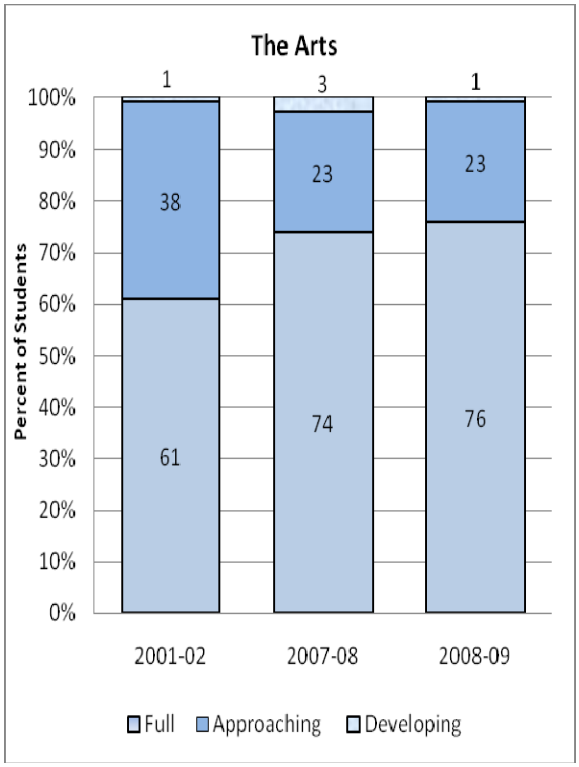


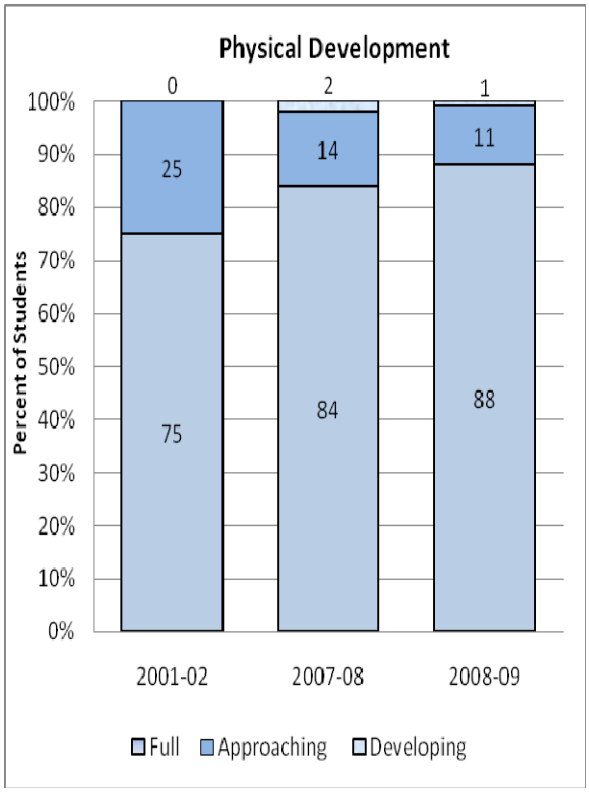


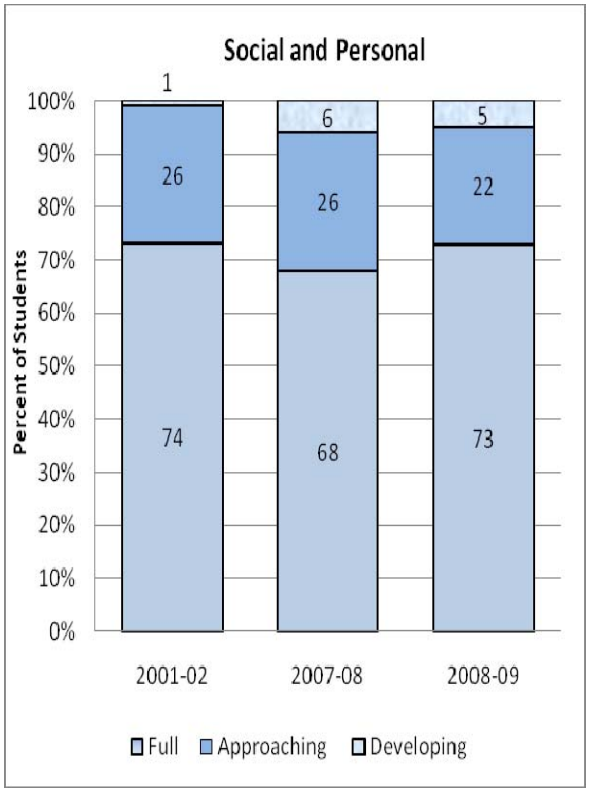





Social Studies
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
1
44
55
4
28
68
3
32
65
2001-02
2007-08
2008-09
Full
Approaching
Developing


The Arts
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
1
38
61
3
23
74
1
23
76
2001-02
2007-08
2008-09
Full
Approaching
Developing


Physical Development
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
0
25
75
2
14
84
1
11
88
2001-02
2007-08
2008-09
Full
Approaching
Developing


Social and Personal
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
1
26
74
6
26
68
5
22
73
2001-02
2007-08
2008-09
Full
Approaching
Developing

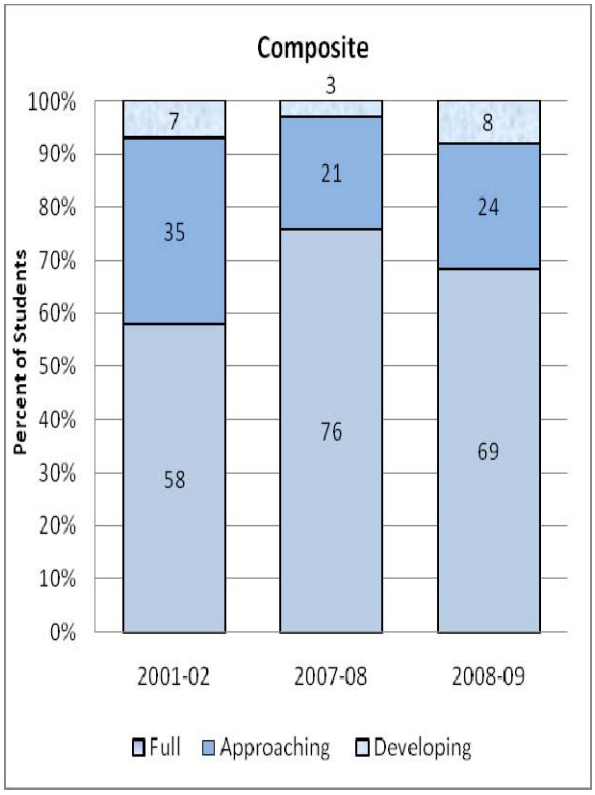
Frederick County - Percentage of Kindergarten Students																							
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																							
American Indian/Alaskan Native	78	22	0	67	33	0	67	33	0	44	56	0	67	33	0	78	22	0	89	11	0	78	22	0
Asian/Pacific Islander	78	19	3	73	24	3	73	26	1	55	40	5	64	35	1	79	20	1	92	8	0	81	19	1
African American	65	29	6	65	29	6	63	31	7	48	46	6	60	36	4	75	24	1	87	12	1	71	28	2
White	75	21	5	71	24	4	69	28	4	59	37	4	68	29	2	76	22	1	88	11	1	79	18	2
Hispanic	69	25	6	53	37	10	58	35	7	38	56	6	54	41	6	72	25	4	88	10	2	69	26	5
Gender																							
Male	64	29	7	63	30	7	63	32	5	53	42	5	62	34	4	66	32	2	84	15	2	72	25	3
Female	83	15	3	74	23	3	72	25	3	58	39	4	69	29	2	87	13	0	93	7	1	83	15	1
Prior Care																							
Child Care Center	71	26	4	71	25	4	69	28	4	55	41	4	68	31	1	78	20	1	90	10	0	80	19	1
Family Child Care	79	18	3	71	24	5	70	26	4	64	30	5	74	24	2	82	18	1	89	10	1	79	19	2
Head Start	64	27	8	58	38	4	55	40	5	39	55	7	50	45	5	73	26	1	86	12	2	69	30	2
Home / Informal Care	73	21	6	62	30	8	65	28	7	54	41	5	62	34	4	75	23	2	85	13	2	74	22	4
Non-public Nursery	83	15	2	80	18	2	78	21	1	67	32	2	76	24	0	84	16	0	94	6	0	89	10	1
Pre-Kindergarten	67	26	7	65	29	6	61	34	5	49	46	5	60	36	5	69	28	3	85	13	2	71	25	3
Special Education																							
Yes	37	39	24	34	40	26	35	44	21	26	54	20	39	42	19	50	40	10	54	35	11	42	41	17
No	75	21	4	71	26	4	69	28	3	57	40	3	67	31	2	78	22	1	90	9	1	79	19	1
Limited English Proficiency																							
Yes	67	29	5	49	41	10	56	37	7	31	63	5	48	46	6	74	24	2	89	11	1	67	29	4
No	73	22	5	70	25	4	68	28	4	57	39	4	67	30	3	76	23	1	88	11	1	78	20	2
Free and Reduced Price Meals																							
Yes	60	30	9	50	40	11	53	37	10	37	55	8	51	43	7	68	30	2	82	16	2	62	33	5
No	77	20	4	74	23	3	71	26	3	60	36	3	70	29	2	78	20	1	90	9	1	82	17	2
Aggregated Data	73	22	5	69	26	5	67	29	4	55	41	4	65	32	3	76	23	1	88	11	1	77	20	2
* = fewer than 5	May not total 100% due to rounding.																							

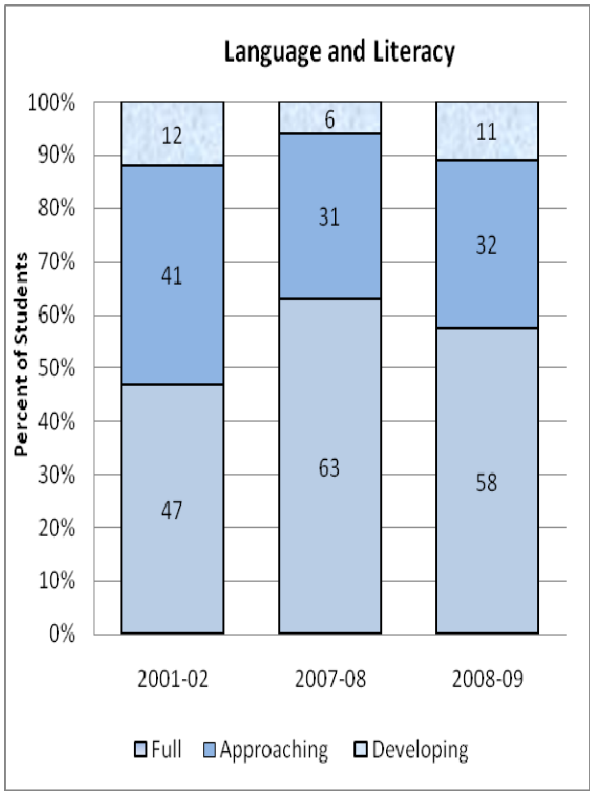
Frederick County - Number of Kindergarten Students

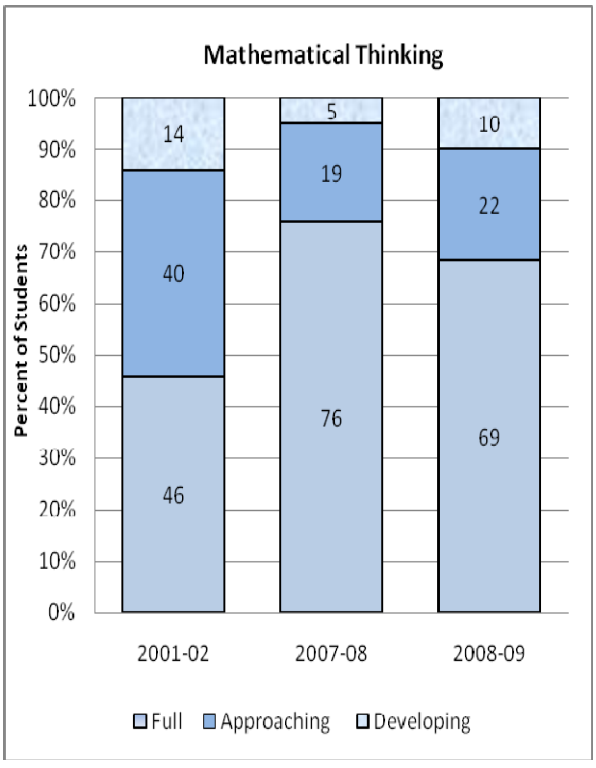
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	7	2	0	6	3	0	6	3	0	4	5	0	6	3	0	7	2	0	8	1	0	7	2	0
Asian/Pacific Islander	113	27	5	106	35	4	106	37	2	80	58	7	93	51	1	115	29	1	134	11	0	117	27	1
African American	239	107	22	238	108	22	231	113	24	176	170	22	220	132	16	276	89	3	320	43	5	260	102	6
White	1,398	390	86	1,336	458	80	1,284	519	71	1,107	697	70	1,280	550	44	1,431	418	25	1,643	209	22	1,487	345	42
Hispanic	195	72	17	151	106	27	165	100	19	108	160	16	152	116	16	204	70	10	250	29	5	197	73	14
Gender																								
Male	910	411	97	900	420	98	889	453	76	747	601	70	882	482	54	937	448	33	1,187	207	24	1,017	355	46
Female	1,042	187	33	937	290	35	903	319	40	728	489	45	869	370	23	1,096	160	6	1,168	86	8	1,051	194	17
Prior Care																								
Child Care Center	297	109	15	300	106	15	289	116	16	230	174	17	285	131	5	330	86	5	380	40	1	335	81	5
Family Child Care	130	29	5	116	40	8	115	42	7	105	50	9	121	40	3	134	29	1	146	17	1	130	31	3
Head Start	78	33	10	70	46	5	67	48	6	47	66	8	61	54	6	88	32	1	104	15	2	83	36	2
Home / Informal Care	391	110	32	329	162	42	345	151	37	287	218	28	333	179	21	402	122	9	455	69	9	394	118	21
Non-Public Nursery	470	87	9	455	102	9	440	121	5	378	179	9	430	134	2	475	90	1	532	34	0	504	59	3
Pre-Kindergarten	563	216	59	542	243	53	509	284	45	412	383	43	500	299	39	579	238	21	709	110	19	596	213	29
Special Education																								
Yes	61	63	39	55	65	43	57	72	34	42	88	33	63	69	31	81	65	17	88	57	18	69	67	27
No	1,891	535	91	1,782	645	90	1,735	700	82	1,433	1,002	82	1,688	783	46	1,952	543	22	2,267	236	14	1,999	482	36
Limited English Proficiency																								
Yes	151	65	11	111	93	23	126	85	16	71	144	12	109	105	13	167	55	5	201	24	2	151	66	10
No	1801	533	119	1,726	617	110	1,666	687	100	1,404	946	103	1,642	747	64	1,866	553	34	2,154	269	30	1,917	483	53
Free and Reduced Price Meals																								
Yes	371	186	57	304	243	67	326	228	60	228	336	50	312	262	40	416	185	13	501	100	13	380	203	31
No	1,581	412	73	1,533	467	66	1,466	544	56	1,247	754	65	1,439	590	37	1,617	423	26	1,854	193	19	1,688	346	32
Aggregated Data	1,952	598	130	1,837	710	133	1,792	772	116	1,475	1,090	115	1,751	852	77	2,033	608	39	2,355	293	32	2,068	549	63

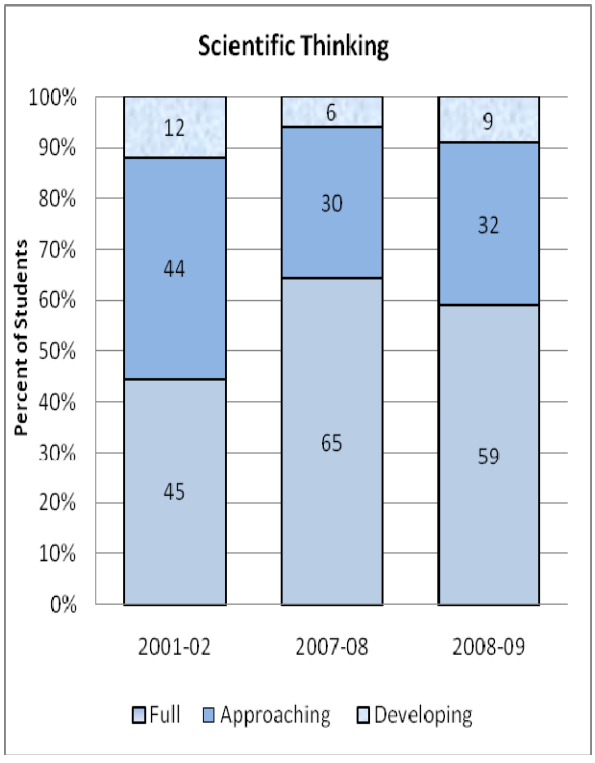
* = fewer than 5

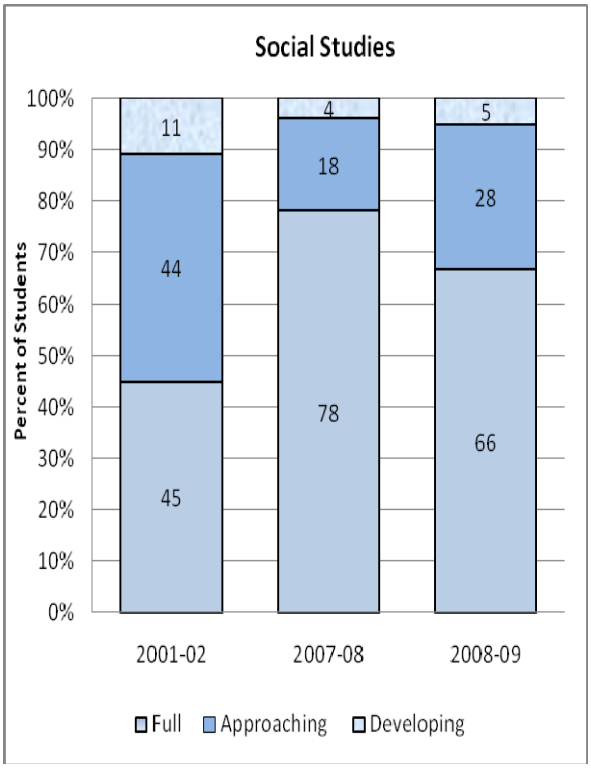
Garrett County – Percentage of Kindergarten Students

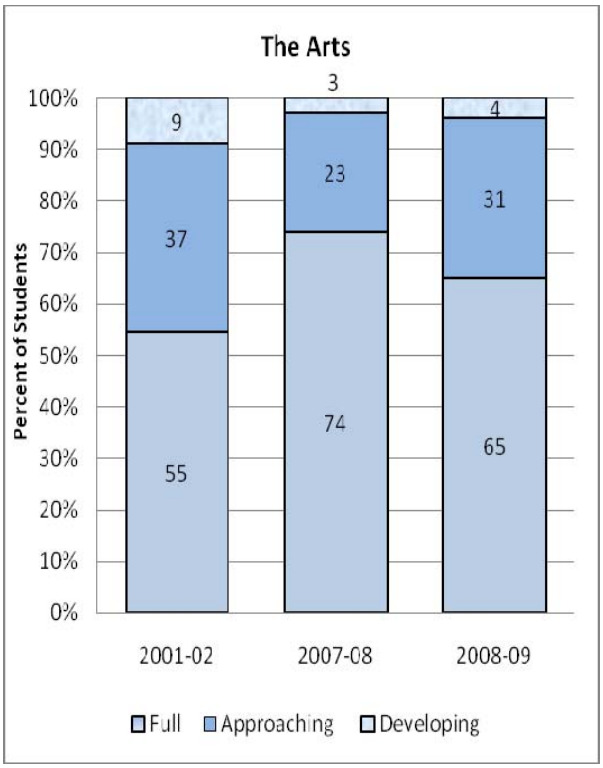


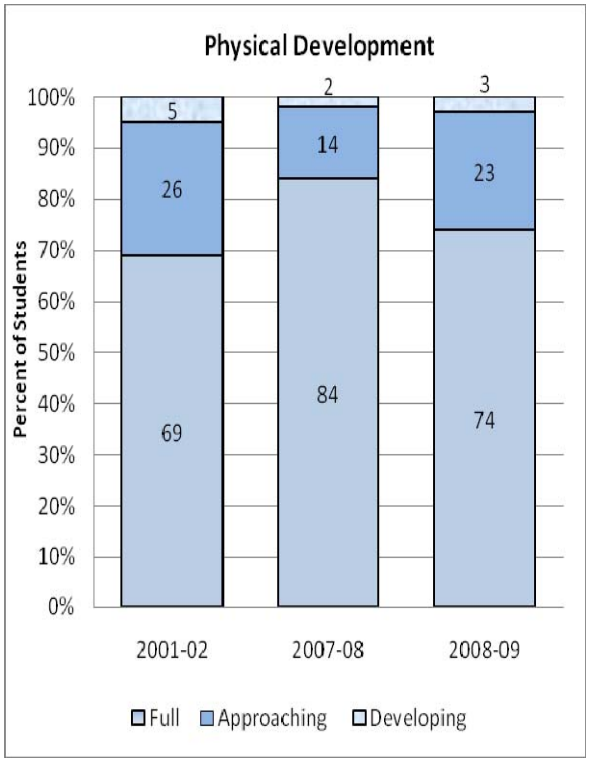


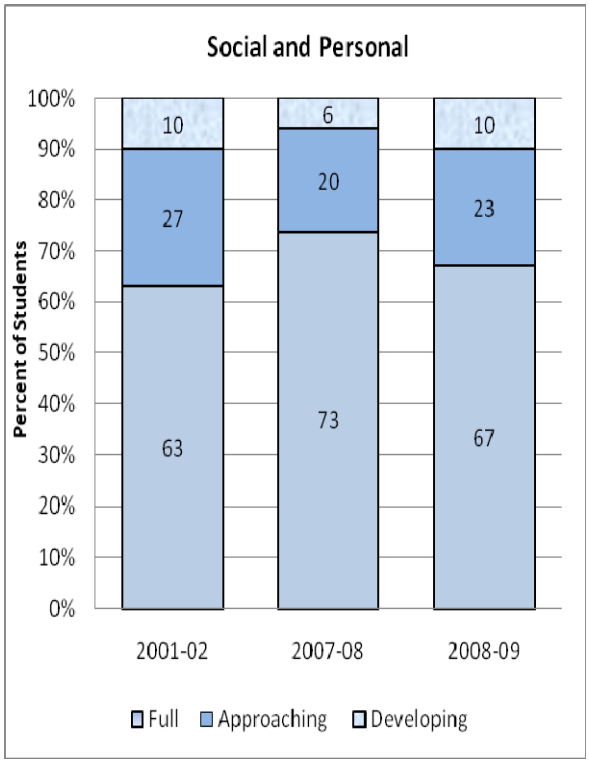





Social Studies
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
11
44
45
4
18
78
5
28
66
2001-02
2007-08
2008-09
Full
Approaching
Developing


The Arts
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
9
37
55
3
23
74
4
31
65
2001-02
2007-08
2008-09
Full
Approaching
Developing


Physical Development
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
5
26
69
2
14
84
3
23
74
2001-02
2007-08
2008-09
Full
Approaching
Developing


Social and Personal
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
10
27
63
6
20
73
10
23
67
2001-02
2007-08
2008-09
Full
Approaching
Developing

Garrett County - Percentage of Kindergarten Students

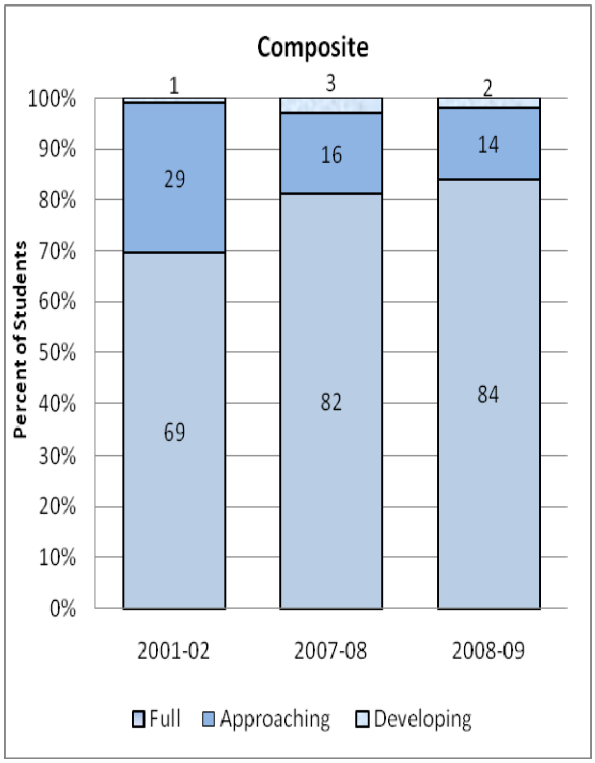
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	67	23	10	57	32	11	68	22	10	58	33	9	65	29	5	65	32	4	73	25	2	68	25	8
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																								
Male	61	29	11	53	35	12	67	24	9	54	36	10	66	29	6	59	36	5	71	26	2	66	27	7
Female	72	18	10	61	30	9	68	21	11	62	31	7	64	31	5	70	28	3	75	22	3	69	23	8
Prior Care																								
Child Care Center	77	16	6	65	26	10	74	16	10	68	19	13	77	16	6	68	29	3	84	10	6	77	13	10
Family Child Care	73	18	9	64	18	18	73	27	0	73	27	0	82	18	0	82	18	0	73	27	0	73	18	9
Head Start	54	24	22	51	30	19	61	20	19	54	25	20	61	27	13	62	28	10	67	28	5	62	20	18
Home / Informal Care	82	16	2	63	32	5	77	13	11	68	29	4	77	21	2	75	25	0	91	9	0	79	20	2
Non-public Nursery	92	8	0	83	17	0	83	17	0	83	17	0	83	17	0	83	17	0	83	17	0	83	17	0
Pre-Kindergarten	60	32	8	56	36	8	68	27	4	49	47	3	56	41	3	57	40	3	65	33	2	63	34	3
Special Education																								
Yes	50	33	17	29	54	17	46	29	25	54	33	13	58	33	8	50	38	13	58	33	8	54	33	13
No	68	23	10	59	30	10	70	22	9	58	34	8	65	30	5	66	31	3	74	24	2	68	25	7
English Language Learners																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	66	23	10	57	32	11	68	22	10	58	34	9	65	30	5	64	32	4	73	24	3	67	25	8
Free and Reduced Price Meals																								
Yes	58	28	15	48	38	14	67	18	15	49	41	10	56	38	6	59	36	5	70	27	3	62	28	10
No	74	20	7	65	27	8	68	26	6	65	28	7	72	23	5	69	28	3	76	22	2	72	23	5
Aggregated Data	67	23	10	58	32	11	69	22	10	59	32	9	66	28	5	65	31	4	74	23	3	69	24	8
* = fewer than 5	May not total 100% due to rounding.																							

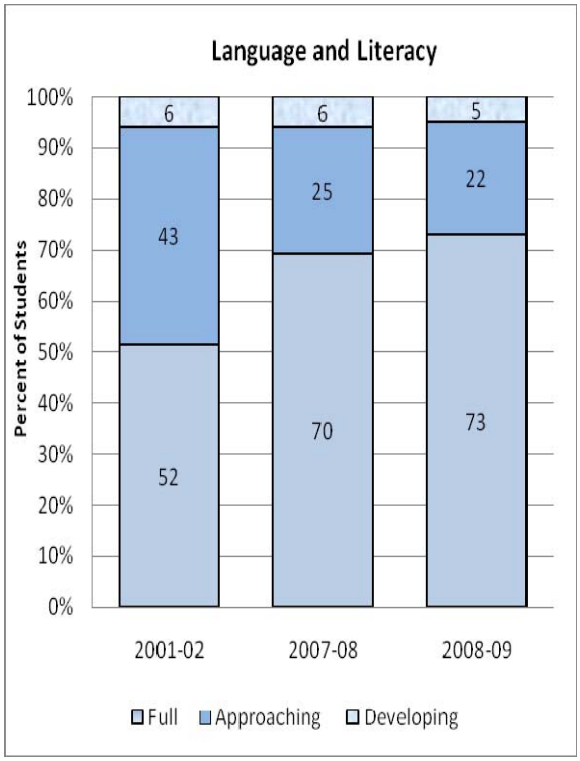
Garrett County - Number of Kindergarten Students

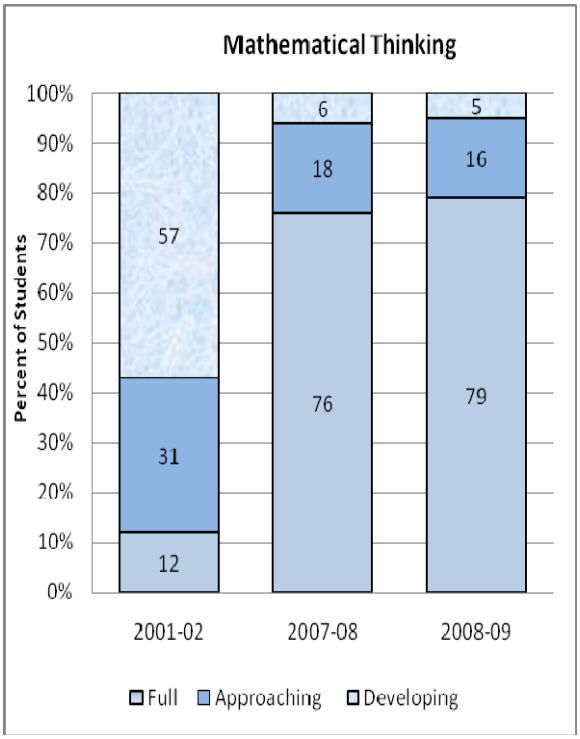
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	182	64	27	156	88	29	185	60	28	158	91	24	178	80	15	177	86	10	200	67	6	185	67	21
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																								
Male	85	40	15	74	49	17	94	33	13	75	51	14	92	40	8	83	50	7	100	37	3	92	38	10
Female	99	25	14	84	41	13	94	29	15	85	43	10	88	43	7	96	38	4	103	31	4	95	32	11
Prior Care																								
Child Care Center	24	5	2	20	8	3	23	5	3	21	6	4	24	5	2	21	9	1	26	3	2	24	4	3
Family Child Care	8	2	1	7	2	2	8	3	0	8	3	0	9	2	0	9	2	0	8	3	0	8	2	1
Head Start	43	19	17	40	24	15	48	16	15	43	20	16	48	21	10	49	22	8	53	22	4	49	16	14
Home / Informal Care	46	9	1	35	18	3	43	7	6	38	16	2	43	12	1	42	14	0	51	5	0	44	11	1
Non-Public Nursery	11	1	0	10	2	0	10	2	0	10	2	0	10	2	0	10	2	0	10	2	0	10	2	0
Pre-Kindergarten	57	30	8	53	34	8	65	26	4	47	45	3	53	39	3	54	38	3	62	31	2	60	32	3
Special Education																								
Yes	12	8	4	7	13	4	11	7	6	13	8	3	14	8	2	12	9	3	14	8	2	13	8	3
No	171	57	25	150	77	26	176	55	22	146	86	21	165	75	13	166	79	8	188	60	5	173	62	18
English Language Learners																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	184	65	29	158	90	30	188	62	28	160	94	24	180	83	15	179	88	11	203	68	7	187	70	21
Free and Reduced Price Meals																								
Yes	75	36	19	62	50	18	87	24	19	64	53	13	73	49	8	77	47	6	91	35	4	81	36	13
No	109	29	10	96	40	12	101	38	9	96	41	11	107	34	7	102	41	5	112	33	3	106	34	8
Aggregated Data	196	68	29	169	93	31	202	63	28	173	95	25	194	83	16	190	91	12	217	68	8	201	70	22

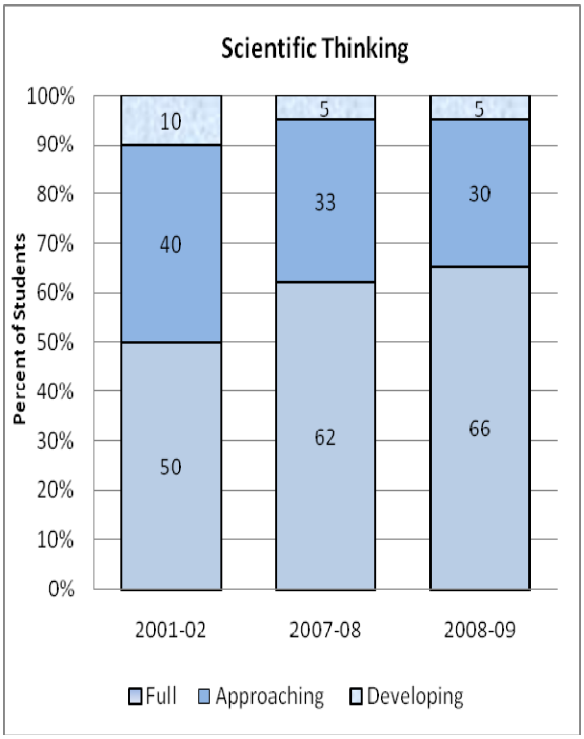
* = fewer than 5

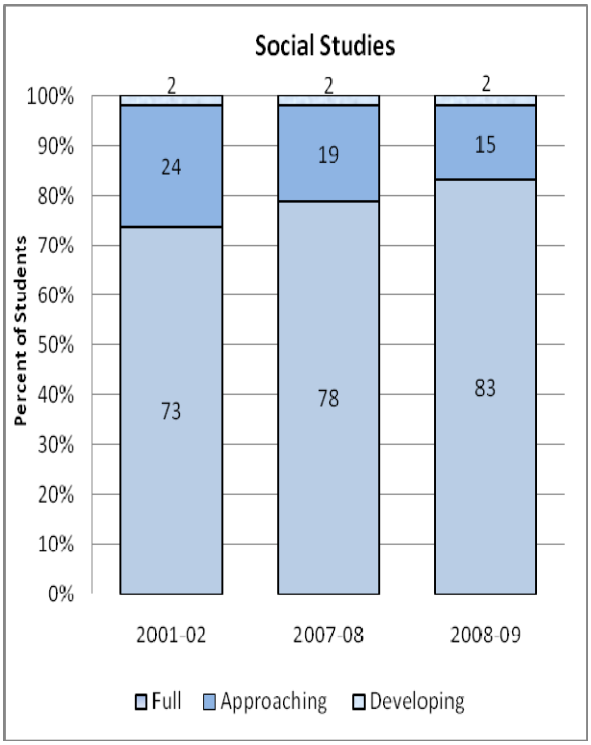
Harford County – Percentage of Kindergarten Students

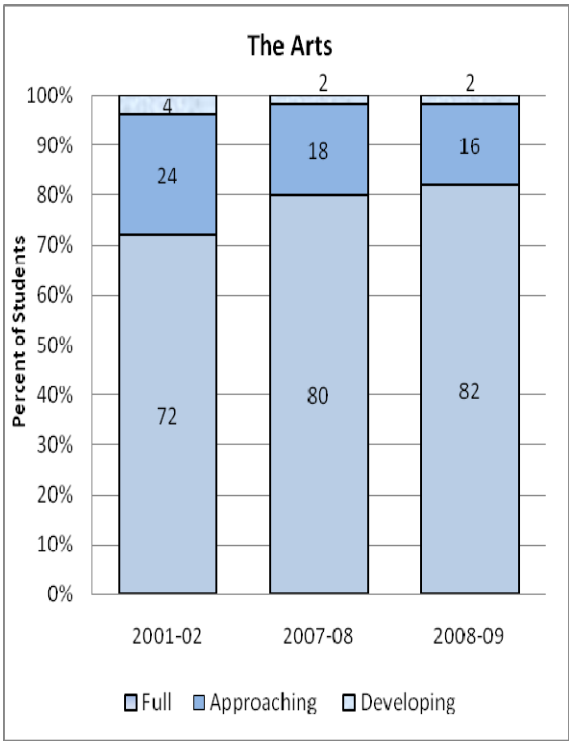


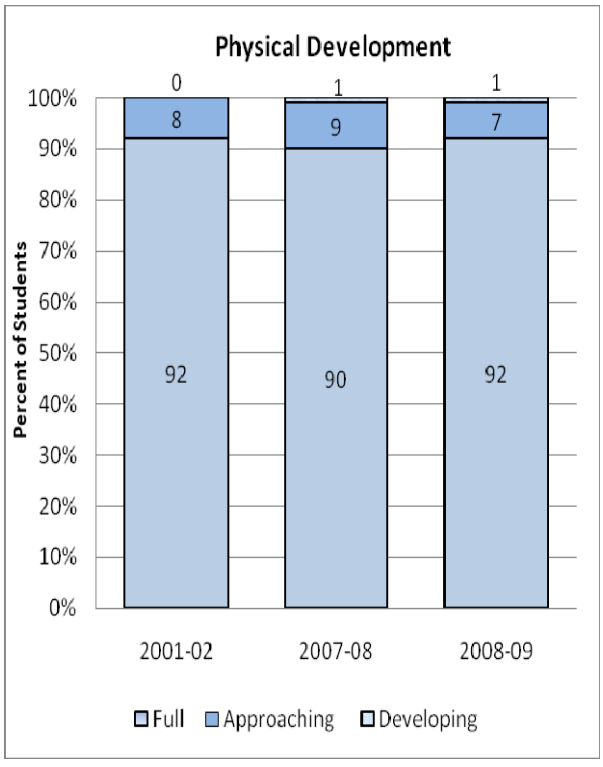


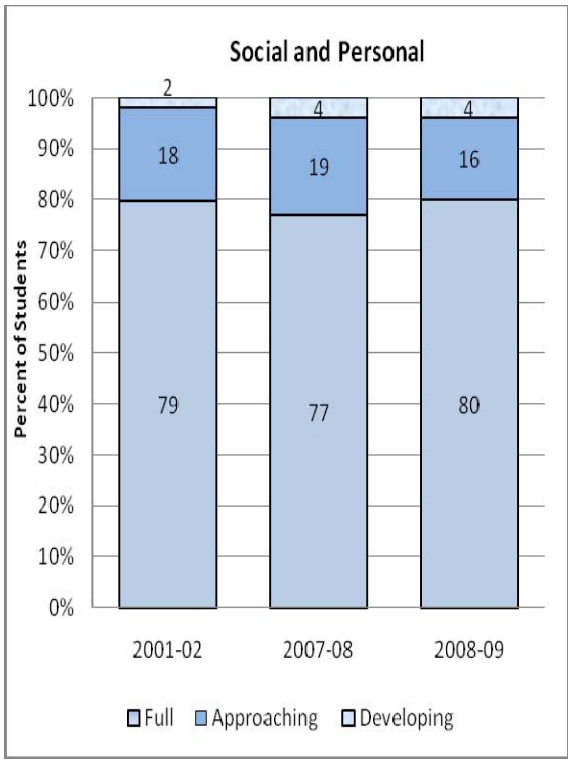





Social Studies
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2
2
2
24
19
15
73
78
83
2001-02
2007-08
2008-09
Full
Approaching
Developing


The Arts
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
4
2
2
24
18
16
72
80
82
2001-02
2007-08
2008-09
Full
Approaching
Developing


Physical Development
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
0
1
1
8
9
7
92
90
92
2001-02
2007-08
2008-09
Full
Approaching
Developing

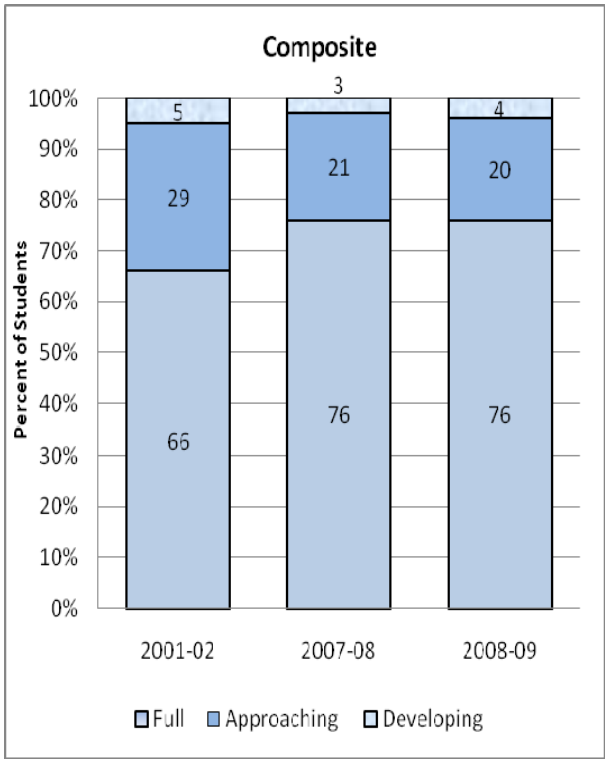

Social and Personal
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2
4
4
18
19
16
79
77
80
2001-02
2007-08
2008-09
Full
Approaching
Developing

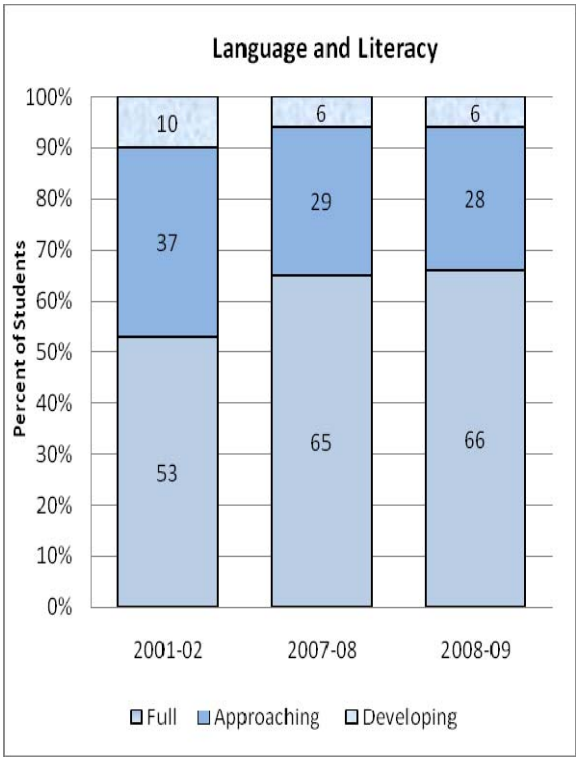
Harford County - Percentage of Kindergarten Students																							
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																							
American Indian/Alaskan Native	77	23	0	73	23	5	77	18	5	64	32	5	86	14	0	77	23	0	100	0	0	82	18	0
Asian/Pacific Islander	84	16	0	71	25	4	85	13	3	70	27	3	87	13	0	86	13	2	98	2	0	88	12	0
African American	71	21	7	64	27	10	69	21	10	54	38	8	72	26	2	72	25	3	86	12	2	74	20	6
White	83	15	3	76	20	4	83	14	3	69	27	4	87	12	1	85	13	2	93	5	1	87	11	1
Hispanic	75	20	5	57	34	10	66	24	10	53	38	9	75	20	6	75	21	4	89	9	2	75	21	3
Gender																							
Male	72	22	6	67	26	7	77	17	6	63	31	6	79	18	3	75	21	4	88	10	2	80	16	4
Female	88	11	2	78	18	3	81	15	4	69	28	3	88	12	1	89	11	0	96	4	1	88	11	1
Prior Care																							
Child Care Center	78	19	3	78	19	3	85	13	3	70	27	4	86	13	1	84	14	2	95	5	1	87	11	1
Family Child Care	76	18	6	65	31	4	72	25	3	61	36	3	77	21	2	85	13	2	91	7	2	82	16	2
Head Start	65	32	4	47	40	12	60	30	11	40	51	9	65	30	5	61	35	4	77	19	4	61	33	5
Home / Informal Care	73	19	8	51	36	13	59	28	14	51	38	11	73	23	4	74	22	4	84	12	4	72	22	7
Non-public Nursery	89	10	1	84	14	2	90	8	2	74	24	2	91	8	1	89	11	1	97	3	0	92	8	0
Pre-Kindergarten	79	17	4	74	22	5	79	16	5	65	30	4	82	17	1	81	17	2	92	7	1	84	14	2
Special Education																							
Yes	53	31	16	44	34	22	58	24	18	50	29	21	62	26	12	64	24	12	72	18	10	60	25	14
No	82	15	3	75	22	4	81	15	4	67	30	4	85	14	1	83	15	2	93	6	1	86	13	1
Limited English Proficiency																							
Yes	80	20	0	44	40	16	63	24	13	41	43	16	65	28	7	80	20	0	93	7	0	69	28	3
No	80	16	4	73	22	5	80	16	5	66	29	4	84	15	2	82	16	2	92	7	1	84	13	2
Free and Reduced Price Meals																							
Yes	69	24	7	57	32	11	63	25	12	50	41	9	71	25	4	72	24	4	84	13	3	71	23	5
No	84	14	2	78	19	3	85	13	2	71	26	3	88	11	1	85	13	2	95	4	1	89	10	1
Aggregated Data	80	16	4	73	22	5	79	16	5	66	30	5	83	15	2	82	16	2	92	7	1	84	14	2
* = fewer than 5	May not total 100% due to rounding.																							

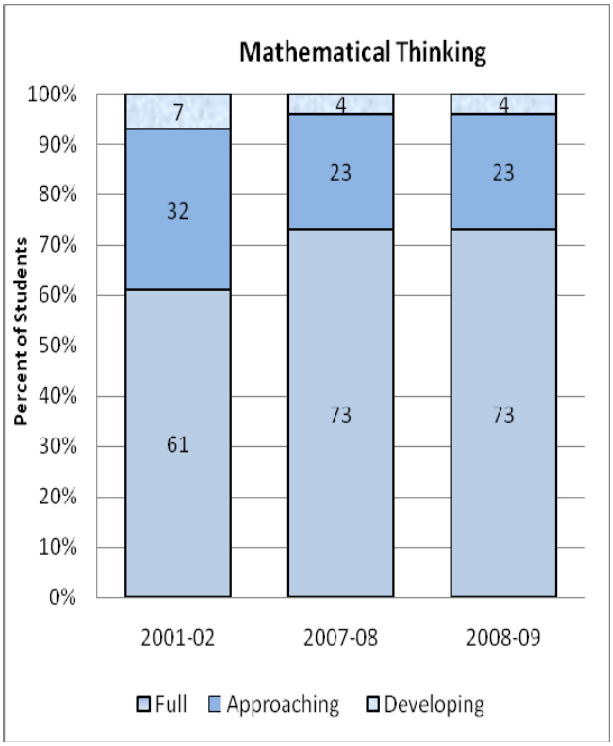
Harford County - Number of Kindergarten Students

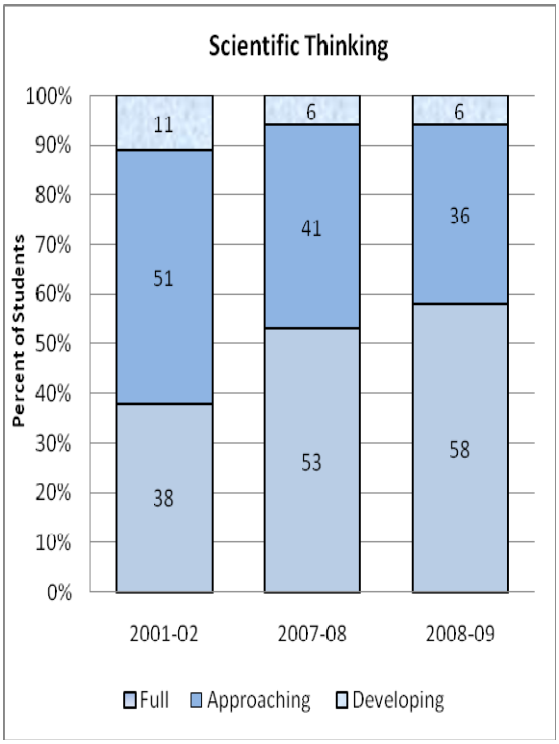
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	17	5	0	16	5	1	17	4	1	14	7	1	19	3	0	17	5	0	22	0	0	18	4	0
Asian/Pacific Islander	93	18	0	79	28	4	94	14	3	78	30	3	97	14	0	95	14	2	109	2	0	98	13	0
African American	381	114	39	340	143	51	366	114	54	287	204	43	383	138	13	385	131	18	459	65	10	396	108	30
White	1,556	277	52	1,436	381	68	1,557	266	62	1,310	506	69	1,634	224	27	1,602	248	35	1,760	103	22	1,644	216	25
Hispanic	91	25	6	69	41	12	81	29	12	65	46	11	91	24	7	91	26	5	108	11	3	92	26	4
Gender																								
Male	982	299	75	908	358	90	1,045	226	85	850	419	87	1,070	248	38	1,017	285	54	1,199	129	28	1,084	221	51
Female	1,156	140	22	1,032	240	46	1,070	201	47	904	374	40	1,154	155	9	1,173	139	6	1,259	52	7	1,164	146	8
Prior Care																								
Child Care Center	315	75	13	313	76	14	341	51	11	281	107	15	347	52	4	337	56	10	381	19	3	352	46	5
Family Child Care	99	24	8	85	41	5	94	33	4	80	47	4	101	27	3	112	17	2	119	9	3	107	21	3
Head Start	37	18	2	27	23	7	34	17	6	23	29	5	37	17	3	35	20	2	44	11	2	35	19	3
Home / Informal Care	268	71	30	189	133	47	216	103	50	189	140	40	269	84	16	274	80	15	311	45	13	265	80	24
Non-Public Nursery	681	77	7	643	108	14	691	62	12	568	182	15	696	65	4	678	81	6	741	23	1	702	60	3
Pre-Kindergarten	693	149	32	645	189	40	694	140	40	571	265	38	716	147	11	704	152	18	805	62	7	737	122	15
Special Education																								
Yes	100	59	30	84	64	41	110	45	34	95	54	40	117	49	23	121	46	22	136	34	19	114	48	27
No	2,035	380	67	1,853	534	95	2,002	382	98	1,656	739	87	2,104	354	24	2,066	378	38	2,319	147	16	2,131	319	32
Limited English Proficiency																								
Yes	60	15	0	33	30	12	47	18	10	31	32	12	49	21	5	60	15	0	70	5	0	52	21	2
No	2078	424	97	1,907	568	124	2,068	409	122	1,723	761	115	2,175	382	42	2,130	409	60	2,388	176	35	2,196	346	57
Free and Reduced Price Meals																								
Yes	493	168	52	408	225	80	452	177	84	358	290	65	506	178	29	514	172	27	601	93	19	509	165	39
No	1,645	271	45	1,532	373	56	1,663	250	48	1,396	503	62	1,718	225	18	1,676	252	33	1,857	88	16	1,739	202	20
Aggregated Data	2,138	439	97	1,940	598	136	2,115	427	132	1,754	793	127	2,224	403	47	2,190	424	60	2,458	181	35	2,248	367	59
* = fewer than 5																								

Howard County – Percentage of Kindergarten Students

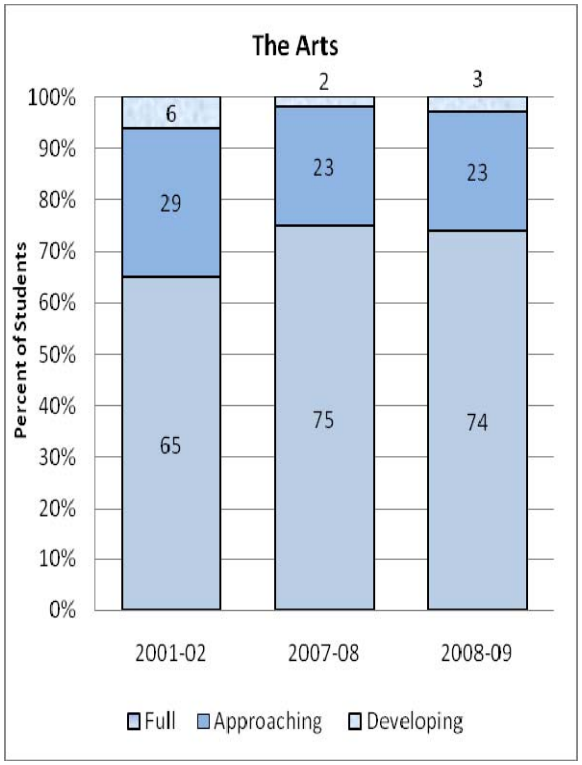


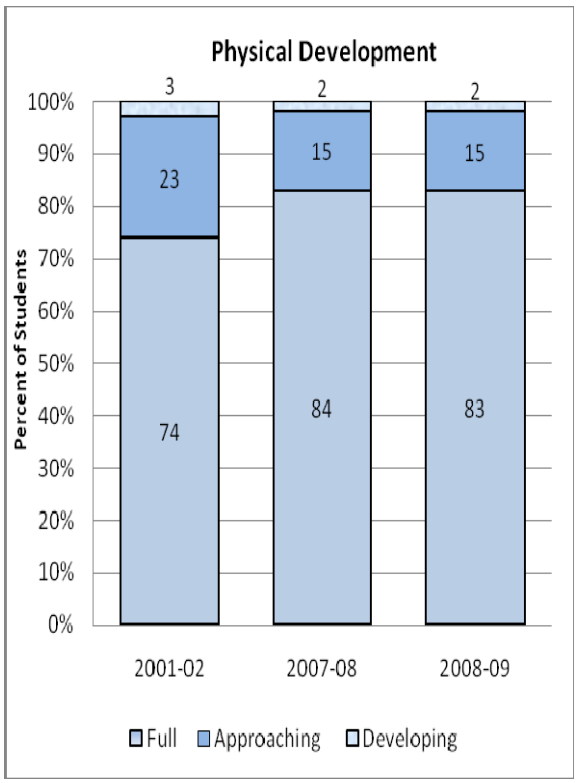


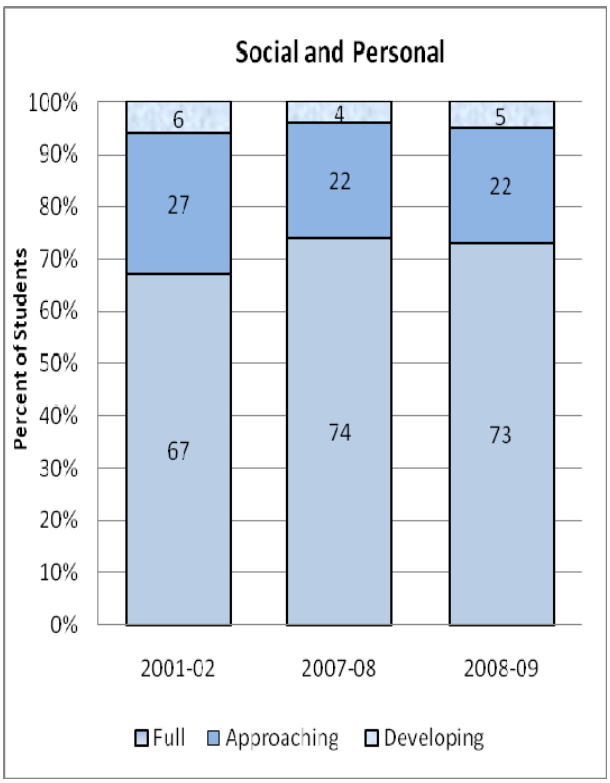




Social Studies
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
9
43
48
4
30
66
5
28
67
2001-02
2007-08
2008-09
Full
Approaching
Developing


The Arts
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
6
29
65
2
23
75
3
23
74
2001-02
2007-08
2008-09
Full
Approaching
Developing


Physical Development
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
3
23
74
2
15
84
2
15
83
2001-02
2007-08
2008-09
Full
Approaching
Developing


Social and Personal
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
6
27
67
4
22
74
5
22
73
2001-02
2007-08
2008-09
Full
Approaching
Developing

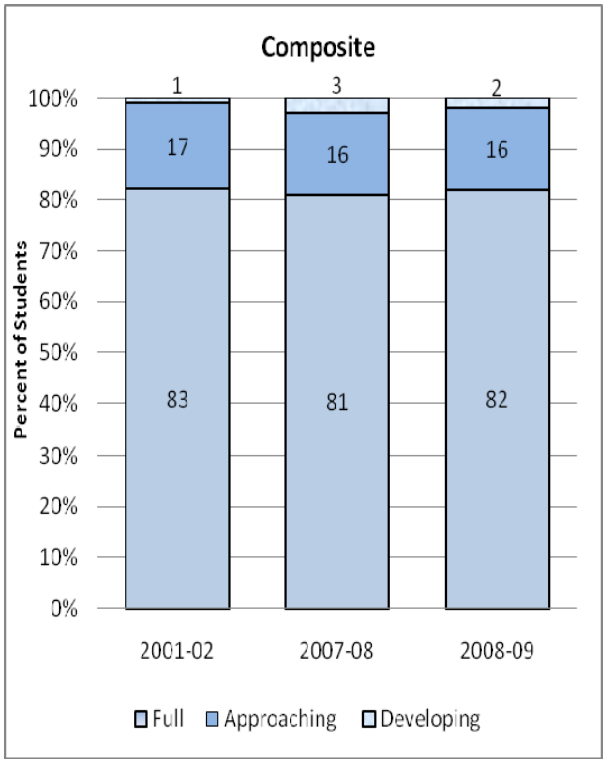
Howard County - Percentage of Kindergarten Students

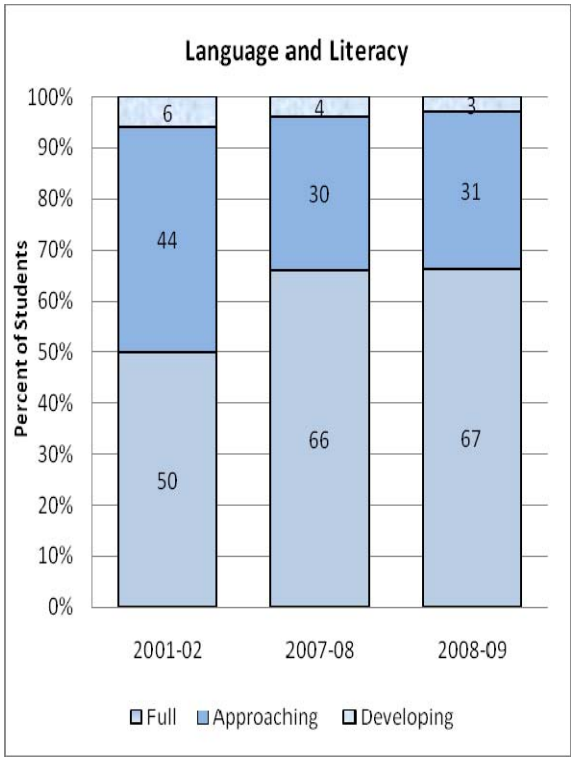
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	64	27	9	55	27	18	45	36	18	45	36	18	45	36	18	64	18	18	64	36	0	55	27	18
Asian/Pacific Islander	77	18	4	72	22	5	79	17	4	60	36	4	70	25	5	77	20	2	89	10	2	81	16	3
African American	61	31	8	55	37	8	60	34	6	46	43	11	57	36	7	70	28	2	77	20	3	66	28	6
White	76	19	4	71	25	4	78	19	3	63	32	5	71	25	4	75	22	3	84	14	2	80	17	3
Hispanic	69	28	3	43	45	12	55	36	9	41	48	12	57	33	10	74	22	4	81	17	2	67	27	6
Gender																								
Male	65	28	7	61	32	7	71	24	5	55	37	8	64	30	6	65	31	4	78	19	3	70	25	5
Female	83	16	2	72	24	4	76	21	3	62	34	4	71	25	3	85	14	1	89	10	1	83	14	2
Prior Care																								
Child Care Center	73	22	5	74	23	4	77	20	3	64	32	4	70	27	2	76	23	2	87	11	2	81	17	2
Family Child Care	80	16	4	64	31	5	74	22	4	61	33	6	69	29	2	73	26	1	85	13	2	77	21	2
Head Start	61	33	6	49	42	9	58	37	5	41	46	13	54	39	7	72	25	3	76	22	2	67	29	4
Home / Informal Care	64	31	5	46	42	12	53	38	9	41	48	10	53	38	9	65	30	5	75	23	2	61	32	7
Non-public Nursery	84	14	2	81	18	1	86	13	1	72	26	2	80	19	1	83	16	1	93	7	1	88	11	1
Pre-Kindergarten	68	26	6	58	34	7	67	28	5	50	41	9	61	32	7	69	26	5	77	20	3	69	25	6
Special Education																								
Yes	43	37	20	41	39	20	53	29	18	38	38	24	47	29	24	60	27	13	57	30	13	52	29	18
No	75	21	4	68	27	5	74	23	3	59	36	5	69	28	4	75	22	2	85	13	1	78	19	3
Limited English Proficiency																								
Yes	67	28	5	43	43	14	57	33	10	41	48	11	51	37	11	73	24	3	81	17	2	62	31	7
No	74	22	5	68	27	5	74	22	4	59	35	6	69	27	4	74	23	3	84	14	2	77	19	4
Free and Reduced Price Meals																								
Yes	61	32	7	43	45	12	49	42	9	37	51	12	51	39	11	68	27	5	73	23	4	60	32	8
No	75	21	5	69	26	5	76	21	4	61	34	6	69	27	4	75	22	3	85	13	2	78	18	3
Aggregated Data	73	22	5	66	28	6	73	23	4	58	36	6	67	28	5	74	23	3	83	15	2	76	20	4
* = fewer than 5	May not total 100% due to rounding.																							

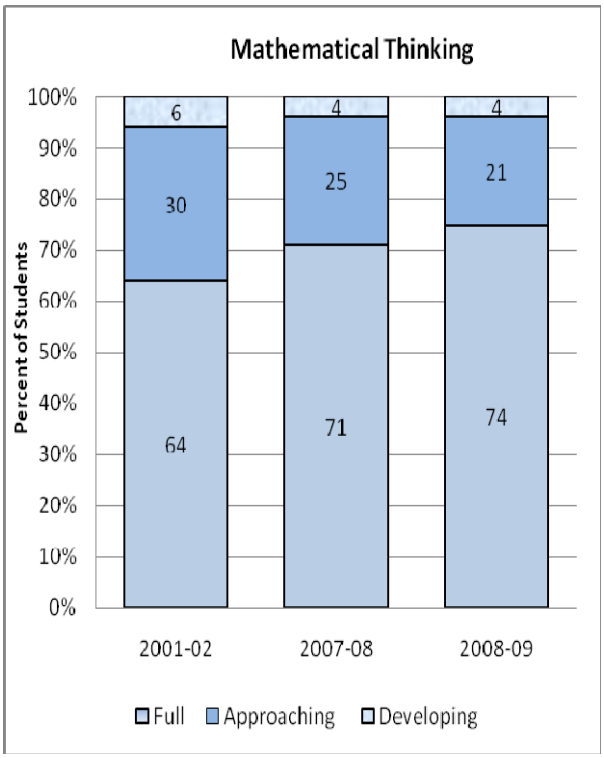
Howard County - Number of Kindergarten Students

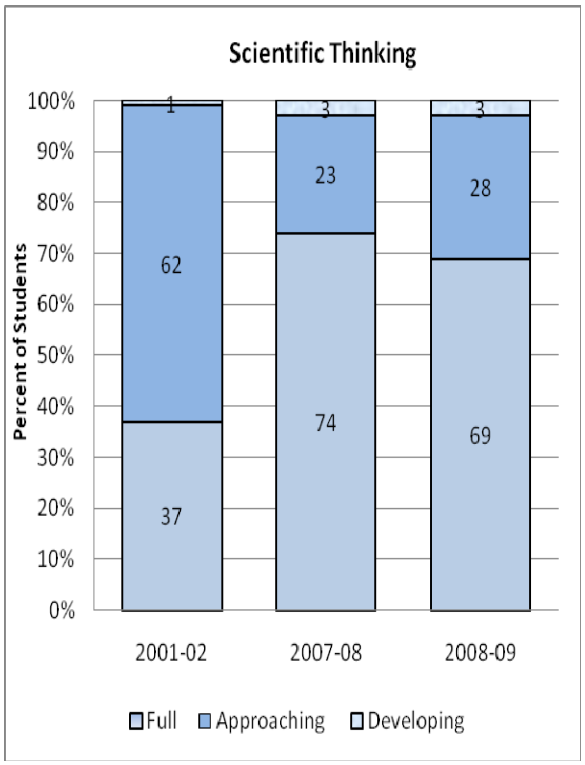
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	7	3	1	6	3	2	5	4	2	5	4	2	5	4	2	7	2	2	7	4	0	6	3	2
Asian/Pacific Islander	404	96	22	378	116	28	412	91	19	312	189	21	365	133	24	403	106	13	463	51	8	423	84	15
African American	354	178	44	319	212	45	345	197	34	267	246	63	327	208	41	404	160	12	443	114	19	379	163	34
White	1,370	350	76	1,271	451	74	1,394	348	54	1,136	573	87	1,276	456	64	1,344	395	57	1,512	247	37	1,428	311	57
Hispanic	141	57	6	88	92	24	112	74	18	83	97	24	117	67	20	150	45	9	166	34	4	136	55	13
Gender																								
Male	1,066	457	122	1,006	520	119	1,161	402	82	902	610	133	1,046	498	101	1,065	508	72	1,289	309	47	1,153	406	86
Female	1,210	227	27	1,056	354	54	1,107	312	45	901	499	64	1,044	370	50	1,243	200	21	1,302	141	21	1,219	210	35
Prior Care																								
Child Care Center	434	131	31	439	135	22	461	119	16	383	188	25	419	163	14	451	135	10	519	68	9	482	101	13
Family Child Care	99	20	5	79	39	6	92	27	5	76	41	7	85	36	3	91	32	1	106	16	2	95	26	3
Head Start	68	37	7	55	47	10	65	41	6	46	52	14	60	44	8	81	28	3	85	25	2	75	32	5
Home / Informal Care	177	87	14	128	118	32	148	106	24	115	134	29	146	106	26	181	84	13	208	64	6	170	88	20
Non-Public Nursery	737	119	17	710	153	10	750	117	6	626	230	17	701	162	10	728	138	7	809	59	5	769	97	7
Pre-Kindergarten	564	212	50	481	284	61	552	229	45	409	342	75	500	267	59	571	214	41	634	165	27	573	204	49
Special Education																								
Yes	84	73	40	81	76	40	104	58	35	75	75	47	92	57	48	118	54	25	112	60	25	103	58	36
No	2,192	611	109	1,981	798	133	2,164	656	92	1,728	1,034	150	1,998	811	103	2,190	654	68	2,479	390	43	2,269	558	85
Limited English Proficiency																								
Yes	159	65	12	102	102	32	135	77	24	97	113	26	121	88	27	172	57	7	191	40	5	146	73	17
No	2117	619	137	1,960	772	141	2,133	637	103	1,706	996	171	1,969	780	124	2,136	651	86	2,400	410	63	2,226	543	104
Free and Reduced Price Meals																								
Yes	206	109	24	146	151	42	167	142	30	126	173	40	172	131	36	229	92	18	249	77	13	204	107	28
No	2,070	575	125	1,916	723	131	2,101	572	97	1,677	936	157	1,918	737	115	2,079	616	75	2,342	373	55	2,168	509	93
Aggregated Data	2,280	688	153	2,067	879	175	2,273	719	129	1,806	1,114	201	2,094	872	155	2,313	714	94	2,598	454	69	2,377	619	125
* = fewer than 5																								

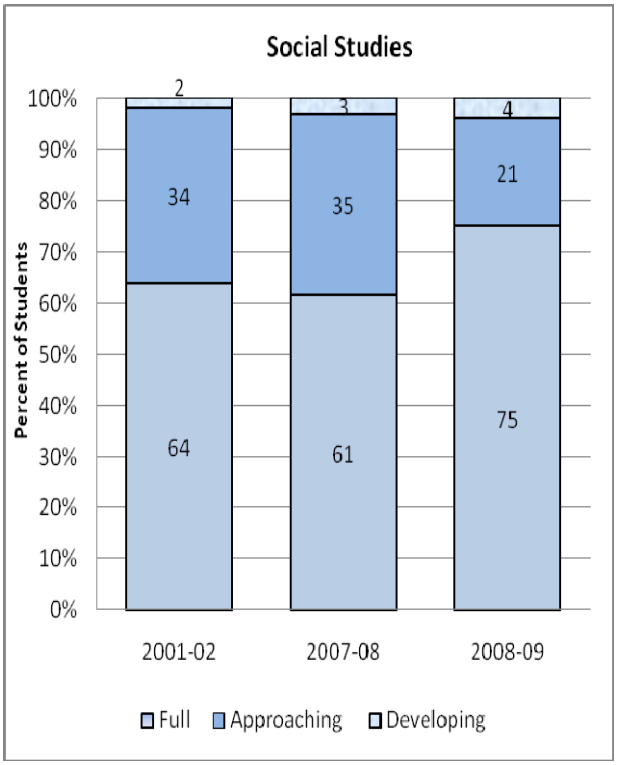
Kent County – Percentage of Kindergarten Students

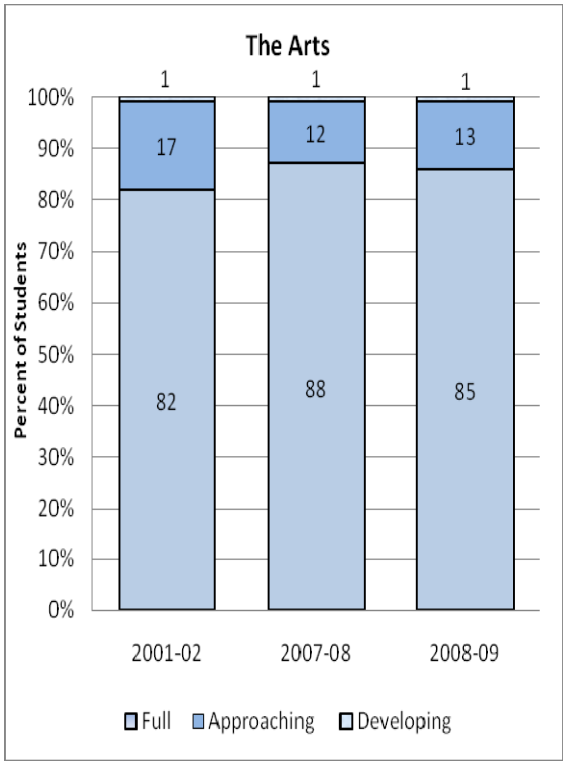


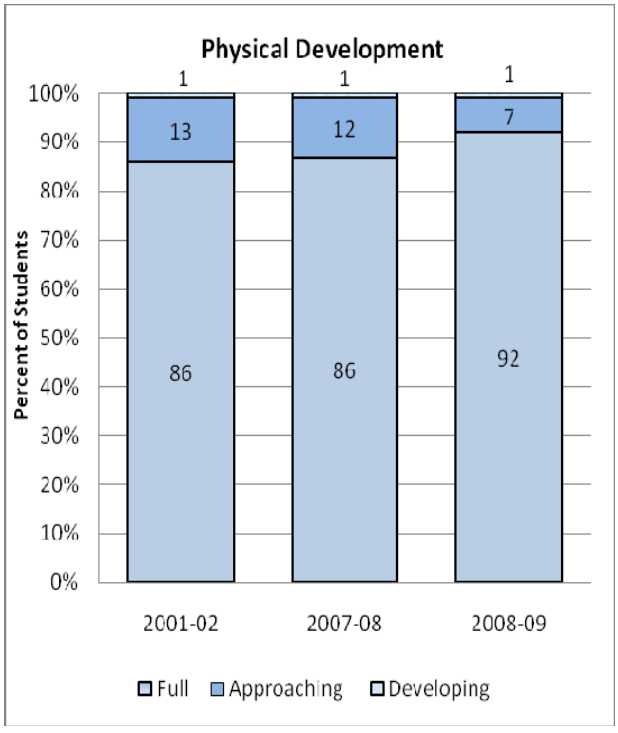







Social Studies
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2
3
4
34
35
21
64
61
75
2001-02
2007-08
2008-09
Full
Approaching
Developing


The Arts
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
1
1
1
17
12
13
82
88
85
2001-02
2007-08
2008-09
Full
Approaching
Developing


Physical Development
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
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1
13
12
7
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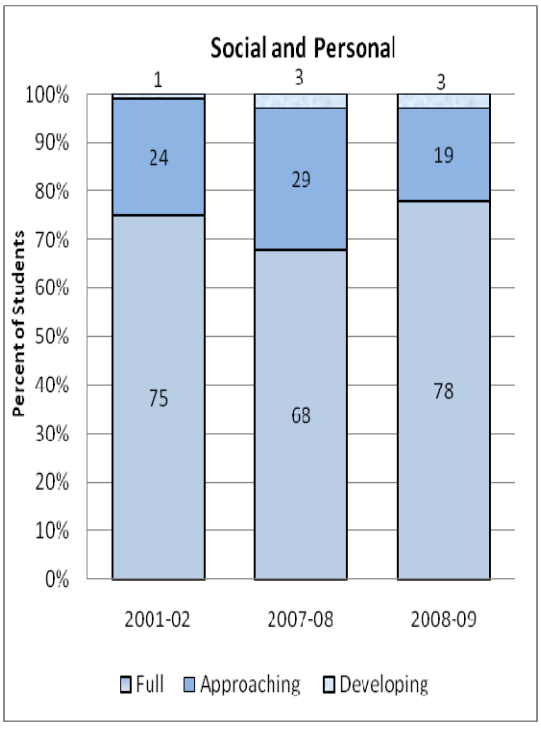
2001-02
2007-08
2008-09
Full
Approaching
Developing


Social and Personal
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
1
3
3
24
29
19
75
68
78
2001-02
2007-08
2008-09
Full
Approaching
Developing

Kent County - Percentage of Kindergarten Students

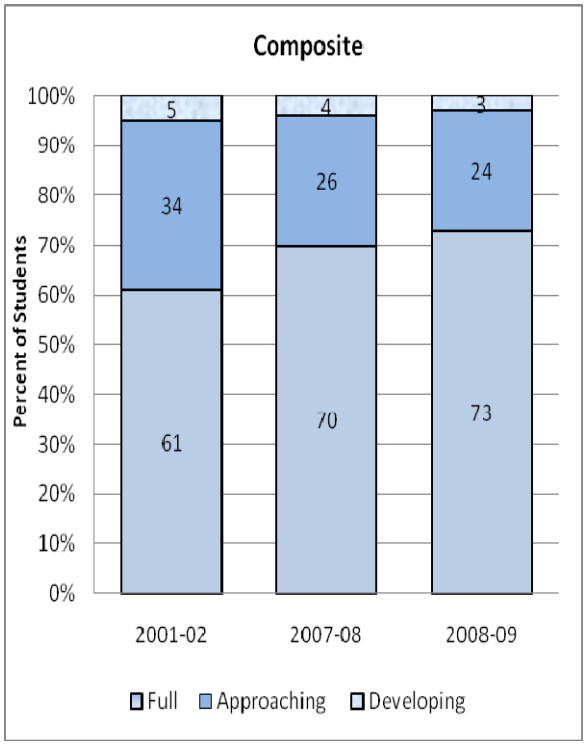
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	52	45	3	42	52	6	45	39	15	52	39	9	52	39	9	82	18	0	88	6	6	61	33	6
White	86	10	4	77	22	1	85	13	2	80	19	1	84	14	2	88	11	1	93	7	0	91	8	1
Hispanic	71	29	0	43	50	7	57	43	0	29	64	7	57	36	7	71	21	7	93	7	0	64	36	0
Gender																								
Male	74	22	5	65	32	3	74	24	2	72	25	3	74	23	3	80	18	2	90	10	0	80	19	1
Female	82	16	1	69	29	1	75	18	7	66	31	3	76	19	4	93	7	0	94	3	3	85	12	3
Prior Care																								
Child Care Center	88	13	0	75	25	0	88	0	13	75	13	13	75	13	13	75	25	0	88	0	13	88	0	13
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Home / Informal Care	71	18	12	47	41	12	47	41	12	53	35	12	53	35	12	76	18	6	82	18	0	65	35	0
Non-public Nursery	75	17	8	83	17	0	92	8	0	83	17	0	92	8	0	83	17	0	100	0	0	92	8	0
Pre-Kindergarten	80	18	2	70	29	2	79	20	2	72	27	1	78	21	2	89	10	1	95	5	0	85	14	1
Special Education																								
Yes	40	40	20	30	50	20	50	20	30	40	30	30	40	30	30	50	50	0	60	20	20	40	30	30
No	80	18	2	69	29	1	76	21	3	71	27	1	77	21	2	88	11	1	94	6	0	85	15	0
Limited English Proficiency																								
Yes	64	36	0	27	64	9	45	55	0	9	82	9	45	45	9	73	18	9	91	9	0	55	45	0
No	79	17	3	70	28	2	77	19	4	74	24	2	78	19	3	87	13	1	92	7	1	85	14	1
Free and Reduced Price Meals																								
Yes	68	31	2	40	55	5	56	37	6	55	42	3	60	35	5	82	16	2	92	8	0	71	29	0
No	85	11	4	85	14	1	87	11	2	80	18	2	86	12	2	88	11	1	92	6	1	90	8	2
Aggregated Data	78	19	3	67	31	3	74	21	4	69	28	3	75	21	4	85	13	1	92	7	1	82	16	2
* = fewer than 5	May not total 100% due to rounding.																							

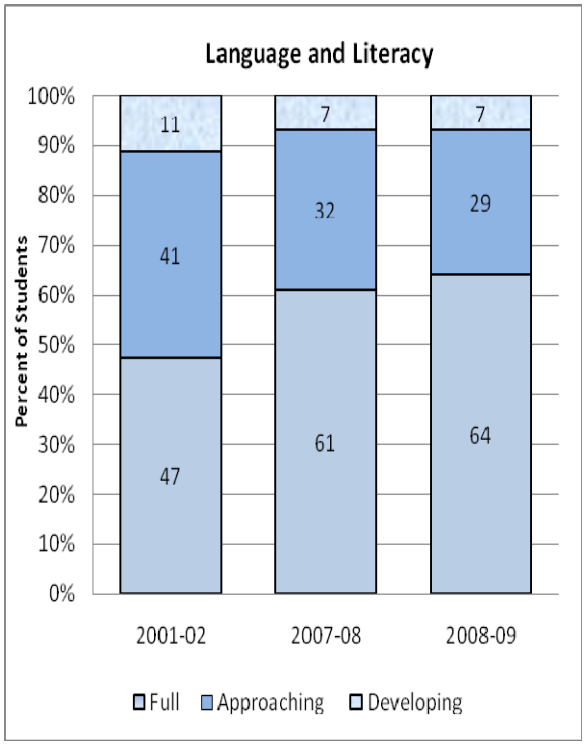
Kent County - Number of Kindergarten Students

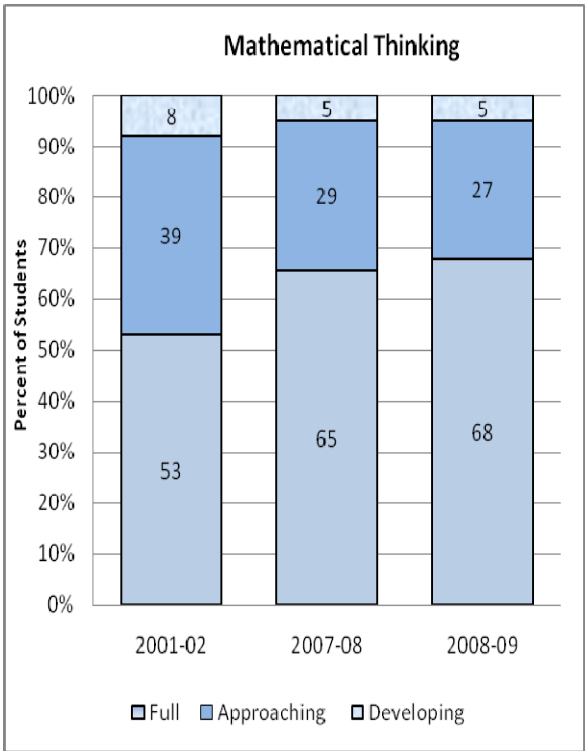
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	17	15	1	14	17	2	15	13	5	17	13	3	17	13	3	27	6	0	29	2	2	20	11	2
White	94	11	4	84	24	1	93	14	2	87	21	1	92	15	2	96	12	1	101	8	0	99	9	1
Hispanic	10	4	0	6	7	1	8	6	0	4	9	1	8	5	1	10	3	1	13	1	0	9	5	0
Gender																								
Male	65	19	4	57	28	3	65	21	2	63	22	3	65	20	3	70	16	2	79	9	0	70	17	1
Female	56	11	1	47	20	1	51	12	5	45	21	2	52	13	3	63	5	0	64	2	2	58	8	2
Prior Care																								
Child Care Center	7	1	0	6	2	0	7	0	1	6	1	1	6	1	1	6	2	0	7	0	1	7	0	1
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Home / Informal Care	12	3	2	8	7	2	8	7	2	9	6	2	9	6	2	13	3	1	14	3	0	11	6	0
Non-Public Nursery	9	2	1	10	2	0	11	1	0	10	2	0	11	1	0	10	2	0	12	0	0	11	1	0
Pre-Kindergarten	90	20	2	78	32	2	88	22	2	81	30	1	87	23	2	100	11	1	106	6	0	95	16	1
Special Education																								
Yes	4	4	2	3	5	2	5	2	3	4	3	3	4	3	3	5	5	0	6	2	2	4	3	3
No	117	26	3	101	43	2	111	31	4	104	40	2	113	30	3	128	16	2	137	9	0	124	22	0
Limited English Proficiency																								
Yes	7	4	0	3	7	1	5	6	0	1	9	1	5	5	1	8	2	1	10	1	0	6	5	0
No	114	25	5	101	40	3	111	27	6	107	34	3	112	28	4	125	18	1	133	10	1	122	20	2
Free and Reduced Price Meals																								
Yes	42	19	1	25	34	3	35	23	4	34	26	2	37	22	3	51	10	1	57	5	0	44	18	0
No	79	10	4	79	13	1	81	10	2	74	17	2	80	11	2	82	10	1	86	6	1	84	7	2
Aggregated Data	121	30	5	104	48	4	116	33	7	108	43	5	117	33	6	133	21	2	143	11	2	128	25	3

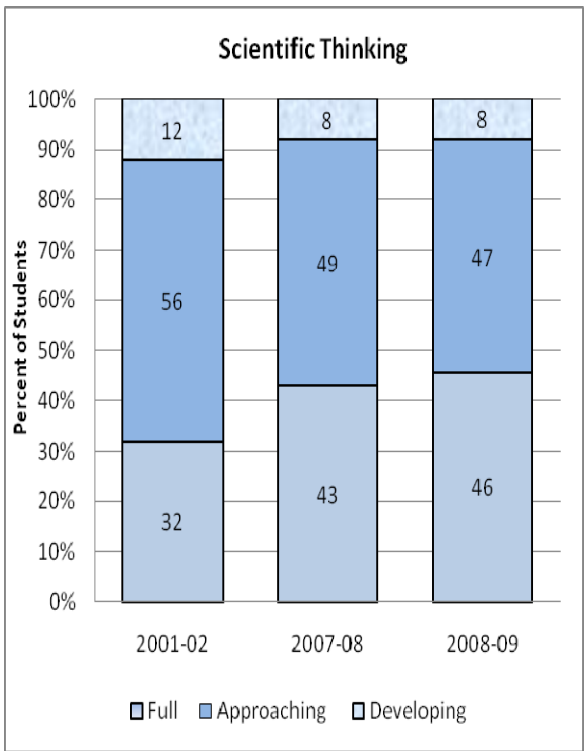
* = fewer than 5

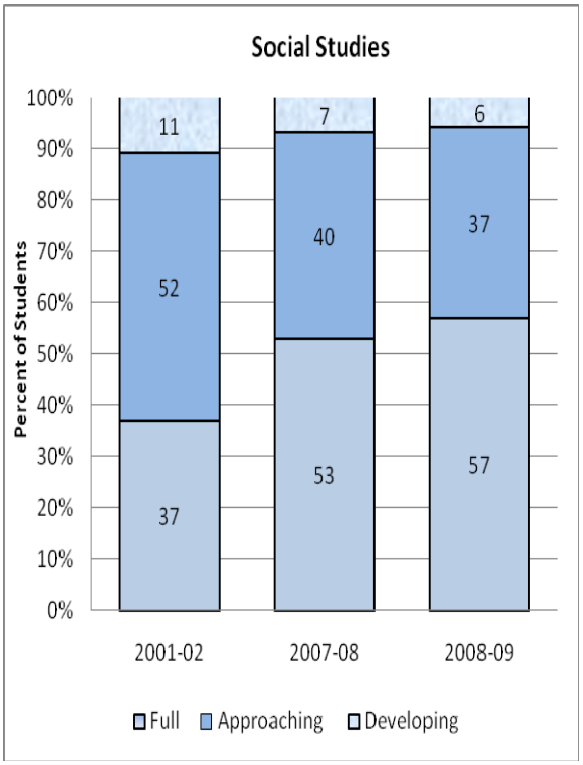
Montgomery County – Percentage of Kindergarten Students

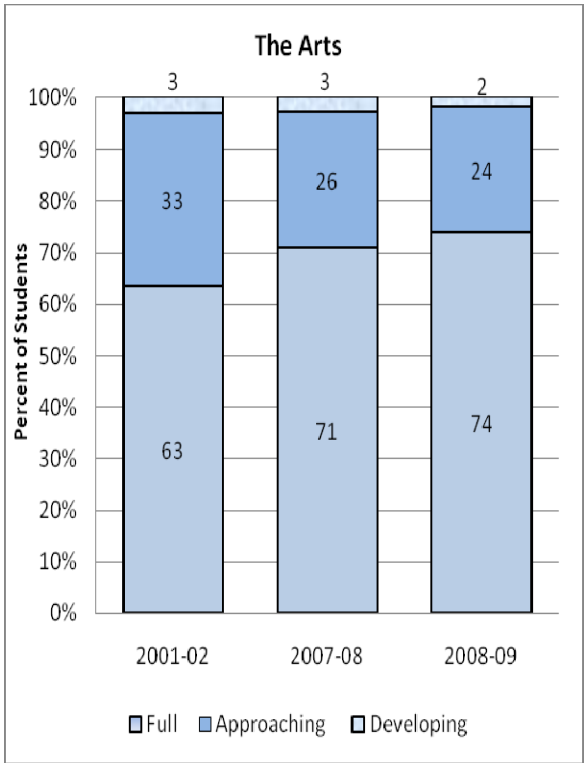


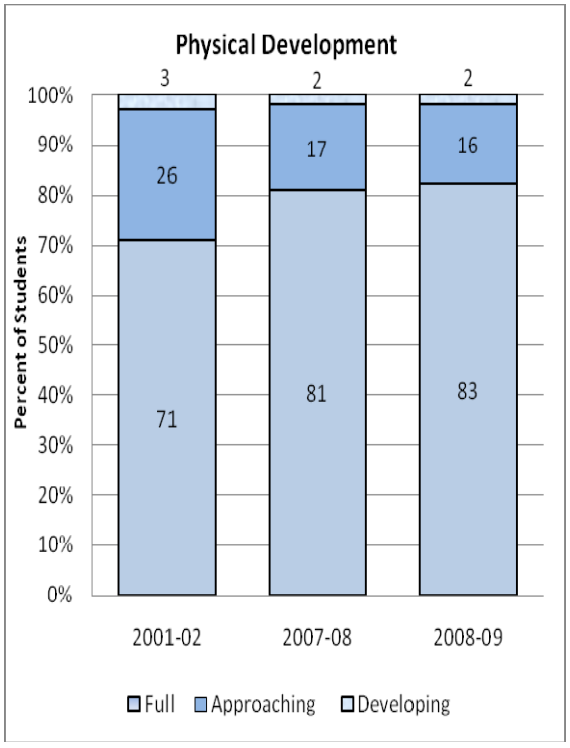


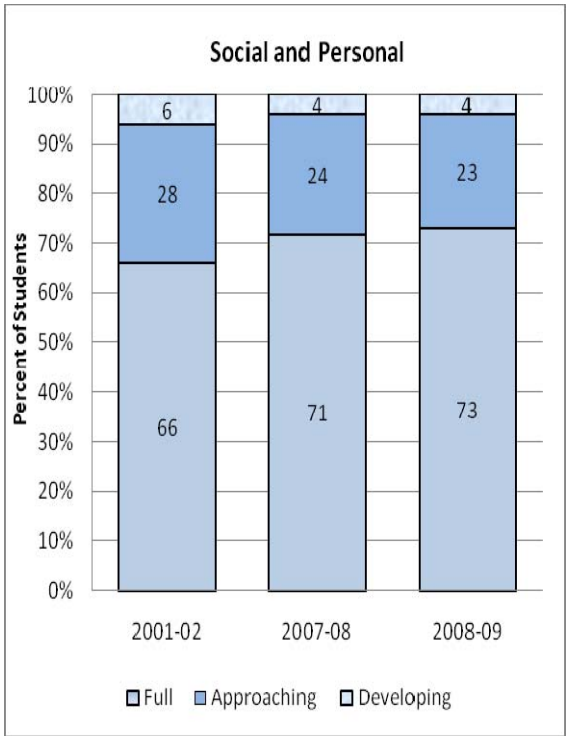





Social Studies
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
11
52
37
7
40
53
6
37
57
2001-02
2007-08
2008-09
Full
Approaching
Developing


The Arts
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
3
33
63
3
26
71
2
24
74
2001-02
2007-08
2008-09
Full
Approaching
Developing


Physical Development
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
3
26
71
2
17
81
2
16
83
2001-02
2007-08
2008-09
Full
Approaching
Developing

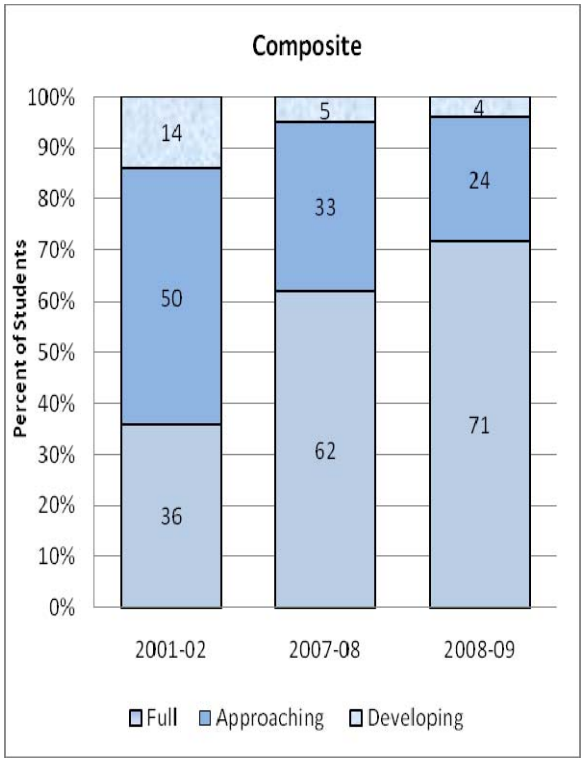

Social and Personal
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
6
28
66
4
24
71
4
23
73
2001-02
2007-08
2008-09
Full
Approaching
Developing

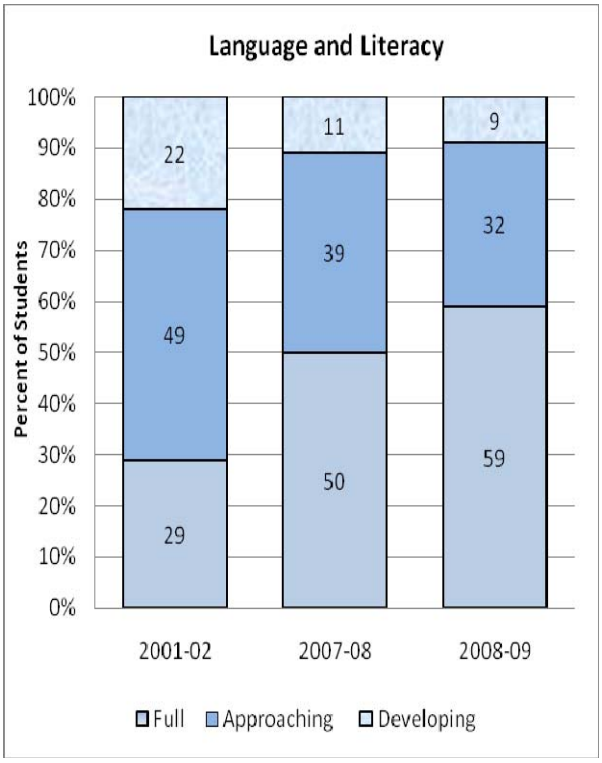
Montgomery County - Percentage of Kindergarten Students

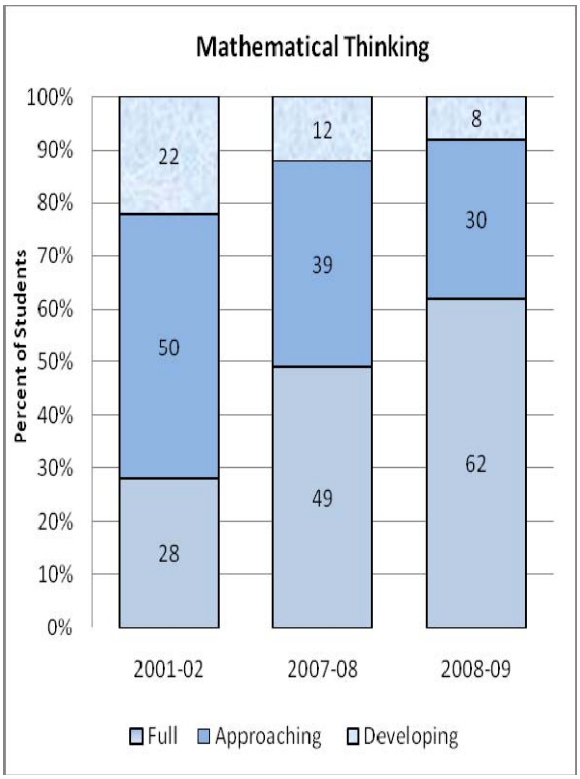
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	77	15	8	68	26	5	72	26	3	44	51	5	56	36	8	67	31	3	74	21	5	74	21	5
Asian/Pacific Islander	81	16	3	73	22	5	76	21	3	50	44	6	61	34	5	76	22	2	87	12	1	80	18	2
African American	66	28	6	59	33	8	62	30	8	41	49	11	53	38	9	72	25	3	78	19	3	67	28	5
White	77	20	2	75	22	2	79	20	2	55	41	3	67	30	3	77	21	2	86	13	1	82	17	1
Hispanic	69	27	4	45	42	13	51	39	10	32	55	13	42	47	11	69	28	3	79	19	2	60	35	5
Gender																								
Male	66	29	5	61	31	8	67	27	6	45	46	9	55	38	7	67	30	4	78	20	2	69	27	4
Female	82	16	2	68	28	5	69	27	4	47	47	6	59	36	5	81	18	1	88	11	1	78	20	2
Prior Care																								
Child Care Center	69	28	3	69	27	4	72	25	3	48	48	5	61	34	5	74	24	2	82	17	1	76	23	2
Family Child Care	71	25	4	55	36	9	63	31	6	35	57	8	54	39	7	75	22	3	79	18	3	70	26	4
Head Start	68	28	3	58	36	7	60	35	5	38	54	8	51	43	6	72	26	2	79	20	1	68	29	3
Home / Informal Care	73	23	4	64	29	6	68	27	5	46	47	7	57	37	6	74	24	2	83	16	2	73	24	3
Non-public Nursery	82	17	2	77	21	2	80	18	1	58	39	3	68	30	2	78	21	2	87	12	1	83	16	1
Pre-Kindergarten	73	22	4	67	28	5	70	26	4	47	46	7	58	36	6	74	24	2	84	14	2	75	22	3
Special Education																								
Yes	50	36	14	40	41	19	50	33	16	30	49	21	38	42	20	55	36	9	57	32	10	48	38	14
No	75	22	3	66	28	6	69	26	4	47	47	6	59	36	5	75	23	2	85	14	1	75	23	2
Limited English Proficiency																								
Yes	69	26	5	46	42	12	52	38	9	32	55	13	41	47	11	67	29	3	79	19	2	60	35	5
No	75	22	3	72	24	4	75	22	3	52	43	5	64	32	4	76	22	2	84	14	2	79	19	2
Free and Reduced Price Meals																								
Yes	67	27	6	48	40	12	53	37	10	34	54	13	44	45	11	69	28	3	78	20	2	61	34	5
No	77	21	3	73	23	3	76	21	3	52	43	5	64	32	4	76	22	2	85	13	1	80	18	2
Aggregated Data	73	23	4	64	29	7	68	27	5	46	47	8	57	37	6	74	24	2	83	16	2	73	24	3
* = fewer than 5	May not total 100% due to rounding.																							

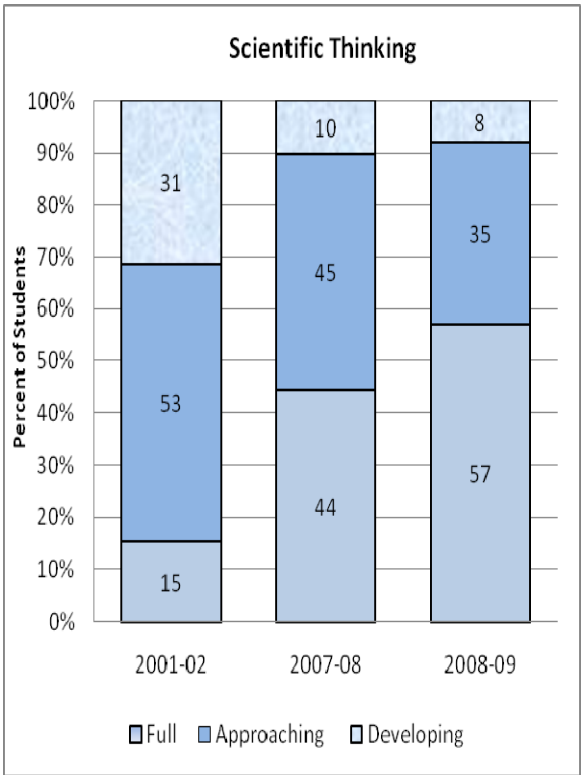
Montgomery County - Number of Kindergarten Students																							
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																							
American Indian/Alaskan Native	30	6	3	26	10	2	28	10	1	17	20	2	22	14	3	26	12	1	29	8	2	28	8	2
Asian/Pacific Islander	1,240	251	44	1,119	338	75	1,165	327	46	759	678	96	933	527	74	1,164	340	33	1,334	187	18	1,200	277	32
African American	1,369	594	125	1,231	678	169	1,297	633	159	844	1,017	222	1,109	798	178	1,506	522	59	1,628	406	54	1,369	573	104
White	2,917	767	92	2,830	845	86	2,971	741	69	2,093	1,561	119	2,535	1,140	98	2,899	812	67	3,237	500	44	3,036	642	46
Hispanic	1,618	633	102	1,051	997	302	1,203	923	229	757	1,291	300	994	1,111	249	1,619	665	72	1,873	436	47	1,396	818	111
Gender																							
Male	3,313	1,475	269	3,071	1,567	406	3,403	1,354	303	2,260	2,349	447	2,782	1,899	372	3,365	1,509	185	3,952	994	117	3,418	1,368	203
Female	3,861	776	97	3,186	1,301	228	3,261	1,280	201	2,210	2,218	292	2,811	1,691	230	3,849	842	47	4,149	543	48	3,611	950	92
Prior Care																							
Child Care Center	873	352	43	872	339	52	919	315	35	605	603	58	778	431	58	940	302	28	1,042	216	11	948	283	22
Family Child Care	225	79	13	173	115	29	200	97	20	111	179	26	172	123	21	239	70	8	249	58	10	222	81	12
Head Start	455	188	22	381	237	44	399	234	31	251	361	51	340	286	37	480	171	12	528	131	6	447	190	18
Home / Informal Care	7,015	2,185	350	6,124	2,796	598	6,521	2,564	476	4,362	4,471	701	5,455	3,518	571	7,057	2,284	214	7,915	1,489	157	6,877	2,251	276
Non-Public Nursery	1,328	269	29	1,245	342	30	1306	295	24	931	639	48	1,111	481	32	1,260	339	26	1,414	199	14	1,331	255	15
Pre-Kindergarten	2,883	876	164	2,608	1,100	208	2,755	1,005	175	1,850	1,786	285	2,282	1,422	217	2,911	929	86	3,291	564	75	2,881	868	110
Special Education																							
Yes	359	260	99	286	294	134	361	238	117	216	349	153	272	301	143	397	255	66	411	229	75	338	267	102
No	6,810	1,990	267	5,966	2,573	500	6,298	2,395	387	4,251	4,215	586	5,316	3,288	459	6,812	2,095	166	7,686	1,306	90	6,686	2,050	193
Limited English Proficiency																							
Yes	2072	791	146	1,367	1,253	374	1,575	1,151	285	955	1,649	397	1,241	1,420	344	2,032	879	100	2,393	560	58	1,764	1,045	151
No	5102	1460	220	4,890	1,615	260	5,089	1,483	219	3,515	2,918	342	4,352	2,170	258	5,182	1,472	132	5,708	977	107	5,265	1,273	144
Free and Reduced Price Meals																							
Yes	2,359	951	199	1,661	1,407	426	1,859	1,308	343	1,177	1,878	447	1,548	1,579	375	2,415	983	110	2,730	699	81	2,091	1,175	186
No	4,815	1,300	167	4,596	1,461	208	4,805	1,326	161	3,293	2,689	292	4,045	2,011	227	4,799	1,368	122	5,371	838	84	4,938	1,143	109
Aggregated Data	7,179	2,255	368	6,261	2,873	636	6,668	2,640	505	4,472	4,574	741	5,595	3,596	604	7,221	2,354	233	8,108	1,541	165	7,033	2,323	296
* = fewer than 5																							

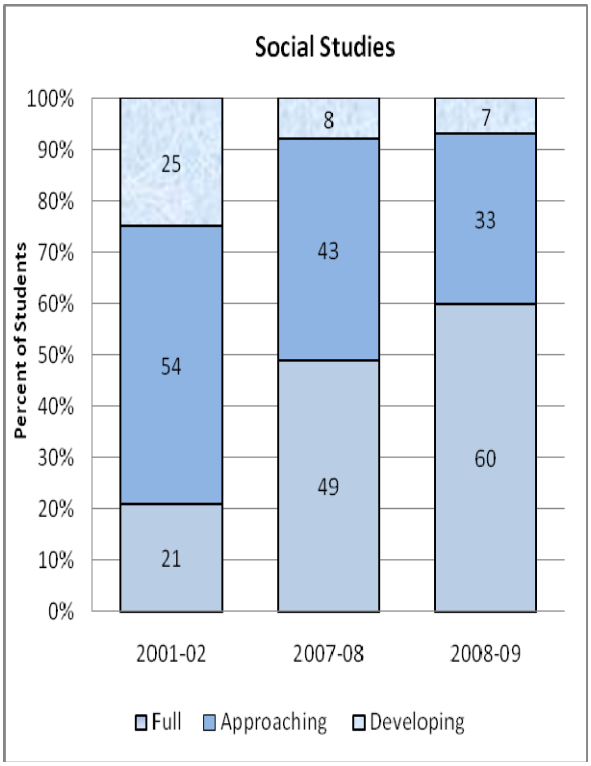
Prince George's County – Percentage of Kindergarten Students

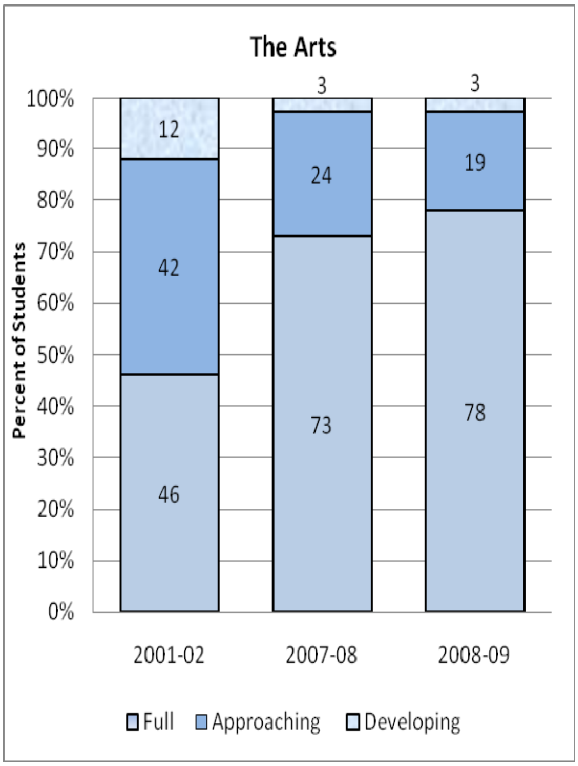


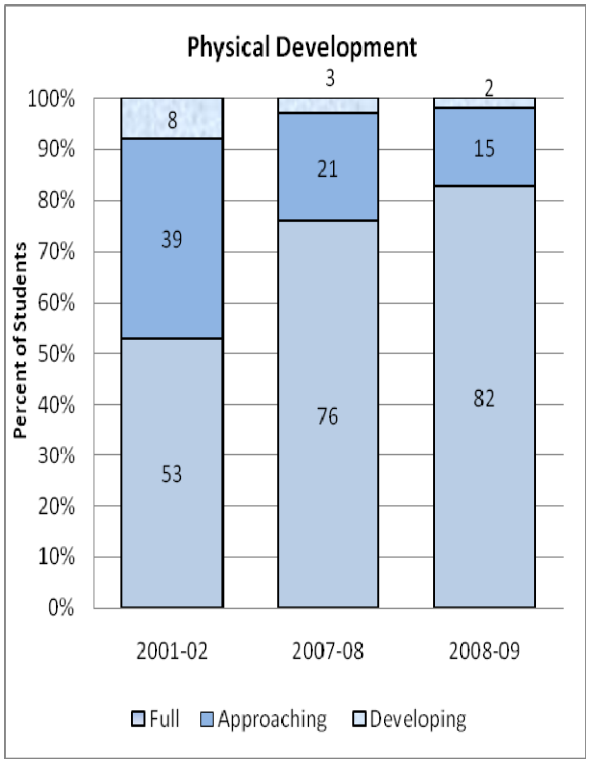


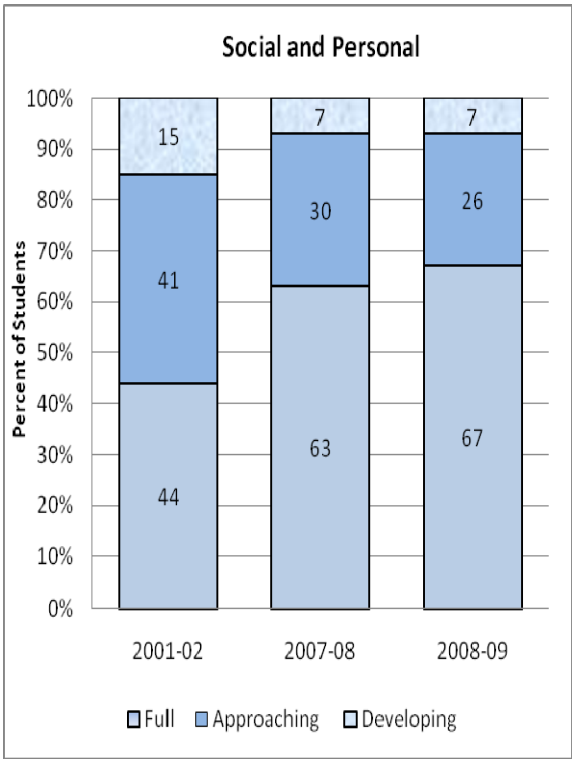





Social Studies
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
25
54
21
8
43
49
7
33
60
2001-02
2007-08
2008-09
Full
Approaching
Developing


The Arts
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
12
42
46
3
24
73
3
19
78
2001-02
2007-08
2008-09
Full
Approaching
Developing

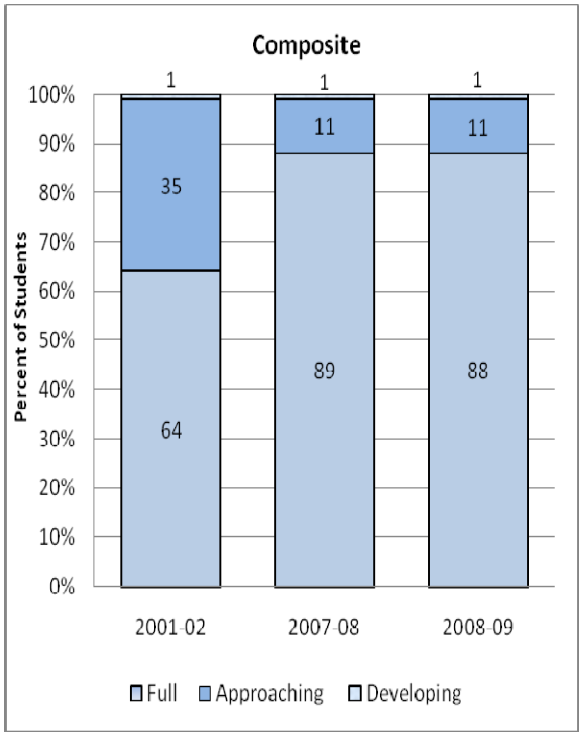

Physical Development
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
8
39
53
3
21
76
2
15
82
2001-02
2007-08
2008-09
Full
Approaching
Developing

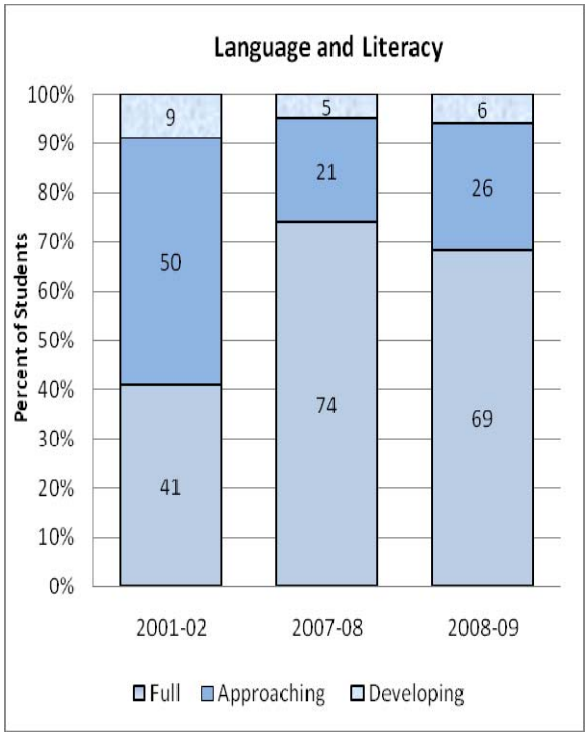

Social and Personal
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
15
41
44
7
30
63
7
26
67
2001-02
2007-08
2008-09
Full
Approaching
Developing

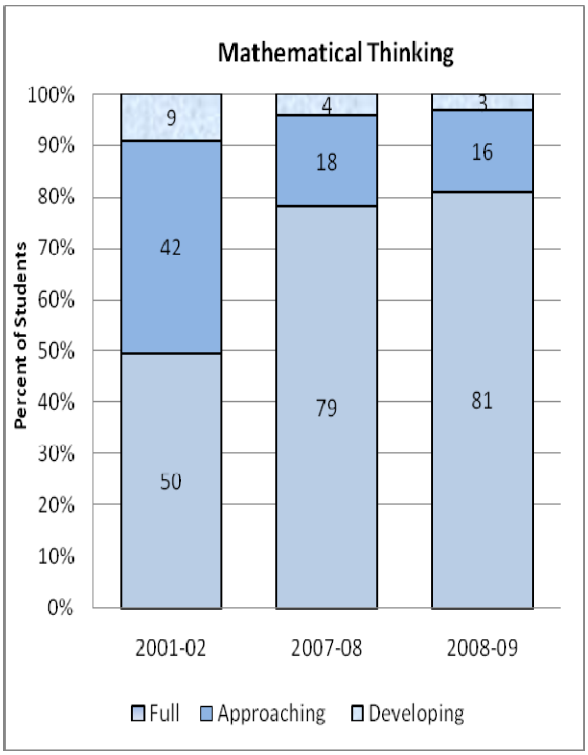
Prince Georges County - Percentage of Kindergarten Students																								
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	70	21	9	68	26	6	77	21	2	69	27	4	67	29	4	88	8	4	88	8	4	81	17	2
Asian/Pacific Islander	79	18	3	65	28	7	75	19	6	63	31	5	64	31	5	81	17	1	88	11	1	79	18	3
African American	65	27	8	62	31	7	65	29	7	59	34	7	63	31	6	79	19	3	83	15	2	73	23	4
White	65	29	6	64	28	8	67	28	5	61	31	8	65	29	6	75	21	4	79	18	3	73	22	4
Hispanic	71	23	6	48	38	14	52	35	13	52	37	11	53	36	10	78	19	4	82	16	3	65	29	6
Gender																								
Male	58	31	11	53	35	11	58	31	10	55	35	10	57	34	9	74	22	4	78	19	4	66	28	6
Female	77	20	3	64	29	7	65	29	6	60	34	6	64	31	5	84	15	2	87	12	1	77	21	2
Prior Care																								
Child Care Center	64	30	6	65	31	5	68	28	4	62	35	3	65	32	3	82	16	1	84	14	2	75	23	2
Family Child Care	66	25	9	42	39	18	50	35	15	48	38	14	51	37	12	76	21	4	81	16	3	59	34	7
Head Start	66	29	5	60	34	6	59	34	7	52	41	6	57	36	6	75	25	1	77	21	1	67	30	2
Home / Informal Care	60	31	10	35	40	25	37	41	22	39	44	17	42	42	15	71	23	6	76	21	4	52	37	12
Non-public Nursery	73	21	6	75	22	3	77	21	2	70	25	4	73	24	3	83	16	2	87	12	1	83	16	2
Pre-Kindergarten	71	23	6	66	29	5	69	27	4	63	32	5	66	30	4	82	16	2	86	13	2	78	20	2
Special Education																								
Yes	43	37	20	34	44	22	39	39	23	33	40	28	37	37	26	56	31	13	57	29	14	44	38	18
No	69	25	6	60	31	8	63	30	7	59	34	7	62	32	6	80	18	2	84	14	2	73	24	4
English Language Learners																								
Yes	69	25	7	28	42	30	38	38	25	37	41	21	34	46	20	70	24	6	77	21	2	47	41	13
No	67	26	7	60	32	9	62	30	8	58	35	8	61	32	7	79	19	3	82	15	2	72	24	4
Free and Reduced Price Meals																								
Yes	67	26	7	54	35	11	58	32	10	56	35	9	58	34	8	78	19	3	82	16	2	69	26	5
No	68	26	7	64	29	7	66	27	6	59	34	6	63	31	6	79	18	3	83	15	2	74	23	4
Aggregated Data	67	26	7	59	32	9	62	30	8	57	35	8	60	33	7	78	19	3	82	15	2	71	24	4
* = fewer than 5	May not total 100% due to rounding.																							

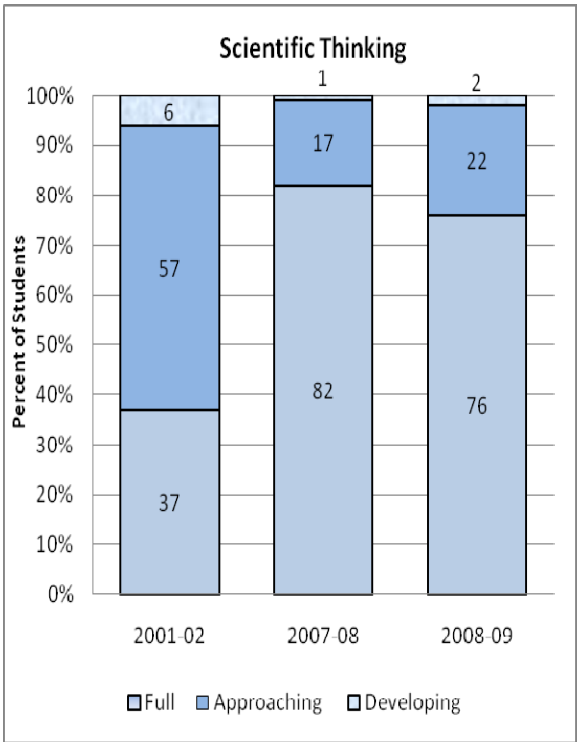
Prince Georges County - Number of Kindergarten Students																								
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	33	10	4	32	12	3	37	10	1	33	13	2	32	14	2	42	4	2	42	4	2	38	8	1
Asian/Pacific Islander	221	51	9	184	78	19	212	53	16	177	88	15	180	86	14	229	48	4	246	32	2	221	49	8
African American	3,609	1,489	419	3,437	1,684	390	3,568	1,589	372	3,234	1,884	376	3,459	1,737	325	4,356	1,030	139	4,559	835	124	3,947	1,259	207
White	265	117	26	262	113	34	276	113	20	249	126	32	267	117	25	307	88	15	322	75	13	295	89	18
Hispanic	1,638	537	134	1,103	866	332	1,201	816	294	1,194	855	257	1,234	837	241	1,792	430	86	1,881	365	61	1,485	651	142
Gender																								
Male	2,581	1,390	466	2,366	1,558	508	2,598	1,392	454	2,412	1,568	439	2,518	1,518	405	3,269	990	184	3,443	833	163	2,860	1,222	276
Female	3,185	814	126	2,652	1,195	270	2,696	1,189	249	2,475	1,398	243	2,654	1,273	202	3,457	610	62	3,607	478	39	3,126	834	100
Prior Care																								
Child Care Center	531	247	48	533	254	38	558	231	37	509	288	27	534	265	27	681	136	9	696	113	15	611	186	16
Family Child Care	334	128	44	214	198	93	253	177	78	243	192	70	257	190	61	385	104	18	412	83	14	294	166	35
Head Start	251	110	21	228	131	21	226	128	28	196	155	24	219	139	23	285	95	2	296	82	4	250	113	9
Home / Informal Care	667	344	108	387	451	283	420	455	247	441	494	188	475	474	172	794	262	67	848	231	42	575	410	128
Non-Public Nursery	329	96	28	339	100	13	348	94	10	317	115	19	330	107	15	373	72	7	392	54	5	370	70	7
Pre-Kindergarten	3,361	1,087	263	3,095	1,367	239	3,244	1,278	200	2,963	1,507	233	3,115	1,403	199	3,859	771	88	4,034	610	72	3,601	934	103
Special Education																								
Yes	201	174	92	158	206	102	181	182	106	151	183	128	173	174	122	264	145	60	264	137	64	200	173	81
No	5,562	2,028	499	4,857	2,544	676	5,109	2,397	597	4,733	2,780	554	4,996	2,614	485	6,457	1,454	186	6,783	1,171	138	5,783	1,880	295
English Language Learners																								
Yes	161	58	16	66	100	70	89	89	58	88	97	50	80	108	48	165	56	14	182	50	4	109	95	30
No	5605	2146	576	4,952	2,653	708	5,205	2,492	645	4,799	2,869	632	5,092	2,683	559	6,561	1,544	232	6,868	1,261	198	5,877	1,961	346
Free and Reduced Price Meals																								
Yes	3,186	1,216	339	2,567	1,660	503	2,755	1,531	464	2,629	1,668	435	2,749	1,619	378	3,712	895	140	3,892	740	110	3,225	1,209	232
No	2,580	988	253	2,451	1,093	275	2,539	1,050	239	2,258	1,298	247	2,423	1,172	229	3,014	705	106	3,158	571	92	2,761	847	144
Aggregated Data	5,766	2,204	592	5,018	2,753	778	5,294	2,581	703	4,887	2,966	682	5,172	2,791	607	6,726	1,600	246	7,050	1,311	202	5,986	2,056	376
* = fewer than 5																								

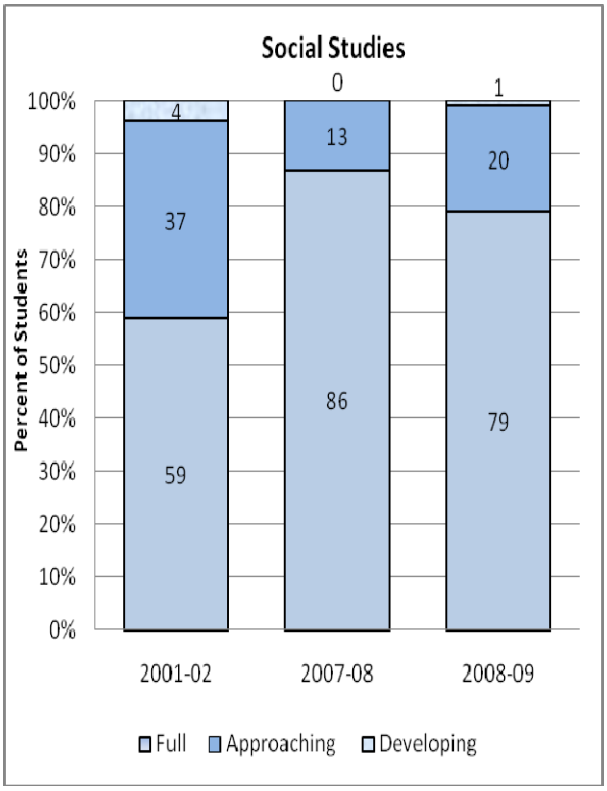
Queen Anne's County – Percentage of Kindergarten Students

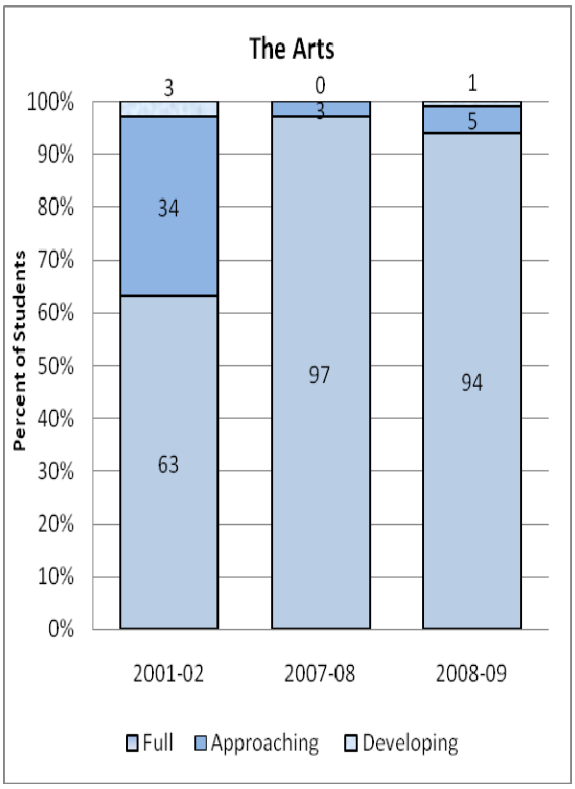


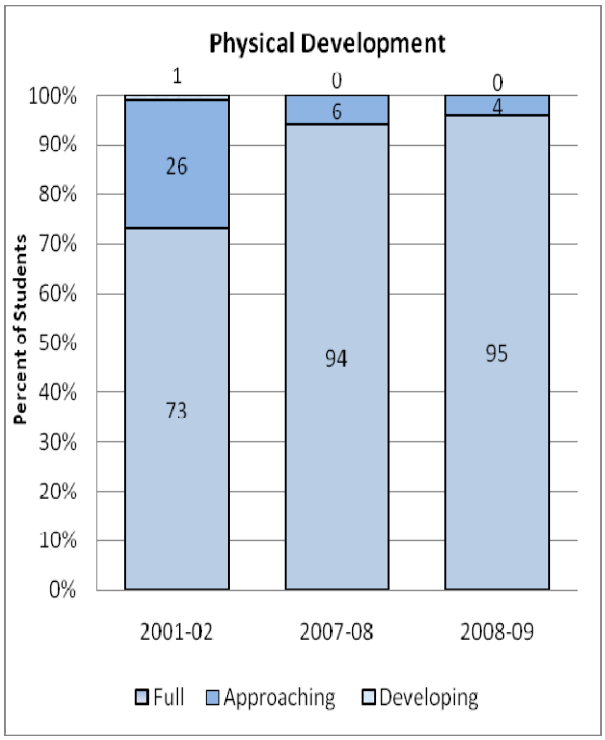


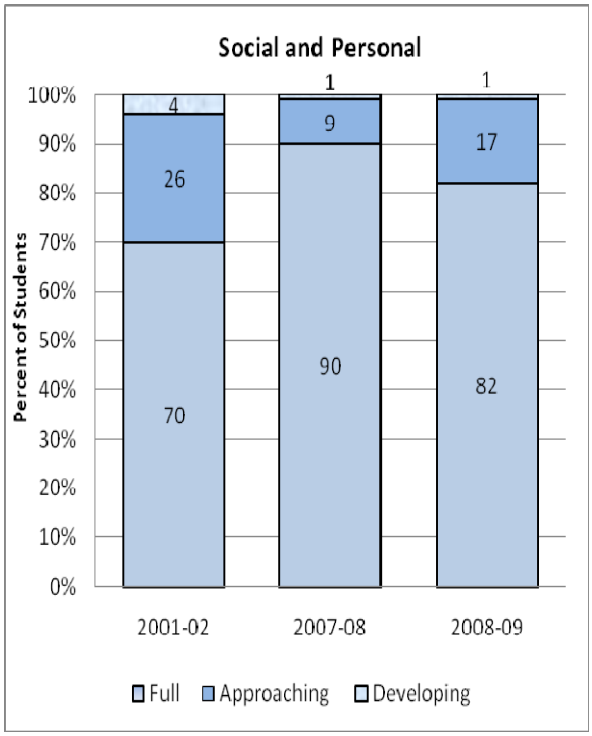





Social Studies
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
4
37
59
0
13
86
1
20
79
2001-02
2007-08
2008-09
Full
Approaching
Developing


The Arts
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
3
34
63
0
3
97
1
5
94
2001-02
2007-08
2008-09
Full
Approaching
Developing


Physical Development
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
1
26
73
0
6
94
0
4
95
2001-02
2007-08
2008-09
Full
Approaching
Developing


Social and Personal
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
4
26
70
1
9
90
1
17
82
2001-02
2007-08
2008-09
Full
Approaching
Developing

Queen Annes County - Percentage of Kindergarten Students

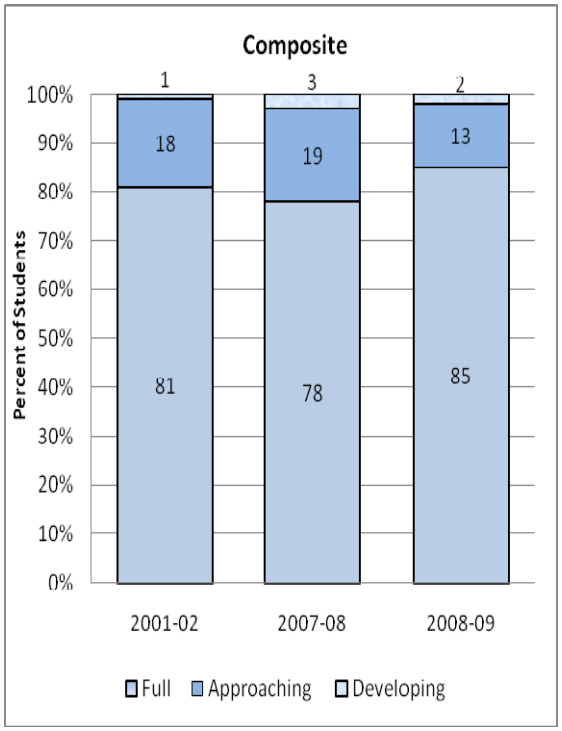
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	92	8	0	83	17	0	100	0	0	83	17	0	92	8	0	100	0	0	100	0	0	100	0	0
African American	63	33	5	53	35	13	65	28	8	65	33	3	70	30	0	88	10	3	90	10	0	75	25	0
White	84	15	1	71	24	5	83	15	2	78	21	1	80	19	1	95	5	1	96	4	0	90	9	1
Hispanic	63	37	0	37	47	16	63	26	11	58	32	11	63	32	5	89	11	0	95	0	5	68	26	5
Gender																								
Male	76	22	2	66	26	8	81	14	4	77	22	1	79	20	1	93	6	1	94	6	0	86	14	1
Female	88	12	0	71	25	3	81	17	2	76	22	2	78	21	2	95	5	0	97	3	0	91	8	1
Prior Care																								
Child Care Center	73	23	5	59	39	2	70	30	0	73	27	0	75	25	0	95	2	2	100	0	0	84	16	0
Family Child Care	100	0	0	83	17	0	75	25	0	58	42	0	75	25	0	100	0	0	100	0	0	83	17	0
Head Start	75	25	0	40	45	15	70	25	5	65	30	5	80	20	0	80	15	5	100	0	0	75	25	0
Home / Informal Care	80	15	5	65	28	8	75	20	5	80	18	3	83	15	3	98	0	3	95	5	0	90	8	3
Non-public Nursery	92	8	0	81	15	3	92	7	1	89	11	0	88	12	0	98	2	0	98	2	0	96	4	0
Pre-Kindergarten	80	19	0	68	26	6	82	15	4	75	23	2	76	22	2	93	7	0	94	6	1	88	11	1
Special Education																								
Yes	64	36	0	41	36	24	56	31	14	54	34	12	61	31	8	80	19	2	81	15	3	68	25	7
No	84	15	1	72	25	3	85	14	2	79	21	0	81	19	0	96	4	1	97	3	0	91	9	0
Limited English Proficiency																								
Yes	62	38	0	31	54	15	77	15	8	54	38	8	69	31	0	92	8	0	100	0	0	77	23	0
No	82	17	1	70	25	5	82	15	3	77	21	2	79	20	1	94	5	1	95	4	0	89	10	1
Free and Reduced Price Meals																								
Yes	75	24	1	55	36	9	70	26	4	68	30	2	72	27	1	89	8	3	94	5	1	82	17	1
No	84	15	1	72	23	5	84	13	3	78	20	2	80	19	1	95	4	0	96	4	0	90	9	1
Aggregated Data	82	17	1	69	26	6	81	16	3	76	22	2	79	20	1	94	5	1	95	4	0	88	11	1
* = fewer than 5	May not total 100% due to rounding.																							

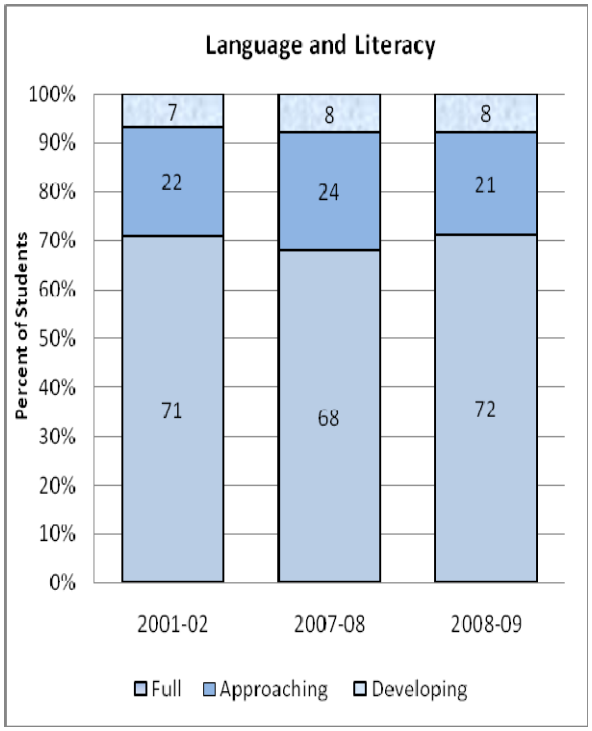
Queen Annes County - Number of Kindergarten Students

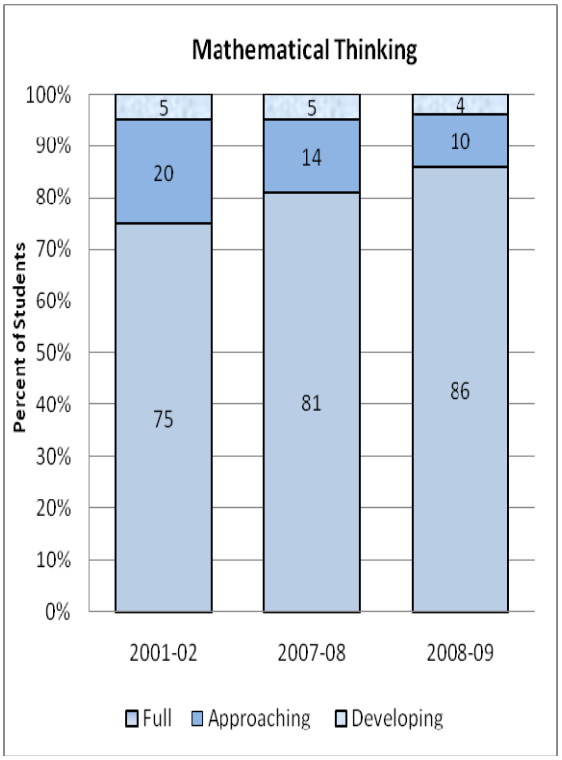
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	11	1	0	10	2	0	12	0	0	10	2	0	11	1	0	12	0	0	12	0	0	12	0	0
African American	25	13	2	21	14	5	26	11	3	26	13	1	28	12	0	35	4	1	36	4	0	30	10	0
White	383	69	3	323	111	21	378	66	11	354	95	6	362	88	5	430	22	3	436	18	1	410	41	4
Hispanic	12	7	0	7	9	3	12	5	2	11	6	2	12	6	1	17	2	0	18	0	1	13	5	1
Gender																								
Male	200	59	4	174	69	20	214	38	11	202	58	3	209	52	2	245	15	3	247	15	1	225	36	2
Female	232	31	1	188	67	9	215	44	5	200	58	6	205	55	4	250	13	1	256	7	1	241	20	3
Prior Care																								
Child Care Center	32	10	2	26	17	1	31	13	0	32	12	0	33	11	0	42	1	1	44	0	0	37	7	0
Family Child Care	12	0	0	10	2	0	9	3	0	7	5	0	9	3	0	12	0	0	12	0	0	10	2	0
Head Start	15	5	0	8	9	3	14	5	1	13	6	1	16	4	0	16	3	1	20	0	0	15	5	0
Home / Informal Care	32	6	2	26	11	3	30	8	2	32	7	1	33	6	1	39	0	1	38	2	0	36	3	1
Non-Public Nursery	84	7	0	74	14	3	84	6	1	81	10	0	80	11	0	89	2	0	89	2	0	87	4	0
Pre-Kindergarten	253	61	1	215	81	19	257	46	12	235	73	7	240	70	5	293	21	1	295	18	2	276	35	4
Special Education																								
Yes	38	21	0	24	21	14	33	18	8	32	20	7	36	18	5	47	11	1	48	9	2	40	15	4
No	394	69	5	338	115	15	396	64	8	370	96	2	378	89	1	448	17	3	455	13	0	426	41	1
Limited English Proficiency																								
Yes	8	5	0	4	7	2	10	2	1	7	5	1	9	4	0	12	1	0	13	0	0	10	3	0
No	423	85	5	358	128	27	419	79	15	395	110	8	404	103	6	483	26	4	489	22	2	455	53	5
Free and Reduced Price Meals																								
Yes	77	25	1	57	37	9	72	27	4	70	31	2	74	28	1	92	8	3	97	5	1	84	18	1
No	354	65	4	305	98	20	357	54	12	332	84	7	339	79	5	403	19	1	405	17	1	381	38	4
Aggregated Data	432	90	5	362	136	29	429	82	16	402	116	9	414	107	6	495	28	4	503	22	2	466	56	5

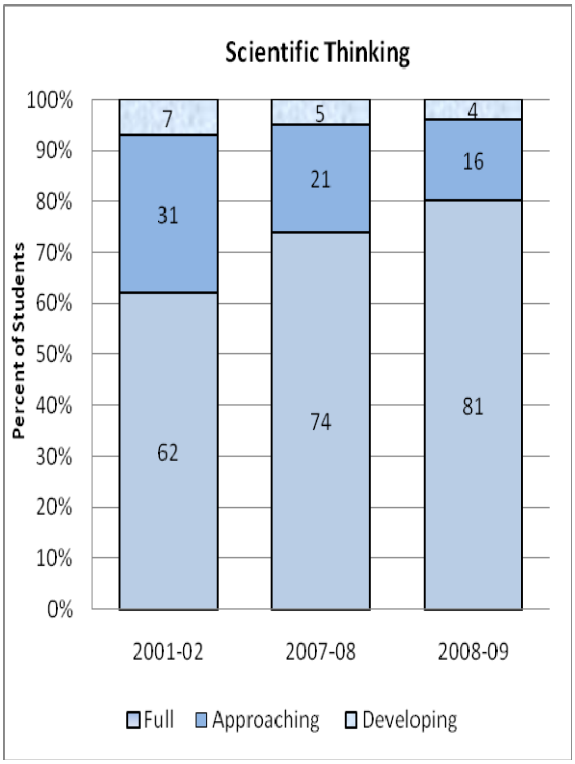
* = fewer than 5

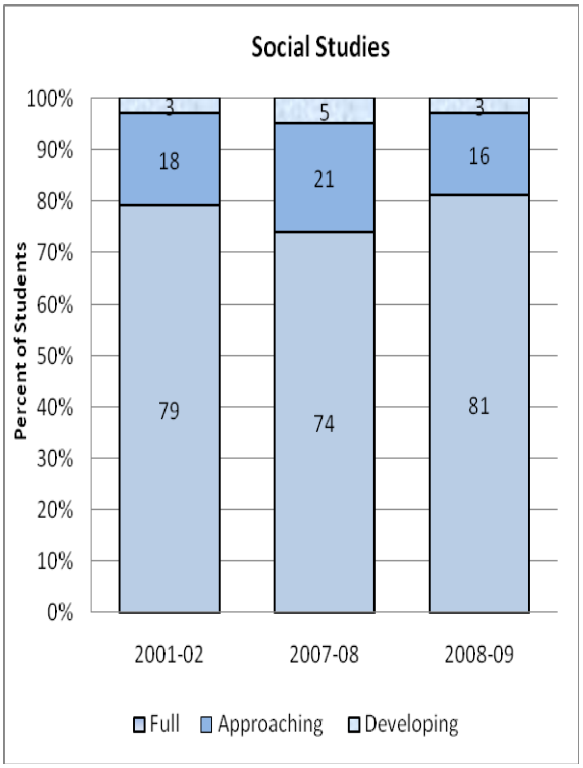
Somerset County – Percentage of Kindergarten Students

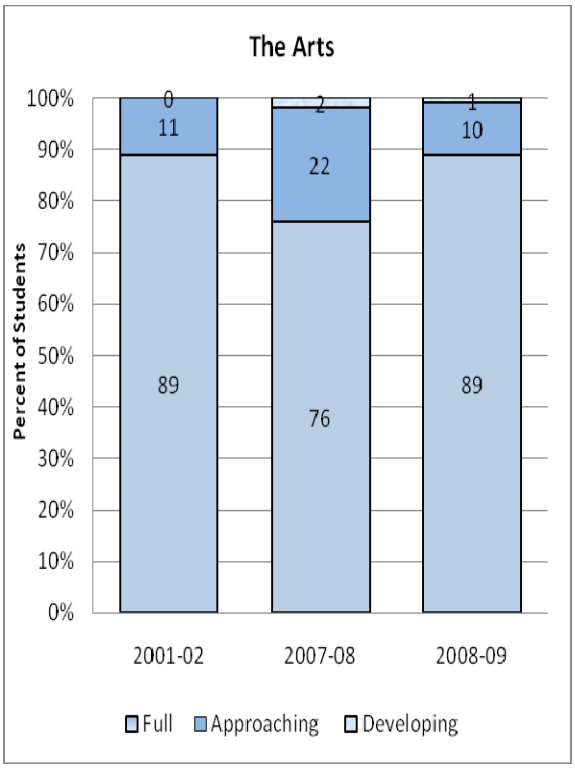


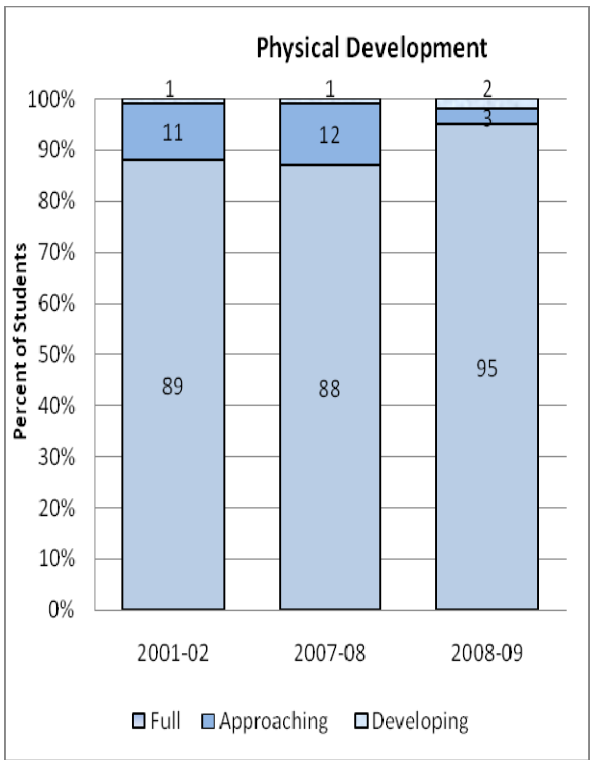


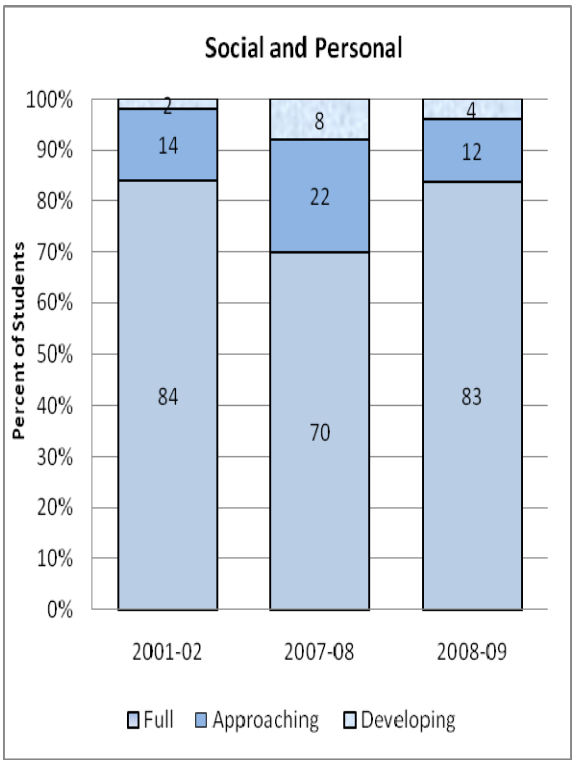





Social Studies
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
3
18
79
5
21
74
3
16
81
2001-02
2007-08
2008-09
Full
Approaching
Developing


The Arts
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
0
11
89
2
22
76
1
10
89
2001-02
2007-08
2008-09
Full
Approaching
Developing


Physical Development
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
1
11
89
1
12
88
2
3
95
2001-02
2007-08
2008-09
Full
Approaching
Developing


Social and Personal
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2
14
84
8
22
70
4
12
83
2001-02
2007-08
2008-09
Full
Approaching
Developing

Somerset County - Percentage of Kindergarten Students

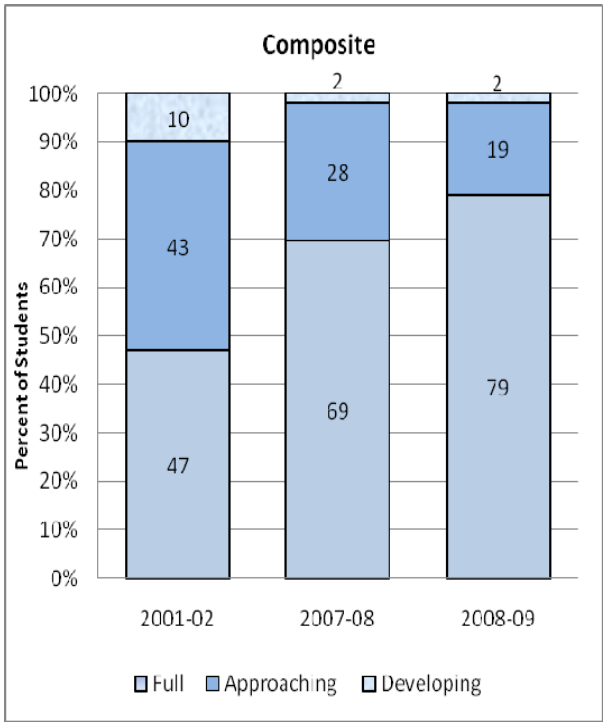
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	87	7	6	75	20	5	88	10	2	78	21	1	80	18	2	86	13	1	96	3	1	88	11	1
White	83	13	4	69	23	8	84	10	6	82	11	7	82	14	4	89	9	2	93	4	3	83	13	4
Hispanic	67	33	0	67	14	19	86	10	5	86	14	0	81	19	0	100	0	0	100	0	0	81	19	0
Gender																								
Male	80	16	4	67	25	8	82	15	3	80	18	2	82	17	2	87	12	1	95	4	1	84	15	1
Female	87	8	5	77	15	7	90	5	5	82	13	5	81	15	4	91	7	2	95	2	3	86	10	4
Prior Care																								
Child Care Center	83	0	17	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Family Child Care	60	20	20	40	20	40	60	0	40	60	0	40	40	40	20	60	40	0	80	0	20	60	20	20
Head Start	84	4	12	56	36	8	88	8	4	72	24	4	68	28	4	80	16	4	96	4	0	84	12	4
Home / Informal Care	65	26	9	43	26	30	65	17	17	65	30	4	61	30	9	83	13	4	91	4	4	61	35	4
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	88	10	1	79	18	4	91	8	1	86	12	2	88	10	1	93	6	1	96	3	1	91	8	1
Special Education																								
Yes	64	21	14	21	57	21	57	29	14	50	36	14	50	36	14	50	43	7	79	14	7	43	43	14
No	85	11	4	75	18	7	88	9	3	83	14	3	83	15	2	91	8	1	96	2	1	88	10	1
Limited English Proficiency																								
Yes	69	31	0	69	13	19	94	6	0	94	6	0	81	19	0	100	0	0	100	0	0	81	19	0
No	85	11	5	72	21	7	86	10	4	80	16	4	81	16	3	88	11	1	95	3	2	86	12	2
Free and Reduced Price Meals																								
Yes	79	15	6	70	20	10	83	11	6	79	16	5	79	17	4	87	12	2	93	4	3	82	14	4
No	90	8	2	74	21	4	91	8	1	83	15	2	84	15	1	92	7	1	98	2	0	90	10	0
Aggregated Data	83	12	4	72	21	8	86	10	4	81	16	4	81	16	3	89	10	1	95	3	2	85	13	2
* = fewer than 5	May not total 100% due to rounding.																							

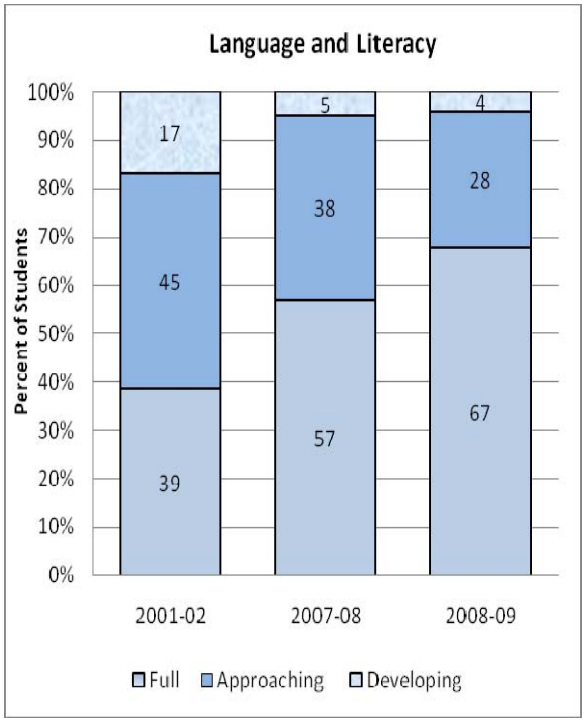
Somerset County - Number of Kindergarten Students

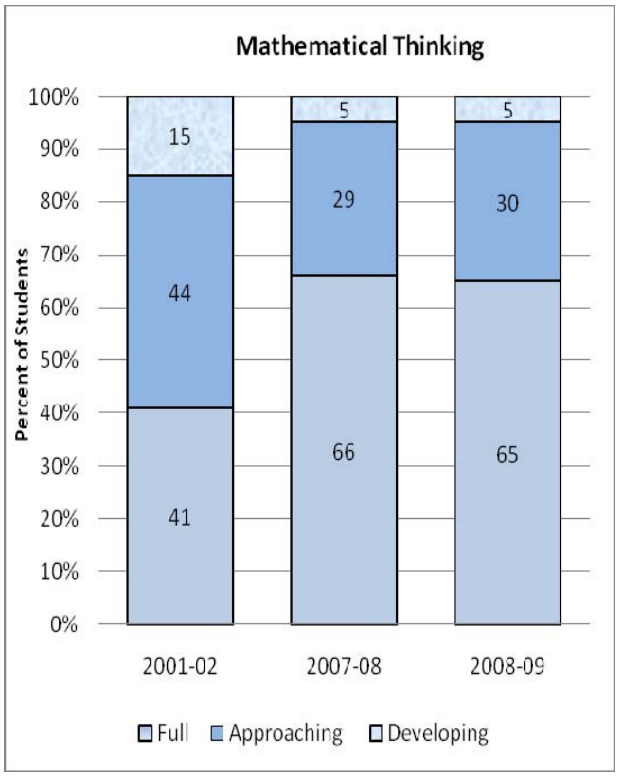
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	86	7	6	74	20	5	87	10	2	77	21	1	79	18	2	85	13	1	95	3	1	87	11	1
White	84	13	4	70	23	8	85	10	6	83	11	7	83	14	4	90	9	2	94	4	3	84	13	4
Hispanic	14	7	0	14	3	4	18	2	1	18	3	0	17	4	0	21	0	0	21	0	0	17	4	0
Gender																								
Male	91	18	5	76	29	9	94	17	3	91	21	2	93	19	2	99	14	1	108	5	1	96	17	1
Female	96	9	5	85	17	8	99	5	6	90	14	6	89	17	4	100	8	2	105	2	3	95	11	4
Prior Care																								
Child Care Center	5	0	1	6	0	0	6	0	0	6	0	0	6	0	0	6	0	0	6	0	0	6	0	0
Family Child Care	3	1	1	2	1	2	3	0	2	3	0	2	2	2	1	3	2	0	4	0	1	3	1	1
Head Start	21	1	3	14	9	2	22	2	1	18	6	1	17	7	1	20	4	1	24	1	0	21	3	1
Home / Informal Care	15	6	2	10	6	7	15	4	4	15	7	1	14	7	2	19	3	1	21	1	1	14	8	1
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	136	16	2	121	27	6	140	12	2	132	19	3	136	16	2	143	10	1	148	5	1	140	12	2
Special Education																								
Yes	9	3	2	3	8	3	8	4	2	7	5	2	7	5	2	7	6	1	11	2	1	6	6	2
No	178	24	8	158	38	14	185	18	7	174	30	6	175	31	4	192	16	2	202	5	3	185	22	3
Limited English Proficiency																								
Yes	11	5	0	11	2	3	15	1	0	15	1	0	13	3	0	16	0	0	16	0	0	13	3	0
No	176	22	10	150	44	14	178	21	9	166	34	8	169	33	6	183	22	3	197	7	4	178	25	5
Free and Reduced Price Meals																								
Yes	99	19	8	88	25	13	104	14	8	100	20	6	100	21	5	109	15	2	117	5	4	103	18	5
No	88	8	2	73	21	4	89	8	1	81	15	2	82	15	1	90	7	1	96	2	0	88	10	0
Aggregated Data	187	27	10	161	46	17	193	22	9	181	35	8	182	36	6	199	22	3	213	7	4	191	28	5

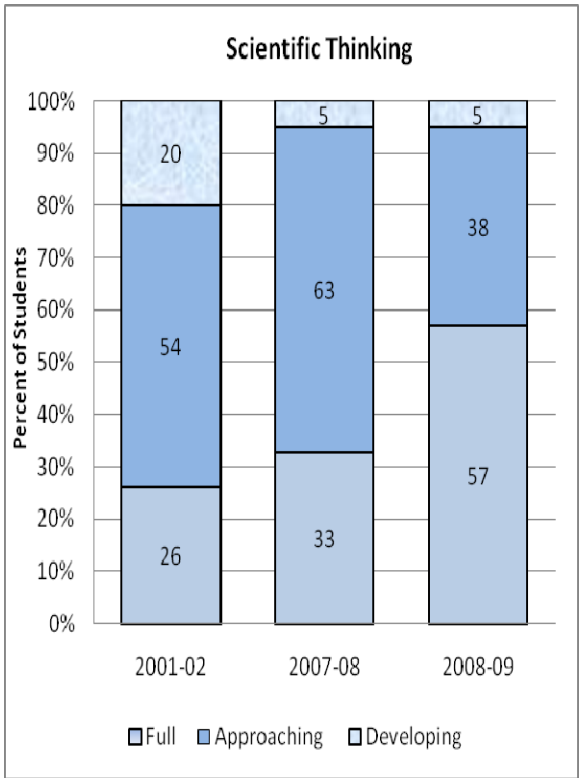
* = fewer than 5

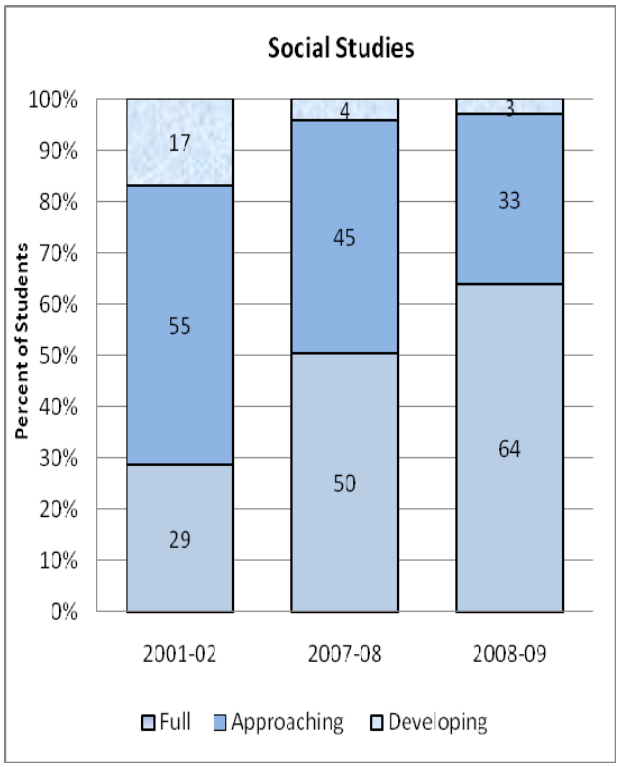
St. Mary's County – Percentage of Kindergarten Students

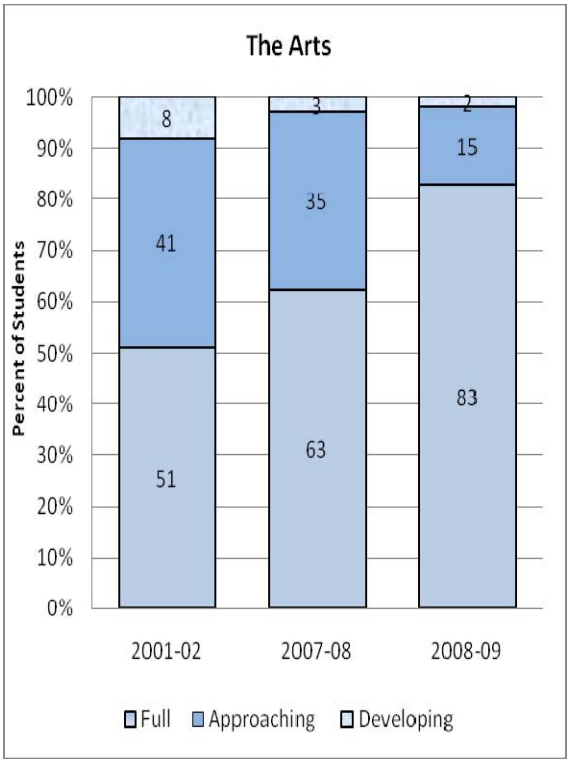


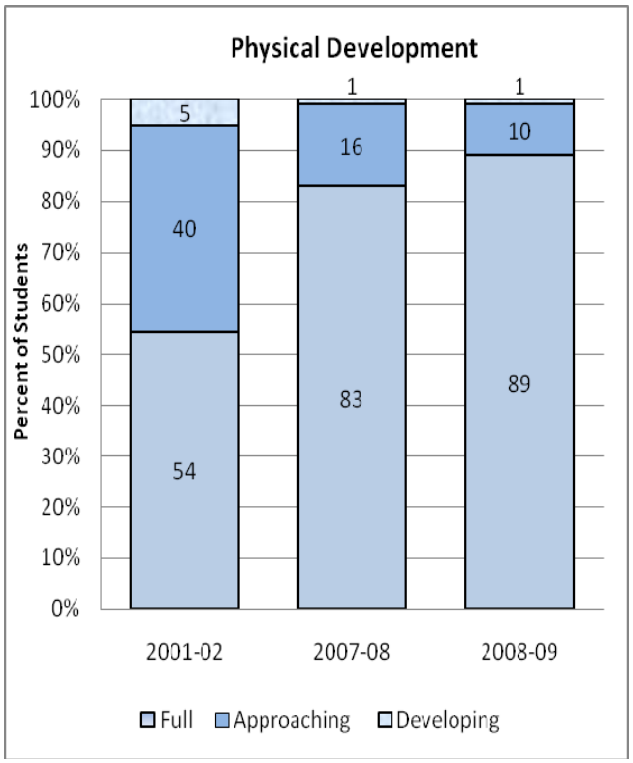


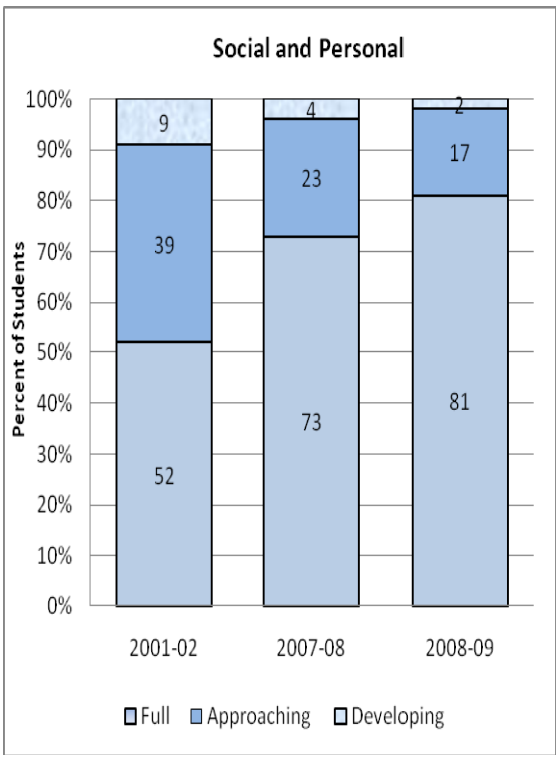





Social Studies
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
17
55
29
4
45
50
3
33
64
2001-02
2007-08
2008-09
Full
Approaching
Developing


The Arts
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
8
41
51
3
35
63
2
15
83
2001-02
2007-08
2008-09
Full
Approaching
Developing


Physical Development
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
5
40
54
1
16
83
1
10
89
2001-02
2007-08
2008-09
Full
Approaching
Developing


Social and Personal
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
9
39
52
4
23
73
2
17
81
2001-02
2007-08
2008-09
Full
Approaching
Developing

St Marys County - Percentage of Kindergarten Students

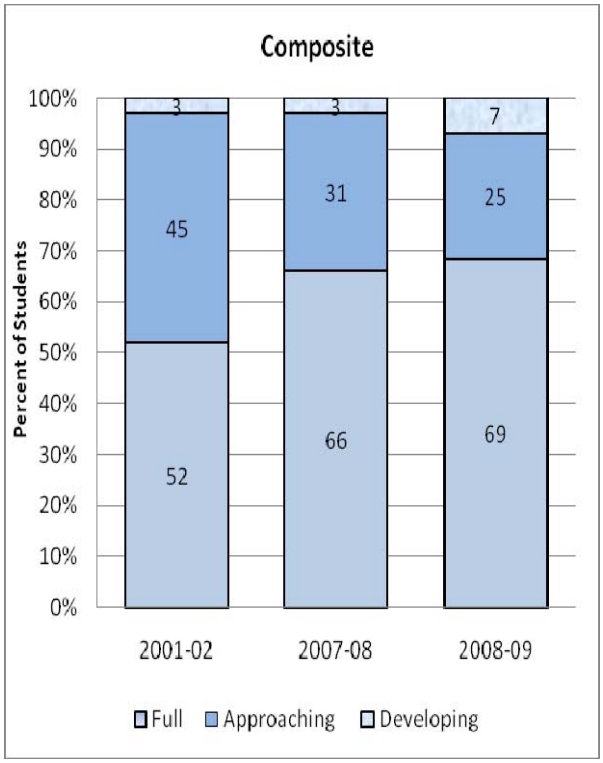
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	60	40	0	80	20	0	80	20	0	80	20	0	60	40	0	80	20	0	80	20	0	80	20	0
Asian/Pacific Islander	95	5	0	83	18	0	90	10	0	80	15	5	75	25	0	88	13	0	98	3	0	95	5	0
African American	76	21	3	52	40	8	45	46	10	42	50	8	46	47	6	74	21	4	85	13	2	67	29	5
White	82	17	1	71	25	3	70	26	4	60	36	4	69	29	2	86	12	2	90	9	1	83	16	2
Hispanic	84	12	4	67	28	5	58	37	5	56	40	4	60	37	4	75	23	2	88	12	0	77	21	2
Gender																								
Male	75	21	3	64	31	5	64	30	7	55	39	6	62	34	4	75	21	4	85	14	1	74	23	3
Female	87	13	0	71	26	4	66	30	4	59	37	4	66	32	2	91	8	1	94	6	1	85	14	1
Prior Care																								
Child Care Center	79	19	2	67	32	1	64	35	1	64	33	2	69	29	2	83	17	0	90	8	1	82	18	0
Family Child Care	81	19	0	73	25	2	69	27	4	75	21	4	81	15	4	90	6	4	92	8	0	85	10	4
Head Start	71	24	6	47	47	6	47	41	12	35	53	12	35	59	6	65	24	12	65	24	12	65	29	6
Home / Informal Care	78	18	4	60	34	6	58	35	7	48	48	4	53	45	2	84	14	2	85	14	1	74	24	2
Non-public Nursery	92	7	1	83	17	1	79	20	1	70	30	1	78	20	2	90	9	1	99	1	0	95	5	0
Pre-Kindergarten	79	19	2	67	28	5	66	29	6	55	38	7	63	33	4	81	16	3	89	10	1	77	20	3
Special Education																								
Yes	65	35	1	35	47	17	44	35	20	32	49	19	42	44	14	65	25	9	72	25	3	48	40	12
No	83	15	2	72	26	3	68	29	3	60	37	3	67	31	2	85	13	2	91	8	1	83	16	1
Limited English Proficiency																								
Yes	73	20	7	40	53	7	33	67	0	33	67	0	40	60	0	53	47	0	87	13	0	53	47	0
No	81	17	2	68	28	4	65	30	5	57	38	5	64	33	3	83	14	2	89	10	1	80	18	2
Free and Reduced Price Meals																								
Yes	72	25	4	51	42	8	49	41	11	41	50	9	46	49	6	74	22	5	82	16	2	65	31	4
No	85	14	1	75	23	3	72	25	3	64	33	3	72	26	2	87	12	1	92	7	0	85	13	2
Aggregated Data	81	17	2	67	28	4	65	30	5	57	38	5	64	33	3	83	15	2	89	10	1	79	19	2
* = fewer than 5	May not total 100% due to rounding.																							

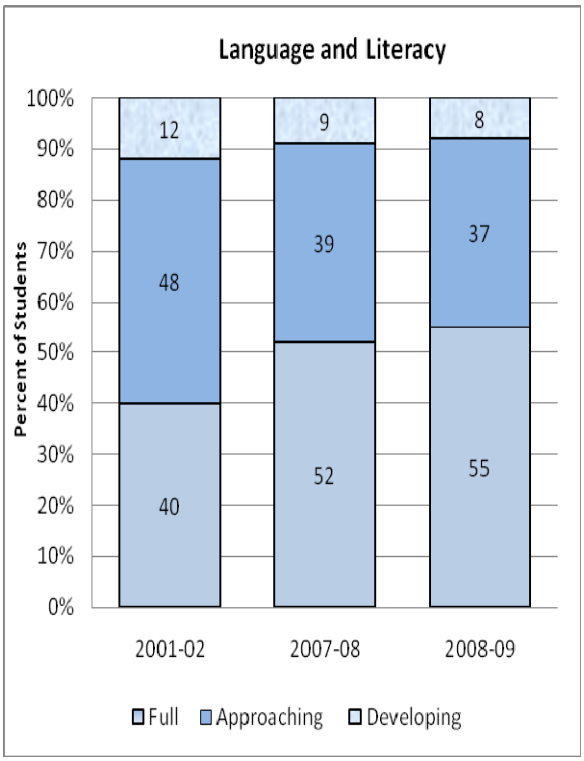
St Marys County - Number of Kindergarten Students

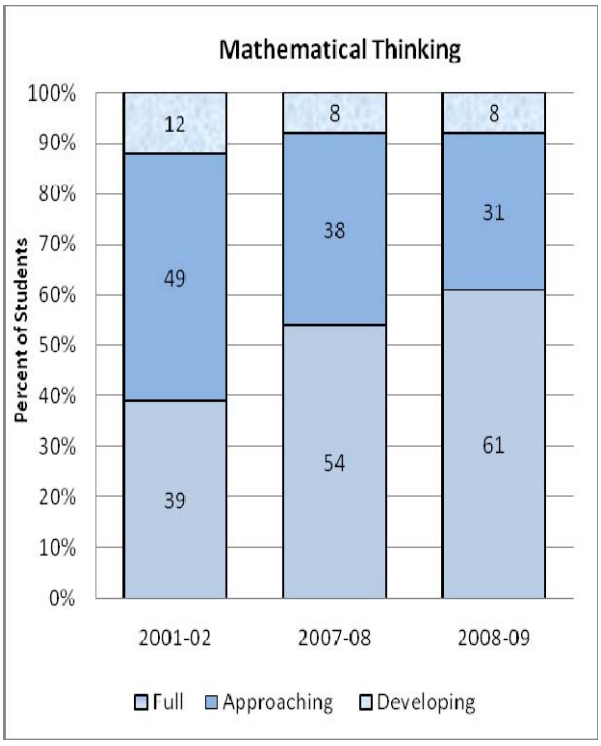
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	3	2	0	4	1	0	4	1	0	4	1	0	3	2	0	4	1	0	4	1	0	4	1	0
Asian/Pacific Islander	38	2	0	33	7	0	36	4	0	32	6	2	30	10	0	35	5	0	39	1	0	38	2	0
African American	181	49	8	124	96	18	106	109	23	100	119	19	110	113	15	177	51	10	203	31	4	159	68	11
White	633	130	11	552	196	26	543	199	32	466	277	31	534	221	19	663	95	16	698	70	6	639	122	13
Hispanic	48	7	2	38	16	3	33	21	3	32	23	2	34	21	2	43	13	1	50	7	0	44	12	1
Gender																								
Male	431	121	19	367	177	27	364	169	38	314	225	32	353	195	23	429	120	22	486	78	7	424	129	18
Female	472	69	2	384	139	20	358	165	20	320	201	22	358	172	13	493	45	5	508	32	3	460	76	7
Prior Care																								
Child Care Center	66	16	2	56	27	1	54	29	1	54	28	2	58	24	2	70	14	0	76	7	1	69	15	0
Family Child Care	39	9	0	35	12	1	33	13	2	36	10	2	39	7	2	43	3	2	44	4	0	41	5	2
Head Start	12	4	1	8	8	1	8	7	2	6	9	2	6	10	1	11	4	2	11	4	2	11	5	1
Home / Informal Care	145	33	7	111	62	12	107	65	13	88	89	8	98	83	4	155	26	4	158	26	1	137	45	3
Non-Public Nursery	149	12	1	134	27	1	128	32	2	113	48	1	126	32	4	146	15	1	160	2	0	154	8	0
Pre-Kindergarten	419	103	9	355	151	25	348	152	31	293	203	35	335	175	21	431	86	14	474	53	4	410	104	17
Special Education																								
Yes	82	44	1	45	60	22	56	45	26	41	62	24	53	56	18	83	32	12	91	32	4	61	51	15
No	819	146	20	705	255	25	665	288	32	592	363	30	657	310	18	838	132	15	901	78	6	822	153	10
Limited English Proficiency																								
Yes	11	3	1	6	8	1	5	10	0	5	10	0	6	9	0	8	7	0	13	2	0	8	7	0
No	888	187	20	741	308	46	713	324	58	625	416	54	701	358	36	910	158	27	977	108	10	872	198	25
Free and Reduced Price Meals																								
Yes	243	83	12	171	141	26	164	138	36	137	169	32	154	165	19	249	73	16	278	53	7	220	105	13
No	656	107	9	576	175	21	554	196	22	493	257	22	553	202	17	669	92	11	712	57	3	660	100	12
Aggregated Data	911	192	22	757	320	48	727	339	59	640	430	55	719	369	37	930	168	27	1,002	113	10	891	209	25

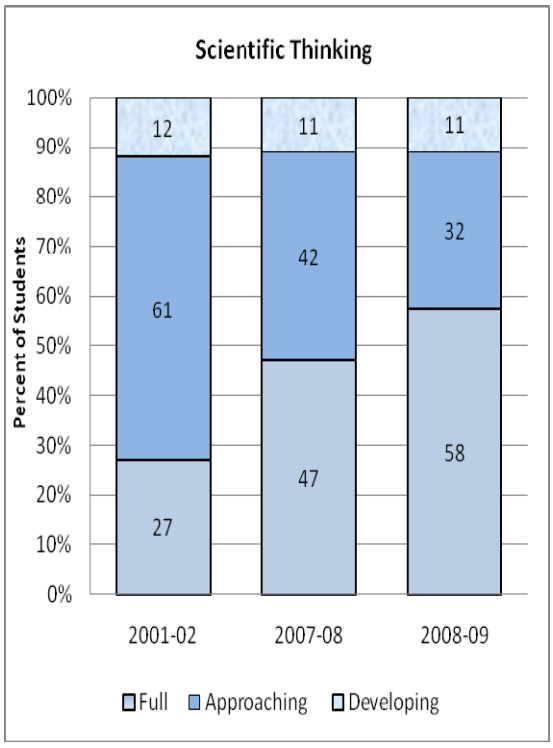
* = fewer than 5

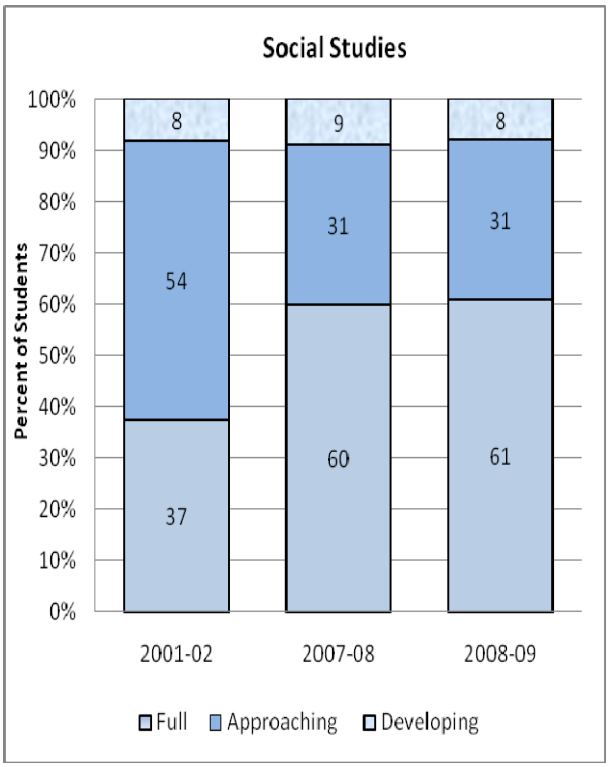
Talbot County – Percentage of Kindergarten Students

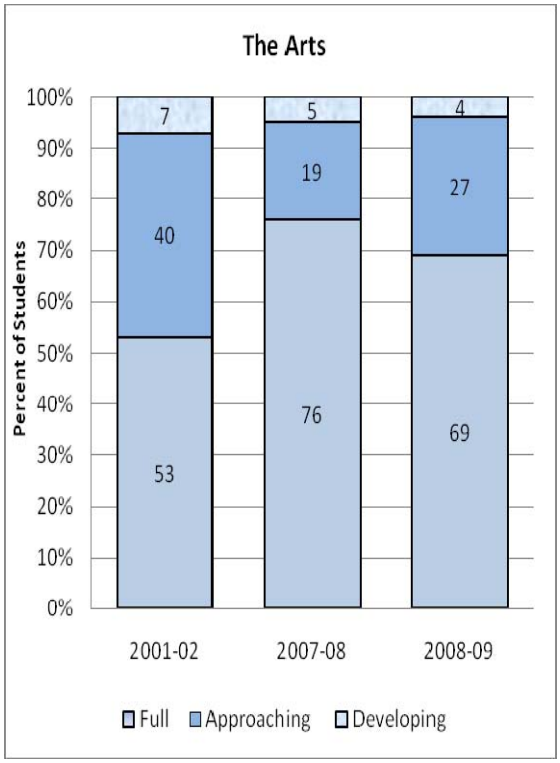


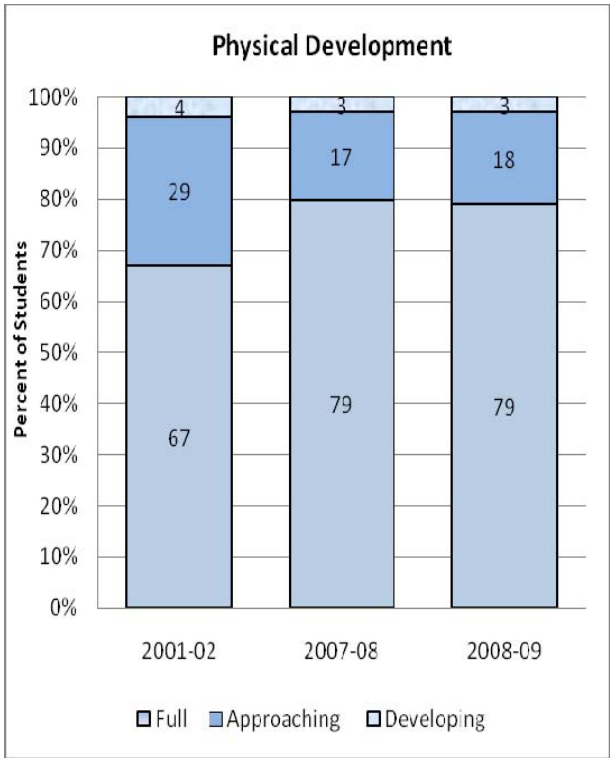


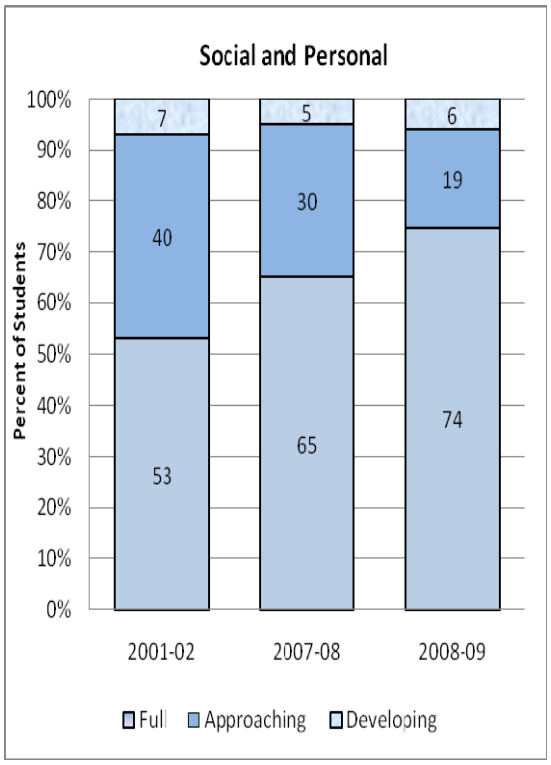





Social Studies
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
8
9
8
54
31
31
37
60
61
2001-02
2007-08
2008-09
Full
Approaching
Developing


The Arts
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
7
5
4
40
19
27
53
76
69
2001-02
2007-08
2008-09
Full
Approaching
Developing


Physical Development
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
4
3
3
29
17
18
67
79
79
2001-02
2007-08
2008-09
Full
Approaching
Developing


Social and Personal
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
7
5
6
40
30
19
53
65
74
2001-02
2007-08
2008-09
Full
Approaching
Developing

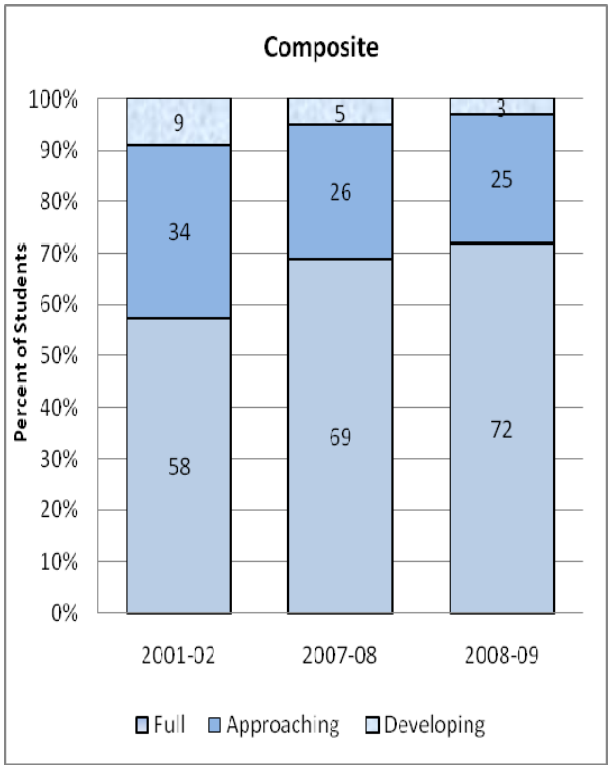
Talbot County - Percentage of Kindergarten Students																								
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	83	17	0	33	67	0	50	50	0	33	67	0	50	50	0	83	17	0	83	17	0	50	50	0
African American	69	24	7	33	56	11	43	43	15	48	41	11	44	46	9	59	35	6	70	26	4	59	31	9
White	77	17	5	64	31	5	69	26	5	63	30	8	70	25	5	72	26	2	84	12	4	74	21	5
Hispanic	65	25	10	43	38	20	45	40	15	48	25	28	35	40	25	63	28	10	63	38	0	55	30	15
Gender																								
Male	69	22	10	52	39	10	59	32	8	59	29	13	61	28	11	57	36	8	75	20	5	62	28	10
Female	80	17	3	59	35	6	63	29	7	56	35	8	61	34	5	81	19	0	83	15	1	75	21	4
Prior Care																								
Child Care Center	70	19	11	64	32	4	64	32	4	57	32	11	60	32	9	68	28	4	77	19	4	70	23	6
Family Child Care	70	26	4	65	26	9	61	39	0	61	35	4	78	17	4	65	35	0	96	4	0	74	22	4
Head Start	71	23	6	29	60	11	37	46	17	43	49	9	37	57	6	66	26	9	69	29	3	63	31	6
Home / Informal Care	77	21	3	54	41	5	56	36	8	44	49	8	59	33	8	69	31	0	79	21	0	67	28	5
Non-public Nursery	81	17	2	63	33	4	67	30	4	69	26	6	70	26	4	76	24	0	87	11	2	76	22	2
Pre-Kindergarten	74	18	8	55	34	11	67	23	10	61	23	16	61	27	12	67	27	6	76	19	5	66	23	10
Special Education																								
Yes	45	32	23	23	45	32	41	32	27	32	32	36	32	45	23	41	41	18	41	32	27	32	41	27
No	77	19	5	58	36	6	63	31	6	59	32	9	63	30	7	71	26	3	82	17	1	71	23	5
Limited English Proficiency																								
Yes	65	29	6	41	35	24	47	35	18	47	26	26	32	44	24	62	29	9	65	35	0	56	26	18
No	76	18	6	57	37	6	63	30	6	59	33	9	64	29	6	70	27	3	81	16	4	70	24	5
Free and Reduced Price Meals																								
Yes	68	25	7	45	44	11	50	35	15	50	36	14	49	38	13	69	24	7	72	26	2	66	22	11
No	78	17	6	61	33	6	67	29	4	61	30	9	67	27	6	68	29	2	83	14	4	70	26	4
Aggregated Data	74	19	6	55	37	8	61	31	8	58	32	11	61	31	8	69	27	4	79	18	3	69	25	7
* = fewer than 5	May not total 100% due to rounding.																							

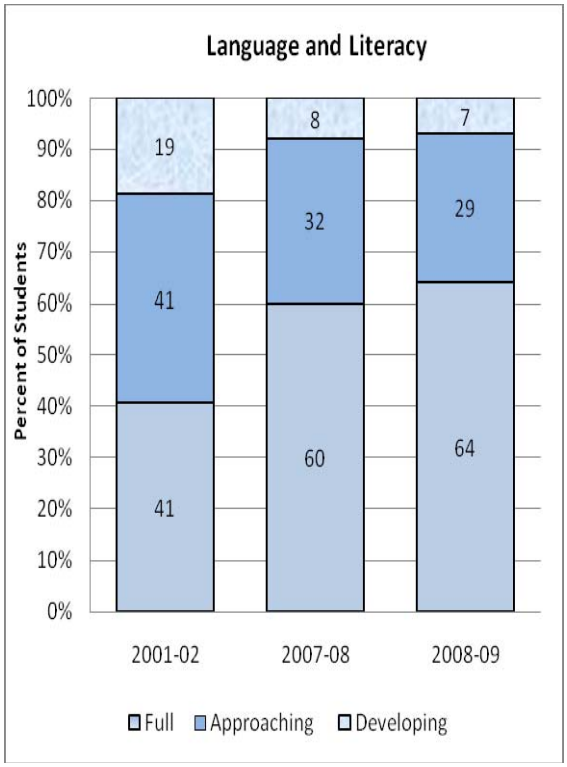
Talbot County - Number of Kindergarten Students

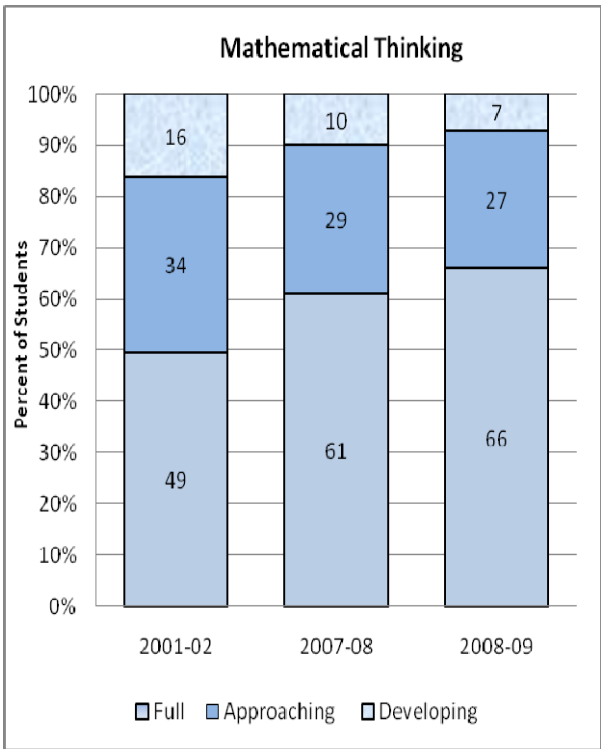
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	5	1	0	2	4	0	3	3	0	2	4	0	3	3	0	5	1	0	5	1	0	3	3	0
African American	37	13	4	18	30	6	23	23	8	26	22	6	24	25	5	32	19	3	38	14	2	32	17	5
White	164	37	11	135	66	11	147	55	10	133	63	16	148	53	11	152	55	5	178	26	8	157	45	10
Hispanic	26	10	4	17	15	8	18	16	6	19	10	11	14	16	10	25	11	4	25	15	0	22	12	6
Gender																								
Male	108	34	15	81	61	15	93	51	13	92	45	20	95	44	18	89	56	12	117	32	8	98	44	15
Female	125	27	4	92	54	10	99	46	11	88	55	13	95	53	8	126	30	0	130	24	2	117	33	6
Prior Care																								
Child Care Center	33	9	5	30	15	2	30	15	2	27	15	5	28	15	4	32	13	2	36	9	2	33	11	3
Family Child Care	16	6	1	15	6	2	14	9	0	14	8	1	18	4	1	15	8	0	22	1	0	17	5	1
Head Start	25	8	2	10	21	4	13	16	6	15	17	3	13	20	2	23	9	3	24	10	1	22	11	2
Home / Informal Care	30	8	1	21	16	2	22	14	3	17	19	3	23	13	3	27	12	0	31	8	0	26	11	2
Non-Public Nursery	44	9	1	34	18	2	36	16	2	37	14	3	38	14	2	41	13	0	47	6	1	41	12	1
Pre-Kindergarten	85	21	9	63	39	13	77	27	11	70	27	18	70	31	14	77	31	7	87	22	6	76	27	12
Special Education																								
Yes	10	7	5	5	10	7	9	7	6	7	7	8	7	10	5	9	9	4	9	7	6	7	9	6
No	223	54	14	168	105	18	183	90	18	173	93	25	183	87	21	206	77	8	238	49	4	208	68	15
Limited English Proficiency																								
Yes	22	10	2	14	12	8	16	12	6	16	9	9	11	15	8	21	10	3	22	12	0	19	9	6
No	211	51	17	159	103	17	176	85	18	164	91	24	179	82	18	194	76	9	225	44	10	196	68	15
Free and Reduced Price Meals																								
Yes	73	27	7	48	47	12	54	37	16	54	38	15	52	41	14	74	26	7	77	28	2	71	24	12
No	160	34	12	125	68	13	138	60	8	126	62	18	138	56	12	141	60	5	170	28	8	144	53	9
Aggregated Data	233	61	19	173	115	25	192	97	24	180	100	33	190	97	26	215	86	12	247	56	10	215	77	21

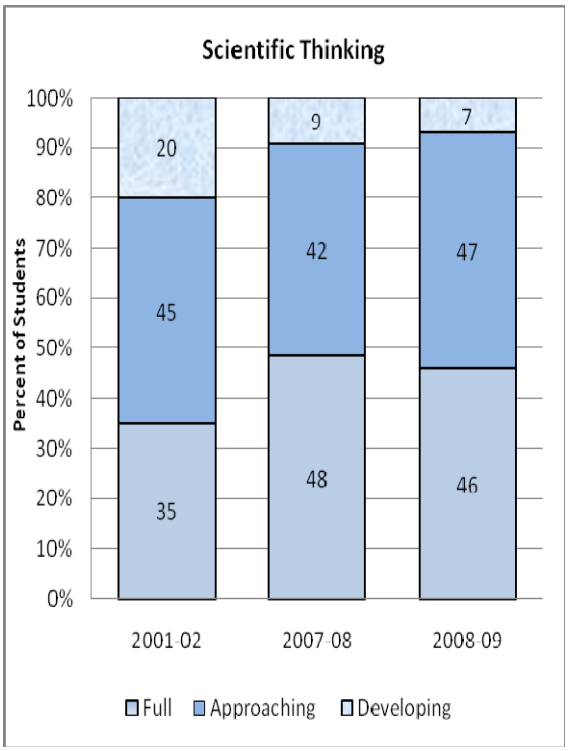
* = fewer than 5

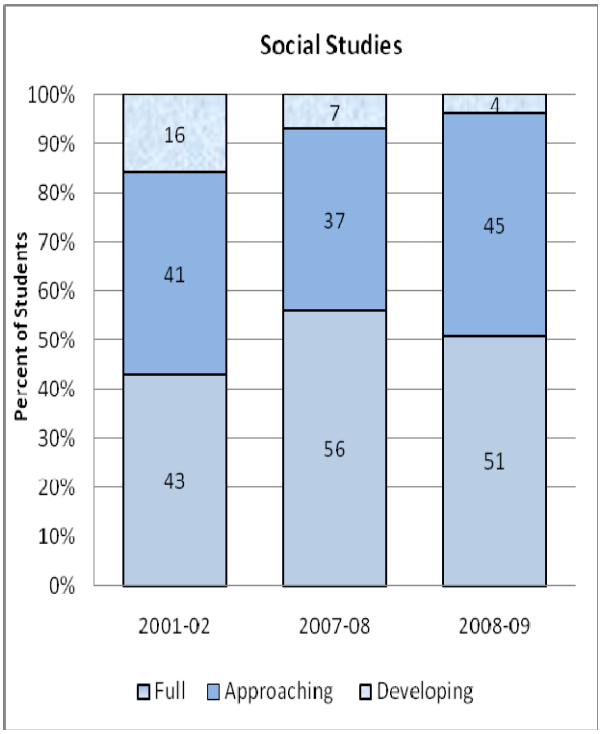
Washington County – Percentage of Kindergarten Students

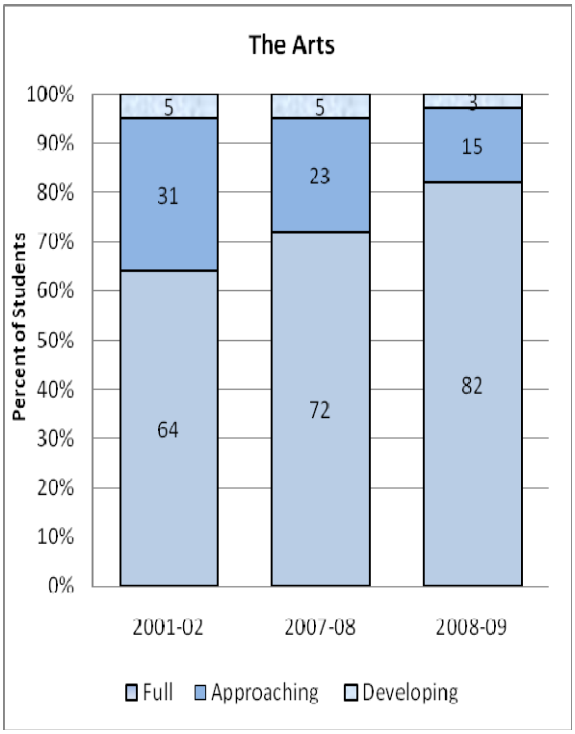


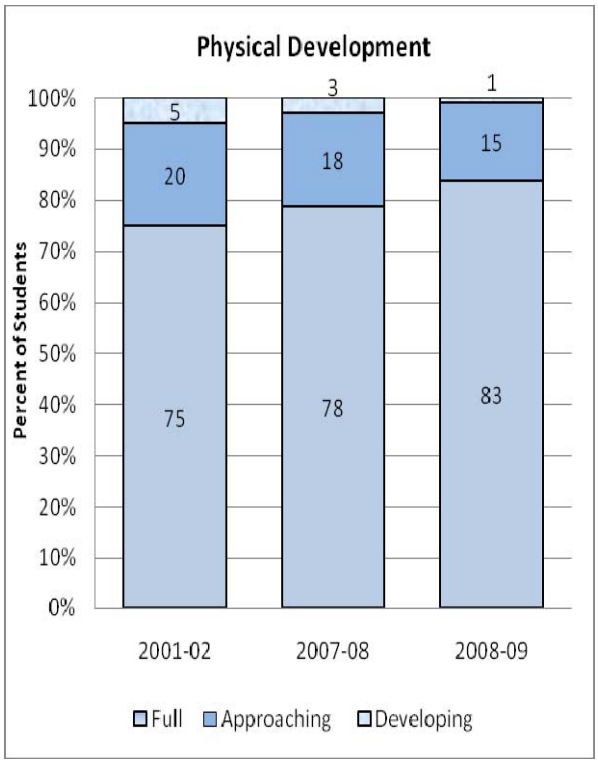


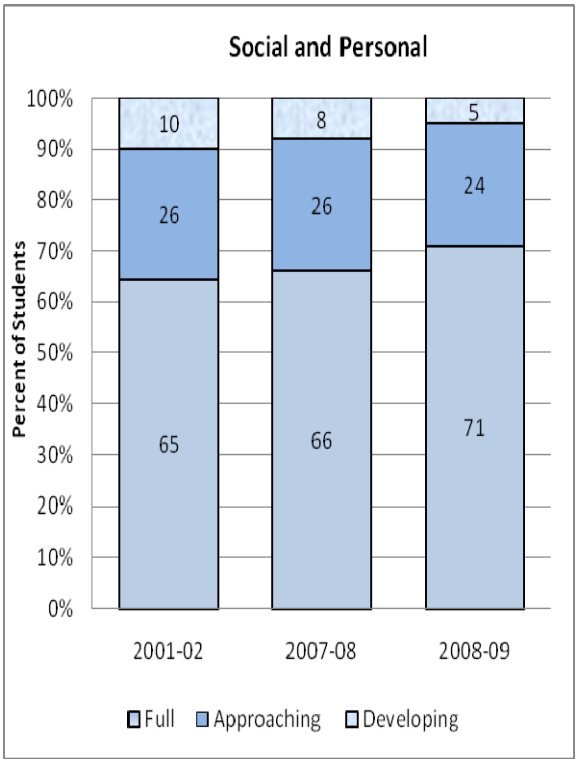





Social Studies
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
16
41
43
7
37
56
4
45
51
2001-02
2007-08
2008-09
Full
Approaching
Developing


The Arts
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
5
31
64
5
23
72
3
15
82
2001-02
2007-08
2008-09
Full
Approaching
Developing


Physical Development
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
5
20
75
3
18
78
1
15
83
2001-02
2007-08
2008-09
Full
Approaching
Developing


Social and Personal
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent of Students
10
26
65
8
26
66
5
24
71
2001-02
2007-08
2008-09
Full
Approaching
Developing

Washington County - Percentage of Kindergarten Students

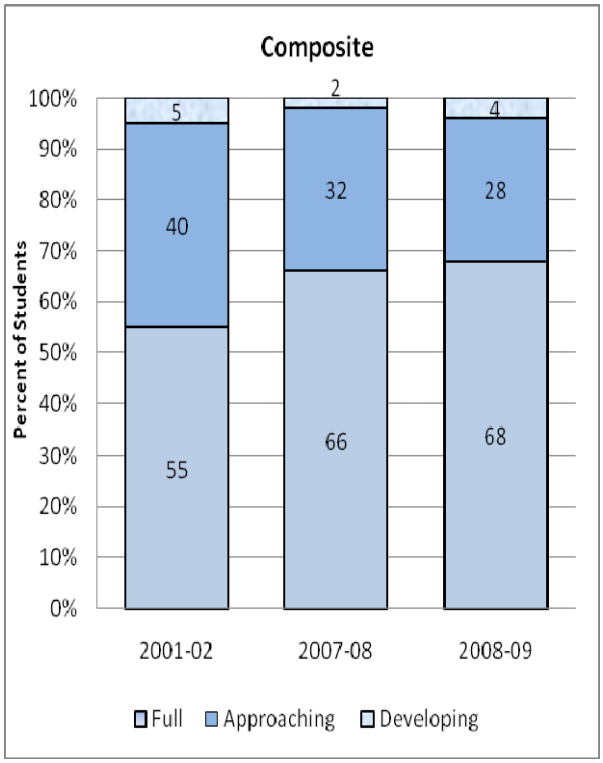
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	57	29	14	86	0	14	71	29	0	57	43	0	57	43	0	43	29	29	86	14	0	71	29	0
Asian/Pacific Islander	78	14	8	67	28	6	72	22	6	53	36	11	58	31	11	83	8	8	92	6	3	72	25	3
African American	63	31	6	56	32	12	57	32	11	40	51	9	47	48	5	78	19	4	78	20	1	64	32	5
White	72	23	5	65	29	6	68	26	7	47	47	6	52	44	3	83	15	2	84	15	1	73	24	2
Hispanic	78	18	4	58	32	11	59	30	11	34	58	8	40	53	7	82	13	6	85	15	0	66	31	3
Gender																								
Male	63	29	8	57	33	10	63	29	8	43	49	8	48	46	5	75	21	4	80	19	2	65	32	4
Female	80	18	2	71	25	4	69	24	7	49	46	5	54	43	2	89	10	1	87	12	1	79	19	2
Prior Care																								
Child Care Center	73	23	4	75	19	6	74	23	3	57	37	7	59	37	4	86	13	1	90	9	1	83	16	2
Family Child Care	66	29	5	51	42	7	57	32	11	43	51	6	51	46	3	84	15	2	74	24	2	66	32	2
Head Start	47	36	17	36	42	22	41	38	21	32	53	15	32	61	8	68	26	5	71	27	2	39	52	9
Home / Informal Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Non-public Nursery	86	12	1	79	19	3	80	19	2	57	42	2	63	35	2	86	12	2	92	8	1	85	14	1
Pre-Kindergarten	73	21	6	68	27	5	67	27	5	48	43	8	52	43	5	79	16	5	81	16	3	72	23	6
Special Education																								
Yes	51	37	13	40	41	19	48	33	19	34	41	25	33	47	20	70	22	8	60	31	9	47	35	18
No	73	23	4	66	28	6	68	26	6	47	48	5	53	45	3	83	15	2	85	14	1	74	25	1
English Language Learners																								
Yes	73	25	2	50	38	13	57	30	13	30	61	9	41	50	9	79	16	5	86	14	0	61	38	2
No	71	24	5	64	29	7	66	26	7	47	47	6	52	45	4	82	15	2	83	15	1	72	25	3
Free and Reduced Price Meals																								
Yes	64	29	7	51	37	11	55	33	12	38	54	8	41	55	4	77	19	3	78	21	1	59	37	4
No	77	19	4	73	23	4	75	22	4	52	43	5	59	38	3	86	12	2	88	11	2	81	17	2
Aggregated Data	71	24	5	64	29	7	66	27	7	46	47	7	51	45	4	82	15	3	83	15	1	72	25	3
* = fewer than 5	May not total 100% due to rounding.																							

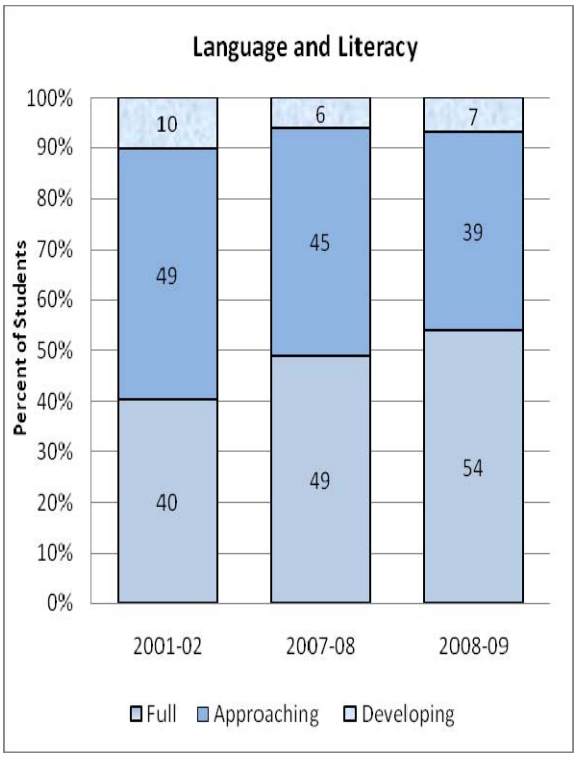
Washington County - Number of Kindergarten Students

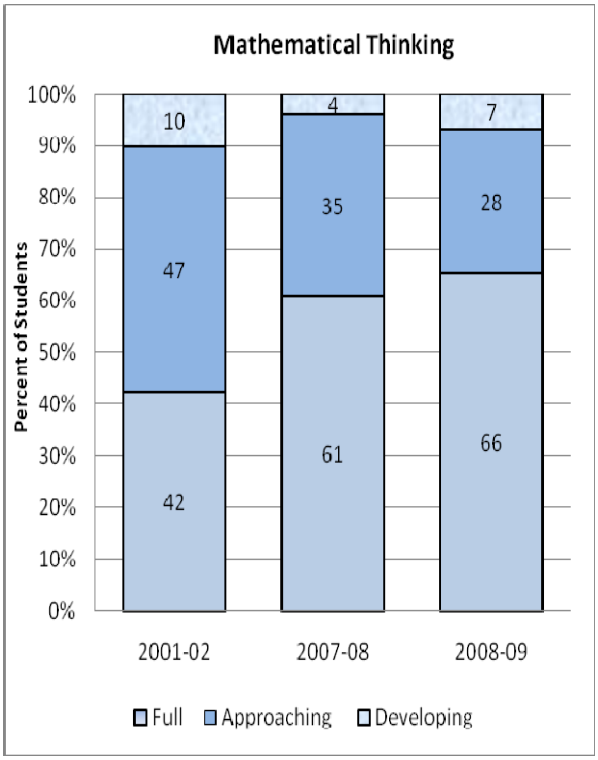
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	4	2	1	6	0	1	5	2	0	4	3	0	4	3	0	3	2	2	6	1	0	5	2	0
Asian/Pacific Islander	28	5	3	24	10	2	26	8	2	19	13	4	21	11	4	30	3	3	33	2	1	26	9	1
African American	140	69	13	125	71	26	126	71	25	88	113	21	105	107	10	169	41	8	171	44	3	139	69	10
White	939	297	60	844	370	80	880	331	85	615	605	76	678	574	44	1,067	191	24	1,076	188	18	940	309	31
Hispanic	57	13	3	42	23	8	43	22	8	25	42	6	29	39	5	58	9	4	60	11	0	47	22	2
Gender																								
Male	511	237	62	461	268	81	512	233	65	349	396	65	391	376	43	602	167	32	638	150	13	518	253	30
Female	657	149	18	580	206	36	568	201	55	402	380	42	446	358	20	725	79	9	708	96	9	639	158	14
Prior Care																								
Child Care Center	122	38	6	125	31	10	123	38	5	94	61	11	98	61	7	143	22	1	149	15	2	137	26	3
Family Child Care	76	34	6	59	49	8	66	37	13	50	59	7	59	53	4	97	17	2	86	28	2	77	37	2
Head Start	55	42	20	42	49	26	48	45	24	38	62	17	37	71	9	78	30	6	81	31	2	45	59	10
Home / Informal Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Non-Public Nursery	139	20	2	126	30	4	128	30	3	91	67	3	102	56	3	136	19	3	145	12	1	134	22	1
Pre-Kindergarten	178	52	14	167	65	12	164	67	13	118	106	20	127	105	12	187	37	12	190	38	8	169	54	13
Special Education																								
Yes	64	46	16	50	52	24	61	41	24	43	52	31	42	59	25	88	27	10	75	39	11	59	44	22
No	1,104	340	64	991	422	93	1,019	393	96	708	724	76	795	675	38	1,239	219	31	1,271	207	11	1,098	367	22
English Language Learners																								
Yes	41	14	1	28	21	7	32	17	7	17	34	5	23	28	5	44	9	3	48	8	0	34	21	1
No	1127	372	79	1,013	453	110	1,048	417	113	734	742	102	814	706	58	1,283	237	38	1,298	238	22	1,123	390	43
Free and Reduced Price Meals																								
Yes	449	207	47	362	261	80	385	231	87	264	380	59	288	384	31	537	134	22	540	146	7	410	258	25
No	719	179	33	679	213	37	695	203	33	487	396	48	549	350	32	790	112	19	806	100	15	747	153	19
Aggregated Data	1,168	386	80	1,041	474	117	1,080	434	120	751	776	107	837	734	63	1,327	246	41	1,346	246	22	1,157	411	44

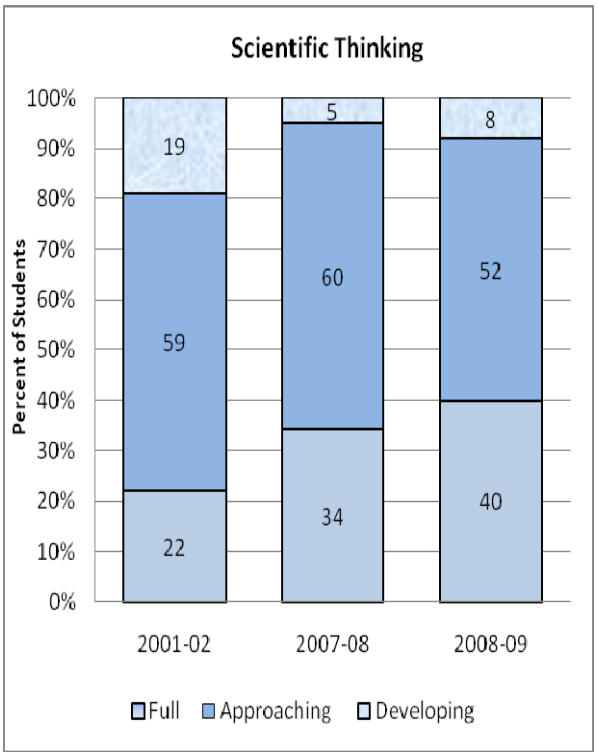
* = fewer than 5

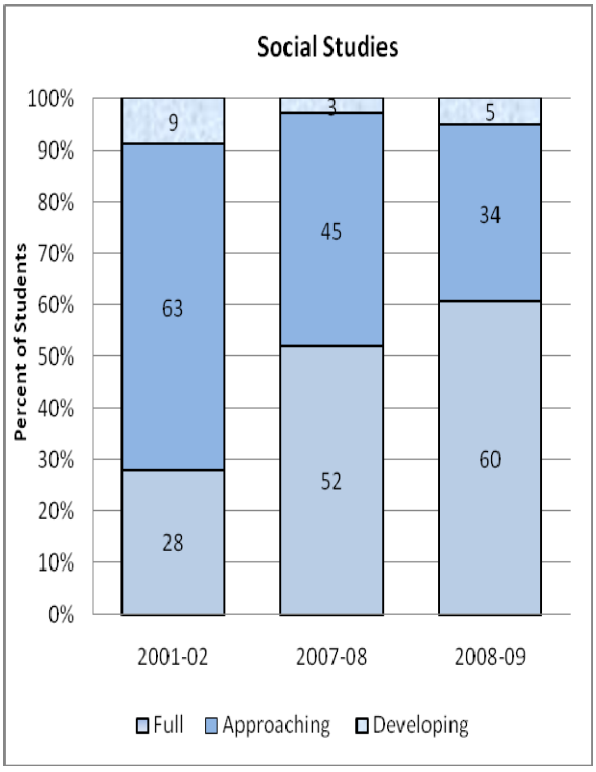
Wicomico County – Percentage of Kindergarten Students

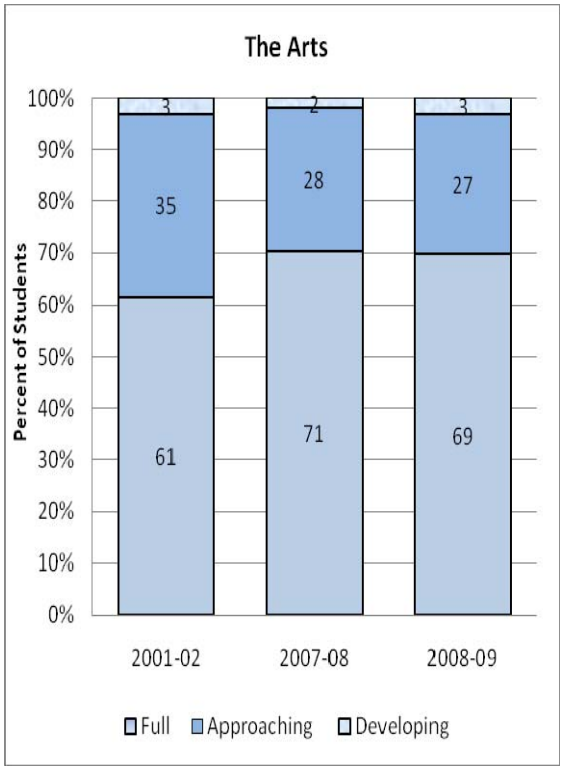


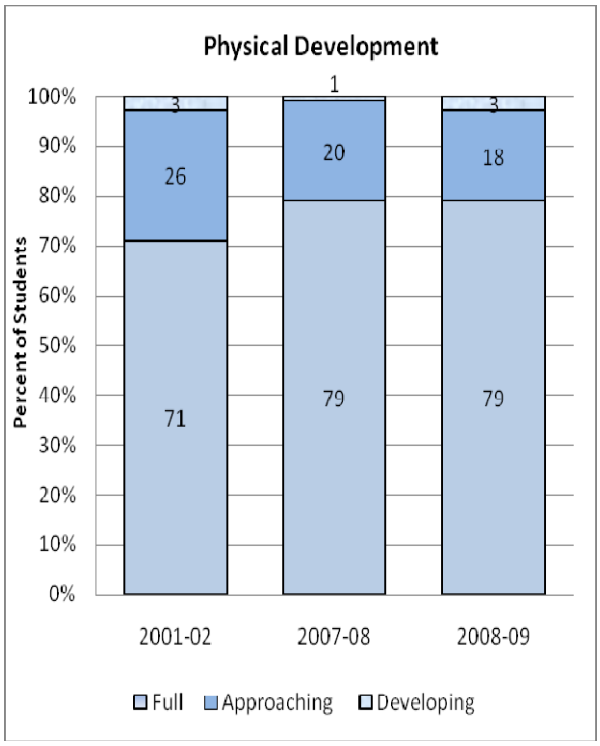


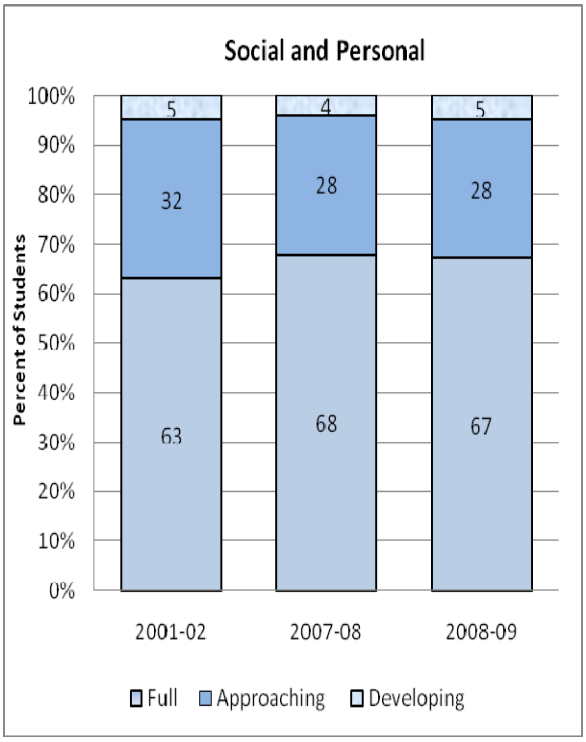





Social Studies
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
9
63
28
3
45
52
5
34
60
2001-02
2007-08
2008-09
Full
Approaching
Developing


The Arts
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
3
35
61
2
28
71
3
27
69
2001-02
2007-08
2008-09
Full
Approaching
Developing


Physical Development
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
3
26
71
1
20
79
3
18
79
2001-02
2007-08
2008-09
Full
Approaching
Developing


Social and Personal
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
5
32
63
4
28
68
5
28
67
2001-02
2007-08
2008-09
Full
Approaching
Developing

Wicomico County - Percentage of Kindergarten Students

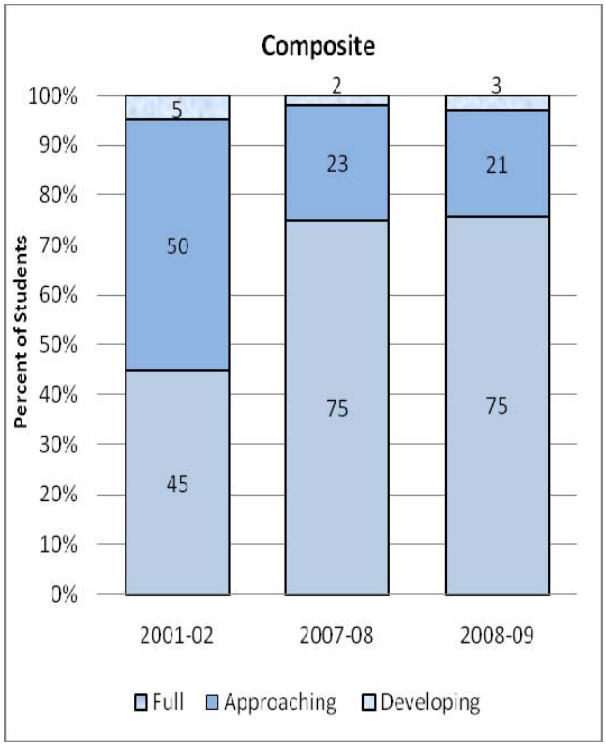
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	83	17	0	77	23	0	71	29	0	40	57	3	57	37	6	63	34	3	86	14	0	86	14	0
African American	63	30	7	50	42	8	58	35	7	38	51	11	58	36	6	71	25	4	80	18	3	64	31	4
White	68	28	4	58	35	7	73	21	6	43	51	6	63	33	4	69	28	3	79	18	3	71	26	3
Hispanic	71	22	8	37	55	8	47	38	14	29	62	9	51	42	6	67	27	6	78	17	5	63	29	8
Gender																								
Male	61	32	7	50	42	8	65	29	7	39	53	9	56	38	6	62	34	4	74	23	3	63	32	4
Female	73	24	3	59	35	6	67	26	6	42	51	7	65	31	4	78	19	3	86	12	2	74	23	3
Prior Care																								
Child Care Center	59	35	6	55	38	6	66	31	2	40	57	3	60	38	2	71	27	1	80	18	1	66	34	1
Family Child Care	64	29	7	47	46	7	63	31	7	31	58	11	49	47	4	67	32	1	83	17	0	63	33	4
Head Start	63	34	3	47	45	8	54	36	10	38	52	10	63	30	7	72	25	3	85	14	1	66	30	4
Home / Informal Care	71	26	4	45	46	9	54	34	12	36	55	8	58	37	4	66	32	1	75	22	3	62	34	4
Non-public Nursery	81	16	3	69	30	1	77	21	2	56	41	3	68	32	0	75	24	1	88	11	1	79	20	1
Pre-Kindergarten	74	22	4	62	34	5	74	22	4	48	47	6	66	30	4	71	26	3	80	19	1	74	23	3
Special Education																								
Yes	40	47	13	28	54	18	39	45	16	19	55	26	37	42	22	40	51	10	47	41	12	39	46	15
No	69	26	5	57	37	6	68	26	6	42	52	6	62	34	4	72	25	3	82	16	2	71	26	3
Limited English Proficiency																								
Yes	73	20	6	34	58	8	44	44	13	25	66	9	45	50	5	67	30	3	80	17	3	64	30	6
No	66	28	5	55	38	7	67	27	6	41	51	8	61	34	5	69	27	3	79	18	3	68	28	4
Free and Reduced Price Meals																								
Yes	64	30	7	47	44	9	58	34	8	37	53	10	58	35	6	68	27	4	79	18	3	65	30	5
No	70	26	4	63	32	4	77	19	4	44	50	6	63	33	4	70	27	2	80	18	2	73	25	2
Aggregated Data	67	28	5	54	39	7	66	28	7	40	52	8	60	34	5	69	27	3	79	18	3	68	28	4
* = fewer than 5	May not total 100% due to rounding.																							

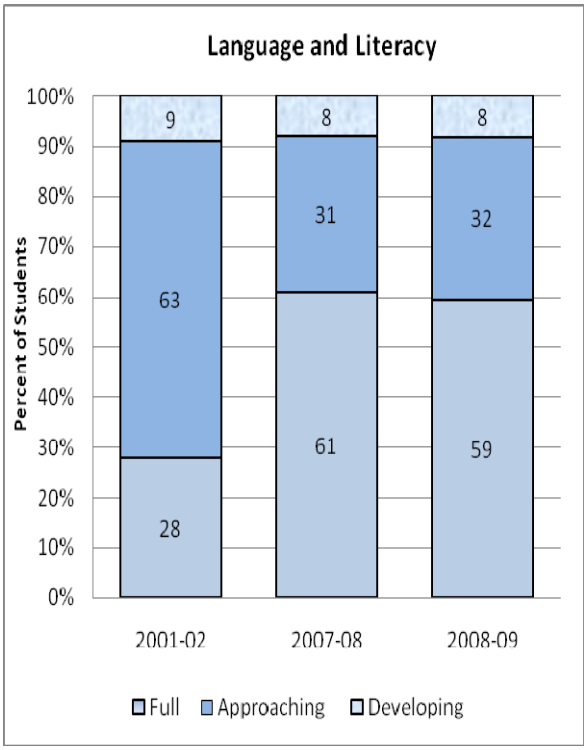
Wicomico County - Number of Kindergarten Students

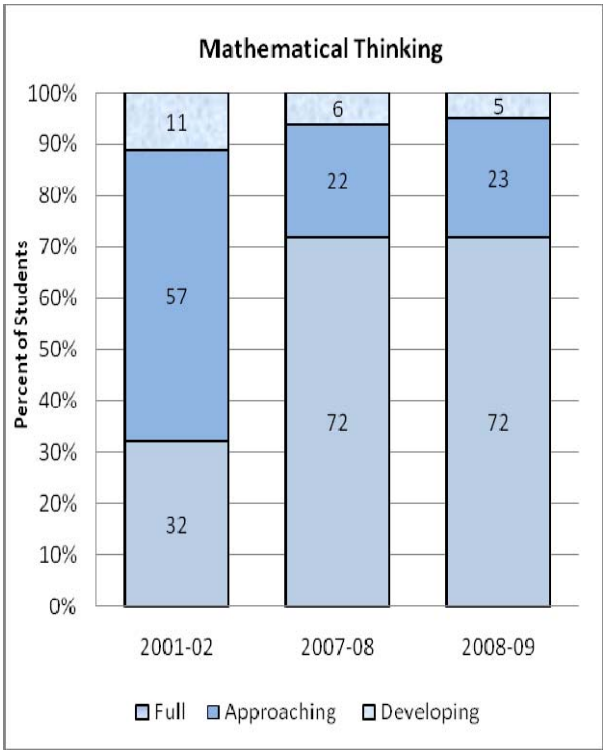
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	29	6	0	27	8	0	25	10	0	14	20	1	20	13	2	22	12	1	30	5	0	30	5	0
African American	261	126	30	208	176	33	242	146	29	159	211	47	243	149	25	294	106	17	332	73	12	268	131	18
White	439	181	28	376	228	44	472	139	37	278	332	38	409	211	28	448	183	17	513	118	17	457	171	20
Hispanic	55	17	6	29	43	6	37	30	11	23	48	7	40	33	5	52	21	5	61	13	4	49	23	6
Gender																								
Male	386	200	45	315	265	51	408	181	42	243	333	55	354	238	39	389	215	27	467	143	21	399	204	28
Female	399	131	19	326	191	32	369	145	35	232	278	39	359	169	21	428	107	14	470	67	12	406	127	16
Prior Care																								
Child Care Center	97	57	10	91	63	10	109	51	4	66	93	5	98	63	3	117	45	2	132	30	2	108	55	1
Family Child Care	46	21	5	34	33	5	45	22	5	22	42	8	35	34	3	48	23	1	60	12	0	45	24	3
Head Start	96	51	5	72	68	12	82	55	15	58	79	15	96	45	11	110	38	4	129	21	2	101	45	6
Home / Informal Care	97	35	5	61	63	13	74	47	16	50	76	11	80	51	6	91	44	2	103	30	4	85	47	5
Non-Public Nursery	80	16	3	68	30	1	76	21	2	55	41	3	67	32	0	74	24	1	87	11	1	78	20	1
Pre-Kindergarten	287	84	17	239	130	19	288	86	14	185	181	22	256	118	14	277	101	10	311	72	5	287	91	10
Special Education																								
Yes	37	44	12	26	50	17	36	42	15	18	51	24	34	39	20	37	47	9	44	38	11	36	43	14
No	746	287	52	614	405	66	740	283	62	456	559	70	677	368	40	778	275	32	892	171	22	768	287	30
Limited English Proficiency																								
Yes	47	13	4	22	37	5	28	28	8	16	42	6	29	32	3	43	19	2	51	11	2	41	19	4
No	738	318	60	619	419	78	749	298	69	459	569	88	684	375	57	774	303	39	886	199	31	764	312	40
Free and Reduced Price Meals																								
Yes	424	199	44	316	291	60	384	227	56	247	355	65	389	236	42	456	182	29	527	118	22	433	202	32
No	361	132	20	325	165	23	393	99	21	228	256	29	324	171	18	361	140	12	410	92	11	372	129	12
Aggregated Data	785	331	64	641	456	83	777	326	77	475	611	94	713	407	60	817	322	41	937	210	33	805	331	44

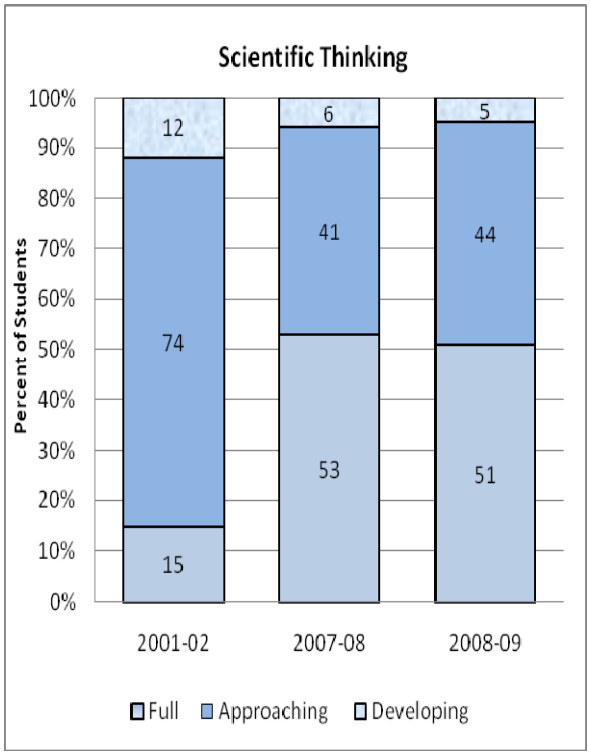
* = fewer than 5

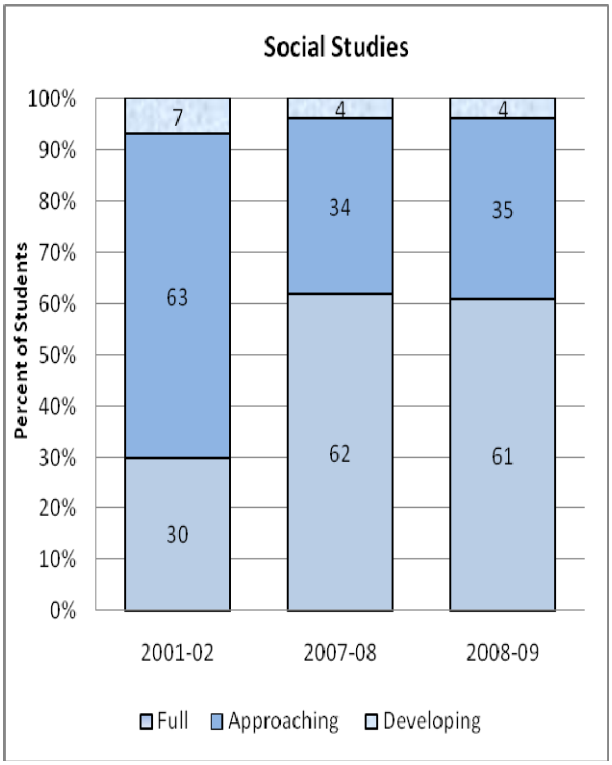
Worcester County – Percentage of Kindergarten Students

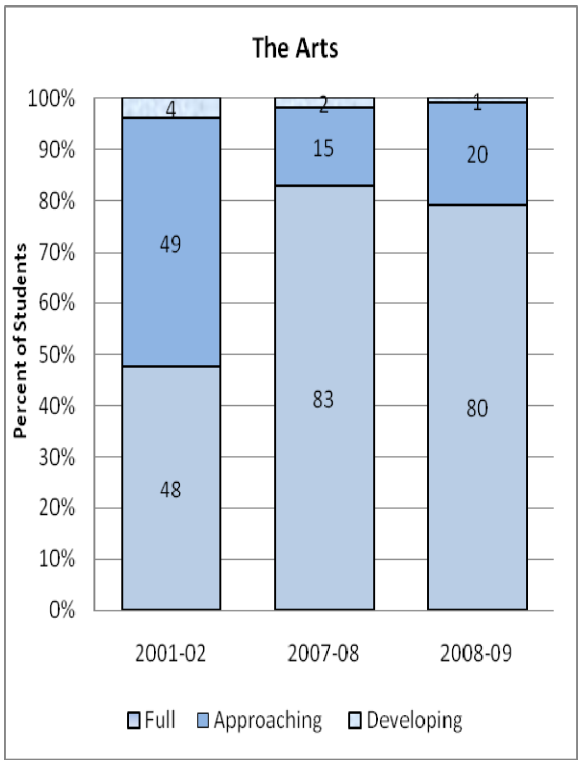


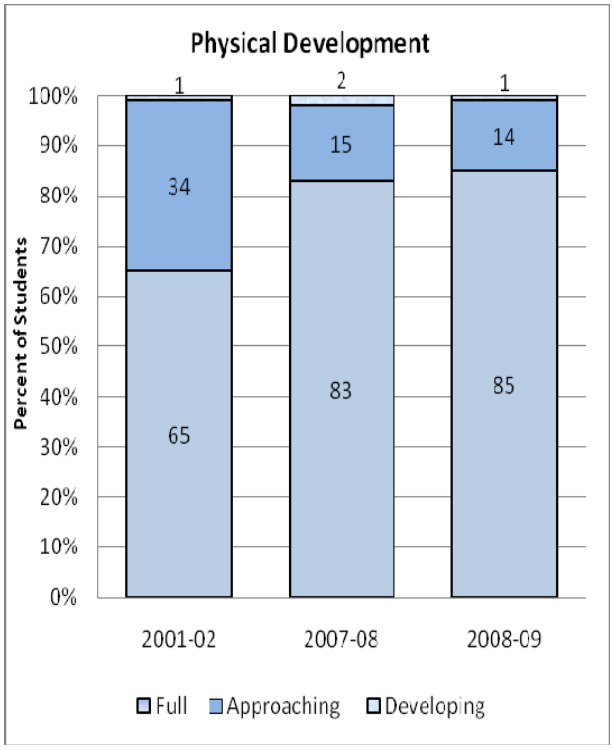


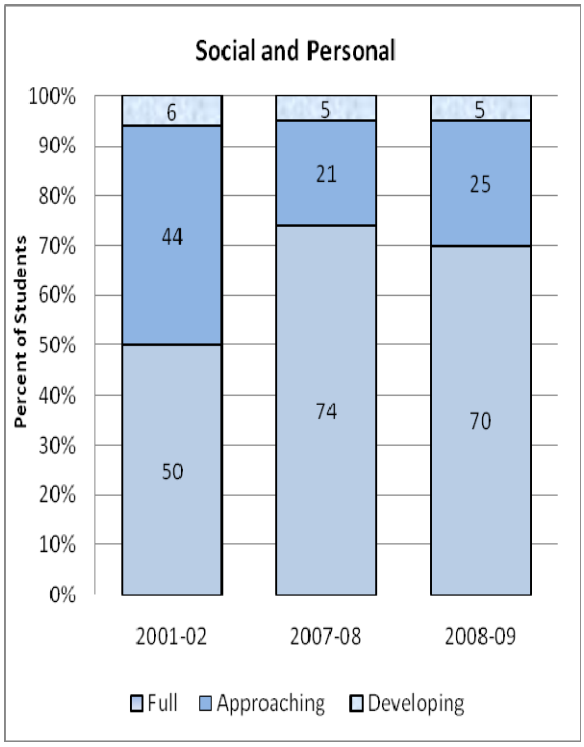





Social Studies
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
7
4
4
63
34
35
62
61
30
2001-02
2007-08
2008-09
Full
Approaching
Developing


The Arts
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
4
2
1
49
15
20
48
83
80
2001-02
2007-08
2008-09
Full
Approaching
Developing


Physical Development
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
1
2
1
34
15
14
65
83
85
2001-02
2007-08
2008-09
Full
Approaching
Developing


Social and Personal
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
6
5
5
44
21
25
50
74
70
2001-02
2007-08
2008-09
Full
Approaching
Developing

Worcester County - Percentage of Kindergarten Students

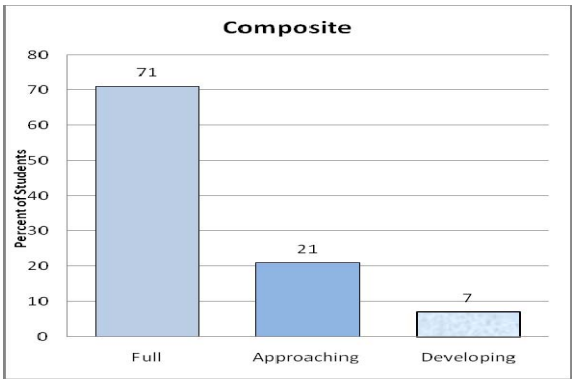
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	83	17	0	50	50	0	67	33	0	67	17	17	50	33	17	83	17	0	83	17	0	83	17	0
African American	59	34	7	43	41	16	58	34	9	36	55	9	51	41	8	70	30	0	83	16	1	64	29	7
White	77	21	2	69	26	4	80	17	3	60	38	2	69	31	1	85	14	1	88	12	1	83	15	1
Hispanic	44	40	16	20	60	20	40	44	16	20	64	16	36	52	12	64	36	0	76	24	0	44	48	8
Gender																								
Male	61	32	7	53	39	9	70	24	6	50	45	5	58	38	3	73	27	0	82	17	1	70	27	3
Female	80	19	1	67	25	8	75	21	4	53	42	5	66	31	3	88	12	0	90	10	0	82	15	3
Prior Care																								
Child Care Center	69	29	2	65	35	0	73	27	0	48	52	0	54	46	0	79	21	0	94	4	2	77	23	0
Family Child Care	68	27	5	59	37	3	58	37	5	54	39	7	59	36	5	76	24	0	80	20	0	69	27	3
Head Start	41	48	11	26	52	22	41	48	11	33	59	7	37	59	4	74	26	0	74	26	0	44	56	0
Home / Informal Care	38	38	25	25	25	50	38	13	50	25	25	50	38	13	50	63	38	0	63	38	0	*	*	*
Non-public Nursery	97	3	0	77	23	0	93	3	3	77	23	0	80	20	0	83	17	0	90	10	0	93	7	0
Pre-Kindergarten	72	24	4	61	30	9	77	19	4	51	45	4	65	32	3	81	18	1	87	13	1	79	18	3
Special Education																								
Yes	49	44	7	41	39	20	61	24	15	34	54	12	41	51	7	66	29	5	59	39	2	59	29	12
No	73	24	4	61	32	7	73	23	4	53	43	4	64	33	3	81	19	0	88	11	0	78	20	2
English Language Learners																								
Yes	55	34	10	24	59	17	41	45	14	31	52	17	38	48	14	69	31	0	76	24	0	52	41	7
No	71	25	4	62	30	8	74	21	4	53	43	4	64	34	3	81	19	0	86	13	1	78	20	3
Free and Reduced Price Meals																								
Yes	60	32	8	45	40	16	59	33	9	38	53	9	50	42	7	73	27	0	80	19	1	64	30	6
No	79	20	1	72	26	2	83	15	2	63	36	1	72	28	0	85	14	1	90	10	0	86	14	0
Aggregated Data	70	25	5	59	32	8	72	23	5	51	44	5	61	35	4	80	20	1	85	14	1	75	21	3
* = fewer than 5	May not total 100% due to rounding.																							

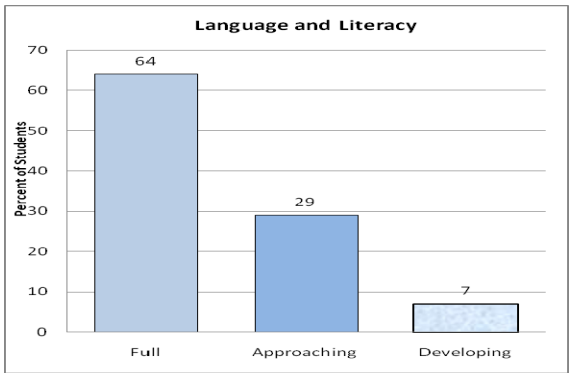
Worcester County - Number of Kindergarten Students

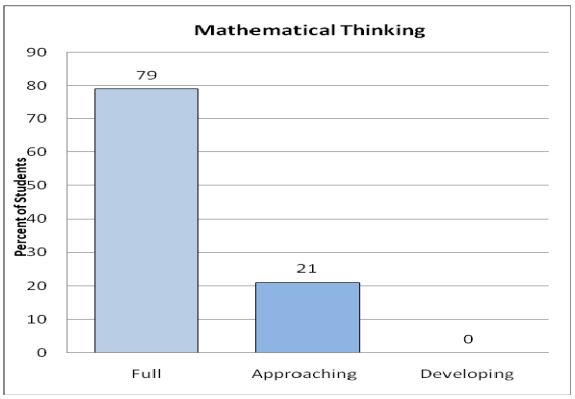
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	5	1	0	3	3	0	4	2	0	4	1	1	3	2	1	5	1	0	5	1	0	5	1	0
African American	68	40	8	50	47	19	67	39	10	42	64	10	59	48	9	81	35	0	96	19	1	74	34	8
White	233	64	7	211	80	13	244	52	8	181	117	6	209	93	2	259	43	2	266	36	2	253	47	4
Hispanic	11	10	4	5	15	5	10	11	4	5	16	4	9	13	3	16	9	0	19	6	0	11	12	2
Gender																								
Male	143	74	16	123	90	20	163	57	13	116	106	11	136	89	8	169	63	1	190	40	3	163	62	8
Female	176	41	3	147	56	17	164	47	9	117	93	10	145	68	7	193	26	1	198	22	0	181	33	6
Prior Care																								
Child Care Center	33	14	1	31	17	0	35	13	0	23	25	0	26	22	0	38	10	0	45	2	1	37	11	0
Family Child Care	40	16	3	35	22	2	34	22	3	32	23	4	35	21	3	45	14	0	47	12	0	41	16	2
Head Start	11	13	3	7	14	6	11	13	3	9	16	2	10	16	1	20	7	0	20	7	0	12	15	0
Home / Informal Care	3	3	2	2	2	4	3	1	4	2	2	4	3	1	4	5	3	0	5	3	0	*	*	*
Non-Public Nursery	29	1	0	23	7	0	28	1	1	23	7	0	24	6	0	25	5	0	27	3	0	28	2	0
Pre-Kindergarten	200	67	10	168	84	25	212	54	11	142	124	11	180	90	7	225	50	2	240	35	2	219	50	8
Special Education																								
Yes	20	18	3	17	16	8	25	10	6	14	22	5	17	21	3	27	12	2	24	16	1	24	12	5
No	299	97	16	253	130	29	302	94	16	219	177	16	264	136	12	335	77	0	364	46	2	320	83	9
English Language Learners																								
Yes	16	10	3	7	17	5	12	13	4	9	15	5	11	14	4	20	9	0	22	7	0	15	12	2
No	303	105	16	263	129	32	315	91	18	224	184	16	270	143	11	342	80	2	366	55	3	329	83	12
Free and Reduced Price Meals																								
Yes	123	65	17	92	81	32	120	67	18	77	109	19	103	87	15	150	55	0	165	38	2	131	61	13
No	196	50	2	178	65	5	207	37	4	156	90	2	178	70	0	212	34	2	223	24	1	213	34	1
Aggregated Data	321	117	21	272	148	39	329	107	23	234	202	23	282	160	17	366	90	3	391	64	4	346	97	16

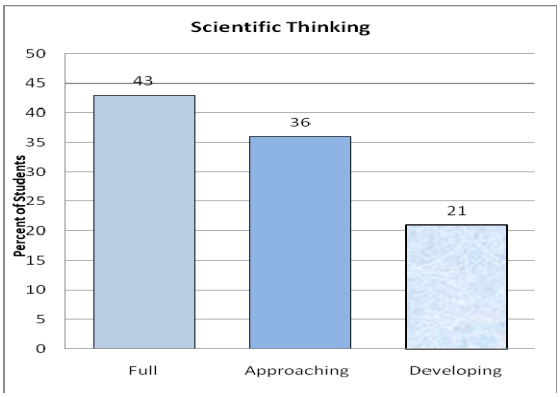
* = fewer than 5

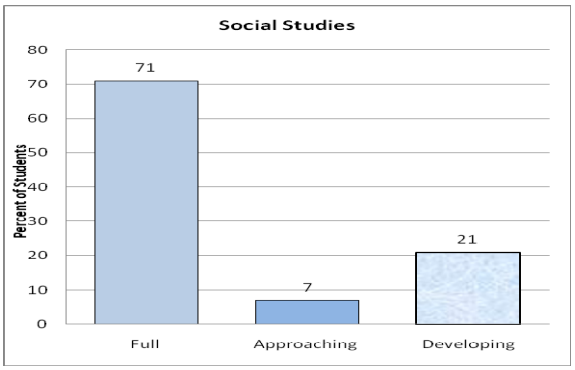
MD School for the Deaf – Percentage of Kindergarten Students

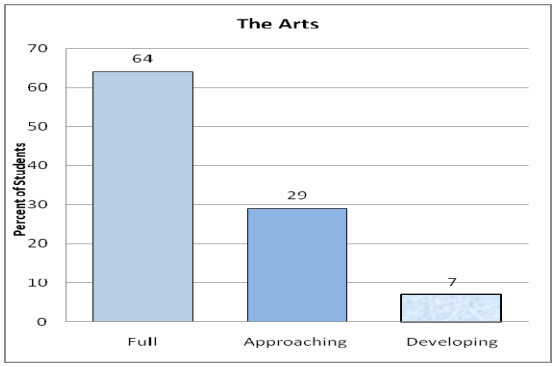


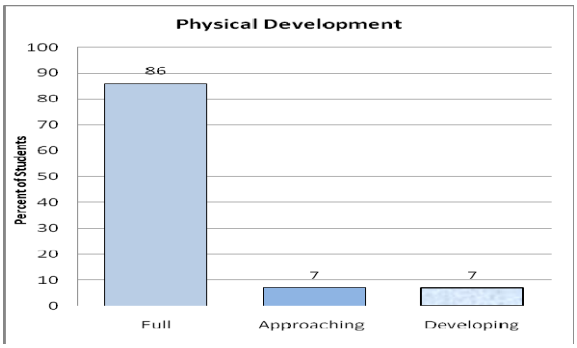


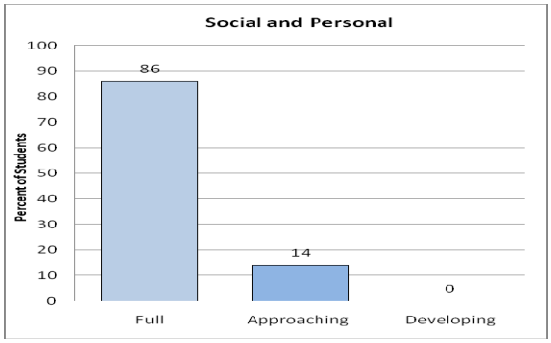












MD School for the Deaf - Percentage of Kindergarten Students

	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/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	90	10	0	80	10	10	90	10	0	50	30	20	80	0	20	80	10	10	90	0	10	80	10	10
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																								
Male	80	20	0	40	60	0	60	40	0	20	60	20	60	20	20	40	60	0	80	20	0	60	40	0
Female	89	11	0	78	11	11	89	11	0	56	22	22	78	0	22	78	11	11	89	0	11	78	11	11
Prior Care																								
Child Care Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Home / Informal Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	86	14	0	64	29	7	79	21	0	43	36	21	71	7	21	64	29	7	86	7	7	71	21	7
Special Education																								
Yes	86	14	0	64	29	7	79	21	0	43	36	21	71	7	21	64	29	7	86	7	7	71	21	7
No	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	86	14	0	64	29	7	79	21	0	43	36	21	71	7	21	64	29	7	86	7	7	71	21	7
Free and Reduced Price Meals																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	86	14	0	64	29	7	79	21	0	43	36	21	71	7	21	64	29	7	86	7	7	71	21	7
Aggregated Data	86	14	0	64	29	7	79	21	0	43	36	21	71	7	21	64	29	7	86	7	7	71	21	7
* = fewer than 5	May not total 100% due to rounding.																							

MD School for the 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/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	9	1	0	8	1	1	9	1	0	5	3	2	8	0	2	8	1	1	9	0	1	8	1	1
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																								
Male	4	1	0	2	3	0	3	2	0	1	3	1	3	1	1	2	3	0	4	1	0	3	2	0
Female	8	1	0	7	1	1	8	1	0	5	2	2	7	0	2	7	1	1	8	0	1	7	1	1
Prior Care																								
Child Care Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Home / Informal Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	12	2	0	9	4	1	11	3	0	6	5	3	10	1	3	9	4	1	12	1	1	10	3	1
Special Education																								
Yes	12	2	0	9	4	1	11	3	0	6	5	3	10	1	3	9	4	1	12	1	1	10	3	1
No	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	12	2	0	9	4	1	11	3	0	6	5	3	10	1	3	9	4	1	12	1	1	10	3	1
Free and Reduced Price Meals																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	12	2	0	9	4	1	11	3	0	6	5	3	10	1	3	9	4	1	12	1	1	10	3	1
Aggregated Data	12	2	0	9	4	1	11	3	0	6	5	3	10	1	3	9	4	1	12	1	1	10	3	1

* = fewer than 5

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 learning[1]. 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.

[1] Maryland State Content Standards ,Voluntary State Curriculum for Kindergarten, and the MMSR Framework and Standards

- 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)

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?

Based on teacher responses statewide in school year 2002 – 2003, the assessment information is used as follows (percentage in parenthesis):

- Helps teachers know what they need to do with certain children (92%)
- Helps them determine how to group children (78%)
- Used for reporting purposes to families (86%)
- Used when referring student to inter-disciplinary teams for further evaluation (68%)
- Helpful when completing the local kindergarten report card (80%)

Results reflect multiple teacher responses.

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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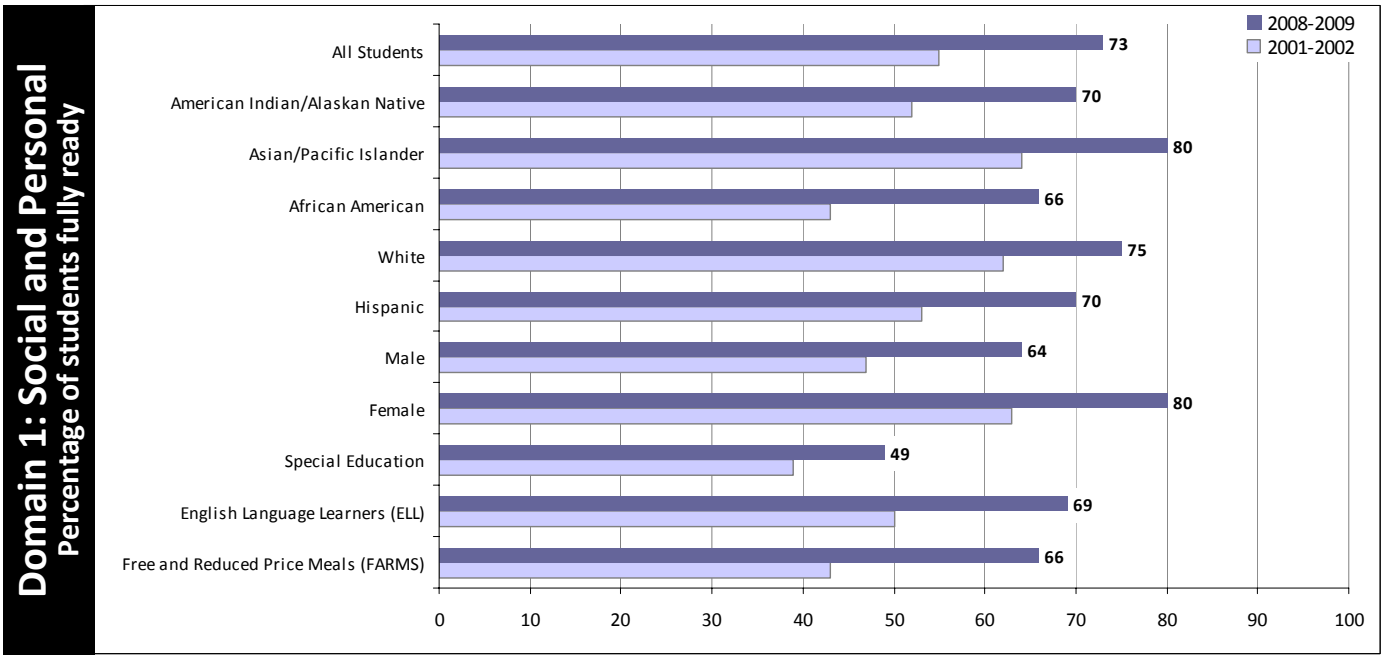
APPENDIX D

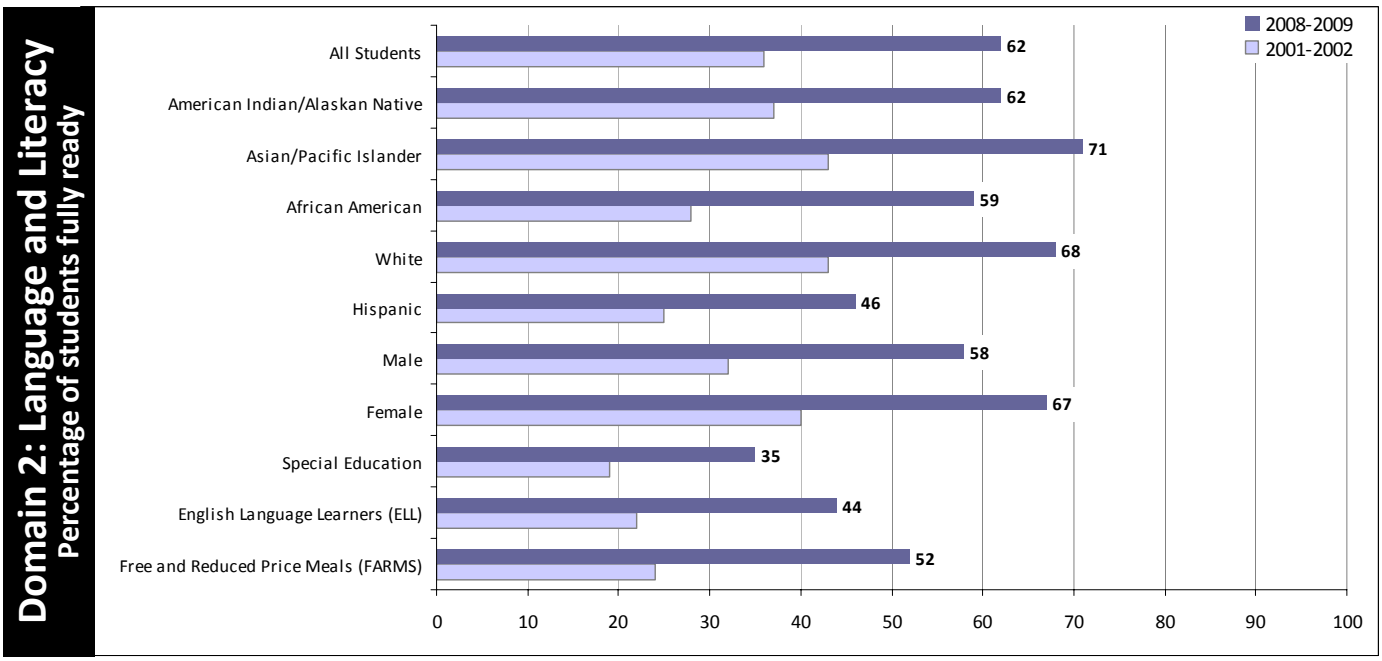
Percentage of Students Fully Ready by Domain

Maryland 2001-2008 Trend Data

APPENDIX D: Maryland 2001-2008 Trend Data

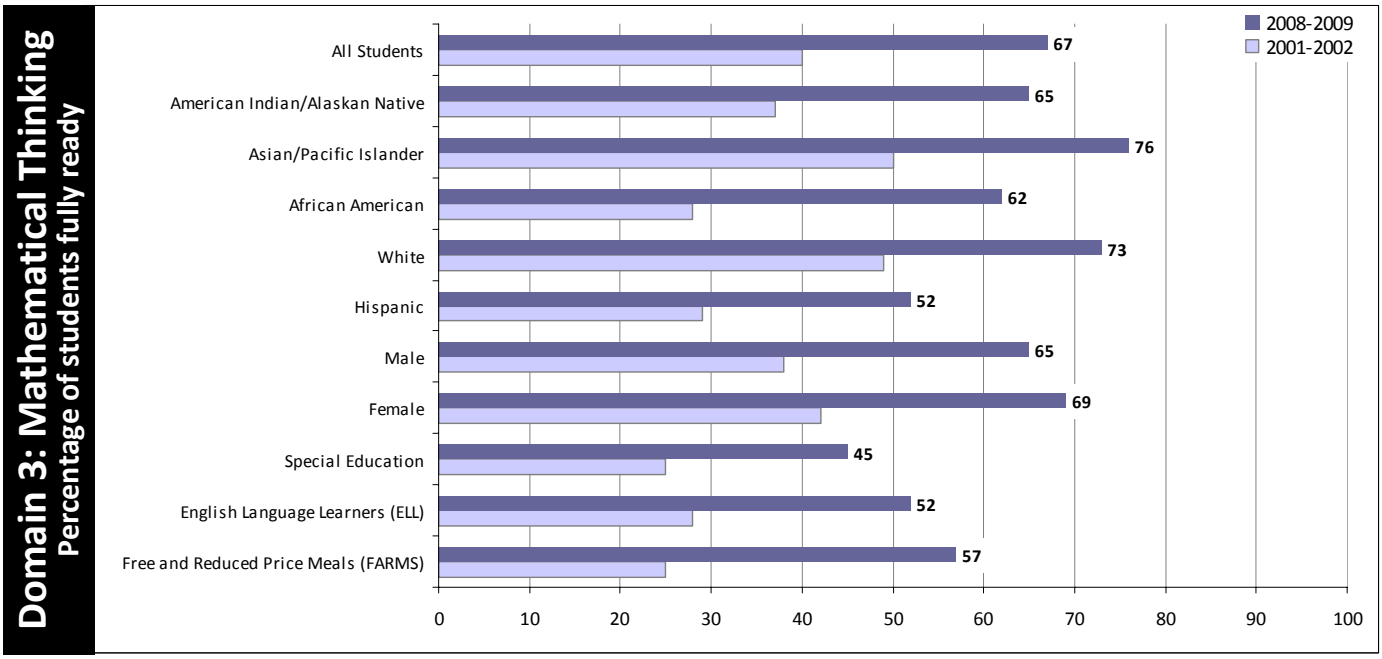
Percentage of Kindergarten Students Assessed as "Fully Ready" by Domain and Subgroup 2001-2002 and 2008-2009

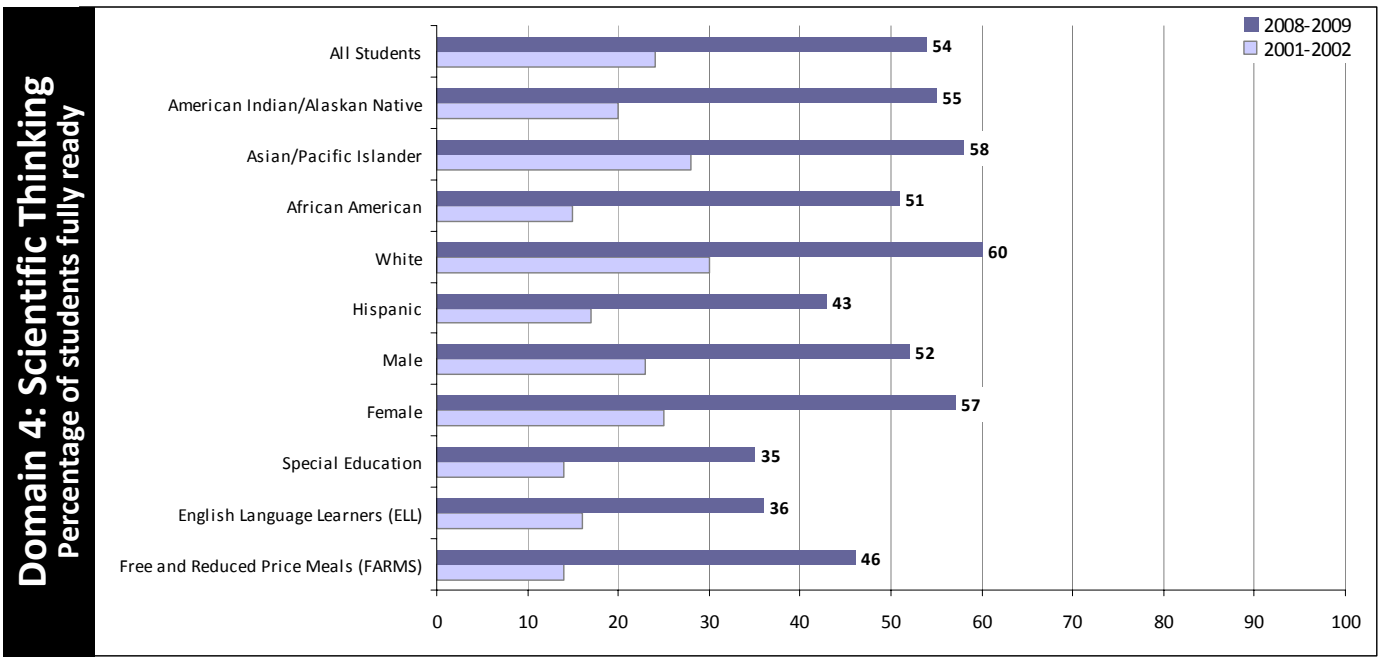




APPENDIX D: Maryland 2001-2008 Trend Data

Percentage of Kindergarten Students Assessed as "Fully Ready" by Domain and Subgroup 2001-2002 and 2008-2009





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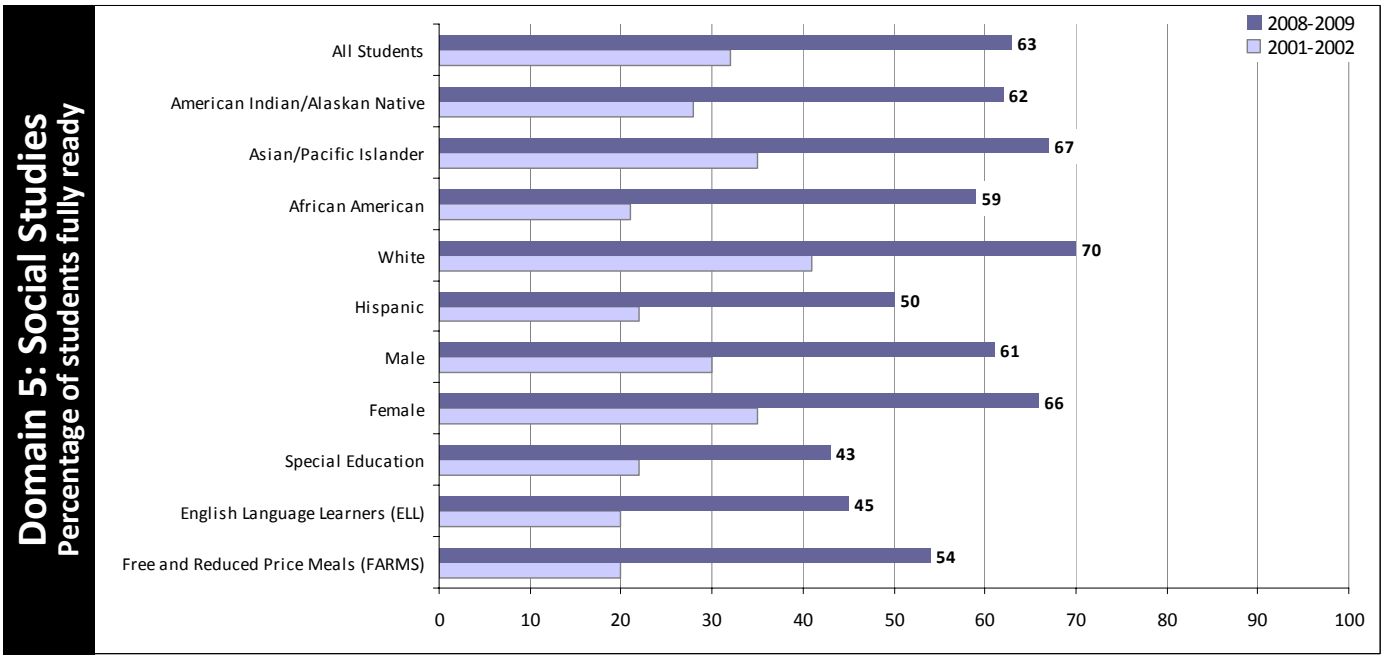

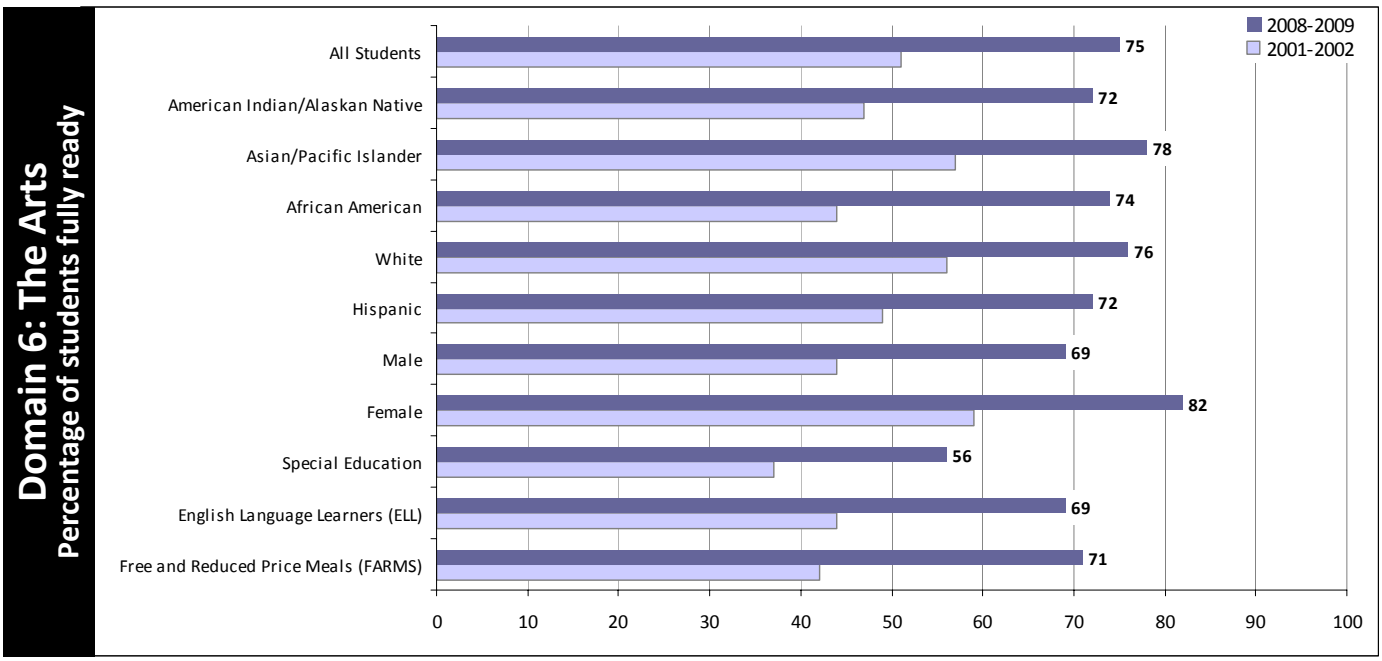

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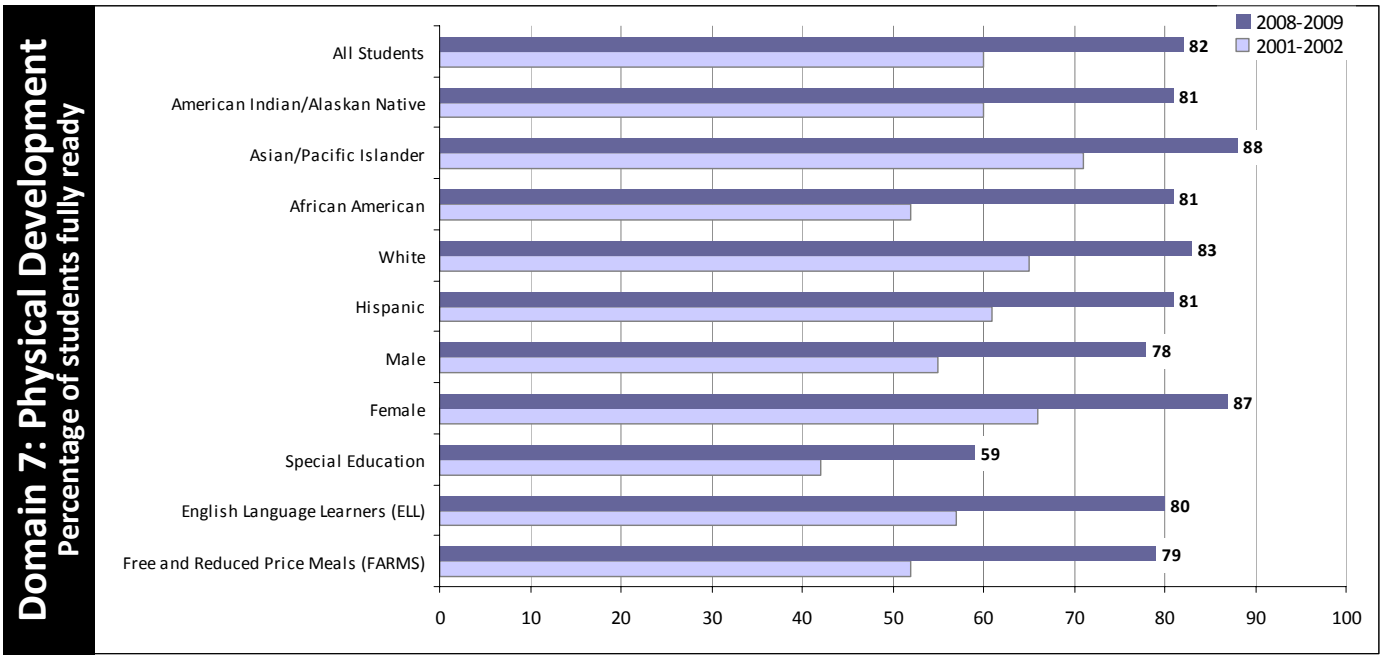

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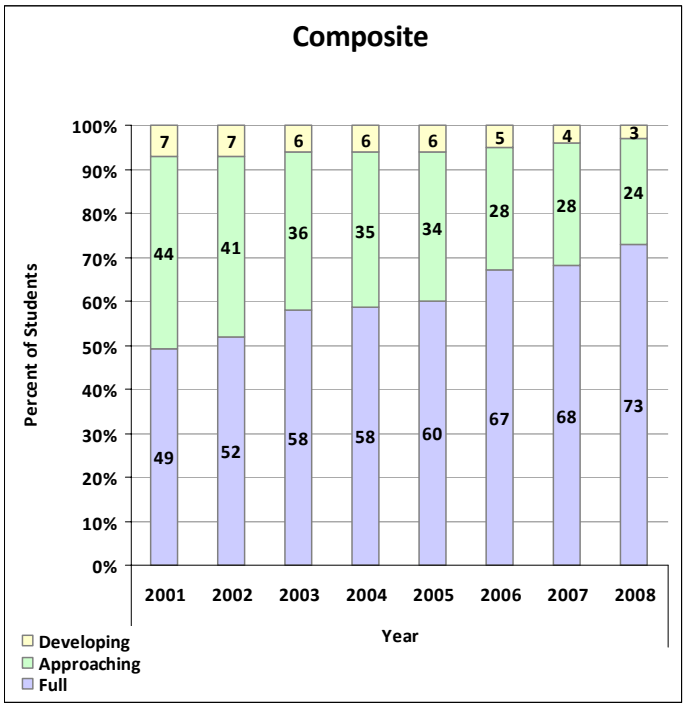

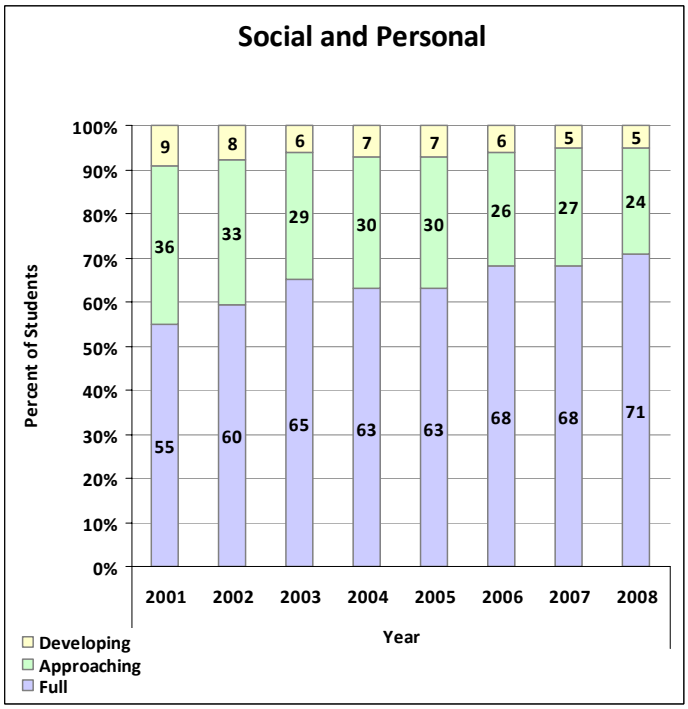

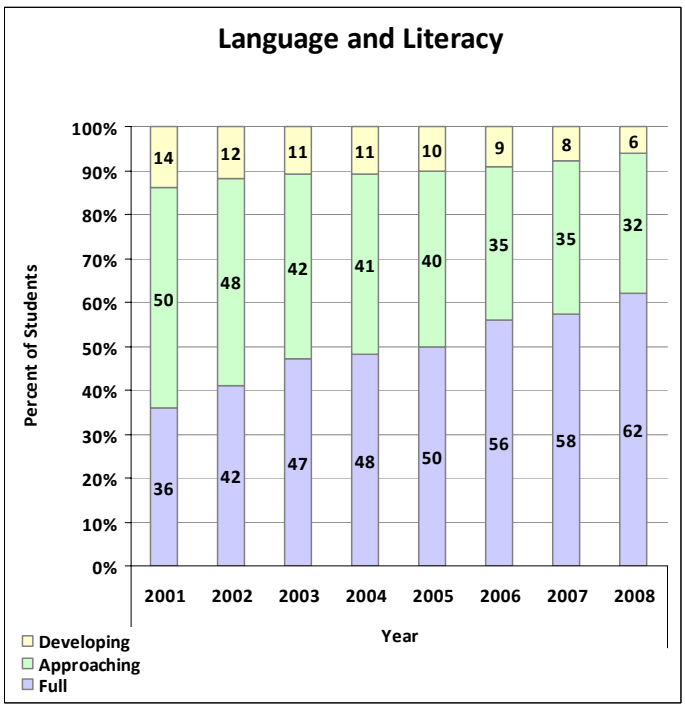

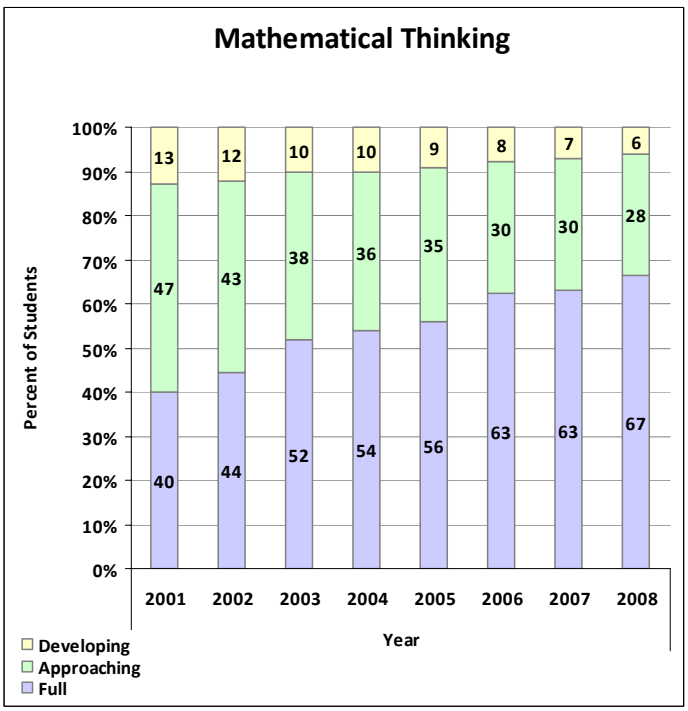

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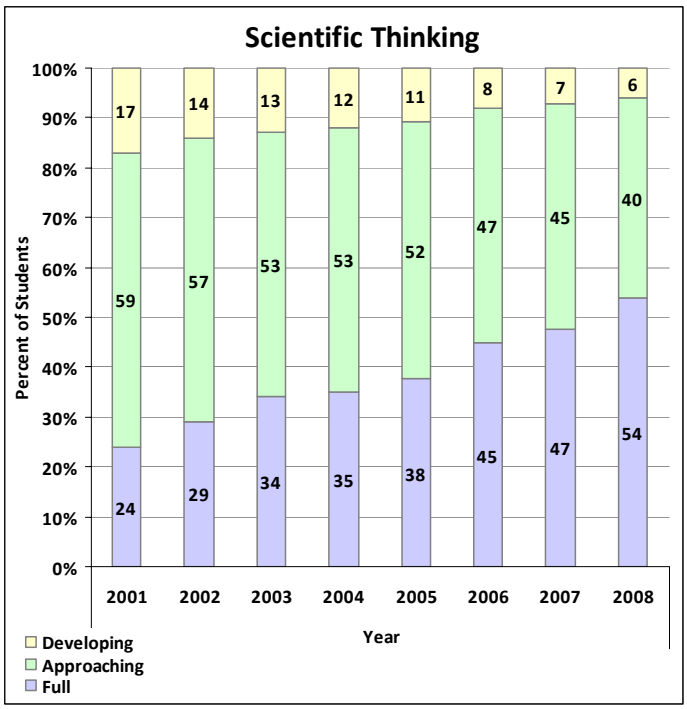
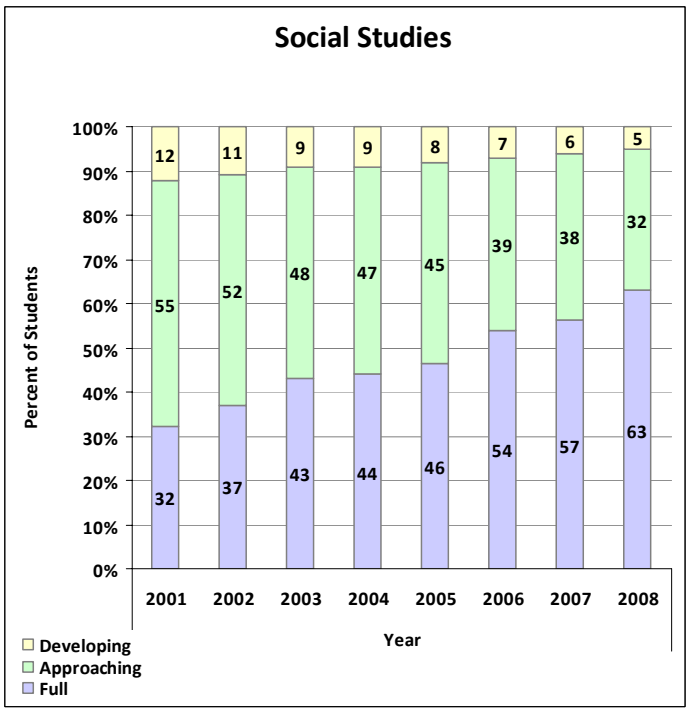
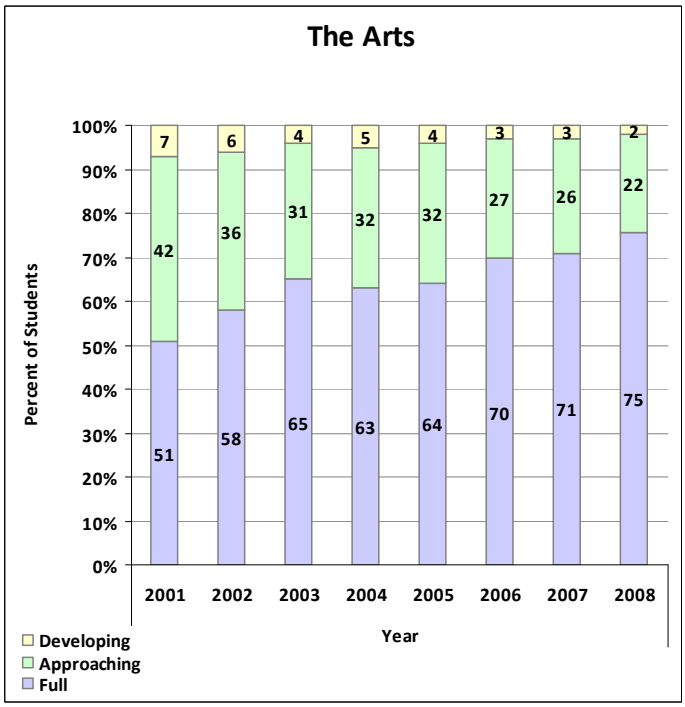
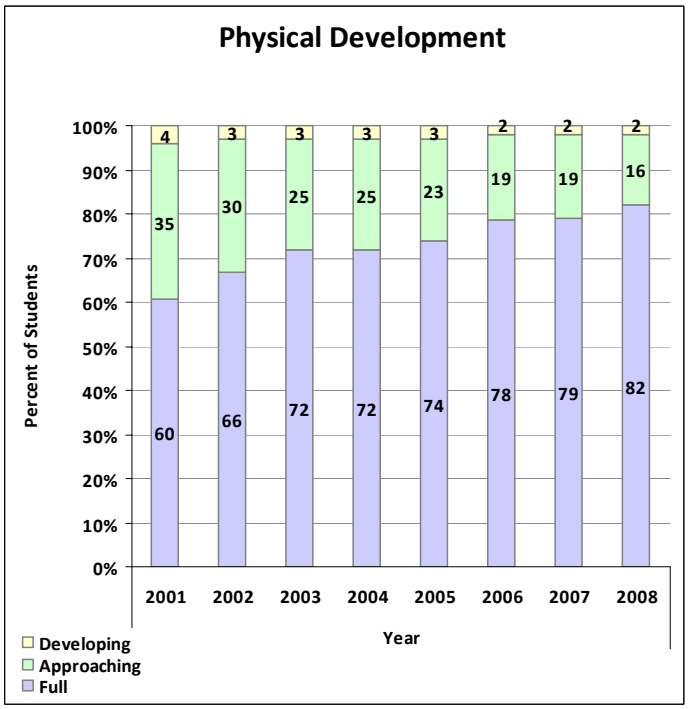


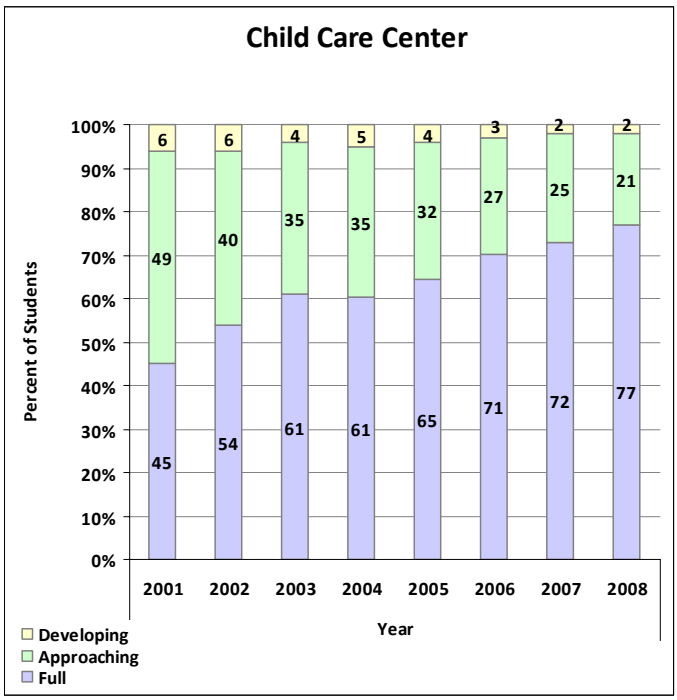


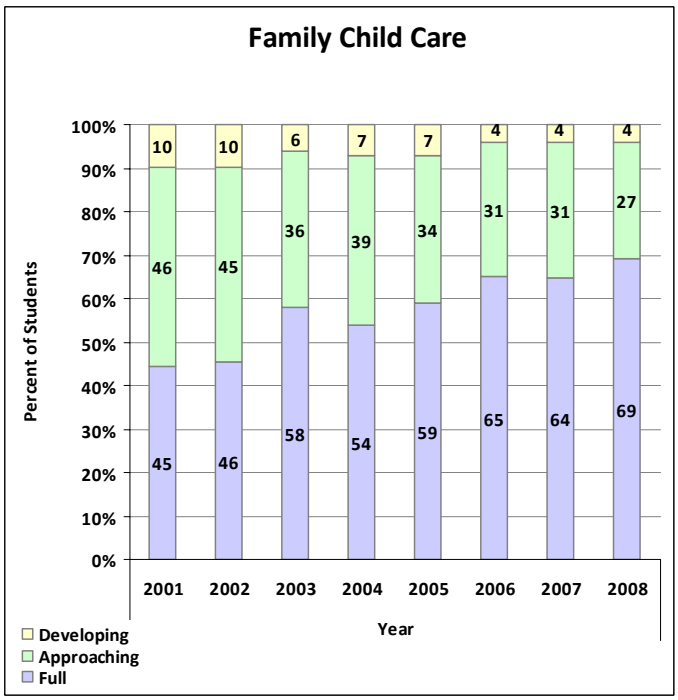


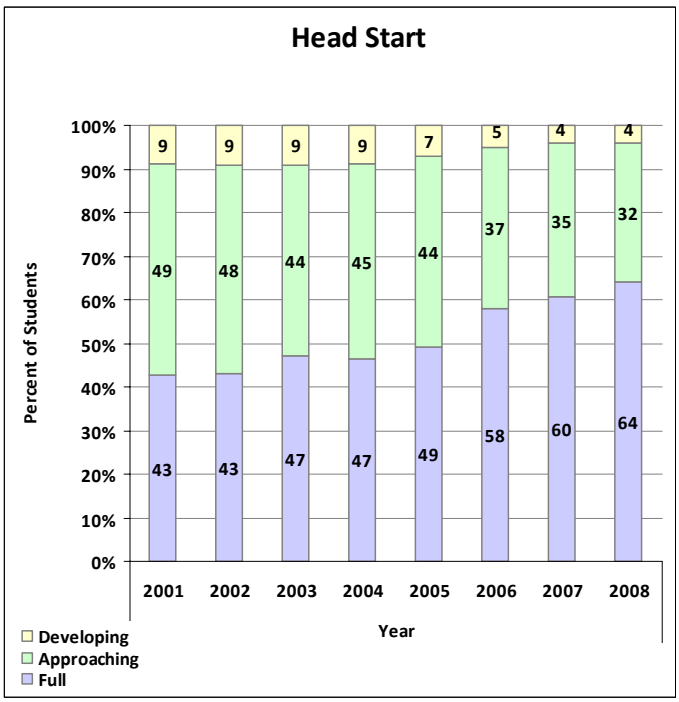


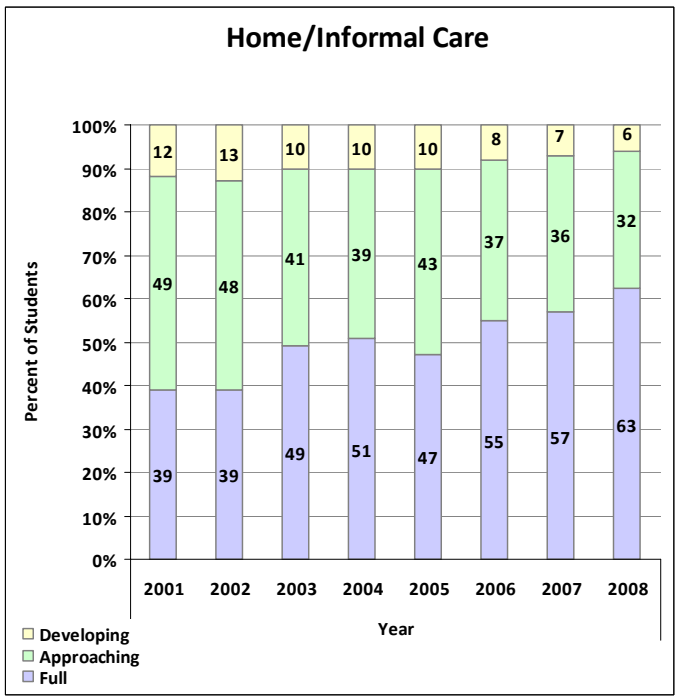
APPENDIX D: Maryland 2001-2008 Trend Data

Disaggregated by Prior Care









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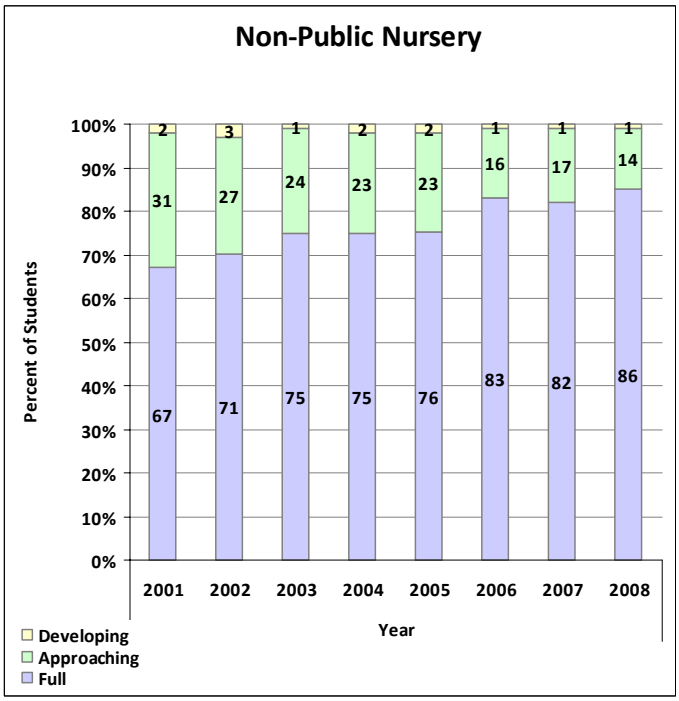
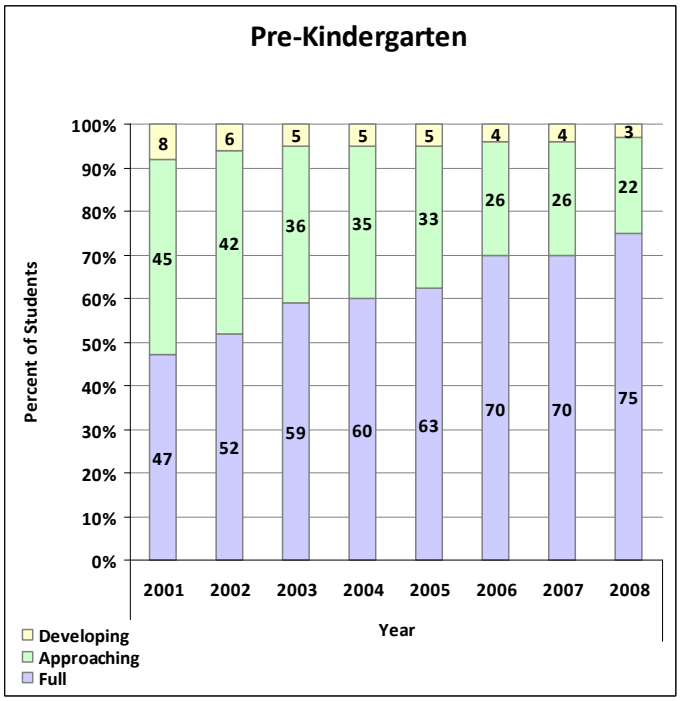
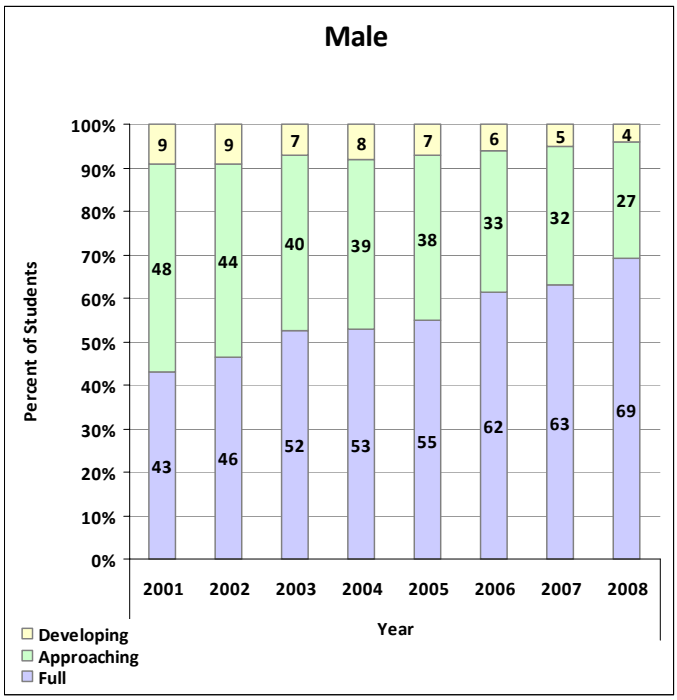
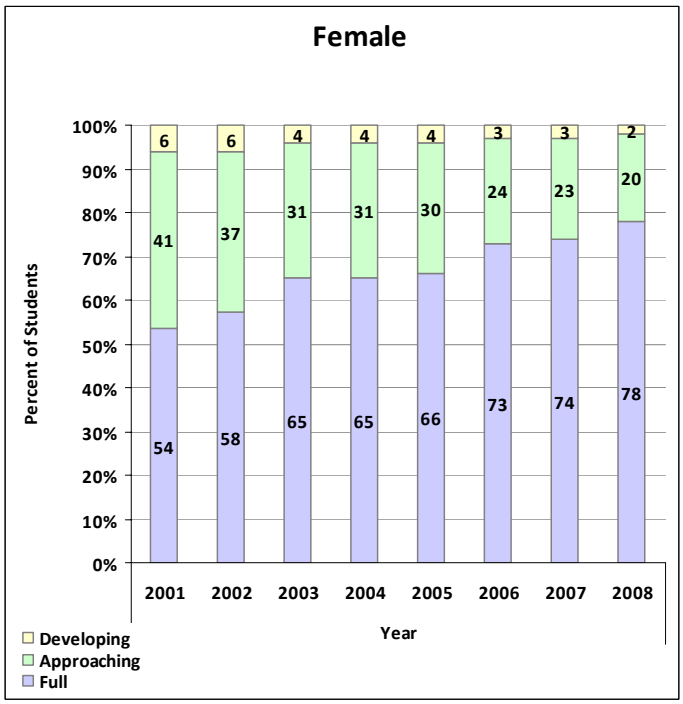
Disaggregated by Prior Care





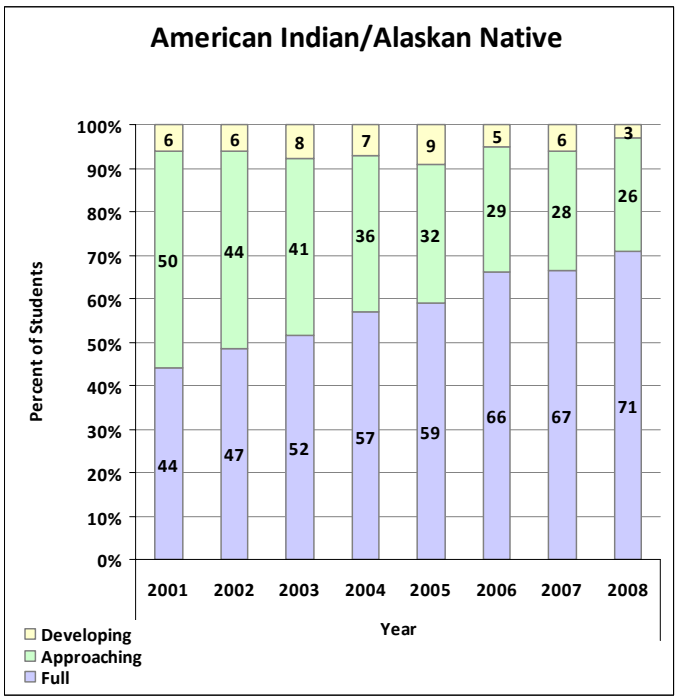
Disaggregated by Gender

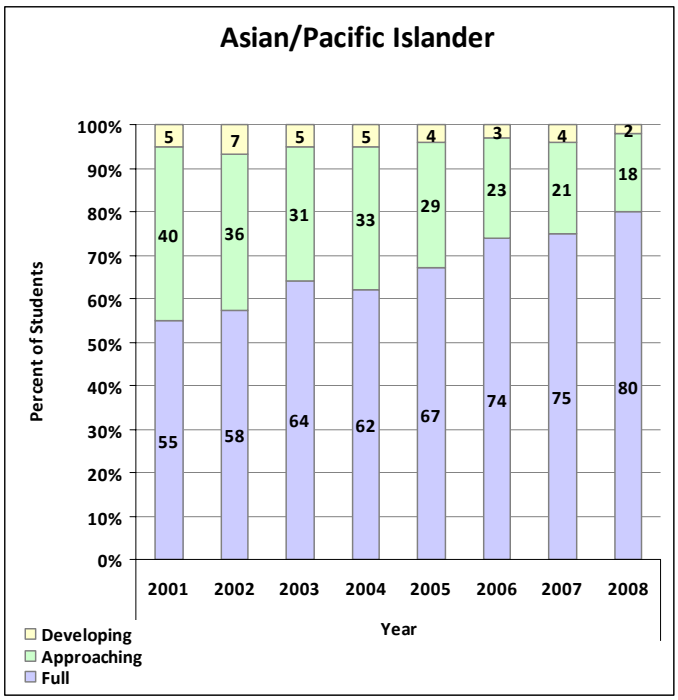


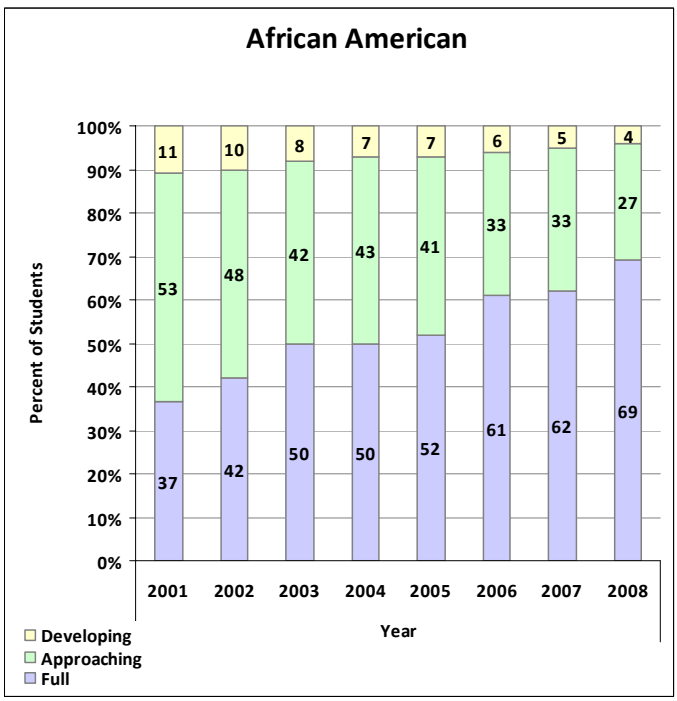


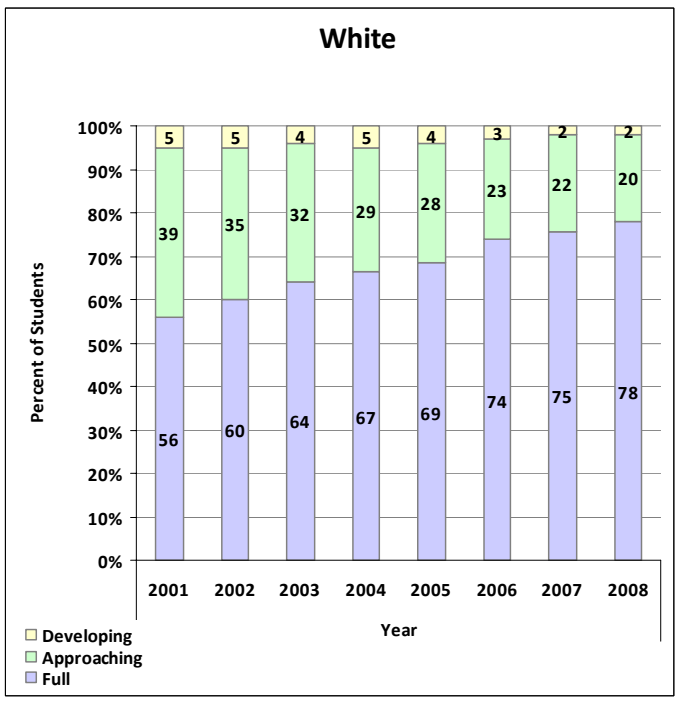
APPENDIX D: Maryland 2001-2008 Trend Data

Disaggregated by Race/Ethnicity



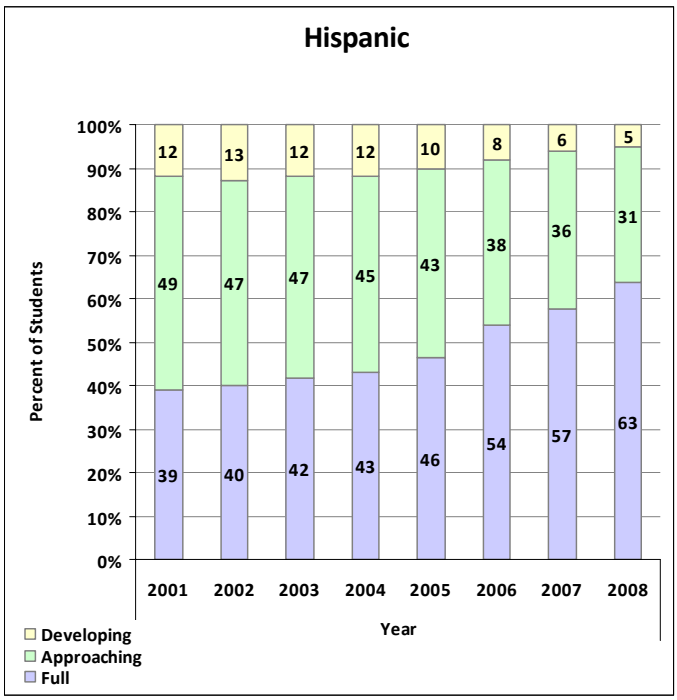




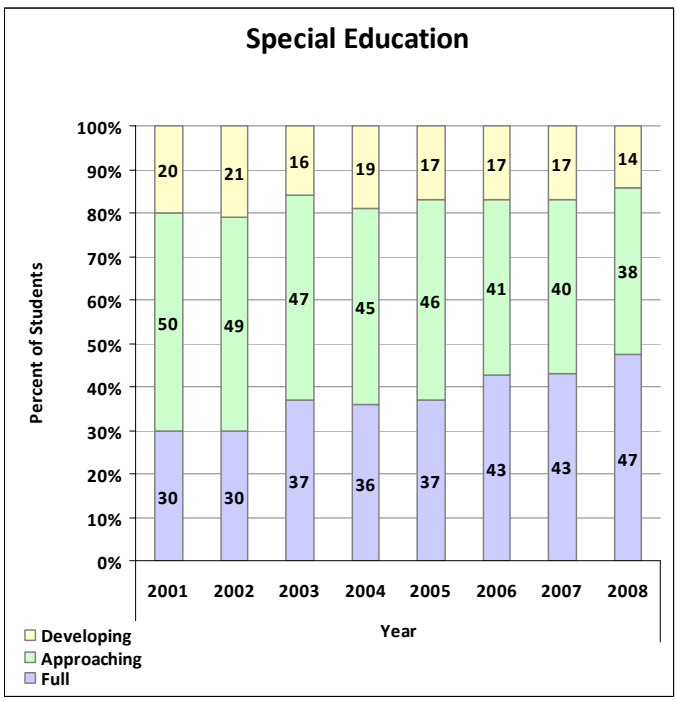


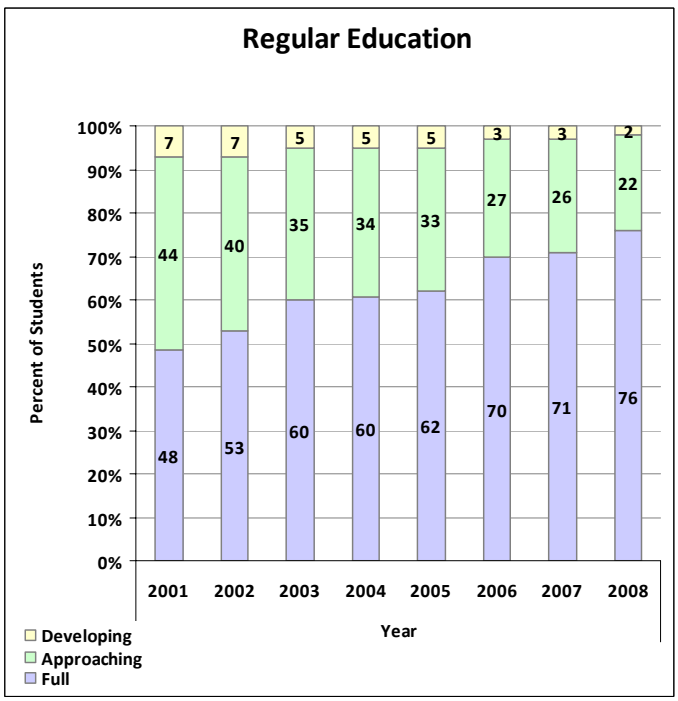
APPENDIX D: Maryland 2001-2008 Trend Data

Disaggregated by Race/Ethnicity



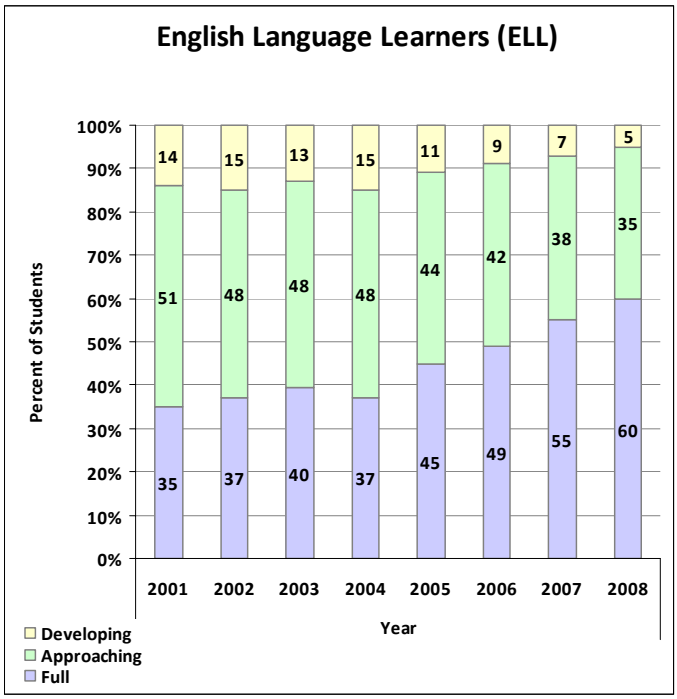
Disaggregated by Special Education

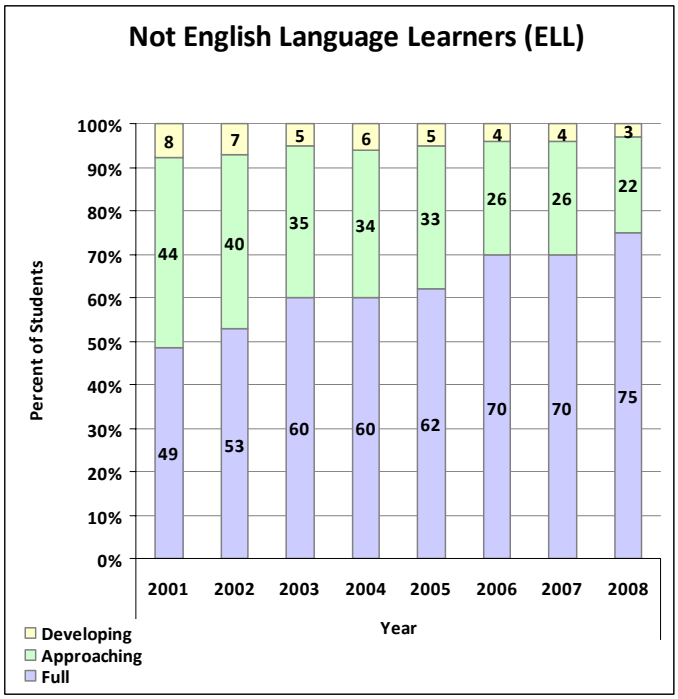




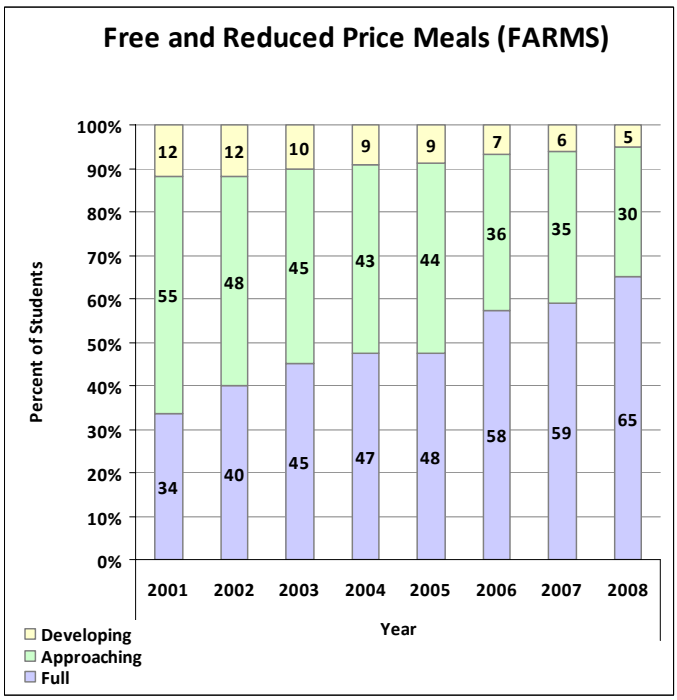
APPENDIX D: Maryland 2001-2008 Trend Data

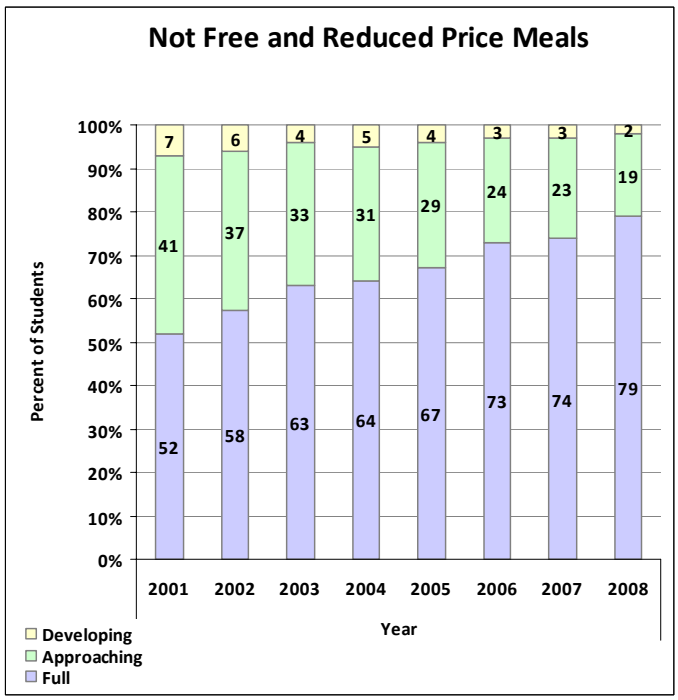
Disaggregated by English Language Learners (ELL)





Disaggregated by Free and Reduced Meals (FARMS)





APPENDIX E

Maryland Model for School Readiness – Composite Results by Jurisdiction

2007-2008 and 2008-2009

MARYLAND MODEL FOR SCHOOL READINESS
COMPOSITE RESULTS BY JURISDICTION
2007–08 AND 2008–09

Jurisdiction	Percent of Students 2007 - 08	Percent of Students 2008-09	Change
Allegany County	77	76	-1
Anne Arundel County	72	73	+1
Baltimore City	57	65	+8
Baltimore County	73	80	+7
Calvert County	75	79	+4
Caroline County	79	55	-24
Carroll County	63	69	+6
Cecil County	61	59	-2
Charles County	46	73	+27
Dorchester County	61	71	+10
Frederick County	76	77	+1
Garrett County	76	69	-7
Harford County	82	84	+2
Howard County	76	76	0
Kent County	81	82	+1
Montgomery County	70	73	+3
Prince George's County	62	71	+9
Queen Anne's County	89	88	-1
Somerset County	78	85	+7
St. Mary's County	69	79	+10
Talbot County	66	69	+3
Washington County	69	72	+3
Wicomico County	66	68	+2
Worcester County	75	75	0
MSD	40	71	+31
MARYLAND	68	73	+5