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Nancy S. Grasmick
State Superintendent of Schools

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March 31, 2004

I am very pleased to provide you with the report, *Children Entering School Ready to Learn: School Readiness Baseline Information for School Year 2003-04*. 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 were starting kindergarten better prepared for school than last year. Fifty-five percent of the entering kindergarten students were evaluated by their teachers as "fully" ready for kindergarten, a three percent increase over the previous year. This statistically significant increase occurred for both the composite score and the results for *Language and Literacy*. The increase since 2001-02 in Language and Literacy since 2001-02 has been nine percent.
- Children from minority groups, those with limited English proficiency, and children with disabilities are making significant progress over last year. However, these student groups are still lagging behind other children their age.

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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Results for School Year 2003-04

- **More Students are Entering Maryland Classrooms Prepared to Learn**

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 2003-2004 improved its overall school readiness levels by three (3) points over students entering in the 2002-2003 school year. The percentage of incoming kindergarteners considered by their teachers as "fully ready" went from 52 to 55 percent of all children.

This change is a statistically significant shift from school year 2002-03 and reflects an increase in the number of children who are prepared to successfully meet the curricular expectations in kindergarten. The results for the domain *Language and Literacy* reflect the same increase of three (3) percentage points in the "full readiness" category from last year and a nine (9) percent increase since 2001-02.

- **Improvement in School Readiness is Apparent In Most Demographic Categories**

The overall improvements appear for many subgroups. For instance, the school readiness levels for African American kindergarteners improved for the Composite and the *Language and Literacy* scores by four (4) percentage points. The increase for English Language Learners was three (3) percent for both the Composite and *Language and Literacy* scores. The improvement among children with disabilities of five (5) percent for the Composite and four (4) for the *Language and Literacy* scores indicates a turn in the curve for children with disabilities whose readiness levels were flat last year from the previous year. However, the results for low-income children who are eligible for free and reduced price meals changed only slightly by one (1) percent from the previous year.

- **Relationship of School Readiness and Prior Early Care Experiences**

This school year, the data collection methodology for children's early care experiences twelve months prior to kindergarten was revised to take into account children who might have been at multiple early and education settings. The Prior Care categories in this year's report reflect children who were exclusively enrolled in either of the early childhood programs such as childcare centers, Head Start, or public school prekindergarten. Demographically each category represents different groups of children. For instance, this year 57 percent of children who came from prekindergarten to kindergarten, were evaluated as being "fully ready" on the Composite score. Almost six out of ten children coming from childcare centers to kindergarten were considered "fully ready." And, 45 percent of exiting Head Start children were rated "fully ready" by the kindergarten teachers. A more in-depth report on the relationship between the school readiness results and prior early care experiences, including the results for children from multiple settings, will be released in late April 2004.

- **School Readiness Results Adjusted for Chronological Age Groups**

In school year 2003-04, the change in the cut-off date resulted in a slightly older age cohort of kindergarteners this year as opposed to the two previous years. The cut-off date in school year

2003-04 for kindergarteners is November 30. When comparing children whose birth dates fall on or before November 30 in the baseline year (2001-02) with this year's cohort, the results indicate an increase of seven (7) percent over the past two years (from 48 to 55 percent of children rated "fully ready.") The change in *Language and Literacy* was similar (eight points from 37 to 45 percent.)

Availability of the 2003-04 School Readiness Information Report

Data on the Web Site

On March 31, 2004, the school readiness information for school year 2003-04 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, Early Learning Office, at 410-767-0335.

Background

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 are included in the Maryland Model for School Readiness (MMSR) 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 the Work Sampling System™ (WSS), a portfolio-based assessment system helping 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 they still need to work on. The WSS™ learning 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.

Information Reported

Kindergarten teachers use the WSS™ with all children throughout the school year¹. For this report, teachers have provided information on students' skills and abilities during the fall 2003. The fall assessment ratings were done on 30 selected WSS™ performance indicators of the 66 WSS Kindergarten Checklist indicators, reflecting skills and abilities that can reasonably be expected from children when they enter kindergarten. The 30 WSS™ indicators represent the aforementioned seven WSS™ domains (Appendix A) that were used for the school readiness baseline information.

More than 2,000 kindergarten teachers used portfolio-based assessment to document their students' performance in their classrooms during the first 8 weeks of school. Between November 3-14, 2003, the teachers evaluated and rated their students' performance according to the WSS™ assessment protocol and specific guidelines that were developed by MSDE. The assessment information in this report reflects scores for each of the seven domains and the composite score of all domains. The information has also been analyzed for each of the seven domains and the composite score by the following demographic information:

- race/ethnicity;
- gender;
- prior early care;²
- special education;³
- limited English proficiency;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.

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

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. A report on children in multiple settings of early care will be available in late April 2004.

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 meet 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. B1

School readiness data is reported for:

- Local School Systems and Edison Schools
- State of Maryland

Each local school system receives school readiness information on individual students, school building and school system reports providing the aforementioned aggregated and disaggregated information. In addition, local school systems receive assessment information on each of the 30 WSS™ indicators of learning.

Determination of Progress

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 interval⁷. The same measure applies, for example, to determining any significant changes for *Language and Literacy* among children with prior care experiences in prekindergarten.

Use of Data

The data provides a snapshot of school readiness levels of entering kindergarteners for the state and for each local school system. When using the data for planning purposes, caution must be taken when interpreting changes in the data when relatively small numbers of students are involved. In general, the information can be used to:

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

Validity and Reliability of Data

Since Maryland's kindergarten teachers are using a portfolio-based assessment to evaluate their students' skill levels, any concerns about the subjectivity of the teachers' evaluations must be addressed. The school readiness information is based on formative and summative evaluation protocols. The summative evaluations in the fall include the students' observed and documented records of their skills, behavior, and knowledge in response to the introduction of the kindergarten curriculum. The teachers are trained in the use of specific guidelines⁸ which define fall benchmarks of kindergarten expectations for each of the 30 WSS™ indicators of learning. The indicators for the WSS™ domains language and literacy, mathematical and scientific thinking, as well as social studies are aligned with the Maryland Content Standards. Any sampling error of the results are eliminated through census administration of the WSS™. In addition, each year the analyzed data is being verified by each local school system as well as an independent vendor who also provides reliability analyses for the state and county data sets.⁹

⁷ A program to test the difference between two proportions was made available to all local school systems

⁸ The specific guidelines, MMSR Fall Performance Examples, describe exemplars of student behaviors in terms of rubrics established for the WSS rating scale.

⁹ The reliability analysis includes (a) correlation analysis to identify the degree of association between the student scores and school scores; (b) linear regression analysis to determine the relative effect of each domain on the total score; (c) reliability coefficients to measure the inner consistency of the assessment; and (d) item-scale analysis to determine the relative influence of each item on the assessment. The results of the reliability analyses regarding the school readiness information for school year 2003-04 are available at MSDE's Early Learning Office.

APPENDIX A

Work Sampling System (WSS) Kindergarten Checklist: Selected Performance Indicators for School Readiness Information

Work Sampling System (WSS) Kindergarten Checklist: Selected Performance Indicators for School Readiness Baseline Information

Introduction: The Maryland Model for School Readiness (MMSR) uses the 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 Developmental Guidelines associated with these 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, sounds within syllables.
SPEAKING	
Speaks clearly and conveys ideas effectively.	During kindergarten, children begin to understand how to express their ideas in group discussions as well as in one-to-one conversations.
READING	
Shows some understanding of concepts about print.	Kindergartners realize that print conveys meaning, spoken language can be written down and read, and certain words are always written the same way.
Comprehends and responds to fiction and non-fiction text.	Kindergartners demonstrate their understanding of what they hear by answering questions about the text, predicting what will happen next using pictures and content for guides, and retelling information from a story in sequence, adding more details and story elements over time.
WRITING	
Uses letter-like shapes, symbols, letters, and words to convey meaning.	Children begin using drawings to convey ideas, adding letters or words randomly to their written communication.

III Mathematical Thinking

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

IV Scientific Thinking

INQUIRY	
Seeks information through observation, exploration, and descriptive investigations.	As questions are raised, kindergartners seek answers primarily through exploration, manipulation, and careful observation using their senses.
Uses simple tools and equipment to extend the senses and gather data.	Although kindergartners begin to observe using their five senses, they are very intrigued with tools that extend the power of their senses and that they associate with grown-up activities. Scientific tools include magnifiers, gears and pulleys, calculators and computers, and simple balance scales and rulers.

PHYSICAL SCIENCE	
Identifies, describes, and compares properties of objects.	With prompts from the teacher, five year olds notice what things are made of and describe numerous attributes of objects including size, shape, color, texture, weight, temperature, whether objects are attracted or unaffected by magnets, and whether various objects sink or float.
LIFE SCIENCE	
Observes and describes characteristics, basic needs, and life cycles of living things.	Kindergartners can investigate the physical characteristics, basic needs, ways of moving, habitats, growth patterns, and life cycles of plants and animals common to their local area.

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.

V The Arts

EXPRESSION AND REPRESENTATION	
Participates in group music experiences.	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	
Responds to artistic creations or events	Kindergartners are able to appreciate the artistic creations of others, the skill of a dancer, or someone's ability to play a musical instrument.

VII Physical Development and Health

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

Based upon the Work Sampling System® by Rebus Inc./Pearson. All adaptations to Work Sampling System by the State of Maryland are the property of Rebus, Inc./Pearson

APPENDIX B

Introduction to Scoring

Presentation of School Readiness Information

Definitions

School Readiness Information for the:

- ❖ **State of Maryland**
- ❖ **24 Local School Systems**
- ❖ **Edison Schools**

Introduction to Scoring

The scoring of the 30 selected Work Sampling System (WSS) indicators for kindergarten, representing 7 curricular domains, was done by classroom teachers assigning one of three ratings, *Proficient*, *In Process* or *Needs Development*, in each of 4 indicators within six domains and 6 indicators within the domain, Language and Literacy. Thus a student would be evaluated as to readiness in 30 specific 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. The follow steps were taken to create a new scale that would allow some fluctuation in the scoring reliability and make the data easier to interpret.

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 values of 4 indicators from 6 of the domains and the values of 6 indicators from the domain *Language and Literacy*.
3. The sums were then divided into three readiness levels.

For *Language and Literacy* with 6 indicators:

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

For each of the 6 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 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.
5. A similar process allows for all indicator values to be summed across domains to create composite values. Three readiness levels are defined using the following values:
 - Full Readiness = sums of 71 through 90
 - Approaching Readiness = sums of 50 through 70
 - Developing Readiness = sums of 30 through 49

The school baseline information is being reported in terms of full, approaching, and developing readiness levels.

Presentation of School Readiness Baseline Information

The baseline information for the State of Maryland and each of the local school systems as well as the Edison Schools are provided on three charts and one table. In addition, local school systems received school readiness baseline information for each of their elementary schools.

The first chart provides the percentage of students for each readiness level in each of the seven domains as well as the composite of the domains. The bar graphs describe the percentages of entering kindergarten students whose scores fall into any of the three readiness levels (i.e., full, approaching, or developing readiness levels).

The second page with the table provides the disaggregation of the baseline 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 with limited English proficiency
- Students enrolled in the free and reduced priced meals program

The two charts on the third and fourth pages describe the *composite scores*, which appear on the right hand side of the previous table, and present them as bar graphs.

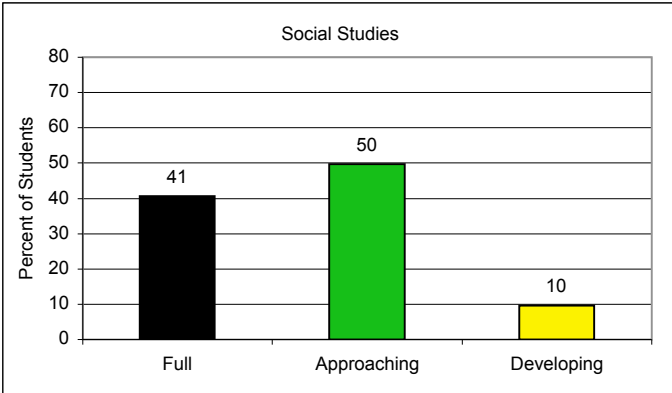
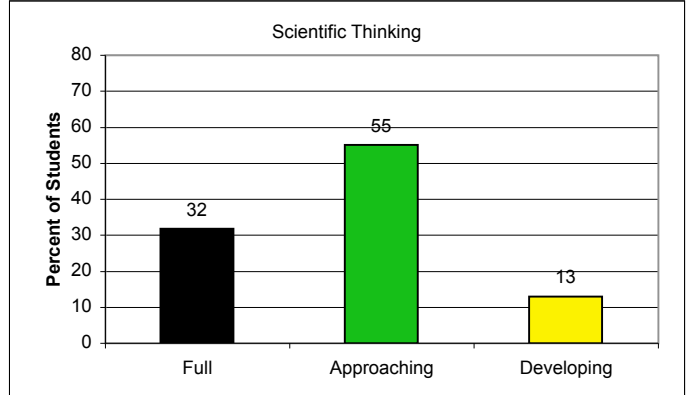
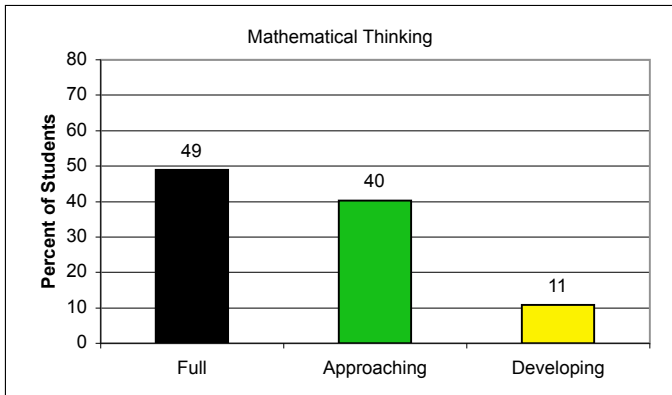
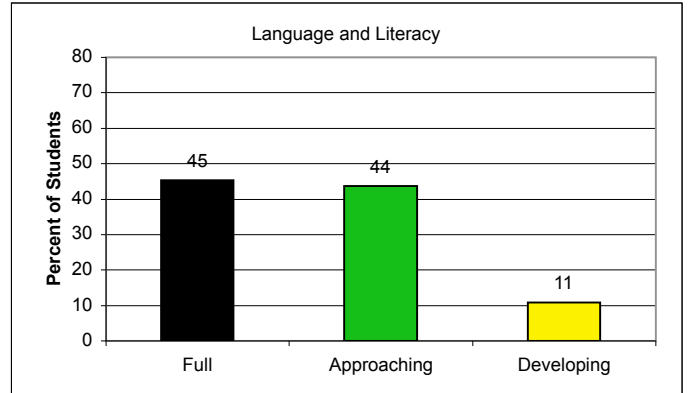
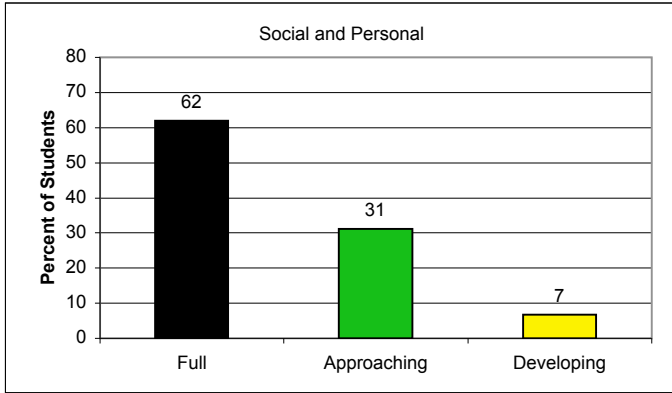
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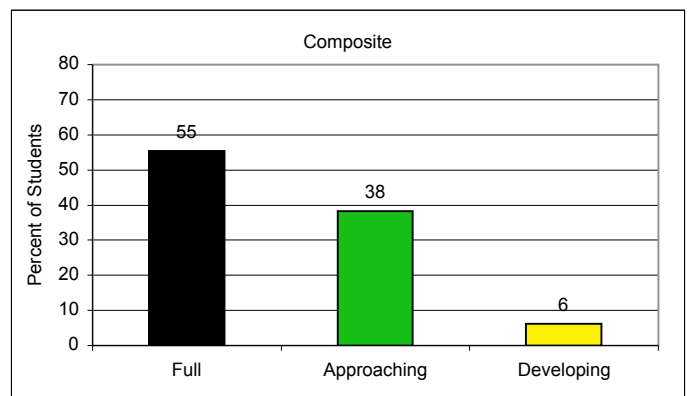
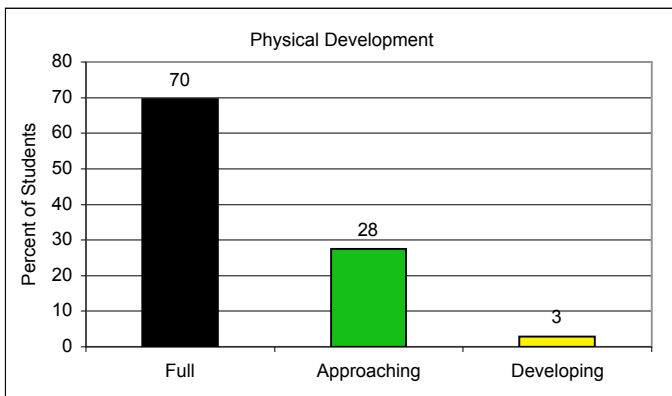
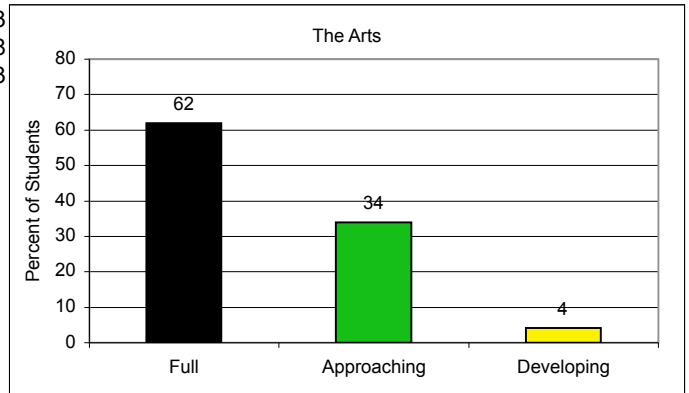
Definitions

- **Composite Score.** The ratings for the seven domains are combined to give an overall measure of school readiness.
- **Prior Care.** The categories of early care and education are considered as they impact on school readiness. 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 Department of Human Resources/Child Care Administration 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 Department of Human Resources/Child Care Administration.
 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 Department of Human Resources/Child Care Administration.
 5. **Non-Public Nursery School.** Pre-school programs with an "education" focus for 3 and 4 year olds; approved or exempted by the 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.
 - **Limited English Proficient (LEP).** 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 State Department of Agriculture (USDA) guidelines.

Maryland - Percentage of Kindergarten Students



40.63
49.68
9.693



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	59	32	9	40	48	12	46	41	14	29	56	15	39	53	8	62	33	5	69	28	3	51	41	8
Asian/Pacific Islander	71	24	4	54	36	9	60	33	7	36	53	11	44	46	10	64	33	4	78	20	2	64	31	5
African American	53	38	9	38	50	13	38	48	14	23	60	17	30	57	13	57	39	5	63	34	3	46	46	8
White	69	26	5	53	39	8	58	34	7	40	52	8	50	44	6	66	30	4	74	23	2	64	32	4
Hispanic	58	35	7	28	51	21	34	47	19	20	56	24	27	53	20	57	37	7	67	30	3	41	47	12
Gender																								
Male	54	36	9	41	46	13	47	41	12	31	55	14	38	51	11	55	40	6	64	32	4	50	42	8
Female	70	26	4	50	41	8	52	39	9	33	55	11	43	49	8	70	28	2	75	23	2	62	34	4
Prior Care																								
Child Care Center	61	32	7	51	42	8	55	38	8	35	55	10	44	49	7	65	32	3	71	26	2	59	36	4
Family Child Care	65	29	5	47	42	12	49	39	12	35	52	13	43	48	9	66	30	4	71	27	2	57	37	6
Head Start	52	38	10	34	51	15	38	47	15	23	60	18	29	57	14	57	37	6	65	31	4	45	47	9
Home / Informal Care	58	34	9	35	46	19	38	43	19	24	55	21	33	52	16	58	36	6	64	31	4	46	43	11
Non-public Nursery	76	21	3	63	33	3	67	29	3	48	48	5	59	38	3	72	26	2	81	18	1	74	25	1
Pre-Kindergarten	63	30	6	48	44	8	51	41	8	33	56	12	42	49	8	62	35	4	70	27	2	57	38	5
Special Education																								
Yes	45	39	16	26	51	24	33	46	21	20	54	26	28	50	22	47	43	10	50	39	11	35	48	17
No	63	30	6	47	43	10	50	40	10	33	55	12	42	50	9	63	33	4	71	27	2	57	38	5
Limited English Proficiency																								
Yes	58	34	8	27	49	24	33	46	21	19	54	28	26	52	23	56	37	7	68	29	3	40	47	12
No	62	31	7	47	43	10	50	40	10	33	55	12	42	49	9	62	34	4	70	28	3	57	38	6
Free and Reduced Price Meals																								
Yes	50	39	10	32	51	17	33	49	17	21	59	20	27	57	16	53	41	6	60	36	4	41	49	10
No	68	27	5	52	40	8	57	36	8	37	53	10	47	46	7	66	31	3	74	24	2	62	33	4
* = fewer than 5	May not total 100% due to rounding.																							

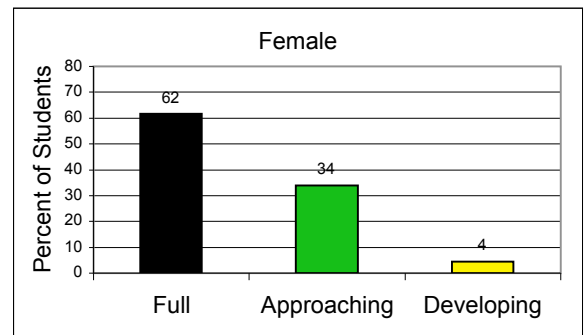
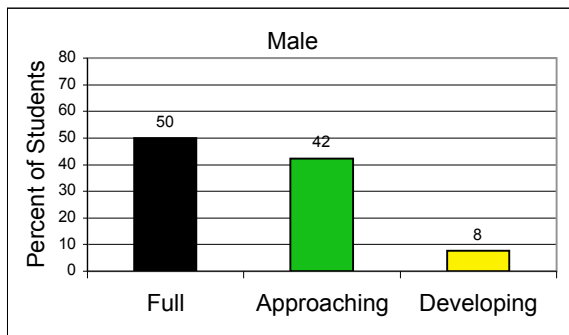
Maryland - Number of Kindergarten Students

	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	152	84	23	102	125	31	118	105	35	73	141	39	99	137	21	161	85	14	178	73	8	125	101	20
Asian/Pacific Islander	1,844	629	107	1,381	925	233	1,568	853	174	926	1,347	289	1,129	1,184	244	1,653	844	91	2,032	528	42	1,517	747	113
African American	9,708	7,051	1,721	6,903	9,069	2,339	7,114	8,942	2,597	4,292	11,075	3,129	5,564	10,532	2,312	10,495	7,217	837	11,709	6,329	623	7,787	7,926	1,348
White	17,522	6,666	1,253	13,399	9,836	1,958	14,970	8,808	1,896	10,178	13,140	2,103	12,747	11,119	1,476	16,992	7,682	900	19,101	5,974	617	15,326	7,565	969
Hispanic	2,402	1,447	304	1,159	2,096	884	1,422	1,971	805	810	2,340	1,002	1,094	2,205	828	2,373	1,526	277	2,801	1,249	143	1,605	1,821	451
Gender																								
Male	14,410	9,547	2,487	10,769	12,059	3,406	12,472	10,995	3,228	8,164	14,499	3,784	10,073	13,304	2,963	14,492	10,522	1,563	17,207	8,492	1,028	12,287	10,426	1,913
Female	17,391	6,410	939	12,298	10,117	2,063	12,859	9,791	2,306	8,183	13,700	2,827	10,671	12,005	1,945	17,347	6,920	578	18,796	5,744	418	14,210	7,832	1,007
Prior Care																								
Child Care Center	3,852	2,037	437	3,163	2,604	491	3,491	2,402	495	2,208	3,489	630	2,756	3,113	434	4,112	2,032	208	4,564	1,683	146	3,533	2,165	262
Family Child Care	1,886	841	156	1,332	1,191	336	1,421	1,133	343	1,010	1,500	362	1,232	1,370	266	1,893	874	114	2,053	767	70	1,563	1,004	169
Head Start	1,772	1,294	332	1,157	1,719	489	1,294	1,603	521	765	2,027	594	986	1,903	463	1,944	1,265	189	2,225	1,068	133	1,417	1,471	270
Home / Informal Care	5,947	3,466	886	3,566	4,717	1,944	3,981	4,485	1,931	2,457	5,651	2,202	3,355	5,296	1,613	6,010	3,669	647	6,670	3,258	463	4,492	4,140	1,053
Non-Public Nursery	6,122	1,704	211	5,043	2,656	257	5,460	2,380	279	3,825	3,829	381	4,703	3,086	232	5,851	2,072	153	6,568	1,477	69	5,556	1,858	108
Pre-Kindergarten	8,786	4,223	869	6,543	6,084	1,141	7,146	5,678	1,181	4,557	7,748	1,620	5,886	6,859	1,139	8,580	4,834	537	9,837	3,824	346	7,418	4,972	652
Special Education																								
Yes	1,664	1,452	574	937	1,863	863	1,240	1,702	778	742	1,997	966	1,015	1,848	825	1,742	1,593	387	1,889	1,455	397	1,207	1,651	566
No	29,015	13,941	2,775	21,348	19,472	4,475	23,193	18,314	4,630	14,885	25,239	5,555	18,943	22,597	3,992	28,879	15,348	1,694	32,829	12,309	1,011	24,305	16,034	2,290
Limited English Proficiency																								
Yes	2407	1414	340	1112	2050	983	1397	1948	864	770	2236	1155	1057	2149	936	2365	1544	283	2844	1220	136	1571	1835	485
No	28298	14025	3020	21188	19352	4360	23063	18119	4552	14873	25065	5374	18925	22352	3887	28280	15453	1804	31904	12596	1275	23963	15905	2372
Free and Reduced Price Meals																								
Yes	8,343	6,513	1,696	5,228	8,437	2,748	5,567	8,210	2,919	3,466	9,818	3,275	4,454	9,384	2,591	8,847	6,776	970	10,078	5,937	694	6,251	7,432	1,515
No	22,352	8,912	1,662	17,068	12,945	2,592	18,883	11,841	2,496	12,173	17,464	3,251	15,524	15,100	2,227	21,782	10,208	1,119	24,655	7,866	719	19,273	10,293	1,344
* = fewer than 5																								

Maryland 2003-2004

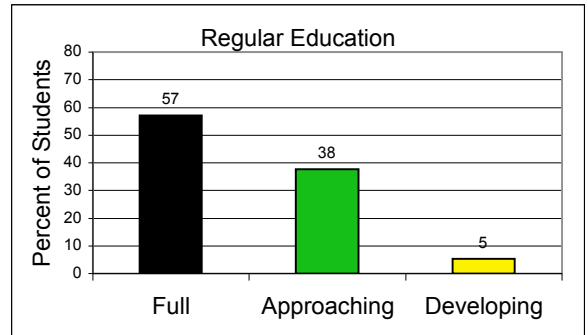
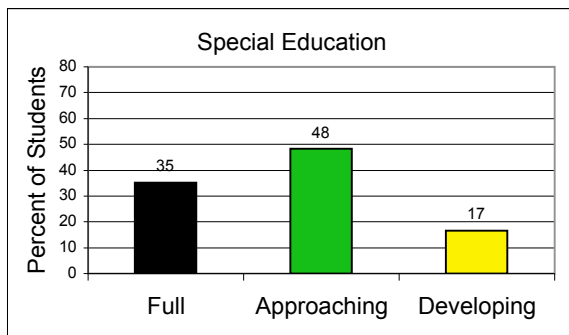
Disaggregated by Gender Composite Score

Entering Kindergarten



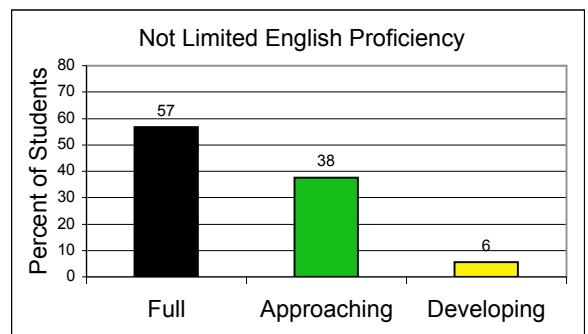
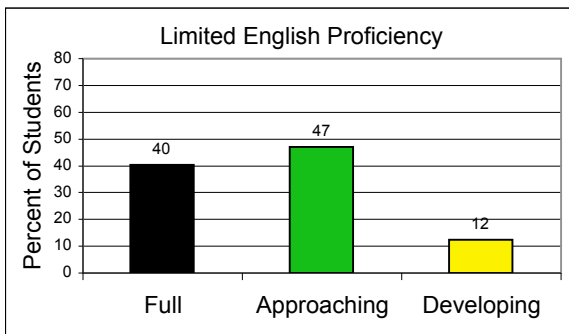
Disaggregated by Special Education Composite Score

Entering Kindergarten



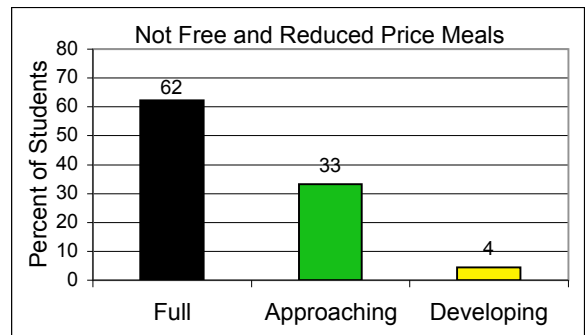
Disaggregated by Limited English Proficiency Composite Score

Entering Kindergarten



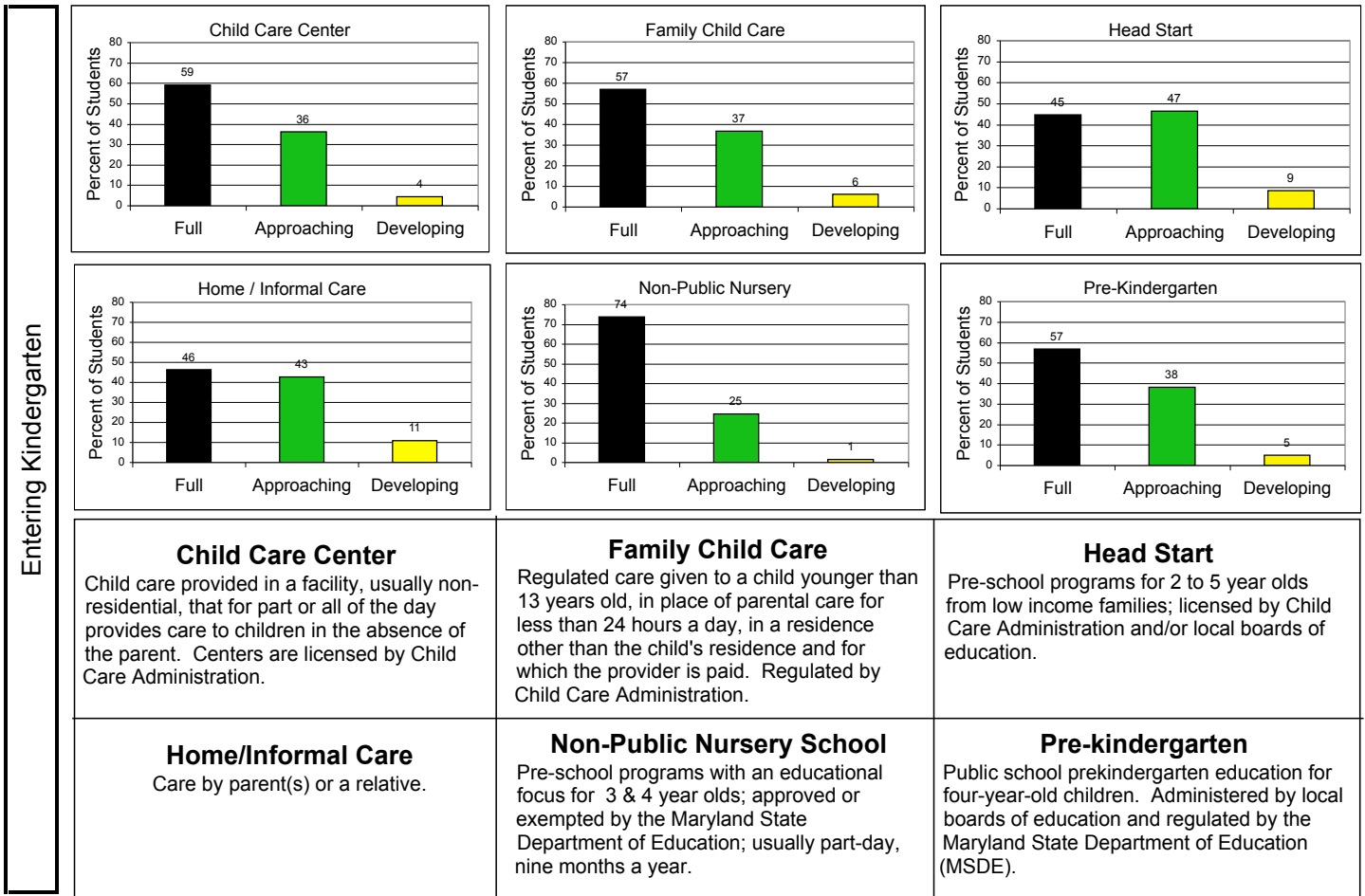
Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten

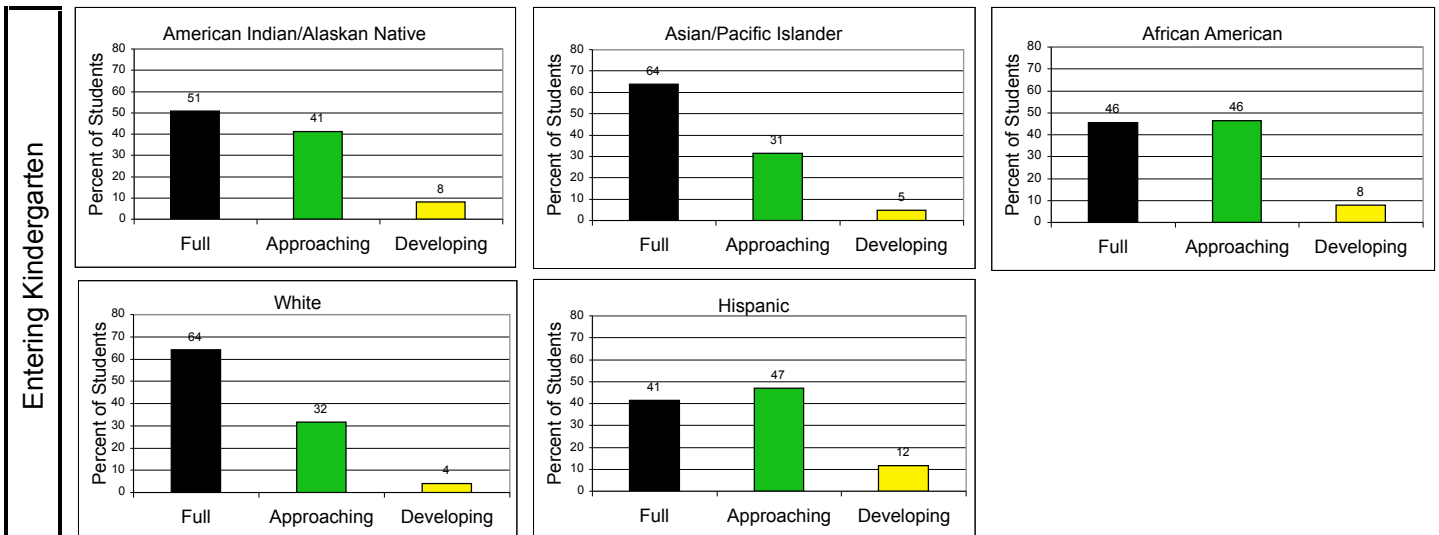


Maryland 2003-2004

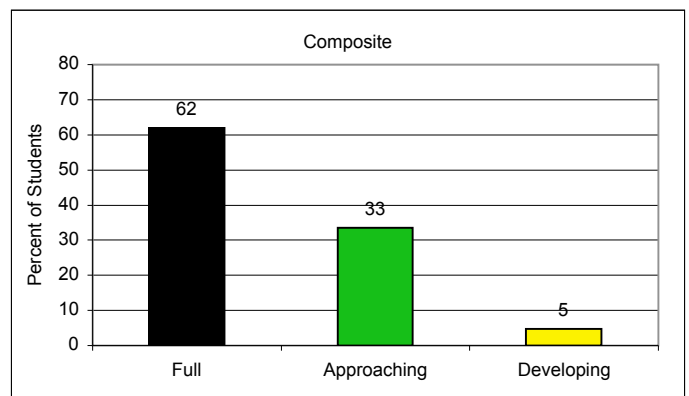
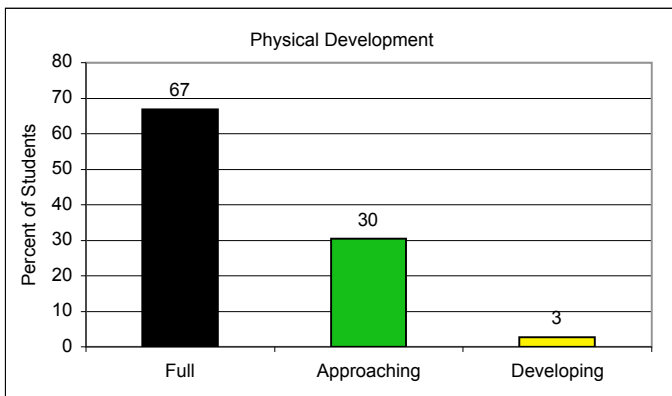
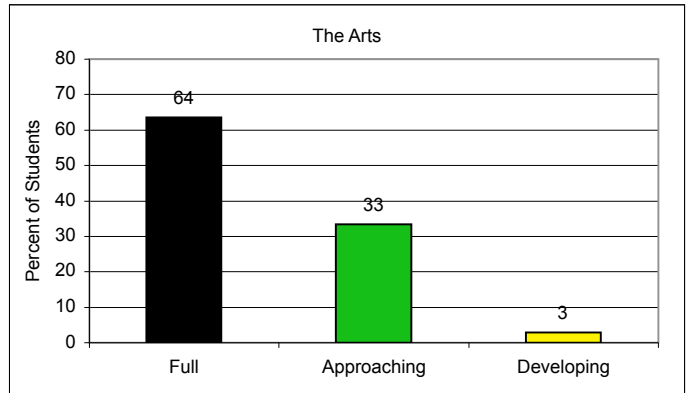
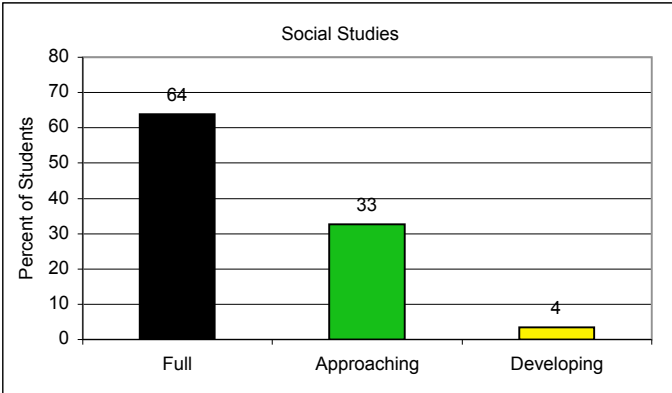
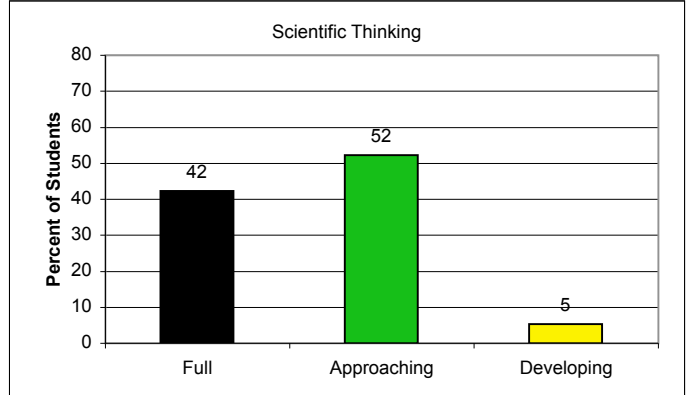
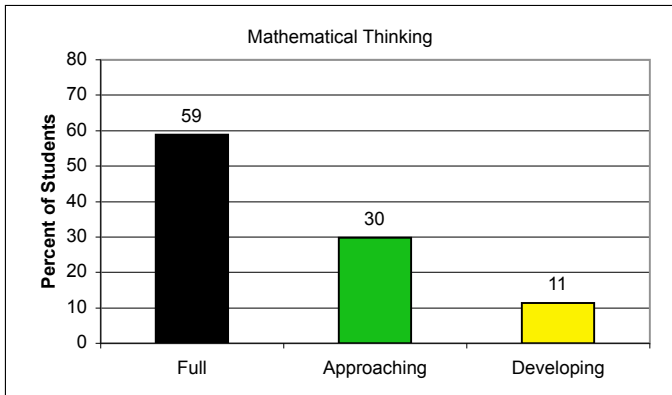
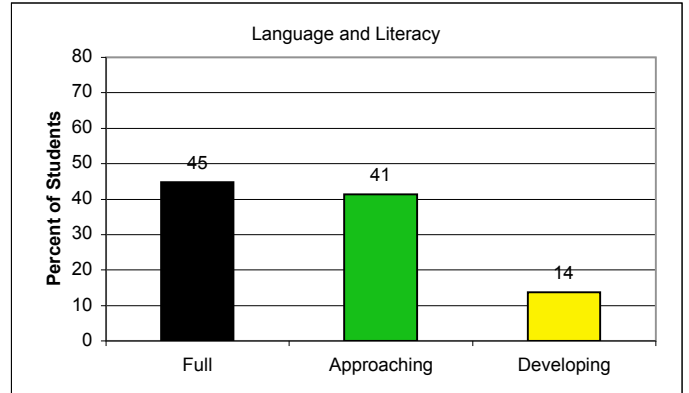
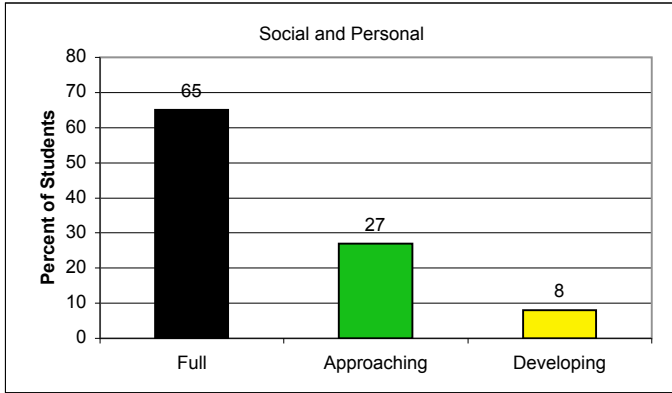
Disaggregated by Prior Care Composite Score



Disaggregated by Race / Ethnicity Composite Score



Allegany County - Percentage of Kindergarten Students



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	60	40	0	80	20	0	100	0	0	20	80	0	60	40	0	40	60	0	60	40	0	60	40	0
Asian/Pacific Islander	63	38	0	50	50	0	88	13	0	38	63	0	75	25	0	63	38	0	88	13	0	88	13	0
African American	77	14	9	49	37	14	63	17	20	54	43	3	69	26	6	60	34	6	77	23	0	69	26	6
White	64	28	8	44	42	14	58	31	11	42	53	6	63	33	3	64	33	3	66	31	3	61	34	5
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																								
Male	60	30	10	43	43	15	58	30	12	45	49	5	62	34	4	61	35	3	63	35	2	60	35	5
Female	71	24	5	47	40	13	60	29	11	39	56	5	66	32	3	66	32	2	72	25	3	64	32	4
Prior Care																								
Child Care Center	64	33	3	44	44	13	69	23	8	41	51	8	56	44	0	64	36	0	56	41	3	64	33	3
Family Child Care	67	29	5	38	43	19	52	29	19	48	48	5	67	29	5	81	14	5	76	19	5	67	24	10
Head Start	50	37	13	36	47	17	50	34	16	36	61	4	61	36	4	66	32	3	58	42	0	50	47	3
Home / Informal Care	62	28	10	30	42	28	43	37	20	29	59	11	58	32	10	66	28	6	61	35	4	51	41	9
Non-public Nursery	73	23	4	61	36	3	80	17	3	49	51	0	71	29	0	74	25	1	73	27	0	81	19	0
Pre-Kindergarten	70	22	8	52	38	10	61	31	9	49	46	5	68	29	3	61	36	3	73	23	4	65	30	5
Special Education																								
Yes	42	32	26	21	48	30	29	47	24	30	53	17	45	38	17	45	44	11	52	35	14	32	53	15
No	68	26	6	48	41	12	62	28	10	44	52	4	66	32	2	66	32	2	69	30	1	65	31	3
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	65	27	8	45	41	14	59	30	11	42	52	5	64	33	4	64	33	3	67	30	3	62	33	5
Free and Reduced Price Meals																								
Yes	60	28	12	37	43	20	47	36	17	39	52	8	60	35	5	60	36	5	63	33	4	53	39	7
No	72	25	3	55	39	6	74	22	4	46	52	1	69	30	1	68	31	1	71	28	1	73	26	1
* = fewer than 5																								
May not total 100% due to rounding.																								

Allegany County - Number of Kindergarten Students

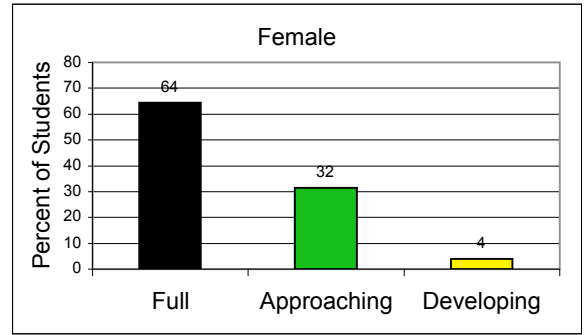
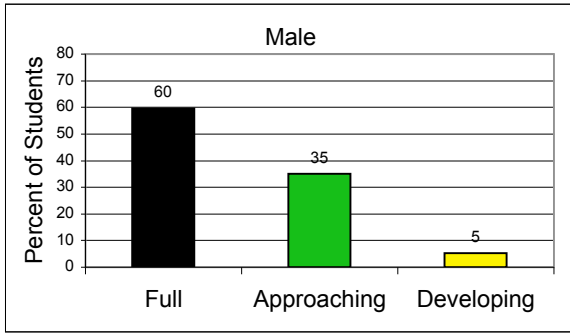
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	3	2	0	4	1	0	5	0	0	1	4	0	3	2	0	2	3	0	3	2	0	3	2	0
Asian/Pacific Islander	5	3	0	4	4	0	7	1	0	3	5	0	6	2	0	5	3	0	7	1	0	7	1	0
African American	27	5	3	17	13	5	22	6	7	19	15	1	24	9	2	21	12	2	27	8	0	24	9	2
White	369	158	47	254	239	81	332	178	64	240	301	32	363	191	20	367	191	16	377	179	17	349	196	27
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																								
Male	197	98	34	140	141	48	191	100	38	148	162	18	204	111	14	202	116	11	205	115	8	195	115	17
Female	209	70	16	140	117	38	176	86	33	116	164	15	194	93	8	195	93	7	211	75	9	190	93	12
Prior Care																								
Child Care Center	25	13	1	17	17	5	27	9	3	16	20	3	22	17	0	25	14	0	22	16	1	25	13	1
Family Child Care	14	6	1	8	9	4	11	6	4	10	10	1	14	6	1	17	3	1	16	4	1	14	5	2
Head Start	38	28	10	27	36	13	38	26	12	27	46	3	46	27	3	50	24	2	44	32	0	38	36	2
Home / Informal Care	49	22	8	24	33	22	34	29	16	23	47	9	46	25	8	52	22	5	48	28	3	40	32	7
Non-Public Nursery	78	25	4	65	39	3	86	18	3	52	55	0	76	31	0	79	27	1	78	29	0	87	20	0
Pre-Kindergarten	181	56	21	133	98	27	157	79	22	127	118	13	175	75	8	157	92	9	188	60	9	167	78	12
Special Education																								
Yes	28	21	17	14	32	20	19	31	16	20	35	11	30	25	11	30	29	7	34	23	9	21	35	10
No	378	147	33	266	226	66	348	155	55	244	291	22	368	179	11	367	180	11	382	167	8	364	173	19
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	406	168	50	280	258	86	367	186	71	264	326	33	398	204	22	397	209	18	416	190	17	385	208	29
Free and Reduced Price Meals																								
Yes	211	100	41	130	153	69	165	126	61	139	184	29	210	123	19	211	125	16	223	115	14	187	139	26
No	195	68	9	150	105	17	202	60	10	125	142	4	188	81	3	186	84	2	193	75	3	198	69	3

* = fewer than 5

Allegany County 2003-2004

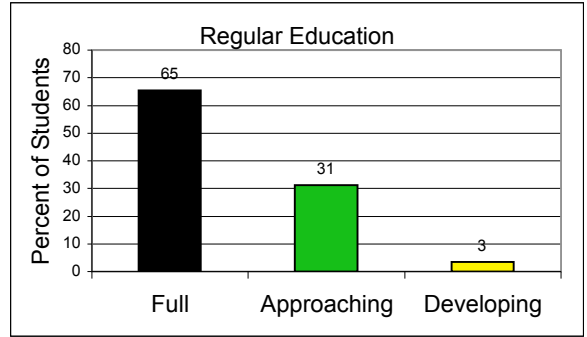
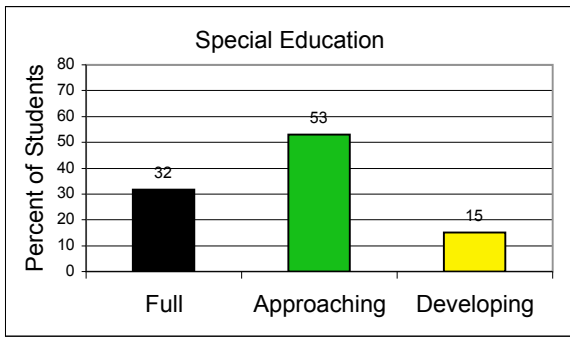
Disaggregated by Gender Composite Score

Entering Kindergarten



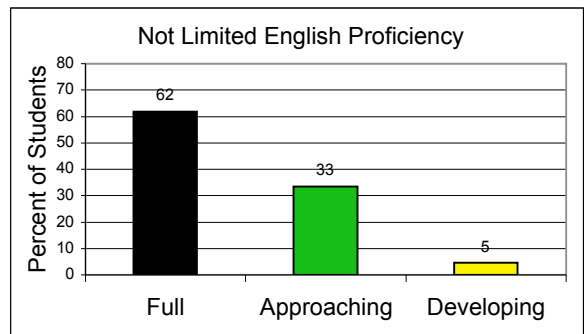
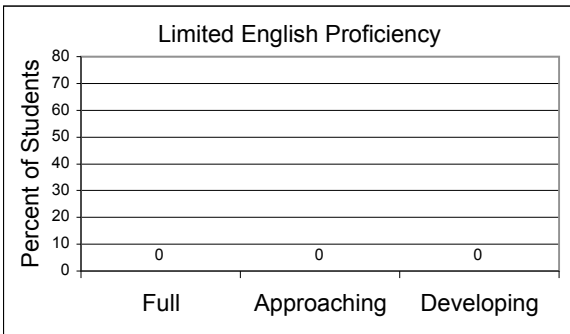
Disaggregated by Special Education Composite Score

Entering Kindergarten



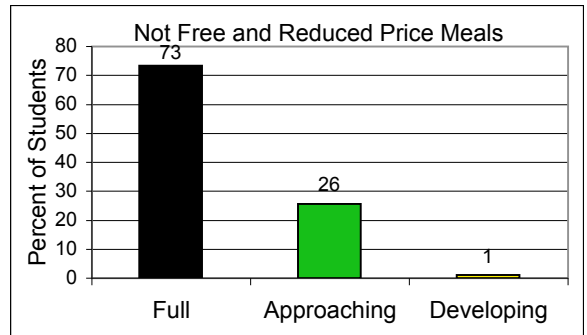
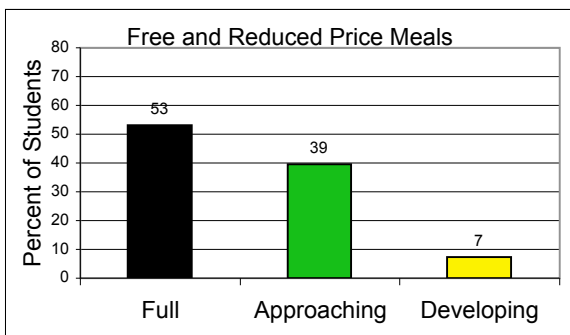
Disaggregated by Limited English Proficiency Composite Score

Entering Kindergarten



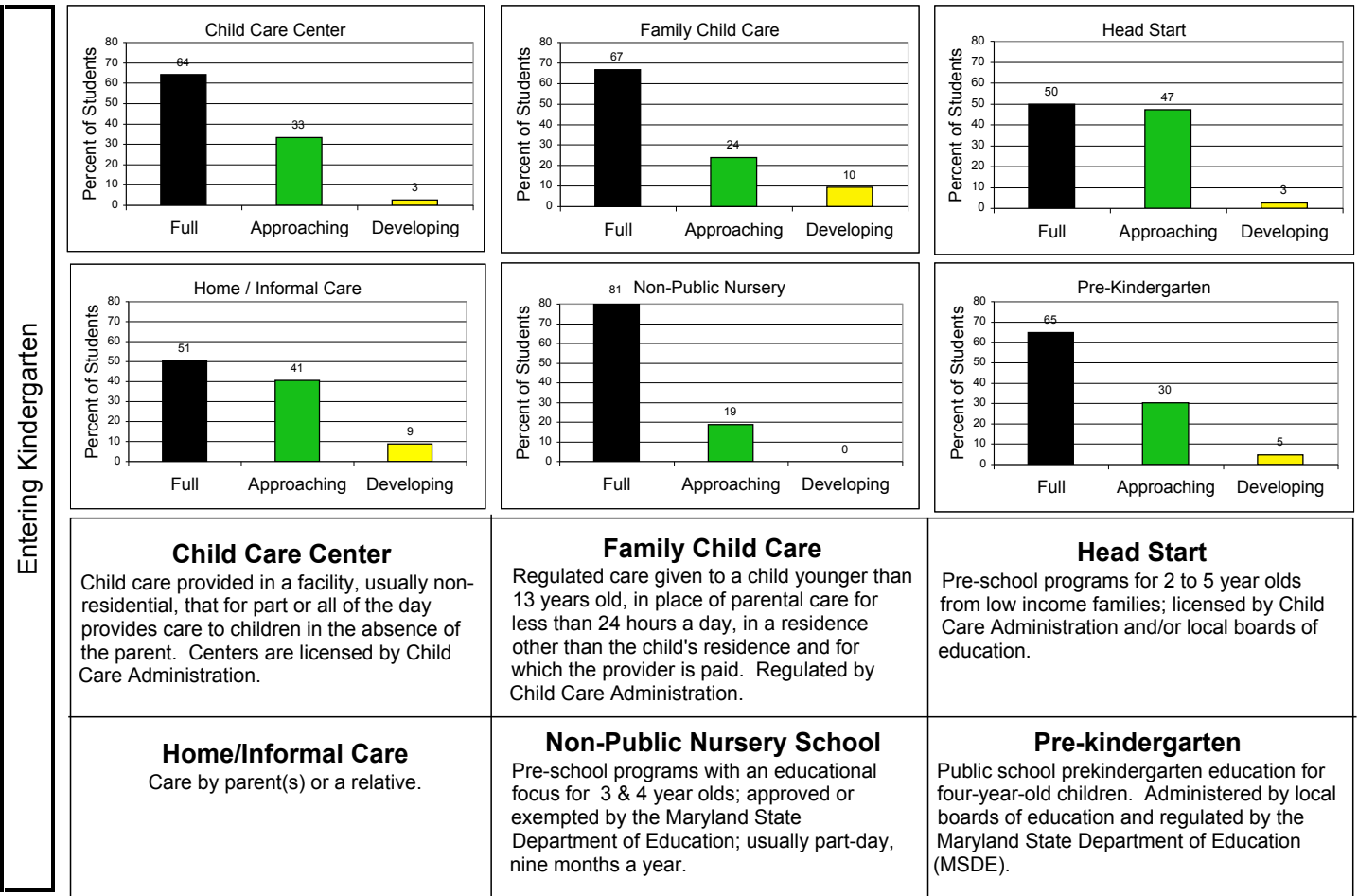
Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten

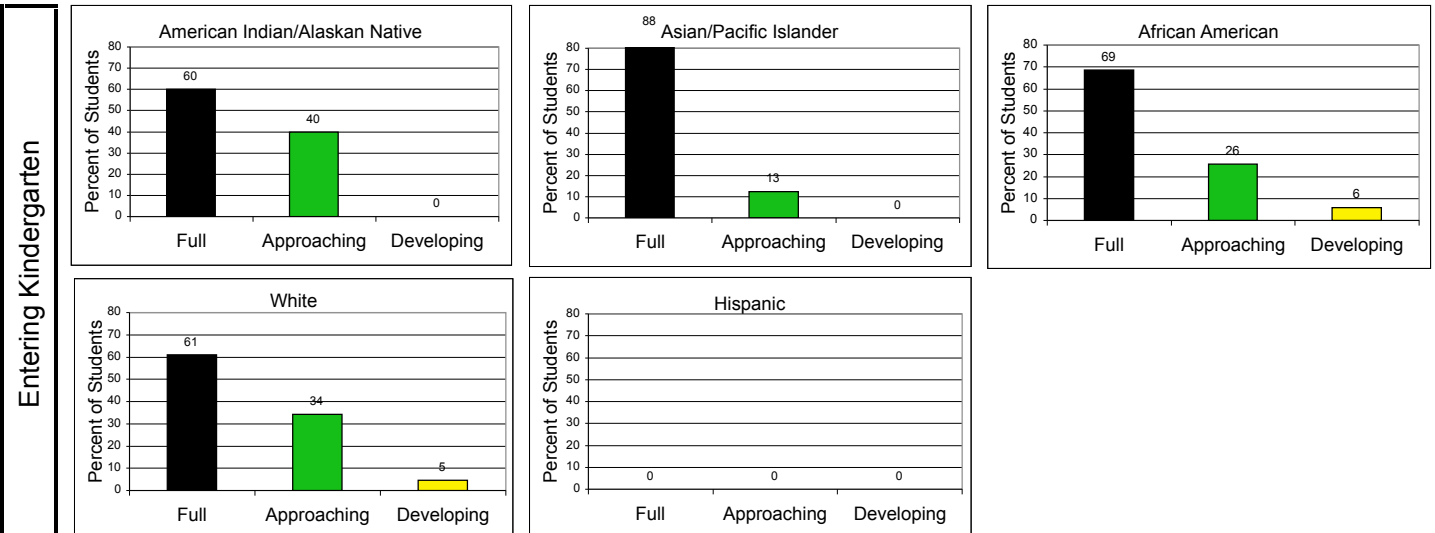


Allegany County 2003-2004

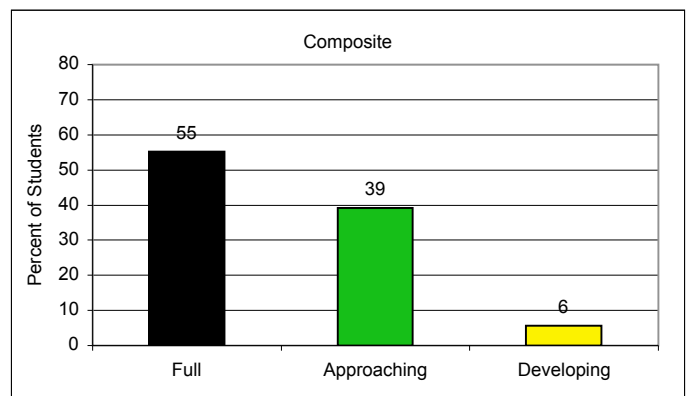
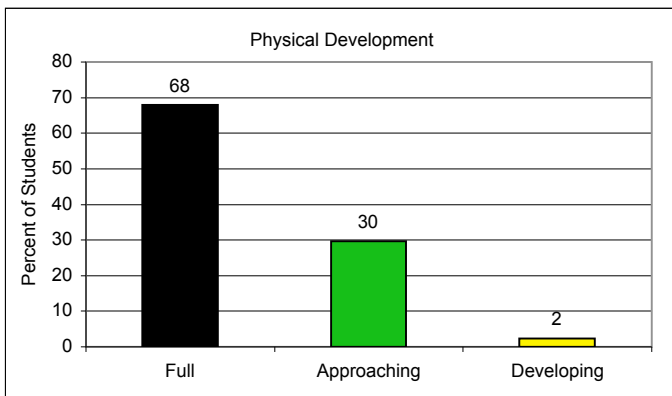
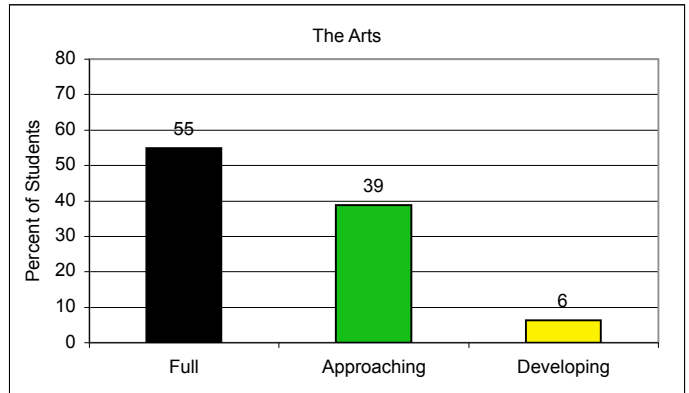
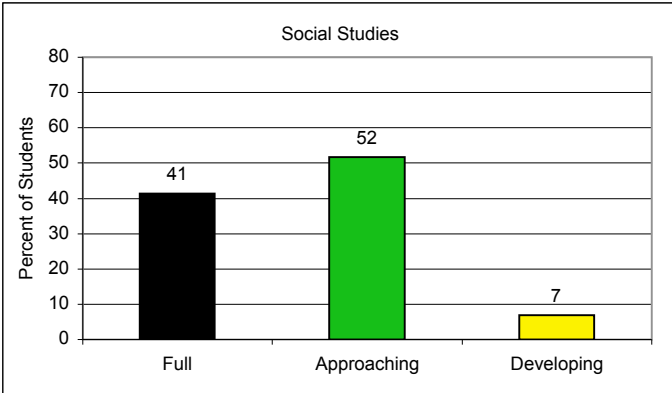
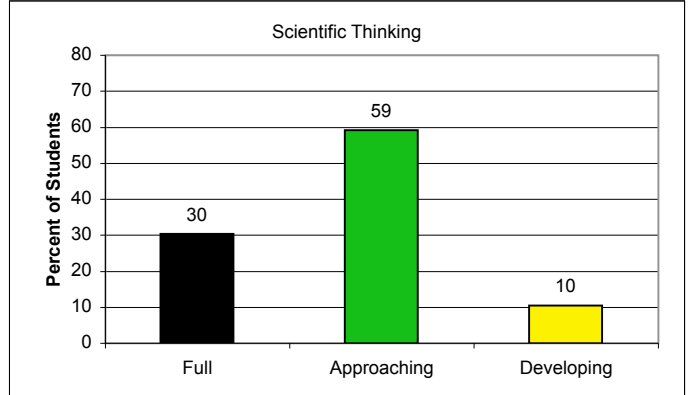
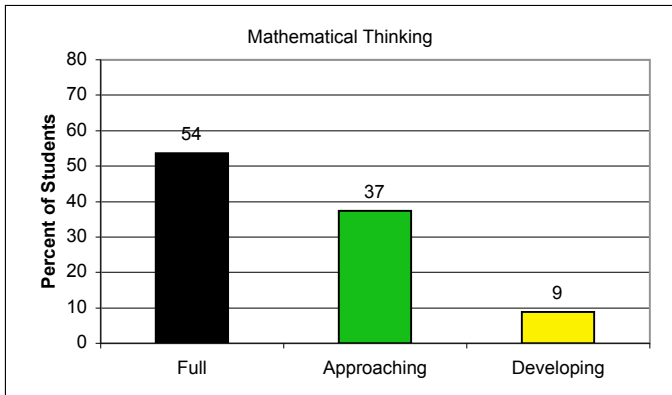
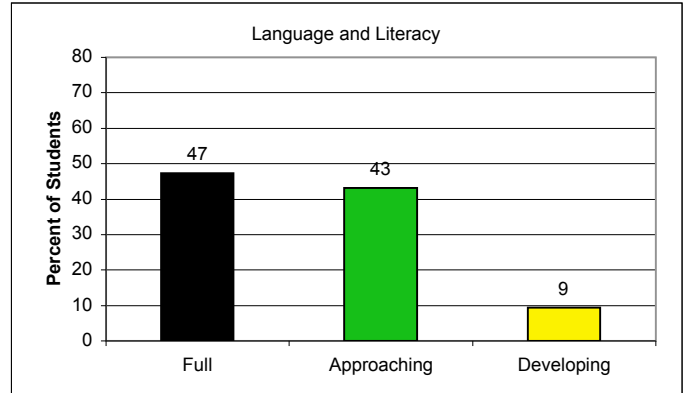
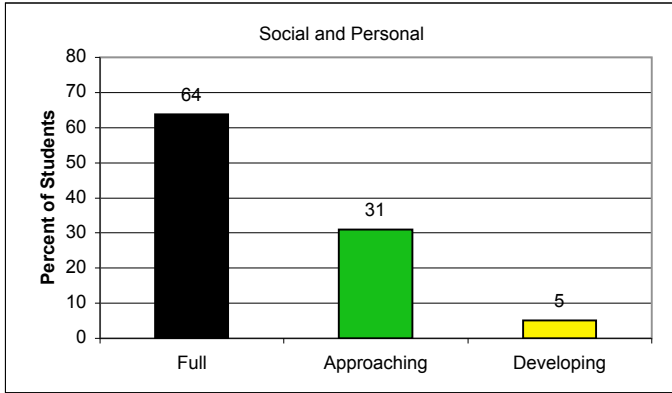
Disaggregated by Prior Care Composite Score



Disaggregated by Race / Ethnicity Composite Score



Anne Arundel County - Percentage of Kindergarten Students



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	29	8	42	42	16	45	34	21	22	65	14	35	54	11	53	34	13	68	32	0	50	33	17
Asian/Pacific Islander	77	21	2	55	38	7	61	33	6	27	64	9	41	52	7	58	39	3	76	24	1	65	32	3
African American	53	39	8	35	50	15	39	45	17	20	62	18	29	59	12	47	44	8	61	36	3	41	48	11
White	67	29	4	52	41	7	59	35	6	34	58	8	46	49	5	57	37	6	70	28	2	60	36	4
Hispanic	59	35	5	28	52	20	36	42	22	21	57	23	29	54	17	47	42	11	65	33	3	40	47	13
Gender																								
Male	55	37	7	42	46	11	51	39	10	29	60	12	38	53	9	46	46	9	61	36	3	49	44	7
Female	73	24	3	53	40	7	57	35	8	32	59	9	45	50	5	65	31	3	76	23	2	62	34	4
Prior Care																								
Child Care Center	60	34	6	48	44	8	52	41	7	29	63	8	39	56	4	53	42	5	66	31	4	52	45	4
Family Child Care	63	33	4	41	48	11	48	42	10	30	60	11	38	54	8	56	37	7	62	36	2	47	48	5
Head Start	45	40	14	26	53	21	33	46	21	18	63	19	25	62	13	36	46	17	58	38	4	33	52	15
Home / Informal Care	59	35	6	36	48	16	43	42	15	24	59	17	33	56	11	52	40	8	59	37	4	45	46	9
Non-public Nursery	74	23	2	64	33	2	69	29	2	45	53	3	58	41	1	66	31	3	77	23	1	73	26	1
Pre-Kindergarten	61	33	6	45	46	9	54	37	9	24	63	13	36	55	9	52	41	7	70	28	2	53	41	7
Special Education																								
Yes	44	43	14	21	58	21	32	48	20	18	59	23	24	48	27	41	46	13	44	47	9	31	52	17
No	65	30	4	50	42	8	55	37	8	32	59	9	43	52	5	56	38	6	70	28	2	57	38	5
Limited English Proficiency																								
Yes	66	32	2	22	57	20	30	44	26	9	63	29	23	63	14	47	45	7	78	16	5	36	57	6
No	64	31	5	48	43	9	54	37	9	31	59	10	42	52	7	55	39	6	68	30	2	56	39	6
Free and Reduced Price Meals																								
Yes	52	38	10	30	54	16	41	44	16	17	65	18	26	61	13	42	48	10	60	36	4	39	50	10
No	66	30	4	50	42	8	56	36	8	32	58	9	44	50	6	57	37	6	69	29	2	58	37	5
* = fewer than 5	May not total 100% due to rounding.																							

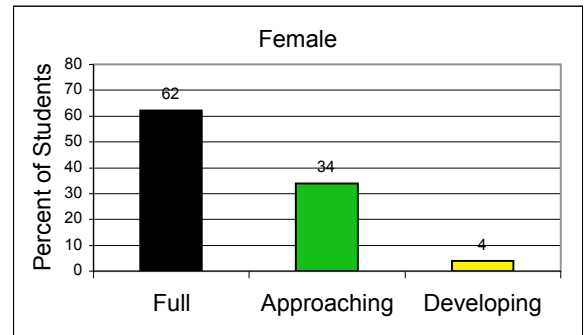
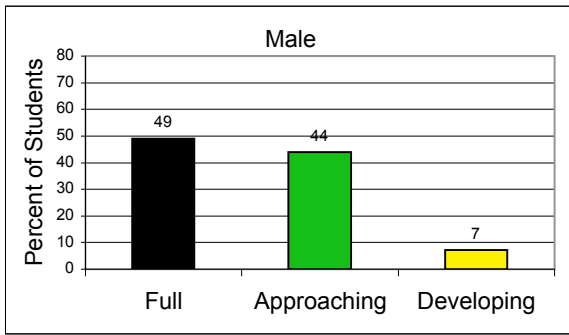
Anne Arundel County - Number of Kindergarten Students

	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	24	11	3	16	16	6	17	13	8	8	24	5	13	20	4	20	13	5	26	12	0	18	12	6
Asian/Pacific Islander	115	32	3	81	56	11	93	50	9	40	94	13	62	78	11	88	59	4	115	36	1	91	45	4
African American	487	356	77	320	452	134	357	412	156	186	563	164	268	546	108	436	406	77	560	333	30	354	413	90
White	2,172	949	141	1,662	1,315	235	1,942	1,171	192	1,117	1,905	247	1,497	1,610	158	1,878	1,216	182	2,303	921	75	1,823	1,110	113
Hispanic	132	79	12	61	113	43	81	94	49	46	126	51	65	121	37	105	94	24	144	73	6	83	97	26
Gender																								
Male	1,336	895	179	1,002	1,107	273	1,241	963	238	691	1,434	280	922	1,291	208	1,100	1,100	215	1,489	871	77	1,100	986	160
Female	1,601	534	57	1,143	849	156	1,257	778	176	708	1,285	199	987	1,090	109	1,433	691	77	1,667	505	35	1,274	694	79
Prior Care																								
Child Care Center	371	213	39	293	267	49	327	256	43	176	390	51	245	352	27	330	260	29	409	190	23	298	257	21
Family Child Care	172	91	10	111	129	30	131	115	27	80	161	29	102	147	21	153	101	19	168	99	5	120	122	12
Head Start	74	66	23	42	85	33	54	75	35	28	98	30	40	99	21	59	75	28	95	62	7	49	76	22
Home / Informal Care	719	423	68	428	576	187	535	515	184	297	724	204	396	684	134	638	488	99	731	460	45	510	513	104
Non-Public Nursery	1,062	334	31	902	466	35	1,003	414	31	639	756	39	831	592	18	944	448	41	1,108	330	9	967	351	12
Pre-Kindergarten	589	317	57	427	438	87	525	358	88	234	603	123	343	533	88	502	393	69	680	269	21	480	371	60
Special Education																								
Yes	153	149	48	74	202	75	115	170	70	63	208	82	86	170	96	145	161	47	156	166	33	101	172	57
No	2,784	1,279	188	2,070	1,754	353	2,383	1,570	344	1,337	2,508	398	1,822	2,211	221	2,387	1,630	245	3,000	1,209	79	2,272	1,507	182
Limited English Proficiency																								
Yes	37	18	1	12	31	11	17	25	15	5	35	16	13	35	8	26	25	4	43	9	3	17	27	3
No	2,900	1,411	235	2,132	1,926	417	2,481	1,716	399	1,395	2,682	464	1,895	2,347	309	2,507	1,766	288	3,113	1,367	109	2,356	1,653	236
Free and Reduced Price Meals																								
Yes	312	228	57	174	317	93	243	263	93	101	382	104	154	357	79	252	283	59	360	215	25	218	278	56
No	2,623	1,200	179	1,969	1,638	335	2,253	1,477	321	1,299	2,332	376	1,752	2,024	238	2,281	1,506	232	2,794	1,160	87	2,153	1,401	183
* = fewer than 5																								

Anne Arundel County 2003-2004

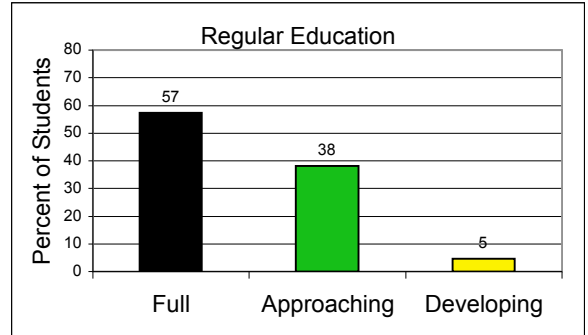
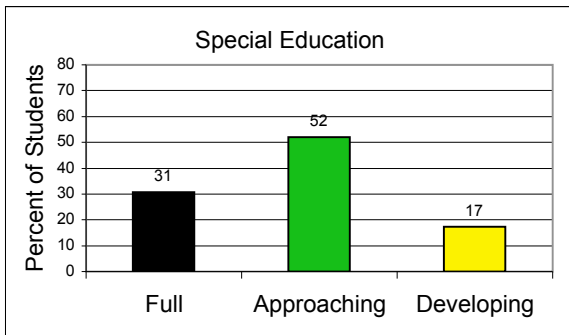
Disaggregated by Gender Composite Score

Entering Kindergarten



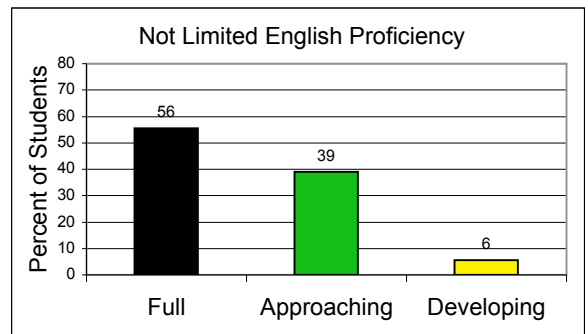
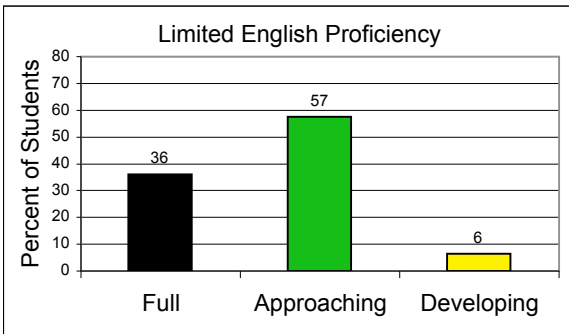
Disaggregated by Special Education Composite Score

Entering Kindergarten



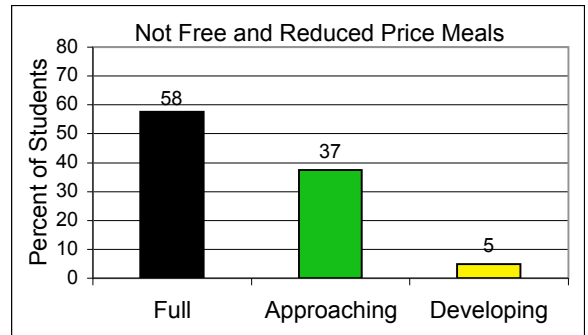
Disaggregated by Limited English Proficiency Composite Score

Entering Kindergarten



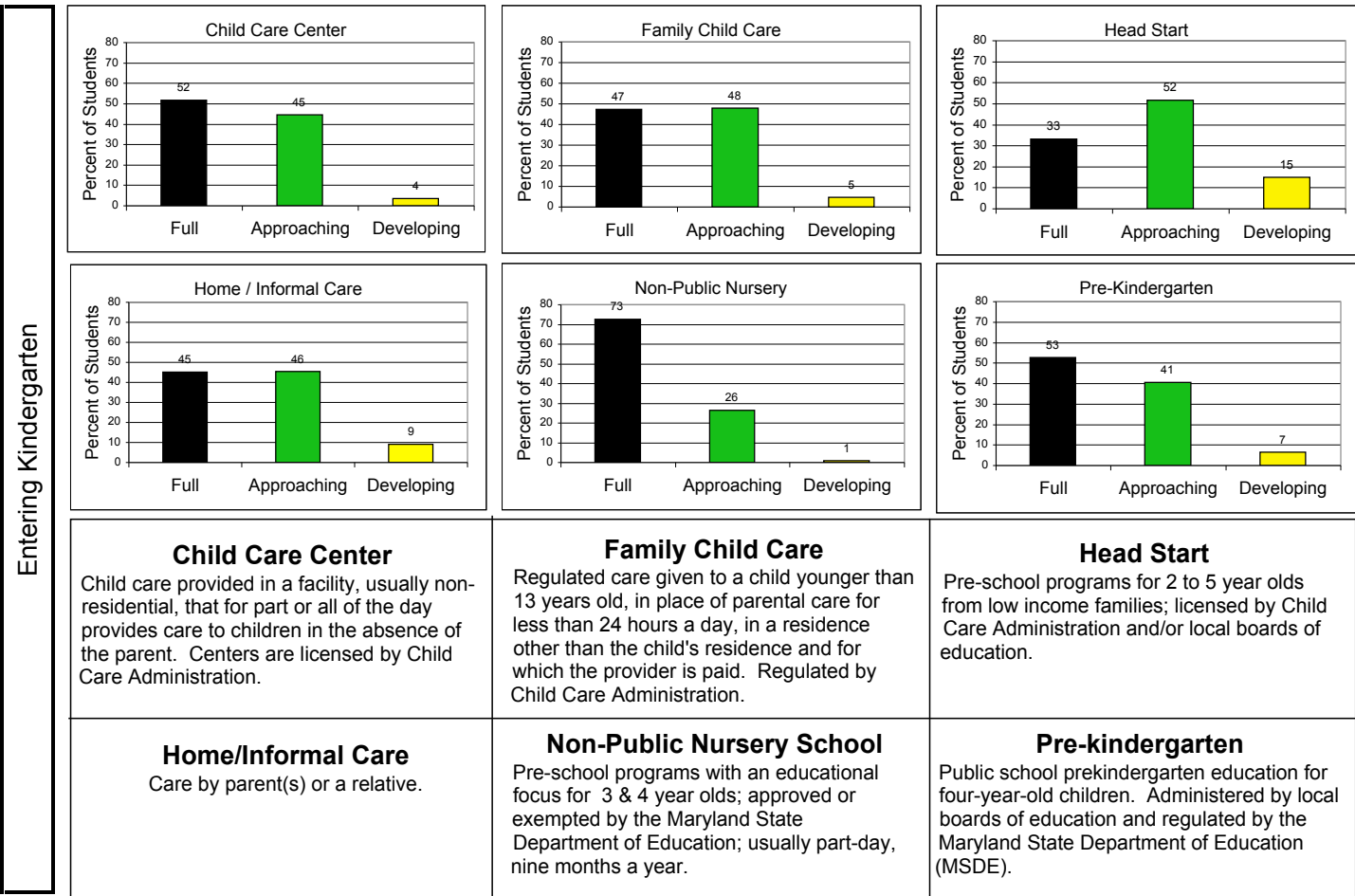
Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten

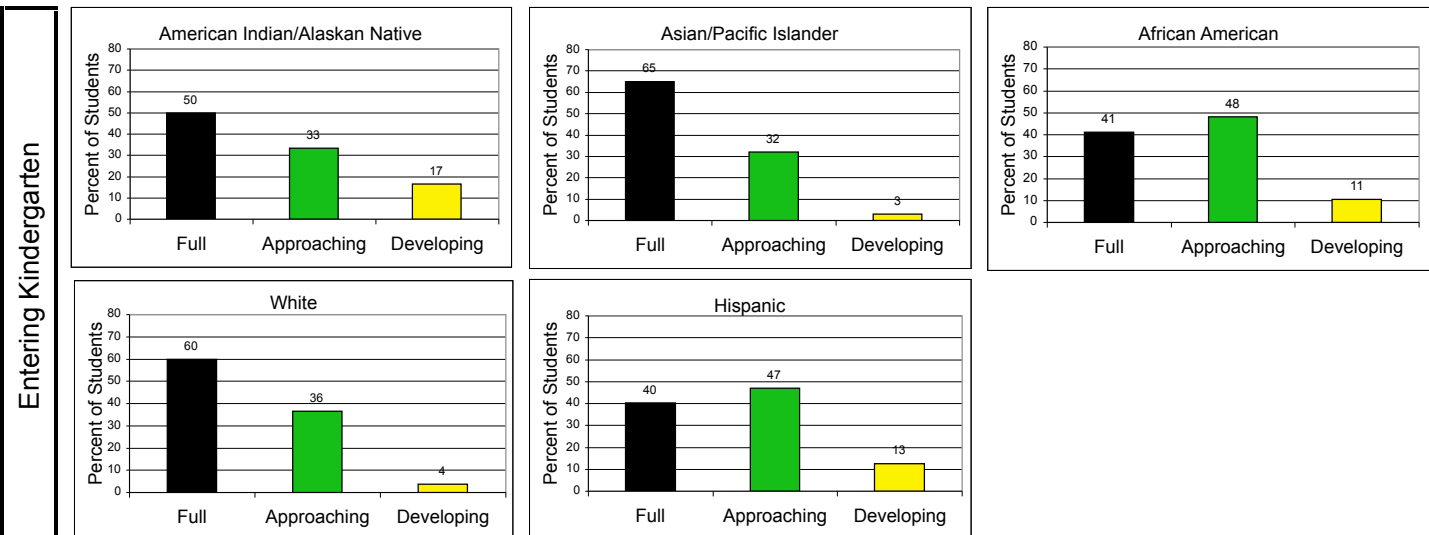


Anne Arundel County 2003-2004

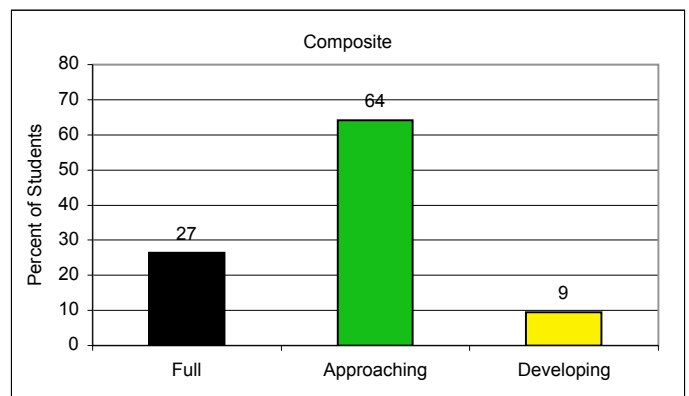
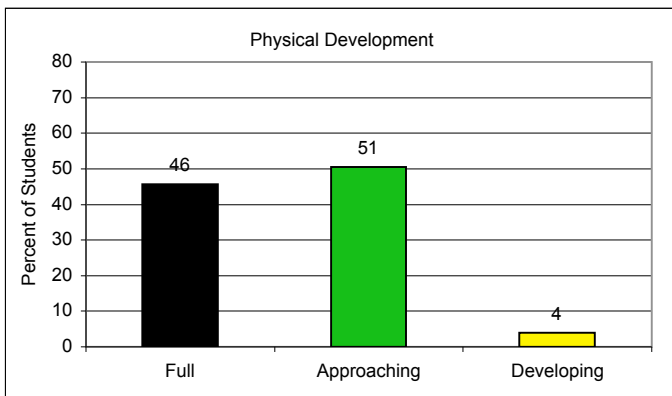
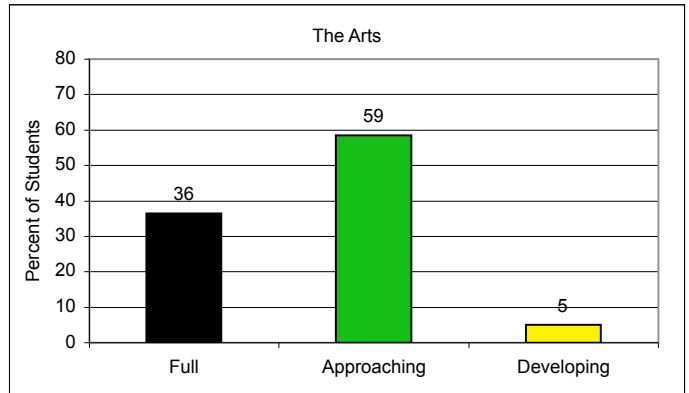
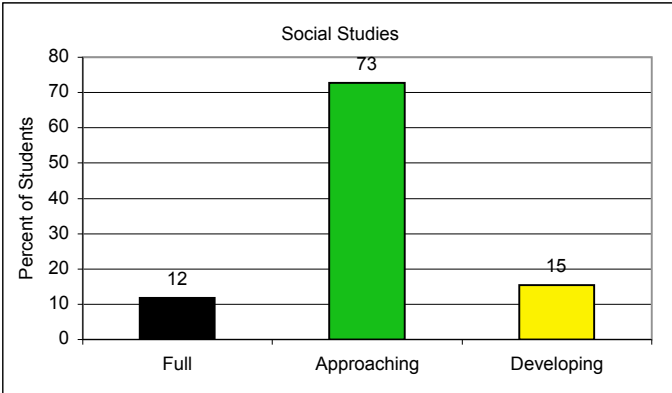
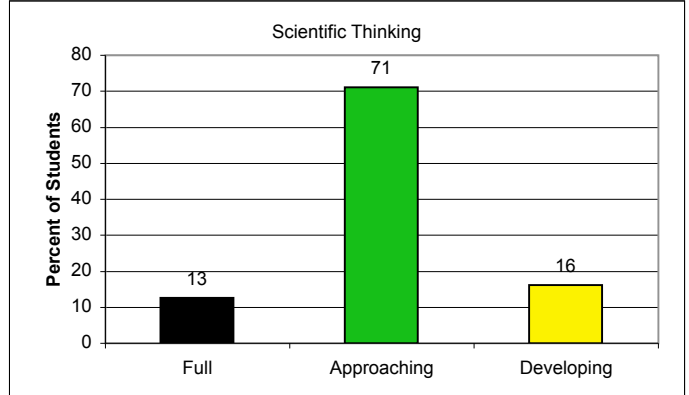
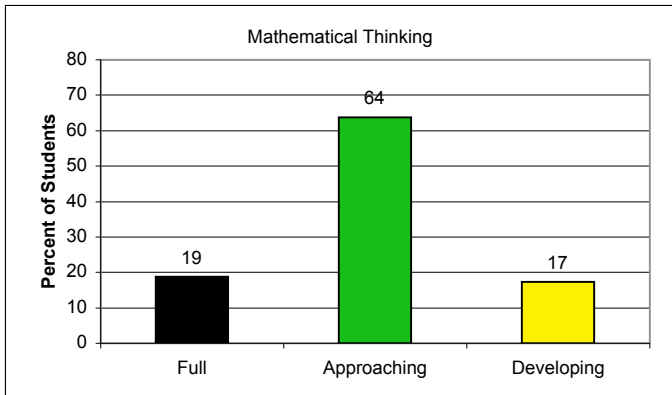
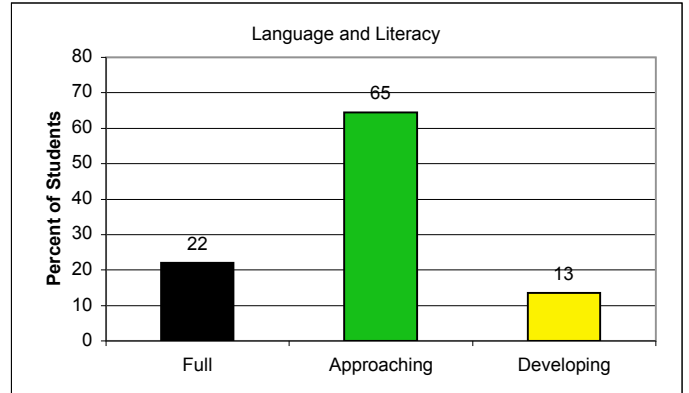
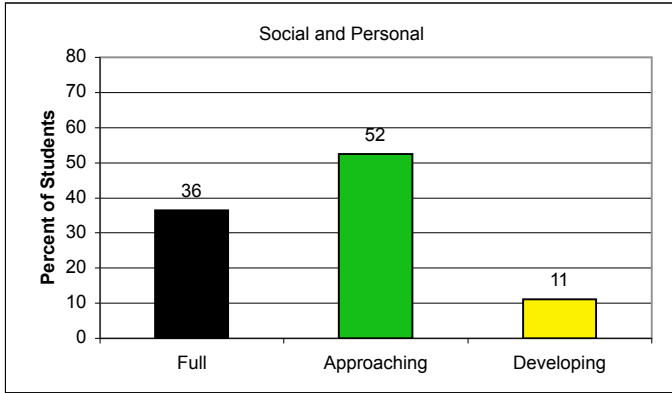
Disaggregated by Prior Care Composite Score



Disaggregated by Race / Ethnicity Composite Score



Baltimore City - Percentage of Kindergarten Students



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	42	42	17	8	75	17	0	83	17	0	83	17	0	92	8	8	75	17	50	50	0	8	75	17
Asian/Pacific Islander	40	54	6	15	72	13	15	71	15	8	81	10	4	82	14	23	73	4	51	49	0	29	67	5
African American	37	52	11	23	64	13	19	63	17	13	71	16	12	73	15	38	57	4	47	49	4	28	63	9
White	31	57	13	20	65	15	16	65	19	12	69	19	10	70	20	25	65	10	34	61	5	21	66	13
Hispanic	34	57	9	15	66	20	11	65	24	5	75	21	5	77	19	33	60	7	46	50	4	14	75	11
Gender																								
Male	29	55	16	18	66	16	16	65	19	12	70	18	10	72	18	31	63	6	41	54	5	21	68	12
Female	44	50	6	26	63	11	21	63	16	14	72	14	13	74	13	42	54	4	50	47	2	32	61	7
Prior Care																								
Child Care Center	28	62	11	17	73	10	16	69	15	10	76	14	11	75	13	33	64	3	42	55	3	21	73	7
Family Child Care	19	73	8	10	74	16	5	75	20	1	84	15	6	80	14	31	68	1	45	55	0	13	81	6
Head Start	33	56	11	22	67	11	16	65	19	11	71	18	12	73	15	36	61	3	46	51	3	27	66	7
Home / Informal Care	38	47	15	20	60	20	19	58	23	12	66	23	11	67	22	39	52	8	47	45	8	27	58	15
Non-public Nursery	38	55	8	30	62	8	22	74	4	20	78	2	15	79	5	27	73	0	47	53	0	34	63	4
Pre-Kindergarten	41	50	9	26	65	9	24	64	12	15	72	14	14	72	13	38	57	5	50	48	3	31	61	8
Special Education																								
Yes	25	52	23	9	63	28	9	61	30	7	60	33	6	64	30	25	64	11	33	56	11	13	67	21
No	37	52	10	23	65	12	20	64	16	13	72	15	12	73	14	37	58	5	47	50	3	28	64	8
Limited English Proficiency																								
Yes	63	25	13	18	76	6	24	71	6	6	41	53	12	65	24	24	71	6	41	53	6	19	75	6
No	36	53	11	22	64	14	19	64	17	13	71	16	12	73	15	37	58	5	46	50	4	27	64	9
Free and Reduced Price Meals																								
Yes	36	53	12	21	65	14	18	64	18	12	71	17	11	72	16	37	58	5	45	51	4	26	64	10
No	40	51	9	26	64	10	23	64	13	15	72	13	14	75	11	36	60	4	47	50	3	29	64	7
* = fewer than 5	May not total 100% due to rounding.																							

Baltimore City - Number of Kindergarten Students

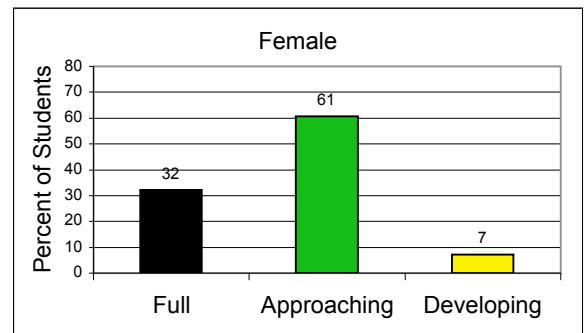
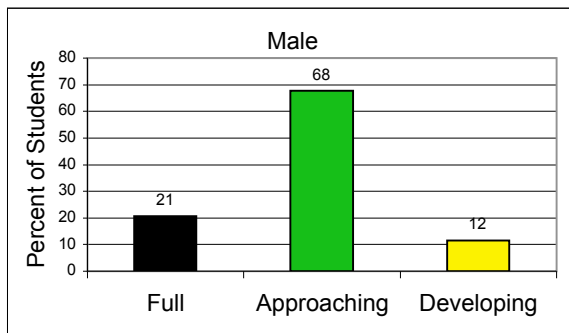
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	5	5	2	1	9	2	0	10	2	0	10	2	0	11	1	1	9	2	6	6	0	1	9	2
Asian/Pacific Islander	20	27	3	7	34	6	7	34	7	4	39	5	2	41	7	11	35	2	26	25	0	12	28	2
African American	1,673	2,335	502	1,004	2,859	580	883	2,879	773	591	3,216	715	551	3,259	664	1,722	2,584	193	2,140	2,244	170	1,074	2,465	346
White	175	322	71	108	358	85	90	373	108	67	390	107	56	389	109	138	366	57	196	348	31	101	321	63
Hispanic	43	72	11	19	84	25	14	83	30	6	94	26	6	98	24	43	77	9	58	64	5	16	86	13
Gender																								
Male	751	1,417	425	454	1,688	418	420	1,690	501	304	1,836	470	264	1,844	461	796	1,628	164	1,080	1,415	140	465	1,523	262
Female	1,164	1,345	165	685	1,656	281	574	1,689	420	364	1,913	386	351	1,954	345	1,119	1,443	100	1,345	1,273	67	738	1,387	165
Prior Care																								
Child Care Center	57	127	22	34	148	21	32	142	31	20	154	28	23	152	27	66	128	7	88	114	6	37	131	12
Family Child Care	14	54	6	7	54	12	4	56	15	1	62	11	4	57	10	23	51	1	34	41	0	9	55	4
Head Start	144	247	49	97	290	46	69	280	83	48	310	81	54	318	64	157	263	14	204	224	11	105	260	28
Home / Informal Care	457	568	180	241	709	233	226	702	282	142	790	271	133	805	260	473	626	99	568	551	96	286	609	156
Non-Public Nursery	35	51	7	28	57	7	20	69	4	18	72	2	14	73	5	25	66	0	44	50	0	27	50	3
Pre-Kindergarten	597	739	129	369	932	131	353	938	180	214	1,054	204	206	1,048	194	549	834	69	731	697	38	393	786	101
Special Education																								
Yes	100	207	93	34	251	111	37	243	119	29	243	134	23	256	119	100	257	45	135	229	43	45	233	72
No	1,816	2,552	497	1,105	3,091	588	957	3,134	802	639	3,504	722	592	3,540	687	1,815	2,812	219	2,291	2,456	164	1,159	2,674	355
Limited English Proficiency																								
Yes	10	4	2	3	13	1	4	12	1	1	7	9	2	11	4	4	12	1	7	9	1	3	12	1
No	1905	2756	588	1135	3330	698	989	3366	920	666	3741	847	612	3786	802	1910	3058	263	2418	2677	206	1200	2896	426
Free and Reduced Price Meals																								
Yes	1,509	2,238	499	880	2,703	602	761	2,721	786	515	3,011	724	472	3,036	687	1,547	2,464	220	1,943	2,169	175	946	2,343	363
No	403	517	90	257	635	94	231	652	132	153	729	130	142	756	116	364	600	44	478	513	32	255	561	63

* = fewer than 5

Baltimore City 2003-2004

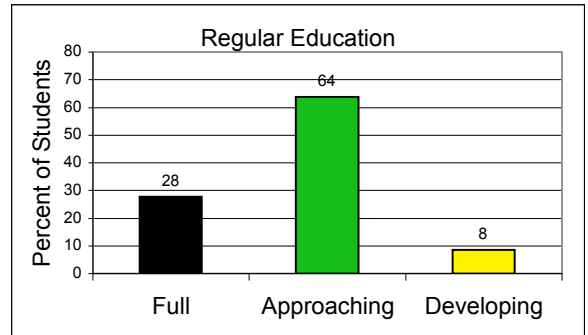
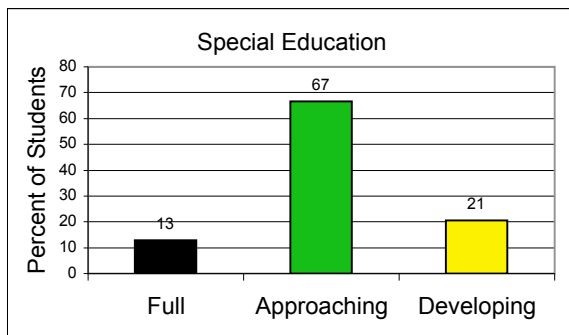
Disaggregated by Gender Composite Score

Entering Kindergarten



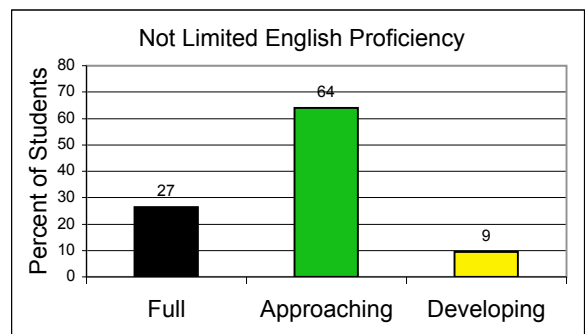
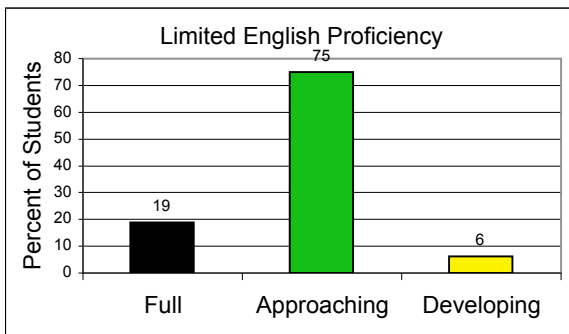
Disaggregated by Special Education Composite Score

Entering Kindergarten



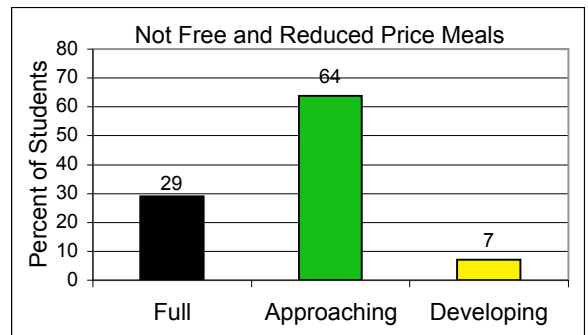
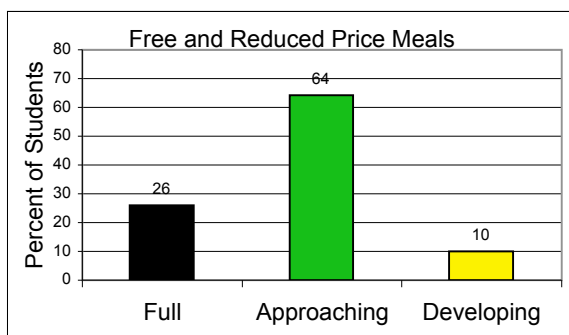
Disaggregated by Limited English Proficiency Composite Score

Entering Kindergarten



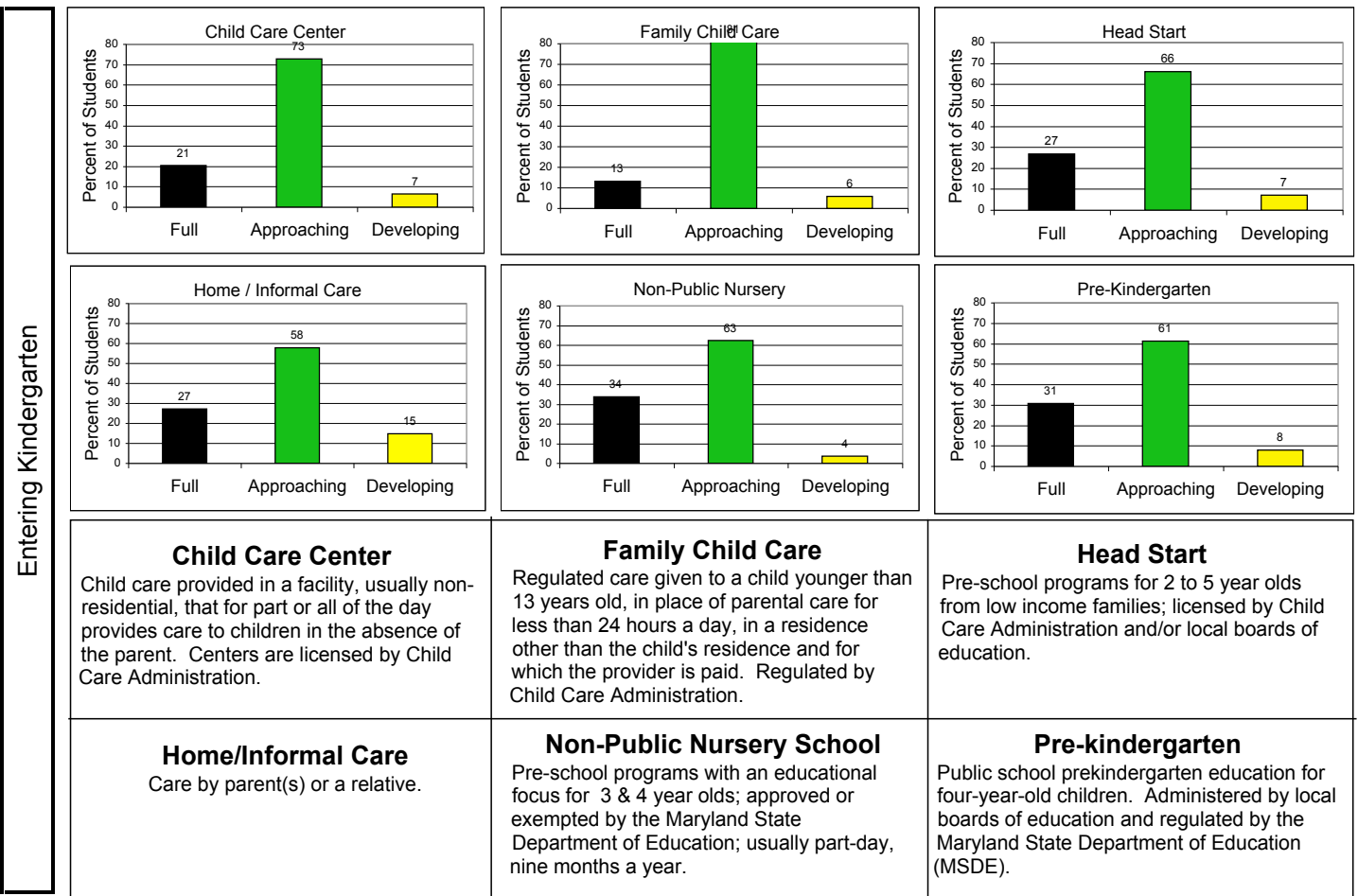
Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten

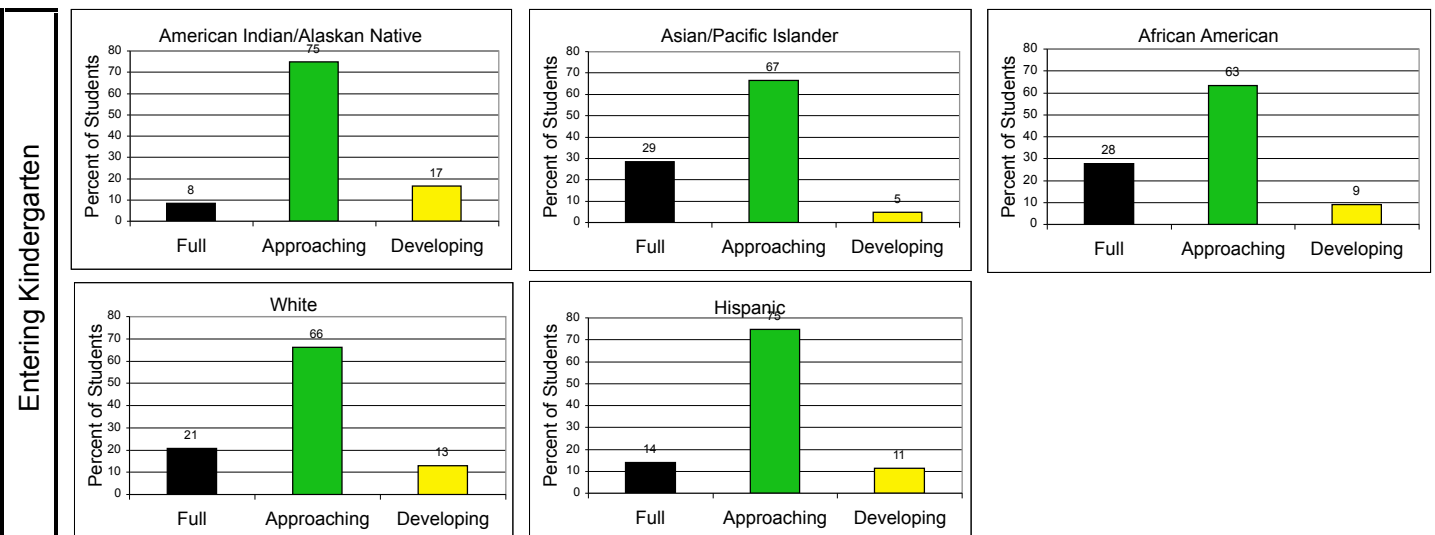


Baltimore City 2003-2004

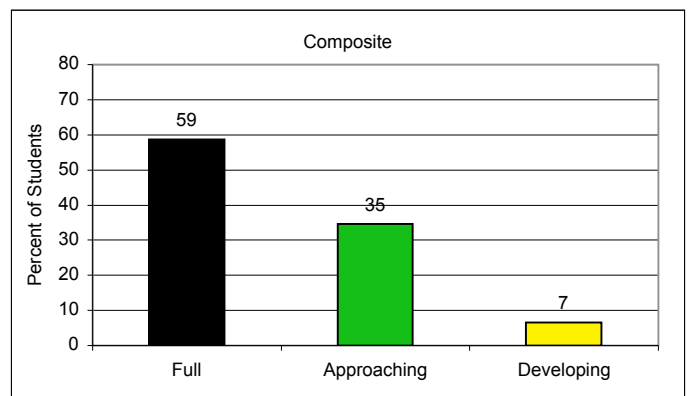
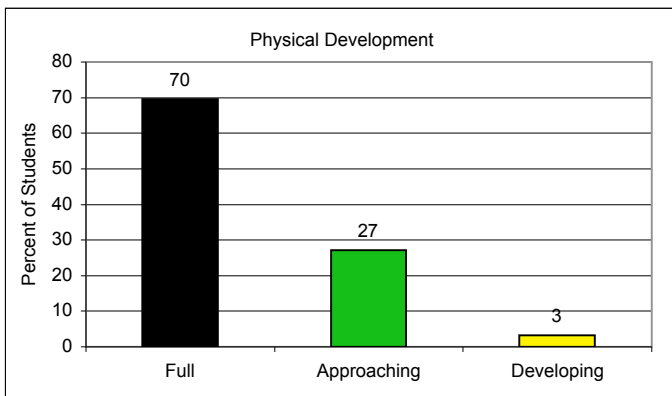
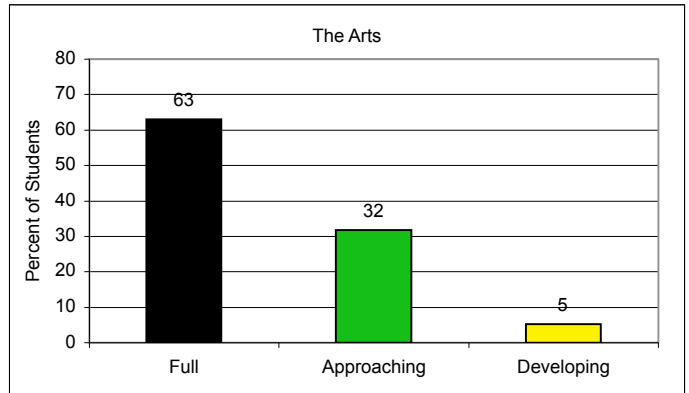
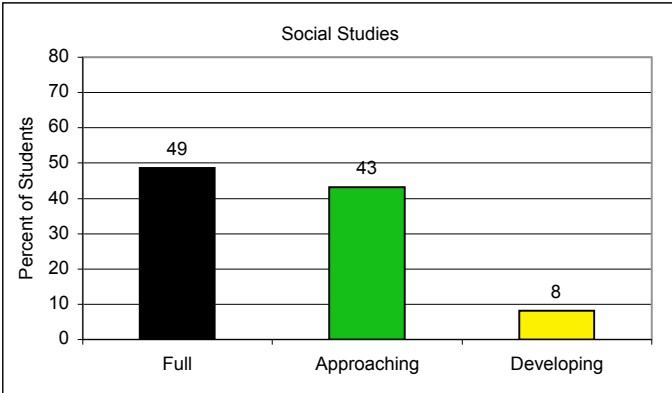
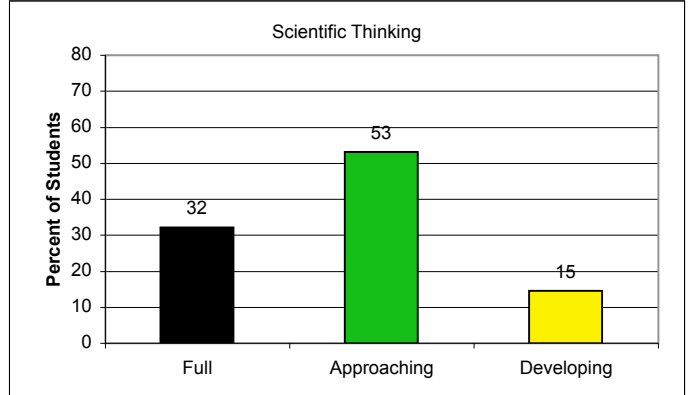
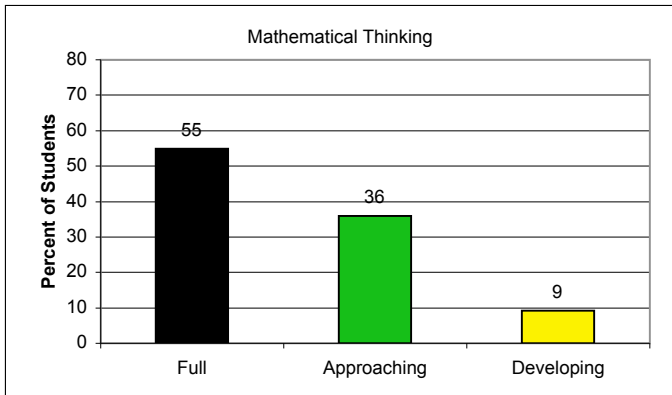
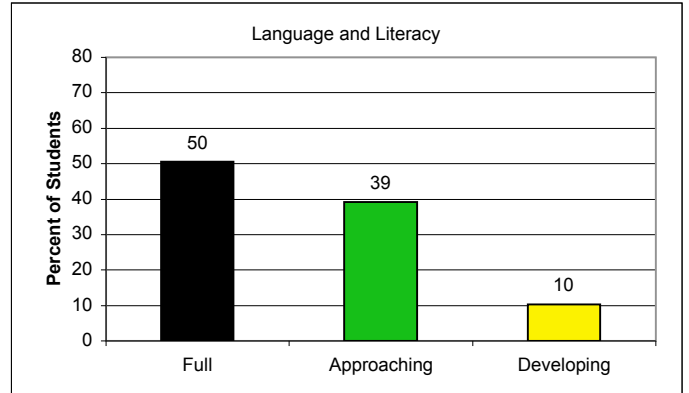
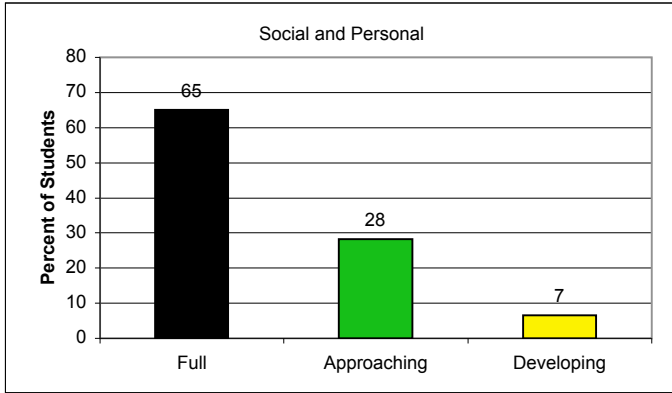
Disaggregated by Prior Care Composite Score



Disaggregated by Race / Ethnicity Composite Score



Baltimore County - Percentage of Kindergarten Students



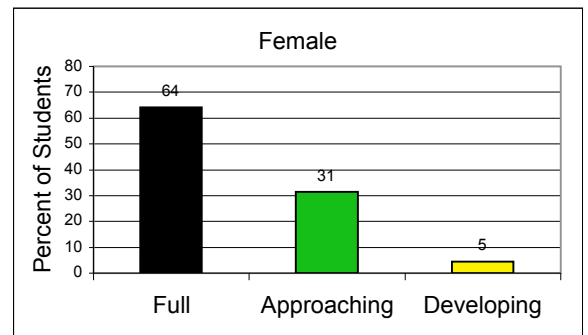
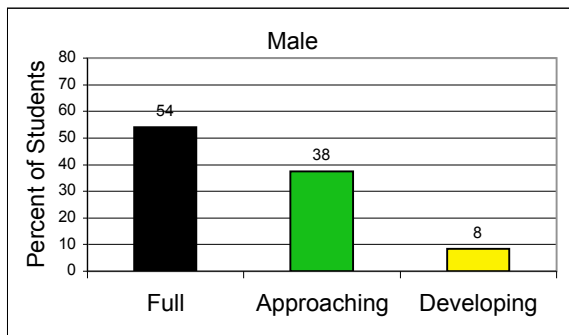
Baltimore County - Percentage of Kindergarten Students

	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	61	32	6	48	45	6	47	43	10	27	63	10	48	52	0	71	26	3	68	29	3	59	38	3
Asian/Pacific Islander	67	28	5	55	34	11	61	32	7	34	50	16	49	42	9	60	35	4	79	20	2	62	32	6
African American	62	30	8	48	41	12	51	38	11	29	54	17	44	46	9	63	32	5	68	28	4	55	37	8
White	67	27	6	53	37	9	58	34	7	35	53	12	53	41	7	64	31	5	71	26	3	62	33	6
Hispanic	65	28	7	41	43	16	51	35	15	30	51	20	47	40	13	64	30	7	72	25	2	56	36	8
Gender																								
Male	57	33	9	47	41	12	53	37	10	31	53	16	47	44	10	54	38	7	64	32	5	54	38	8
Female	73	23	4	54	37	8	57	35	8	33	53	13	51	42	6	73	24	3	76	22	2	64	31	5
Prior Care																								
Child Care Center	59	33	7	53	39	9	56	36	7	32	56	12	48	43	8	62	33	5	68	29	4	59	35	6
Family Child Care	65	27	8	42	41	16	46	39	15	26	53	20	37	51	12	61	32	7	63	31	6	53	37	10
Head Start	55	37	8	44	42	14	45	41	14	25	58	17	40	50	10	64	32	4	67	30	4	51	40	9
Home / Informal Care	60	31	9	38	42	20	44	39	17	24	52	24	42	44	14	59	33	8	66	29	5	50	39	11
Non-public Nursery	74	22	3	64	31	4	68	28	4	46	46	8	61	35	4	71	26	3	79	20	1	71	26	2
Pre-Kindergarten	68	27	6	51	41	8	57	36	7	32	54	13	50	44	7	63	32	4	70	28	2	60	35	5
Special Education																								
Yes	49	37	14	27	48	25	36	44	20	18	53	29	31	48	21	47	41	12	49	40	11	37	44	19
No	67	27	6	53	38	9	57	35	8	34	53	13	51	42	7	65	31	4	72	25	2	61	33	5
Limited English Proficiency																								
Yes	65	29	6	40	44	16	51	37	12	24	53	24	38	48	14	58	36	5	74	25	1	53	40	8
No	65	28	7	51	39	10	55	36	9	33	53	14	49	43	8	63	31	5	70	27	3	59	34	6
Free and Reduced Price Meals																								
Yes	60	31	8	43	43	13	46	41	13	27	55	19	42	47	11	59	35	6	64	32	5	51	40	9
No	68	27	6	55	37	9	60	33	7	35	52	12	52	41	7	66	30	5	73	24	3	63	32	5
* = fewer than 5	May not total 100% due to rounding.																							

Baltimore County 2003-2004

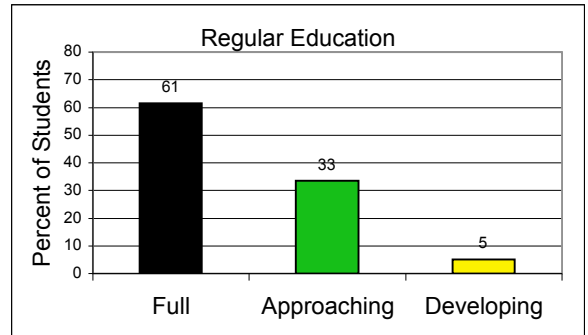
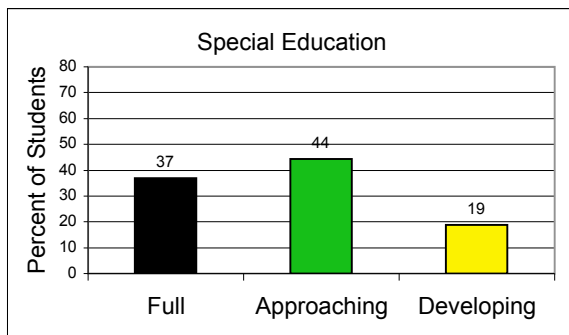
Disaggregated by Gender Composite Score

Entering Kindergarten



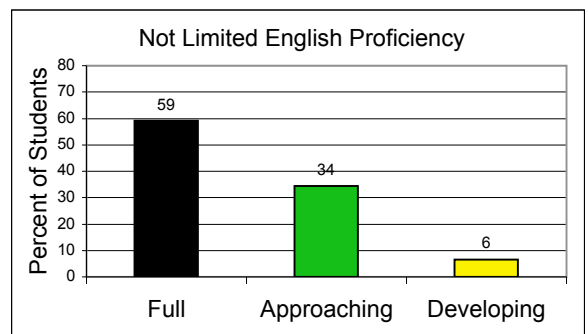
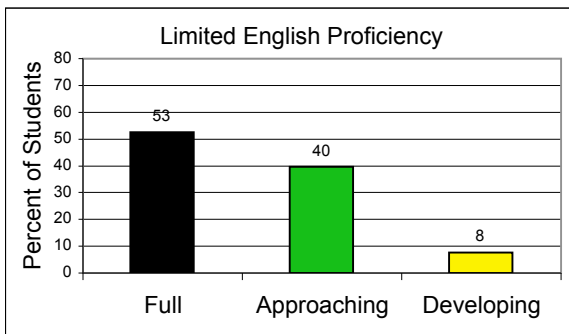
Disaggregated by Special Education Composite Score

Entering Kindergarten



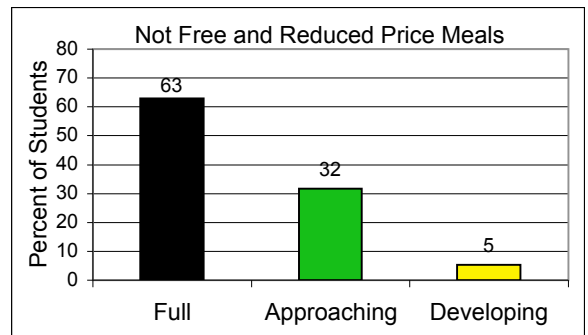
Disaggregated by Limited English Proficiency Composite Score

Entering Kindergarten



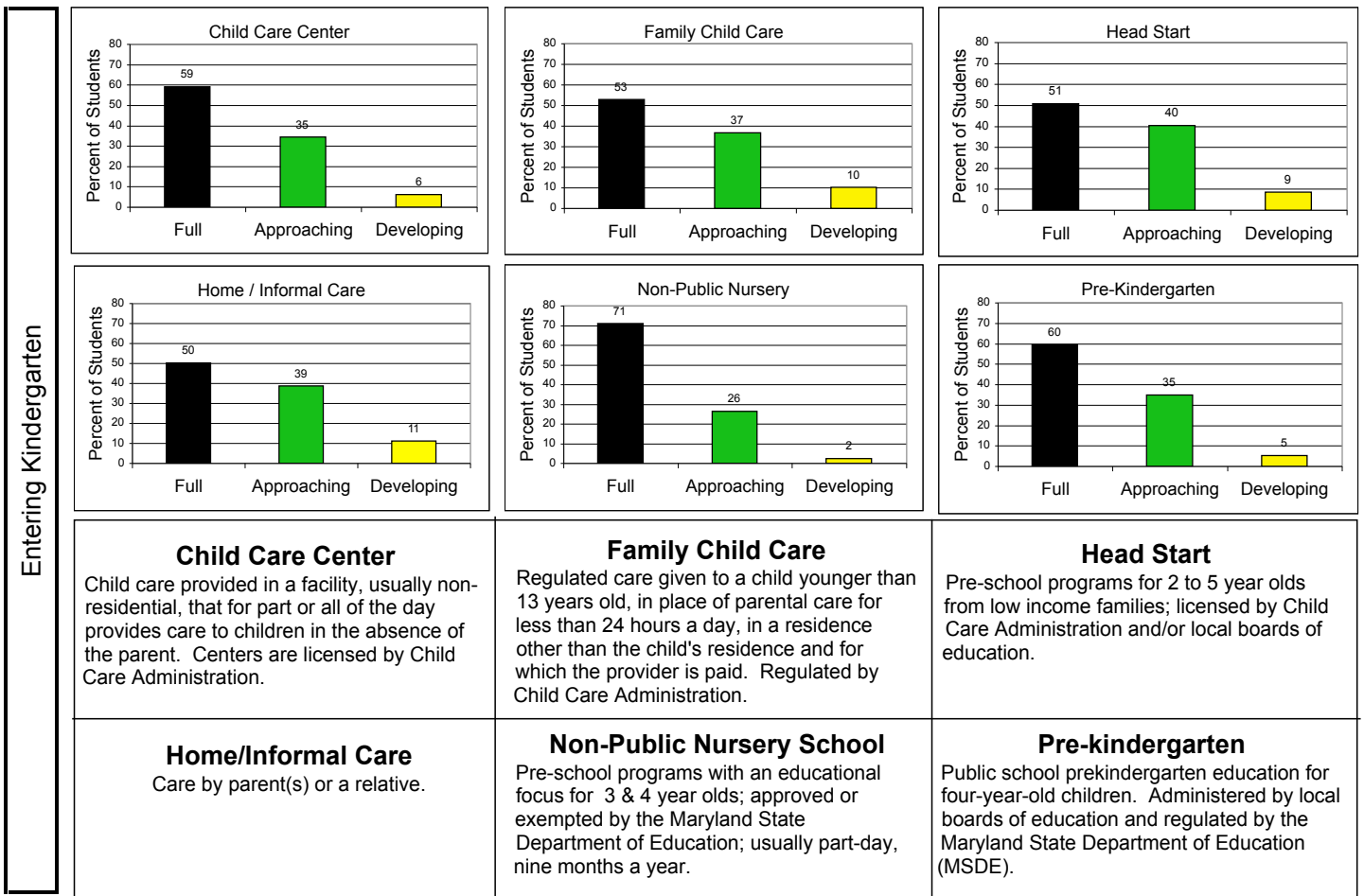
Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten

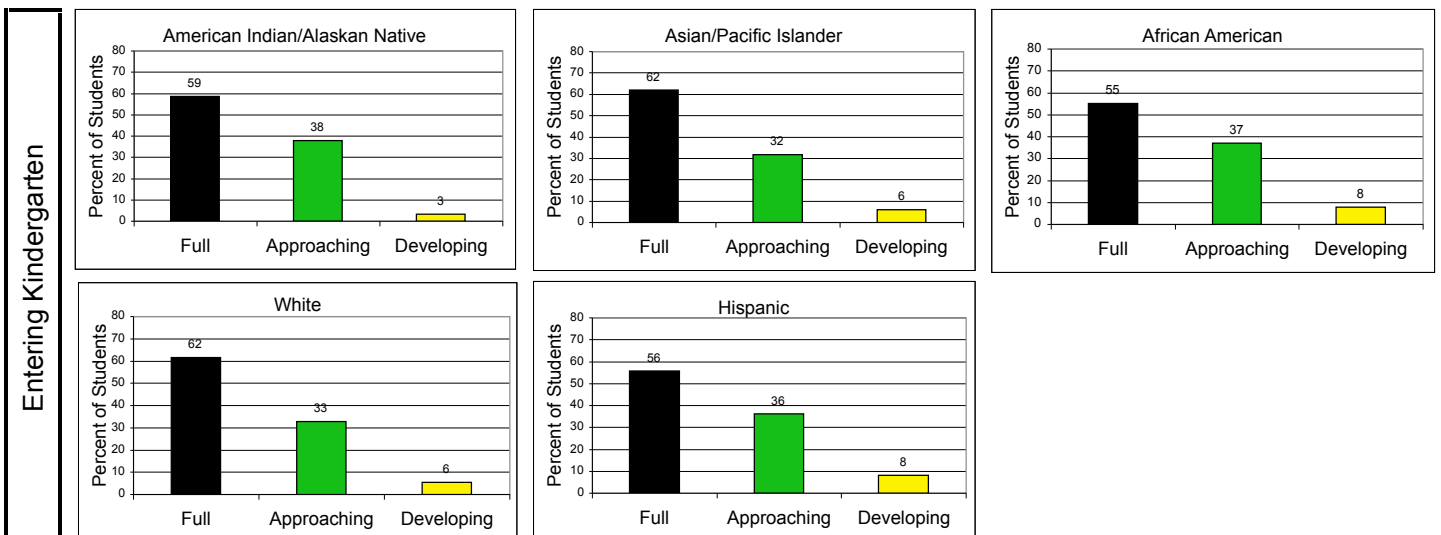


Baltimore County 2003-2004

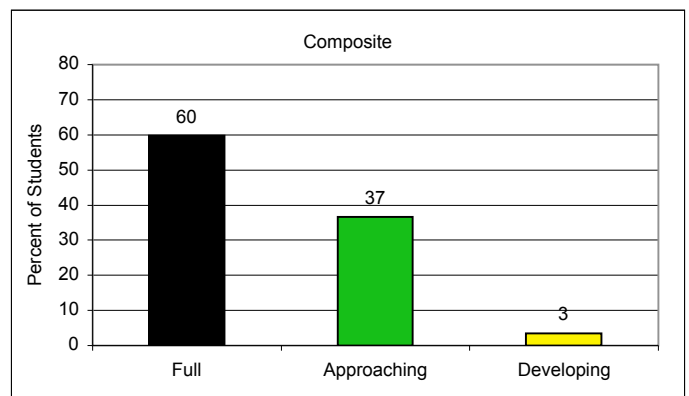
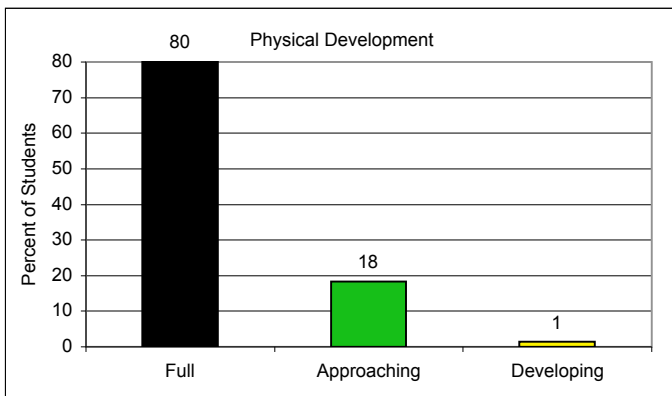
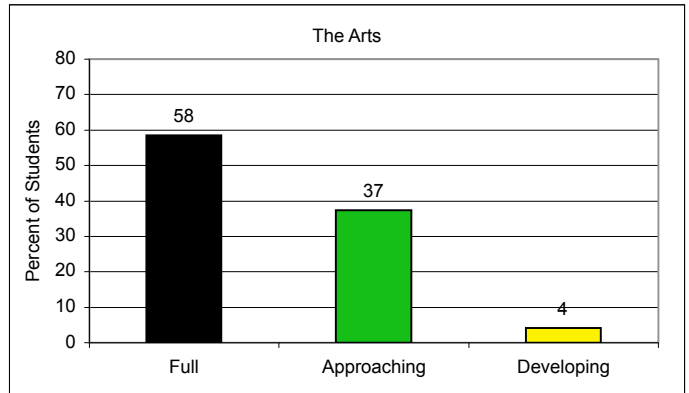
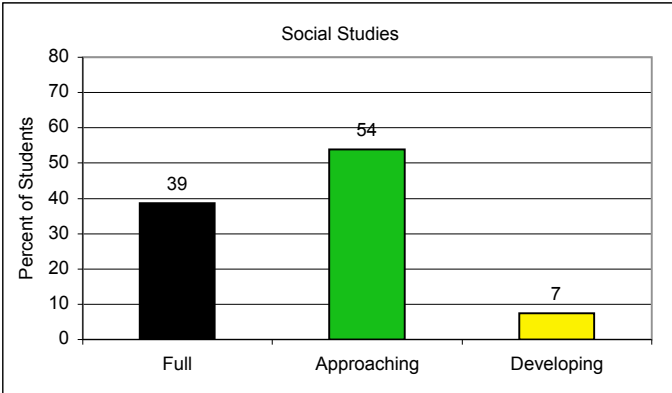
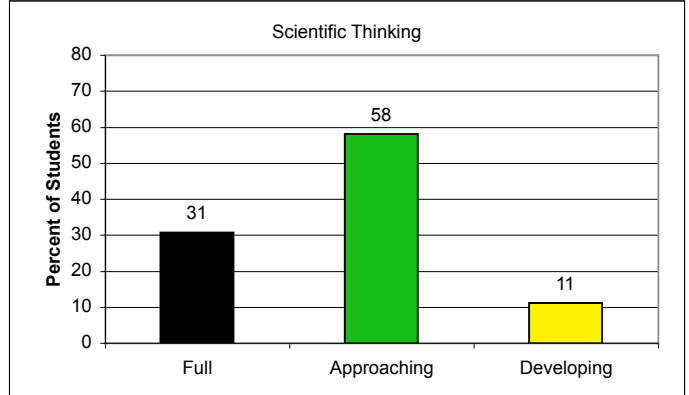
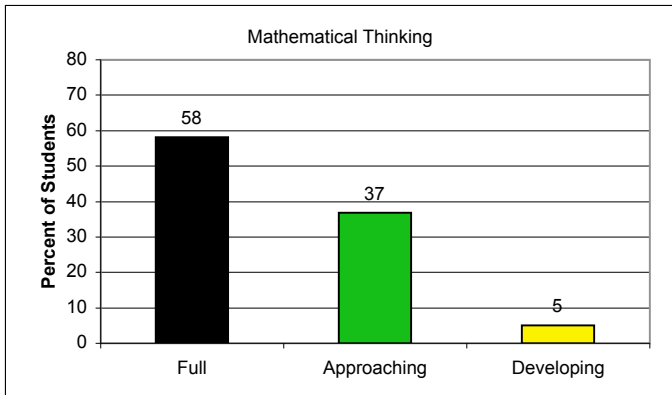
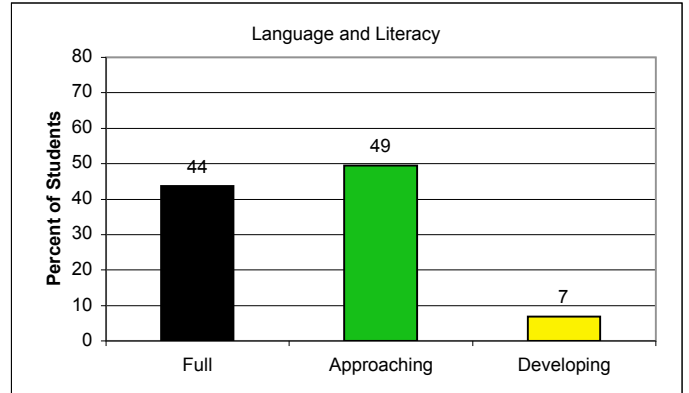
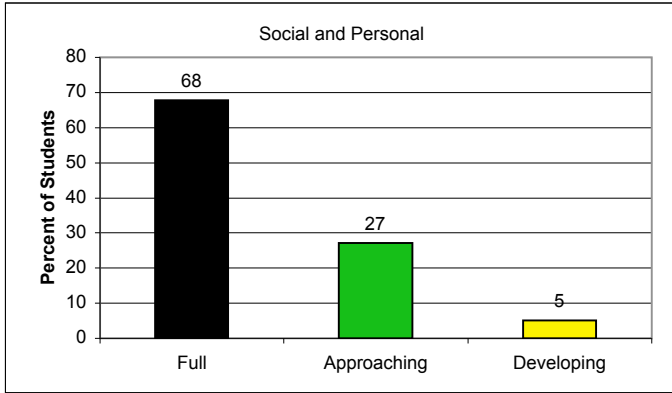
Disaggregated by Prior Care Composite Score



Disaggregated by Race / Ethnicity Composite Score



Calvert County - Percentage of Kindergarten Students



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	93	7	0	77	23	0	93	7	0	50	43	7	77	23	0	57	43	0	93	7	0	92	8	0	
African American	60	33	7	31	57	12	47	44	9	22	58	20	25	61	14	56	38	7	76	23	1	49	45	6	
White	69	26	5	46	48	6	60	35	4	33	58	9	42	52	6	59	37	4	81	17	1	62	35	3	
Hispanic	53	42	5	20	75	5	40	55	5	5	85	10	16	79	5	45	55	0	60	35	5	44	50	6	
Gender																									
Male	59	35	6	37	54	9	54	39	7	30	59	11	36	55	9	46	48	6	77	22	2	53	41	5	
Female	77	19	4	51	45	5	62	35	3	32	57	11	42	52	6	71	27	2	84	15	1	66	32	1	
Prior Care																									
Child Care Center	66	28	7	49	44	7	61	35	4	37	56	6	46	49	5	61	34	5	81	18	1	63	34	3	
Family Child Care	73	25	2	48	45	6	65	29	5	39	56	6	45	51	4	65	35	0	87	10	3	65	32	3	
Head Start	52	35	12	29	64	8	49	45	6	26	57	17	29	57	14	53	44	3	77	20	3	47	49	3	
Home / Informal Care	64	30	5	41	49	10	52	38	10	24	56	20	34	54	12	55	36	9	73	26	1	56	36	7	
Non-public Nursery	80	18	2	52	44	4	66	31	3	40	55	5	48	48	5	64	34	2	91	9	0	69	30	1	
Pre-Kindergarten	63	33	4	37	59	4	52	45	3	15	71	15	23	70	8	50	46	3	72	27	2	52	46	2	
Special Education																									
Yes	50	38	13	28	59	13	45	45	10	19	66	15	31	57	13	45	51	4	72	21	7	40	53	7	
No	70	26	4	46	48	6	60	36	5	32	57	11	40	53	7	60	36	4	81	18	1	62	35	3	
Limited English Proficiency																									
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	68	27	5	44	49	7	58	37	5	31	58	11	39	54	7	59	37	4	80	18	1	60	37	3	
Free and Reduced Price Meals																									
Yes	47	41	12	24	60	16	34	53	14	11	63	26	17	65	18	47	43	10	65	32	3	37	53	10	
No	70	26	4	46	48	6	61	35	4	33	58	9	42	52	6	60	37	3	82	16	1	63	35	3	
* = fewer than 5	May not total 100% due to rounding.																								

Calvert County - Number of Kindergarten Students

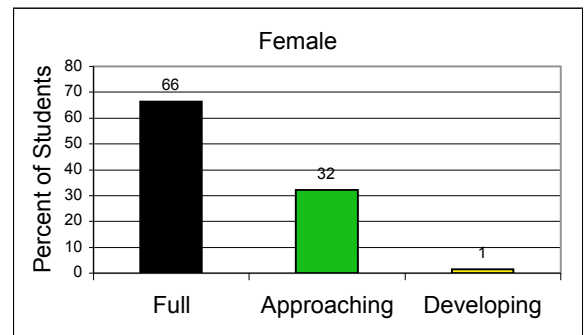
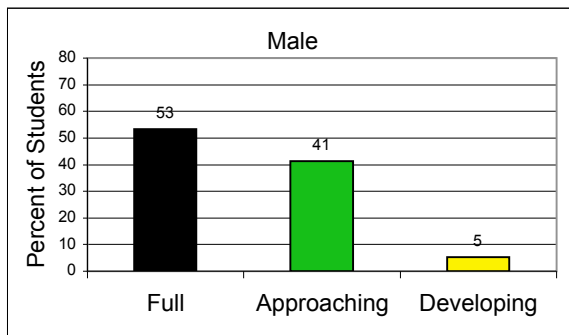
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	13	1	0	10	3	0	13	1	0	7	6	1	10	3	0	8	6	0	13	1	0	11	1	0	
African American	98	54	12	50	93	19	78	74	15	35	94	33	42	100	23	92	62	11	126	38	2	73	68	9	
White	593	224	40	392	402	50	524	307	38	286	500	81	354	444	54	511	316	34	709	148	13	480	273	22	
Hispanic	10	8	1	4	15	1	8	11	1	1	17	2	3	15	1	9	11	0	12	7	1	8	9	1	
Gender																									
Male	302	183	31	191	279	45	287	205	37	155	309	60	188	287	45	239	251	34	405	114	9	252	195	25	
Female	414	104	22	266	235	25	338	188	17	174	310	57	221	277	33	382	145	11	457	80	7	322	156	7	
Prior Care																									
Child Care Center	158	66	16	115	104	17	149	87	10	92	140	16	113	120	12	148	84	12	200	44	2	141	75	7	
Family Child Care	80	27	2	52	49	7	72	32	6	42	61	6	49	56	4	71	38	0	96	11	3	66	32	3	
Head Start	34	23	8	19	42	5	33	30	4	17	37	11	19	37	9	35	29	2	51	13	2	28	29	2	
Home / Informal Care	117	55	10	71	86	18	96	69	19	44	103	36	60	96	21	99	66	16	134	47	2	92	59	12	
Non-Public Nursery	179	41	4	115	98	8	149	70	6	89	124	11	106	106	10	143	75	4	203	21	0	141	62	2	
Pre-Kindergarten	152	81	10	88	141	10	129	110	8	35	171	35	54	165	18	123	113	8	177	66	4	110	98	5	
Special Education																									
Yes	48	36	12	26	55	12	43	43	10	18	62	14	29	54	12	43	49	4	70	20	7	34	46	6	
No	667	251	41	431	458	58	582	349	44	310	557	103	380	509	66	577	347	41	791	174	9	539	305	26	
Limited English Proficiency																									
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	715	285	53	457	511	70	624	391	54	329	616	117	409	561	78	620	394	45	859	194	16	573	349	32	
Free and Reduced Price Meals																									
Yes	54	47	14	27	67	18	39	61	16	13	72	30	19	74	21	54	49	12	76	38	3	38	54	10	
No	662	240	39	430	447	52	586	332	38	316	547	87	390	490	57	567	347	33	786	156	13	536	297	22	

* = fewer than 5

Calvert County 2003-2004

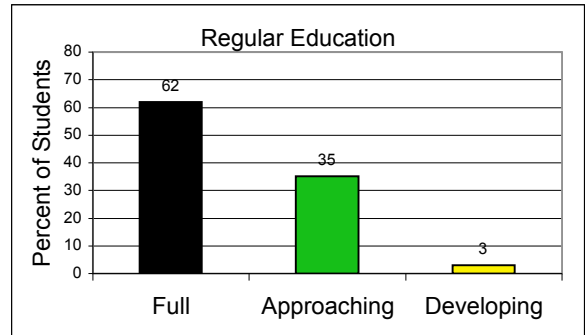
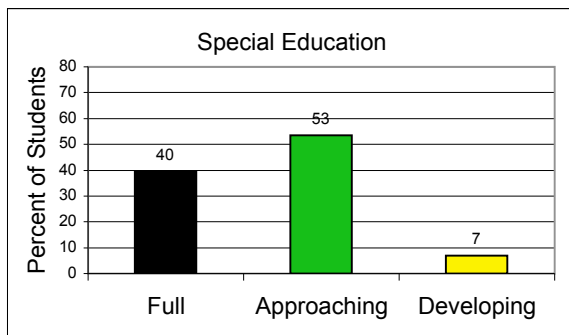
Disaggregated by Gender Composite Score

Entering Kindergarten



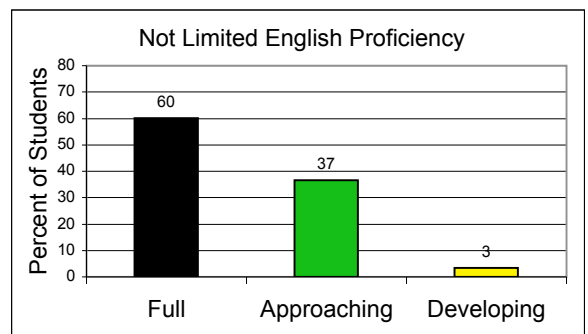
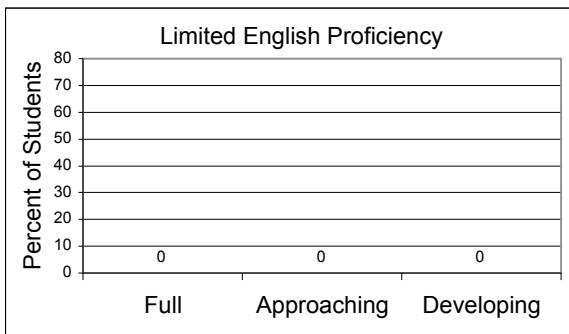
Disaggregated by Special Education Composite Score

Entering Kindergarten



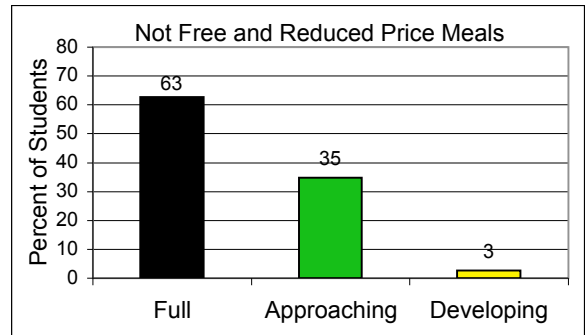
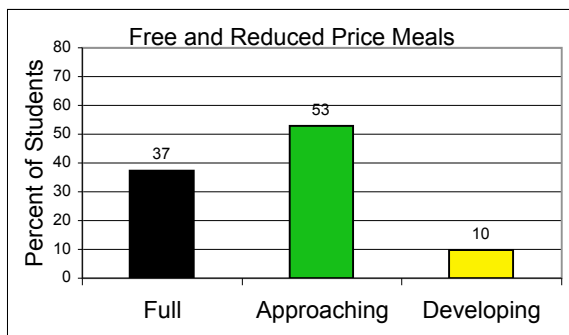
Disaggregated by Limited English Proficiency Composite Score

Entering Kindergarten



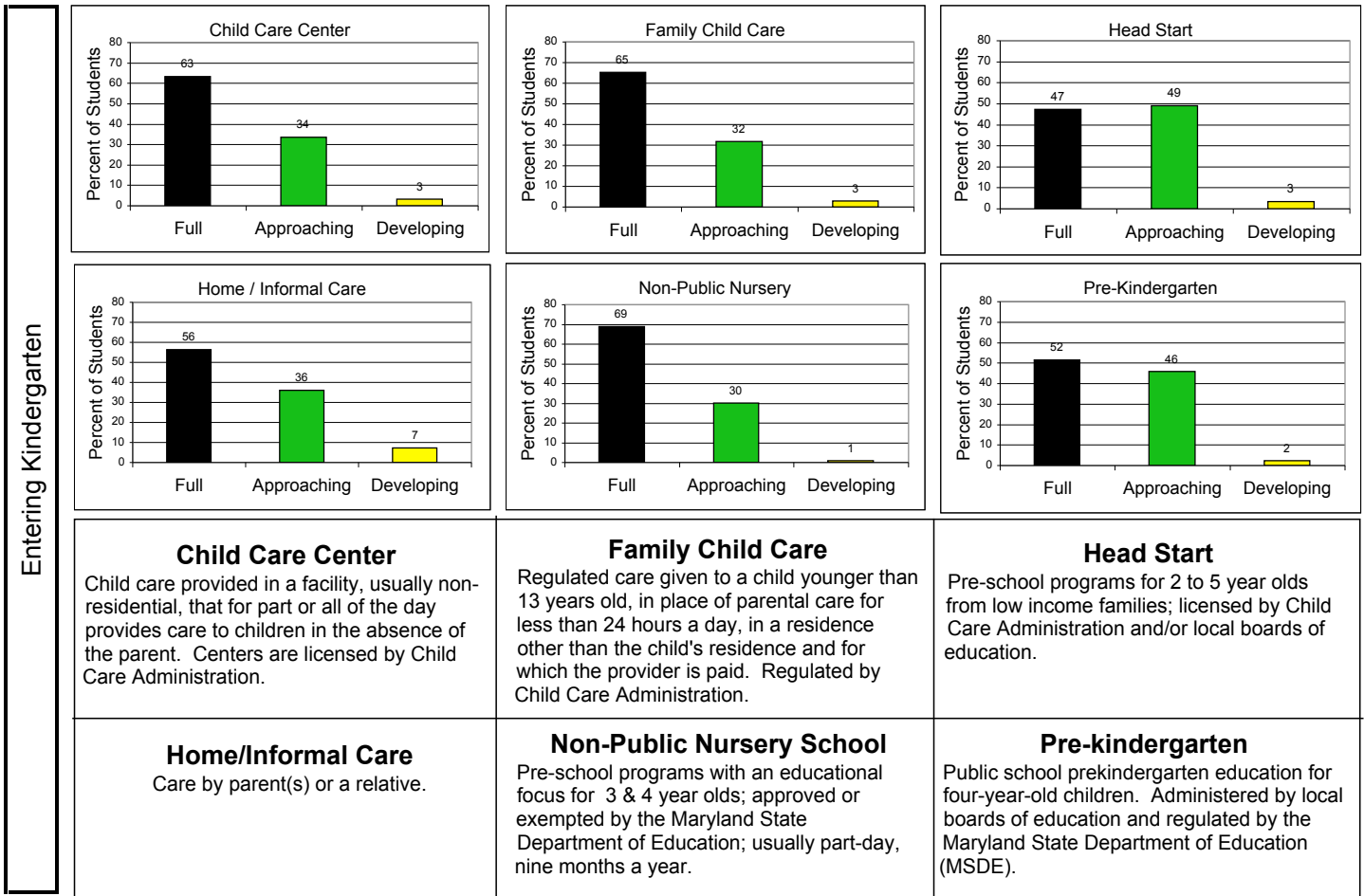
Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten

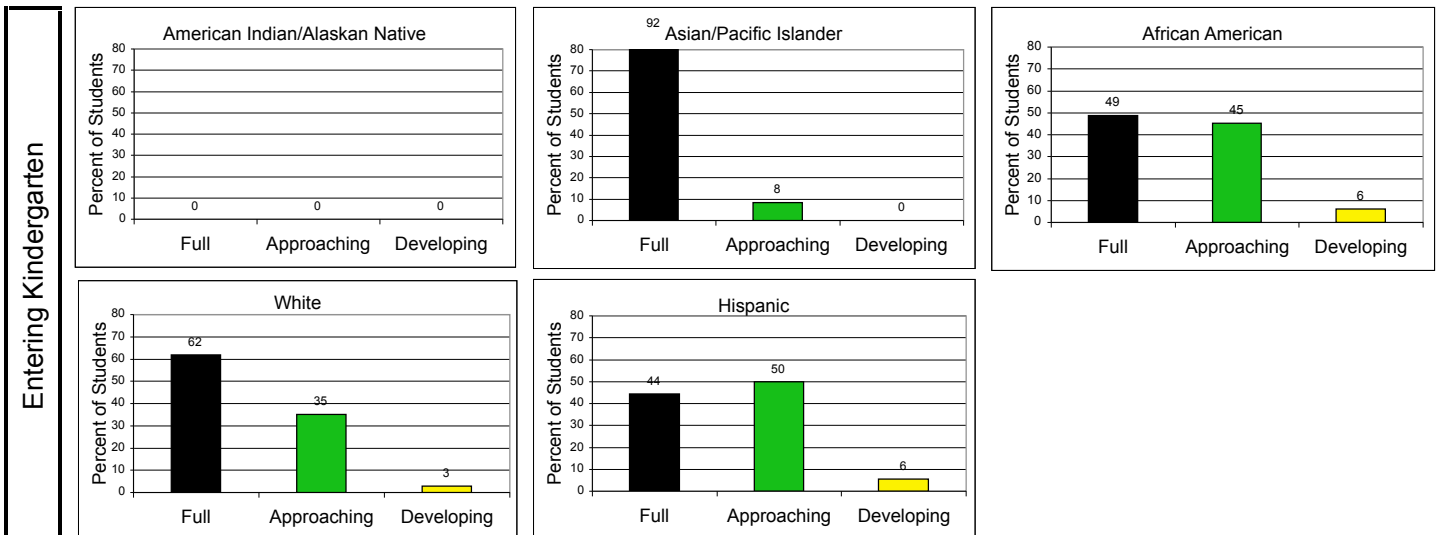


Calvert County 2003-2004

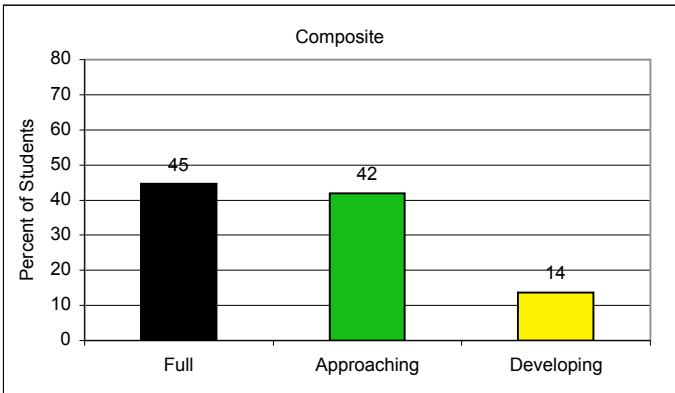
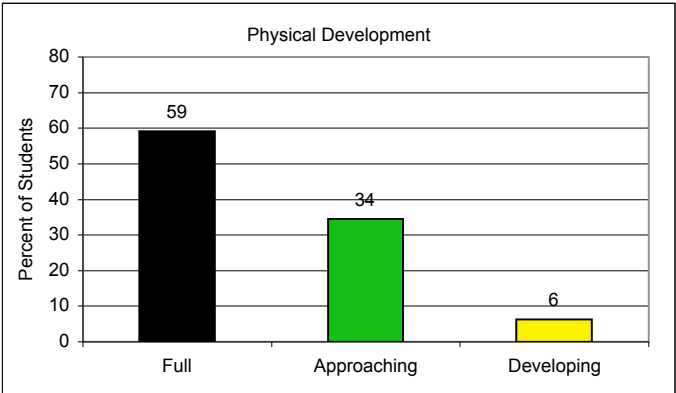
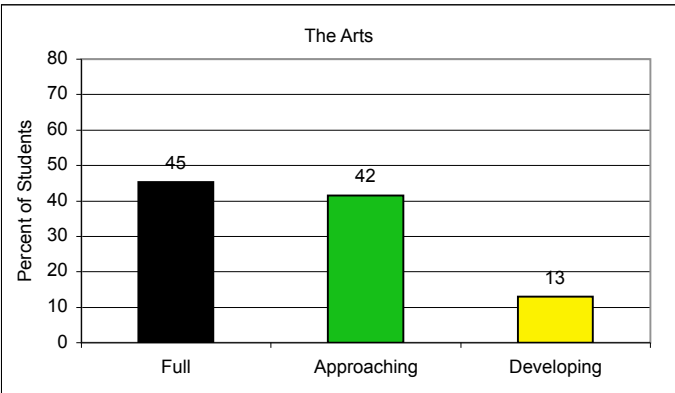
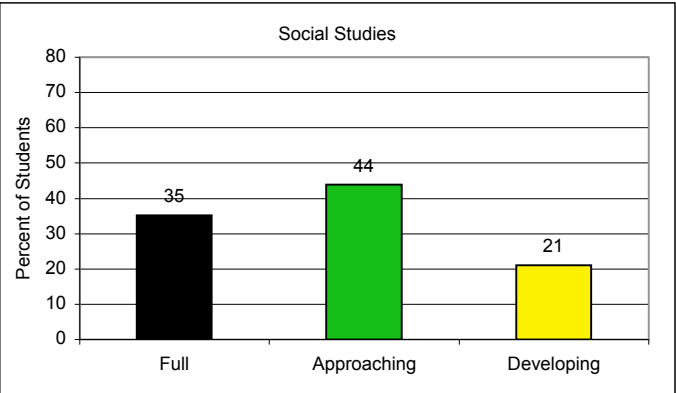
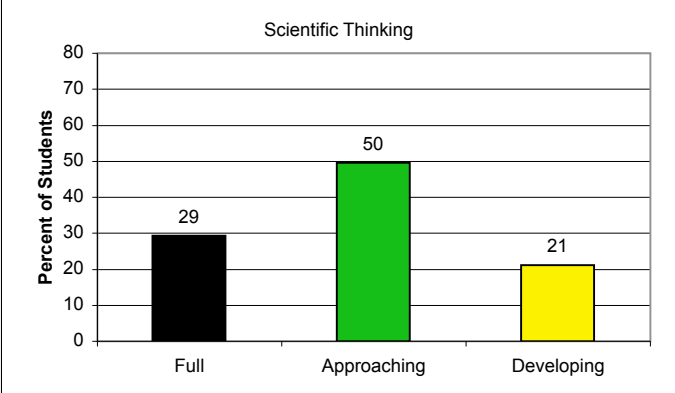
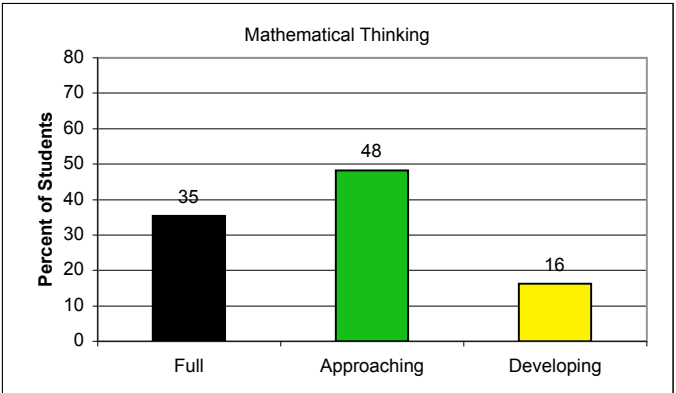
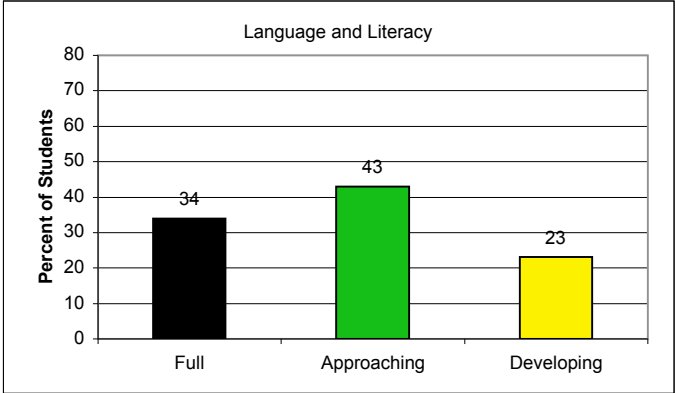
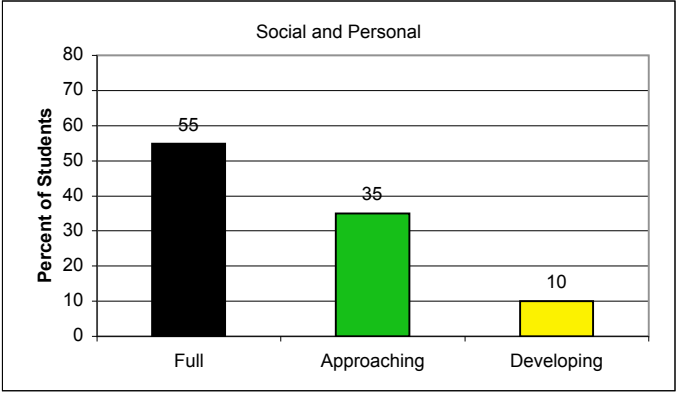
Disaggregated by Prior Care Composite Score



Disaggregated by Race / Ethnicity Composite Score



Caroline County - Percentage of Kindergarten Students



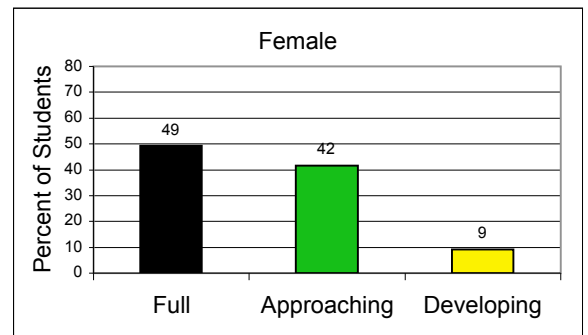
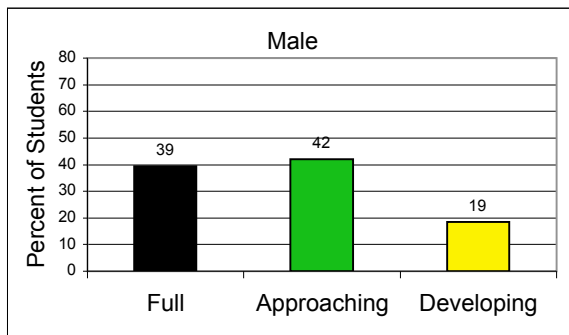
Caroline County - Percentage of Kindergarten Students

	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	83	17	0	50	33	17	33	67	0	33	50	17	50	33	17	83	17	0	83	17	0	67	17	17	
African American	45	38	17	21	46	33	25	52	23	23	61	16	29	47	24	39	50	11	51	44	6	30	51	19	
White	60	32	8	41	41	19	42	45	14	34	47	19	40	44	16	49	38	12	63	31	6	52	38	10	
Hispanic	22	67	11	6	53	41	6	67	28	6	33	61	6	35	59	17	56	28	33	61	6	6	63	31	
Gender																									
Male	45	44	12	31	37	32	31	50	20	29	45	26	32	43	25	37	46	17	51	41	8	39	42	19	
Female	65	27	9	36	49	14	40	47	13	29	54	17	38	45	17	54	37	9	67	28	5	49	42	9	
Prior Care																									
Child Care Center	72	17	11	44	39	17	50	33	17	39	56	6	44	33	22	67	22	11	61	33	6	67	28	6	
Family Child Care	58	25	17	50	42	8	50	25	25	50	42	8	58	33	8	75	17	8	58	17	25	58	33	8	
Head Start	21	53	26	0	79	21	0	68	32	5	74	21	5	68	26	17	61	22	42	47	11	0	83	17	
Home / Informal Care	60	29	11	43	35	22	47	36	16	44	42	15	57	31	12	70	25	6	61	31	7	60	29	10	
Non-public Nursery	88	12	0	46	42	13	44	52	4	36	52	12	48	43	9	50	46	4	72	20	8	67	29	5	
Pre-Kindergarten	54	39	7	36	42	22	36	52	13	29	49	22	32	48	20	43	43	14	60	36	4	44	43	13	
Special Education																									
Yes	31	34	34	15	35	50	17	49	34	14	49	37	17	37	46	26	31	43	41	32	26	21	39	39	
No	58	35	7	36	44	20	38	48	14	31	50	19	37	45	18	48	43	9	61	35	4	48	42	10	
Limited English Proficiency																									
Yes	23	69	8	8	54	38	8	62	31	8	31	62	8	42	50	31	46	23	46	54	0	8	67	25	
No	56	34	10	35	42	22	37	48	16	30	50	19	36	44	20	46	41	13	60	34	7	46	41	13	
Free and Reduced Price Meals																									
Yes	45	42	13	27	45	28	28	51	21	25	47	28	28	44	28	39	42	20	53	39	8	35	46	19	
No	66	28	6	41	41	18	43	46	11	34	52	14	43	43	14	53	42	6	66	30	5	54	38	8	
* = fewer than 5	May not total 100% due to rounding.																								

Caroline County 2003-2004

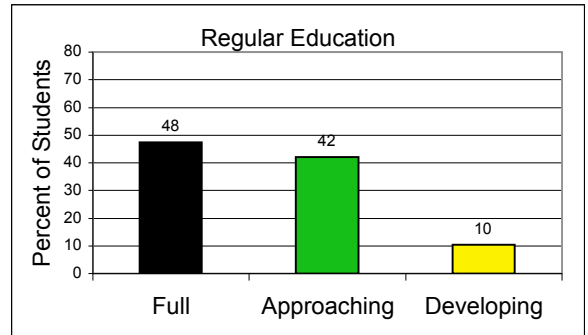
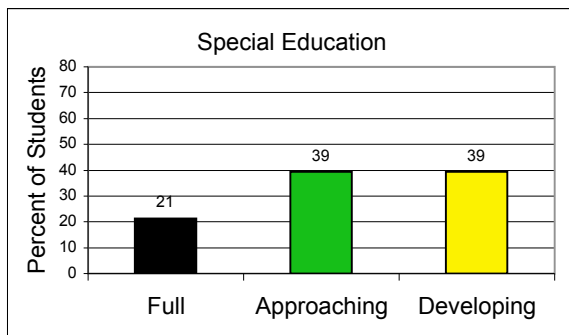
Disaggregated by Gender Composite Score

Entering Kindergarten



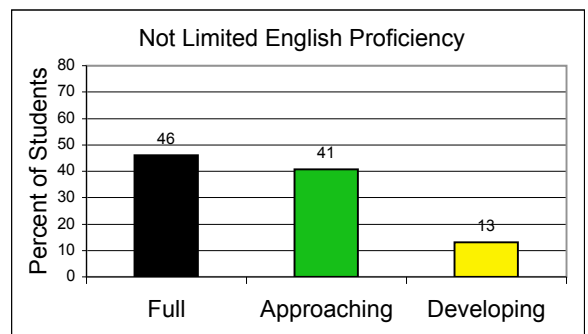
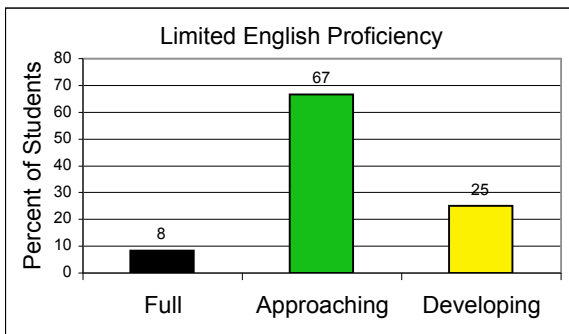
Disaggregated by Special Education Composite Score

Entering Kindergarten



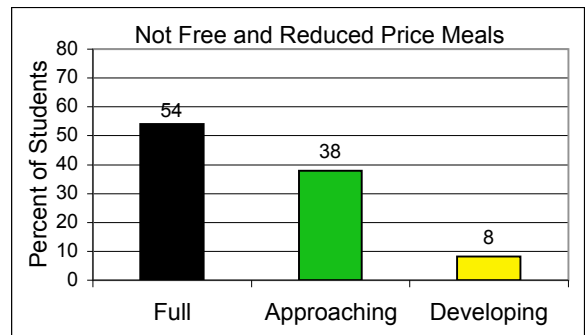
Disaggregated by Limited English Proficiency Composite Score

Entering Kindergarten



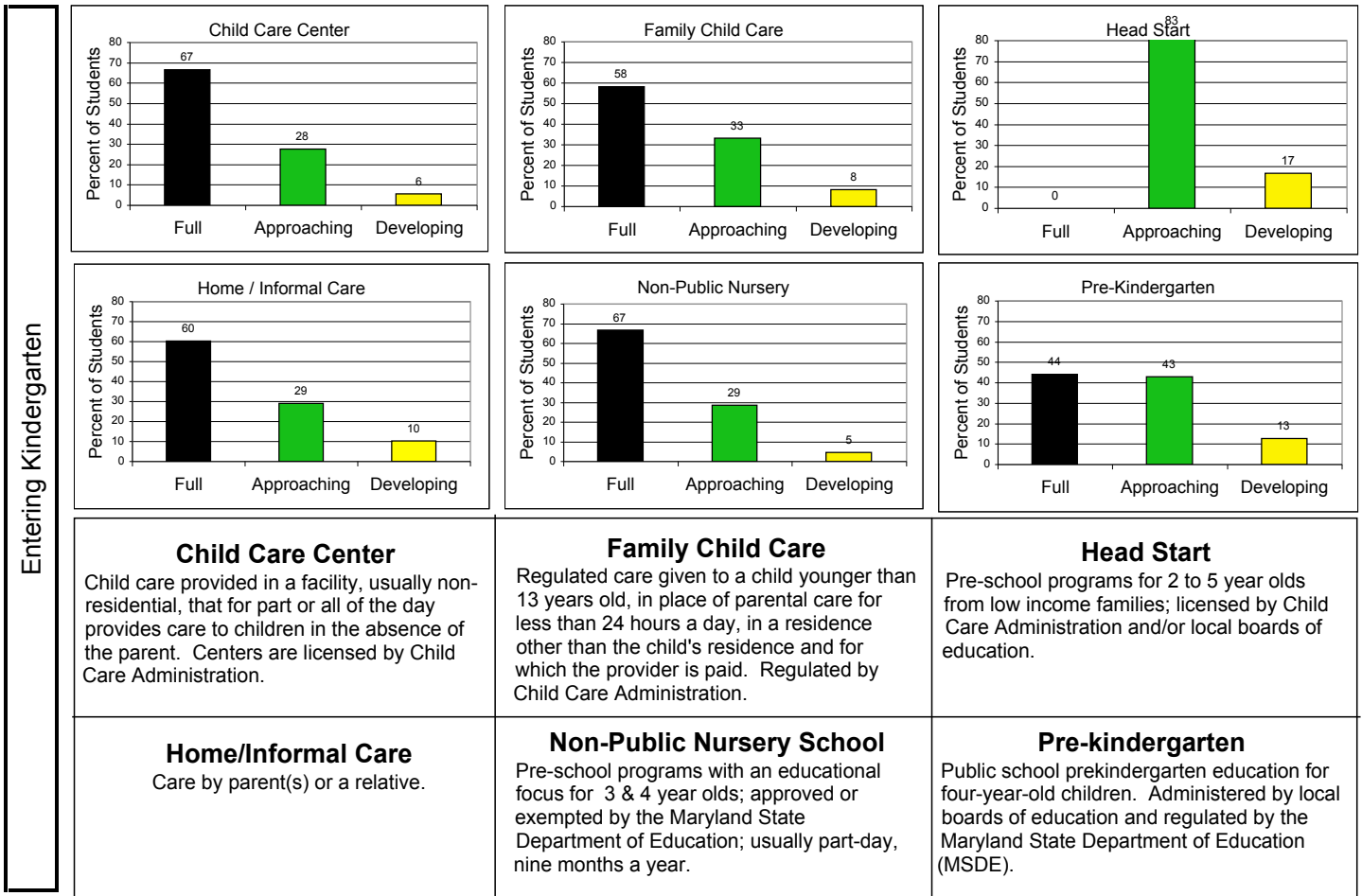
Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten

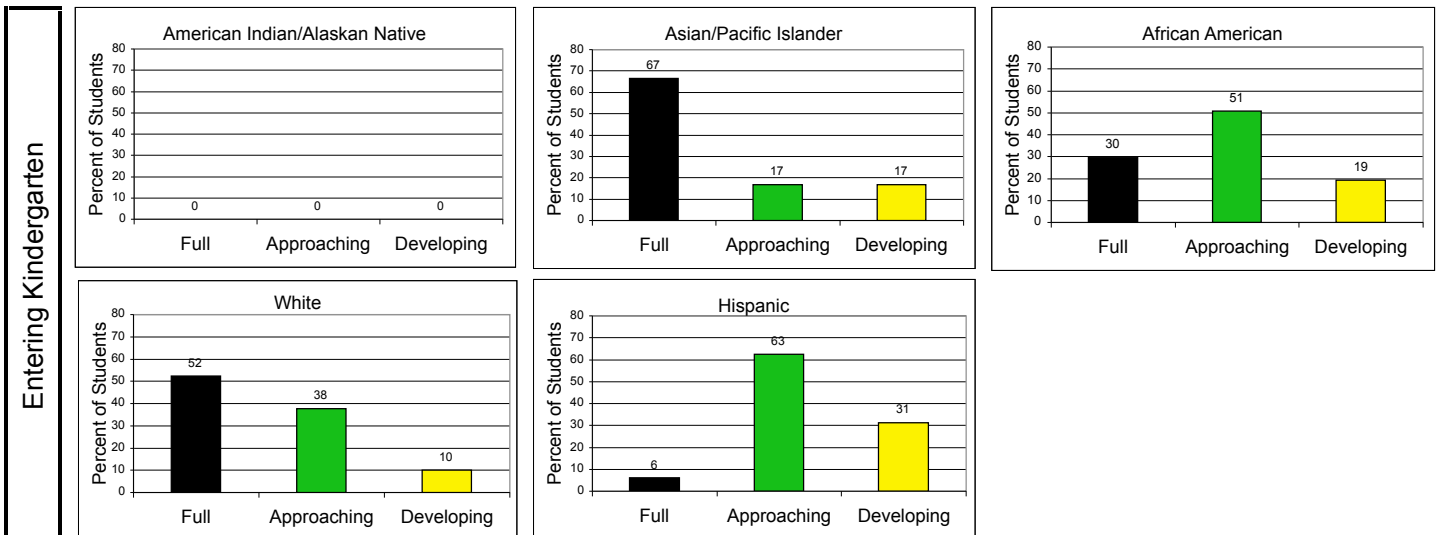


Caroline County 2003-2004

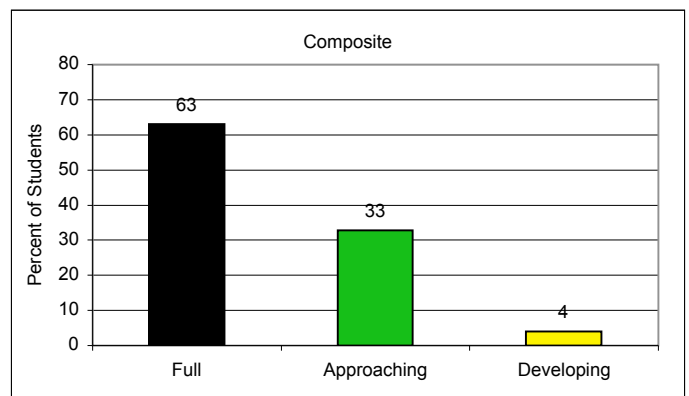
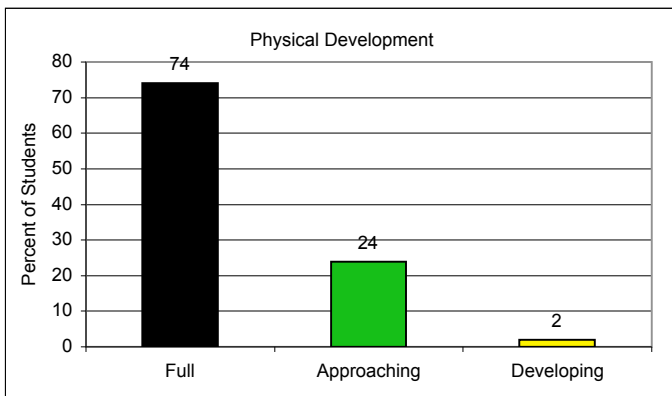
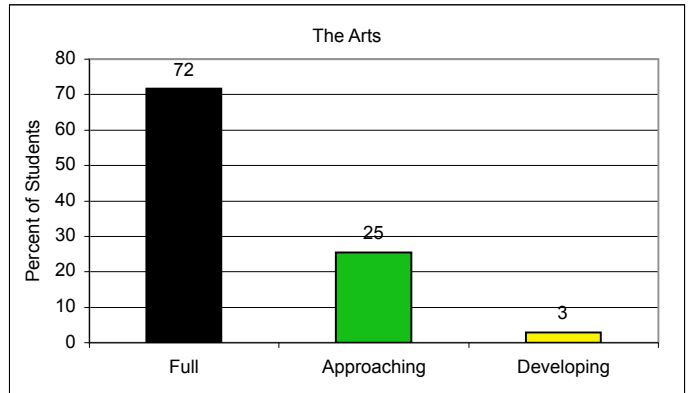
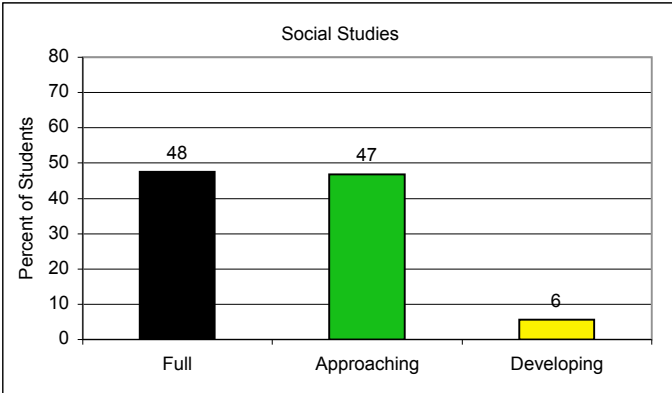
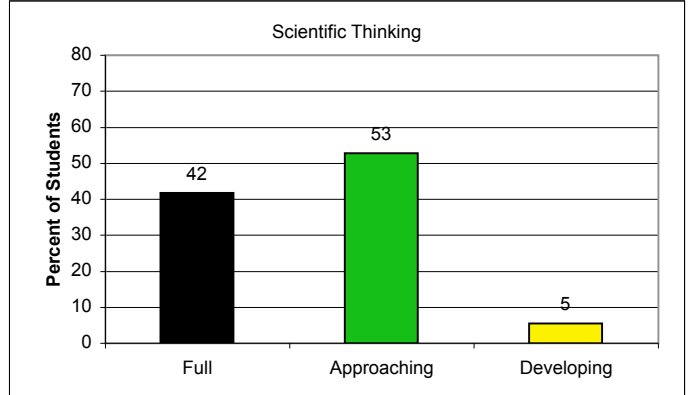
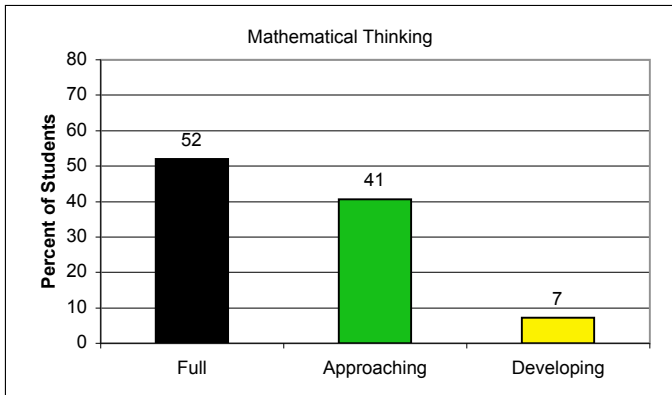
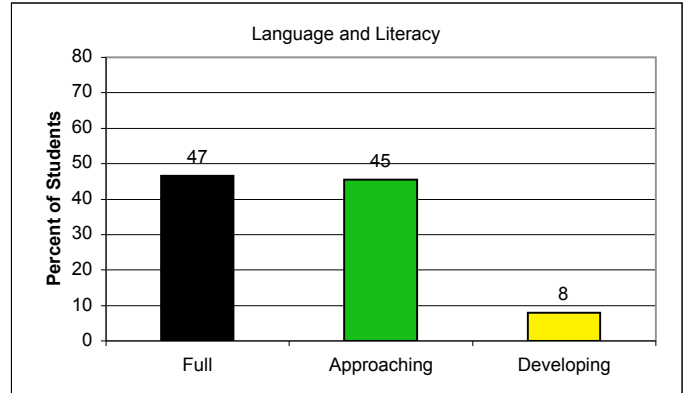
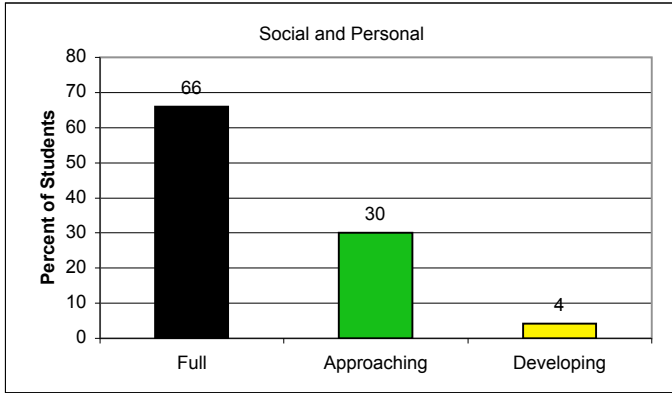
Disaggregated by Prior Care Composite Score



Disaggregated by Race / Ethnicity Composite Score



Carroll County - Percentage of Kindergarten Students



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	55	36	9	27	55	18	45	45	9	50	30	20	45	36	18	64	36	0	73	9	18	60	20	20
Asian/Pacific Islander	64	32	4	46	50	4	56	40	4	32	64	4	35	61	4	58	38	4	52	48	0	52	48	0
African American	60	33	7	37	46	17	51	33	16	44	45	11	49	38	13	69	24	7	75	25	0	60	31	10
White	67	29	4	48	45	7	53	41	7	42	53	5	48	47	5	72	25	3	75	23	2	64	32	4
Hispanic	54	43	3	29	66	6	37	54	9	35	59	6	43	49	9	77	17	6	63	34	3	50	47	3
Gender																								
Male	59	36	5	43	48	9	50	42	8	43	51	7	47	47	7	66	30	4	69	28	3	58	37	5
Female	75	22	3	53	42	5	55	39	6	42	55	4	49	47	4	80	19	1	81	18	1	70	27	3
Prior Care																								
Child Care Center	72	24	4	49	44	7	56	37	6	48	47	5	52	43	4	78	20	2	80	18	2	69	28	3
Family Child Care	75	18	7	44	37	19	48	41	11	48	41	11	65	27	8	70	22	7	78	22	0	73	15	12
Head Start	65	24	12	12	53	35	29	47	24	24	47	29	18	59	24	59	24	18	47	41	12	41	41	18
Home / Informal Care	61	33	6	39	42	19	48	37	15	37	52	11	41	46	13	70	24	6	71	23	5	55	34	11
Non-public Nursery	80	19	1	59	39	2	68	29	4	56	43	1	59	38	2	82	17	1	87	13	0	77	22	1
Pre-Kindergarten	69	28	3	43	49	8	63	31	6	42	50	8	46	45	9	71	25	4	68	27	5	64	31	5
Special Education																								
Yes	52	38	10	35	45	20	41	36	23	43	29	29	50	20	30	68	18	14	59	23	18	58	21	21
No	85	14	1	71	26	3	77	19	4	54	43	3	79	20	1	96	4	0	89	11	0	87	13	0
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	83	16	2	68	29	3	74	20	6	57	37	6	82	14	4	95	4	2	86	12	2	87	12	2
Free and Reduced Price Meals																								
Yes	54	38	8	42	50	8	62	15	23	46	23	31	62	15	23	85	8	8	62	23	15	67	33	0
No	86	13	1	71	27	3	76	20	4	58	39	3	84	14	2	96	3	1	88	11	1	89	10	2
* = fewer than 5	May not total 100% due to rounding.																							

Carroll County - Number of Kindergarten Students

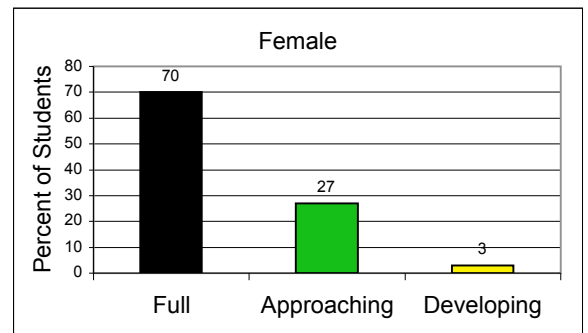
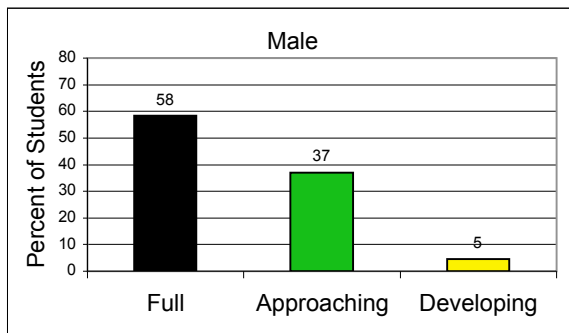
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	6	4	1	3	6	2	5	5	1	5	3	2	5	4	2	7	4	0	8	1	2	6	2	2	
Asian/Pacific Islander	16	8	1	11	12	1	14	10	1	8	16	1	8	14	1	14	9	1	13	12	0	11	10	0	
African American	33	18	4	20	25	9	28	18	9	24	25	6	26	20	7	38	13	4	41	14	0	31	16	5	
White	1,145	501	67	817	761	123	921	706	115	729	904	88	815	792	84	1,250	430	47	1,307	401	35	1,017	508	57	
Hispanic	19	15	1	10	23	2	13	19	3	12	20	2	15	17	3	27	6	2	22	12	1	17	16	1	
Gender																									
Male	592	364	49	425	480	92	511	424	82	429	509	67	461	459	67	663	301	43	702	283	32	545	346	42	
Female	627	182	25	436	347	45	470	334	47	349	459	32	408	388	30	673	161	11	689	157	6	537	206	23	
Prior Care																									
Child Care Center	186	61	10	126	112	19	148	98	16	123	121	12	135	112	11	203	52	5	209	47	5	167	67	7	
Family Child Care	21	5	2	12	10	5	13	11	3	13	11	3	17	7	2	19	6	2	21	6	0	19	4	3	
Head Start	11	4	2	2	9	6	5	8	4	4	8	5	3	10	4	10	4	3	8	7	2	7	7	3	
Home / Informal Care	99	54	9	65	70	31	80	62	26	60	85	18	66	75	21	116	40	10	120	39	9	83	51	16	
Non-Public Nursery	294	69	5	214	140	7	250	106	14	204	158	5	215	140	9	303	61	4	323	47	1	265	76	4	
Pre-Kindergarten	100	41	4	61	69	11	92	46	9	61	73	12	66	65	13	103	37	6	100	39	8	87	42	7	
Special Education																									
Yes	11	8	2	7	9	4	9	8	5	9	6	6	10	4	6	15	4	3	13	5	4	11	4	4	
No	108	18	1	90	33	4	98	24	5	69	54	4	99	25	1	122	5	0	113	14	0	108	16	0	
Limited English Proficiency																									
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	109	21	2	89	38	4	98	26	8	75	49	8	106	18	5	125	5	2	113	16	3	110	15	2	
Free and Reduced Price Meals																									
Yes	7	5	1	5	6	1	8	2	3	6	3	4	8	2	3	11	1	1	8	3	2	8	4	0	
No	102	16	1	84	32	3	90	24	5	69	46	4	98	16	2	114	4	1	105	13	1	102	11	2	

* = fewer than 5

Carroll County 2003-2004

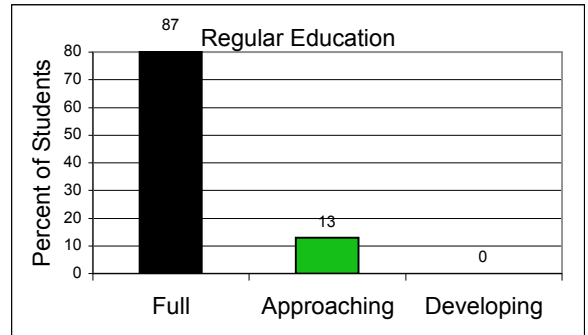
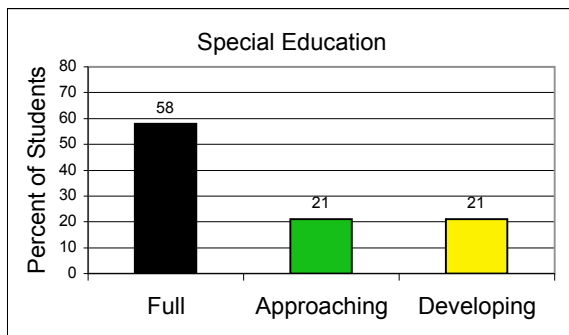
Disaggregated by Gender Composite Score

Entering Kindergarten



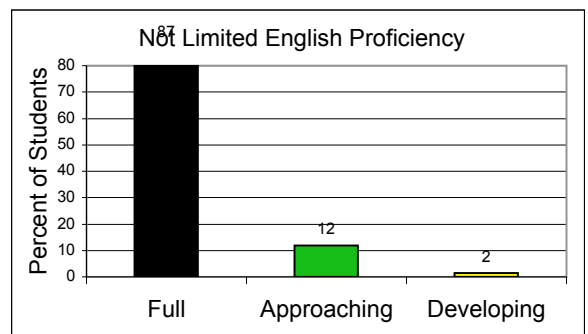
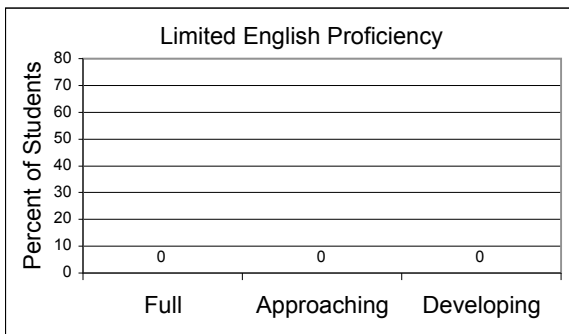
Disaggregated by Special Education Composite Score

Entering Kindergarten



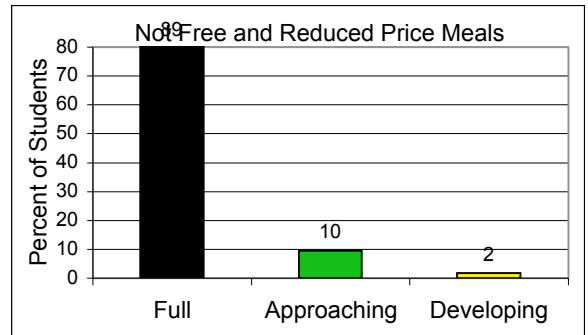
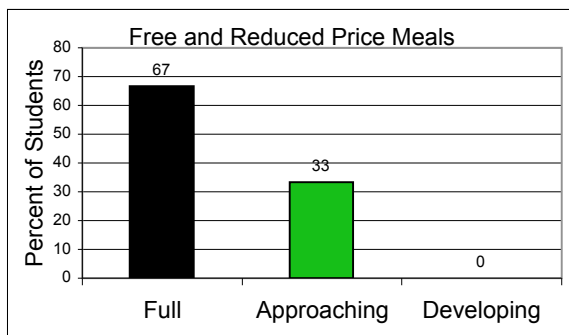
Disaggregated by Limited English Proficiency Composite Score

Entering Kindergarten



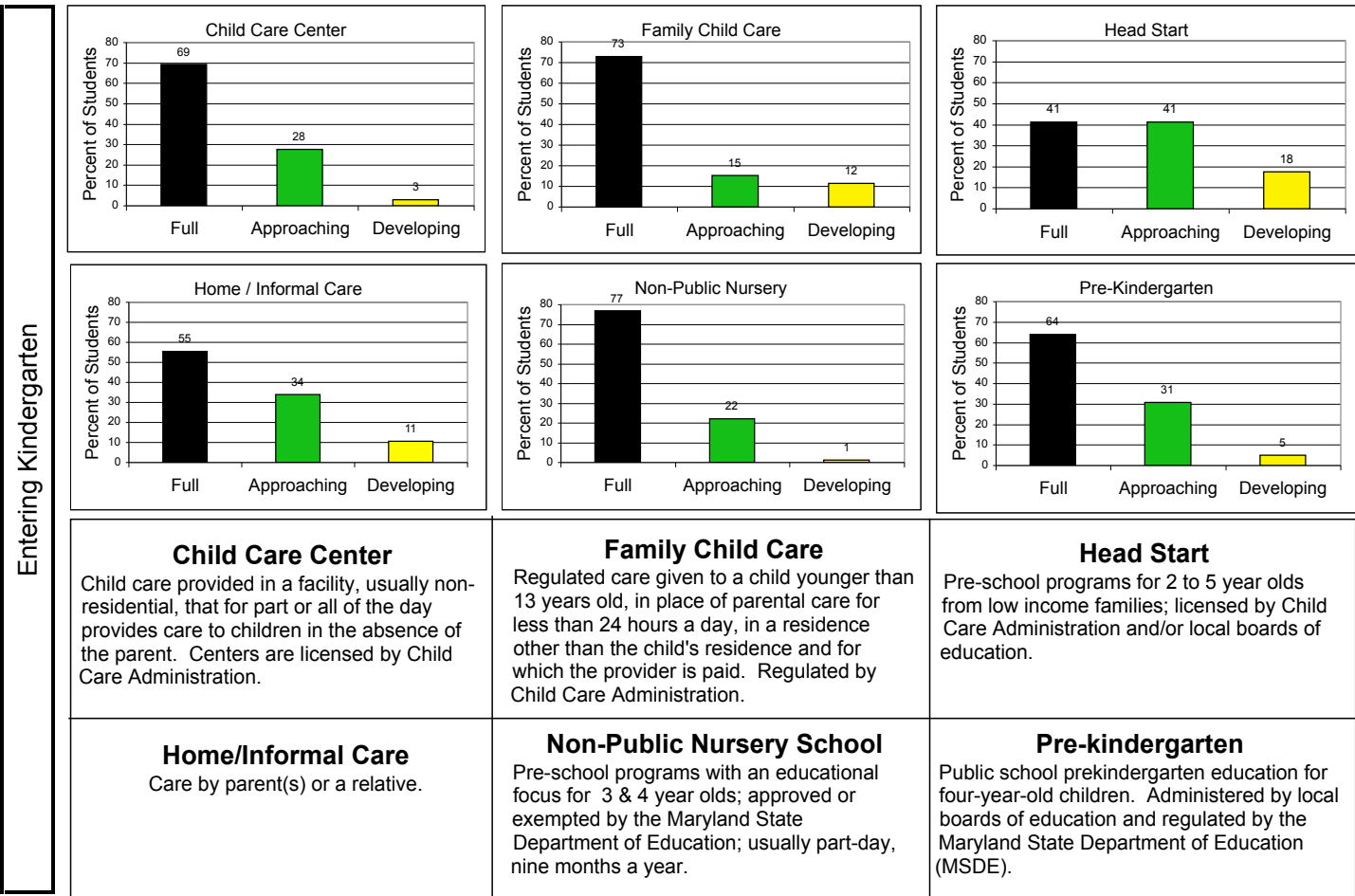
Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten

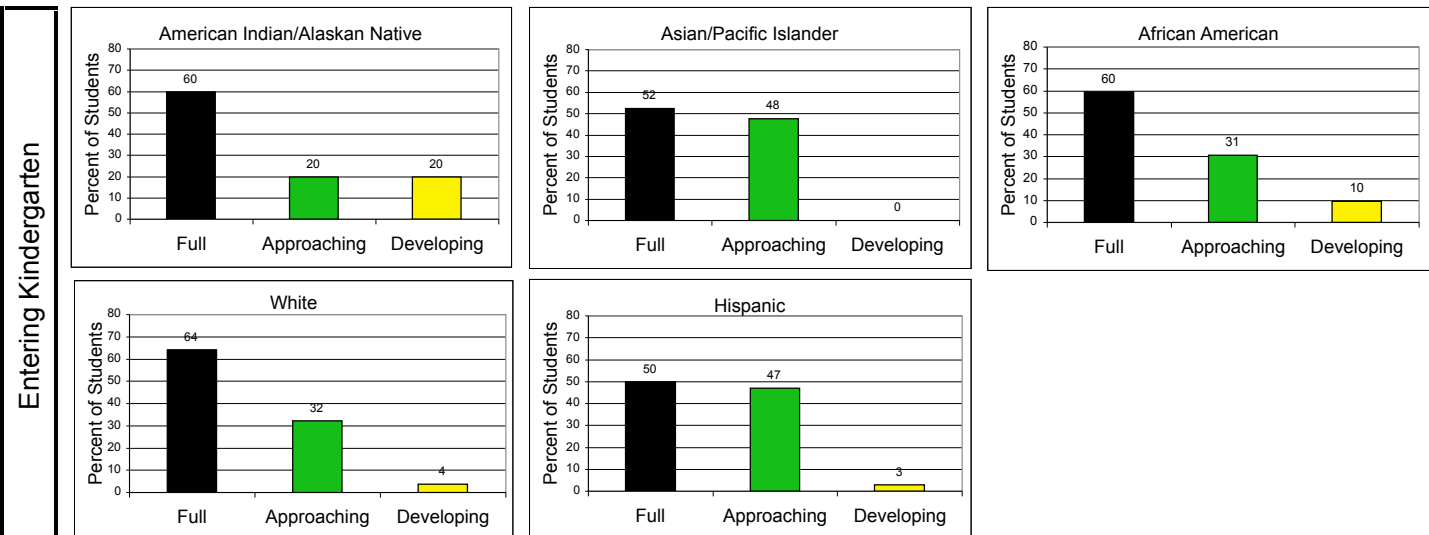


Carroll County 2003-2004

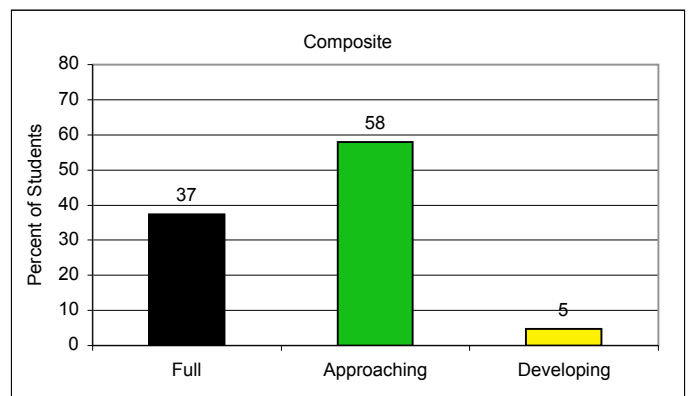
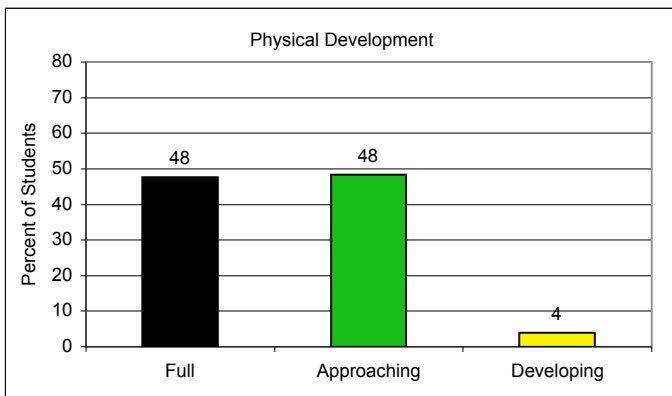
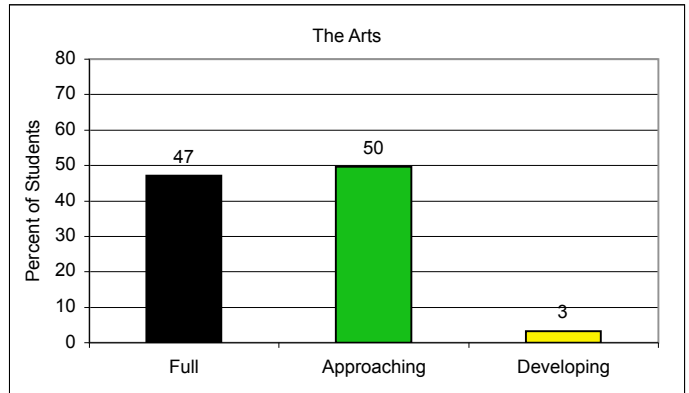
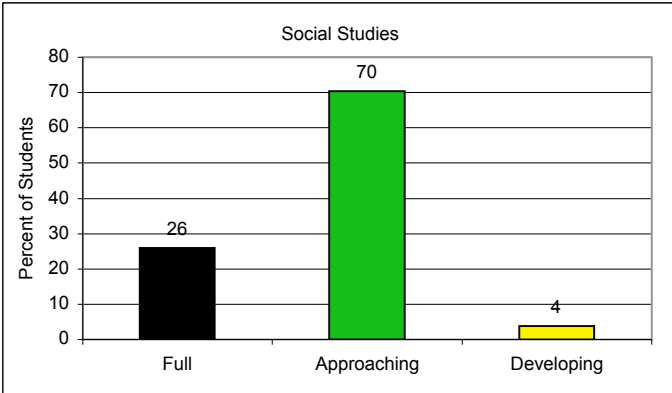
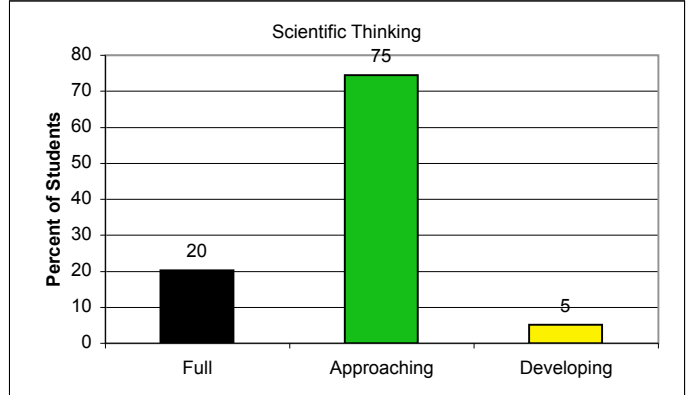
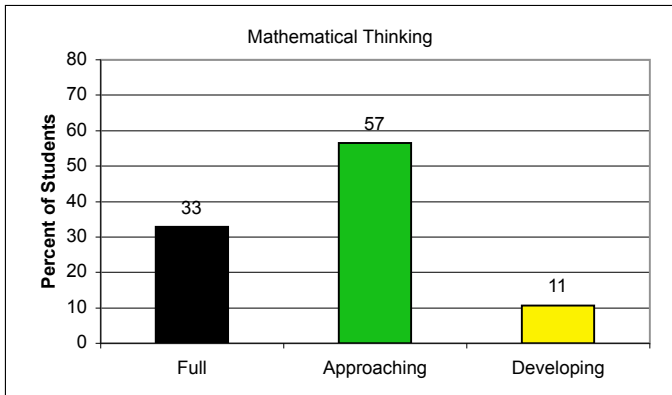
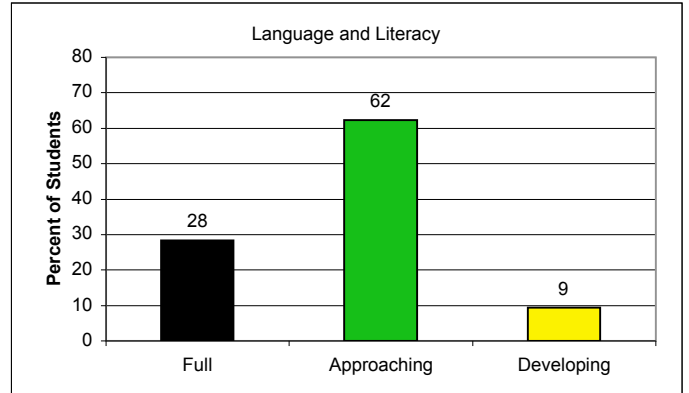
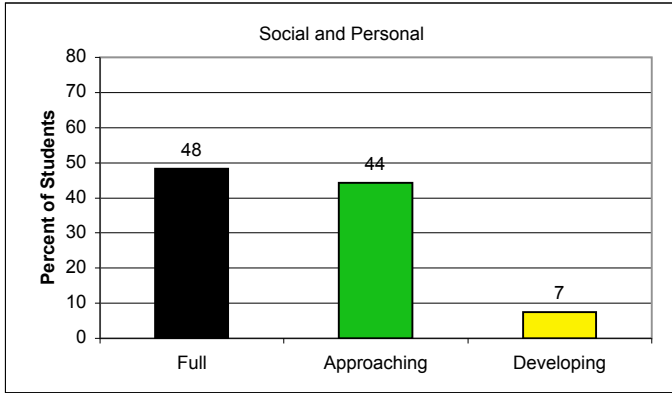
Disaggregated by Prior Care Composite Score



Disaggregated by Race / Ethnicity Composite Score



Cecil County - Percentage of Kindergarten Students



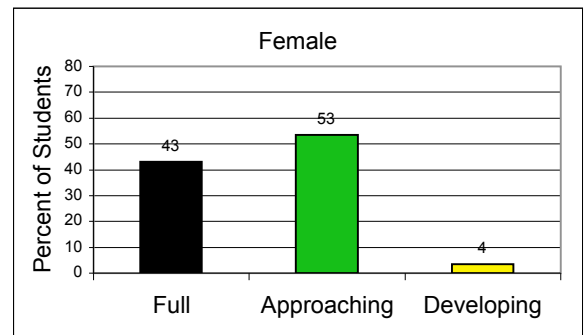
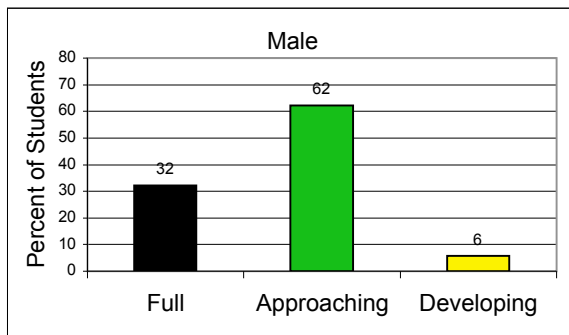
Cecil County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	45	45	9	20	70	10	27	73	0	18	82	0	18	82	0	45	55	0	55	45	0	20	80	0	
African American	46	47	6	24	68	7	32	54	15	29	68	2	28	68	3	54	43	3	54	44	2	39	58	3	
White	49	44	7	30	61	9	34	57	10	20	75	5	26	71	3	46	51	3	47	49	4	38	58	4	
Hispanic	43	38	19	11	65	24	22	57	22	8	69	22	19	62	19	57	32	11	43	49	8	28	56	17	
Gender																									
Male	41	48	11	23	64	13	30	58	13	19	74	6	22	73	5	39	56	5	40	54	6	32	62	6	
Female	56	41	3	34	60	6	36	56	8	21	75	4	30	68	3	56	43	2	56	42	2	43	53	4	
Prior Care																									
Child Care Center	48	45	6	36	52	13	42	49	8	26	71	3	19	79	2	53	44	3	55	41	4	46	51	3	
Family Child Care	39	52	9	38	51	11	32	51	17	28	64	9	28	64	9	48	48	4	47	47	6	36	55	9	
Head Start	40	44	15	10	69	21	10	69	21	8	87	6	19	75	6	42	50	8	38	56	6	23	71	6	
Home / Informal Care	39	50	11	15	67	17	22	59	19	11	78	11	18	76	6	34	61	5	32	60	8	22	66	12	
Non-public Nursery	58	38	4	42	55	4	32	63	4	23	75	2	31	67	2	48	51	1	55	41	4	48	51	1	
Pre-Kindergarten	51	43	5	32	64	5	37	57	6	23	74	2	30	68	2	50	48	2	53	45	2	41	58	1	
Special Education																									
Yes	38	48	14	20	64	17	27	58	15	13	69	18	19	67	15	36	57	7	37	57	6	29	57	13	
No	49	44	7	29	62	9	33	56	10	21	75	4	27	71	3	48	49	3	49	48	4	38	58	4	
Limited English Proficiency																									
Yes	27	45	27	9	55	36	18	55	27	20	60	20	18	55	27	27	55	18	36	55	9	30	50	20	
No	48	44	7	29	62	9	33	57	10	20	75	5	26	71	3	47	50	3	48	48	4	38	58	4	
Free and Reduced Price Meals																									
Yes	42	48	10	26	55	19	25	50	25	26	58	16	35	52	13	38	56	6	53	44	3	43	43	14	
No	48	44	7	28	63	9	33	57	10	20	75	5	26	71	3	47	49	3	48	49	4	37	58	4	
* = fewer than 5	May not total 100% due to rounding.																								

Cecil County 2003-2004

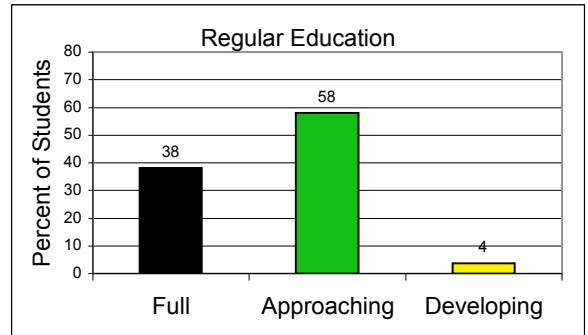
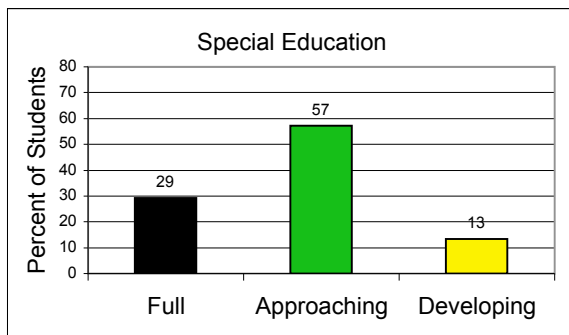
Disaggregated by Gender Composite Score

Entering Kindergarten



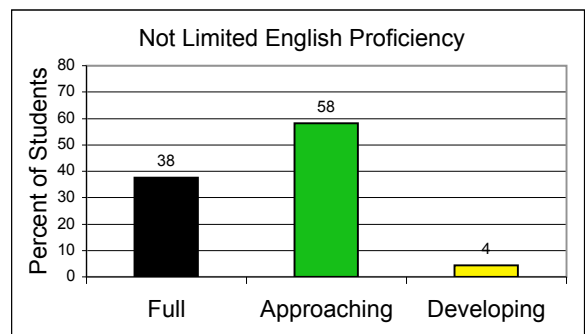
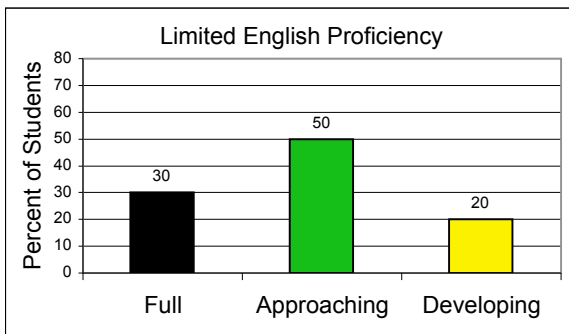
Disaggregated by Special Education Composite Score

Entering Kindergarten



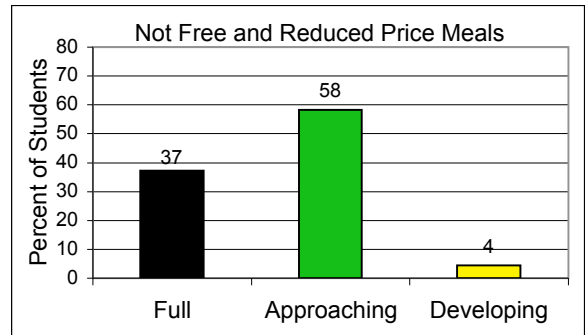
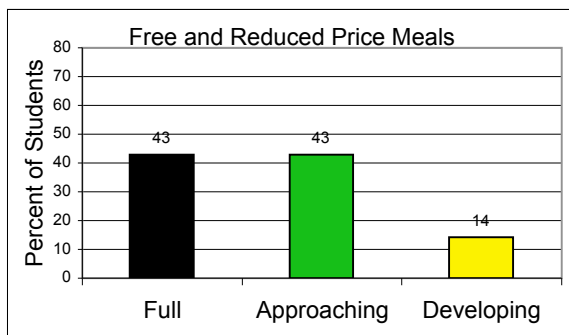
Disaggregated by Limited English Proficiency Composite Score

Entering Kindergarten



Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten



Cecil County 2003-2004

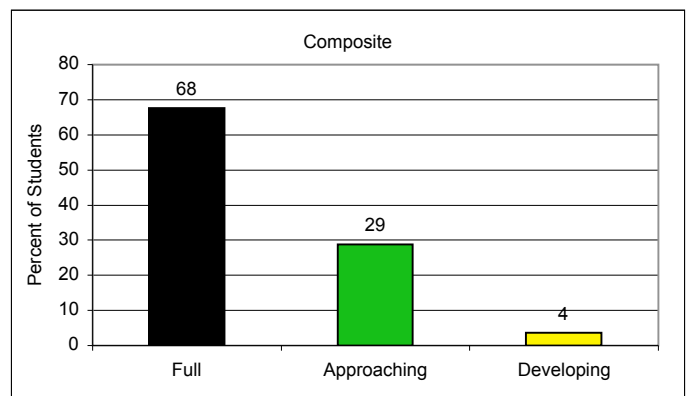
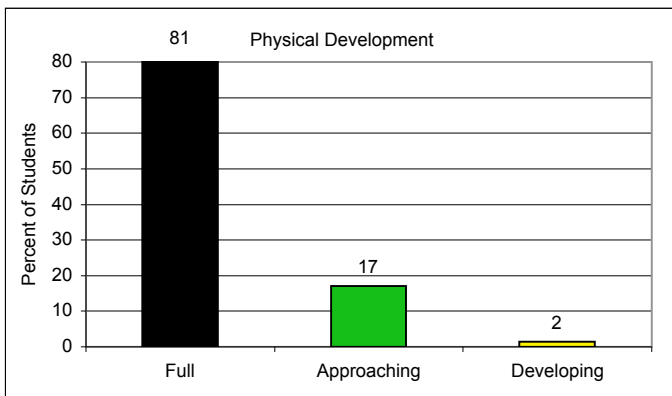
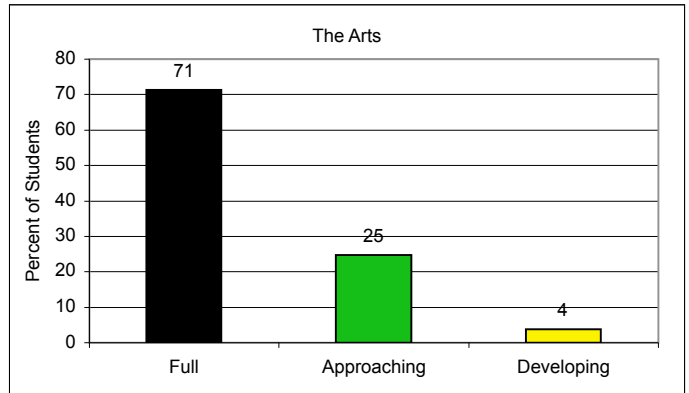
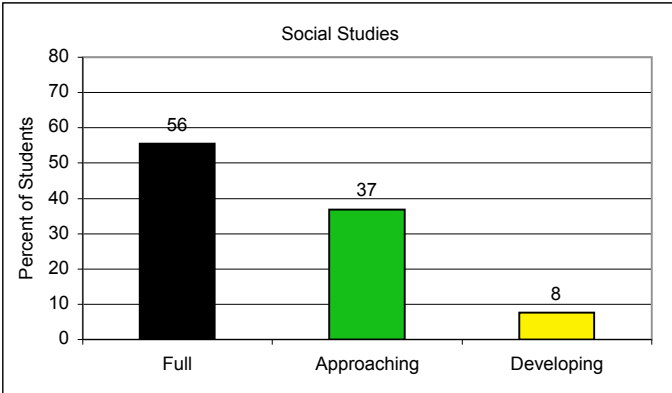
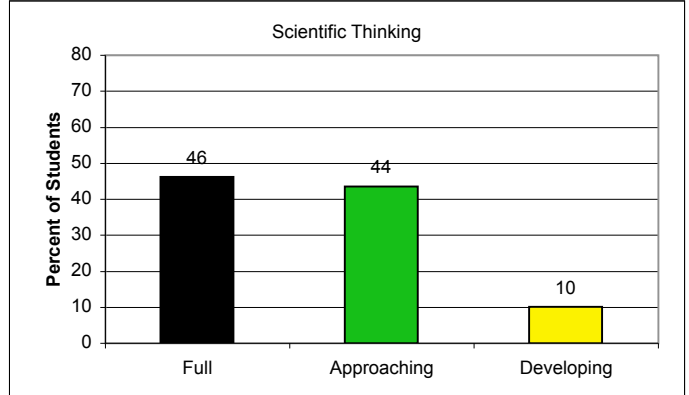
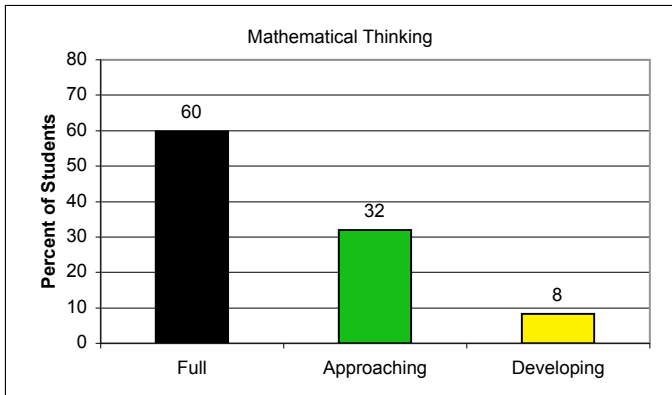
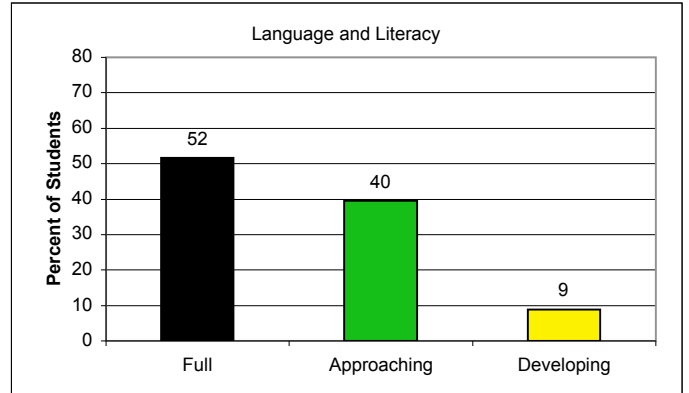
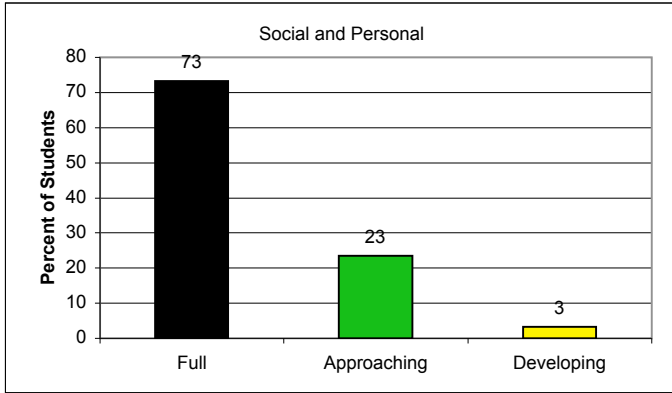
Disaggregated by Prior Care Composite Score

Entering Kindergarten	<p>Child Care Center</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent</th></tr> <tr><td>Full</td><td>46</td></tr> <tr><td>Approaching</td><td>51</td></tr> <tr><td>Developing</td><td>3</td></tr> </table>	Category	Percent	Full	46	Approaching	51	Developing	3	<p>Family Child Care</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent</th></tr> <tr><td>Full</td><td>36</td></tr> <tr><td>Approaching</td><td>56</td></tr> <tr><td>Developing</td><td>9</td></tr> </table>	Category	Percent	Full	36	Approaching	56	Developing	9	<p>Head Start</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent</th></tr> <tr><td>Full</td><td>23</td></tr> <tr><td>Approaching</td><td>71</td></tr> <tr><td>Developing</td><td>6</td></tr> </table>	Category	Percent	Full	23	Approaching	71	Developing	6
	Category	Percent																									
	Full	46																									
	Approaching	51																									
	Developing	3																									
	Category	Percent																									
Full	36																										
Approaching	56																										
Developing	9																										
Category	Percent																										
Full	23																										
Approaching	71																										
Developing	6																										
<p>Home / Informal Care</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent</th></tr> <tr><td>Full</td><td>22</td></tr> <tr><td>Approaching</td><td>66</td></tr> <tr><td>Developing</td><td>12</td></tr> </table>	Category	Percent	Full	22	Approaching	66	Developing	12	<p>Non-Public Nursery</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent</th></tr> <tr><td>Full</td><td>48</td></tr> <tr><td>Approaching</td><td>51</td></tr> <tr><td>Developing</td><td>1</td></tr> </table>	Category	Percent	Full	48	Approaching	51	Developing	1	<p>Pre-Kindergarten</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent</th></tr> <tr><td>Full</td><td>41</td></tr> <tr><td>Approaching</td><td>58</td></tr> <tr><td>Developing</td><td>1</td></tr> </table>	Category	Percent	Full	41	Approaching	58	Developing	1	
Category	Percent																										
Full	22																										
Approaching	66																										
Developing	12																										
Category	Percent																										
Full	48																										
Approaching	51																										
Developing	1																										
Category	Percent																										
Full	41																										
Approaching	58																										
Developing	1																										
<p>Child Care Center</p> <p>Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.</p>	<p>Family Child Care</p> <p>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. Regulated by Child Care Administration.</p>	<p>Head Start</p> <p>Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.</p>																									
<p>Home/Informal Care</p> <p>Care by parent(s) or a relative.</p>	<p>Non-Public Nursery School</p> <p>Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.</p>	<p>Pre-kindergarten</p> <p>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).</p>																									

Disaggregated by Race / Ethnicity Composite Score

Entering Kindergarten	<p>American Indian/Alaskan Native</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent</th></tr> <tr><td>Full</td><td>0</td></tr> <tr><td>Approaching</td><td>0</td></tr> <tr><td>Developing</td><td>0</td></tr> </table>	Category	Percent	Full	0	Approaching	0	Developing	0	<p>Asian/Pacific Islander</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent</th></tr> <tr><td>Full</td><td>20</td></tr> <tr><td>Approaching</td><td>80</td></tr> <tr><td>Developing</td><td>0</td></tr> </table>	Category	Percent	Full	20	Approaching	80	Developing	0	<p>African American</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent</th></tr> <tr><td>Full</td><td>39</td></tr> <tr><td>Approaching</td><td>58</td></tr> <tr><td>Developing</td><td>3</td></tr> </table>	Category	Percent	Full	39	Approaching	58	Developing	3
	Category	Percent																									
	Full	0																									
	Approaching	0																									
	Developing	0																									
Category	Percent																										
Full	20																										
Approaching	80																										
Developing	0																										
Category	Percent																										
Full	39																										
Approaching	58																										
Developing	3																										
<p>White</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent</th></tr> <tr><td>Full</td><td>38</td></tr> <tr><td>Approaching</td><td>58</td></tr> <tr><td>Developing</td><td>4</td></tr> </table>	Category	Percent	Full	38	Approaching	58	Developing	4	<p>Hispanic</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent</th></tr> <tr><td>Full</td><td>28</td></tr> <tr><td>Approaching</td><td>56</td></tr> <tr><td>Developing</td><td>17</td></tr> </table>	Category	Percent	Full	28	Approaching	56	Developing	17										
Category	Percent																										
Full	38																										
Approaching	58																										
Developing	4																										
Category	Percent																										
Full	28																										
Approaching	56																										
Developing	17																										

Charles County - Percentage of Kindergarten Students



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	70	30	0	50	50	0	50	50	0	30	60	10	50	40	10	80	20	0	100	0	0	70	30	0
Asian/Pacific Islander	83	14	2	58	33	10	69	29	2	57	40	2	54	44	2	80	20	0	88	12	0	79	18	3
African American	66	29	5	43	45	12	51	39	11	41	46	13	49	42	9	68	28	4	77	21	2	61	34	5
White	77	21	2	57	36	6	65	28	7	49	42	9	59	33	8	73	24	4	84	14	2	71	26	3
Hispanic	81	15	4	47	40	13	60	32	8	54	40	6	65	29	6	74	17	9	80	18	2	67	28	5
Gender																								
Male	66	28	5	45	43	12	56	34	10	44	45	11	51	40	10	63	31	7	76	21	3	60	34	5
Female	81	18	1	58	36	5	64	30	6	49	41	9	61	34	6	80	19	1	87	12	0	75	23	2
Prior Care																								
Child Care Center	67	28	5	51	43	6	65	30	4	45	49	6	50	44	7	72	24	4	83	17	1	62	35	3
Family Child Care	72	24	4	52	32	16	56	32	13	50	39	11	58	30	12	73	23	5	75	24	1	71	23	6
Head Start	62	30	8	35	46	18	43	38	19	35	45	20	35	56	8	60	36	4	76	21	3	56	39	5
Home / Informal Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Non-public Nursery	76	22	2	60	33	7	70	25	5	55	37	8	60	34	6	72	25	3	87	11	1	75	21	4
Pre-Kindergarten	75	23	2	52	41	8	61	32	7	46	44	10	56	37	8	71	25	4	82	16	2	66	31	3
Special Education																								
Yes	57	34	10	25	54	21	34	51	15	29	50	21	36	43	20	53	39	8	60	31	9	38	48	14
No	75	22	3	54	38	8	62	30	7	48	43	9	57	36	7	73	24	3	84	16	1	70	27	3
Limited English Proficiency																								
Yes	81	14	6	34	49	17	54	41	5	54	34	11	51	38	11	74	20	6	86	11	3	72	17	10
No	73	24	3	52	39	9	60	32	8	46	44	10	55	37	8	71	25	4	81	17	2	67	29	3
Free and Reduced Price Meals																								
Yes	55	36	9	27	52	21	36	46	18	27	51	22	35	51	15	55	39	7	67	30	3	44	48	8
No	78	20	2	58	37	6	66	29	6	51	42	7	60	34	6	75	22	3	85	14	1	73	24	3
* = fewer than 5	May not total 100% due to rounding.																							

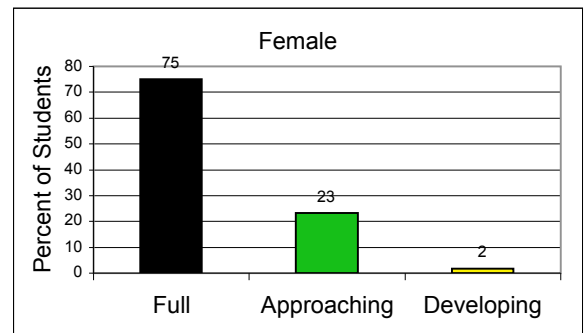
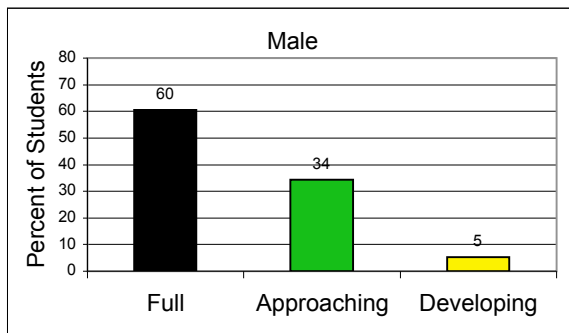
Charles County - Number of Kindergarten Students

	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	7	3	0	5	5	0	5	5	0	3	6	1	5	4	1	8	2	0	10	0	0	7	3	0	
Asian/Pacific Islander	35	6	1	23	13	4	29	12	1	24	17	1	22	18	1	33	8	0	37	5	0	30	7	1	
African American	326	141	25	206	212	58	252	191	52	203	227	62	242	209	42	333	139	20	380	105	8	262	147	20	
White	532	145	15	386	245	43	456	193	49	341	292	66	408	229	53	506	165	26	588	101	11	430	158	17	
Hispanic	39	7	2	22	19	6	30	16	4	26	19	3	32	14	3	35	8	4	39	9	1	26	11	2	
Gender																									
Male	449	190	37	299	281	80	381	232	70	295	307	76	342	269	66	423	208	44	519	144	17	358	203	31	
Female	490	112	6	343	213	31	391	185	36	302	254	57	367	205	34	492	114	6	535	76	3	397	123	9	
Prior Care																									
Child Care Center	89	37	7	66	55	8	91	42	6	63	68	8	68	60	9	99	33	5	114	23	1	73	41	3	
Family Child Care	111	37	6	77	48	23	85	48	19	75	58	16	87	46	18	109	34	7	113	36	1	90	29	7	
Head Start	45	22	6	25	33	13	31	27	14	25	32	14	25	40	6	43	26	3	55	15	2	36	25	3	
Home / Informal Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Non-Public Nursery	105	31	3	81	44	9	97	35	7	76	52	11	83	47	8	100	35	4	122	16	2	93	26	5	
Pre-Kindergarten	463	139	15	314	248	46	378	202	43	288	275	63	344	228	47	442	154	27	513	102	10	361	171	17	
Special Education																									
Yes	65	39	11	28	59	23	40	60	18	34	59	24	41	49	23	60	45	9	70	36	11	37	47	14	
No	874	263	32	614	435	88	732	357	88	563	502	109	668	425	77	855	277	41	984	184	9	718	279	26	
Limited English Proficiency																									
Yes	29	5	2	12	17	6	20	15	2	19	12	4	19	14	4	26	7	2	31	4	1	21	5	3	
No	910	297	41	630	477	105	752	402	104	578	549	129	690	460	96	889	315	48	1023	216	19	734	321	37	
Free and Reduced Price Meals																									
Yes	142	92	22	69	130	52	93	119	48	70	130	57	88	128	37	139	99	17	171	77	7	96	105	17	
No	797	210	21	573	364	59	679	298	58	527	431	76	621	346	63	776	223	33	883	143	13	659	221	23	
* = fewer than 5																									

Charles County 2003-2004

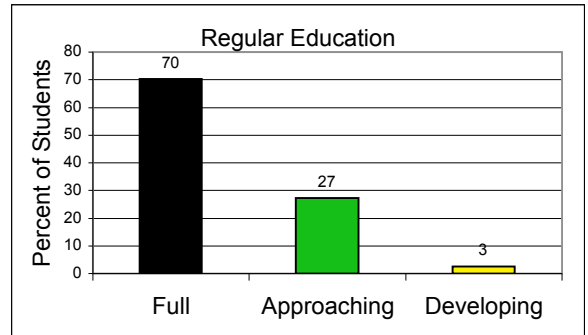
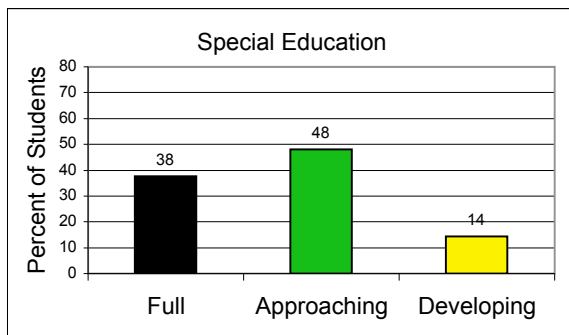
Disaggregated by Gender Composite Score

Entering Kindergarten



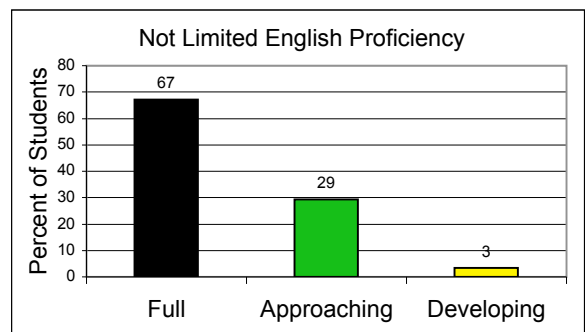
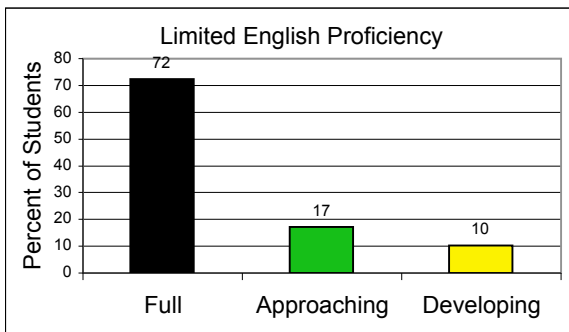
Disaggregated by Special Education Composite Score

Entering Kindergarten



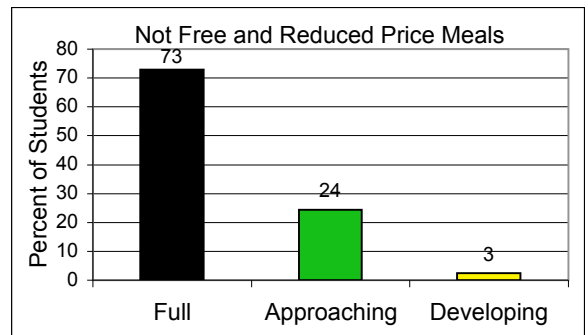
Disaggregated by Limited English Proficiency Composite Score

Entering Kindergarten



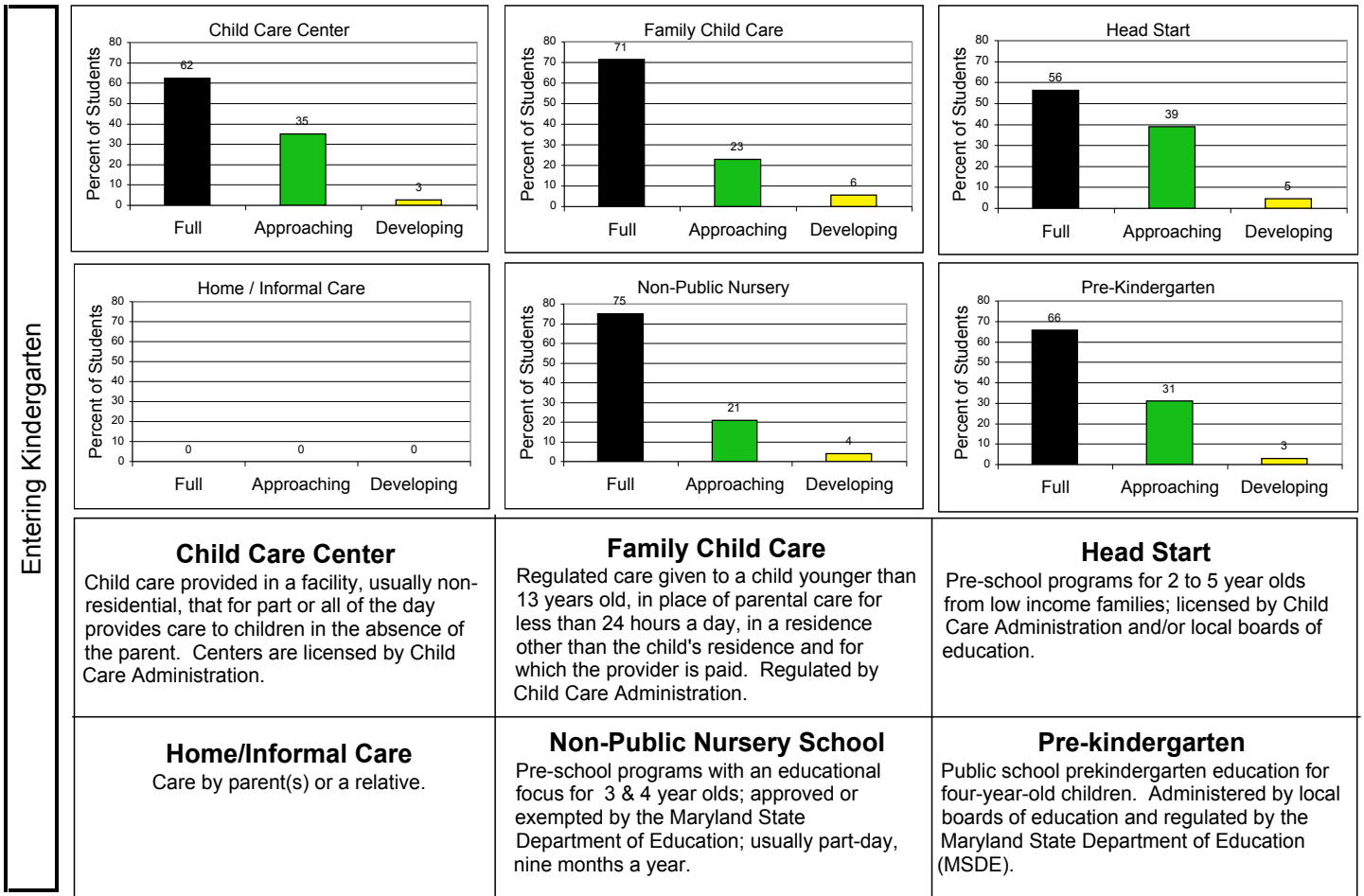
Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten

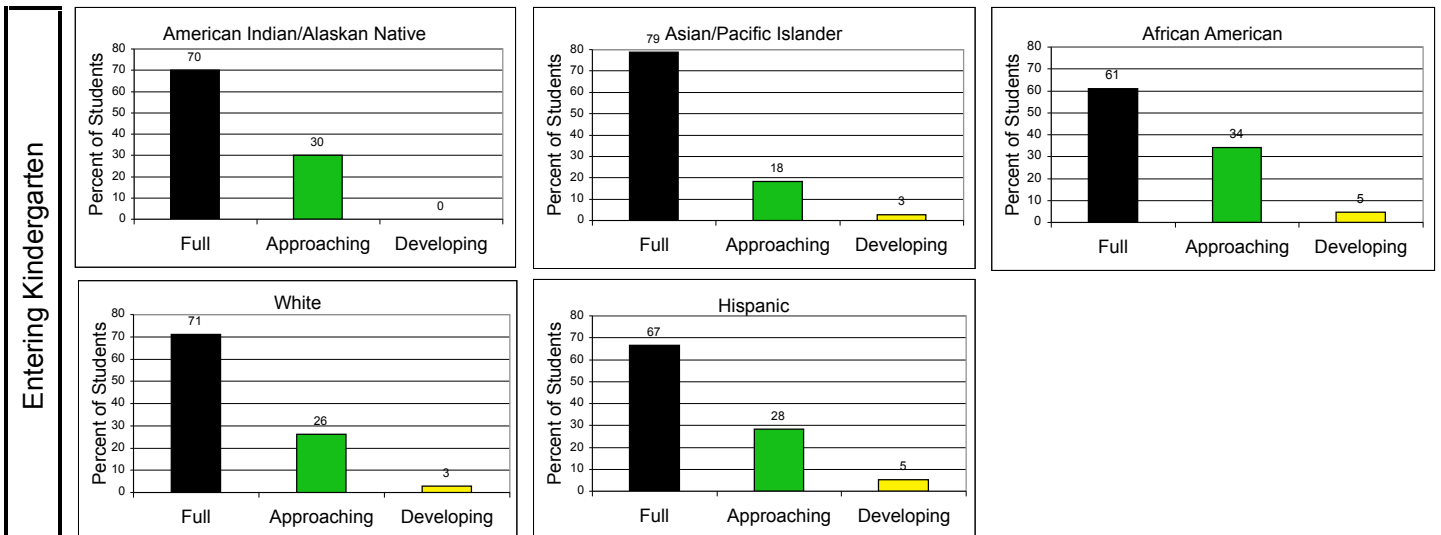


Charles County 2003-2004

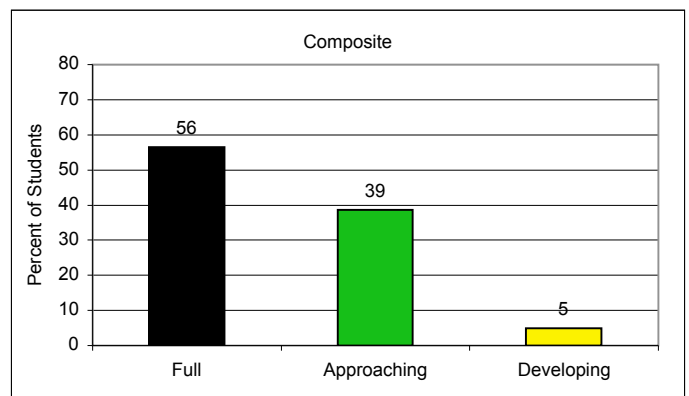
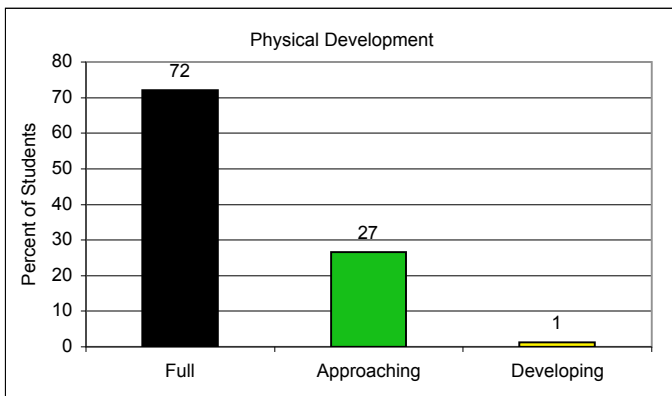
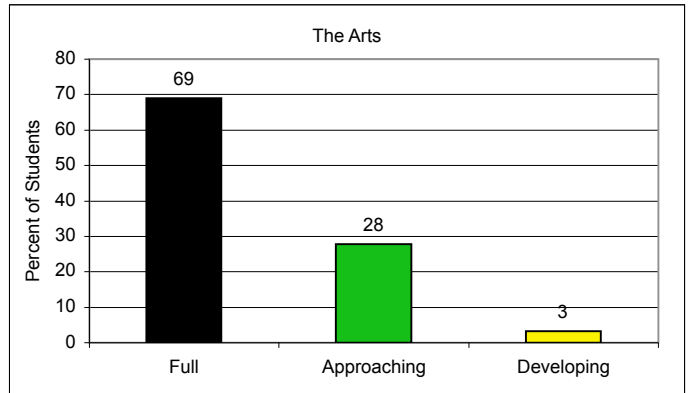
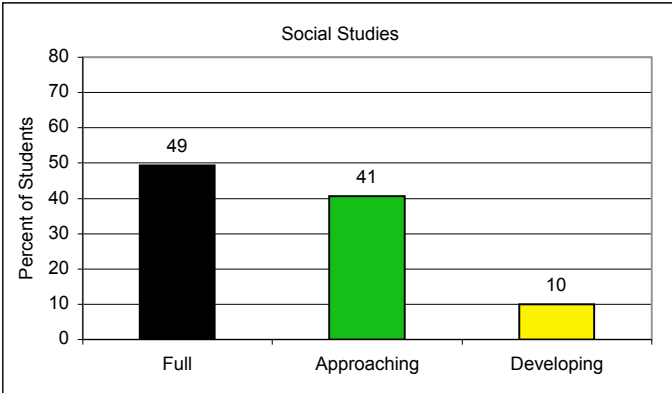
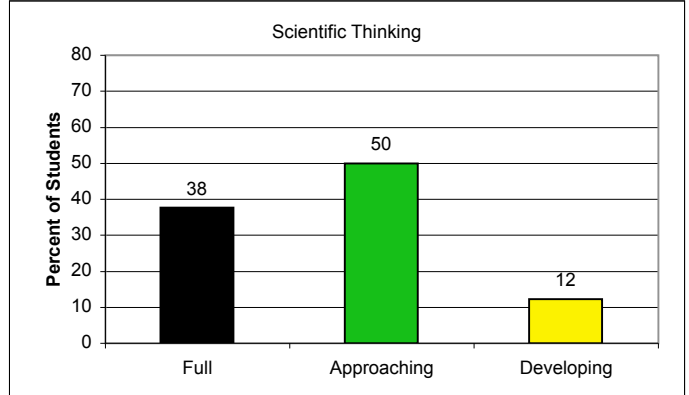
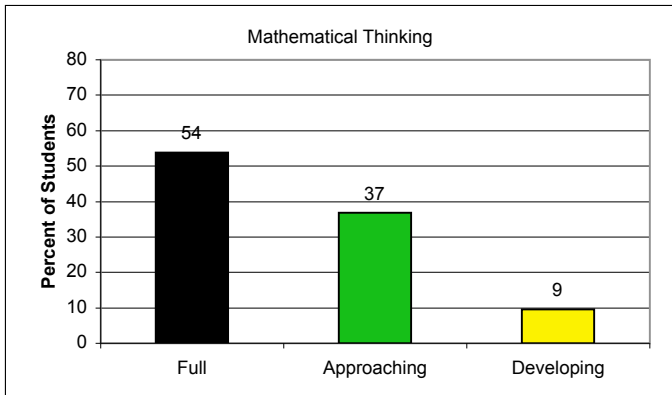
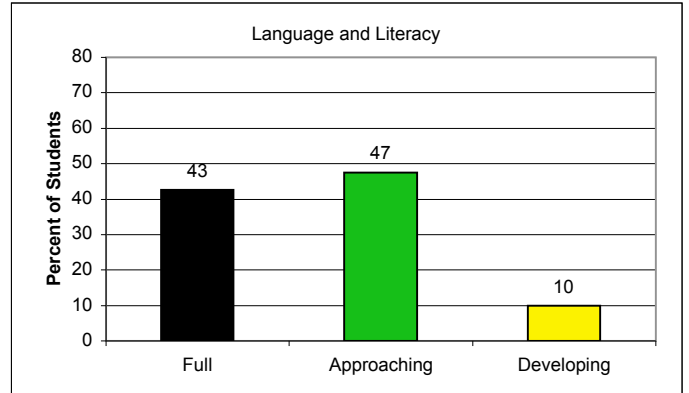
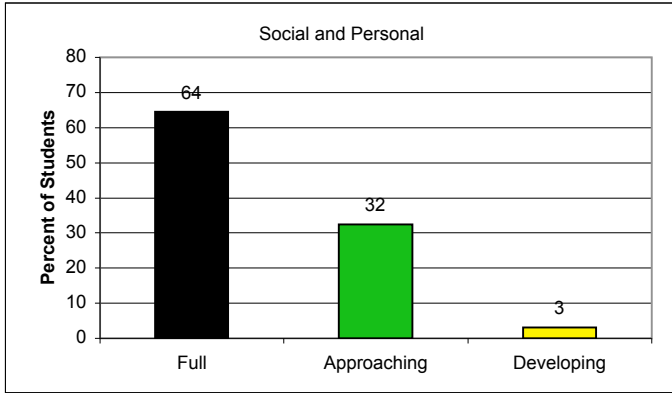
Disaggregated by Prior Care Composite Score



Disaggregated by Race / Ethnicity Composite Score



Dorchester County - Percentage of Kindergarten Students



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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	56	41	3	38	50	11	44	47	10	25	63	12	44	45	11	68	30	2	68	31	1	50	44	7	
White	72	26	2	49	42	8	62	32	6	50	40	11	57	36	7	72	24	4	76	22	2	63	34	3	
Hispanic	78	22	0	33	67	0	56	11	33	33	33	33	33	33	33	67	33	0	89	11	0	67	33	0	
Gender																									
Male	57	37	6	38	48	14	52	33	15	37	45	18	46	39	15	57	37	6	68	30	2	50	43	7	
Female	74	26	0	48	46	6	57	40	3	39	55	6	54	41	5	82	18	0	78	22	0	65	33	3	
Prior Care																									
Child Care Center	70	20	10	30	60	10	70	20	10	30	60	10	40	40	20	70	20	10	50	50	0	50	40	10	
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	44	56	0	11	89	0	11	78	11	11	78	11	33	44	22	67	33	0	56	44	0	22	78	0	
Home / Informal Care	74	16	10	68	19	13	58	32	10	55	26	19	61	16	23	68	26	6	84	13	3	65	26	10	
Non-public Nursery	75	25	0	50	50	0	63	38	0	63	38	0	75	25	0	63	38	0	75	25	0	75	25	0	
Pre-Kindergarten	66	31	3	51	44	5	62	31	6	46	46	9	55	39	6	70	27	3	70	29	1	62	36	3	
Special Education																									
Yes	48	43	10	33	57	10	33	52	14	19	48	33	19	62	19	48	38	14	52	38	10	24	67	10	
No	66	32	3	44	46	10	56	35	9	40	50	10	52	39	9	71	26	2	74	26	0	60	36	4	
Limited English Proficiency																									
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	63	33	3	43	47	10	54	37	9	39	50	12	51	40	9	70	27	3	72	27	1	57	38	5	
Free and Reduced Price Meals																									
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	65	32	3	43	47	10	54	37	10	38	50	12	49	41	10	69	28	3	72	27	1	57	39	5	

* = fewer than 5

May not total 100% due to rounding.

Dorchester County - Number of Kindergarten Students

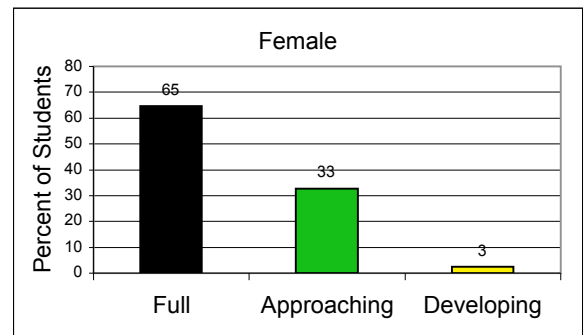
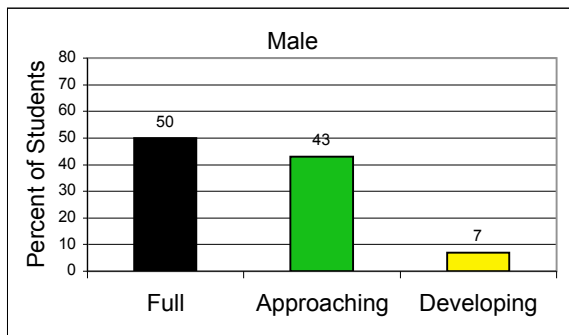
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	59	43	3	40	53	12	46	49	10	26	66	13	46	47	11	70	31	2	71	32	1	51	45	7	
White	93	34	3	64	55	11	81	41	8	64	51	14	73	47	9	94	31	5	98	29	2	80	43	4	
Hispanic	7	2	0	3	6	0	5	1	3	3	3	3	3	3	3	6	3	0	8	1	0	6	3	0	
Gender																									
Male	74	48	8	50	62	18	67	43	20	48	58	24	60	51	19	74	48	8	88	39	3	65	56	9	
Female	89	32	0	58	56	7	69	48	4	47	66	7	64	49	6	98	21	0	93	26	0	75	38	3	
Prior Care																									
Child Care Center	7	2	1	3	6	1	7	2	1	3	6	1	4	4	2	7	2	1	5	5	0	5	4	1	
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	4	5	0	1	8	0	1	7	1	1	7	1	3	4	2	6	3	0	5	4	0	2	7	0	
Home / Informal Care	23	5	3	21	6	4	18	10	3	17	8	6	19	5	7	21	8	2	26	4	1	20	8	3	
Non-Public Nursery	6	2	0	4	4	0	5	3	0	5	3	0	6	2	0	5	3	0	6	2	0	6	2	0	
Pre-Kindergarten	103	49	4	79	69	8	97	49	10	71	71	14	85	61	9	109	42	4	109	45	2	95	55	4	
Special Education																									
Yes	10	9	2	7	12	2	7	11	3	4	10	7	4	13	4	10	8	3	11	8	2	5	14	2	
No	151	73	6	101	106	23	129	80	21	91	114	24	119	88	21	163	60	5	168	59	1	134	81	10	
Limited English Proficiency																									
Yes	8	0	0	2	5	1	3	2	3	1	5	2	1	4	3	4	4	0	7	1	0	4	4	0	
No	155	82	8	106	115	24	133	91	21	94	121	29	123	98	22	169	66	8	174	66	3	136	92	12	
Free and Reduced Price Meals																									
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	162	81	8	107	119	25	135	92	24	94	125	31	123	101	25	171	70	8	180	66	3	139	95	12	

* = fewer than 5

Dorchester County 2003-2004

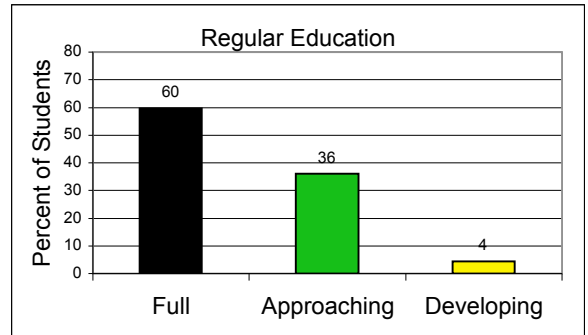
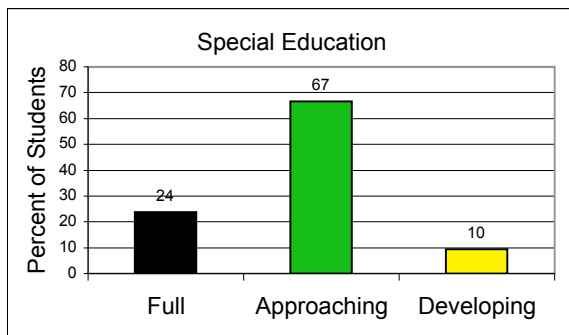
Disaggregated by Gender Composite Score

Entering Kindergarten



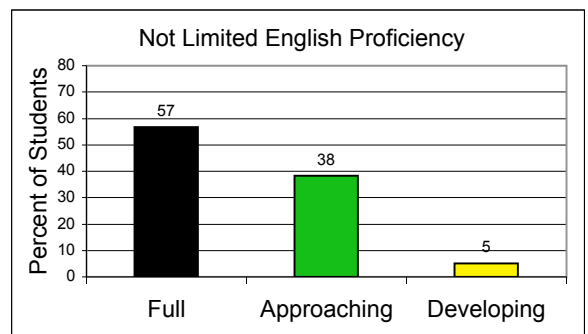
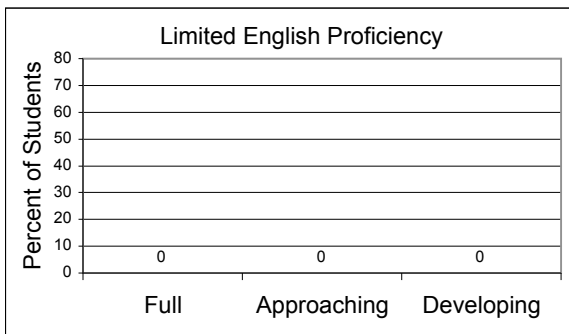
Disaggregated by Special Education Composite Score

Entering Kindergarten



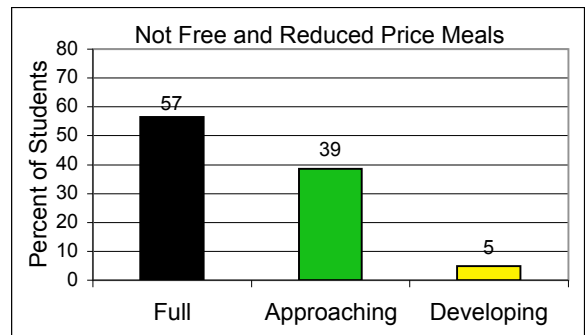
Disaggregated by Limited English Proficiency Composite Score

Entering Kindergarten



Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten



Dorchester County 2003-2004

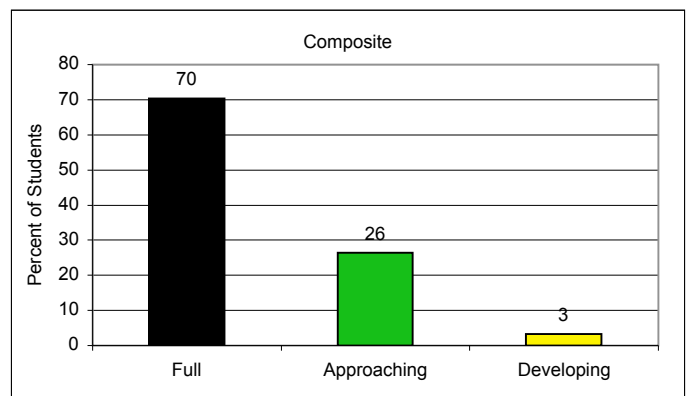
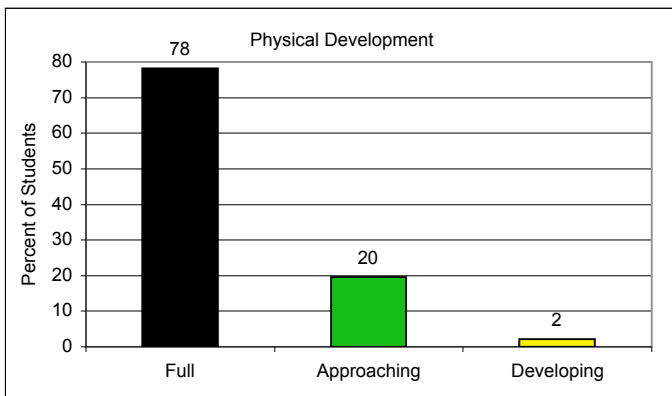
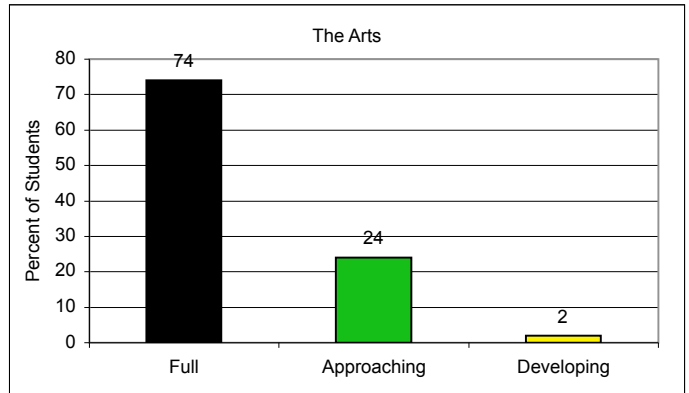
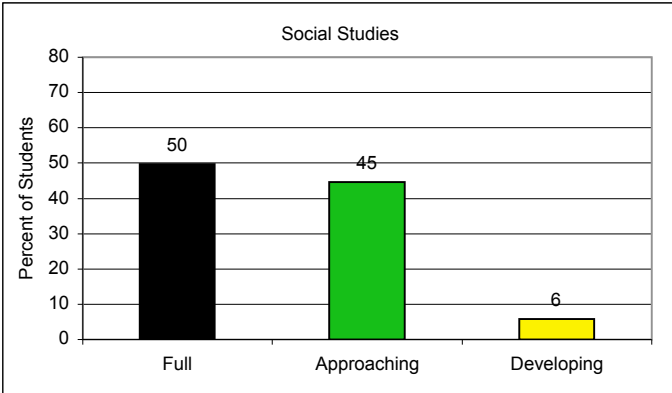
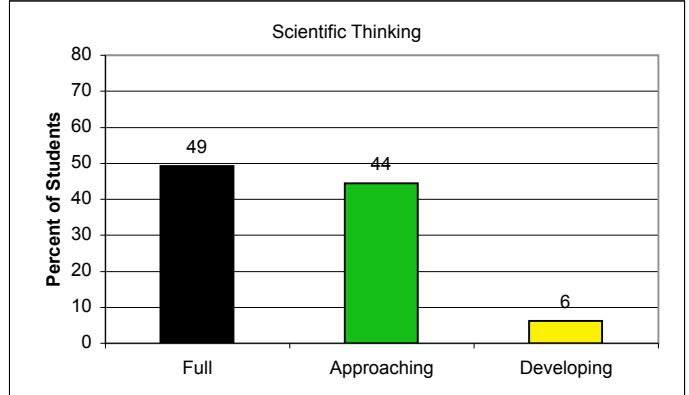
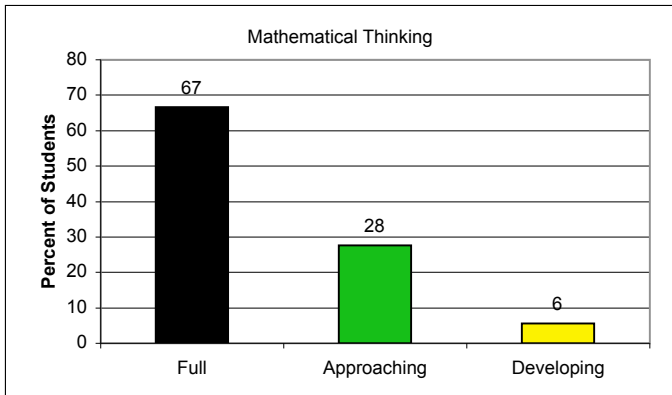
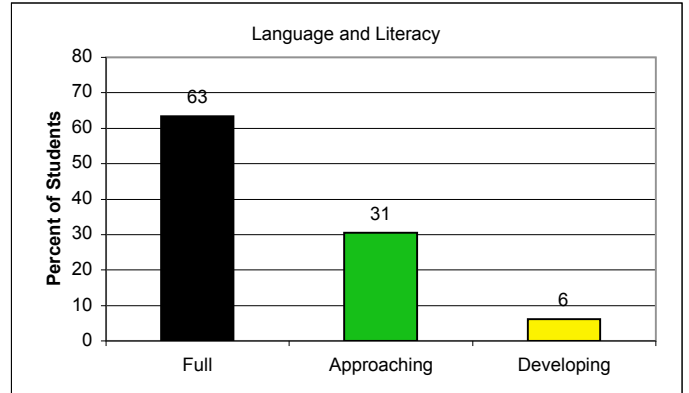
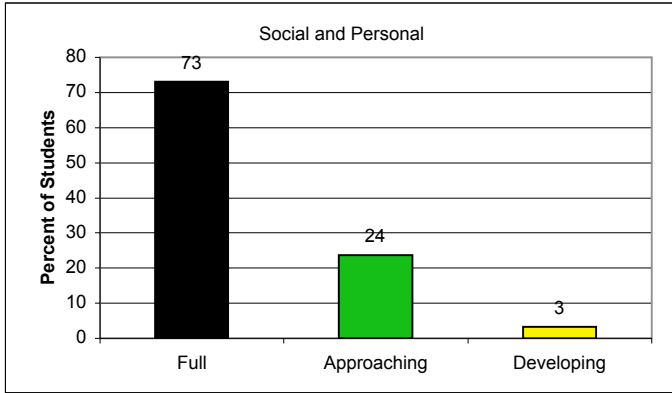
Disaggregated by Prior Care Composite Score

Entering Kindergarten	<p>Child Care Center</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent of Students</th></tr> <tr><td>Full</td><td>50</td></tr> <tr><td>Approaching</td><td>40</td></tr> <tr><td>Developing</td><td>10</td></tr> </table>	Category	Percent of Students	Full	50	Approaching	40	Developing	10	<p>Family Child Care</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent of Students</th></tr> <tr><td>Full</td><td>0</td></tr> <tr><td>Approaching</td><td>0</td></tr> <tr><td>Developing</td><td>0</td></tr> </table>	Category	Percent of Students	Full	0	Approaching	0	Developing	0	<p>Head Start</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent of Students</th></tr> <tr><td>Full</td><td>22</td></tr> <tr><td>Approaching</td><td>75</td></tr> <tr><td>Developing</td><td>0</td></tr> </table>	Category	Percent of Students	Full	22	Approaching	75	Developing	0
	Category	Percent of Students																									
	Full	50																									
	Approaching	40																									
	Developing	10																									
	Category	Percent of Students																									
Full	0																										
Approaching	0																										
Developing	0																										
Category	Percent of Students																										
Full	22																										
Approaching	75																										
Developing	0																										
<p>Home / Informal Care</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent of Students</th></tr> <tr><td>Full</td><td>65</td></tr> <tr><td>Approaching</td><td>26</td></tr> <tr><td>Developing</td><td>10</td></tr> </table>	Category	Percent of Students	Full	65	Approaching	26	Developing	10	<p>Non-Public Nursery</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent of Students</th></tr> <tr><td>Full</td><td>75</td></tr> <tr><td>Approaching</td><td>25</td></tr> <tr><td>Developing</td><td>0</td></tr> </table>	Category	Percent of Students	Full	75	Approaching	25	Developing	0	<p>Pre-Kindergarten</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent of Students</th></tr> <tr><td>Full</td><td>62</td></tr> <tr><td>Approaching</td><td>36</td></tr> <tr><td>Developing</td><td>3</td></tr> </table>	Category	Percent of Students	Full	62	Approaching	36	Developing	3	
Category	Percent of Students																										
Full	65																										
Approaching	26																										
Developing	10																										
Category	Percent of Students																										
Full	75																										
Approaching	25																										
Developing	0																										
Category	Percent of Students																										
Full	62																										
Approaching	36																										
Developing	3																										
<p>Child Care Center</p> <p>Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.</p>	<p>Family Child Care</p> <p>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. Regulated by Child Care Administration.</p>	<p>Head Start</p> <p>Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.</p>																									
<p>Home/Informal Care</p> <p>Care by parent(s) or a relative.</p>	<p>Non-Public Nursery School</p> <p>Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.</p>	<p>Pre-kindergarten</p> <p>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).</p>																									

Disaggregated by Race / Ethnicity Composite Score

Entering Kindergarten	<p>American Indian/Alaskan Native</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent of Students</th></tr> <tr><td>Full</td><td>0</td></tr> <tr><td>Approaching</td><td>0</td></tr> <tr><td>Developing</td><td>0</td></tr> </table>	Category	Percent of Students	Full	0	Approaching	0	Developing	0	<p>Asian/Pacific Islander</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent of Students</th></tr> <tr><td>Full</td><td>0</td></tr> <tr><td>Approaching</td><td>0</td></tr> <tr><td>Developing</td><td>0</td></tr> </table>	Category	Percent of Students	Full	0	Approaching	0	Developing	0	<p>African American</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent of Students</th></tr> <tr><td>Full</td><td>50</td></tr> <tr><td>Approaching</td><td>44</td></tr> <tr><td>Developing</td><td>7</td></tr> </table>	Category	Percent of Students	Full	50	Approaching	44	Developing	7
	Category	Percent of Students																									
	Full	0																									
	Approaching	0																									
	Developing	0																									
Category	Percent of Students																										
Full	0																										
Approaching	0																										
Developing	0																										
Category	Percent of Students																										
Full	50																										
Approaching	44																										
Developing	7																										
<p>White</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent of Students</th></tr> <tr><td>Full</td><td>63</td></tr> <tr><td>Approaching</td><td>34</td></tr> <tr><td>Developing</td><td>3</td></tr> </table>	Category	Percent of Students	Full	63	Approaching	34	Developing	3	<p>Hispanic</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent of Students</th></tr> <tr><td>Full</td><td>67</td></tr> <tr><td>Approaching</td><td>33</td></tr> <tr><td>Developing</td><td>0</td></tr> </table>	Category	Percent of Students	Full	67	Approaching	33	Developing	0										
Category	Percent of Students																										
Full	63																										
Approaching	34																										
Developing	3																										
Category	Percent of Students																										
Full	67																										
Approaching	33																										
Developing	0																										

Frederick County - Percentage of Kindergarten Students



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	79	21	0	69	23	8	71	29	0	50	50	0	57	43	0	79	21	0	93	7	0	77	23	0
Asian/Pacific Islander	76	22	2	72	26	2	74	22	5	46	48	6	45	49	6	77	21	2	81	17	2	74	24	3
African American	57	36	7	52	42	7	48	43	8	29	60	11	32	57	11	56	40	4	60	36	4	49	47	4
White	76	21	3	66	29	5	70	25	5	54	41	5	54	42	5	77	21	2	82	17	2	75	23	3
Hispanic	56	39	5	36	44	20	37	44	20	23	58	19	26	58	16	53	39	8	57	40	3	42	44	14
Gender																								
Male	66	29	5	58	34	8	62	31	7	48	45	7	47	46	7	67	30	3	72	25	3	63	32	4
Female	81	17	2	69	27	4	71	24	4	51	44	5	53	42	5	82	17	1	84	14	1	78	20	2
Prior Care																								
Child Care Center	68	28	3	67	30	3	68	29	3	49	47	4	49	49	2	77	22	1	77	22	1	74	25	1
Family Child Care	75	23	2	65	29	6	70	25	5	59	36	5	54	41	5	77	22	2	79	19	1	73	24	3
Head Start	58	34	8	46	44	11	52	35	12	30	58	12	36	51	13	57	39	4	63	31	6	51	40	8
Home / Informal Care	73	23	4	56	32	12	60	28	12	42	47	11	45	46	9	72	25	3	75	21	3	67	27	6
Non-public Nursery	84	15	2	69	29	2	73	26	2	57	41	2	59	39	3	79	20	1	86	13	1	77	22	1
Pre-Kindergarten	68	27	5	66	28	6	68	27	6	46	46	7	46	47	7	70	28	3	76	21	3	68	28	4
Special Education																								
Yes	51	42	7	38	42	20	45	38	17	28	52	21	27	54	19	56	36	8	54	37	9	44	41	14
No	75	22	3	65	30	5	68	27	5	51	44	5	51	44	5	75	23	2	80	18	2	72	25	2
Limited English Proficiency																								
Yes	48	45	7	30	43	27	29	47	24	17	58	25	17	59	24	47	42	11	54	42	4	31	49	19
No	74	23	3	65	30	5	68	27	5	51	44	6	51	44	5	75	23	2	79	19	2	72	25	3
Free and Reduced Price Meals																								
Yes	55	38	7	45	44	10	44	46	10	34	54	12	31	54	15	55	39	6	60	35	5	45	46	9
No	74	23	3	64	30	6	68	27	5	50	44	6	51	44	5	75	23	2	79	19	2	72	25	3
* = fewer than 5	May not total 100% due to rounding.																							

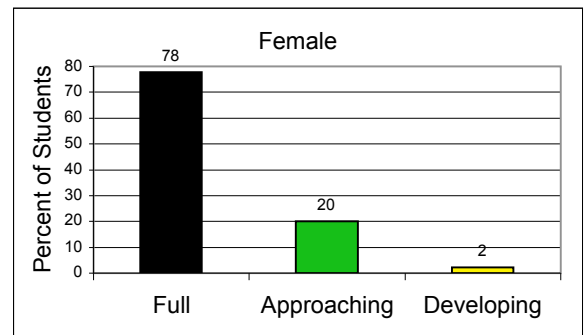
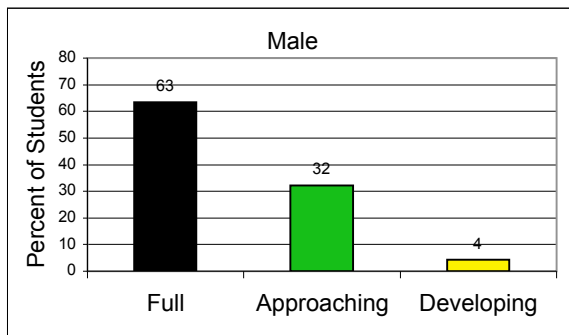
Frederick County - Number of Kindergarten Students

	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	11	3	0	9	3	1	10	4	0	7	7	0	8	6	0	11	3	0	13	1	0	10	3	0
Asian/Pacific Islander	78	22	2	73	27	2	75	22	5	47	49	6	46	50	6	79	21	2	83	17	2	75	24	3
African American	145	93	17	131	106	17	124	111	21	74	151	27	81	145	28	143	103	9	154	91	11	121	117	9
White	1,582	441	61	1,372	593	112	1,476	524	97	1,115	864	104	1,116	875	94	1,616	444	32	1,708	349	37	1,513	463	54
Hispanic	71	49	6	45	55	25	46	55	25	29	72	24	33	73	20	67	49	10	72	50	4	53	55	17
Gender																								
Male	872	389	65	762	452	107	831	408	97	632	598	97	622	616	88	887	403	43	967	328	39	818	417	57
Female	1,015	219	21	868	332	50	900	308	51	640	545	64	662	533	60	1,029	217	10	1,063	180	15	954	245	26
Prior Care																								
Child Care Center	257	106	13	252	113	13	258	111	12	187	179	14	185	183	9	292	84	5	293	83	4	271	92	5
Family Child Care	361	110	12	313	137	28	338	122	24	282	171	25	262	197	23	370	104	8	383	94	6	340	113	13
Head Start	84	50	12	67	64	16	77	52	18	44	84	18	53	75	19	83	57	6	92	46	9	74	58	12
Home / Informal Care	371	117	18	285	160	60	307	143	59	210	239	57	228	232	48	365	125	17	384	108	17	332	135	32
Non-Public Nursery	437	78	8	357	151	13	381	134	10	296	212	13	306	202	15	418	105	3	453	69	4	395	112	4
Pre-Kindergarten	330	132	24	318	134	29	331	130	27	225	225	35	223	229	32	338	134	14	367	104	15	317	132	20
Special Education																								
Yes	90	75	13	68	76	36	81	68	31	50	93	37	49	96	34	100	64	15	98	66	16	78	73	25
No	1,793	530	73	1,559	704	121	1,647	644	117	1,220	1,045	124	1,233	1,048	114	1,812	553	38	1,925	442	38	1,691	585	58
Limited English Proficiency																								
Yes	40	37	6	25	36	22	24	39	20	14	48	21	14	49	20	39	35	9	45	35	3	26	41	16
No	1,842	565	79	1,601	742	133	1,703	671	126	1,255	1,088	138	1,267	1,093	126	1,873	580	41	1,977	471	49	1,742	615	65
Free and Reduced Price Meals																								
Yes	63	44	8	52	51	12	51	53	11	38	61	14	35	61	17	62	44	7	69	40	6	49	51	10
No	1,823	561	77	1,577	730	144	1,678	661	136	1,234	1,078	146	1,249	1,084	130	1,853	573	45	1,958	467	47	1,722	608	72
* = fewer than 5																								

Frederick County 2003-2004

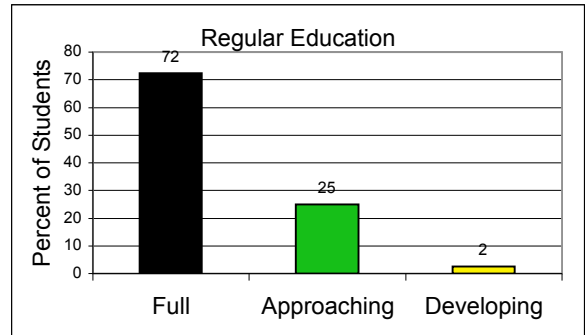
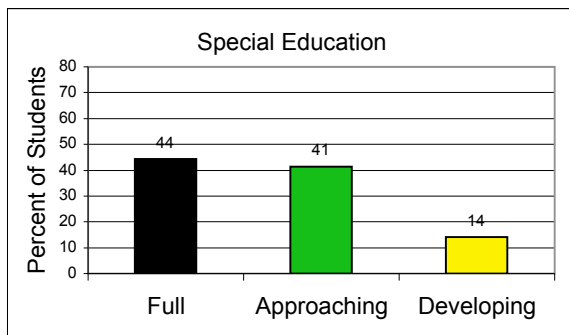
Disaggregated by Gender Composite Score

Entering Kindergarten



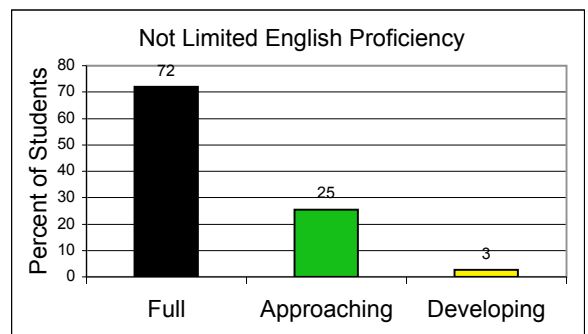
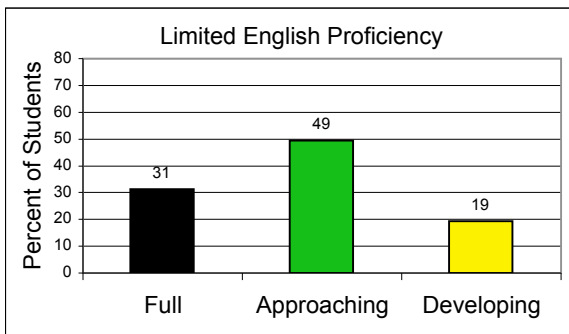
Disaggregated by Special Education Composite Score

Entering Kindergarten



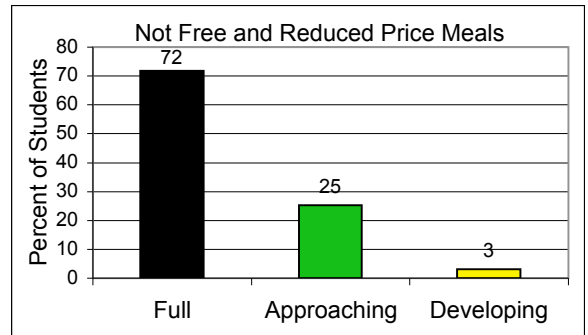
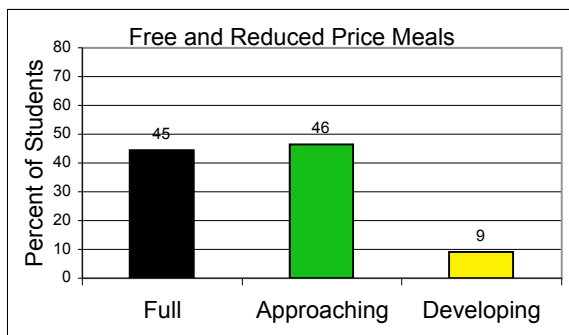
Disaggregated by Limited English Proficiency Composite Score

Entering Kindergarten



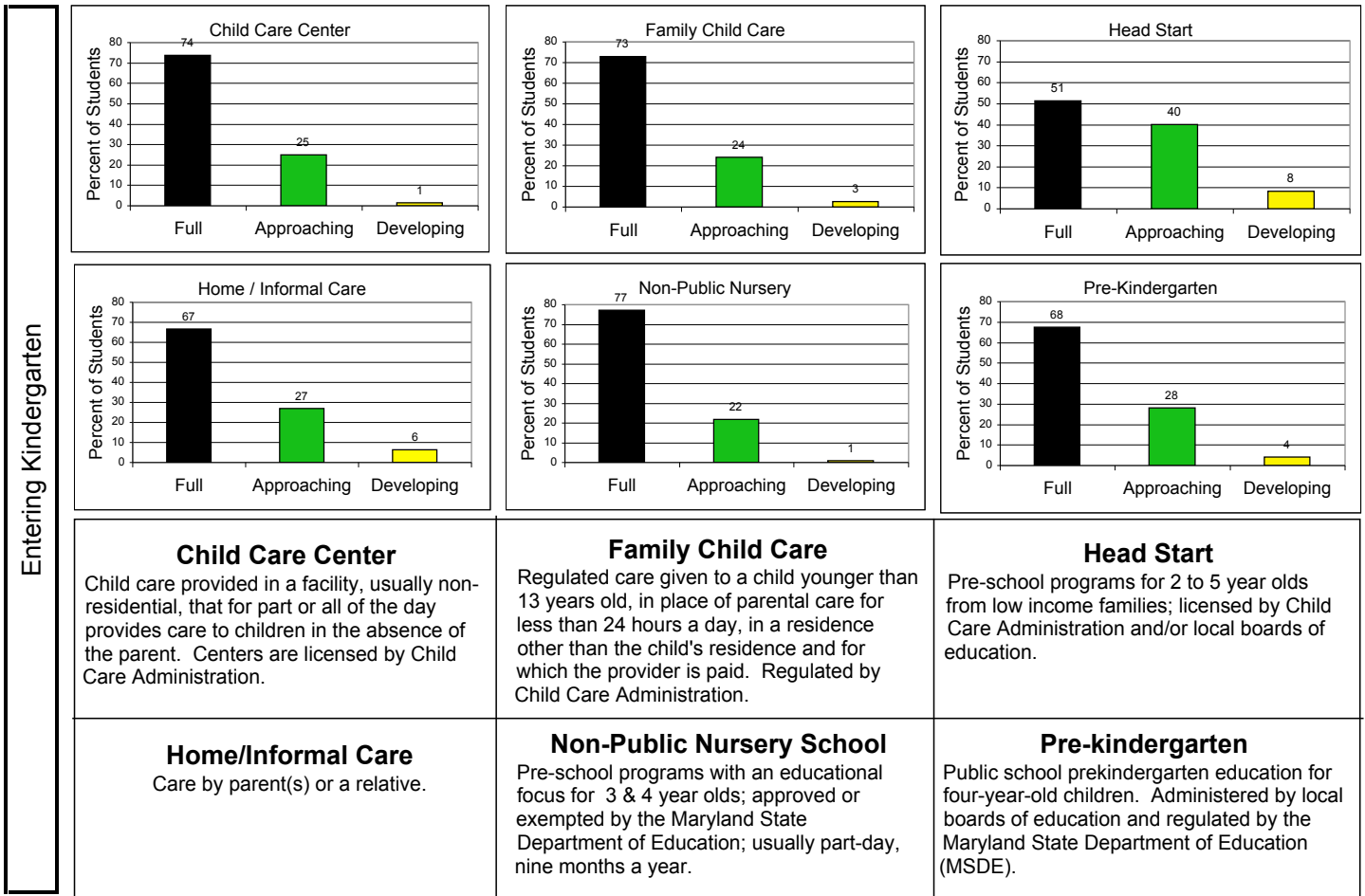
Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten

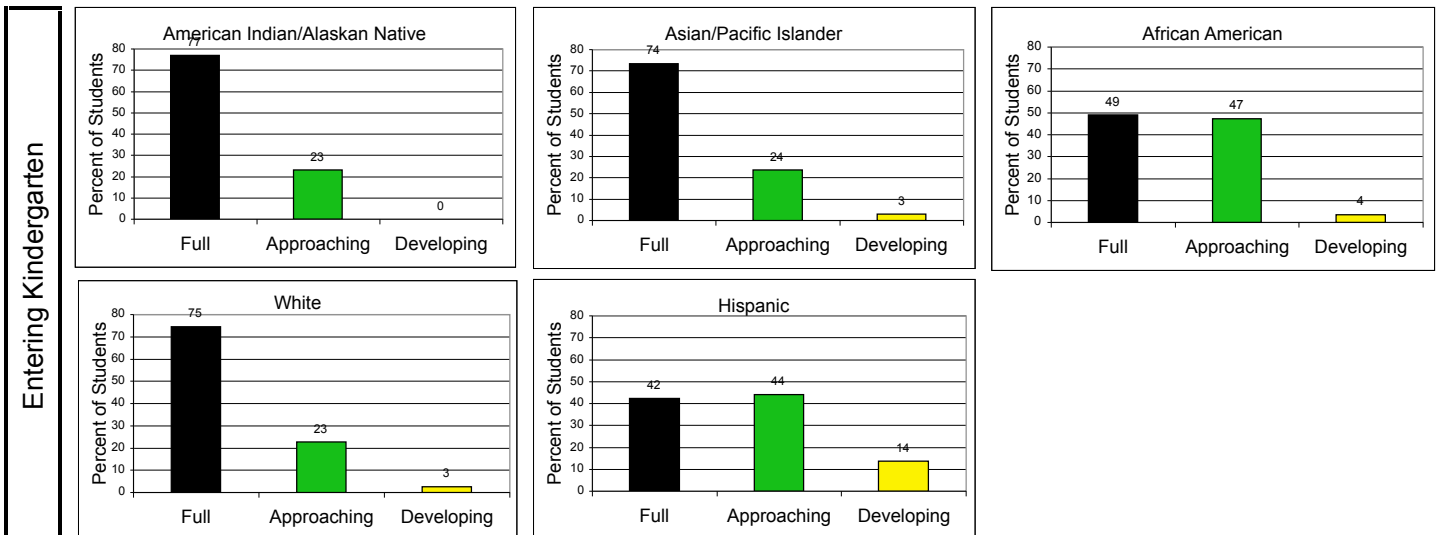


Frederick County 2003-2004

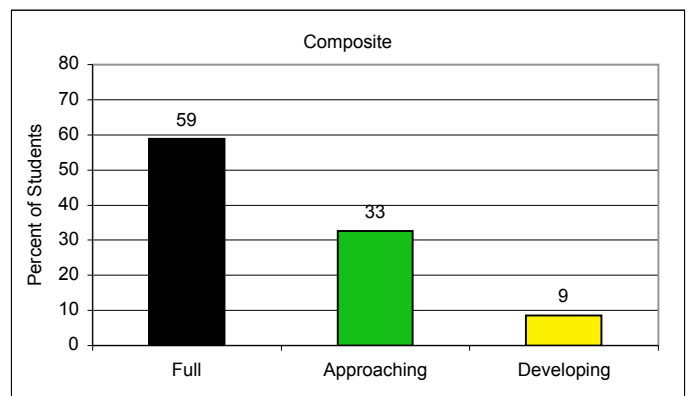
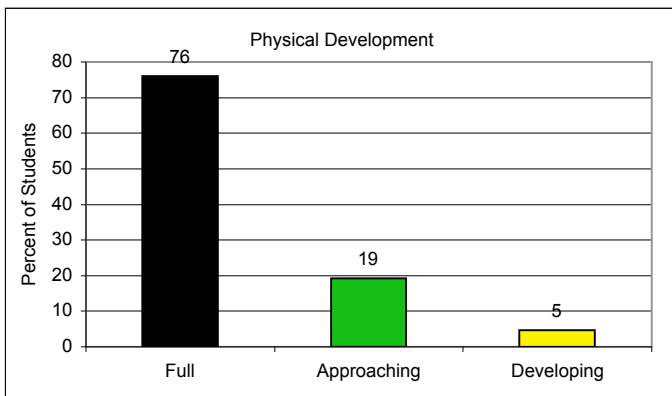
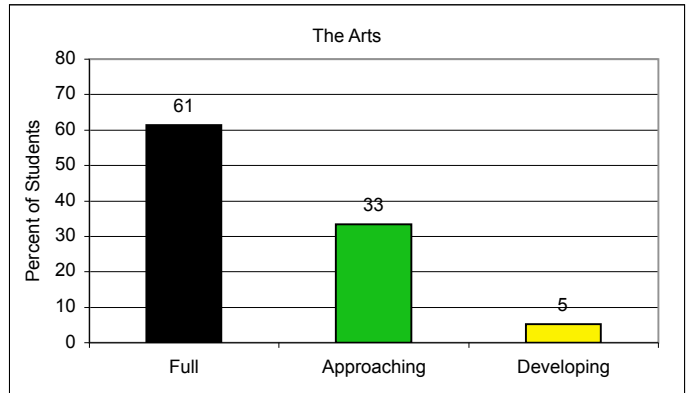
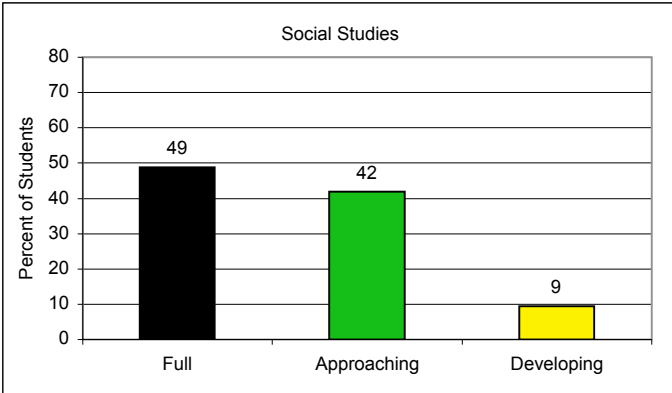
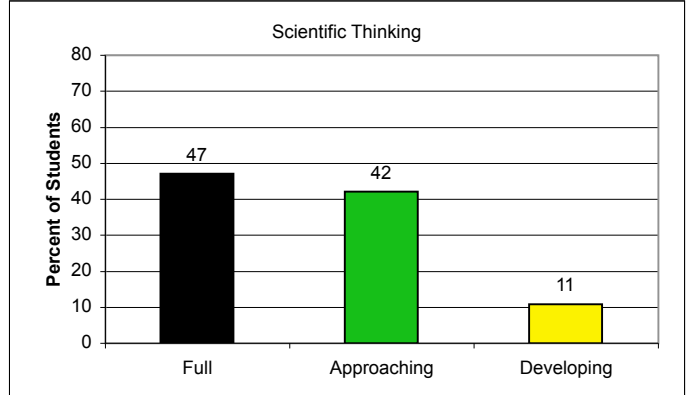
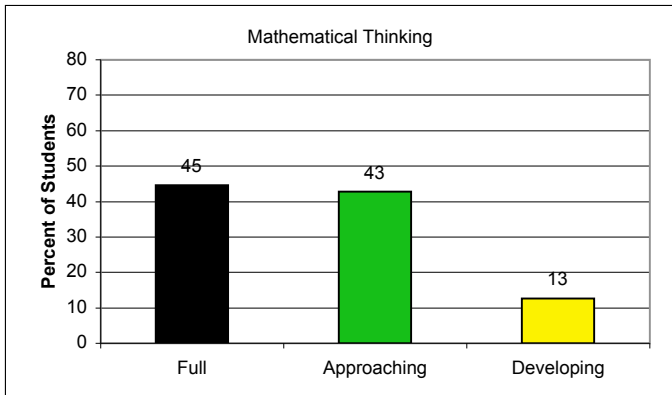
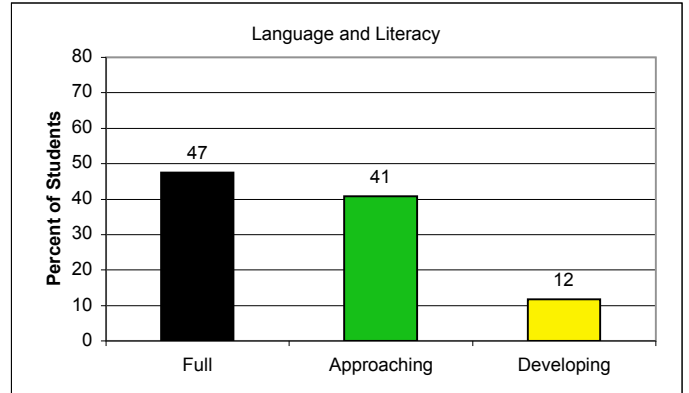
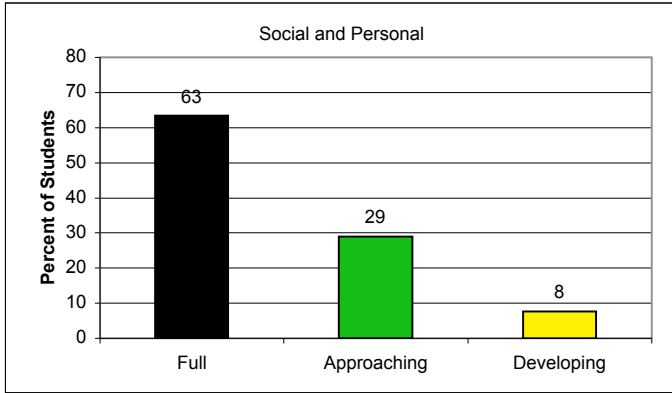
Disaggregated by Prior Care Composite Score



Disaggregated by Race / Ethnicity Composite Score



Garrett County - Percentage of Kindergarten Students



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	63	29	8	47	41	12	44	43	13	47	42	11	49	42	9	61	33	5	76	19	5	59	33	9	
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																									
Male	58	32	10	44	40	16	42	44	14	46	43	11	49	39	12	56	37	8	73	20	7	54	35	10	
Female	70	26	5	51	42	7	48	41	11	48	41	11	49	45	6	68	30	3	80	18	2	64	29	6	
Prior Care																									
Child Care Center	70	27	3	66	28	6	60	34	6	71	23	6	67	27	6	79	18	3	88	6	6	64	28	8	
Family Child Care	63	28	10	53	38	10	45	43	13	46	46	8	51	38	10	55	35	10	70	23	8	61	29	11	
Head Start	53	34	12	39	41	20	37	46	17	38	44	18	37	51	13	52	42	5	70	25	5	49	39	12	
Home / Informal Care	71	29	0	63	34	3	44	47	9	44	47	9	47	47	6	69	25	6	94	6	0	71	23	6	
Non-public Nursery	92	8	0	42	50	8	69	23	8	85	8	8	77	8	15	85	8	8	92	8	0	83	8	8	
Pre-Kindergarten	64	29	8	45	45	10	42	45	13	42	50	8	52	41	8	62	35	3	73	24	2	58	37	4	
Special Education																									
Yes	47	29	24	6	63	31	12	59	29	19	56	25	38	38	25	47	35	18	41	35	24	50	29	21	
No	64	29	7	50	40	11	46	42	12	49	41	10	49	42	9	62	33	5	78	18	4	59	33	8	
Limited English Proficiency																									
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	63	29	8	47	41	12	45	43	13	47	42	11	49	42	9	61	33	5	76	19	5	59	33	9	
Free and Reduced Price Meals																									
Yes	55	34	11	42	41	18	39	43	18	40	44	16	42	43	15	57	35	8	66	27	6	54	32	13	
No	72	24	5	53	41	6	51	42	7	54	40	6	56	40	4	66	32	3	86	11	3	64	33	3	
* = fewer than 5	May not total 100% due to rounding.																								

Garrett County - Number of Kindergarten Students

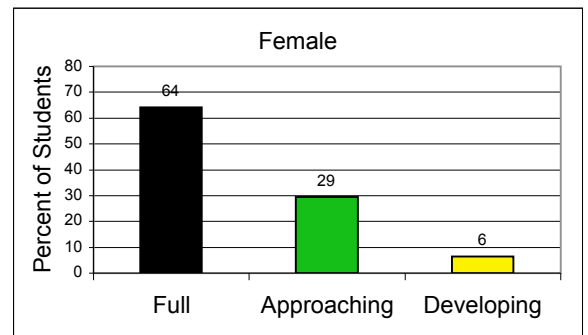
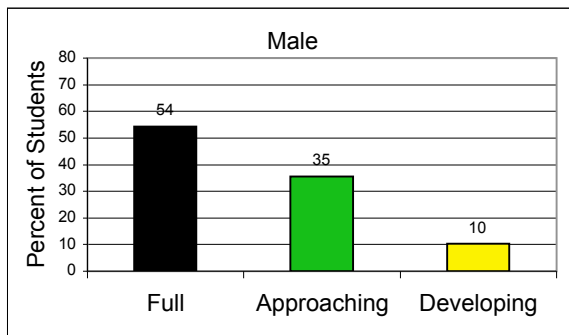
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	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	197	90	24	148	128	37	142	137	41	149	134	35	154	133	30	195	106	17	241	62	15	171	95	25	
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																									
Male	98	54	17	75	68	27	72	76	25	79	73	19	84	67	21	96	63	13	125	35	12	84	55	16	
Female	101	37	7	75	61	10	72	62	16	72	62	16	72	67	9	101	44	4	119	27	3	89	41	9	
Prior Care																									
Child Care Center	21	8	1	21	9	2	21	12	2	25	8	2	22	9	2	27	6	1	30	2	2	16	7	2	
Family Child Care	25	11	4	21	15	4	18	17	5	18	18	3	20	15	4	22	14	4	28	9	3	23	11	4	
Head Start	48	31	11	36	38	18	34	43	16	35	41	17	34	47	12	48	39	5	65	23	5	40	32	10	
Home / Informal Care	22	9	0	20	11	1	14	15	3	14	15	3	15	15	2	22	8	2	30	2	0	22	7	2	
Non-Public Nursery	12	1	0	5	6	1	9	3	1	11	1	1	10	1	2	11	1	1	12	1	0	10	1	1	
Pre-Kindergarten	58	26	7	41	41	9	38	41	12	38	45	7	47	37	7	56	32	3	66	22	2	52	33	4	
Special Education																									
Yes	8	5	4	1	10	5	2	10	5	3	9	4	6	6	4	8	6	3	7	6	4	7	4	3	
No	191	86	20	149	119	32	142	128	36	148	126	31	150	128	26	189	101	14	237	56	11	166	92	22	
Limited English Proficiency																									
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	199	91	24	150	129	37	144	138	41	151	135	35	156	134	30	197	107	17	244	62	15	173	96	25	
Free and Reduced Price Meals																									
Yes	88	54	17	67	65	28	62	70	29	64	71	25	67	70	24	92	56	13	107	44	10	82	49	20	
No	111	37	7	83	64	9	82	68	12	87	64	10	89	64	6	105	51	4	137	18	5	91	47	5	

* = fewer than 5

Garrett County 2003-2004

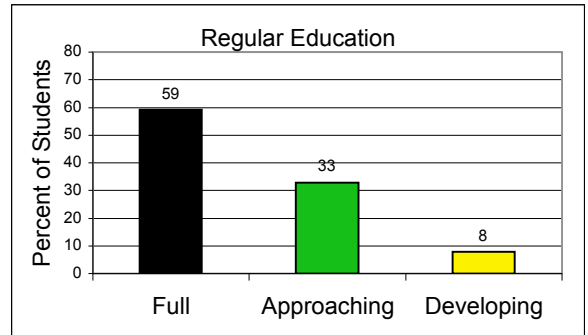
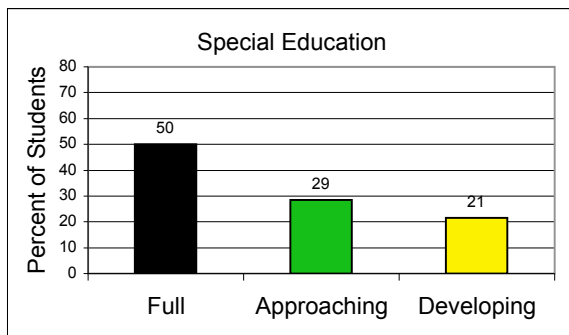
Disaggregated by Gender Composite Score

Entering Kindergarten



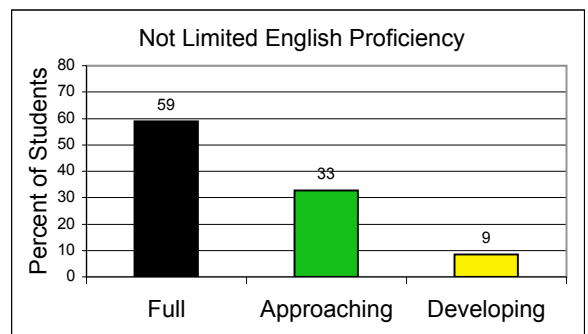
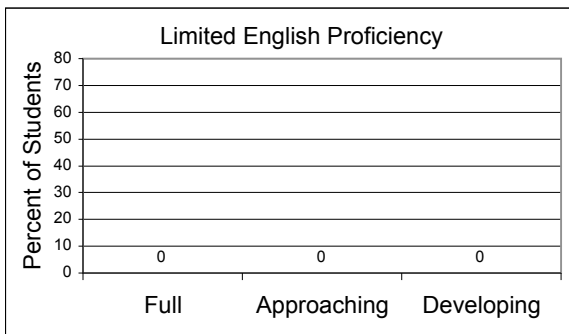
Disaggregated by Special Education Composite Score

Entering Kindergarten



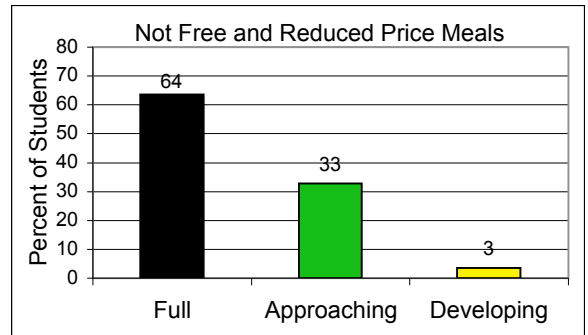
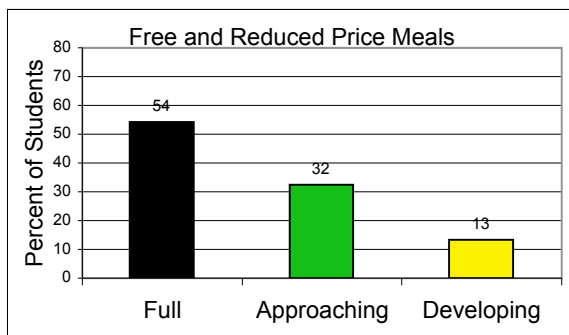
Disaggregated by Limited English Proficiency Composite Score

Entering Kindergarten



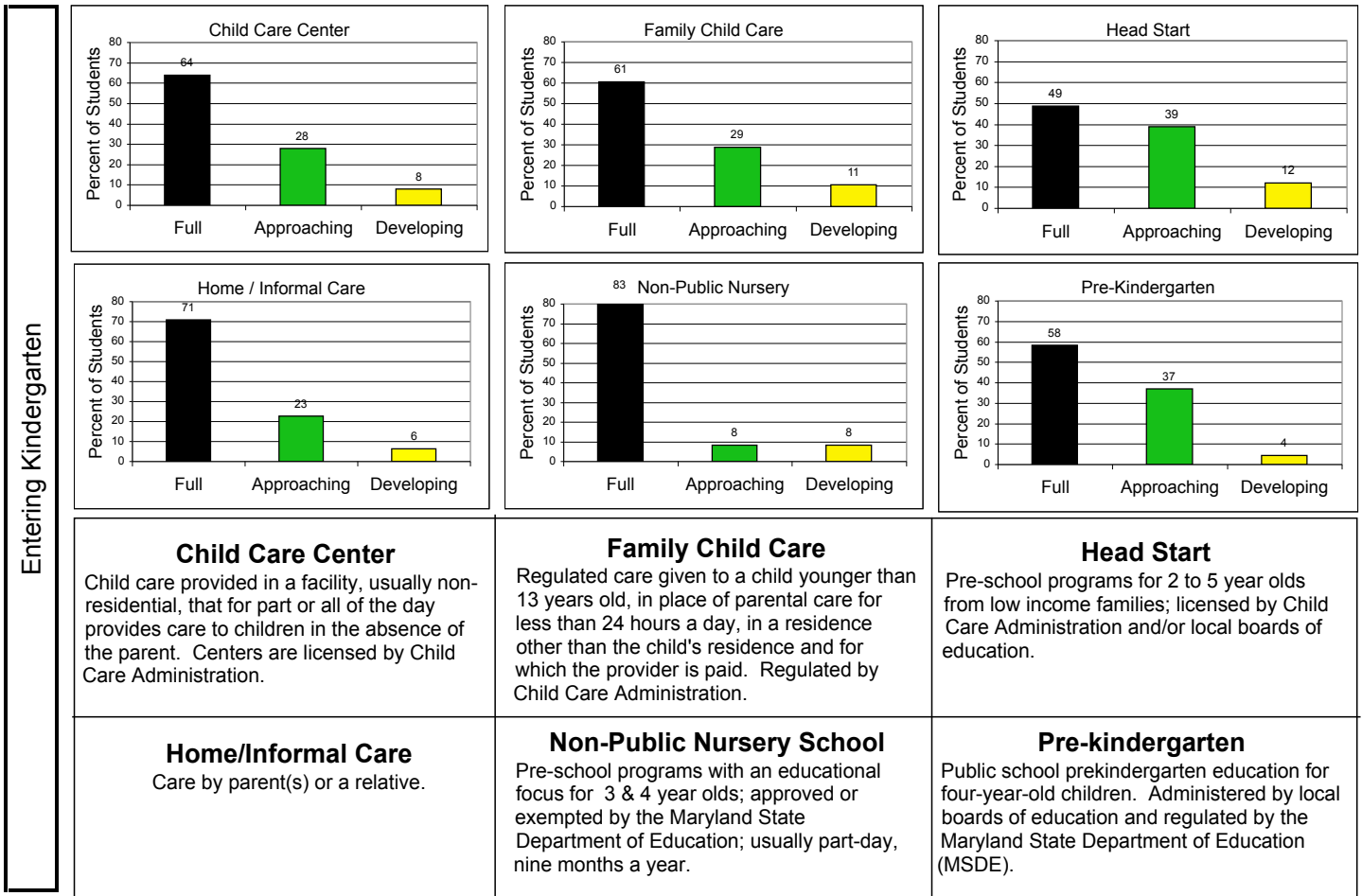
Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten

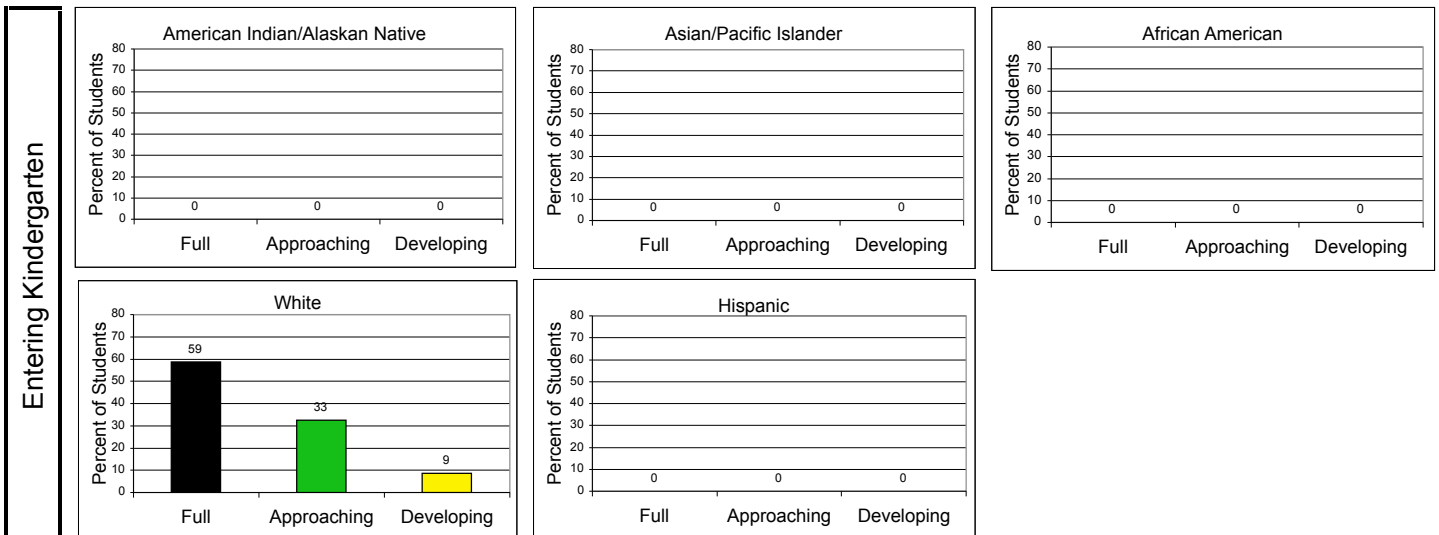


Garrett County 2003-2004

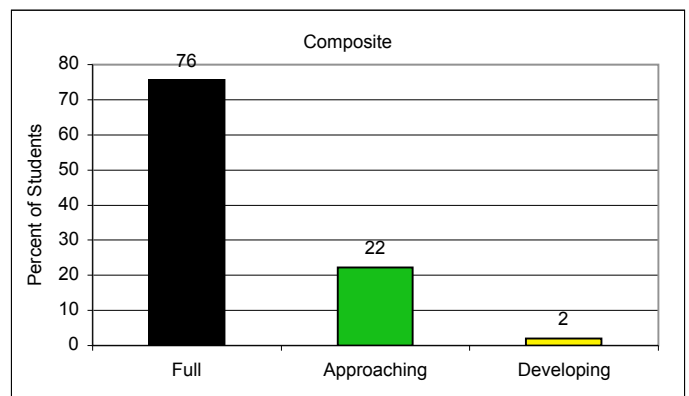
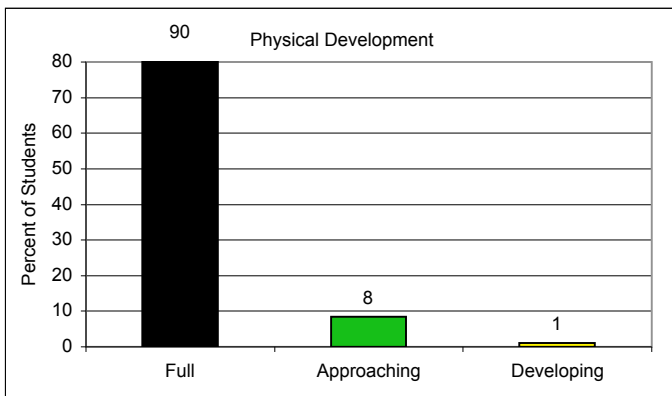
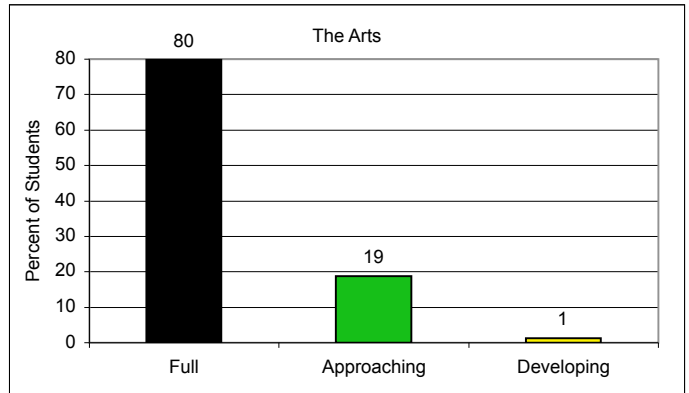
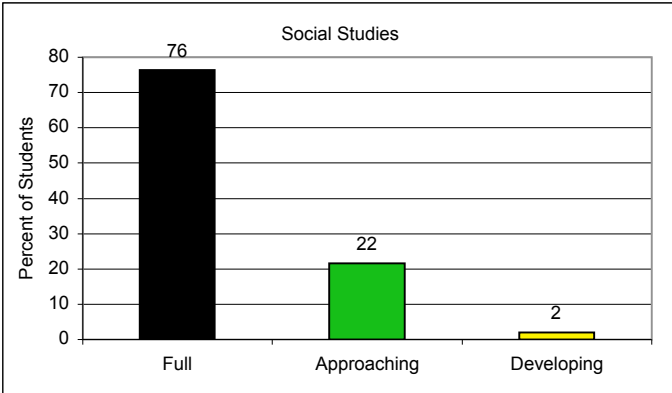
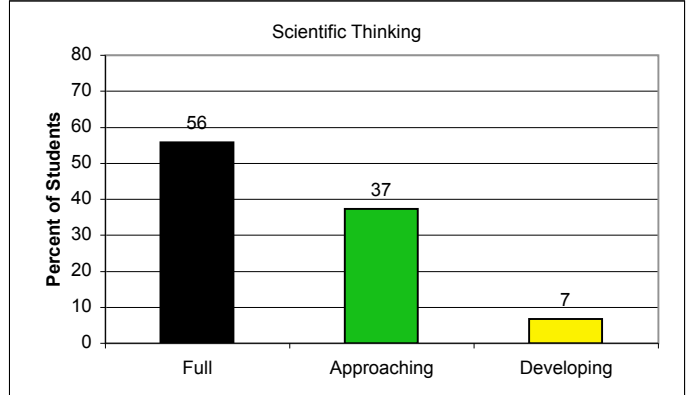
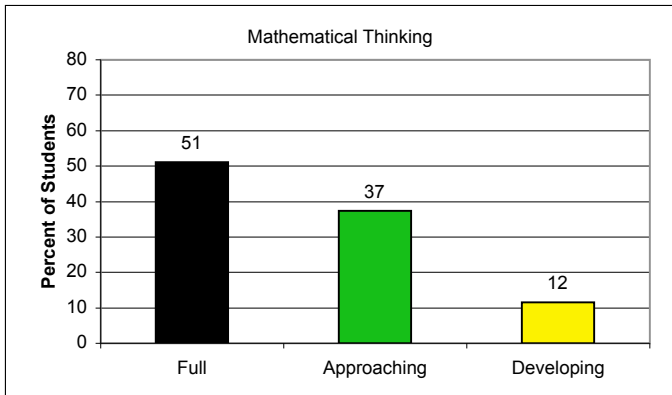
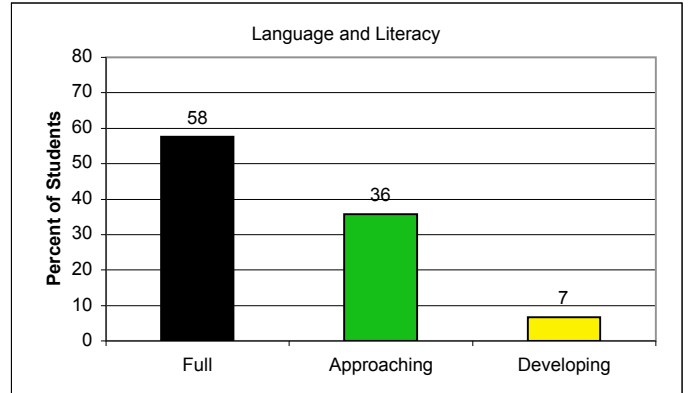
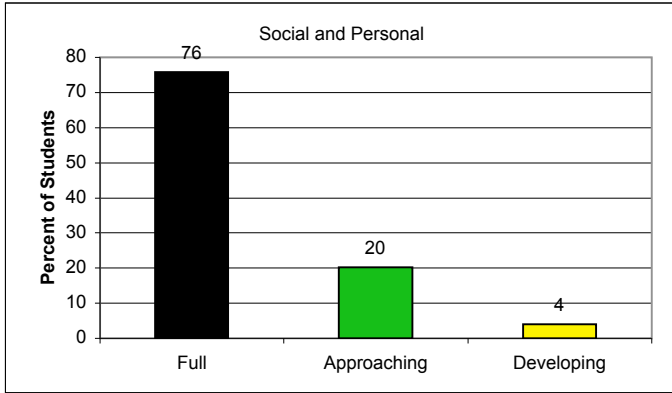
Disaggregated by Prior Care Composite Score



Disaggregated by Race / Ethnicity Composite Score



Harford County - Percentage of Kindergarten Students



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	70	30	0	55	40	5	55	30	15	60	30	10	75	25	0	80	20	0	85	15	0	65	35	0
Asian/Pacific Islander	79	17	4	68	23	9	55	37	8	68	23	9	83	15	1	82	17	1	92	6	1	79	18	3
African American	66	28	7	47	44	9	37	49	14	43	50	7	64	33	4	76	23	1	85	14	1	65	31	4
White	78	19	3	60	34	6	55	34	11	59	35	7	79	19	2	81	18	1	92	7	1	78	20	2
Hispanic	76	21	3	39	49	12	33	56	11	39	53	8	73	27	0	71	29	0	91	9	0	65	33	1
Gender																								
Male	69	25	5	53	39	8	50	37	12	54	38	8	74	24	2	73	25	2	87	12	1	71	27	2
Female	83	15	3	63	32	5	52	37	11	58	37	6	79	19	2	87	12	1	94	5	1	81	17	2
Prior Care																								
Child Care Center	74	22	4	58	38	3	52	35	13	55	38	7	76	23	1	80	20	1	92	7	0	76	23	1
Family Child Care	75	23	1	55	37	8	45	44	11	57	34	9	80	19	1	83	17	0	94	6	1	77	22	1
Head Start	58	33	9	37	47	15	24	47	28	37	46	17	55	41	4	68	31	1	79	17	4	54	38	8
Home / Informal Care	65	28	7	38	45	16	31	47	22	39	50	10	65	30	5	73	24	3	82	17	2	60	34	6
Non-public Nursery	85	14	1	68	30	2	64	29	7	68	29	4	87	13	0	86	14	1	97	3	0	87	13	0
Pre-Kindergarten	77	19	4	60	33	6	53	38	9	56	38	6	76	22	3	79	19	1	89	9	2	76	22	2
Special Education																								
Yes	55	27	18	36	42	22	36	42	22	43	37	21	59	30	11	69	24	7	73	18	9	55	33	12
No	78	20	2	60	35	5	53	37	11	57	37	5	78	21	1	81	18	1	92	7	0	78	21	1
Limited English Proficiency																								
Yes	61	33	6	24	45	30	21	58	21	33	45	21	58	42	0	64	36	0	91	9	0	39	61	0
No	76	20	4	58	36	6	52	37	11	56	37	7	77	21	2	80	19	1	90	8	1	76	22	2
Free and Reduced Price Meals																								
Yes	63	30	7	44	46	10	37	48	15	39	51	9	61	34	4	72	27	1	83	15	2	64	32	4
No	78	18	3	61	34	6	54	35	11	59	34	6	80	19	2	82	17	1	92	7	1	78	20	2
* = fewer than 5																								
May not total 100% due to rounding.																								

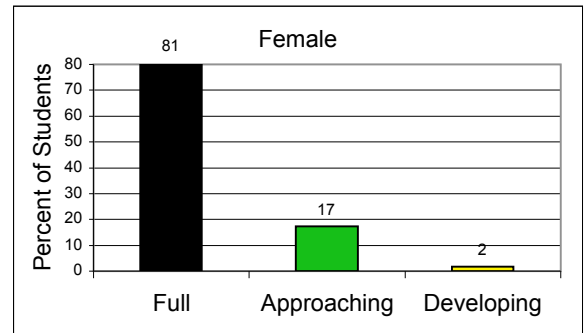
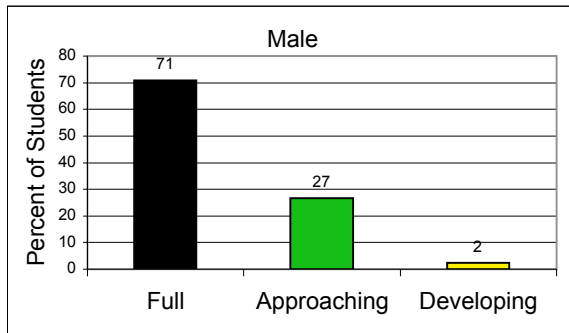
Harford County - Number of Kindergarten Students

	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	14	6	0	11	8	1	11	6	3	12	6	2	15	5	0	16	4	0	17	3	0	13	7	0
Asian/Pacific Islander	62	13	3	53	18	7	43	29	6	53	18	7	65	12	1	64	13	1	72	5	1	62	14	2
African American	292	122	29	206	195	42	162	218	63	189	223	31	282	145	16	336	101	6	377	61	5	289	136	18
White	1,617	390	72	1,253	705	121	1,138	710	231	1,221	720	138	1,641	400	38	1,683	368	28	1,903	152	24	1,627	417	35
Hispanic	57	16	2	29	37	9	25	42	8	29	40	6	55	20	0	53	22	0	68	7	0	49	25	1
Gender																								
Male	981	359	73	747	551	115	711	528	174	766	537	110	1,039	340	34	1,036	353	24	1,232	164	17	1,002	376	35
Female	1,061	188	33	805	412	65	668	477	137	738	470	74	1,019	242	21	1,116	155	11	1,205	64	13	1,038	223	21
Prior Care																								
Child Care Center	279	83	14	219	144	13	195	133	48	207	141	28	284	88	4	299	75	2	347	28	1	285	88	3
Family Child Care	117	36	2	85	58	12	70	68	17	88	53	14	124	30	1	129	26	0	145	9	1	120	34	1
Head Start	45	26	7	29	37	12	19	37	22	29	36	13	43	32	3	53	24	1	62	13	3	42	30	6
Home / Informal Care	265	114	29	156	185	67	126	192	90	161	206	41	267	122	19	297	99	12	333	68	7	246	138	24
Non-Public Nursery	635	101	9	506	223	16	475	217	53	503	213	29	645	98	2	637	101	7	720	24	1	646	99	0
Pre-Kindergarten	671	167	39	530	292	55	468	333	76	494	330	53	663	189	25	695	170	12	784	79	14	666	190	21
Special Education																								
Yes	137	69	45	91	106	54	91	106	54	107	92	52	149	75	27	173	61	17	182	46	23	139	83	29
No	1,905	478	61	1,461	857	126	1,288	899	257	1,397	915	132	1,909	507	28	1,979	447	18	2,255	182	7	1,901	516	27
Limited English Proficiency																								
Yes	20	11	2	8	15	10	7	19	7	11	15	7	19	14	0	21	12	0	30	3	0	13	20	0
No	2022	536	104	1544	948	170	1372	986	304	1493	992	177	2039	568	55	2131	496	35	2407	225	30	2027	579	56
Free and Reduced Price Meals																								
Yes	294	138	35	204	216	47	174	224	69	184	240	43	286	161	20	336	124	7	387	71	9	297	150	20
No	1,748	409	71	1,348	747	133	1,205	781	242	1,320	767	141	1,772	421	35	1,816	384	28	2,050	157	21	1,743	449	36
* = fewer than 5																								

Harford County 2003-2004

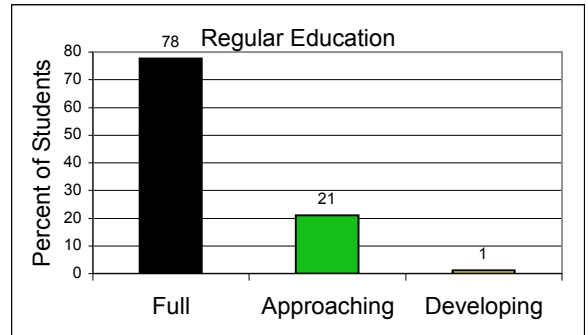
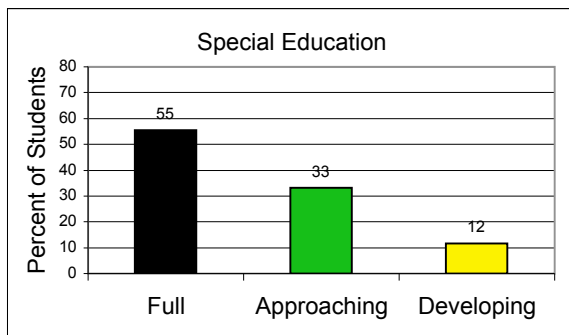
Disaggregated by Gender Composite Score

Entering Kindergarten



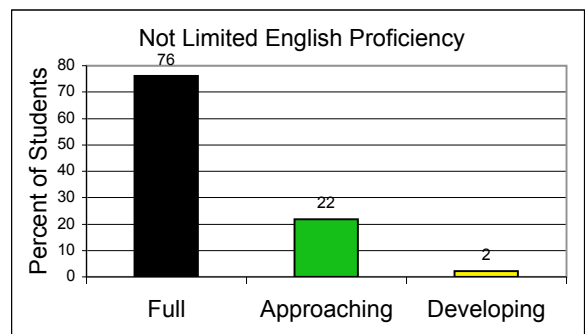
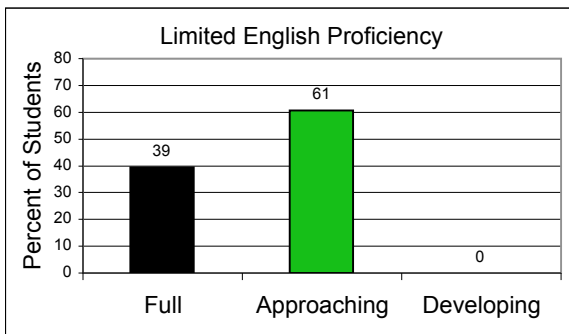
Disaggregated by Special Education Composite Score

Entering Kindergarten



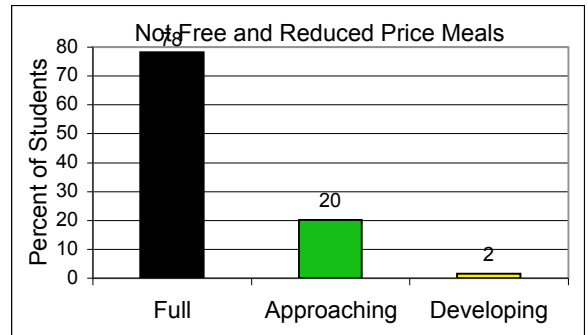
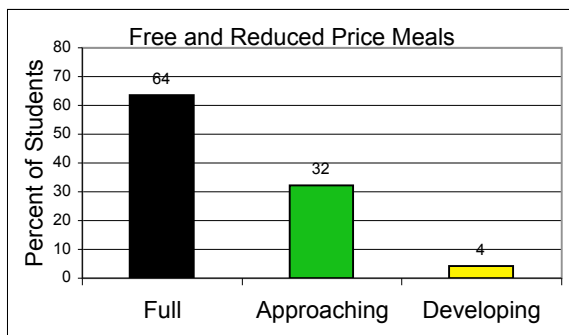
Disaggregated by Limited English Proficiency Composite Score

Entering Kindergarten



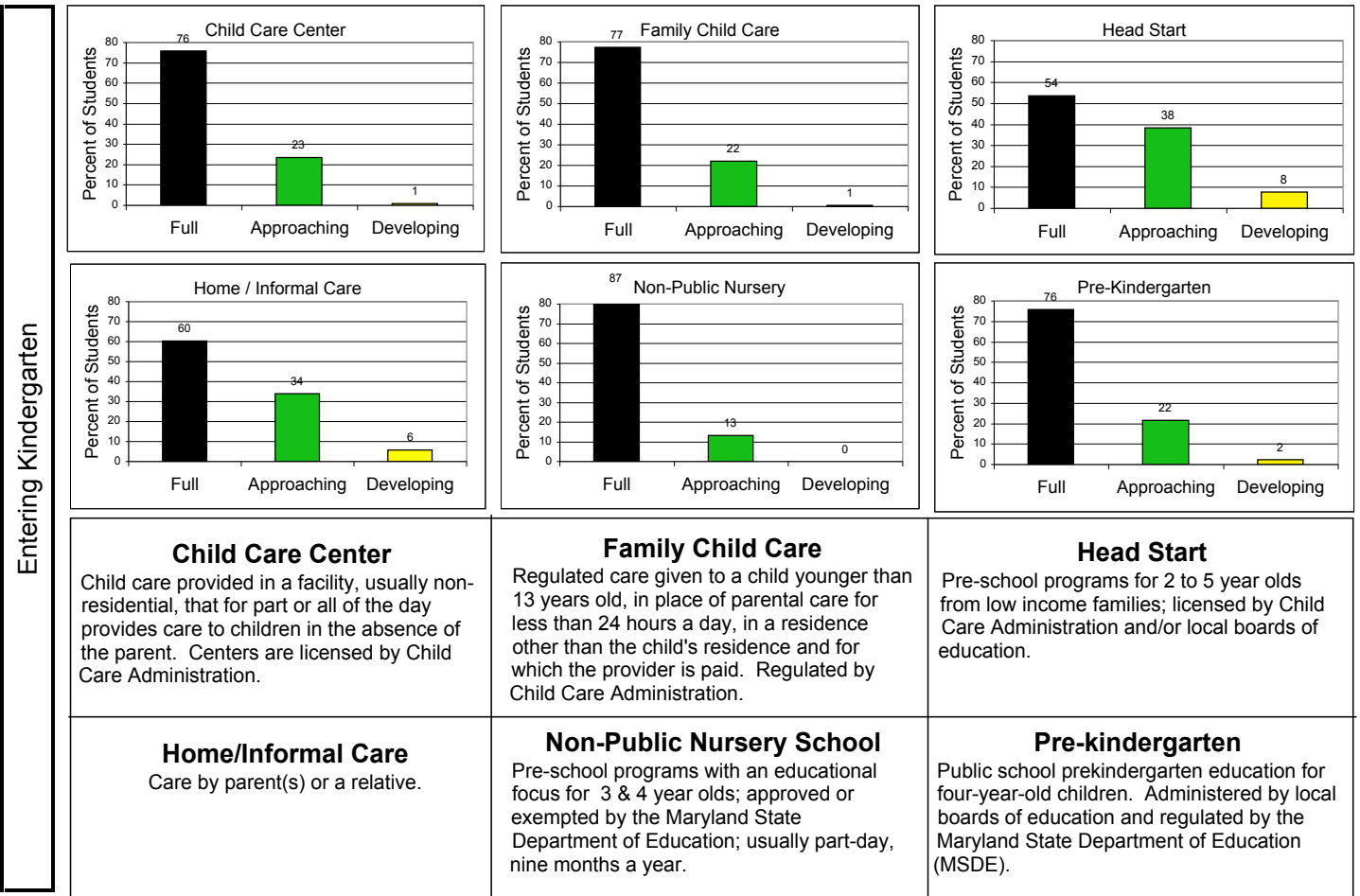
Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten

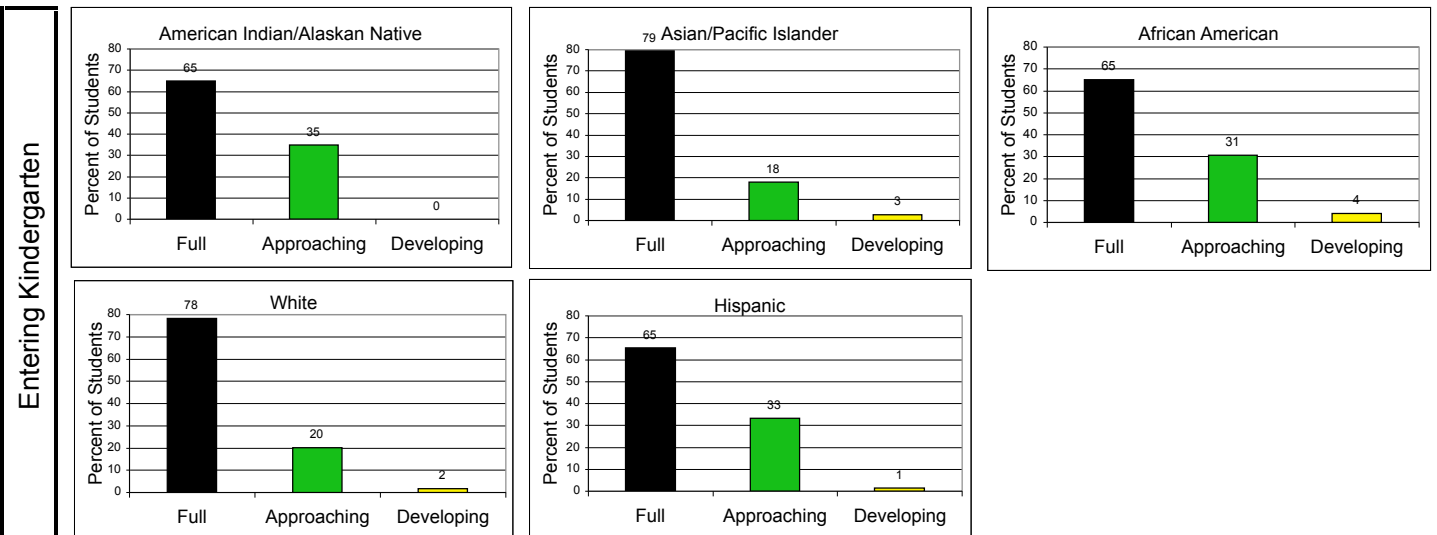


Harford County 2003-2004

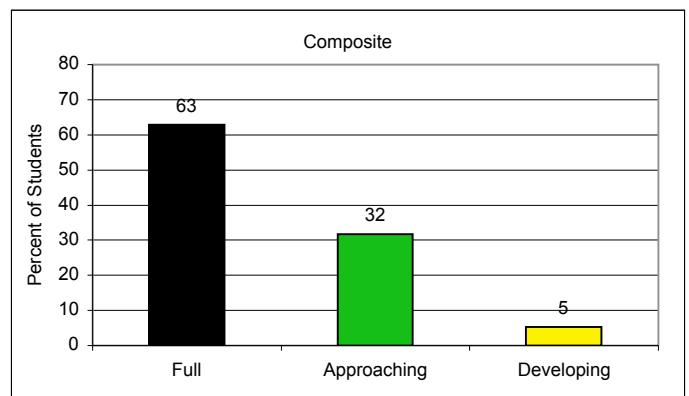
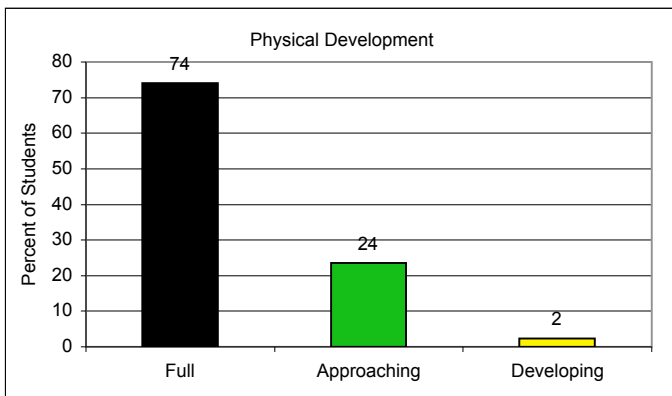
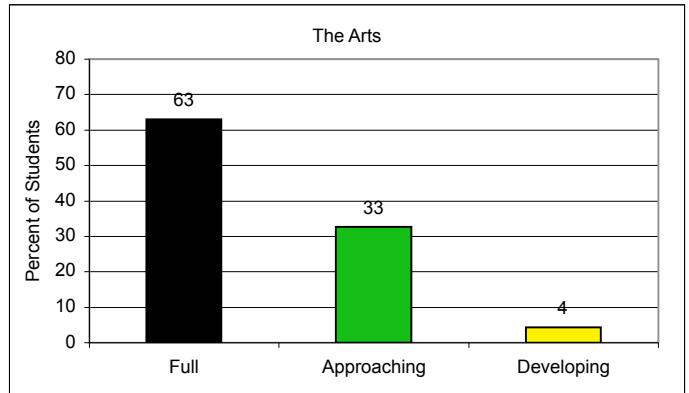
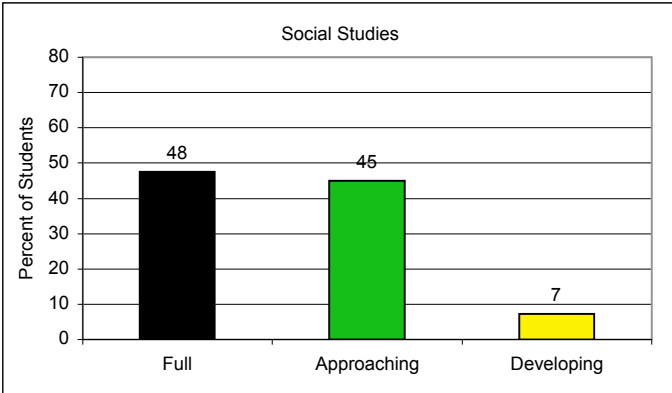
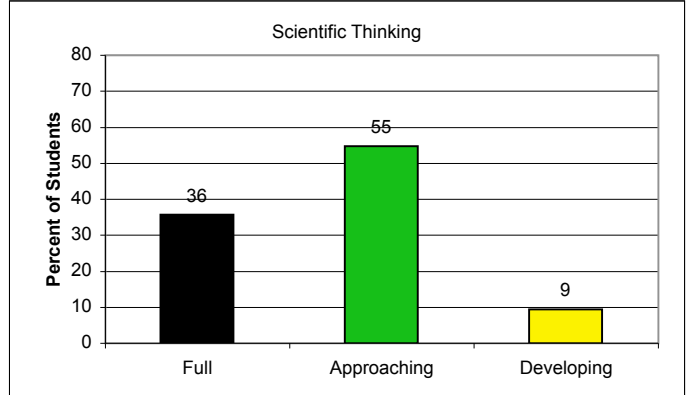
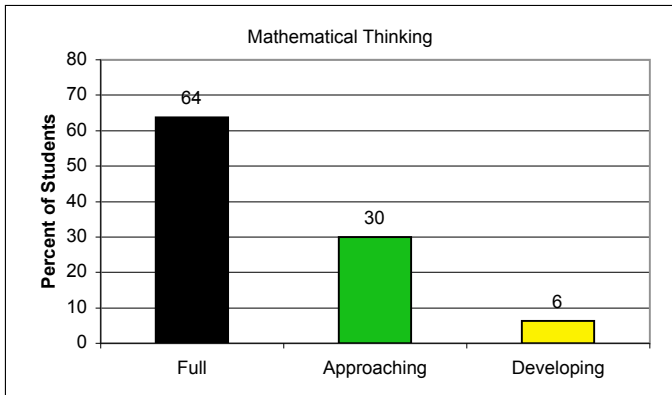
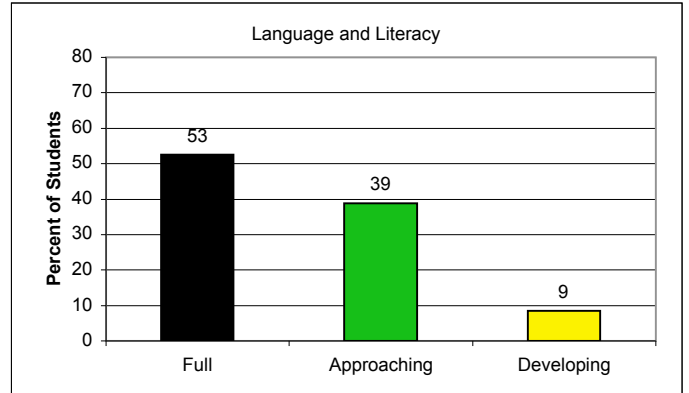
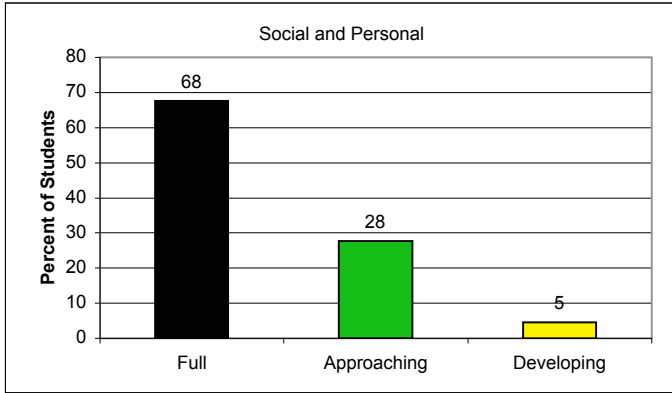
Disaggregated by Prior Care Composite Score



Disaggregated by Race / Ethnicity Composite Score



Howard County - Percentage of Kindergarten Students



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	43	43	14	0	86	14	14	71	14	14	71	14	14	71	14	71	29	0	43	43	14	14	71	14
Asian/Pacific Islander	70	27	3	57	33	10	67	27	6	42	45	13	47	42	12	67	28	5	80	17	2	66	28	6
African American	54	38	8	38	52	10	48	44	8	22	65	12	32	59	9	53	41	6	67	31	2	48	47	5
White	72	24	4	58	35	6	70	25	5	40	53	7	54	41	5	67	30	3	76	22	2	69	27	4
Hispanic	50	43	7	27	49	24	38	47	15	14	60	26	25	54	21	44	45	11	58	37	5	37	45	18
Gender																								
Male	61	33	6	49	42	10	63	30	6	36	54	10	46	46	8	55	39	6	70	27	3	58	36	6
Female	76	22	2	58	35	7	65	29	6	36	55	9	51	43	6	73	24	3	80	19	1	69	27	4
Prior Care																								
Child Care Center	63	31	5	55	38	7	68	28	4	37	55	9	48	46	6	62	33	4	75	24	1	64	31	5
Family Child Care	66	28	5	50	40	9	59	33	8	29	59	12	36	53	11	65	30	5	72	27	2	58	34	8
Head Start	55	37	7	31	56	13	40	48	12	23	57	21	26	57	17	44	44	11	64	31	5	34	56	10
Home / Informal Care	63	31	7	41	41	18	48	42	10	28	55	17	41	45	14	56	39	5	68	29	3	52	38	10
Non-public Nursery	79	19	2	67	30	3	77	20	2	49	48	3	61	36	3	73	24	3	83	16	1	78	20	2
Pre-Kindergarten	59	33	8	43	48	10	53	36	10	24	64	12	38	52	9	55	40	5	65	30	5	52	41	6
Special Education																								
Yes	56	32	12	32	48	20	53	36	11	22	61	17	35	50	14	48	45	7	57	34	9	46	41	13
No	70	27	4	55	37	7	66	29	5	37	54	8	49	44	7	65	31	4	77	22	2	65	30	5
Limited English Proficiency																								
Yes	41	52	6	16	49	35	22	57	21	6	54	40	16	48	36	35	50	15	59	36	5	25	52	23
No	69	26	4	55	38	7	66	29	5	37	55	8	49	45	6	65	32	4	75	23	2	65	31	4
Free and Reduced Price Meals																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	68	28	4	53	39	8	64	30	6	36	55	9	48	45	7	63	32	4	74	23	2	63	32	5

* = fewer than 5

May not total 100% due to rounding.

Howard County - Number of Kindergarten Students

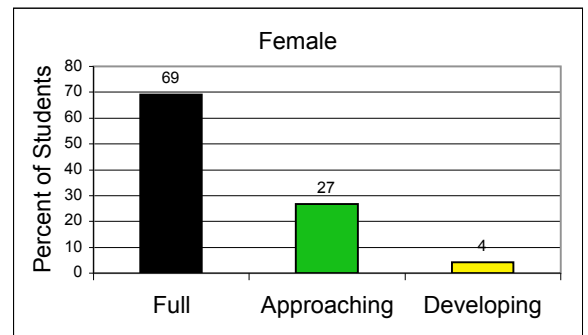
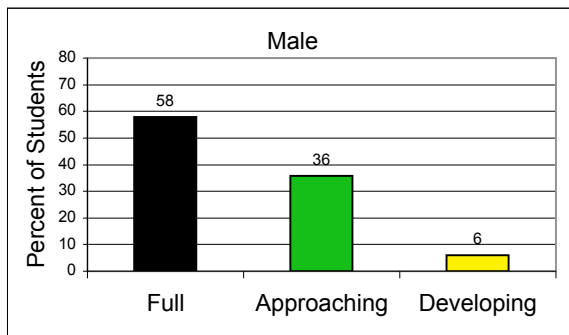
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	3	3	1	0	6	1	1	5	1	1	5	1	1	5	1	5	2	0	3	3	1	1	5	1	
Asian/Pacific Islander	204	78	10	162	95	28	197	78	19	120	130	36	135	120	34	193	82	15	235	50	7	175	75	17	
African American	238	166	34	168	228	46	217	199	37	100	290	55	144	265	40	238	184	27	303	142	9	194	192	22	
White	1,268	421	64	1,000	612	112	1,246	455	88	701	930	116	946	720	88	1,190	533	58	1,364	387	36	1,106	438	65	
Hispanic	61	53	8	34	62	30	48	59	19	18	75	33	31	66	26	54	56	14	73	46	6	41	50	20	
Gender																									
Male	857	456	89	678	585	134	908	438	91	507	764	138	644	654	114	791	558	81	998	392	43	749	463	79	
Female	917	265	28	686	418	83	801	358	73	433	666	103	613	522	75	889	299	33	980	236	16	768	297	46	
Prior Care																									
Child Care Center	317	156	27	274	191	34	347	141	22	184	276	43	245	234	30	318	169	22	384	123	5	300	143	23	
Family Child Care	86	37	7	66	53	12	78	44	11	38	78	16	48	70	14	85	39	7	95	35	2	71	42	10	
Head Start	59	40	8	32	58	14	43	52	13	23	58	21	27	59	18	47	47	12	69	34	5	32	53	9	
Home / Informal Care	294	144	32	192	190	82	229	199	49	131	257	79	192	210	68	264	182	24	325	137	16	221	162	44	
Non-Public Nursery	631	150	14	530	235	25	628	167	20	388	380	26	487	288	20	595	194	22	675	126	11	575	145	13	
Pre-Kindergarten	237	131	31	170	190	40	217	148	42	97	255	47	154	210	38	225	163	19	265	122	19	194	152	24	
Special Education																									
Yes	72	41	16	39	59	25	69	46	14	28	78	21	45	64	18	63	59	9	74	44	12	53	48	15	
No	1,674	636	87	1,309	886	176	1,608	709	133	894	1,298	200	1,187	1,060	159	1,589	746	95	1,876	530	40	1,444	660	101	
Limited English Proficiency																									
Yes	51	65	8	20	62	45	28	72	27	8	68	50	20	59	44	43	62	19	75	46	6	29	61	27	
No	1,730	662	111	1,348	949	174	1,685	732	140	932	1,374	193	1,237	1,130	147	1,640	806	96	1,913	585	55	1,492	706	100	
Free and Reduced Price Meals																									
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	1,780	726	118	1,367	1,010	218	1,712	803	167	940	1,441	243	1,257	1,187	191	1,683	865	115	1,987	629	61	1,521	766	127	

* = fewer than 5

Howard County 2003-2004

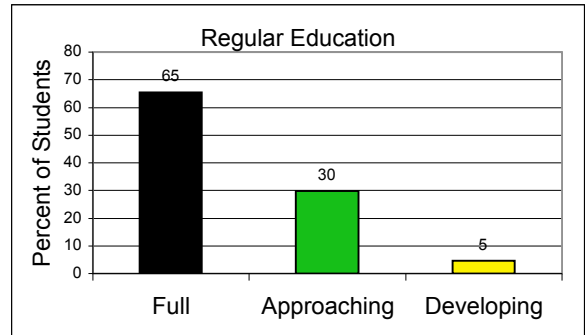
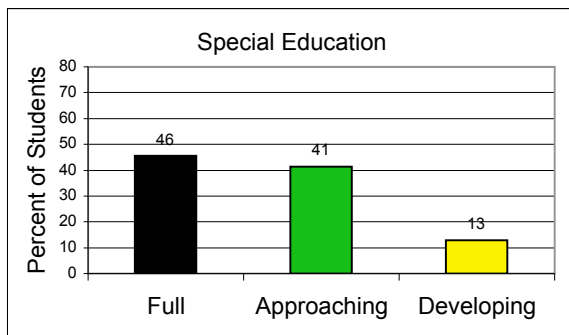
Disaggregated by Gender Composite Score

Entering Kindergarten



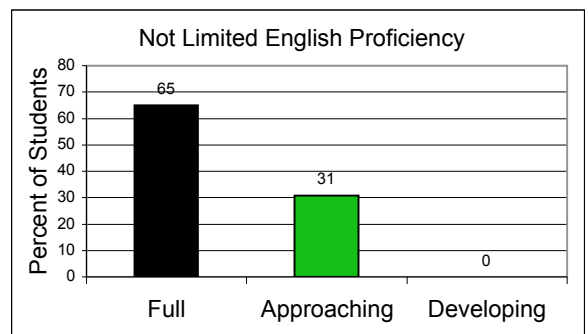
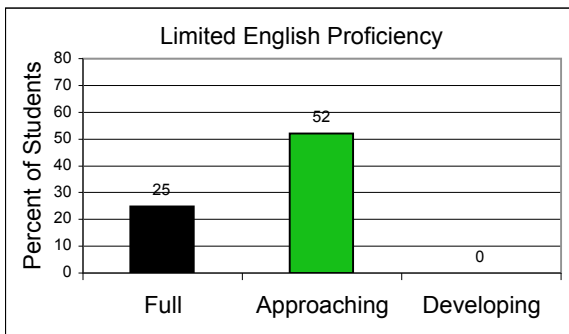
Disaggregated by Special Education Composite Score

Entering Kindergarten



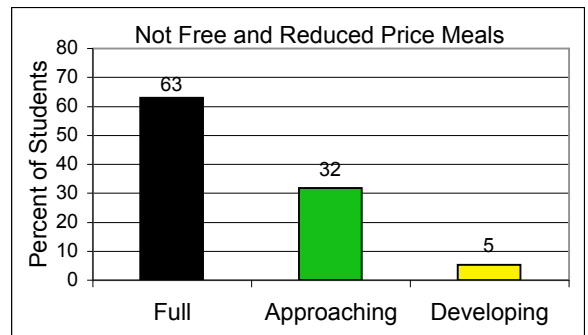
Disaggregated by Limited English Proficiency Composite Score

Entering Kindergarten



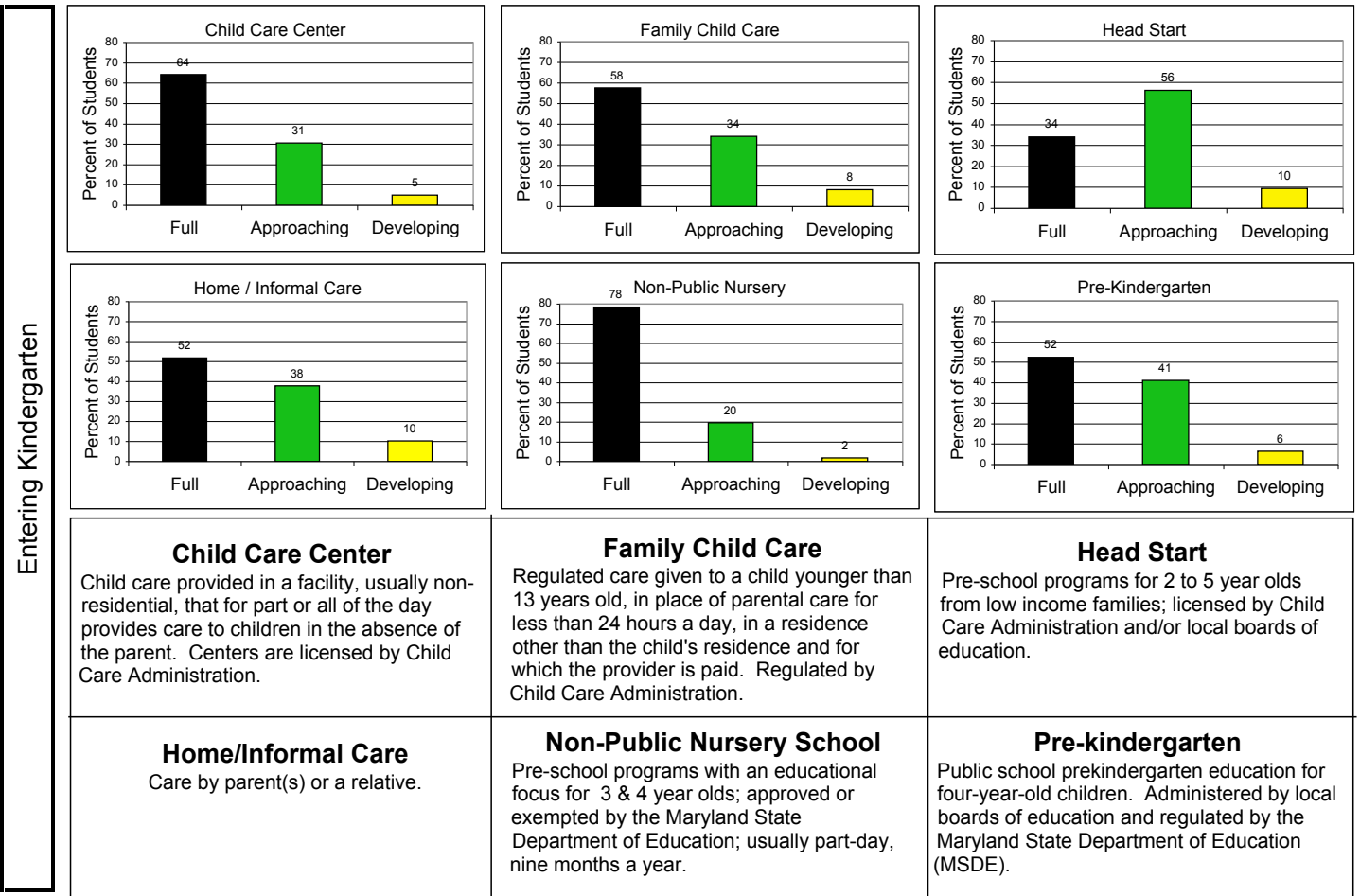
Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten

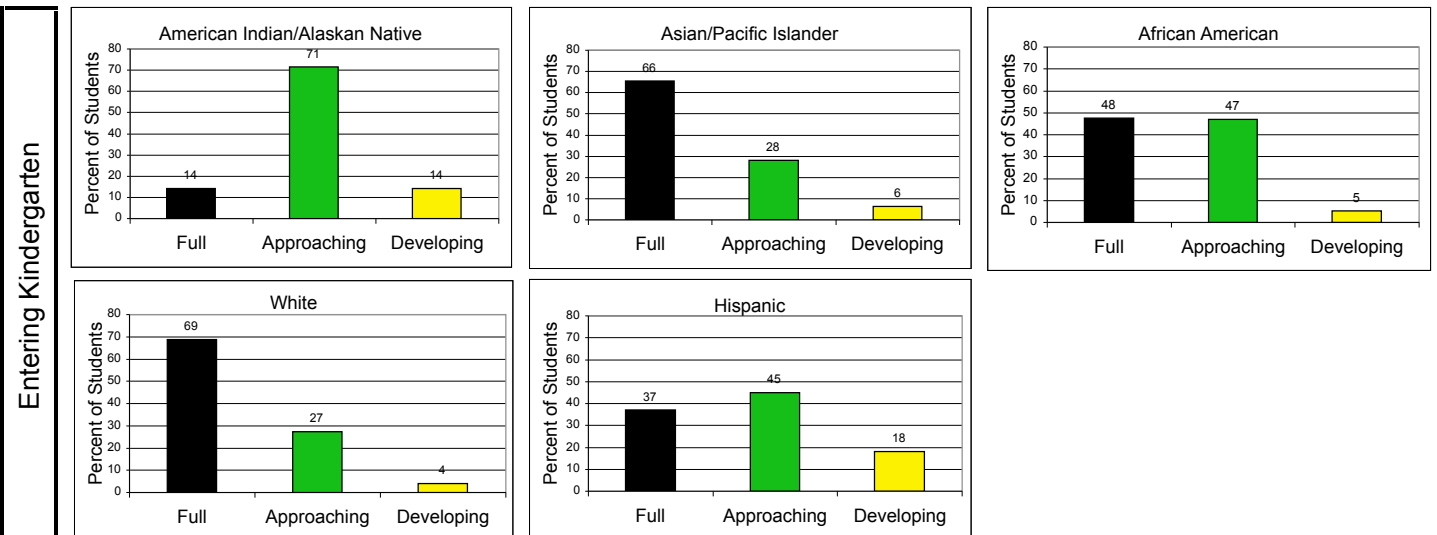


Howard County 2003-2004

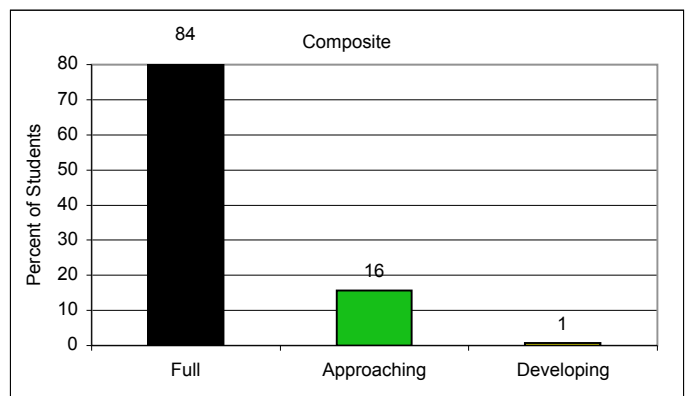
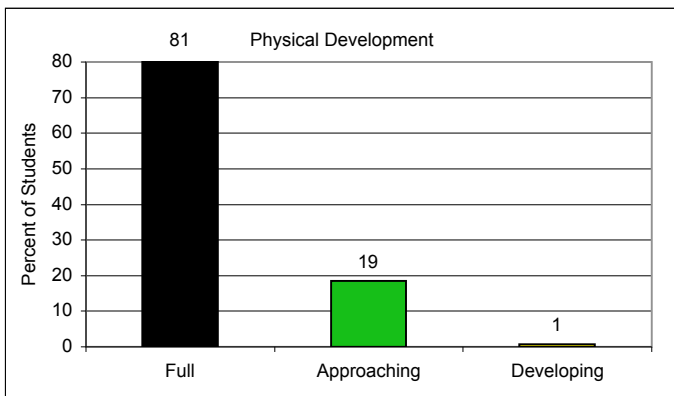
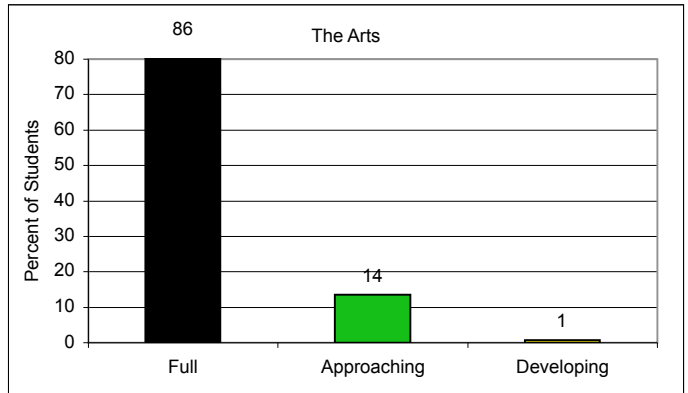
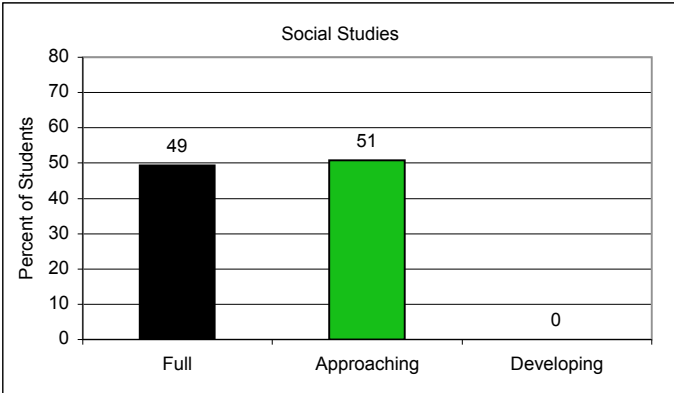
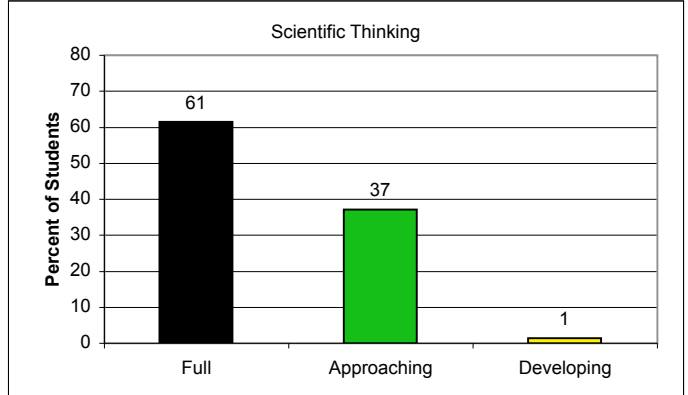
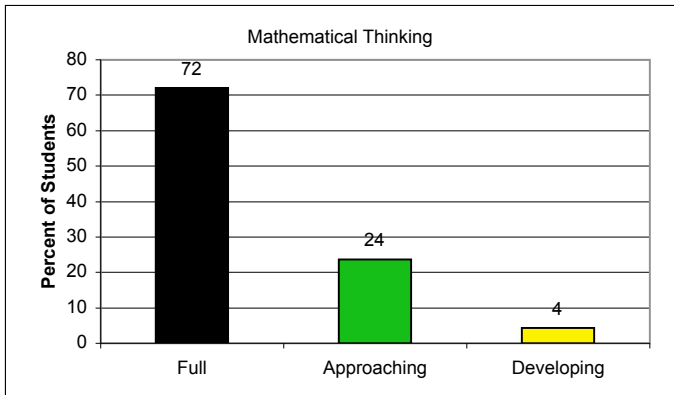
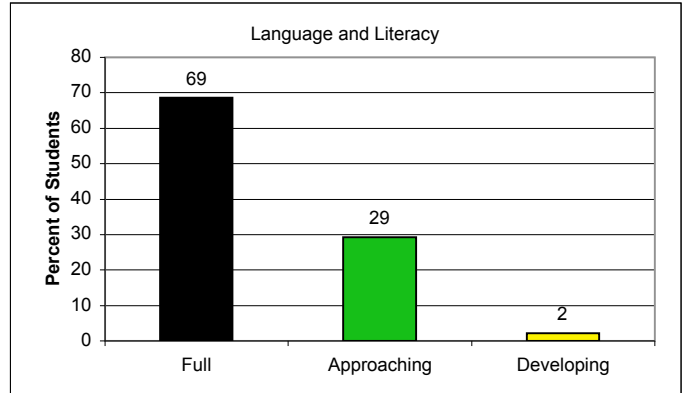
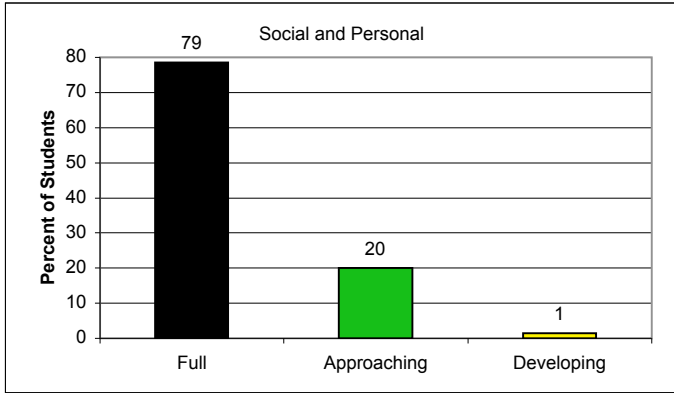
Disaggregated by Prior Care Composite Score



Disaggregated by Race / Ethnicity Composite Score



Kent County - Percentage of Kindergarten Students



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	62	35	3	59	35	6	44	44	12	50	47	3	38	62	0	76	24	0	56	44	0	62	38	0			
White	84	15	1	73	26	1	80	18	2	64	35	1	52	48	0	88	11	1	89	10	1	90	9	1			
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																											
Male	73	24	3	63	35	3	73	20	7	57	41	1	44	56	0	80	19	1	76	23	1	83	16	1			
Female	85	15	0	75	23	2	71	28	2	66	32	2	55	45	0	92	8	0	86	14	0	85	15	0			
Prior Care																											
Child Care Center	60	40	0	60	40	0	40	60	0	60	40	0	20	80	0	100	0	0	60	40	0	60	40	0			
Family Child Care	100	0	0	60	40	0	40	60	0	60	40	0	80	20	0	100	0	0	100	0	0	100	0	0			
Head Start	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Home / Informal Care	73	27	0	55	36	9	45	45	9	36	64	0	18	82	0	73	27	0	82	18	0	73	27	0			
Non-public Nursery	71	29	0	86	14	0	100	0	0	43	57	0	43	57	0	86	14	0	86	14	0	100	0	0			
Pre-Kindergarten	80	19	2	69	30	1	75	21	4	65	33	2	53	47	0	86	13	1	82	17	1	84	15	1			
Special Education																											
Yes	70	20	10	60	40	0	60	30	10	70	20	10	60	40	0	80	10	10	70	20	10	80	10	10			
No	79	20	1	69	28	2	73	23	4	61	38	1	48	52	0	86	14	0	82	18	0	84	16	0			
Limited English Proficiency																											
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	78	20	1	69	29	2	72	24	4	61	38	1	49	51	0	85	14	1	80	19	1	83	16	1			
Free and Reduced Price Meals																											
Yes	74	25	2	63	35	2	65	28	7	63	35	2	47	53	0	84	14	2	74	25	2	77	21	2			
No	82	17	1	72	25	2	77	20	2	60	39	1	51	49	0	87	13	0	86	14	0	88	12	0			
* = fewer than 5																											
May not total 100% due to rounding.																											

Kent County - Number of Kindergarten Students

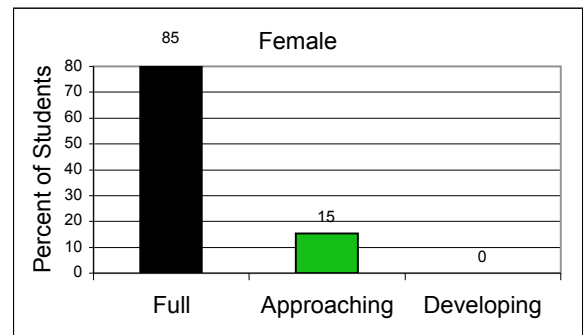
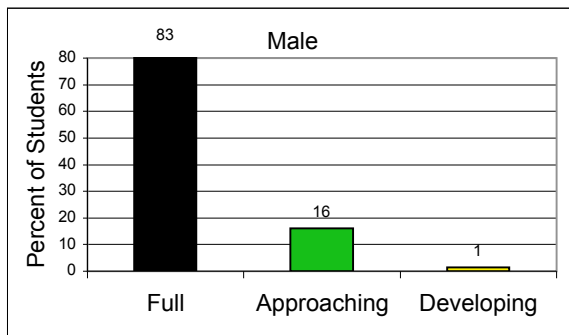
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	21	12	1	20	12	2	15	15	4	17	16	1	13	21	0	26	8	0	19	15	0	21	13	0	
White	86	15	1	74	27	1	82	18	2	65	36	1	53	49	0	90	11	1	91	10	1	92	9	1	
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																									
Male	55	18	2	47	26	2	55	15	5	43	31	1	33	42	0	60	14	1	57	17	1	62	12	1	
Female	55	10	0	49	15	1	46	18	1	43	21	1	36	29	0	60	5	0	56	9	0	55	10	0	
Prior Care																									
Child Care Center	3	2	0	3	2	0	2	3	0	3	2	0	1	4	0	5	0	0	3	2	0	3	2	0	
Family Child Care	5	0	0	3	2	0	2	3	0	3	2	0	4	1	0	5	0	0	5	0	0	5	0	0	
Head Start	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Home / Informal Care	8	3	0	6	4	1	5	5	1	4	7	0	2	9	0	8	3	0	9	2	0	8	3	0	
Non-Public Nursery	5	2	0	6	1	0	7	0	0	3	4	0	3	4	0	6	1	0	6	1	0	7	0	0	
Pre-Kindergarten	90	21	2	78	34	1	85	24	4	74	37	2	60	53	0	97	15	1	93	19	1	95	17	1	
Special Education																									
Yes	7	2	1	6	4	0	6	3	1	7	2	1	6	4	0	8	1	1	7	2	1	8	1	1	
No	103	26	1	90	37	3	95	30	5	79	50	1	63	67	0	112	18	0	106	24	0	109	21	0	
Limited English Proficiency																									
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	107	28	2	94	40	3	98	33	6	83	52	2	67	70	0	117	19	1	110	26	1	114	22	1	
Free and Reduced Price Meals																									
Yes	42	14	1	36	20	1	37	16	4	36	20	1	27	30	0	48	8	1	42	14	1	44	12	1	
No	68	14	1	60	21	2	64	17	2	50	32	1	42	41	0	72	11	0	71	12	0	73	10	0	

* = fewer than 5

Kent County 2003-2004

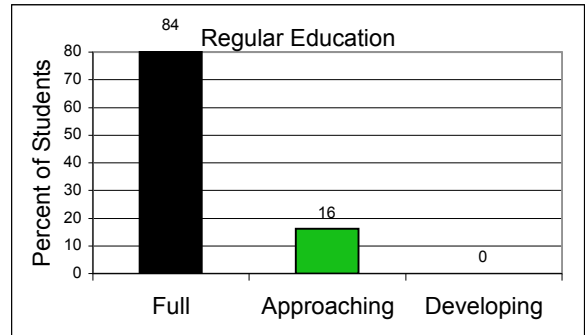
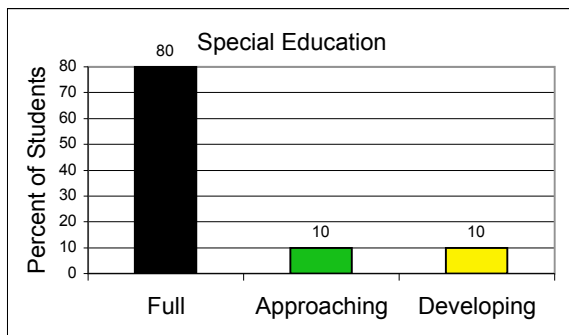
Disaggregated by Gender Composite Score

Entering Kindergarten



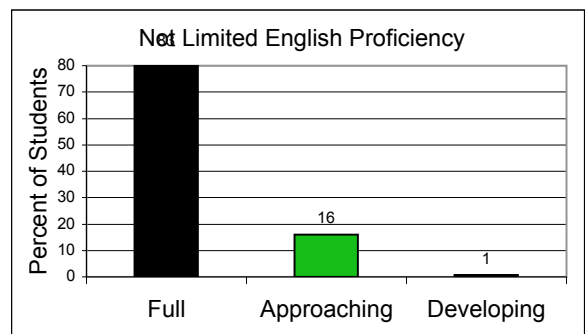
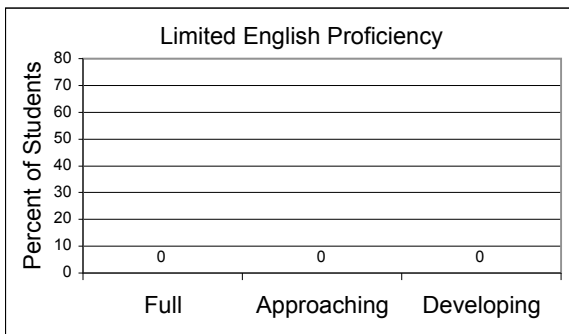
Disaggregated by Special Education Composite Score

Entering Kindergarten



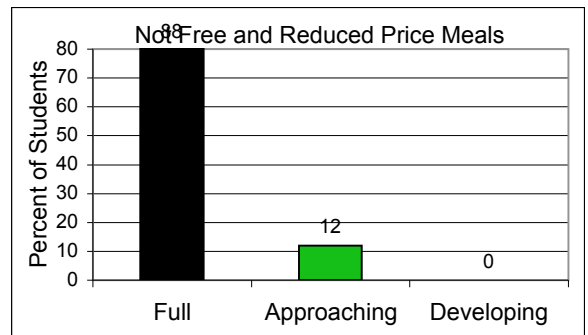
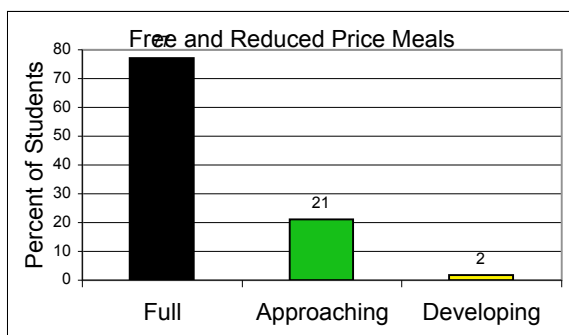
Disaggregated by Limited English Proficiency Composite Score

Entering Kindergarten



Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten



Kent County 2003-2004

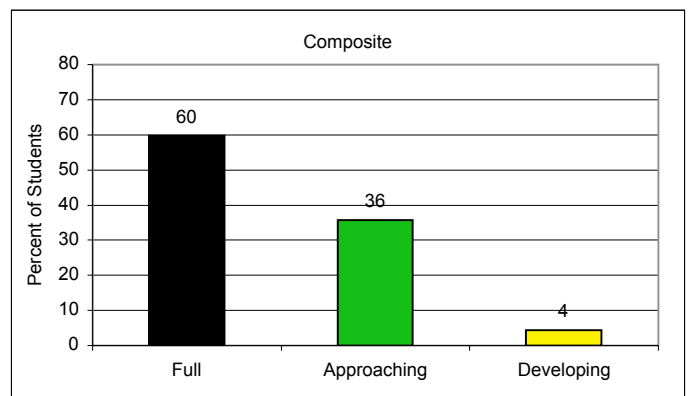
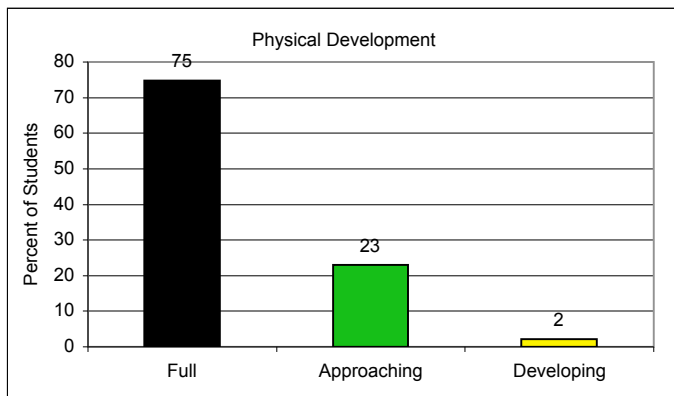
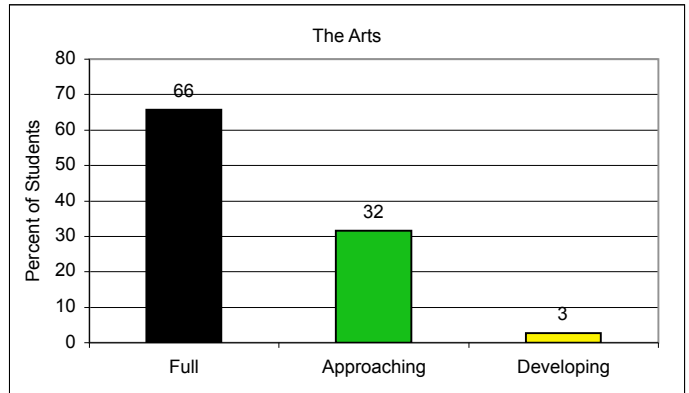
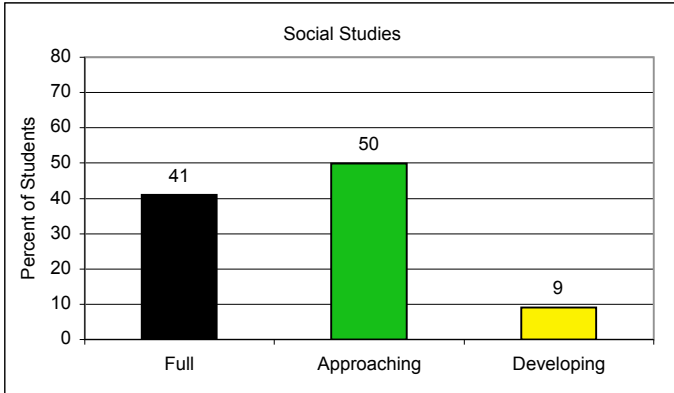
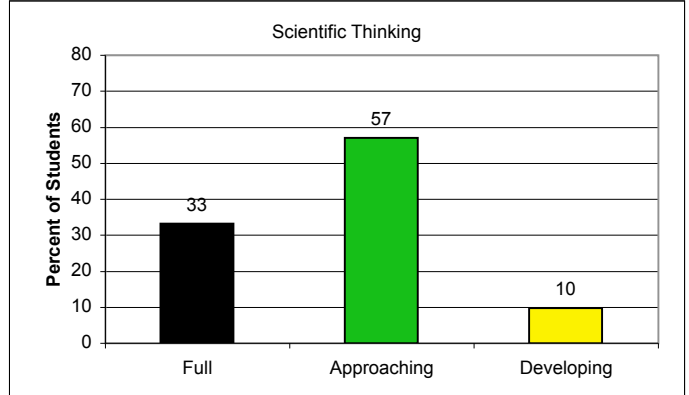
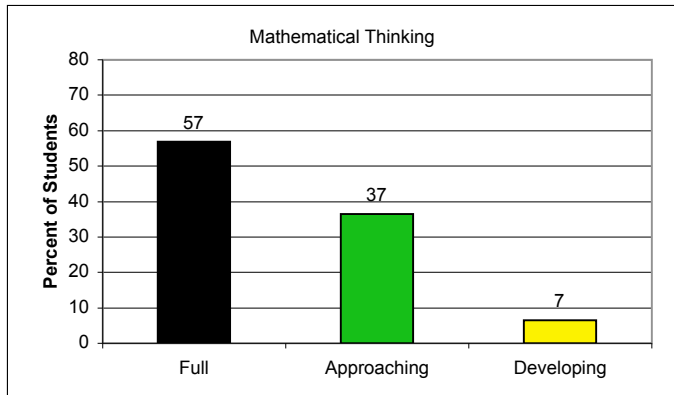
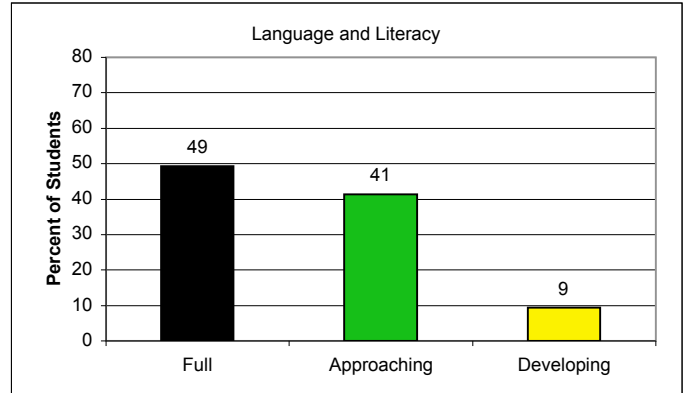
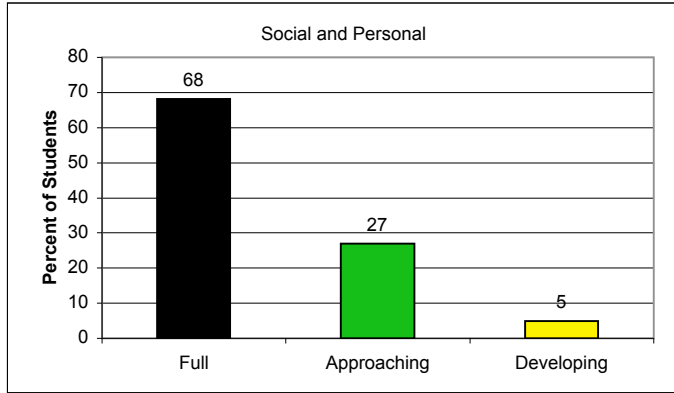
Disaggregated by Prior Care Composite Score

Entering Kindergarten	<p>Child Care Center</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent of Students</th></tr> <tr><td>Full</td><td>60</td></tr> <tr><td>Approaching</td><td>40</td></tr> <tr><td>Developing</td><td>0</td></tr> </table>	Category	Percent of Students	Full	60	Approaching	40	Developing	0	<p>Family Child Care</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent of Students</th></tr> <tr><td>Full</td><td>100</td></tr> <tr><td>Approaching</td><td>0</td></tr> <tr><td>Developing</td><td>0</td></tr> </table>	Category	Percent of Students	Full	100	Approaching	0	Developing	0	<p>Head Start</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent of Students</th></tr> <tr><td>Full</td><td>0</td></tr> <tr><td>Approaching</td><td>0</td></tr> <tr><td>Developing</td><td>0</td></tr> </table>	Category	Percent of Students	Full	0	Approaching	0	Developing	0
	Category	Percent of Students																									
	Full	60																									
	Approaching	40																									
	Developing	0																									
	Category	Percent of Students																									
Full	100																										
Approaching	0																										
Developing	0																										
Category	Percent of Students																										
Full	0																										
Approaching	0																										
Developing	0																										
<p>Home / Informal Care</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent of Students</th></tr> <tr><td>Full</td><td>73</td></tr> <tr><td>Approaching</td><td>27</td></tr> <tr><td>Developing</td><td>0</td></tr> </table>	Category	Percent of Students	Full	73	Approaching	27	Developing	0	<p>Non-Public Nursery</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent of Students</th></tr> <tr><td>Full</td><td>100</td></tr> <tr><td>Approaching</td><td>0</td></tr> <tr><td>Developing</td><td>0</td></tr> </table>	Category	Percent of Students	Full	100	Approaching	0	Developing	0	<p>Pre-Kindergarten</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent of Students</th></tr> <tr><td>Full</td><td>84</td></tr> <tr><td>Approaching</td><td>15</td></tr> <tr><td>Developing</td><td>1</td></tr> </table>	Category	Percent of Students	Full	84	Approaching	15	Developing	1	
Category	Percent of Students																										
Full	73																										
Approaching	27																										
Developing	0																										
Category	Percent of Students																										
Full	100																										
Approaching	0																										
Developing	0																										
Category	Percent of Students																										
Full	84																										
Approaching	15																										
Developing	1																										
<p>Child Care Center</p> <p>Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.</p>	<p>Family Child Care</p> <p>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. Regulated by Child Care Administration.</p>	<p>Head Start</p> <p>Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.</p>																									
<p>Home/Informal Care</p> <p>Care by parent(s) or a relative.</p>	<p>Non-Public Nursery School</p> <p>Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.</p>	<p>Pre-kindergarten</p> <p>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).</p>																									

Disaggregated by Race / Ethnicity Composite Score

Entering Kindergarten	<p>American Indian/Alaskan Native</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent of Students</th></tr> <tr><td>Full</td><td>0</td></tr> <tr><td>Approaching</td><td>0</td></tr> <tr><td>Developing</td><td>0</td></tr> </table>	Category	Percent of Students	Full	0	Approaching	0	Developing	0	<p>Asian/Pacific Islander</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent of Students</th></tr> <tr><td>Full</td><td>0</td></tr> <tr><td>Approaching</td><td>0</td></tr> <tr><td>Developing</td><td>0</td></tr> </table>	Category	Percent of Students	Full	0	Approaching	0	Developing	0	<p>African American</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent of Students</th></tr> <tr><td>Full</td><td>62</td></tr> <tr><td>Approaching</td><td>38</td></tr> <tr><td>Developing</td><td>0</td></tr> </table>	Category	Percent of Students	Full	62	Approaching	38	Developing	0
	Category	Percent of Students																									
	Full	0																									
	Approaching	0																									
	Developing	0																									
Category	Percent of Students																										
Full	0																										
Approaching	0																										
Developing	0																										
Category	Percent of Students																										
Full	62																										
Approaching	38																										
Developing	0																										
<p>White</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent of Students</th></tr> <tr><td>Full</td><td>90</td></tr> <tr><td>Approaching</td><td>9</td></tr> <tr><td>Developing</td><td>1</td></tr> </table>	Category	Percent of Students	Full	90	Approaching	9	Developing	1	<p>Hispanic</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent of Students</th></tr> <tr><td>Full</td><td>0</td></tr> <tr><td>Approaching</td><td>0</td></tr> <tr><td>Developing</td><td>0</td></tr> </table>	Category	Percent of Students	Full	0	Approaching	0	Developing	0										
Category	Percent of Students																										
Full	90																										
Approaching	9																										
Developing	1																										
Category	Percent of Students																										
Full	0																										
Approaching	0																										
Developing	0																										

Montgomery County - Percentage of Kindergarten Students



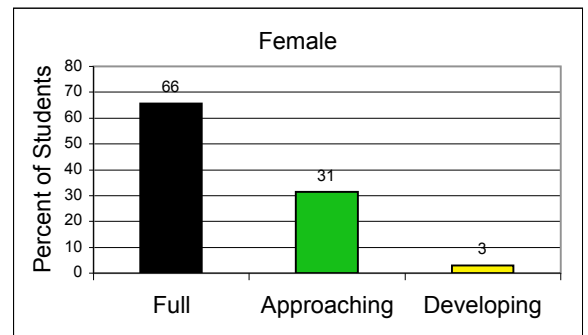
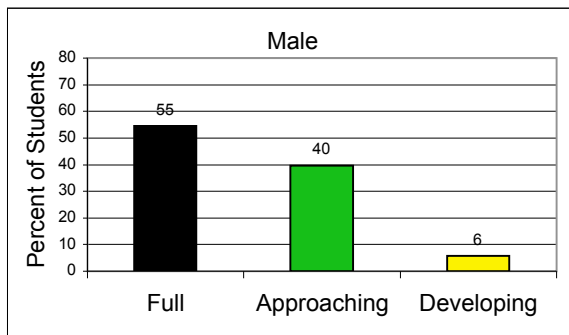
Montgomery County - Percentage of Kindergarten Students

	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	64	26	10	42	47	12	50	43	7	31	56	13	32	59	10	60	35	5	74	21	5	56	36	8
Asian/Pacific Islander	73	23	4	54	38	8	62	33	5	34	57	9	43	48	9	64	33	3	79	20	1	64	32	4
African American	57	35	8	43	45	11	50	41	9	27	60	13	35	54	11	62	34	3	68	29	3	51	43	6
White	75	21	4	60	35	5	68	29	3	43	52	5	50	45	5	70	28	2	79	20	2	69	28	2
Hispanic	62	33	5	31	52	17	38	50	12	20	64	16	26	58	16	61	35	4	72	26	2	46	47	7
Gender																								
Male	61	32	7	46	44	10	55	37	7	32	58	11	38	51	10	58	38	4	69	28	3	55	40	6
Female	76	21	3	53	39	8	59	36	6	35	56	9	44	48	8	74	25	1	81	18	1	66	31	3
Prior Care																								
Child Care Center	65	31	5	52	41	7	61	34	5	37	56	7	46	46	8	65	32	3	72	26	2	61	35	4
Family Child Care	69	27	4	42	49	9	51	42	7	22	71	8	33	57	10	62	36	2	73	26	2	54	41	5
Head Start	60	34	6	39	51	10	49	45	6	25	65	10	30	60	10	64	33	3	73	24	2	52	45	4
Home / Informal Care	66	30	4	38	48	14	47	43	10	27	58	14	35	54	11	62	35	2	72	26	2	52	43	5
Non-public Nursery	81	17	2	69	29	2	74	25	1	51	47	2	59	38	3	77	22	1	82	17	1	78	21	1
Pre-Kindergarten	74	23	4	58	38	4	66	32	3	42	53	5	49	46	5	69	30	2	78	21	1	68	30	2
Special Education																								
Yes	48	40	12	30	50	20	42	43	15	19	59	22	26	52	22	50	42	8	51	39	10	37	49	13
No	70	26	4	51	41	9	58	36	6	34	57	9	42	50	8	67	31	2	76	22	2	61	35	4
Limited English Proficiency																								
Yes	58	36	6	25	54	21	36	50	14	17	63	20	23	57	19	58	38	4	69	28	3	41	50	9
No	71	25	5	55	38	6	62	33	5	37	55	7	45	48	7	68	30	2	76	22	2	64	32	3
Free and Reduced Price Meals																								
Yes	57	36	7	33	50	17	40	47	13	21	63	17	27	58	16	60	36	4	68	28	3	45	47	8
No	72	24	4	55	38	7	63	33	4	38	55	7	46	47	7	68	30	2	77	21	2	65	32	3
* = fewer than 5																								
May not total 100% due to rounding.																								

Montgomery County 2003-2004

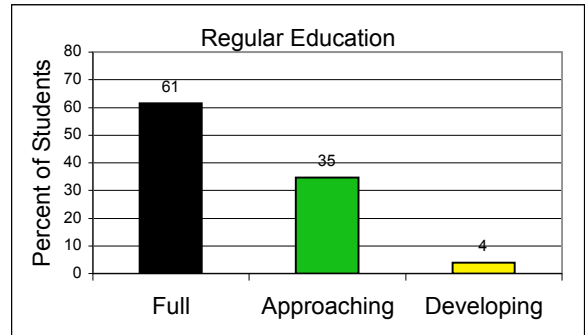
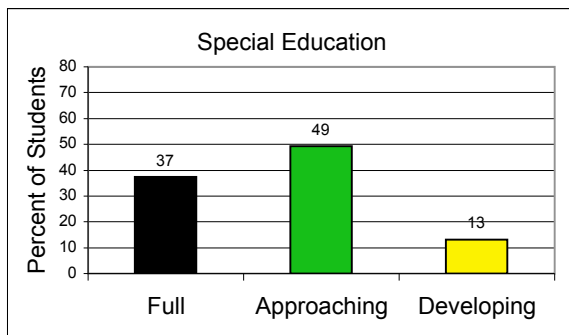
Disaggregated by Gender Composite Score

Entering Kindergarten



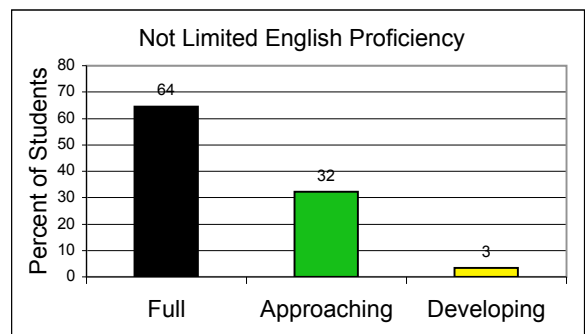
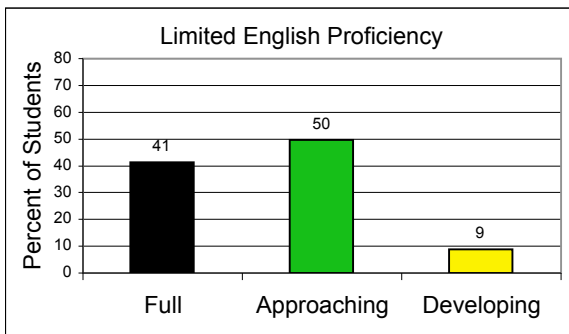
Disaggregated by Special Education Composite Score

Entering Kindergarten



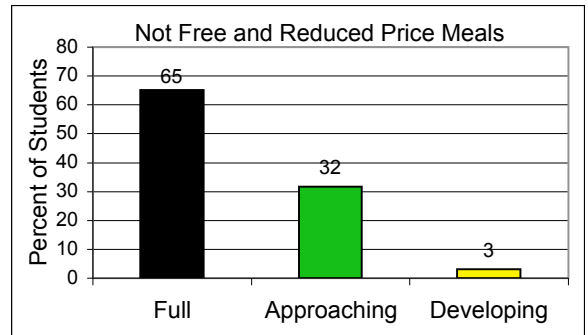
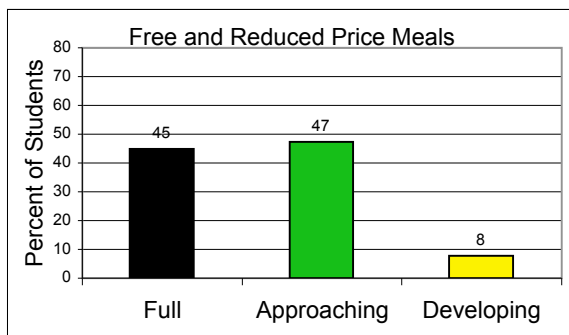
Disaggregated by Limited English Proficiency Composite Score

Entering Kindergarten



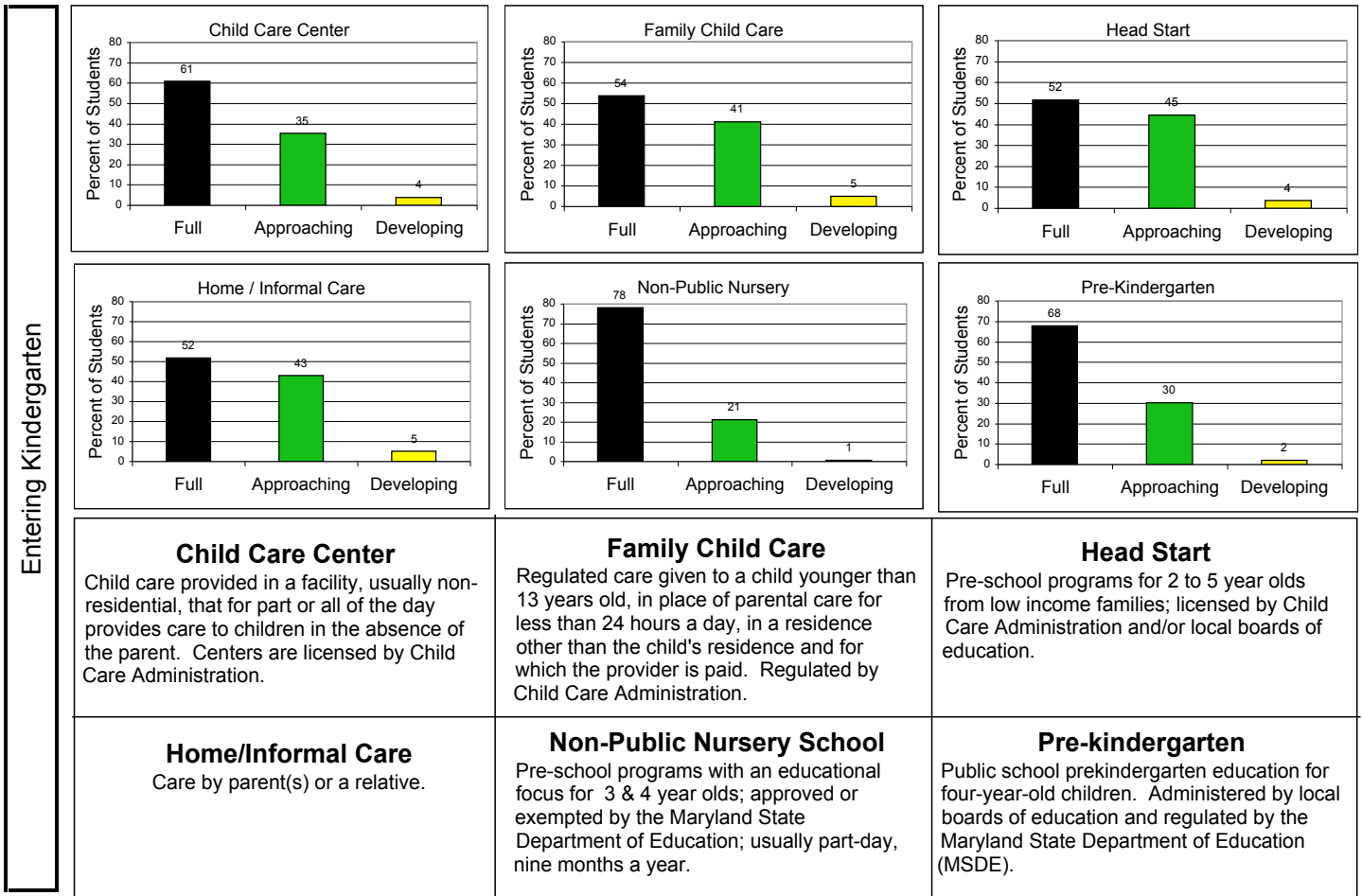
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Entering Kindergarten

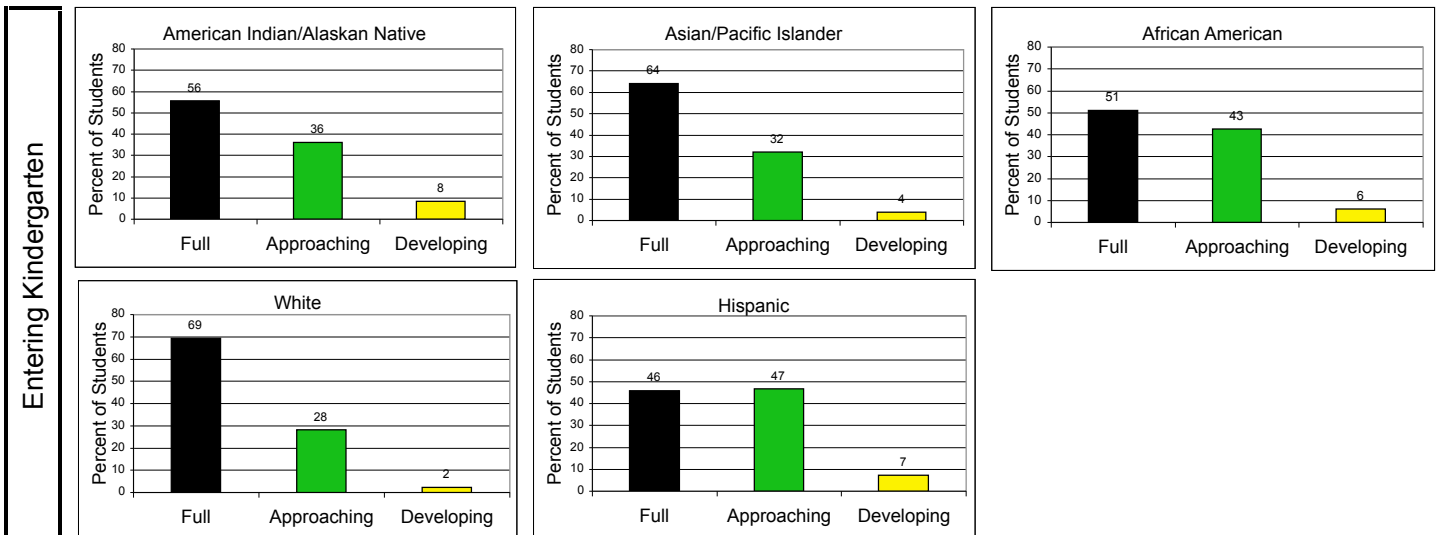


Montgomery County 2003-2004

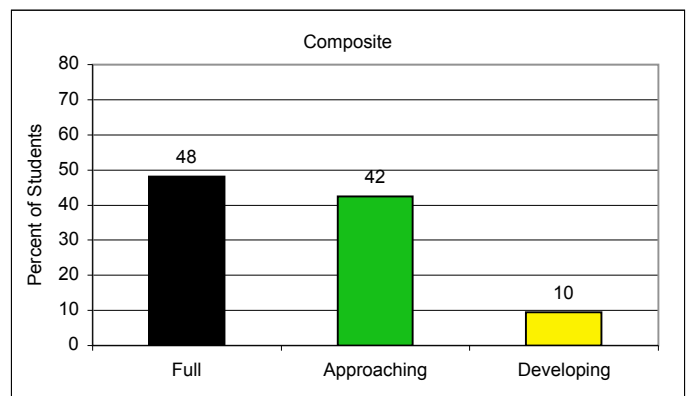
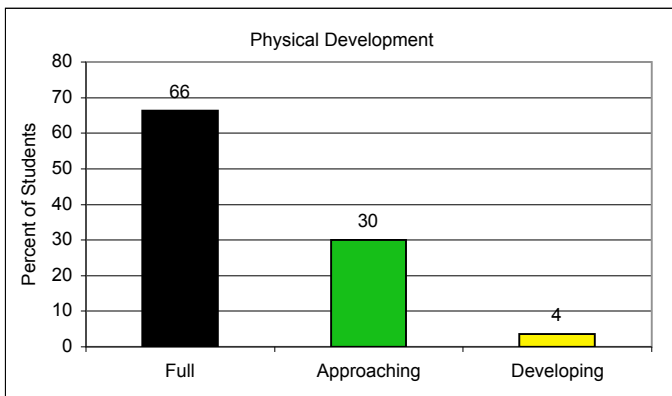
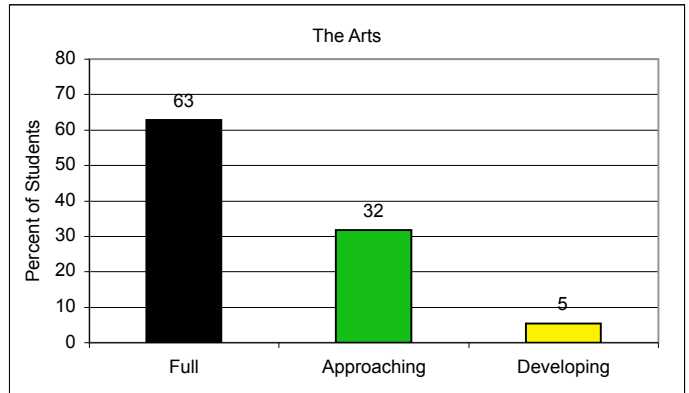
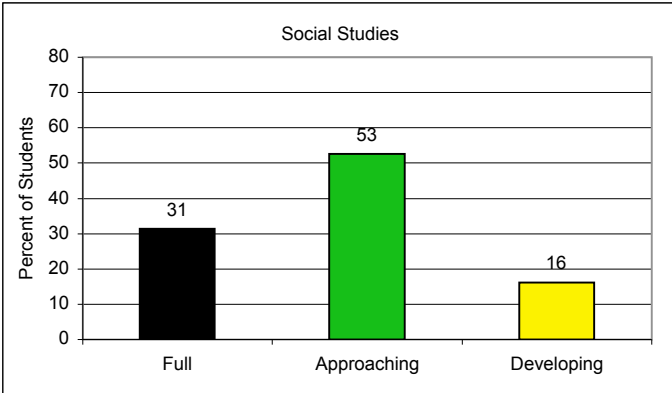
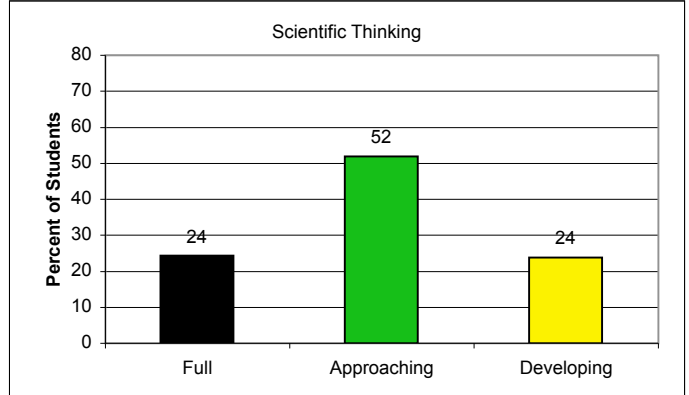
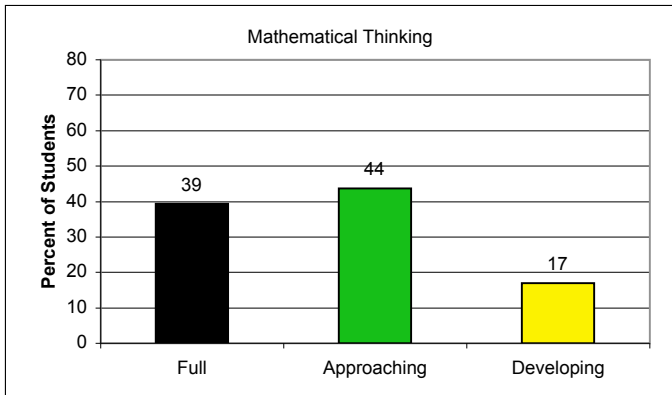
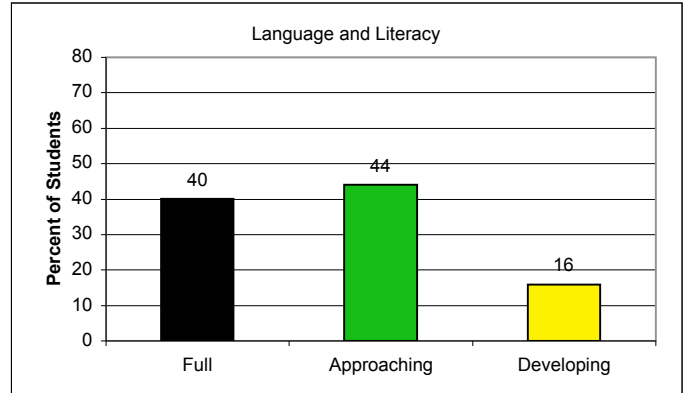
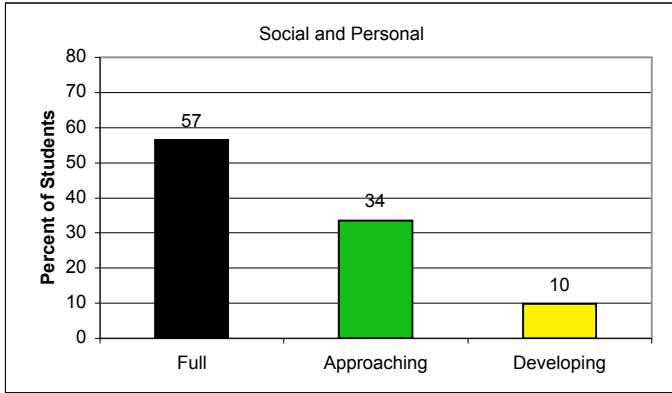
Disaggregated by Prior Care Composite Score



Disaggregated by Race / Ethnicity Composite Score



Prince Georges County - Percentage of Kindergarten Students



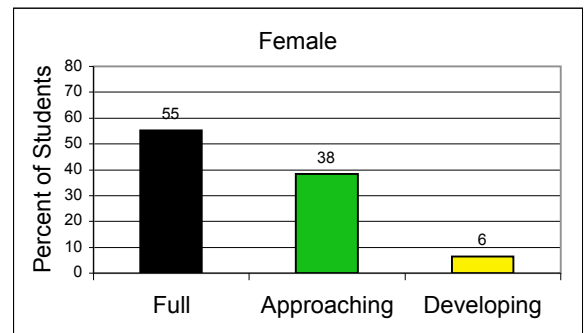
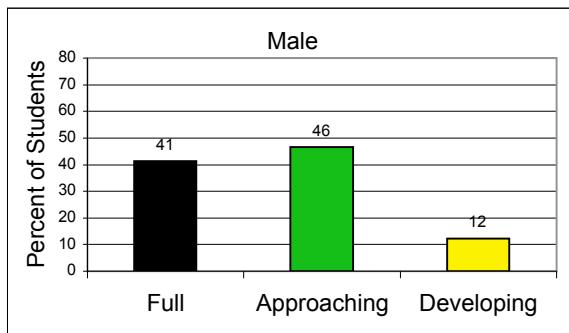
Prince Georges County - Percentage of Kindergarten Students

	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	49	41	10	35	51	14	43	43	14	24	47	29	31	57	12	67	29	4	59	41	0	43	53	4
Asian/Pacific Islander	68	25	7	51	35	14	48	37	14	34	45	21	37	49	14	64	31	5	74	24	2	57	35	8
African American	56	34	10	43	44	13	41	44	15	25	54	21	32	54	14	64	31	4	67	29	3	50	42	8
White	64	29	7	49	42	9	50	41	10	33	50	16	44	49	7	68	29	3	67	31	2	58	38	4
Hispanic	53	35	12	21	49	30	24	44	32	16	45	39	21	48	31	53	37	10	62	33	5	33	49	18
Gender																								
Male	47	38	14	35	46	19	36	44	20	22	51	26	29	53	19	56	36	7	61	34	5	41	46	12
Female	67	28	5	45	43	12	43	43	14	26	53	21	34	53	13	70	27	3	72	26	2	55	38	6
Prior Care																								
Child Care Center	54	35	10	48	43	10	46	43	11	28	56	16	33	57	10	66	31	3	67	30	3	54	40	6
Family Child Care	59	33	9	37	46	17	36	46	18	23	56	21	34	51	15	63	32	5	65	32	3	47	44	10
Head Start	57	34	9	40	49	11	41	45	14	24	53	23	31	55	14	67	28	5	69	27	4	51	41	8
Home / Informal Care	53	35	12	28	45	27	28	44	28	18	47	35	26	48	25	59	33	8	62	32	5	39	46	16
Non-public Nursery	65	30	5	55	39	6	53	40	7	33	52	15	43	49	8	69	28	3	72	26	2	60	36	4
Pre-Kindergarten	60	31	9	46	44	10	44	45	11	26	55	19	33	55	13	63	33	4	69	28	3	52	42	6
Special Education																								
Yes	43	39	17	30	48	22	34	42	24	18	48	34	22	51	27	54	35	11	53	37	10	36	48	16
No	57	33	9	41	44	15	40	44	17	25	52	23	32	53	15	63	32	5	67	30	3	49	42	9
Limited English Proficiency																								
Yes	50	36	14	17	48	35	20	44	36	15	39	46	19	45	37	50	38	12	60	34	5	28	50	21
No	58	33	9	44	43	13	42	44	14	26	54	20	33	54	13	65	31	4	67	29	3	51	41	7
Free and Reduced Price Meals																								
Yes	53	35	12	33	46	21	33	45	22	21	50	29	27	53	20	60	33	7	64	31	5	42	46	12
No	61	31	8	47	42	11	45	43	12	27	54	19	36	53	12	66	31	4	69	29	3	54	39	7
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Prince Georges County 2003-2004

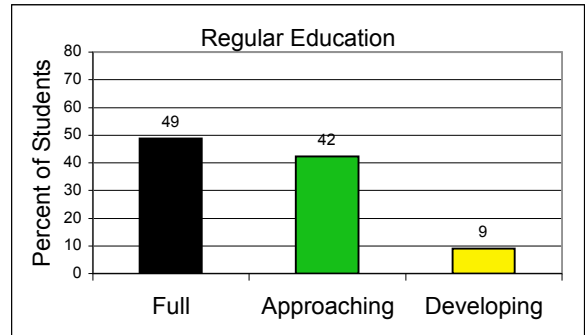
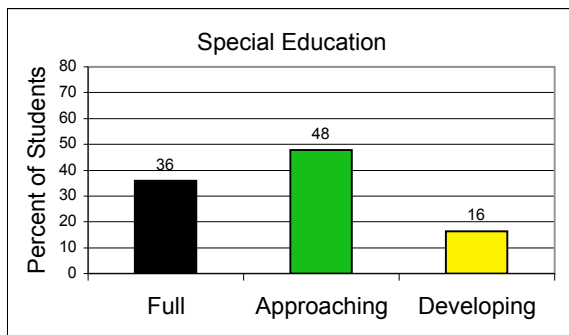
Disaggregated by Gender Composite Score

Entering Kindergarten



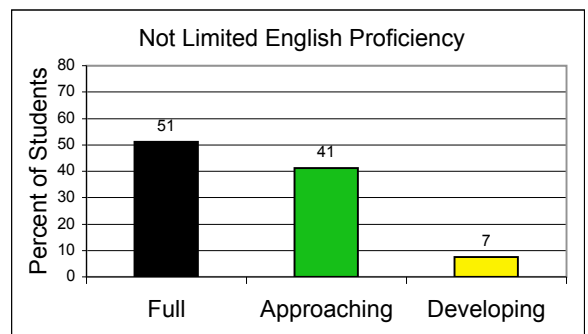
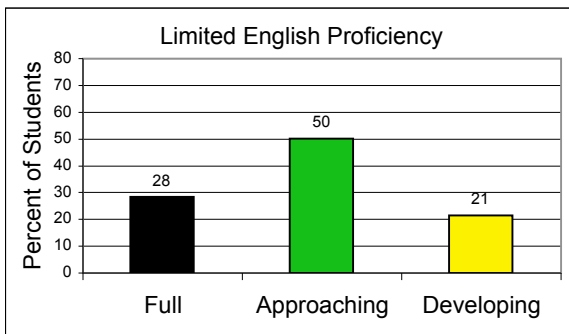
Disaggregated by Special Education Composite Score

Entering Kindergarten



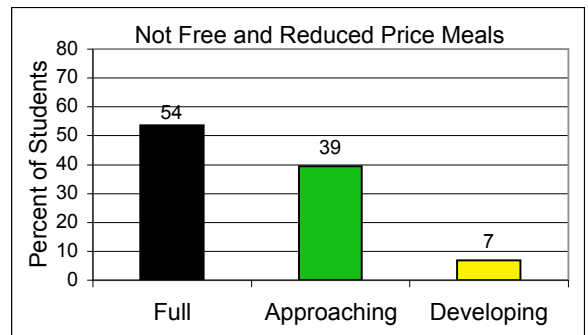
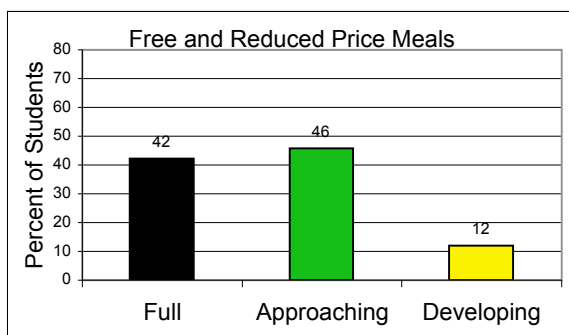
Disaggregated by Limited English Proficiency Composite Score

Entering Kindergarten



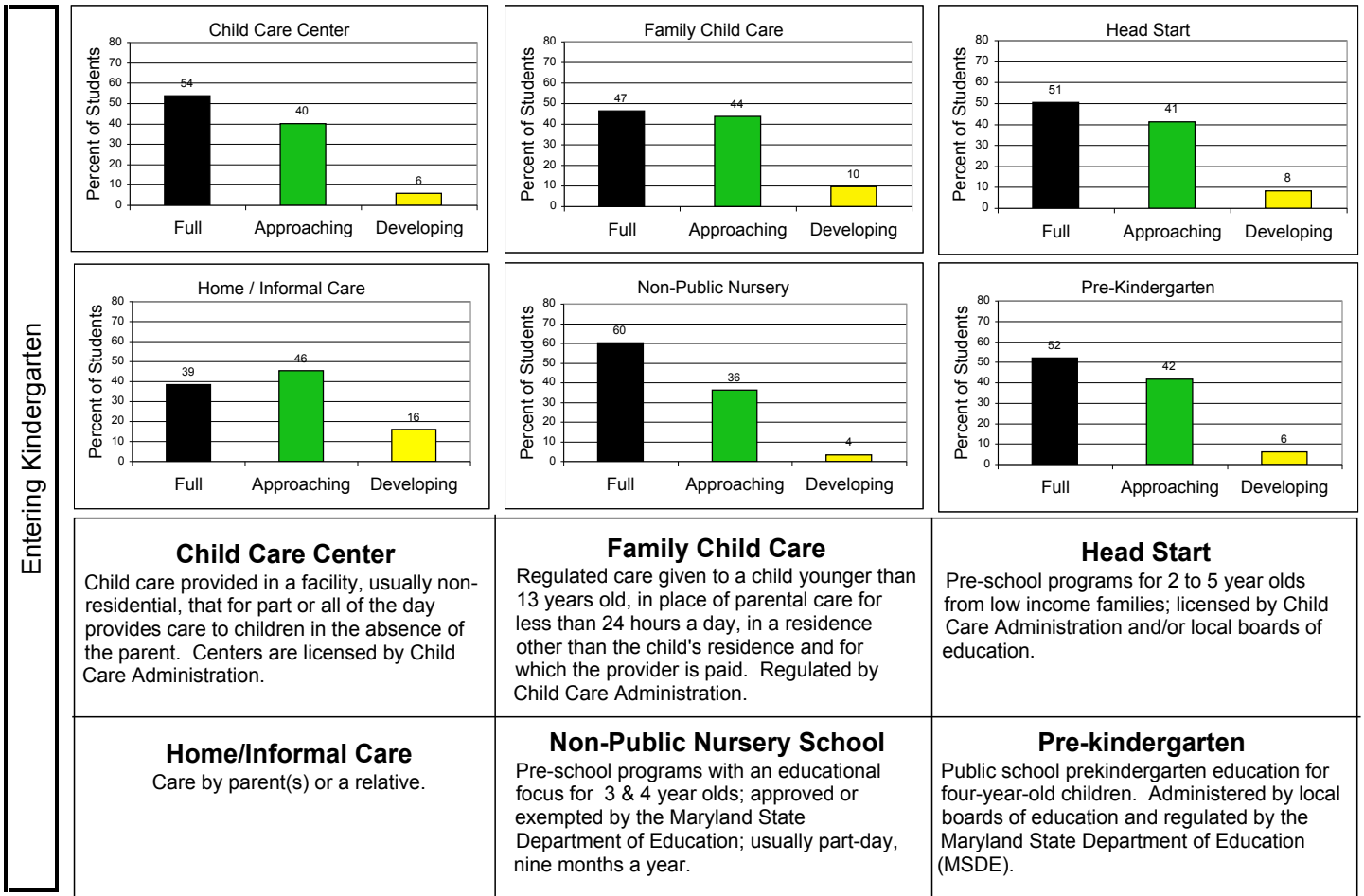
Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten

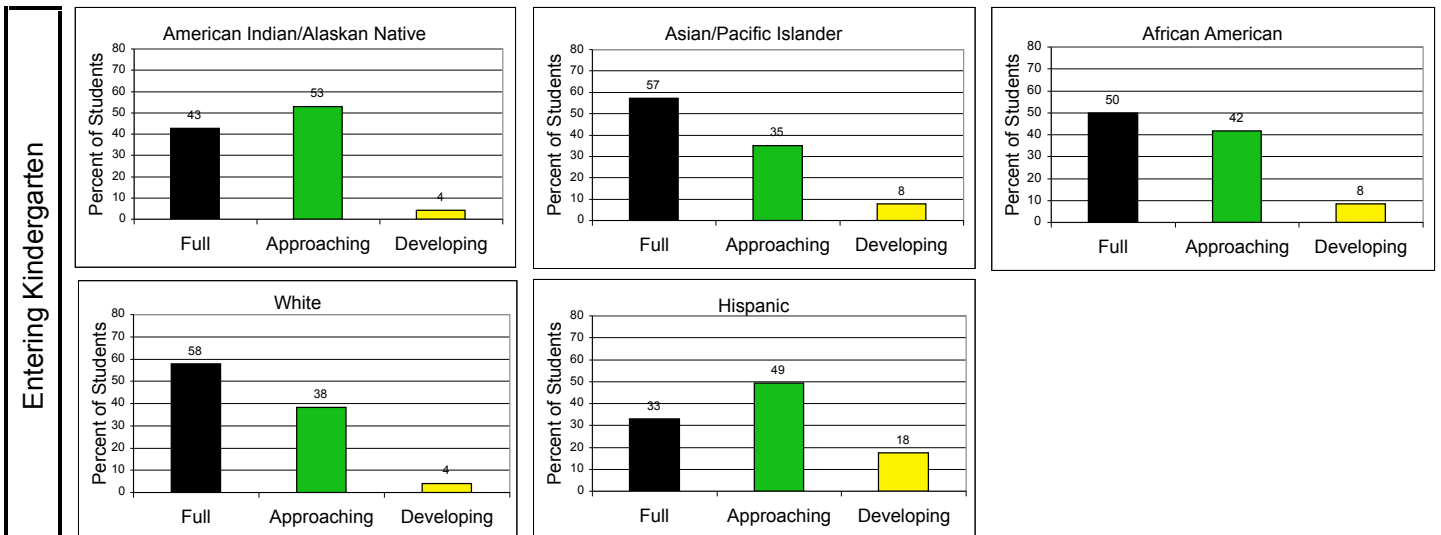


Prince Georges County 2003-2004

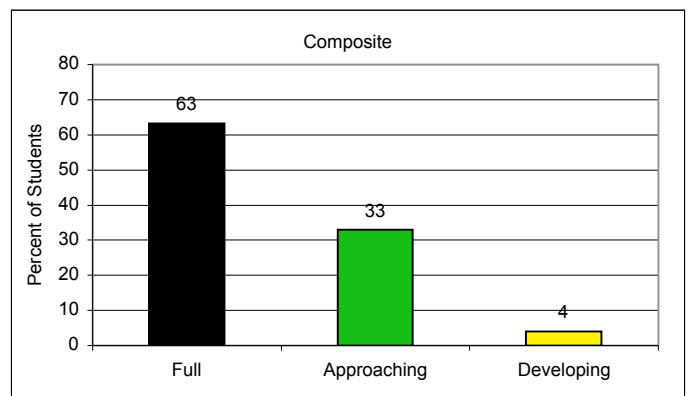
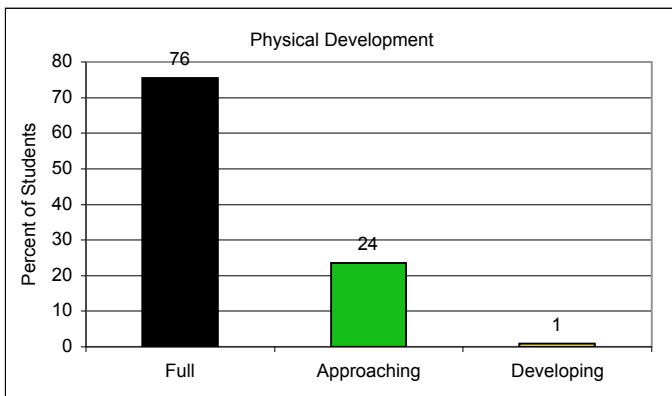
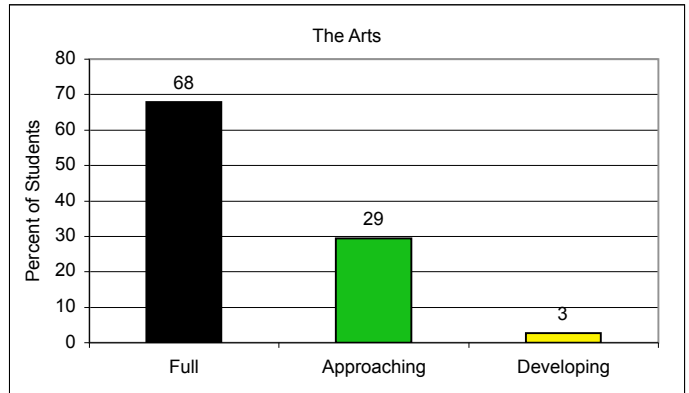
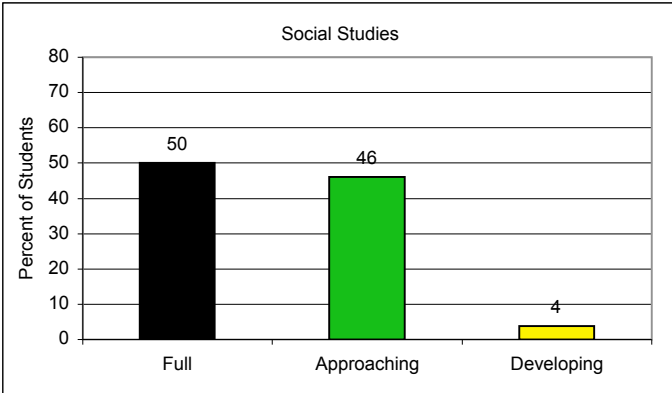
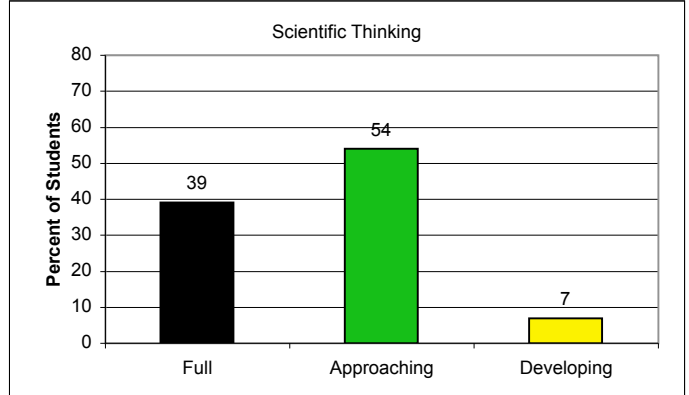
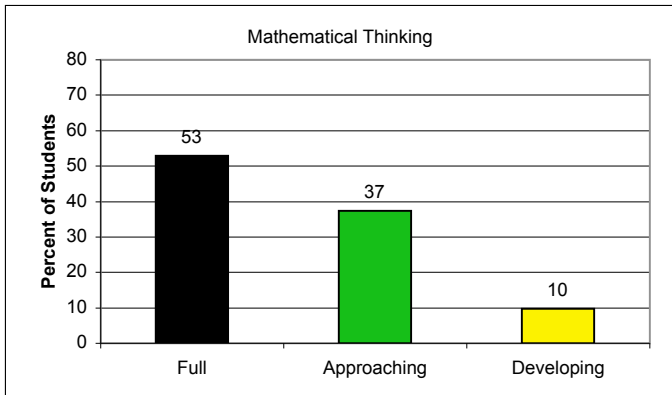
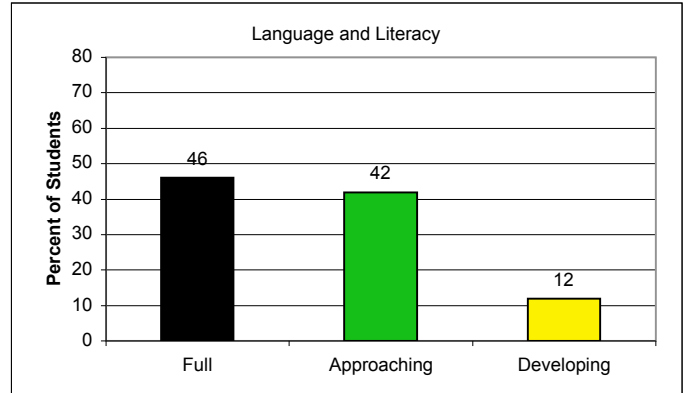
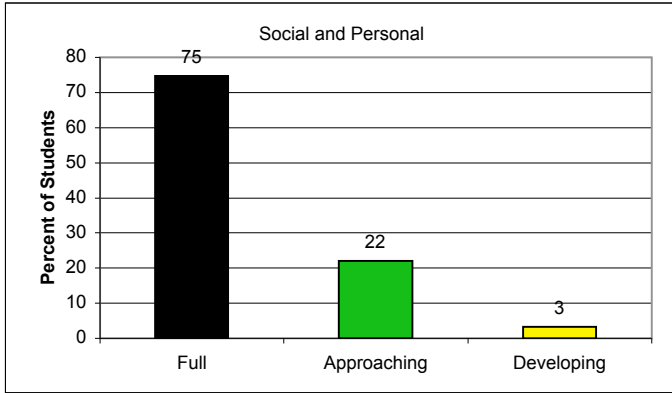
Disaggregated by Prior Care Composite Score



Disaggregated by Race / Ethnicity Composite Score



Queen Anne County - Percentage of Kindergarten Students



Queen Anne 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	60	40	0	60	40	0	40	60	0	80	20	0	80	20	0	60	40	0	60	40	0	
African American	50	43	7	33	40	28	44	28	28	23	55	23	39	51	10	60	35	5	68	30	2	49	41	10	
White	78	19	3	48	42	9	54	39	7	41	54	5	52	46	3	69	29	2	77	22	1	66	32	2	
Hispanic	45	55	0	20	30	50	36	27	36	27	45	27	27	45	27	45	36	18	64	36	0	30	40	30	
Gender																									
Male	64	31	5	35	51	14	46	43	11	36	55	9	45	51	4	57	40	3	68	31	1	53	42	5	
Female	85	13	1	57	32	10	59	32	9	42	53	5	55	41	3	78	19	3	83	16	1	73	24	3	
Prior Care																									
Child Care Center	91	9	0	63	34	3	71	23	6	37	54	9	58	35	6	57	43	0	83	17	0	69	31	0	
Family Child Care	45	50	5	37	42	21	38	57	5	19	76	5	28	72	0	61	39	0	71	29	0	43	57	0	
Head Start	78	22	0	39	43	18	50	30	20	41	48	11	60	37	2	76	17	7	85	15	0	68	27	5	
Home / Informal Care	75	25	0	38	46	16	45	43	13	43	50	8	45	50	5	58	40	3	70	28	3	57	38	5	
Non-public Nursery	89	11	0	69	30	2	65	32	4	46	50	4	40	58	2	69	29	2	83	17	0	76	24	0	
Pre-Kindergarten	71	24	4	43	44	12	51	40	9	39	54	7	53	43	4	70	27	3	72	27	1	63	32	5	
Special Education																									
Yes	57	26	17	19	47	35	35	41	24	22	60	18	36	52	11	59	37	4	64	29	7	38	46	15	
No	77	22	2	49	41	9	55	37	8	41	53	6	52	45	3	69	29	3	77	23	0	66	31	3	
Limited English Proficiency																									
Yes	56	44	0	11	44	44	22	33	44	11	56	33	22	44	33	33	56	11	33	67	0	22	44	33	
No	75	22	3	47	42	11	53	37	9	40	54	6	51	46	3	69	29	3	76	23	1	64	33	3	
Free and Reduced Price Meals																									
Yes	54	37	10	23	49	28	33	37	30	17	66	17	26	64	10	55	38	7	60	40	0	37	53	10	
No	79	19	2	51	40	9	57	37	6	43	52	5	55	43	3	70	28	2	79	20	1	68	29	3	
* = fewer than 5	May not total 100% due to rounding.																								

Queen Anne County - Number of Kindergarten Students

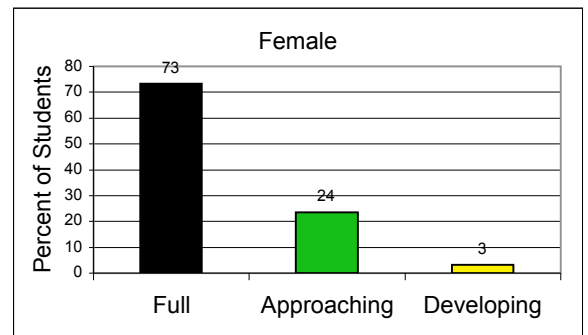
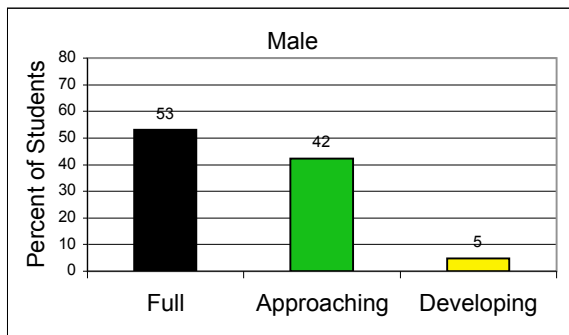
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	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	5	0	0	3	2	0	3	2	0	2	3	0	4	1	0	4	1	0	3	2	0	3	2	0	
African American	22	19	3	14	17	12	19	12	12	10	24	10	16	21	4	26	15	2	30	13	1	19	16	4	
White	291	71	11	173	152	33	204	145	27	155	203	17	186	165	9	262	108	8	292	84	3	214	103	8	
Hispanic	5	6	0	2	3	5	4	3	4	3	5	3	3	5	3	5	4	2	7	4	0	3	4	3	
Gender																									
Male	139	67	11	73	107	29	101	93	24	78	119	19	93	106	9	124	87	6	149	68	2	102	81	9	
Female	185	29	3	119	67	21	129	70	19	92	117	11	116	87	7	173	42	6	183	36	2	137	44	6	
Prior Care																									
Child Care Center	32	3	0	20	11	1	25	8	2	13	19	3	18	11	2	20	15	0	29	6	0	20	9	0	
Family Child Care	9	10	1	7	8	4	8	12	1	4	16	1	5	13	0	11	7	0	15	6	0	6	8	0	
Head Start	35	10	0	17	19	8	23	14	9	19	22	5	26	16	1	35	8	3	39	7	0	28	11	2	
Home / Informal Care	30	10	0	14	17	6	18	17	5	17	20	3	18	20	2	23	16	1	28	11	1	21	14	2	
Non-Public Nursery	49	6	0	37	16	1	37	18	2	26	28	2	21	31	1	41	17	1	49	10	0	32	10	0	
Pre-Kindergarten	163	55	10	95	97	27	116	90	20	89	123	15	118	95	9	160	62	7	164	61	3	129	66	10	
Special Education																									
Yes	26	12	8	8	20	15	16	19	11	10	27	8	16	23	5	27	17	2	29	13	3	15	18	6	
No	298	84	6	184	154	35	214	144	32	160	209	22	193	170	11	270	112	10	303	91	1	224	107	9	
Limited English Proficiency																									
Yes	5	4	0	1	4	4	2	3	4	1	5	3	2	4	3	3	5	1	3	6	0	2	4	3	
No	319	92	14	191	170	46	228	160	39	169	231	27	207	189	13	294	124	11	329	98	4	237	121	12	
Free and Reduced Price Meals																									
Yes	38	26	7	16	34	19	23	26	21	12	47	12	18	44	7	39	27	5	43	29	0	23	33	6	
No	286	70	7	176	140	31	207	137	22	158	189	18	191	149	9	258	102	7	289	75	4	216	92	9	

* = fewer than 5

Queen Anne County 2003-2004

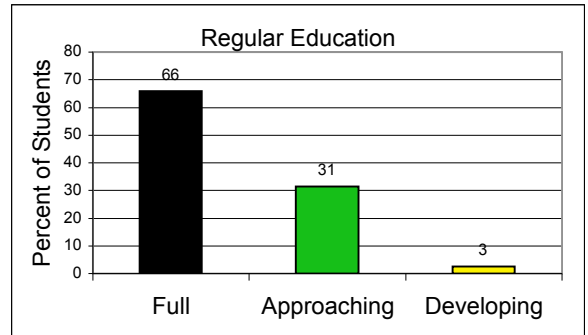
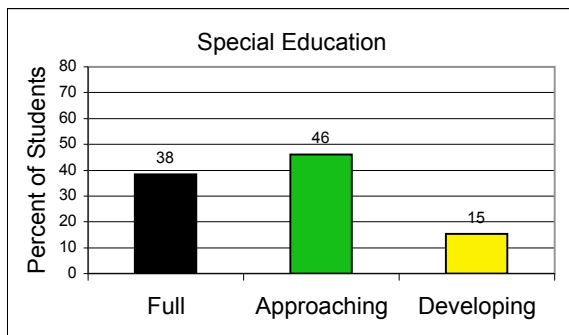
Disaggregated by Gender Composite Score

Entering Kindergarten



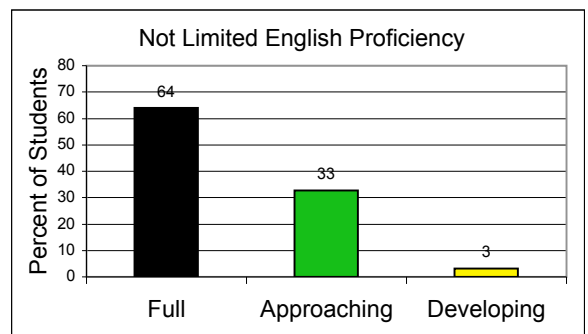
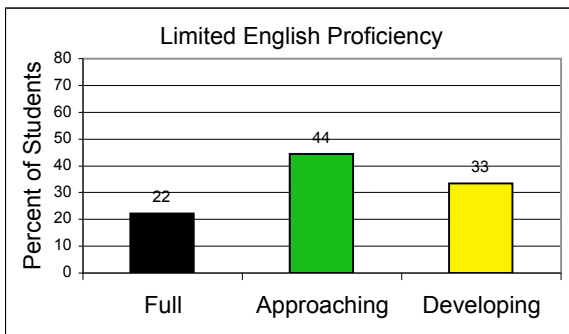
Disaggregated by Special Education Composite Score

Entering Kindergarten



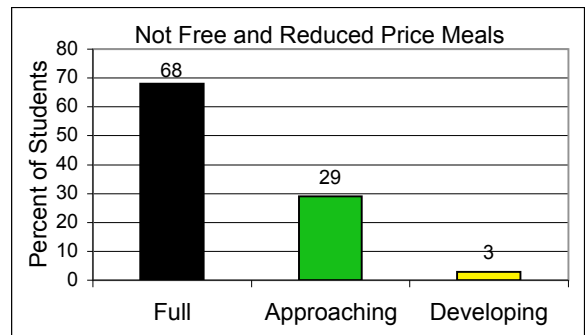
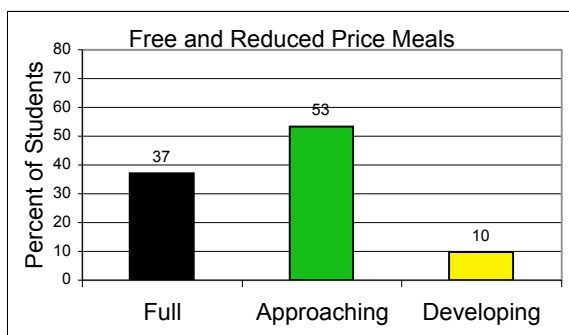
Disaggregated by Limited English Proficiency Composite Score

Entering Kindergarten



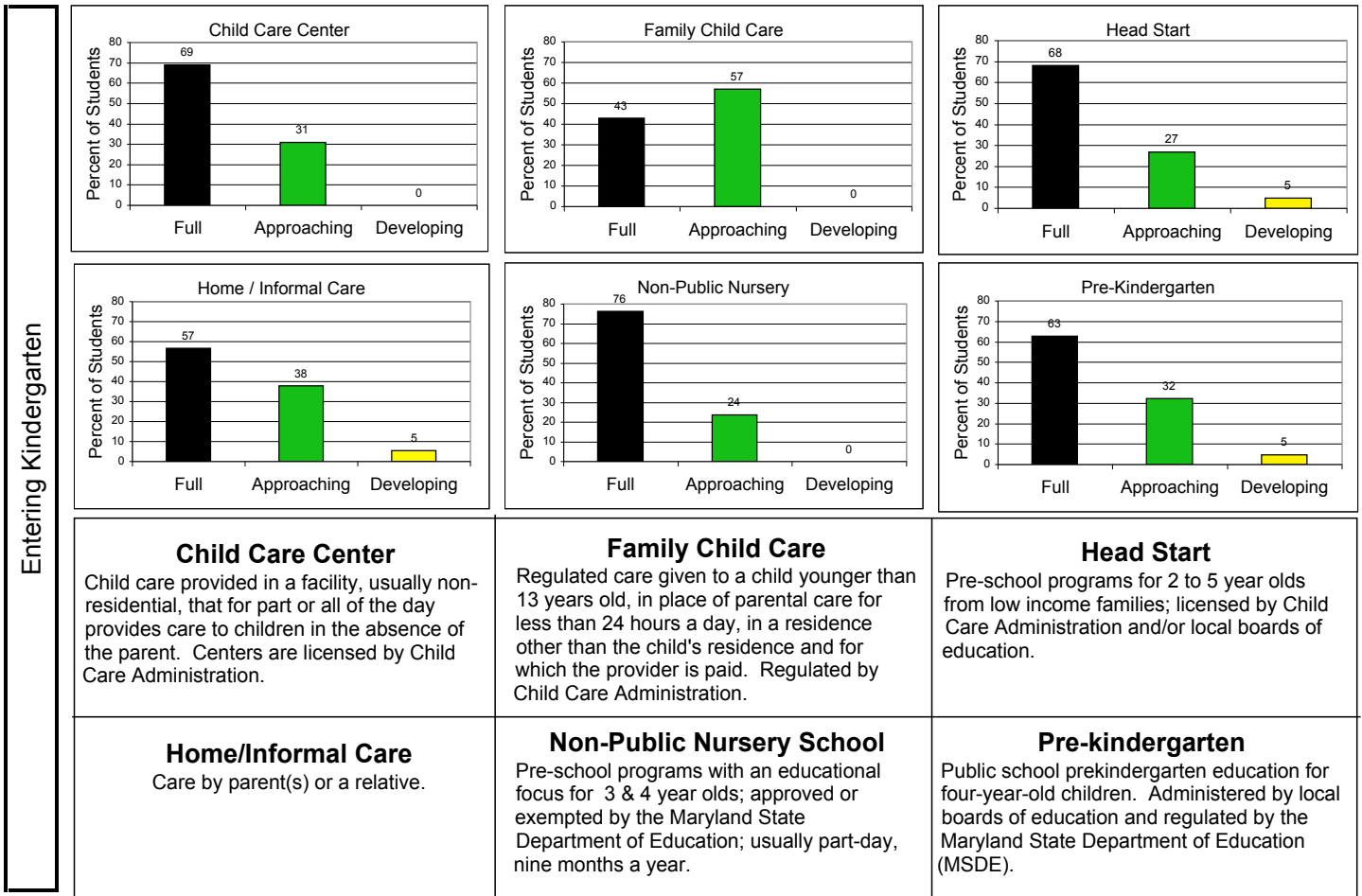
Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten

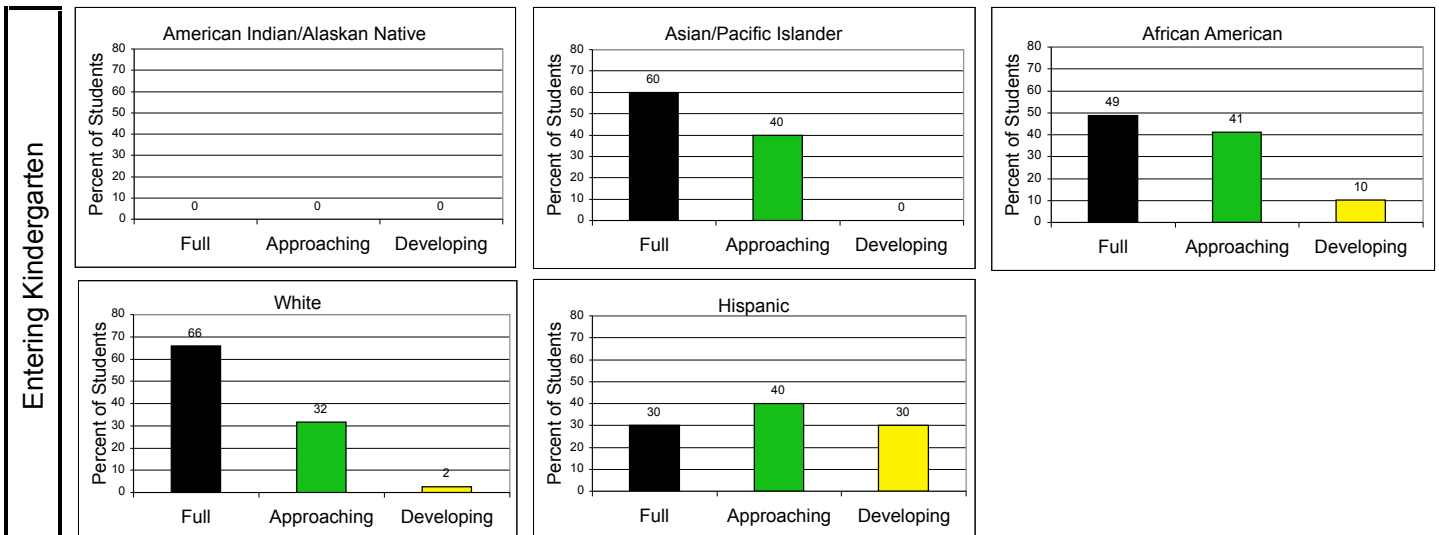


Queen Anne County 2003-2004

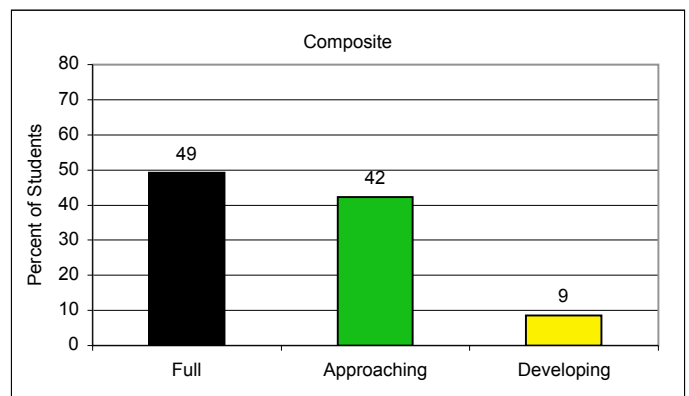
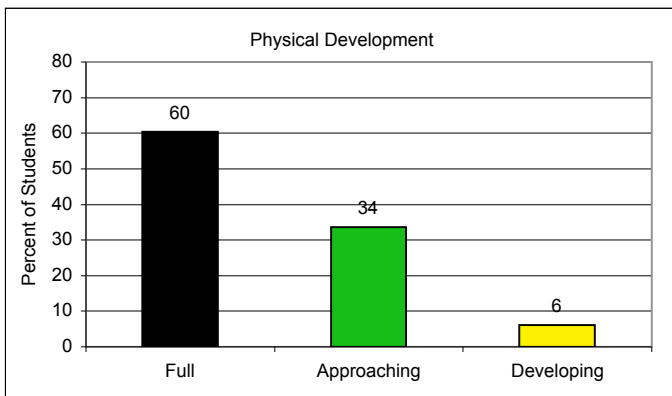
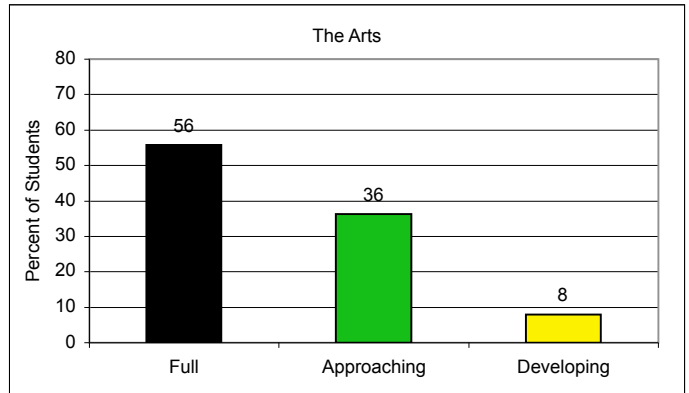
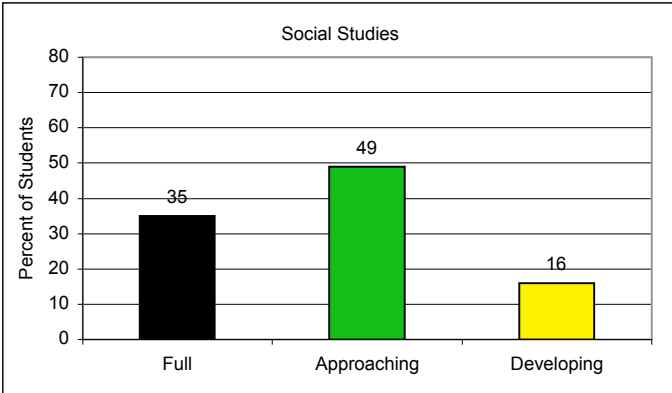
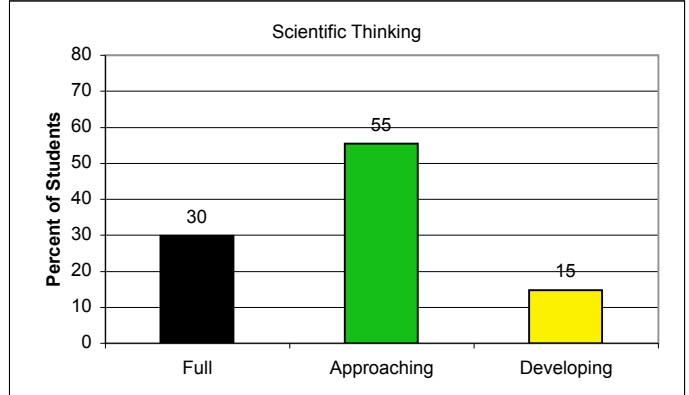
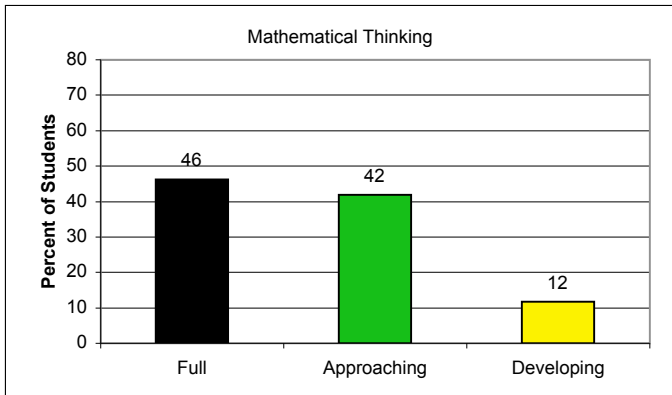
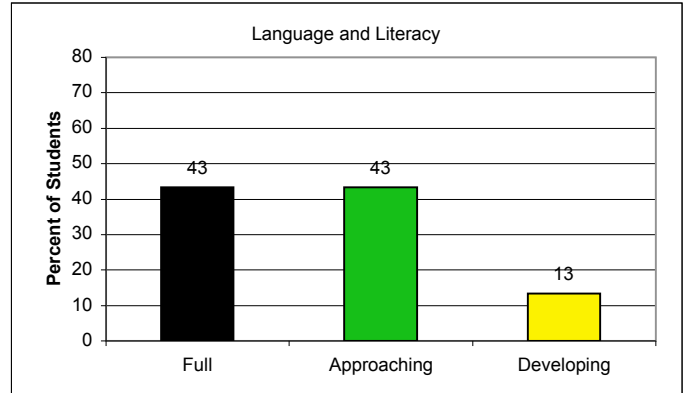
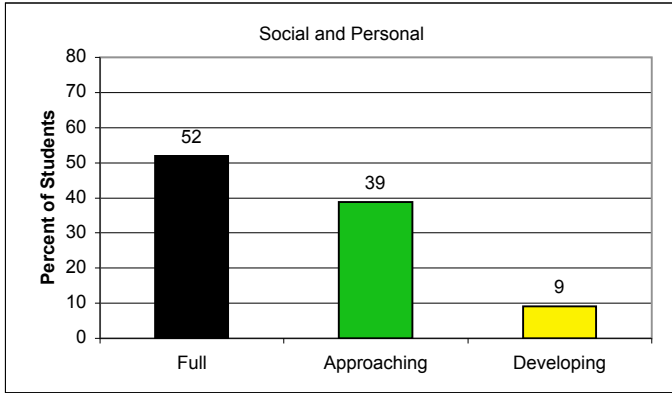
Disaggregated by Prior Care Composite Score



Disaggregated by Race / Ethnicity Composite Score



St. Marys County - Percentage of Kindergarten Students



St. Marys County - Percentage of Kindergarten Students

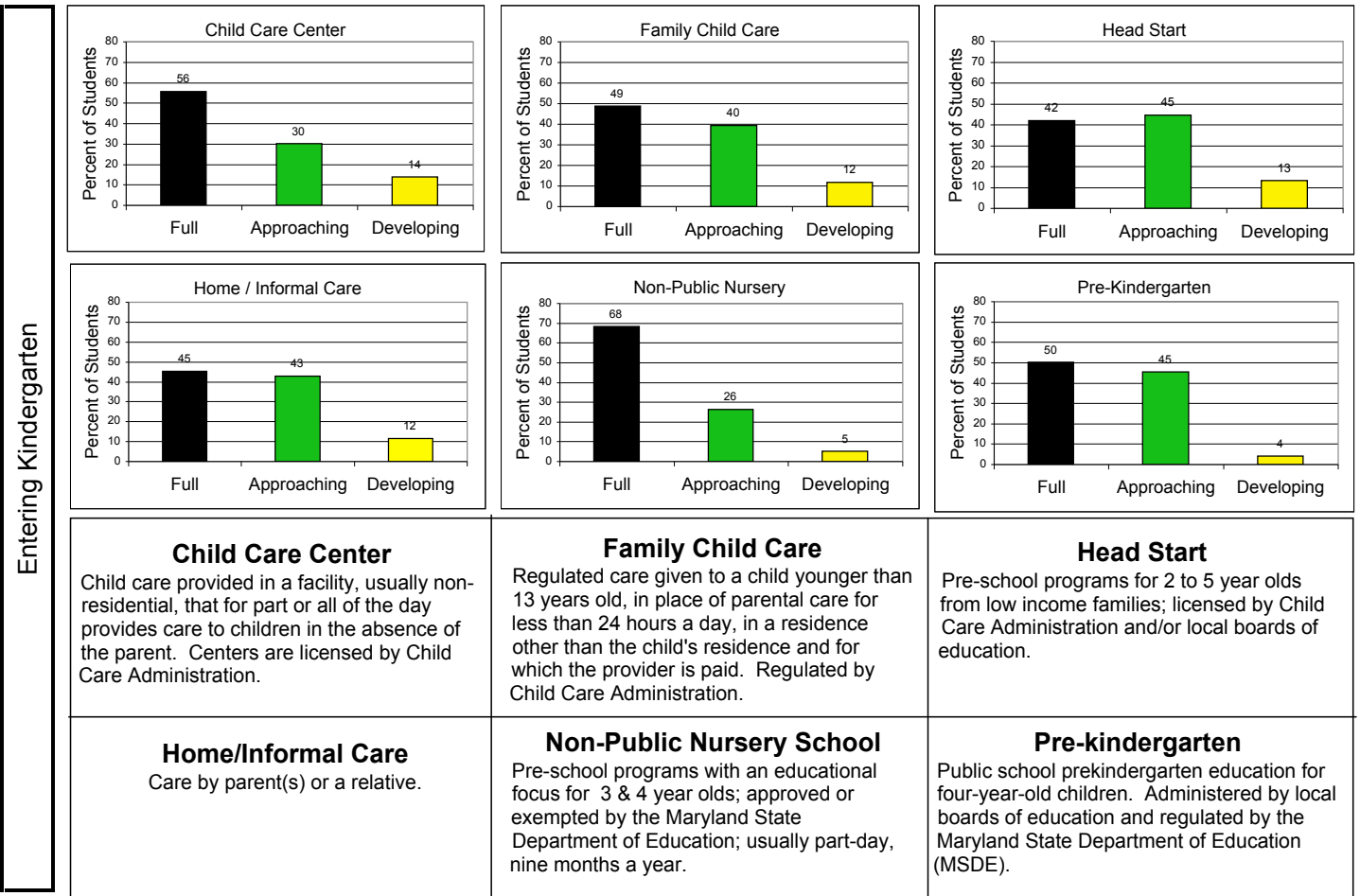
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	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	40	53	7	31	56	13	27	53	20	44	44	13	38	50	13	50	44	6	50	50	0	36	50	14
Asian/Pacific Islander	70	30	0	63	37	0	65	35	0	53	47	0	61	39	0	65	35	0	70	30	0	65	35	0
African American	40	49	11	36	45	18	37	43	21	15	64	21	24	48	27	58	31	10	62	32	5	38	49	13
White	55	36	9	45	43	13	48	42	10	33	53	14	37	49	14	55	38	8	59	34	7	52	40	8
Hispanic	57	43	0	50	45	5	48	43	9	19	76	5	39	57	4	65	30	4	74	22	4	55	45	0
Gender																								
Male	46	41	13	38	45	17	45	40	15	28	54	18	32	50	18	48	40	12	55	36	9	43	46	11
Female	58	36	6	48	42	10	48	44	9	32	57	11	38	48	14	63	33	4	66	31	3	55	39	6
Prior Care																								
Child Care Center	54	27	19	48	40	13	52	40	8	37	49	14	40	44	17	62	20	18	67	29	4	56	30	14
Family Child Care	54	38	8	35	43	22	42	42	15	28	51	21	41	43	16	52	40	8	58	37	6	49	40	12
Head Start	48	43	10	36	45	19	37	45	18	18	59	23	26	46	28	60	30	10	63	31	6	42	45	13
Home / Informal Care	53	40	7	40	44	15	38	44	17	26	55	20	30	56	14	45	45	9	48	43	9	45	43	12
Non-public Nursery	68	24	8	60	35	5	64	30	6	49	42	9	60	31	10	69	25	6	72	26	2	68	26	5
Pre-Kindergarten	54	40	6	46	45	8	51	43	6	34	57	9	36	54	9	53	42	6	57	36	6	50	45	4
Special Education																								
Yes	35	54	11	19	53	28	35	46	20	16	54	30	26	49	26	38	52	10	42	38	20	23	60	17
No	54	37	9	46	42	12	48	42	11	32	55	13	36	49	15	58	35	8	62	33	5	52	40	8
Limited English Proficiency																								
Yes	25	75	0	33	67	0	33	67	0	27	73	0	18	82	0	25	75	0	42	50	8	20	80	0
No	52	39	9	43	43	13	46	42	12	30	55	15	35	49	16	56	36	8	61	33	6	50	42	9
Free and Reduced Price Meals																								
Yes	57	38	5	32	49	20	33	48	19	18	57	25	29	41	30	60	29	11	62	33	5	44	42	14
No	53	38	9	45	43	11	49	41	10	33	54	12	38	50	12	54	38	7	59	35	6	51	42	7
* = fewer than 5																								
May not total 100% due to rounding.																								

St. Marys County - Number of Kindergarten Students

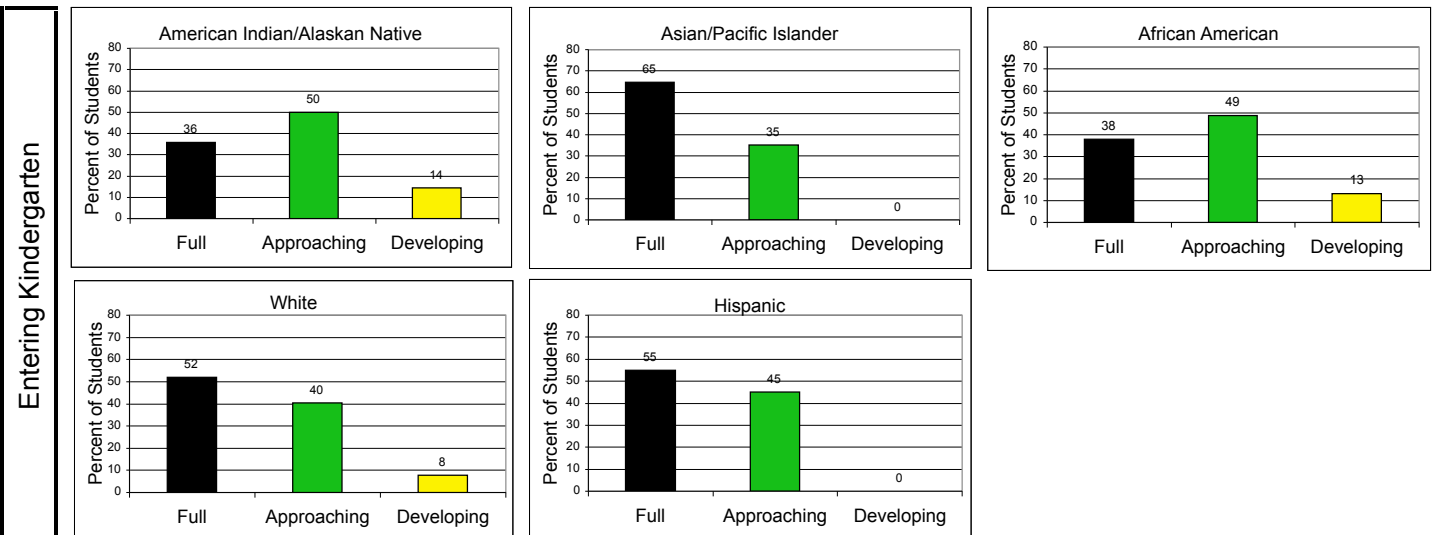
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	6	8	1	5	9	2	4	8	3	7	7	2	6	8	2	8	7	1	8	8	0	5	7	2
Asian/Pacific Islander	14	6	0	12	7	0	13	7	0	10	9	0	11	7	0	13	7	0	14	6	0	11	6	0
African American	74	90	21	67	83	34	69	80	39	28	118	38	46	91	51	108	58	19	117	61	10	63	81	22
White	391	260	66	321	308	91	360	310	73	243	391	103	267	354	100	401	276	56	442	252	50	325	253	48
Hispanic	13	10	0	11	10	1	11	10	2	4	16	1	9	13	1	15	7	1	17	5	1	11	9	0
Gender																								
Male	224	202	61	188	218	83	223	201	74	141	267	90	156	244	89	240	198	58	279	182	45	184	193	46
Female	274	172	27	228	199	45	234	214	43	151	274	54	183	229	65	305	157	19	319	150	16	231	163	26
Prior Care																								
Child Care Center	26	13	9	23	19	6	26	20	4	18	24	7	19	21	8	31	10	9	33	14	2	24	13	6
Family Child Care	27	19	4	18	22	11	22	22	8	13	24	10	20	21	8	26	20	4	30	19	3	21	17	5
Head Start	108	97	22	81	102	44	86	105	42	42	137	53	57	103	63	136	69	22	146	71	15	85	90	27
Home / Informal Care	44	33	6	34	37	13	33	38	15	22	47	17	25	47	12	39	39	8	42	37	8	35	33	9
Non-Public Nursery	42	15	5	38	22	3	41	19	4	32	27	6	37	19	6	44	16	4	47	17	1	39	15	3
Pre-Kindergarten	190	141	22	163	159	29	186	154	22	123	205	31	131	196	34	189	151	20	209	133	23	152	137	13
Special Education																								
Yes	34	52	11	19	52	27	35	46	20	16	55	30	25	48	25	37	50	10	43	39	20	20	52	15
No	464	322	77	397	365	101	422	369	97	276	486	114	314	425	129	508	305	67	555	293	41	395	304	57
Limited English Proficiency																								
Yes	3	9	0	4	8	0	4	8	0	3	8	0	2	9	0	3	9	0	5	6	1	2	8	0
No	495	365	88	412	409	128	453	407	117	289	533	144	337	464	154	542	346	77	593	326	60	413	348	72
Free and Reduced Price Meals																								
Yes	42	28	4	24	37	15	26	38	15	14	45	20	22	31	23	45	22	8	49	26	4	29	28	9
No	397	283	67	339	323	86	378	316	76	253	412	94	288	376	93	415	292	57	458	269	46	336	272	47
* = fewer than 5																								

St. Marys County 2003-2004

Disaggregated by Prior Care Composite Score



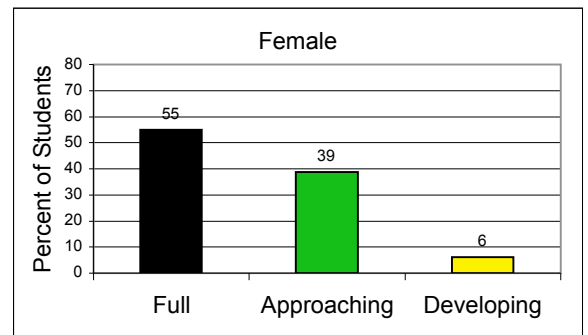
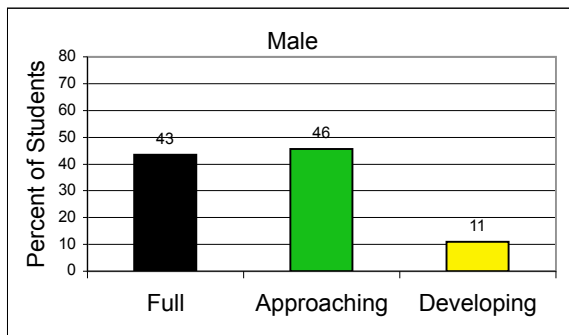
Disaggregated by Race / Ethnicity Composite Score



St. Marys County 2003-2004

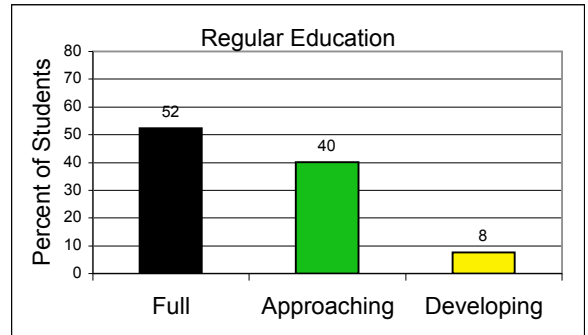
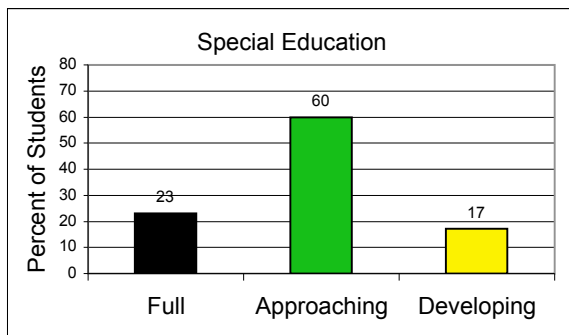
Disaggregated by Gender Composite Score

Entering Kindergarten



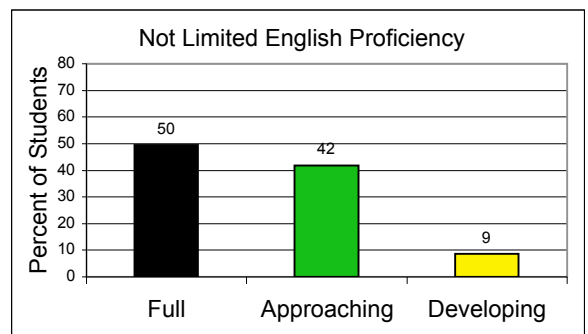
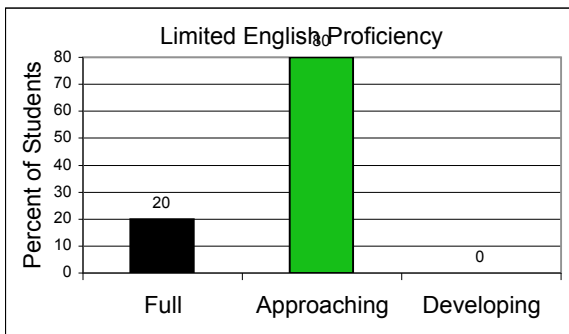
Disaggregated by Special Education Composite Score

Entering Kindergarten



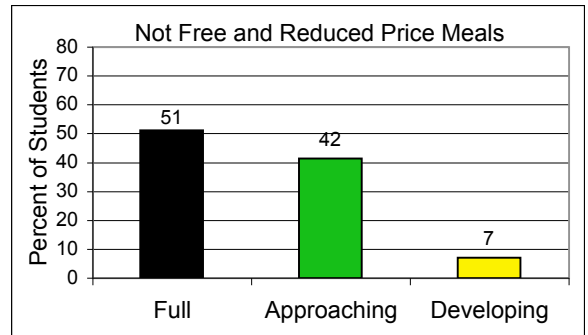
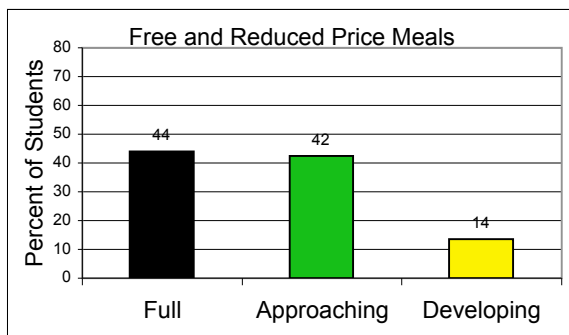
Disaggregated by Limited English Proficiency Composite Score

Entering Kindergarten

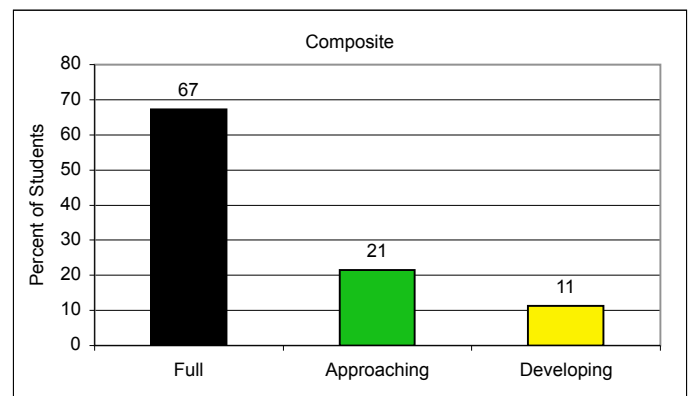
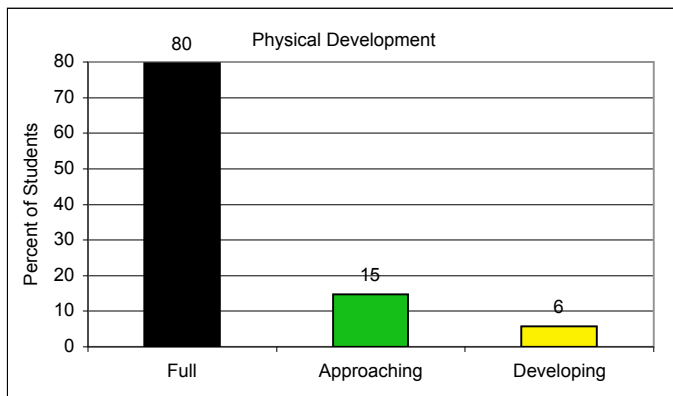
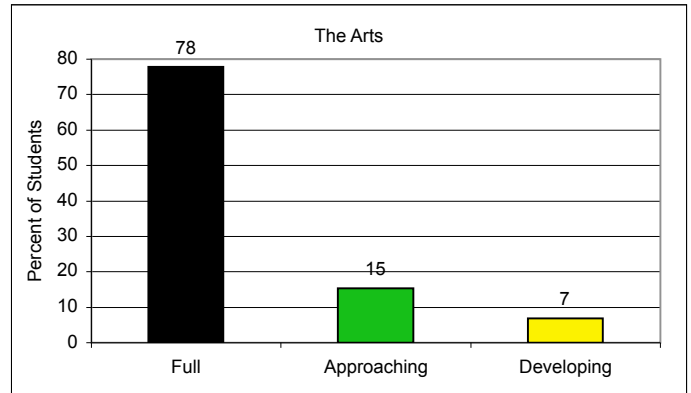
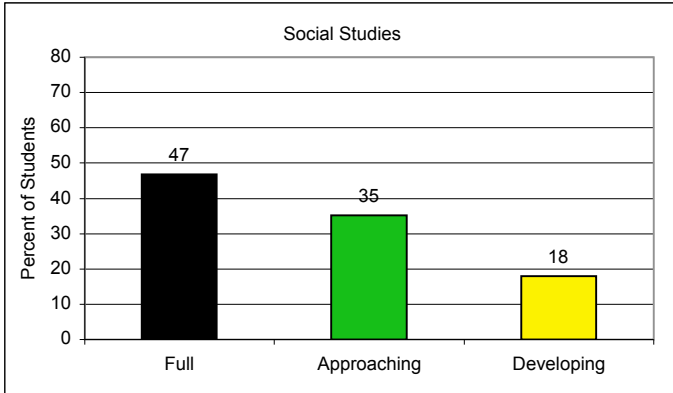
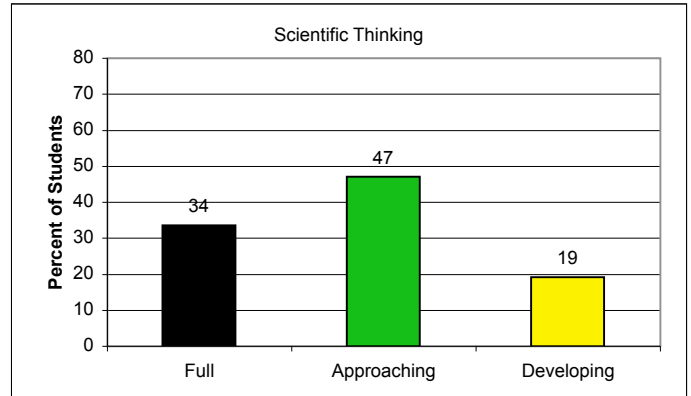
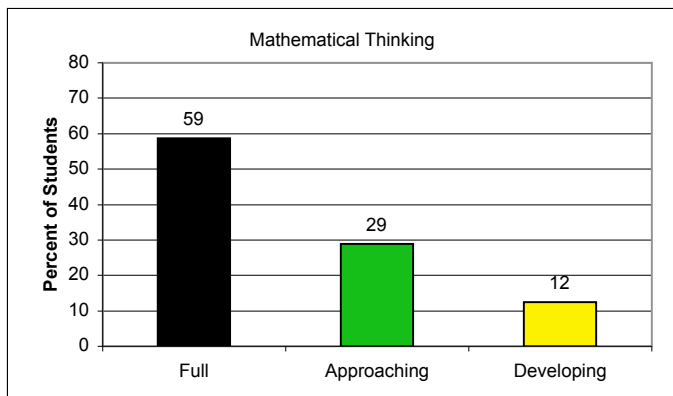
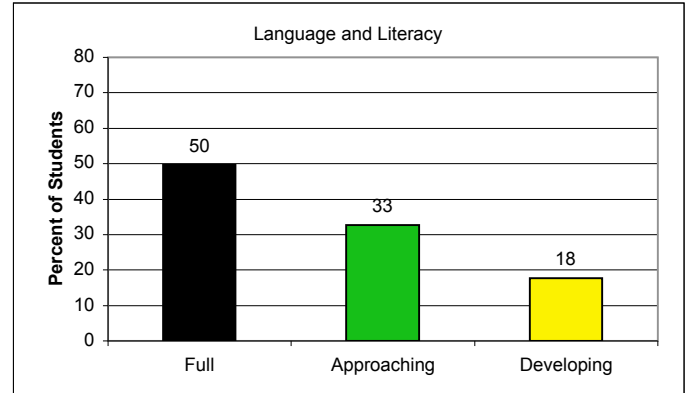
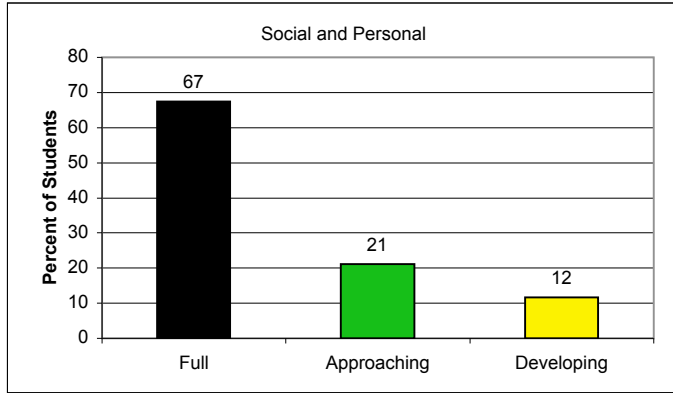


Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten



Somerset County - Percentage of Kindergarten Students



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	56	27	16	38	40	22	54	30	16	31	47	22	38	38	24	73	16	11	74	19	7	56	29	16	
White	77	15	8	64	22	13	64	26	9	37	46	17	57	31	13	80	16	3	83	13	5	74	18	9	
Hispanic	88	13	0	11	67	22	56	33	11	11	78	11	13	75	13	89	11	0	89	0	11	100	0	0	
Gender																									
Male	61	23	16	49	31	20	52	33	15	31	48	21	44	38	19	74	16	10	76	15	9	61	28	11	
Female	74	19	7	50	35	15	66	24	10	36	47	18	50	33	17	82	15	3	83	15	2	74	14	12	
Prior Care																									
Child Care Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	78	19	3	46	46	8	54	43	3	8	84	8	36	61	3	92	5	3	97	3	0	72	28	0	
Home / Informal Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	64	22	14	50	29	20	60	25	15	39	39	22	49	29	22	74	18	8	75	18	7	65	20	15	
Special Education																									
Yes	78	11	11	30	20	50	30	50	20	20	40	40	40	30	30	60	30	10	80	10	10	44	44	11	
No	66	22	12	51	33	16	60	27	12	34	48	18	47	35	17	79	15	7	79	15	6	68	20	11	
Limited English Proficiency																									
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	67	21	12	49	33	18	59	29	12	33	47	19	47	35	18	78	15	7	79	15	6	67	22	11	
Free and Reduced Price Meals																									
Yes	61	24	15	43	34	23	55	29	16	35	40	24	44	33	23	72	18	9	74	19	7	59	26	15	
No	87	13	0	69	29	2	70	28	2	27	69	4	54	42	4	94	6	0	96	2	2	90	10	0	
* = fewer than 5	May not total 100% due to rounding.																								

Somerset County - Number of Kindergarten Students

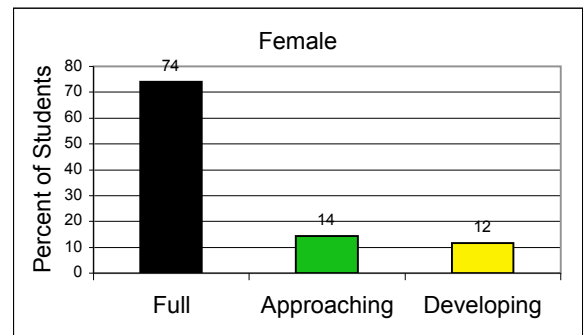
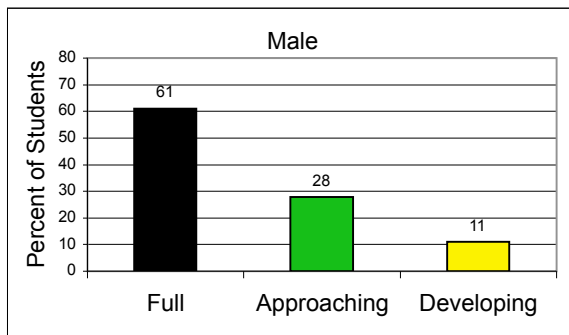
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	51	25	15	35	36	20	50	28	15	28	42	20	34	34	22	66	14	10	66	17	6	43	22	12	
White	66	13	7	57	20	12	56	23	8	33	41	15	50	27	11	69	14	3	73	11	4	59	14	7	
Hispanic	7	1	0	1	6	2	5	3	1	1	7	1	1	6	1	8	1	0	8	0	1	7	0	0	
Gender																									
Male	61	23	16	51	32	21	54	34	15	32	49	21	44	38	19	75	16	10	78	15	9	55	25	10	
Female	66	17	6	44	31	13	59	22	9	32	42	16	44	29	15	72	13	3	73	13	2	57	11	9	
Prior Care																									
Child Care Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	29	7	1	17	17	3	20	16	1	3	31	3	13	22	1	34	2	1	36	1	0	26	10	0	
Home / Informal Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	96	33	21	77	45	31	92	39	23	60	59	34	74	44	33	111	27	12	113	27	11	84	26	19	
Special Education																									
Yes	7	1	1	3	2	5	3	5	2	2	4	4	4	3	3	6	3	1	8	1	1	4	4	1	
No	119	39	21	92	60	29	110	50	22	62	86	33	84	63	31	140	26	12	142	27	10	107	32	18	
Limited English Proficiency																									
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	127	40	22	95	63	34	113	56	24	64	91	37	88	67	34	147	29	13	151	28	11	112	36	19	
Free and Reduced Price Meals																									
Yes	88	34	22	62	49	33	81	43	23	51	58	35	62	47	32	102	26	13	106	27	10	74	32	19	
No	39	6	0	33	14	1	32	13	1	13	33	2	26	20	2	45	3	0	45	1	1	38	4	0	

* = fewer than 5

Somerset County 2003-2004

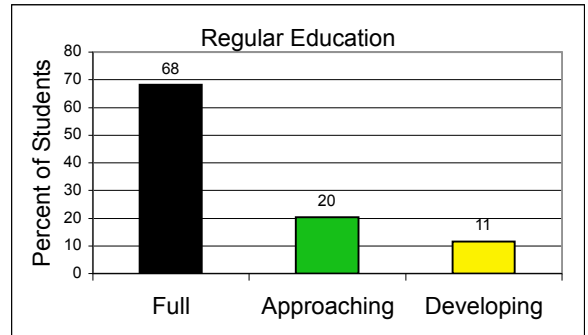
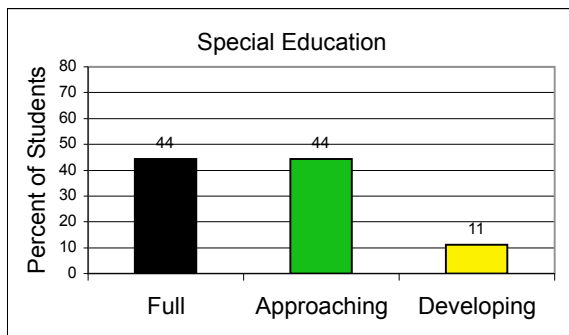
Disaggregated by Gender Composite Score

Entering Kindergarten



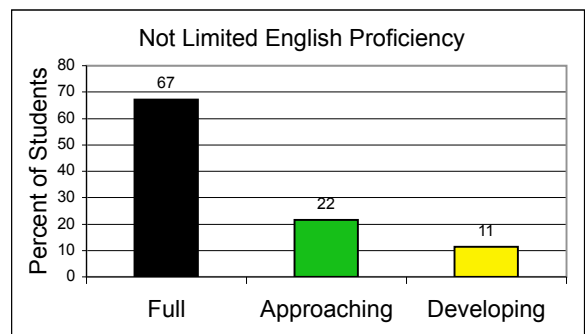
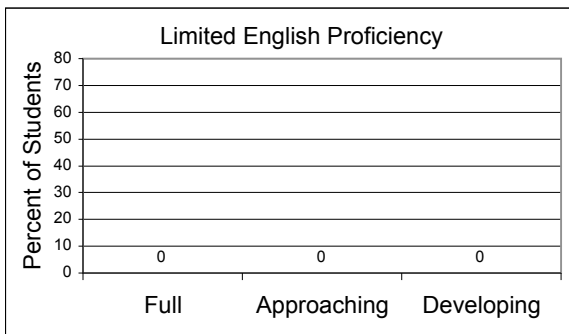
Disaggregated by Special Education Composite Score

Entering Kindergarten



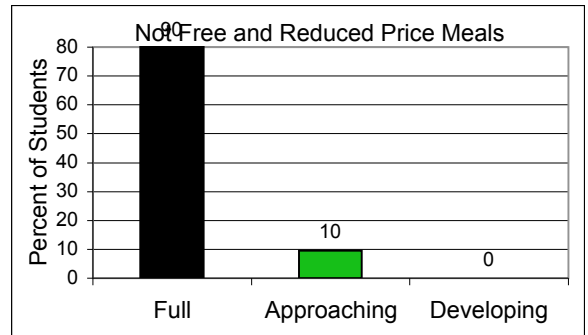
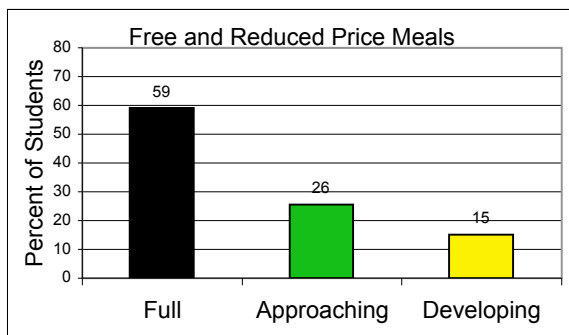
Disaggregated by Limited English Proficiency Composite Score

Entering Kindergarten



Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten



Somerset County 2003-2004

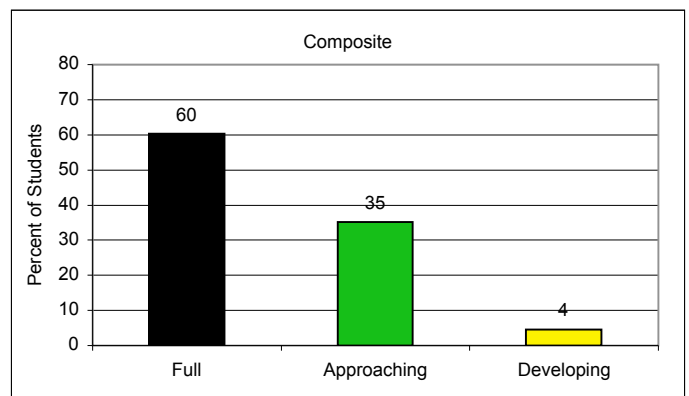
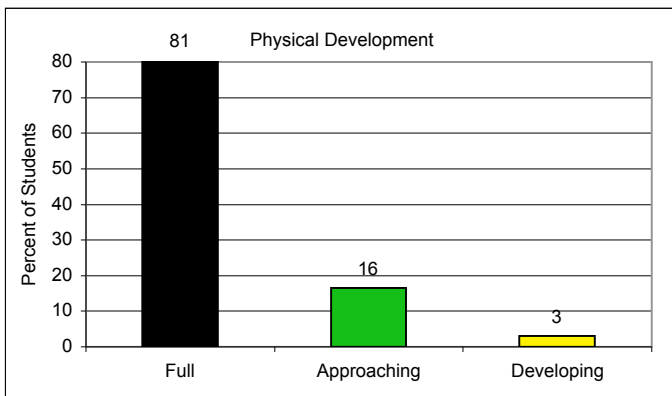
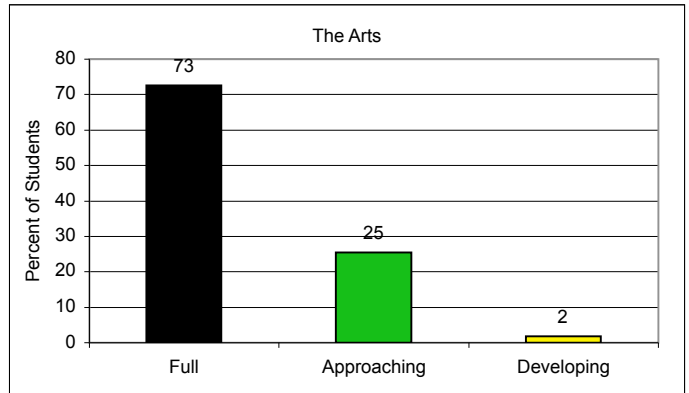
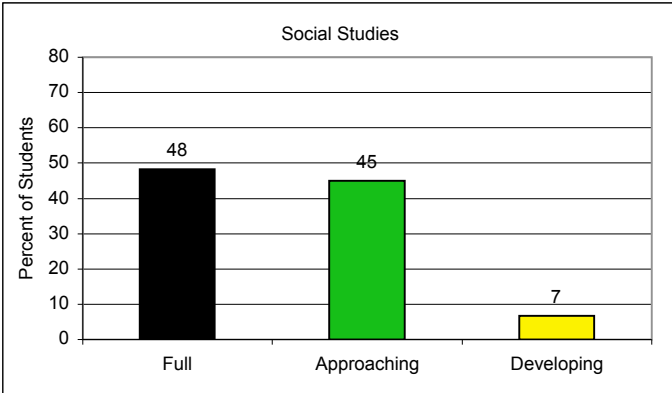
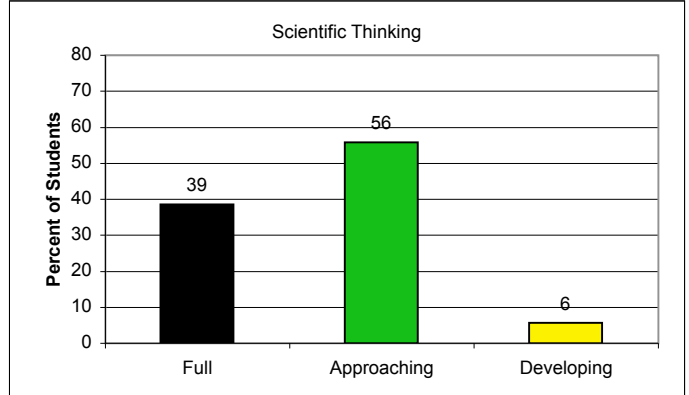
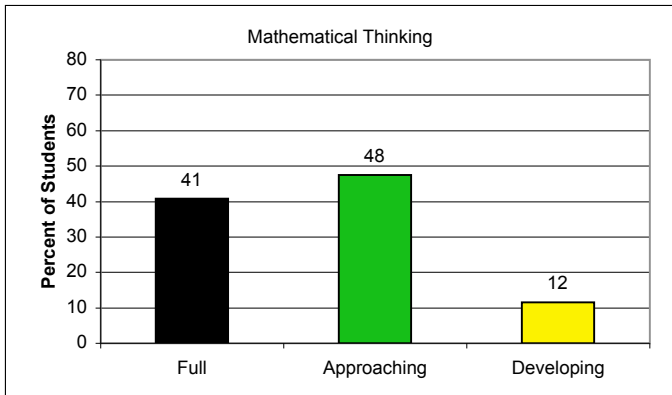
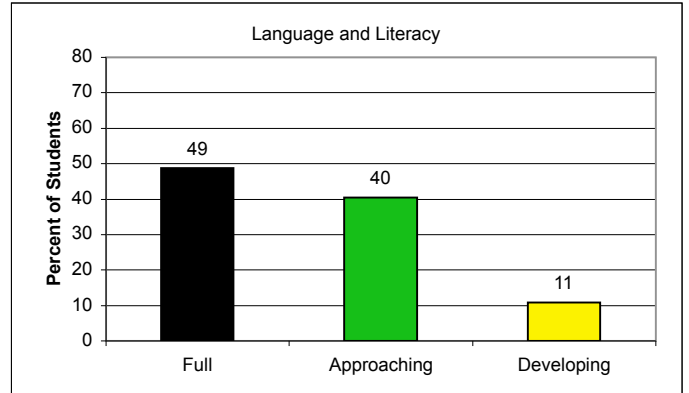
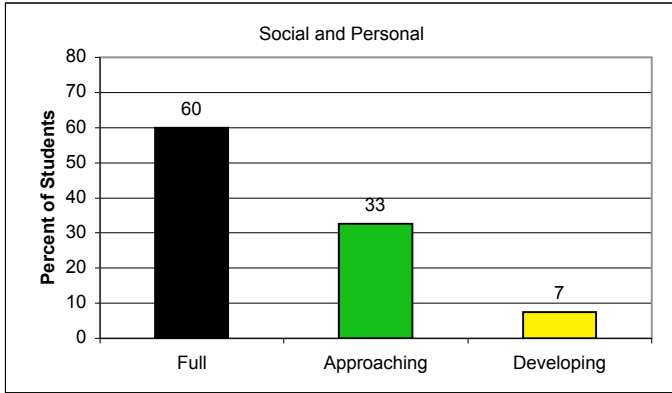
Disaggregated by Prior Care Composite Score

Entering Kindergarten	<p>Child Care Center</p> <p>Percent of Students</p> <p>Full Approaching Developing</p>	<p>Family Child Care</p> <p>Percent of Students</p> <p>Full Approaching Developing</p>	<p>Head Start</p> <p>Percent of Students</p> <p>Full Approaching Developing</p>
	<p>Home / Informal Care</p> <p>Percent of Students</p> <p>Full Approaching Developing</p>	<p>Non-Public Nursery</p> <p>Percent of Students</p> <p>Full Approaching Developing</p>	<p>Pre-Kindergarten</p> <p>Percent of Students</p> <p>Full Approaching Developing</p>
	<p>Child Care Center</p> <p>Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.</p>	<p>Family Child Care</p> <p>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. Regulated by Child Care Administration.</p>	<p>Head Start</p> <p>Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.</p>
	<p>Home/Informal Care</p> <p>Care by parent(s) or a relative.</p>	<p>Non-Public Nursery School</p> <p>Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.</p>	<p>Pre-kindergarten</p> <p>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).</p>

Disaggregated by Race / Ethnicity Composite Score

Entering Kindergarten	<p>American Indian/Alaskan Native</p> <p>Percent of Students</p> <p>Full Approaching Developing</p>	<p>Asian/Pacific Islander</p> <p>Percent of Students</p> <p>Full Approaching Developing</p>	<p>African American</p> <p>Percent of Students</p> <p>Full Approaching Developing</p>
	<p>White</p> <p>Percent of Students</p> <p>Full Approaching Developing</p>	<p>Hispanic</p> <p>Percent of Students</p> <p>Full Approaching Developing</p>	

Talbot County - Percentage of Kindergarten Students



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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	51	41	8	41	49	10	34	53	14	31	64	5	41	56	3	66	31	3	85	12	3	49	49	2	
White	61	31	8	53	36	11	43	46	11	40	54	6	52	40	8	74	25	2	78	19	3	63	32	5	
Hispanic	70	30	0	10	70	20	30	60	10	40	50	10	20	70	10	80	20	0	100	0	0	70	20	10	
Gender																									
Male	44	45	11	42	44	14	33	55	12	35	59	5	44	48	8	64	34	2	76	21	3	50	46	4	
Female	79	18	3	57	36	8	50	38	12	43	52	6	53	42	5	83	15	2	87	11	3	73	23	5	
Prior Care																									
Child Care Center	50	40	10	60	30	10	50	45	5	15	80	5	35	65	0	75	25	0	90	10	0	65	35	0	
Family Child Care	78	22	0	44	56	0	11	78	11	11	89	0	56	44	0	67	33	0	100	0	0	78	22	0	
Head Start	52	41	7	30	63	7	26	59	15	30	56	15	48	44	7	59	37	4	85	15	0	56	37	7	
Home / Informal Care	83	17	0	42	33	25	33	50	17	25	67	8	17	67	17	83	17	0	83	17	0	50	42	8	
Non-public Nursery	69	28	3	69	25	6	56	36	8	47	47	6	75	22	3	81	19	0	86	14	0	72	25	3	
Pre-Kindergarten	56	33	10	44	44	12	41	48	11	40	56	4	44	50	6	72	26	2	79	15	6	56	40	5	
Special Education																									
Yes	37	48	15	19	44	37	11	56	33	15	63	22	22	59	19	52	41	7	56	30	15	26	63	11	
No	62	31	7	50	42	8	43	48	9	39	58	3	49	46	5	74	25	1	83	15	2	63	34	4	
Limited English Proficiency																									
Yes	69	31	0	23	62	15	38	54	8	46	46	8	15	77	8	77	23	0	100	0	0	62	31	8	
No	59	33	8	48	41	11	40	49	12	36	59	5	48	46	6	71	27	2	79	17	3	59	37	4	
Free and Reduced Price Meals																									
Yes	49	42	9	34	49	16	29	53	18	25	66	10	34	57	9	65	33	2	78	18	3	47	46	6	
No	65	28	7	54	38	8	46	46	8	43	54	3	53	42	5	76	22	2	82	15	3	66	31	3	
* = fewer than 5	May not total 100% due to rounding.																								

Talbot County - Number of Kindergarten Students

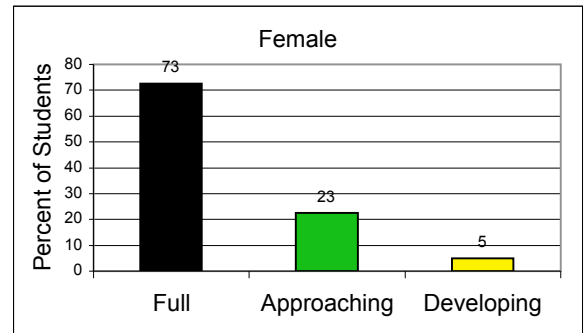
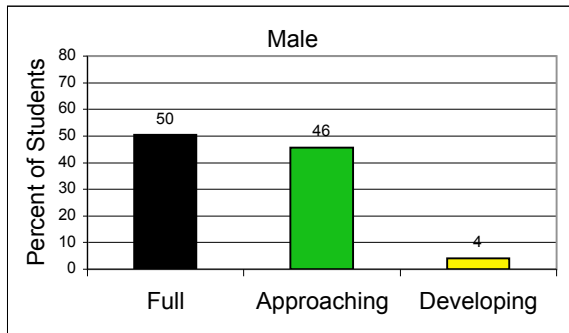
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	30	24	5	24	29	6	20	31	8	18	38	3	24	33	2	39	18	2	50	7	2	29	29	1	
White	118	60	15	102	70	21	83	88	22	77	105	11	100	78	15	142	48	3	150	37	6	121	62	10	
Hispanic	7	3	0	1	7	2	3	6	1	4	5	1	2	7	1	8	2	0	10	0	0	7	2	1	
Gender																									
Male	65	66	16	62	65	20	49	81	17	52	87	8	65	70	12	94	50	3	111	31	5	74	67	6	
Female	95	21	4	68	43	9	60	46	14	51	62	7	64	50	6	100	18	2	104	13	3	87	27	6	
Prior Care																									
Child Care Center	10	8	2	12	6	2	10	9	1	3	16	1	7	13	0	15	5	0	18	2	0	13	7	0	
Family Child Care	7	2	0	4	5	0	1	7	1	1	8	0	5	4	0	6	3	0	9	0	0	7	2	0	
Head Start	14	11	2	8	17	2	7	16	4	8	15	4	13	12	2	16	10	1	23	4	0	15	10	2	
Home / Informal Care	10	2	0	5	4	3	4	6	2	3	8	1	2	8	2	10	2	0	10	2	0	6	5	1	
Non-Public Nursery	25	10	1	25	9	2	20	13	3	17	17	2	27	8	1	29	7	0	31	5	0	26	9	1	
Pre-Kindergarten	61	36	11	47	48	13	44	52	12	43	61	4	48	54	6	78	28	2	85	16	7	60	43	5	
Special Education																									
Yes	10	13	4	5	12	10	3	15	9	4	17	6	6	16	5	14	11	2	15	8	4	7	17	3	
No	138	70	15	112	93	18	96	107	20	87	129	7	109	103	11	165	55	3	186	33	4	140	75	8	
Limited English Proficiency																									
Yes	9	4	0	3	8	2	5	7	1	6	6	1	2	10	1	10	3	0	13	0	0	8	4	1	
No	139	79	19	114	97	26	94	115	28	85	140	12	113	109	15	169	63	5	188	41	8	139	88	10	
Free and Reduced Price Meals																									
Yes	46	39	8	32	46	15	27	49	17	23	61	9	32	53	8	60	31	2	73	17	3	44	43	6	
No	102	44	11	85	59	13	72	73	12	68	85	4	83	66	8	119	35	3	128	24	5	103	49	5	

* = fewer than 5

Talbot County 2003-2004

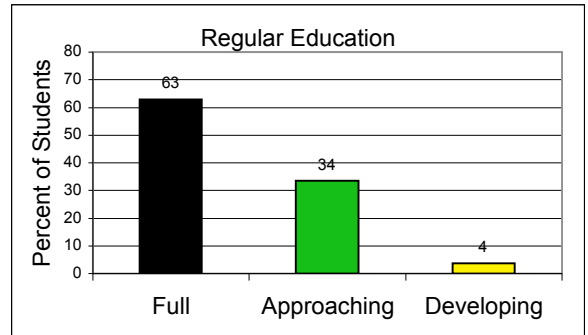
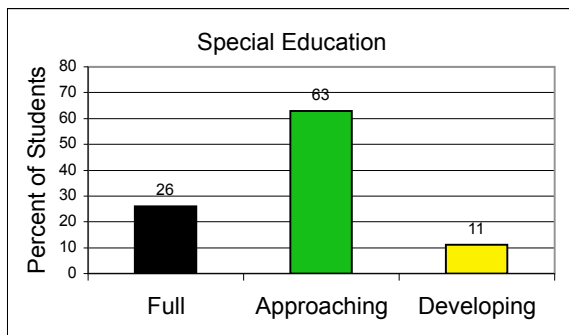
Disaggregated by Gender Composite Score

Entering Kindergarten



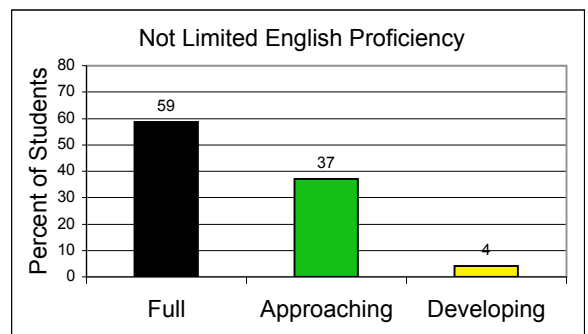
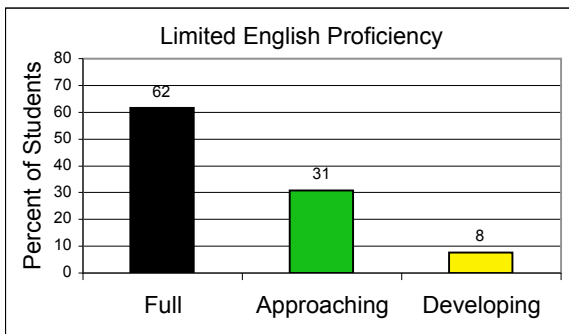
Disaggregated by Special Education Composite Score

Entering Kindergarten



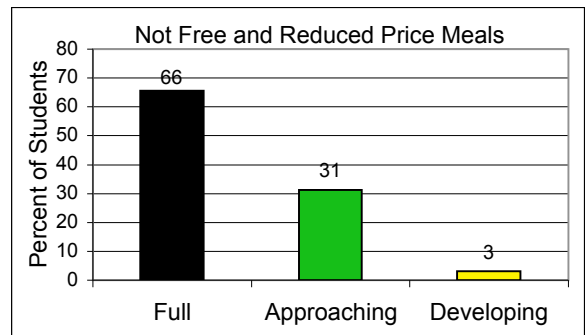
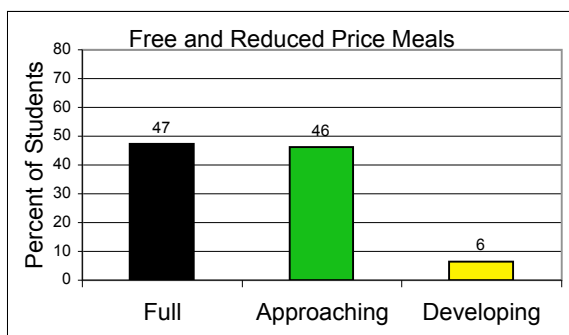
Disaggregated by Limited English Proficiency Composite Score

Entering Kindergarten



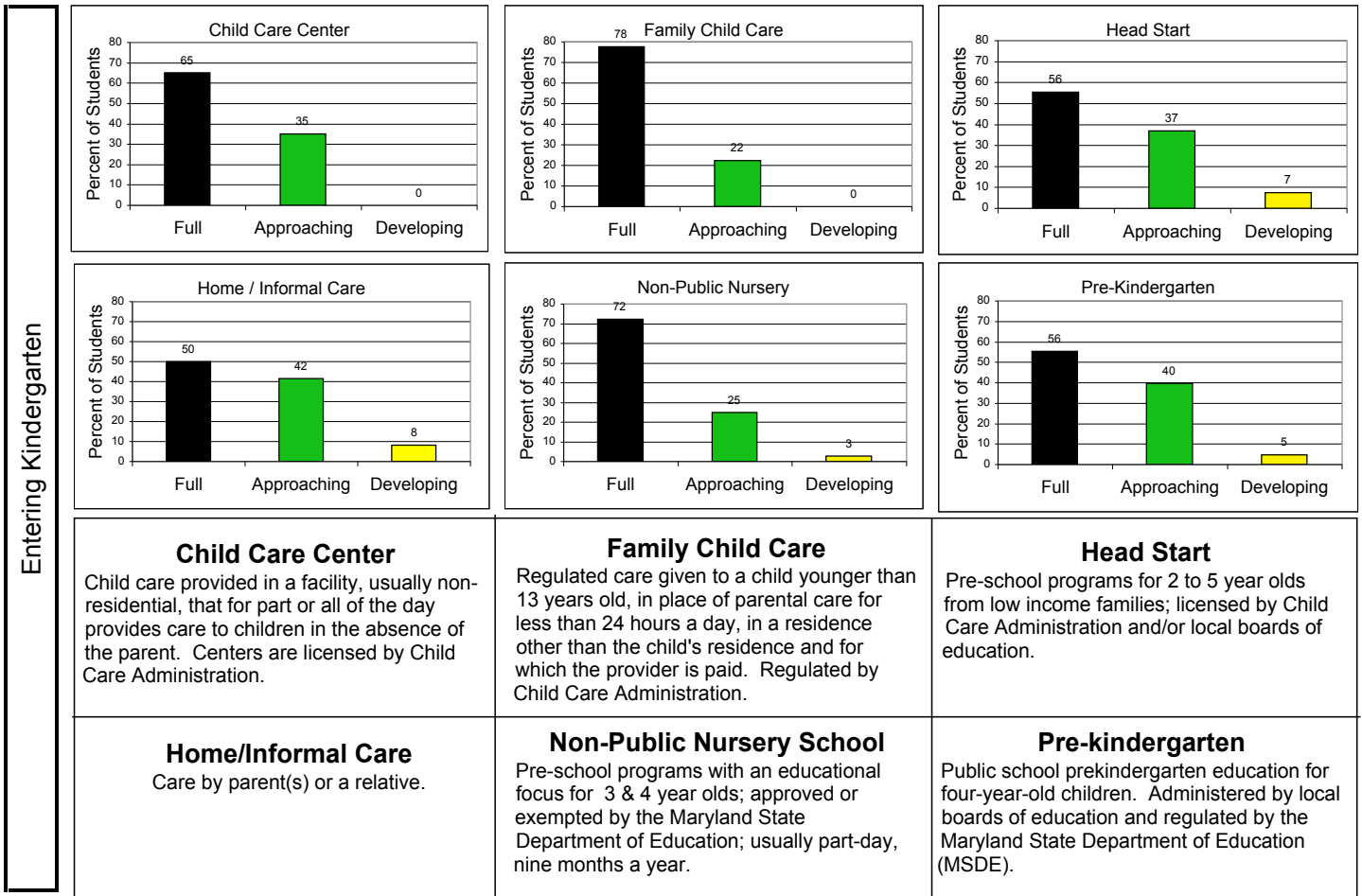
Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten

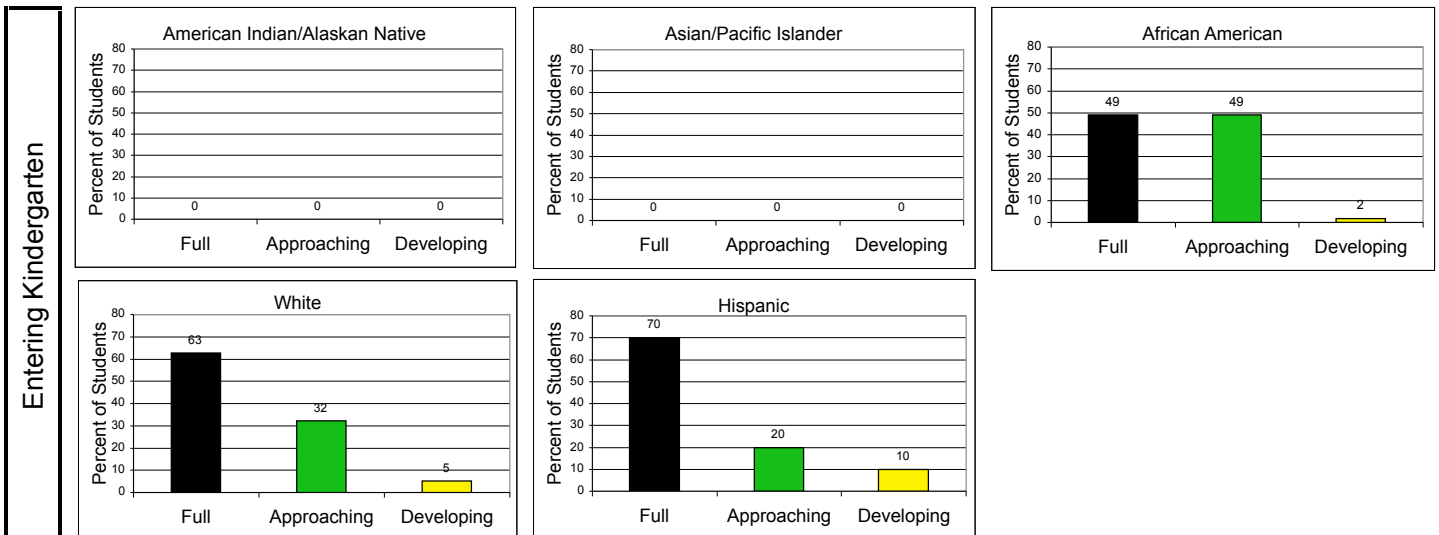


Talbot County 2003-2004

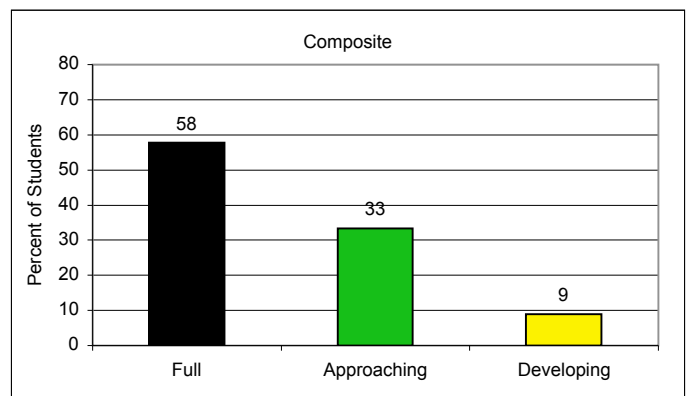
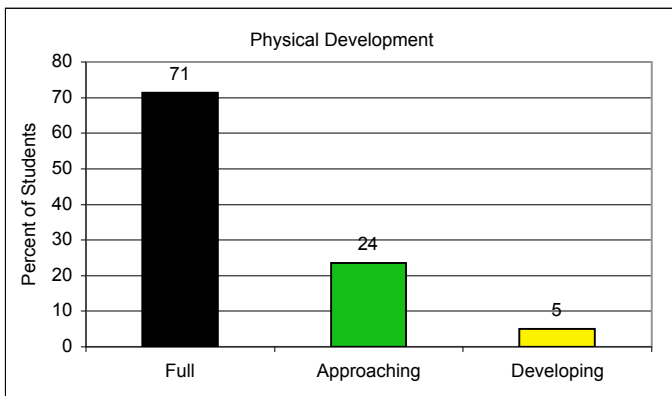
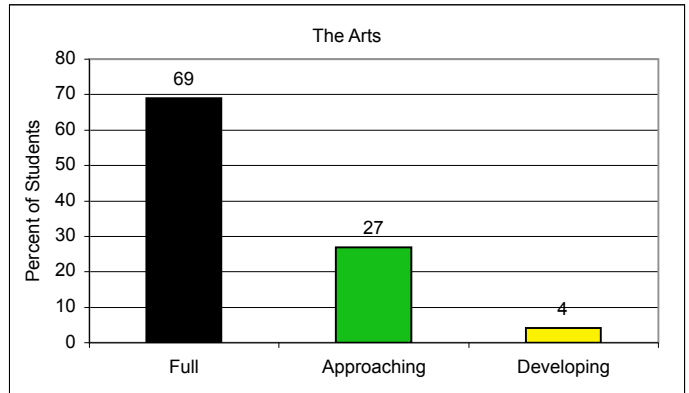
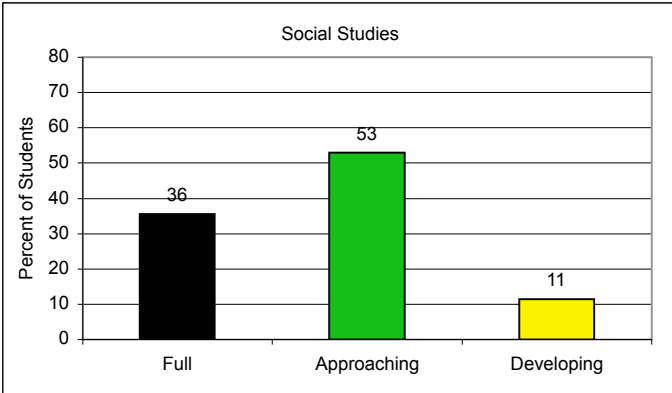
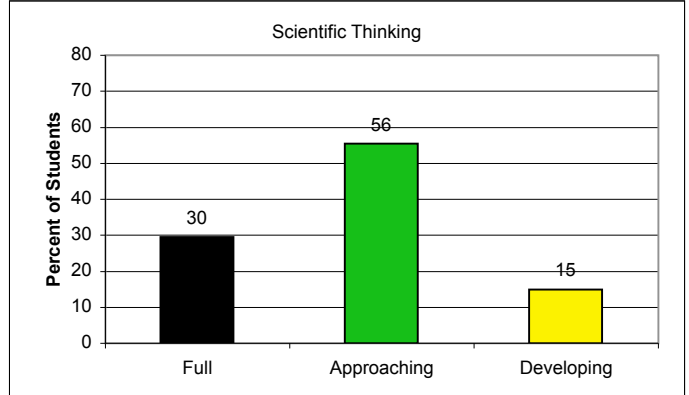
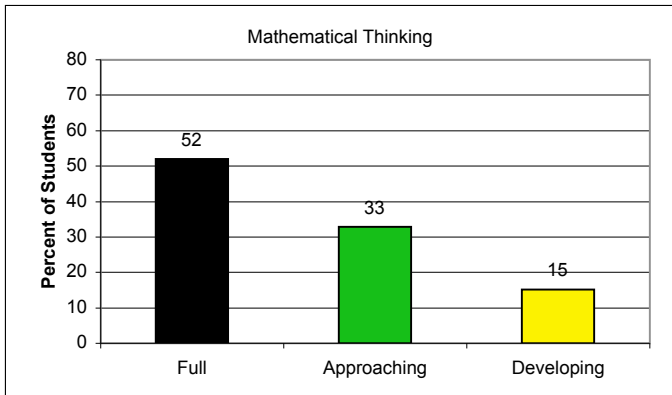
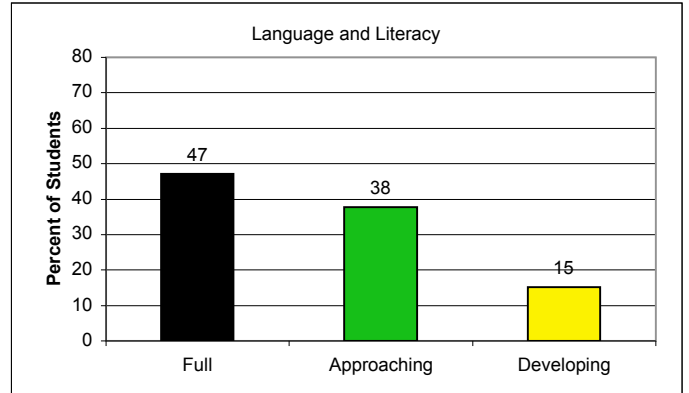
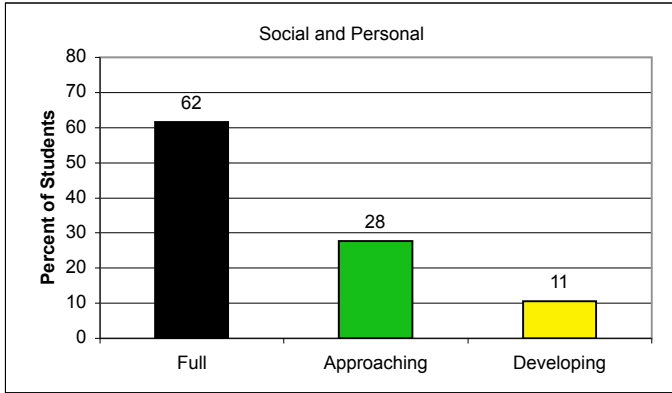
Disaggregated by Prior Care Composite Score



Disaggregated by Race / Ethnicity Composite Score



Washington County - Percentage of Kindergarten Students



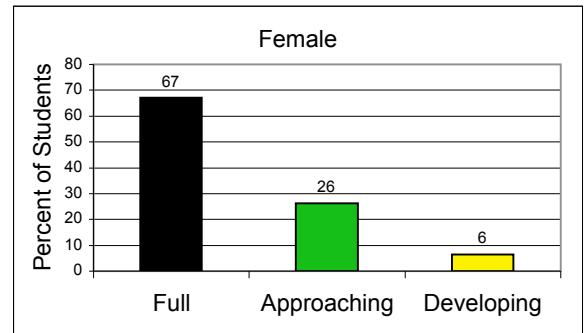
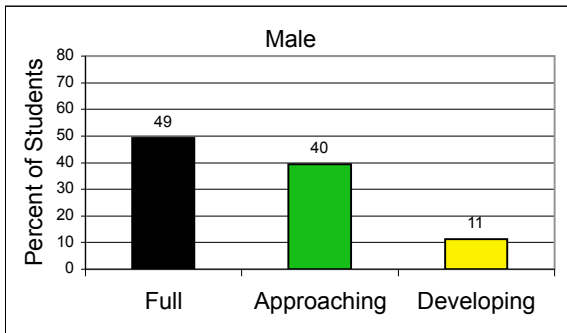
Washington County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	58	26	16	47	21	32	63	21	16	37	42	21	32	47	21	58	37	5	63	26	11	58	26	16	
African American	46	35	18	36	40	23	39	41	20	25	52	23	26	55	18	65	30	5	63	31	7	43	43	13	
White	64	27	9	49	37	14	54	32	14	30	56	14	37	53	10	70	26	4	73	23	5	60	32	8	
Hispanic	56	30	15	41	41	19	56	26	19	26	56	19	26	56	19	52	44	4	67	19	15	52	30	19	
Gender																									
Male	52	35	14	41	41	19	49	33	18	29	53	18	32	54	15	62	31	7	66	28	6	49	40	11	
Female	73	20	7	54	35	11	55	33	12	30	59	11	40	52	8	77	22	1	77	19	4	67	26	6	
Prior Care																									
Child Care Center	59	30	11	52	39	9	63	32	5	31	61	8	37	57	6	72	25	3	77	19	4	61	34	4	
Family Child Care	70	23	7	48	41	11	49	36	15	38	49	13	43	50	7	73	24	3	78	21	1	60	37	3	
Head Start	36	41	23	26	36	38	28	38	34	16	50	34	20	53	28	55	36	9	50	38	13	34	42	24	
Home / Informal Care	65	27	8	46	39	15	53	32	16	29	55	16	37	52	11	71	25	4	74	22	4	60	32	8	
Non-public Nursery	78	16	6	68	28	3	75	20	5	38	55	6	47	49	3	87	12	1	87	13	0	80	18	2	
Pre-Kindergarten	66	27	7	53	38	9	58	35	7	33	57	10	40	53	7	69	28	3	74	22	5	64	31	5	
Special Education																									
Yes	42	33	25	22	39	39	24	39	37	19	46	35	21	49	30	44	45	12	40	36	25	31	39	31	
No	63	27	9	49	38	13	55	32	13	30	56	13	37	53	10	71	25	3	74	22	3	60	33	7	
Limited English Proficiency																									
Yes	47	33	20	47	20	33	53	27	20	13	60	27	27	47	27	53	33	13	73	13	13	53	33	13	
No	62	28	11	47	38	15	52	33	15	30	55	15	36	53	11	69	27	4	71	24	5	58	33	9	
Free and Reduced Price Meals																									
Yes	48	37	15	30	45	25	36	38	26	22	56	22	24	56	19	58	36	6	59	32	9	41	44	15	
No	71	21	8	59	33	9	63	30	8	35	55	10	43	51	6	76	21	3	80	18	3	69	26	5	
* = fewer than 5																									
May not total 100% due to rounding.																									

Washington County 2003-2004

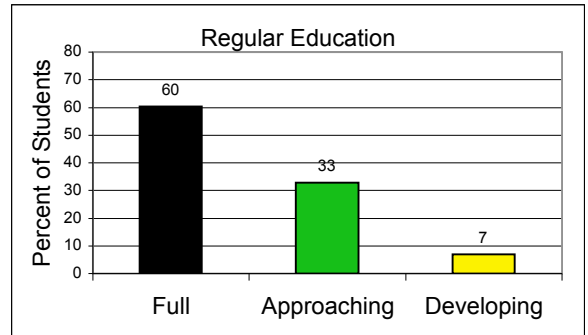
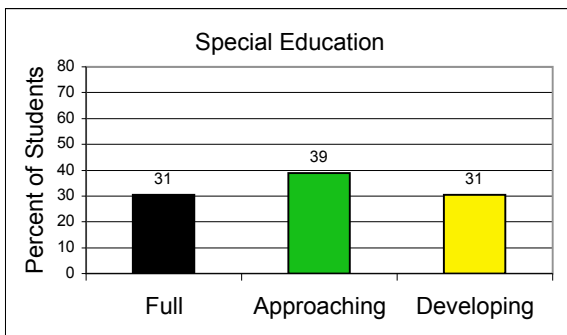
Disaggregated by Gender Composite Score

Entering Kindergarten



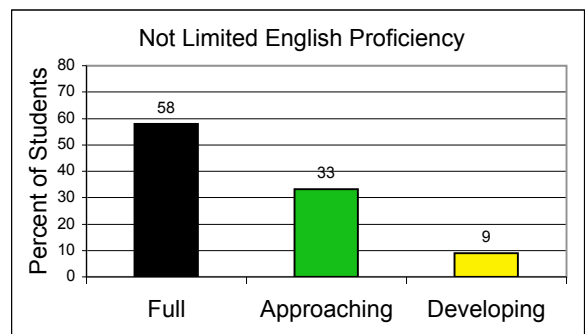
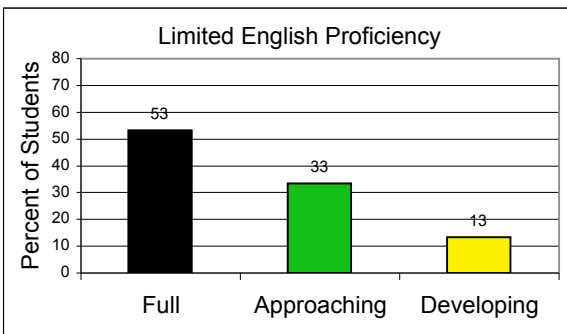
Disaggregated by Special Education Composite Score

Entering Kindergarten



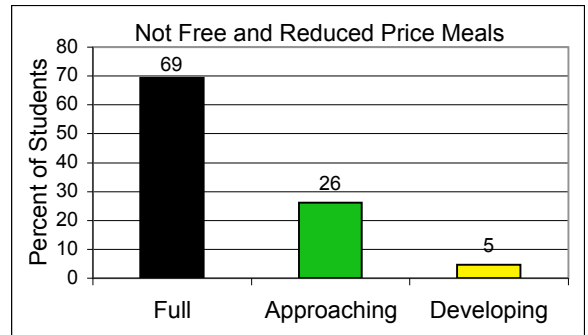
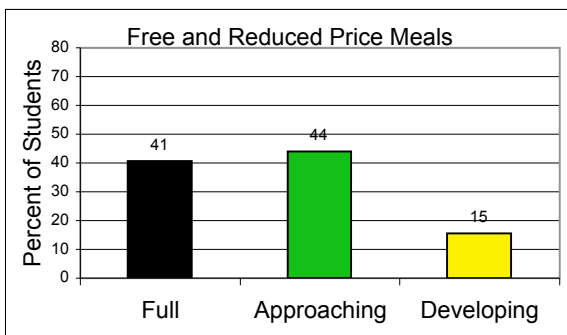
Disaggregated by Limited English Proficiency Composite Score

Entering Kindergarten



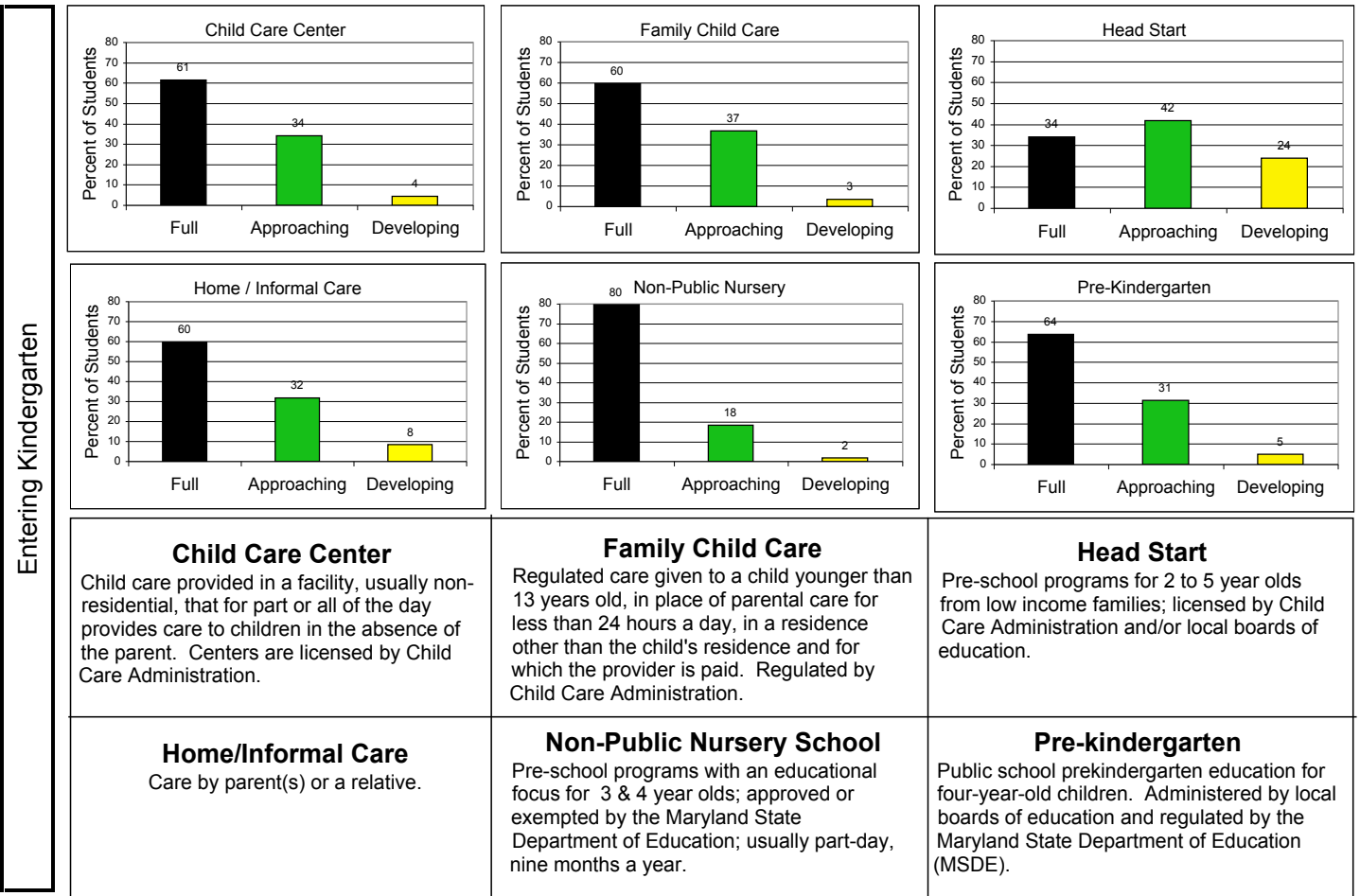
Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten

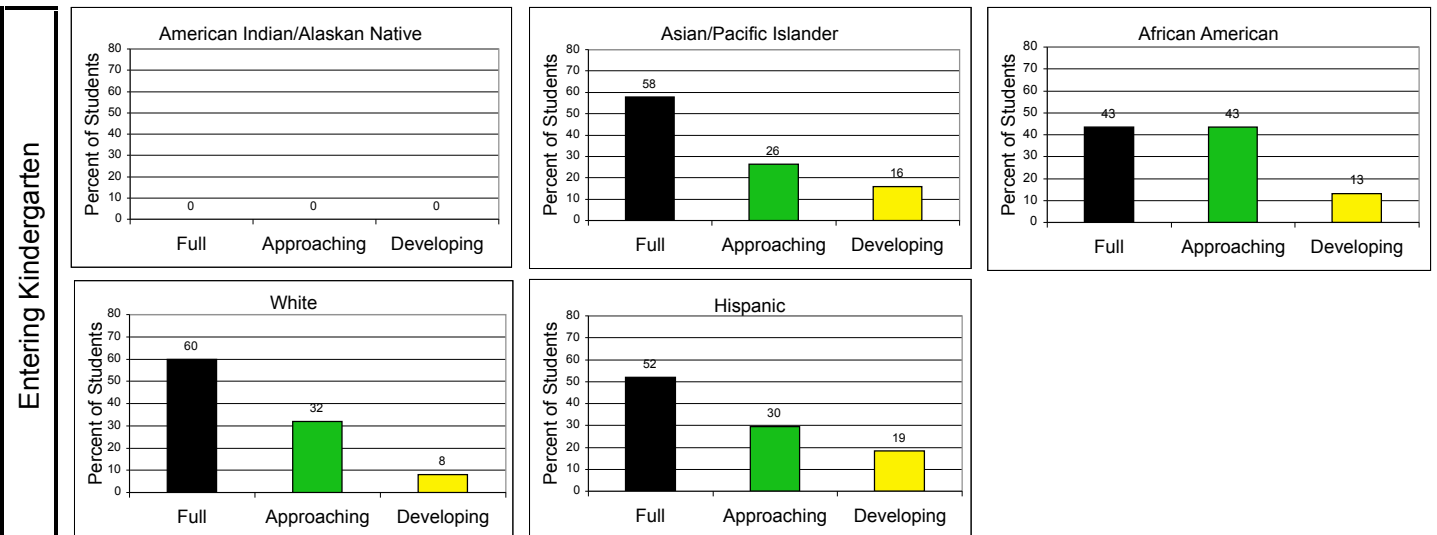


Washington County 2003-2004

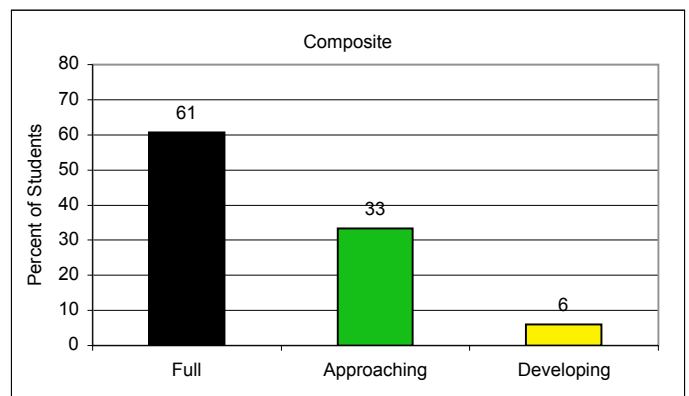
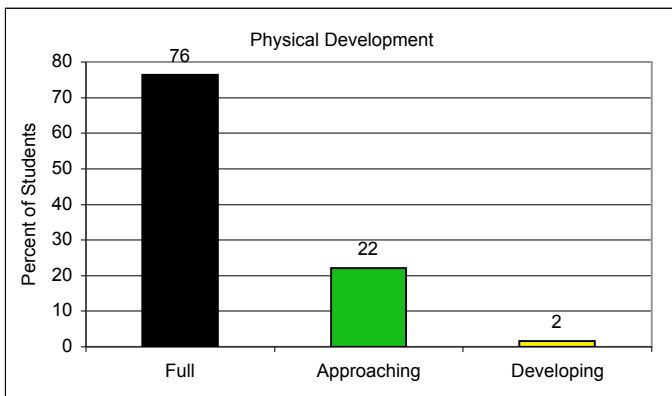
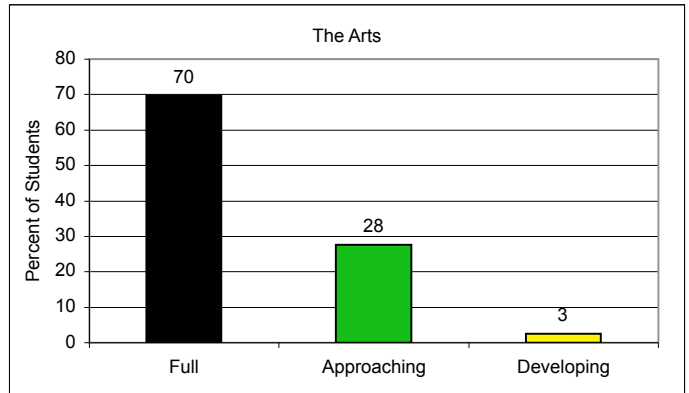
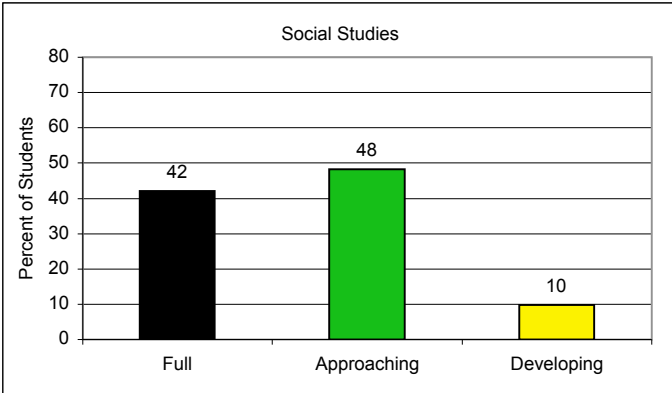
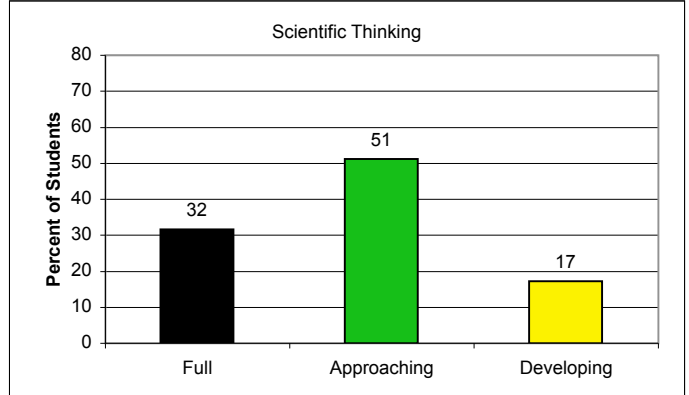
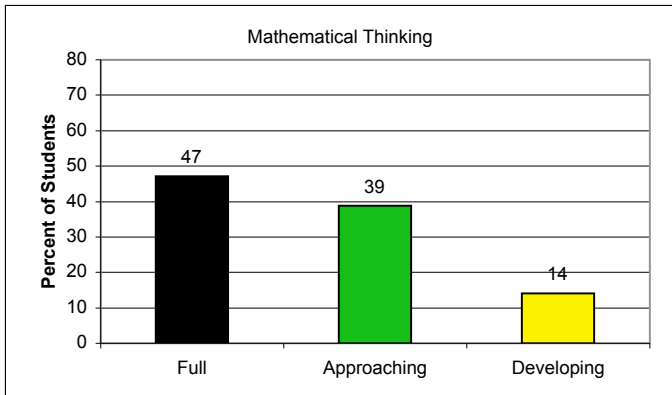
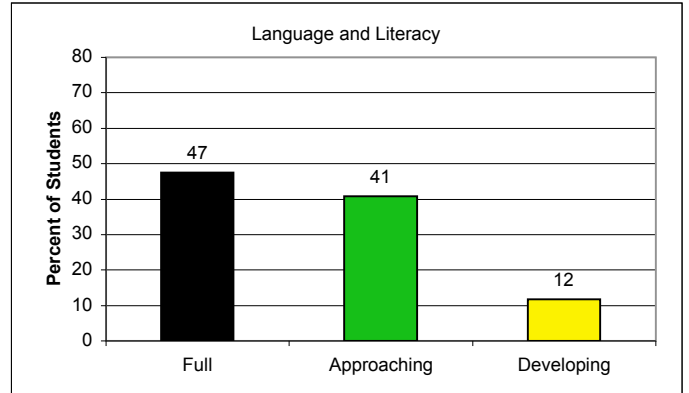
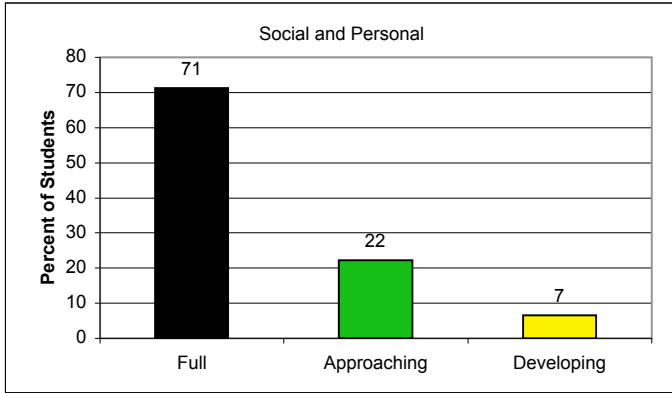
Disaggregated by Prior Care Composite Score



Disaggregated by Race / Ethnicity Composite Score



Wicomico County - Percentage of Kindergarten Students



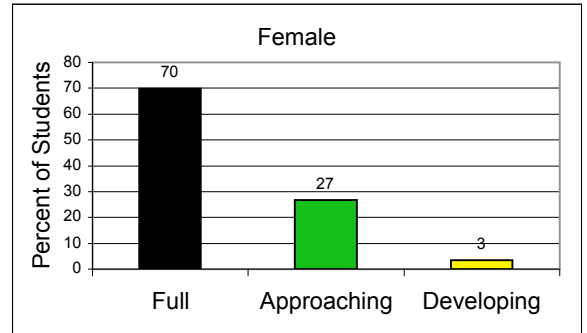
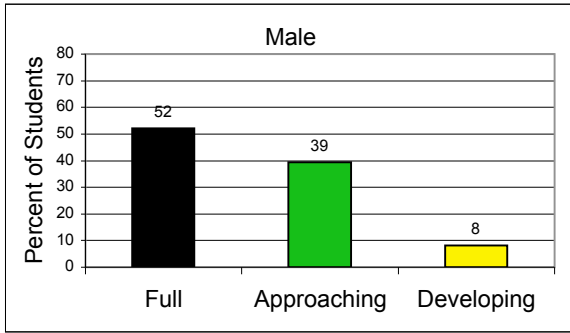
Wicomico County - Percentage of Kindergarten Students

	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	72	17	10	52	28	21	48	38	14	39	39	21	31	48	21	59	38	3	79	17	3	61	25	14	
African American	69	22	9	45	41	14	45	41	14	31	54	15	42	46	12	71	25	4	78	21	1	59	35	7	
White	74	22	4	51	41	8	50	37	13	33	50	17	44	50	6	71	28	1	75	24	1	64	33	3	
Hispanic	57	37	6	26	46	29	37	40	23	20	49	31	26	53	21	54	43	3	71	23	6	44	35	21	
Gender																									
Male	64	27	10	41	44	16	41	43	17	31	50	19	37	53	11	64	31	4	71	27	3	52	39	8	
Female	80	17	3	55	38	8	54	34	11	33	52	15	48	43	9	76	24	0	83	17	0	70	27	3	
Prior Care																									
Child Care Center	77	16	7	49	40	11	48	39	13	27	49	24	43	48	9	71	28	1	78	20	3	59	36	6	
Family Child Care	78	22	0	65	30	4	50	29	21	29	50	21	46	46	8	70	30	0	79	21	0	67	29	5	
Head Start	69	23	9	34	50	16	36	46	19	23	59	18	38	51	12	59	35	6	77	21	1	52	38	9	
Home / Informal Care	71	23	6	36	46	18	34	47	19	26	54	19	30	58	13	72	26	2	73	26	1	52	39	9	
Non-public Nursery	85	12	2	73	25	3	71	27	2	54	41	5	61	37	2	83	17	0	85	13	3	82	16	3	
Pre-Kindergarten	75	19	6	57	36	7	58	33	10	40	47	13	49	43	8	74	25	1	80	19	1	69	28	3	
Special Education																									
Yes	42	36	22	17	45	38	22	42	37	18	40	42	20	53	27	46	41	14	47	43	10	29	48	23	
No	73	21	5	50	40	10	49	39	12	33	52	15	44	48	9	72	27	2	79	20	1	63	32	5	
Limited English Proficiency																									
Yes	69	24	7	45	43	13	43	41	16	26	54	20	38	51	11	68	30	2	74	25	1	56	38	6	
No	80	14	6	58	34	8	63	31	6	52	41	7	57	38	6	78	19	3	86	11	3	80	17	4	
Free and Reduced Price Meals																									
Yes	67	26	7	40	46	15	38	45	18	25	55	20	32	56	12	68	29	3	70	29	1	52	41	7	
No	74	20	6	53	37	10	54	35	11	36	49	15	49	43	8	71	27	2	81	17	2	67	28	5	
* = fewer than 5	May not total 100% due to rounding.																								

Wicomico County 2003-2004

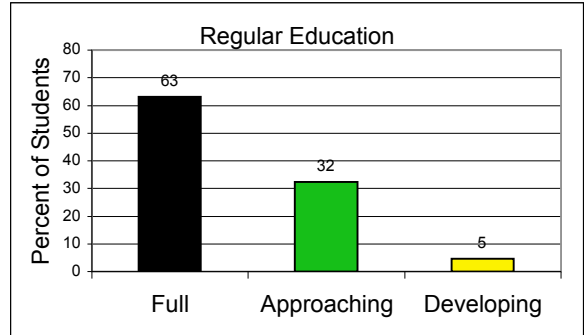
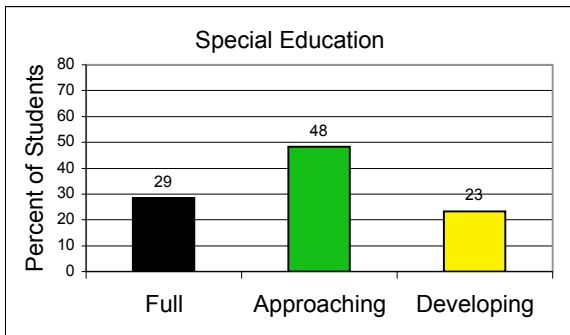
Disaggregated by Gender Composite Score

Entering Kindergarten



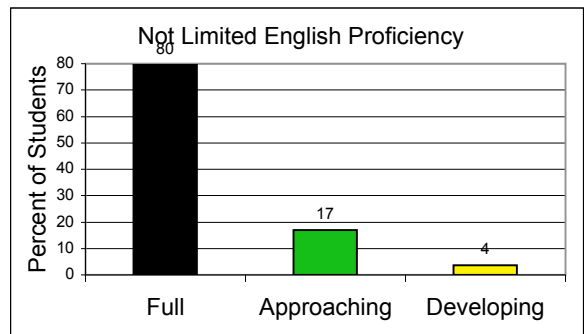
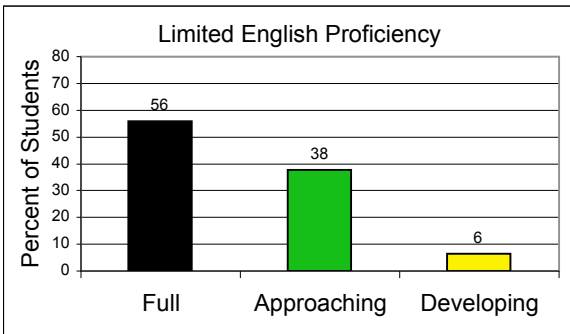
Disaggregated by Special Education Composite Score

Entering Kindergarten



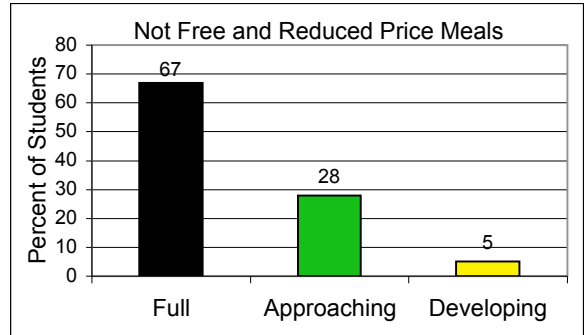
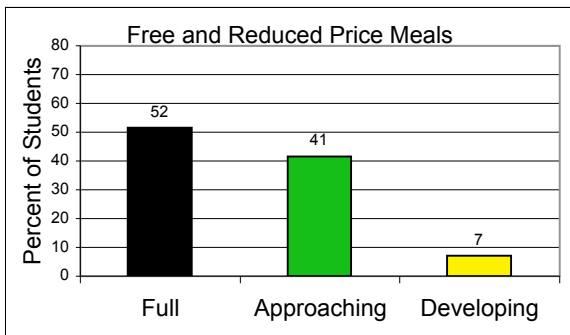
Disaggregated by Limited English Proficiency Composite Score

Entering Kindergarten



Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten



Wicomico County 2003-2004

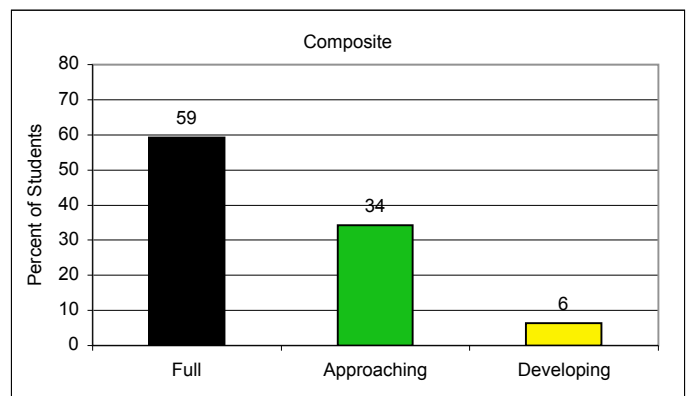
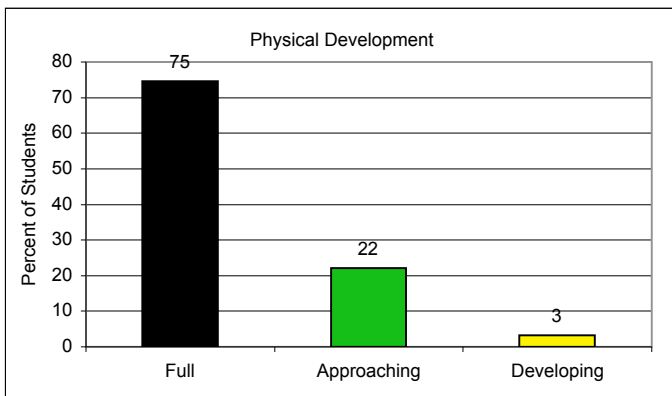
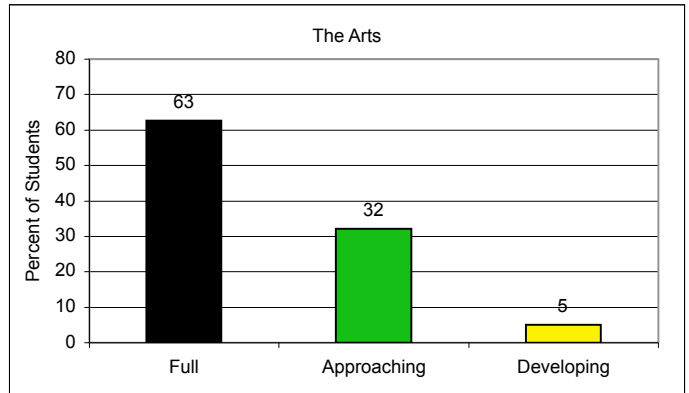
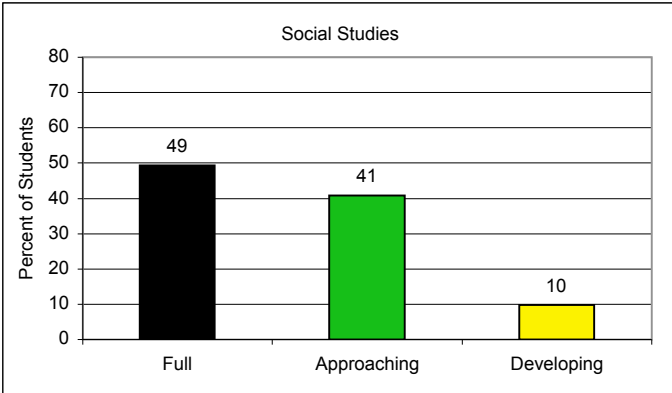
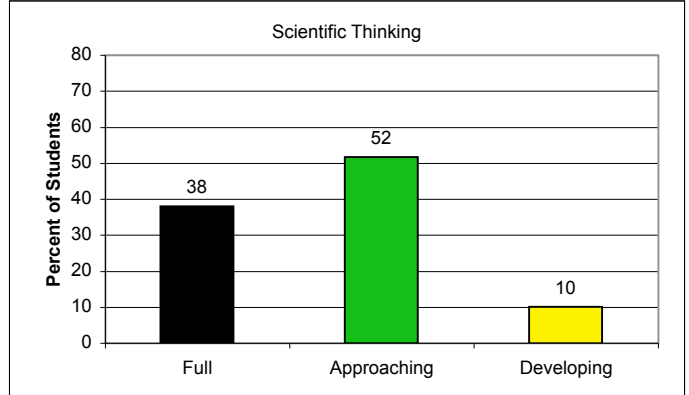
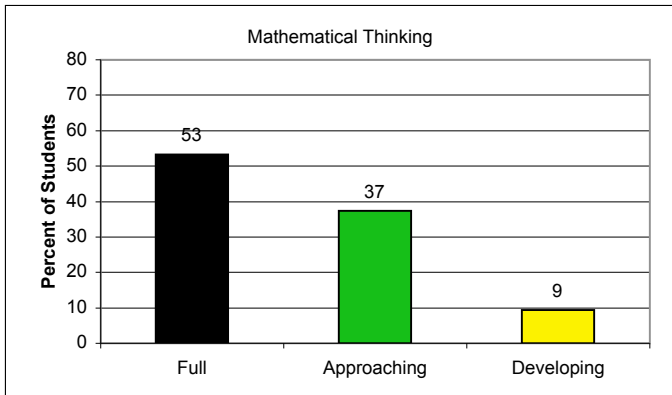
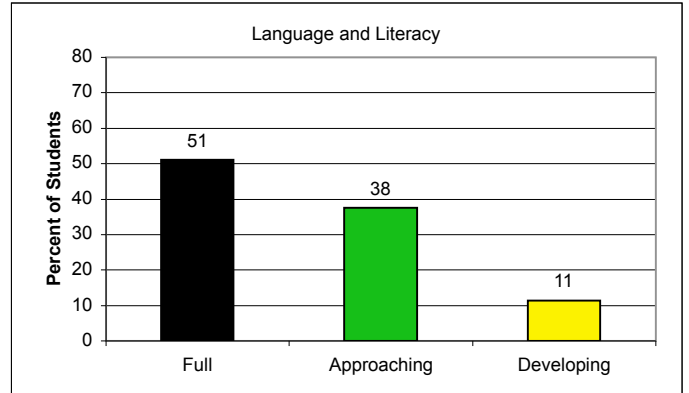
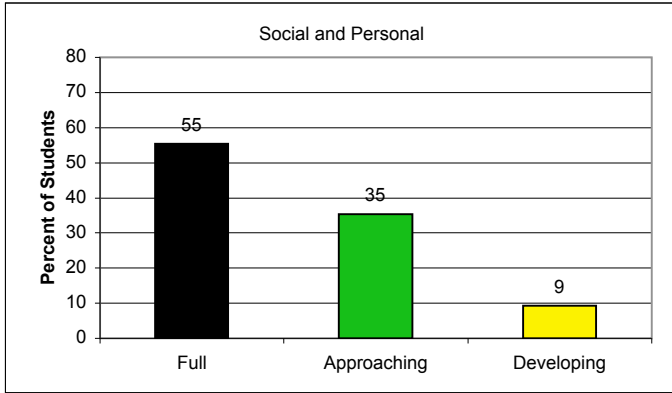
Disaggregated by Prior Care Composite Score

Entering Kindergarten	<p>Child Care Center</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent</th></tr> <tr><td>Full</td><td>59</td></tr> <tr><td>Approaching</td><td>36</td></tr> <tr><td>Developing</td><td>6</td></tr> </table>	Category	Percent	Full	59	Approaching	36	Developing	6	<p>Family Child Care</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent</th></tr> <tr><td>Full</td><td>67</td></tr> <tr><td>Approaching</td><td>29</td></tr> <tr><td>Developing</td><td>5</td></tr> </table>	Category	Percent	Full	67	Approaching	29	Developing	5	<p>Head Start</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent</th></tr> <tr><td>Full</td><td>52</td></tr> <tr><td>Approaching</td><td>38</td></tr> <tr><td>Developing</td><td>9</td></tr> </table>	Category	Percent	Full	52	Approaching	38	Developing	9
	Category	Percent																									
	Full	59																									
	Approaching	36																									
	Developing	6																									
	Category	Percent																									
Full	67																										
Approaching	29																										
Developing	5																										
Category	Percent																										
Full	52																										
Approaching	38																										
Developing	9																										
<p>Home / Informal Care</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent</th></tr> <tr><td>Full</td><td>52</td></tr> <tr><td>Approaching</td><td>39</td></tr> <tr><td>Developing</td><td>9</td></tr> </table>	Category	Percent	Full	52	Approaching	39	Developing	9	<p>Non-Public Nursery</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent</th></tr> <tr><td>Full</td><td>82</td></tr> <tr><td>Approaching</td><td>16</td></tr> <tr><td>Developing</td><td>3</td></tr> </table>	Category	Percent	Full	82	Approaching	16	Developing	3	<p>Pre-Kindergarten</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent</th></tr> <tr><td>Full</td><td>69</td></tr> <tr><td>Approaching</td><td>28</td></tr> <tr><td>Developing</td><td>3</td></tr> </table>	Category	Percent	Full	69	Approaching	28	Developing	3	
Category	Percent																										
Full	52																										
Approaching	39																										
Developing	9																										
Category	Percent																										
Full	82																										
Approaching	16																										
Developing	3																										
Category	Percent																										
Full	69																										
Approaching	28																										
Developing	3																										
<p>Child Care Center</p> <p>Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.</p>	<p>Family Child Care</p> <p>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. Regulated by Child Care Administration.</p>	<p>Head Start</p> <p>Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.</p>																									
<p>Home/Informal Care</p> <p>Care by parent(s) or a relative.</p>	<p>Non-Public Nursery School</p> <p>Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education; usually part-day, nine months a year.</p>	<p>Pre-kindergarten</p> <p>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).</p>																									

Disaggregated by Race / Ethnicity Composite Score

Entering Kindergarten	<p>American Indian/Alaskan Native</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent</th></tr> <tr><td>Full</td><td>0</td></tr> <tr><td>Approaching</td><td>0</td></tr> <tr><td>Developing</td><td>0</td></tr> </table>	Category	Percent	Full	0	Approaching	0	Developing	0	<p>Asian/Pacific Islander</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent</th></tr> <tr><td>Full</td><td>61</td></tr> <tr><td>Approaching</td><td>25</td></tr> <tr><td>Developing</td><td>14</td></tr> </table>	Category	Percent	Full	61	Approaching	25	Developing	14	<p>African American</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent</th></tr> <tr><td>Full</td><td>59</td></tr> <tr><td>Approaching</td><td>35</td></tr> <tr><td>Developing</td><td>7</td></tr> </table>	Category	Percent	Full	59	Approaching	35	Developing	7
	Category	Percent																									
	Full	0																									
	Approaching	0																									
	Developing	0																									
Category	Percent																										
Full	61																										
Approaching	25																										
Developing	14																										
Category	Percent																										
Full	59																										
Approaching	35																										
Developing	7																										
<p>White</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent</th></tr> <tr><td>Full</td><td>64</td></tr> <tr><td>Approaching</td><td>33</td></tr> <tr><td>Developing</td><td>3</td></tr> </table>	Category	Percent	Full	64	Approaching	33	Developing	3	<p>Hispanic</p> <p>Percent of Students</p> <table border="1"> <tr><th>Category</th><th>Percent</th></tr> <tr><td>Full</td><td>44</td></tr> <tr><td>Approaching</td><td>35</td></tr> <tr><td>Developing</td><td>21</td></tr> </table>	Category	Percent	Full	44	Approaching	35	Developing	21										
Category	Percent																										
Full	64																										
Approaching	33																										
Developing	3																										
Category	Percent																										
Full	44																										
Approaching	35																										
Developing	21																										

Worcester County - Percentage of Kindergarten Students



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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	48	39	13	36	49	15	37	51	13	21	66	13	38	54	8	66	31	3	64	34	2	43	51	5	
White	58	34	8	57	34	10	60	31	8	45	46	9	54	36	10	61	33	7	78	18	4	65	29	7	
Hispanic	60	20	20	40	20	40	20	60	20	20	40	40	40	20	40	80	20	0	80	20	0	60	20	20	
Gender																									
Male	51	37	13	46	39	15	51	38	12	40	48	13	48	40	12	51	40	9	71	24	5	57	34	8	
Female	60	33	7	56	36	8	55	37	8	37	55	8	51	41	8	75	23	2	78	21	2	61	34	5	
Prior Care																									
Child Care Center	61	29	11	58	34	8	64	28	8	57	38	5	56	33	10	61	32	8	72	21	8	71	20	9	
Family Child Care	42	50	8	45	36	18	33	50	17	25	58	17	33	50	17	58	33	8	67	33	0	45	45	9	
Head Start	37	40	23	23	49	29	29	46	26	15	59	26	30	42	27	56	32	12	57	37	6	42	35	23	
Home / Informal Care	56	35	10	51	33	16	55	30	15	34	55	11	44	42	13	63	37	0	64	34	2	58	38	4	
Non-public Nursery	56	36	8	61	33	6	61	36	3	53	44	3	69	28	3	61	36	3	81	17	3	69	28	3	
Pre-Kindergarten	58	35	7	54	37	9	55	38	7	39	53	8	50	43	7	64	31	5	79	18	3	60	36	5	
Special Education																									
Yes	47	39	14	34	40	26	44	44	11	23	57	20	33	47	19	51	43	6	58	33	8	42	45	12	
No	56	34	9	53	37	10	54	36	10	40	50	9	51	40	9	64	31	6	76	21	3	61	33	6	
Limited English Proficiency																									
Yes	45	27	27	27	36	36	9	64	27	18	36	45	40	10	50	45	36	18	64	18	18	50	20	30	
No	56	35	9	51	38	11	54	36	9	39	52	9	50	41	9	63	32	5	75	22	3	59	35	6	
Free and Reduced Price Meals																									
Yes	47	42	11	40	45	15	42	43	15	31	52	16	36	53	11	64	33	3	65	33	2	49	43	8	
No	61	30	9	58	33	9	60	33	6	43	50	7	58	32	10	62	31	7	80	15	5	66	29	6	
* = fewer than 5	May not total 100% due to rounding.																								

Worcester County - Number of Kindergarten Students

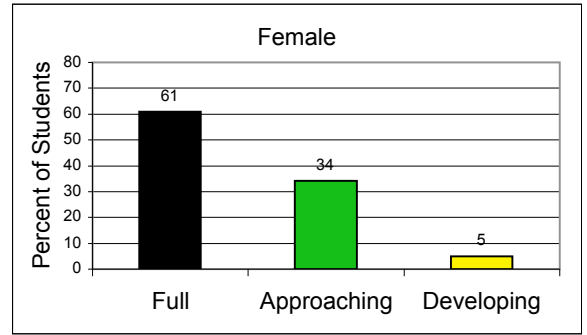
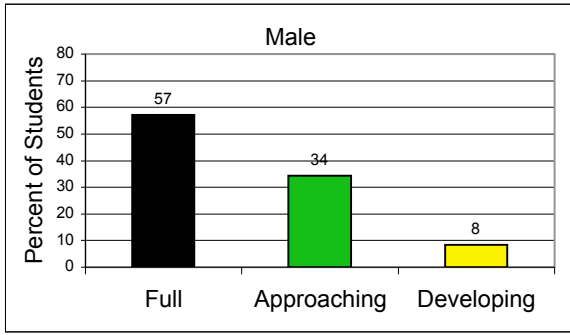
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	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	50	41	13	36	49	15	38	53	13	22	68	13	38	55	8	69	33	3	67	36	2	40	47	5	
White	142	83	20	136	81	23	150	77	21	111	112	21	132	89	25	149	80	16	194	44	11	147	65	15	
Hispanic	3	1	1	2	1	2	1	3	1	1	2	2	2	1	2	4	1	0	4	1	0	3	1	1	
Gender																									
Male	93	67	23	83	71	27	93	69	22	72	86	23	86	72	21	94	74	17	132	44	10	95	57	14	
Female	107	58	12	95	61	14	99	66	14	66	97	14	91	73	15	132	41	3	139	37	3	100	56	8	
Prior Care																									
Child Care Center	23	11	4	22	13	3	25	11	3	21	14	2	22	13	4	23	12	3	28	8	3	25	7	3	
Family Child Care	5	6	1	5	4	2	4	6	2	3	7	2	4	6	2	7	4	1	8	4	0	5	5	1	
Head Start	13	14	8	8	17	10	10	16	9	5	20	9	10	14	9	19	11	4	20	13	2	13	11	7	
Home / Informal Care	29	18	5	26	17	8	29	16	8	18	29	6	23	22	7	33	19	0	34	18	1	28	18	2	
Non-Public Nursery	20	13	3	22	12	2	22	13	1	19	16	1	25	10	1	22	13	1	29	6	1	25	10	1	
Pre-Kindergarten	124	74	15	110	76	19	117	82	15	82	112	18	105	92	15	138	66	11	171	39	6	116	69	9	
Special Education																									
Yes	17	14	5	12	14	9	16	16	4	8	20	7	12	17	7	18	15	2	21	12	3	14	15	4	
No	183	111	30	166	118	32	176	119	32	130	163	30	165	128	29	208	100	18	250	69	10	181	98	18	
Limited English Proficiency																									
Yes	5	3	3	3	4	4	1	7	3	2	4	5	4	1	5	5	4	2	7	2	2	5	2	3	
No	195	122	32	175	128	37	191	128	33	136	179	32	173	144	31	221	111	18	264	79	11	190	111	19	
Free and Reduced Price Meals																									
Yes	68	60	16	55	63	21	60	62	22	45	75	23	51	75	15	92	47	5	94	48	3	64	56	11	
No	132	65	19	123	69	20	132	73	14	93	108	14	126	70	21	134	68	15	177	33	10	131	57	11	

* = fewer than 5

Worcester County 2003-2004

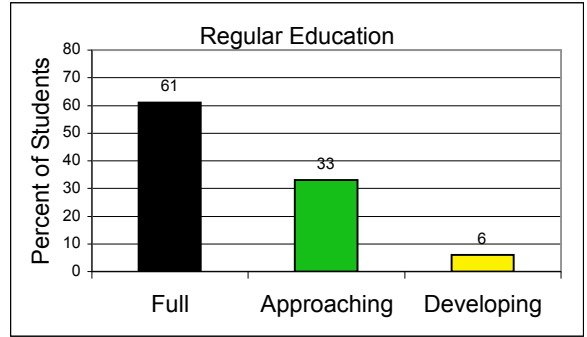
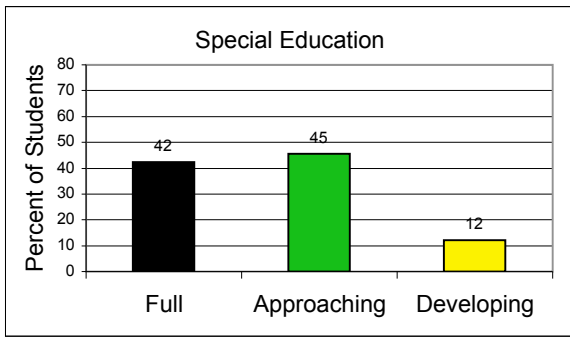
Disaggregated by Gender Composite Score

Entering Kindergarten



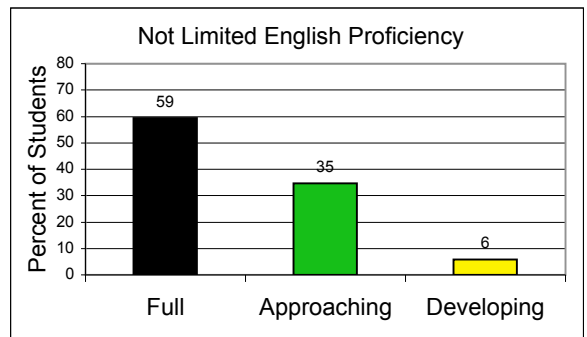
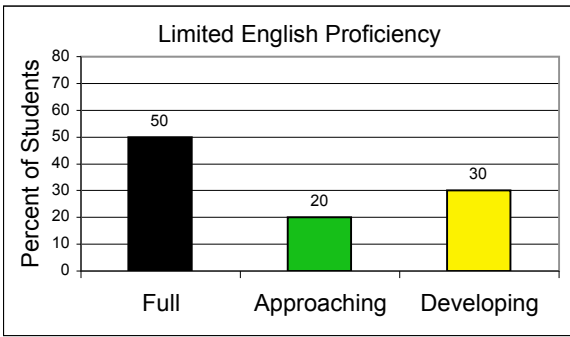
Disaggregated by Special Education Composite Score

Entering Kindergarten



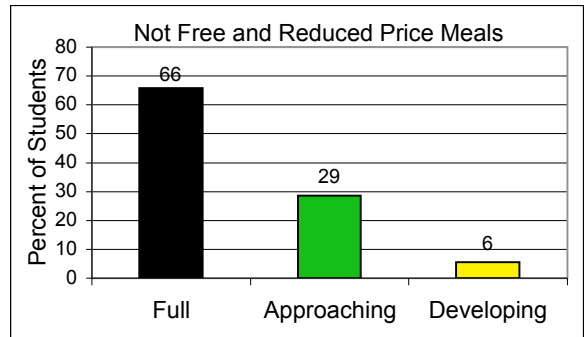
Disaggregated by Limited English Proficiency Composite Score

Entering Kindergarten



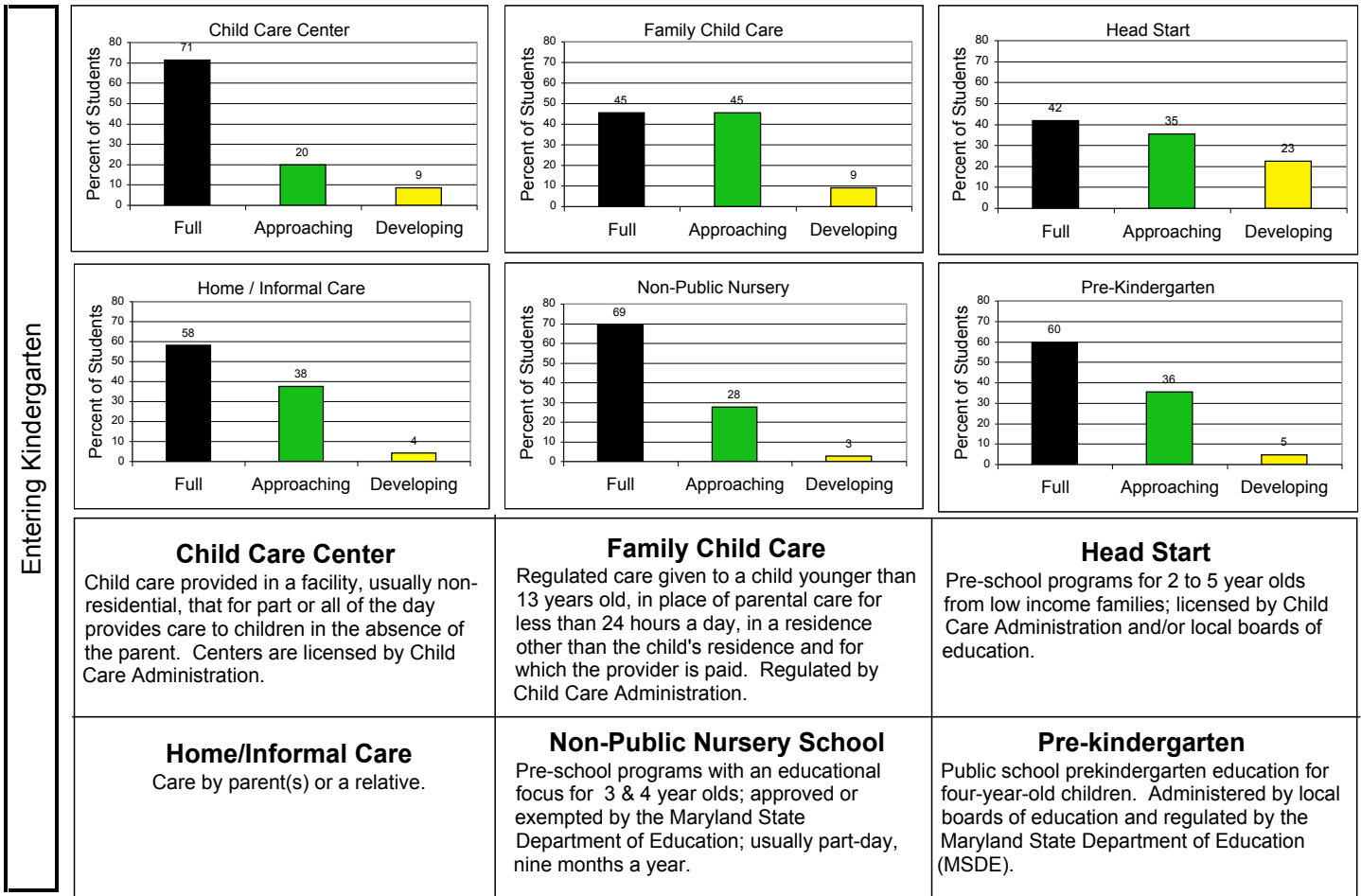
Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten

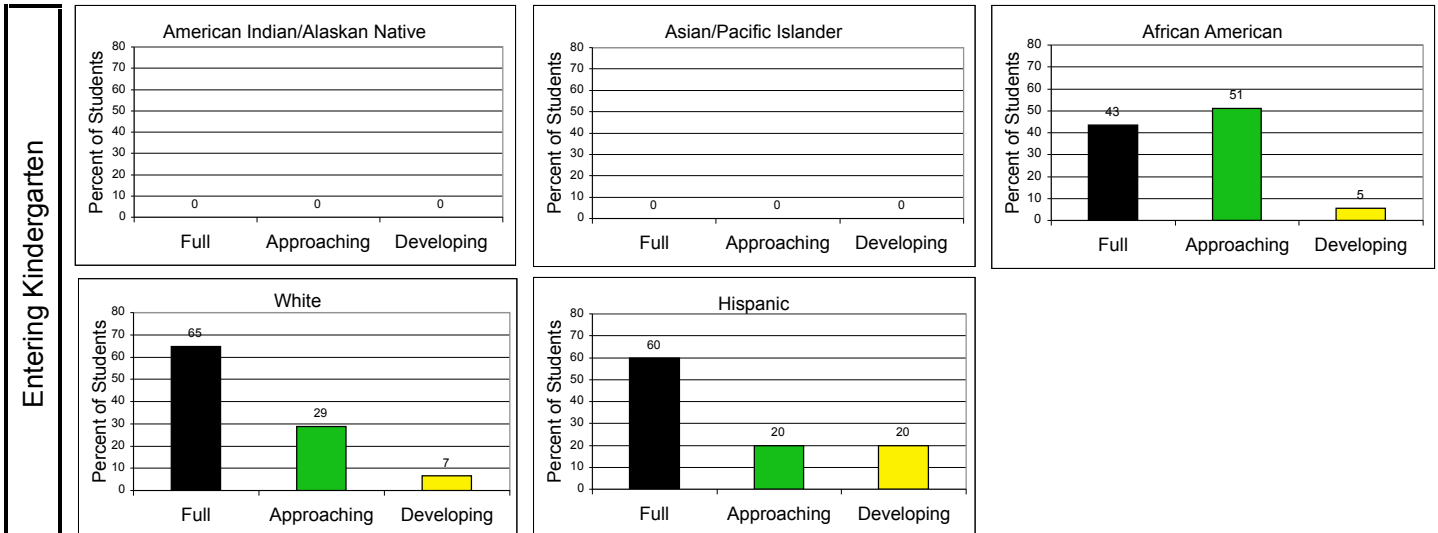


Worcester County 2003-2004

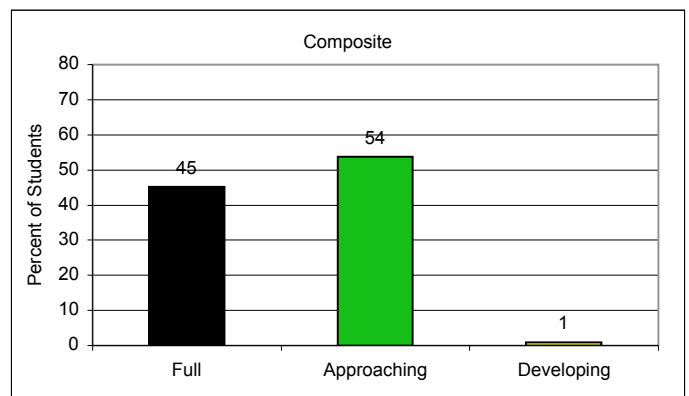
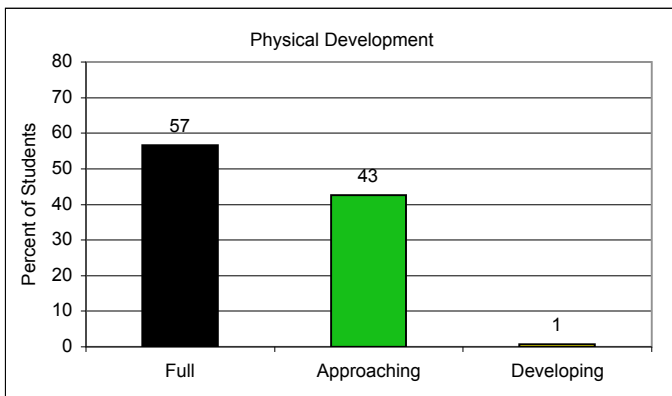
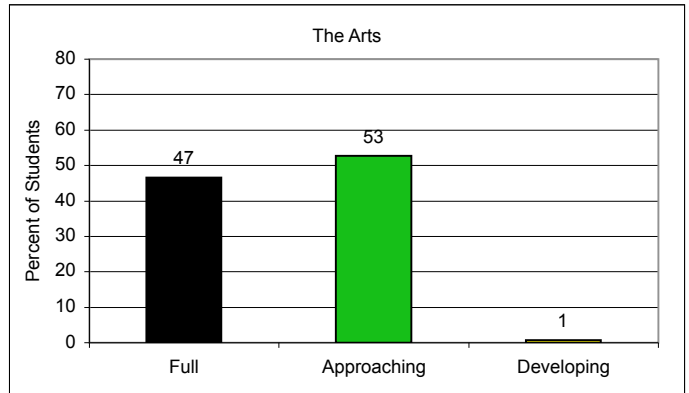
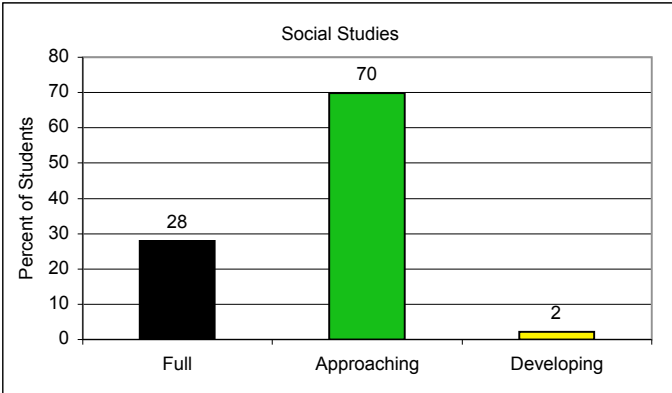
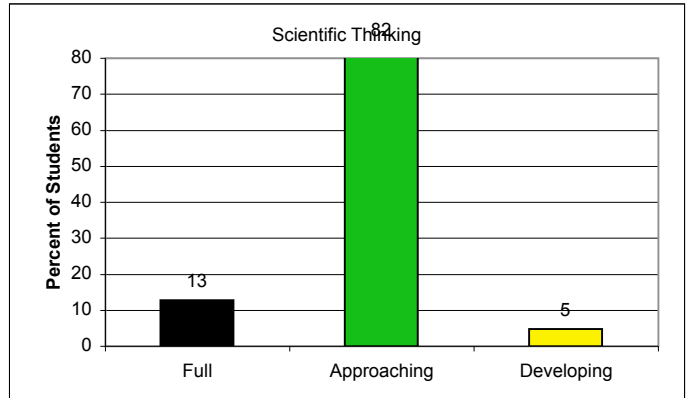
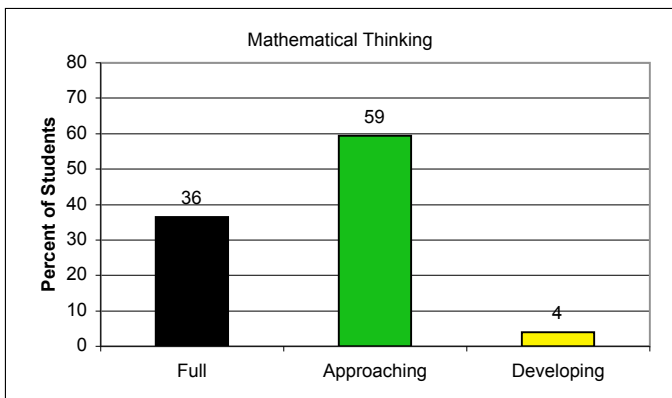
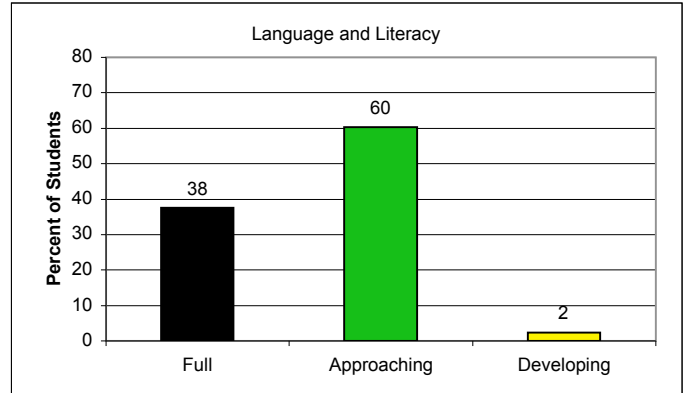
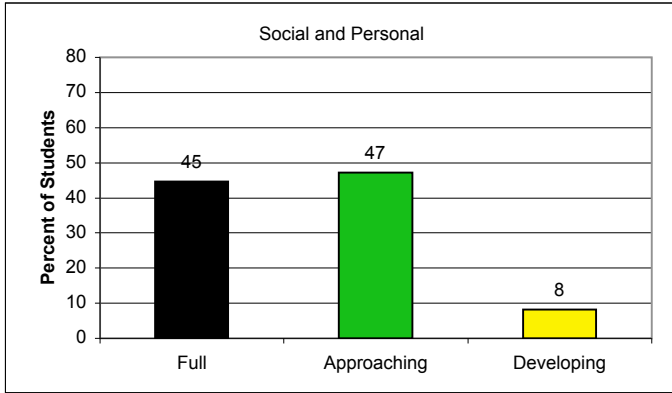
Disaggregated by Prior Care Composite Score



Disaggregated by Race / Ethnicity Composite Score



Edison Schools - Percentage of Kindergarten Students



Edison Schools - 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	44	48	8	38	60	2	37	59	4	13	82	5	28	70	2	46	53	1	57	42	1	45	54	1	
White	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																									
Male	38	51	11	35	63	2	34	63	4	12	82	7	26	71	3	41	58	1	56	44	1	41	58	1	
Female	50	44	5	40	57	2	41	55	5	14	83	3	30	68	2	52	47	1	58	41	1	50	50	1	
Prior Care																									
Child Care Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Home / Informal Care	43	52	5	30	66	4	27	68	4	9	84	8	27	70	3	38	59	2	47	52	1	39	59	3	
Non-public Nursery	49	46	5	38	59	3	34	63	4	14	80	6	29	69	2	48	51	2	61	38	1	49	50	2	
Pre-Kindergarten	40	49	11	37	62	2	40	55	4	12	84	4	27	70	2	45	55	0	53	47	1	42	58	0	
Special Education																									
Yes	43	50	7	20	80	0	33	67	0	7	71	21	29	64	7	47	53	0	47	47	7	33	67	0	
No	44	47	8	39	59	2	37	58	4	13	83	4	28	70	2	46	53	1	57	42	0	46	53	1	
Limited English Proficiency																									
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	44	48	8	38	60	2	37	59	4	13	82	5	28	70	2	46	53	1	57	42	1	45	54	1	
Free and Reduced Price Meals																									
Yes	47	45	8	42	56	3	41	55	5	14	82	4	29	69	2	51	49	1	64	35	1	51	48	1	
No	35	56	9	25	73	2	26	71	3	9	85	6	25	72	3	34	65	1	35	63	1	28	72	0	
* = fewer than 5	May not total 100% due to rounding.																								

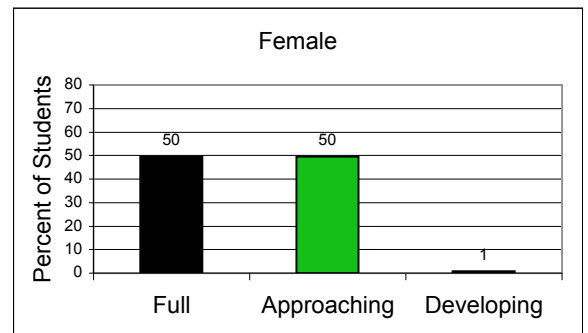
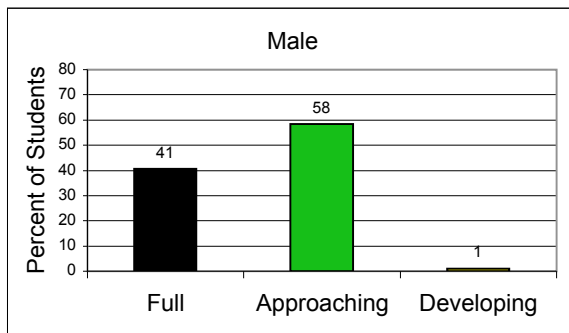
Edison Schools - Number of Kindergarten Students

	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	117	126	22	97	155	6	99	158	11	34	221	13	74	183	6	124	141	2	151	113	2	97	116	2	
White	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																									
Male	52	69	15	46	82	3	47	88	5	16	112	9	35	95	4	58	81	1	75	59	1	44	63	1	
Female	65	57	7	51	73	3	52	70	6	18	109	4	39	88	2	66	60	1	76	54	1	53	53	1	
Prior Care																									
Child Care Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Home / Informal Care	38	46	4	27	60	4	26	65	4	8	78	7	24	63	3	35	54	2	43	48	1	27	41	2	
Non-Public Nursery	63	59	7	49	75	4	45	84	5	18	107	8	37	88	3	63	67	2	81	51	1	50	51	2	
Pre-Kindergarten	54	67	15	48	80	2	54	74	6	16	114	5	37	95	3	61	74	0	70	62	1	47	65	0	
Special Education																									
Yes	6	7	1	3	12	0	5	10	0	1	10	3	4	9	1	7	8	0	7	7	1	4	8	0	
No	111	119	21	94	143	6	94	148	11	33	211	10	70	174	5	117	133	2	144	106	1	93	108	2	
Limited English Proficiency																									
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	117	126	22	97	155	6	99	158	11	34	221	13	74	183	6	124	141	2	151	113	2	97	116	2	
Free and Reduced Price Meals																									
Yes	94	89	16	81	108	5	81	110	9	28	165	9	57	134	4	101	97	1	127	70	1	82	77	2	
No	23	37	6	16	47	1	18	48	2	6	56	4	17	49	2	23	44	1	24	43	1	15	39	0	
* = fewer than 5																									

Edison Schools 2003-2004

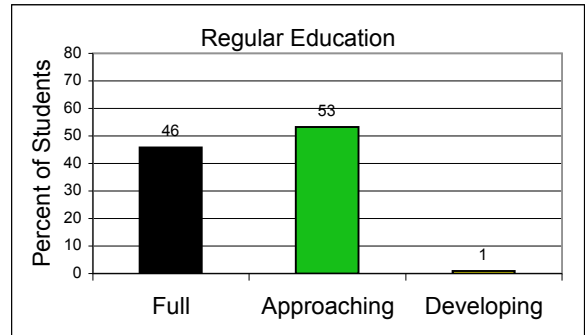
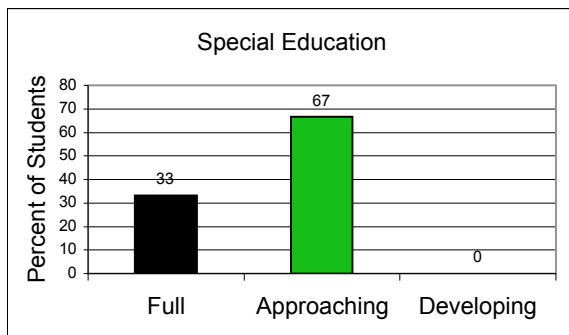
Disaggregated by Gender Composite Score

Entering Kindergarten



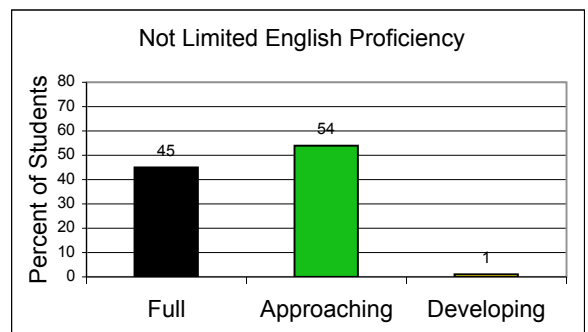
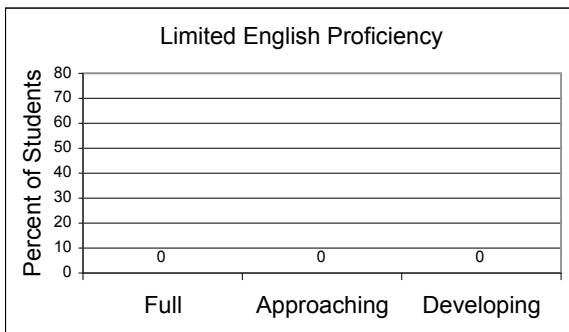
Disaggregated by Special Education Composite Score

Entering Kindergarten



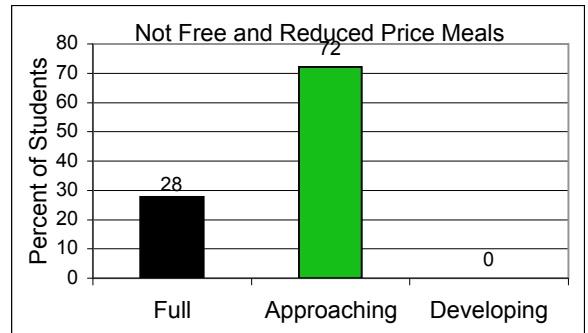
Disaggregated by Limited English Proficiency Composite Score

Entering Kindergarten



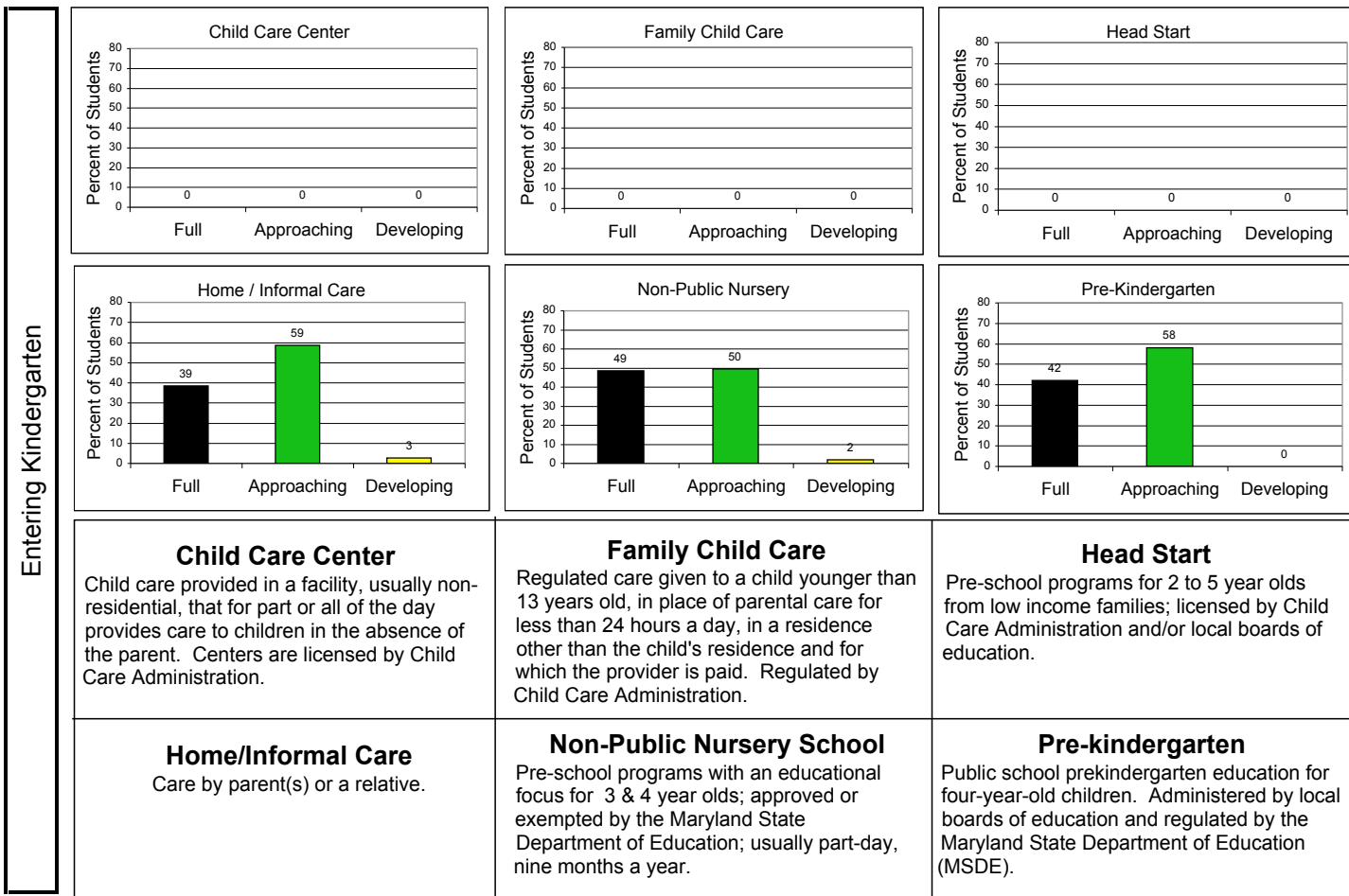
Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten

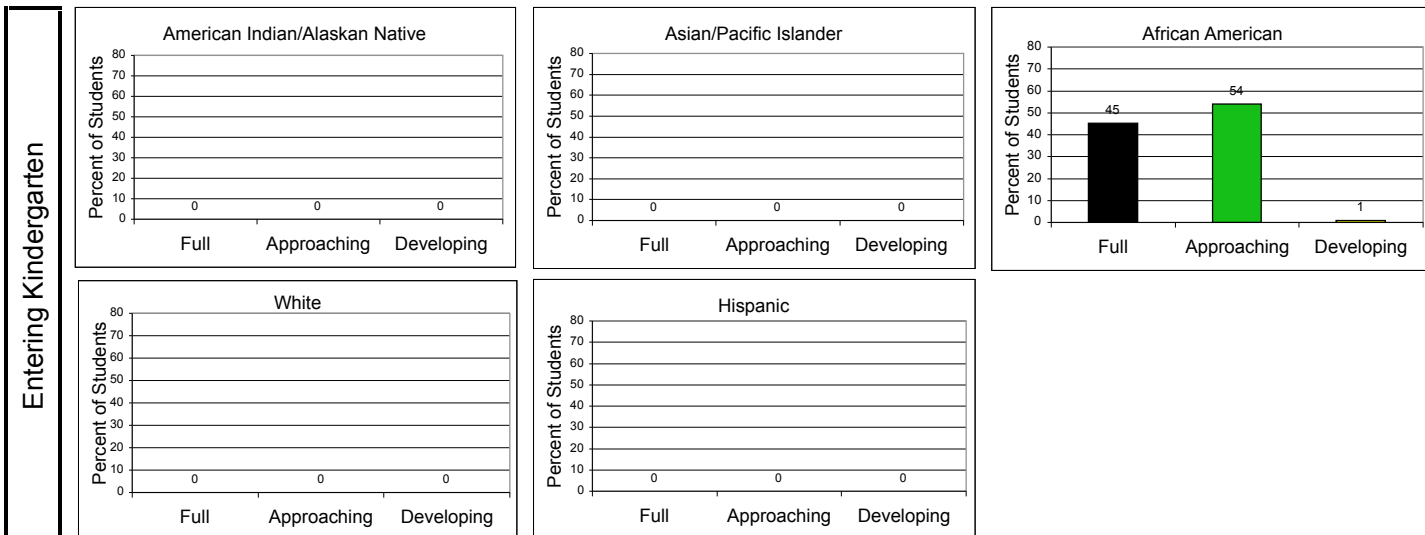


Edison Schools 2003-2004

Disaggregated by Prior Care Composite Score



Disaggregated by Race / Ethnicity Composite Score



**APPENDIX: School Readiness Information
School Years 2001-02 to 2003-04**

	Social/ Personal			Language/ Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			Arts			Physical Development			Composite		
	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04
STATE																								
Developing	9	8	7	14	12	11	13	12	11	17	14	13	13	11	10	7	5	4	4	3	3	7	7	6
Approaching	36	33	32	50	46	44	47	43	41	59	57	55	55	52	50	42	36	34	35	30	28	44	41	39
Full	55	60	61	36	42	45	40	44	48	24	29	32	32	37	40	51	58	62	60	66	69	49	52	55
ALLEGANY																								
Developing	12	13	8	10	15	14	11	12	11	4	6	5	2	3	4	5	4	3	4	5	3	4	6	5
Approaching	21	20	27	41	40	41	26	28	30	62	53	52	36	38	33	21	23	33	25	27	30	30	33	33
Full	67	67	65	49	45	45	63	60	59	34	40	42	62	59	64	74	72	64	70	68	67	66	61	62
ANNE ARUNDEL																								
Developing	6	7	5	12	13	9	11	11	9	13	13	10	8	10	7	7	8	6	3	4	2	5	8	6
Approaching	34	36	31	49	47	43	47	45	37	65	62	59	56	56	52	44	42	39	37	38	30	44	45	39
Full	60	57	64	40	40	47	42	43	54	22	25	30	34	33	41	48	50	55	60	58	68	51	46	55
BALTIMORE CITY																								
Developing	12	10	11	13	12	13	16	15	17	16	14	16	15	14	15	6	4	5	4	3	4	8	8	9
Approaching	51	49	52	66	63	65	66	65	64	72	73	71	72	73	73	59	55	59	49	46	51	64	60	64
Full	36	41	36	21	25	22	18	20	19	12	13	13	14	13	12	35	41	36	46	52	46	28	32	27
BALTIMORE CO																								
Developing	10	7	7	18	11	10	17	10	9	23	13	15	14	8	8	11	6	5	6	3	3	10	7	7
Approaching	47	31	28	61	45	39	56	38	36	66	57	53	65	46	43	54	35	32	50	32	27	58	38	35
Full	43	63	65	21	44	50	28	52	55	11	30	32	21	47	49	36	60	63	44	65	70	32	55	59
CALVERT																								
Developing	10	8	5	13	9	7	9	6	5	13	11	11	10	8	7	5	7	4	2	2	1	5	6	3
Approaching	38	26	27	53	42	49	45	32	37	61	53	58	52	48	54	47	34	37	36	20	18	46	31	37
Full	52	66	68	34	49	44	46	62	58	26	36	31	38	45	39	48	60	58	62	78	80	48	63	60
CAROLINE																								
Developing	11	7	10	13	11	23	13	8	16	22	11	21	26	19	21	8	6	13	6	3	6	10	6	14
Approaching	42	34	35	55	50	43	46	44	48	54	59	50	51	55	44	49	39	42	34	24	34	47	45	42
Full	47	59	55	32	39	34	41	49	35	24	29	29	23	26	35	42	55	45	60	73	59	42	49	45

APPENDIX: School Readiness Information
School Years 2001-02 to 2003-04

	Social/ Personal			Language/ Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			Arts			Physical Development			Composite			
	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04	
CARROLL																									
Developing	6	5	4	10	10	8	9	9	7	7	7	5	4	5	6	4	3	3	3	2	2	4	4	4	
Approaching	28	31	30	49	49	45	39	42	41	52	49	53	47	46	47	28	32	25	28	30	24	34	37	33	
Full	66	64	66	41	42	47	51	49	52	41	43	42	48	50	48	68	65	72	69	69	74	62	59	63	
CECIL																									
Developing	11	9	7	20	14	9	17	14	11	17	8	5	14	5	4	9	6	3	8	4	4	9	8	5	
Approaching	34	43	44	49	56	62	45	50	57	55	67	75	52	65	70	37	42	50	32	47	48	45	52	58	
Full	55	48	48	34	30	28	38	35	33	28	26	20	34	30	26	53	52	47	60	48	48	46	40	37	
CHARLES																									
Developing	4	5	3	11	11	9	10	11	8	12	12	10	7	8	8	3	4	4	2	2	2	4	6	4	
Approaching	34	36	23	52	54	40	48	42	32	62	58	44	58	52	37	39	35	25	31	27	17	41	42	29	
Full	62	59	73	37	35	52	42	47	60	26	29	46	35	40	56	58	62	71	67	71	81	55	52	68	
DORCHESTER																									
Developing	22	7	3	27	15	10	24	12	9	33	12	12	30	10	10	18	4	3	13	5	1	22	8	5	
Approaching	40	35	32	45	47	47	45	42	37	55	64	50	48	55	41	49	42	28	33	30	27	40	44	39	
Full	38	58	64	28	38	43	31	47	54	12	24	38	22	34	49	33	54	69	54	65	72	38	48	56	
FREDERICK																									
Developing	1	5	3	4	8	6	2	6	6	3	8	6	1	6	6	1	3	2	0	2	2	0	5	3	
Approaching	26	31	24	41	41	31	36	42	28	63	55	44	44	51	45	38	32	24	25	27	20	32	34	26	
Full	74	63	73	55	51	63	62	51	67	34	37	49	55	43	50	61	65	74	75	71	78	68	61	70	
GARRETT																									
Developing	10	10	8	12	16	12	14	16	13	12	14	11	11	10	9	9	8	5	5	4	5	7	11	9	
Approaching	27	31	29	41	39	41	40	39	43	44	46	42	44	49	42	37	43	33	26	22	19	35	39	33	
Full	63	59	63	47	45	47	46	45	45	45	40	47	45	42	49	55	50	61	69	74	76	58	50	59	
HARFORD																									
Developing	2	4	4	6	7	7	57	11	12	10	5	7	2	3	2	4	2	1	0	1	1	1	3	2	
Approaching	18	16	20	43	32	36	31	36	37	40	33	37	24	19	22	24	18	19	8	10	8	29	20	22	
Full	79	80	76	52	61	58	12	52	51	50	61	56	73	78	76	72	80	80	92	89	90	69	77	76	

**APPENDIX: School Readiness Information
School Years 2001-02 to 2003-04**

	Social/ Personal			Language/ Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			Arts			Physical Development			Composite		
	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04
HOWARD																								
Developing	6	6	5	10	9	9	7	8	6	11	11	9	9	9	7	6	6	4	3	2	2	5	6	5
Approaching	27	28	28	37	42	39	32	36	30	51	54	55	43	51	45	29	32	33	23	25	24	29	33	32
Full	67	66	68	53	49	53	61	56	64	38	33	36	48	40	48	65	63	63	74	73	74	66	60	63
KENT																								
Developing	1	2	1	6	3	2	6	5	4	1	9	1	2	9	0	1	4	1	1	1	1	1	3	1
Approaching	24	28	20	44	35	29	30	17	24	62	38	37	34	42	51	17	56	14	13	21	19	17	27	16
Full	75	70	79	50	62	69	64	78	72	37	53	61	64	49	49	82	40	86	86	78	81	61	70	84
MONTGOMERY																								
Developing	6	5	5	11	11	9	8	9	7	12	13	10	11	10	9	3	3	3	3	3	2	5	6	4
Approaching	28	28	27	41	43	41	39	39	37	56	56	57	52	54	50	33	33	32	26	25	23	34	37	36
Full	66	66	68	47	45	49	53	53	57	32	30	33	37	37	41	63	63	66	71	72	75	61	57	60
PRINCE GEORGES																								
Developing	15	12	10	22	18	16	22	20	17	31	26	24	25	20	16	12	8	5	8	6	3	14	13	10
Approaching	41	37	34	49	46	44	50	48	44	53	55	52	54	54	53	42	37	32	39	34	30	50	46	42
Full	44	51	57	29	36	40	28	32	39	15	19	24	21	26	31	46	55	63	53	60	66	36	41	48
QUEEN ANNES																								
Developing	4	4	3	9	8	12	9	8	10	6	6	7	4	4	4	3	3	3	1	1	1	1	3	4
Approaching	26	26	22	50	45	42	42	27	37	57	58	54	57	46	46	34	28	29	26	23	24	35	31	33
Full	70	70	75	41	49	46	50	65	53	37	37	39	59	50	50	63	69	68	73	76	76	64	66	63
ST MARYS																								
Developing	9	9	9	17	16	13	15	15	12	20	23	15	17	20	16	8	1	8	5	5	6	10	12	9
Approaching	39	33	39	45	42	43	44	40	42	54	50	55	55	53	49	41	35	36	40	34	34	43	41	42
Full	52	58	52	39	42	43	41	44	46	26	27	30	29	27	35	51	54	56	54	61	60	47	47	49
SOMERSET																								
Developing	2	5	12	7	9	18	3	8	12	7	12	19	3	10	18	0	4	7	1	5	6	1	6	11
Approaching	14	13	21	22	15	33	20	29	29	31	45	47	18	18	35	11	6	15	11	9	15	18	13	21
Full	84	82	67	71	77	50	75	63	59	62	43	34	79	72	47	89	89	78	89	86	80	81	80	67

**APPENDIX: School Readiness Information
School Years 2001-02 to 2003-04**

	Social/ Personal			Language/ Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			Arts			Physical Development			Composite		
	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04	SY 02	SY 03	SY 04
TALBOT																								
Developing	9	6	7	17	16	11	15	14	12	20	16	6	17	10	7	8	9	2	5	2	3	10	8	4
Approaching	39	30	33	45	38	40	44	42	48	54	53	56	55	51	45	41	27	25	40	20	16	43	33	35
Full	52	64	60	39	46	49	41	44	41	26	31	39	29	40	48	51	64	73	54	78	81	47	58	60
WASHINGTON																								
Developing	10	7	11	19	15	15	16	18	15	20	17	15	16	11	11	5	5	4	5	2	5	9	9	9
Approaching	26	27	28	41	38	38	34	37	33	45	43	56	41	46	53	31	20	27	20	23	24	34	32	33
Full	65	66	62	41	46	47	49	46	52	35	40	30	43	43	36	54	75	69	75	75	71	58	59	58
WICOMICO																								
Developing	5	4	7	10	10	12	10	9	14	19	12	17	9	5	10	3	4	3	3	4	2	5	5	6
Approaching	32	28	22	49	49	41	47	44	39	59	54	51	63	50	48	35	27	28	26	27	22	40	38	33
Full	63	68	71	40	41	47	42	47	47	22	34	32	28	45	42	61	69	70	71	69	76	55	58	61
WORCESTER																								
Developing	6	11	9	9	1	11	11	13	9	12	24	10	7	18	10	4	6	5	1	3	3	5	9	6
Approaching	44	41	35	63	55	38	57	44	37	74	55	52	63	57	41	49	41	32	34	37	22	50	50	34
Full	50	49	55	28	33	51	32	43	53	15	21	38	30	25	49	48	53	63	65	60	75	45	42	59
EDISON																								
Developing	11	8	8	15	8	2	20	8	4	25	14	5	22	11	2	17	6	1	4	2	1	14	7	1
Approaching	64	53	47	70	51	60	60	59	59	71	72	82	54	61	70	46	48	53	64	41	43	56	50	54
Full	25	40	45	15	41	38	21	33	36	5	14	13	24	28	28	37	46	47	31	57	57	30	43	45

Appendix D

Frequently Asked Questions

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 will enable policymakers and other stakeholders to have access to data by which progress can be measured over time. The Maryland State Department of Education (MSDE) was 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.

How is the information collected? All kindergarten teachers evaluate and rate their students' proficiency on 30 selected indicators of the Work Sampling System™ (WSS) Kindergarten Checklist. This information is aggregated and disaggregated, i.e., broken out, into the data displayed in this report. According to a statewide teacher survey asking for the preferred way of collecting assessment information, 58% of all respondents keep personal notes and children's work in a file or container, 14% keep observational data and work samples by domains of learning.

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. 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.

Why are entering kindergartners assessed over several weeks and not during the first week in school? In order to learn more about the skills and dispositions of entering kindergartners, the assessment protocol for the data in this report takes into account the following:

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

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 below)

This information is designed to provide a profile on the readiness levels of a group of children for parents, 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.

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.)

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.”

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.”

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.

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.

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 parents (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.

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.

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, homevisiting, or Head Start programs) that work with young children before they come to kindergarten can review the data to align their programs with kindergarten.

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.

How are parents using the information? Kindergarten teachers share the assessment information with parents in the fall as part of regularly scheduled parent-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.

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.
- MSDE has produced specified guidelines, for rating students' performances.
- During the professional development program, teachers' accuracy in rating students' skills and abilities is assessed.

- After a national testing company scans the student assessment information, the data is reviewed and examined for internal consistency, correlations, and possible irregularities or unusual performances.

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Appendix E

What Children Should Know and Be Able to Do When They Enter Kindergarten –

An example of skills, behaviors, and knowledge related to school readiness

Introduction

Kindergarten students are active learners. In kindergarten classrooms, they solve problems, talk, draw, paint, build, dramatize, write, and read as they interact with their peers and with materials. Over time, teachers collect observations of students within the classroom setting and review the work that children produce in order to have documentation to support fair and accurate evaluations of student performance.

The assessment used is the Work Sampling System™ (WSS) that is nationally and internationally considered a state-of-the-art assessment system for early education. The WSS is not a conventional readiness test. It is not used to place students in particular programs. On the contrary, it is designed to support the learning of each student toward consistent expectations across seven curricular domains.

From September to late October 2003, teachers observed students' behaviors, documented their learning as they interacted with materials, and collected samples of their classroom work. During that time, they continually assessed kindergarten students on each of 30 performance indicators across the seven curricular domains. At the same time, MSDE provided staff development for all kindergarten teachers, oriented them to the assessment protocol, and trained them in the use of the assessment system and standards-based instructional practices.

Within the first two weeks of November 2003, teachers reviewed their documentation and rated each student based on specific guidelines. They reflected on what they knew about each student before deciding which rating best described the student's performance at the time.

What are the typical skills and behaviors for children who are considered “fully ready?”

A student who consistently demonstrates skills, behaviors, and abilities, which are necessary to meet kindergarten expectations successfully, is considered “fully ready.”

The following examples are based on the Work Sampling System (WSS)™ *Developmental Guidelines for Kindergarten* and represent only a sample of what “full readiness” in November might look like for the 30 WSS indicators across the following domains.

1. **Personal and Social Development.** This domain considers emotional and social competence. It describes children's sense of responsibility to themselves and others, how they feel about themselves and view others. It also refers to children's ability to interact with peers and adults and how they make decisions and solve social problems.

A student rated at *Full Readiness* in this domain might:

- choose consistently familiar classroom activities during center time.
- finish working on an assignment and take it to the "finished work" basket.
- accidentally tear a page of a book and helps the teacher repair it.
- ask another child, "What's your name?" then uses the name to begin a conversation.

2. **Language and Literacy.** This domain organizes language and literacy skills for listening, speaking, reading, and writing.

A student rated at *Full Readiness* in this domain might:

- ask the school nurse, "Are apples healthy to eat?" after listening to her talk about healthy foods.
- offers "box" to rhyme with "fox" or clap out syllables for one- or two-syllable names.
- use simple, but complete sentences when speaking (for example, when getting ready to go out to the playground, says "I want to find a worm.")
- use the pointer and lead a group reading a familiar rhyme or chant, moving the pointer from left to right and from top to bottom.
- get a book from the book corner to find out what to feed the ladybug found on the playground.
- cover a sheet of paper with letter-like symbols and letters while painting at the easel and say, for instance, "These letters are in my name."

3. **Mathematical Thinking.** The focus of this domain centers on children's approaches to mathematical thinking and problem solving. Children think in patterns, understand relationship among objects, and organize objects and ideas.

A student rated at *Full Readiness* in this domain might:

- try unsuccessfully to fit two different blocks into a space while building a structure, then "measure" the space with hands and match length to a block that fits.
- move around the circle and count each of 12 girls in the classroom to supply information for the "Girl and Boy Graph".
- use red and yellow inch cubes to create an ABAB pattern around the edge of a table.
- find three different types of solid rectangles on the block shelf and say, "These are all rectangles."

4. **Scientific Thinking.** The focus of this domain is on the children's active involvement in the scientific method through hands-on activities that encourage active investigation of the natural and physical world.

A student rated at *Full Readiness* in this domain might:

- ask some "Why?" questions (for example, "Why are there always worms on the sidewalk when it rains?").
- look at skin with a magnifier and say, "I never knew we had little lines in our skin."
- watch a demonstration of boiling water and tell the teacher, "It's disappearing into the air."
- wonder aloud while watching a worm, "What happens to worms in the winter? Do they move inside houses?"

5. **Social Studies.** The emphasis of this domain is on the gaining of understanding of human interdependence and the relationships between people and the environment. Study of present day and historical topics encourage the acquisition of social and cultural understanding.

A student rated at *Full Readiness* in this domain might:

- look at a book about people from many parts of the world and talk about obvious differences in hair styles, clothing, and gender.
- make a booklet called "Jobs" and draw pictures representing some details about three jobs.
- offer, "We could find out on the computer," when someone wonders how to learn about whales.
- take part in a discussion about clean-up time and say, "If we don't clean-up, the room will get messier and messier."

6. **The Arts.** This domain considers how children express their understanding and appreciation for the arts. Through children's engagement with dance, dramatics, music and visual arts, they are able to express what they know and understand of the arts, culture, and history.

A student rated at *Full Readiness* in this domain might:

- "perform" a duet for the class with a friend while playing the tambourine.
- dance to music, changing motions when the mood or tempo of the music changes.
- use clay, paint, markers, etc. with a purpose in mind (for example, says, "I'm going to paint a storm today.").
- after visiting an art museum, say, "My favorite one was the painting of the red bird."

7. **Physical Development and Health.** This domain emphasizes physical development as an essential part of a child's well-being. Gross motor skills relate to children's ability to control, balance, and coordinate body movement. Fine motor skills lay the foundation for writing, artistic expression, and self-care (e.g., tying shoes). Another component encourages children's understanding and managing their health and safety.

A student rated at *Full Readiness* in this domain might:

- move quickly in all directions during a game of dodge ball.
- work on a frameless puzzle, using the picture on the box cover as a guide.
- hang up coat and put knapsack in cubby upon arriving at school.
- contribute appropriate ideas to a class list of healthy snacks (for example, apples and cheese).