MARYLAND MODEL FOR SCHOOL READINESS 2011 - 2012

CHILDREN ENTERING SCHOOL READY TO LEARN

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Dear Colleague:

A young child's earliest years carry endless promise. As researchers tell us, it is a time when a child's mind literally shapes itself from the stimulation of each new experience. From birth to age five, we have a one-of-a-kind window to nurture each child's ability to learn – so that he or she can enter school fully ready to succeed.

That is why I am pleased to share with you *Children Entering School Ready to Learn: The 2011-2012 Maryland School Readiness Report.* The report shares what we have learned from the 2011-2012 Maryland Model for School Readiness (MMSR) data about the school readiness of Maryland's children: statewide, by subgroups, and for each of Maryland's 24 local jurisdictions. Some of the highlights are:

- The percentage of Maryland kindergarteners fully ready to start school increased to 83% in 2011-2012, up 2 points from 2010-2011. This exceeds expectations for this year's gain, and it continues the remarkable 34-point increase of the past 10 years, which began with school readiness at 49% in 2001-2002.

- Maryland experienced pronounced gains in school readiness across all domains of learning. In the core cognitive domains, the State saw a 37-point increase from 2001-2002 in Language and Literacy (73% fully ready for 2011-2012), a 37-point improvement in Mathematical Thinking (77% fully ready), and a 47-point jump in Scientific Thinking (71% fully ready).

- African-American kindergarteners made big strides: 79% of African-American children are fully school-ready in 2011-2012, up from 37% in 2001-2002 and 76% in 2010-2011.

- The percentage of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) who are fully school-ready rose from 34% in 2001-2002 and 73% in 2010-2011 to 76% in 2011-2012.

- Significantly more English Language Learners (ELL) are fully school-ready, up from 35% in 2001-2002 and 68% in 2010-2011 to 72% in 2011-2012.

- Children with disabilities made substantial progress: 59% are fully ready, gaining 29 points from 2001-2002 and 3 points more than last year.

- Kindergarteners attending public PreK the year prior to entering school continue to be well-prepared: 83% fully school-ready in 2011-2012, up from 47% in 2001-2002 and 81% in 2010-2011.

I am both heartened by our progress and motivated to continue our steady improvement. On behalf of all who work so hard to see that our children have every possible opportunity to learn, I urge you to use this indispensable report to vigorously promote school readiness for all of Maryland's young children.

When our children succeed, so does Maryland.

Sincerely,

Bernard J. Sadusky
Interim State Superintendent of Schools

TABLE OF CONTENTS

Results for School Year 2011-12 1

Availability of 2011-12 School Readiness Report 2

Maryland's School Readiness Initiative 3-5

State Strategies to Improve School Readiness 6-7

Appendix A:
Maryland Model for School Readiness Kindergarten Assessment
Work Sampling System® (WSS) Indicators of Learning..... A1

Appendix B:
School Readiness Information – Introduction to Scoring B1

Presentation of School Readiness Information B3

Definitions B4

School Readiness Information..... B5

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

Appendix C:
Frequently Asked Questions C1

Appendix D:
Percentage of Kindergarten Students Assessed as
"Fully Ready" by Domain and Subgroup
School Year 2001-02 and 2011-12..... D1

State of Maryland Trend Data 2001-2012 ..... D5

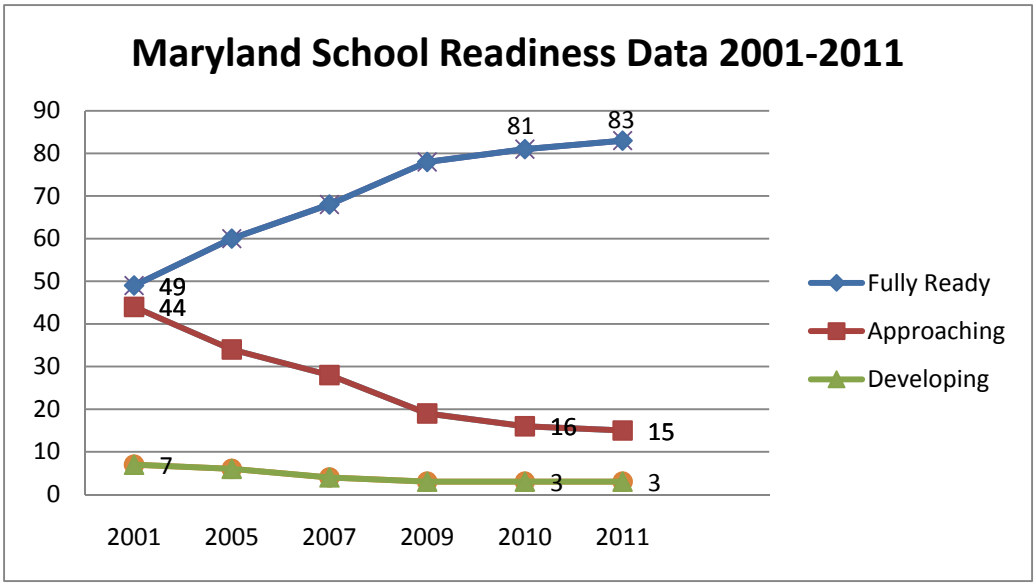
Appendix E:
Maryland Model for School Readiness – Composite Results
By Jurisdiction 2010-11 and 2011-12..... E1

Appendix F:
Abridged Reliability Analysis F1

School Readiness Results for School Year 2011-12

More Students are Entering Maryland Classrooms Prepared to Learn

The Maryland Model for School Readiness (MMSR) Kindergarten Assessment results indicate that Maryland students entering kindergarten this school year were better prepared than those in the past. The cohort of Maryland's students entering kindergarten in school year 2011-12 improved its overall school readiness skills by two percent (2%) compared to students who entered kindergarten in the 2010-11 school year. The percentage of incoming kindergartners who were rated by their teachers as "fully ready," using a customized Work Sampling System® (WSS) assessment, went from eighty-one percent (81%) last year to eighty-three percent (83%) this year. The increase from the baseline year of 2001-02 is thirty-four percent (34%).



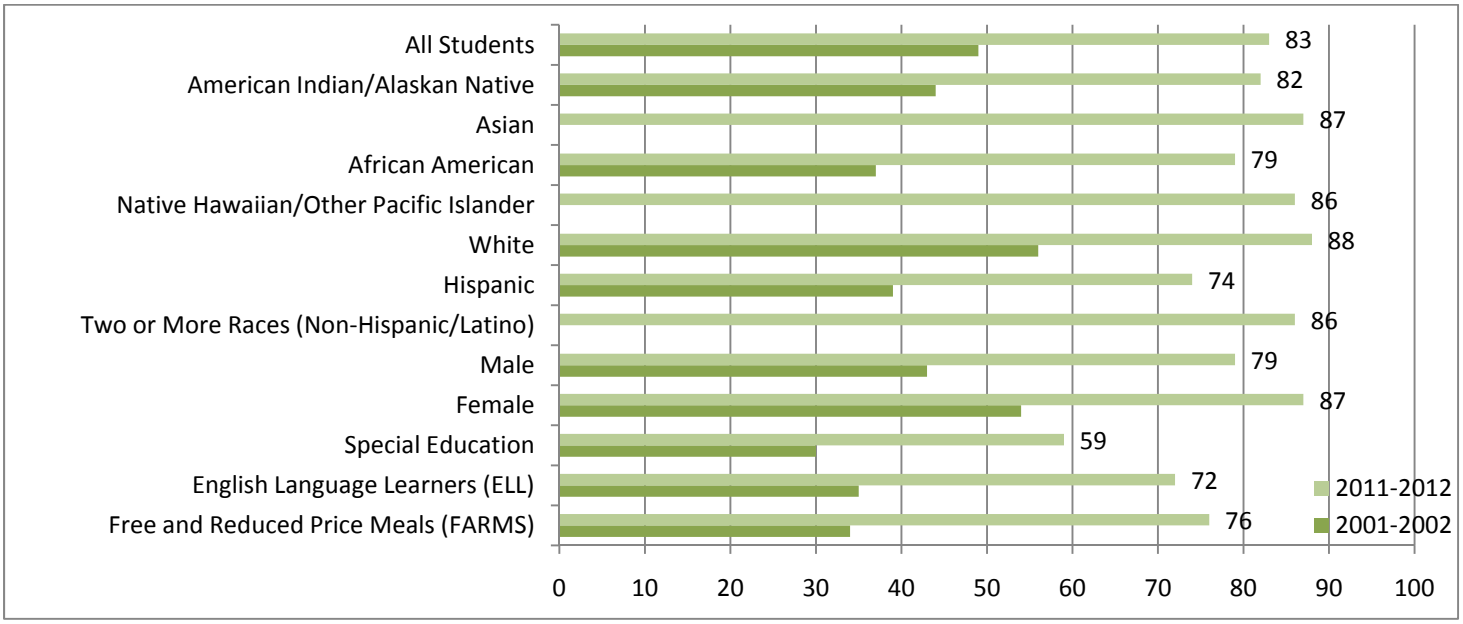
Percentages in graph may not equal 100% due to rounding

The upward trend is a significant shift from school year 2001-02 and reflects the statewide efforts of improving the early learning opportunities for young children as they begin their school career. The results for the *Language and Literacy* and *Mathematical Thinking* domains are even more pronounced. According to the teachers' assessment, thirty-seven percent (37%) more children were rated "fully ready" in both domains compared to youngsters who entered kindergarten in 2001-02.

Improvement in School Readiness is Apparent in All Demographic Categories

The upward trend from school year 2001-02 is evident for all subgroups. The improvement among low-income children and children with disabilities was significant with forty-two percent (42%) and twenty-nine (29%) respectively for the Composite for each group. The increase for English Language Learners (coded as ELL in Appendices B and D) from 2001-02 is thirty-seven percent (37%) for the composite and thirty-three percent (33%) in the domain of *Language and Literacy*.

Maryland Composite: All Domains
Percentage of Students Fully Ready



Relationship of School Readiness and Prior Early Care Experiences

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

Children who have been enrolled in most of the early care and education programs have continued to improve from school year 2001-02. The composite scores for prekindergarten and Head Start children have improved by thirty-six (36%) and thirty-three percent (33%) respectively. The composite scores for children who attended child care centers and family child care improved by forty-two percent (42%) and thirty-four percent (34%) respectively from 2001-02.

Availability of the 2011-12 School Readiness Report

On March 27, 2012, the school readiness information for school year 2011-12 will be available online at www.marylandpublicschools.org or at the dedicated website for the Maryland Model for School Readiness (MMSR) at www.mdk12.org/instruction/ensure/mmsr. Hard copies of the report are available upon request from the Maryland State Department of Education, Division of Early Childhood Development, Early Learning Office, at 410-767-0335.

Maryland's School Readiness Initiative

Race to the Top Early Learning Challenge funds for four years

The latest validation of Maryland's national leadership in early education is the award of the Race to the Top – Early Learning Challenge (RTT-ELC) grant which nine states received as part of the federal Race to the Top reform program. In combination with the current Race to the Top grant for K-12 education, Maryland is tackling comprehensive and seamless birth-through-grade-twelve improvements such as:

- Aligning early learning standards with statewide Common Core Standards
- Carrying out professional development to put these standards into practice in all early learning and development programs.
- Refining Maryland's comprehensive assessment system in early childhood.

The Importance of School Readiness

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

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

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

Alignment of School Readiness Measures with the Maryland Content Standards

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

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

School Readiness Information Reported

Kindergarten teachers use the WSS® with all children throughout the school year[1]. For this report, teachers have provided information on students' skills for the first grading period in the fall 2011. 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 eight weeks of school. Between November 1-16, 2011, the teachers evaluated and rated their students' performance according to the WSS® assessment protocol and specific assessment guidelines, Exemplars, which were developed by MSDE.

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

- race/ethnicity[2];
- gender;
- prior early care;[3]
- special education;[4]
- English Language Learners (ELL);[5] and,
- enrollment in free and reduced priced meals program.[6]

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

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

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

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

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

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

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

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

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

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

[7] See Introduction to Scoring on p. B-1

School readiness data is reported for:

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

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

Interpreting Results

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

Use of Data and Accountability

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

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

Validity and Reliability of Data

Since Maryland's kindergarten teachers are using a portfolio-based assessment to evaluate their students' skill levels, any concerns about the subjectivity of the teachers' evaluations must be addressed. The school readiness information is based on formative and summative evaluation protocols. The summative evaluations in the fall include the students' observed and documented records of their skills, behavior, and knowledge in response to the introduction of the kindergarten curriculum. The teachers are trained in the use of specific guidelines[8] which define fall benchmarks of kindergarten expectations for each of the 30 WSS® indicators of learning. The indicators for the WSS® domains *Language and Literacy, Mathematical and Scientific Thinking, Social Studies,* the *Arts*, and *Physical Development* are aligned with the Maryland Content Standards, the State Curriculum, and the MMSR Framework and Standards. Any sampling error of the results is eliminated by implementing census administration of the WSS®. Each local school system oversees the administration of the kindergarten assessment and, in addition, the data is analyzed and verified through a reliability analyses. An abridged version is included in this report under Appendix F.

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

State Strategies to Improve School Readiness

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

- Quality of teaching personnel
- Quality of early care and education programs, including learning environment, curriculum, and early intervention services
- Increased awareness and involvement of families in the early education of their children
- MSDE, in coordination with local school systems and early childhood partners, is addressing these strategies by means of policy, funding, and developing public-private partnerships.

Quality of Teaching Personnel

Maryland established the Child Care Credentialing Program, a workforce development strategy to improve the qualifications of child care teachers. There are currently 7051 child care teachers or 22 percent of the workforce enrolled in the credentialing program, and it is steadily growing. Part of the program is the scholarship fund as an incentive for child care teachers to receive credentials from a post-secondary institution. Starting in the fall of 2008, 126 teachers were eligible to receive the scholarships.
MSDE provides state and Federal funds to offer continuing education for more than 4,000 child care, Head Start, prekindergarten, kindergarten teachers annually.

The Task Force on Universal Preschool Education proposed recommendations to increase the number of state certified teachers in early childhood education in order to expand the pool of teachers working in prekindergarten classrooms.

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

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

The Judy Center partnerships at Title I Schools, a collaborative model among elementary schools, family support centers, preschool special education, Head Start, and child care programs, have created models of excellence and community hubs in early education across the state. Designed by the late Judy Hoyer, there are now 25 centers reaching out to more than 39 elementary schools. In addition, Maryland established the Early Childhood Accreditation Project and increased the number of accredited programs since 2001. Currently more than 900 early childhood programs are accredited nationally or by the state.

Since 2007, when MSDE established a preschool curriculum project, curricular resources have been disseminated to more than 400 child care centers and nursery schools.

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

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

According to data of the Maryland Model for School Readiness (MMSR) Kindergarten Assessment, last school year 13 percent of four year olds have had no formal group experience in state regulated early childhood programs. There is disproportionally greater representation of minority and immigrant children in this group. While high quality programs are offered, many families either decide not to access them or do not have the financial means to enroll the children in these programs.

Local jurisdictions developed strategies to address school readiness. For instance, Montgomery County collaborated with community partners to offer services that support learning in focused MMSR domains based on the trend data. Queen Anne's County implemented the Social Emotional Foundations of Early Learning (SEFEL) to support the social/personal development of children in their early childhood programs and Somerset County increased its parent involvement and community outreach efforts. Worcester County expanded its MMSR professional development to include child care providers.

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

APPENDIX A

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

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

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

I Social and Personal

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

II Language and Literacy

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

III Mathematical Thinking

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

IV Scientific Thinking

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

Identifies, describes, and compares properties of objects.	With prompts from the teacher, five year olds notice what things are made of and describe numerous attributes of objects including size, shape, color, texture, weight, temperature, whether objects are attracted or unaffected by magnets, and whether various objects sink or float.
LIFE SCIENCE	
Observes and describes characteristics, basic needs, and life cycles of living things.	Kindergartners begin to differentiate living and non-living things by studying plants and animals. They begin to learn about relationships between animals and plants and the environment in which they live.

V Social Studies

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

VI The Arts

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

VII Physical Development and Health

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

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

APPENDIX B

Introduction to Scoring

Presentation of School Readiness Information

Definitions

School Readiness Information for:

- Maryland
- 24 Local School Systems
- Maryland School for the Deaf

Introduction to Scoring

The scoring of the 30 selected Work Sampling System® (WSS) indicators for the MMSR Kindergarten Assessment representing seven curricular domains, was done by classroom teachers assigning one of three ratings, *Proficient, In Process* or *Needs Development,* in each of four indicators within six domains and six indicators within the domain, Language and Literacy. Thus, a student is being evaluated for 30 specific skills and behaviors that are aggregated into the domains of *Social and Personal, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts,* and *Physical Development*. In addition, a composite score, representing all seven domains, was created. In the aggregated format, the scores reflect school readiness levels. The following specific steps were taken to create scoring scales for each domain and the composite.[1]

1. Each of the scores at the indicator level was given the following values.
   - Proficient = 3
   - In Process = 2
   - Needs Development = 1

2. The sum is calculated for the four indicator values from six of the domains and the six indicator values from Language and Literacy.

3. The sums were then divided into three readiness levels.
   For Language and Literacy:
   - Full Readiness = sums of 18, 17, 16 & 15
   - Approaching Readiness = 14, 13, 12, 11 & 10
   - Developing Readiness = 9, 8, 7 & 6

   For the Domains with 4 Indicators
   - Full Readiness = sums of 12, 11 & 10
   - Approaching Readiness = sums of 9, 8 & 7
   - Developing Readiness = 6, 5 & 4

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

[1] MMSR Kindergarten Assessment Data Entry and Management Manual

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

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

Presentation of School Readiness Information

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

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

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

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

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

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

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

Definitions

- **Composite Score.** The ratings for the seven domains are combined to provide an overall measure of school readiness.

- **Prior Care.** The categories of early care and education are considered as they impact on school readiness. Prior care reflects kindergarten students' enrollment within 12 months prior to starting kindergarten. The prior care types are as follows:

    1. **Head Start.** A federal pre-school program for 2 to 5 year olds from low-income families; funded by the US Department of Health and Human Services and licensed by the Maryland State Department of Education (MSDE)/Collaboration and Program Development Branch, and/or local boards of education.
    2. **Prekindergarten.** Public school prekindergarten education for four-year old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).
    3. **Child Care Center.** Child care provided in a facility, usually non-residential, for part or all of the day that provides care to children in the absence of the parent. The centers are licensed by the Maryland State Department of Education (MSDE)/Office of Child Care
    4. **Family Child Care.** Regulated care given to a child younger than 13-years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Family child care is regulated by the Maryland State Department of Education (MSDE)/Office of Child Care
    5. **Non-Public Nursery School.** Pre-school programs with an "education" focus for 3 and 4-year olds; approved or exempted by MSDE; usually part-day, nine months a year.
    6. **Home/Informal Care.** Care by parent(s) or a relative.

- **Students Receiving Special Services.** The following categories of special services are reported for the Kindergarten students.

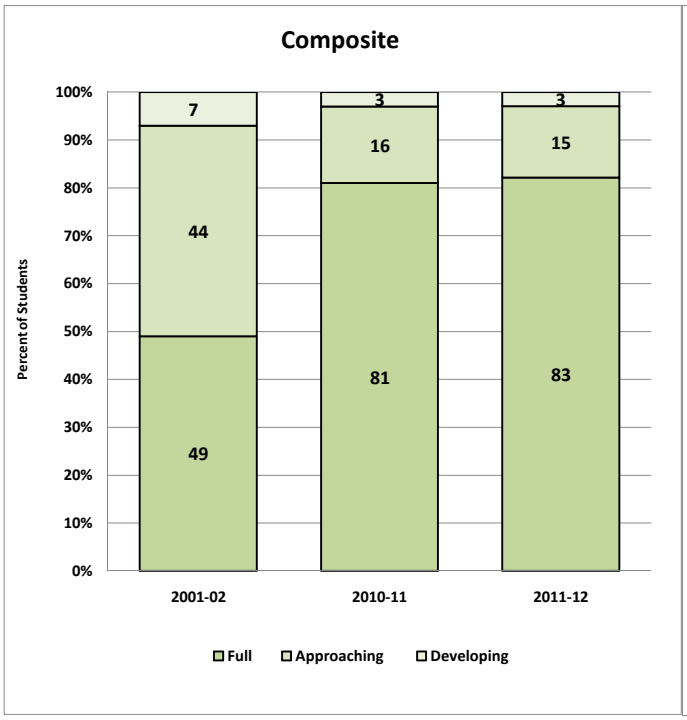
    - **English Language Learners (ELL).** Students who are not born in the United States (US) or whose native language is a language other than English or no age appropriate ability to understand, speak, read, or write English.

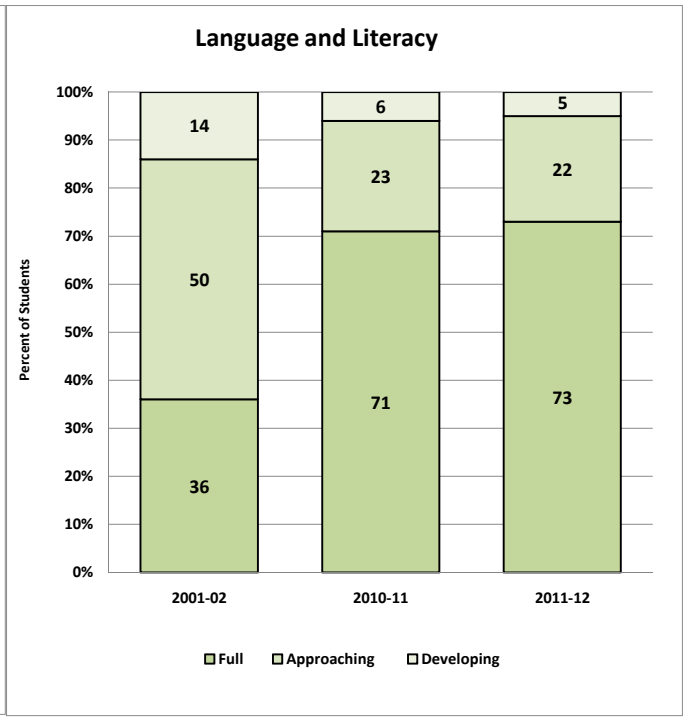
    - **Special Education.** Students with disabilities who receive special education services and have a current Individualized Education Plan (IEP).

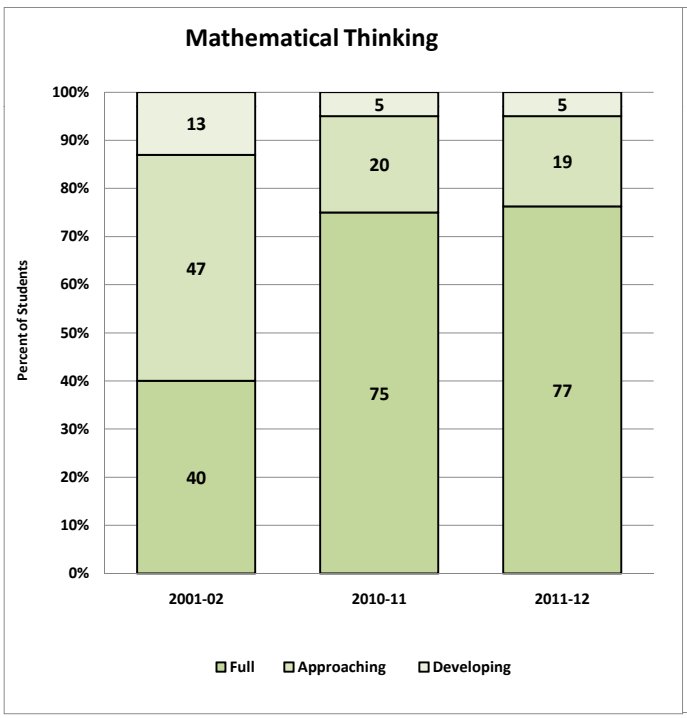
    - **Free or Reduced Priced Meals.** Students whose applications meet family size and income guidelines for receiving free or reduced priced meals based on the United States Department of Agriculture (USDA) guidelines.

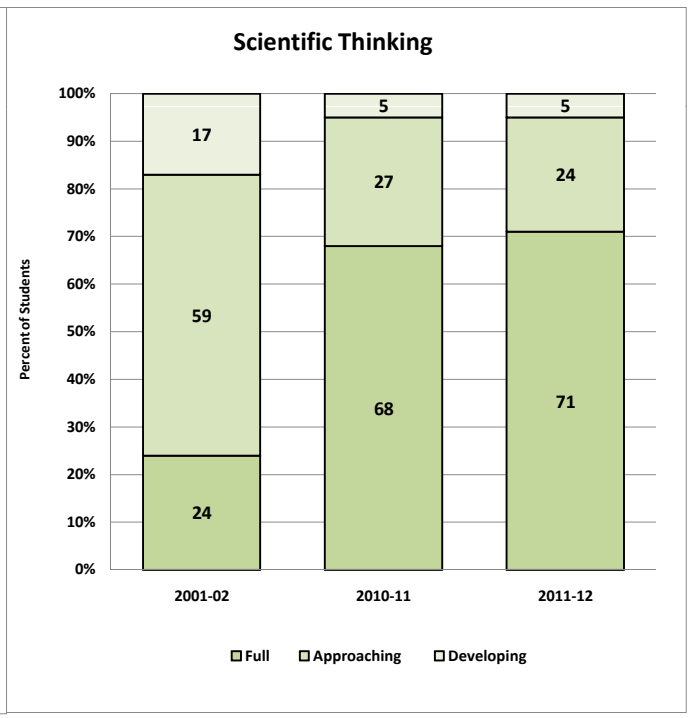
For additional information contact:
Maryland State Department of Education
Division of Early Childhood Development
200 West Baltimore Street
Baltimore, MD 21201
410.767.7798

MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Maryland State









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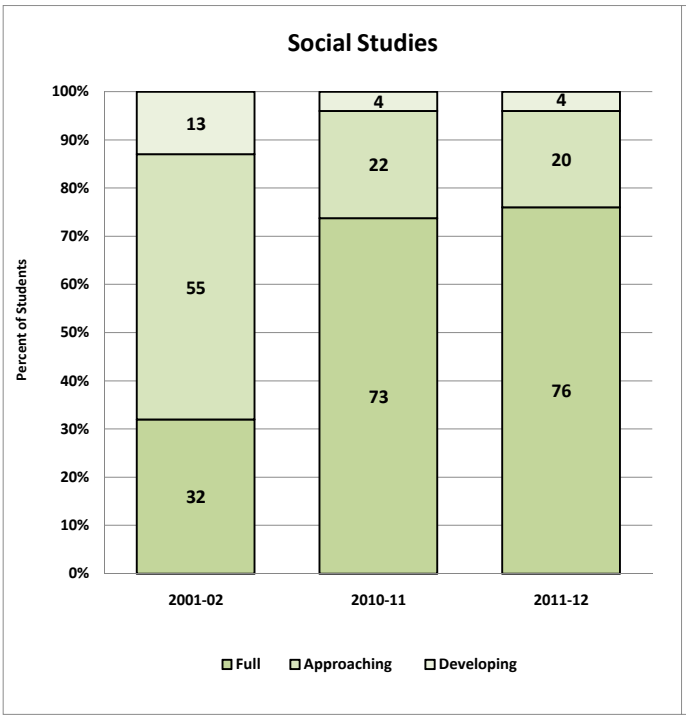
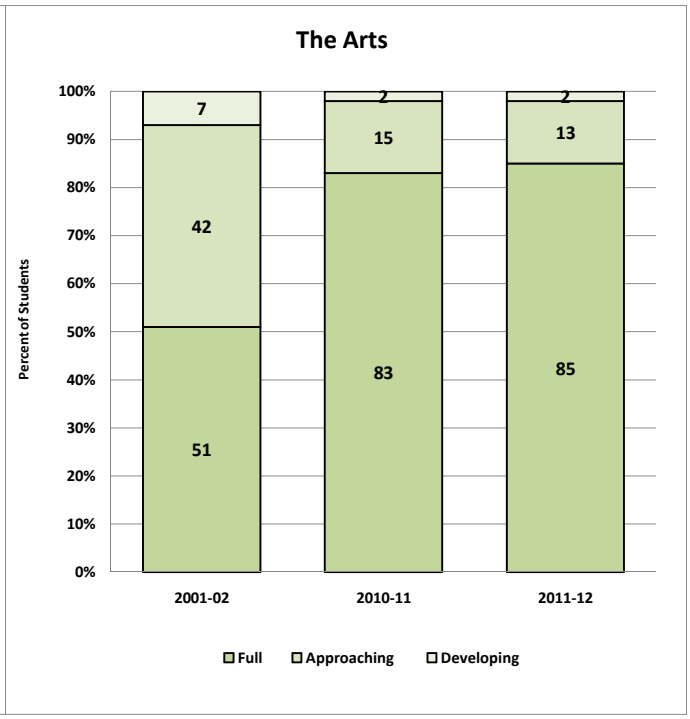
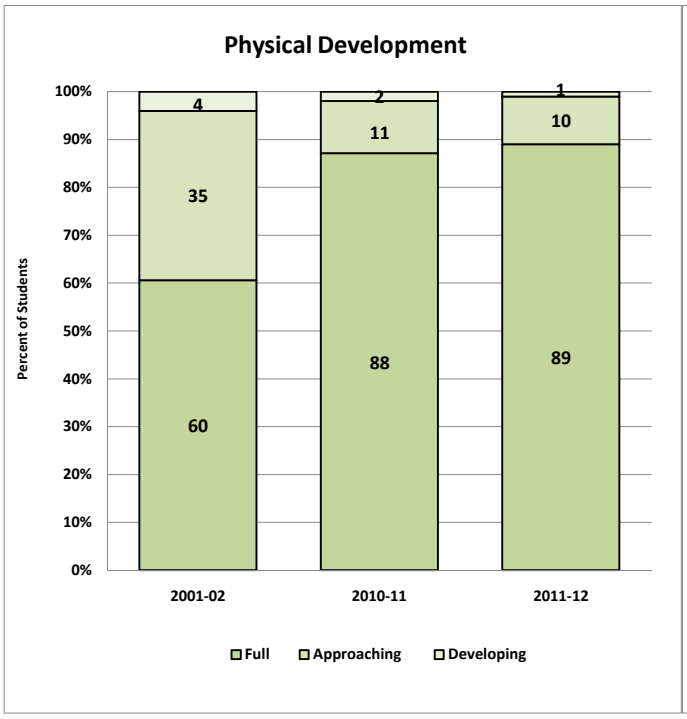
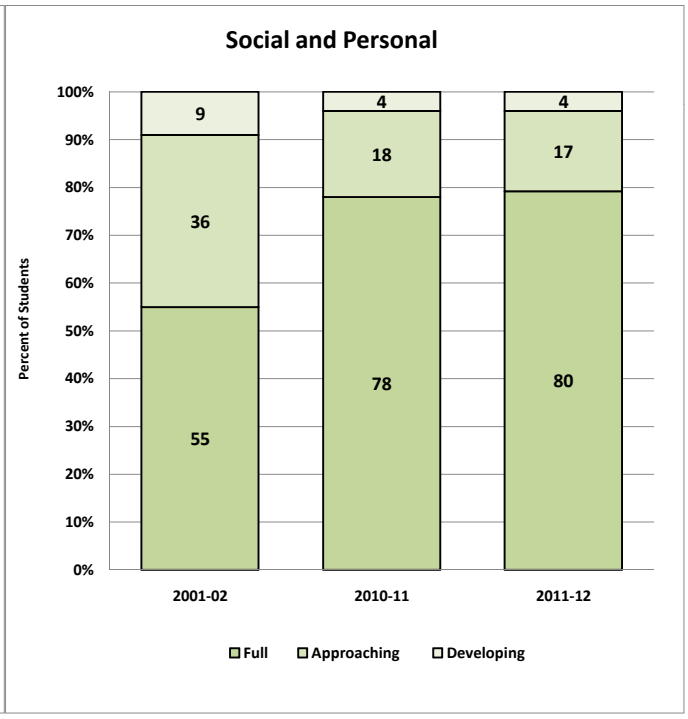
Trends for Composite and Domain Results
Maryland State









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	76	18	6	69	25	6	74	22	4	70	25	5	75	21	4	84	13	3	89	9	1	82	15	3
Asian	85	13	2	79	18	4	84	13	3	75	21	3	78	18	4	86	12	2	91	8	1	87	11	2
African American	74	20	5	69	25	6	71	23	6	65	29	5	71	24	5	83	15	2	87	11	2	79	18	3
Native Hawaiian/Pacific Islander	81	18	1	78	19	3	80	16	4	78	19	2	81	16	3	87	13	0	93	7	0	86	13	1
White	84	13	2	81	16	3	84	14	3	80	18	3	84	14	2	88	11	1	91	8	1	88	10	2
Hispanic	76	20	4	58	32	10	65	27	8	58	33	9	63	29	8	80	17	3	87	11	2	74	23	4
Two or More Races (Non-Hispanic/Latino)	81	16	3	78	19	4	81	15	4	73	24	3	80	18	3	86	12	1	91	8	1	86	12	2
Gender																								
Male	73	21	5	69	24	6	74	20	6	69	25	5	73	22	5	80	17	3	86	12	2	79	18	3
Female	86	12	2	77	19	4	79	17	4	73	23	4	79	18	3	90	9	1	92	7	1	87	12	2
Prior Care																								
Child Care Center	80	17	3	81	17	3	84	14	3	77	21	2	81	17	2	87	11	1	90	9	1	87	11	1
Family Child Care	78	18	4	67	26	7	71	23	7	65	29	5	71	25	4	83	15	2	86	12	2	79	18	3
Head Start	74	22	4	64	29	7	67	26	6	61	34	5	66	30	4	81	17	2	86	13	1	76	21	2
Home / Informal Care	75	20	5	57	31	12	61	28	11	59	32	10	65	27	8	81	16	3	85	13	2	72	23	5
Non-public Nursery	89	10	1	87	11	1	90	9	1	85	14	1	88	11	1	91	8	1	94	5	0	93	7	0
Pre-Kindergarten	79	17	4	74	21	5	77	19	4	70	25	5	75	21	4	84	14	2	89	9	2	83	15	3
Special Education																								
No	81	16	3	76	20	4	78	18	4	73	24	3	78	19	3	87	12	1	91	8	1	85	14	2
Yes	58	29	13	47	36	18	55	29	16	50	32	18	54	30	16	66	25	9	69	23	8	59	28	13
English Language Learners																								
No	80	16	4	76	19	4	79	17	4	74	22	4	79	18	3	86	12	2	89	9	1	85	13	2
Yes	76	21	4	55	34	11	63	28	8	56	35	9	60	32	8	80	18	3	86	12	2	72	25	4
Free and Reduced Price Meals																								
No	83	14	3	80	17	3	83	14	3	78	19	3	82	15	3	87	11	1	91	8	1	88	10	2
Yes	75	20	5	65	28	8	68	25	7	63	31	7	68	26	5	82	16	2	87	12	2	76	20	4
Aggregated Data	80	17	4	73	22	5	77	19	5	71	24	5	76	20	4	85	13	2	89	10	1	83	15	3

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

***** State prior care data excludes Anne Arundel County due to an Anne Arundel County Public School system error***

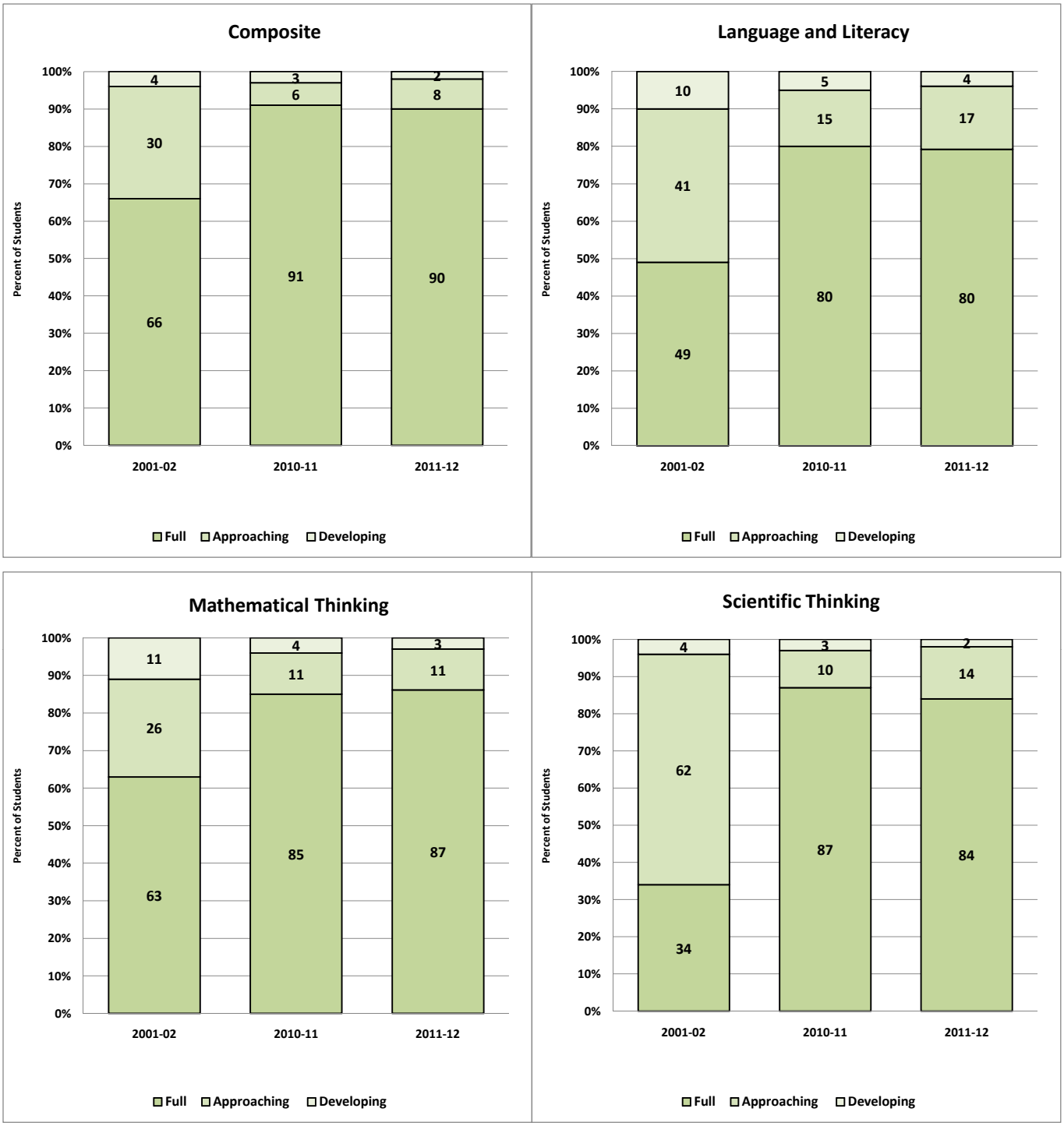
Maryland - Number of Kindergarten Students

	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	187	44	15	169	62	15	182	53	11	171	62	13	184	51	11	207	32	7	220	23	3	201	37	8
Asian	3,182	487	85	2,962	660	132	3,166	492	96	2,821	806	127	2,936	682	136	3,224	466	64	3,403	304	47	3,256	427	71
African American	15,497	4,259	1,115	14,469	5,122	1,280	14,865	4,741	1,264	13,665	6,061	1,144	14,805	5,106	959	17,328	3,058	484	18,106	2,393	371	16,440	3,721	709
Native Hawaiian/Pacific Islander	108	24	2	105	25	4	107	22	5	105	26	3	108	22	4	116	18	0	125	9	0	115	18	1
White	22,101	3,544	641	21,170	4,308	808	21,992	3,571	723	20,996	4,620	670	22,146	3,616	524	23,098	2,843	345	23,900	2,081	305	23,245	2,643	398
Hispanic	7,596	1,977	383	5,821	3,141	994	6,438	2,697	821	5,767	3,311	878	6,278	2,918	760	7,973	1,727	256	8,651	1,126	179	7,320	2,248	388
Two or More Races (Non-Hispanic/Latino)	2,215	441	69	2,115	513	97	2,210	419	96	1,996	647	82	2,171	485	69	2,352	334	39	2,471	222	32	2,351	322	52
Gender																								
Male	24,253	7,095	1,748	22,971	8,051	2,074	24,607	6,658	1,831	22,919	8,377	1,800	24,290	7,217	1,589	26,568	5,633	895	28,391	4,053	652	26,185	5,803	1,108
Female	26,632	3,681	562	23,839	5,780	1,256	24,352	5,337	1,185	22,602	7,155	1,117	24,338	5,662	874	27,729	2,845	300	28,484	2,105	285	26,742	3,613	519
Prior Care																								
Child Care Center	6,124	1,275	236	6,153	1,286	196	6,381	1,054	200	5,874	1,572	189	6,190	1,291	154	6,678	862	95	6,901	662	72	6,668	861	106
Family Child Care	2,109	493	115	1,808	713	196	1,918	618	181	1,768	800	149	1,922	673	122	2,266	396	55	2,348	327	42	2,135	492	90
Head Start	2,439	731	133	2,122	950	231	2,222	875	206	2,003	1,133	167	2,190	976	137	2,687	551	65	2,837	422	44	2,512	710	81
Home / Informal Care	6,243	1,627	415	4,749	2,531	1,005	5,089	2,288	908	4,862	2,630	793	5,347	2,262	676	6,670	1,366	249	7,035	1,053	197	5,965	1,901	419
Non-public Nursery	6,801	729	89	6,657	873	89	6,854	699	66	6,451	1,087	81	6,722	842	55	6,945	631	43	7,191	391	37	7,078	507	34
Pre-Kindergarten	21,668	4,622	1,107	20,247	5,842	1,308	21,075	5,139	1,182	19,194	6,918	1,284	20,541	5,746	1,109	23,125	3,712	559	24,382	2,577	437	22,659	3,997	740
Special Education																								
No	47,855	9,285	1,611	44,367	11,974	2,410	46,103	10,472	2,175	42,928	13,844	1,978	45,808	11,338	1,604	50,839	7,175	736	53,294	4,940	516	49,863	7,945	942
Yes	3,030	1,491	699	2,444	1,857	919	2,857	1,523	840	2,593	1,689	938	2,820	1,542	858	3,459	1,302	459	3,582	1,218	420	3,065	1,471	684
English Language Learners																								
No	43693	8821	1954	41538	10621	2309	42956	9292	2219	40242	12181	2044	42934	9870	1663	46726	6789	952	48679	5017	771	46130	7081	1256
Yes	7192	1955	356	5273	3210	1020	6004	2703	796	5279	3352	872	5694	3010	799	7572	1688	243	8197	1141	165	6798	2335	370
Free and Reduced Price Meals																								
No	29,399	5,007	956	28,306	5,939	1,117	29,469	4,898	994	27,612	6,715	1,034	29,108	5,354	899	30,920	3,920	521	32,074	2,854	433	31,058	3,691	612
Yes	21,486	5,769	1,354	18,505	7,892	2,212	19,491	7,097	2,021	17,909	8,818	1,882	19,520	7,526	1,563	23,378	4,557	674	24,802	3,304	503	21,870	5,725	1,014
Aggregated Data	50,886	10,776	2,310	46,811	13,831	3,330	48,960	11,995	3,016	45,521	15,533	2,917	48,628	12,880	2,463	54,298	8,478	1,195	56,876	6,158	937	52,928	9,416	1,627

* = fewer than 5

***** State prior care data excludes Anne Arundel County due to an Anne Arundel County Public School system error***

MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Allegany County



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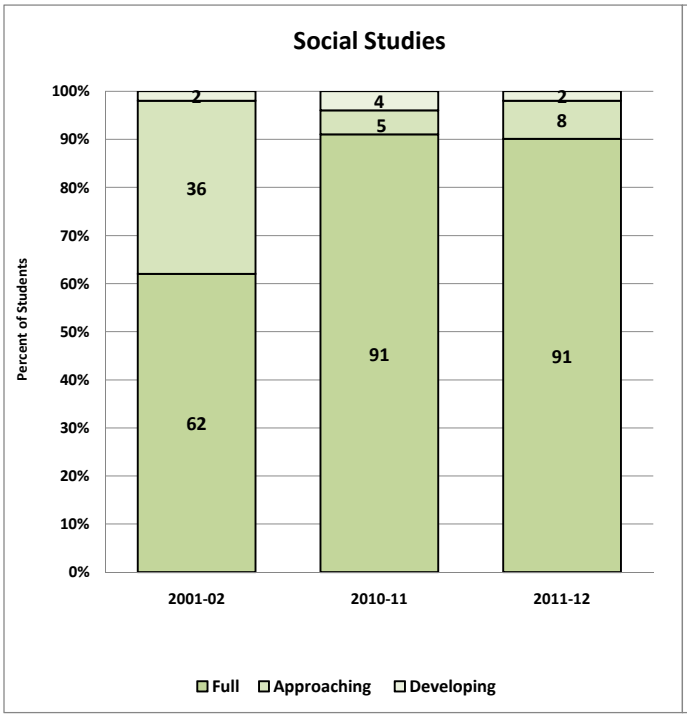
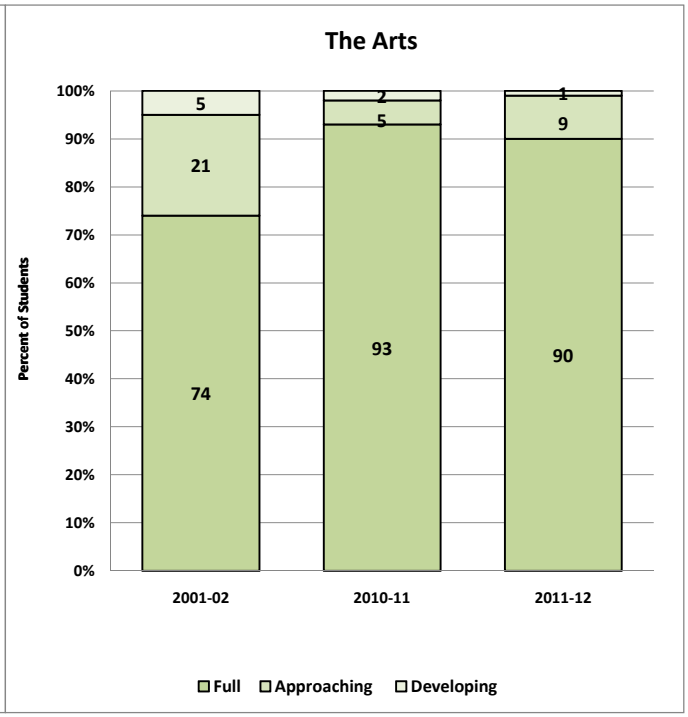
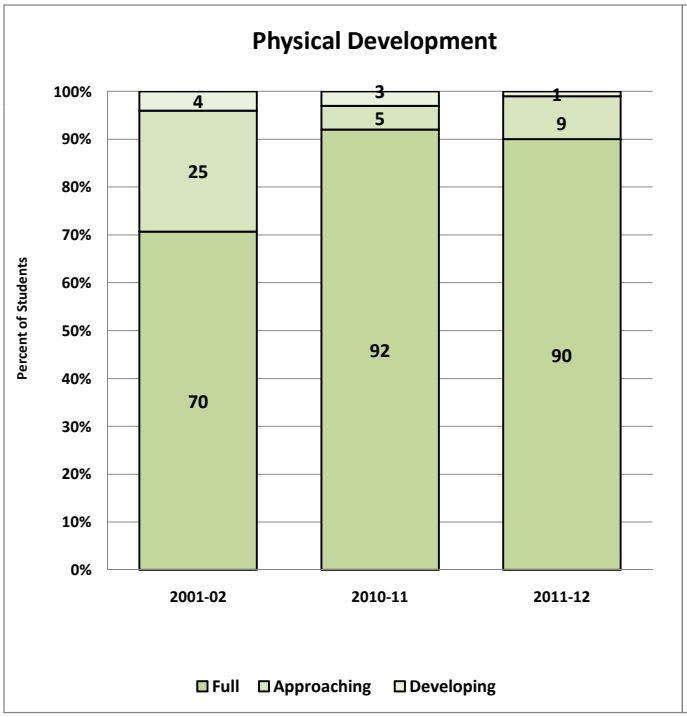
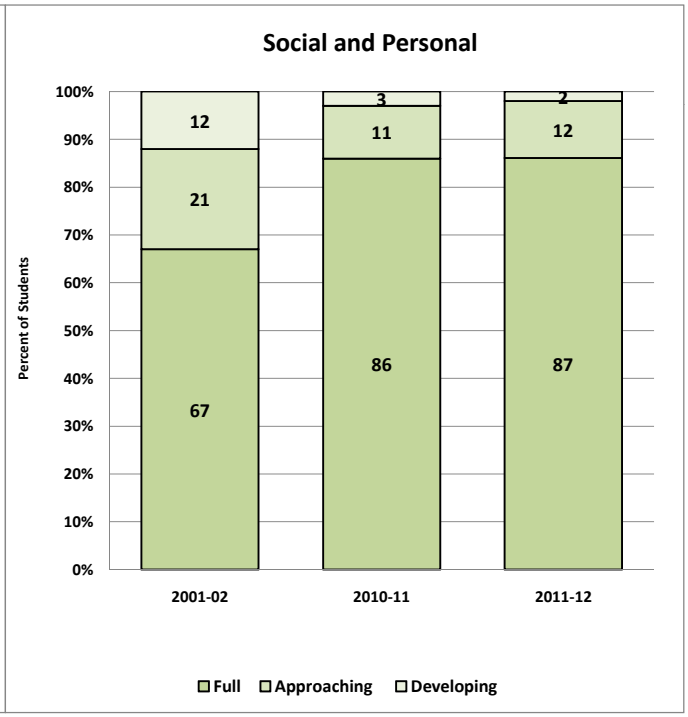
Trends for Composite and Domain Results
Allegany County









Allegany County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	80	20	0	87	7	7	73	13	13	87	7	7	7	7	87	87	7	7	87	13	0	87	7	7
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	87	11	2	79	17	4	87	11	2	85	13	2	7	2	91	89	10	1	89	9	2	90	8	2
Hispanic	100	0	0	92	8	0	92	8	0	85	15	0	0	0	100	100	0	0	100	0	0	100	0	0
Two or More Races (Non-Hispanic/Latino)	82	16	3	74	24	3	84	13	3	76	24	0	18	0	82	92	8	0	92	8	0	84	16	0
Gender																								
Male	83	15	2	78	19	3	85	12	3	83	15	2	89	9	2	88	10	2	88	10	1	88	10	2
Female	91	8	1	82	15	4	89	10	2	86	12	2	92	7	1	92	8	0	92	7	1	92	6	1
Prior Care																								
Child Care Center	74	26	0	74	16	11	89	5	5	79	21	0	79	21	0	84	16	0	79	21	0	79	21	0
Family Child Care	83	8	8	67	21	13	75	17	8	67	29	4	71	25	4	88	13	0	79	21	0	75	21	4
Head Start	73	27	0	58	35	8	73	27	0	69	31	0	88	12	0	77	23	0	88	12	0	81	19	0
Home / Informal Care	94	6	0	63	33	4	71	29	0	73	25	2	88	12	0	92	8	0	90	10	0	94	6	0
Non-public Nursery	94	6	0	97	3	0	97	3	0	94	6	0	100	0	0	94	6	0	94	3	3	97	3	0
Pre-Kindergarten	87	11	2	82	15	3	89	9	3	87	11	2	92	6	2	90	8	1	90	8	2	91	7	2
Special Education																								
No	89	10	1	83	15	1	91	8	1	87	12	1	93	7	0	92	8	0	94	6	0	93	6	0
Yes	69	21	10	53	30	17	59	27	14	65	22	12	74	15	11	78	14	9	64	27	9	69	20	11
English Language Learners																								
No	87	12	2	80	17	4	87	11	3	84	14	2	91	8	2	90	9	1	90	9	1	90	8	2
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals																								
No	95	4	1	90	9	1	95	4	0	92	7	1	97	2	1	94	6	0	94	4	2	97	3	1
Yes	82	16	2	73	22	5	81	15	4	79	18	3	87	11	2	87	11	2	87	12	1	86	12	2
Aggregated Data	87	12	2	80	17	4	87	11	3	84	14	2	91	8	2	90	9	1	90	9	1	90	8	2

* = fewer than 5

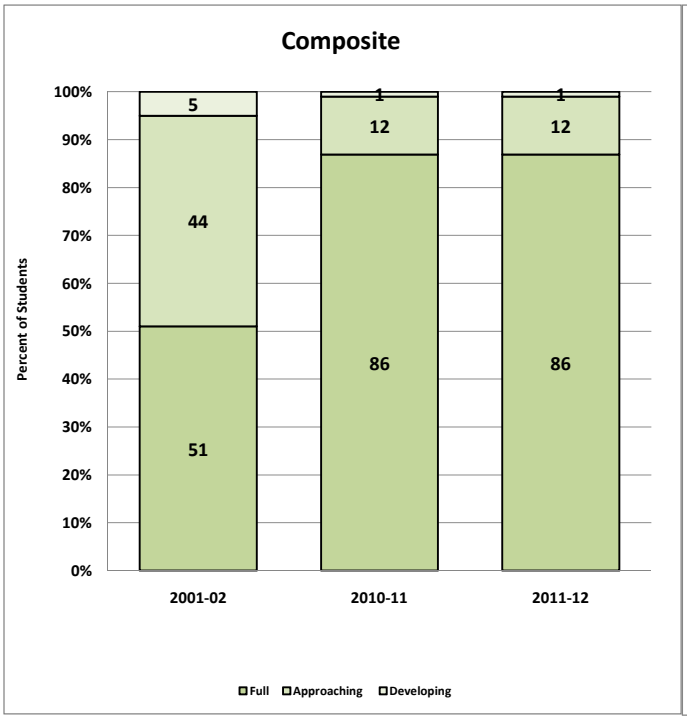
May not total 100% due to rounding.

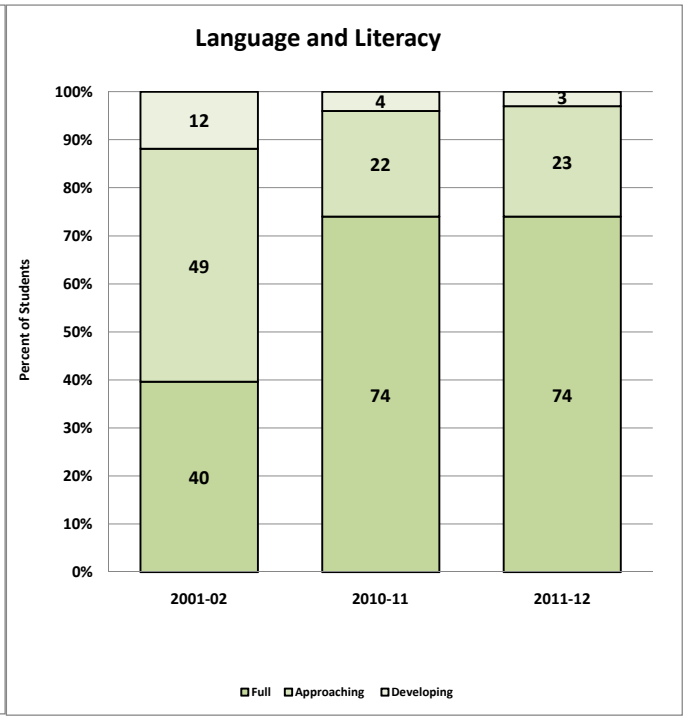
Allegany County - Number of Kindergarten Students

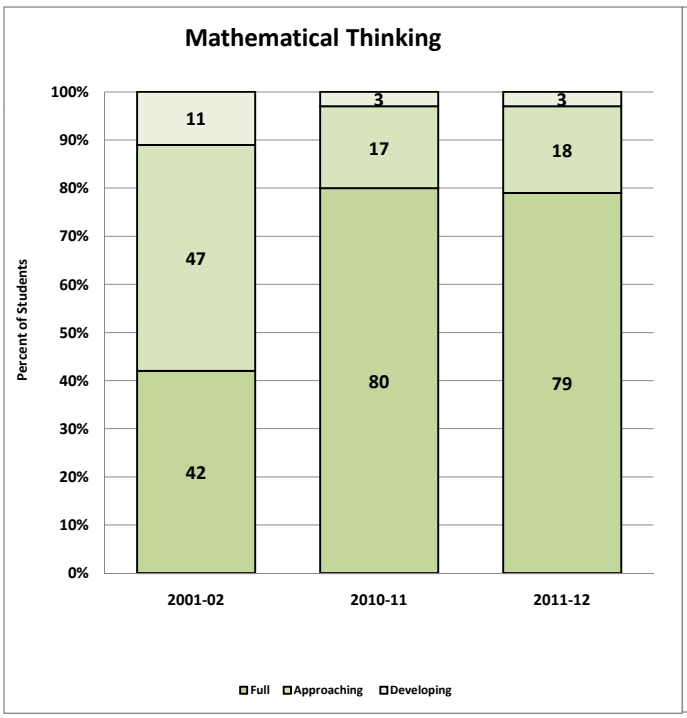
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	12	3	0	13	1	1	11	2	2	13	1	1	1	1	13	13	1	1	13	2	0	13	1	1
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	483	63	10	441	95	20	483	60	13	471	73	12	40	9	507	497	53	6	497	50	9	503	44	9
Hispanic	13	0	0	12	1	0	12	1	0	11	2	0	0	0	13	13	0	0	13	0	0	13	0	0
Two or More Races (Non-Hispanic/Latino)	31	6	1	28	9	1	32	5	1	29	9	0	7	0	31	35	3	0	35	3	0	32	6	0
Gender																								
Male	279	51	7	262	64	11	286	40	11	280	49	8	301	29	7	296	35	6	297	35	5	298	33	6
Female	263	22	4	236	42	11	256	28	5	248	36	5	267	19	3	266	22	1	265	20	4	267	18	4
Prior Care																								
Child Care Center	14	5	0	14	3	2	17	1	1	15	4	0	15	4	0	16	3	0	15	4	0	15	4	0
Family Child Care	20	2	2	16	5	3	18	4	2	16	7	1	17	6	1	21	3	0	19	5	0	18	5	1
Head Start	19	7	0	15	9	2	19	7	0	18	8	0	23	3	0	20	6	0	23	3	0	21	5	0
Home / Informal Care	49	3	0	33	17	2	37	15	0	38	13	1	46	6	0	48	4	0	47	5	0	49	3	0
Non-public Nursery	32	2	0	33	1	0	33	1	0	32	2	0	34	0	0	32	2	0	32	1	1	33	1	0
Pre-Kindergarten	407	54	9	386	71	13	417	40	13	408	51	11	432	29	9	424	39	7	425	37	8	428	33	9
Special Education																								
No	486	56	3	455	82	8	494	46	5	475	67	3	508	36	1	499	46	0	510	33	2	509	35	1
Yes	56	17	8	43	24	14	48	22	11	53	18	10	60	12	9	63	11	7	52	22	7	56	16	9
English Language Learners																								
No	542	73	11	498	106	22	542	68	16	528	85	13	568	48	10	562	57	7	562	55	9	565	51	10
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals																								
No	226	10	3	214	22	3	228	10	1	221	16	2	231	5	3	224	14	1	225	10	4	231	6	2
Yes	316	63	8	284	84	19	314	58	15	307	69	11	337	43	7	338	43	6	337	45	5	334	45	8
Aggregated Data	542	73	11	498	106	22	542	68	16	528	85	13	568	48	10	562	57	7	562	55	9	565	51	10

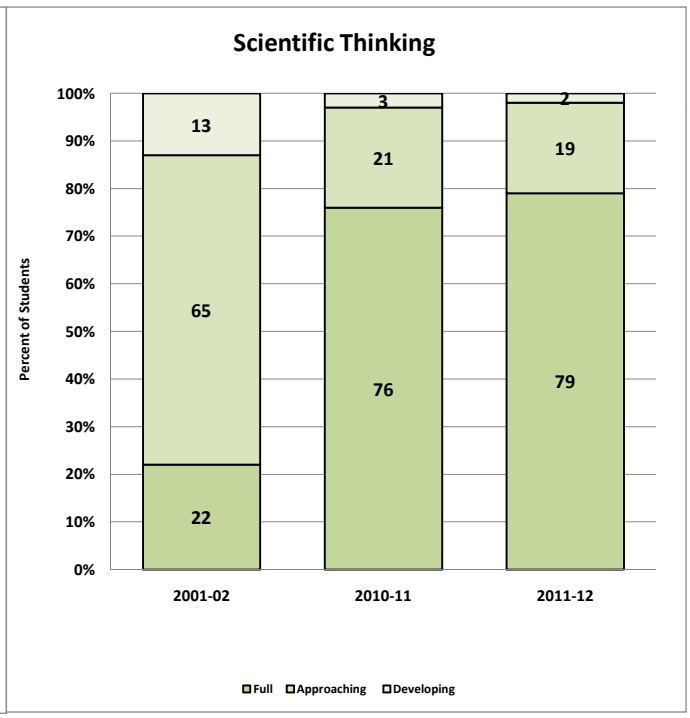
* = fewer than 5

MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Anne Arundel County

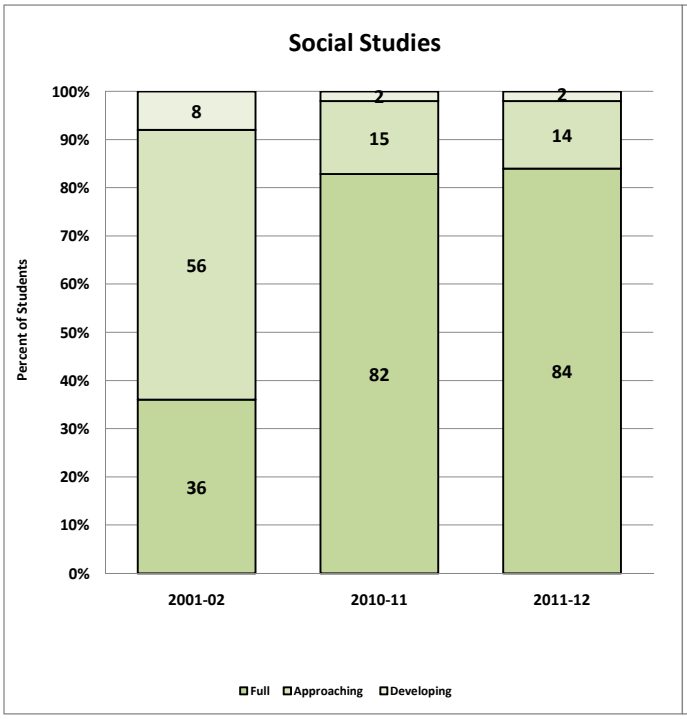


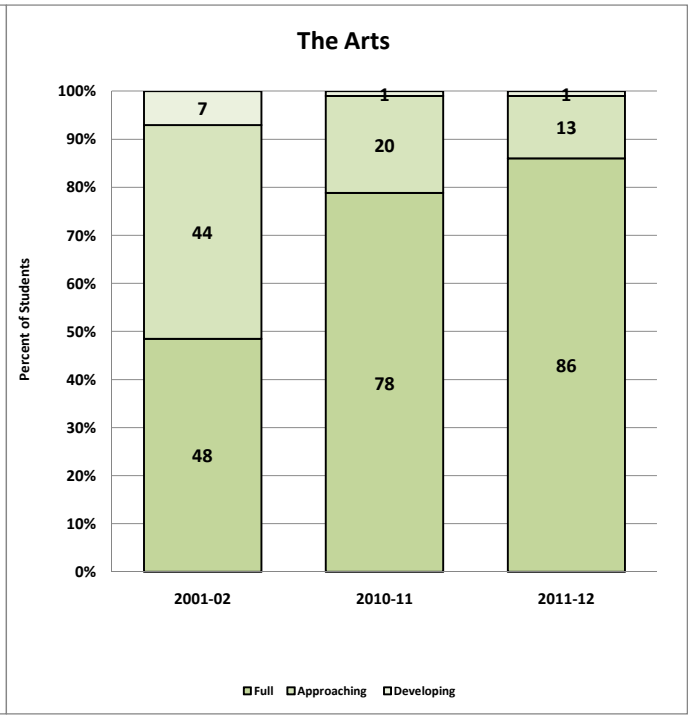


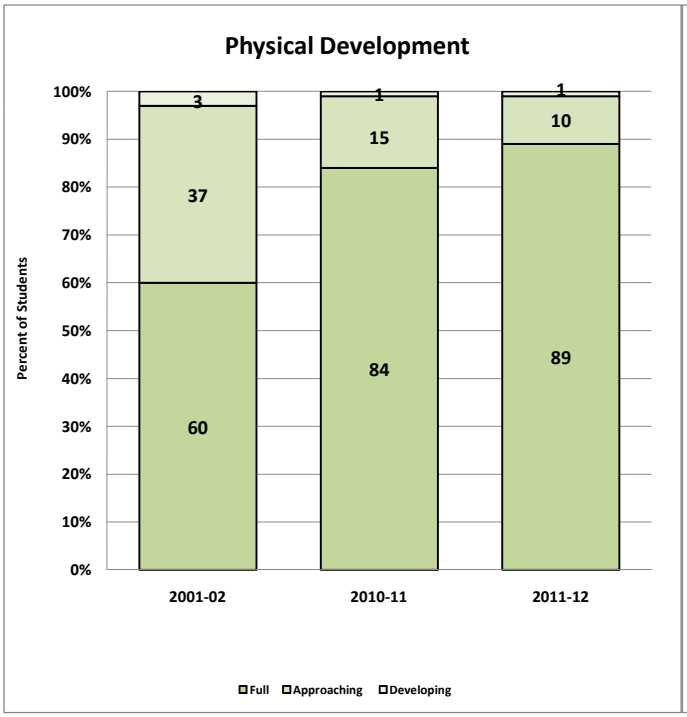


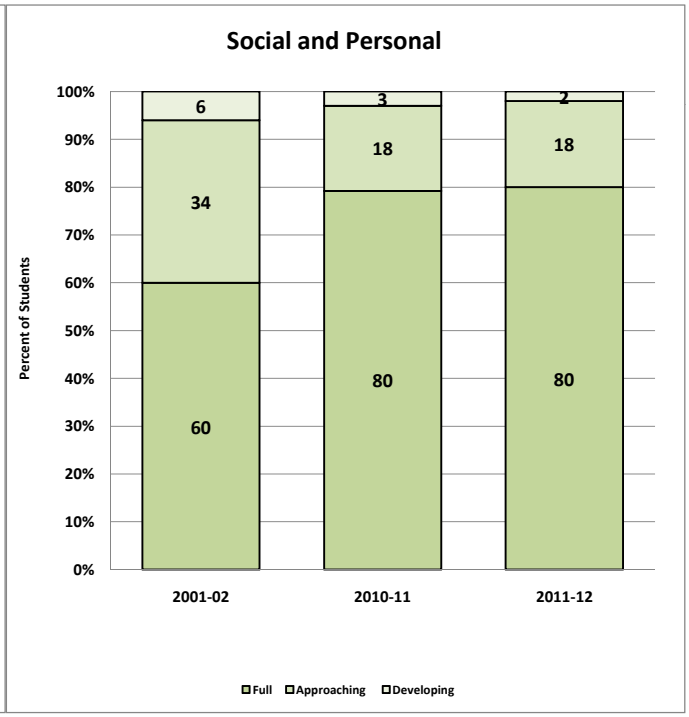


MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Anne Arundel County









Anne Arundel County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	75	25	0	70	25	5	80	15	5	95	5	0	90	5	5	75	25	0	95	0	5	90	5	5
Asian	87	12	1	78	18	4	84	12	3	80	16	3	87	10	3	87	12	1	91	8	1	91	7	2
African American	74	23	3	70	26	4	74	23	4	78	20	2	81	17	2	85	14	2	86	13	1	84	15	2
Native Hawaiian/Pacific Islander	82	12	6	76	24	0	76	18	6	82	18	0	82	12	6	88	12	0	94	6	0	88	12	0
White	81	16	2	77	20	3	82	16	2	81	17	2	86	12	1	87	12	1	90	9	1	88	11	1
Hispanic	76	21	2	59	34	7	67	28	5	69	27	5	75	21	3	81	17	1	87	12	1	77	21	1
Two or More Races (Non-Hispanic/Latino)	81	18	2	78	20	2	84	15	2	81	19	0	91	9	0	88	11	1	93	6	1	91	9	0
Gender																								
Male	73	24	4	69	26	4	76	20	4	77	20	3	82	15	3	81	17	2	86	12	2	83	15	2
Female	87	12	1	79	19	2	81	16	2	81	18	1	86	13	1	91	8	0	92	8	1	90	9	1
Prior Care																								
Child Care Center																								
Family Child Care																								
Head Start																								
Home / Informal Care																								
Non-public Nursery																								
Pre-Kindergarten																								
Special Education																								
No	82	17	2	76	21	2	81	17	2	81	18	1	86	13	1	87	12	1	91	9	1	88	11	1
Yes	56	34	10	41	41	18	53	32	15	53	31	16	61	27	12	68	24	9	65	27	8	59	30	11
English Language Learners																								
No	80	18	2	76	21	3	81	17	3	81	17	2	86	12	2	87	12	1	89	10	1	87	11	1
Yes	76	23	2	51	41	8	60	33	7	62	32	5	67	29	4	80	19	1	84	14	1	73	25	1
Free and Reduced Price Meals																								
No	80	17	2	76	21	3	81	17	2	81	18	2	86	13	1	87	12	1	90	9	1	88	11	1
Yes	75	22	3	62	31	7	69	25	6	71	25	4	76	20	4	81	18	2	84	14	2	79	19	2
Aggregated Data	80	18	2	74	23	3	79	18	3	79	19	2	84	14	2	86	13	1	89	10	1	86	12	1

* = fewer than 5

May not total 100% due to rounding.

***** Prior Care information is not available due to an Anne Arundel County Public School system error***

Anne Arundel County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	15	5	0	14	5	1	16	3	1	19	1	0	18	1	1	15	5	0	19	0	1	18	1	1
Asian	182	25	2	164	37	8	176	26	7	168	34	7	181	21	7	181	25	3	191	16	2	190	14	5
African American	789	241	33	744	280	39	782	240	41	829	208	26	863	179	21	902	144	17	911	141	11	890	157	16
Native Hawaiian/Pacific Islander	14	2	1	13	4	0	13	3	1	14	3	0	14	2	1	15	2	0	16	1	0	15	2	0
White	2,869	577	82	2,725	702	101	2,888	557	83	2,861	603	64	3,045	431	52	3,067	416	45	3,162	325	41	3,099	378	51
Hispanic	549	153	16	423	247	48	480	200	38	492	191	35	540	154	24	585	123	10	623	86	9	556	152	10
Two or More Races (Non-Hispanic/Latino)	265	59	5	258	66	5	276	48	5	266	62	1	298	30	1	291	36	2	307	19	3	298	30	1
Gender																								
Male	2,181	709	111	2,074	793	134	2,286	604	111	2,316	589	96	2,474	451	76	2,422	516	63	2,587	367	47	2,478	461	62
Female	2,502	353	28	2,267	548	68	2,345	473	65	2,333	513	37	2,485	367	31	2,634	235	14	2,642	221	20	2,588	273	22
Prior Care																								
Child Care Center																								
Family Child Care																								
Head Start																								
Home / Informal Care																								
Non-public Nursery																								
Pre-Kindergarten																								
Special Education																								
No	4,437	912	94	4,160	1,159	124	4,396	935	112	4,414	966	63	4,689	701	53	4,757	647	39	4,943	467	33	4,805	602	36
Yes	246	150	45	181	182	78	235	142	64	235	136	70	270	117	54	299	104	38	286	121	34	261	132	48
English Language Learners																								
No	4267	937	130	4062	1115	157	4300	895	139	4306	924	104	4589	661	84	4617	648	69	4766	509	59	4663	594	77
Yes	416	125	9	279	226	45	331	182	37	343	178	29	370	157	23	439	103	8	463	79	8	403	140	7
Free and Reduced Price Meals																								
No	3,967	852	112	3,751	1,044	136	3,975	835	121	3,977	863	91	4,235	623	73	4,288	583	60	4,428	451	52	4,316	554	61
Yes	716	210	27	590	297	66	656	242	55	672	239	42	724	195	34	768	168	17	801	137	15	750	180	23
Aggregated Data	4,683	1,062	139	4,341	1,341	202	4,631	1,077	176	4,649	1,102	133	4,959	818	107	5,056	751	77	5,229	588	67	5,066	734	84

* = fewer than 5

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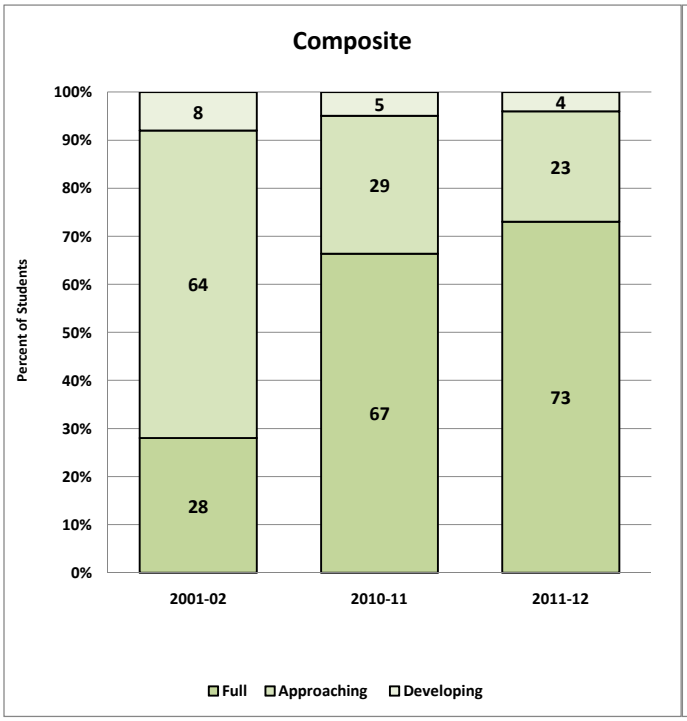
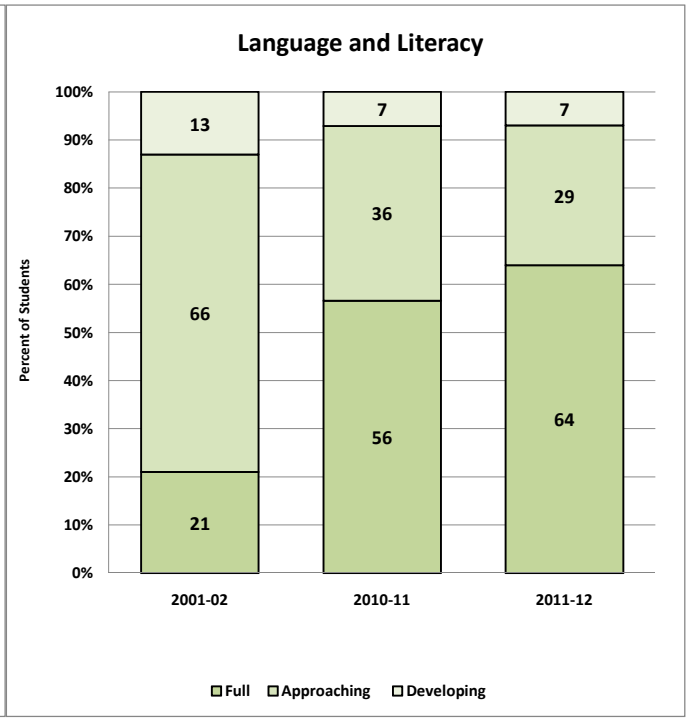
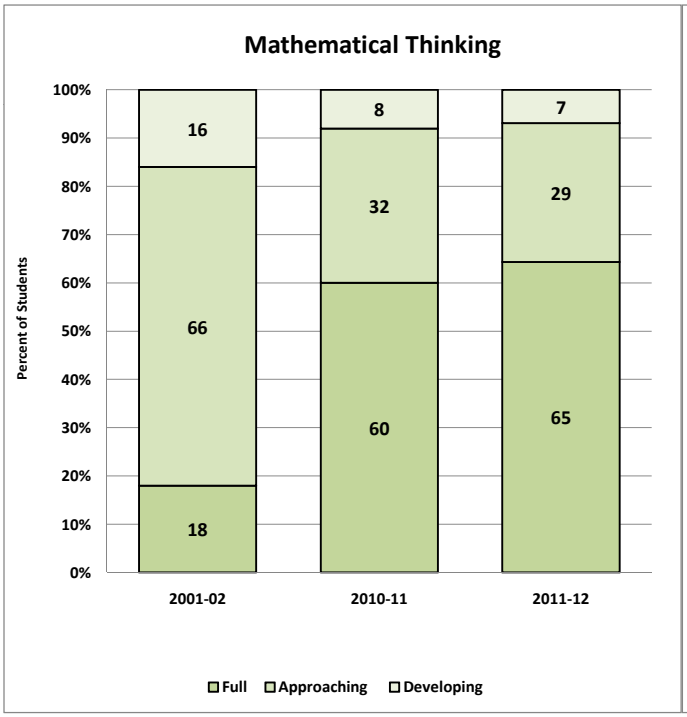
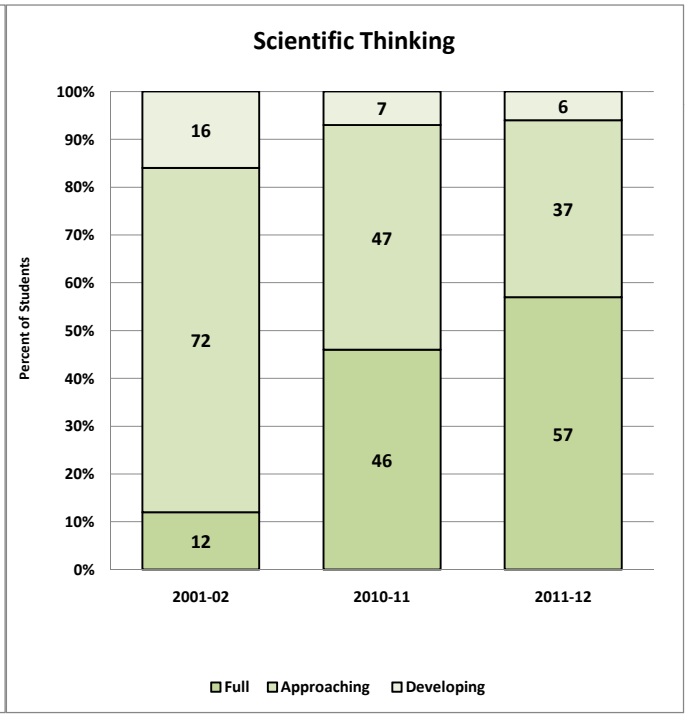
MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Baltimore City

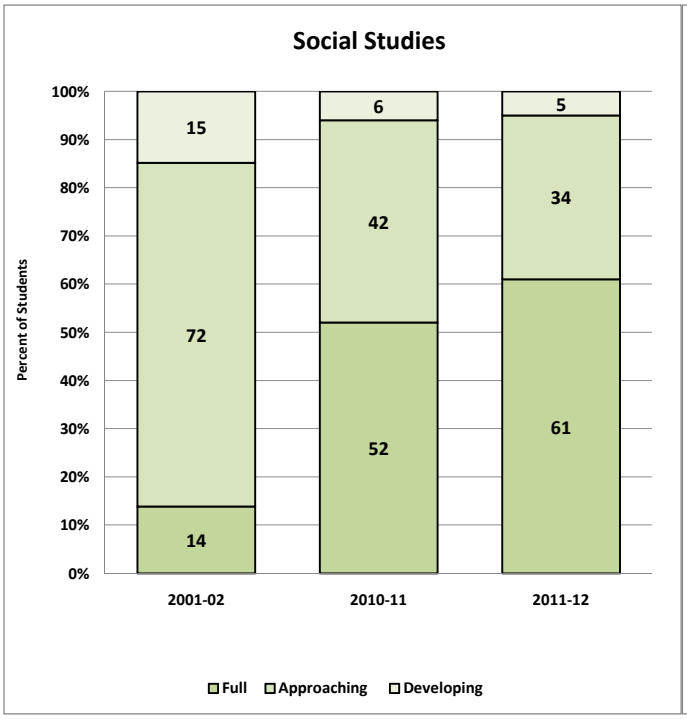


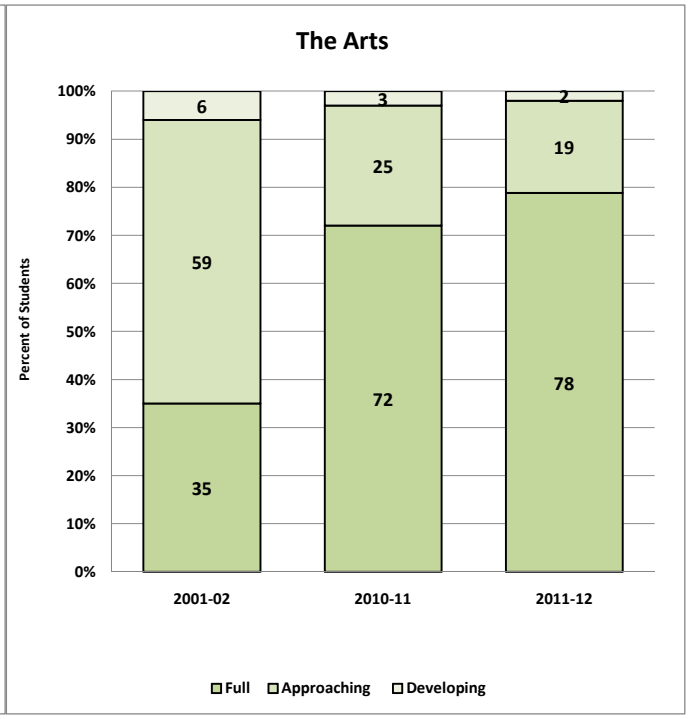


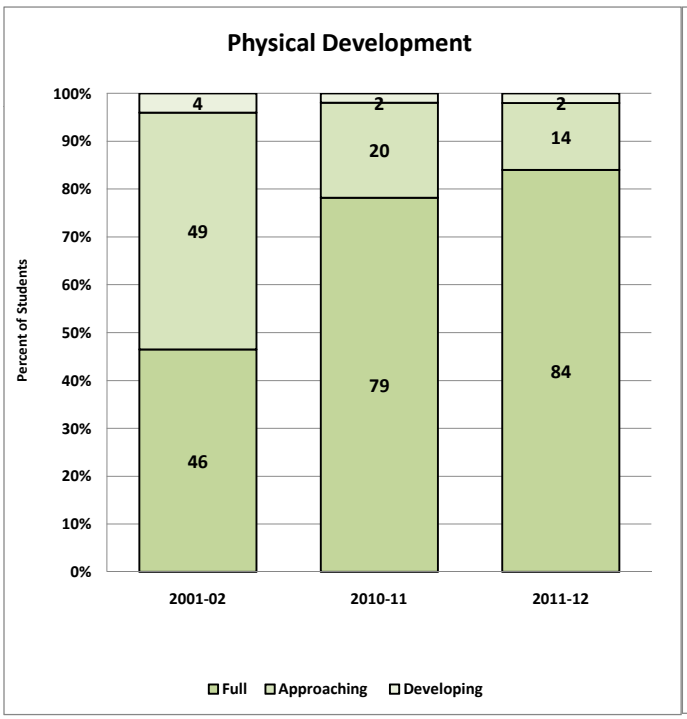


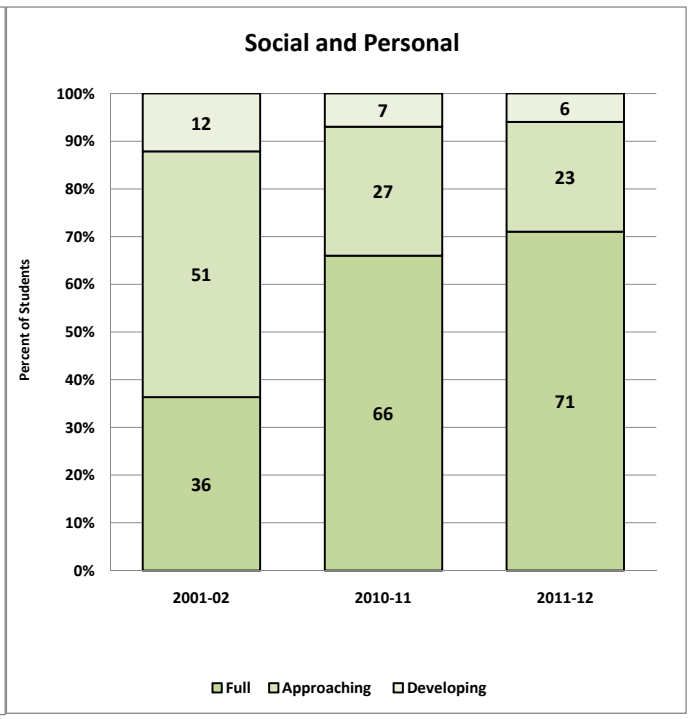


MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Baltimore City









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	71	24	6	76	18	6	71	24	6	76	18	6	71	24	6	76	24	0	94	6	0	82	12	6
Asian	73	25	1	66	25	9	66	30	4	55	36	9	63	28	9	72	22	6	82	16	1	69	27	4
African American	70	23	6	64	29	7	64	29	7	57	37	6	61	34	5	79	18	2	84	14	2	73	23	4
Native Hawaiian/Pacific Islander	71	29	0	62	24	14	67	24	10	52	43	5	57	38	5	81	19	0	86	14	0	67	33	0
White	76	19	5	70	24	6	70	26	5	65	32	3	68	29	3	75	22	3	83	16	2	76	21	3
Hispanic	72	25	3	57	35	7	60	35	5	52	41	7	54	39	7	76	23	1	84	15	2	70	27	4
Two or More Races (Non-Hispanic/Latino)	67	30	3	59	39	1	62	35	3	49	48	3	51	48	1	62	38	0	75	25	0	67	32	1
Gender																								
Male	64	27	8	60	32	9	61	31	8	54	39	7	58	36	7	74	23	3	81	17	2	69	27	5
Female	78	19	3	69	26	5	68	27	5	60	36	4	64	32	3	83	15	1	87	12	1	78	20	2
Prior Care																								
Child Care Center	67	26	7	61	33	6	68	25	8	58	37	5	63	34	3	79	18	2	83	16	1	71	26	3
Family Child Care	64	26	9	49	39	12	46	41	13	41	51	9	48	43	9	73	24	3	76	21	3	62	30	7
Head Start	72	23	5	58	34	8	57	36	6	50	45	5	56	40	4	79	19	2	83	16	1	70	28	2
Home / Informal Care	63	28	9	44	38	18	45	39	16	43	42	15	48	40	12	69	26	5	77	20	4	57	34	9
Non-public Nursery	74	22	4	68	29	4	68	28	4	60	36	4	63	34	3	66	32	1	82	15	2	72	25	3
Pre-Kindergarten	73	22	5	70	25	5	70	26	4	61	34	4	64	32	4	81	17	2	86	13	1	77	20	3
Special Education																								
No	73	22	5	67	28	5	67	28	5	59	37	4	63	34	4	80	18	2	86	13	1	75	22	3
Yes	50	33	17	39	38	22	44	35	21	38	40	22	40	41	20	62	28	10	66	26	8	49	36	16
English Language Learners																								
No	71	23	6	65	28	7	65	29	6	58	37	6	61	34	5	79	19	2	84	14	2	74	23	4
Yes	72	24	4	56	35	9	59	33	7	52	39	9	55	37	9	74	25	1	83	15	1	68	27	5
Free and Reduced Price Meals																								
No	74	21	5	72	22	6	72	23	5	62	32	5	67	29	4	80	18	2	84	14	2	78	19	3
Yes	71	24	6	63	30	7	63	30	7	56	38	6	60	35	5	78	19	2	84	14	2	72	24	4
Aggregated Data	71	23	6	64	29	7	65	29	7	57	37	6	61	34	5	78	19	2	84	14	2	73	23	4

* = fewer than 5

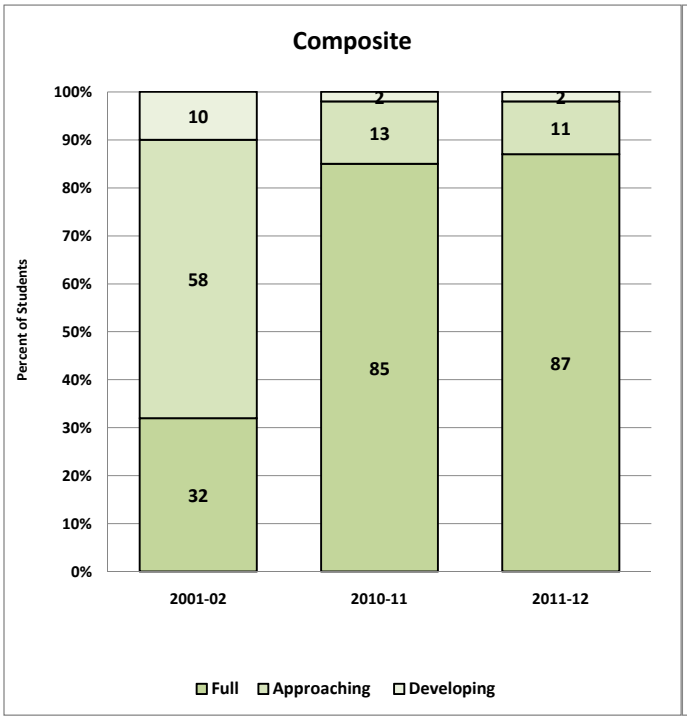
May not total 100% due to rounding.

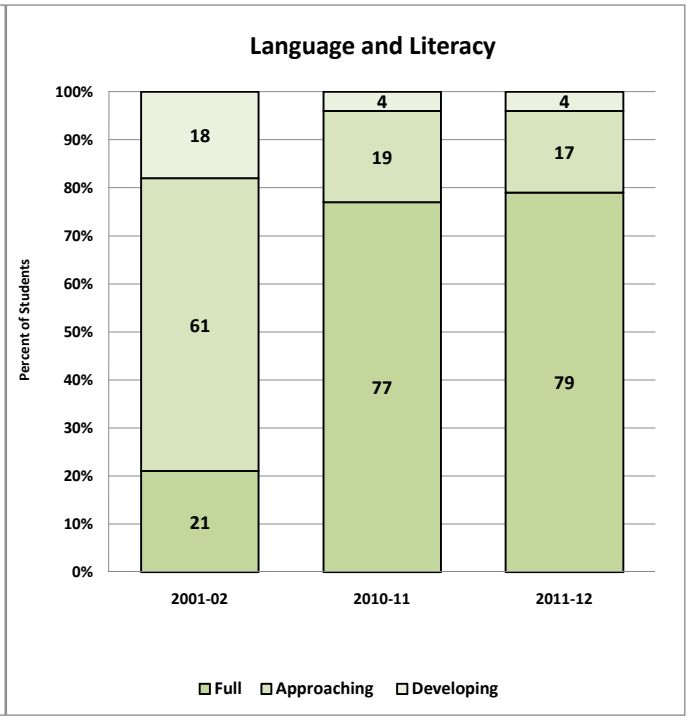
Baltimore City - Number of Kindergarten Students

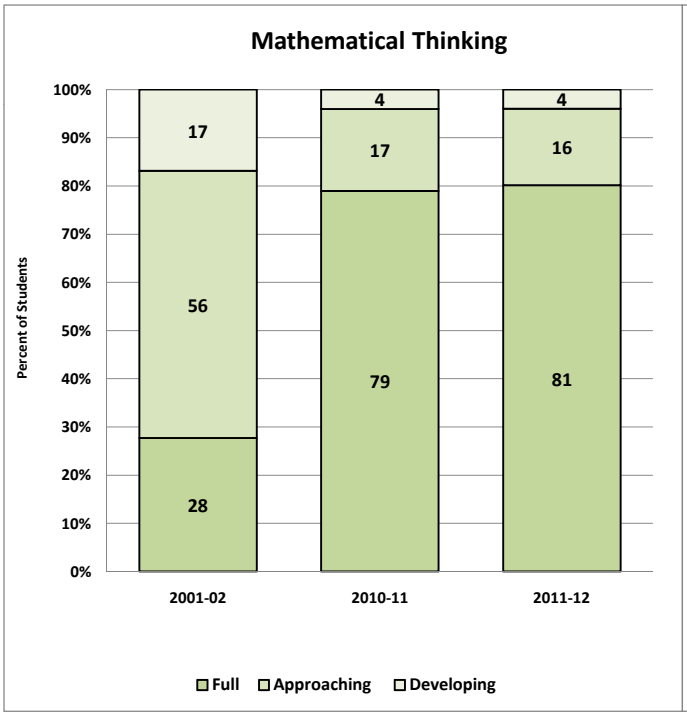
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	12	4	1	13	3	1	12	4	1	13	3	1	12	4	1	13	4	0	16	1	0	14	2	1
Asian	49	17	1	44	17	6	44	20	3	37	24	6	42	19	6	48	15	4	55	11	1	46	18	3
African American	3,837	1,275	334	3,505	1,559	382	3,510	1,554	382	3,089	2,034	323	3,305	1,864	277	4,327	990	129	4,590	764	92	3,990	1,248	208
Native Hawaiian/Pacific Islander	15	6	0	13	5	3	14	5	2	11	9	1	12	8	1	17	4	0	18	3	0	14	7	0
White	542	135	39	504	171	41	500	183	33	465	226	25	484	210	22	540	156	20	591	113	12	544	151	21
Hispanic	456	159	22	365	226	46	381	223	33	331	261	45	347	248	42	482	147	8	532	95	10	443	169	25
Two or More Races (Non-Hispanic/Latino)	46	21	2	41	27	1	43	24	2	34	33	2	35	33	1	43	26	0	52	17	0	46	22	1
Gender																								
Male	2,296	976	302	2,134	1,134	306	2,192	1,102	280	1,938	1,381	255	2,056	1,283	235	2,643	816	115	2,889	600	85	2,449	948	177
Female	2,661	641	97	2,351	874	174	2,312	911	176	2,042	1,209	148	2,181	1,103	115	2,827	526	46	2,965	404	30	2,648	669	82
Prior Care																								
Child Care Center	178	69	18	162	88	15	179	65	21	155	98	12	167	89	9	210	49	6	221	42	2	188	70	7
Family Child Care	172	70	25	131	104	32	124	109	34	109	135	23	129	114	24	195	65	7	204	56	7	166	81	20
Head Start	488	159	35	395	234	53	390	248	44	343	305	34	384	274	24	538	132	12	565	109	8	475	191	16
Home / Informal Care	535	239	74	375	324	149	384	329	135	368	357	123	403	341	104	584	220	44	649	168	31	483	289	76
Non-public Nursery	134	40	8	123	52	7	124	51	7	109	65	8	115	61	6	121	59	2	150	28	4	131	46	5
Pre-Kindergarten	3,417	1,029	235	3,270	1,192	219	3,275	1,196	210	2,870	1,613	198	3,008	1,495	178	3,785	810	86	4,026	596	59	3,620	931	130
Special Education																								
No	4,652	1,416	295	4,245	1,775	343	4,237	1,798	328	3,747	2,346	270	3,996	2,138	229	5,091	1,169	103	5,450	847	66	4,801	1,399	163
Yes	305	201	104	240	233	137	267	215	128	233	244	133	241	248	121	379	173	58	404	157	49	296	218	96
English Language Learners																								
No	4561	1482	377	4177	1814	429	4175	1830	415	3693	2372	355	3935	2183	302	5062	1204	154	5393	920	107	4719	1468	233
Yes	396	135	22	308	194	51	329	183	41	287	218	48	302	203	48	408	138	7	461	84	8	378	149	26
Free and Reduced Price Meals																								
No	729	210	49	707	222	59	707	232	49	617	320	51	658	288	42	788	180	20	832	137	19	768	191	29
Yes	4,228	1,407	350	3,778	1,786	421	3,797	1,781	407	3,363	2,270	352	3,579	2,098	308	4,682	1,162	141	5,022	867	96	4,329	1,426	230
Aggregated Data	4,957	1,617	399	4,485	2,008	480	4,504	2,013	456	3,980	2,590	403	4,237	2,386	350	5,470	1,342	161	5,854	1,004	115	5,097	1,617	259

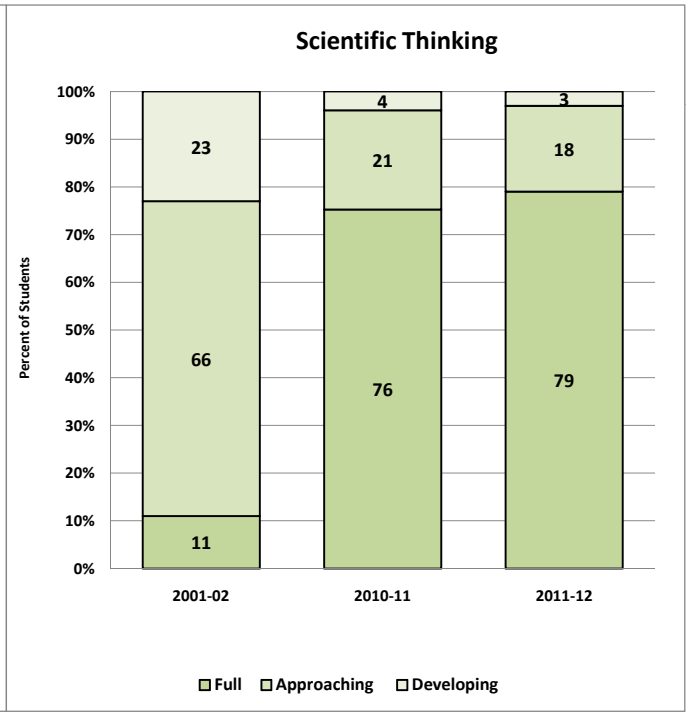
* = fewer than 5

MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Baltimore County

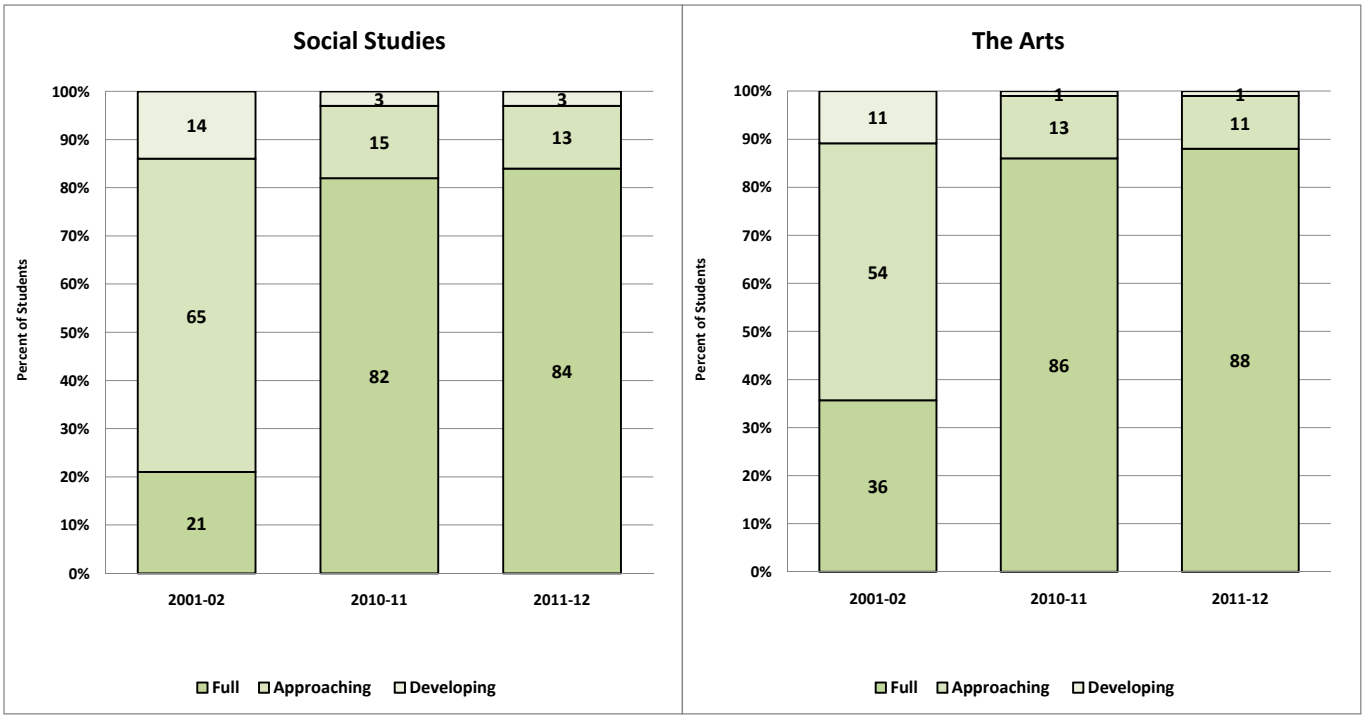


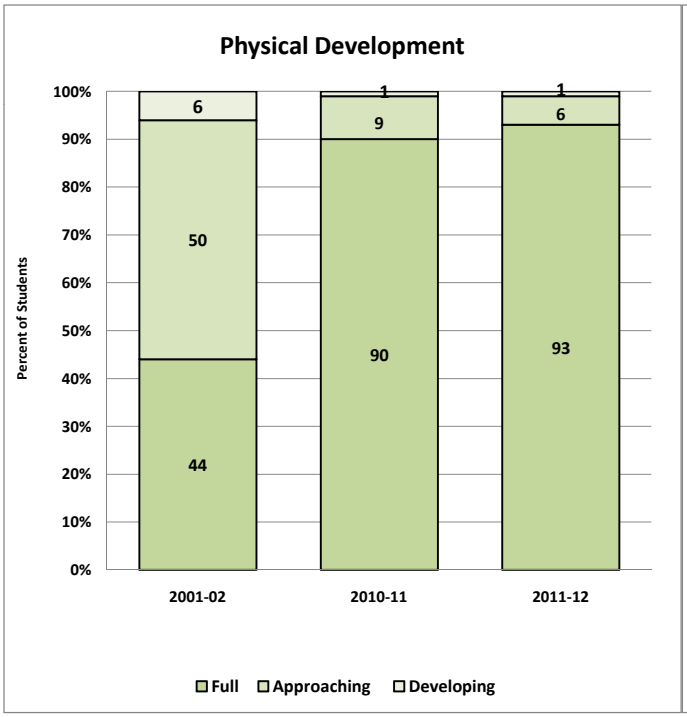


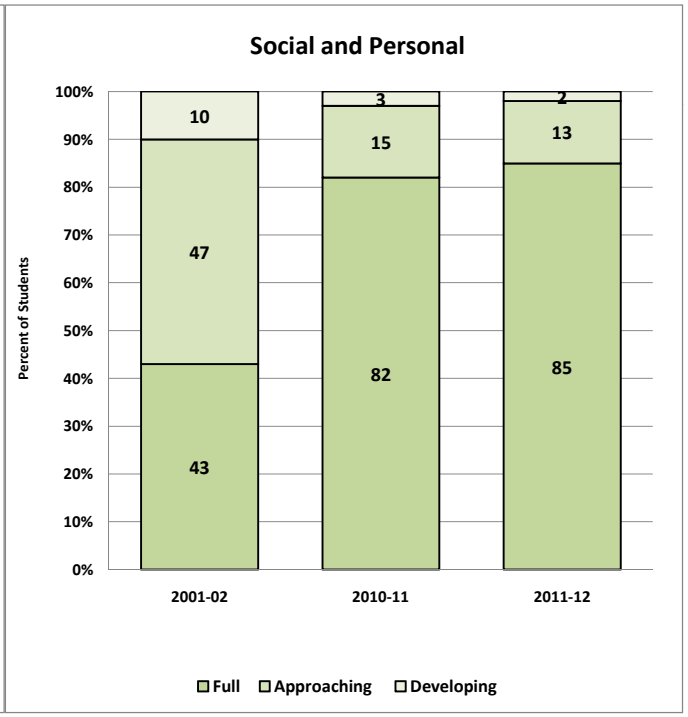




MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Baltimore County







Baltimore County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	92	5	3	76	22	3	70	30	0	68	32	0	81	19	0	86	14	0	97	3	0	89	11	0
Asian	86	12	2	76	19	5	83	13	4	78	18	4	81	14	4	86	12	2	94	5	1	85	12	2
African American	81	16	4	75	20	4	75	21	4	73	23	3	81	16	3	86	12	2	91	7	1	85	13	3
Native Hawaiian/Pacific Islander	100	0	0	90	10	0	80	20	0	90	10	0	90	10	0	90	10	0	100	0	0	100	0	0
White	88	10	2	84	13	2	86	11	2	85	13	2	89	9	2	90	9	1	93	6	1	90	9	1
Hispanic	82	16	2	65	28	7	70	23	7	66	27	7	72	21	7	84	14	2	93	7	1	80	16	3
Two or More Races (Non-Hispanic/Latino)	86	12	2	82	14	3	82	14	4	83	13	4	88	10	2	88	11	1	93	6	1	89	9	2
Gender																								
Male	80	16	4	76	20	4	79	17	4	77	19	4	82	15	3	84	14	2	90	8	1	84	13	2
Female	90	9	1	83	14	3	82	15	3	81	17	2	87	11	2	92	7	1	95	4	1	90	8	1
Prior Care																								
Child Care Center	86	13	2	84	14	1	85	13	2	84	14	2	90	9	1	90	9	1	94	5	0	91	8	1
Family Child Care	78	19	3	69	26	5	72	25	3	69	29	2	79	20	2	83	16	1	88	11	1	79	20	1
Head Start	80	18	2	76	20	4	75	21	5	74	23	3	81	17	3	86	13	1	91	9	0	87	12	1
Home / Informal Care	81	16	4	63	29	9	64	27	8	66	27	7	73	21	6	83	15	2	89	10	1	77	20	3
Non-public Nursery	93	6	1	91	8	1	93	6	1	91	8	0	94	5	0	94	6	0	97	3	0	96	4	0
Pre-Kindergarten	84	13	3	78	18	4	80	16	4	77	19	4	83	14	3	87	11	2	92	6	1	86	11	3
Special Education																								
No	87	11	2	82	16	2	83	15	3	81	17	2	87	12	2	90	10	1	94	5	0	90	9	1
Yes	65	24	10	54	31	15	58	28	14	57	28	16	62	24	14	71	22	7	76	18	6	63	25	11
English Language Learners																								
No	85	12	2	81	16	3	82	15	3	80	17	3	86	12	2	88	10	1	93	6	1	88	10	2
Yes	81	16	3	55	34	11	65	27	9	60	32	8	64	27	9	81	16	3	92	8	0	73	23	4
Free and Reduced Price Meals																								
No	89	10	2	85	13	2	87	11	2	85	12	2	90	9	2	91	8	1	94	5	1	91	7	1
Yes	81	16	3	72	23	5	73	22	5	71	24	5	79	18	4	85	14	2	91	8	1	82	15	2
Aggregated Data	85	13	2	79	17	4	81	16	4	79	18	3	84	13	3	88	11	1	93	6	1	87	11	2

* = fewer than 5

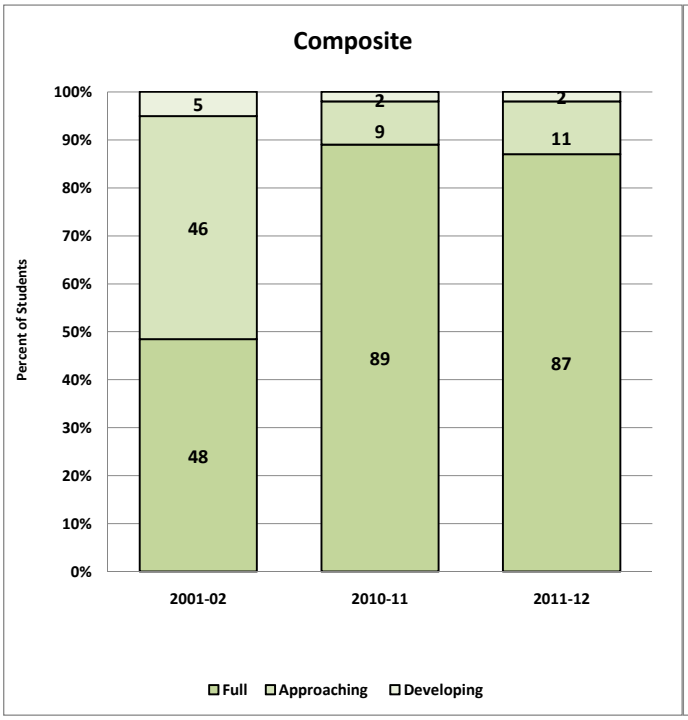
May not total 100% due to rounding.

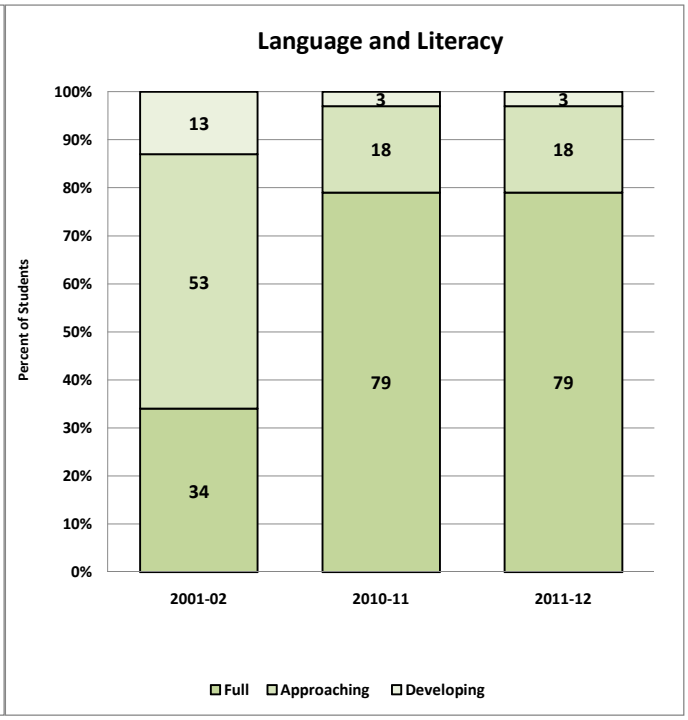
Baltimore County - Number of Kindergarten Students

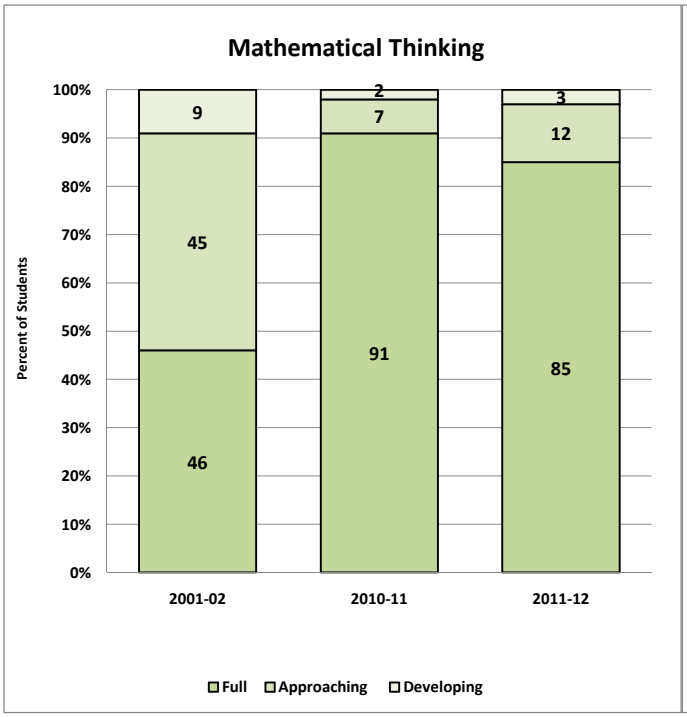
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	34	2	1	28	8	1	26	11	0	25	12	0	30	7	0	32	5	0	36	1	0	33	4	0
Asian	462	63	11	409	100	27	443	72	21	419	95	22	436	77	23	462	63	11	506	27	3	458	65	13
African American	2,122	415	94	1,985	534	112	1,971	542	118	1,930	612	89	2,134	413	84	2,272	316	43	2,407	187	37	2,229	336	66
Native Hawaiian/Pacific Islander	10	0	0	9	1	0	8	2	0	9	1	0	9	1	0	9	1	0	10	0	0	10	0	0
White	3,223	368	72	3,090	484	89	3,156	418	89	3,101	473	89	3,271	336	56	3,295	336	32	3,411	227	25	3,309	316	38
Hispanic	551	106	12	434	188	47	466	156	47	442	181	46	483	141	45	559	96	14	621	44	4	536	110	23
Two or More Races (Non-Hispanic/Latino)	345	50	7	331	58	13	330	57	15	335	52	15	352	40	10	353	44	5	373	24	5	357	37	8
Gender																								
Male	3,300	669	150	3,117	820	182	3,242	693	184	3,154	791	174	3,378	602	139	3,460	579	80	3,718	349	52	3,467	554	98
Female	3,447	335	47	3,169	553	107	3,158	565	106	3,107	635	87	3,337	413	79	3,522	282	25	3,646	161	22	3,465	314	50
Prior Care																								
Child Care Center	953	140	21	941	157	16	951	144	19	938	158	18	998	100	16	1,002	99	13	1,048	61	5	1,014	89	11
Family Child Care	269	66	12	241	89	17	249	86	12	239	101	7	273	68	6	289	56	2	307	37	3	273	71	3
Head Start	241	55	7	231	60	12	226	63	14	225	69	9	244	51	8	260	40	3	277	26	0	264	36	3
Home / Informal Care	784	153	34	608	277	86	625	264	82	642	258	71	711	204	56	803	149	19	860	99	12	746	192	33
Non-public Nursery	1,414	96	11	1,386	126	9	1,422	89	10	1,389	125	7	1,437	80	4	1,425	91	5	1,478	42	1	1,459	59	3
Pre-Kindergarten	2,950	460	108	2,756	622	140	2,800	578	140	2,699	682	137	2,921	478	119	3,060	396	62	3,244	223	51	3,039	391	88
Special Education																								
No	6,244	816	119	5,870	1,132	177	5,954	1,045	180	5,826	1,213	140	6,240	830	109	6,438	688	53	6,783	371	25	6,444	673	62
Yes	503	188	78	416	241	112	446	213	110	435	213	121	475	185	109	544	173	52	581	139	49	488	195	86
English Language Learners																								
No	6257	907	181	5955	1169	221	6010	1098	237	5899	1236	210	6330	853	162	6495	765	85	6810	463	72	6491	732	122
Yes	490	97	16	331	204	68	390	160	53	362	190	51	385	162	56	487	96	20	554	47	2	441	136	26
Free and Reduced Price Meals																								
No	3,778	408	78	3,630	542	92	3,714	460	90	3,643	529	92	3,817	369	78	3,864	361	39	4,027	210	27	3,897	311	56
Yes	2,969	596	119	2,656	831	197	2,686	798	200	2,618	897	169	2,898	646	140	3,118	500	66	3,337	300	47	3,035	557	92
Aggregated Data	6,747	1,004	197	6,286	1,373	289	6,400	1,258	290	6,261	1,426	261	6,715	1,015	218	6,982	861	105	7,364	510	74	6,932	868	148

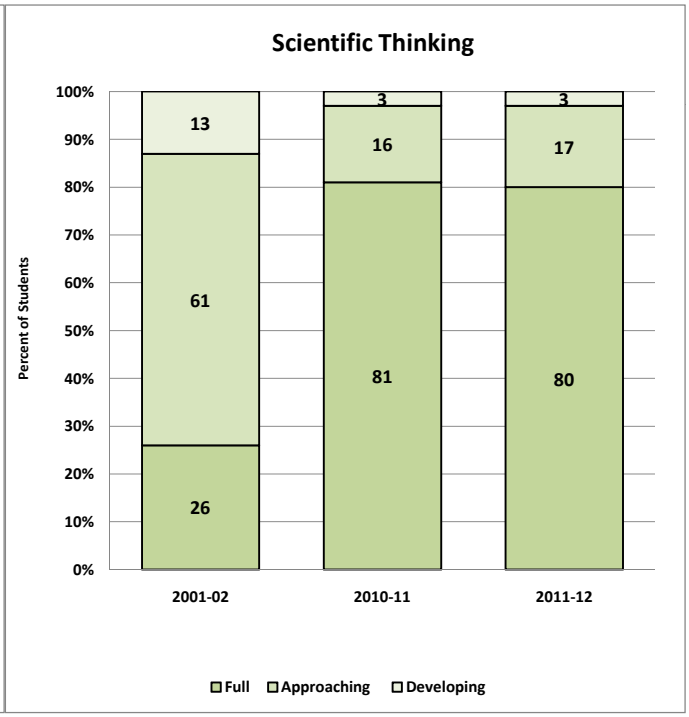
* = fewer than 5

MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Calvert County

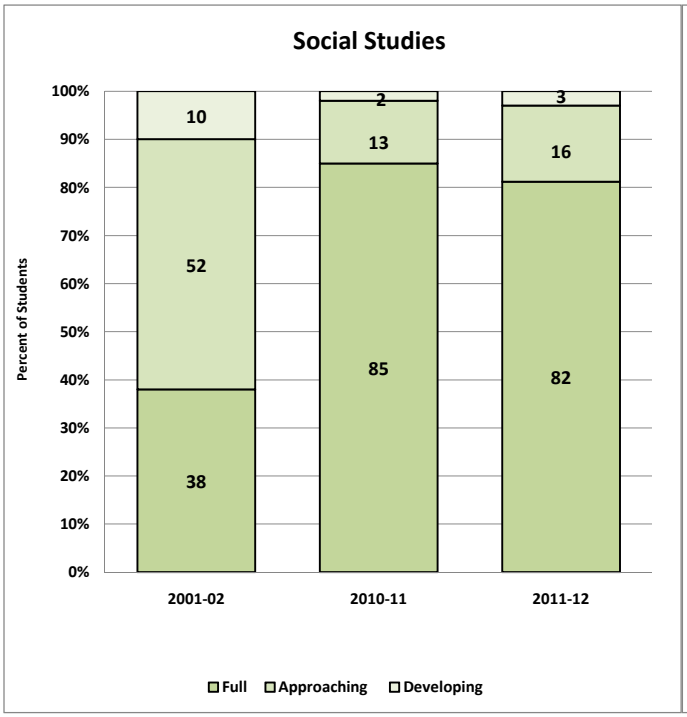


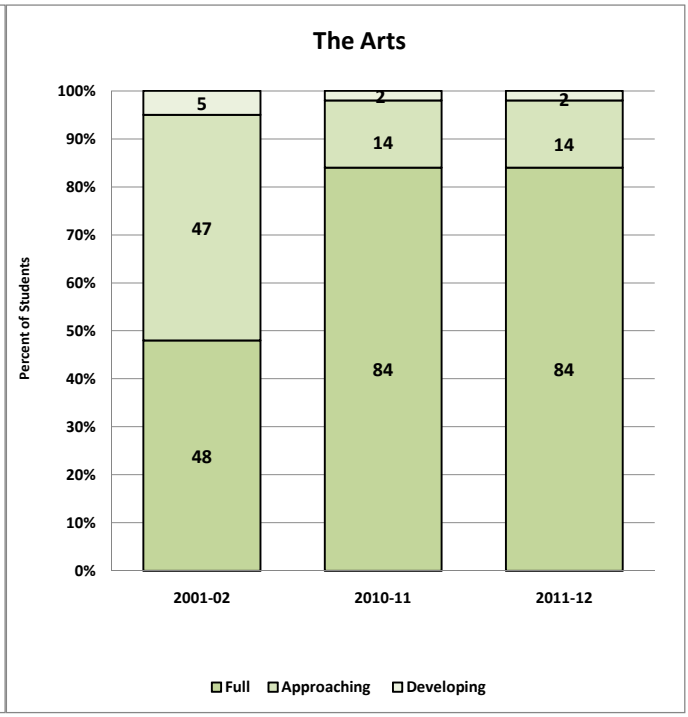


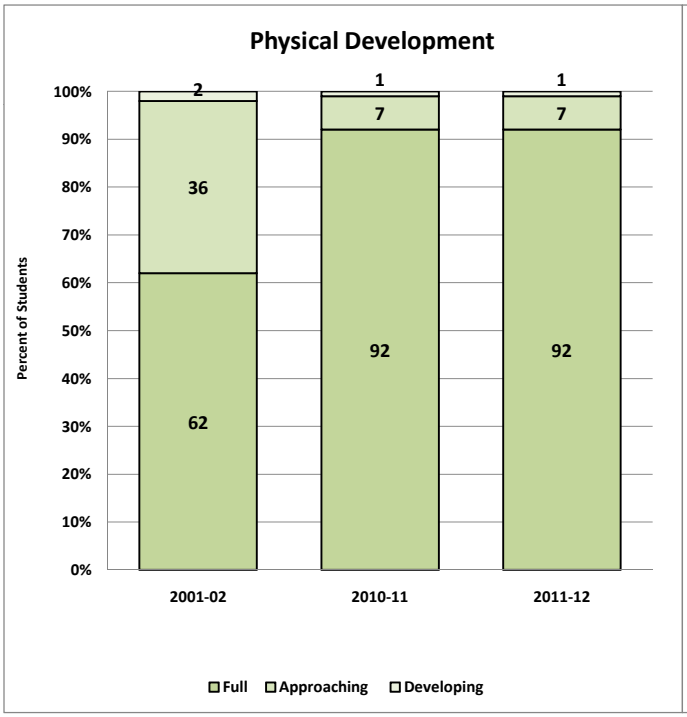


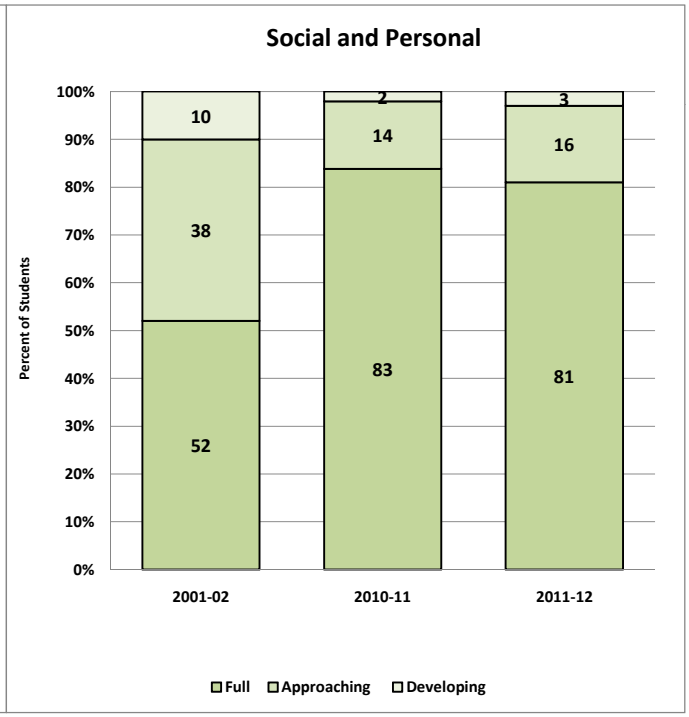


MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Calvert County









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	84	11	5	84	11	5	74	21	5	68	21	11	79	16	5	84	11	5	84	11	5	79	16	5
African American	72	25	3	76	21	3	80	14	6	78	19	3	81	17	1	86	13	1	93	7	1	87	12	1
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	82	15	3	80	18	3	86	12	2	81	15	3	82	15	3	84	15	1	91	8	1	87	11	2
Hispanic	82	16	3	66	29	5	87	11	3	79	16	5	79	18	3	82	13	5	95	3	3	87	11	3
Two or More Races (Non-Hispanic/Latino)	85	12	2	80	16	4	85	11	4	72	24	4	78	18	4	84	12	4	94	6	0	87	12	1
Gender																								
Male	76	21	3	76	21	4	83	13	3	79	17	4	80	16	4	79	19	2	89	10	1	84	13	3
Female	87	11	2	82	16	2	87	11	2	81	16	2	84	15	1	90	9	1	94	5	1	90	9	1
Prior Care																								
Child Care Center	79	20	1	83	16	1	88	11	1	82	16	2	80	19	1	84	14	1	91	9	0	88	12	1
Family Child Care	86	11	3	79	19	2	86	14	0	83	16	1	87	11	2	85	14	1	94	6	1	88	11	1
Head Start	70	30	0	77	20	3	83	17	0	80	20	0	83	17	0	87	13	0	90	10	0	83	17	0
Home / Informal Care	79	16	4	76	18	5	81	13	7	78	17	5	81	13	6	85	13	2	92	8	0	85	13	2
Non-public Nursery	92	8	1	90	10	0	92	8	0	89	10	1	89	11	0	88	11	1	97	3	0	95	5	0
Pre-Kindergarten	77	18	5	69	26	5	80	14	6	72	21	7	75	20	5	80	16	4	88	8	4	82	14	5
Special Education																								
No	83	15	2	82	16	2	87	12	1	84	14	2	85	14	1	87	12	1	93	7	0	90	10	0
Yes	65	22	13	51	35	14	68	17	15	46	36	18	55	28	17	61	30	9	82	12	6	64	22	14
English Language Learners																								
No	81	16	3	79	18	3	85	12	3	80	16	3	82	16	3	84	14	2	92	7	1	87	11	2
Yes	86	11	3	76	24	0	86	14	0	73	24	3	76	22	3	84	16	0	92	8	0	86	14	0
Free and Reduced Price Meals																								
No	83	14	2	82	17	2	87	11	2	83	15	3	83	15	2	84	14	1	92	7	1	88	10	2
Yes	76	20	4	71	23	6	80	15	5	73	21	5	78	18	5	84	14	3	91	8	1	83	15	2
Aggregated Data	81	16	3	79	18	3	85	12	3	80	17	3	82	16	3	84	14	2	92	7	1	87	11	2

* = fewer than 5

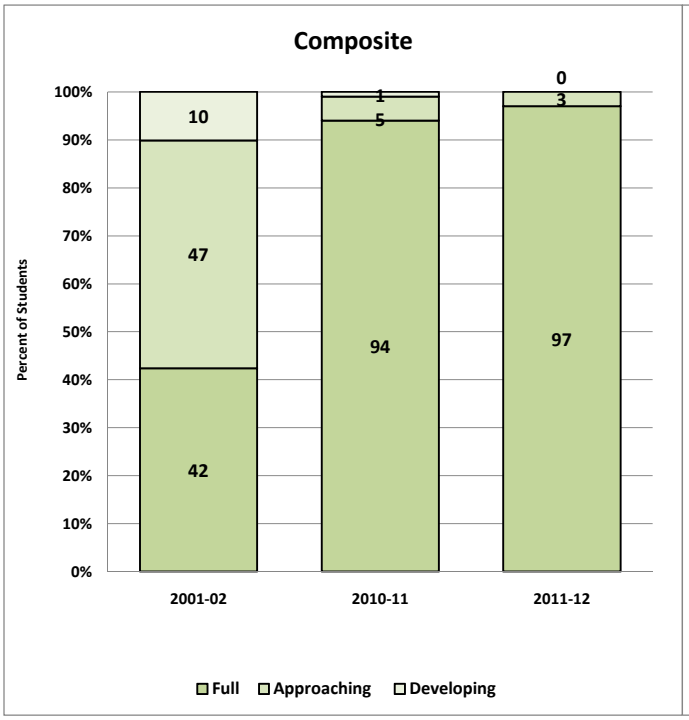
May not total 100% due to rounding.

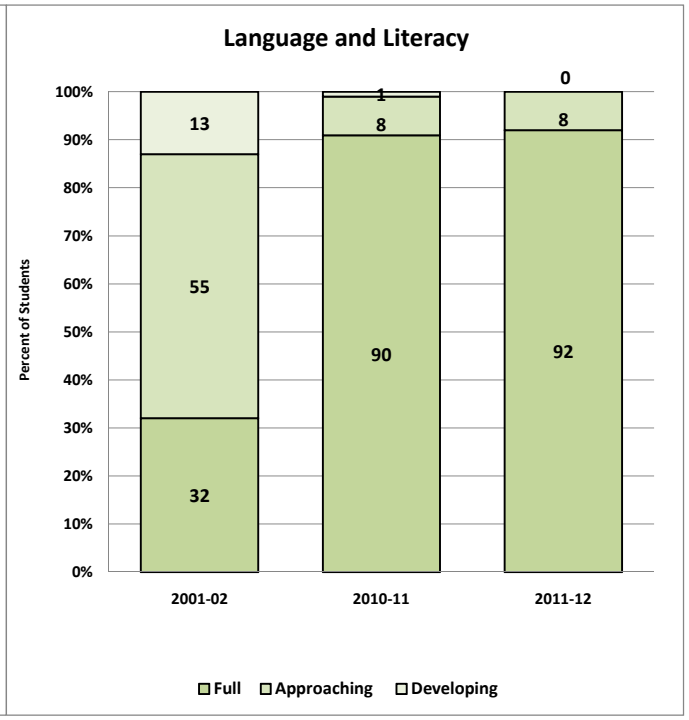
Calvert County - Number of Kindergarten Students

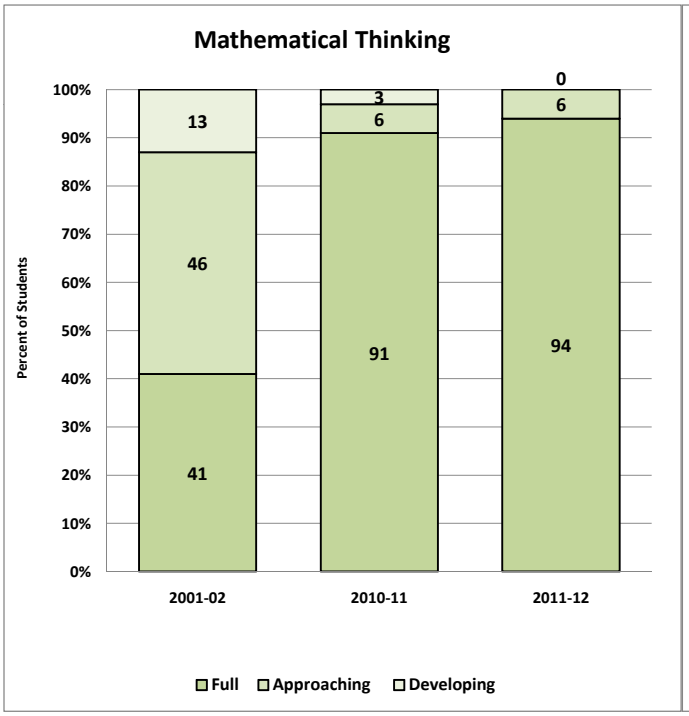
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	16	2	1	16	2	1	14	4	1	13	4	2	15	3	1	16	2	1	16	2	1	15	3	1
African American	96	34	4	102	28	4	107	19	8	105	25	4	109	23	2	115	17	2	124	9	1	116	16	2
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	617	111	20	596	133	19	643	89	16	609	115	24	614	113	21	627	110	11	683	57	8	651	83	14
Hispanic	31	6	1	25	11	2	33	4	1	30	6	2	30	7	1	31	5	2	36	1	1	33	4	1
Two or More Races (Non-Hispanic/Latino)	70	10	2	66	13	3	70	9	3	59	20	3	64	15	3	69	10	3	77	5	0	71	10	1
Gender																								
Male	408	112	18	407	111	20	449	71	18	425	90	23	429	88	21	425	100	13	480	52	6	454	70	14
Female	424	52	10	400	77	9	421	54	11	394	80	12	406	73	7	436	44	6	459	22	5	435	46	5
Prior Care																								
Child Care Center	218	55	3	228	45	3	243	30	3	225	45	6	222	52	2	232	40	4	251	24	1	242	32	2
Family Child Care	123	16	4	113	27	3	123	20	0	119	23	1	124	16	3	122	20	1	134	8	1	126	16	1
Head Start	21	9	0	23	6	1	25	5	0	24	6	0	25	5	0	26	4	0	27	3	0	25	5	0
Home / Informal Care	131	27	7	126	30	9	133	21	11	128	28	9	134	21	10	140	21	4	152	13	0	140	21	4
Non-public Nursery	144	12	1	141	16	0	144	13	0	140	16	1	140	17	0	138	18	1	152	5	0	149	8	0
Pre-Kindergarten	192	44	13	172	64	13	198	36	15	179	52	18	186	50	13	199	41	9	219	21	9	203	34	12
Special Education																								
No	761	140	14	751	150	14	796	106	13	769	131	15	775	131	9	795	111	9	850	61	4	819	92	4
Yes	71	24	14	56	38	15	74	19	16	50	39	20	60	30	19	66	33	10	89	13	7	70	24	15
English Language Learners																								
No	800	160	27	779	179	29	838	120	29	792	161	34	807	153	27	830	138	19	905	71	11	857	111	19
Yes	32	4	1	28	9	0	32	5	0	27	9	1	28	8	1	31	6	0	34	3	0	32	5	0
Free and Reduced Price Meals																								
No	618	107	18	607	123	13	646	82	15	613	110	20	617	111	15	626	106	11	684	52	7	657	74	12
Yes	214	57	10	200	65	16	224	43	14	206	60	15	218	50	13	235	38	8	255	22	4	232	42	7
Aggregated Data	832	164	28	807	188	29	870	125	29	819	170	35	835	161	28	861	144	19	939	74	11	889	116	19

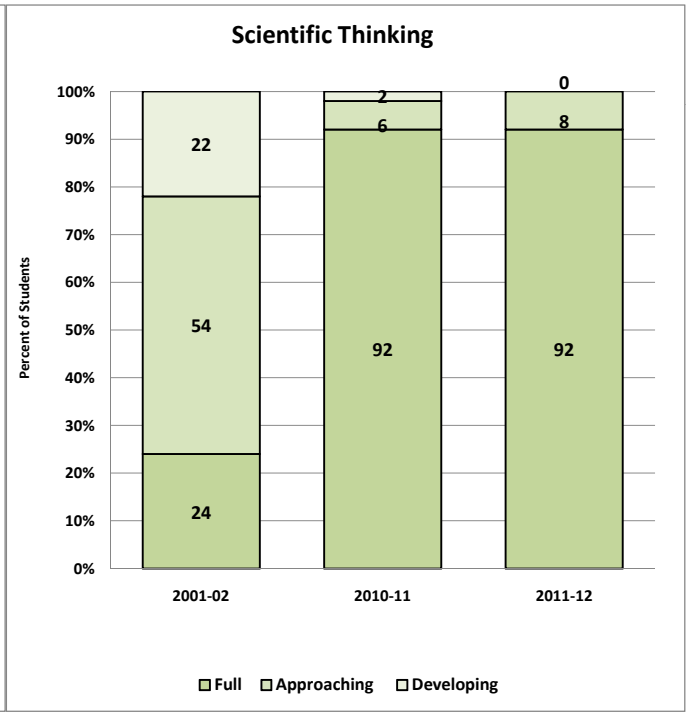
* = fewer than 5

MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Caroline County

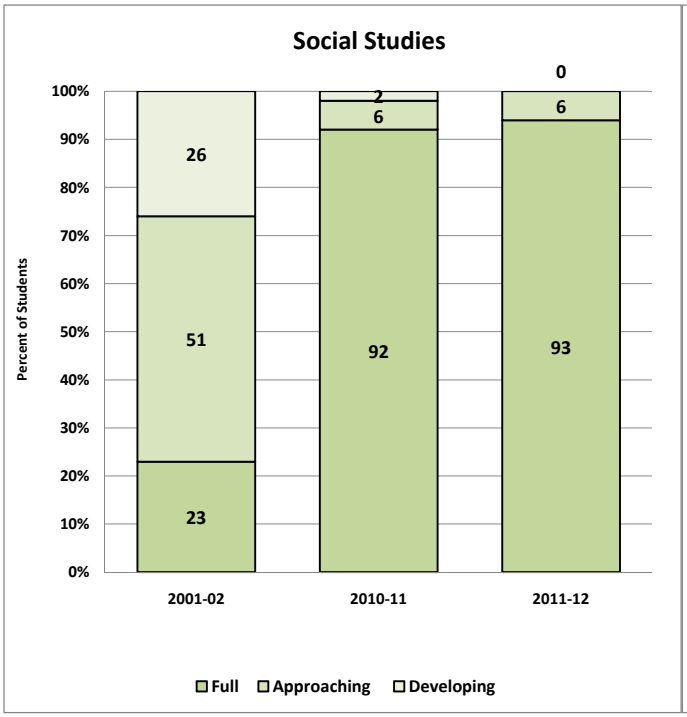


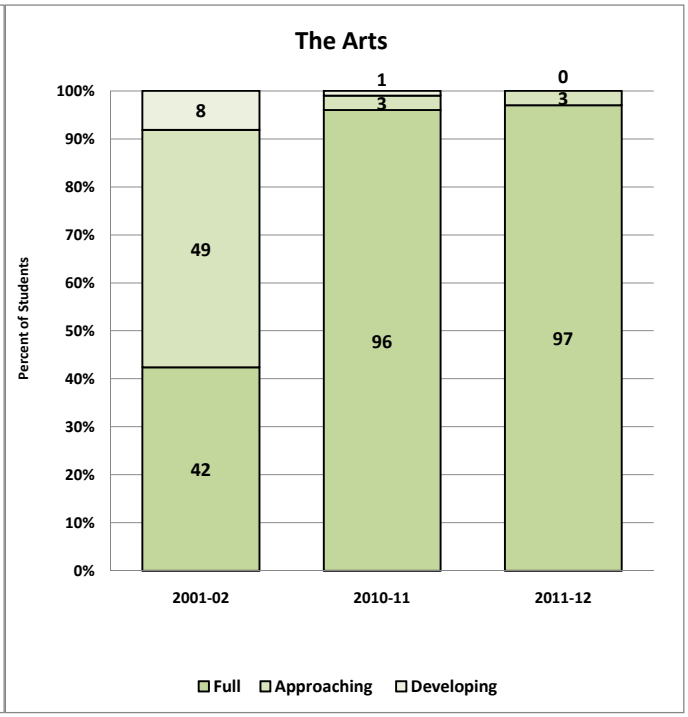


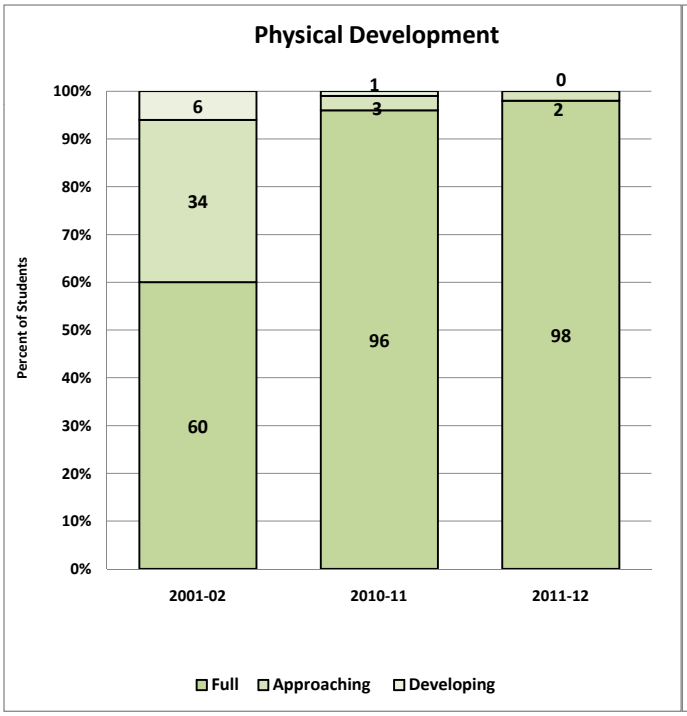


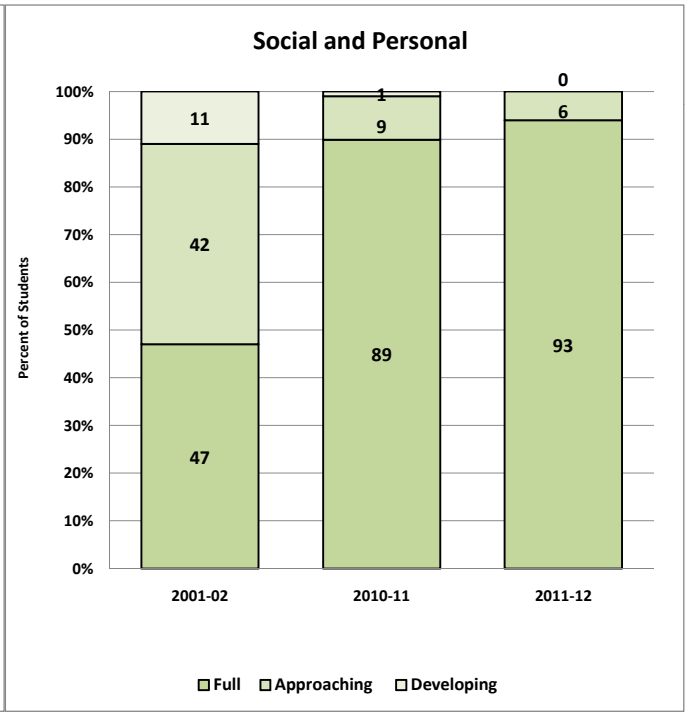


MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Caroline County









Caroline County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	83	17	0	100	0	0	100	0	0	83	17	0	83	17	0	100	0	0	100	0	0	100	0	0
African American	79	21	0	75	25	0	85	15	0	83	17	0	92	8	0	94	6	0	100	0	0	94	6	0
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	96	4	0	94	6	0	95	5	0	93	7	0	94	5	0	98	2	0	97	3	0	97	3	0
Hispanic	93	5	2	92	7	2	92	7	2	88	10	2	87	12	2	93	7	0	97	3	0	97	2	2
Two or More Races (Non-Hispanic/Latino)	92	8	0	96	4	0	96	4	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Gender																								
Male	90	9	1	92	8	0	93	7	0	92	8	0	92	8	0	96	4	0	96	4	0	96	4	0
Female	97	3	0	92	8	0	95	5	0	92	8	0	95	5	0	99	1	0	99	1	0	98	2	0
Prior Care																								
Child Care Center	100	0	0	95	5	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Family Child Care	94	6	0	94	6	0	88	13	0	94	6	0	94	6	0	94	6	0	94	6	0	94	6	0
Head Start	62	31	8	85	15	0	85	15	0	77	23	0	77	23	0	85	15	0	92	8	0	92	8	0
Home / Informal Care	92	8	0	89	11	0	93	7	0	90	10	0	94	6	0	99	1	0	97	3	0	97	3	0
Non-public Nursery	100	0	0	100	0	0	100	0	0	100	0	0	96	4	0	100	0	0	100	0	0	100	0	0
Pre-Kindergarten	94	5	0	93	7	0	94	6	0	92	8	1	93	6	1	97	3	0	98	2	0	97	3	0
Special Education																								
No	94	6	0	93	7	0	95	5	0	93	7	0	94	6	0	98	2	0	98	2	0	98	2	0
Yes	89	9	3	83	14	3	77	20	3	80	14	6	80	14	6	91	9	0	89	11	0	86	11	3
English Language Learners																								
No	93	7	1	92	8	0	93	6	0	92	8	1	94	5	1	97	3	0	97	3	0	96	3	0
Yes	100	0	0	96	4	0	96	4	0	89	11	0	85	15	0	96	4	0	100	0	0	100	0	0
Free and Reduced Price Meals																								
No	96	4	0	95	5	0	95	5	0	94	6	0	95	5	0	99	1	0	98	2	0	97	3	0
Yes	92	8	1	90	10	0	93	7	0	90	9	1	92	7	1	96	4	0	97	3	0	97	3	0
Aggregated Data	93	6	0	92	8	0	94	6	0	92	8	0	93	6	0	97	3	0	98	2	0	97	3	0

* = fewer than 5

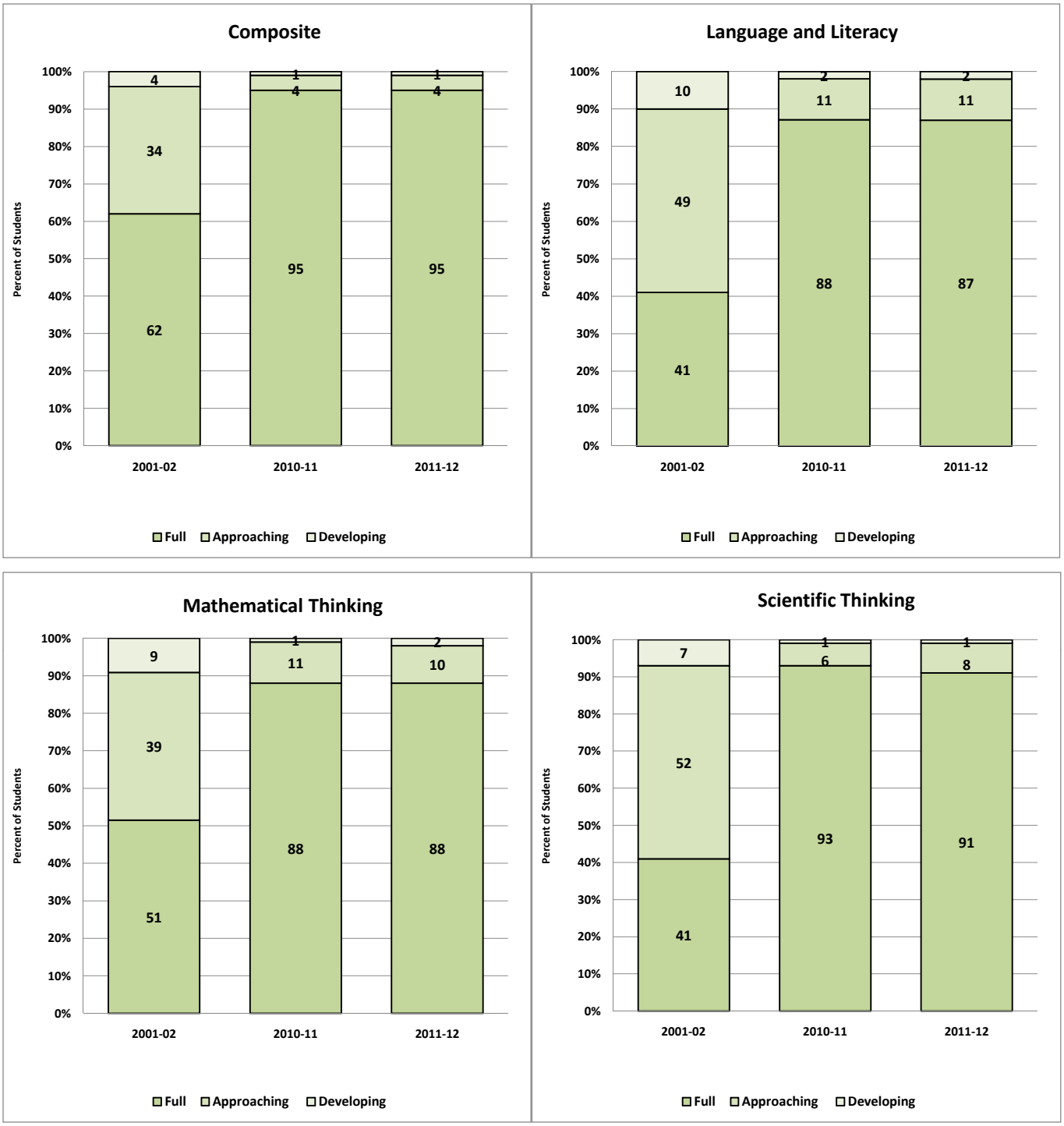
May not total 100% due to rounding.

Caroline County - Number of Kindergarten Students

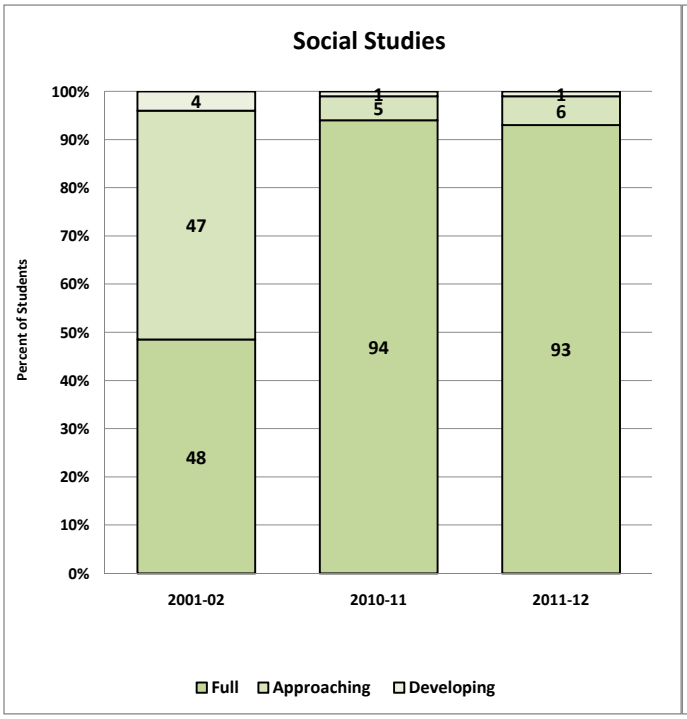
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	5	1	0	6	0	0	6	0	0	5	1	0	5	1	0	6	0	0	6	0	0	6	0	0
African American	38	10	0	36	12	0	41	7	0	40	8	0	44	4	0	45	3	0	48	0	0	45	3	0
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	290	11	1	285	17	0	287	15	0	281	20	1	285	16	1	297	5	0	293	9	0	293	9	0
Hispanic	56	3	1	55	4	1	55	4	1	53	6	1	52	7	1	56	4	0	58	2	0	58	1	1
Two or More Races (Non-Hispanic/Latino)	23	2	0	24	1	0	24	1	0	25	0	0	25	0	0	25	0	0	25	0	0	25	0	0
Gender																								
Male	202	20	2	206	17	1	208	15	1	205	18	1	206	17	1	214	10	0	216	8	0	215	8	1
Female	213	7	0	203	17	0	208	12	0	202	17	1	208	11	1	218	2	0	217	3	0	215	5	0
Prior Care																								
Child Care Center	20	0	0	19	1	0	20	0	0	20	0	0	20	0	0	20	0	0	20	0	0	20	0	0
Family Child Care	15	1	0	15	1	0	14	2	0	15	1	0	15	1	0	15	1	0	15	1	0	15	1	0
Head Start	8	4	1	11	2	0	11	2	0	10	3	0	10	3	0	11	2	0	12	1	0	12	1	0
Home / Informal Care	82	7	0	79	10	0	83	6	0	80	9	0	84	5	0	88	1	0	86	3	0	86	3	0
Non-public Nursery	23	0	0	23	0	0	23	0	0	23	0	0	22	1	0	23	0	0	23	0	0	23	0	0
Pre-Kindergarten	267	15	1	262	20	1	265	17	1	259	22	2	263	18	2	275	8	0	277	6	0	274	8	1
Special Education																								
No	384	24	1	380	29	0	389	20	0	379	30	0	386	23	0	400	9	0	402	7	0	400	9	0
Yes	31	3	1	29	5	1	27	7	1	28	5	2	28	5	2	32	3	0	31	4	0	30	4	1
English Language Learners																								
No	369	27	2	365	32	1	372	25	1	366	30	2	375	21	2	388	10	0	387	11	0	384	13	1
Yes	46	0	0	44	2	0	44	2	0	41	5	0	39	7	0	44	2	0	46	0	0	46	0	0
Free and Reduced Price Meals																								
No	165	6	0	163	8	0	163	8	0	161	10	0	163	8	0	170	1	0	167	4	0	166	5	0
Yes	250	21	2	246	26	1	253	19	1	246	25	2	251	20	2	262	11	0	266	7	0	264	8	1
Aggregated Data	415	27	2	409	34	1	416	27	1	407	35	2	414	28	2	432	12	0	433	11	0	430	13	1

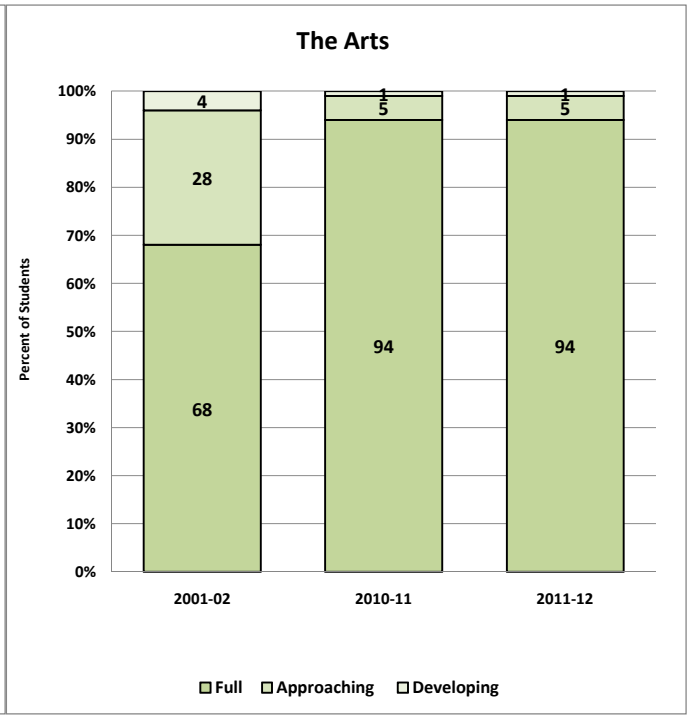
* = fewer than 5

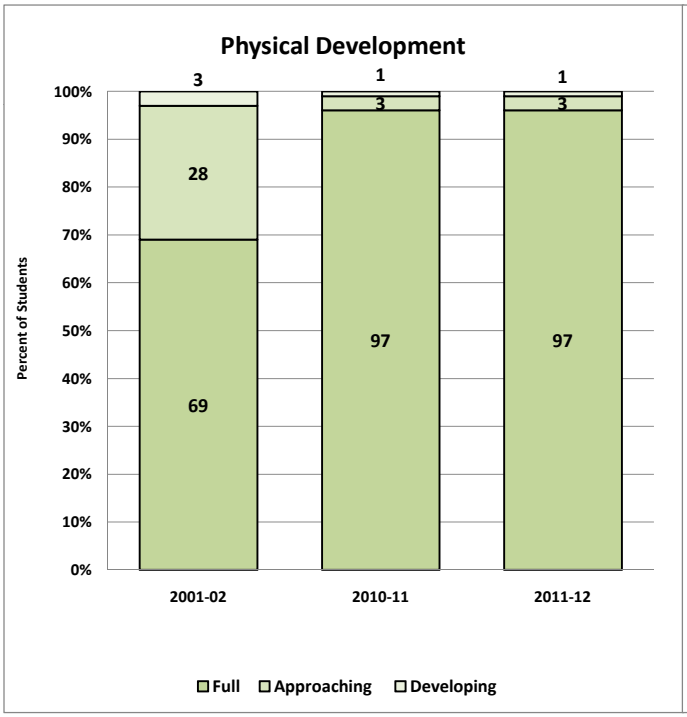
MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Carroll County

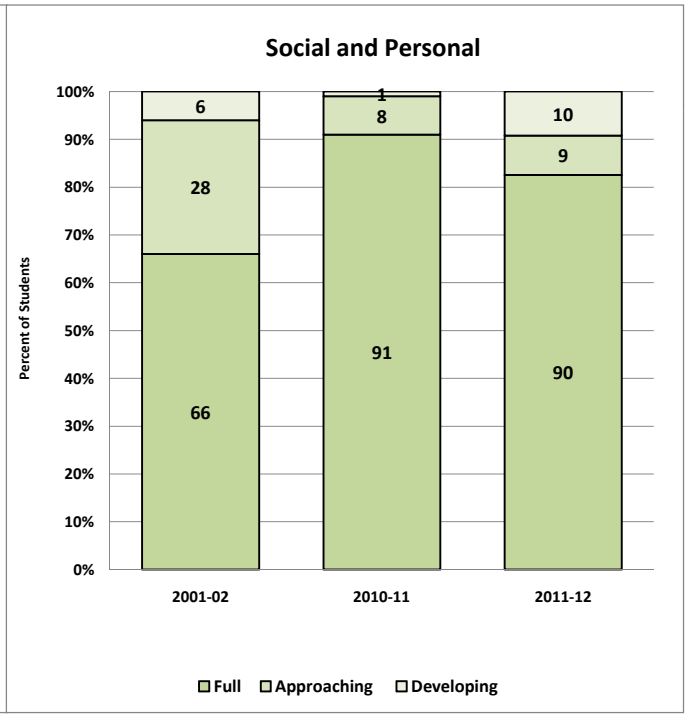


MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Carroll County









Carroll County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	90	10	0	88	10	2	90	7	2	95	5	0	93	5	2	90	10	0	98	2	0	95	2	2
African American	83	17	0	81	17	2	83	15	2	83	17	0	85	15	0	98	2	0	98	2	0	92	8	0
Native Hawaiian/Pacific Islander	60	40	0	100	0	0	100	0	0	100	0	0	100	0	0	60	40	0	100	0	0	100	0	0
White	90	9	1	88	10	2	89	9	2	92	7	1	94	5	1	94	5	1	97	3	1	95	4	1
Hispanic	82	15	2	84	13	4	80	16	4	82	16	1	87	12	1	94	5	1	96	4	0	92	7	1
Two or More Races (Non-Hispanic/Latino)	86	10	3	80	17	3	80	17	3	90	8	2	88	10	2	93	5	2	95	3	2	90	8	2
Gender																								
Male	86	13	2	85	13	2	86	12	2	90	10	1	92	7	1	91	8	1	95	4	0	93	6	1
Female	94	6	1	89	9	2	90	8	2	93	6	1	95	5	1	97	2	1	98	1	1	96	3	1
Prior Care																								
Child Care Center	87	13	0	89	10	0	91	9	0	92	8	0	95	5	0	94	6	0	98	2	0	97	3	0
Family Child Care	90	10	0	85	15	0	85	15	0	92	8	0	90	10	0	95	5	0	98	2	0	97	3	0
Head Start	87	9	4	87	11	2	83	13	4	81	17	2	91	8	2	92	6	2	96	2	2	92	4	4
Home / Informal Care	89	10	1	82	15	3	85	11	4	90	9	1	93	7	0	95	5	1	97	3	1	93	6	0
Non-public Nursery	94	5	0	91	9	1	91	9	0	94	6	0	96	4	0	95	5	0	99	1	0	97	3	0
Pre-Kindergarten	84	13	3	84	11	5	83	12	5	87	9	4	89	8	3	91	6	2	92	6	2	90	7	3
Special Education																								
No	91	8	1	89	10	1	90	9	1	93	7	0	95	5	0	95	5	0	98	2	0	96	4	0
Yes	75	19	6	69	22	9	72	18	10	77	16	7	78	16	5	85	10	5	84	12	4	82	11	7
English Language Learners																								
No	89	9	1	87	11	2	88	10	2	91	8	1	93	6	1	94	5	1	97	3	1	95	4	1
Yes	92	4	4	85	12	4	85	8	8	81	19	0	85	12	4	88	12	0	100	0	0	92	4	4
Free and Reduced Price Meals																								
No	92	8	1	90	9	1	90	9	1	93	6	1	95	5	0	95	5	0	98	2	0	96	3	1
Yes	83	15	2	78	18	4	81	14	5	85	14	2	89	10	1	93	6	1	94	5	1	89	9	1
Aggregated Data	90	9	1	87	11	2	88	10	2	91	8	1	93	6	1	94	5	1	97	3	1	95	4	1

* = fewer than 5

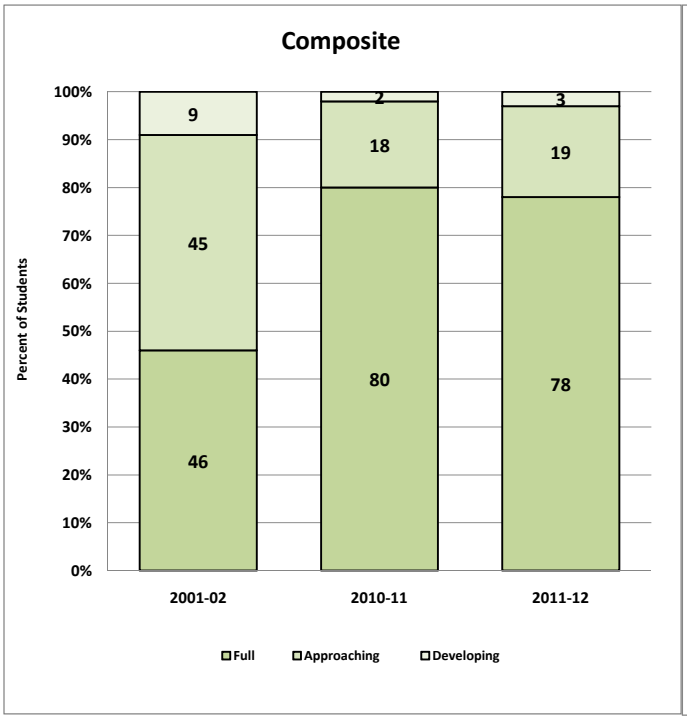
May not total 100% due to rounding.

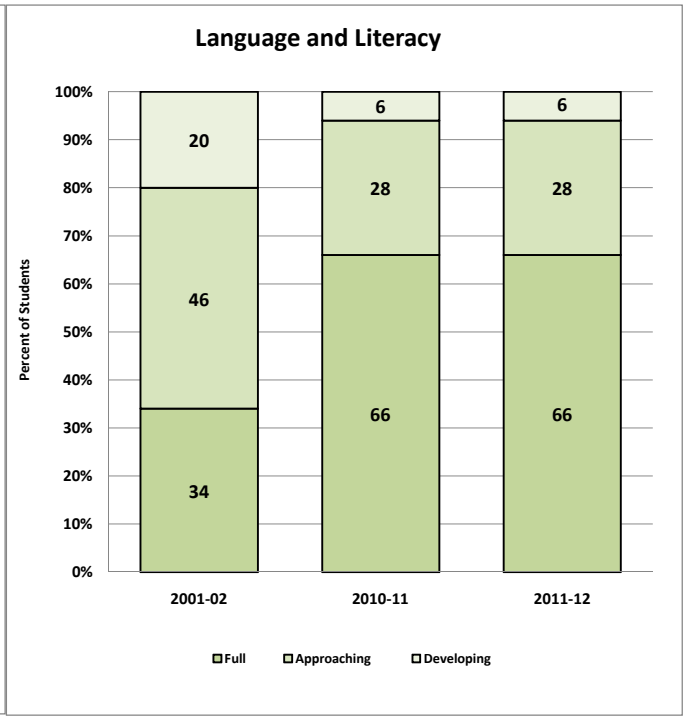
Carroll County - Number of Kindergarten Students

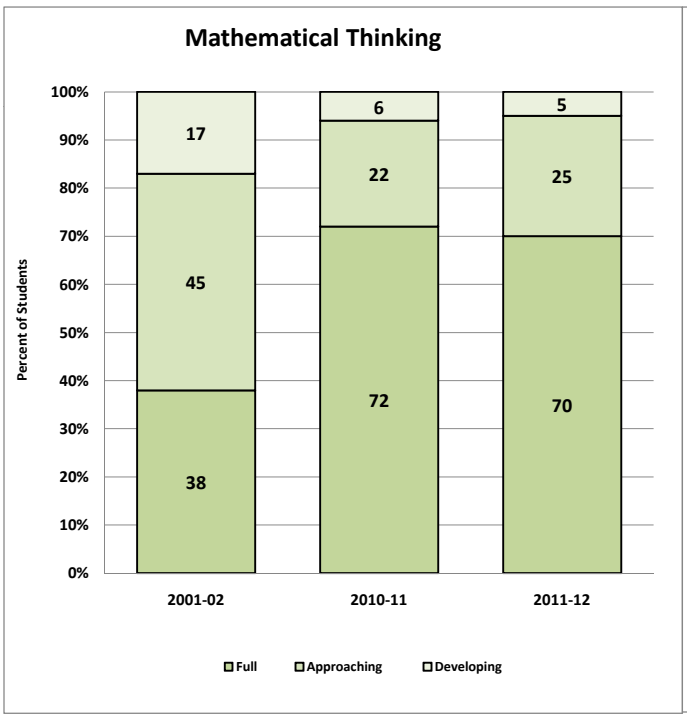
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	37	4	0	36	4	1	37	3	1	39	2	0	38	2	1	37	4	0	40	1	0	39	1	1
African American	40	8	0	39	8	1	40	7	1	40	8	0	41	7	0	47	1	0	47	1	0	44	4	0
Native Hawaiian/Pacific Islander	3	2	0	5	0	0	5	0	0	5	0	0	5	0	0	3	2	0	5	0	0	5	0	0
White	1,386	133	16	1,351	159	25	1,367	141	27	1,413	109	13	1,445	81	9	1,447	79	9	1,486	41	8	1,463	61	11
Hispanic	70	13	2	71	11	3	68	14	3	70	14	1	74	10	1	80	4	1	82	3	0	78	6	1
Two or More Races (Non-Hispanic/Latino)	51	6	2	47	10	2	47	10	2	53	5	1	52	6	1	55	3	1	56	2	1	53	5	1
Gender																								
Male	777	115	15	774	115	18	783	106	18	812	87	8	835	67	5	827	74	6	865	39	3	846	53	8
Female	814	51	5	777	79	14	783	71	16	810	53	7	823	40	7	846	19	5	855	9	6	839	25	6
Prior Care																								
Child Care Center	332	49	1	341	40	1	348	33	1	353	29	0	361	21	0	360	22	0	373	9	0	369	13	0
Family Child Care	53	6	0	50	9	0	50	9	0	54	5	0	53	6	0	56	3	0	58	1	0	57	2	0
Head Start	46	5	2	46	6	1	44	7	2	43	9	1	48	4	1	49	3	1	51	1	1	49	2	2
Home / Informal Care	288	31	3	264	49	9	274	36	12	290	30	2	298	23	1	305	15	2	311	9	2	301	20	1
Non-public Nursery	607	34	3	583	57	4	584	57	3	606	38	0	617	27	0	614	29	1	635	9	0	624	20	0
Pre-Kindergarten	247	38	10	248	31	16	246	34	15	257	27	11	262	23	10	269	19	7	271	19	5	265	20	10
Special Education																								
No	1,459	133	9	1,429	156	16	1,440	145	16	1,486	112	3	1,520	78	3	1,523	75	3	1,572	27	2	1,540	59	2
Yes	132	33	11	122	38	16	126	32	18	136	28	12	138	29	9	150	18	8	148	21	7	145	19	12
English Language Learners																								
No	1567	165	19	1529	191	31	1544	175	32	1601	135	15	1636	104	11	1650	90	11	1694	48	9	1661	77	13
Yes	24	1	1	22	3	1	22	2	2	21	5	0	22	3	1	23	3	0	26	0	0	24	1	1
Free and Reduced Price Meals																								
No	1,249	104	10	1,230	118	15	1,230	118	15	1,272	83	8	1,290	67	6	1,290	68	5	1,331	27	5	1,315	40	8
Yes	342	62	10	321	76	17	336	59	19	350	57	7	368	40	6	383	25	6	389	21	4	370	38	6
Aggregated Data	1,591	166	20	1,551	194	32	1,566	177	34	1,622	140	15	1,658	107	12	1,673	93	11	1,720	48	9	1,685	78	14

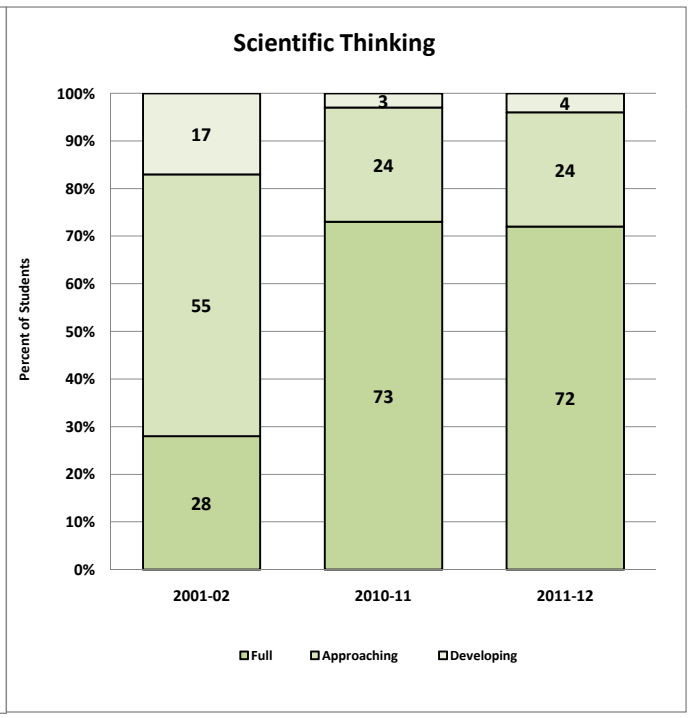
* = fewer than 5

MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Cecil County

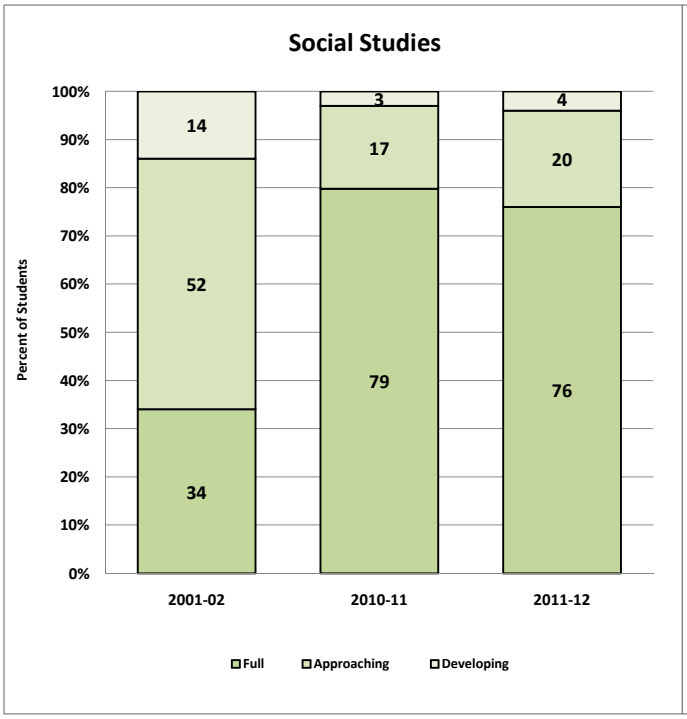


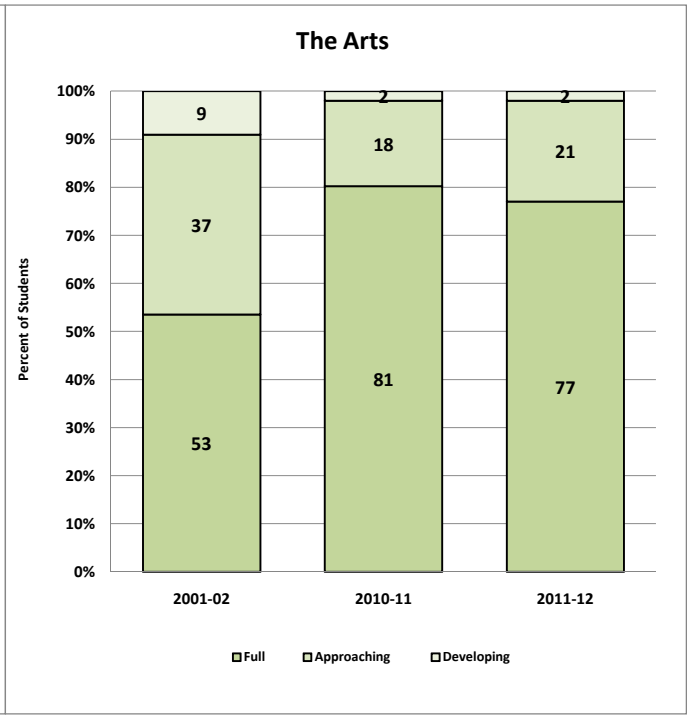


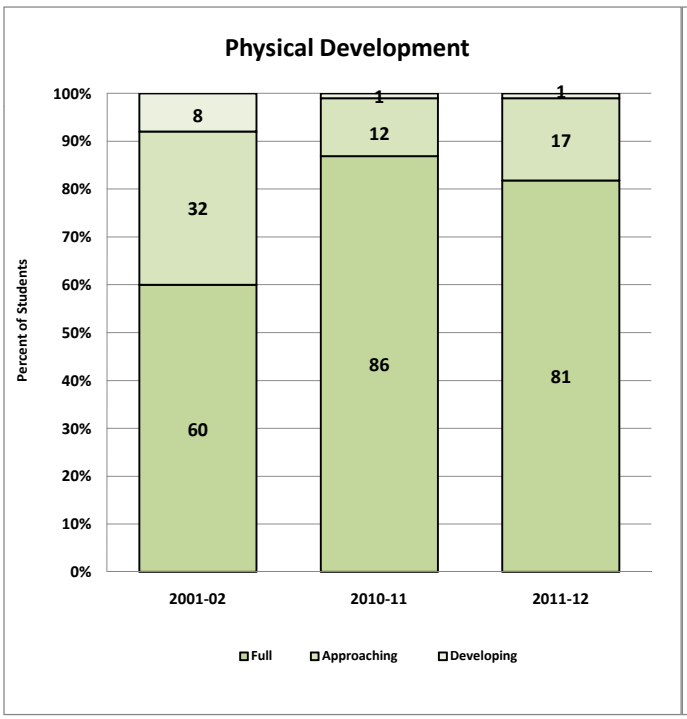


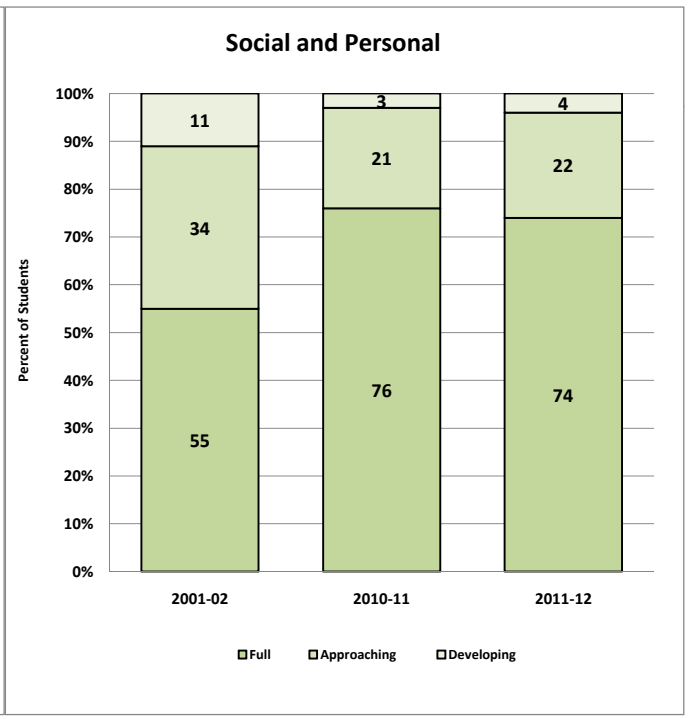


MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Cecil County









Cecil County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	83	17	0	50	50	0	83	17	0	67	33	0	67	33	0	67	33	0	83	17	0	83	17	0
African American	62	30	8	47	41	13	54	33	13	62	34	4	68	24	8	67	30	3	77	19	4	65	30	5
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	75	22	3	68	26	6	72	23	4	73	23	3	77	20	3	78	20	2	82	17	1	80	18	3
Hispanic	72	22	6	48	40	12	54	38	8	63	31	6	69	23	8	74	25	2	82	17	2	69	28	3
Two or More Races (Non-Hispanic/Latino)	74	20	6	72	22	6	74	18	8	71	25	5	80	15	5	77	20	3	83	17	0	77	20	3
Gender																								
Male	67	27	5	61	31	8	68	26	6	71	25	4	73	22	5	71	26	3	78	20	2	74	22	3
Female	82	16	2	71	24	5	72	23	5	73	24	3	79	18	3	84	16	1	85	14	1	82	16	2
Prior Care																								
Child Care Center	73	25	2	69	25	6	75	20	5	72	25	2	73	26	1	78	20	2	77	22	1	80	19	1
Family Child Care	76	21	3	59	29	11	68	22	10	65	26	9	75	18	7	76	22	2	74	22	4	79	15	6
Head Start	60	34	6	54	36	10	54	38	7	67	30	3	69	27	4	71	27	2	81	19	0	67	31	2
Home / Informal Care	72	23	5	53	34	13	59	31	10	65	29	6	69	25	6	78	20	2	79	19	1	68	27	5
Non-public Nursery	87	12	2	83	16	2	83	15	2	84	15	1	86	12	2	87	13	0	88	11	1	89	10	1
Pre-Kindergarten	73	23	4	65	30	5	71	25	4	72	25	3	77	19	4	74	24	2	83	16	2	78	20	3
Special Education																								
No	75	22	3	68	27	6	71	25	5	73	24	3	78	20	3	78	21	1	83	17	1	79	19	2
Yes	64	25	11	44	41	15	64	24	12	59	28	13	61	23	16	67	22	10	70	21	8	62	25	13
English Language Learners																								
No	74	22	4	66	28	6	71	24	5	72	24	4	76	20	4	77	21	2	81	17	2	78	19	3
Yes	76	20	4	32	44	24	48	48	4	52	40	8	56	28	16	68	24	8	92	8	0	64	32	4
Free and Reduced Price Meals																								
No	75	22	3	67	27	6	72	23	5	73	23	4	78	18	4	78	20	2	82	17	1	79	18	3
Yes	70	25	5	54	35	11	58	34	8	61	35	5	61	32	8	70	29	1	80	18	2	68	29	4
Aggregated Data	74	22	4	66	28	6	70	25	5	72	24	4	76	20	4	77	21	2	81	17	1	78	19	3

* = fewer than 5

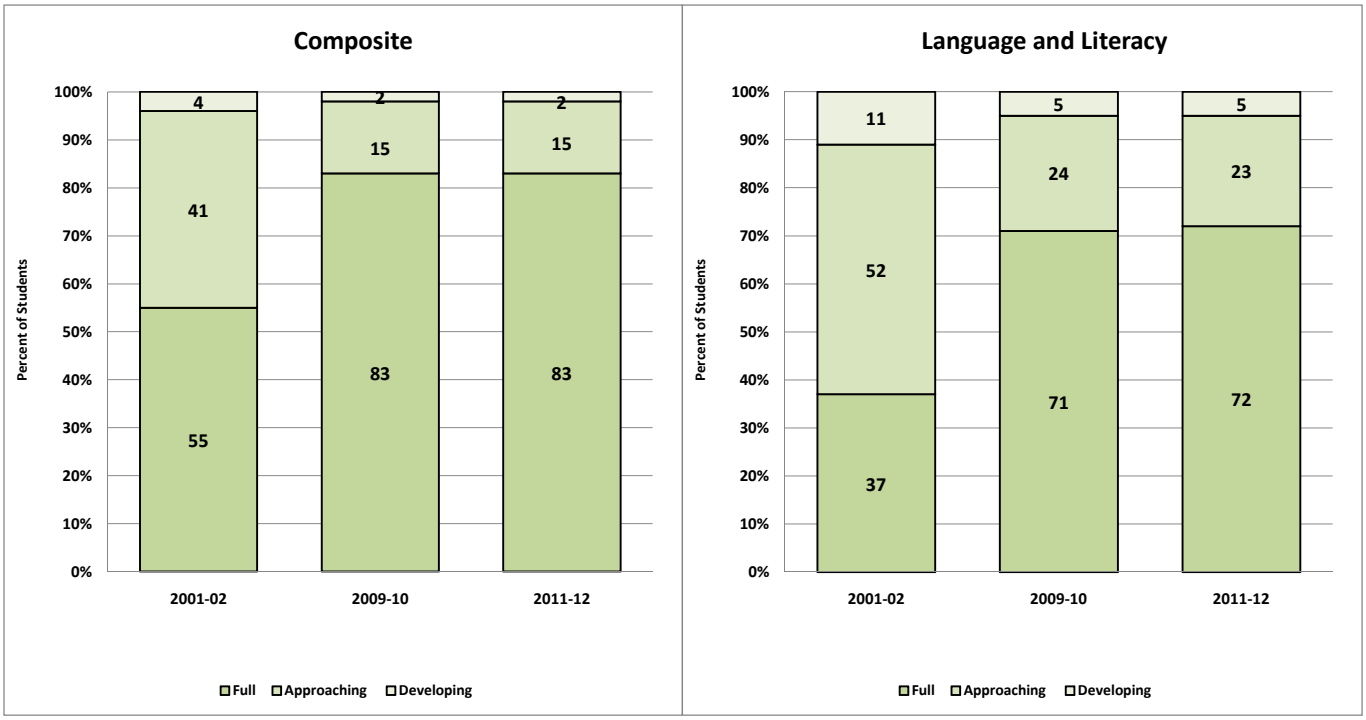
May not total 100% due to rounding.

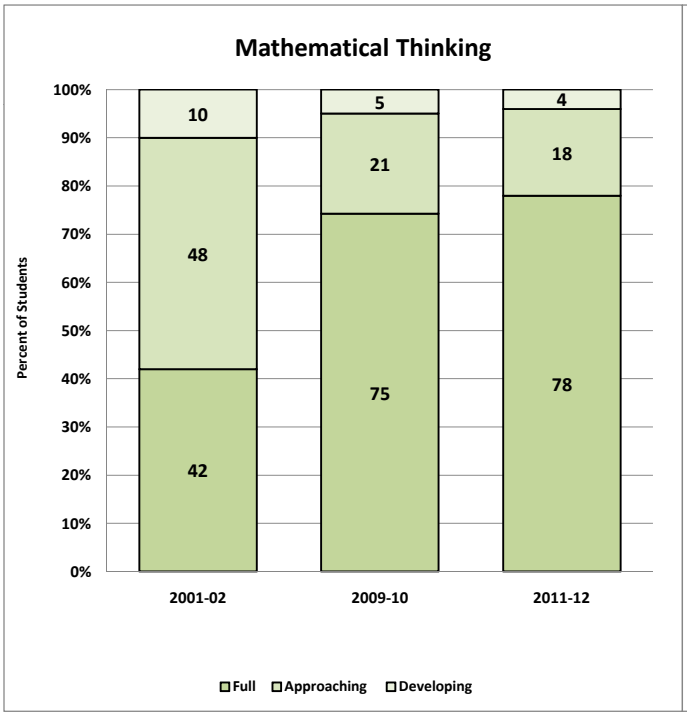
Cecil County - Number of Kindergarten Students

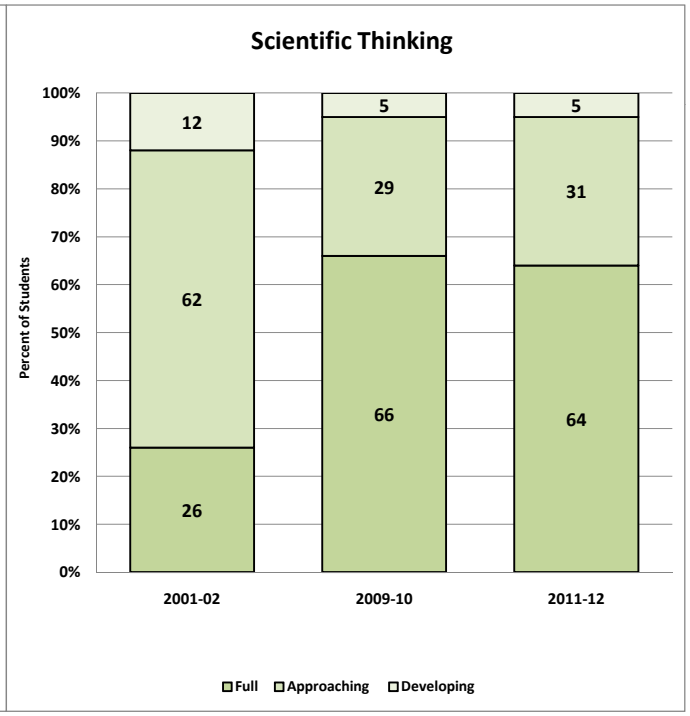
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	5	1	0	3	3	0	5	1	0	4	2	0	4	2	0	4	2	0	5	1	0	5	1	0
African American	49	24	6	37	32	10	43	26	10	49	27	3	54	19	6	53	24	2	61	15	3	51	24	4
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	693	200	27	627	242	51	665	215	40	674	214	32	707	181	32	718	186	16	751	156	13	732	165	23
Hispanic	47	14	4	31	26	8	35	25	5	41	20	4	45	15	5	48	16	1	53	11	1	45	18	2
Two or More Races (Non-Hispanic/Latino)	48	13	4	47	14	4	48	12	5	46	16	3	52	10	3	50	13	2	54	11	0	50	13	2
Gender																								
Male	411	166	33	372	191	47	416	160	34	434	150	26	447	132	31	433	159	18	476	120	14	453	136	21
Female	432	87	9	374	127	27	381	120	27	383	128	17	418	94	16	441	83	4	451	74	3	432	85	11
Prior Care																								
Child Care Center	92	32	2	87	32	7	95	25	6	91	32	3	92	33	1	98	25	3	97	28	1	101	24	1
Family Child Care	73	20	3	57	28	11	65	21	10	62	25	9	72	17	7	73	21	2	71	21	4	76	14	6
Head Start	56	32	6	51	34	9	51	36	7	63	28	3	65	25	4	67	25	2	76	18	0	63	29	2
Home / Informal Care	113	36	8	80	51	19	88	47	15	97	44	9	104	37	9	117	30	3	119	29	2	102	41	7
Non-public Nursery	150	20	3	143	27	3	143	26	4	145	26	2	149	20	4	150	23	0	152	19	2	154	17	2
Pre-Kindergarten	360	112	20	322	146	24	349	125	18	354	122	16	377	94	21	364	117	11	407	77	8	383	96	13
Special Education																								
No	776	226	30	700	274	58	730	254	48	754	249	29	800	202	30	803	218	11	853	171	8	820	194	18
Yes	68	27	12	47	44	16	68	26	13	63	30	14	65	25	17	72	24	11	75	23	9	66	27	14
English Language Learners																								
No	825	248	41	739	307	68	786	268	60	804	269	41	851	220	43	858	236	20	905	192	17	870	213	31
Yes	19	5	1	8	11	6	12	12	1	13	10	2	14	7	4	17	6	2	23	2	0	16	8	1
Free and Reduced Price Meals																								
No	751	220	35	675	271	60	721	235	50	736	233	37	784	185	37	782	203	21	821	170	15	796	183	27
Yes	93	33	7	72	47	14	77	45	11	81	46	6	81	42	10	93	39	1	107	24	2	90	38	5
Aggregated Data	844	253	42	747	318	74	798	280	61	817	279	43	865	227	47	875	242	22	928	194	17	886	221	32

* = fewer than 5

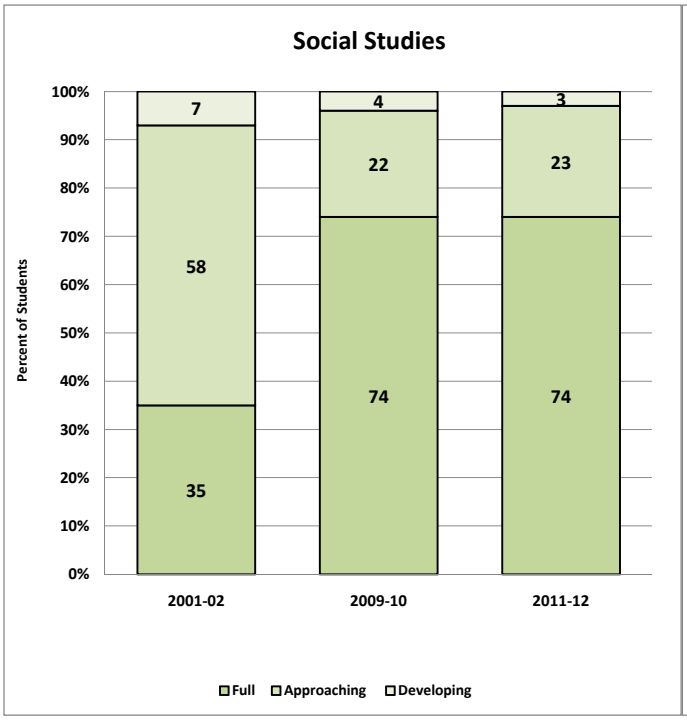
MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Charles County

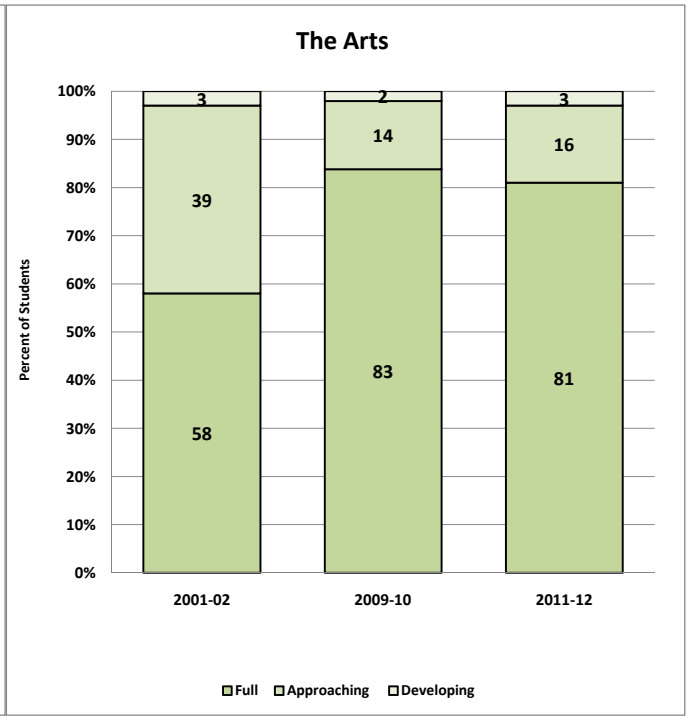


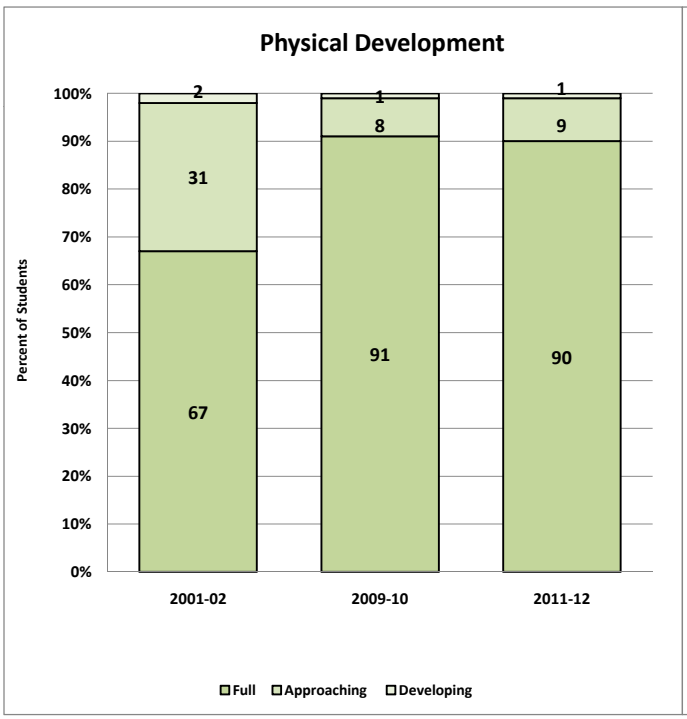


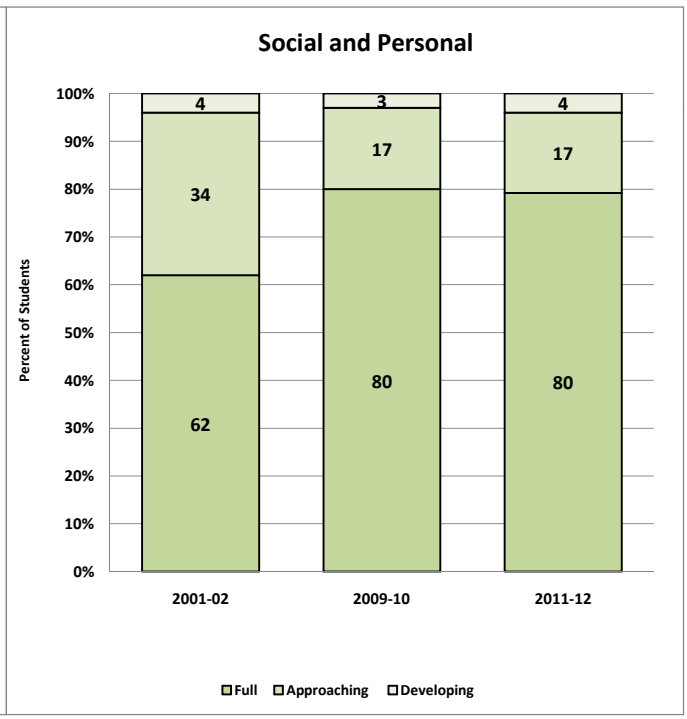


MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Charles County









Charles County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	70	30	0	80	20	0	80	20	0	60	20	20	70	30	0	90	10	0	90	10	0	80	20	0
Asian	84	16	0	74	22	3	90	9	2	78	19	3	76	21	3	81	16	3	93	7	0	93	3	3
African American	78	18	4	70	24	6	74	21	5	61	34	5	71	26	4	79	18	3	90	9	1	79	19	2
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	81	14	4	77	20	3	81	16	3	69	27	4	78	20	2	84	13	3	89	10	1	86	12	2
Hispanic	82	17	2	62	30	8	73	21	6	57	38	5	73	25	3	82	17	2	95	4	1	82	17	2
Two or More Races (Non-Hispanic/Latino)	81	17	1	71	24	5	81	13	6	63	33	4	76	20	4	81	16	3	89	11	0	83	14	3
Gender																								
Male	73	22	5	65	29	6	75	21	5	61	33	6	70	26	4	73	22	5	86	13	1	78	19	3
Female	87	11	2	79	17	4	81	15	4	67	29	4	78	20	2	90	9	1	94	5	0	87	12	1
Prior Care																								
Child Care Center	77	17	6	75	22	3	82	15	2	66	30	4	77	21	2	83	14	3	90	9	1	86	12	2
Family Child Care	80	18	1	75	20	5	76	18	5	67	29	4	70	29	1	84	13	3	89	9	1	84	14	1
Head Start	65	30	5	51	33	16	56	33	11	42	46	12	51	39	11	74	21	5	75	25	0	61	35	4
Home / Informal Care	77	21	2	63	29	7	66	26	8	53	39	7	67	30	3	76	20	4	86	12	1	76	21	3
Non-public Nursery	85	13	2	85	14	1	89	10	1	73	25	2	78	22	1	86	13	1	93	7	0	92	7	1
Pre-Kindergarten	82	15	3	72	23	5	78	17	4	66	30	5	76	21	3	81	16	3	91	8	1	82	15	2
Special Education																								
No	82	15	3	75	22	3	80	17	3	67	30	4	76	22	2	83	15	2	92	8	0	85	14	1
Yes	52	36	12	42	37	21	54	29	17	35	45	19	46	35	18	59	28	12	72	23	5	56	30	14
English Language Learners																								
No	80	16	4	73	23	5	78	18	4	65	31	5	74	23	3	82	16	3	90	9	1	83	15	2
Yes	79	18	4	32	50	18	61	21	18	39	43	18	61	29	11	75	18	7	89	11	0	68	21	11
Free and Reduced Price Meals																								
No	82	15	3	76	21	4	81	16	3	66	30	4	75	23	2	83	14	3	92	7	1	86	13	2
Yes	76	20	4	65	28	7	71	22	7	60	34	6	71	24	5	79	18	3	87	12	1	77	20	3
Aggregated Data	80	17	4	72	23	5	78	18	4	64	31	5	74	23	3	81	16	3	90	9	1	83	15	2

* = fewer than 5

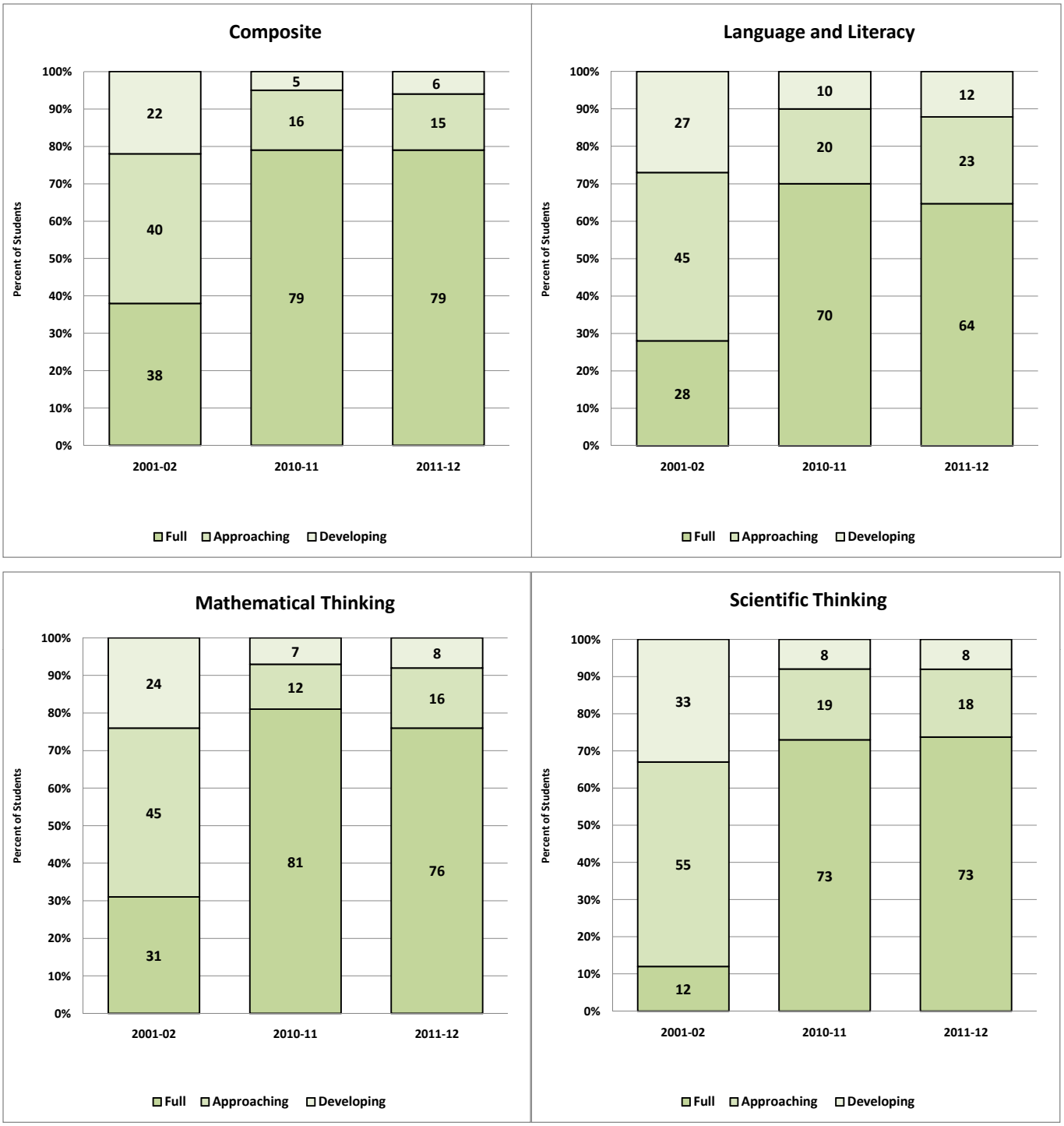
May not total 100% due to rounding.

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	8	2	0	8	2	0	6	2	2	7	3	0	9	1	0	9	1	0	8	2	0
Asian	49	9	0	43	13	2	52	5	1	45	11	2	44	12	2	47	9	2	54	4	0	54	2	2
African American	566	131	28	508	176	41	540	151	34	443	245	37	512	187	26	573	129	23	653	67	5	573	136	16
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	469	82	25	441	115	20	465	91	20	396	155	25	447	115	14	485	76	15	513	56	7	498	69	9
Hispanic	93	19	2	71	34	9	83	24	7	65	43	6	83	28	3	93	19	2	108	5	1	93	19	2
Two or More Races (Non-Hispanic/Latino)	113	24	2	99	33	7	113	18	8	87	46	6	106	28	5	113	22	4	124	15	0	115	20	4
Gender																								
Male	596	180	44	536	234	50	613	169	38	504	268	48	575	214	31	599	183	38	706	104	10	642	153	25
Female	702	88	13	635	139	29	649	122	32	539	234	30	625	159	19	722	73	8	756	44	3	700	95	8
Prior Care																								
Child Care Center	195	43	15	191	55	7	208	39	6	167	76	10	196	52	5	210	35	8	228	23	2	218	31	4
Family Child Care	61	14	1	57	15	4	58	14	4	51	22	3	53	22	1	64	10	2	68	7	1	64	11	1
Head Start	37	17	3	29	19	9	32	19	6	24	26	7	29	22	6	42	12	3	43	14	0	35	20	2
Home / Informal Care	157	42	5	129	60	15	135	53	16	109	80	15	136	61	7	156	40	8	176	25	3	155	43	6
Non-public Nursery	166	25	4	166	28	1	174	20	1	143	49	3	152	42	1	168	26	1	182	13	0	180	14	1
Pre-Kindergarten	673	123	27	590	192	41	644	143	36	540	245	38	626	169	28	668	132	23	751	66	6	678	127	18
Special Education																								
No	1,231	221	41	1,116	325	52	1,192	253	48	997	443	53	1,140	327	26	1,244	219	30	1,369	118	6	1,269	209	15
Yes	67	47	16	55	48	27	70	38	22	46	59	25	60	46	24	77	37	16	93	30	7	73	39	18
English Language Learners																								
No	1276	263	56	1162	359	74	1245	285	65	1032	490	73	1183	365	47	1300	251	44	1437	145	13	1323	242	30
Yes	22	5	1	9	14	5	17	6	5	11	12	5	17	8	3	21	5	2	25	3	0	19	6	3
Free and Reduced Price Meals																								
No	869	156	32	802	217	38	860	164	33	702	312	43	796	239	22	876	153	28	968	79	10	904	135	18
Yes	429	112	25	369	156	41	402	127	37	341	190	35	404	134	28	445	103	18	494	69	3	438	113	15
Aggregated Data	1,298	268	57	1,171	373	79	1,262	291	70	1,043	502	78	1,200	373	50	1,321	256	46	1,462	148	13	1,342	248	33

* = fewer than 5

MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Dorchester County



MMSR Kindergarten Assessment 2011-2012
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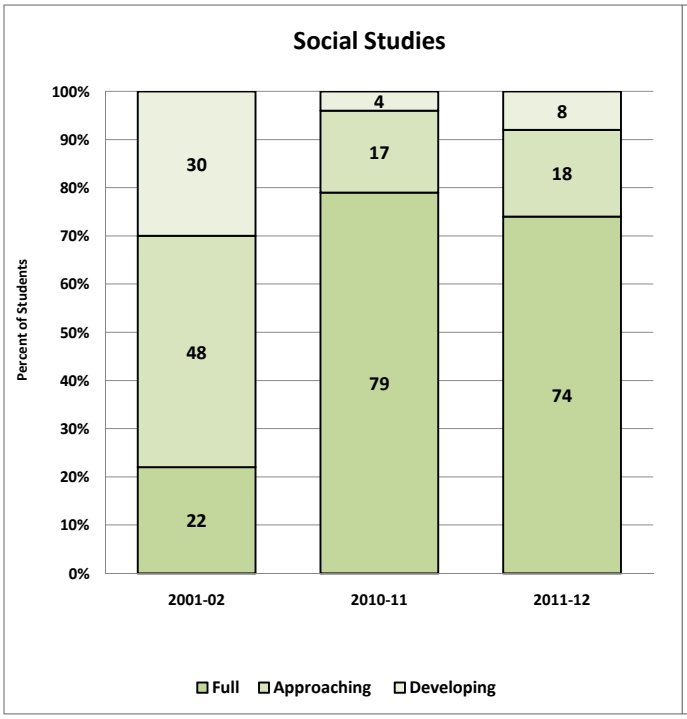
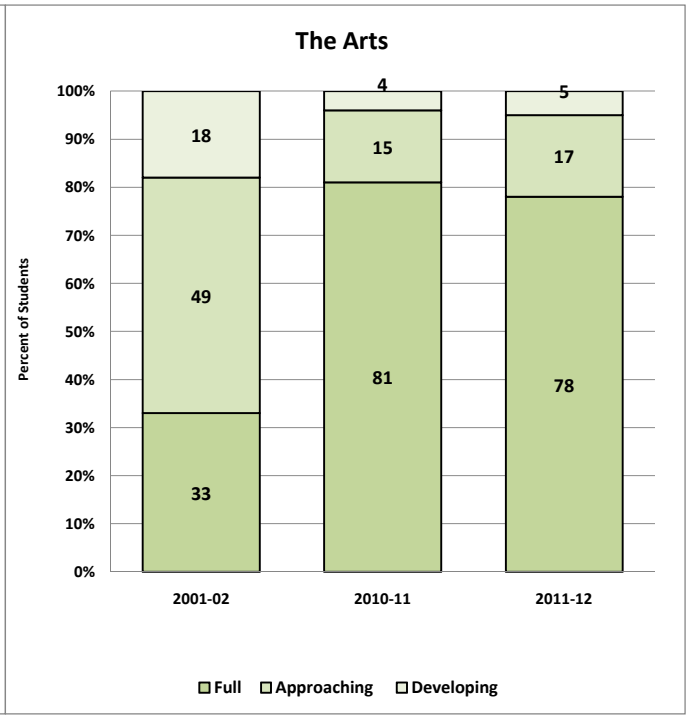
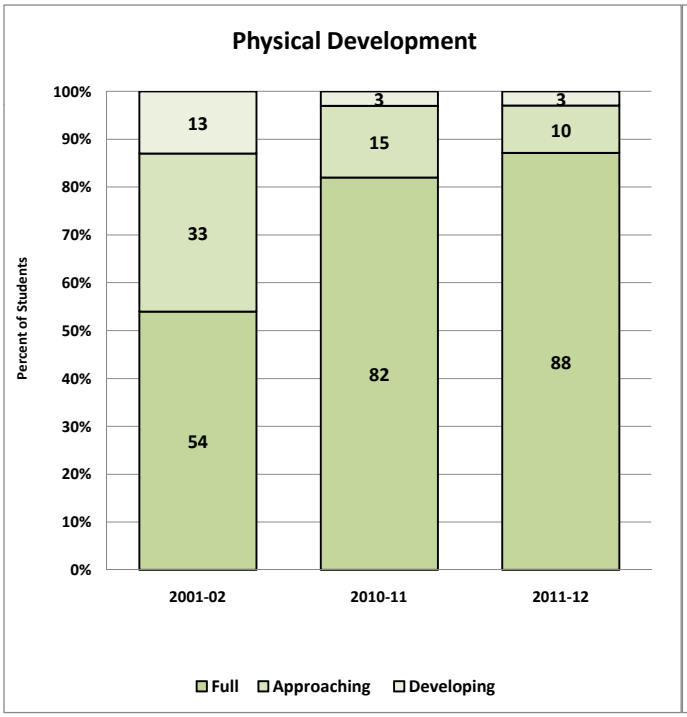
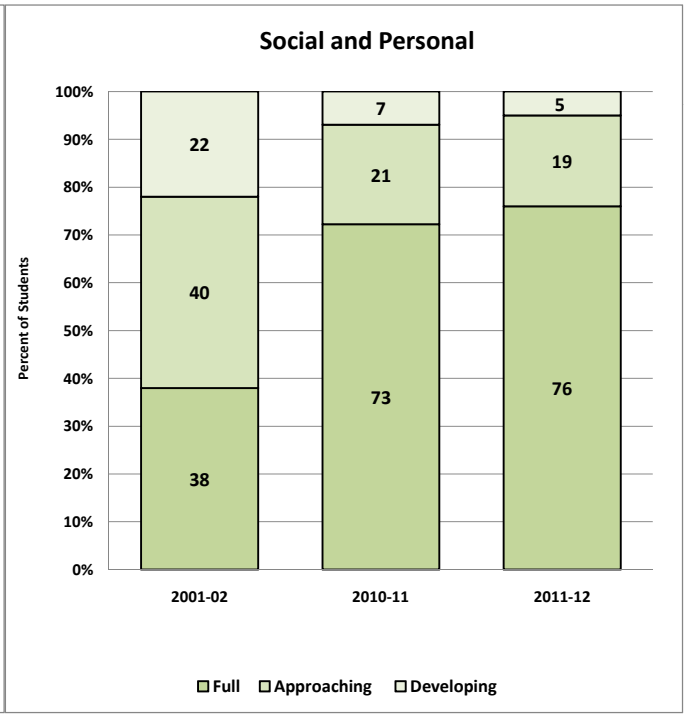
Dorchester County









Dorchester County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
African American	67	22	10	57	23	20	70	17	13	64	22	14	67	19	14	70	20	10	81	14	5	72	17	11
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	84	15	1	74	22	5	82	14	4	85	12	3	82	16	1	85	14	1	92	7	1	86	12	2
Hispanic	70	26	4	43	39	17	61	30	9	52	39	9	48	39	13	74	22	4	96	4	0	70	26	4
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																								
Male	72	23	5	61	25	15	75	17	8	73	19	8	73	19	8	72	22	6	84	14	2	77	17	6
Female	80	14	6	69	22	10	77	15	8	74	18	8	75	18	7	84	12	4	91	6	3	80	13	7
Prior Care																								
Child Care Center	87	8	5	74	19	6	81	16	3	82	15	3	84	11	5	87	10	3	90	6	3	87	10	3
Family Child Care	85	15	0	68	23	9	89	6	6	81	13	6	87	11	2	81	17	2	92	8	0	91	6	4
Head Start	69	24	6	58	28	14	72	19	9	67	27	6	68	22	10	73	22	5	88	10	1	74	19	6
Home / Informal Care	65	29	5	55	25	20	60	22	18	58	25	16	62	27	11	69	22	9	82	13	5	64	25	11
Non-public Nursery	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Pre-Kindergarten	72	19	8	65	22	13	76	17	7	75	15	10	69	21	10	77	17	6	84	12	4	77	16	7
Special Education																								
No	79	18	3	68	23	10	79	15	6	76	18	6	76	18	6	79	18	3	89	10	1	82	14	4
Yes	48	21	30	30	30	39	42	27	30	45	24	30	45	24	30	64	12	24	70	12	18	52	21	27
English Language Learners																								
No	76	18	5	66	22	11	77	15	8	75	17	8	75	17	7	78	16	5	87	10	3	80	14	6
Yes	65	29	6	29	41	29	53	35	12	47	41	12	41	41	18	65	29	6	94	6	0	53	41	6
Free and Reduced Price Meals																								
No	91	9	0	84	13	3	89	10	2	90	7	3	87	13	0	89	9	2	95	5	0	93	7	0
Yes	69	23	8	56	28	16	70	19	11	66	24	11	68	21	11	73	21	7	84	12	4	73	18	9
Aggregated Data	76	19	5	64	23	12	76	16	8	73	18	8	74	18	8	78	17	5	88	10	3	79	15	6

* = fewer than 5

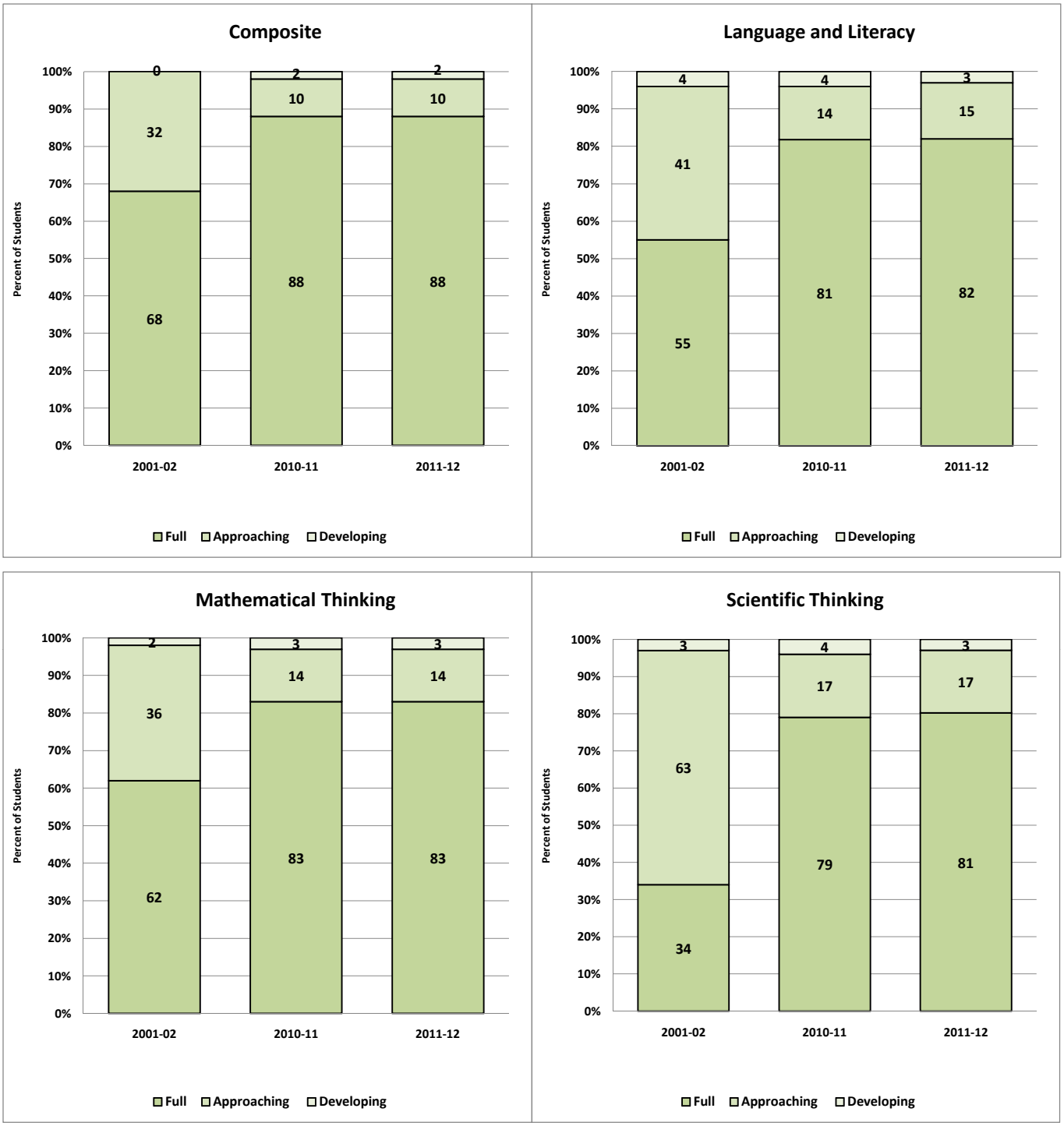
May not total 100% due to rounding.

Dorchester County - Number of Kindergarten Students

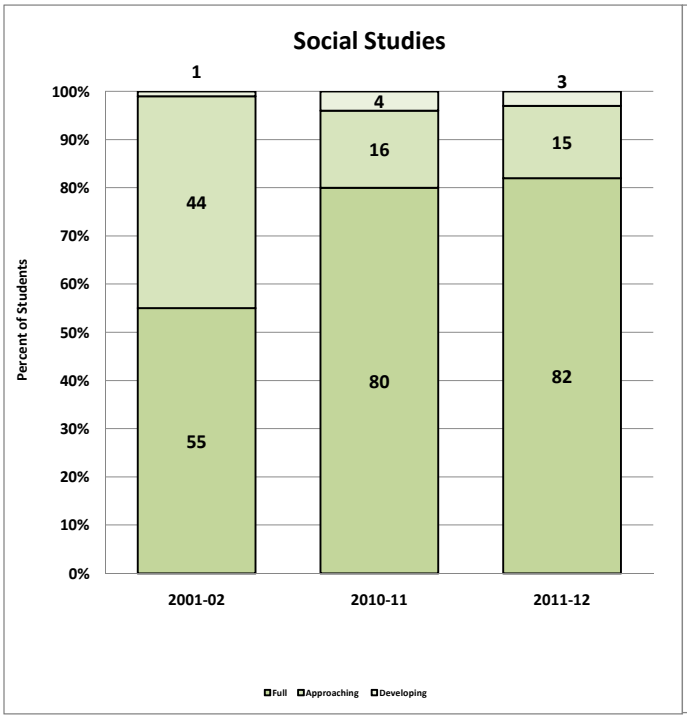
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	5	0	0	5	0	0	5	0	0	5	0	0	5	0	0	5	0	0	5	0	0	5	0	0
African American	112	37	17	94	39	33	116	28	22	106	37	23	111	31	24	116	34	16	135	23	8	119	28	19
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	143	25	2	125	37	8	140	24	6	144	21	5	140	28	2	145	23	2	156	12	2	146	21	3
Hispanic	16	6	1	10	9	4	14	7	2	12	9	2	11	9	3	17	5	1	22	1	0	16	6	1
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																								
Male	137	44	10	116	47	28	143	32	16	139	36	16	139	36	16	138	42	11	161	26	4	148	32	11
Female	143	25	10	122	39	17	137	27	14	132	32	14	133	32	13	149	21	8	162	10	6	143	23	12
Prior Care																								
Child Care Center	54	5	3	46	12	4	50	10	2	51	9	2	52	7	3	54	6	2	56	4	2	54	6	2
Family Child Care	45	8	0	36	12	5	47	3	3	43	7	3	46	6	1	43	9	1	49	4	0	48	3	2
Head Start	54	19	5	45	22	11	56	15	7	52	21	5	53	17	8	57	17	4	69	8	1	58	15	5
Home / Informal Care	36	16	3	30	14	11	33	12	10	32	14	9	34	15	6	38	12	5	45	7	3	35	14	6
Non-public Nursery	10	0	0	10	0	0	10	0	0	10	0	0	10	0	0	10	0	0	10	0	0	10	0	0
Pre-Kindergarten	79	21	9	71	24	14	83	18	8	82	16	11	75	23	11	84	18	7	92	13	4	84	17	8
Special Education																								
No	264	62	10	228	76	32	266	50	20	256	60	20	257	60	19	266	59	11	300	32	4	274	48	14
Yes	16	7	10	10	10	13	14	9	10	15	8	10	15	8	10	21	4	8	23	4	6	17	7	9
English Language Learners																								
No	269	64	19	233	79	40	271	53	28	263	61	28	265	61	26	276	58	18	307	35	10	282	48	22
Yes	11	5	1	5	7	5	9	6	2	8	7	2	7	7	3	11	5	1	16	1	0	9	7	1
Free and Reduced Price Meals																								
No	104	10	0	96	15	3	101	11	2	103	8	3	99	15	0	102	10	2	108	6	0	106	8	0
Yes	176	59	20	142	71	42	179	48	28	168	60	27	173	53	29	185	53	17	215	30	10	185	47	23
Aggregated Data	280	69	20	238	86	45	280	59	30	271	68	30	272	68	29	287	63	19	323	36	10	291	55	23

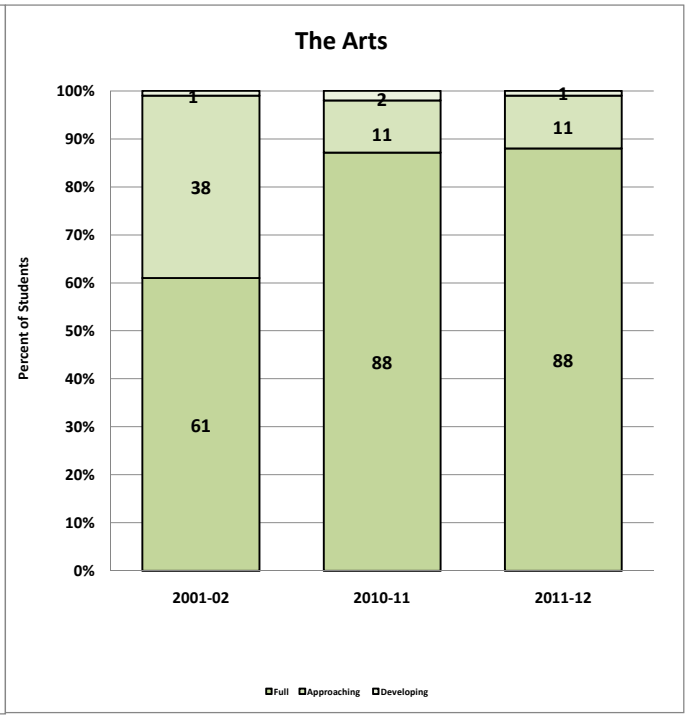
* = fewer than 5

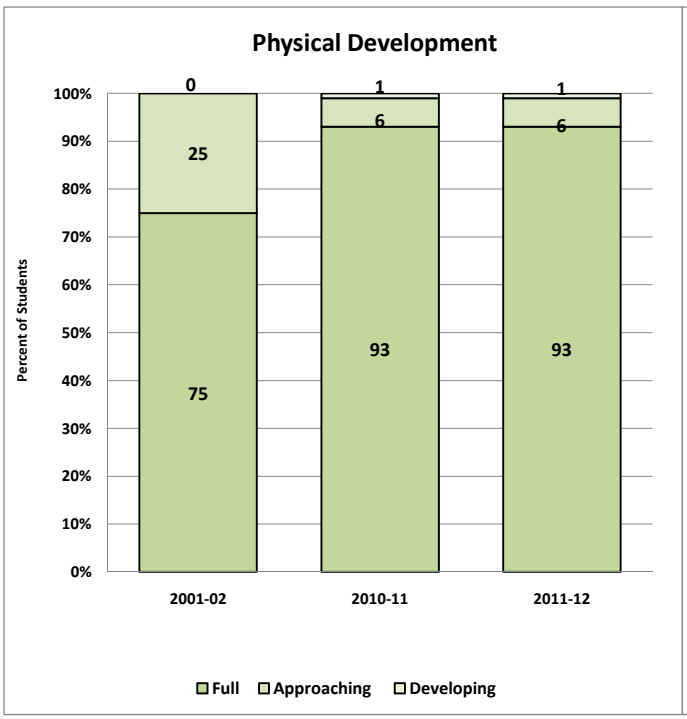
MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Frederick County

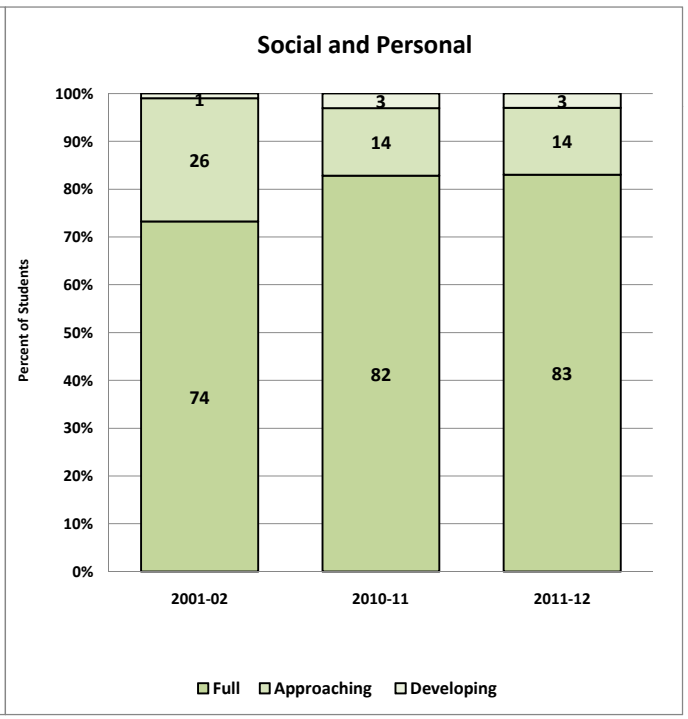


MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Frederick County









Frederick County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	71	18	12	76	24	0	82	12	6	76	18	6	76	12	12	94	6	0	88	12	0	76	24	0
Asian	85	12	3	76	21	2	83	17	0	76	24	1	78	21	2	86	14	0	91	9	0	84	16	0
African American	81	13	6	82	13	5	81	16	3	78	18	4	79	17	4	88	11	1	93	6	1	87	10	2
Native Hawaiian/Pacific Islander	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	86	14	0	100	0	0	100	0	0
White	84	13	3	85	13	2	85	13	2	82	16	2	85	14	2	89	10	1	93	6	1	90	9	1
Hispanic	81	15	4	69	23	7	77	18	5	75	18	7	75	18	7	84	14	3	92	7	1	84	11	5
Two or More Races (Non-Hispanic/Latino)	78	19	3	83	13	4	79	17	4	81	16	3	80	17	4	90	9	1	94	6	1	86	12	2
Gender																								
Male	77	18	5	78	18	4	81	16	3	79	18	3	79	18	3	83	15	1	91	8	1	85	13	2
Female	90	9	2	86	11	2	85	13	2	83	15	2	86	12	2	94	5	1	95	4	1	92	7	1
Prior Care																								
Child Care Center	84	13	3	87	11	1	86	13	1	83	16	1	85	14	1	90	9	1	94	6	0	91	9	0
Family Child Care	85	11	4	86	13	1	90	8	2	86	14	0	92	8	0	94	6	0	99	1	0	93	7	0
Head Start	82	13	4	81	17	3	82	15	3	82	15	3	82	15	4	89	11	1	96	4	0	86	11	3
Home / Informal Care	80	16	4	74	21	5	74	21	5	73	23	4	75	20	5	84	14	2	88	11	0	82	14	3
Non-public Nursery	88	11	1	88	11	1	88	11	1	85	14	1	88	12	0	91	8	1	94	5	1	92	8	0
Pre-Kindergarten	81	15	4	78	17	5	81	15	4	78	17	5	78	17	5	86	12	2	92	6	2	86	11	3
Special Education																								
No	85	13	2	85	13	2	85	13	2	83	16	1	85	14	1	90	10	1	95	5	0	90	9	1
Yes	56	28	16	48	34	17	53	31	16	51	31	18	50	31	19	67	24	9	72	20	8	59	28	13
English Language Learners																								
No	83	13	3	84	14	2	84	14	2	82	16	2	83	15	2	89	10	1	93	6	1	89	10	1
Yes	81	15	4	63	27	9	75	19	6	73	21	7	73	19	8	84	14	2	91	8	0	81	14	5
Free and Reduced Price Meals																								
No	84	13	3	85	13	2	86	13	2	83	15	2	84	14	2	89	10	1	93	6	1	90	9	1
Yes	80	15	5	74	21	6	77	18	5	76	20	5	78	17	5	86	12	2	93	6	1	84	13	3
Aggregated Data	83	14	3	82	15	3	83	14	3	81	17	3	82	15	3	88	11	1	93	6	1	88	10	2

* = fewer than 5

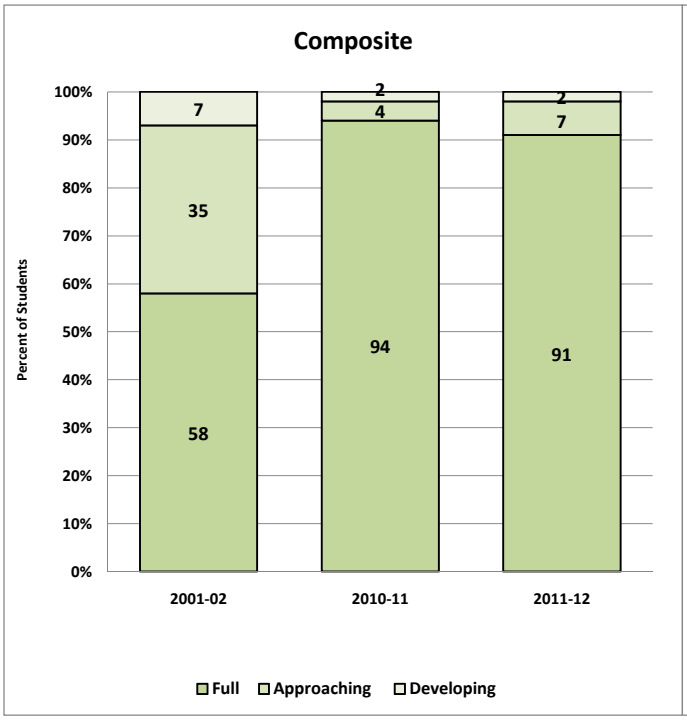
May not total 100% due to rounding.

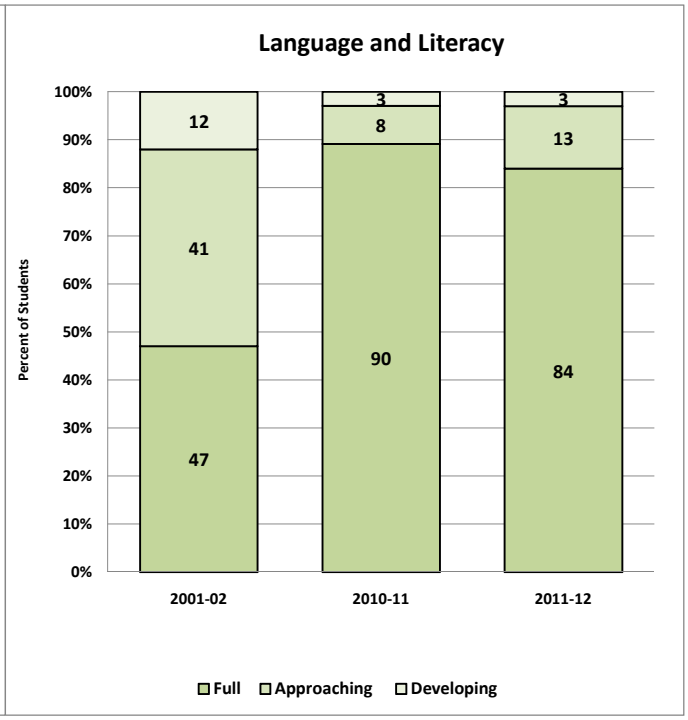
Frederick County - Number of Kindergarten Students

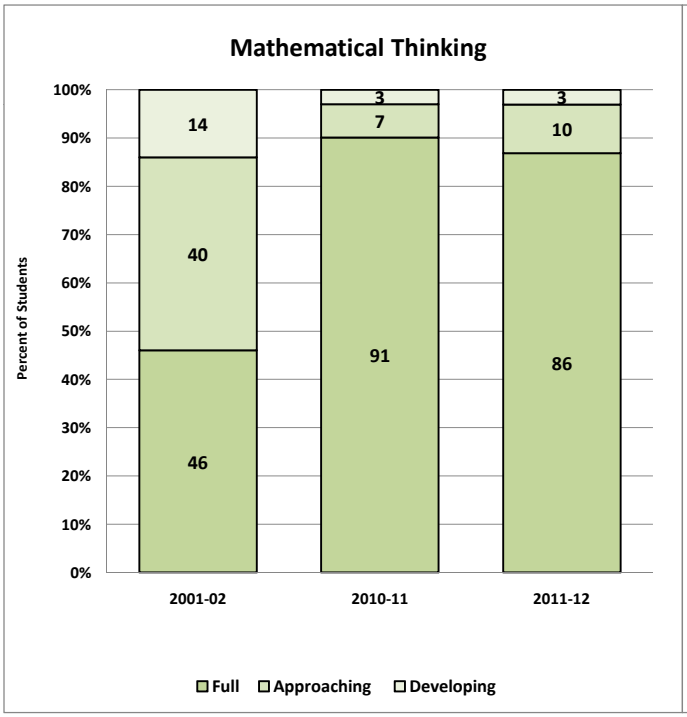
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	12	3	2	13	4	0	14	2	1	13	3	1	13	2	2	16	1	0	15	2	0	13	4	0
Asian	148	21	5	133	37	4	145	29	0	132	41	1	135	36	3	150	24	0	159	15	0	147	27	0
African American	264	42	18	265	43	16	262	53	9	254	57	13	257	55	12	285	36	3	301	21	2	282	34	8
Native Hawaiian/Pacific Islander	7	0	0	7	0	0	7	0	0	7	0	0	7	0	0	6	1	0	7	0	0	7	0	0
White	1,603	253	50	1,621	248	37	1,619	245	42	1,572	302	32	1,616	261	29	1,698	187	21	1,781	106	19	1,713	172	21
Hispanic	312	57	14	266	89	28	294	70	19	289	68	26	287	69	27	321	52	10	351	28	4	320	44	19
Two or More Races (Non-Hispanic/Latino)	99	24	4	105	17	5	100	22	5	103	20	4	101	21	5	114	12	1	119	7	1	109	15	3
Gender																								
Male	1,210	281	71	1,225	281	56	1,271	243	48	1,231	284	47	1,235	280	47	1,301	238	23	1,427	120	15	1,331	199	32
Female	1,235	119	22	1,185	157	34	1,170	178	28	1,139	207	30	1,181	164	31	1,289	75	12	1,306	59	11	1,260	97	19
Prior Care																								
Child Care Center	461	70	17	479	63	6	473	71	4	454	90	4	468	77	3	492	52	4	515	31	2	499	48	1
Family Child Care	90	12	4	91	14	1	95	9	2	91	15	0	97	9	0	100	6	0	105	1	0	99	7	0
Head Start	94	15	5	92	19	3	94	17	3	94	17	3	93	17	4	101	12	1	109	5	0	98	13	3
Home / Informal Care	336	68	17	310	89	22	310	89	22	308	95	18	316	84	21	354	60	7	372	47	2	347	60	14
Non-public Nursery	636	83	6	641	77	7	638	82	5	619	102	4	637	87	1	661	60	4	684	37	4	668	56	1
Pre-Kindergarten	813	150	44	782	175	50	816	152	39	789	171	47	790	169	48	868	120	19	931	58	18	864	111	32
Special Education																								
No	2,328	342	59	2,309	366	54	2,330	357	42	2,264	426	39	2,312	379	38	2,450	262	17	2,582	137	10	2,468	237	24
Yes	117	58	34	101	72	36	111	64	34	106	65	38	104	65	40	140	51	18	151	42	16	123	59	27
English Language Learners																								
No	2204	356	82	2223	357	62	2220	364	58	2155	430	57	2200	388	54	2341	273	28	2463	154	25	2351	255	36
Yes	241	44	11	187	81	28	221	57	18	215	61	20	216	56	24	249	40	7	270	25	1	240	41	15
Free and Reduced Price Meals																								
No	1,770	270	55	1,789	265	41	1,792	266	37	1,732	324	39	1,761	298	36	1,869	209	17	1,952	126	17	1,885	187	23
Yes	675	130	38	621	173	49	649	155	39	638	167	38	655	146	42	721	104	18	781	53	9	706	109	28
Aggregated Data	2,445	400	93	2,410	438	90	2,441	421	76	2,370	491	77	2,416	444	78	2,590	313	35	2,733	179	26	2,591	296	51

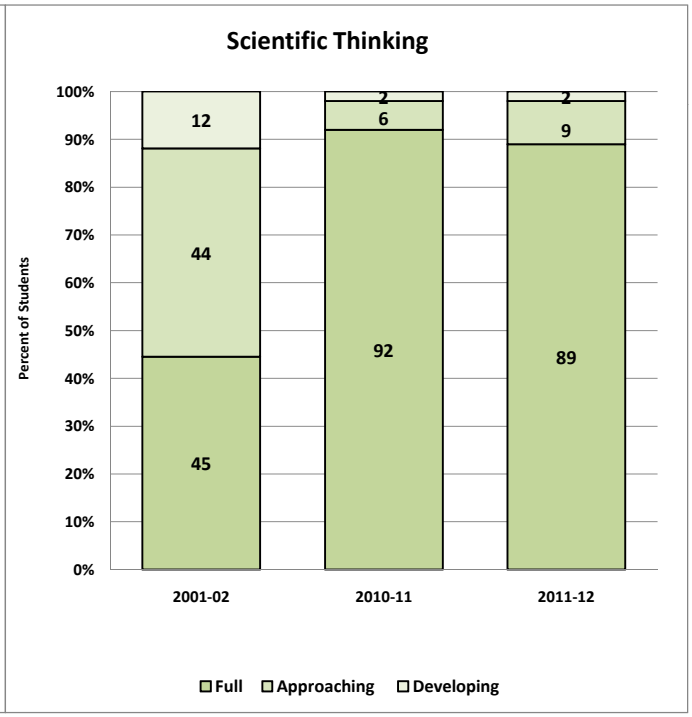
* = fewer than 5

MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Garrett County

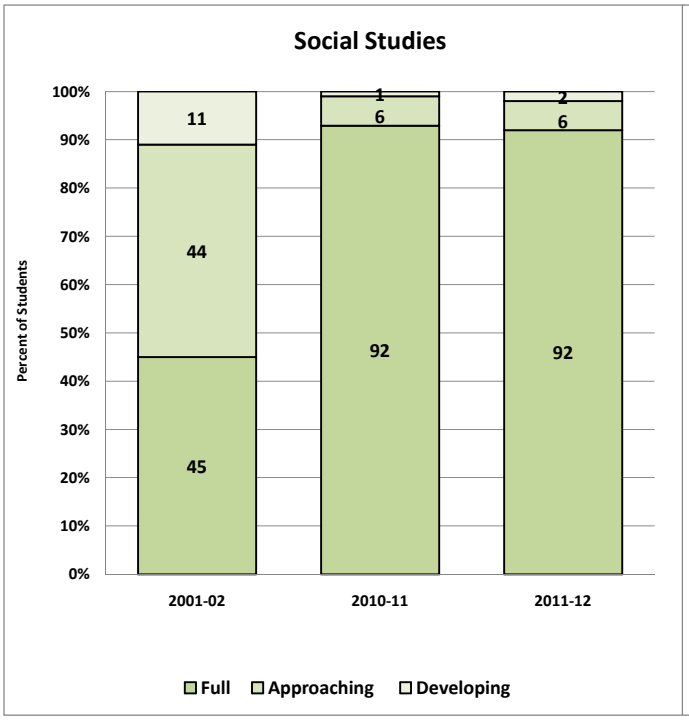


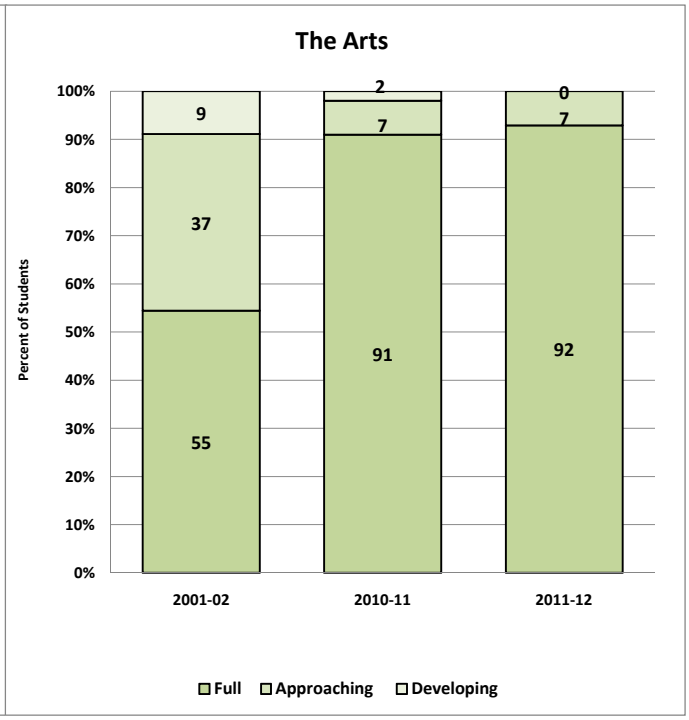


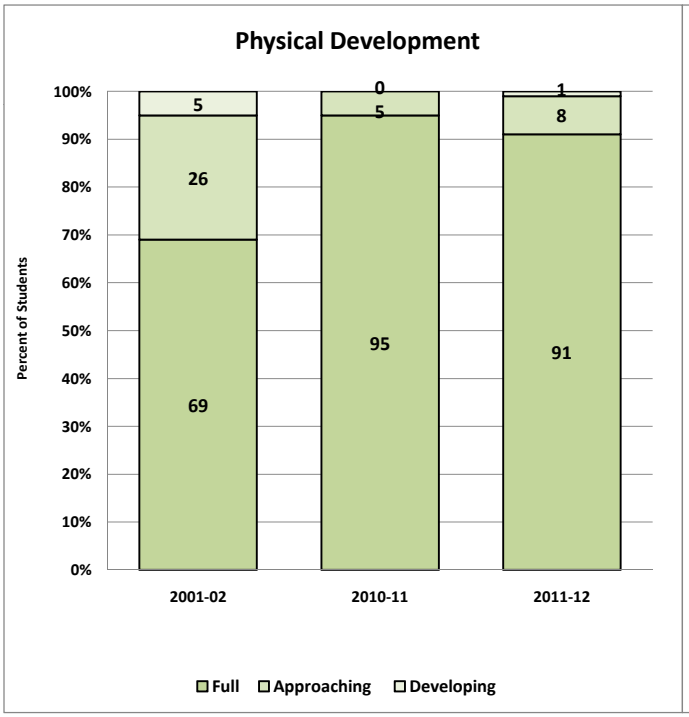


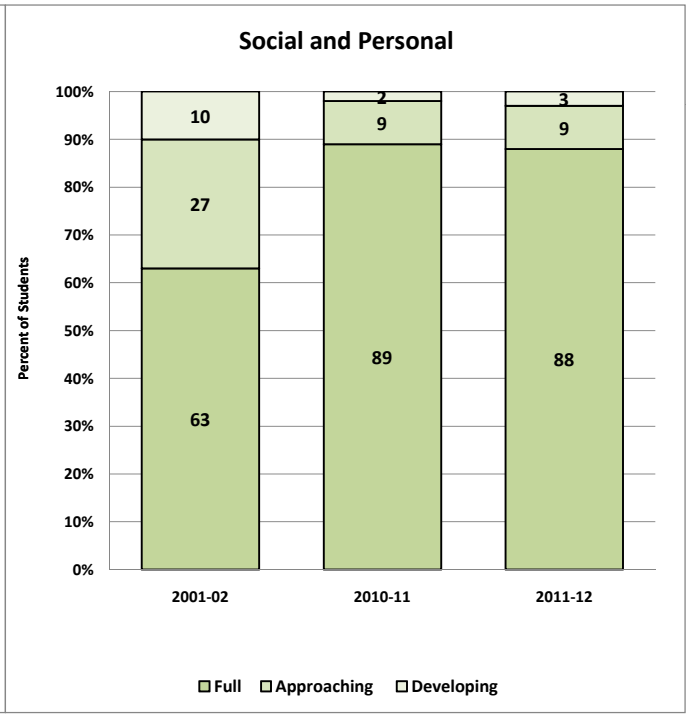


MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Garrett County









Garrett County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	88	10	2	84	13	3	87	11	3	89	9	2	92	6	2	93	7	0	92	8	0	91	7	1
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																								
Male	82	14	4	77	17	6	80	15	5	86	11	3	88	9	3	88	11	1	88	11	1	86	12	3
Female	94	4	1	91	8	1	93	5	1	92	7	1	96	2	1	97	3	0	95	4	1	97	2	1
Prior Care																								
Child Care Center	100	0	0	100	0	0	85	15	0	100	0	0	100	0	0	100	0	0	95	5	0	100	0	0
Family Child Care	100	0	0	88	13	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Head Start	82	14	4	72	22	7	82	9	8	82	15	3	88	8	4	93	5	1	88	12	0	84	14	3
Home / Informal Care	87	11	2	80	16	4	82	13	4	87	11	2	89	9	2	93	7	0	93	7	0	89	9	2
Non-public Nursery	100	0	0	94	6	0	94	6	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Pre-Kindergarten	86	10	3	89	9	3	89	10	1	90	8	3	92	6	2	88	12	0	90	9	2	92	6	2
Special Education																								
No	89	9	2	85	11	3	87	10	3	90	8	2	92	6	2	93	7	0	92	8	0	92	7	1
Yes	80	12	8	64	28	8	76	16	8	76	16	8	88	4	8	88	12	0	84	12	4	80	12	8
English Language Learners																								
No	88	9	3	84	13	3	86	10	3	89	9	2	92	6	2	92	7	0	91	8	1	91	7	2
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals																								
No	88	9	3	83	13	4	86	10	4	89	8	2	91	7	2	94	5	0	92	7	1	90	8	2
Yes	88	10	3	86	13	1	89	11	0	88	11	1	94	4	1	86	14	0	90	10	0	94	4	1
Aggregated Data	88	9	3	84	13	3	86	10	3	89	9	2	92	6	2	92	7	0	91	8	1	91	7	2

* = fewer than 5

May not total 100% due to rounding.

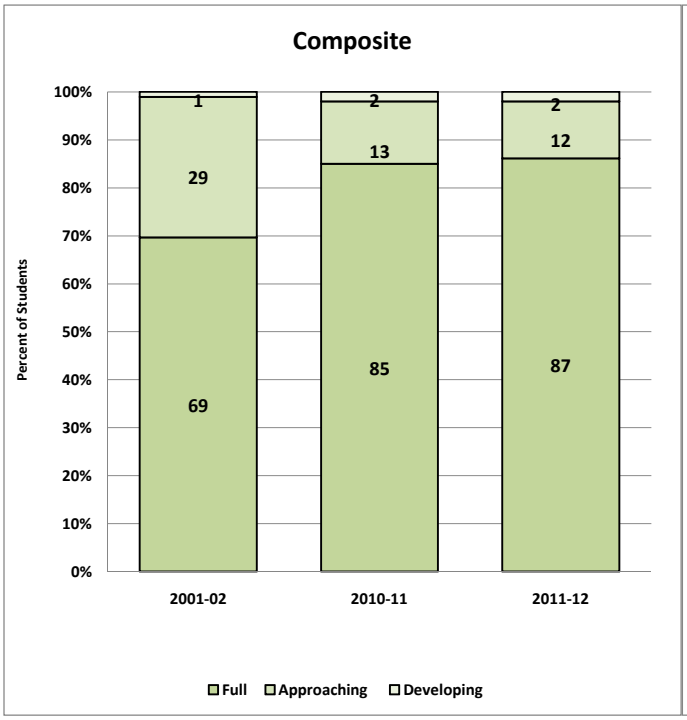
Garrett County - Number of Kindergarten Students

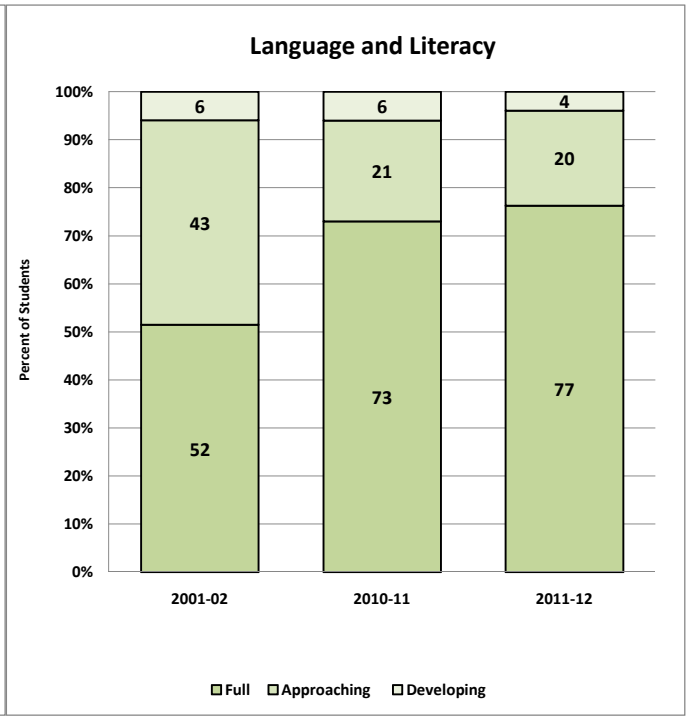
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	249	27	7	237	37	9	245	30	8	252	26	5	261	17	5	262	20	1	259	23	1	258	21	4
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																								
Male	125	21	6	117	26	9	122	23	7	131	16	5	134	14	4	134	17	1	134	17	1	130	18	4
Female	127	6	2	123	11	1	126	7	2	124	10	1	130	3	2	131	4	0	128	6	1	131	3	1
Prior Care																								
Child Care Center	20	0	0	20	0	0	17	3	0	20	0	0	20	0	0	20	0	0	19	1	0	20	0	0
Family Child Care	8	0	0	7	1	0	8	0	0	8	0	0	8	0	0	8	0	0	8	0	0	8	0	0
Head Start	61	10	3	53	16	5	61	7	6	61	11	2	65	6	3	69	4	1	65	9	0	62	10	2
Home / Informal Care	39	5	1	36	7	2	37	6	2	39	5	1	40	4	1	42	3	0	42	3	0	40	4	1
Non-public Nursery	16	0	0	15	1	0	15	1	0	16	0	0	16	0	0	16	0	0	16	0	0	16	0	0
Pre-Kindergarten	100	12	4	103	10	3	103	12	1	104	9	3	107	7	2	102	14	0	104	10	2	107	7	2
Special Education																								
No	232	24	6	224	30	8	229	26	7	236	22	4	242	16	4	243	18	1	241	20	1	241	18	3
Yes	20	3	2	16	7	2	19	4	2	19	4	2	22	1	2	22	3	0	21	3	1	20	3	2
English Language Learners																								
No	252	27	8	240	37	10	248	30	9	255	26	6	264	17	6	265	21	1	262	23	2	261	21	5
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals																								
No	189	20	6	178	28	9	184	22	9	192	18	5	196	14	5	203	11	1	197	16	2	193	18	4
Yes	63	7	2	62	9	1	64	8	0	63	8	1	68	3	1	62	10	0	65	7	0	68	3	1
Aggregated Data	252	27	8	240	37	10	248	30	9	255	26	6	264	17	6	265	21	1	262	23	2	261	21	5

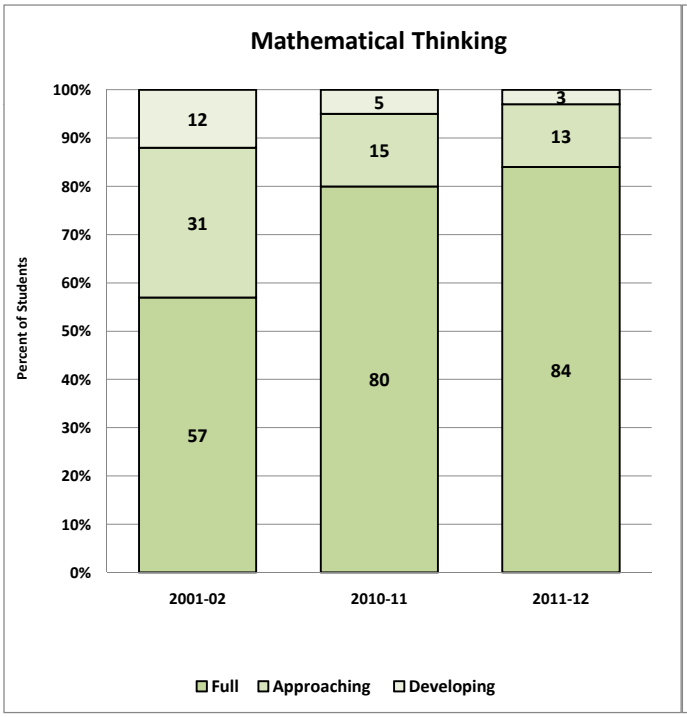
* = fewer than 5

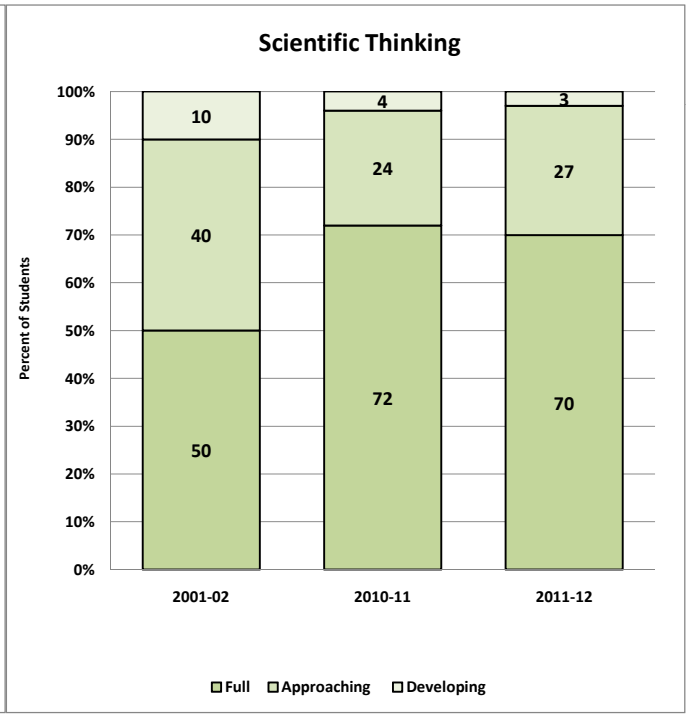
May not total 100% due to rounding.

MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Harford County

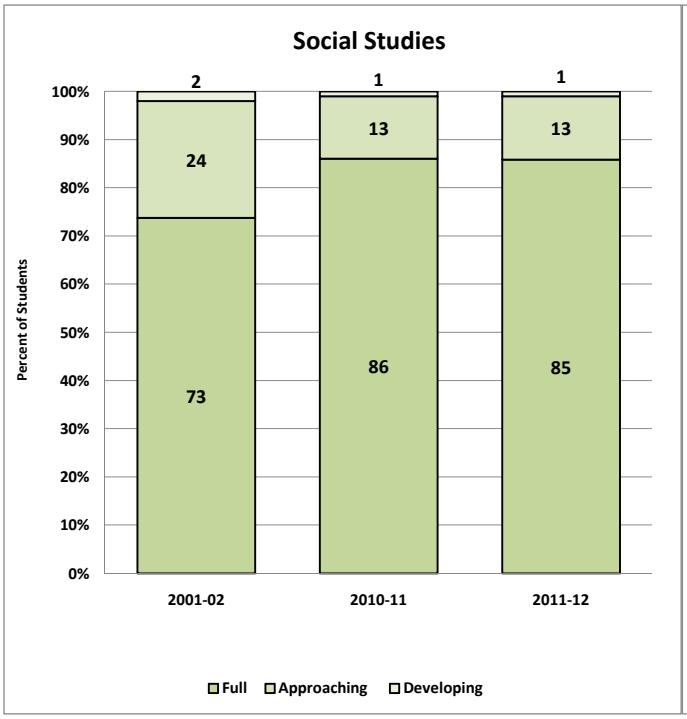


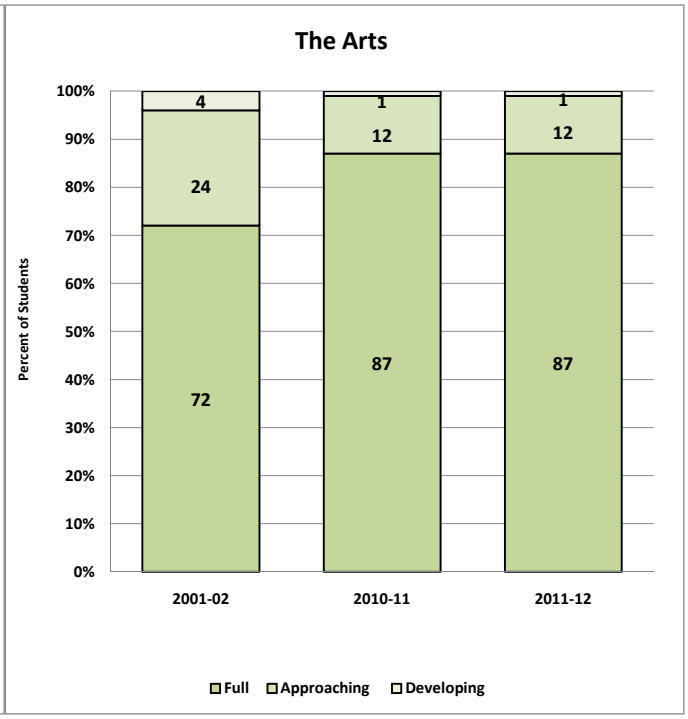


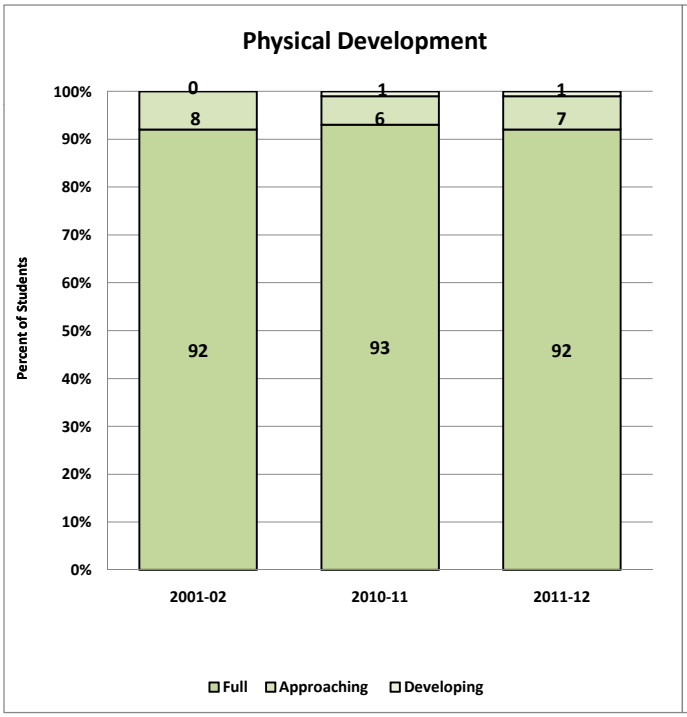


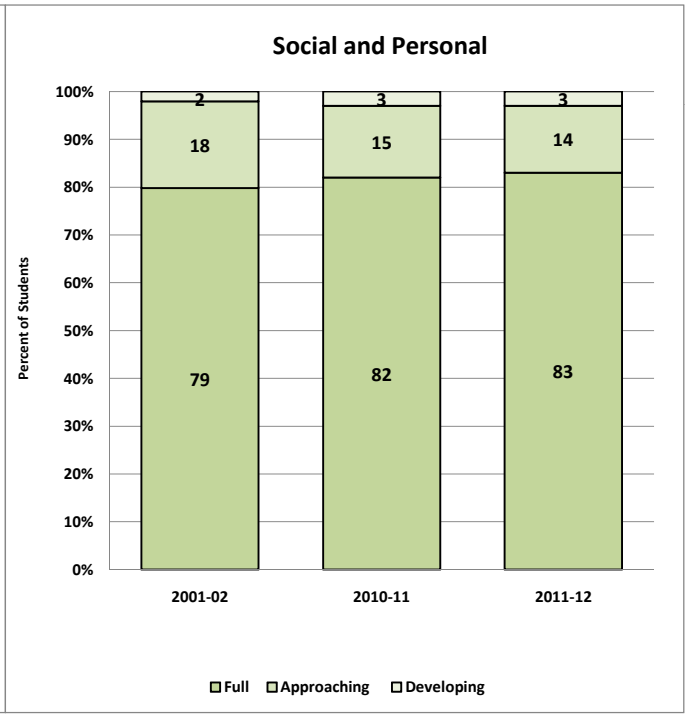


MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Harford County









Harford County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	70	20	10	70	20	10	70	20	10	60	20	20	60	40	0	80	20	0	80	20	0	70	30	0
Asian	91	7	3	80	17	3	93	5	1	67	32	1	89	9	1	92	8	0	96	4	0	93	7	0
African American	77	19	4	69	26	5	76	19	4	60	35	5	78	20	2	82	16	2	90	9	1	81	17	2
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	85	12	3	80	17	3	86	11	3	74	23	3	88	11	1	88	11	1	92	6	1	89	10	2
Hispanic	81	18	1	66	29	5	79	17	4	61	35	4	82	17	1	83	17	0	95	5	0	85	15	1
Two or More Races (Non-Hispanic/Latino)	79	17	4	70	24	5	79	16	5	60	37	3	81	18	1	83	17	0	93	7	0	83	15	2
Gender																								
Male	78	17	5	73	23	4	82	14	4	69	27	4	83	16	2	81	17	2	89	10	1	83	15	2
Female	89	10	1	81	16	3	86	12	2	70	27	3	88	11	1	93	7	1	95	4	0	91	8	1
Prior Care																								
Child Care Center	83	15	2	80	17	3	88	10	2	70	27	2	86	13	0	86	13	0	92	6	1	90	9	1
Family Child Care	87	11	2	74	22	3	82	16	2	72	25	3	85	15	0	87	12	1	90	10	0	86	14	1
Head Start	80	18	2	61	30	9	73	18	9	64	32	5	80	20	0	86	11	2	89	9	2	77	20	2
Home / Informal Care	79	17	4	60	31	8	68	24	8	58	35	7	78	21	1	84	15	1	88	10	2	77	21	2
Non-public Nursery	88	11	1	86	12	2	92	7	1	80	19	2	94	6	0	93	7	0	97	3	0	94	6	1
Pre-Kindergarten	82	14	4	77	20	4	84	13	4	68	29	4	83	15	2	84	14	3	91	8	1	85	12	2
Special Education																								
No	86	12	2	80	18	2	86	12	2	72	26	2	88	12	0	89	11	1	94	5	0	89	10	1
Yes	52	29	19	47	34	19	62	20	18	51	31	18	63	28	9	63	28	9	70	25	5	60	28	12
English Language Learners																								
No	83	14	3	77	19	4	84	13	3	70	27	3	86	13	1	87	12	1	92	7	1	87	11	2
Yes	78	22	0	57	33	10	76	16	8	51	41	8	76	22	2	86	14	0	94	6	0	80	20	0
Free and Reduced Price Meals																								
No	85	12	3	81	16	3	88	10	2	74	23	2	88	11	1	89	10	1	94	6	1	90	9	1
Yes	78	18	4	66	28	6	75	19	6	59	35	6	79	19	2	81	18	2	89	10	1	79	19	2
Aggregated Data	83	14	3	77	20	4	84	13	3	70	27	3	85	13	1	87	12	1	92	7	1	87	12	2

* = fewer than 5

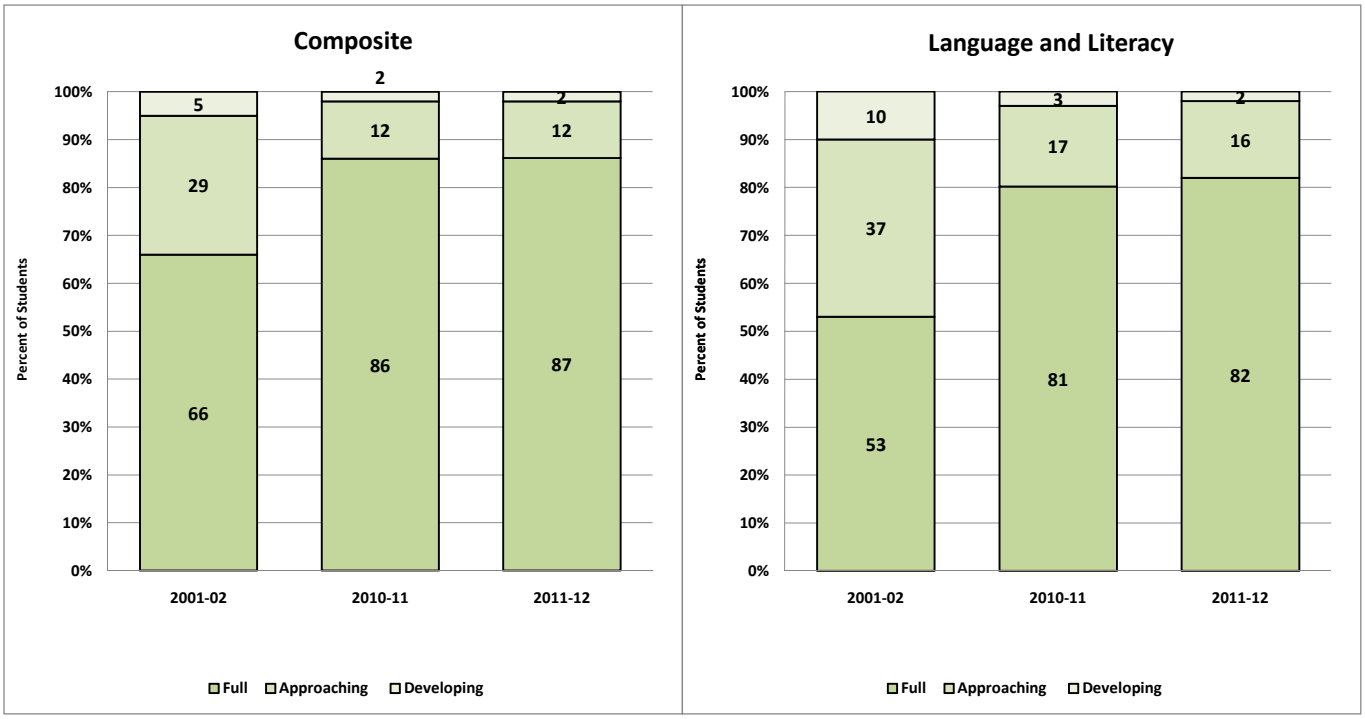
May not total 100% due to rounding.

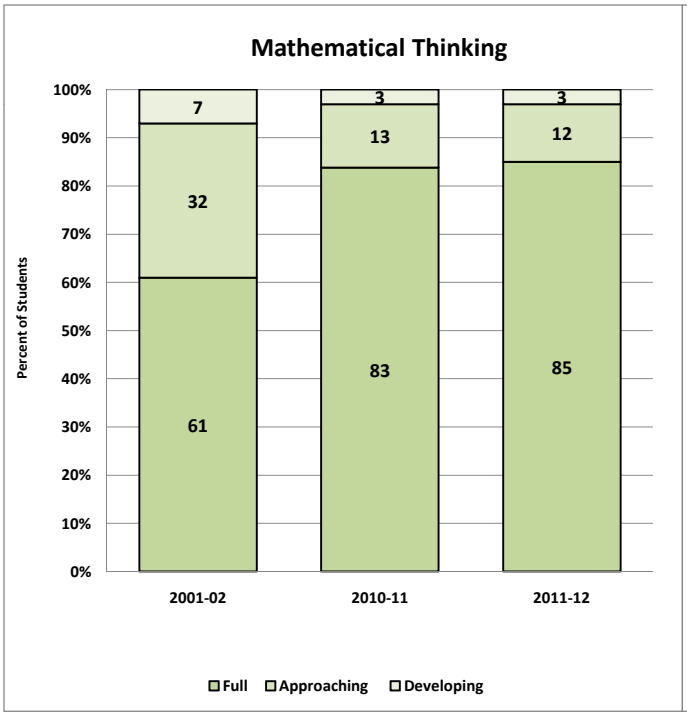
Harford County - Number of Kindergarten Students

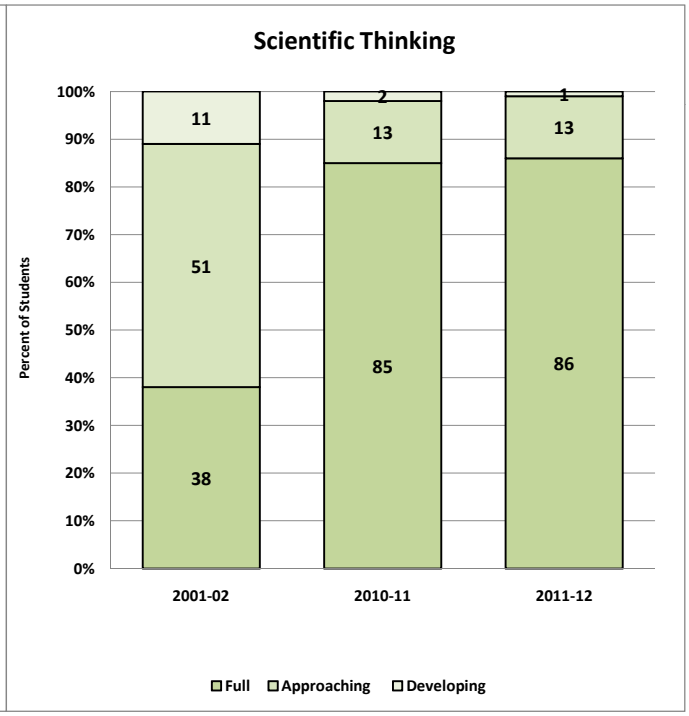
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	7	2	1	7	2	1	7	2	1	6	2	2	6	4	0	8	2	0	8	2	0	7	3	0
Asian	68	5	2	60	13	2	70	4	1	50	24	1	67	7	1	69	6	0	72	3	0	70	5	0
African American	333	81	18	297	114	21	329	84	19	260	151	21	337	88	7	356	68	8	387	41	4	350	73	9
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	1,610	227	55	1,512	316	64	1,628	208	56	1,400	436	56	1,661	210	21	1,664	200	28	1,750	122	20	1,675	187	30
Hispanic	121	27	2	99	43	8	119	25	6	92	52	6	123	26	1	125	25	0	142	8	0	127	22	1
Two or More Races (Non-Hispanic/Latino)	166	36	8	148	51	11	166	33	11	126	77	7	171	37	2	174	35	1	195	15	0	174	32	4
Gender																								
Male	1,132	250	70	1,057	330	65	1,192	198	62	1,006	391	55	1,200	227	25	1,178	246	28	1,296	138	18	1,208	211	33
Female	1,176	129	16	1,068	211	42	1,130	159	32	930	353	38	1,168	146	7	1,222	90	9	1,261	54	6	1,198	112	11
Prior Care																								
Child Care Center	406	73	12	395	83	13	430	51	10	345	134	12	423	66	2	424	65	2	454	30	7	441	45	5
Family Child Care	128	16	3	109	33	5	120	24	3	106	37	4	125	22	0	128	18	1	133	14	0	126	20	1
Head Start	35	8	1	27	13	4	32	8	4	28	14	2	35	9	0	38	5	1	39	4	1	34	9	1
Home / Informal Care	320	71	16	246	127	34	275	98	34	237	142	28	318	84	5	340	63	4	358	41	8	312	86	9
Non-public Nursery	598	72	9	584	81	14	625	49	5	540	128	11	635	43	1	629	48	2	657	21	1	636	39	4
Pre-Kindergarten	789	132	40	736	190	35	803	124	34	650	277	34	796	142	23	804	130	27	878	77	6	821	117	23
Special Education																								
No	2,179	308	40	2,010	457	60	2,169	308	50	1,811	667	49	2,213	305	9	2,244	267	16	2,385	130	12	2,258	254	15
Yes	129	71	46	115	84	47	153	49	44	125	77	44	155	68	23	156	69	21	172	62	12	148	69	29
English Language Learners																								
No	2268	368	86	2096	524	102	2283	349	90	1910	723	89	2329	362	31	2356	329	37	2509	189	24	2365	313	44
Yes	40	11	0	29	17	5	39	8	4	26	21	4	39	11	1	44	7	0	48	3	0	41	10	0
Free and Reduced Price Meals																								
No	1,661	228	55	1,582	305	57	1,703	196	45	1,443	455	46	1,713	212	19	1,732	190	22	1,819	113	12	1,753	166	25
Yes	647	151	31	543	236	50	619	161	49	493	289	47	655	161	13	668	146	15	738	79	12	653	157	19
Aggregated Data	2,308	379	86	2,125	541	107	2,322	357	94	1,936	744	93	2,368	373	32	2,400	336	37	2,557	192	24	2,406	323	44

* = fewer than 5

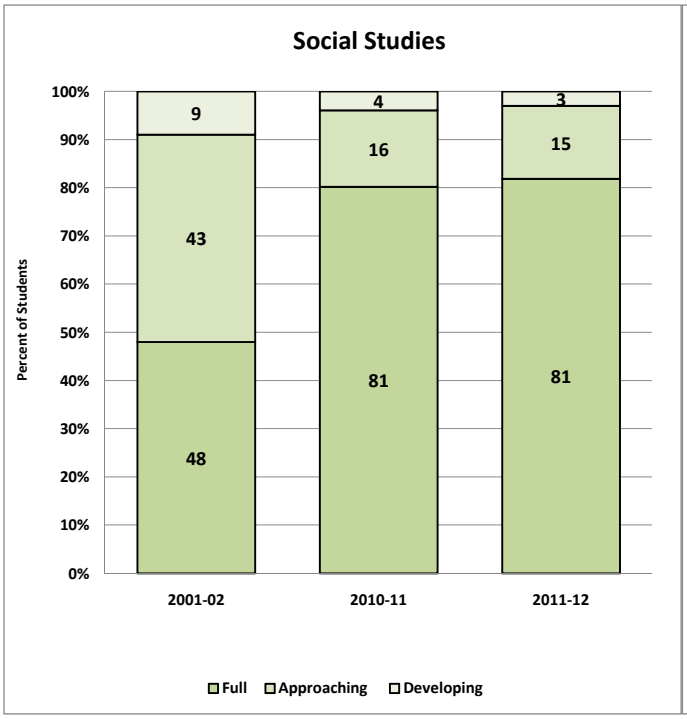
MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Howard County

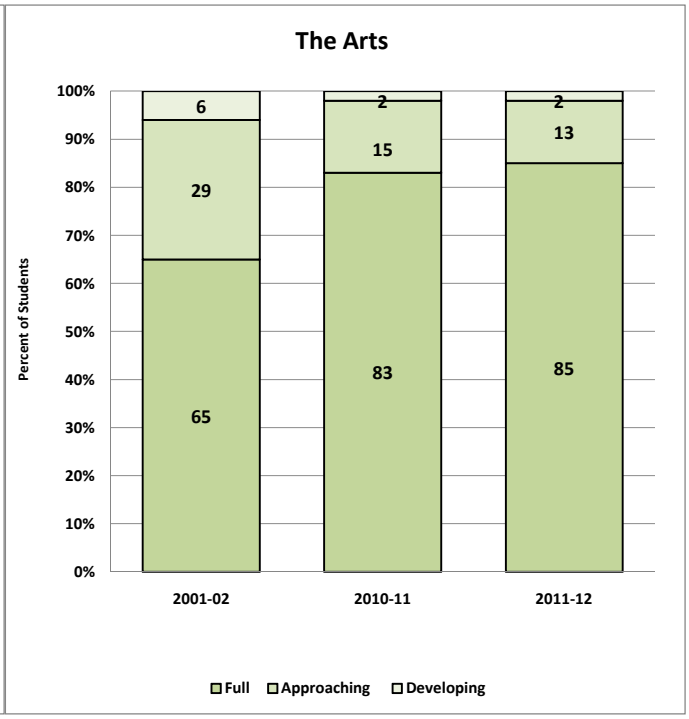


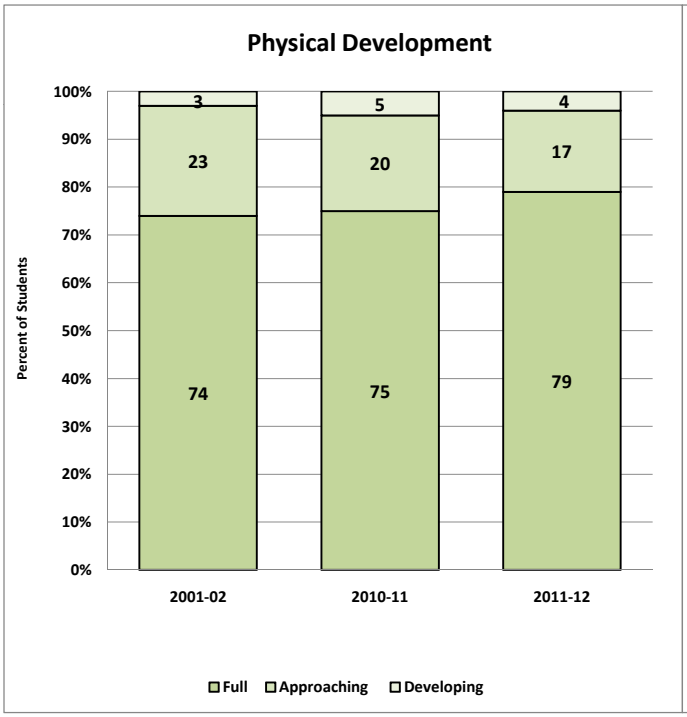


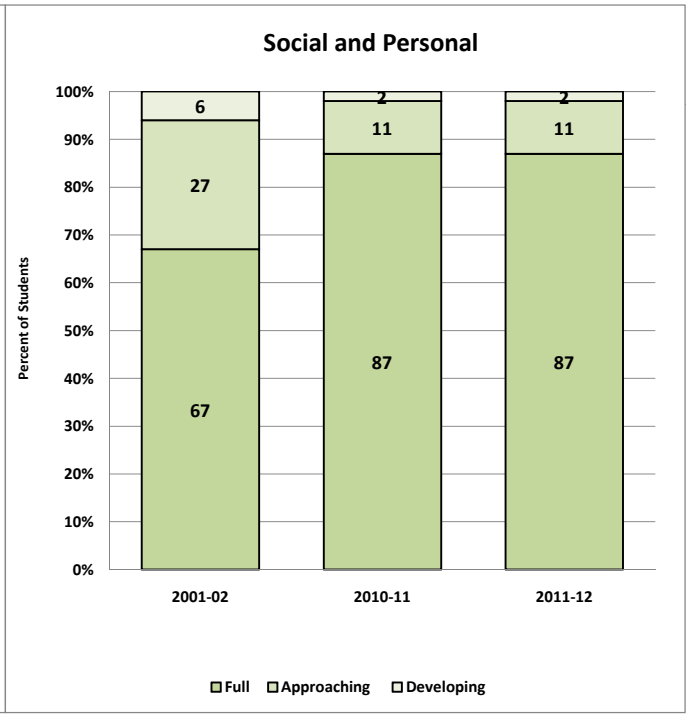


MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Howard County









Howard County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	100	0	0	88	13	0	88	13	0	88	13	0	88	13	0	75	25	0	75	25	0	100	0	0
Asian	90	8	2	84	14	2	87	11	2	88	11	1	85	13	2	87	12	2	82	15	3	89	10	1
African American	85	13	2	80	17	3	83	12	4	84	14	1	79	16	4	83	14	3	74	21	5	85	13	2
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	88	11	1	85	14	2	87	11	2	87	12	1	84	14	2	88	11	2	84	13	3	89	10	1
Hispanic	82	14	4	72	23	4	77	17	5	78	19	4	68	23	9	75	21	4	61	29	10	74	22	4
Two or More Races (Non-Hispanic/Latino)	84	13	3	81	16	3	88	8	4	84	14	2	80	18	2	84	13	3	79	16	5	88	9	3
Gender																								
Male	83	15	3	79	18	3	82	14	4	82	16	2	79	17	4	81	16	3	74	21	6	83	14	2
Female	91	8	1	85	13	2	89	9	2	89	10	1	84	13	2	89	10	1	84	13	3	90	9	1
Prior Care																								
Child Care Center	88	11	1	87	12	1	89	10	1	89	11	0	86	13	1	89	10	1	84	14	2	91	9	1
Family Child Care	86	13	1	81	17	2	79	17	4	82	18	0	77	21	2	85	11	4	74	23	3	86	13	1
Head Start	83	14	3	73	23	5	80	12	8	79	20	1	74	22	4	78	18	4	59	33	8	79	20	1
Home / Informal Care	82	15	3	69	28	4	76	16	8	75	22	3	67	23	10	76	20	5	63	26	11	73	24	3
Non-public Nursery	92	7	1	90	9	0	93	6	1	91	8	1	89	10	1	93	7	1	90	9	1	94	6	0
Pre-Kindergarten	82	14	4	75	20	5	78	17	4	82	15	3	76	18	6	78	18	4	71	22	7	81	15	4
Special Education																								
No	88	10	1	84	14	2	87	11	2	87	12	1	83	15	2	87	11	1	81	16	3	88	10	1
Yes	67	24	10	56	32	11	64	24	12	68	26	6	61	25	14	57	30	13	49	32	19	63	25	12
English Language Learners																								
No	87	11	2	84	14	2	87	11	3	87	12	1	84	14	3	87	11	2	81	15	3	89	10	2
Yes	82	15	4	67	27	6	75	19	6	76	21	3	65	27	8	71	24	4	58	31	11	71	25	3
Free and Reduced Price Meals																								
No	88	10	2	85	14	2	88	10	2	87	12	1	84	14	3	87	11	2	83	14	3	89	10	1
Yes	81	16	3	73	22	5	75	18	7	79	18	2	72	22	6	77	19	4	63	28	9	77	19	4
Aggregated Data	87	11	2	82	16	2	85	12	3	86	13	1	81	15	3	85	13	2	79	17	4	87	12	2

* = fewer than 5

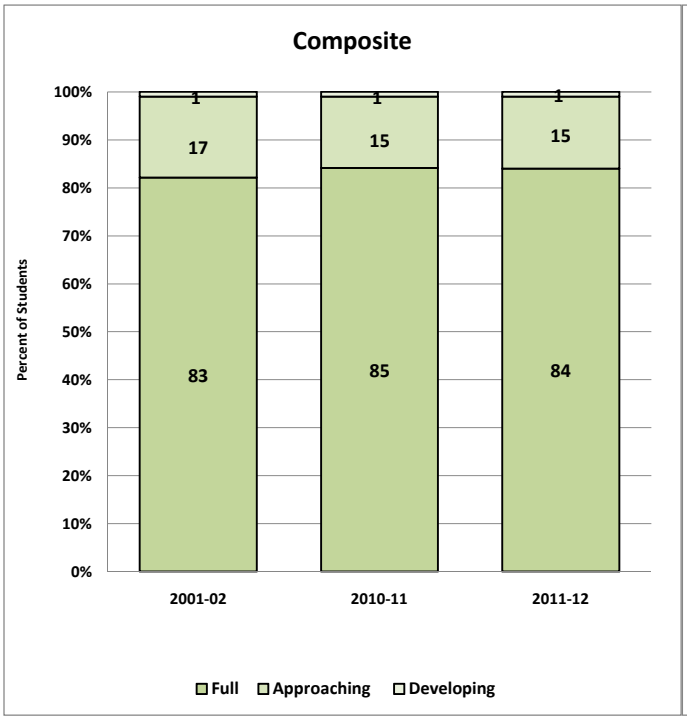
May not total 100% due to rounding.

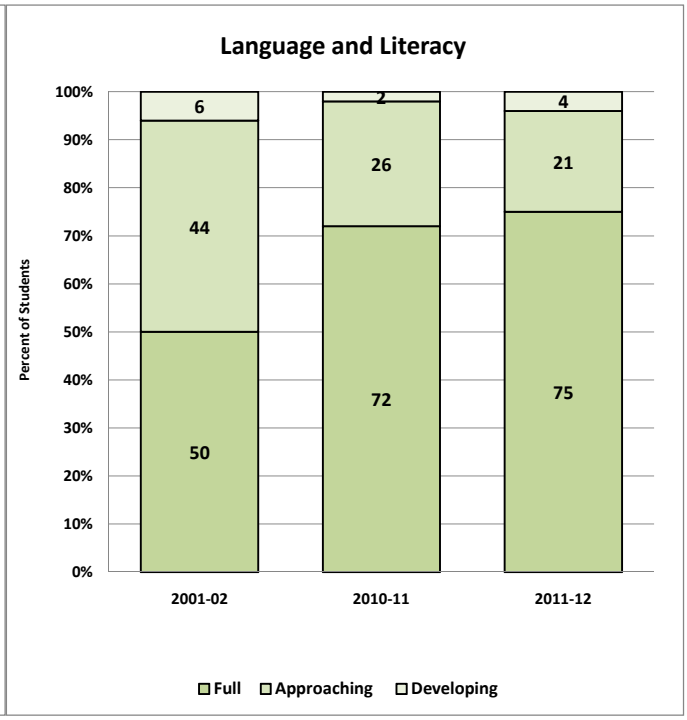
Howard County - Number of Kindergarten Students

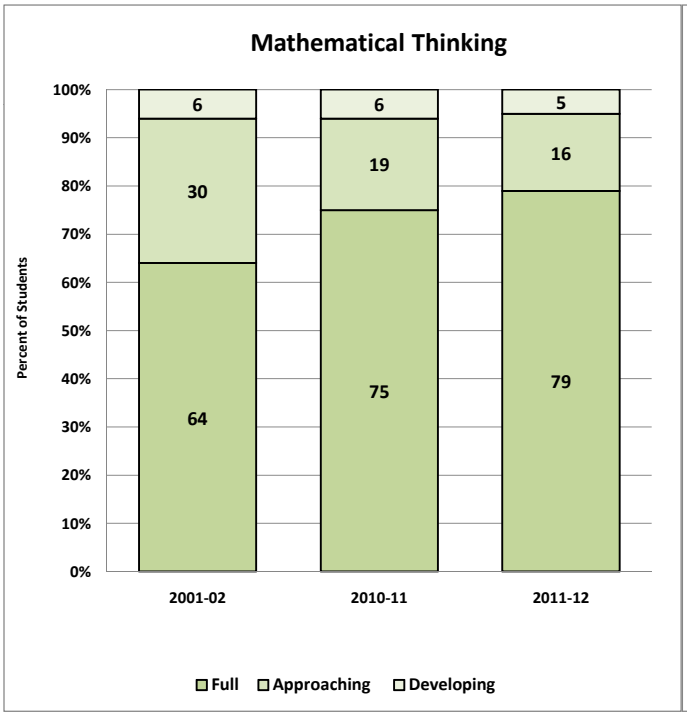
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	8	0	0	7	1	0	7	1	0	7	1	0	7	1	0	6	2	0	6	2	0	8	0	0
Asian	578	51	13	538	93	11	561	70	11	562	73	7	543	84	15	556	74	12	525	95	22	571	62	9
African American	578	87	17	546	117	19	567	85	30	576	98	8	542	111	29	568	94	20	503	142	37	577	91	14
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	1,398	176	22	1,351	216	29	1,389	170	37	1,389	189	18	1,343	218	35	1,398	174	24	1,335	213	48	1,419	156	21
Hispanic	278	49	13	246	79	15	263	59	18	264	63	13	232	78	30	255	71	14	207	99	34	253	75	12
Two or More Races (Non-Hispanic/Latino)	185	29	6	179	35	6	194	18	8	185	31	4	175	40	5	185	29	6	173	35	12	194	19	7
Gender																								
Male	1,476	261	50	1,419	322	46	1,473	249	65	1,467	285	35	1,411	304	72	1,453	280	54	1,319	367	101	1,491	254	42
Female	1,551	131	21	1,450	219	34	1,509	155	39	1,518	170	15	1,433	228	42	1,517	164	22	1,432	219	52	1,533	149	21
Prior Care																								
Child Care Center	801	97	8	789	109	8	807	91	8	806	96	4	779	117	10	807	92	7	764	124	18	821	80	5
Family Child Care	122	19	1	115	24	3	112	24	6	116	26	0	109	30	3	121	16	5	105	33	4	122	18	2
Head Start	127	22	4	111	35	7	122	18	13	121	31	1	113	34	6	119	28	6	91	50	12	121	30	2
Home / Informal Care	282	50	12	236	95	13	260	55	29	258	75	11	231	80	33	260	68	16	218	88	38	252	81	11
Non-public Nursery	971	78	8	952	100	5	985	66	6	962	89	6	944	105	8	980	71	6	949	97	11	992	62	3
Pre-Kindergarten	696	120	35	641	169	41	668	145	38	697	128	26	643	157	51	661	156	34	601	187	63	690	125	36
Special Education																								
No	2,860	333	47	2,728	460	52	2,822	344	74	2,814	391	35	2,691	470	79	2,828	369	43	2,628	507	105	2,866	340	34
Yes	167	59	24	141	81	28	160	60	30	171	64	15	153	62	35	142	75	33	123	79	48	158	63	29
English Language Learners																								
No	2705	335	57	2605	434	58	2688	329	80	2686	374	37	2589	427	81	2690	348	59	2523	466	108	2744	303	50
Yes	322	57	14	264	107	22	294	75	24	299	81	13	255	105	33	280	96	17	228	120	45	280	100	13
Free and Reduced Price Meals																								
No	2,451	281	48	2,350	382	48	2,452	275	53	2,422	324	34	2,333	376	71	2,424	307	49	2,306	387	87	2,478	265	37
Yes	576	111	23	519	159	32	530	129	51	563	131	16	511	156	43	546	137	27	445	199	66	546	138	26
Aggregated Data	3,027	392	71	2,869	541	80	2,982	404	104	2,985	455	50	2,844	532	114	2,970	444	76	2,751	586	153	3,024	403	63

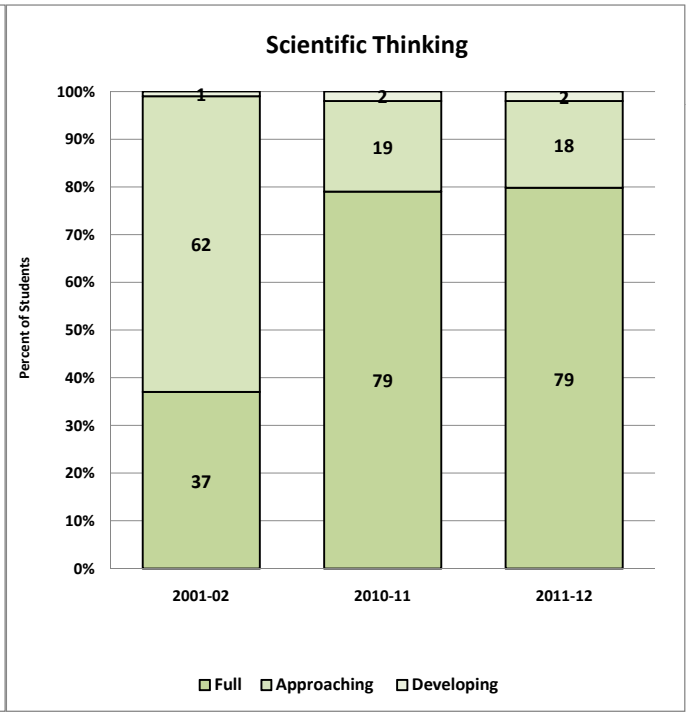
* = fewer than 5

MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Kent County

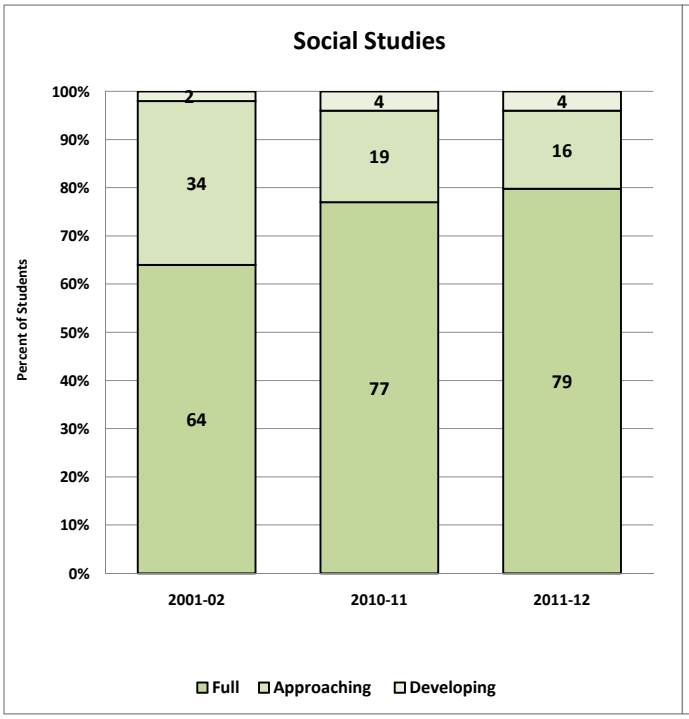


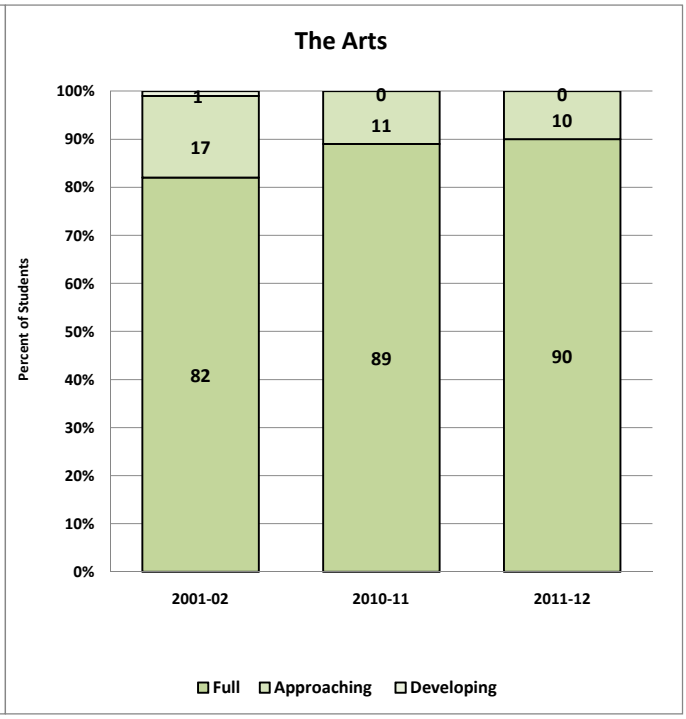


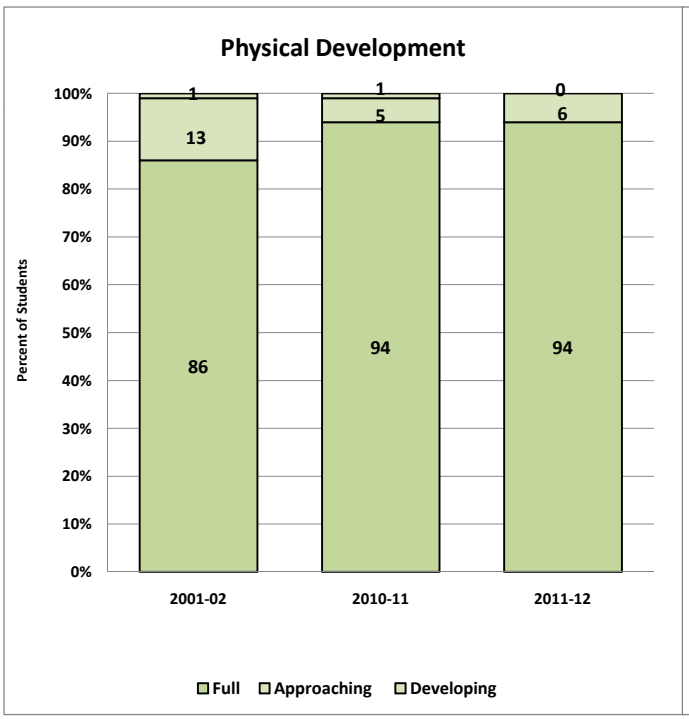


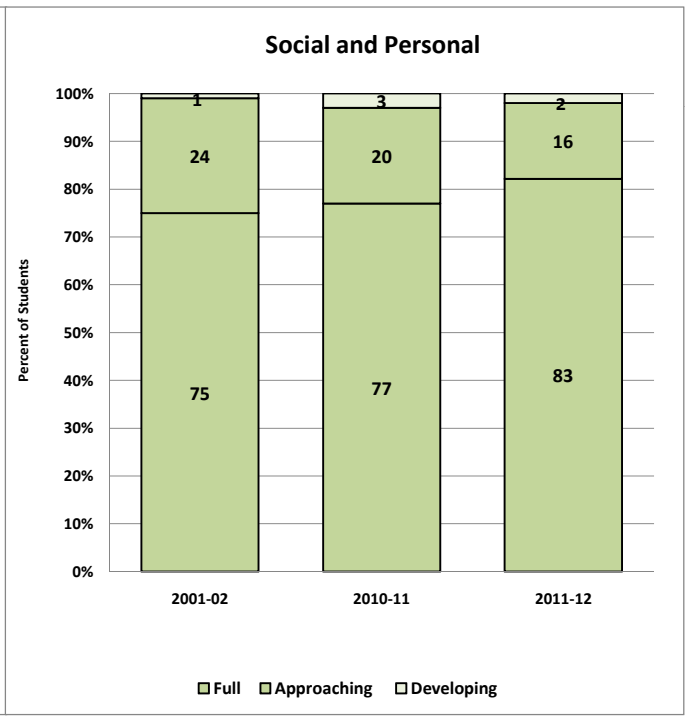


MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Kent County









Kent County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	76	20	4	64	29	7	67	20	13	64	36	0	64	27	9	82	18	0	84	16	0	71	27	2
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	87	12	1	84	15	1	88	12	0	90	10	0	89	11	0	93	7	0	97	3	0	92	8	0
Hispanic	79	21	0	58	29	13	67	21	13	58	25	17	67	17	17	88	13	0	100	0	0	75	21	4
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																								
Male	76	21	2	71	24	6	76	15	8	74	24	2	79	16	5	85	15	0	93	7	0	79	20	1
Female	88	11	1	80	18	2	81	17	2	84	14	2	80	16	4	95	5	0	95	5	0	89	10	1
Prior Care																								
Child Care Center	92	8	0	69	31	0	85	15	0	77	23	0	77	23	0	92	8	0	92	8	0	92	8	0
Family Child Care	83	17	0	83	17	0	83	17	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Head Start	63	38	0	50	38	13	63	13	25	63	38	0	63	25	13	75	25	0	88	13	0	63	38	0
Home / Informal Care	90	10	0	77	15	8	79	15	5	85	13	3	85	8	8	95	5	0	95	5	0	82	15	3
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	81	16	3	77	21	3	78	17	5	78	19	3	77	19	4	88	12	0	94	6	0	85	14	1
Special Education																								
No	84	15	2	76	20	4	80	15	5	80	18	2	80	15	5	90	10	0	95	5	0	85	13	1
Yes	63	38	0	63	25	13	50	50	0	63	38	0	63	38	0	88	13	0	75	25	0	63	38	0
English Language Learners																								
No	84	14	2	78	19	3	81	16	4	82	18	0	81	16	3	91	9	0	93	7	0	86	14	1
Yes	74	26	0	53	32	16	63	21	16	58	21	21	63	16	21	84	16	0	100	0	0	74	21	5
Free and Reduced Price Meals																								
No	88	12	0	84	14	2	88	12	0	88	12	0	88	12	0	91	9	0	97	3	0	91	9	0
Yes	80	17	2	71	24	5	74	18	7	75	21	3	75	18	7	89	11	0	93	7	0	81	17	2
Aggregated Data	83	16	2	75	21	4	79	16	5	79	18	2	79	16	4	90	10	0	94	6	0	84	15	1

* = fewer than 5

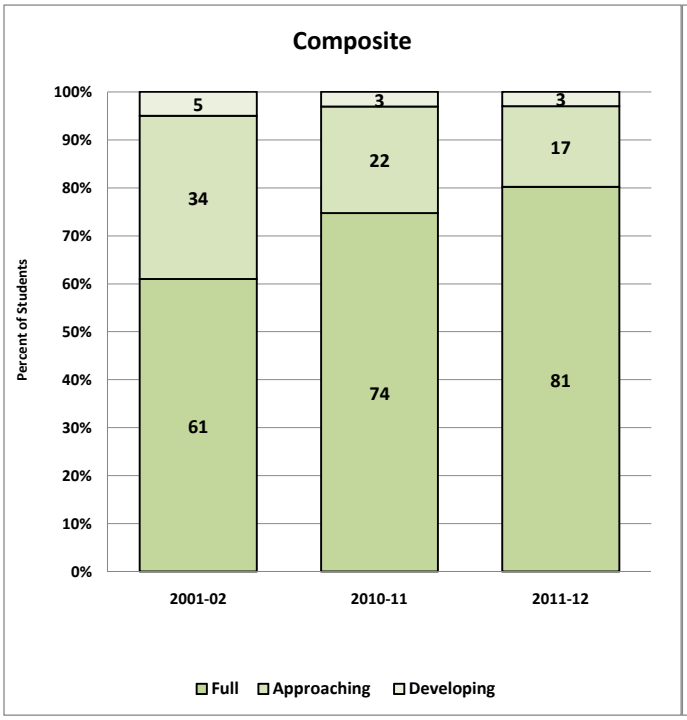
May not total 100% due to rounding.

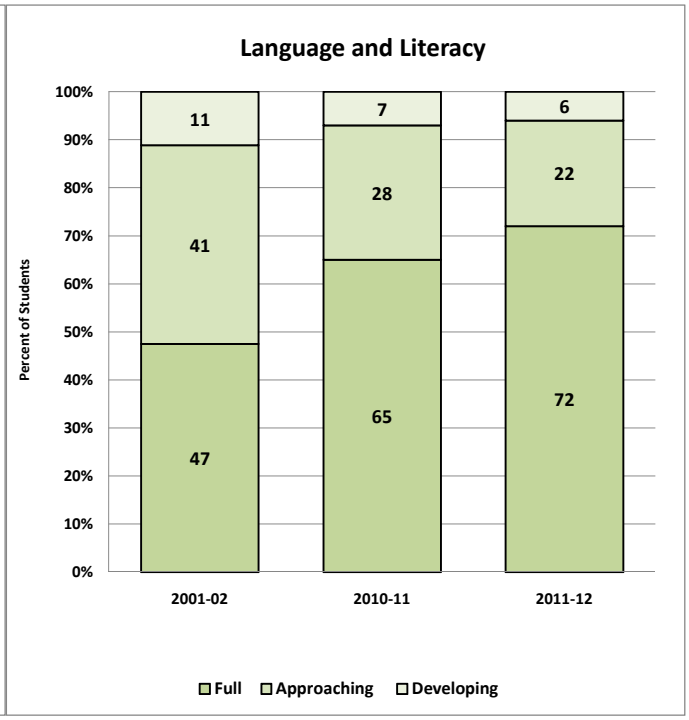
Kent County - Number of Kindergarten Students

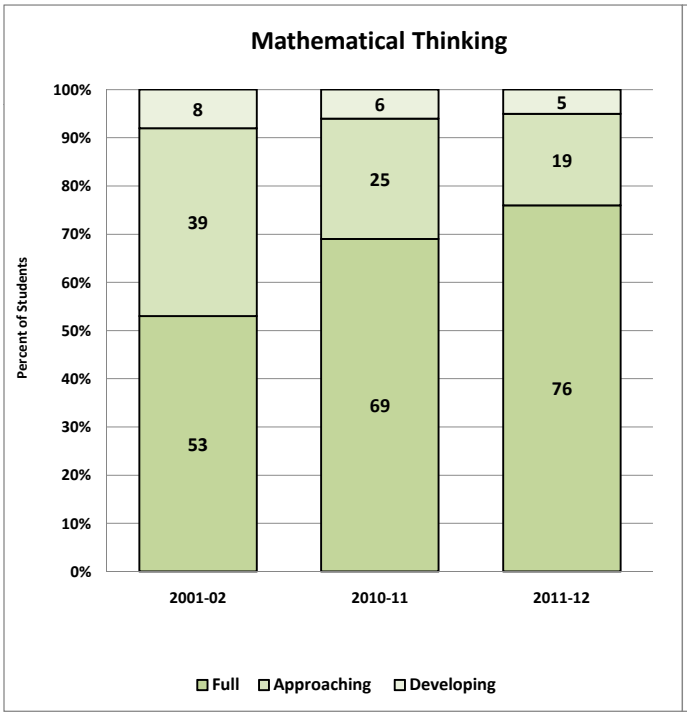
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	34	9	2	29	13	3	30	9	6	29	16	0	29	12	4	37	8	0	38	7	0	32	12	1
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	91	13	1	88	16	1	92	13	0	95	10	0	93	12	0	98	7	0	102	3	0	97	8	0
Hispanic	19	5	0	14	7	3	16	5	3	14	6	4	16	4	4	21	3	0	24	0	0	18	5	1
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																								
Male	65	18	2	60	20	5	65	13	7	63	20	2	67	14	4	72	13	0	79	6	0	67	17	1
Female	83	10	1	75	17	2	76	16	2	79	13	2	75	15	4	89	5	0	89	5	0	84	9	1
Prior Care																								
Child Care Center	12	1	0	9	4	0	11	2	0	10	3	0	10	3	0	12	1	0	12	1	0	12	1	0
Family Child Care	5	1	0	5	1	0	5	1	0	6	0	0	6	0	0	6	0	0	6	0	0	6	0	0
Head Start	5	3	0	4	3	1	5	1	2	5	3	0	5	2	1	6	2	0	7	1	0	5	3	0
Home / Informal Care	35	4	0	30	6	3	31	6	2	33	5	1	33	3	3	37	2	0	37	2	0	32	6	1
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	90	18	3	85	23	3	87	19	5	87	21	3	86	21	4	98	13	0	104	7	0	94	16	1
Special Education																								
No	143	25	3	130	35	6	137	25	9	137	30	4	137	26	8	154	17	0	162	9	0	146	23	2
Yes	5	3	0	5	2	1	4	4	0	5	3	0	5	3	0	7	1	0	6	2	0	5	3	0
English Language Learners																								
No	134	23	3	125	31	4	129	25	6	131	29	0	130	26	4	145	15	0	149	11	0	137	22	1
Yes	14	5	0	10	6	3	12	4	3	11	4	4	12	3	4	16	3	0	19	0	0	14	4	1
Free and Reduced Price Meals																								
No	51	7	0	49	8	1	51	7	0	51	7	0	51	7	0	53	5	0	56	2	0	53	5	0
Yes	97	21	3	86	29	6	90	22	9	91	26	4	91	22	8	108	13	0	112	9	0	98	21	2
Aggregated Data	148	28	3	135	37	7	141	29	9	142	33	4	142	29	8	161	18	0	168	11	0	151	26	2

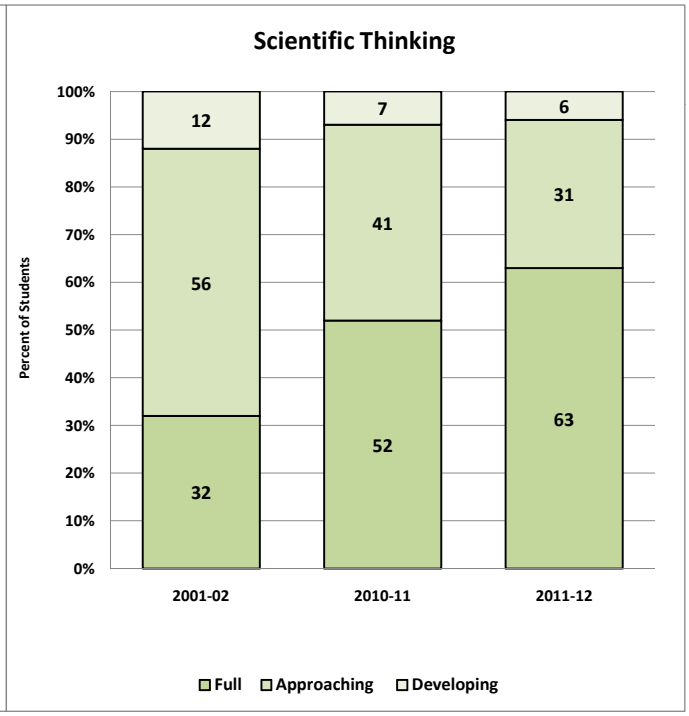
* = fewer than 5

MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Montgomery County

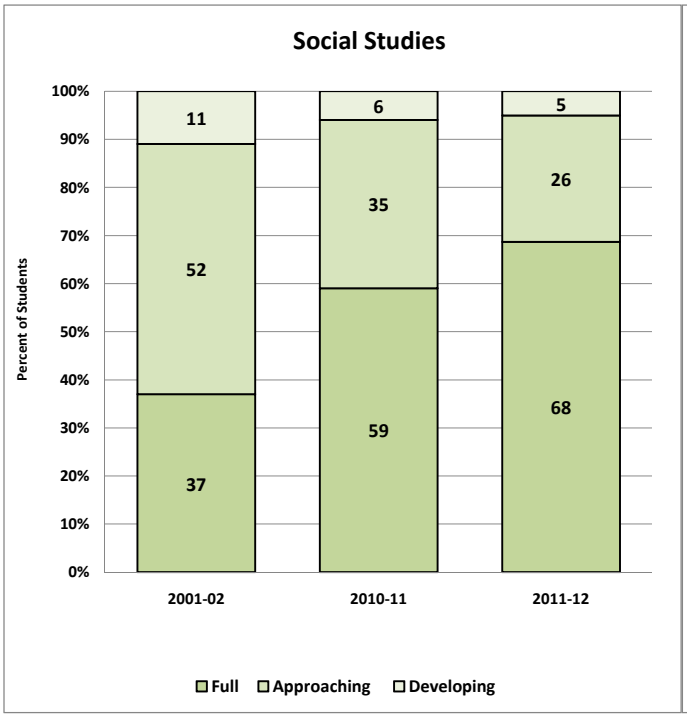


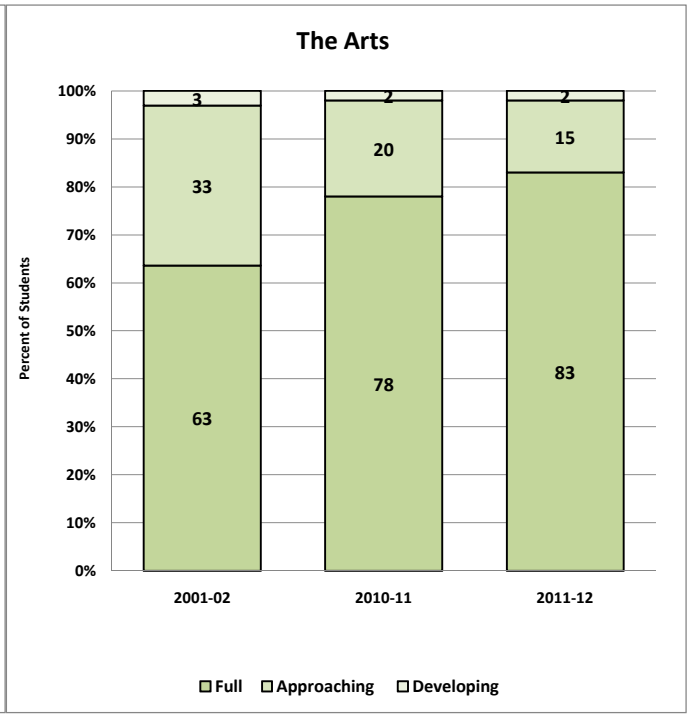


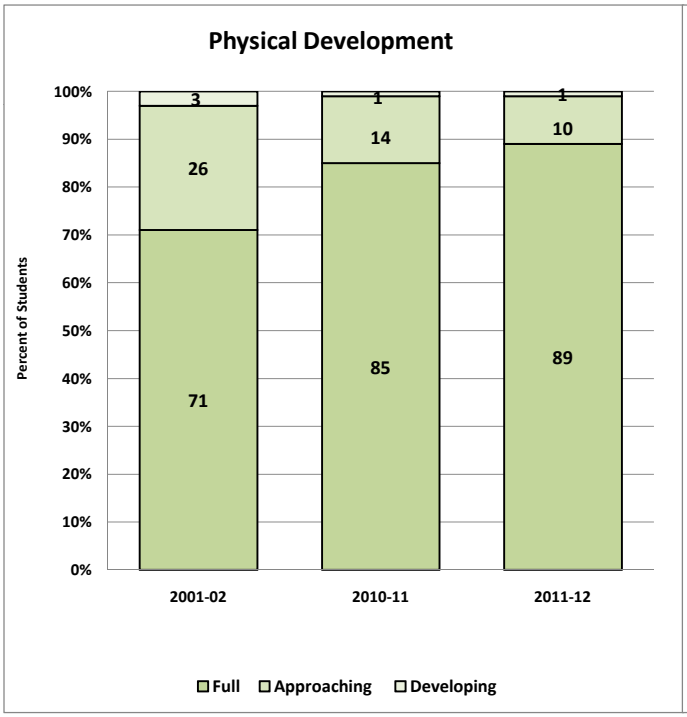


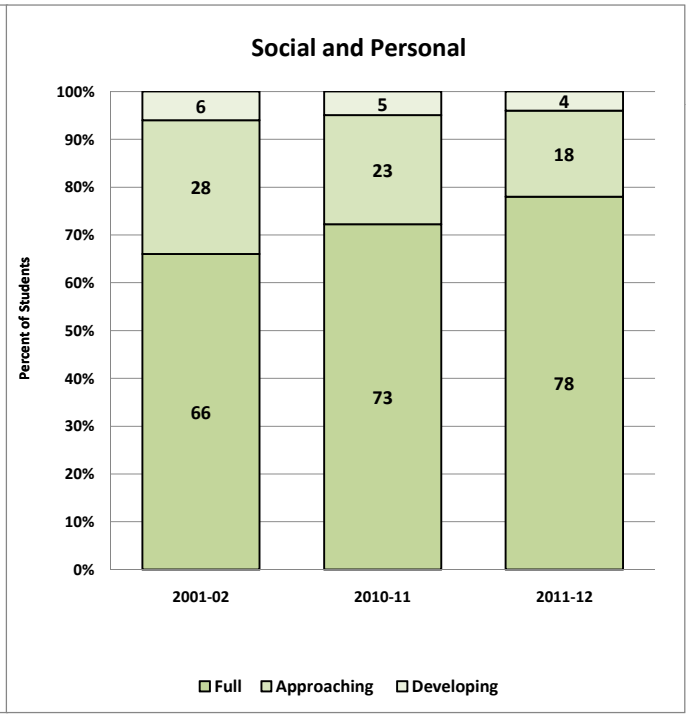


MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Montgomery County









Montgomery County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	71	24	5	63	32	5	82	18	0	66	29	5	71	24	5	82	13	5	84	13	3	79	16	5
Asian	83	15	2	80	17	3	86	12	2	70	26	4	74	22	4	86	13	1	93	6	1	86	12	2
African American	73	23	5	69	25	6	72	23	5	57	36	7	64	31	5	82	16	2	86	12	2	77	20	3
Native Hawaiian/Pacific Islander	71	29	0	71	29	0	71	29	0	57	43	0	71	29	0	86	14	0	86	14	0	71	29	0
White	83	15	3	83	14	3	87	11	2	76	22	3	80	17	3	87	11	2	91	8	1	88	10	1
Hispanic	75	21	4	57	32	11	63	28	9	50	40	10	56	35	9	78	19	3	87	11	1	71	25	4
Two or More Races (Non-Hispanic/Latino)	80	17	3	82	15	3	84	14	2	70	27	4	74	22	4	88	10	2	91	8	1	87	11	2
Gender																								
Male	71	23	5	69	24	7	75	20	5	62	31	7	66	28	7	78	19	3	85	13	2	77	20	4
Female	86	13	2	75	20	5	78	18	4	64	31	5	71	25	4	90	10	1	93	6	1	85	14	2
Prior Care																								
Child Care Center	76	22	3	79	19	2	84	14	2	69	28	3	73	24	3	87	12	1	90	9	1	85	14	1
Family Child Care	74	22	4	65	30	5	71	24	6	54	41	5	61	34	5	80	18	2	86	12	2	77	20	3
Head Start	72	25	3	62	31	8	67	27	7	51	41	8	58	36	6	79	19	2	87	12	1	72	24	3
Home / Informal Care	76	19	5	56	31	13	61	28	10	51	38	11	57	33	10	79	18	3	87	11	2	70	25	5
Non-public Nursery	86	12	2	85	13	2	88	11	1	77	22	1	81	17	1	89	10	1	93	6	1	91	9	1
Pre-Kindergarten	79	17	4	74	21	5	78	18	4	64	30	6	70	25	5	84	15	2	89	10	2	82	16	3
Special Education																								
No	80	17	3	74	21	5	79	18	4	65	30	5	71	25	4	85	13	1	91	8	1	83	15	2
Yes	53	33	14	44	38	18	52	33	15	39	38	23	44	35	21	60	31	9	63	29	8	52	34	14
English Language Learners																								
No	80	17	3	80	16	4	83	14	3	70	26	4	75	21	4	86	13	2	90	9	1	86	12	2
Yes	75	22	4	56	34	10	64	29	8	49	41	10	55	36	9	79	18	2	87	11	1	71	26	4
Free and Reduced Price Meals																								
No	81	16	3	81	16	3	84	13	2	71	25	4	76	21	4	86	12	2	91	8	1	86	12	2
Yes	73	22	5	58	32	10	64	28	8	50	40	10	56	35	8	79	18	2	86	12	2	71	25	4
Aggregated Data	78	18	4	72	22	6	76	19	5	63	31	6	68	26	5	83	15	2	89	10	1	81	17	3

* = fewer than 5

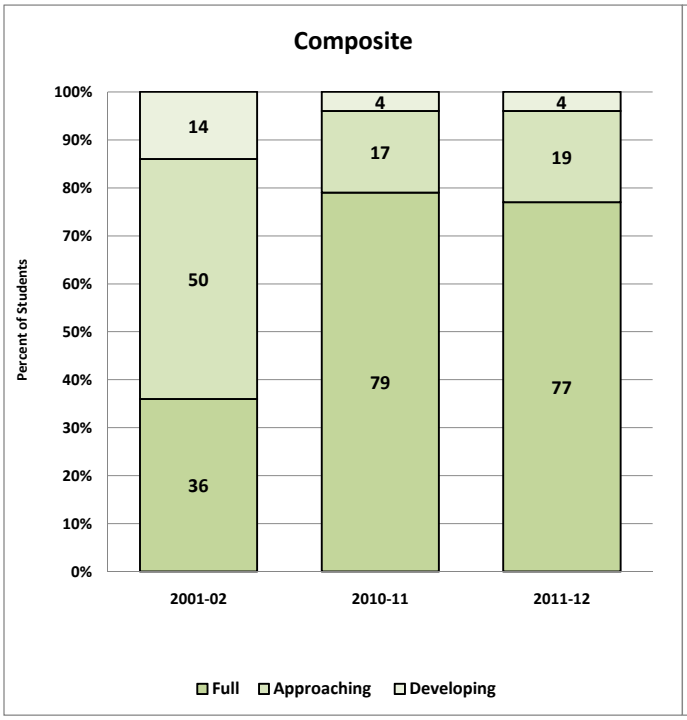
May not total 100% due to rounding.

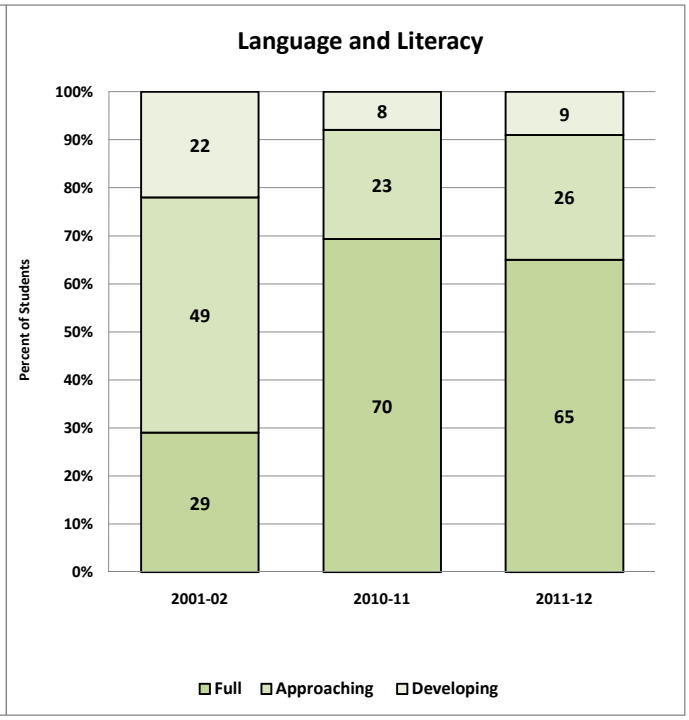
Montgomery County - Number of Kindergarten Students

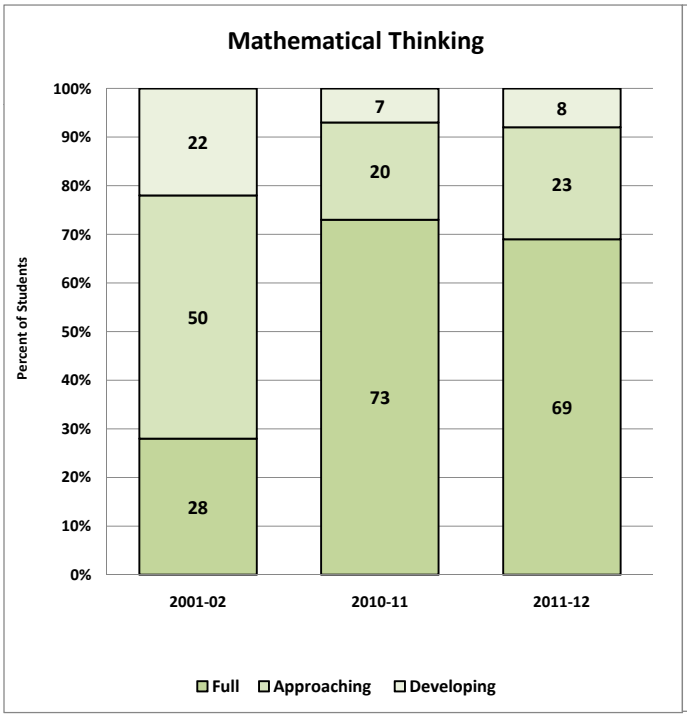
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	27	9	2	24	12	2	31	7	0	25	11	2	27	9	2	31	5	2	32	5	1	30	6	2
Asian	1,256	224	37	1,214	257	46	1,299	187	31	1,061	402	54	1,121	341	55	1,302	194	21	1,409	96	12	1,312	181	24
African American	1,565	485	103	1,484	544	125	1,546	497	110	1,222	780	151	1,374	666	113	1,770	343	40	1,851	269	33	1,657	424	72
Native Hawaiian/Pacific Islander	5	2	0	5	2	0	5	2	0	4	3	0	5	2	0	6	1	0	6	1	0	5	2	0
White	2,921	516	93	2,935	492	103	3,063	405	62	2,667	764	99	2,817	606	107	3,078	398	54	3,198	282	50	3,120	361	49
Hispanic	2,573	729	149	1,969	1,105	377	2,190	952	309	1,710	1,391	350	1,945	1,204	302	2,702	659	90	3,014	388	49	2,453	850	148
Two or More Races (Non-Hispanic/Latino)	477	98	18	489	88	16	498	84	11	413	159	21	441	131	21	523	61	9	539	49	5	516	66	11
Gender																								
Male	4,215	1,386	308	4,080	1,415	414	4,433	1,163	313	3,651	1,840	418	3,897	1,625	387	4,596	1,145	168	5,035	762	112	4,533	1,162	214
Female	4,609	677	94	4,040	1,085	255	4,199	971	210	3,451	1,670	259	3,833	1,334	213	4,816	516	48	5,014	328	38	4,560	728	92
Prior Care																								
Child Care Center	1,065	304	40	1,111	266	32	1,188	196	25	975	396	38	1,027	345	37	1,225	168	16	1,268	131	10	1,197	198	14
Family Child Care	283	84	14	249	113	19	269	90	22	206	157	18	232	131	18	305	68	8	328	47	6	295	76	10
Head Start	562	192	26	483	238	59	521	208	51	399	318	63	449	284	47	615	151	14	679	94	7	565	191	24
Home / Informal Care	1,334	342	82	980	544	234	1,079	500	179	889	673	196	999	584	175	1,396	310	52	1,535	189	34	1,236	436	86
Non-public Nursery	1,260	175	23	1,242	193	23	1,288	159	11	1,125	315	18	1,187	251	20	1,298	143	17	1,359	88	11	1,323	126	9
Pre-Kindergarten	4,044	887	202	3,794	1,068	271	4,012	904	217	3,276	1,547	310	3,592	1,269	272	4,291	749	93	4,560	496	77	4,190	798	145
Special Education																								
No	8,356	1,767	277	7,732	2,161	507	8,168	1,840	392	6,758	3,168	474	7,341	2,645	414	8,878	1,382	140	9,488	834	78	8,633	1,589	178
Yes	468	296	125	388	339	162	464	294	131	344	342	203	389	314	186	534	279	76	561	256	72	460	301	128
English Language Learners																								
No	5924	1225	255	5935	1193	276	6157	1025	222	5190	1909	305	5580	1559	265	6335	944	125	6651	649	104	6343	897	164
Yes	2900	838	147	2185	1307	393	2475	1109	301	1912	1601	372	2150	1400	335	3077	717	91	3398	441	46	2750	993	142
Free and Reduced Price Meals																								
No	5,690	1,123	209	5,653	1,132	237	5,913	945	164	4,985	1,784	253	5,323	1,453	246	6,036	873	113	6,364	575	83	6,065	827	130
Yes	3,134	940	193	2,467	1,368	432	2,719	1,189	359	2,117	1,726	424	2,407	1,506	354	3,376	788	103	3,685	515	67	3,028	1,063	176
Aggregated Data	8,824	2,063	402	8,120	2,500	669	8,632	2,134	523	7,102	3,510	677	7,730	2,959	600	9,412	1,661	216	10,049	1,090	150	9,093	1,890	306

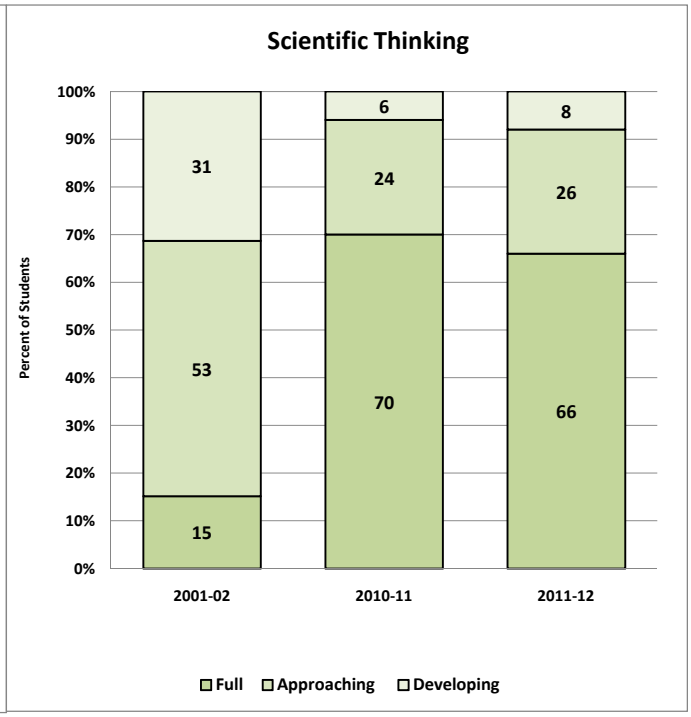
* = fewer than 5

MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Prince George's County

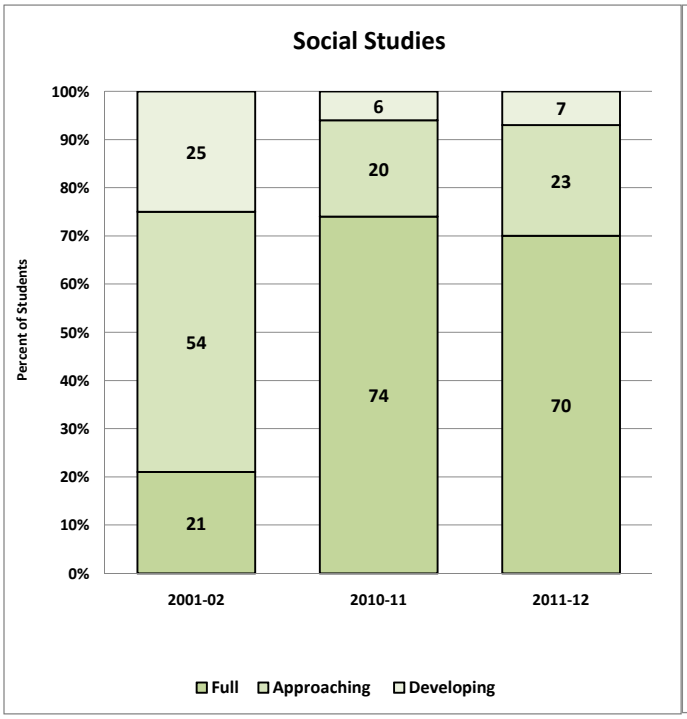


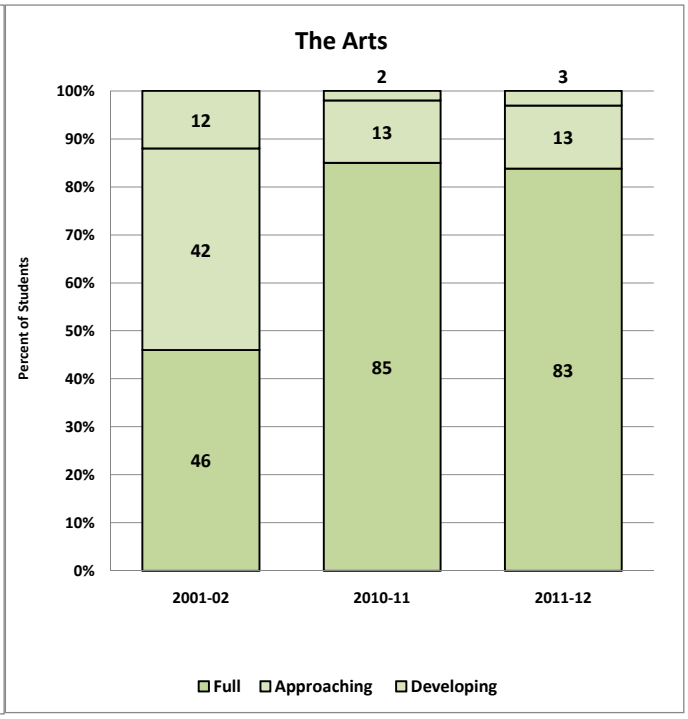


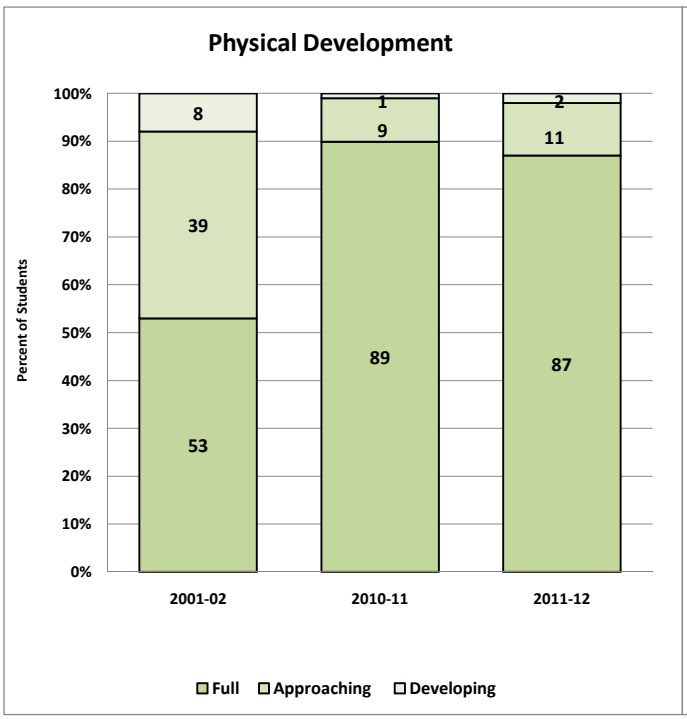


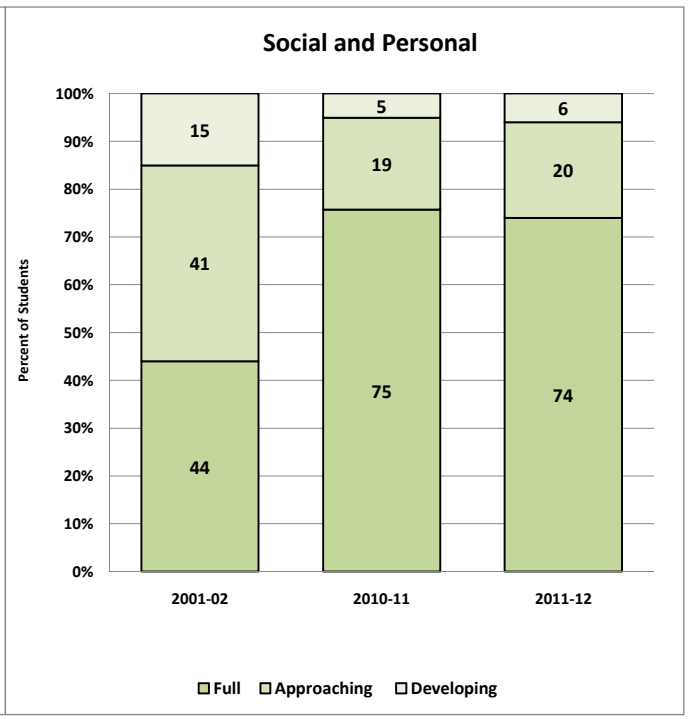


MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Prince George's County









Prince George's County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	71	15	15	65	23	13	73	21	6	67	27	6	65	31	4	88	6	6	92	6	2	79	17	4
Asian	78	19	4	71	22	7	73	21	5	70	25	5	71	22	6	83	14	3	87	11	2	82	14	4
African American	73	20	7	70	23	7	73	20	7	69	24	7	74	21	6	85	12	3	87	11	2	79	17	4
Native Hawaiian/Pacific Islander	78	20	2	76	22	2	80	16	4	80	16	4	80	16	4	88	12	0	94	6	0	86	12	2
White	75	19	5	66	27	7	72	21	7	72	22	7	75	20	6	82	14	3	86	13	1	81	15	4
Hispanic	75	20	5	53	33	13	60	29	11	57	32	11	61	30	9	81	16	3	86	12	2	70	25	5
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																								
Male	66	25	9	61	29	10	67	24	9	64	27	9	67	25	8	80	16	4	83	14	3	72	22	6
Female	82	15	3	69	24	7	72	22	7	68	25	7	73	22	5	88	11	2	91	8	1	81	16	3
Prior Care																								
Child Care Center	72	21	7	73	21	6	74	18	8	68	25	6	73	21	5	83	14	2	87	12	2	80	16	5
Family Child Care	69	23	7	51	33	16	57	29	13	56	31	14	58	32	10	81	15	4	85	14	2	65	28	7
Head Start	74	22	5	71	25	4	76	21	2	70	27	4	74	23	3	85	13	2	88	10	2	82	16	2
Home / Informal Care	66	26	8	41	37	21	47	35	18	49	35	16	55	32	13	78	18	5	80	17	3	61	30	9
Non-public Nursery	80	16	3	79	18	3	85	13	3	79	17	3	82	15	3	90	10	0	94	5	0	88	11	1
Pre-Kindergarten	76	18	5	71	24	6	75	20	5	70	24	6	74	21	5	85	12	3	89	10	2	81	16	3
Special Education																								
No	75	19	5	67	25	8	71	22	7	67	26	7	72	23	5	85	13	2	88	10	1	79	18	3
Yes	51	30	19	40	38	21	49	31	20	42	33	25	46	32	23	64	24	12	64	26	10	52	30	18
English Language Learners																								
No	73	20	7	70	23	7	73	20	7	69	24	7	73	21	6	84	13	3	87	11	2	79	16	4
Yes	74	21	5	53	34	13	60	30	10	58	32	11	62	29	9	82	15	3	86	12	2	70	25	5
Free and Reduced Price Meals																								
No	75	19	5	71	23	7	74	19	7	70	23	7	75	20	6	85	12	3	88	10	2	81	15	4
Yes	73	21	7	62	28	10	66	25	9	63	28	9	67	26	7	82	14	3	86	12	2	74	21	5
Aggregated Data	74	20	6	65	26	9	69	23	8	66	26	8	70	23	7	83	13	3	87	11	2	77	19	4

* = fewer than 5

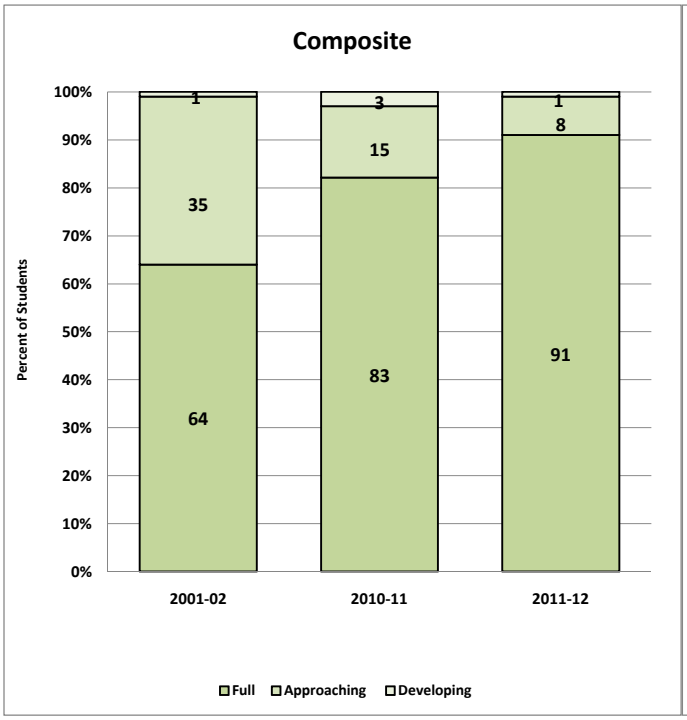
May not total 100% due to rounding.

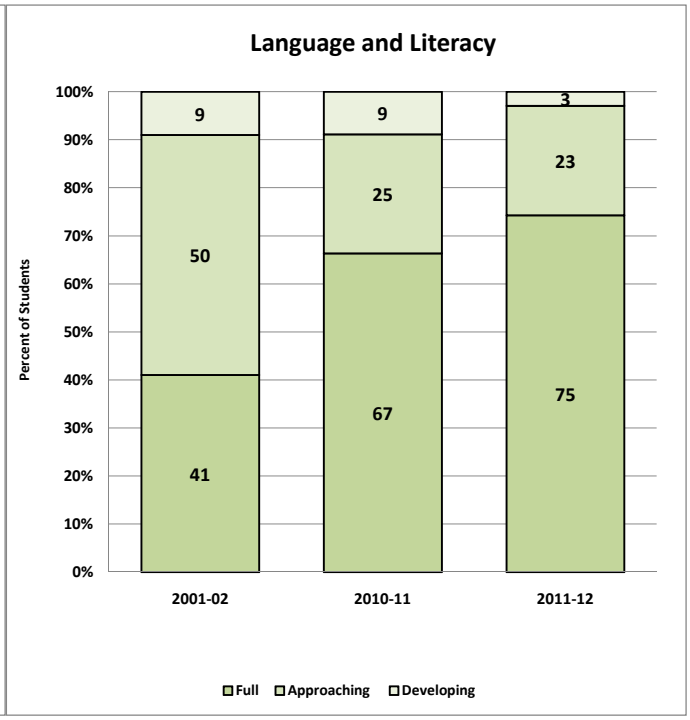
Prince George's County - Number of Kindergarten Students

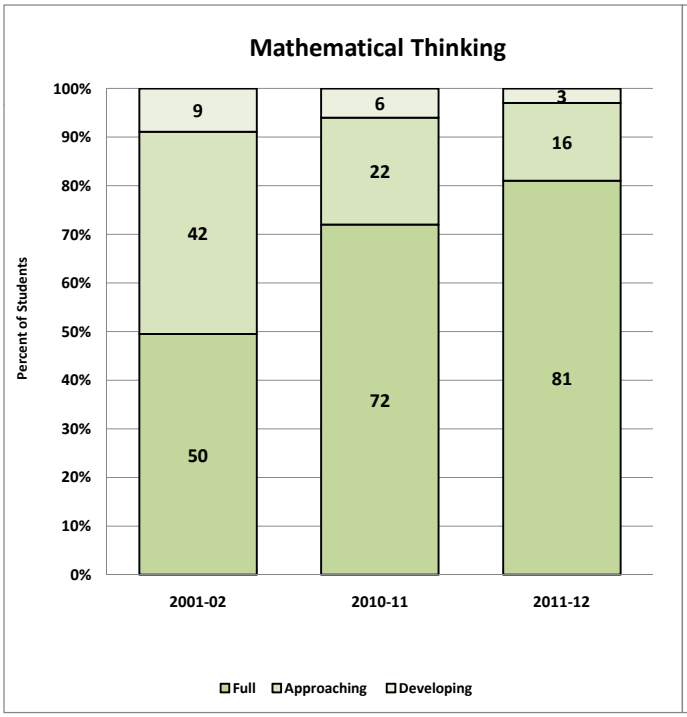
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	34	7	7	31	11	6	35	10	3	32	13	3	31	15	2	42	3	3	44	3	1	38	8	2
Asian	220	53	10	200	63	20	208	60	15	197	71	15	202	63	18	235	39	9	247	31	5	233	39	11
African American	4,191	1,164	400	4,031	1,325	399	4,211	1,149	394	3,964	1,393	397	4,235	1,201	318	4,881	709	164	5,003	630	121	4,553	956	245
Native Hawaiian/Pacific Islander	38	10	1	37	11	1	39	8	2	39	8	2	39	8	2	43	6	0	46	3	0	42	6	1
White	447	115	32	393	159	42	429	122	43	427	128	39	445	116	33	489	85	20	509	77	8	479	90	25
Hispanic	2,058	566	137	1,477	923	361	1,654	810	297	1,582	871	308	1,697	817	247	2,227	438	96	2,375	327	59	1,936	694	131
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																								
Male	3,199	1,242	439	2,980	1,400	500	3,267	1,168	445	3,117	1,320	443	3,268	1,229	383	3,884	785	211	4,042	707	131	3,537	1,065	278
Female	3,789	673	148	3,189	1,092	329	3,309	991	309	3,124	1,164	321	3,381	991	237	4,033	495	81	4,182	364	63	3,744	728	137
Prior Care																								
Child Care Center	718	210	75	730	210	63	742	181	80	687	255	61	733	215	55	837	141	25	868	117	18	801	156	46
Family Child Care	337	112	36	248	160	77	277	143	65	270	148	67	280	156	49	392	72	21	410	66	9	315	138	32
Head Start	264	78	17	255	89	15	274	77	8	250	96	13	265	84	10	305	47	7	316	36	7	295	58	6
Home / Informal Care	968	373	120	602	546	313	687	509	265	720	506	235	803	462	196	1,135	259	67	1,170	244	47	897	436	128
Non-public Nursery	235	47	10	230	52	10	247	37	8	231	51	10	240	43	9	263	28	1	275	16	1	256	33	3
Pre-Kindergarten	4,257	1,020	291	3,936	1,324	308	4,163	1,118	286	3,903	1,340	324	4,145	1,169	253	4,748	674	145	4,931	544	92	4,508	892	167
Special Education																								
No	6,665	1,724	465	5,912	2,248	694	6,266	1,964	623	5,972	2,276	605	6,358	2,019	476	7,510	1,128	215	7,819	904	130	6,952	1,600	301
Yes	322	191	122	257	244	134	310	195	130	269	208	158	291	201	143	407	151	77	405	167	63	329	193	113
English Language Learners																								
No	4977	1340	458	4729	1578	468	4951	1354	469	4680	1625	469	4976	1423	375	5705	864	205	5880	753	141	5374	1114	286
Yes	2010	575	129	1440	914	360	1625	805	284	1561	859	294	1673	797	244	2212	415	87	2344	318	52	1907	679	128
Free and Reduced Price Meals																								
No	2,695	682	193	2,524	813	233	2,655	681	233	2,496	837	236	2,662	700	207	3,035	427	107	3,129	370	70	2,891	533	145
Yes	4,292	1,233	394	3,645	1,679	595	3,921	1,478	520	3,745	1,647	527	3,987	1,520	412	4,882	852	185	5,095	701	123	4,390	1,260	269
Aggregated Data	6,988	1,915	587	6,169	2,492	829	6,576	2,159	754	6,241	2,484	764	6,649	2,220	620	7,917	1,280	292	8,224	1,071	194	7,281	1,793	415

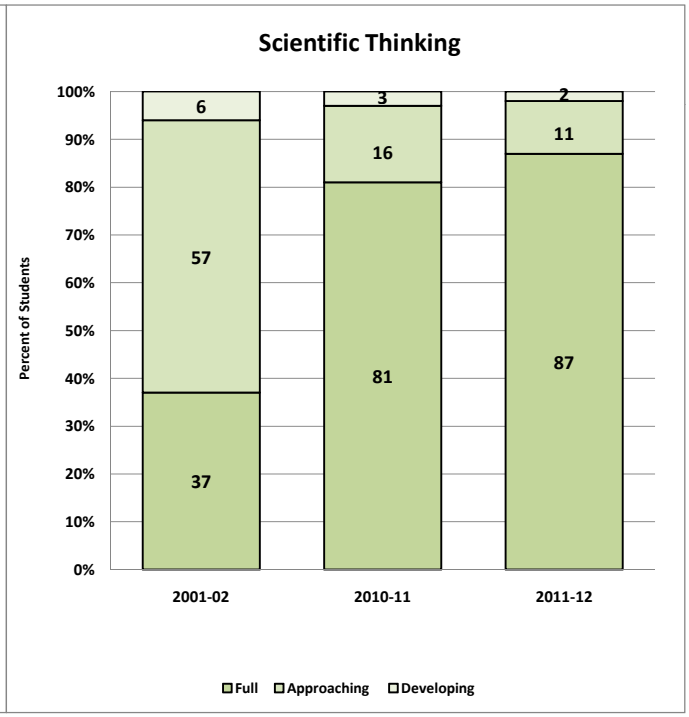
* = fewer than 5

MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Queen Anne's County

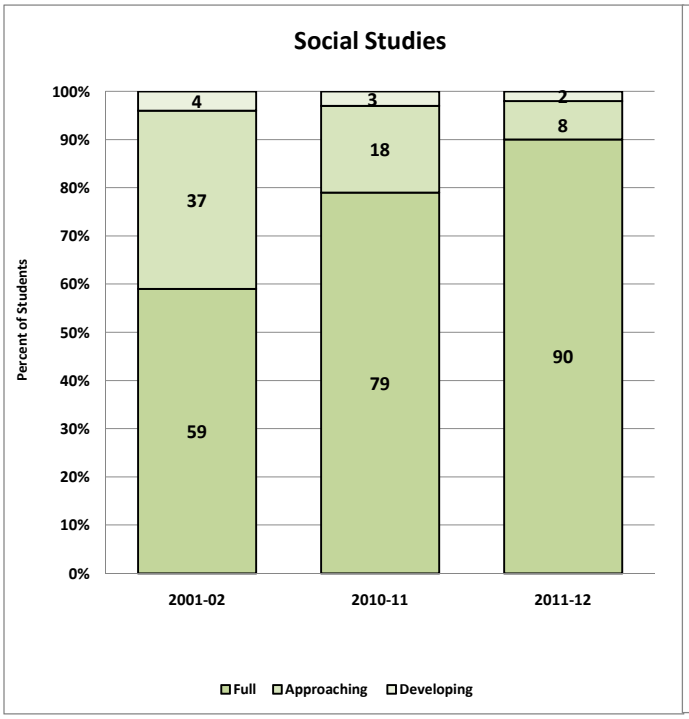


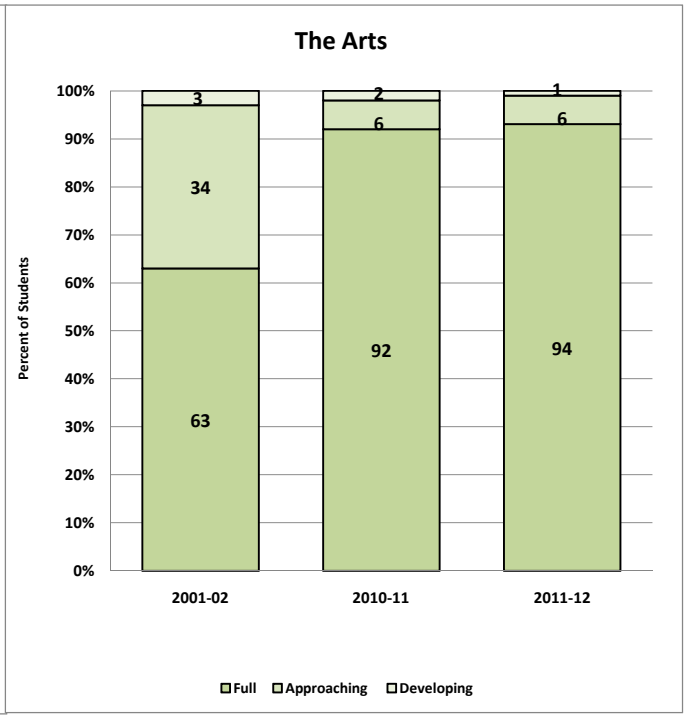


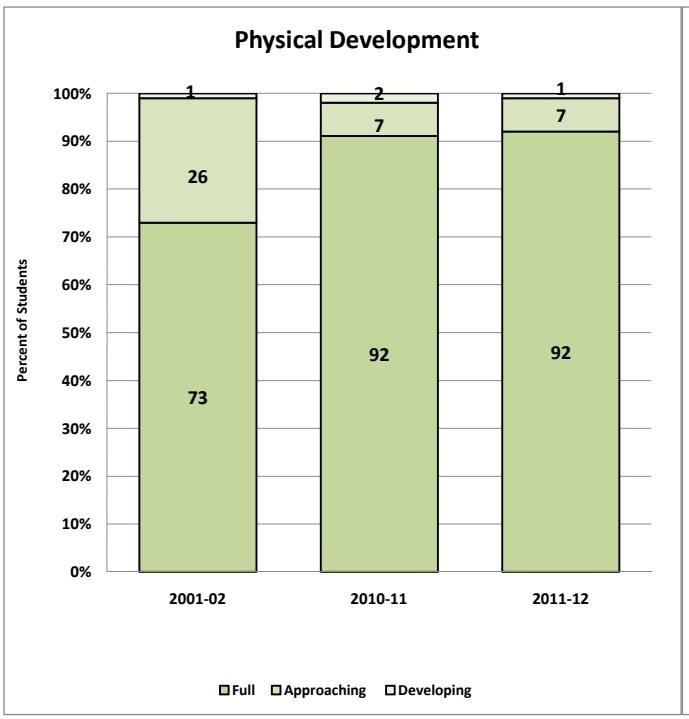


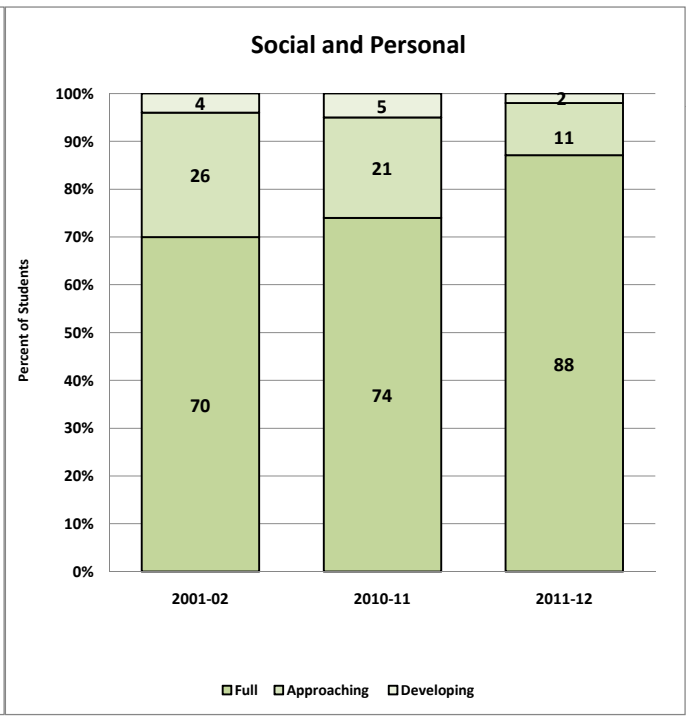


MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Queen Anne's County









Queen Anne's County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	86	14	*	43	57	0	71	29	0	71	14	14	71	29	0	100	0	0	100	0	0	86	14	0
African American	76	14	10	50	40	10	74	17	10	74	21	5	76	17	7	93	7	0	86	12	2	86	7	7
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	90	9	1	81	18	2	85	14	2	90	9	1	93	6	1	94	5	1	94	5	1	93	6	1
Hispanic	73	23	4	42	50	8	50	38	12	65	27	8	69	23	8	81	19	0	77	23	0	69	31	0
Two or More Races (Non-Hispanic/Latino)	83	17	0	52	43	4	70	22	9	78	22	0	83	17	0	96	4	0	87	13	0	83	17	0
Gender																								
Male	82	15	3	69	27	3	79	18	3	86	12	2	87	11	2	91	8	1	89	10	1	88	10	2
Female	94	5	0	81	17	2	84	13	3	88	11	2	94	5	2	97	3	0	96	3	0	95	5	1
Prior Care																								
Child Care Center	93	7	0	88	13	0	85	14	1	92	8	0	96	4	0	97	3	0	97	3	0	96	4	0
Family Child Care	89	10	2	72	25	3	85	11	3	90	10	0	93	5	2	95	5	0	90	8	2	90	8	2
Head Start	71	19	10	33	43	24	52	24	24	52	29	19	57	29	14	76	19	5	76	24	0	62	24	14
Home / Informal Care	81	17	2	62	36	2	70	28	2	81	17	2	86	13	2	92	8	0	89	11	0	86	14	0
Non-public Nursery	96	4	0	90	10	0	92	7	1	96	4	0	97	3	0	97	3	0	98	2	0	98	2	0
Pre-Kindergarten	84	12	3	72	24	4	83	13	4	84	13	3	87	10	3	90	9	2	90	8	3	91	6	3
Special Education																								
No	89	10	1	78	20	2	83	14	2	88	10	1	92	7	1	95	5	0	94	6	0	93	7	1
Yes	73	16	12	45	43	12	59	31	10	71	22	8	75	18	8	78	18	4	75	18	8	76	16	8
English Language Learners																								
No	88	10	2	77	21	2	83	15	3	88	10	1	92	7	1	94	5	1	93	6	1	92	6	1
Yes	70	30	0	26	65	9	43	43	13	52	35	13	61	30	9	83	17	0	78	22	0	61	39	0
Free and Reduced Price Meals																								
No	92	7	1	82	16	1	86	12	2	91	8	1	95	4	1	95	5	1	96	3	1	95	4	1
Yes	78	19	3	59	36	5	71	23	6	77	18	5	81	16	3	91	8	1	85	15	0	84	14	2
Aggregated Data	88	11	2	75	23	3	81	16	3	87	11	2	90	8	2	94	6	1	92	7	1	91	8	1

* = fewer than 5

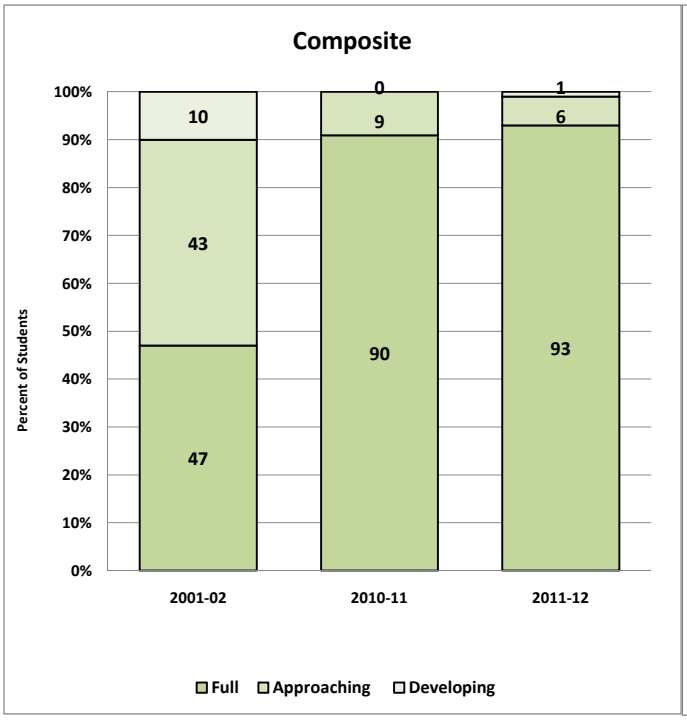
May not total 100% due to rounding.

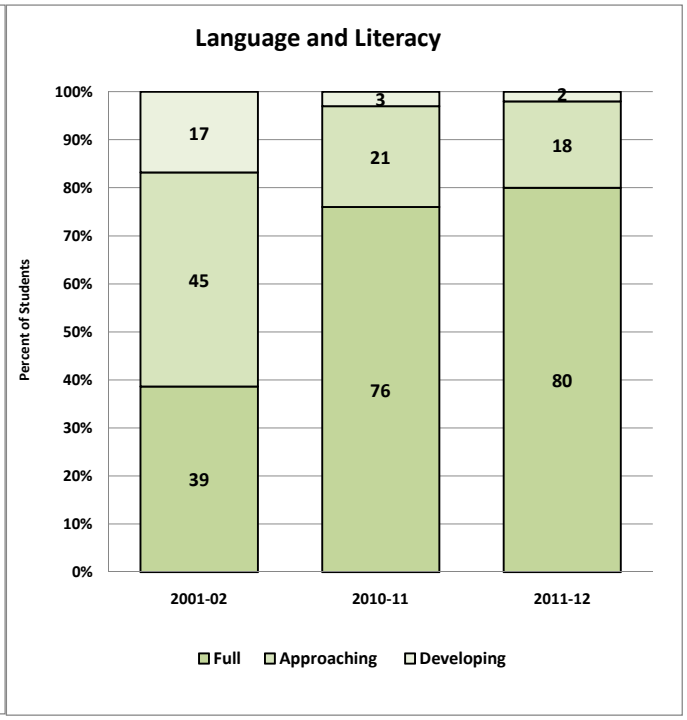
Queen Anne's County - Number of Kindergarten Students

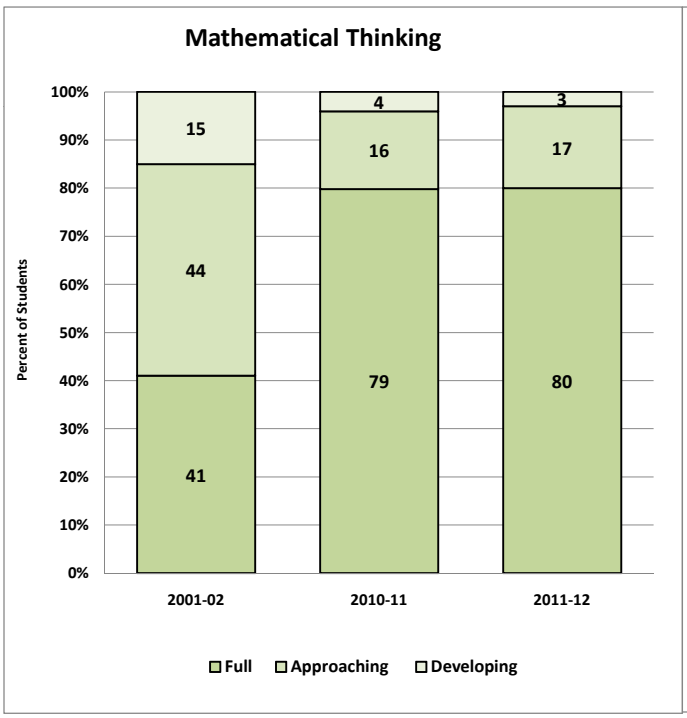
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	6	1	0	3	4	0	5	2	0	5	1	1	5	2	0	7	0	0	7	0	0	6	1	0
African American	32	6	4	21	17	4	31	7	4	31	9	2	32	7	3	39	3	0	36	5	1	36	3	3
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	412	42	5	371	81	7	388	63	8	413	40	6	429	26	4	432	24	3	431	25	3	428	26	5
Hispanic	19	6	1	11	13	2	13	10	3	17	7	2	18	6	2	21	5	0	20	6	0	18	8	0
Two or More Races (Non-Hispanic/Latino)	19	4	0	12	10	1	16	5	2	18	5	0	19	4	0	22	1	0	20	3	0	19	4	0
Gender																								
Male	241	45	9	205	81	9	232	53	10	254	34	7	257	33	5	268	24	3	262	30	3	259	30	6
Female	249	14	1	214	45	5	222	35	7	231	29	4	248	12	4	255	9	0	254	9	1	250	12	2
Prior Care																								
Child Care Center	104	8	0	98	14	0	95	16	1	103	9	0	108	4	0	109	3	0	109	3	0	108	4	0
Family Child Care	54	6	1	44	15	2	52	7	2	55	6	0	57	3	1	58	3	0	55	5	1	55	5	1
Head Start	15	4	2	7	9	5	11	5	5	11	6	4	12	6	3	16	4	1	16	5	0	13	5	3
Home / Informal Care	107	22	3	82	48	2	92	37	3	107	22	3	113	17	2	122	10	0	117	15	0	113	19	0
Non-public Nursery	110	5	0	103	12	0	106	8	1	110	5	0	112	3	0	112	3	0	113	2	0	113	2	0
Pre-Kindergarten	98	14	4	83	28	5	96	15	5	97	15	4	101	12	3	104	10	2	104	9	3	105	7	4
Special Education																								
No	453	51	4	396	104	8	424	72	12	449	52	7	467	36	5	483	24	1	478	30	0	470	34	4
Yes	37	8	6	23	22	6	30	16	5	36	11	4	38	9	4	40	9	2	38	9	4	39	8	4
English Language Learners																								
No	474	52	10	413	111	12	444	78	14	473	55	8	491	38	7	504	29	3	498	34	4	495	33	8
Yes	16	7	0	6	15	2	10	10	3	12	8	3	14	7	2	19	4	0	18	5	0	14	9	0
Free and Reduced Price Meals																								
No	352	26	5	315	63	5	329	47	7	349	31	3	362	17	4	362	19	2	366	13	4	362	17	4
Yes	138	33	5	104	63	9	125	41	10	136	32	8	143	28	5	161	14	1	150	26	0	147	25	4
Aggregated Data	490	59	10	419	126	14	454	88	17	485	63	11	505	45	9	523	33	3	516	39	4	509	42	8

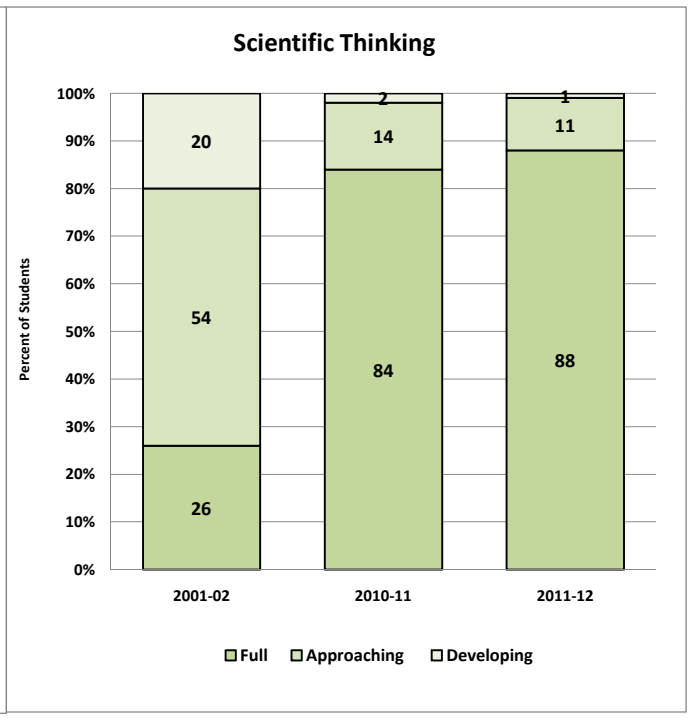
* = fewer than 5

MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Saint Mary's County

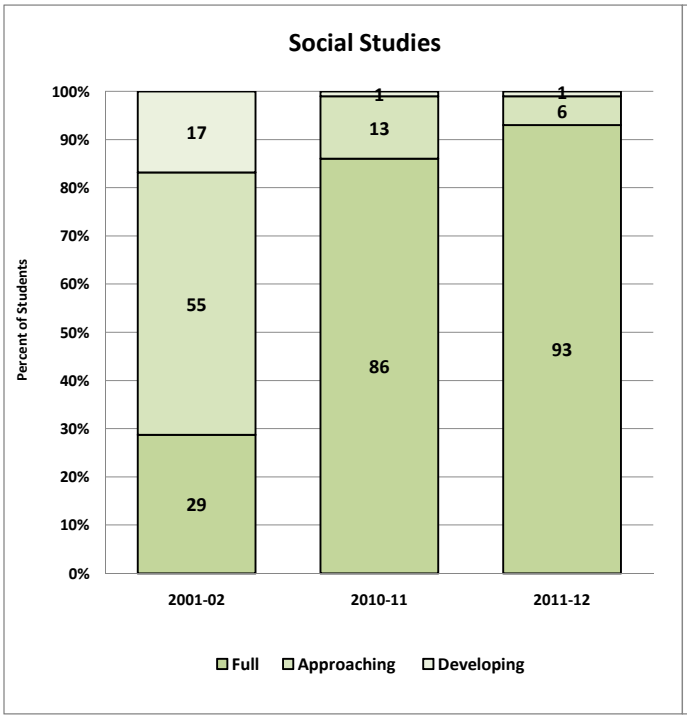


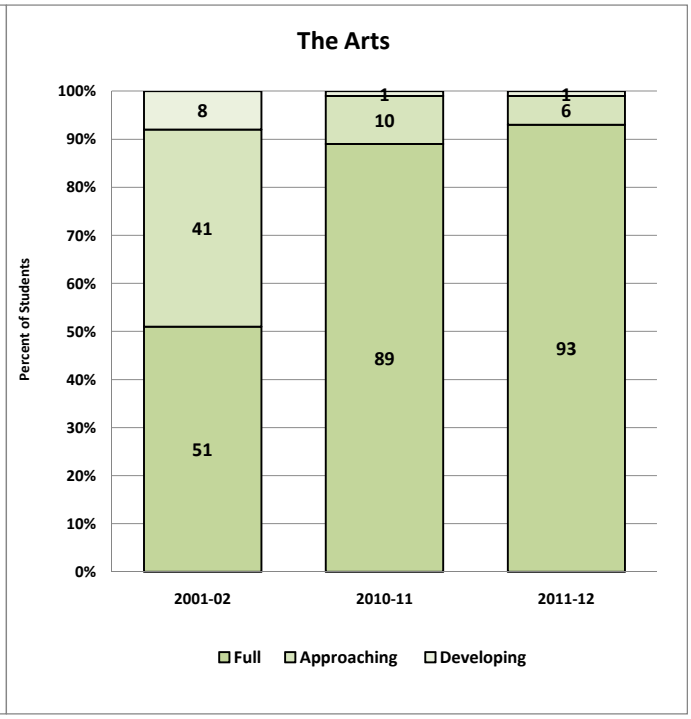


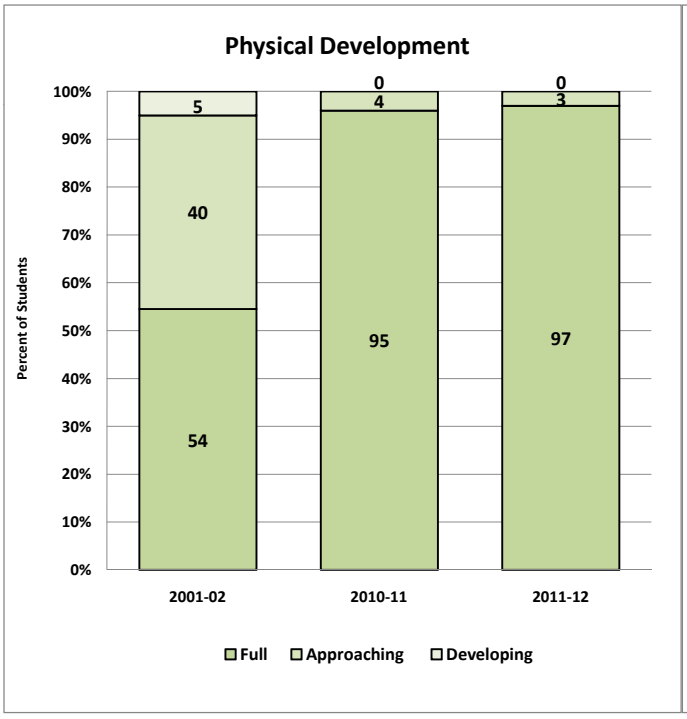


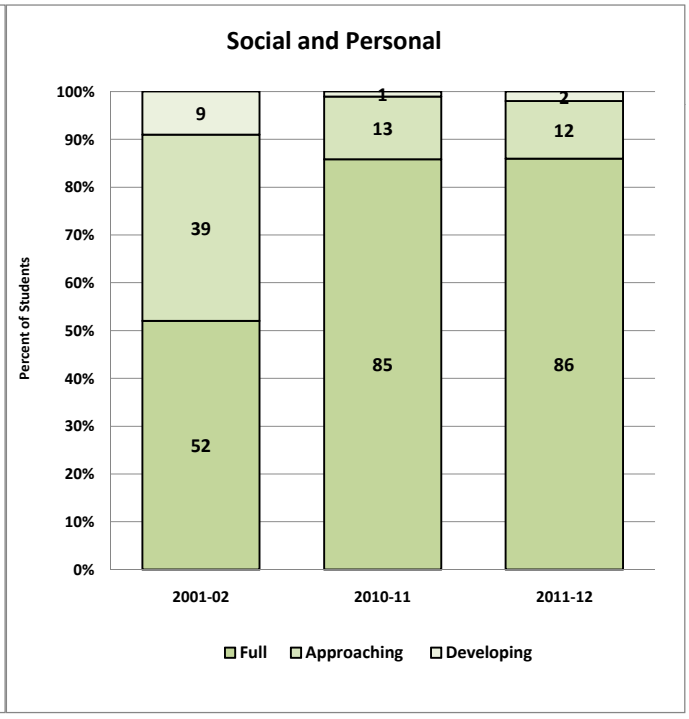


MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Saint Mary's County









Saint Mary's County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	83	17	0	67	33	0	67	17	17	67	33	0	83	17	0	100	0	0	83	17	0	83	17	0
Asian	93	7	0	89	11	0	93	4	4	93	7	0	93	7	0	96	4	0	100	0	0	96	4	0
African American	83	16	2	67	29	3	65	27	7	80	18	2	89	10	1	91	8	1	97	3	0	88	12	0
Native Hawaiian/Pacific Islander	83	17	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
White	86	11	2	84	14	2	84	13	2	90	8	1	94	5	1	93	6	0	97	2	1	95	4	1
Hispanic	89	10	1	78	18	4	73	20	6	90	8	1	92	8	0	93	6	1	99	1	0	90	10	0
Two or More Races (Non-Hispanic/Latino)	86	14	0	83	16	1	83	18	0	85	15	0	93	8	0	95	4	1	95	5	0	94	6	0
Gender																								
Male	81	17	3	76	22	2	77	19	4	87	11	2	91	8	1	90	9	1	96	3	1	91	8	1
Female	91	8	1	85	13	2	84	14	3	89	10	1	95	4	1	96	4	0	98	2	0	95	4	1
Prior Care																								
Child Care Center	88	10	2	84	16	0	84	16	0	93	7	1	94	5	1	97	3	0	99	1	0	95	5	0
Family Child Care	90	8	2	88	10	2	88	10	2	92	7	2	95	3	2	97	2	2	95	2	3	97	2	2
Head Start	76	24	0	60	40	0	64	36	0	88	12	0	86	14	0	90	10	0	98	2	0	93	7	0
Home / Informal Care	82	14	4	76	18	6	76	17	7	86	11	3	89	8	3	90	10	0	94	5	1	89	7	4
Non-public Nursery	92	8	0	94	6	0	96	4	0	95	5	0	99	1	0	91	9	0	99	1	0	99	1	0
Pre-Kindergarten	86	12	1	80	18	2	79	18	3	87	12	1	93	6	1	93	6	1	97	3	0	93	7	0
Special Education																								
No	88	11	1	83	16	1	82	16	2	90	10	1	94	5	0	94	6	0	98	2	0	95	5	0
Yes	69	23	8	55	33	12	61	23	16	73	21	7	79	15	6	85	12	3	89	10	1	78	16	7
English Language Learners																								
No	86	12	2	81	17	2	81	16	3	88	11	1	93	6	1	93	6	1	97	3	0	93	6	1
Yes	85	10	5	45	40	15	45	45	10	70	15	15	60	35	5	70	30	0	95	5	0	75	20	5
Free and Reduced Price Meals																								
No	89	10	1	87	12	1	87	11	2	91	8	1	96	4	0	94	5	0	98	2	0	96	3	1
Yes	81	16	3	70	26	4	69	25	6	83	15	2	89	9	2	91	8	1	96	3	1	89	10	1
Aggregated Data	86	12	2	80	18	2	80	17	3	88	11	1	93	6	1	93	6	1	97	3	0	93	6	1

* = fewer than 5

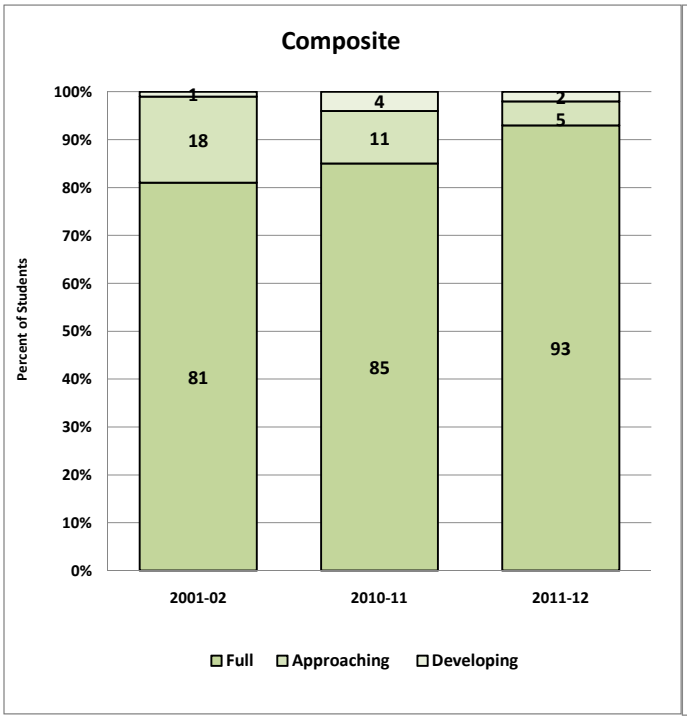
May not total 100% due to rounding.

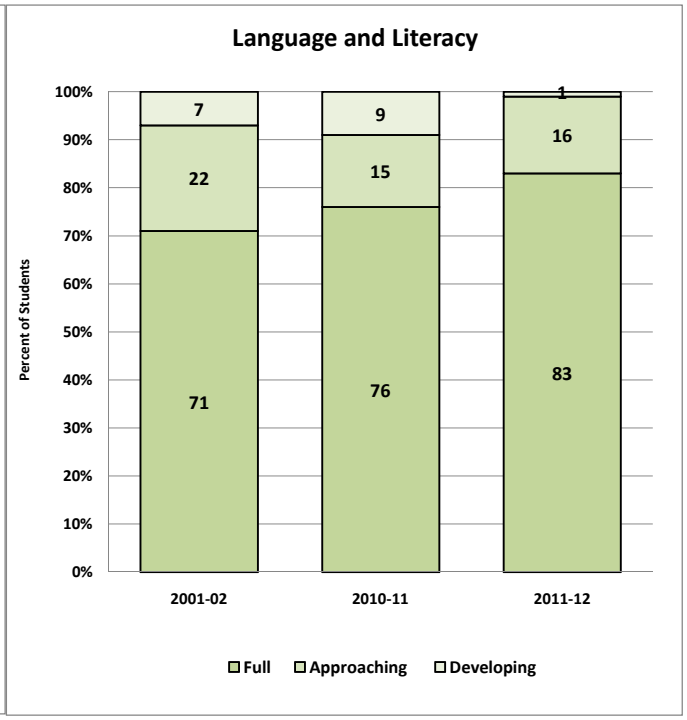
Saint Mary's County - Number of Kindergarten Students

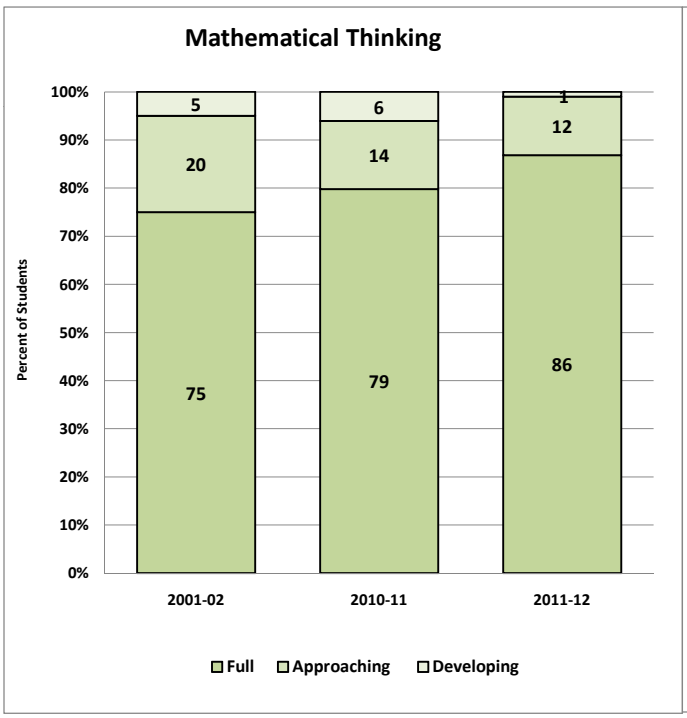
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	5	1	0	4	2	0	4	1	1	4	2	0	5	1	0	6	0	0	5	1	0	5	1	0
Asian	26	2	0	25	3	0	26	1	1	26	2	0	26	2	0	27	1	0	28	0	0	27	1	0
African American	208	40	4	170	74	8	165	69	18	201	46	5	224	26	2	229	21	2	245	7	0	222	29	1
Native Hawaiian/Pacific Islander	5	1	0	6	0	0	6	0	0	6	0	0	6	0	0	6	0	0	6	0	0	6	0	0
White	747	99	19	725	124	16	730	116	19	782	72	11	816	39	10	807	54	4	838	21	6	818	36	11
Hispanic	74	8	1	65	15	3	61	17	5	75	7	1	76	7	0	77	5	1	82	1	0	75	8	0
Two or More Races (Non-Hispanic/Latino)	69	11	0	66	13	1	66	14	0	68	12	0	74	6	0	76	3	1	76	4	0	75	5	0
Gender																								
Male	538	110	18	505	147	14	511	129	26	580	76	10	606	52	8	601	58	7	641	21	4	606	54	6
Female	596	52	6	556	84	14	547	89	18	582	65	7	621	29	4	627	26	1	639	13	2	622	26	6
Prior Care																								
Child Care Center	106	12	3	102	19	0	102	19	0	112	8	1	114	6	1	117	4	0	120	1	0	115	6	0
Family Child Care	54	5	1	53	6	1	53	6	1	55	4	1	57	2	1	58	1	1	57	1	2	58	1	1
Head Start	32	10	0	25	17	0	27	15	0	37	5	0	36	6	0	38	4	0	41	1	0	39	3	0
Home / Informal Care	174	29	9	162	38	12	162	35	15	182	23	7	188	18	6	190	21	1	199	10	3	189	15	8
Non-public Nursery	78	7	0	80	5	0	82	3	0	81	4	0	84	1	0	77	8	0	84	1	0	84	1	0
Pre-Kindergarten	681	98	11	631	144	15	624	139	27	686	96	8	738	48	4	738	46	6	769	20	1	733	54	3
Special Education																								
No	1,051	135	14	995	191	14	985	190	25	1,075	116	9	1,132	63	5	1,126	70	4	1,173	22	5	1,135	61	4
Yes	83	27	10	66	40	14	73	28	19	87	25	8	95	18	7	102	14	4	107	12	1	93	19	8
English Language Learners																								
No	1117	160	23	1052	223	25	1049	209	42	1148	138	14	1215	74	11	1214	78	8	1261	33	6	1213	76	11
Yes	17	2	1	9	8	3	9	9	2	14	3	3	12	7	1	14	6	0	19	1	0	15	4	1
Free and Reduced Price Meals																								
No	719	78	8	698	99	8	704	88	13	736	64	5	769	33	3	760	42	3	787	16	2	772	28	5
Yes	415	84	16	363	132	20	354	130	31	426	77	12	458	48	9	468	42	5	493	18	4	456	52	7
Aggregated Data	1,134	162	24	1,061	231	28	1,058	218	44	1,162	141	17	1,227	81	12	1,228	84	8	1,280	34	6	1,228	80	12

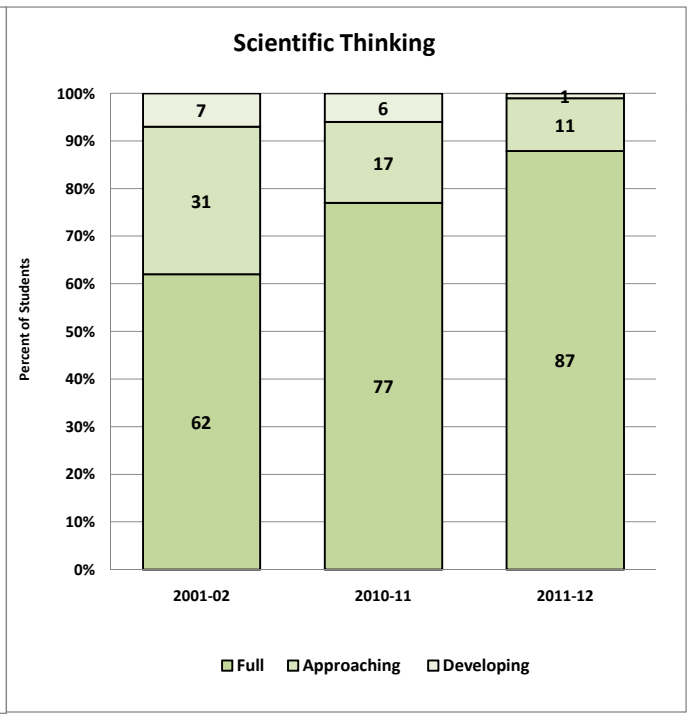
* = fewer than 5

MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Somerset County

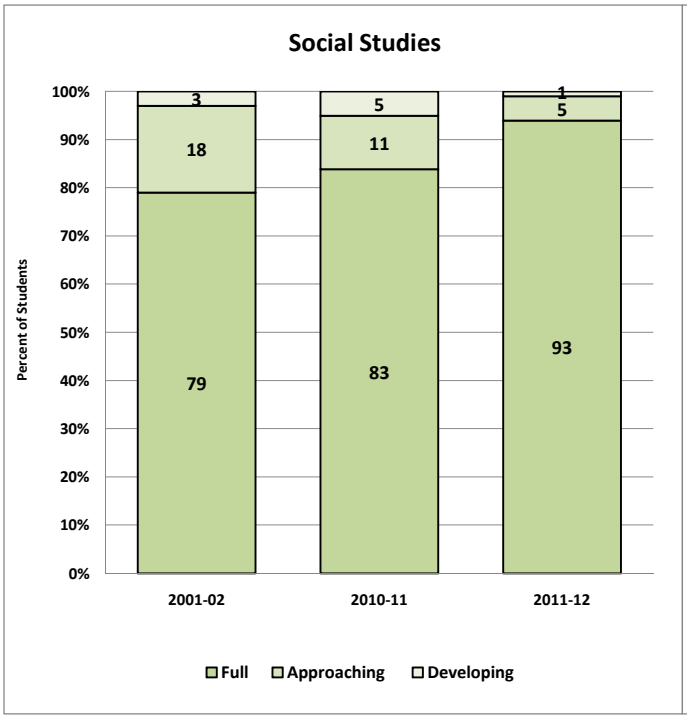


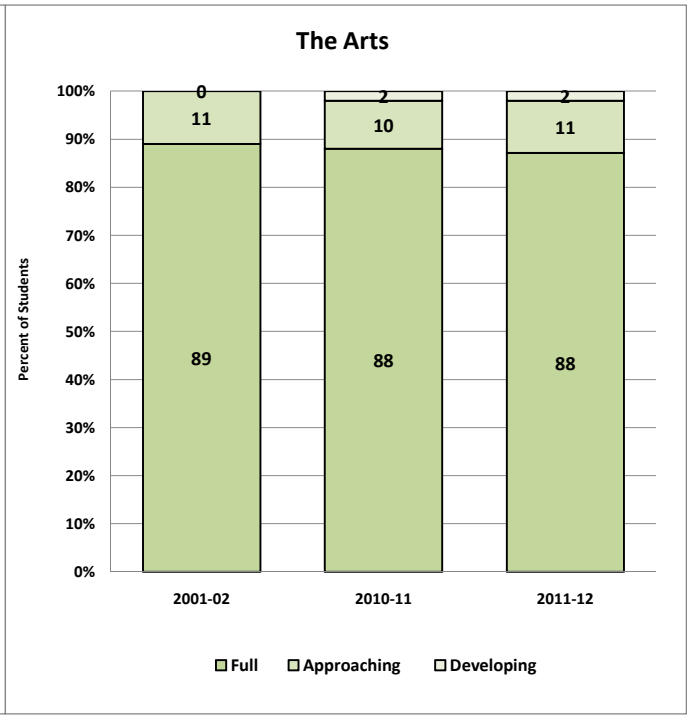


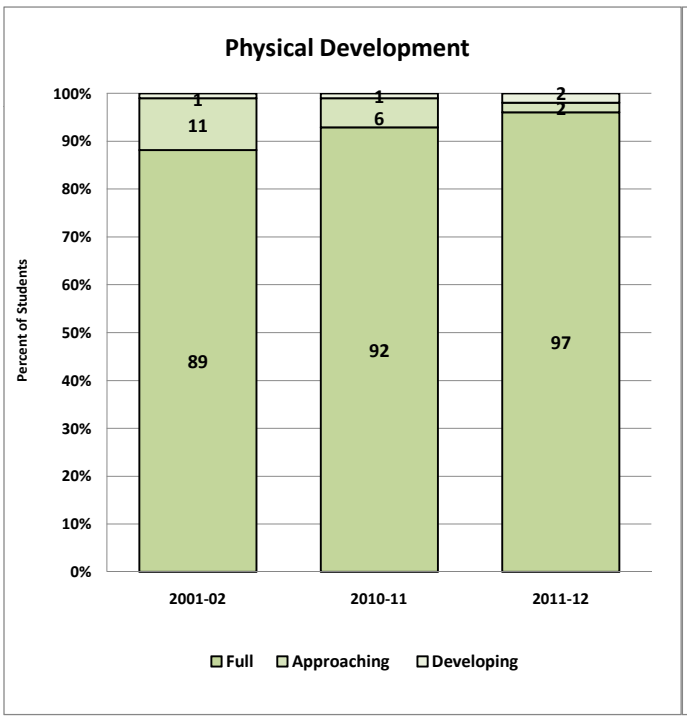


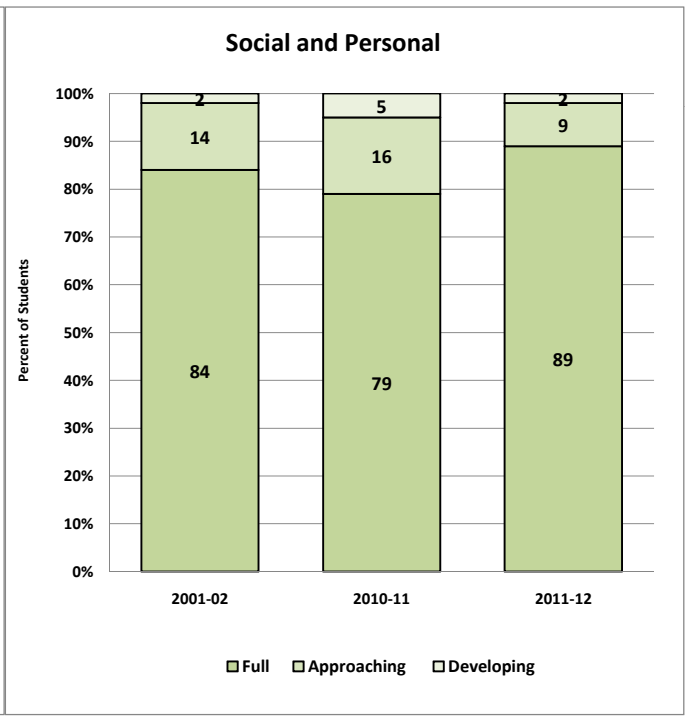


MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Somerset County









Somerset County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	84	15	1	84	15	1	87	12	2	88	12	1	92	7	1	88	10	2	96	3	2	94	4	2
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	92	4	4	85	13	2	88	11	1	88	9	2	95	3	2	86	12	2	97	1	2	93	5	2
Hispanic	100	0	0	64	36	0	82	18	0	86	14	0	95	5	0	91	9	0	100	0	0	95	5	0
Two or More Races (Non-Hispanic/Latino)	89	0	11	78	22	0	78	22	0	67	33	0	89	11	0	89	11	0	100	0	0	89	11	0
Gender																								
Male	89	7	4	84	14	2	89	10	2	84	15	2	93	6	2	83	15	2	95	2	2	92	6	2
Female	89	10	1	82	18	0	84	15	1	91	8	1	94	5	1	93	7	1	98	1	1	95	4	1
Prior Care																								
Child Care Center	100	0	0	67	33	0	83	17	0	100	0	0	100	0	0	67	33	0	100	0	0	100	0	0
Family Child Care	80	0	20	60	20	20	60	20	20	60	30	10	80	10	10	80	0	20	80	0	20	80	0	20
Head Start	80	20	0	100	0	0	100	0	0	93	7	0	100	0	0	93	7	0	100	0	0	100	0	0
Home / Informal Care	89	0	11	44	44	11	44	56	0	56	33	11	67	22	11	67	22	11	89	0	11	56	33	11
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	91	8	1	85	15	0	89	11	1	90	9	1	95	5	1	90	9	1	98	2	1	95	4	1
Special Education																								
No	91	7	2	85	13	1	88	10	1	89	9	1	95	4	1	88	10	2	97	1	2	94	4	2
Yes	63	32	5	53	47	0	63	37	0	63	37	0	79	21	0	79	21	0	89	11	0	89	11	0
English Language Learners																								
No	88	9	3	85	14	1	87	11	1	88	11	1	93	5	1	88	10	2	97	2	2	93	5	2
Yes	100	0	0	47	53	0	73	27	0	80	20	0	93	7	0	87	13	0	100	0	0	93	7	0
Free and Reduced Price Meals																								
No	92	0	8	92	4	4	90	8	2	94	4	2	96	2	2	90	6	4	96	0	4	94	2	4
Yes	88	11	1	80	19	1	85	13	1	85	13	1	93	6	1	87	12	1	97	2	1	93	6	1
Aggregated Data	89	9	2	83	16	1	86	12	1	87	11	1	93	5	1	88	11	2	97	2	2	93	5	2

* = fewer than 5

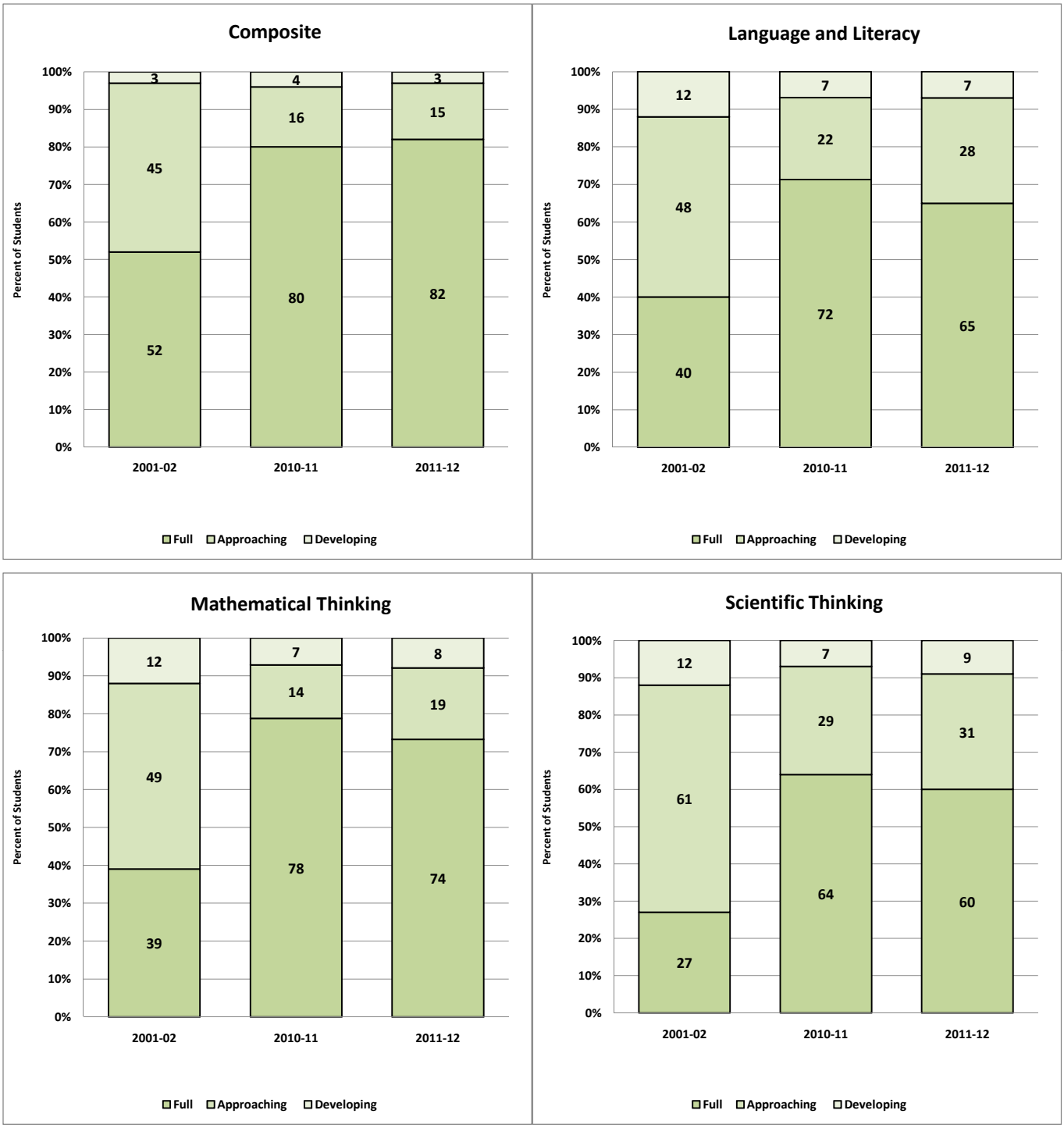
May not total 100% due to rounding.

Somerset County - Number of Kindergarten Students

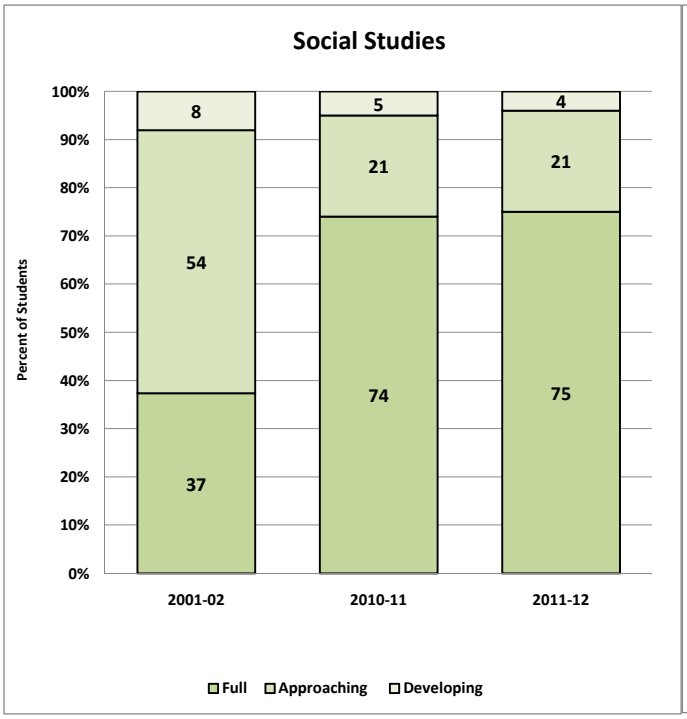
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	95	17	1	95	17	1	98	13	2	99	13	1	104	8	1	100	11	2	108	3	2	106	5	2
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	87	4	4	81	12	2	84	10	1	84	9	2	90	3	2	82	11	2	92	1	2	88	5	2
Hispanic	22	0	0	14	8	0	18	4	0	19	3	0	21	1	0	20	2	0	22	0	0	21	1	0
Two or More Races (Non-Hispanic/Latino)	8	0	1	7	2	0	7	2	0	6	3	0	8	1	0	8	1	0	9	0	0	8	1	0
Gender																								
Male	110	9	5	104	17	3	110	12	2	104	18	2	115	7	2	103	18	3	118	3	3	114	7	3
Female	107	12	1	98	22	0	101	18	1	109	10	1	113	6	1	111	8	1	118	1	1	114	5	1
Prior Care																								
Child Care Center	6	0	0	4	2	0	5	1	0	6	0	0	6	0	0	4	2	0	6	0	0	6	0	0
Family Child Care	8	0	2	6	2	2	6	2	2	6	3	1	8	1	1	8	0	2	8	0	2	8	0	2
Head Start	12	3	0	15	0	0	15	0	0	14	1	0	15	0	0	14	1	0	15	0	0	15	0	0
Home / Informal Care	8	0	1	4	4	1	4	5	0	5	3	1	6	2	1	6	2	1	8	0	1	5	3	1
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	176	15	2	165	28	0	171	21	1	174	18	1	183	9	1	174	18	1	189	3	1	184	8	1
Special Education																								
No	205	15	5	192	30	3	199	23	3	201	21	3	213	9	3	199	22	4	219	2	4	211	10	4
Yes	12	6	1	10	9	0	12	7	0	12	7	0	15	4	0	15	4	0	17	2	0	17	2	0
English Language Learners																								
No	202	21	6	195	31	3	200	26	3	201	25	3	214	12	3	201	24	4	221	4	4	214	11	4
Yes	15	0	0	7	8	0	11	4	0	12	3	0	14	1	0	13	2	0	15	0	0	14	1	0
Free and Reduced Price Meals																								
No	47	0	4	47	2	2	46	4	1	48	2	1	49	1	1	46	3	2	49	0	2	48	1	2
Yes	170	21	2	155	37	1	165	26	2	165	26	2	179	12	2	168	23	2	187	4	2	180	11	2
Aggregated Data	217	21	6	202	39	3	211	30	3	213	28	3	228	13	3	214	26	4	236	4	4	228	12	4

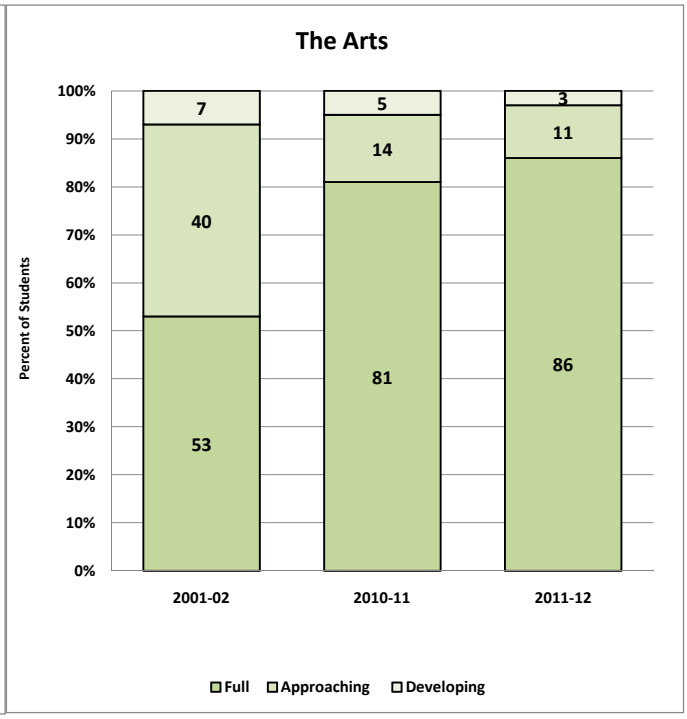
* = fewer than 5

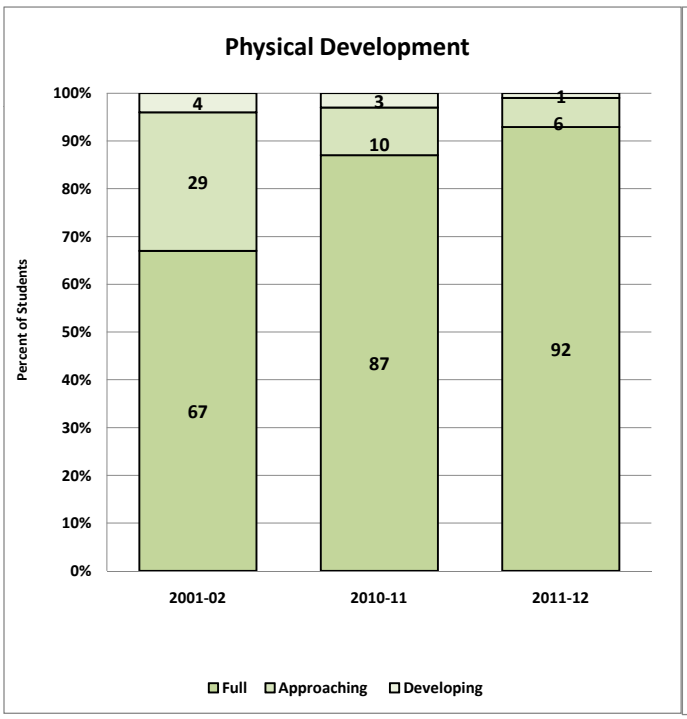
MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Talbot County

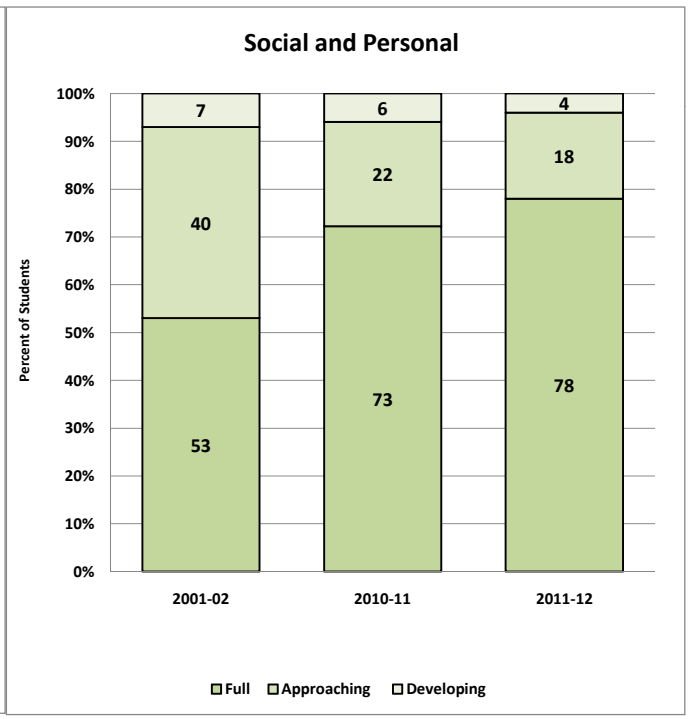


MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Talbot County









Talbot County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	100	0	0	88	13	0	88	13	0	75	25	0	100	0	0	100	0	0	100	0	0	100	0	0
African American	66	28	6	58	30	11	66	25	9	49	40	11	66	26	8	91	6	4	85	11	4	70	25	6
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	81	15	5	71	24	5	77	17	6	64	28	8	81	18	1	85	13	3	92	7	1	85	13	2
Hispanic	77	23	0	46	42	13	63	27	10	52	38	10	56	33	10	85	15	0	98	0	2	79	17	4
Two or More Races (Non-Hispanic/Latino)	79	21	0	58	26	16	74	5	21	58	26	16	74	21	5	79	11	11	100	0	0	79	21	0
Gender																								
Male	71	24	5	61	32	8	74	18	8	60	32	8	73	23	4	84	13	4	89	9	2	78	18	3
Female	87	11	2	70	23	7	74	19	7	60	30	9	79	18	3	88	10	2	96	3	1	86	11	3
Prior Care																								
Child Care Center	72	23	5	76	20	4	81	15	4	65	28	7	85	12	3	83	15	3	95	4	1	88	9	3
Family Child Care	95	3	3	76	19	5	76	19	5	70	22	8	84	16	0	95	5	0	97	3	0	95	3	3
Head Start	52	48	0	44	32	24	48	32	20	40	44	16	56	32	12	88	12	0	88	12	0	60	32	8
Home / Informal Care	77	18	5	41	45	14	55	23	23	41	41	18	64	27	9	86	5	9	95	0	5	73	23	5
Non-public Nursery	79	18	3	52	45	3	82	15	3	55	36	9	85	15	0	82	15	3	94	6	0	85	12	3
Pre-Kindergarten	83	14	3	67	25	7	75	18	7	63	29	7	73	24	4	86	11	3	90	8	2	82	16	2
Special Education																								
No	81	16	2	70	25	6	77	17	6	63	30	7	79	19	2	88	10	2	96	4	0	85	13	1
Yes	47	34	19	19	56	25	41	34	25	31	44	25	41	38	22	63	22	16	53	31	16	47	34	19
English Language Learners																								
No	79	17	4	68	26	7	75	18	7	62	30	8	79	19	3	86	11	3	92	7	1	83	15	3
Yes	76	24	0	45	40	14	62	26	12	50	38	12	52	36	12	86	14	0	98	0	2	76	19	5
Free and Reduced Price Meals																								
No	81	15	4	74	22	5	82	13	5	66	27	7	87	11	2	85	12	3	94	5	1	89	9	2
Yes	74	22	4	54	35	11	63	25	12	53	36	11	61	33	6	86	11	3	90	8	2	74	22	4
Aggregated Data	78	18	4	65	28	7	74	19	8	60	31	9	75	21	4	86	11	3	92	6	1	82	15	3

* = fewer than 5

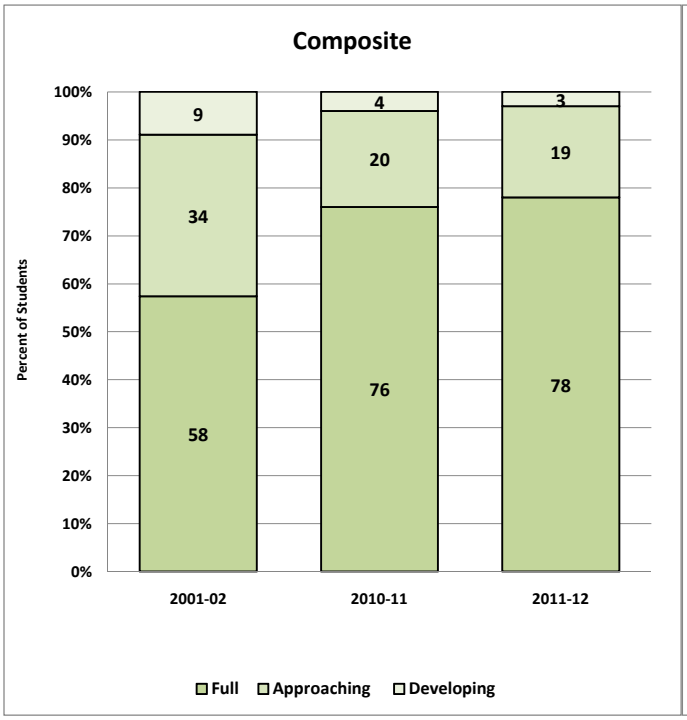
May not total 100% due to rounding.

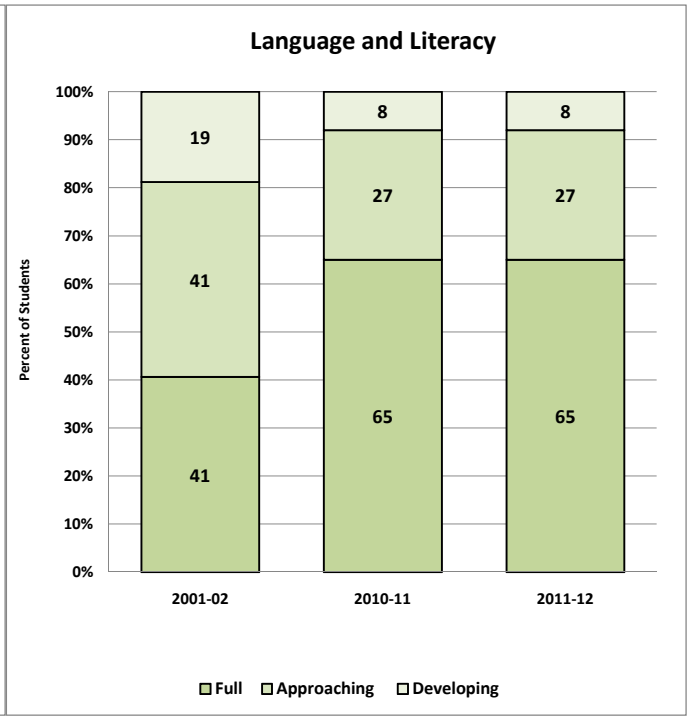
Talbot County - Number of Kindergarten Students

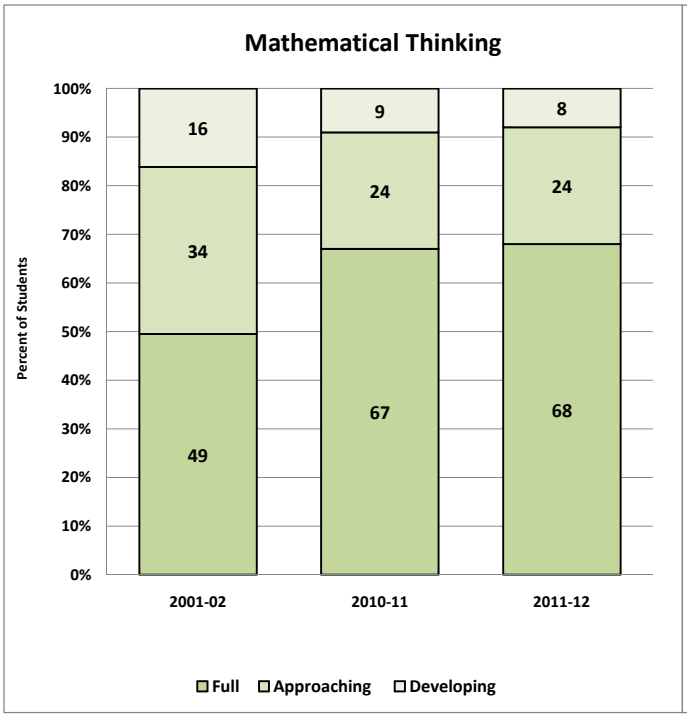
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	8	0	0	7	1	0	7	1	0	6	2	0	8	0	0	8	0	0	8	0	0	8	0	0
African American	35	15	3	31	16	6	35	13	5	26	21	6	35	14	4	48	3	2	45	6	2	37	13	3
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	178	33	10	156	54	11	171	37	13	142	62	17	179	39	3	187	28	6	203	16	2	188	28	5
Hispanic	37	11	0	22	20	6	30	13	5	25	18	5	27	16	5	41	7	0	47	0	1	38	8	2
Two or More Races (Non-Hispanic/Latino)	15	4	0	11	5	3	14	1	4	11	5	3	14	4	1	15	2	2	19	0	0	15	4	0
Gender																								
Male	134	46	10	115	60	15	140	34	16	114	60	16	138	44	8	159	24	7	169	17	4	149	35	6
Female	139	17	3	112	36	11	117	31	11	96	48	15	125	29	5	140	16	3	153	5	1	137	18	4
Prior Care																								
Child Care Center	54	17	4	57	15	3	61	11	3	49	21	5	64	9	2	62	11	2	71	3	1	66	7	2
Family Child Care	35	1	1	28	7	2	28	7	2	26	8	3	31	6	0	35	2	0	36	1	0	35	1	1
Head Start	13	12	0	11	8	6	12	8	5	10	11	4	14	8	3	22	3	0	22	3	0	15	8	2
Home / Informal Care	17	4	1	9	10	3	12	5	5	9	9	4	14	6	2	19	1	2	21	0	1	16	5	1
Non-public Nursery	26	6	1	17	15	1	27	5	1	18	12	3	28	5	0	27	5	1	31	2	0	28	4	1
Pre-Kindergarten	127	21	5	103	39	11	114	28	11	97	45	11	111	36	6	131	17	5	138	12	3	125	25	3
Special Education																								
No	258	52	7	221	78	18	244	54	19	200	94	23	250	61	6	279	33	5	305	12	0	271	42	4
Yes	15	11	6	6	18	8	13	11	8	10	14	8	13	12	7	20	7	5	17	10	5	15	11	6
English Language Learners																								
No	241	53	13	208	79	20	231	54	22	189	92	26	241	58	8	263	34	10	281	22	4	254	45	8
Yes	32	10	0	19	17	6	26	11	5	21	16	5	22	15	5	36	6	0	41	0	1	32	8	2
Free and Reduced Price Meals																								
No	157	29	7	142	42	9	158	26	9	127	52	14	168	22	3	165	23	5	181	10	2	171	18	4
Yes	116	34	6	85	54	17	99	39	18	83	56	17	95	51	10	134	17	5	141	12	3	115	35	6
Aggregated Data	273	63	13	227	96	26	257	65	27	210	108	31	263	73	13	299	40	10	322	22	5	286	53	10

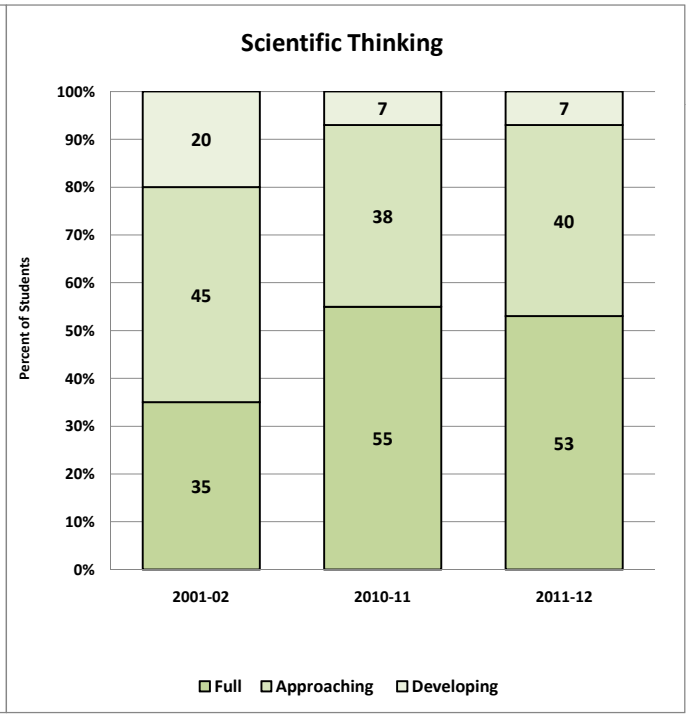
* = fewer than 5

MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Washington County

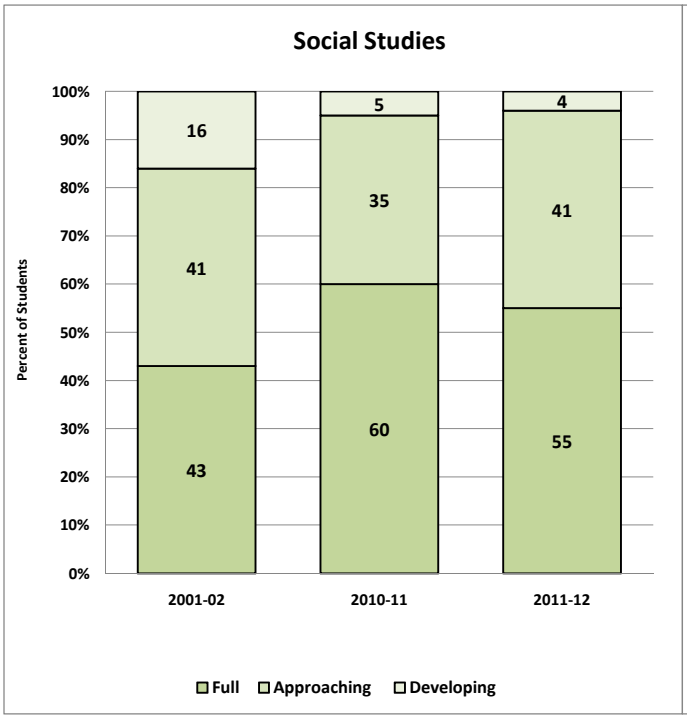


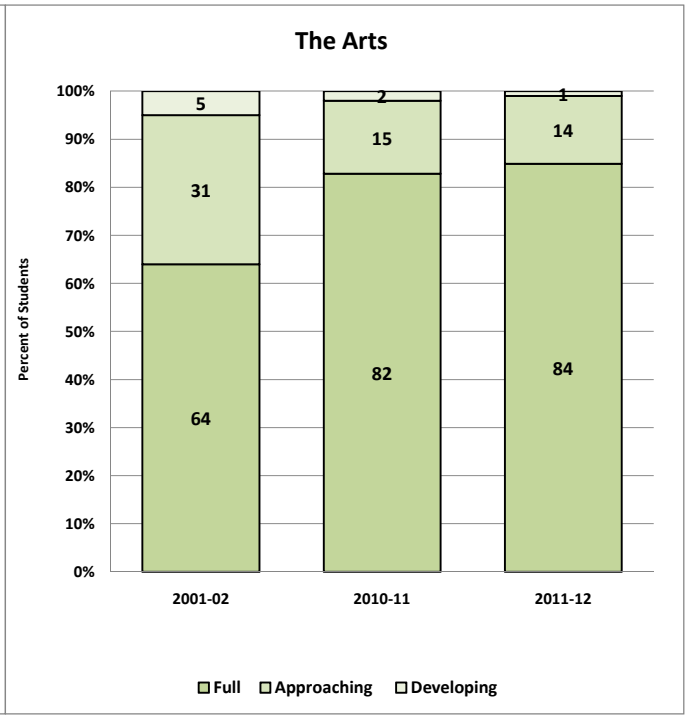


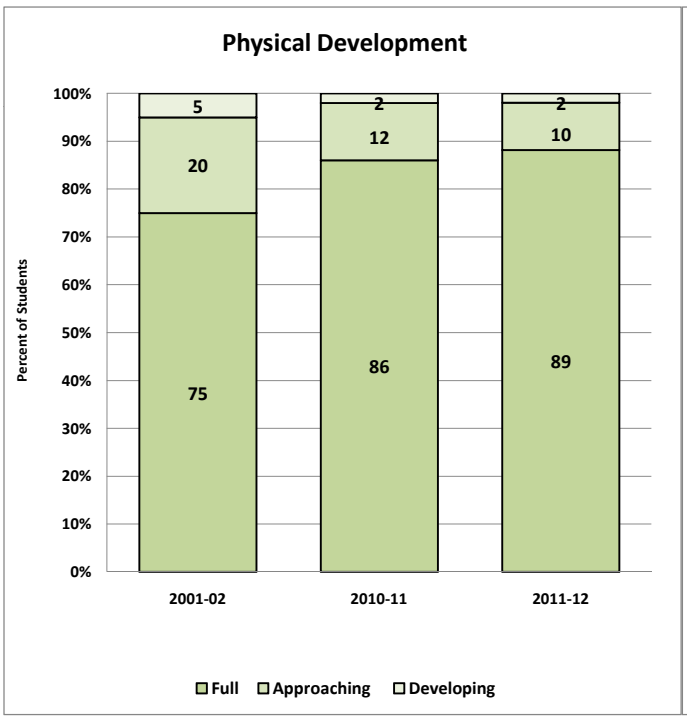


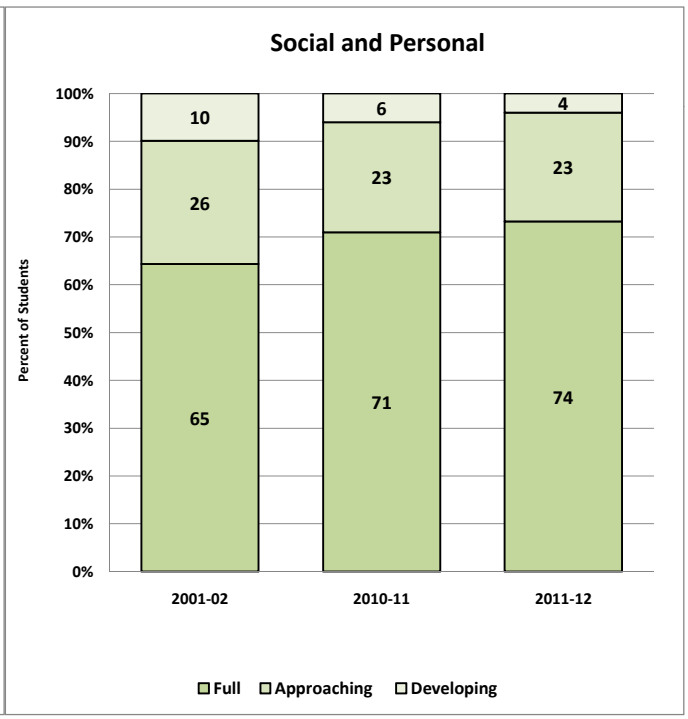


MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Washington County









Washington County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	81	19	0	65	35	0	85	12	4	46	35	19	62	35	4	88	12	0	100	0	0	85	15	0
African American	58	35	7	58	30	11	54	35	12	37	57	7	41	55	5	77	22	1	86	11	3	66	30	4
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	76	20	3	69	24	7	72	21	7	57	36	6	59	37	3	86	12	1	90	9	1	80	17	3
Hispanic	78	21	2	54	34	12	62	29	10	48	41	11	51	42	7	75	22	3	84	13	3	72	25	3
Two or More Races (Non-Hispanic/Latino)	68	29	3	58	34	8	63	30	8	47	48	5	47	48	5	83	17	0	90	8	2	77	19	4
Gender																								
Male	66	29	5	62	29	10	65	26	9	51	41	7	53	42	5	79	19	2	85	13	2	73	24	4
Female	82	16	2	70	24	6	71	22	7	55	39	6	59	39	3	90	10	0	93	6	1	84	15	2
Prior Care																								
Child Care Center	67	28	5	72	22	5	78	19	3	60	36	4	61	37	2	84	15	0	92	8	0	83	16	1
Family Child Care	77	22	2	69	27	4	72	22	5	54	42	4	58	40	2	87	12	1	89	11	0	85	14	2
Head Start	67	26	7	52	39	10	54	35	11	44	50	6	46	50	4	79	18	2	84	14	2	67	30	3
Home / Informal Care	74	21	4	54	33	13	58	27	15	47	43	10	50	43	7	84	14	2	86	12	2	71	24	5
Non-public Nursery	86	12	1	82	16	3	80	18	2	63	32	5	65	35	1	88	11	1	95	5	0	88	12	1
Pre-Kindergarten	74	24	3	70	23	7	72	22	5	55	38	6	57	39	4	85	15	1	89	8	2	81	17	3
Special Education																								
No	74	23	3	67	26	7	69	24	7	54	40	6	57	40	4	85	14	1	90	9	1	79	19	2
Yes	64	26	10	47	31	22	54	28	19	40	46	14	37	52	11	72	25	3	72	17	11	59	30	11
English Language Learners																								
No	74	23	4	66	26	8	68	24	8	54	40	6	56	40	4	85	14	1	89	9	1	78	19	3
Yes	71	29	0	44	42	13	60	29	12	42	40	17	40	50	10	75	25	0	85	13	2	63	35	2
Free and Reduced Price Meals																								
No	81	16	3	76	20	4	79	17	4	62	33	5	64	34	2	88	11	1	92	7	1	87	12	1
Yes	67	28	5	56	33	11	58	30	11	46	46	8	48	46	6	81	17	2	86	12	2	70	25	4
Aggregated Data	74	23	4	65	27	8	68	24	8	53	40	7	55	41	4	84	14	1	89	10	2	78	19	3

* = fewer than 5

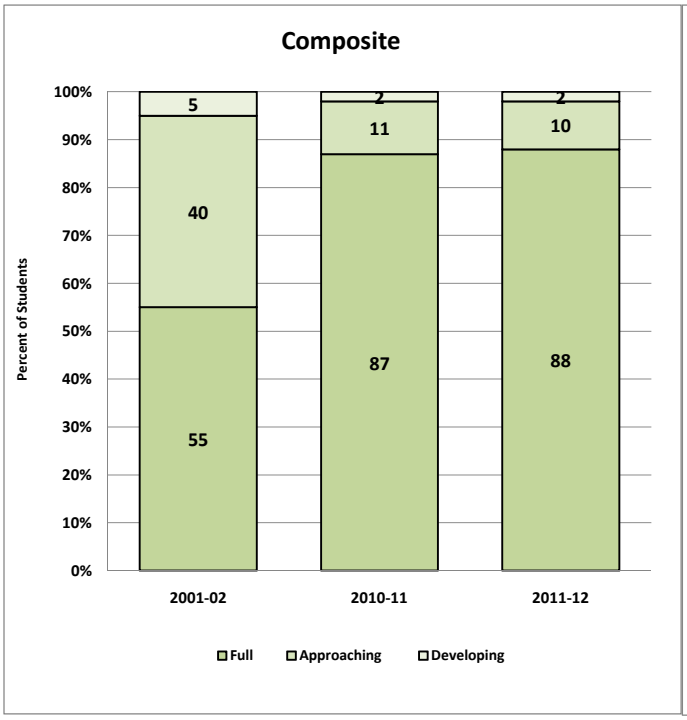
May not total 100% due to rounding.

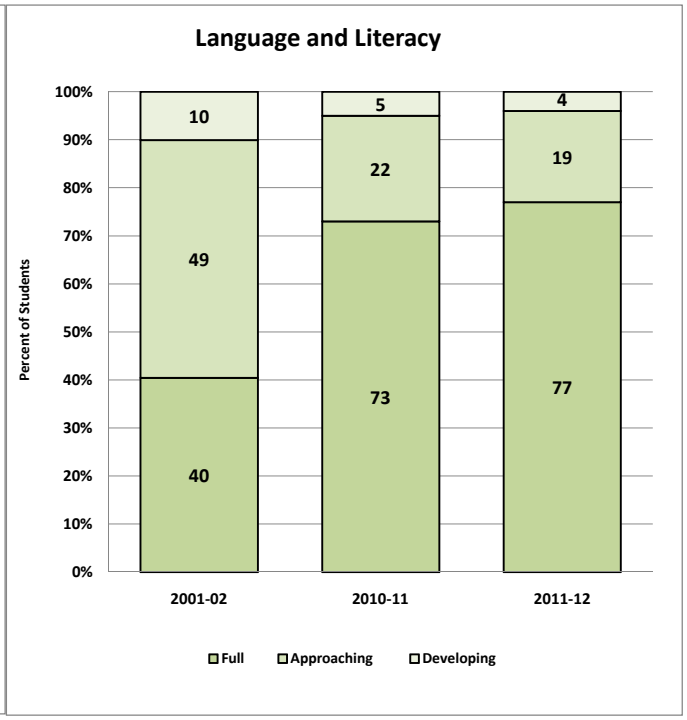
Washington County - Number of Kindergarten Students

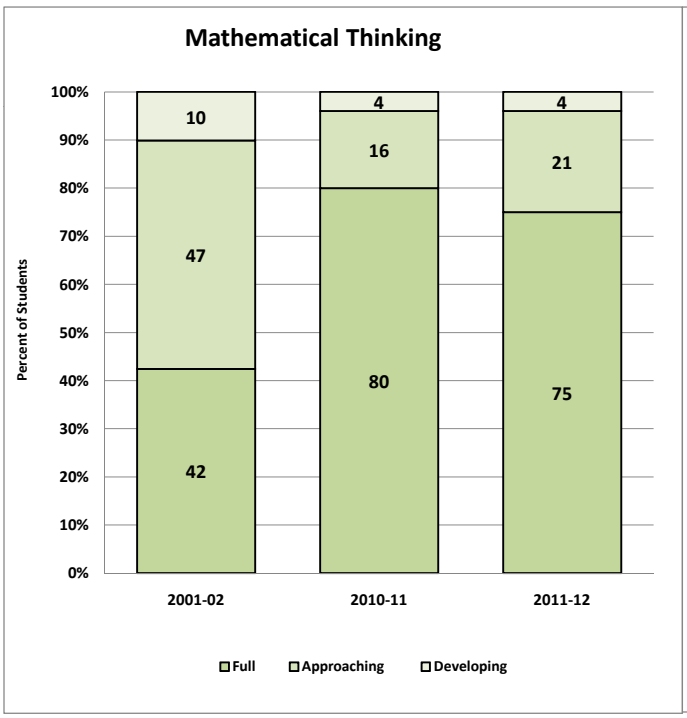
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	21	5	0	17	9	0	22	3	1	12	9	5	16	9	1	23	3	0	26	0	0	22	4	0
African American	113	68	13	113	59	22	104	67	23	71	110	13	79	106	9	150	42	2	166	22	6	129	58	7
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	907	240	41	817	287	84	850	255	83	683	433	72	702	445	41	1,027	145	16	1,068	107	13	955	201	32
Hispanic	87	23	2	61	38	13	69	32	11	54	46	12	57	47	8	84	25	3	94	15	3	81	28	3
Two or More Races (Non-Hispanic/Latino)	90	38	4	76	45	11	83	39	10	62	63	7	62	63	7	109	23	0	119	10	3	102	25	5
Gender																								
Male	572	251	45	534	248	86	565	227	76	447	359	62	456	366	46	686	163	19	738	110	20	630	204	34
Female	647	126	15	550	193	45	563	172	53	435	305	48	461	306	21	710	76	2	735	48	5	659	115	14
Prior Care																								
Child Care Center	146	62	11	158	49	12	171	41	7	132	78	9	134	80	5	185	33	1	201	17	1	181	35	3
Family Child Care	100	28	2	90	35	5	94	29	7	70	55	5	75	52	3	113	16	1	116	14	0	110	18	2
Head Start	113	44	11	87	65	16	91	58	19	74	84	10	78	84	6	133	31	4	141	23	4	112	51	5
Home / Informal Care	311	90	18	228	138	53	243	115	61	199	179	41	208	180	31	351	59	9	362	49	8	296	102	21
Non-public Nursery	127	18	2	120	23	4	118	26	3	92	47	8	95	51	1	130	16	1	140	7	0	129	17	1
Pre-Kindergarten	420	134	15	400	129	40	410	128	31	315	218	36	327	221	21	481	83	5	509	48	12	459	94	16
Special Education																								
No	1,150	349	49	1,033	408	107	1,070	369	109	839	614	95	877	616	55	1,318	212	18	1,395	140	13	1,225	287	36
Yes	69	28	11	51	33	24	58	30	20	43	50	15	40	56	12	78	27	3	78	18	12	64	32	12
English Language Learners																								
No	1182	362	60	1061	419	124	1097	384	123	860	643	101	896	646	62	1357	226	21	1429	151	24	1256	301	47
Yes	37	15	0	23	22	7	31	15	6	22	21	9	21	26	5	39	13	0	44	7	1	33	18	1
Free and Reduced Price Meals																								
No	627	126	20	586	154	33	612	130	31	478	255	40	492	265	16	680	88	5	712	54	7	670	94	9
Yes	592	251	40	498	287	98	516	269	98	404	409	70	425	407	51	716	151	16	761	104	18	619	225	39
Aggregated Data	1,219	377	60	1,084	441	131	1,128	399	129	882	664	110	917	672	67	1,396	239	21	1,473	158	25	1,289	319	48

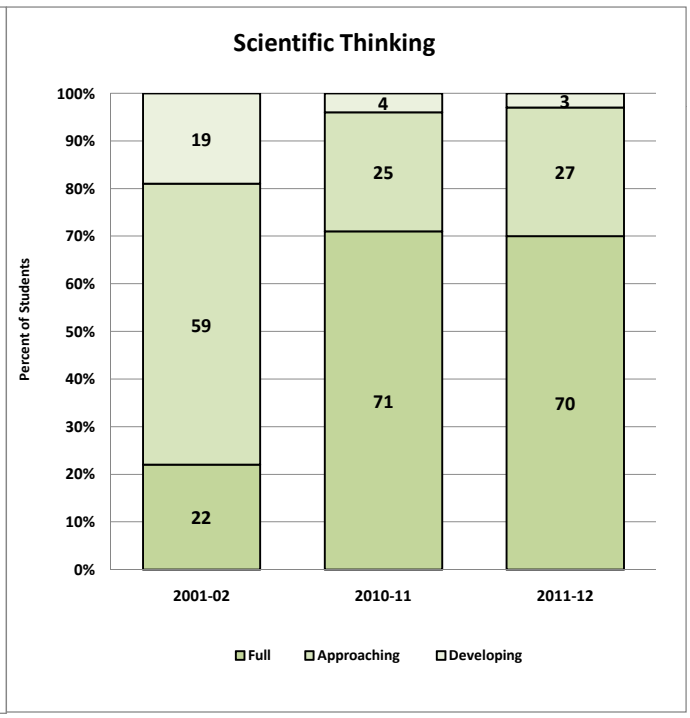
* = fewer than 5

MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Wicomico County

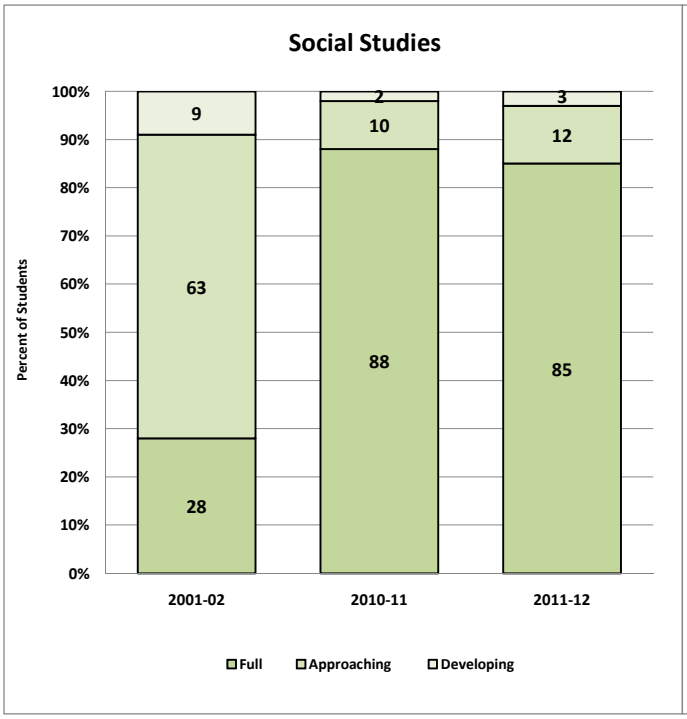


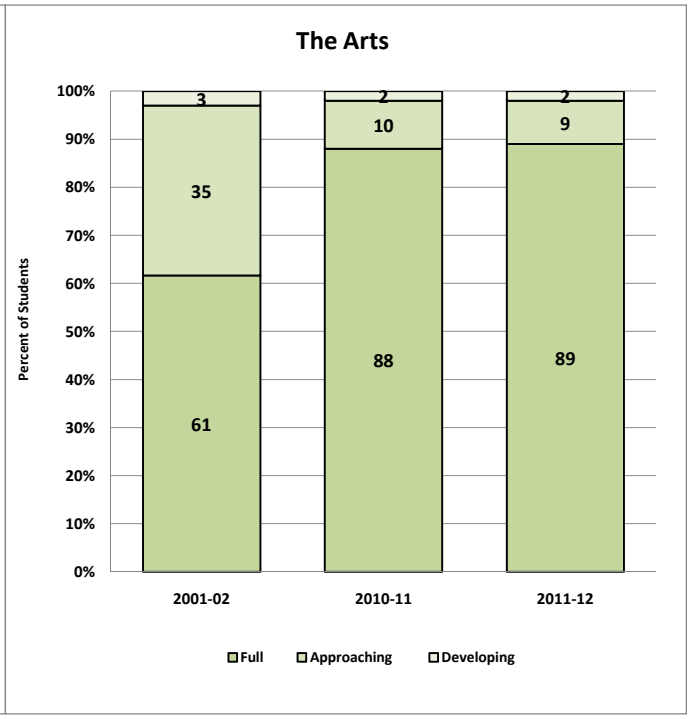


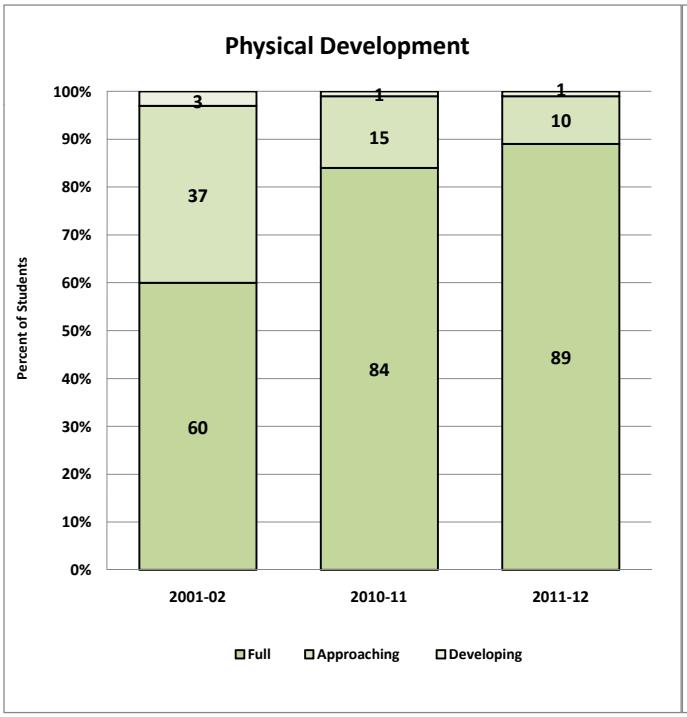


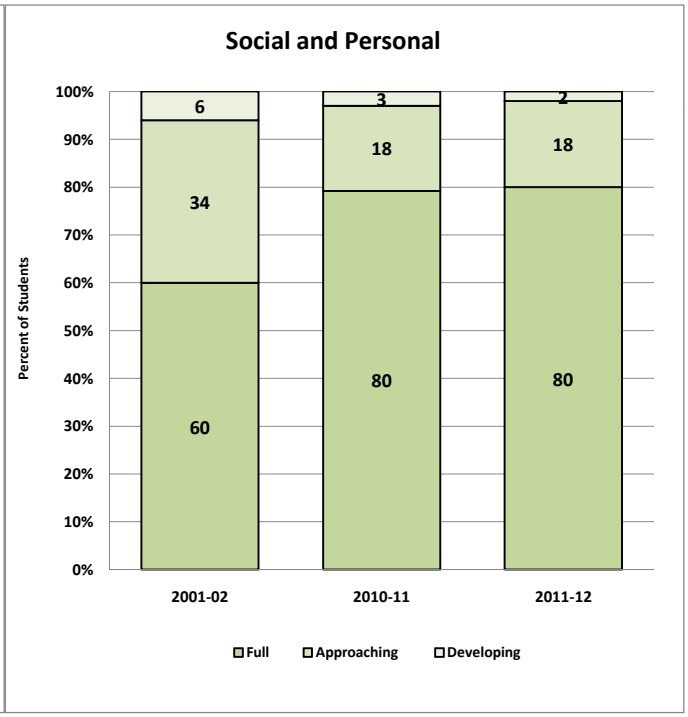


MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Wicomico County









Wicomico County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	85	15	0	69	23	8	77	15	8	62	38	0	92	0	8	92	0	8	100	0	0	92	8	0
Asian	93	3	3	86	7	7	93	3	3	76	17	7	93	0	7	90	7	3	97	0	3	93	3	3
African American	85	12	3	71	24	5	68	28	5	60	37	3	80	17	2	87	11	2	94	5	1	84	14	2
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	91	9	1	84	13	3	82	15	3	79	18	3	90	9	2	91	8	1	95	5	1	92	7	1
Hispanic	85	12	3	56	36	8	55	38	7	51	41	8	74	18	8	85	12	3	93	4	3	78	17	5
Two or More Races (Non-Hispanic/Latino)	93	5	1	80	14	5	79	18	3	70	26	4	89	8	3	91	7	3	96	3	1	89	8	3
Gender																								
Male	83	15	2	70	23	6	72	22	6	66	29	5	83	13	4	85	12	3	93	6	2	84	13	3
Female	94	5	1	82	15	3	77	20	3	73	25	2	88	11	1	93	7	1	96	3	1	91	7	1
Prior Care																								
Child Care Center	91	9	0	93	7	0	87	13	1	81	19	0	95	5	0	96	4	0	97	3	0	95	5	0
Family Child Care	91	6	3	76	18	6	76	18	6	65	29	6	85	12	3	88	9	3	88	9	3	85	9	6
Head Start	83	14	3	63	30	7	60	34	6	56	40	4	79	20	1	86	11	3	94	3	2	83	15	2
Home / Informal Care	92	7	1	64	28	8	64	29	7	55	41	5	80	15	5	87	10	3	95	5	1	82	15	3
Non-public Nursery	94	6	0	88	12	0	85	15	0	88	12	0	94	6	0	100	0	0	97	3	0	97	3	0
Pre-Kindergarten	88	10	2	78	18	4	77	19	4	73	24	3	86	11	3	89	10	1	94	5	1	89	9	2
Special Education																								
No	91	8	1	80	17	3	77	20	3	71	27	2	88	11	1	91	8	1	96	3	1	90	9	1
Yes	67	25	9	44	36	20	48	31	21	51	29	20	62	19	20	66	25	9	75	18	8	64	23	14
English Language Learners																								
No	89	9	2	78	18	4	76	20	4	71	26	3	86	12	2	89	9	2	94	5	1	88	10	2
Yes	84	14	2	56	34	9	56	39	5	52	41	7	77	17	6	84	15	1	97	2	1	82	16	2
Free and Reduced Price Meals																								
No	94	5	1	88	10	2	86	11	3	86	13	1	91	7	2	92	6	1	97	3	1	94	4	1
Yes	86	12	2	71	23	6	70	25	5	62	33	4	83	14	3	87	11	2	93	5	1	85	13	2
Aggregated Data	88	10	2	77	19	4	75	21	4	70	27	3	85	12	3	89	9	2	94	4	1	88	10	2

* = fewer than 5

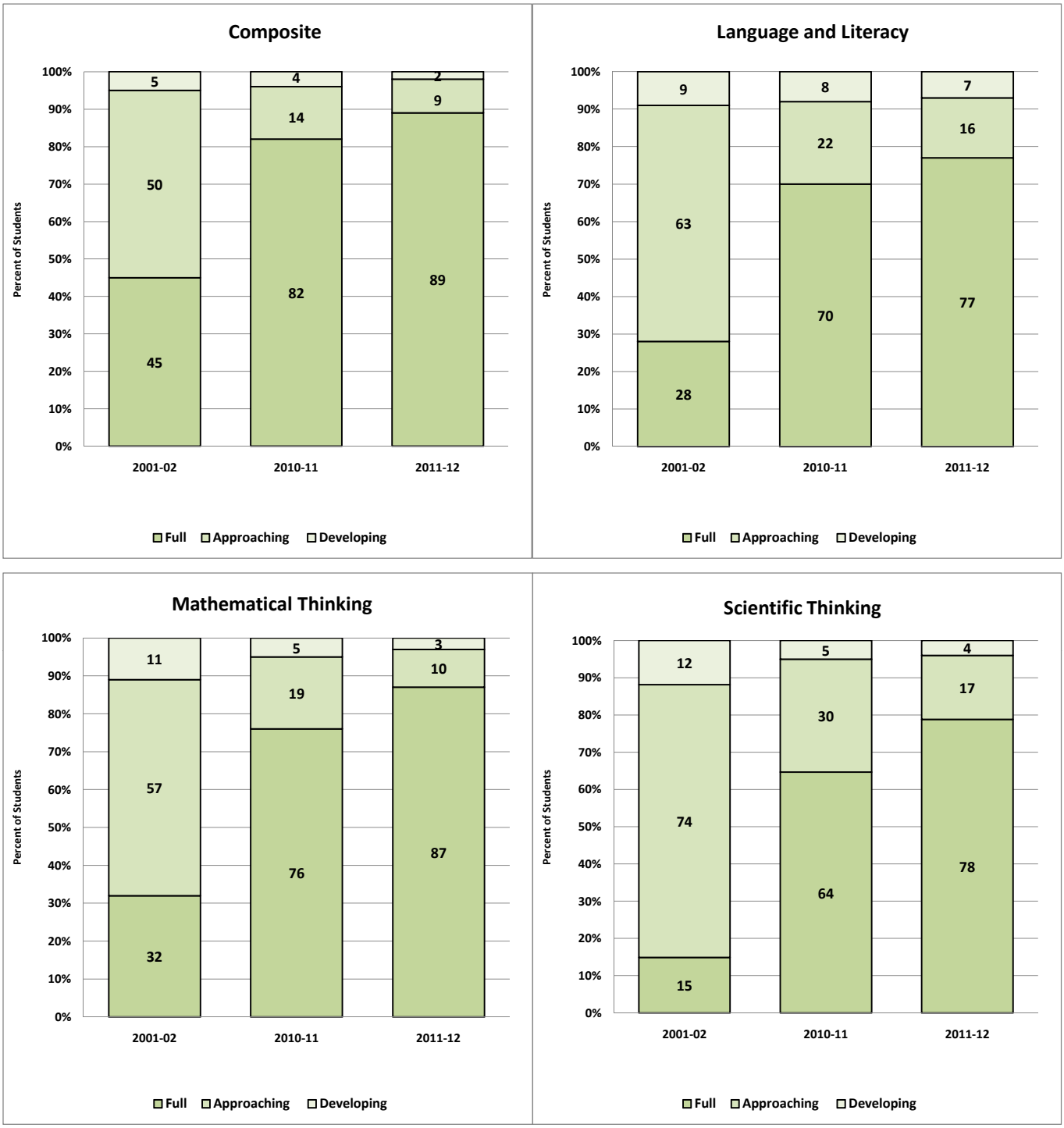
May not total 100% due to rounding.

Wicomico County - Number of Kindergarten Students

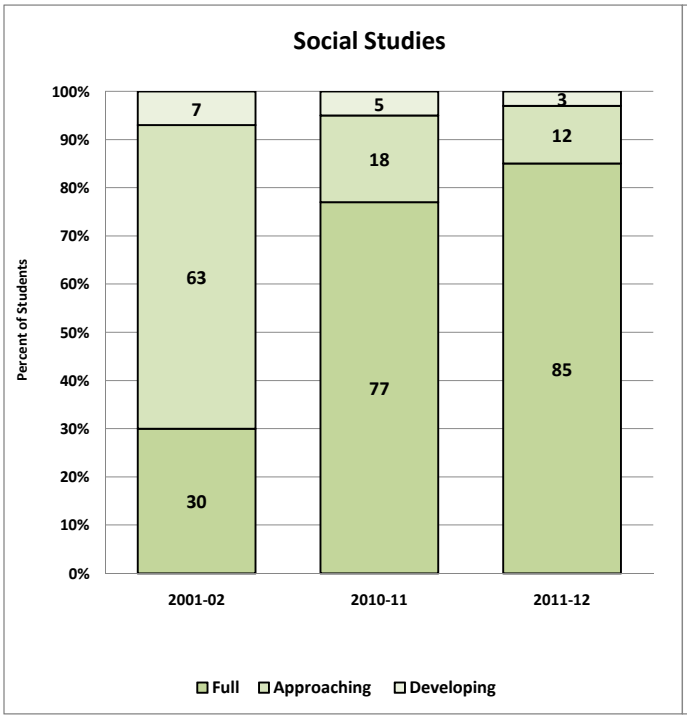
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	11	2	0	9	3	1	10	2	1	8	5	0	12	0	1	12	0	1	13	0	0	12	1	0
Asian	27	1	1	25	2	2	27	1	1	22	5	2	27	0	2	26	2	1	28	0	1	27	1	1
African American	332	47	10	275	95	19	263	107	19	235	142	12	313	67	9	338	44	7	364	20	5	327	54	8
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	488	46	5	451	71	17	442	79	18	428	97	14	484	46	9	489	45	5	510	25	4	494	37	8
Hispanic	85	12	3	56	36	8	55	38	7	51	41	8	74	18	8	85	12	3	93	4	3	78	17	5
Two or More Races (Non-Hispanic/Latino)	71	4	1	61	11	4	60	14	2	53	20	3	68	6	2	69	5	2	73	2	1	68	6	2
Gender																								
Male	470	85	14	401	133	35	410	126	33	376	165	28	472	72	25	484	70	15	527	33	9	479	73	17
Female	544	27	6	476	85	16	447	115	15	421	145	11	506	65	6	535	38	4	554	18	5	527	43	7
Prior Care																								
Child Care Center	124	12	0	127	9	0	118	17	1	110	26	0	129	7	0	131	5	0	132	4	0	129	7	0
Family Child Care	31	2	1	26	6	2	26	6	2	22	10	2	29	4	1	30	3	1	30	3	1	29	3	2
Head Start	121	20	4	92	43	10	87	49	9	81	58	6	114	29	2	124	16	5	137	5	3	120	22	3
Home / Informal Care	122	9	1	84	37	11	85	38	9	72	54	6	106	20	6	115	13	4	125	6	1	108	20	4
Non-public Nursery	31	2	0	29	4	0	28	5	0	29	4	0	31	2	0	33	0	0	32	1	0	32	1	0
Pre-Kindergarten	556	61	14	492	113	26	486	121	24	459	150	22	541	68	22	559	64	8	591	31	9	559	58	14
Special Education																								
No	946	87	11	832	181	31	808	209	27	745	280	19	915	118	11	952	82	10	1,005	33	6	941	93	10
Yes	68	25	9	45	37	20	49	32	21	52	30	20	63	19	20	67	26	9	76	18	8	65	23	14
English Language Learners																								
No	941	100	18	828	188	43	808	207	44	752	274	33	911	122	26	946	95	18	997	49	13	935	102	22
Yes	73	12	2	49	30	8	49	34	4	45	36	6	67	15	5	73	13	1	84	2	1	71	14	2
Free and Reduced Price Meals																								
No	331	19	3	311	35	7	303	40	10	302	46	5	321	25	7	326	22	5	341	9	3	333	15	5
Yes	683	93	17	566	183	44	554	201	38	495	264	34	657	112	24	693	86	14	740	42	11	673	101	19
Aggregated Data	1,014	112	20	877	218	51	857	241	48	797	310	39	978	137	31	1,019	108	19	1,081	51	14	1,006	116	24

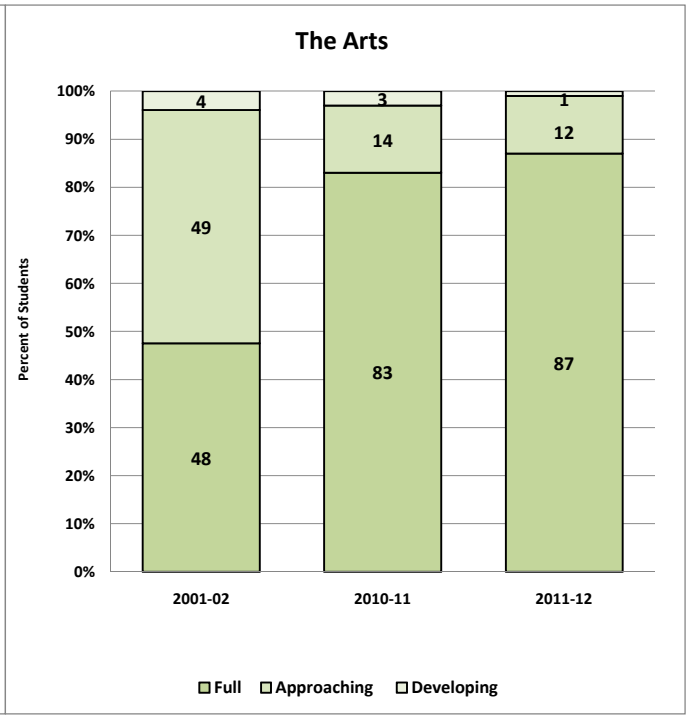
* = fewer than 5

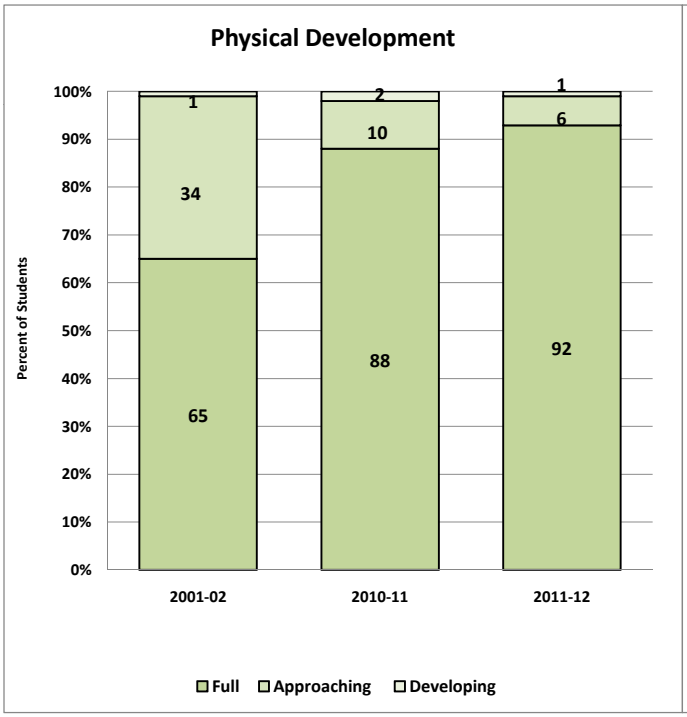
MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Worcester County

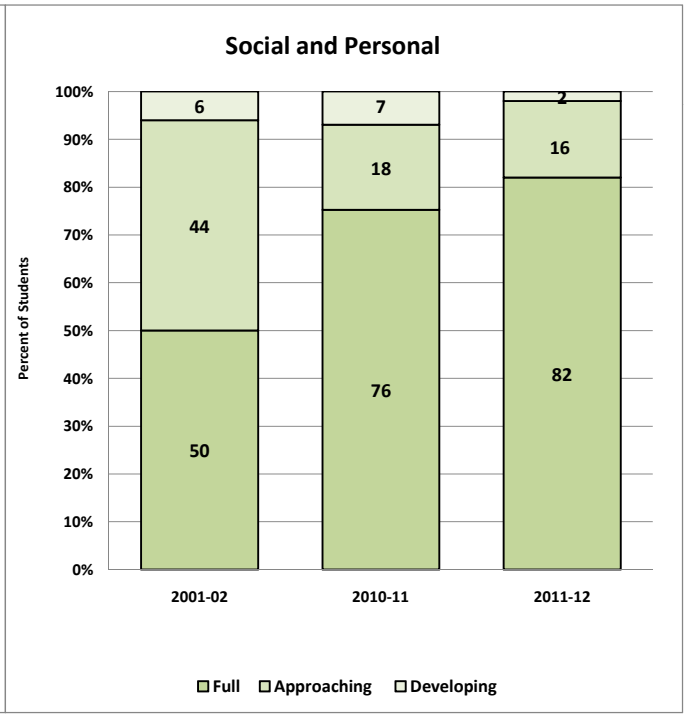


MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Worcester County









Worcester County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	60	20	20	60	20	20	80	20	0	60	20	20	80	20	0	60	40	0	80	20	0	60	40	0
African American	69	24	6	62	23	15	78	15	6	67	23	10	72	21	8	79	19	1	86	13	1	77	19	4
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	84	15	1	83	13	4	90	8	2	83	14	3	90	8	2	90	8	2	94	5	1	93	5	2
Hispanic	85	15	0	70	24	6	85	12	3	82	15	3	79	18	3	88	12	0	94	6	0	91	9	0
Two or More Races (Non-Hispanic/Latino)	90	5	5	71	19	10	81	14	5	57	38	5	81	14	5	86	14	0	95	5	0	86	10	5
Gender																								
Male	77	20	4	73	19	8	84	12	4	73	21	6	83	13	4	82	16	3	88	9	2	86	11	4
Female	87	12	1	82	13	5	90	8	2	84	13	2	88	10	2	93	7	0	97	3	0	93	6	1
Prior Care																								
Child Care Center	76	19	5	76	17	7	85	12	3	85	8	7	88	7	5	86	10	3	90	7	3	86	8	5
Family Child Care	79	14	7	72	21	7	86	7	7	79	17	3	90	3	7	90	10	0	90	7	3	90	3	7
Head Start	79	16	5	74	16	11	84	11	5	84	16	0	79	16	5	89	11	0	84	16	0	84	16	0
Home / Informal Care	71	29	0	43	48	10	62	33	5	71	19	10	76	19	5	86	10	5	95	0	5	86	10	5
Non-public Nursery	84	16	0	89	8	3	95	3	3	78	22	0	92	8	0	95	3	3	92	5	3	95	3	3
Pre-Kindergarten	84	15	2	79	14	7	89	9	2	77	18	5	84	13	3	86	13	1	94	6	0	89	10	1
Special Education																								
No	83	15	2	79	16	5	88	9	2	80	16	3	86	11	2	88	11	1	94	6	1	90	8	2
Yes	66	23	11	60	17	23	74	17	9	57	26	17	71	14	14	74	17	9	80	11	9	77	11	11
English Language Learners																								
No	81	16	2	78	15	6	88	10	3	78	17	4	86	11	3	87	12	1	92	7	1	89	9	2
Yes	91	9	0	55	36	9	77	18	5	77	18	5	73	23	5	91	9	0	100	0	0	91	9	0
Free and Reduced Price Meals																								
No	86	12	2	87	11	2	93	6	1	87	12	1	92	7	1	91	8	1	92	6	1	96	3	2
Yes	77	20	3	66	22	12	81	14	5	69	23	8	78	16	6	83	16	1	93	6	1	82	15	3
Aggregated Data	82	16	2	77	16	7	87	10	3	78	17	4	85	12	3	87	12	1	92	6	1	89	9	2

* = fewer than 5

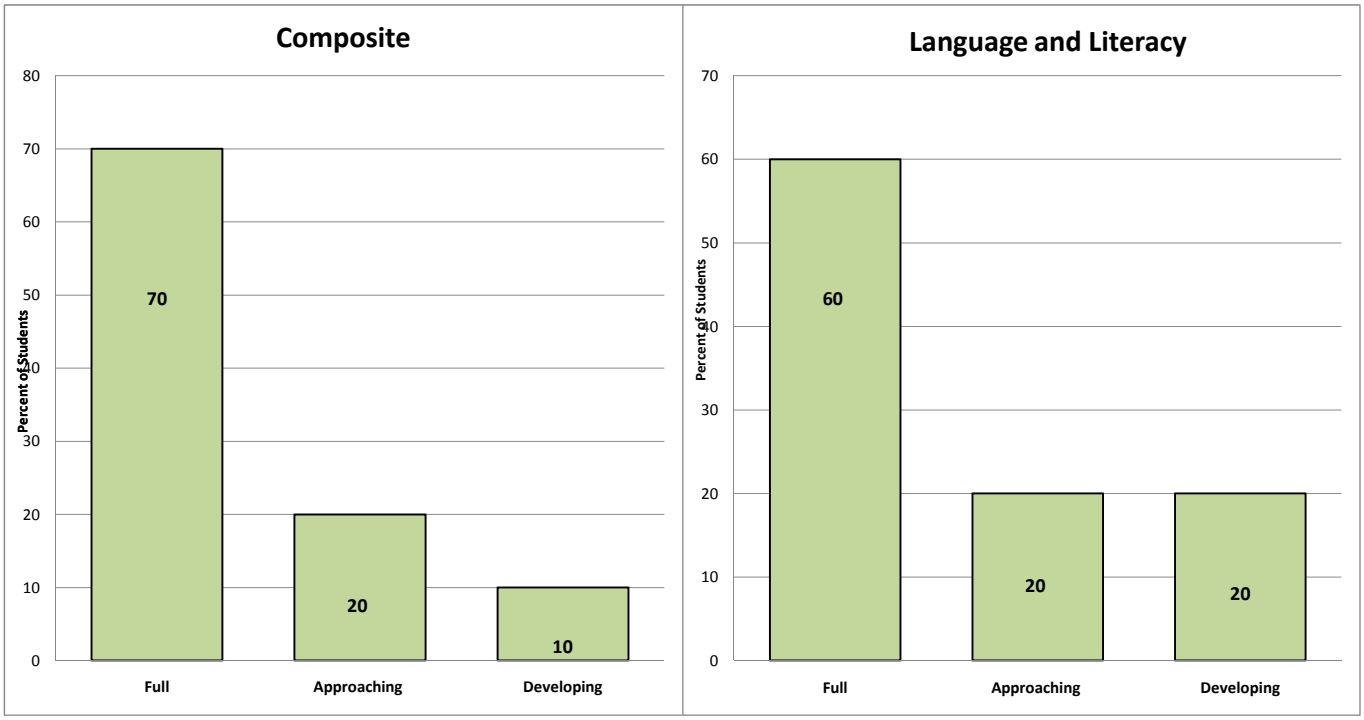
May not total 100% due to rounding.

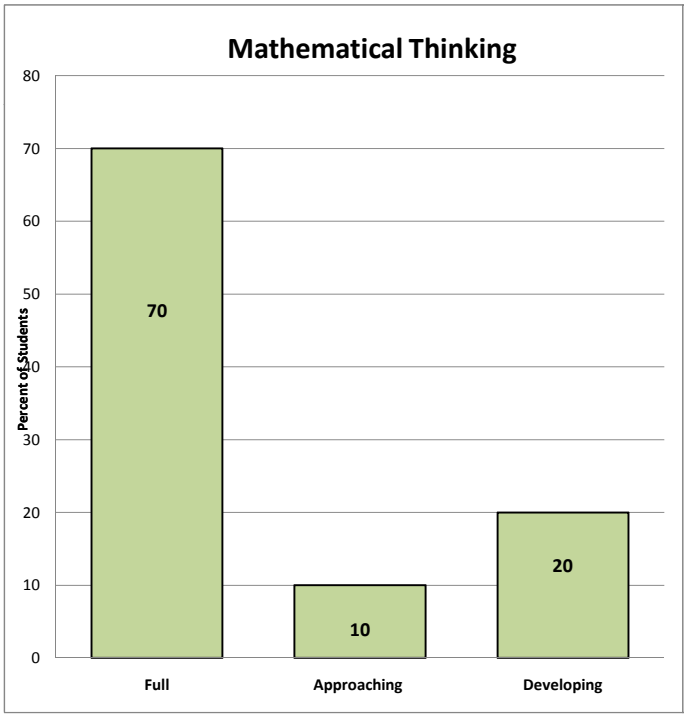
Worcester County - Number of Kindergarten Students

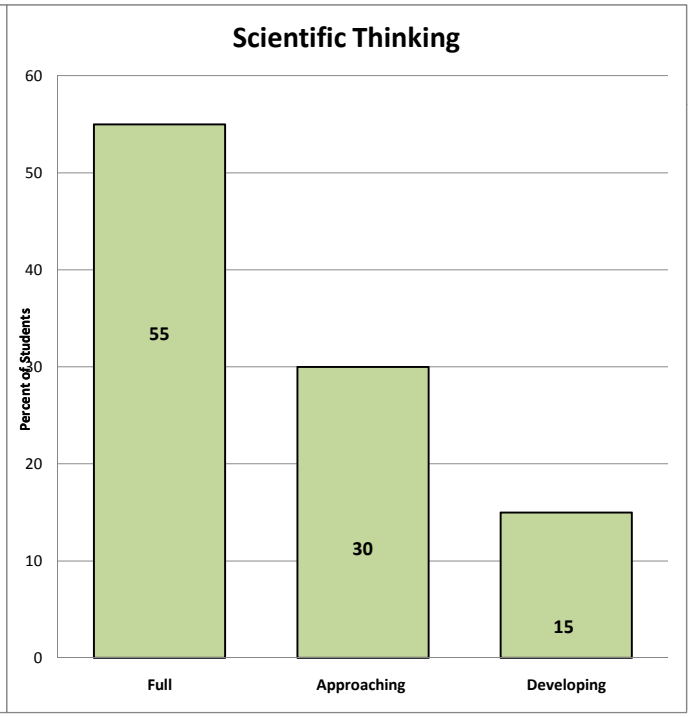
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	3	1	1	3	1	1	4	1	0	3	1	1	4	1	0	3	2	0	4	1	0	3	2	0
African American	54	19	5	48	18	12	61	12	5	52	18	8	56	16	6	62	15	1	67	10	1	60	15	3
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	242	42	3	238	38	11	259	23	5	238	41	8	258	23	6	258	24	5	270	13	4	266	15	6
Hispanic	28	5	0	23	8	2	28	4	1	27	5	1	26	6	1	29	4	0	31	2	0	30	3	0
Two or More Races (Non-Hispanic/Latino)	19	1	1	15	4	2	17	3	1	12	8	1	17	3	1	18	3	0	20	1	0	18	2	1
Gender																								
Male	172	44	8	164	42	18	189	27	8	164	46	14	186	28	10	183	35	6	198	21	5	192	24	8
Female	176	24	2	165	27	10	182	16	4	170	27	5	177	21	4	188	14	0	196	6	0	187	13	2
Prior Care																								
Child Care Center	45	11	3	45	10	4	50	7	2	50	5	4	52	4	3	51	6	2	53	4	2	51	5	3
Family Child Care	23	4	2	21	6	2	25	2	2	23	5	1	26	1	2	26	3	0	26	2	1	26	1	2
Head Start	15	3	1	14	3	2	16	2	1	16	3	0	15	3	1	17	2	0	16	3	0	16	3	0
Home / Informal Care	15	6	0	9	10	2	13	7	1	15	4	2	16	4	1	18	2	1	20	0	1	18	2	1
Non-public Nursery	31	6	0	33	3	1	35	1	1	29	8	0	34	3	0	35	1	1	34	2	1	35	1	1
Pre-Kindergarten	219	38	4	207	37	17	232	24	5	201	48	12	220	34	7	224	35	2	245	16	0	233	25	3
Special Education																								
No	325	60	6	308	63	20	345	37	9	314	64	13	338	44	9	345	43	3	366	23	2	352	33	6
Yes	23	8	4	21	6	8	26	6	3	20	9	6	25	5	5	26	6	3	28	4	3	27	4	4
English Language Learners																								
No	328	66	10	317	61	26	354	39	11	317	69	18	347	44	13	351	47	6	372	27	5	359	35	10
Yes	20	2	0	12	8	2	17	4	1	17	4	1	16	5	1	20	2	0	22	0	0	20	2	0
Free and Reduced Price Meals																								
No	193	28	4	196	25	4	209	14	2	196	26	3	207	16	2	205	17	3	208	14	3	215	6	4
Yes	155	40	6	133	44	24	162	29	10	138	47	16	156	33	12	166	32	3	186	13	2	164	31	6
Aggregated Data	348	68	10	329	69	28	371	43	12	334	73	19	363	49	14	371	49	6	394	27	5	379	37	10

* = fewer than 5

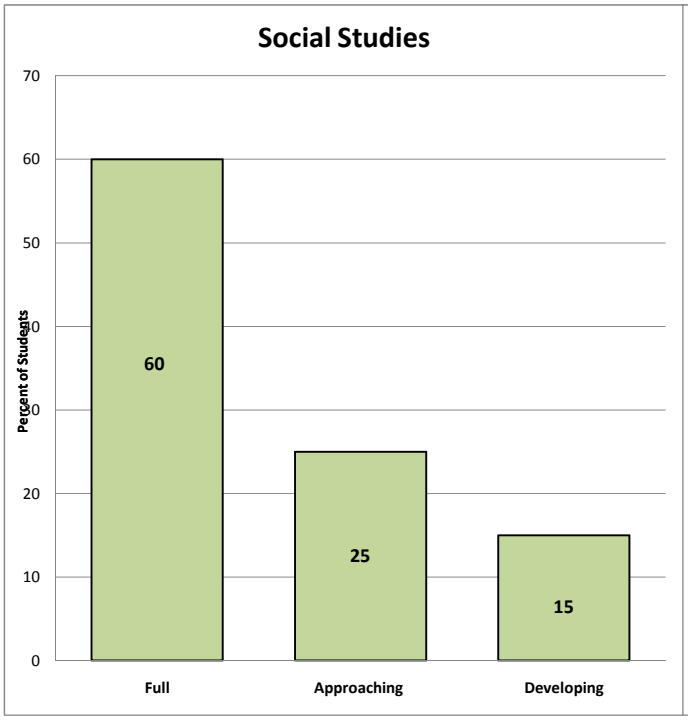
MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Maryland School for Deaf

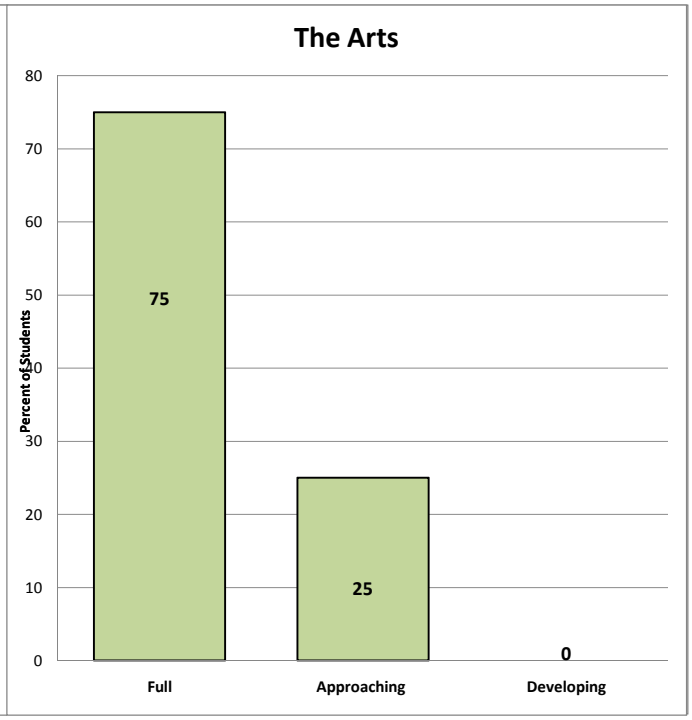


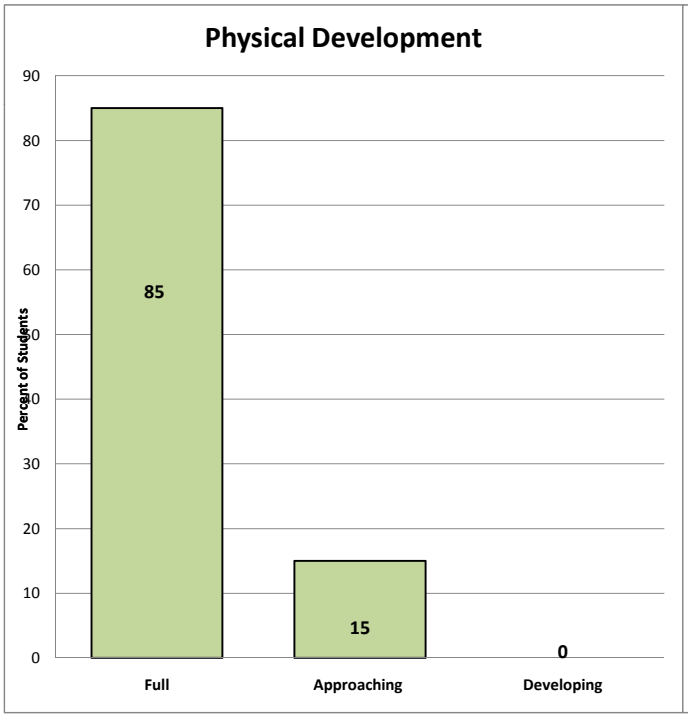


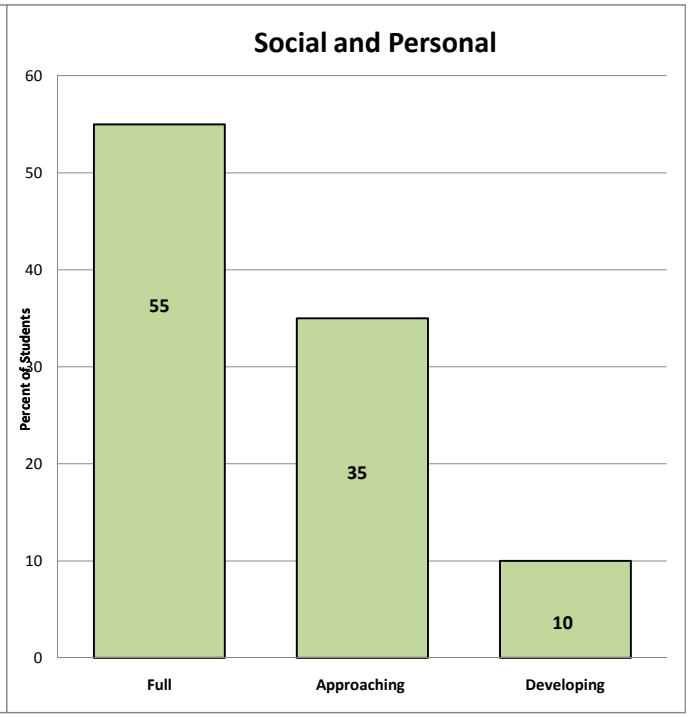


MMSR Kindergarten Assessment 2011-2012
Trends for Composite and Domain Results
Maryland School for Deaf









APPENDIX C

Frequently Asked Questions

Frequently Asked Questions

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

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

3. **What is the advantage of using performance-based assessment rather than a norm-referenced test to measure school readiness?**
   Performance-based assessments measure demonstrated skills, knowledge, and behaviors in an actual learning setting such as a kindergarten classroom. When measuring readiness for school, all developmental skill areas are important. Qualified kindergarten teachers, properly trained and prepared, are an excellent source of information for their students. They assess children's skills against established standards of learning[1]. On the other hand, norm-referenced readiness tests compare a group of children against a national norm. At the kindergarten level, national norms are difficult to obtain and typically do not reflect all developmental skill levels.

4. **Why are entering kindergartners assessed over several weeks and not during the first week in school?**
   In order to learn more about the skills and dispositions of entering kindergartners, the assessment protocol for the data in this report takes into account the following:
   - Young children need a familiar and comfortable setting to show what they know and are able to do.
   - Teachers are looking for multiple sources of documentation of children's learning which are collected over a period of time.

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

- The MMSR Kindergarten Assessment requires teachers to assess their students' performance in response to the instructional program during the first few weeks of school.

5. What does the school readiness information mean?

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

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

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

Full readiness means that students consistently demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully.
A student need not score "proficient" in all indicators within a domain or the composite to be rated at "full readiness". The top range of scores is considered "full readiness". (See *Introduction to Scoring* in Appendix B.)

7. What does "approaching readiness," mean?

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

8. What does "developing readiness," mean?

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

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

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

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

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

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

11. How are teachers using the information?

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

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

Results reflect multiple teacher responses.

12. How are school officials using the information?

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

13. How are county officials using the information?

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

14. How are state officials using the information?

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

15. How are families using the information?

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

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

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

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

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

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

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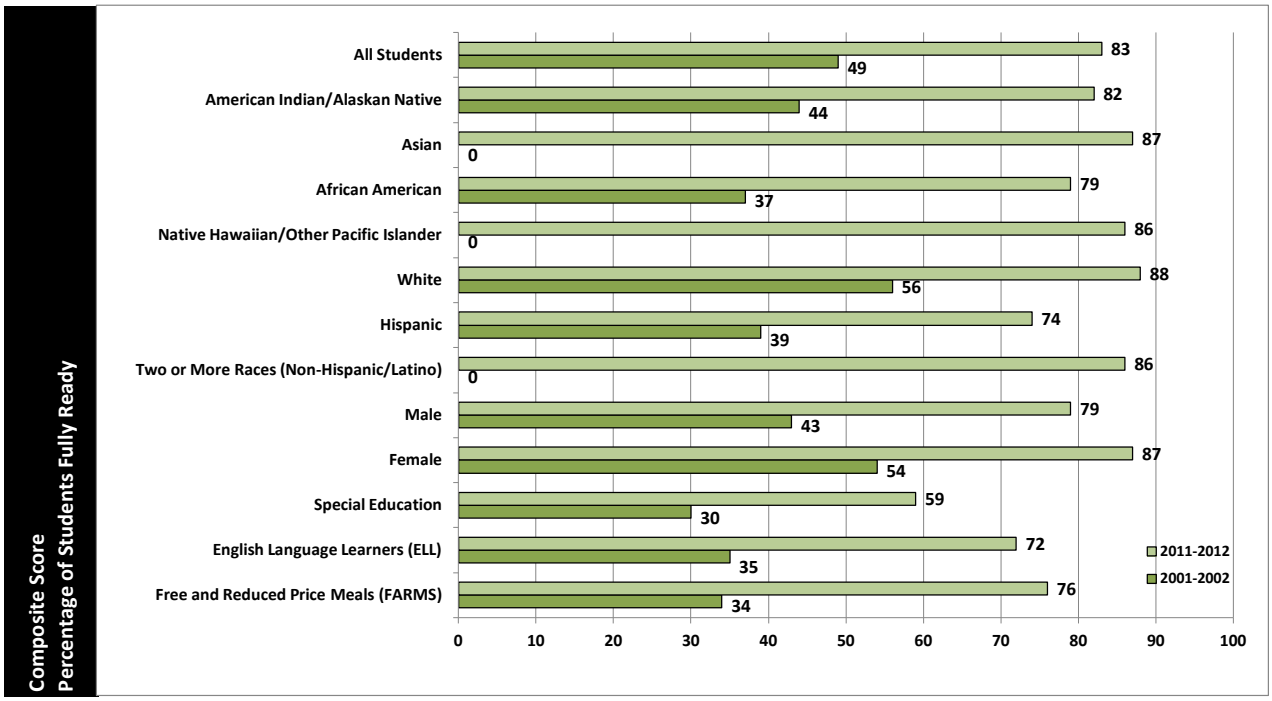
APPENDIX D

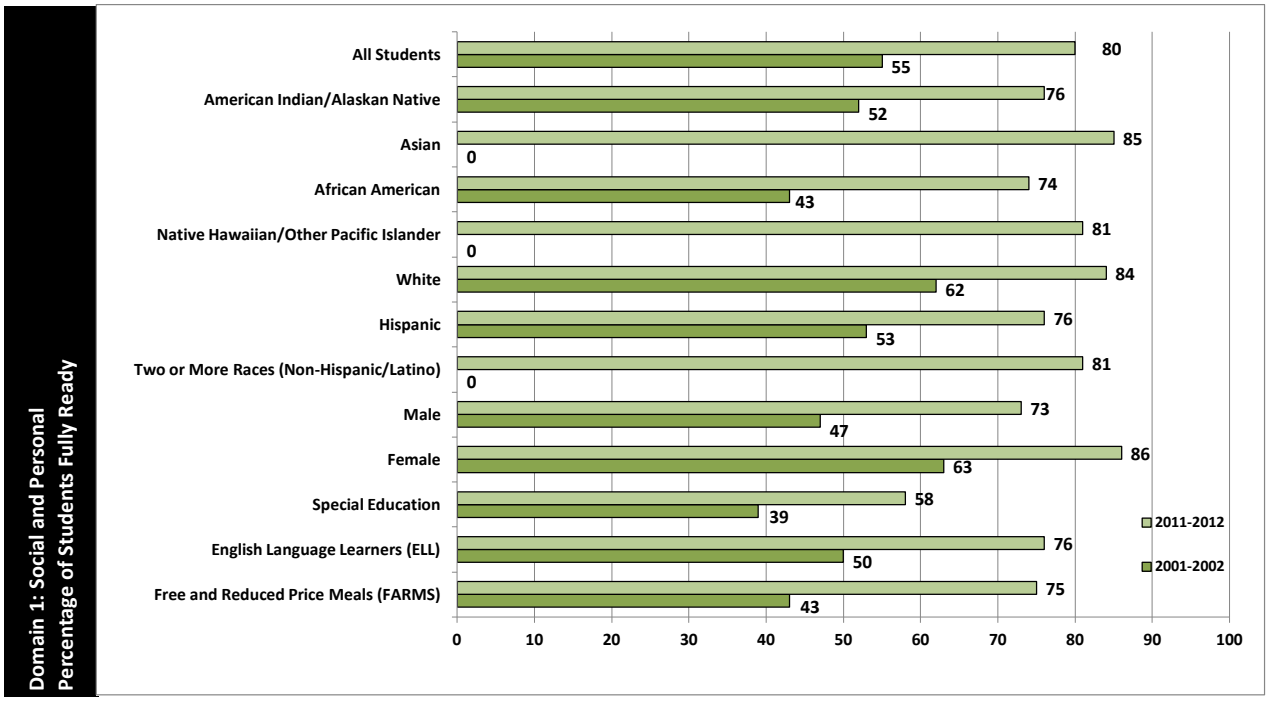
Percentage of Students Fully Ready by Domain and Subgroup

Maryland 2001-2011 Trend Data

APPENDIX D: MARYLAND 2001-2011 TREND DATA

**Percentage of Kindergarten Students Assessed as "Fully Ready"
by Domain and Subgroup for Academic Years 2001-02 and 2011-12**





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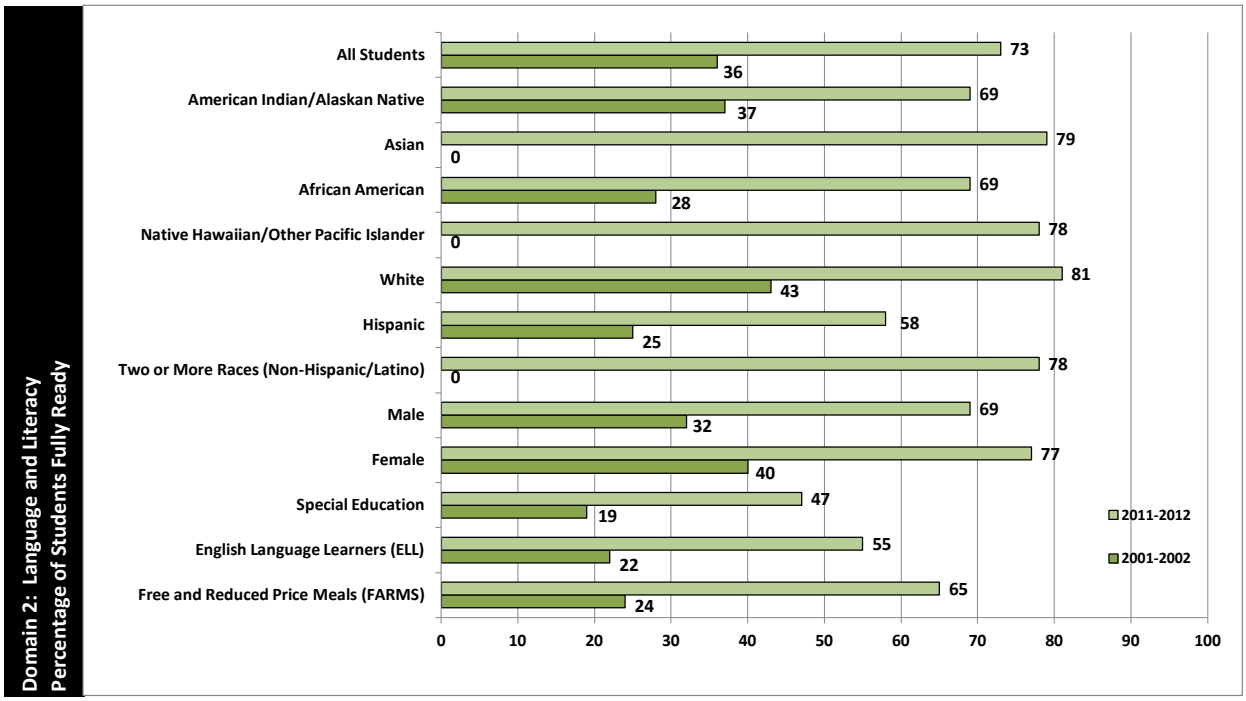

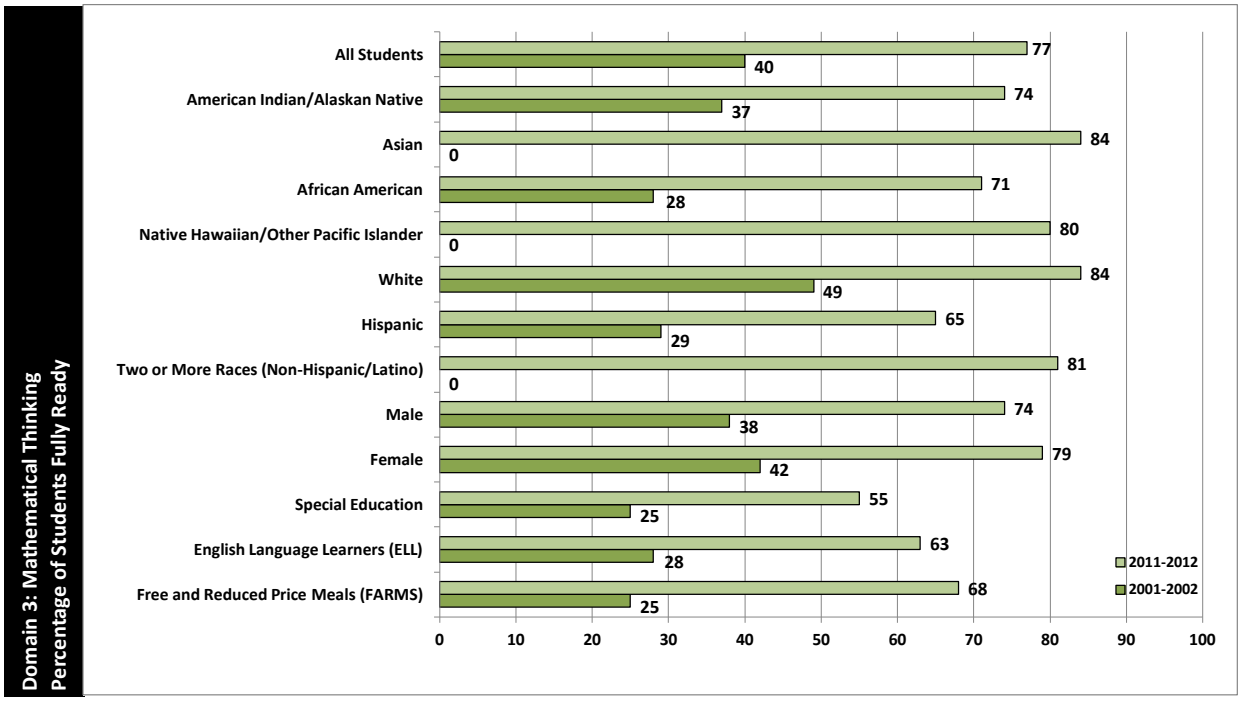

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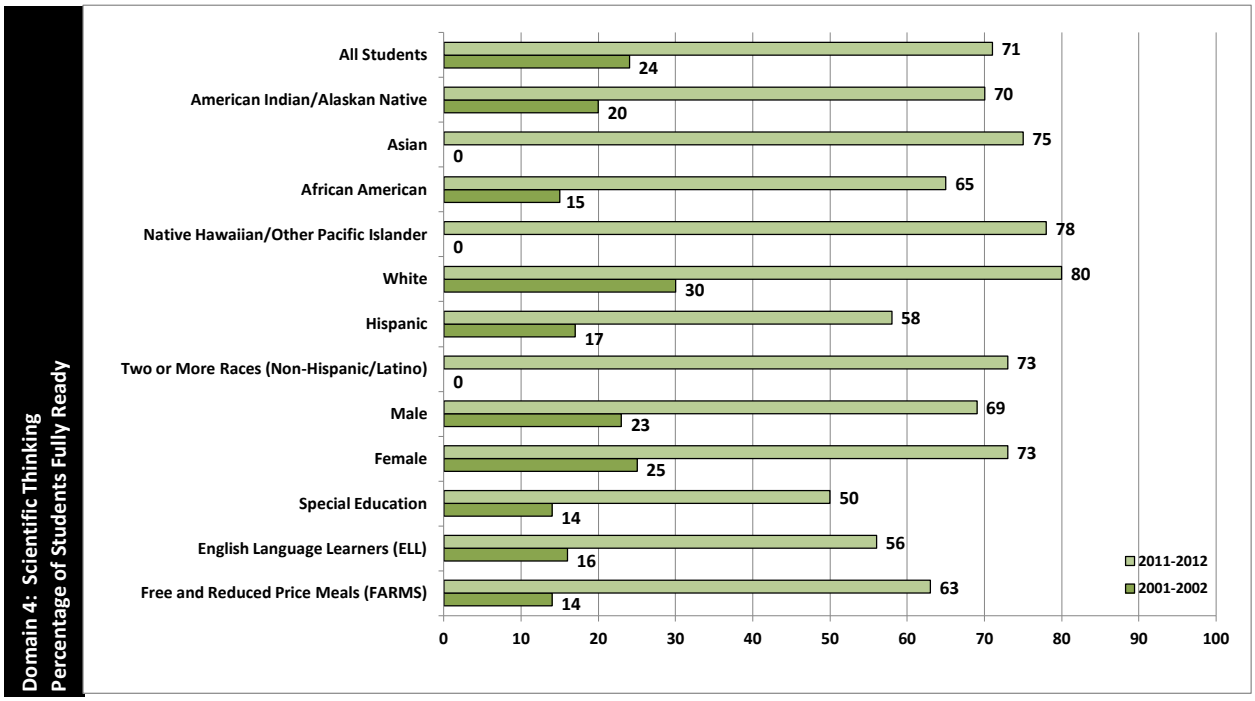

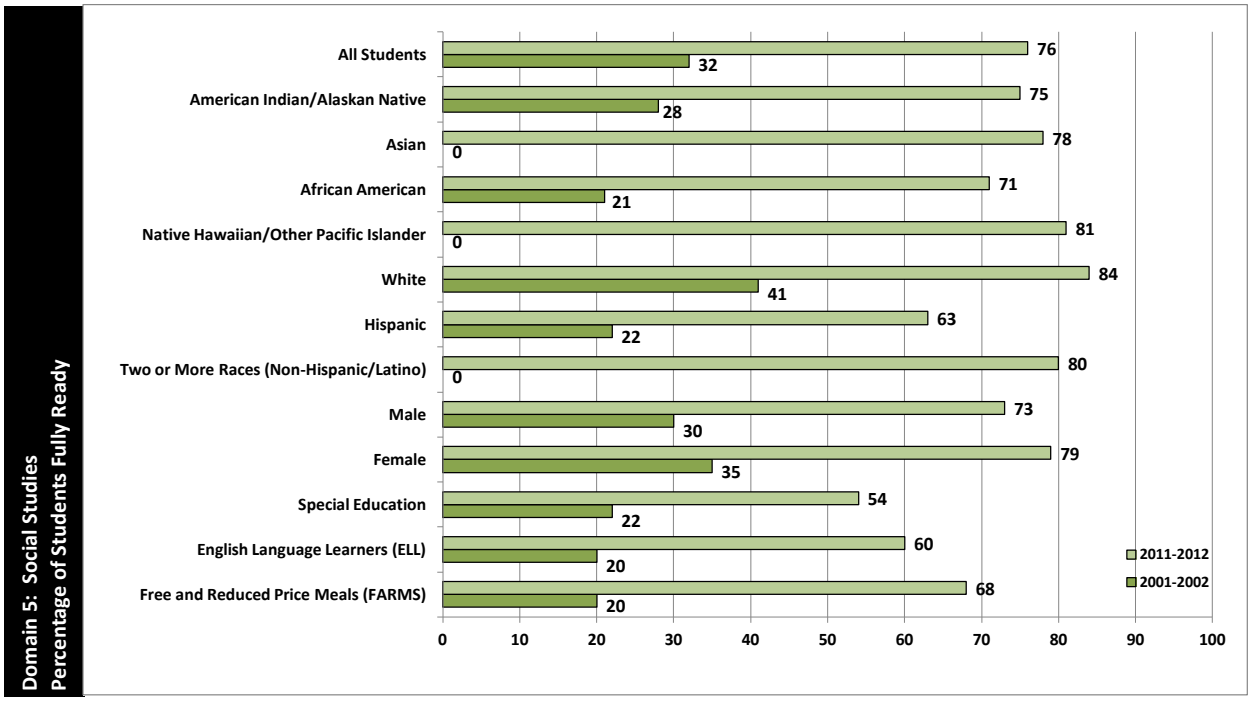

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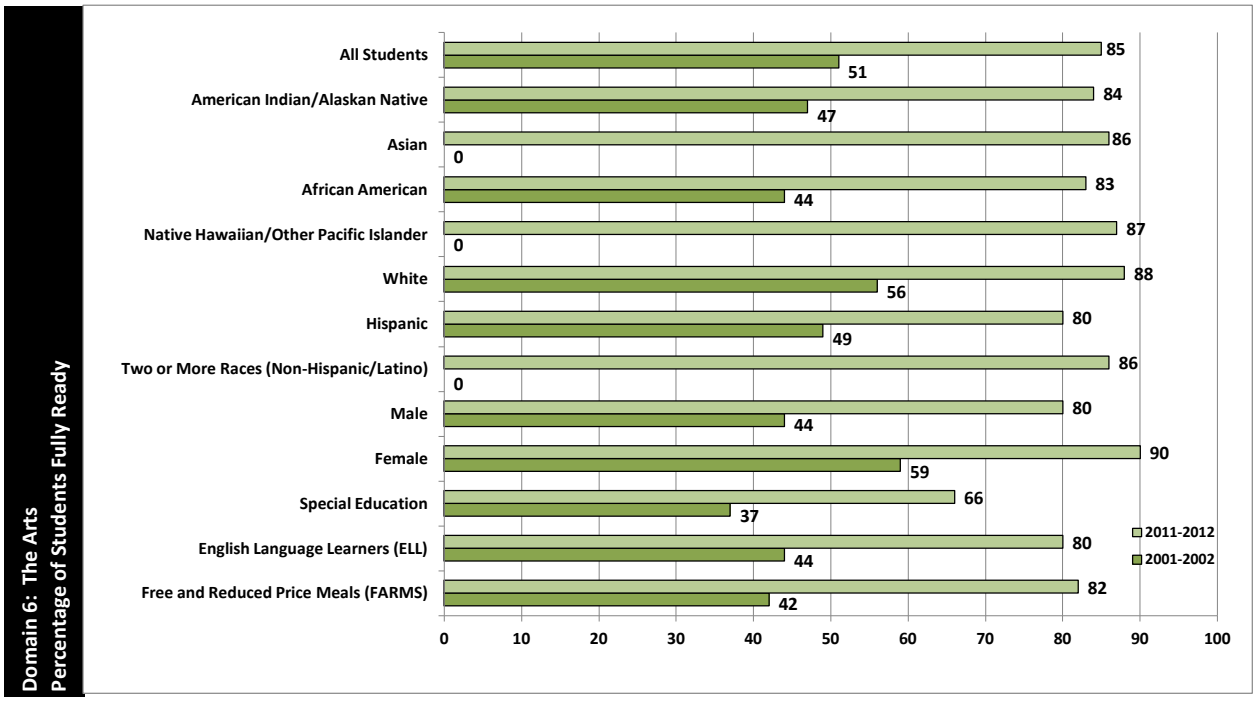
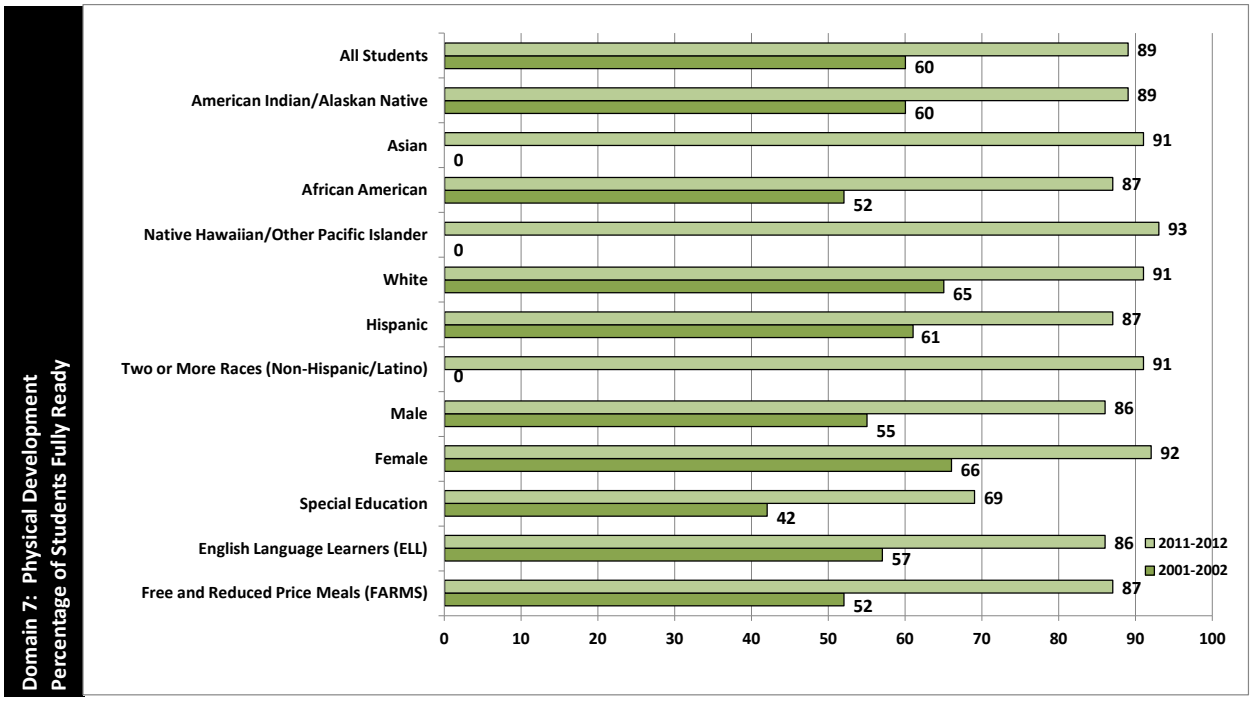
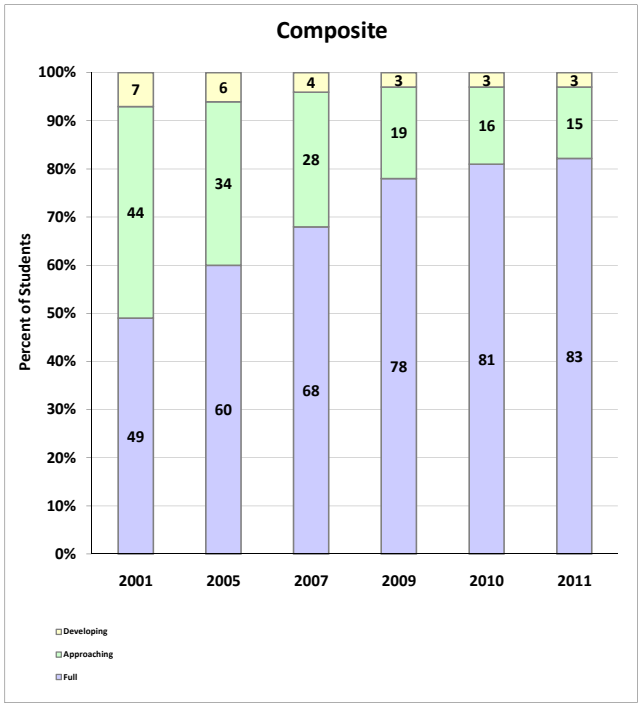
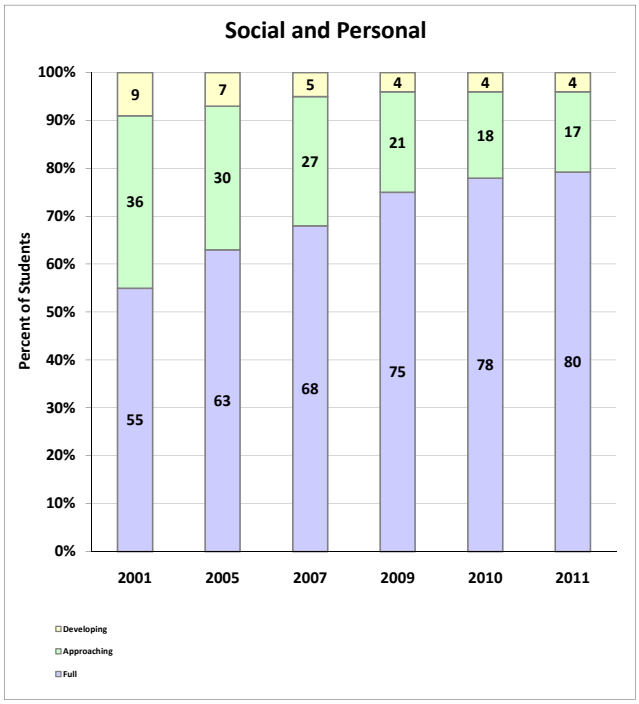
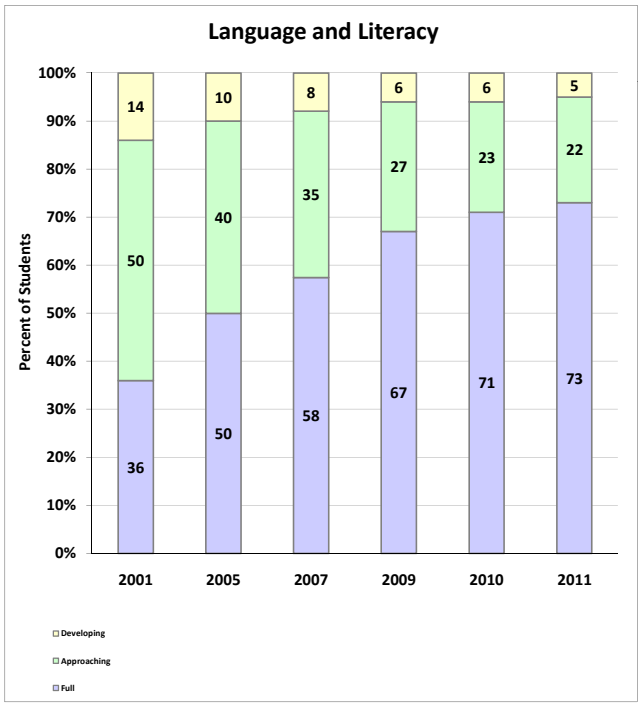


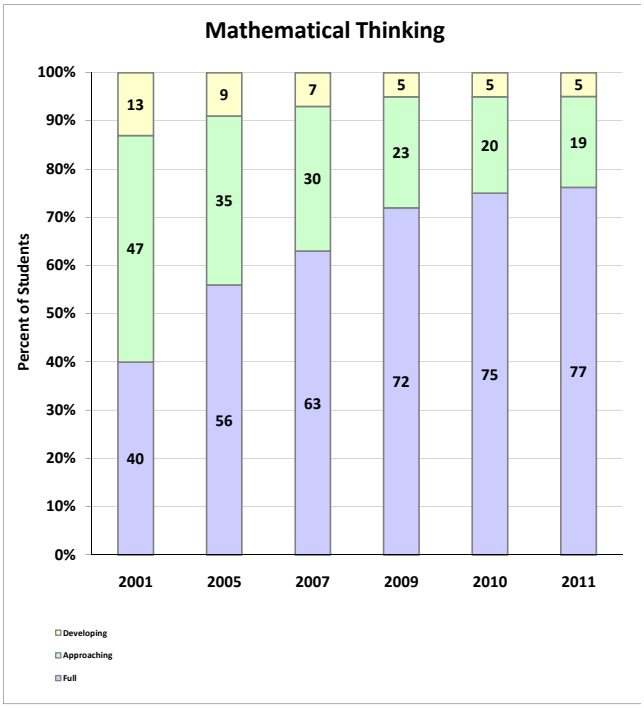


APPENDIX D: Maryland 2001-2011 Trend Data









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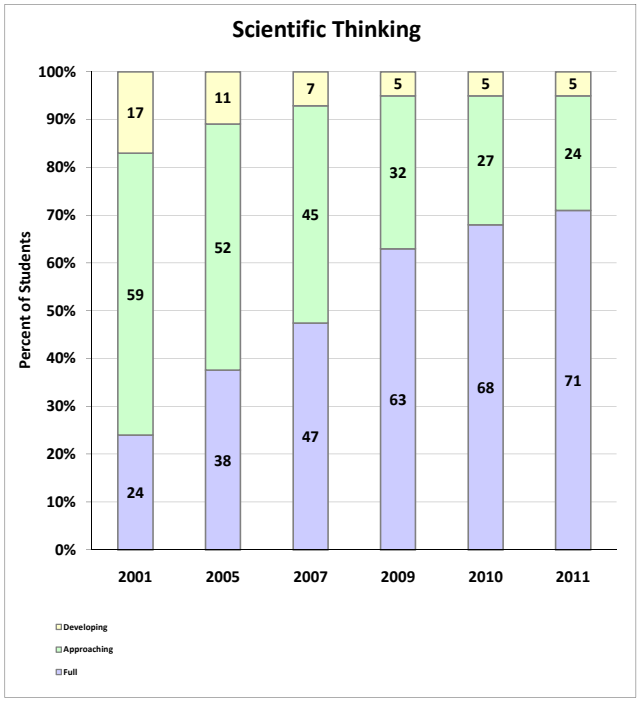

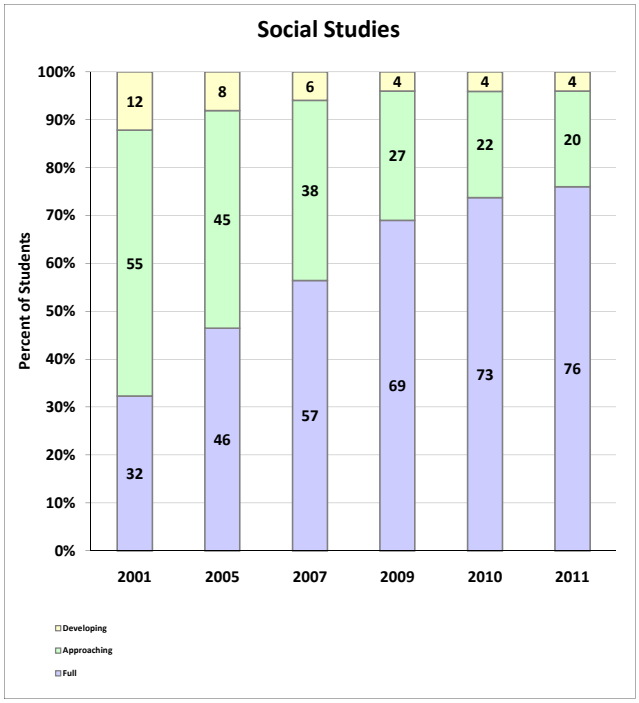

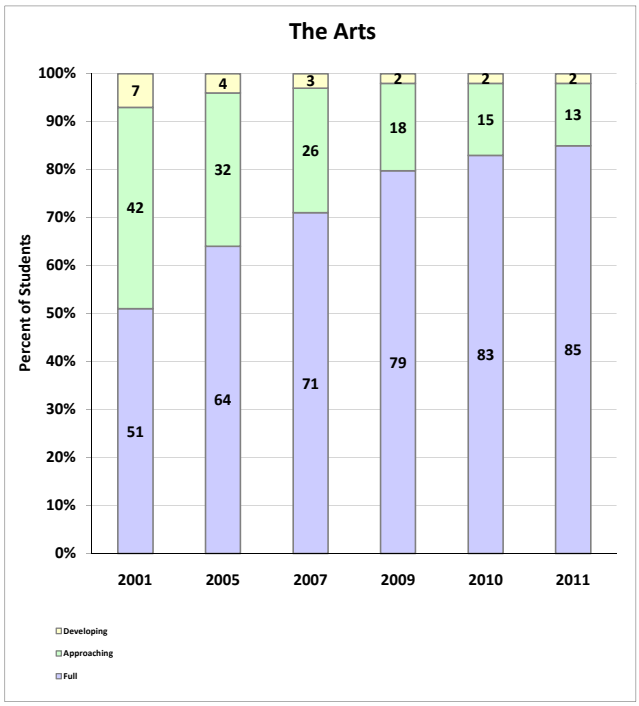

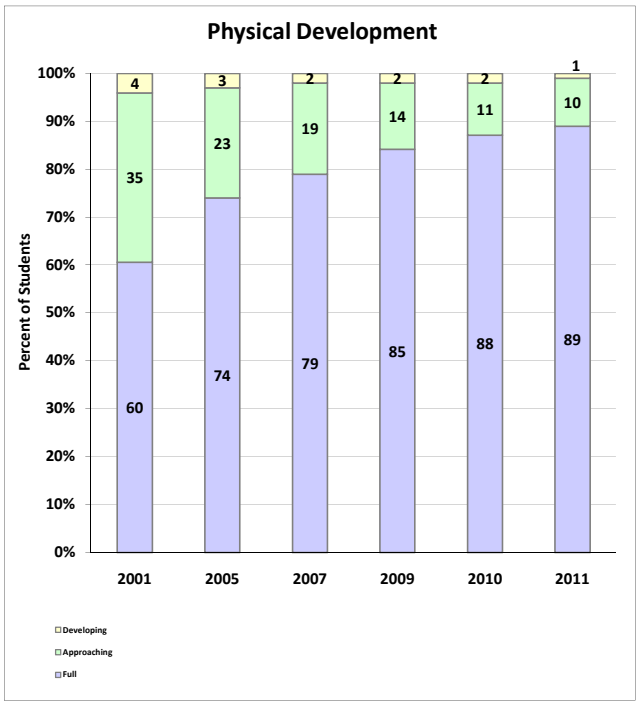

APPENDIX D: Maryland 2001-2011 Trend Data

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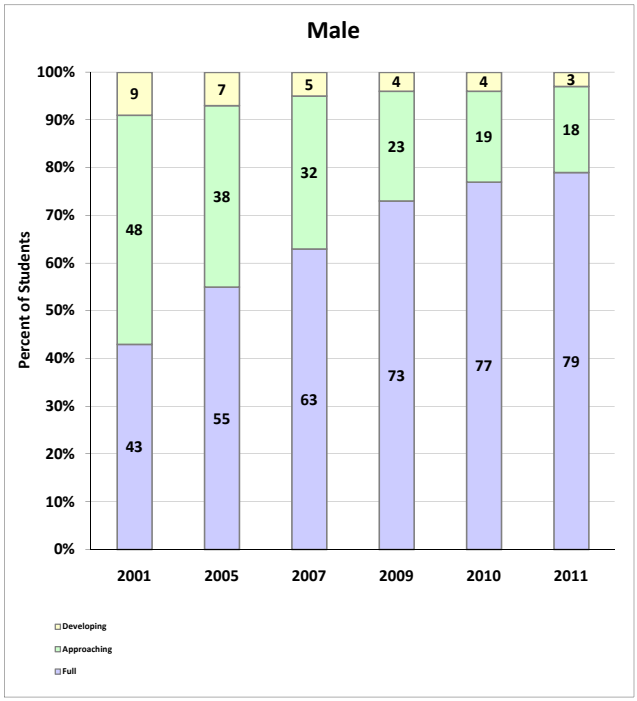

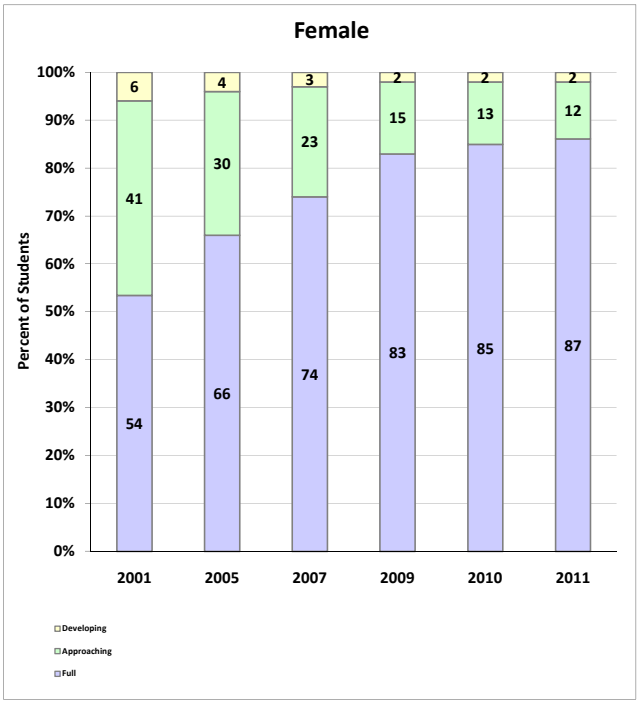

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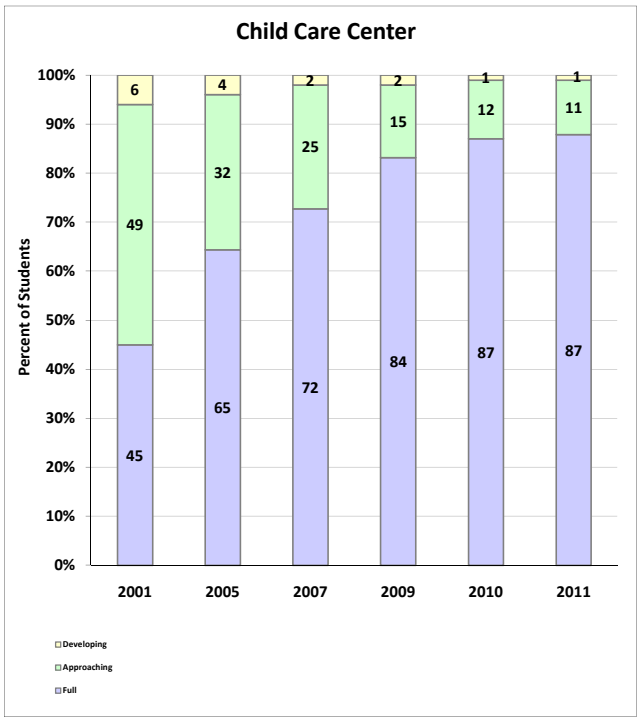

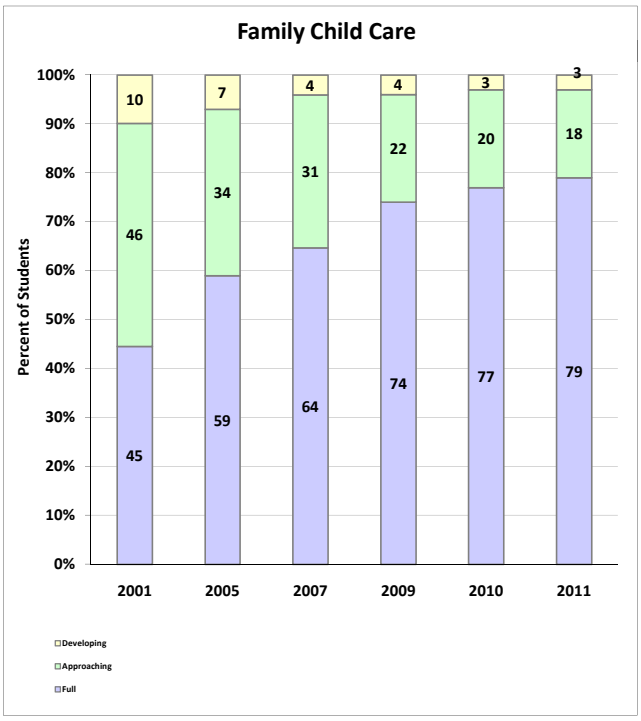

******* State Prior Care data excludes Anne Arundel County due to an Anne Arundel County Public School system error***

APPENDIX D: Maryland 2001-2011 Trend Data

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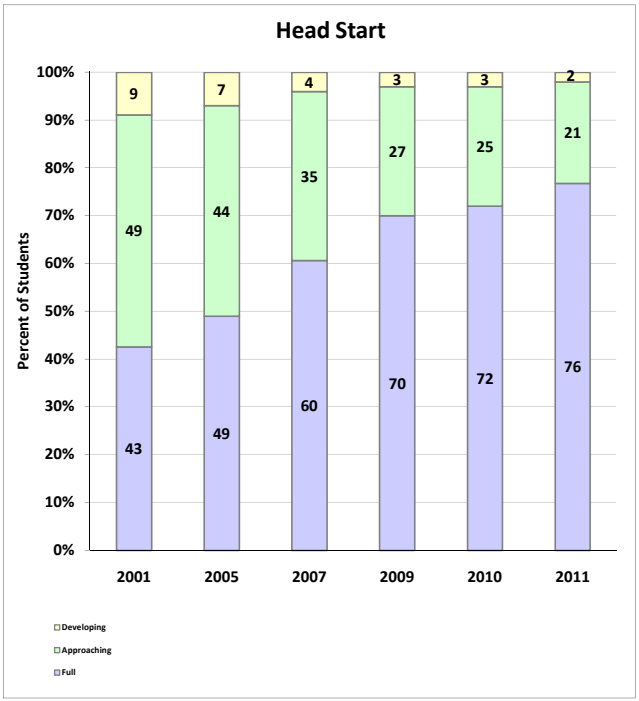

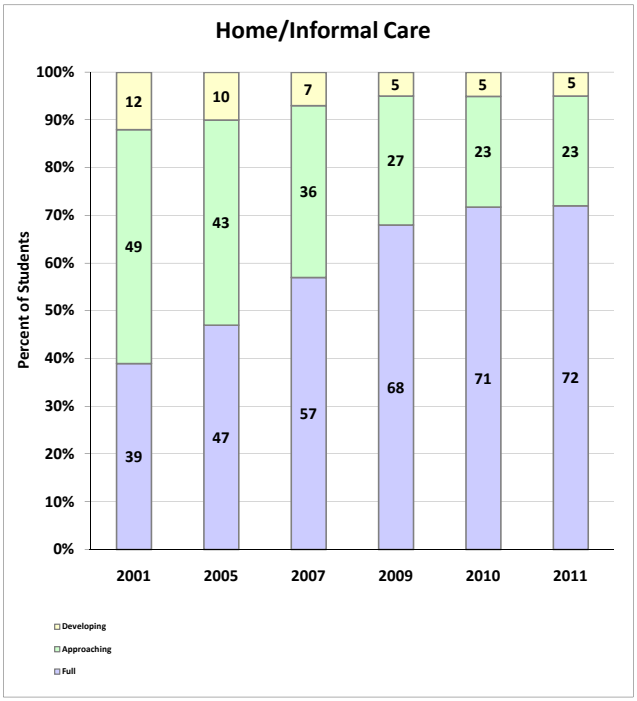

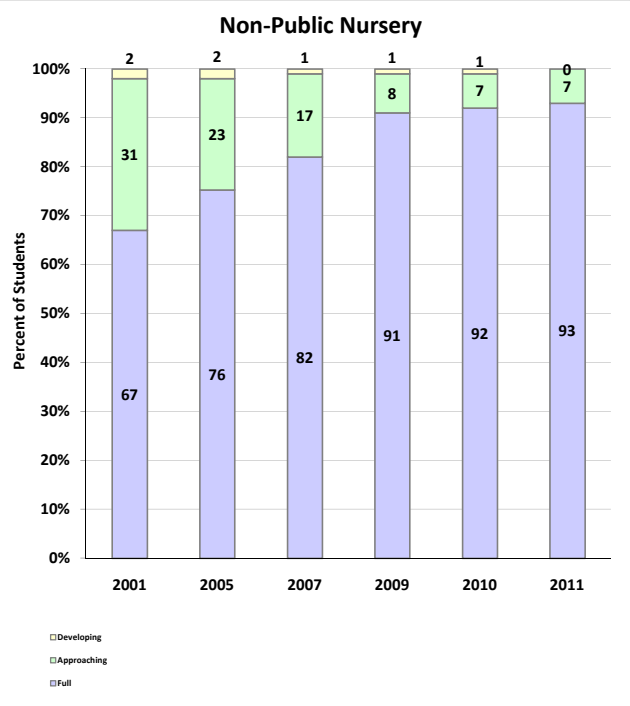

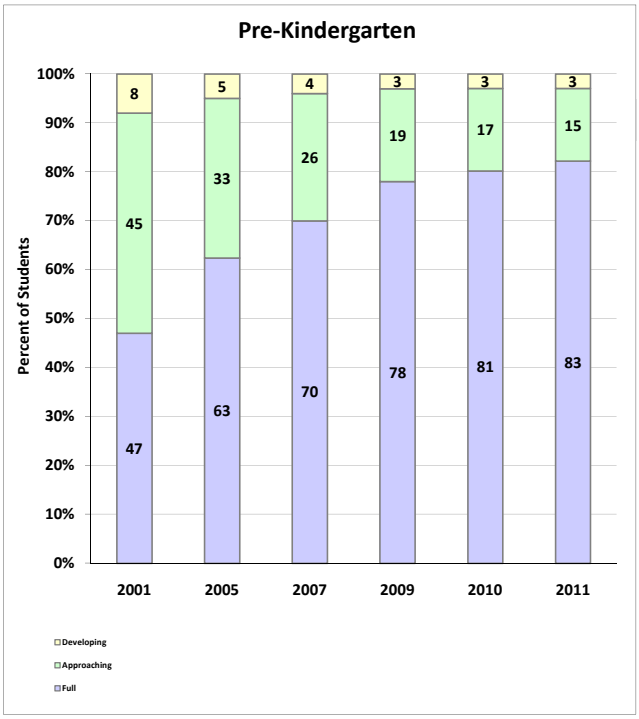

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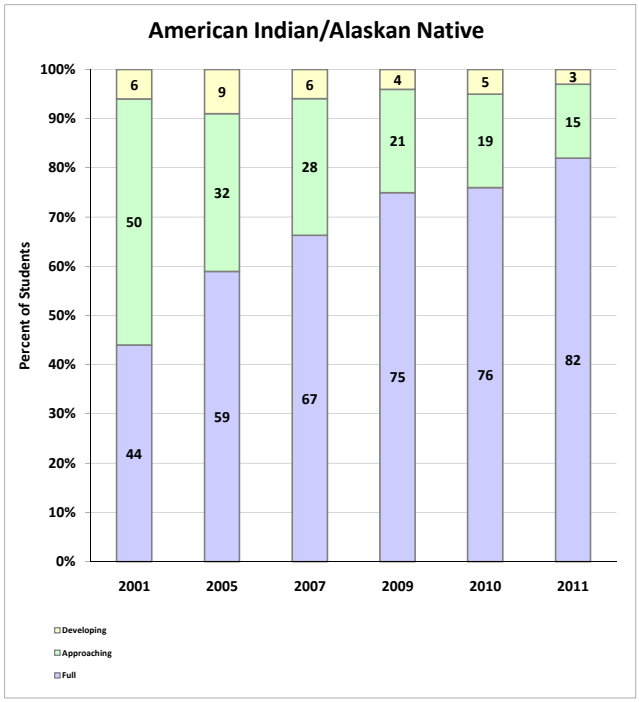
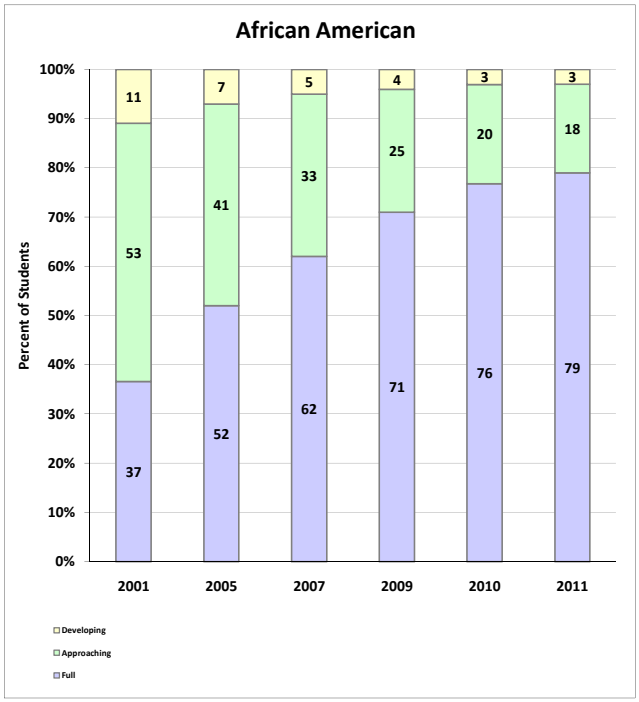
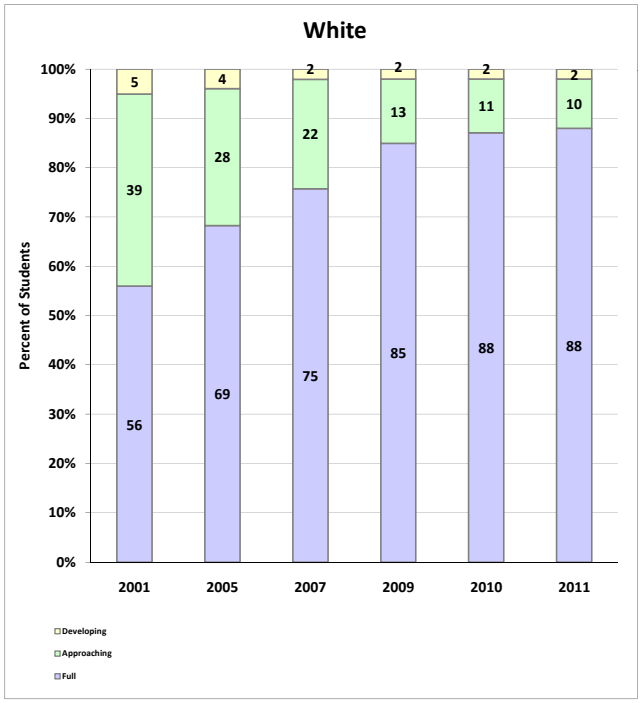
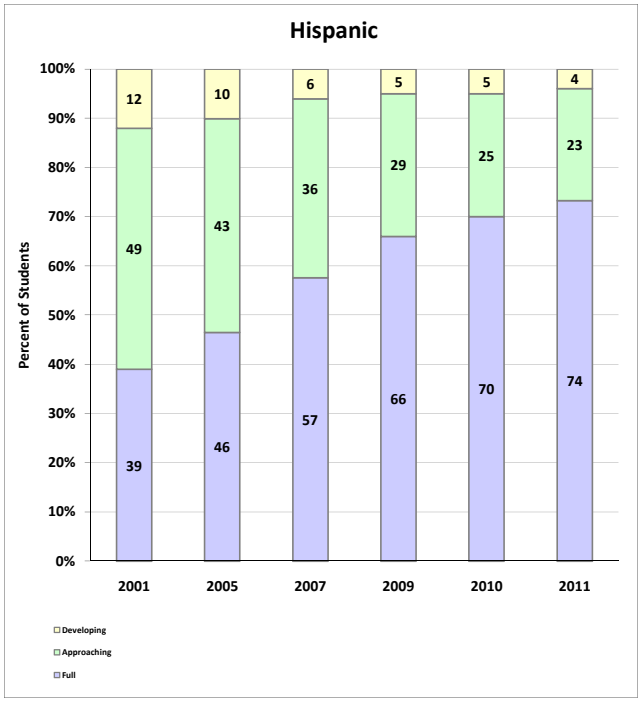
APPENDIX D: Maryland 2001-2011 Trend Data

Disaggregated by Race/Ethnicity









APPENDIX D: Maryland 2001-2011 Trend Data

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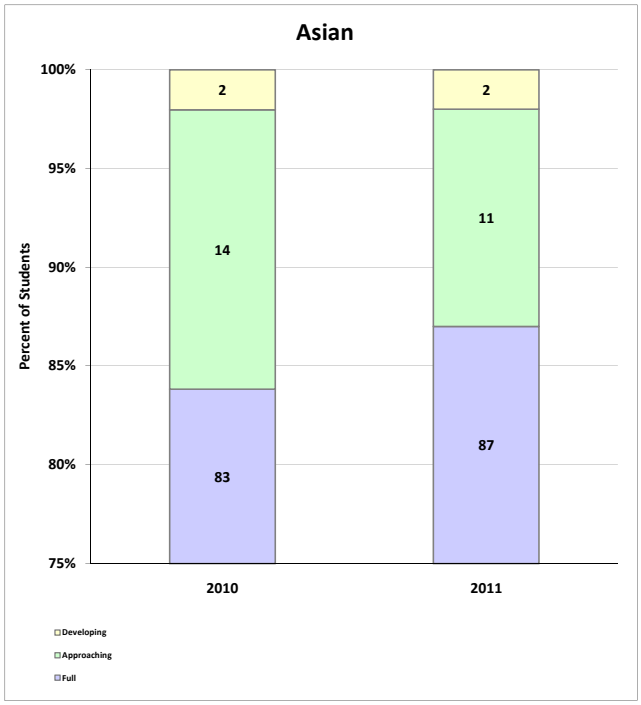

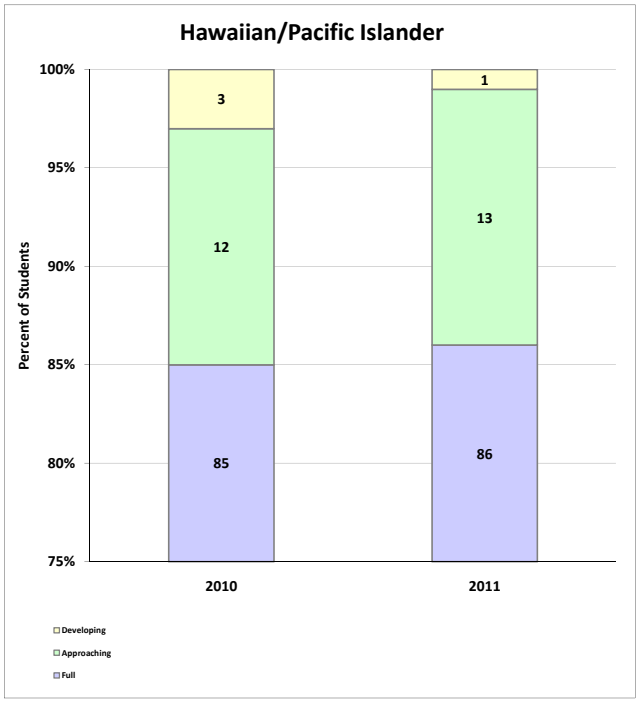

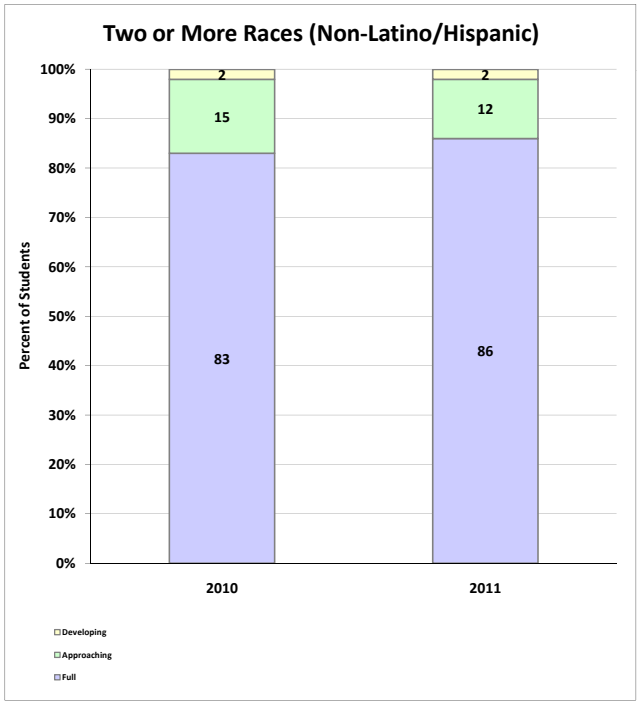

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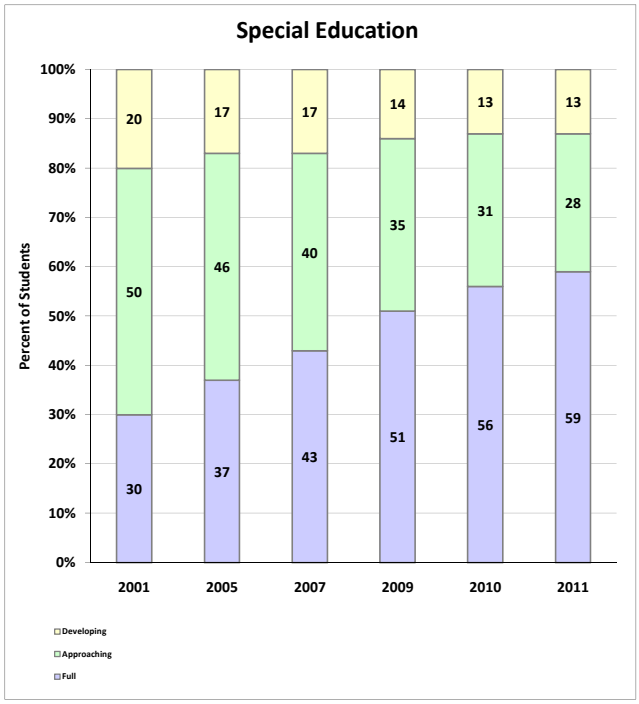
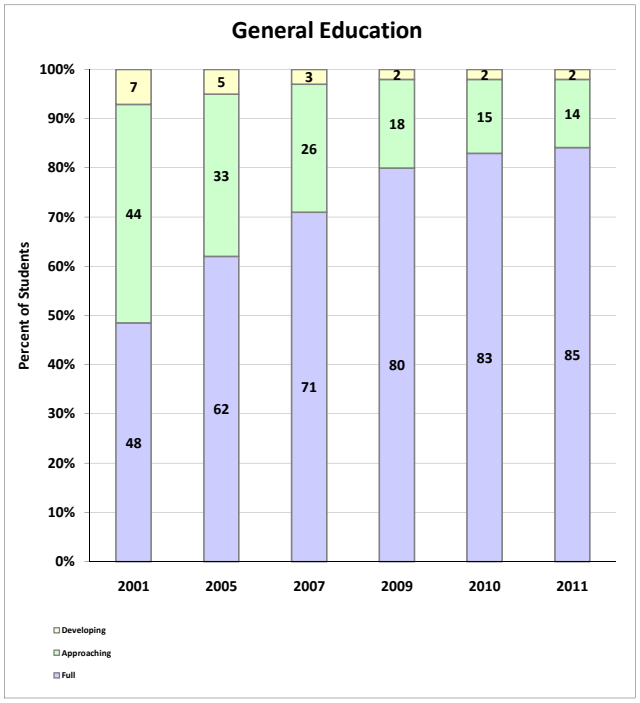
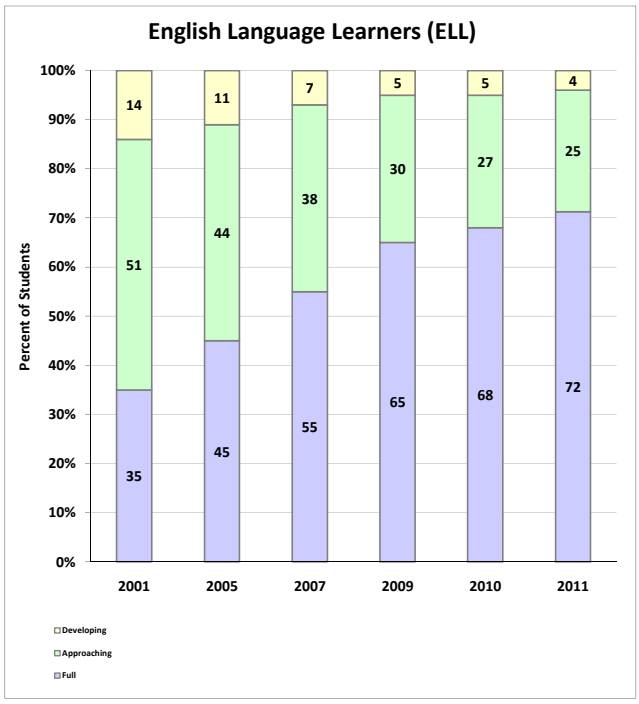
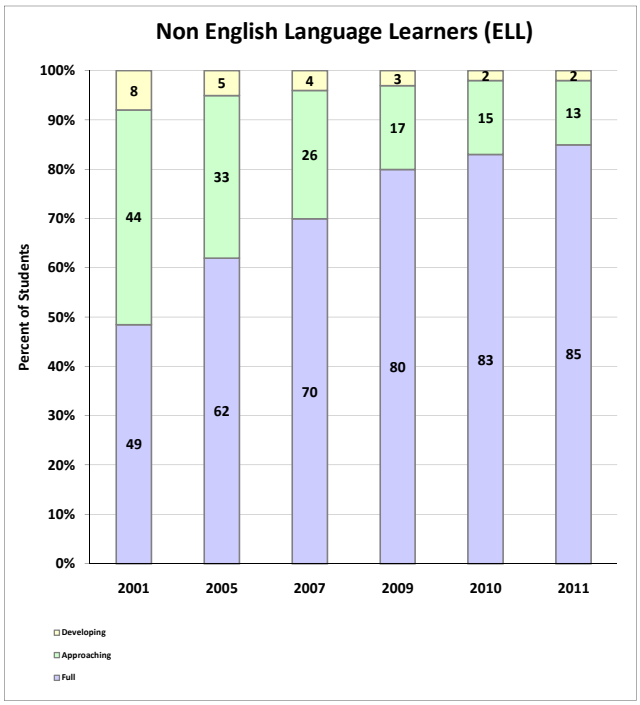
Disaggregated by Special Education





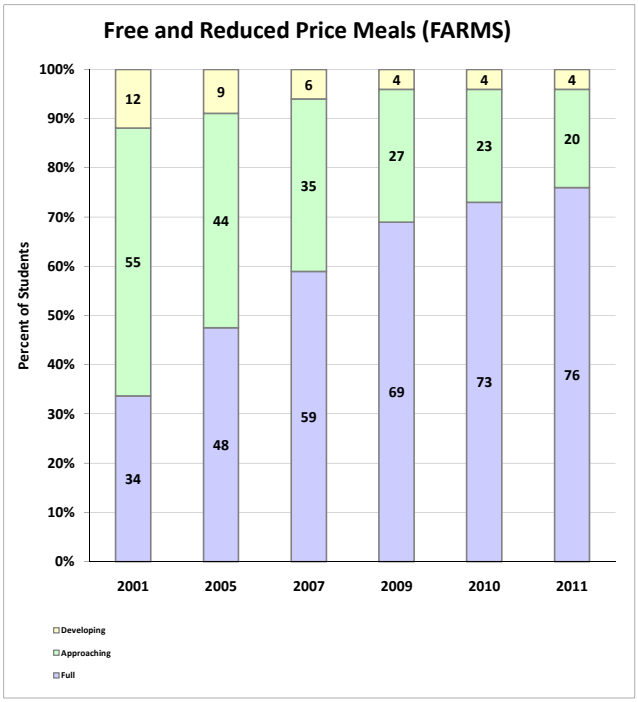
Disaggregated by English Language Learners (ELL)

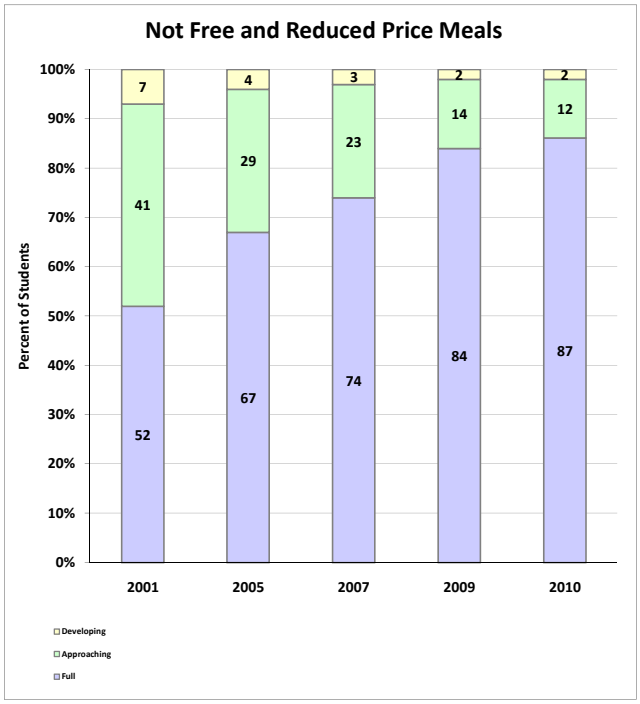




APPENDIX D: Maryland 2001-2011 Trend Data

Disaggregated by Free and Reduced Meals (FARM)





APPENDIX E

Maryland Model for School Readiness – Composite Results by Jurisdiction

2010-2011 and 2011-2012

MARYLAND MODEL FOR SCHOOL READINESS
COMPOSITE RESULTS BY JURISDICTION
2010-11 AND 2011-12

Jurisdiction	Percent of Students 2010-11	Percent of Students 2011-2012	Change
Allegany County	91	90	-1
Anne Arundel County	86	86	0
Baltimore City	67	73	+6
Baltimore County	85	87	+2
Calvert County	89	87	-2
Caroline County	94	97	+3
Carroll County	95	95	0
Cecil County	80	78	-2
Charles County	83	83	0
Dorchester County	79	79	0
Frederick County	88	88	0
Garrett County	94	91	-3
Harford County	85	87	+2
Howard County	86	87	+1
Kent County	85	84	-1
Montgomery County	74	81	+7
Prince George's County	79	77	-2
Queen Anne's County	83	91	+8
Somerset County	85	93	+8
St. Mary's County	90	93	+3
Talbot County	80	82	+2
Washington County	76	78	+2
Wicomico County	87	88	+1
Worcester County	82	89	+7
MSD	19	70	+51
MARYLAND	81	83	+2

APPENDIX F

Abridged Reliability Analysis

2011-2012

Maryland Model for School Readiness
Fall 2011 Kindergarten Assessment Data

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

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Introduction:

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

- **Correlation Analysis of the Composite Scores with the Seven Domains**

The correlation coefficient represents the linear relationship between each domain and the composite score. Using the Sum of Squares Method, the coefficient is calculated to determine which domains have a high correlation to the composite score. A high correlation coefficient indicates a significantly high relationship between the domain score and the composite score. The coefficient of determination represents the proportion of common variation (or strength) of the two variables. The composite score acts as the 'Y' variable and each domain is the X_ith variable. The following table shows the resulting correlation coefficients (r) and coefficients of determination (r^2) for each X_iY:

N = 63,951

Domain		Correlation Coefficient (r)	Coefficient of Determination (r^2)
Personal & Social	X_1	0.790	0.624
Language & Literacy	X_2	0.913	0.834
Mathematical Thinking	X_3	0.884	0.781
Scientific Thinking	X_4	0.883	0.780
Social Studies	X_5	0.896	0.803
The Arts	X_6	0.766	0.587
Physical Development	X_7	0.756	0.571

As expected, the domains requiring more cognition have a higher correlation to the composite score as well as a higher coefficient of determination. Language and Literacy continues to reign as the most correlated domain to the composite score with a coefficient of 0.913, followed by Social Studies with a coefficient of 0.896, Mathematical Thinking (0.884) and Scientific Thinking (0.883). It is concluded that students who perform better in these domains tend to have a higher composite score. For the 2011-2012 assessment, the average domain increase of students being fully ready was 2%. The greatest increases were in Social Studies and Scientific Thinking, thus supporting the State percentage increase of students being fully ready.

- **Measurement of the Inner Consistency of the Work Sampling System Indicators – Chronbach's Alpha (α)**

Establishing that performance in specific domains directly affect the composite score, we now take a look at the components of the domains, the 30 indicators. Chronbach's Alpha is an estimate of the reliability of interrelated items that are summed to obtain an overall score. It determines the internal consistency of the test or the correlation of each test item within the test. Generally, the alpha increases when the correlation between the test items increases. The calculated alpha (α) for the 30 indicators and 63,951 (N) observations is 0.969. For each indicator, we look to see if the correlation will either decrease or increase if that item is deleted from the scale. A decrease in the correlation indicates that the indicator is highly correlated with the other indicators on the scale. A low correlation to the other items on the scale is indicated with an increase in the correlation value after the indicator is deleted. The raw correlation value is based on the interrelationship of each item while the standard correlation value is based on the item covariance, or the distribution of that variable. A high correlation value yields a high covariance value.

The indicators with the highest correlations were in the domains of Language and Literacy (IIC4), Scientific Thinking (IVA1, IVB1, IVC1), and Social Studies (VA1, VB2), which were subsequently domains that were highly correlated to the composite score. The Science indicator, IVB1, "identifies, describes, and compares properties of objects", had the highest correlation of 0.793. It can be concluded that students who perform well on these indicators are most likely to be rated approaching or fully ready. The lower correlated indicators occurred in the domains of The Arts and Physical Development. Using Chronbach's Alpha, a 95% Confidence Interval for fully ready students for the Fall 2011 assessment is found to be 83 ± 4.004, **yielding the true percentage of fully ready kindergarten students to be between 78.996% and 87.004%**. The following table illustrates the correlation values for each of the 30 indicators.

Correlation Table of the Work Sampling System Indicators

Indicator	Raw Correlation if Item Deleted	Raw Alpha if Deleted	Standard Correlation if Item Deleted	Standard Alpha if Deleted
IA2	0.705	0.968	0.706	0.968
IB1	0.578	0.969	0.584	0.969
IB2	0.630	0.969	0.636	0.969
ID1	0.621	0.969	0.627	0.969
IIA1	0.755	0.968	0.749	0.968
IIA3	0.728	0.968	0.719	0.968
IIB1	0.720	0.968	0.716	0.968
IIC2	0.763	0.968	0.755	0.968
IIC4	0.786	0.968	0.777	0.968
IID2	0.756	0.968	0.751	0.968
IIIA1	0.763	0.968	0.753	0.968
IIIB1	0.734	0.968	0.727	0.968
IIIC2	0.730	0.968	0.725	0.968
IIID1	0.753	0.968	0.747	0.968
IVA1	0.772	0.968	0.765	0.968
IVA2	0.761	0.968	0.756	0.968
IVB1	0.793	0.968	0.785	0.968
IVC1	0.773	0.968	0.766	0.968
VA1	0.777	0.968	0.771	0.968
VB2	0.781	0.968	0.777	0.968
VB3	0.749	0.968	0.745	0.968
VC1	0.740	0.968	0.743	0.968
VIA1	0.588	0.969	0.600	0.969
VIA2	0.603	0.969	0.616	0.969
VIA3	0.688	0.968	0.697	0.968
VIB1	0.683	0.968	0.691	0.968
VIIA1	0.547	0.969	0.559	0.969
VIIB2	0.625	0.969	0.635	0.969
VIIC1	0.584	0.969	0.596	0.969
VIIC2	0.644	0.969	0.656	0.968