

CHILDREN ENTERING SCHOOL READY TO LEARN



MARYLAND MODEL FOR SCHOOL READINESS 2012-2013 KINDERGARTEN ASSESSMENT



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Dear Colleagues, Community Leaders, and Parents:

For the fifth straight year, *Education Week* ranked Maryland's public schools first in the nation. This achievement is due, in part, to Maryland's commitment to early learning and school readiness.

Together, we have experienced overall, long-term gains in Maryland's school readiness. Extraordinary numbers of children are entering school fully ready to succeed and, as a result, meeting Maryland's rigorous state standards.

Children Entering School Ready to Learn: The 2012-2013 Maryland School Readiness Report showcases the school readiness results of Maryland's children – statewide, by subgroups, and for each of Maryland's 24 local jurisdictions. Encouraging results for 2012-2013 are:

- 82% of entering kindergarteners in school year 2012-2013 are fully school-ready, up from 49% in 2001-2002. Although there was a slight (1 point) decline from last year in full readiness, the State exhibits an overall upward trend in the percent of kindergarteners fully ready.
- Maryland retains high readiness levels in all Domains of Learning, including: Language & Literacy (72% fully ready for 2012-2013), Mathematical Thinking (75% fully ready) and Scientific Thinking (70% fully ready).
- African-American kindergarteners made big strides: 79% of African-American children are fully school-ready in 2012-2013, up from 37% in 2001-2002 and on par with last year. The 42-point jump is substantially higher than the State's overall readiness gain and reduces the school readiness gap between African-American and white children from 19 points to 9 points.
- Children also made progress in the face of economic obstacles. 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 to 76% in 2011-2012 and 2012-2013. The 42-point increase from 2001-2002 reduced the school readiness gap between children from low-income households and their peers from 18 points to 12 points in 2012-2013.
- Children attending public pre-kindergarten (PreK) the year prior to entering kindergarten continue to be well prepared: 83% of these children are fully school-ready in 2012-2013, up from 47% in 2001-2002 and on par with 2011-2012. These children exceed the statewide readiness average and show greater long-term improvements.

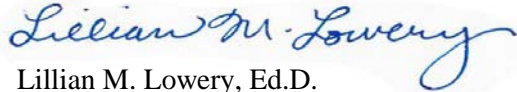
I am inspired by our state's advances to date. But we have more work to do – especially among children most at risk, including English Language Learners and children with disabilities. The 2012-2013 data show that the one-year readiness decline did not narrow the school readiness gaps between these subgroups of children and their Maryland peers.

I firmly believe that we can close the school readiness gap and prepare our children for world-class achievement through high-quality early learning experiences. That is why Maryland is making such substantial investments in early care and education. Through the federal Race to the Top Early Learning Challenge (RTT-ELC) grant funding, we are able to widen and deepen statewide investments in our young children and our future.

These are both exciting and challenging times. Please join me in taking proactive measures to focus on what works: enhancing teacher quality, implementing cutting-edge curriculum, improving access to first-rate early education opportunities, such as Prekindergarten, increasing family involvement, and fostering connections with Local Early Childhood Advisory Councils, to name a few. Together, we can ensure future readiness gains and close the existing achievement gaps.

On behalf of Maryland's young children, thank you for being a key partner in our progress.

Sincerely,

A handwritten signature in blue ink that reads "Lillian M. Lowery". The signature is written in a cursive style with a large, looping "y" at the end.

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

LML/rg

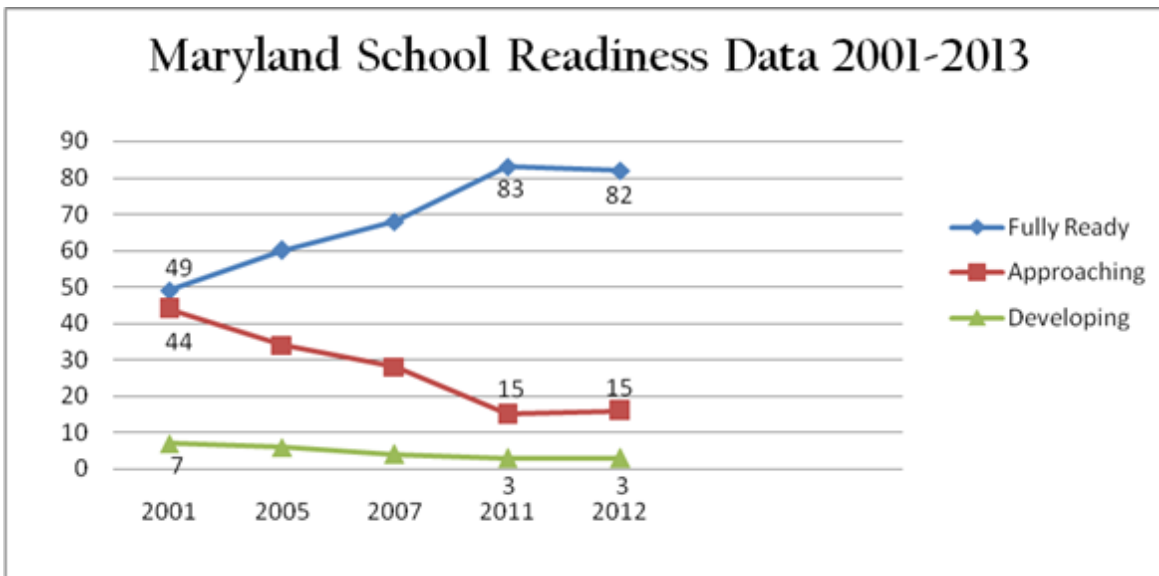
TABLE OF CONTENTS

Results for School Year 2012-13	1
Availability of 2012-13 School Readiness Report	2
Maryland’s Rationale and Approach for the Report	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 2012-13	D1
State of Maryland Trend Data 2001-2013	D5
Appendix E:	
Maryland Model for School Readiness – Composite Results By Jurisdiction 2011-12 and 2012-13.....	E1
Appendix F:	
Abridged Reliability Analysis	F1

School Readiness Results for School Year 2012-13

More Students are Entering Maryland Classrooms Prepared to Learn

The Maryland Model for School Readiness (MMSR) Kindergarten Assessment results indicate that Maryland students entering kindergarten this school year continue to enter school ready to learn. The percentage of incoming kindergarteners who were rated by their teachers as “fully ready,” using customized Work Sampling System® (WSS) assessment composite results, was eighty-two percent (82%), a slight decline from last year but, an increase of thirty-three percent (33%) from the baseline year of 2001-02. The number of children assessed as “fully ready” increased by 1,400 over last year but slipped back by one percentage point from last year’s eighty-three (83%) percent.



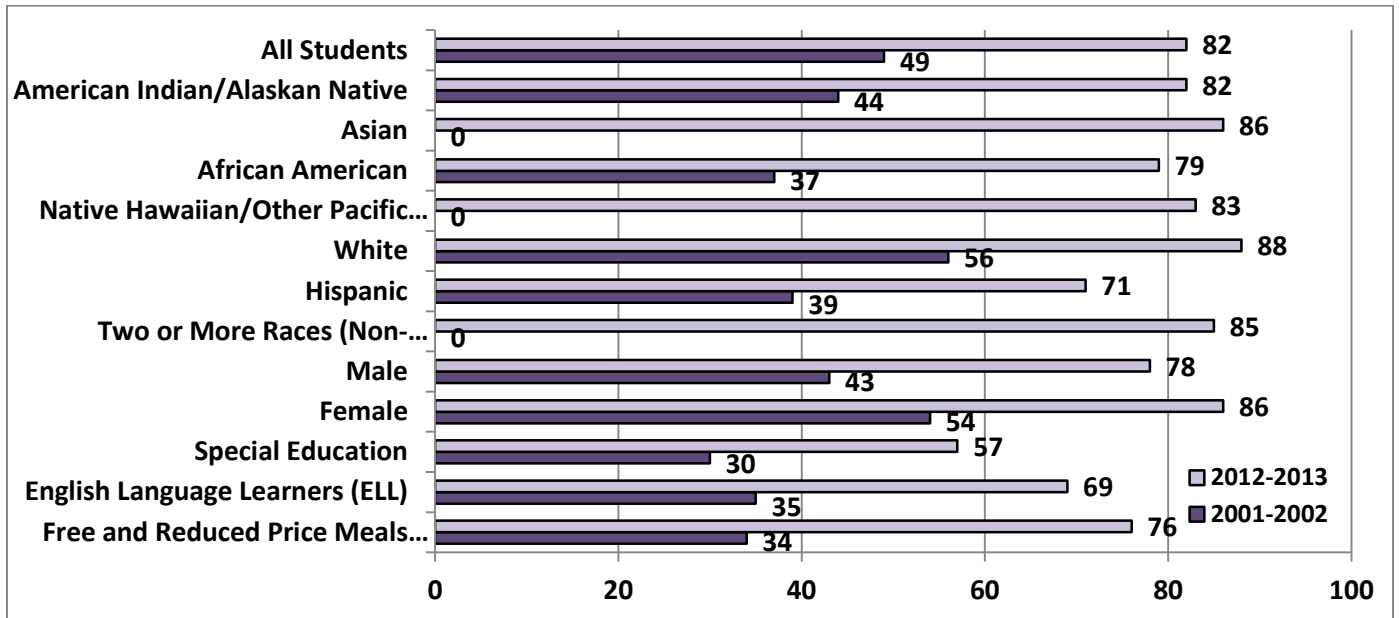
Percentages in graph may not equal 100% due to rounding

The upward trend from school year 2001-02 reflects the statewide efforts of improving the early learning opportunities for young children as they begin their school career. According to the teachers’ assessment of *Language and Literacy*, thirty-six percent (36%) more children were rated “fully ready” compared to youngsters who entered kindergarten in 2001-02. Thirty-five percent (35%) more children were rated “fully ready” in the *Mathematics* domain compared to youngsters who entered kindergarten in 2001-02.

Improvement in School Readiness is Apparent in All Demographic Categories

The upward trend from school year 2001-02 is evident for all subgroups. The improvement among low-income children and children with disabilities was significant with forty-two percent (42%) and twenty-seven (27%) 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-four percent (34%) for the composite and thirty-one percent (31%) in the domain of *Language and Literacy*.

**Maryland Composite: All Subgroups
Percentage of Students Fully Ready**



Relationship of School Readiness and Prior Early Care Experiences

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

Children who have been enrolled in most of the early care and education programs have continued to improve from school year 2001-02. The composite scores for 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-two percent (32%) respectively from 2001-02. The results from this year on each of the categories are virtually the same as the results from last year.

Availability of the 2012-13 School Readiness Report

On March 28, 2013, the school readiness information for school year 2012-13 will be available online at www.marylandpublicschools.org/MSDE/divisions/child_care/early_learning/MMSR. Hard copies of the report are available upon request from the Maryland State Department of Education, Division of Early Childhood Development, Early Learning Office, at 410-767-0335.

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

The Importance of School Readiness

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

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

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

Alignment of School Readiness Measures with the Maryland 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 year¹. For this report, teachers have provided information on students' skills for the first grading period in the fall 2012. The fall assessment ratings were done on 30 selected WSS[®] performance indicators of the 66 WSS[®] Kindergarten Checklist indicators, reflecting skills and abilities that can reasonably be expected from children when they enter kindergarten. The 30 WSS[®] indicators represent the aforementioned seven WSS[®] domains (Appendix A) that were used for the school readiness baseline information.

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

More than 2,000 kindergarten teachers used portfolio-based assessment to document their students' performance in their classrooms during the first eight weeks of school. Between November 1-16, 2012, the teachers evaluated and rated their students' performance according to the WSS[®] assessment protocol and specific assessment guidelines, Exemplars, which were developed by MSDE.

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

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

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

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

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

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

School readiness data is reported for:

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

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

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

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

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

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

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

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

Interpreting Results

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

Use of Data and Accountability

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

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

Validity and Reliability of Data

Since Maryland's kindergarten teachers are using a portfolio-based assessment to evaluate their students' skill levels, any concerns about the subjectivity of the teachers' evaluations must be addressed. The school readiness information is based on formative and summative evaluation protocols. The summative evaluations in the fall include the students' observed and documented records of their skills, behavior, and knowledge in response to the introduction of the kindergarten curriculum. The teachers are trained in the use of specific guidelines⁸ which define fall benchmarks of kindergarten expectations for each of the 30 WSS[®] indicators of learning. The indicators for the WSS[®] domains *Language and Literacy*, *Mathematical and Scientific Thinking*, *Social Studies*, the *Arts*, and *Physical Development* are aligned with the Maryland Content Standards, the State Curriculum, and the MMSR Framework and Standards. Any sampling error of the results is eliminated by implementing census administration of the WSS[®]. Each local school system oversees the administration of the kindergarten assessment and, in addition, the data is analyzed and verified through a reliability analyses. An abridged version is included in this report under Appendix 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 2011, Maryland has received one of nine *Race to the Top Early Learning Challenge Fund Grant (RTTT-ELC)* award for a total of \$50 million over four years. The *Race to the Top-Early Learning Challenge* program is co-managed by the U.S. Department of Education (DOE) and the U.S. Department of Health and Human Services (DHHS).

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

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

While Maryland was on track with the school readiness goals last, this year's results were slightly below the targeted goals for school year 2012-13. For instance, the objective of narrowing the school readiness goals could not be accomplished this year. In light of these results, the role of the local early childhood advisory councils, established under the RTT-ELC, will be critical over the next few years in terms of addressing the early learning needs of the children with high needs.

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

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

The Judy Center partnerships, which are located in or near Title I Schools, are a collaborative model among elementary schools, preschool special education, Head Start, family support centers, and child care programs, as well as community agencies, organizations and businesses. The partnerships are models of excellence and provide high quality early education experiences, as well as comprehensive family support services to children birth through kindergarten in 39 elementary school zones. Designed by the late Judy Hoyer, there are currently 25 centers across the state promoting school readiness through a highly successful integrated approach. In addition, Maryland established the Early Childhood Accreditation Project and increased the number of accredited programs since 2001. Currently more than 1000 early childhood programs are accredited nationally or by the state.

Maryland has dramatically increased the number of accredited early education programs (center-based, Head Start, and PreK) and family child care homes from 123 in 2002 to 1,077 in 2012. The number of early educators participating in the Maryland Child Care Credential Program rose 11% in one year and 18% since 2001-2002 to 6,872 participants.

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

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

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

According to data of the Maryland Model for School Readiness (MMSR) Kindergarten Assessment, last school year 17 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.

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

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

APPENDIX A

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

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

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

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

II Language and Literacy

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

III Mathematical Thinking

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

IV Scientific Thinking

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

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

V Social Studies

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

VI The Arts

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

VII Physical Development and Health

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

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

APPENDIX B

Introduction to Scoring

**Presentation of School Readiness
Information**

Definitions

School Readiness Information for:

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

Introduction to Scoring

The scoring of the 30 selected Work Sampling System® (WSS) indicators for the MMSR Kindergarten Assessment representing seven curricular domains, was done by classroom teachers assigning one of three ratings, *Proficient*, *In Process* or *Needs Development*, in each of four indicators within six domains and six indicators within the domain, Language and Literacy. Thus, a student is being evaluated for 30 specific skills and behaviors that are aggregated into the domains of *Social and Personal*, *Language and Literacy*, *Mathematical Thinking*, *Scientific Thinking*, *Social Studies*, *The Arts*, and *Physical Development*. In addition, a composite score, representing all seven domains, was created. In the aggregated format, the scores reflect school readiness levels. The following specific steps were taken to create scoring scales for each domain and the composite.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 domains and then placed in the same three proficiency levels with the following values.
 - Full Readiness = sums of 71 through 90
 - Approaching Readiness = sums of 50 through 70
 - Developing Readiness = sums of 30 through 49

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

Presentation of School Readiness Information

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

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

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

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

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

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

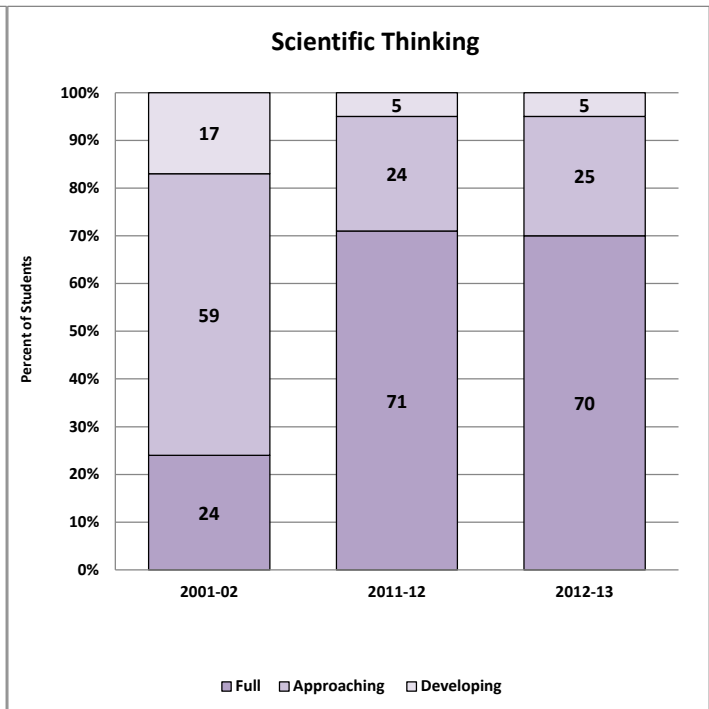
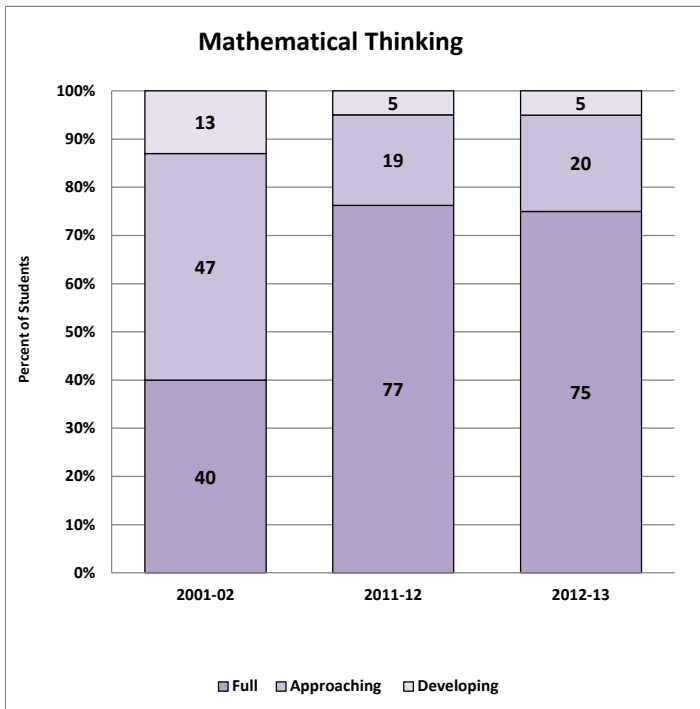
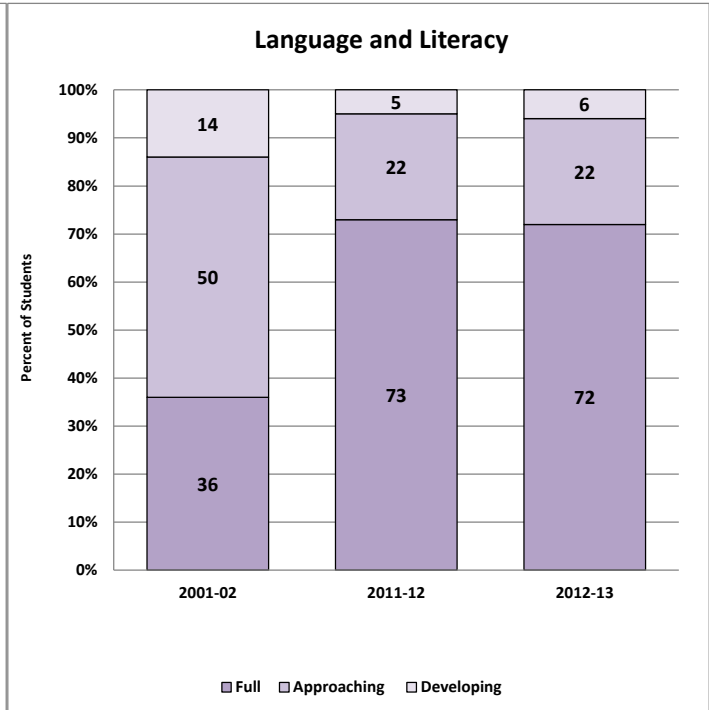
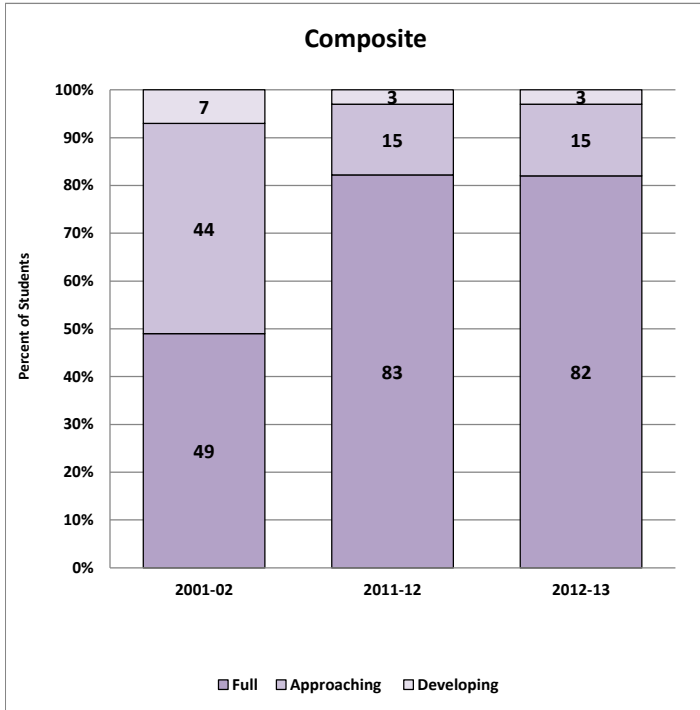
Local school systems receive school readiness information for their system and for each of their elementary schools.

Definitions

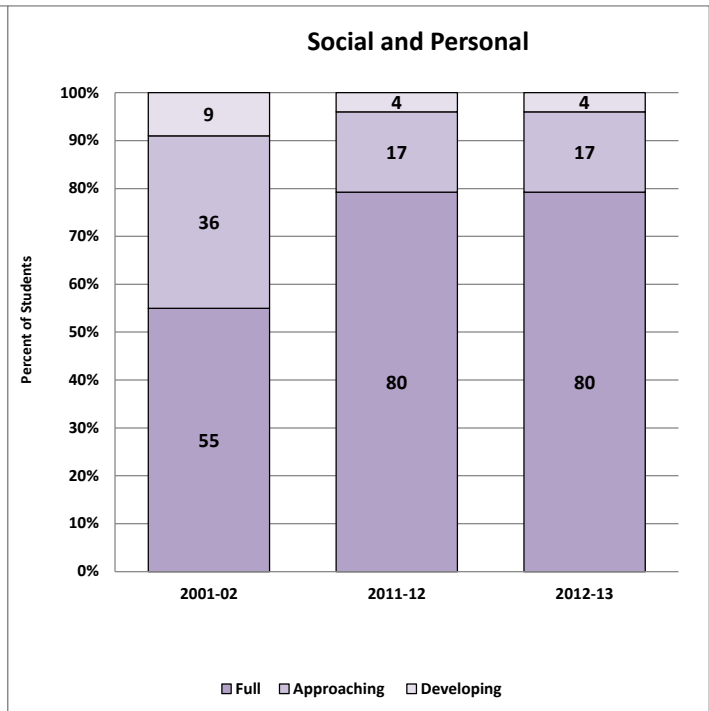
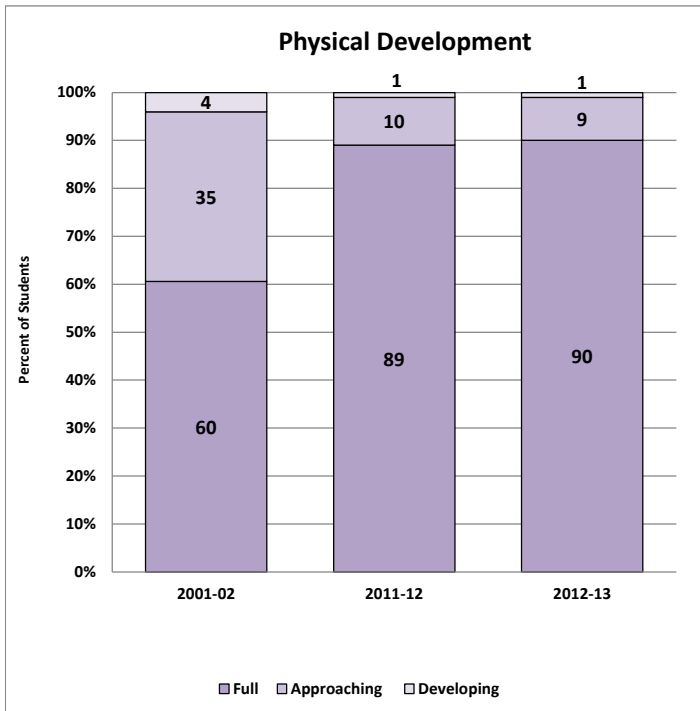
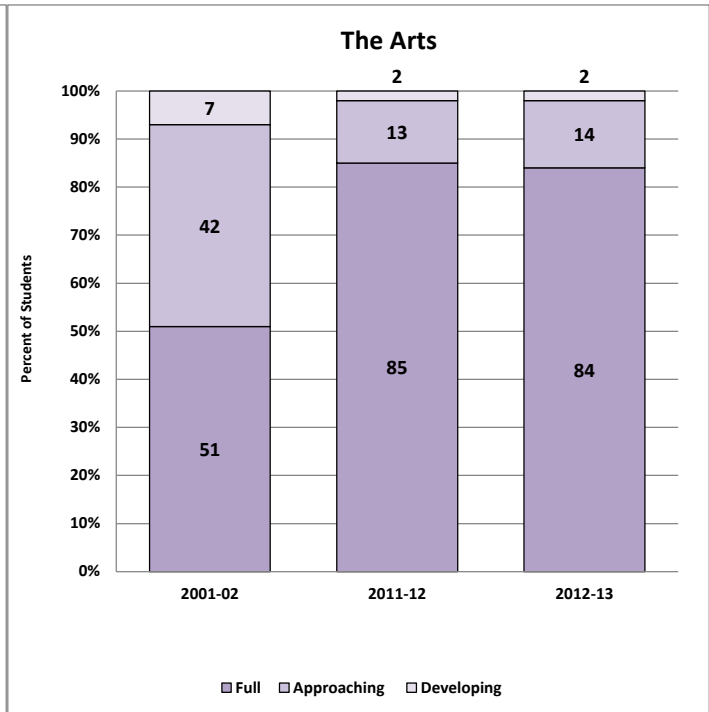
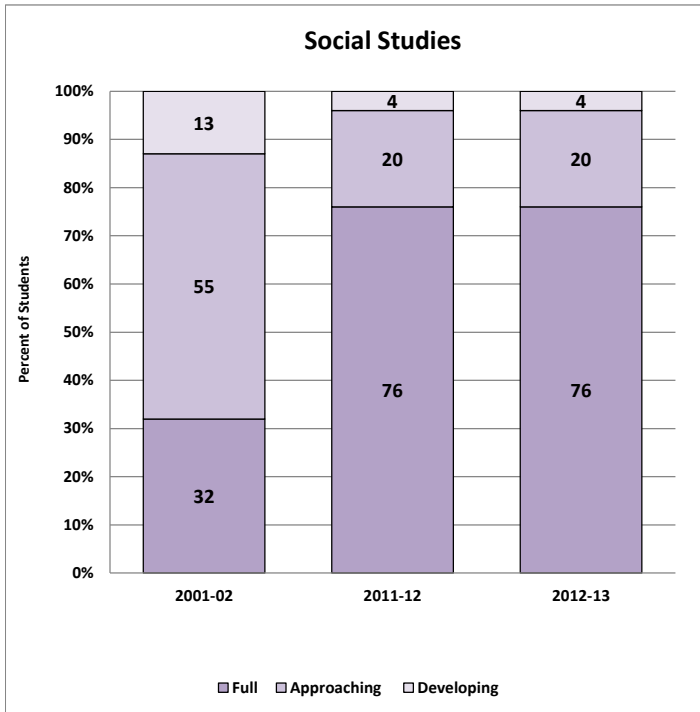
- **Composite Score.** The ratings for the seven domains are combined to provide an overall measure of school readiness.
- **Prior Care.** The categories of early care and education are considered as they impact on school readiness. Prior care reflects kindergarten students' enrollment within 12 months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

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

MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Maryland State



MMSR Kindergarten Assessment 2012-2013
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	80	15	5	71	23	5	73	21	6	74	21	4	77	19	4	82	14	4	89	9	2	82	14	4
Asian	85	13	2	80	17	4	82	15	3	73	23	4	78	19	4	84	14	2	91	8	1	86	12	2
African American	75	19	5	70	24	6	71	23	6	66	29	6	72	23	4	83	15	2	88	11	2	79	18	3
Native Hawaiian/Pacific Islander	79	18	2	71	26	3	76	20	4	73	24	3	79	18	4	83	15	2	89	10	2	83	15	2
White	84	14	2	80	17	3	83	14	3	80	18	3	84	14	2	87	11	1	92	7	1	88	10	2
Hispanic	75	20	5	56	32	12	60	29	11	56	34	10	60	31	9	78	18	4	87	11	2	71	24	6
Two or More Races (Non-Hispanic/Latino)	81	16	4	75	21	4	79	18	4	75	22	3	81	16	3	85	13	2	90	9	1	85	13	2
Gender																								
Male	73	21	5	69	25	7	73	21	6	69	25	6	73	22	5	79	18	3	86	12	2	78	18	4
Female	87	12	2	77	19	4	77	19	4	73	24	4	78	19	3	89	10	1	93	6	1	86	12	2
Prior Care																								
Child Care Center	80	17	3	80	18	3	82	15	3	78	20	2	82	16	2	86	12	1	91	8	1	87	11	1
Family Child Care	77	18	5	66	27	8	68	24	7	65	29	6	72	24	5	83	15	2	87	11	2	77	19	3
Head Start	73	21	5	65	28	7	67	27	7	60	35	6	66	29	4	80	17	3	87	12	1	76	21	3
Home / Informal Care	75	20	5	57	31	13	61	28	12	58	32	10	64	27	9	79	17	4	86	12	2	71	23	6
Non-public Nursery	89	10	1	88	11	1	89	10	1	85	13	1	89	10	1	91	9	1	94	5	1	93	6	0
Pre-Kindergarten	80	16	4	74	22	5	76	19	5	71	25	5	76	20	4	84	14	2	90	9	1	83	15	3
Special Education																								
No	82	15	3	75	21	5	77	19	4	72	24	4	78	19	3	86	13	2	91	8	1	84	14	2
Yes	56	31	13	45	37	18	52	30	17	48	33	19	53	29	18	64	27	9	68	24	8	57	30	14
English Language Learners																								
No	81	16	4	76	20	4	78	18	4	74	22	4	79	18	3	85	13	2	90	9	1	84	13	2
Yes	74	21	5	53	34	13	59	30	11	52	37	11	56	34	10	77	20	4	87	11	1	69	26	5
Free and Reduced Price Meals																								
No	83	14	3	80	17	3	82	15	3	78	19	3	82	15	3	87	12	2	91	8	1	87	11	2
Yes	76	20	5	64	28	8	66	25	8	62	31	7	68	26	6	81	16	3	88	11	2	76	20	4
Aggregated Data	80	17	4	72	22	6	75	20	5	70	25	5	76	20	4	84	14	2	90	9	1	82	15	3

* = fewer than 5

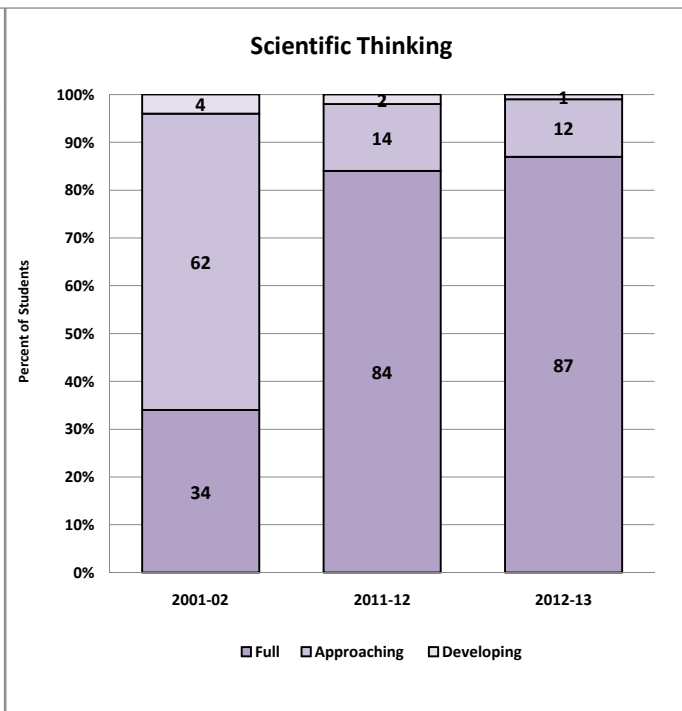
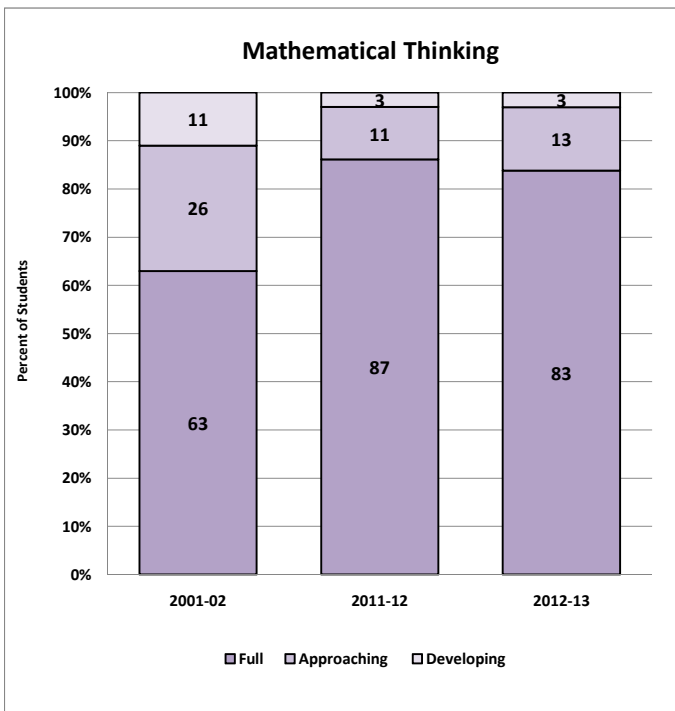
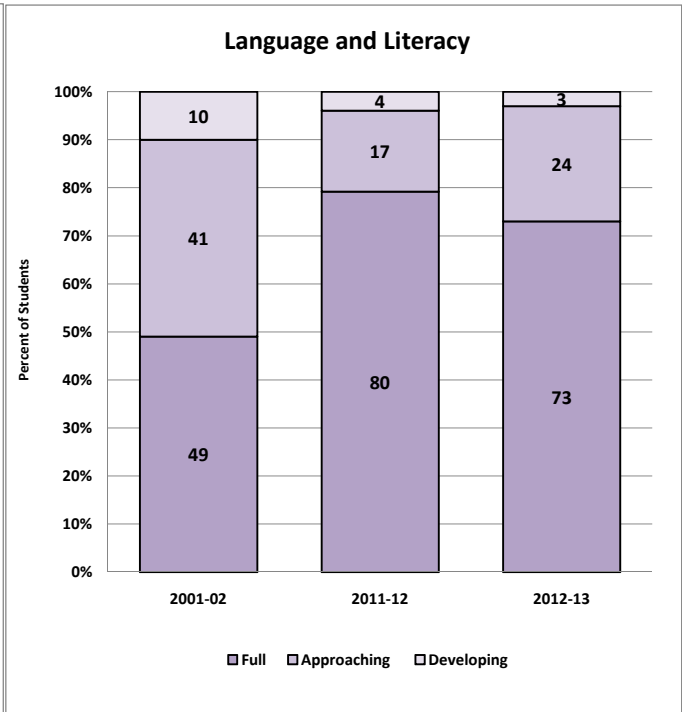
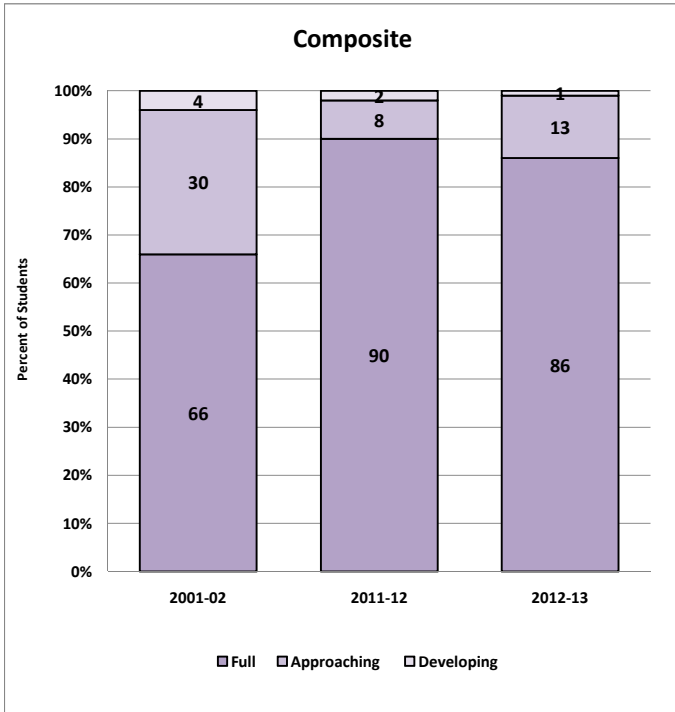
May not total 100% due to rounding.

Maryland - Number of Kindergarten Students

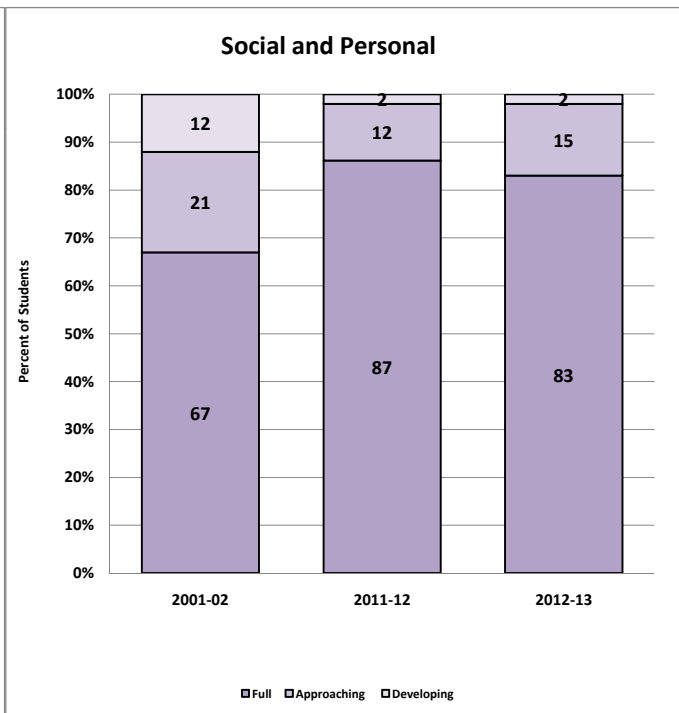
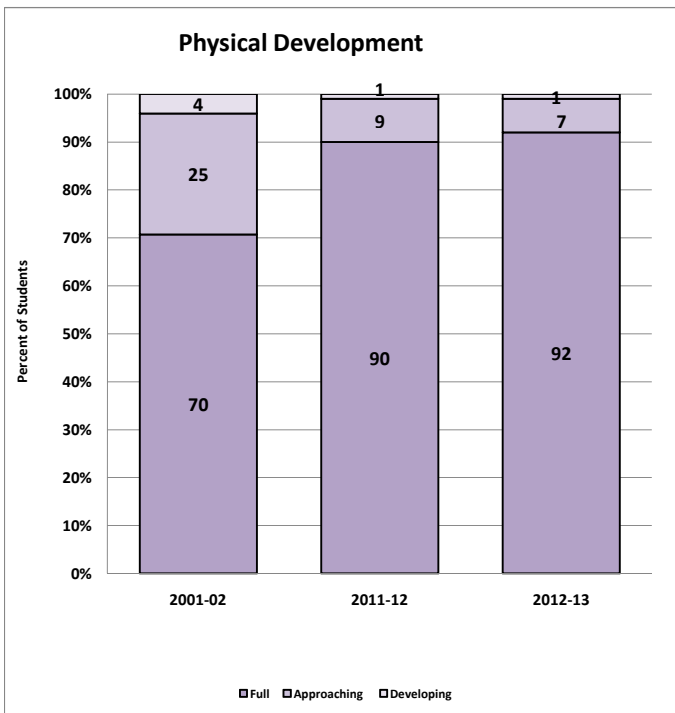
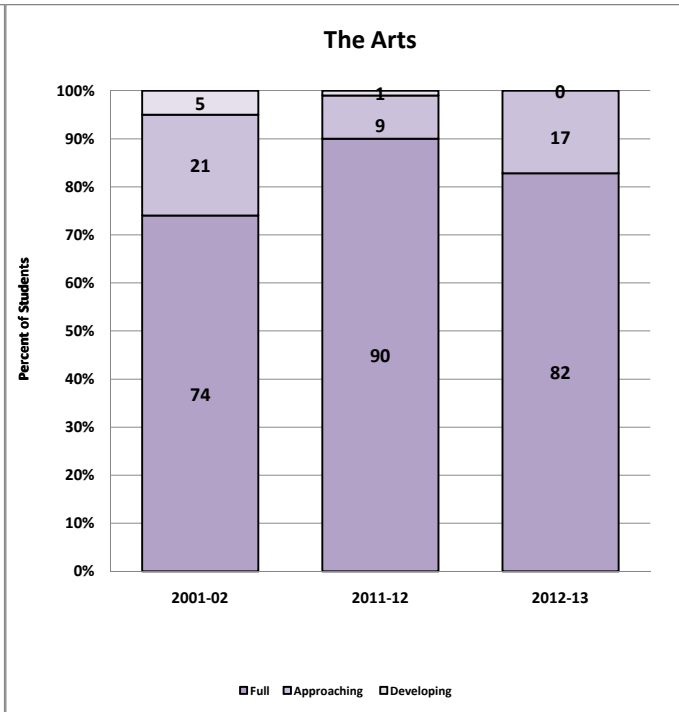
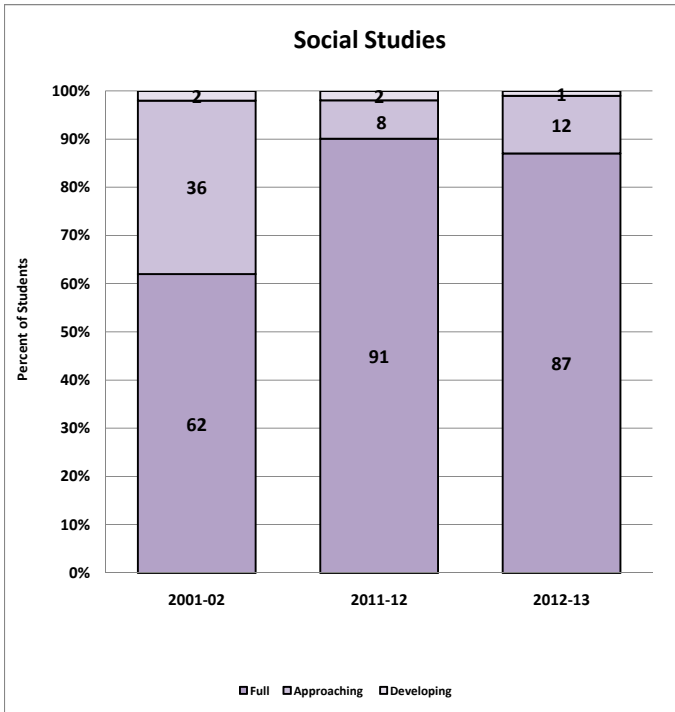
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	180	33	11	160	52	12	163	47	14	166	48	10	173	42	9	184	31	9	199	21	4	184	32	8
Asian	3,223	478	87	3,014	635	138	3,092	582	112	2,766	868	153	2,940	701	146	3,174	525	88	3,452	288	47	3,268	448	70
African American	16,482	4,240	1,150	15,334	5,190	1,347	15,521	5,011	1,337	14,390	6,238	1,242	15,774	5,126	970	18,146	3,216	508	19,199	2,323	346	17,262	3,870	731
Native Hawaiian/Pacific Islander	104	24	3	93	34	4	100	26	5	96	31	4	103	23	5	109	20	2	116	13	2	109	20	2
White	22,312	3,652	618	21,188	4,572	820	21,984	3,782	812	21,149	4,748	683	22,303	3,701	578	23,205	2,996	382	24,364	1,937	281	23,374	2,786	412
Hispanic	8,203	2,140	543	6,109	3,454	1,323	6,574	3,125	1,186	6,042	3,714	1,130	6,555	3,341	990	8,511	1,958	417	9,487	1,197	202	7,712	2,571	602
Two or More Races (Non-Hispanic/Latino)	2,362	460	103	2,204	606	115	2,296	514	113	2,180	644	101	2,375	470	80	2,492	384	49	2,642	251	32	2,491	373	59
Gender																								
Male	25,150	7,336	1,884	23,581	8,430	2,355	25,082	7,132	2,146	23,547	8,756	2,062	25,182	7,427	1,759	27,303	6,032	1,034	29,656	4,053	657	26,923	6,141	1,285
Female	27,716	3,691	631	24,521	6,113	1,404	24,648	5,955	1,433	23,242	7,535	1,261	25,041	5,977	1,019	28,518	3,098	421	29,803	1,977	257	27,477	3,959	599
Prior Care																								
Child Care Center	7,241	1,524	297	7,217	1,593	251	7,422	1,386	254	7,027	1,809	226	7,430	1,443	189	7,835	1,101	127	8,254	721	86	7,893	1,037	127
Family Child Care	2,717	650	169	2,331	938	267	2,421	851	264	2,305	1,010	221	2,530	838	168	2,919	536	81	3,090	382	64	2,736	682	118
Head Start	2,679	776	192	2,369	1,026	252	2,430	972	245	2,178	1,263	206	2,418	1,075	154	2,919	635	93	3,175	422	50	2,765	771	111
Home / Informal Care	8,433	2,257	579	6,403	3,448	1,417	6,824	3,129	1,314	6,567	3,605	1,097	7,266	3,041	962	8,948	1,901	420	9,658	1,379	232	8,025	2,599	642
Non-public Nursery	7,857	844	106	7,733	967	107	7,828	874	104	7,518	1,183	106	7,836	890	81	7,985	755	67	8,295	467	45	8,201	561	44
Pre-Kindergarten	22,944	4,710	1,114	21,162	6,212	1,393	21,882	5,562	1,317	20,325	7,048	1,391	21,802	5,800	1,164	24,173	3,963	630	25,843	2,498	424	23,767	4,191	797
Special Education																								
No	49,828	9,387	1,800	45,650	12,572	2,789	46,902	11,453	2,648	44,188	14,546	2,276	47,345	11,827	1,839	52,340	7,708	964	55,761	4,758	490	51,320	8,517	1,156
Yes	2,962	1,612	704	2,387	1,941	950	2,757	1,606	915	2,529	1,720	1,029	2,801	1,553	925	3,388	1,408	483	3,606	1,256	417	3,001	1,559	716
English Language Learners																								
No	45,553	8,965	2,033	42,861	11,186	2,501	43,956	10,099	2,485	41,649	12,661	2,237	44,648	10,086	1,815	48,267	7,205	1,078	50,888	4,895	764	47,625	7,540	1,363
Yes	7,239	2,034	471	5,178	3,327	1,238	5,705	2,960	1,078	5,070	3,605	1,068	5,500	3,294	949	7,463	1,911	369	8,481	1,119	143	6,698	2,536	509
Free and Reduced Price Meals																								
No	29,522	5,004	1,036	28,369	5,981	1,208	29,235	5,225	1,099	27,657	6,761	1,142	29,255	5,351	955	30,836	4,111	615	32,440	2,688	433	31,058	3,830	664
Yes	23,270	5,995	1,468	19,670	8,532	2,531	20,426	7,834	2,464	19,062	9,505	2,163	20,893	8,029	1,809	24,894	5,005	832	26,929	3,326	474	23,265	6,246	1,208
Aggregated Data	52,866	11,027	2,515	48,102	14,543	3,759	49,730	13,087	3,579	46,789	16,291	3,323	50,223	13,404	2,778	55,821	9,130	1,455	59,459	6,030	914	54,400	10,100	1,884

* = fewer than 5

MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Allegheny County



MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Allegheny County



Allegheny 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	83	0	17	83	17	0	83	17	0	83	0	17	83	17	0	83	17	0	83	17	0	
African American	91	9	0	45	45	9	73	18	9	64	36	0	82	18	0	82	18	0	100	0	0	91	9	0	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	83	15	2	74	24	3	84	13	3	87	12	1	87	12	1	83	17	0	92	7	1	86	13	1	
Hispanic	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	
Two or More Races (Non-Hispanic/Latino)	86	12	2	67	31	2	71	24	5	88	12	0	88	12	0	76	24	0	90	10	0	86	14	0	
Gender																									
Male	76	22	2	63	32	5	78	17	5	84	14	2	84	14	2	79	20	1	89	10	2	82	16	2	
Female	92	7	1	84	15	1	89	9	1	90	10	0	90	10	0	86	14	0	96	4	0	91	9	0	
Prior Care																									
Child Care Center	84	12	4	80	20	0	88	12	0	96	4	0	96	4	0	88	12	0	96	4	0	88	12	0	
Family Child Care	71	29	0	50	50	0	71	21	7	64	36	0	64	36	0	57	43	0	93	7	0	71	29	0	
Head Start	72	24	4	64	32	4	72	20	8	76	24	0	80	16	4	68	32	0	88	8	4	80	16	4	
Home / Informal Care	80	20	0	61	30	9	67	24	9	79	20	2	83	15	2	76	23	2	88	12	0	77	21	2	
Non-public Nursery	97	3	0	97	3	0	91	6	3	100	0	0	100	0	0	97	3	0	100	0	0	97	3	0	
Pre-Kindergarten	84	14	2	74	24	3	86	12	3	88	11	1	87	12	1	84	16	0	92	7	1	88	11	1	
Special Education																									
No	86	13	1	78	21	2	86	12	2	90	10	0	90	10	0	84	16	0	95	5	0	90	10	0	
Yes	63	31	7	38	50	13	60	25	15	65	28	7	61	31	8	69	29	1	68	26	6	58	35	7	
English Language Learners																									
No	83	15	2	73	24	3	83	13	0	87	12	1	87	12	1	82	17	0	92	7	1	86	13	1	
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals																									
No	91	8	1	83	16	1	90	9	0	93	7	0	93	6	1	89	11	0	95	5	0	93	7	0	
Yes	79	19	2	68	28	4	79	16	5	84	15	1	83	15	1	79	21	0	90	9	1	83	16	1	
Aggregated Data	83	15	2	73	24	3	83	13	3	87	12	1	87	12	1	82	17	0	92	7	1	86	13	1	

* = fewer than 5

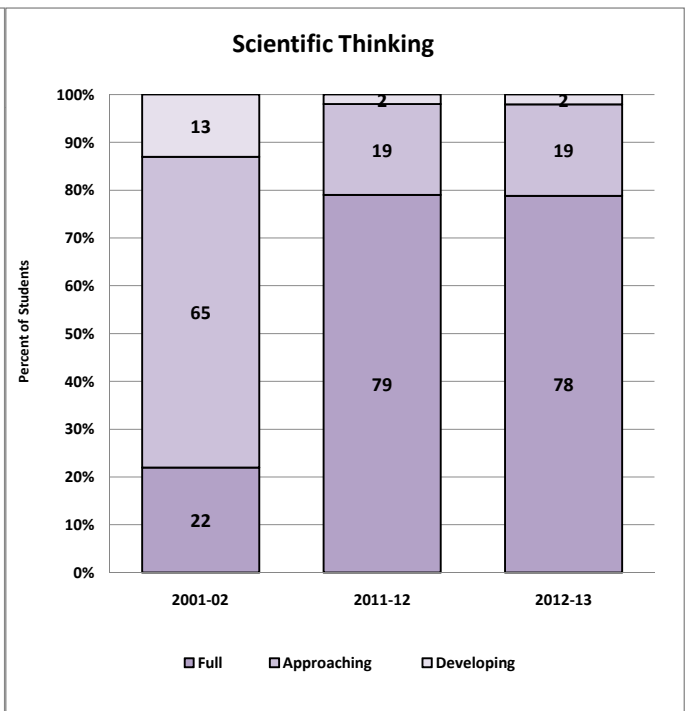
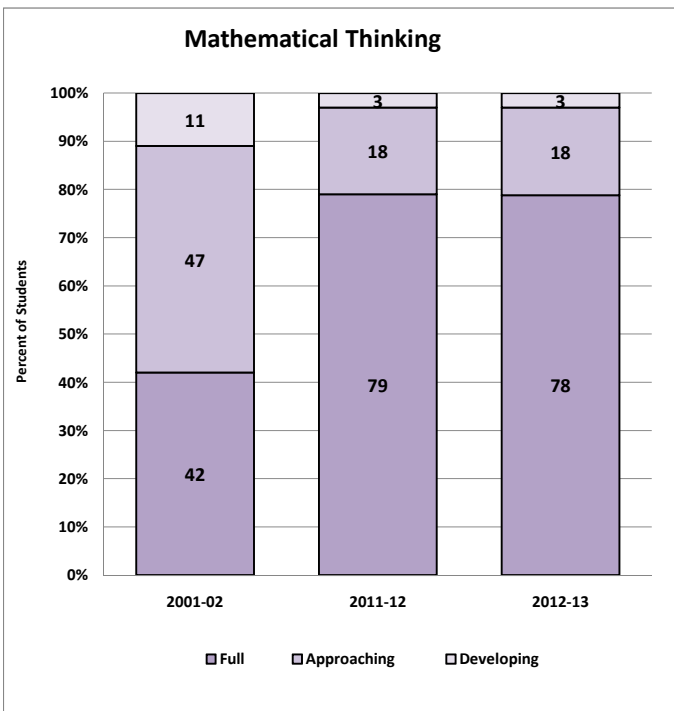
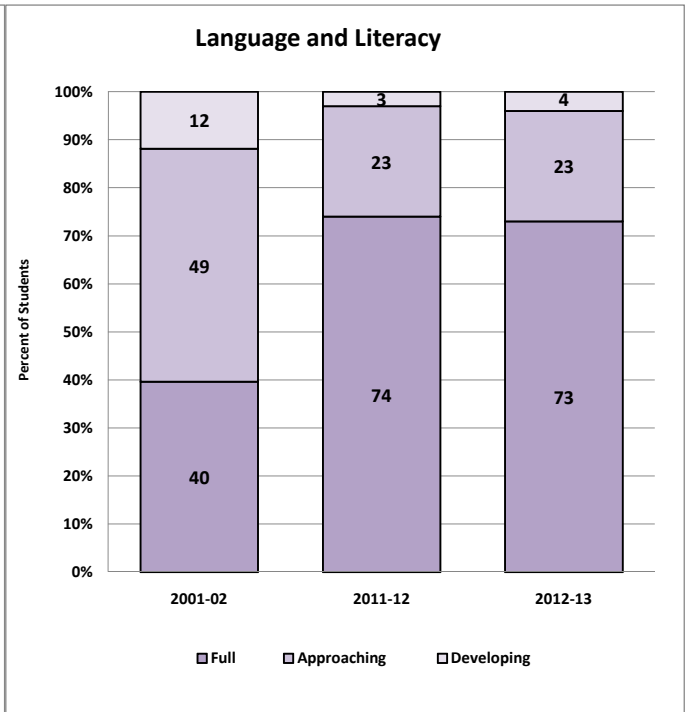
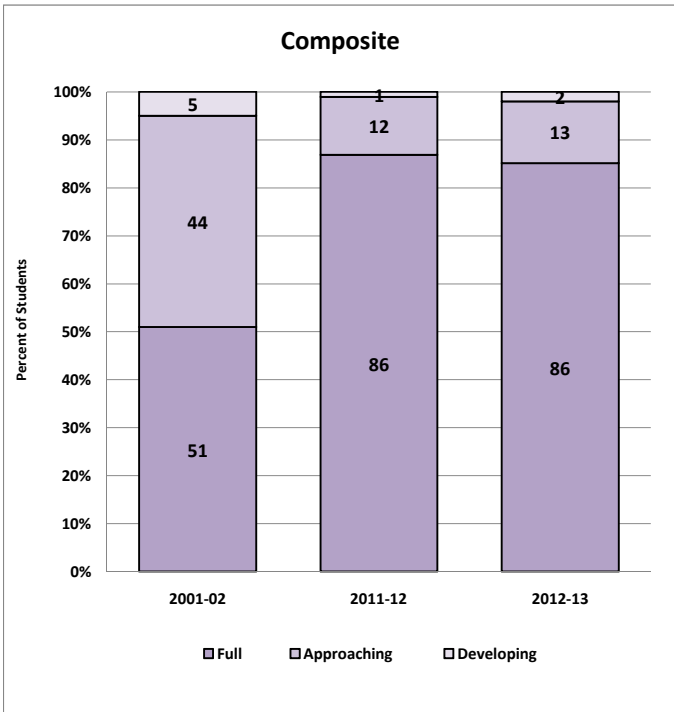
May not total 100% due to rounding.

Allegany County - Number of Kindergarten Students

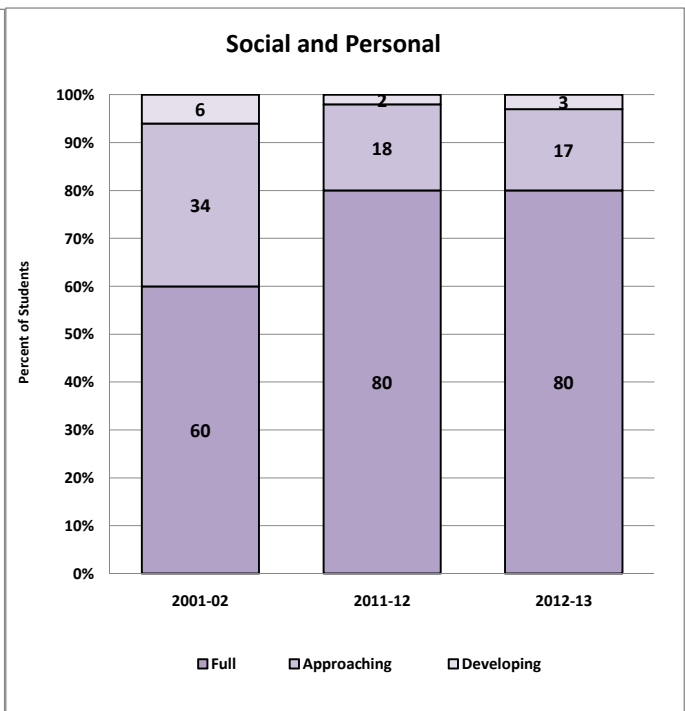
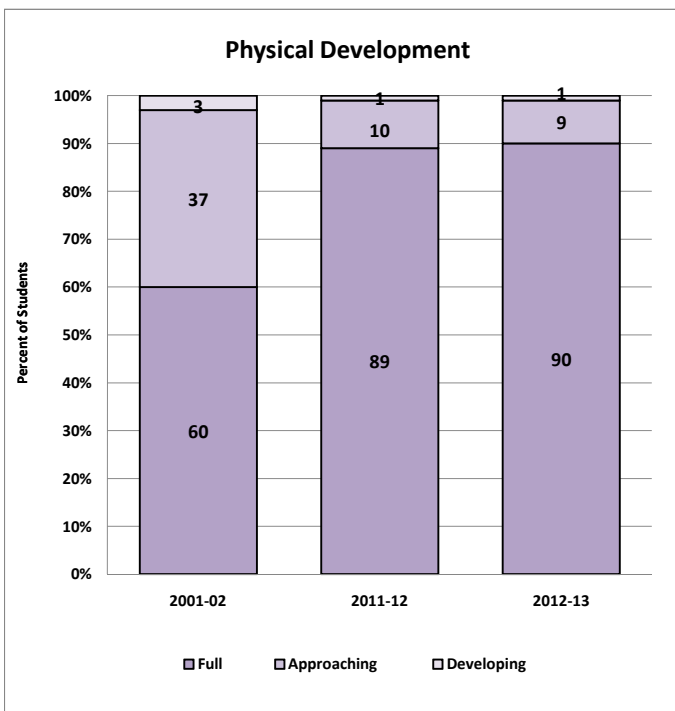
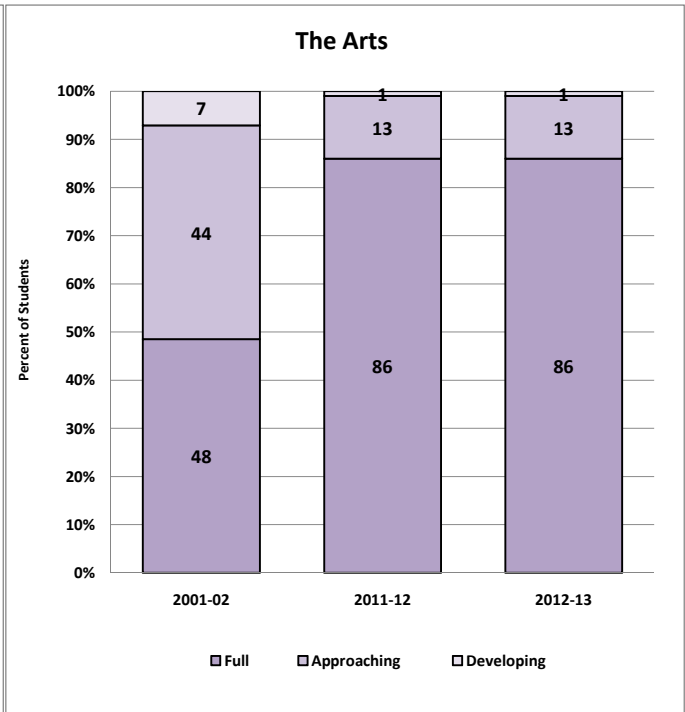
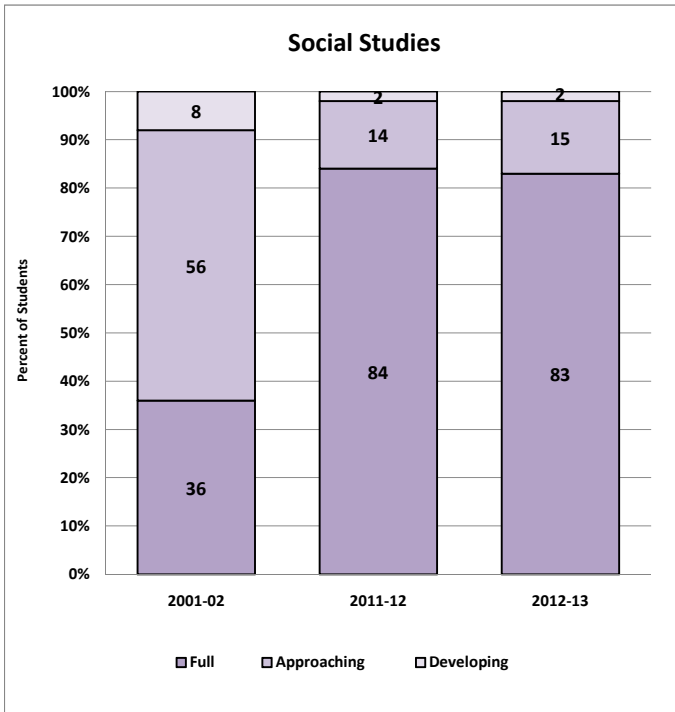
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	5	1	0	5	0	1	5	1	0	5	1	0	5	0	1	5	1	0	5	1	0	5	1	0	
African American	10	1	0	5	5	1	8	2	1	7	4	0	9	2	0	9	2	0	11	0	0	10	1	0	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	474	88	10	421	135	16	481	72	19	498	68	6	495	70	7	473	97	2	526	41	5	493	72	7	
Hispanic	5	0	0	5	0	0	5	0	0	5	0	0	5	0	0	5	0	0	5	0	0	5	0	0	
Two or More Races (Non-Hispanic/Latino)	36	5	1	28	13	1	30	10	2	37	5	0	37	5	0	32	10	0	38	4	0	36	6	0	
Gender																									
Male	251	73	8	209	107	16	258	56	18	279	47	6	279	45	8	262	68	2	294	33	5	272	53	7	
Female	282	22	3	258	46	3	274	29	4	276	31	0	275	32	0	265	42	0	294	13	0	280	27	0	
Prior Care																									
Child Care Center	21	3	1	20	5	0	22	3	0	24	1	0	24	1	0	22	3	0	24	1	0	22	3	0	
Family Child Care	10	4	0	7	7	0	10	3	1	9	5	0	9	5	0	8	6	0	13	1	0	10	4	0	
Head Start	18	6	1	16	8	1	18	5	2	19	6	0	20	4	1	17	8	0	22	2	1	20	4	1	
Home / Informal Care	53	13	0	40	20	6	44	16	6	52	13	1	55	10	1	50	15	1	58	8	0	51	14	1	
Non-public Nursery	31	1	0	31	1	0	29	2	1	32	0	0	32	0	0	31	1	0	32	0	0	31	1	0	
Pre-Kindergarten	399	68	9	352	112	12	409	55	12	418	53	5	414	56	6	398	77	1	438	34	4	417	54	5	
Special Education																									
No	488	73	6	440	117	10	489	67	11	508	58	1	510	55	2	477	89	1	539	27	1	510	55	2	
Yes	45	22	5	27	36	9	43	18	11	47	20	5	44	22	6	50	21	1	49	19	4	42	25	5	
English Language Learners																									
No	533	95	11	467	153	19	532	85	0	555	78	6	554	77	8	527	110	2	588	46	5	552	80	7	
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals																									
No	210	19	2	191	38	2	209	21	1	214	16	1	214	15	2	205	26	0	219	11	1	214	16	1	
Yes	323	76	9	276	115	17	323	64	21	341	62	5	340	62	6	322	84	2	369	35	4	338	64	6	
Aggregated Data	533	95	11	467	153	19	532	85	22	555	78	6	554	77	8	527	110	2	588	46	5	552	80	7	

* = fewer than 5

MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Anne Arundel County



MMSR Kindergarten Assessment 2012-2013
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	62	23	15	62	31	8	58	31	12	77	15	8	73	19	8	69	23	8	77	19	4	65	27	8
Asian	82	15	2	72	24	4	82	17	1	75	23	3	78	19	2	86	12	2	93	7	0	86	12	2
African American	74	23	4	68	26	6	73	23	4	75	22	3	79	19	2	85	14	2	87	11	1	82	16	2
Native Hawaiian/Pacific Islander	68	26	5	68	21	11	68	26	5	74	16	11	79	16	5	79	16	5	84	11	5	79	16	5
White	83	15	2	77	20	2	83	15	2	82	17	2	87	12	1	87	12	1	91	8	1	89	10	1
Hispanic	79	18	3	59	34	7	65	29	6	68	28	4	74	23	4	82	16	2	90	10	1	79	19	2
Two or More Races (Non-Hispanic/Latino)	81	16	3	77	20	3	81	17	3	79	19	2	87	11	2	86	13	1	90	9	0	87	11	2
Gender																								
Male	73	23	4	68	27	5	75	21	4	76	21	3	81	16	3	81	17	2	87	12	1	82	15	2
Female	88	11	1	79	19	2	82	16	2	81	18	1	86	13	1	91	8	0	94	5	0	90	10	1
Prior Care																								
Child Care Center	77	21	2	79	19	1	86	13	1	84	16	0	89	11	0	87	12	0	93	7	0	90	10	0
Family Child Care	76	21	3	68	28	4	74	22	4	72	25	3	77	21	2	81	18	2	85	14	1	80	19	2
Head Start	66	29	5	62	29	9	67	29	4	64	34	2	72	24	4	76	20	4	83	16	1	75	23	2
Home / Informal Care	82	15	3	65	29	6	71	24	5	75	21	4	80	17	3	85	14	2	89	10	1	83	15	3
Non-public Nursery	89	10	1	88	12	1	90	9	1	87	12	1	92	8	0	92	7	1	95	5	0	95	5	0
Pre-Kindergarten	77	19	4	68	27	5	75	22	4	74	23	3	80	18	3	84	14	1	89	10	1	83	15	2
Special Education																								
No	82	16	2	76	22	3	81	17	2	80	19	1	85	14	1	87	12	1	92	7	0	88	11	1
Yes	54	32	14	39	43	18	50	36	14	54	30	16	60	25	14	68	25	7	64	29	6	58	30	12
English Language Learners																								
No	81	17	3	75	21	3	81	17	3	80	18	2	85	13	2	87	12	1	90	9	1	87	11	2
Yes	77	21	2	48	44	9	57	35	8	61	35	4	65	31	4	78	19	2	88	12	0	72	26	2
Free and Reduced Price Meals																								
No	81	16	3	75	21	3	81	16	3	80	18	2	85	13	2	87	12	1	91	8	1	87	11	1
Yes	77	20	3	62	32	6	67	28	5	70	27	4	75	21	3	81	17	2	87	12	1	78	20	2
Aggregated Data	80	17	3	73	23	4	78	18	3	78	19	2	83	15	2	86	13	1	90	9	1	86	13	2

* = fewer than 5

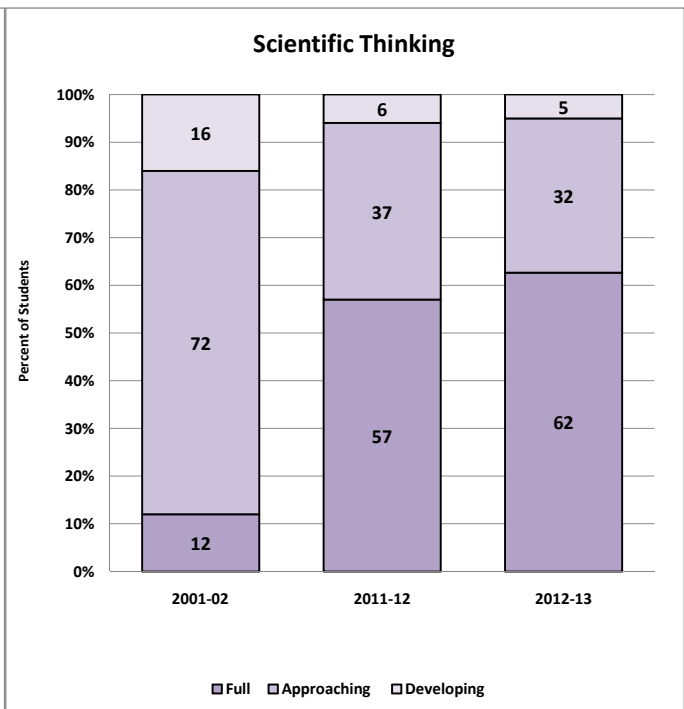
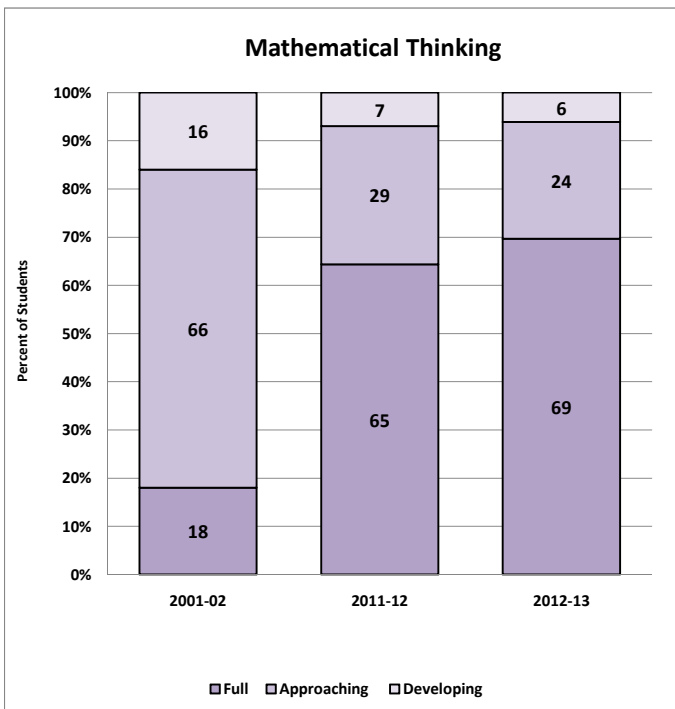
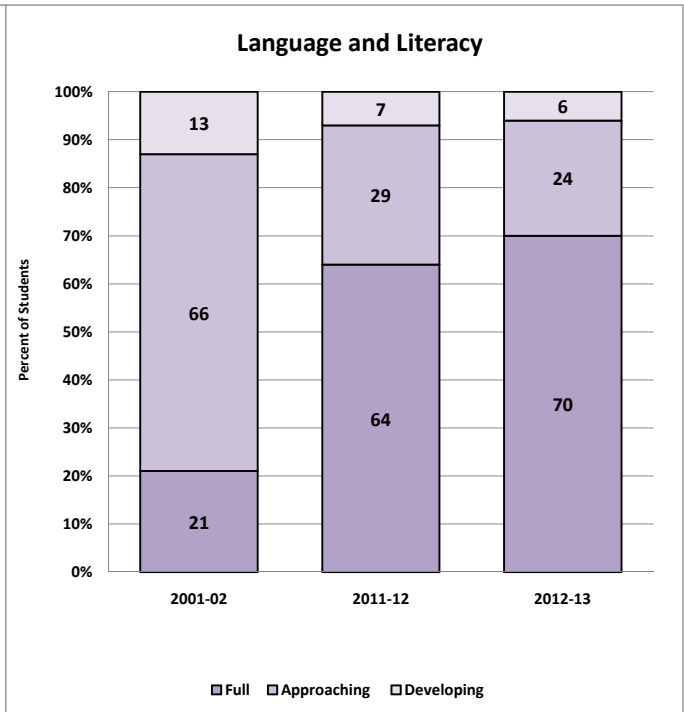
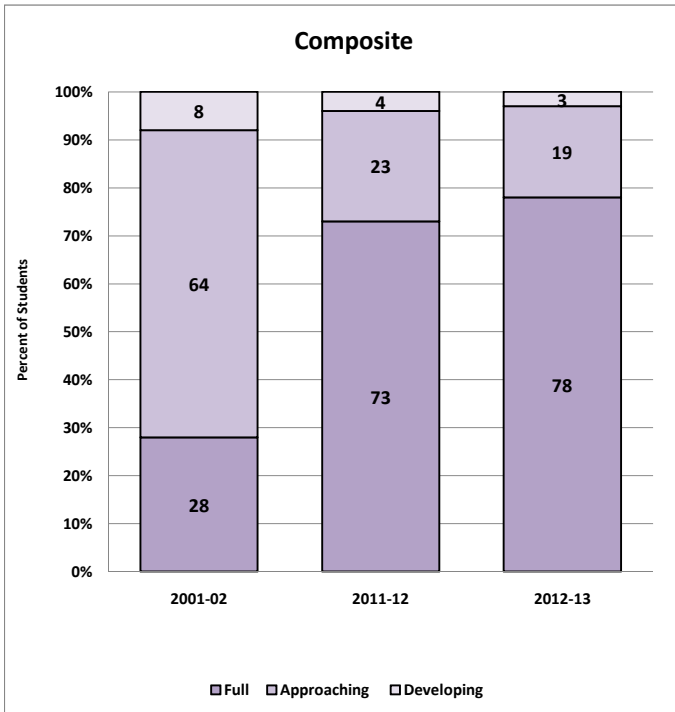
May not total 100% due to rounding.

Anne Arundel County - Number of Kindergarten Students

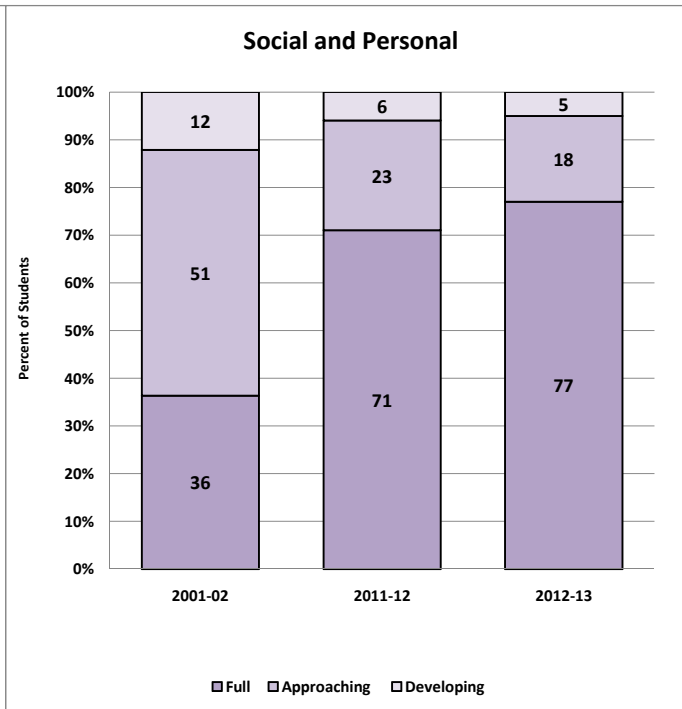
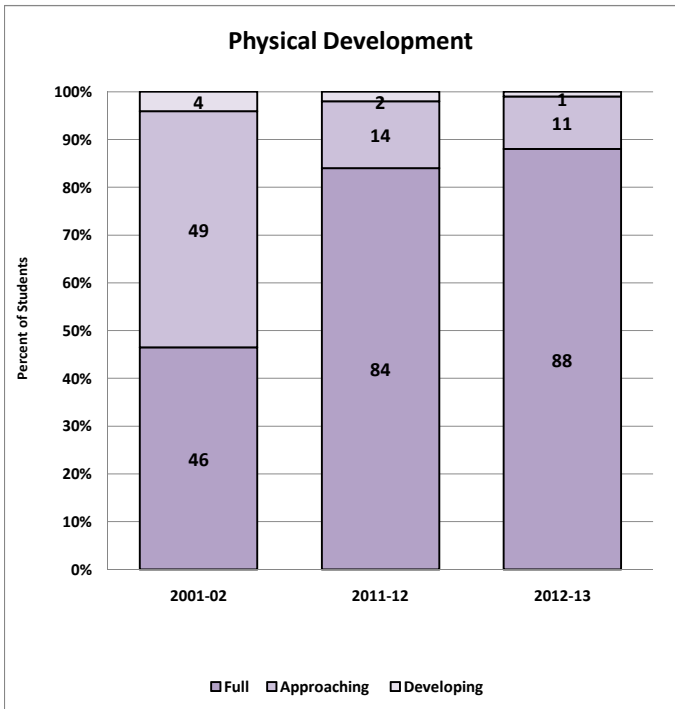
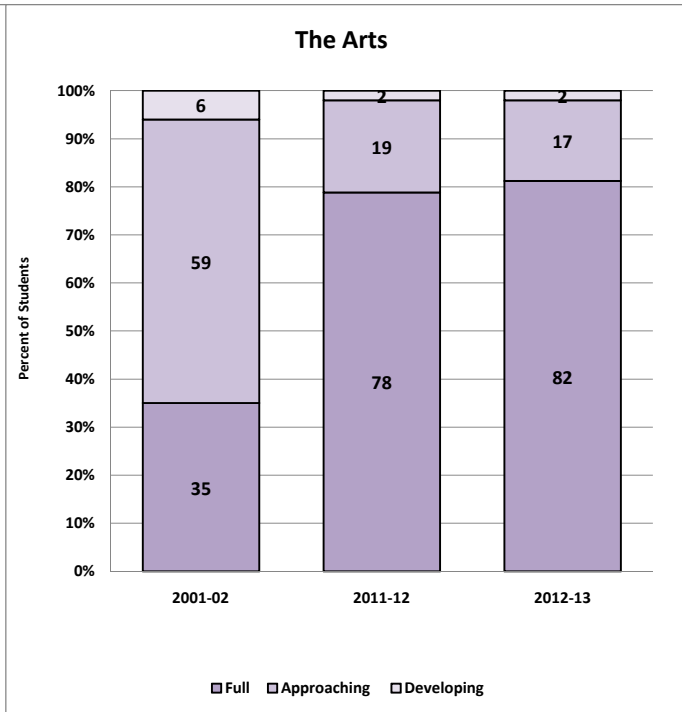
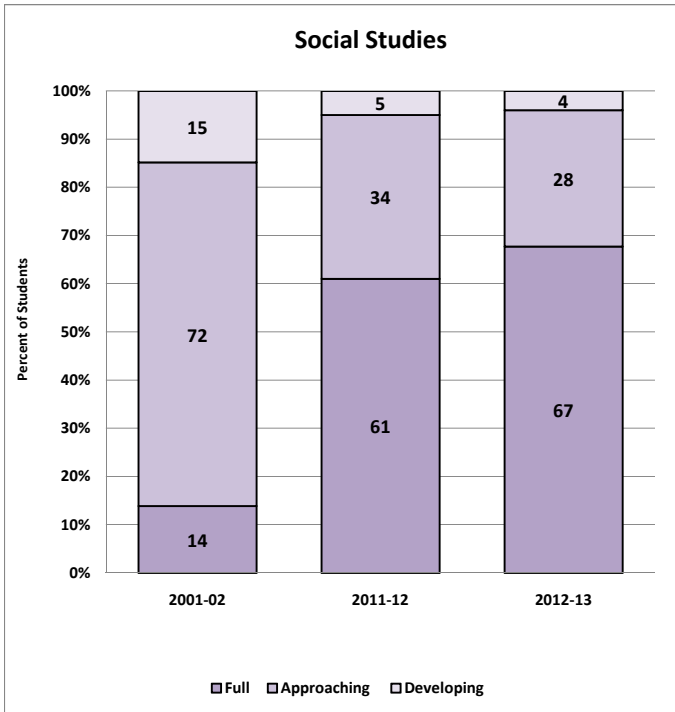
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	16	6	4	16	8	2	15	8	3	20	4	2	19	5	2	18	6	2	20	5	1	17	7	2
Asian	168	31	5	146	49	9	167	34	3	152	46	6	160	39	5	176	24	4	189	14	1	175	25	4
African American	827	256	42	767	295	63	816	263	46	842	247	36	887	210	28	953	153	19	983	129	13	920	179	26
Native Hawaiian/Pacific Islander	13	5	1	13	4	2	13	5	1	14	3	2	15	3	1	15	3	1	16	2	1	15	3	1
White	3,067	568	79	2,871	753	90	3,086	547	81	3,030	625	59	3,220	450	44	3,235	442	37	3,386	298	30	3,289	385	40
Hispanic	650	144	26	481	280	59	531	238	51	561	227	32	604	185	31	674	128	18	736	78	6	645	156	19
Two or More Races (Non-Hispanic/Latino)	320	63	10	301	79	13	317	66	10	310	75	8	343	42	8	337	53	3	355	37	1	343	43	7
Gender																								
Male	2,373	737	137	2,193	885	169	2,447	667	133	2,453	685	109	2,616	534	97	2,617	560	70	2,809	397	41	2,665	503	79
Female	2,688	336	30	2,402	583	69	2,498	494	62	2,476	542	36	2,632	400	22	2,791	249	14	2,876	166	12	2,739	295	20
Prior Care																								
Child Care Center	739	204	16	761	184	14	827	121	11	804	152	3	850	106	3	838	117	4	890	67	2	864	92	3
Family Child Care	469	132	20	420	174	27	457	139	25	447	153	21	481	130	10	502	109	10	530	85	6	494	116	11
Head Start	109	47	8	101	48	15	110	47	7	105	55	4	118	40	6	125	33	6	136	26	2	123	37	4
Home / Informal Care	1,382	257	53	1,105	485	102	1,204	402	86	1,270	358	64	1,354	283	55	1,431	229	32	1,507	162	23	1,396	250	46
Non-public Nursery	1,164	135	13	1,150	153	9	1,185	115	12	1,147	157	8	1,206	100	6	1,207	95	10	1,247	61	4	1,243	64	5
Pre-Kindergarten	1,162	288	57	1,028	408	71	1,124	330	53	1,118	344	45	1,200	268	39	1,268	217	22	1,334	157	16	1,245	232	30
Special Education																								
No	4,809	927	102	4,416	1,269	153	4,714	995	129	4,678	1,088	72	4,969	816	53	5,095	693	50	5,387	428	23	5,134	659	45
Yes	252	146	65	179	199	85	231	166	66	251	139	73	279	118	66	313	116	34	298	135	30	270	139	54
English Language Learners																								
No	4621	952	153	4321	1217	188	4619	957	150	4578	1027	121	4876	756	94	4958	698	70	5181	493	52	4989	650	87
Yes	440	121	14	274	251	50	326	204	45	351	200	24	372	178	25	450	111	14	504	70	1	415	148	12
Free and Reduced Price Meals																								
No	4,210	853	138	3,915	1,111	175	4,212	850	139	4,162	933	106	4,419	698	84	4,514	620	67	4,725	432	44	4,546	580	75
Yes	851	220	29	680	357	63	733	311	56	767	294	39	829	236	35	894	189	17	960	131	9	858	218	24
Aggregated Data	5,061	1,073	167	4,595	1,468	238	4,945	1,161	195	4,929	1,227	145	5,248	934	119	5,408	809	84	5,685	563	53	5,404	798	99

* = fewer than 5

MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Baltimore City



MMSR Kindergarten Assessment 2012-2013
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	79	16	5	68	32	0	68	32	0	63	37	0	79	21	0	95	5	0	89	11	0	89	11	0
Asian	79	15	6	61	32	7	70	23	7	62	32	6	62	34	4	80	18	1	87	11	1	76	20	4
African American	76	19	5	70	24	6	69	25	6	62	33	5	68	28	4	82	16	2	88	10	1	77	19	3
Native Hawaiian/Pacific Islander	94	6	0	72	22	6	72	22	6	72	28	0	72	22	6	89	11	0	94	6	0	78	22	0
White	79	17	4	75	21	5	75	21	5	68	29	4	70	26	3	82	17	1	87	11	1	81	16	3
Hispanic	81	16	3	66	28	7	67	26	7	58	34	8	61	33	7	79	19	2	88	10	1	76	20	4
Two or More Races (Non-Hispanic/Latino)	78	17	6	78	17	6	78	17	6	69	25	6	75	19	6	81	17	3	89	6	6	83	11	6
Gender																								
Male	71	22	6	67	26	7	68	26	7	61	33	6	65	30	5	78	20	2	86	13	2	74	22	4
Female	83	14	3	73	22	5	71	23	5	64	32	4	70	26	4	86	13	1	91	8	1	81	16	2
Prior Care																								
Child Care Center	76	19	5	67	28	6	66	26	8	63	31	5	66	29	4	81	18	1	87	12	1	77	21	2
Family Child Care	68	22	10	50	40	10	50	38	13	48	41	11	54	38	8	73	24	3	79	18	3	61	33	6
Head Start	76	19	5	66	26	8	64	29	8	58	37	5	62	34	4	81	17	2	89	10	1	76	22	3
Home / Informal Care	68	25	7	50	34	17	49	34	17	42	44	13	51	37	12	72	25	4	80	17	3	61	29	9
Non-public Nursery	85	13	1	82	15	2	84	13	3	75	22	3	72	27	1	94	6	0	98	1	1	91	9	1
Pre-Kindergarten	80	16	3	77	20	3	76	20	3	68	28	3	73	24	3	85	14	1	91	9	1	83	15	2
Special Education																								
No	79	17	4	72	23	5	71	23	5	64	32	4	69	27	3	83	16	1	90	9	1	80	18	2
Yes	57	32	11	43	40	17	47	36	17	42	40	19	45	38	17	64	30	6	71	25	4	54	33	13
English Language Learners																								
No	77	18	5	71	24	6	70	24	6	63	32	5	68	28	4	82	16	2	88	10	1	78	19	3
Yes	80	17	3	60	31	9	63	29	9	54	37	10	56	37	8	76	23	1	87	12	1	71	24	4
Free and Reduced Price Meals																								
No	82	15	3	79	18	4	78	18	4	73	23	4	74	23	3	87	12	1	92	7	1	85	13	2
Yes	77	19	5	69	25	6	68	25	7	61	34	6	66	29	5	81	17	2	88	11	1	77	20	3
Aggregated Data	77	18	5	70	24	6	69	24	6	62	32	5	67	28	4	82	17	2	88	11	1	78	19	3

* = fewer than 5

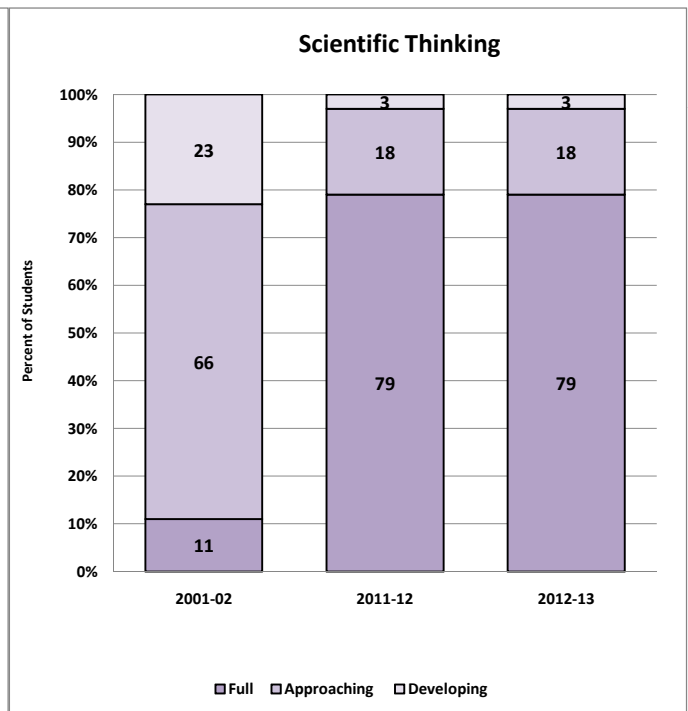
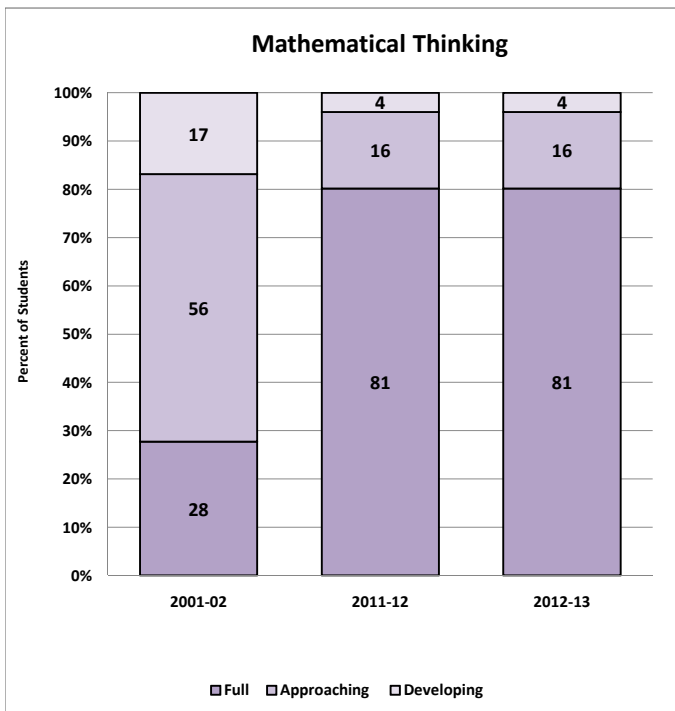
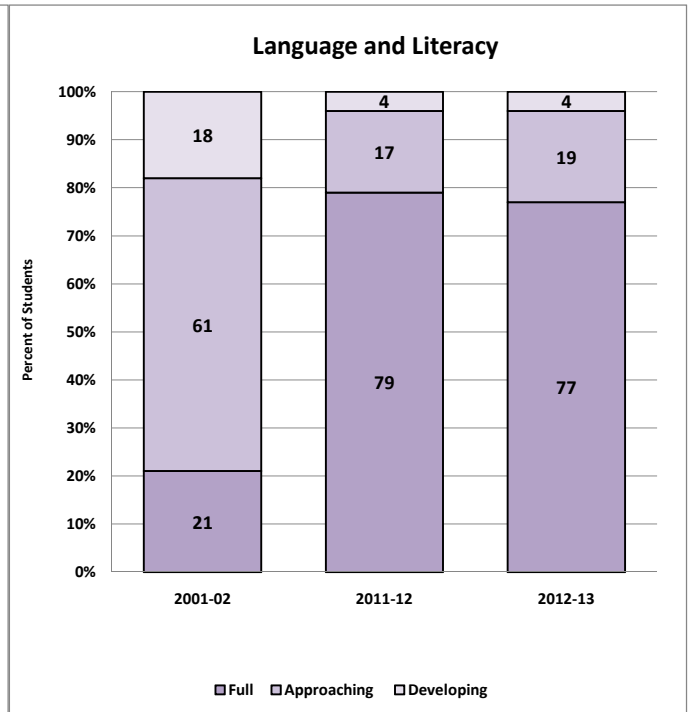
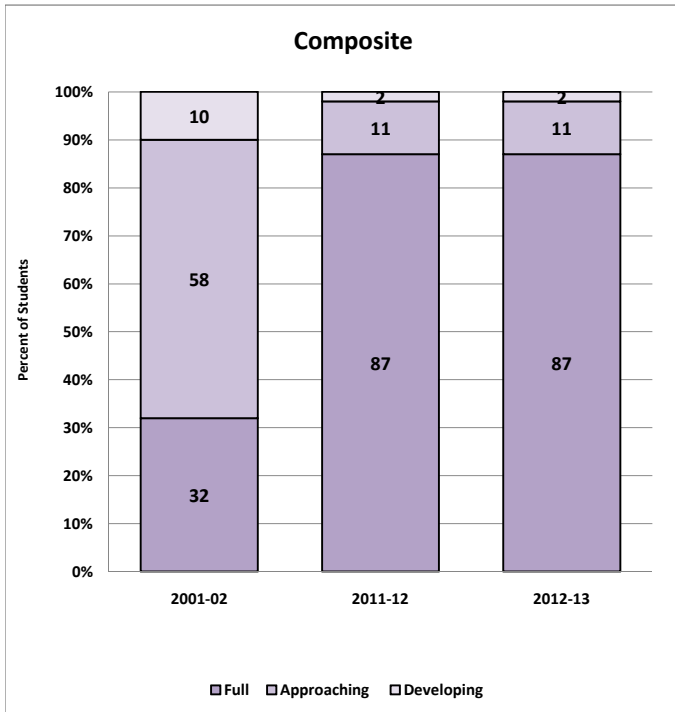
May not total 100% due to rounding.

Baltimore City - Number of Kindergarten Students

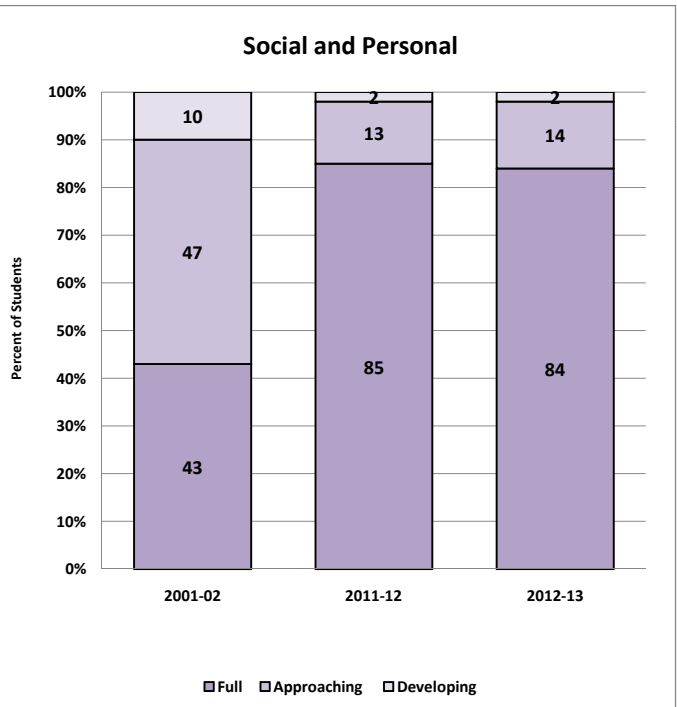
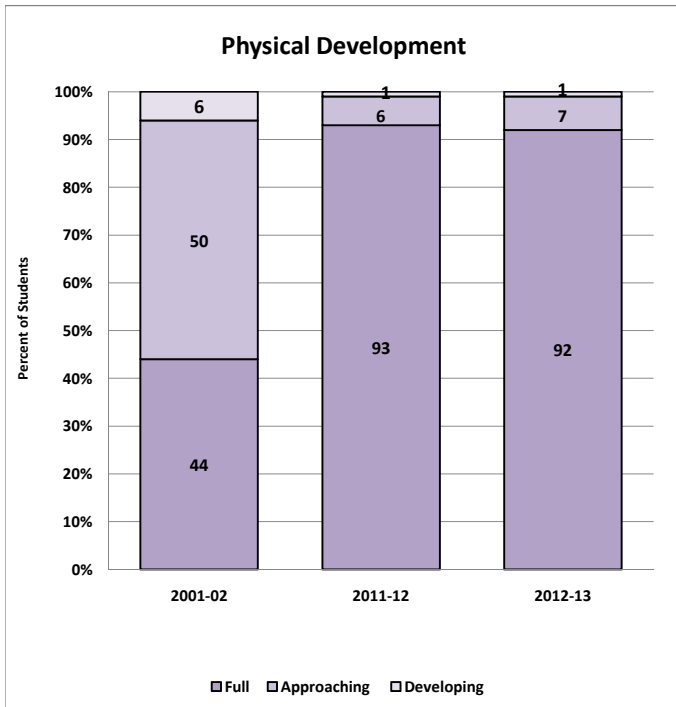
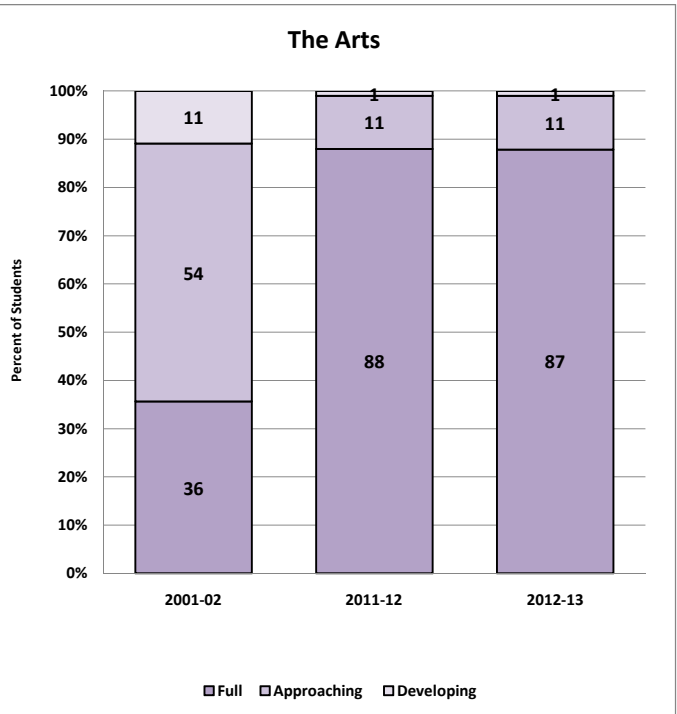
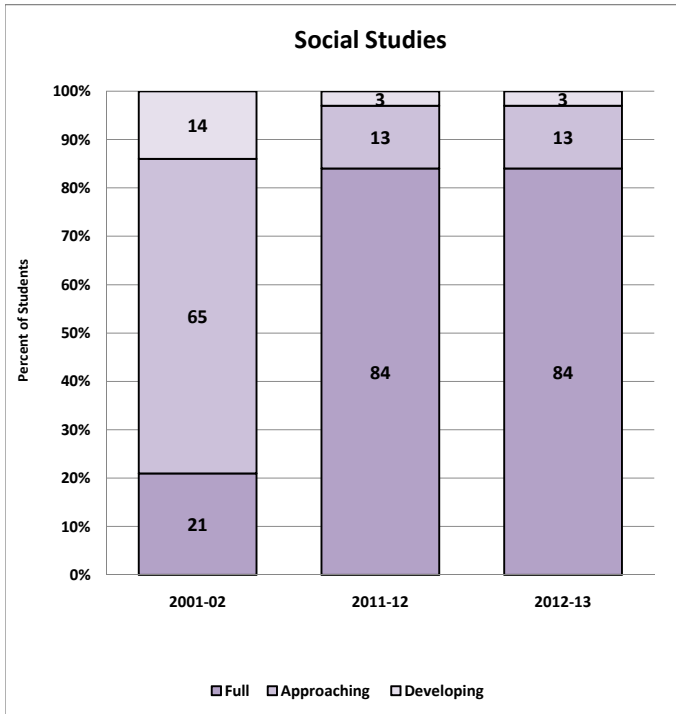
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	15	3	1	13	6	0	13	6	0	12	7	0	15	4	0	18	1	0	17	2	0	17	2	0
Asian	56	11	4	43	23	5	50	16	5	44	23	4	44	24	3	57	13	1	62	8	1	54	14	3
African American	4,407	1,084	275	4,035	1,388	343	3,984	1,416	366	3,583	1,877	306	3,912	1,602	252	4,734	939	93	5,100	605	61	4,459	1,122	185
Native Hawaiian/Pacific Islander	17	1	0	13	4	1	13	4	1	13	5	0	13	4	1	16	2	0	17	1	0	14	4	0
White	525	112	26	494	136	33	495	138	30	449	190	24	466	175	22	541	115	7	578	76	9	537	107	19
Hispanic	522	105	18	423	180	42	430	169	46	374	221	50	392	211	42	509	123	13	570	67	8	490	128	27
Two or More Races (Non-Hispanic/Latino)	28	6	2	28	6	2	28	6	2	25	9	2	27	7	2	29	6	1	32	2	2	30	4	2
Gender																								
Male	2,633	817	237	2,466	961	260	2,489	942	256	2,244	1,214	229	2,397	1,092	198	2,874	738	75	3,163	468	56	2,726	811	150
Female	2,937	505	89	2,583	782	166	2,524	813	194	2,256	1,118	157	2,472	935	124	3,030	461	40	3,213	293	25	2,875	570	86
Prior Care																								
Child Care Center	244	62	15	214	89	18	211	85	25	203	101	17	213	94	14	260	58	3	279	40	2	246	67	8
Family Child Care	215	69	33	159	126	32	158	119	40	153	130	34	171	120	26	231	77	9	249	57	11	194	104	19
Head Start	598	150	42	524	206	60	502	227	61	458	295	37	492	265	33	641	137	12	707	76	7	597	171	22
Home / Informal Care	632	234	66	463	314	155	460	315	157	394	414	124	479	342	111	668	231	33	744	163	25	572	272	88
Non-public Nursery	117	18	2	113	21	3	115	18	4	103	30	4	98	37	2	129	8	0	134	2	1	124	12	1
Pre-Kindergarten	3,598	728	151	3,432	903	142	3,419	914	144	3,054	1,272	151	3,267	1,088	122	3,799	628	50	4,065	381	31	3,701	690	86
Special Education																								
No	5,248	1,141	263	4,803	1,518	331	4,748	1,552	352	4,264	2,107	281	4,614	1,811	227	5,540	1,032	80	5,976	620	56	5,295	1,196	161
Yes	322	181	63	246	225	95	265	203	98	236	225	105	255	216	95	364	167	35	400	141	25	306	185	75
English Language Learners																								
No	5240	1251	313	4801	1613	390	4754	1637	413	4278	2180	346	4639	1875	290	5591	1104	109	6015	712	77	5305	1281	218
Yes	330	71	13	248	130	36	259	118	37	222	152	40	230	152	32	313	95	6	361	49	4	296	100	18
Free and Reduced Price Meals																								
No	741	139	28	716	160	32	709	167	32	666	207	35	673	207	28	789	109	10	835	66	7	772	119	17
Yes	4,829	1,183	298	4,333	1,583	394	4,304	1,588	418	3,834	2,125	351	4,196	1,820	294	5,115	1,090	105	5,541	695	74	4,829	1,262	219
Aggregated Data	5,570	1,322	326	5,049	1,743	426	5,013	1,755	450	4,500	2,332	386	4,869	2,027	322	5,904	1,199	115	6,376	761	81	5,601	1,381	236

* = fewer than 5

MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Baltimore County



MMSR Kindergarten Assessment 2012-2013
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	89	11	0	76	16	8	76	16	8	81	16	3	78	19	3	86	8	5	86	14	0	86	11	3
Asian	87	11	2	77	18	5	83	14	3	80	16	4	82	15	3	86	11	3	93	6	1	87	12	1
African American	81	16	3	75	21	4	78	18	4	75	21	4	82	15	3	87	12	1	91	8	1	85	13	2
Native Hawaiian/Pacific Islander	88	13	0	75	25	0	81	13	6	75	25	0	75	19	6	94	6	0	94	6	0	88	13	0
White	87	11	2	82	16	3	85	12	3	83	14	2	89	9	2	89	10	1	93	6	1	90	8	1
Hispanic	81	17	2	62	31	7	68	26	7	64	29	7	70	23	7	82	16	2	91	9	1	77	21	3
Two or More Races (Non-Hispanic/Latino)	78	18	4	74	21	4	79	18	3	77	20	3	85	12	3	85	13	2	90	9	1	86	11	2
Gender																								
Male	78	19	3	73	23	4	79	17	4	76	20	4	82	14	3	83	15	2	89	10	1	83	14	2
Female	90	9	1	82	15	3	83	14	3	82	16	2	87	11	2	92	7	1	95	4	1	90	9	1
Prior Care																								
Child Care Center	83	15	1	82	17	1	84	14	2	82	16	2	87	11	1	89	10	1	94	6	1	90	9	1
Family Child Care	81	17	2	72	23	5	75	19	5	74	21	5	81	16	4	85	13	2	92	6	2	84	14	2
Head Start	76	22	2	69	26	4	76	19	5	73	25	2	78	20	2	86	13	1	90	10	1	82	17	1
Home / Informal Care	78	18	4	58	32	10	65	26	9	65	27	8	72	22	6	82	15	2	87	11	2	75	22	3
Non-public Nursery	92	7	1	89	10	1	92	7	1	90	9	1	94	6	0	93	7	0	95	4	0	95	5	0
Pre-Kindergarten	84	14	3	78	19	3	81	16	3	78	19	3	84	13	3	87	11	2	91	7	1	87	11	2
Special Education																								
No	86	12	1	80	17	2	83	14	3	81	17	2	87	12	2	90	10	1	94	6	0	89	10	1
Yes	60	28	12	48	37	15	57	29	14	52	32	16	62	25	14	67	25	8	71	21	8	61	27	12
English Language Learners																								
No	84	14	2	79	18	3	82	15	3	80	17	3	86	12	2	88	11	1	92	7	1	88	11	2
Yes	81	17	1	57	34	9	66	26	7	62	31	8	66	26	7	82	15	3	92	7	0	75	22	2
Free and Reduced Price Meals																								
No	87	11	2	83	15	2	86	11	2	84	14	2	89	10	2	90	9	1	93	6	1	91	8	1
Yes	81	17	3	70	24	5	74	21	5	72	23	5	79	17	4	85	13	2	90	9	1	82	15	2
Aggregated Data	84	14	2	77	19	4	81	16	4	79	18	3	84	13	3	87	11	1	92	7	1	87	11	2

* = fewer than 5

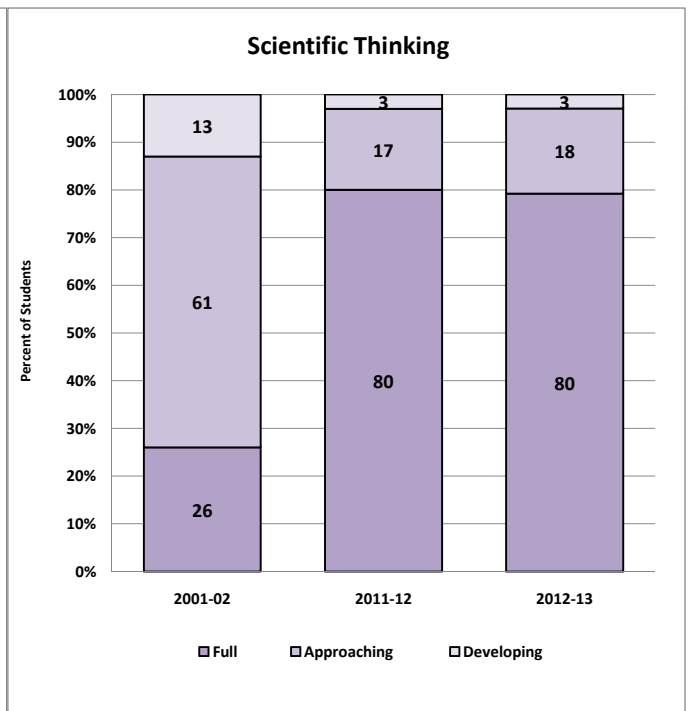
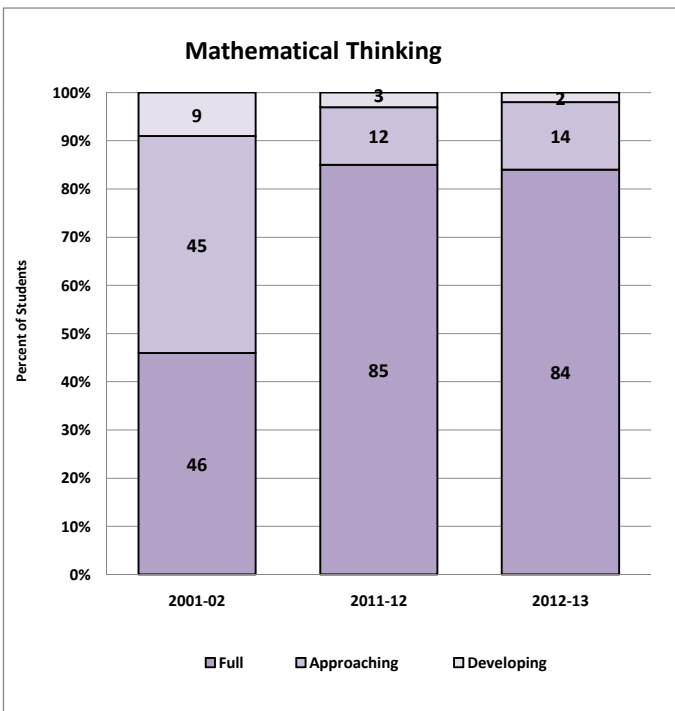
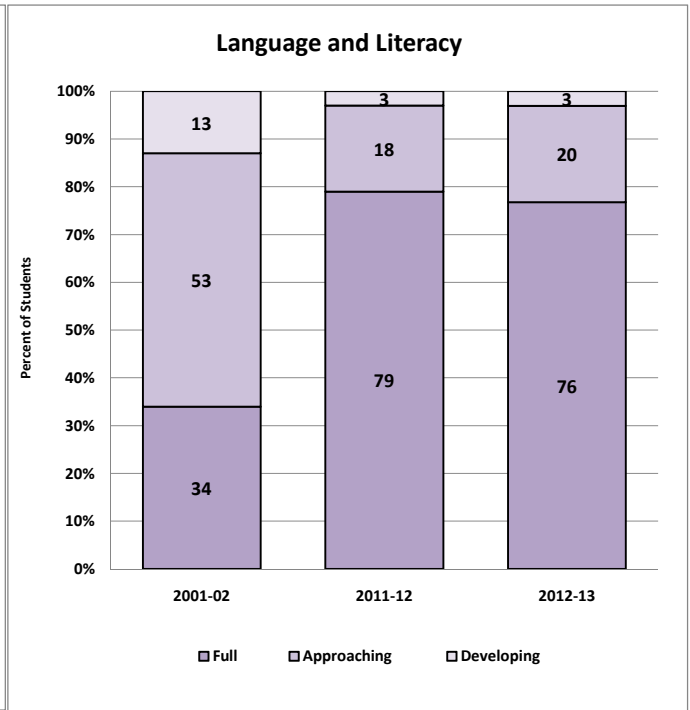
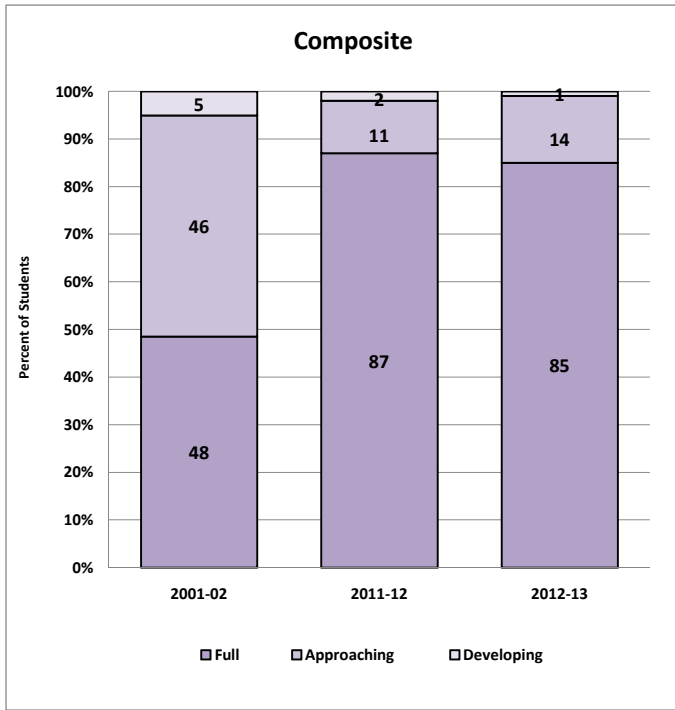
May not total 100% due to rounding.

Baltimore County - Number of Kindergarten Students

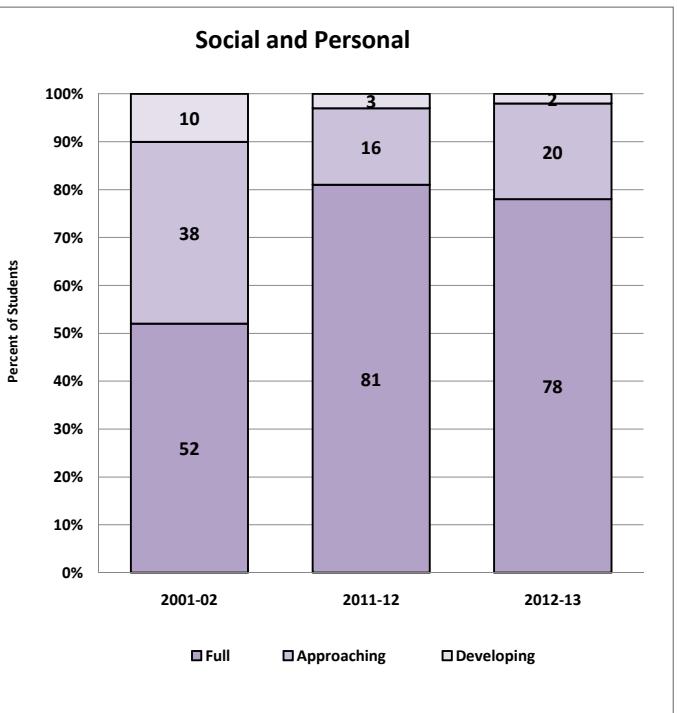
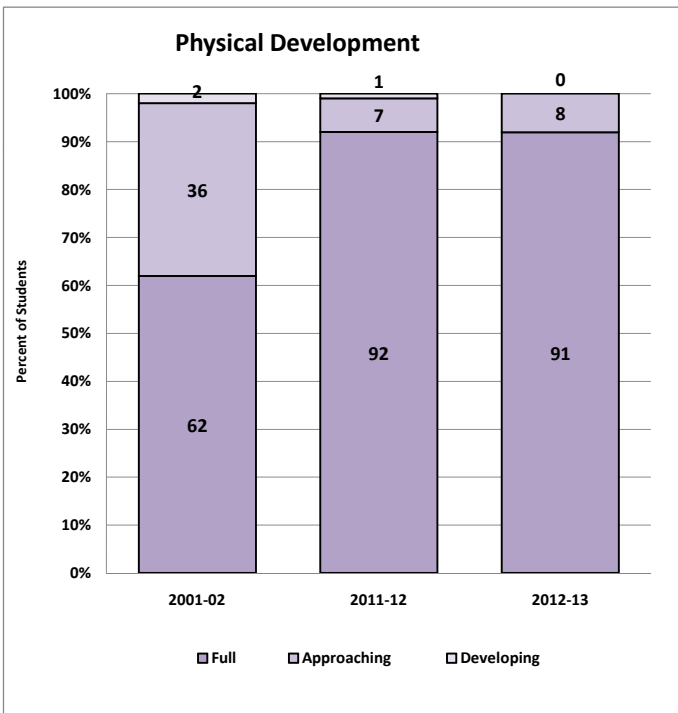
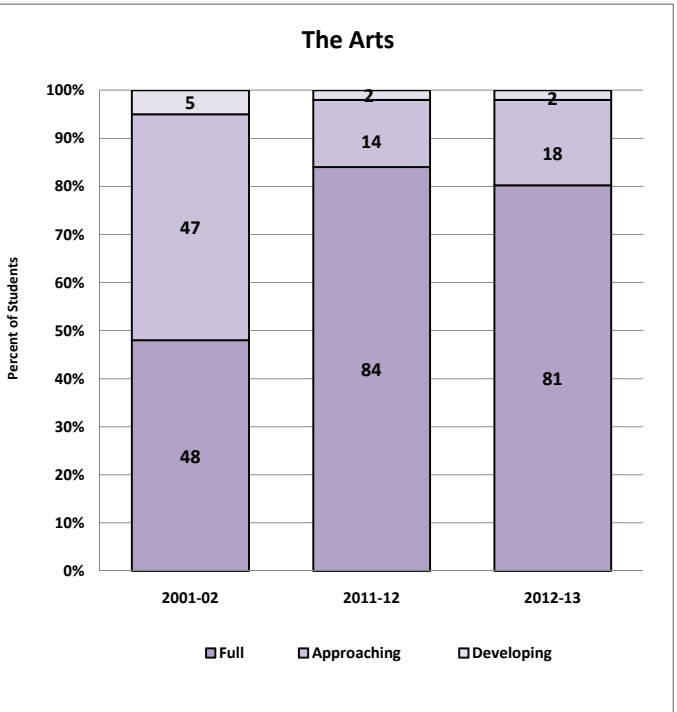
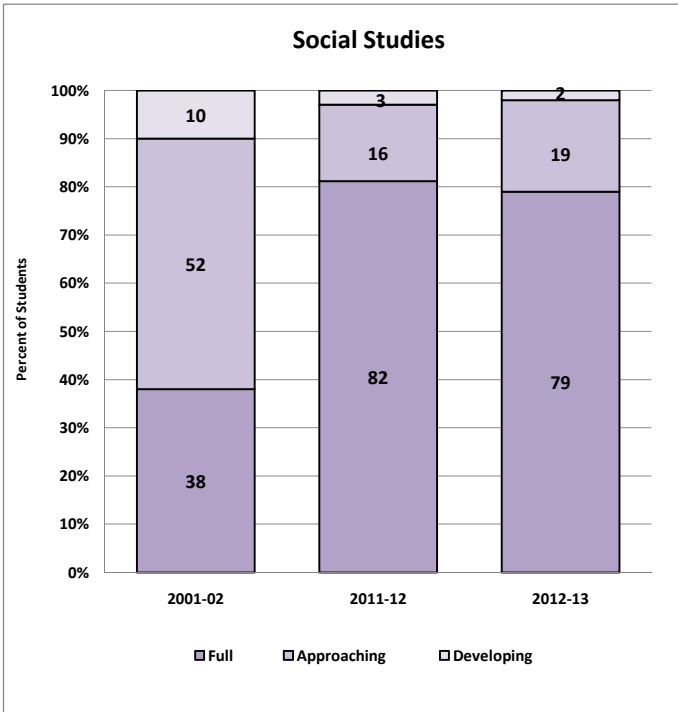
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	33	4	0	28	6	3	28	6	3	30	6	1	29	7	1	32	3	2	32	5	0	32	4	1
Asian	458	58	8	406	93	25	436	72	16	417	86	21	429	79	16	453	57	14	488	30	6	454	63	7
African American	2,280	459	76	2,113	591	111	2,184	516	115	2,123	590	102	2,318	422	75	2,440	338	37	2,557	225	32	2,385	374	55
Native Hawaiian/Pacific Islander	14	2	0	12	4	0	13	2	1	12	4	0	12	3	1	15	1	0	15	1	0	14	2	0
White	3,364	441	73	3,170	610	98	3,309	460	109	3,237	545	96	3,442	358	78	3,468	371	39	3,591	249	38	3,491	329	58
Hispanic	542	114	12	413	210	45	453	171	44	426	195	47	468	155	45	546	109	13	605	57	6	512	138	18
Two or More Races (Non-Hispanic/Latino)	330	77	16	315	90	18	334	78	11	325	84	14	360	52	11	361	53	9	382	36	5	365	48	10
Gender																								
Male	3,334	802	141	3,122	972	183	3,359	739	179	3,239	856	182	3,525	609	143	3,564	626	87	3,787	427	62	3,569	606	101
Female	3,687	353	44	3,335	632	117	3,398	566	120	3,331	654	99	3,533	467	84	3,751	306	27	3,883	176	25	3,684	352	48
Prior Care																								
Child Care Center	1,030	190	17	1,011	208	18	1,038	173	26	1,014	202	21	1,079	140	18	1,106	120	11	1,156	73	7	1,109	116	11
Family Child Care	318	65	8	280	90	21	295	75	21	288	83	20	315	61	15	333	51	7	358	24	9	328	54	9
Head Start	196	58	5	180	68	11	198	49	12	189	64	6	202	51	6	223	33	3	232	25	2	213	44	2
Home / Informal Care	849	196	39	631	346	107	704	279	101	705	295	84	781	235	68	893	168	23	945	121	18	810	237	37
Non-public Nursery	1,467	114	15	1,420	160	16	1,467	115	14	1,440	142	14	1,493	96	7	1,485	108	3	1,523	68	5	1,513	80	3
Pre-Kindergarten	3,015	490	96	2,801	680	120	2,909	574	118	2,805	671	125	3,033	461	107	3,125	412	64	3,294	261	46	3,129	388	84
Special Education																								
No	6,553	941	93	6,083	1,317	187	6,317	1,077	193	6,166	1,266	155	6,580	886	121	6,795	742	50	7,122	440	24	6,781	748	57
Yes	468	214	92	374	287	113	440	228	106	404	244	126	478	190	106	520	190	64	548	163	63	472	210	92
English Language Learners																								
No	6521	1048	176	6106	1393	246	6349	1142	254	6190	1321	234	6651	913	181	6807	840	98	7102	558	84	6789	821	134
Yes	500	107	9	351	211	54	408	163	45	380	189	47	407	163	46	508	92	16	568	45	3	464	137	15
Free and Reduced Price Meals																								
No	3,932	517	79	3,761	668	99	3,911	517	100	3,801	625	102	4,014	432	82	4,062	423	43	4,225	259	44	4,106	365	57
Yes	3,089	638	106	2,696	936	201	2,846	788	199	2,769	885	179	3,044	644	145	3,253	509	71	3,445	344	43	3,147	593	92
Aggregated Data	7,021	1,155	185	6,457	1,604	300	6,757	1,305	299	6,570	1,510	281	7,058	1,076	227	7,315	932	114	7,670	603	87	7,253	958	149

* = fewer than 5

MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Calvert County



MMSR Kindergarten Assessment 2012-2013
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	60	33	7	67	33	0	93	7	0	53	47	0	60	40	0	47	53	0	73	27	0	60	40	0	
African American	81	16	3	78	19	3	83	17	0	82	14	4	78	20	2	85	14	1	91	9	0	84	15	1	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	79	19	2	77	19	3	85	13	2	81	17	3	80	18	2	81	18	2	91	8	0	85	14	2	
Hispanic	69	27	3	73	22	5	81	15	3	75	20	5	75	22	3	80	19	2	98	0	2	85	14	2	
Two or More Races (Non-Hispanic/Latino)	73	23	4	68	29	4	79	18	3	71	26	3	78	21	1	81	16	4	92	8	0	84	16	0	
Gender																									
Male	70	27	3	74	22	4	83	15	2	77	19	4	77	20	3	74	24	2	90	10	0	81	17	2	
Female	86	13	1	79	19	2	86	12	1	82	16	2	81	18	1	88	11	1	94	6	0	89	11	1	
Prior Care																									
Child Care Center	76	22	2	78	20	2	85	15	1	82	17	1	79	20	1	82	17	1	90	10	0	85	15	0	
Family Child Care	84	14	2	80	17	4	86	12	2	82	14	4	87	10	3	86	11	3	97	2	1	90	9	1	
Head Start	84	15	2	80	18	2	87	11	2	85	9	5	87	11	2	85	13	2	87	11	2	91	7	2	
Home / Informal Care	74	23	4	72	23	6	83	14	4	75	20	5	75	23	3	78	21	2	89	11	1	80	18	3	
Non-public Nursery	83	16	1	82	16	2	85	15	1	80	18	2	79	19	2	77	22	1	96	4	0	86	13	1	
Pre-Kindergarten	75	22	3	69	27	4	83	14	4	75	21	4	73	24	3	78	18	4	90	10	0	82	15	3	
Special Education																									
No	80	19	1	79	19	3	86	13	1	82	17	2	81	18	1	82	17	1	93	7	0	86	13	1	
Yes	61	30	9	52	37	11	71	19	9	57	28	15	59	28	13	65	24	10	80	18	2	67	24	8	
English Language Learners																									
No	78	20	2	77	20	3	84	14	2	80	17	3	79	19	2	81	17	2	92	8	0	85	14	1	
Yes	65	32	3	65	29	6	81	13	6	65	32	3	65	32	3	68	32	0	87	13	0	74	26	0	
Free and Reduced Price Meals																									
No	79	19	2	78	19	3	85	13	2	80	18	2	79	19	2	81	17	2	92	8	0	85	14	1	
Yes	76	23	2	72	24	3	81	17	2	77	17	5	79	19	2	79	18	3	90	9	1	83	15	1	
Aggregated Data	78	20	2	76	20	3	84	14	2	80	18	3	79	19	2	81	18	2	91	8	0	85	14	1	

* = fewer than 5

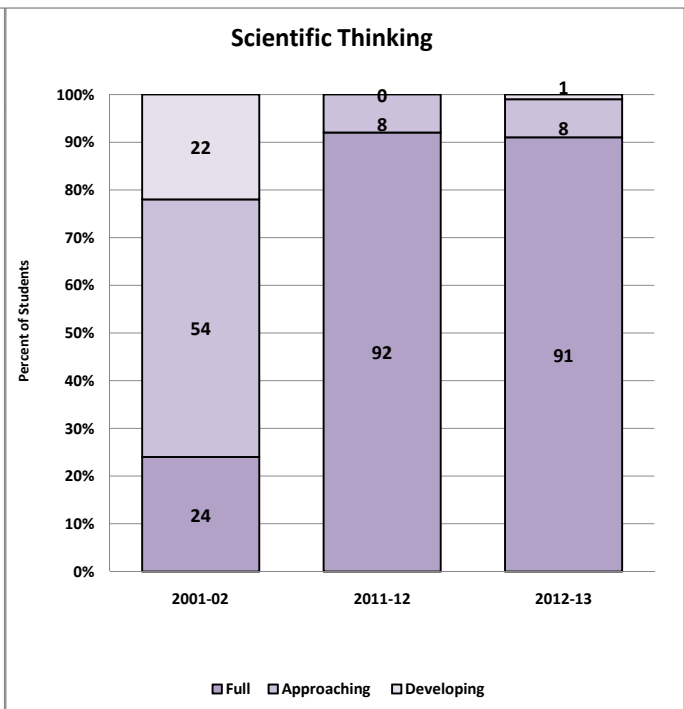
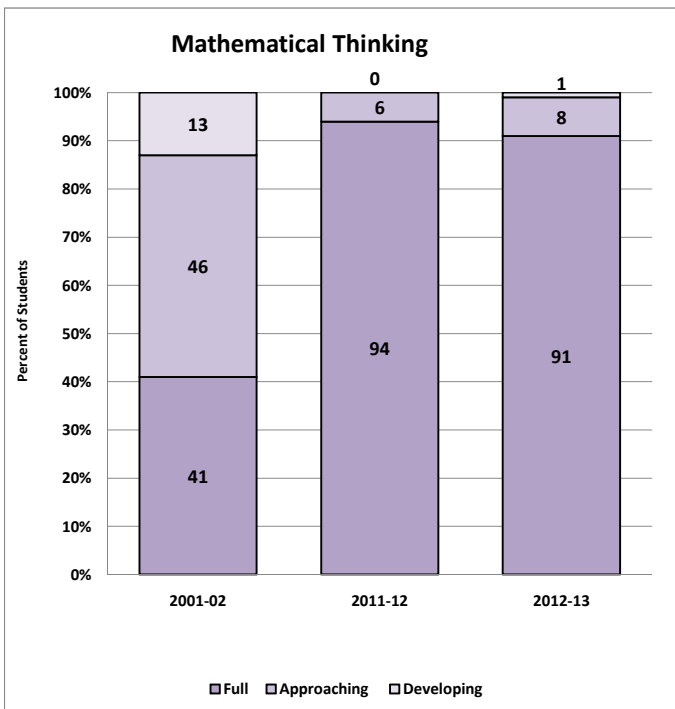
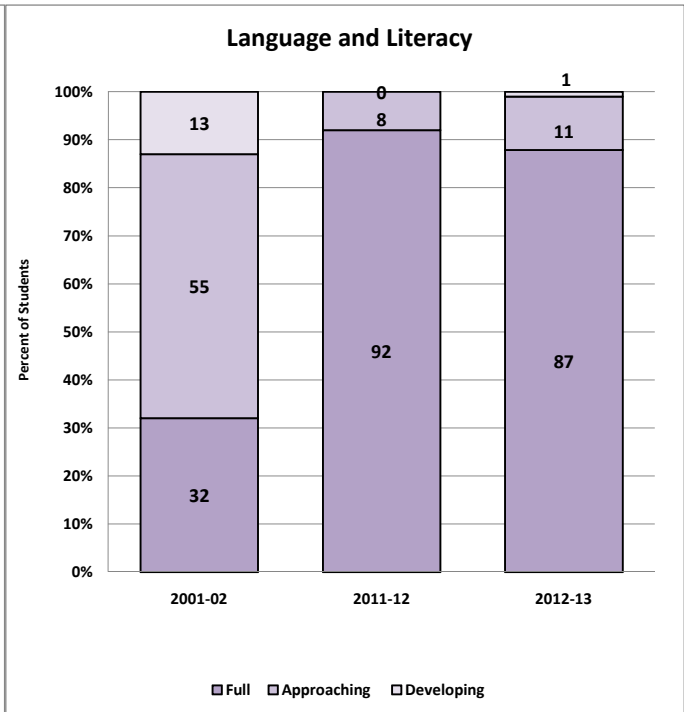
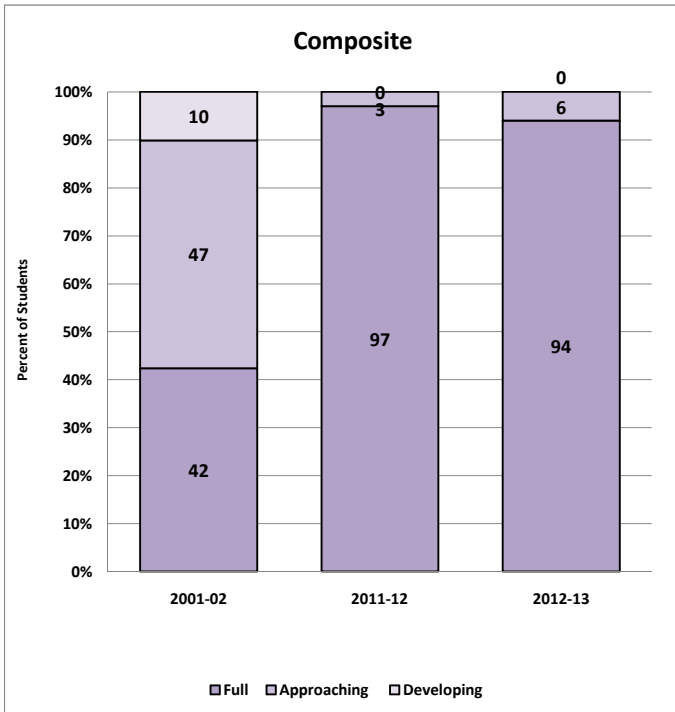
May not total 100% due to rounding.

Calvert County - Number of Kindergarten Students

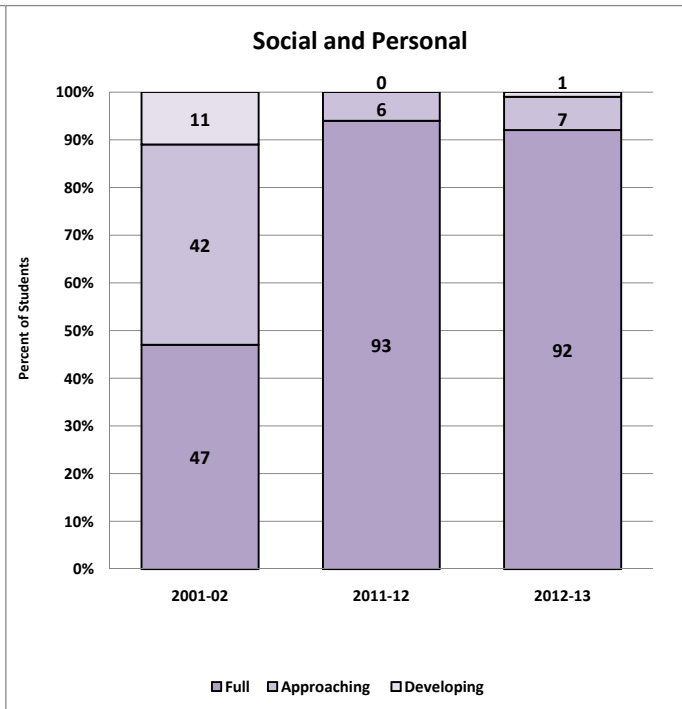
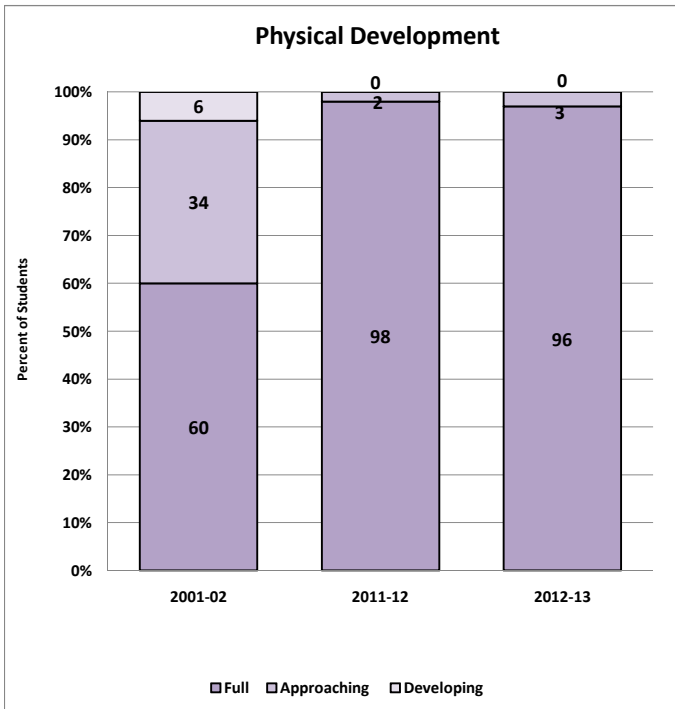
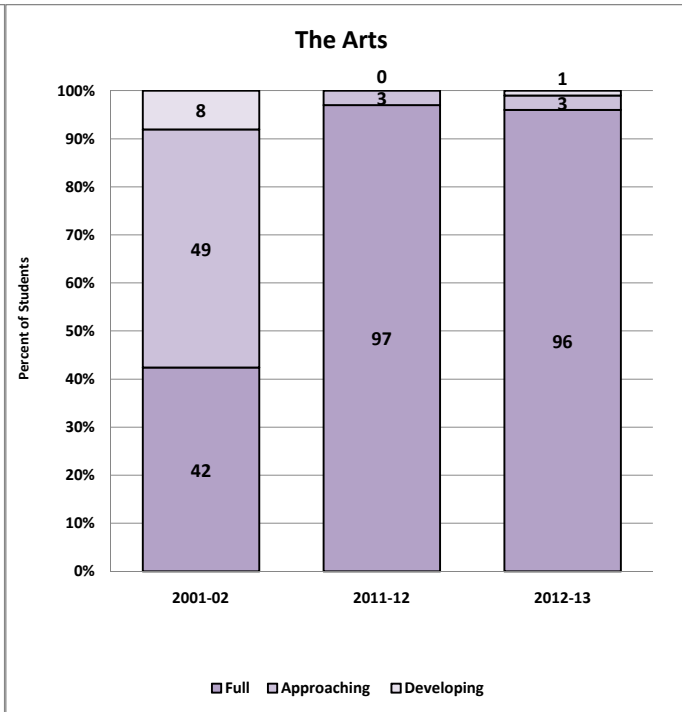
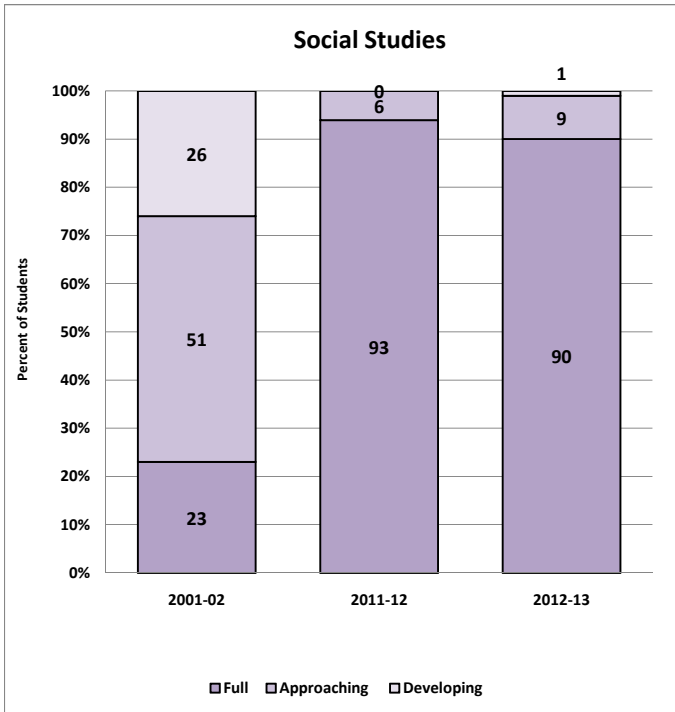
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	9	5	1	10	5	0	14	1	0	8	7	0	9	6	0	7	8	0	11	4	0	9	6	0	
African American	94	18	4	91	22	3	96	20	0	95	16	5	91	23	2	99	16	1	105	11	0	98	17	1	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	620	152	13	606	153	26	668	101	16	634	130	21	626	143	16	634	138	13	717	66	2	667	106	12	
Hispanic	41	16	2	43	13	3	48	9	2	44	12	3	44	13	2	47	11	1	58	0	1	50	8	1	
Two or More Races (Non-Hispanic/Latino)	56	18	3	52	22	3	61	14	2	55	20	2	60	16	1	62	12	3	71	6	0	65	12	0	
Gender																									
Male	382	144	17	400	119	24	448	82	13	419	102	22	416	110	17	400	130	13	486	55	2	438	94	11	
Female	439	66	6	403	97	11	441	63	7	419	83	9	416	91	4	449	56	6	478	32	1	453	55	3	
Prior Care																									
Child Care Center	247	73	6	253	65	8	276	48	2	268	56	2	259	65	2	267	56	3	294	32	0	276	50	0	
Family Child Care	117	19	3	111	23	5	120	16	3	114	19	6	121	14	4	120	15	4	135	3	1	125	13	1	
Head Start	46	8	1	44	10	1	48	6	1	47	5	3	48	6	1	47	7	1	48	6	1	50	4	1	
Home / Informal Care	147	46	7	143	46	11	165	28	7	150	40	10	149	45	6	156	41	3	177	22	1	159	35	6	
Non-public Nursery	136	27	1	135	26	3	139	24	1	132	29	3	130	31	3	127	36	1	157	7	0	141	22	1	
Pre-Kindergarten	127	37	5	117	45	7	140	23	6	126	36	7	124	40	5	132	31	6	152	17	0	139	25	5	
Special Education																									
No	761	181	14	752	180	24	819	126	11	782	158	16	774	174	8	785	162	9	886	69	1	825	125	6	
Yes	60	29	9	51	36	11	70	19	9	56	27	15	58	27	13	64	24	10	78	18	2	66	24	8	
English Language Learners																									
No	801	200	22	783	207	33	864	141	18	818	175	30	812	191	20	828	176	19	937	83	3	868	141	14	
Yes	20	10	1	20	9	2	25	4	2	20	10	1	20	10	1	21	10	0	27	4	0	23	8	0	
Free and Reduced Price Meals																									
No	613	148	18	604	149	26	665	99	15	625	137	17	615	149	15	631	136	12	716	62	1	662	107	10	
Yes	208	62	5	199	67	9	224	46	5	213	48	14	217	52	6	218	50	7	248	25	2	229	42	4	
Aggregated Data	821	210	23	803	216	35	889	145	20	838	185	31	832	201	21	849	186	19	964	87	3	891	149	14	

* = fewer than 5

MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Caroline County



MMSR Kindergarten Assessment 2012-2013
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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	91	6	3	79	14	6	79	14	6	85	10	5	82	13	5	90	5	5	96	4	0	87	10	3	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	92	7	1	90	10	0	93	7	0	93	7	0	92	8	0	97	3	0	97	2	1	95	5	0	
Hispanic	93	7	0	86	14	0	95	2	2	90	7	2	86	12	2	98	2	0	93	7	0	93	7	0	
Two or More Races (Non-Hispanic/Latino)	91	9	0	87	13	0	87	13	0	96	4	0	96	4	0	100	0	0	91	9	0	96	4	0	
Gender																									
Male	90	9	1	83	15	2	88	10	2	89	9	2	88	10	2	93	5	2	95	4	1	91	9	0	
Female	94	5	0	91	8	1	93	6	1	94	6	0	91	8	0	98	1	0	97	3	0	96	3	0	
Prior Care																									
Child Care Center	100	0	0	94	6	0	88	12	0	88	12	0	88	12	0	100	0	0	100	0	0	94	6	0	
Family Child Care	92	8	0	83	17	0	92	8	0	88	13	0	88	13	0	92	4	4	96	4	0	92	8	0	
Head Start	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	
Home / Informal Care	87	11	2	74	15	11	83	9	9	83	11	7	80	13	7	93	2	4	98	2	0	87	11	2	
Non-public Nursery	97	3	0	94	6	0	94	6	0	94	6	0	92	8	0	100	0	0	97	0	3	94	6	0	
Pre-Kindergarten	92	7	1	88	12	0	91	8	1	92	7	1	91	8	1	96	4	1	95	4	0	94	5	0	
Special Education																									
No	93	7	1	88	11	1	92	7	1	92	8	1	91	9	1	97	2	1	98	2	0	95	5	0	
Yes	83	11	6	74	23	3	74	20	6	86	9	6	83	11	6	86	11	3	77	20	3	80	17	3	
English Language Learners																									
No	92	7	1	87	12	1	90	9	1	91	8	1	90	9	1	96	3	1	96	4	1	93	6	0	
Yes	95	2	2	88	10	2	95	2	2	93	5	2	88	10	2	98	2	0	98	2	0	95	2	2	
Free and Reduced Price Meals																									
No	91	9	0	90	9	1	93	6	1	93	7	1	93	7	1	98	2	1	96	2	1	93	7	0	
Yes	93	6	1	85	13	1	89	9	2	90	8	1	88	10	1	95	4	1	96	4	0	94	6	1	
Aggregated Data	92	7	1	87	11	1	91	8	1	91	8	1	90	9	1	96	3	1	96	3	0	94	6	0	

* = fewer than 5

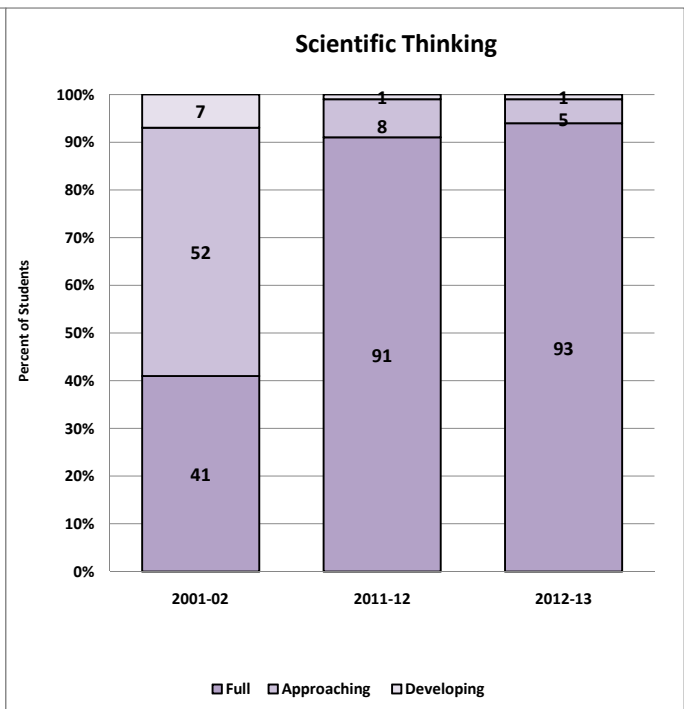
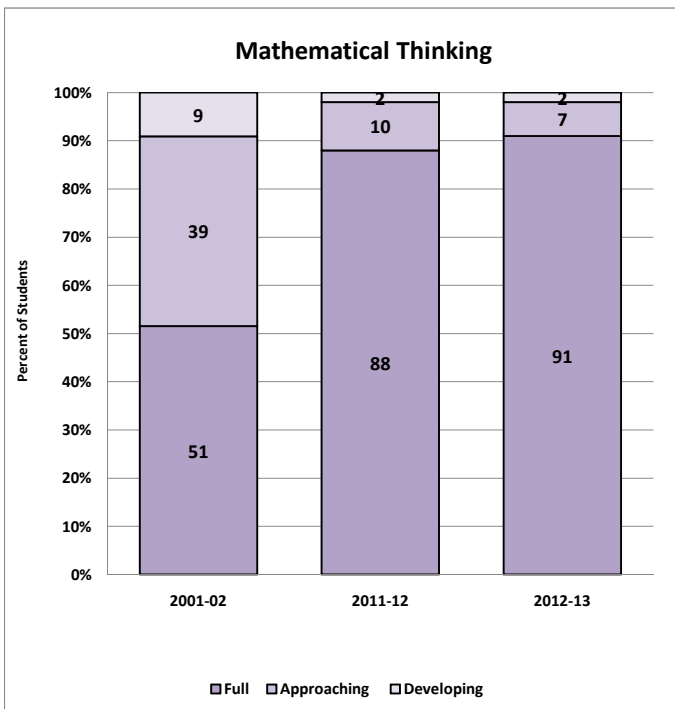
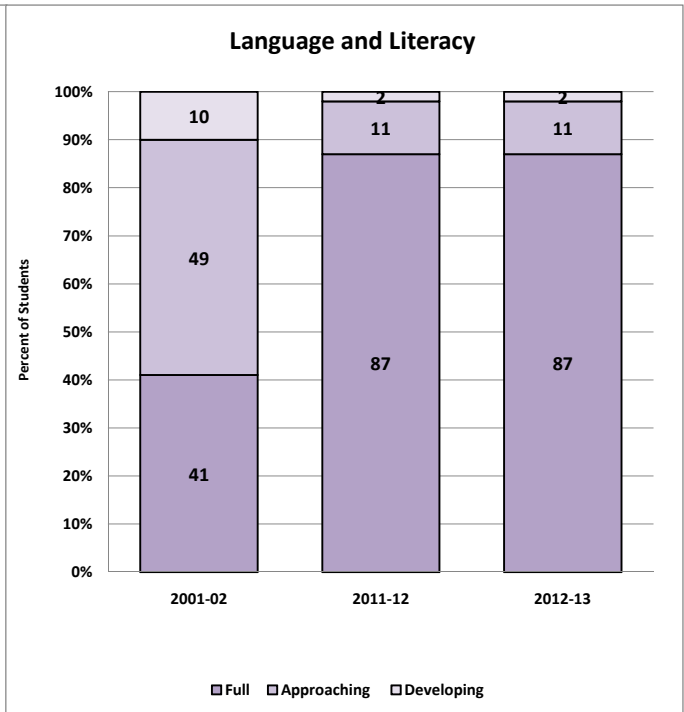
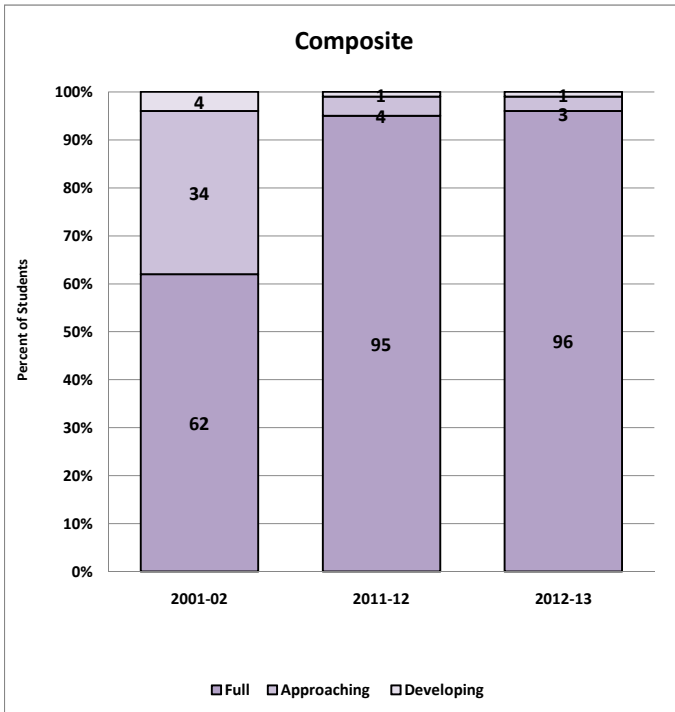
May not total 100% due to rounding.

Caroline County - Number of Kindergarten Students

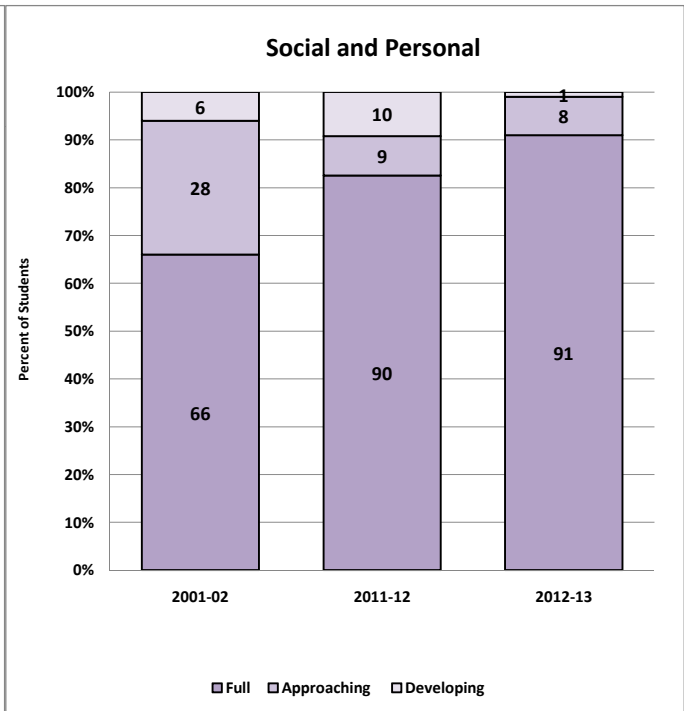
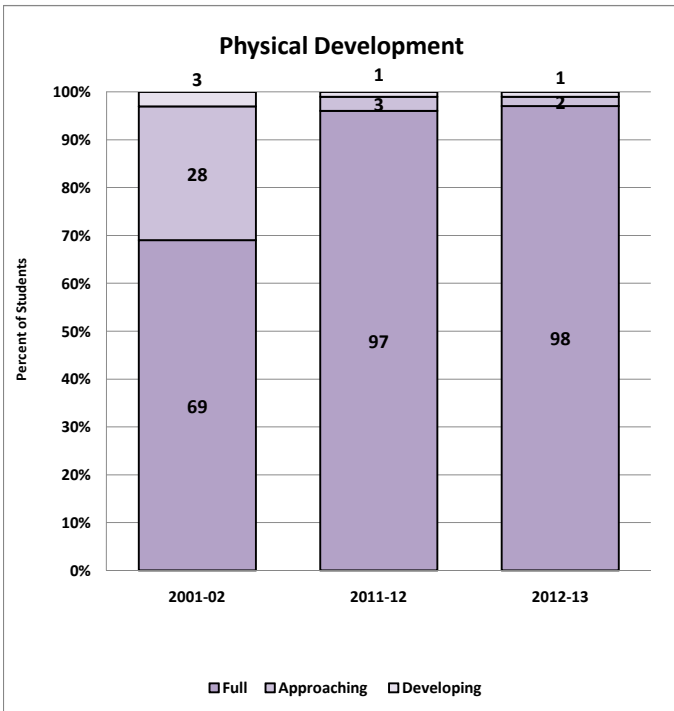
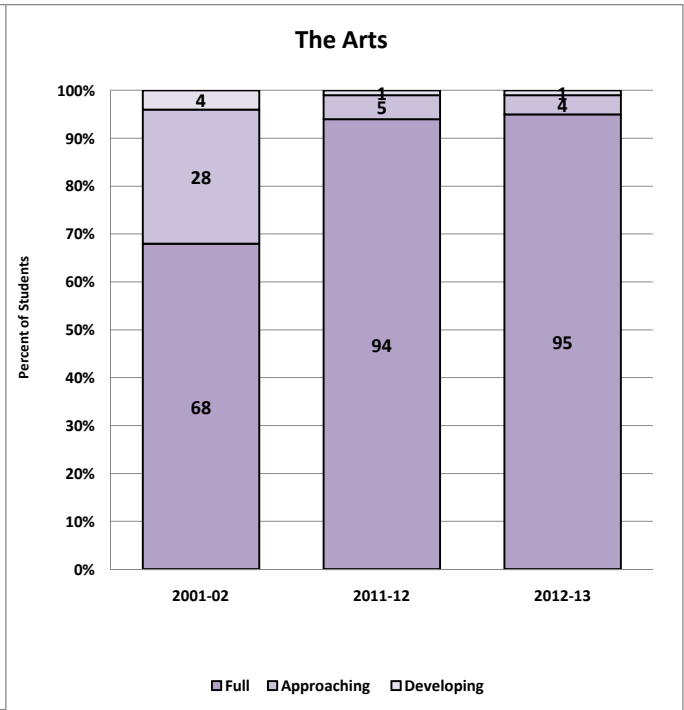
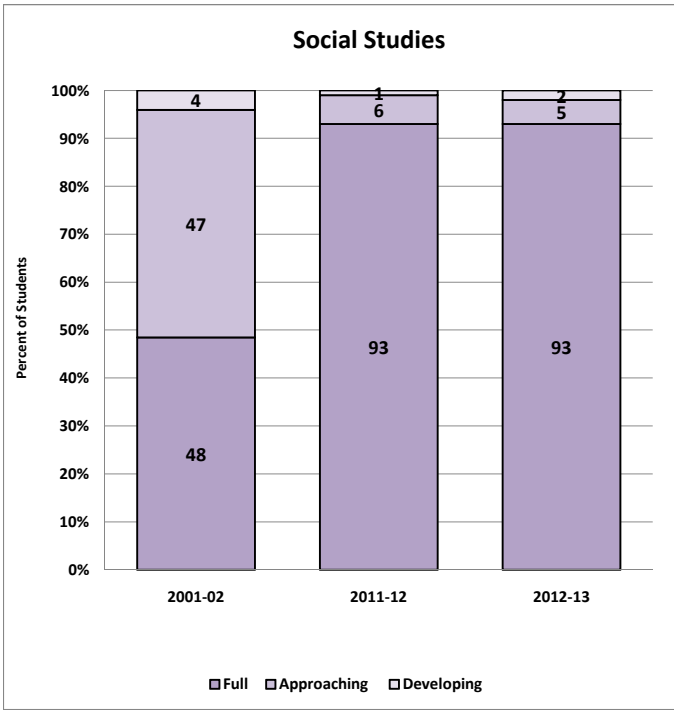
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	71	5	2	62	11	5	62	11	5	66	8	4	64	10	4	70	4	4	75	3	0	68	8	2	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	265	20	2	257	29	1	268	19	0	267	20	0	265	22	0	278	8	1	278	7	2	274	13	0	
Hispanic	39	3	0	36	6	0	40	1	1	38	3	1	36	5	1	41	1	0	39	3	0	39	3	0	
Two or More Races (Non-Hispanic/Latino)	21	2	0	20	3	0	20	3	0	22	1	0	22	1	0	23	0	0	21	2	0	22	1	0	
Gender																									
Male	180	18	3	166	31	4	176	21	4	178	19	4	177	20	4	187	10	4	191	8	2	182	18	1	
Female	221	12	1	213	19	2	218	14	2	219	14	1	214	19	1	230	3	1	227	7	0	225	8	1	
Prior Care																									
Child Care Center	17	0	0	16	1	0	15	2	0	15	2	0	15	2	0	17	0	0	17	0	0	16	1	0	
Family Child Care	22	2	0	20	4	0	22	2	0	21	3	0	21	3	0	22	1	1	23	1	0	22	2	0	
Head Start	6	0	0	6	0	0	6	0	0	6	0	0	6	0	0	6	0	0	6	0	0	6	0	0	
Home / Informal Care	40	5	1	34	7	5	38	4	4	38	5	3	37	6	3	43	1	2	45	1	0	40	5	1	
Non-public Nursery	35	1	0	34	2	0	34	2	0	34	2	0	33	3	0	36	0	0	35	0	1	34	2	0	
Pre-Kindergarten	279	22	3	267	36	1	277	25	2	281	21	2	277	25	2	291	11	2	290	13	1	287	16	1	
Special Education																									
No	372	26	2	353	42	5	368	28	4	367	30	3	362	35	3	387	9	4	391	8	1	379	20	1	
Yes	29	4	2	26	8	1	26	7	2	30	3	2	29	4	2	30	4	1	27	7	1	28	6	1	
English Language Learners																									
No	362	29	3	343	46	5	355	34	5	359	31	4	355	35	4	377	12	5	378	14	2	368	25	1	
Yes	39	1	1	36	4	1	39	1	1	38	2	1	36	4	1	40	1	0	40	1	0	39	1	1	
Free and Reduced Price Meals																									
No	149	15	0	148	14	2	153	10	1	152	11	1	152	11	1	160	3	1	158	4	2	153	11	0	
Yes	252	15	4	231	36	4	241	25	5	245	22	4	239	28	4	257	10	4	260	11	0	254	15	2	
Aggregated Data	401	30	4	379	50	6	394	35	6	397	33	5	391	39	5	417	13	5	418	15	2	407	26	2	

* = fewer than 5

MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Carroll County



MMSR Kindergarten Assessment 2012-2013
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	60	20	20	80	20	0	60	20	20	60	20	20	60	20	20	80	0	20	80	0	20	80	0	20
Asian	93	5	2	80	12	7	85	10	5	90	2	7	90	0	10	90	10	0	98	2	0	90	7	2
African American	89	11	0	85	11	4	89	9	2	94	6	0	94	6	0	92	6	2	98	2	0	94	6	0
Native Hawaiian/Pacific Islander	83	17	0	83	17	0	83	17	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
White	91	8	1	89	9	2	92	6	2	94	5	1	94	5	1	95	4	1	98	2	1	96	3	1
Hispanic	86	9	5	65	30	5	80	16	4	85	12	4	85	12	4	94	5	2	98	1	1	90	8	2
Two or More Races (Non-Hispanic/Latino)	98	2	0	96	4	0	100	0	0	98	2	0	98	2	0	98	2	0	100	0	0	98	2	0
Gender																								
Male	86	11	2	85	12	3	90	8	3	93	5	2	92	6	2	92	6	2	96	3	1	94	5	2
Female	95	4	1	89	9	2	92	6	1	94	6	1	95	4	1	98	2	0	99	1	0	97	2	1
Prior Care																								
Child Care Center	92	8	0	92	7	1	95	5	0	97	3	0	96	3	1	97	3	1	99	1	0	98	1	0
Family Child Care	91	9	0	88	12	0	90	10	0	93	7	0	95	5	0	100	0	0	100	0	0	98	2	0
Head Start	77	17	6	73	19	8	77	19	4	83	15	2	83	15	2	92	4	4	92	8	0	83	15	2
Home / Informal Care	90	9	2	82	12	6	86	10	4	91	7	2	90	7	3	93	5	1	97	2	0	92	6	2
Non-public Nursery	95	5	0	94	5	0	96	3	1	97	3	0	97	2	0	97	2	0	99	1	0	99	1	0
Pre-Kindergarten	84	12	4	76	20	4	84	10	5	88	9	3	88	8	4	90	7	3	94	3	3	91	6	3
Special Education																								
No	93	7	1	90	9	1	93	6	1	95	4	0	95	4	1	97	3	0	99	1	0	97	2	0
Yes	72	18	9	63	26	11	73	14	13	74	18	9	74	14	11	79	14	7	83	11	6	78	13	9
English Language Learners																								
No	91	8	1	89	10	2	92	6	2	94	5	1	94	5	1	95	4	1	98	2	1	96	3	1
Yes	90	5	5	31	54	15	56	33	10	69	21	10	67	18	15	87	10	3	97	3	0	74	23	3
Free and Reduced Price Meals																								
No	93	6	1	92	8	1	95	4	1	96	3	1	96	3	1	96	3	1	98	1	0	98	1	1
Yes	82	14	3	75	19	6	79	15	6	85	12	3	84	12	4	91	7	2	95	3	1	88	10	3
Aggregated Data	91	8	1	87	11	2	91	7	2	93	5	1	93	5	2	95	4	1	98	2	1	96	3	1

* = fewer than 5

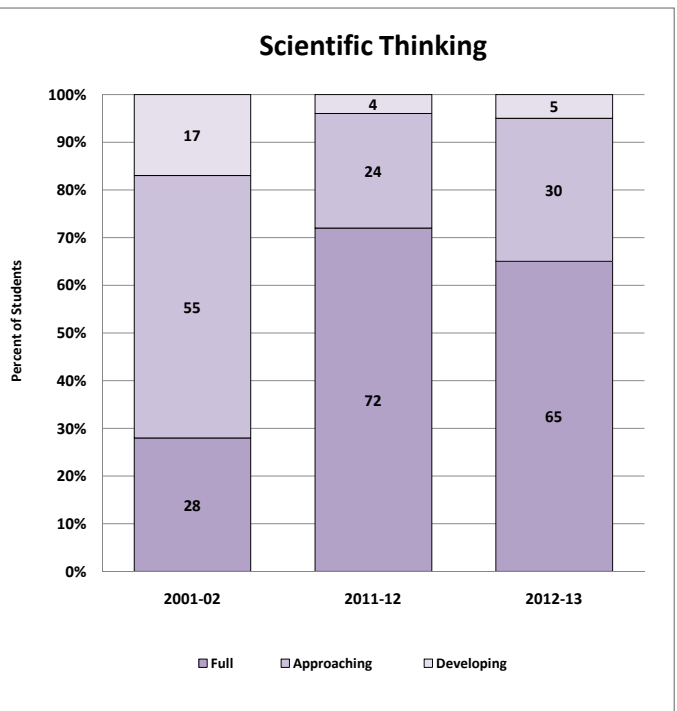
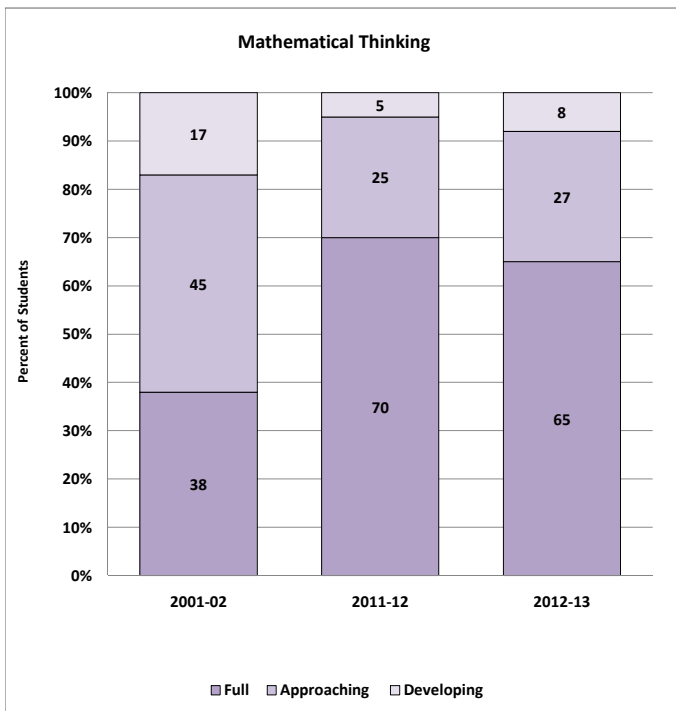
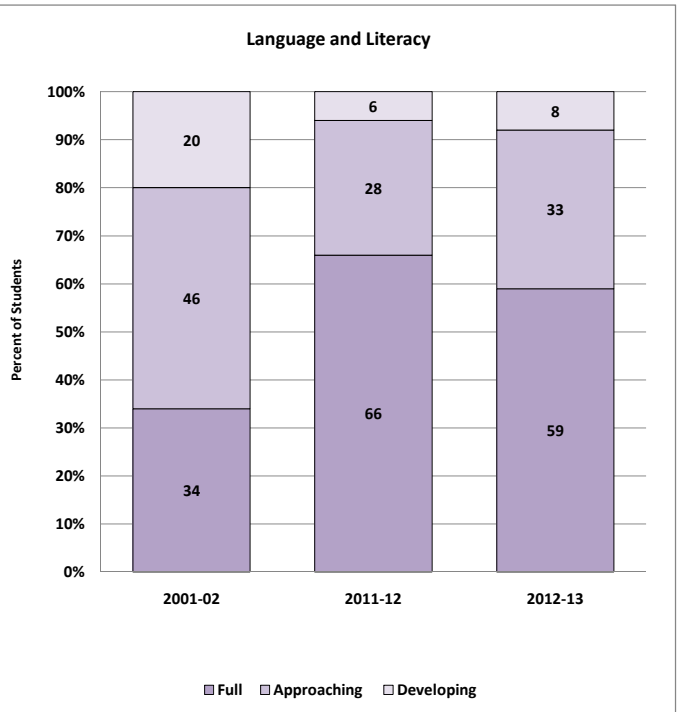
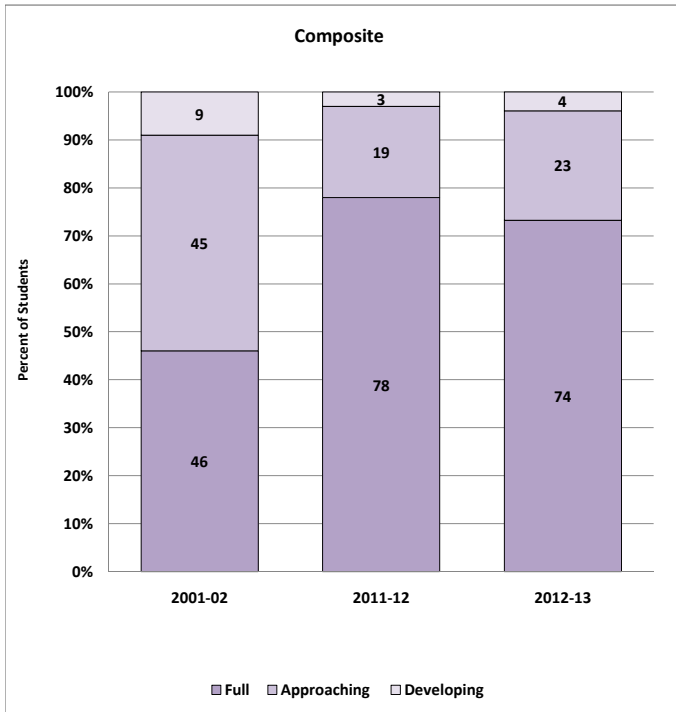
May not total 100% due to rounding.

Carroll County - Number of Kindergarten Students

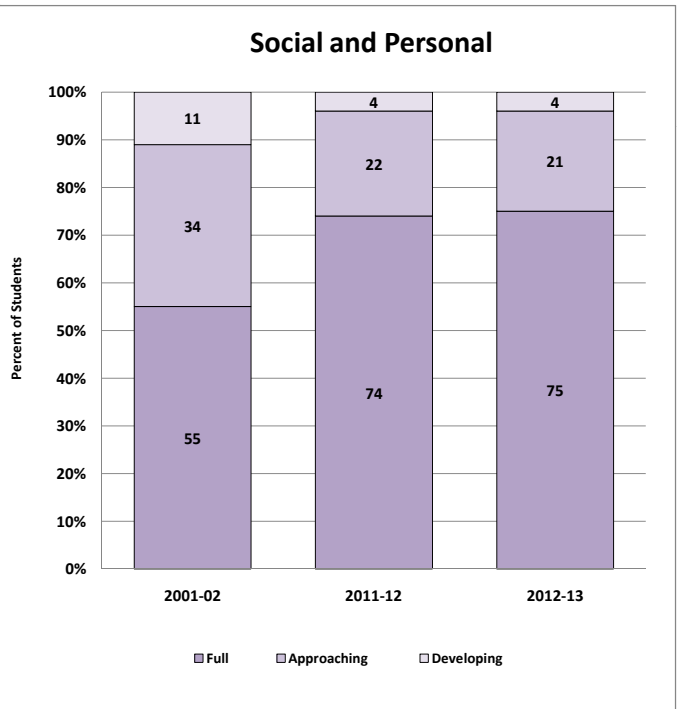
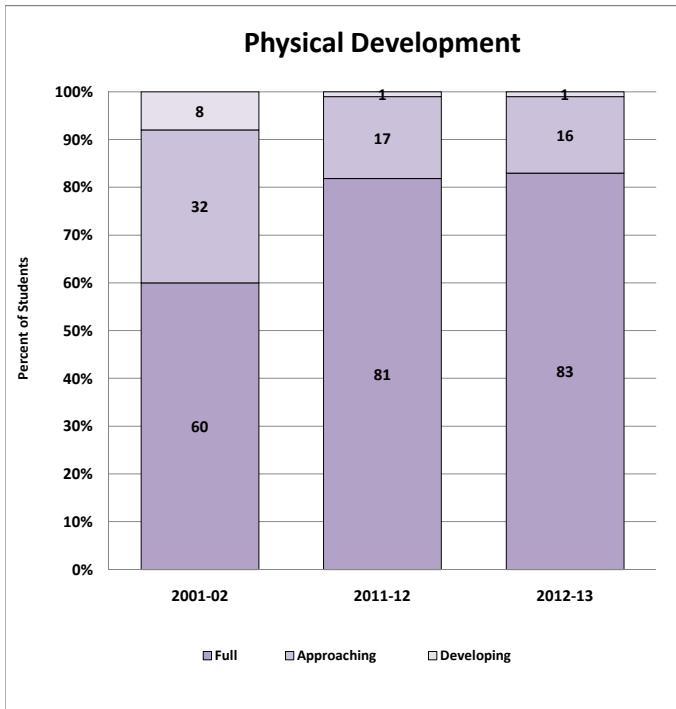
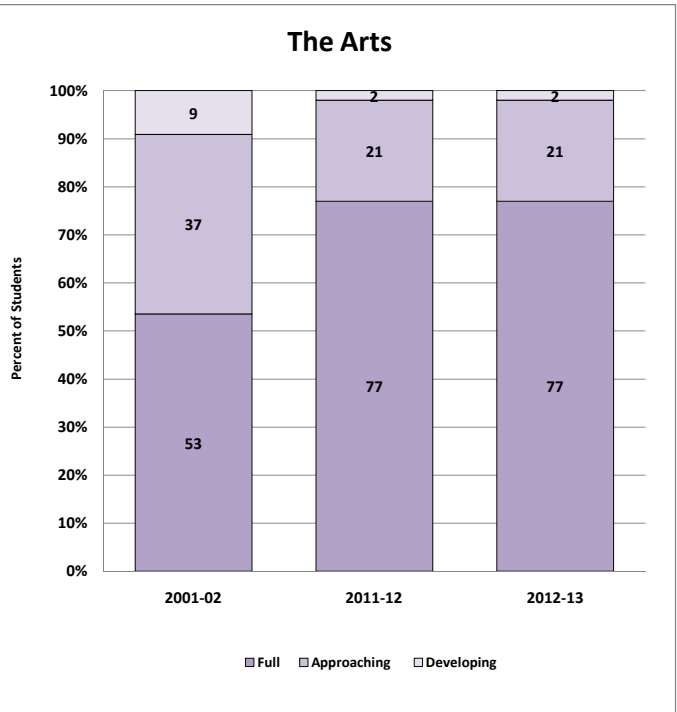
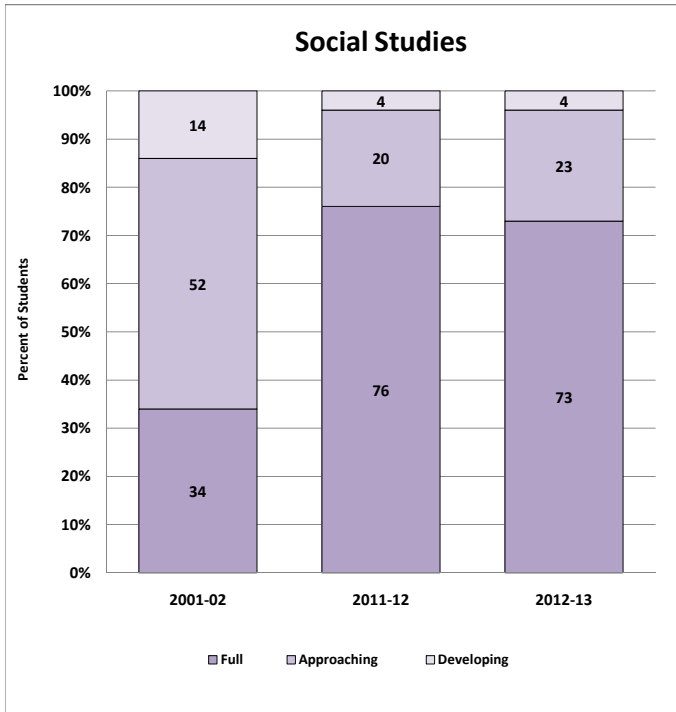
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite					
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing			
Race/Ethnicity																											
American Indian/Alaskan Native	3	1	1	4	1	0	3	1	1	3	1	1	3	1	1	4	0	1	4	0	1	4	0	1	4	0	1
Asian	38	2	1	33	5	3	35	4	2	37	1	3	37	0	4	37	4	0	40	1	0	37	3	1	37	3	1
African American	47	6	0	45	6	2	47	5	1	50	3	0	50	3	0	49	3	1	52	1	0	50	3	0	50	3	0
Native Hawaiian/Pacific Islander	5	1	0	5	1	0	5	1	0	6	0	0	6	0	0	6	0	0	6	0	0	6	0	0	6	0	0
White	1,331	116	18	1,303	135	27	1,344	92	29	1,375	76	14	1,375	70	20	1,395	56	14	1,429	26	10	1,408	42	15	1,408	42	15
Hispanic	95	10	5	72	33	5	88	18	4	93	13	4	93	13	4	103	5	2	108	1	1	99	9	2	99	9	2
Two or More Races (Non-Hispanic/Latino)	54	1	0	53	2	0	55	0	0	54	1	0	54	1	0	54	1	0	55	0	0	54	1	0	54	1	0
Gender																											
Male	759	101	20	750	108	22	789	66	25	818	46	16	806	55	19	811	54	15	848	23	9	826	40	14	826	40	14
Female	814	36	5	765	75	15	788	55	12	800	49	6	812	33	10	837	15	3	846	6	3	832	18	5	832	18	5
Prior Care																											
Child Care Center	344	29	1	344	28	2	354	19	1	361	12	1	360	11	3	361	11	2	371	2	1	368	5	1	368	5	1
Family Child Care	53	5	0	51	7	0	52	6	0	54	4	0	55	3	0	58	0	0	58	0	0	57	1	0	57	1	0
Head Start	40	9	3	38	10	4	40	10	2	43	8	1	43	8	1	48	2	2	48	4	0	43	8	1	43	8	1
Home / Informal Care	275	27	5	253	37	17	263	31	13	279	21	7	276	23	8	287	16	4	299	7	1	283	19	5	283	19	5
Non-public Nursery	555	27	2	550	32	2	562	19	3	566	16	2	569	13	2	569	13	2	579	4	1	578	5	1	578	5	1
Pre-Kindergarten	269	37	13	244	63	12	269	33	17	280	29	10	280	25	14	288	23	8	300	10	9	291	18	10	291	18	10
Special Education																											
No	1,433	105	9	1,393	137	17	1,436	97	14	1,477	63	7	1,476	62	9	1,497	44	6	1,536	10	1	1,508	36	3	1,508	36	3
Yes	126	32	16	109	45	20	127	24	23	128	31	15	129	25	20	138	24	12	144	19	11	136	22	16	136	22	16
English Language Learners																											
No	1524	135	23	1490	161	31	1541	108	33	1578	86	18	1579	80	23	1601	64	17	1642	28	12	1615	49	18	1615	49	18
Yes	35	2	2	12	21	6	22	13	4	27	8	4	26	7	6	34	4	1	38	1	0	29	9	1	29	9	1
Free and Reduced Price Meals																											
No	1,199	75	10	1,176	99	9	1,217	57	10	1,232	43	9	1,239	34	11	1,237	39	8	1,263	15	6	1,260	16	8	1,260	16	8
Yes	360	62	15	326	83	28	346	64	27	373	51	13	366	53	18	398	29	10	417	14	6	384	42	11	384	42	11
Aggregated Data	1,573	137	25	1,515	183	37	1,577	121	37	1,618	95	22	1,618	88	29	1,648	69	18	1,694	29	12	1,658	58	19	1,658	58	19

* = fewer than 5

MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Cecil County



MMSR Kindergarten Assessment 2012-2013
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	100	0	0	67	33	0	67	33	0	67	33	0	67	17	17	67	33	0	67	33	0	83	17	0	
African American	68	27	5	48	40	12	57	30	13	61	29	10	61	30	9	78	20	2	79	19	2	64	28	8	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	75	21	4	61	32	8	67	26	7	67	29	4	75	22	4	77	21	2	83	15	2	75	22	3	
Hispanic	74	23	3	50	39	11	55	41	5	55	41	5	58	36	6	71	27	2	82	18	0	67	30	3	
Two or More Races (Non-Hispanic/Latino)	84	14	2	59	36	5	64	29	7	63	36	2	75	20	5	79	21	0	88	13	0	79	18	4	
Gender																									
Male	67	28	5	54	35	11	63	27	10	64	30	6	68	26	6	71	26	4	78	20	2	69	26	5	
Female	85	13	2	65	30	5	68	26	6	67	30	3	78	19	3	83	16	1	89	10	1	79	19	2	
Prior Care																									
Child Care Center	77	21	2	65	31	3	72	21	7	67	29	3	81	16	3	79	20	1	88	10	2	80	19	2	
Family Child Care	78	16	7	61	31	8	62	29	9	60	36	4	72	21	7	72	26	2	88	12	0	71	22	7	
Head Start	65	29	6	40	48	12	49	37	14	52	42	6	63	35	2	65	34	2	72	26	2	57	40	3	
Home / Informal Care	75	20	5	49	39	12	55	36	10	57	36	7	65	26	8	73	24	4	79	20	1	70	23	7	
Non-public Nursery	86	14	0	78	19	3	80	19	1	79	20	1	90	9	1	87	12	1	93	7	0	88	12	0	
Pre-Kindergarten	76	21	4	60	32	8	67	26	6	67	29	4	70	25	4	77	21	2	82	16	2	74	23	3	
Special Education																									
No	77	20	3	62	32	6	67	26	7	67	30	4	75	21	4	78	20	2	86	14	1	76	21	3	
Yes	54	35	11	29	46	26	47	37	16	50	32	17	48	40	12	64	29	6	57	36	7	50	39	11	
English Language Learners																									
No	75	21	4	60	32	8	66	26	8	66	29	5	73	22	4	77	21	2	83	15	1	74	22	3	
Yes	71	25	4	21	63	17	33	54	13	38	50	13	33	46	21	50	46	4	71	29	0	46	46	8	
Free and Reduced Price Meals																									
No	81	17	2	69	26	5	75	21	4	73	25	2	81	17	2	80	18	1	88	12	1	81	17	2	
Yes	69	26	6	48	41	12	54	34	13	57	36	8	63	30	7	72	25	3	77	21	2	65	29	6	
Aggregated Data	75	21	4	59	33	8	65	27	8	65	30	5	73	23	4	77	21	2	83	16	1	74	23	4	

* = fewer than 5

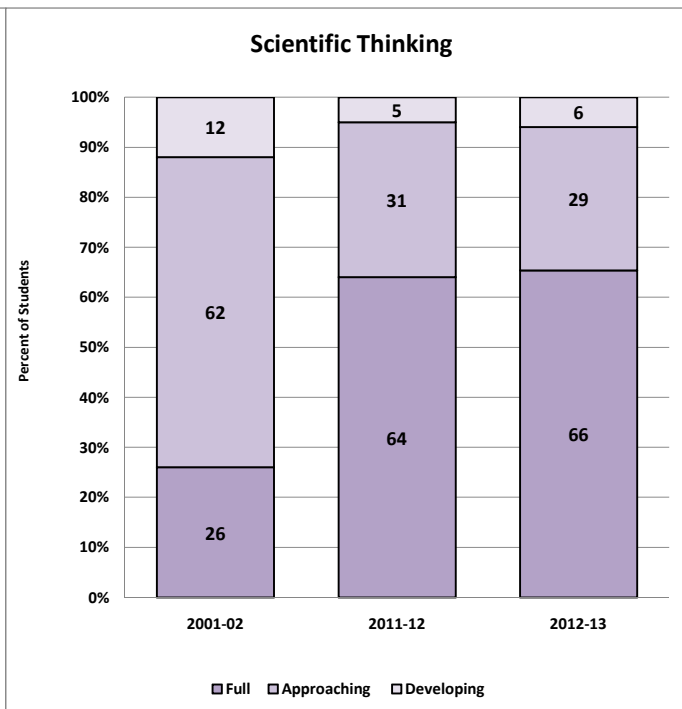
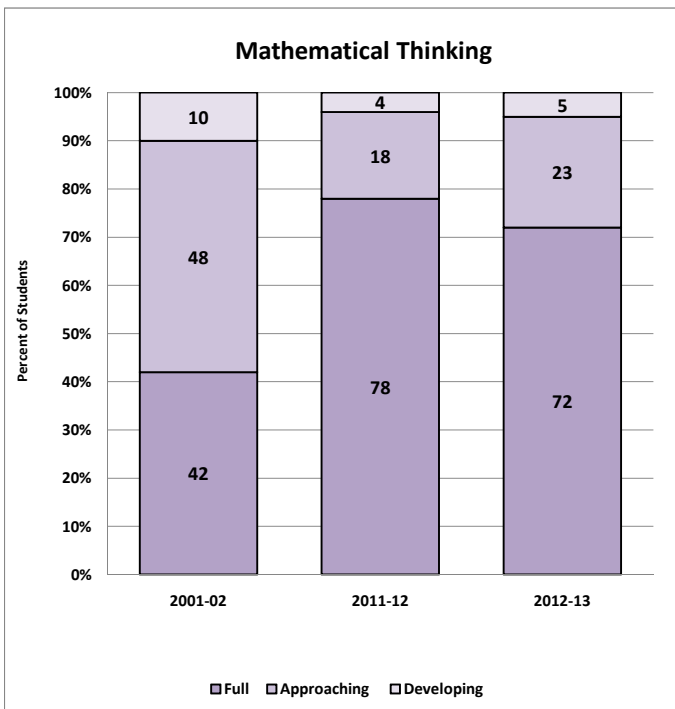
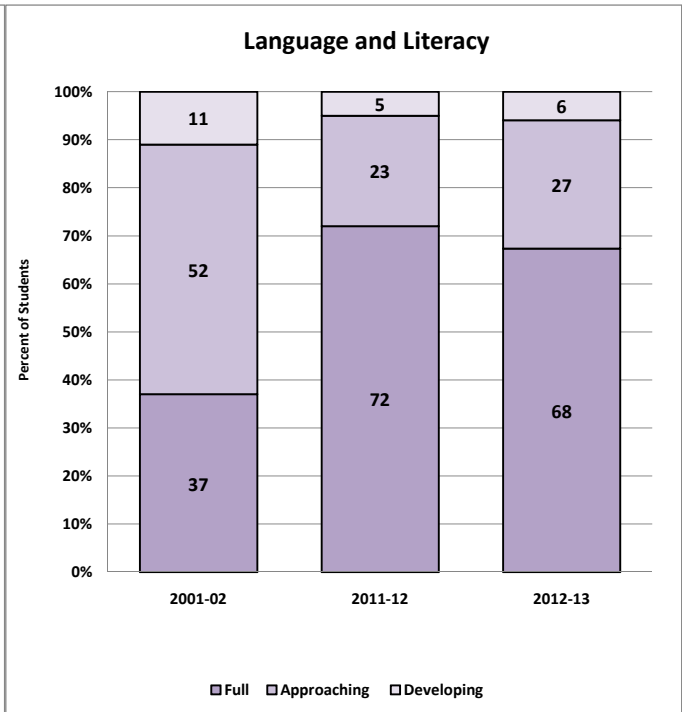
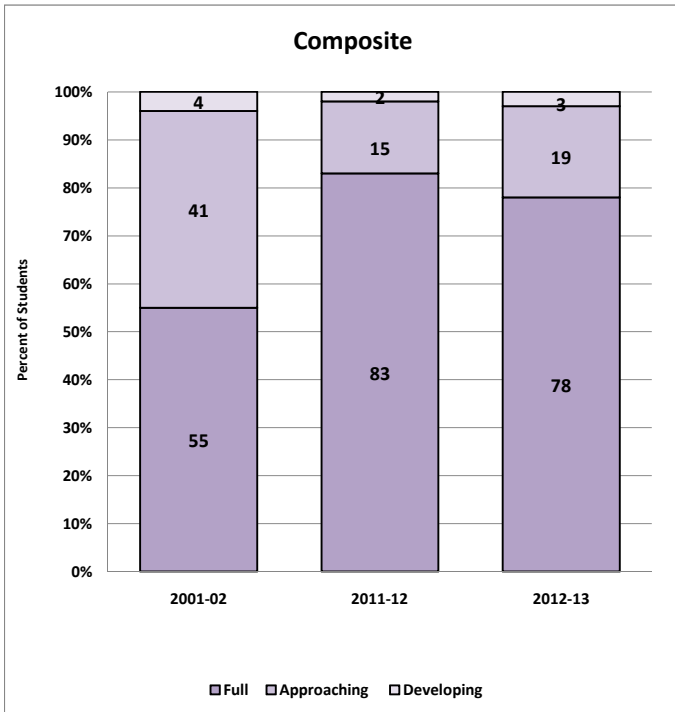
May not total 100% due to rounding.

Cecil County - Number of Kindergarten Students

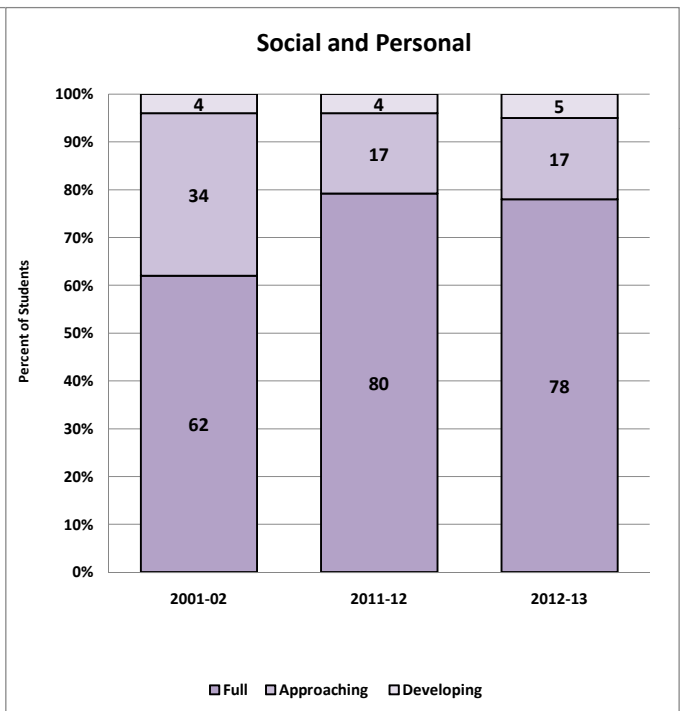
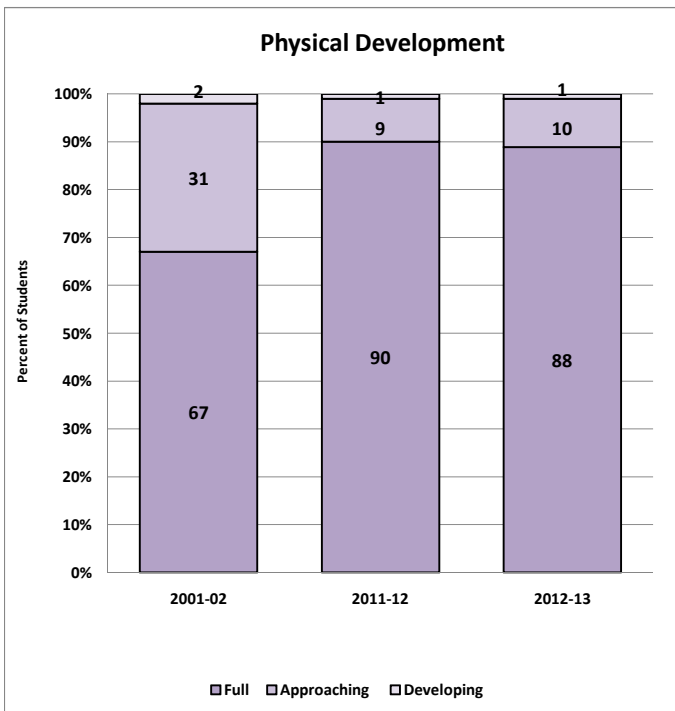
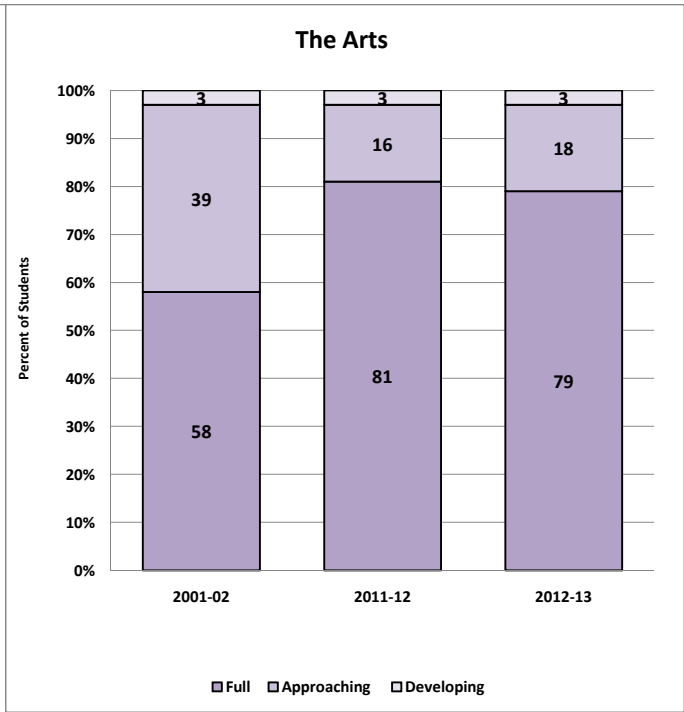
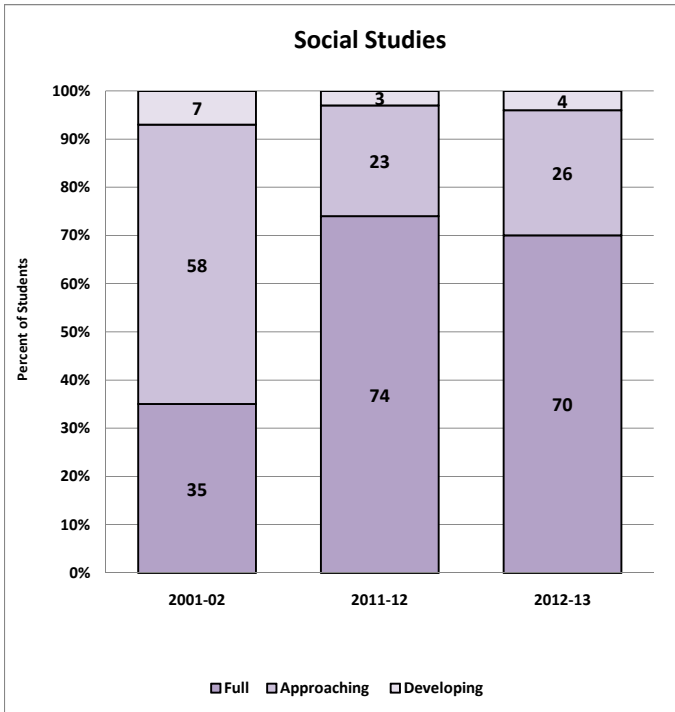
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	6	0	0	4	2	0	4	2	0	4	2	0	4	1	1	4	2	0	4	2	0	5	1	0	
African American	67	26	5	47	39	12	56	29	13	60	28	10	60	29	9	76	20	2	77	19	2	63	27	8	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	727	200	36	585	305	73	644	246	72	640	279	43	719	207	36	739	201	23	801	147	15	719	212	30	
Hispanic	49	15	2	33	26	7	36	27	3	36	27	3	38	24	4	47	18	1	54	12	0	44	20	2	
Two or More Races (Non-Hispanic/Latino)	47	8	1	33	20	3	36	16	4	35	20	1	42	11	3	44	12	0	49	7	0	44	10	2	
Gender																									
Male	436	181	34	353	229	69	411	177	62	415	194	41	444	170	36	461	167	23	506	132	13	449	167	33	
Female	462	68	11	352	163	26	368	143	30	363	162	16	422	102	17	451	87	3	482	55	4	429	103	9	
Prior Care																									
Child Care Center	134	36	3	113	54	6	125	36	12	116	51	6	139	28	5	137	34	2	152	18	3	137	32	3	
Family Child Care	69	14	6	54	28	7	55	26	8	53	32	4	64	19	6	64	23	2	78	11	0	63	20	6	
Head Start	42	19	4	26	31	8	32	24	9	34	27	4	41	23	1	42	22	1	47	17	1	37	26	2	
Home / Informal Care	63	17	4	41	33	10	46	30	8	48	30	6	55	22	7	61	20	3	66	17	1	59	19	6	
Non-public Nursery	132	22	0	120	29	5	123	29	2	122	31	1	139	14	1	134	18	2	143	11	0	136	18	0	
Pre-Kindergarten	399	109	19	317	168	42	353	139	34	351	152	23	371	133	23	407	110	10	433	86	8	391	121	14	
Special Education																									
No	833	210	33	670	340	66	724	278	74	719	319	38	808	227	40	837	220	19	920	147	9	819	226	30	
Yes	61	39	12	32	51	29	52	41	18	56	36	19	54	45	13	72	33	7	64	40	8	56	43	12	
English Language Learners																									
No	877	243	44	697	376	91	768	306	89	766	343	54	854	261	48	897	242	25	967	180	17	864	258	40	
Yes	17	6	1	5	15	4	8	13	3	9	12	3	8	11	5	12	11	1	17	7	0	11	11	2	
Free and Reduced Price Meals																									
No	519	108	14	440	169	32	483	135	23	466	159	16	517	108	15	516	116	9	562	74	5	521	109	10	
Yes	375	141	31	262	222	63	293	184	69	309	196	41	345	164	38	393	137	17	422	113	12	354	160	32	
Aggregated Data	898	249	45	705	392	95	779	320	92	778	356	57	866	272	53	912	254	26	988	187	17	878	270	42	

* = fewer than 5

MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Charles County



MMSR Kindergarten Assessment 2012-2013
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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	86	10	4	76	18	6	84	14	2	72	22	6	74	22	4	82	16	2	92	6	2	82	16	2	
African American	73	21	6	66	28	6	71	24	5	63	31	6	70	26	5	76	21	3	87	11	2	77	20	4	
Native Hawaiian/Pacific Islander	86	14	0	86	14	0	71	29	0	71	29	0	57	43	0	86	14	0	100	0	0	86	14	0	
White	82	14	4	73	23	4	76	19	5	71	25	4	73	23	3	83	14	2	89	9	2	82	16	2	
Hispanic	78	15	6	57	30	13	60	29	10	58	29	13	56	34	10	70	26	4	88	12	0	68	28	4	
Two or More Races (Non-Hispanic/Latino)	81	15	4	68	31	1	70	27	3	65	32	3	72	25	3	86	13	2	89	11	0	77	22	1	
Gender																									
Male	70	23	7	64	29	7	69	25	6	64	29	7	66	28	6	72	24	4	84	14	2	74	22	4	
Female	86	11	3	72	24	4	75	21	4	68	29	4	74	23	3	87	12	1	93	6	1	83	16	2	
Prior Care																									
Child Care Center	72	21	7	70	28	2	76	22	2	66	32	2	71	27	2	79	19	2	90	9	1	80	18	2	
Family Child Care	84	13	2	63	34	2	65	30	5	55	43	2	68	27	5	88	11	1	93	6	1	80	18	1	
Head Start	63	27	11	50	41	9	54	36	11	45	46	9	52	43	5	70	25	5	82	16	2	59	36	5	
Home / Informal Care	78	17	4	61	29	11	64	28	8	61	31	8	63	29	8	77	18	4	86	13	2	72	24	5	
Non-public Nursery	81	16	3	77	20	2	81	16	2	73	25	2	76	22	2	79	19	1	93	6	1	86	13	1	
Pre-Kindergarten	79	16	5	68	26	6	72	22	5	67	26	7	71	24	5	79	18	3	87	11	2	78	19	3	
Special Education																									
No	80	17	3	71	26	4	75	22	4	68	29	4	72	25	3	81	18	2	91	9	0	81	17	2	
Yes	55	23	23	39	38	23	42	38	20	42	31	27	44	32	23	59	27	13	60	27	13	44	37	18	
English Language Learners																									
No	78	17	5	69	26	5	73	23	5	66	29	5	71	25	4	79	18	3	88	10	1	78	19	3	
Yes	74	17	9	26	48	26	30	57	13	52	26	22	30	48	22	74	26	0	91	9	0	48	48	4	
Free and Reduced Price Meals																									
No	80	16	4	73	23	4	78	19	3	69	26	4	74	23	3	82	16	2	90	9	1	82	16	2	
Yes	74	20	6	60	32	8	63	29	8	60	32	8	64	30	7	74	23	4	85	12	3	71	24	5	
Aggregated Data	78	17	5	68	27	6	72	23	5	66	29	6	70	26	4	79	18	3	88	10	1	78	19	3	

* = fewer than 5

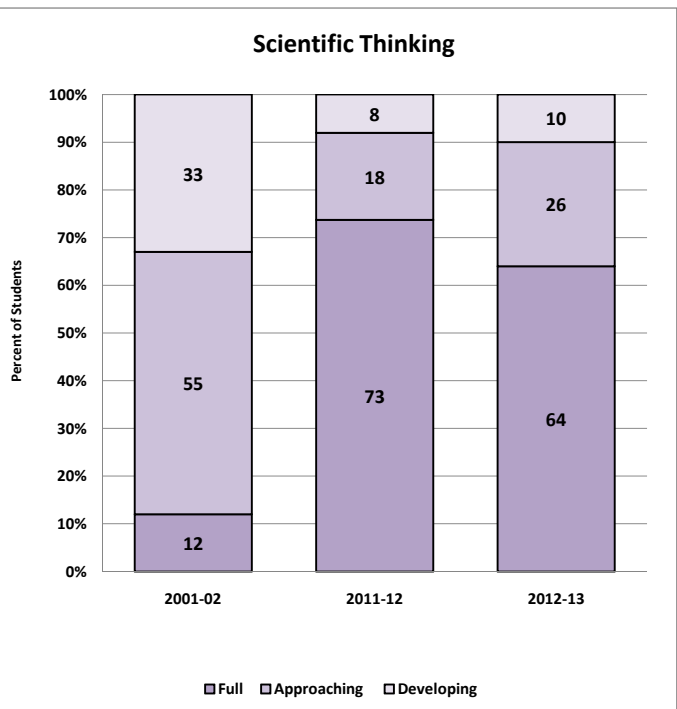
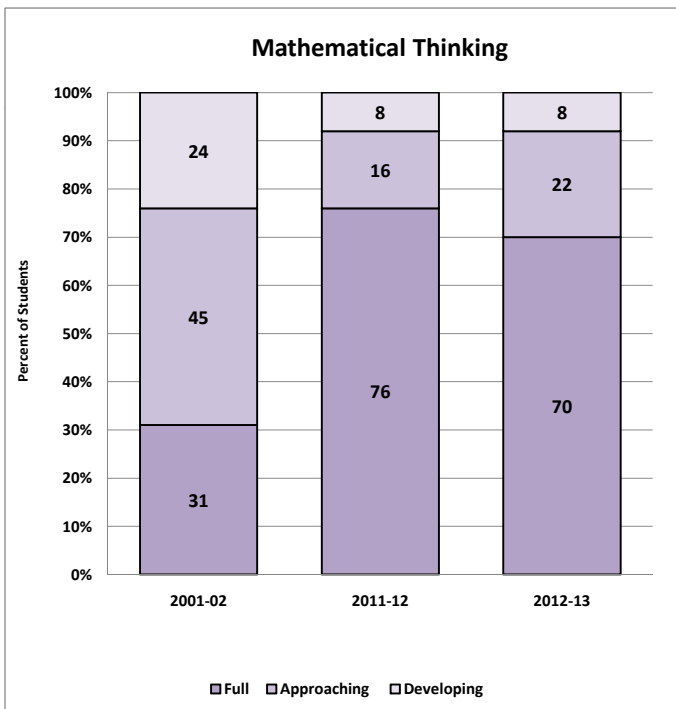
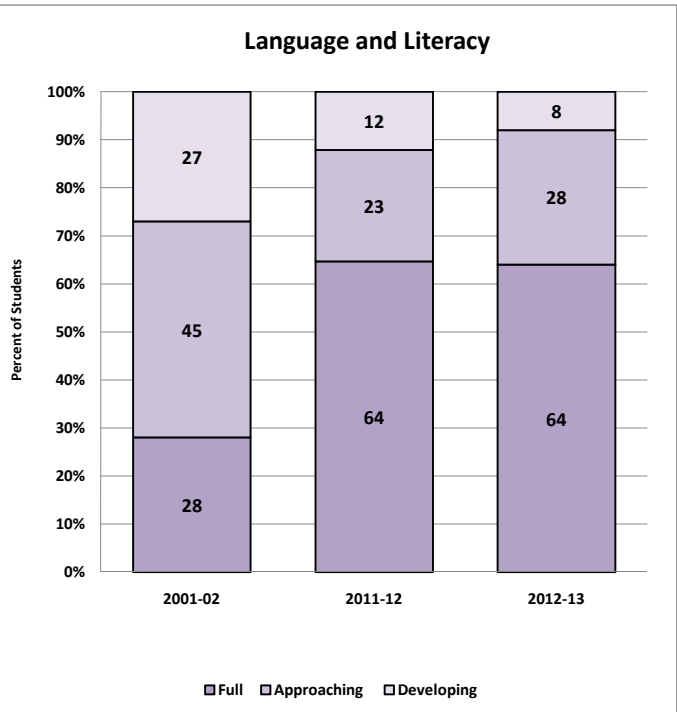
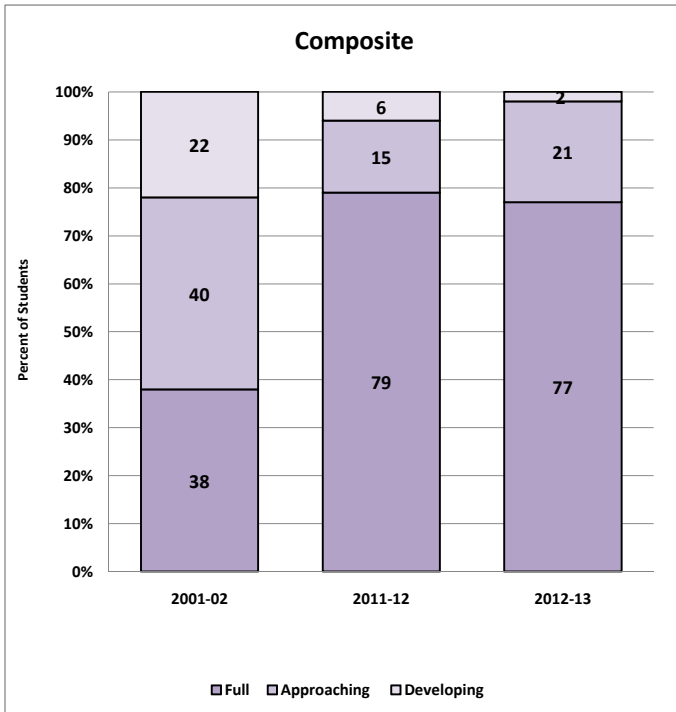
May not total 100% due to rounding.

Charles County - Number of Kindergarten Students

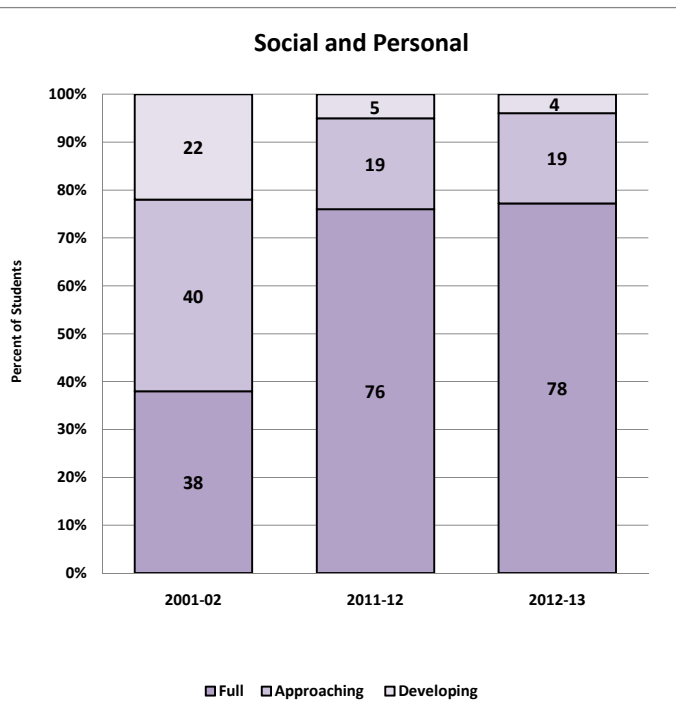
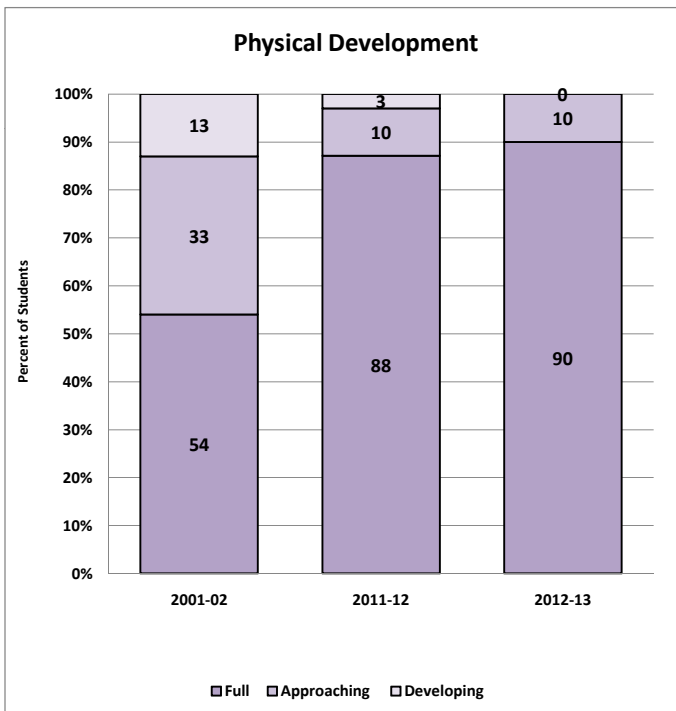
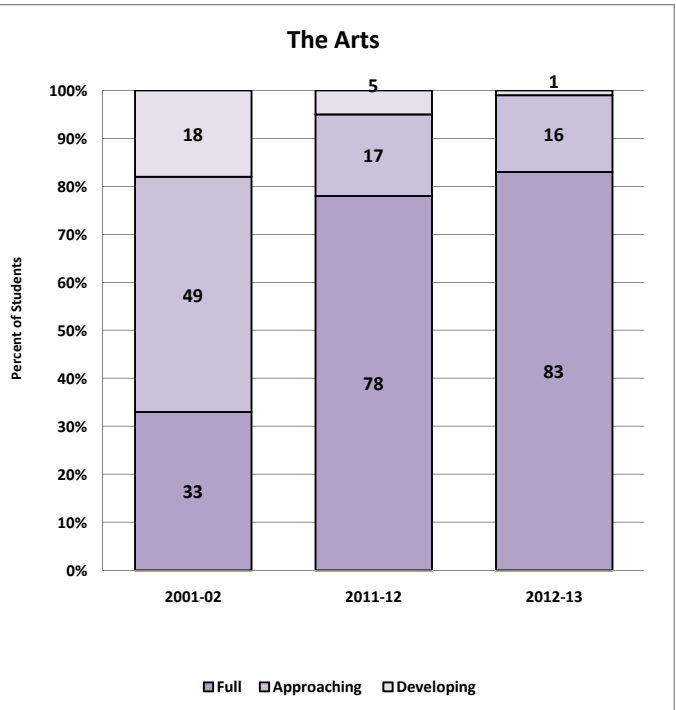
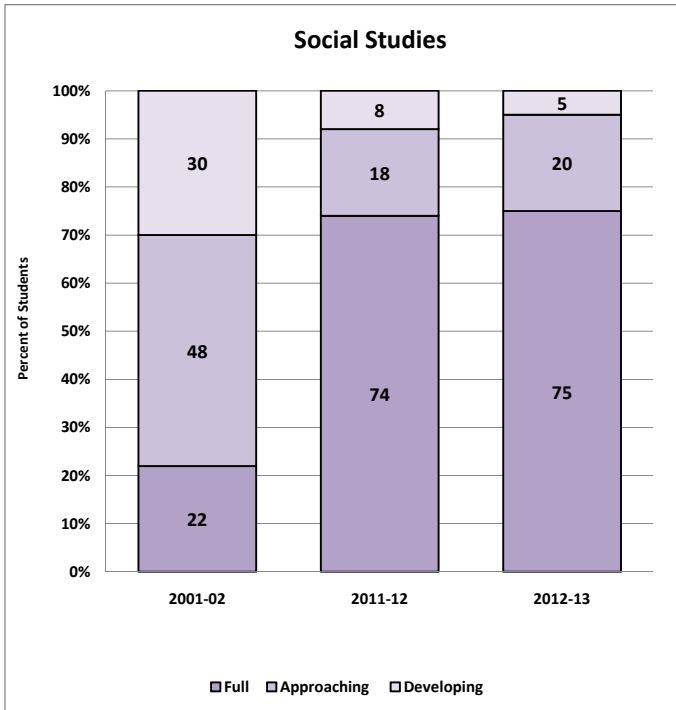
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	43	5	2	38	9	3	42	7	1	36	11	3	37	11	2	41	8	1	46	3	1	41	8	1	
African American	627	180	47	562	242	50	603	208	43	541	262	50	593	220	40	647	181	25	745	93	15	654	167	32	
Native Hawaiian/Pacific Islander	6	1	0	6	1	0	5	2	0	5	2	0	4	3	0	6	1	0	7	0	0	6	1	0	
White	471	79	23	417	131	25	438	109	26	406	144	23	420	134	19	477	82	14	510	53	10	471	89	13	
Hispanic	109	21	9	79	42	18	84	41	14	80	41	18	78	47	14	97	36	6	123	16	0	94	39	6	
Two or More Races (Non-Hispanic/Latino)	108	20	5	91	41	1	93	36	4	86	43	4	96	33	4	114	17	2	119	14	0	103	29	1	
Gender																									
Male	652	213	64	597	266	66	645	231	53	595	268	65	617	259	52	666	226	36	782	126	20	686	204	38	
Female	716	93	22	599	201	31	623	173	35	561	237	33	614	190	27	720	99	12	772	53	6	686	130	15	
Prior Care																									
Child Care Center	217	62	21	211	83	6	228	65	7	199	95	6	213	80	7	236	58	6	271	27	2	240	54	6	
Family Child Care	69	11	2	52	28	2	53	25	4	45	35	2	56	22	4	72	9	1	76	5	1	66	15	1	
Head Start	35	15	6	28	23	5	30	20	6	25	26	5	29	24	3	39	14	3	46	9	1	33	20	3	
Home / Informal Care	153	34	8	118	56	21	125	54	16	119	60	16	123	56	16	151	36	8	167	25	3	140	46	9	
Non-public Nursery	163	32	6	155	41	5	163	33	5	147	50	4	152	45	4	159	39	3	186	13	2	172	26	3	
Pre-Kindergarten	728	149	43	627	236	57	665	205	50	617	238	64	654	221	44	724	168	27	802	100	17	717	171	31	
Special Education																									
No	1,290	274	54	1,141	413	64	1,208	350	60	1,097	461	59	1,168	403	46	1,302	286	29	1,469	140	8	1,309	281	27	
Yes	78	32	32	55	54	33	60	54	28	59	44	39	63	46	33	84	39	19	85	39	18	63	53	26	
English Language Learners																									
No	1351	302	84	1190	456	91	1261	391	85	1144	499	93	1224	438	74	1369	319	48	1533	177	26	1361	323	52	
Yes	17	4	2	6	11	6	7	13	3	12	6	5	7	11	5	17	6	0	21	2	0	11	11	1	
Free and Reduced Price Meals																									
No	871	171	46	796	252	40	844	209	35	755	288	45	804	249	35	892	173	23	982	97	9	894	173	21	
Yes	497	135	40	400	215	57	424	195	53	401	217	53	427	200	44	494	152	25	572	82	17	478	161	32	
Aggregated Data	1,368	306	86	1,196	467	97	1,268	404	88	1,156	505	98	1,231	449	79	1,386	325	48	1,554	179	26	1,372	334	53	

* = fewer than 5

MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Dorchester County



MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
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	100	0	0	0	100	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Asian	80	0	20	60	20	20	80	0	20	80	0	20	80	0	20	80	20	0	80	20	0	80	20	0	80	0	20
African American	69	23	8	54	35	10	61	29	9	52	34	14	67	27	6	76	22	2	86	14	0	69	28	3			
Native Hawaiian/Pacific Islander	50	50	0	50	50	0	50	50	0	50	50	0	50	50	0	50	50	0	100	0	0	50	50	0			
White	84	16	0	74	21	5	78	18	4	75	20	4	85	12	3	89	10	1	94	6	0	87	13	0			
Hispanic	87	13	0	67	20	13	67	20	13	60	13	27	60	33	7	93	0	7	93	0	7	73	20	7			
Two or More Races (Non-Hispanic/Latino)	88	13	0	69	25	6	81	3	16	72	19	9	78	19	3	88	13	0	97	3	0	75	25	0			
Gender																											
Male	73	23	4	61	30	9	68	24	8	60	29	10	72	23	5	79	19	2	88	11	0	74	24	2			
Female	83	14	3	67	26	7	73	19	8	68	22	10	79	17	4	88	11	1	92	8	0	81	18	2			
Prior Care																											
Child Care Center	82	15	2	79	20	1	81	15	4	81	15	4	87	9	4	88	12	0	93	7	0	89	11	0			
Family Child Care	89	5	5	65	27	8	78	14	8	65	22	14	73	24	3	89	11	0	92	8	0	81	16	3			
Head Start	65	29	6	35	55	10	35	52	13	39	52	10	45	48	6	74	26	0	74	26	0	55	45	0			
Home / Informal Care	77	19	4	54	38	8	66	25	9	52	34	14	67	25	8	81	18	1	90	10	0	71	25	4			
Non-public Nursery	100	0	0	86	14	0	100	0	0	86	14	0	100	0	0	100	0	0	100	0	0	100	0	0			
Pre-Kindergarten	74	22	4	65	23	12	70	21	9	64	25	11	78	18	4	81	16	3	91	8	1	76	22	3			
Special Education																											
No	80	17	3	66	28	5	73	21	6	66	26	8	78	18	4	86	13	1	92	8	0	80	19	1			
Yes	47	40	13	30	30	40	40	30	30	37	33	30	43	47	10	47	47	7	70	27	3	40	47	13			
English Language Learners																											
No	78	19	4	64	28	8	71	22	7	65	26	9	77	20	4	83	16	1	90	9	0	78	20	2			
Yes	71	21	7	50	29	21	50	21	29	36	21	43	36	36	29	93	7	0	86	14	0	50	43	7			
Free and Reduced Price Meals																											
No	91	6	3	84	15	2	84	15	2	85	13	2	90	9	2	91	9	0	95	5	0	94	4	2			
Yes	72	24	4	56	34	11	65	25	10	55	32	14	69	25	6	80	19	2	88	11	0	70	28	2			
Aggregated Data	78	19	4	64	28	8	70	22	8	64	26	10	75	20	5	83	16	1	90	10	0	77	21	2			

* = fewer than 5

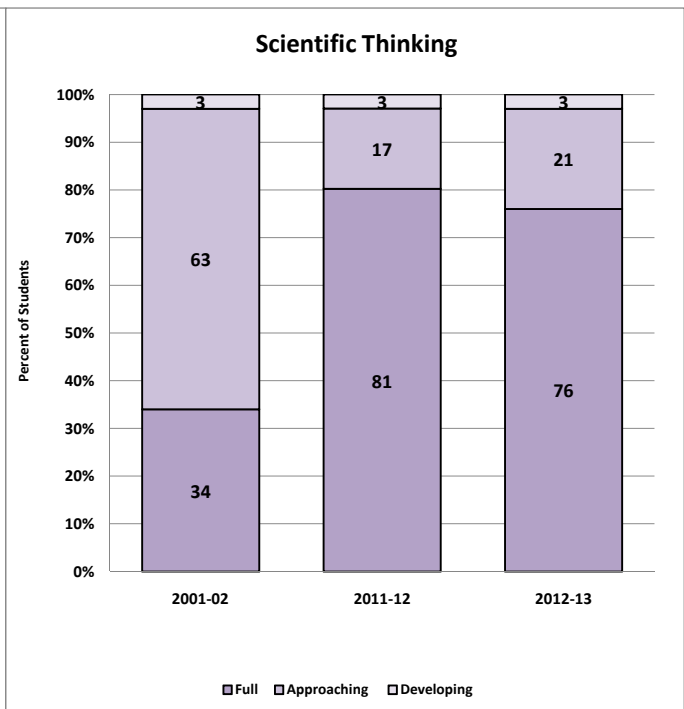
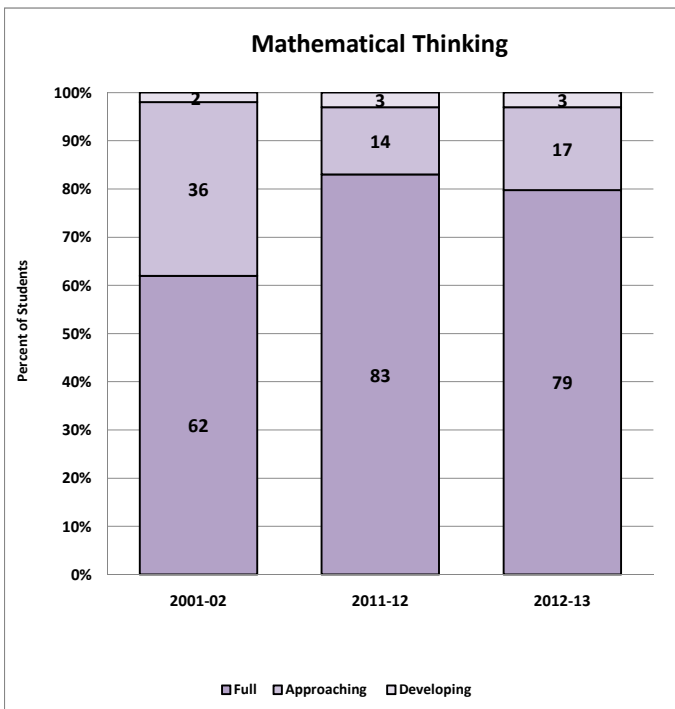
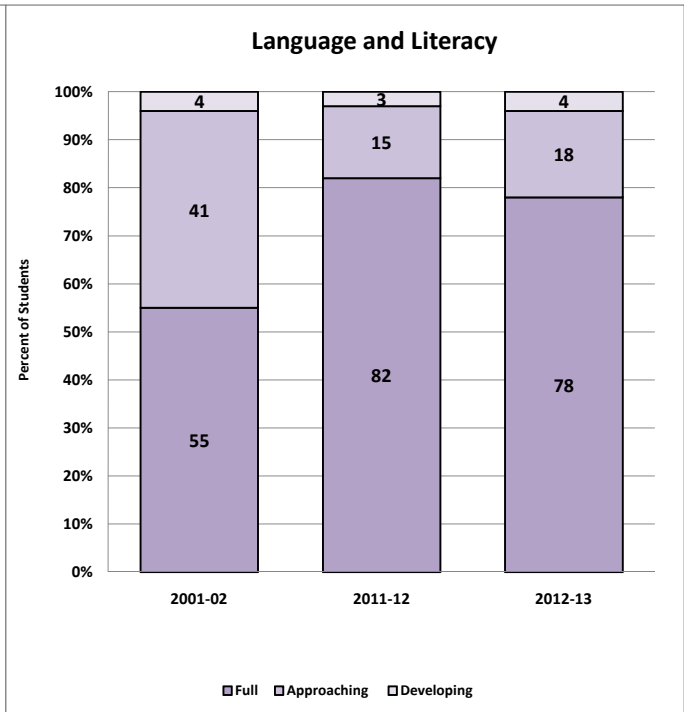
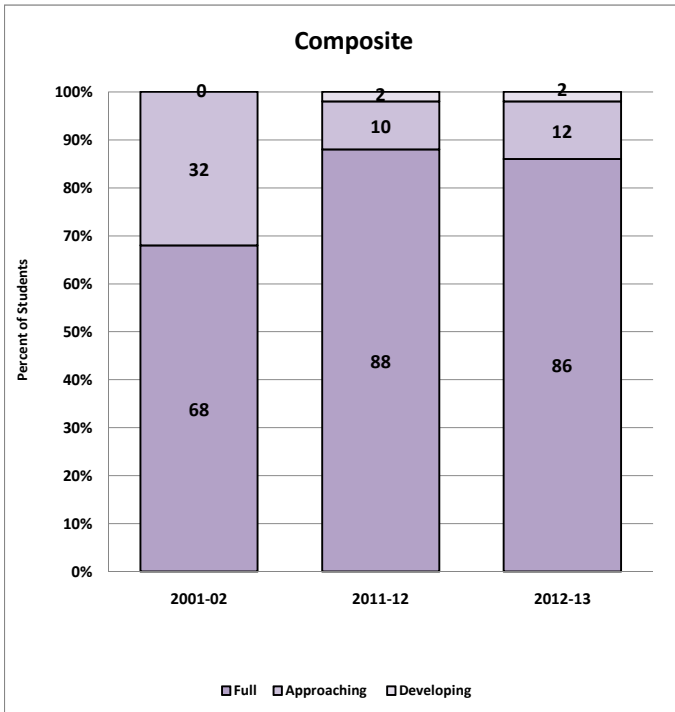
May not total 100% due to rounding.

Dorchester County - Number of Kindergarten Students

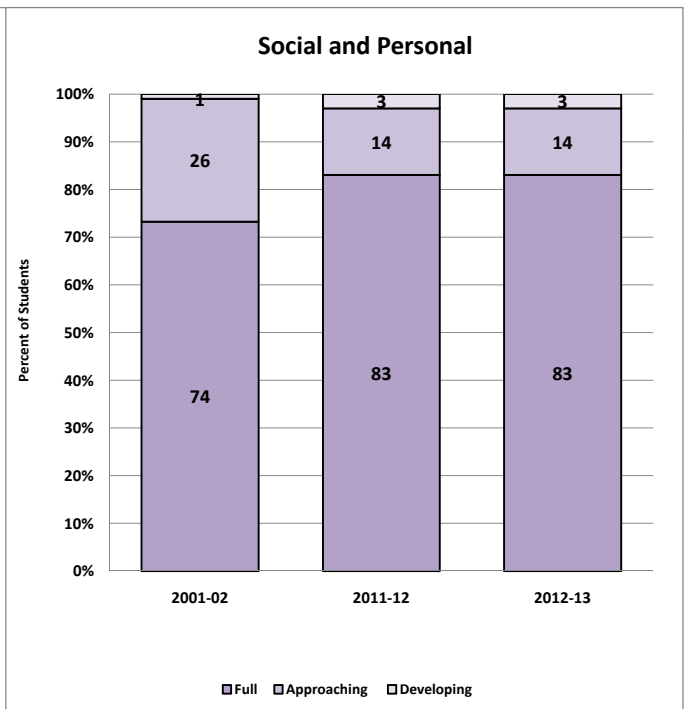
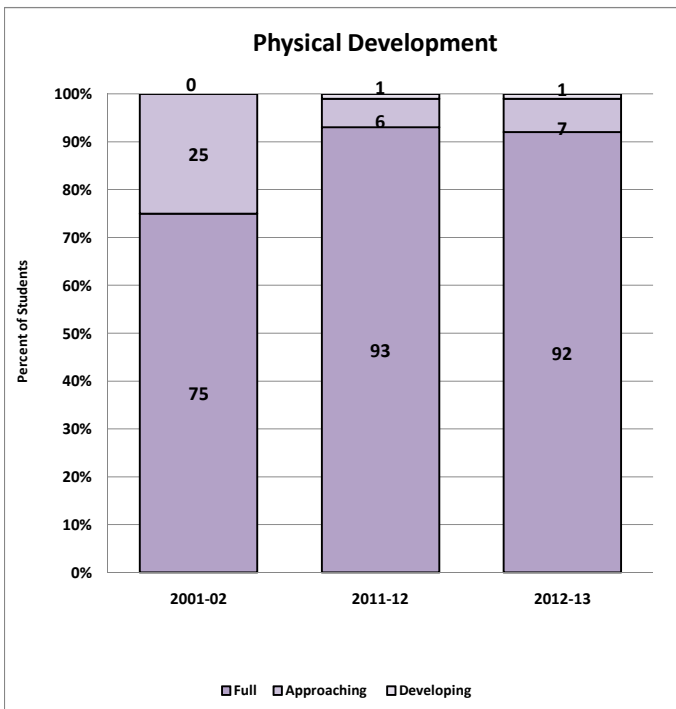
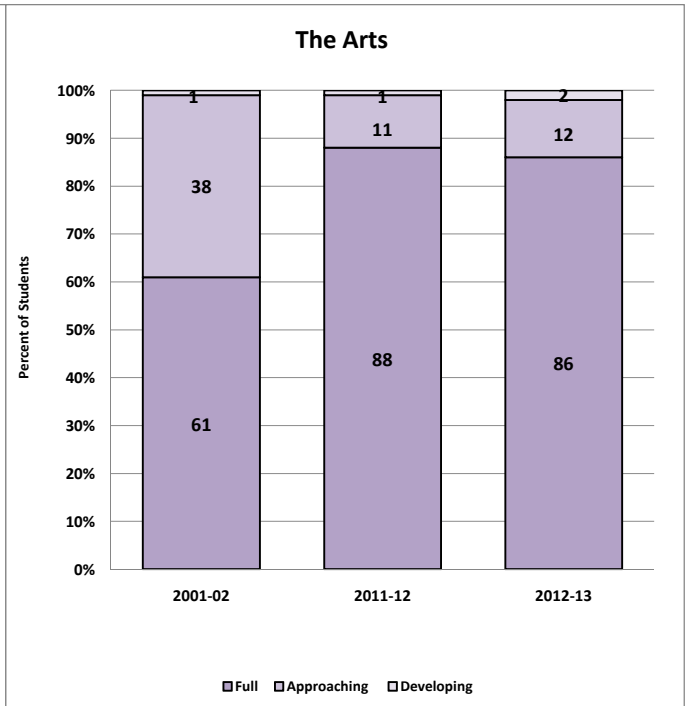
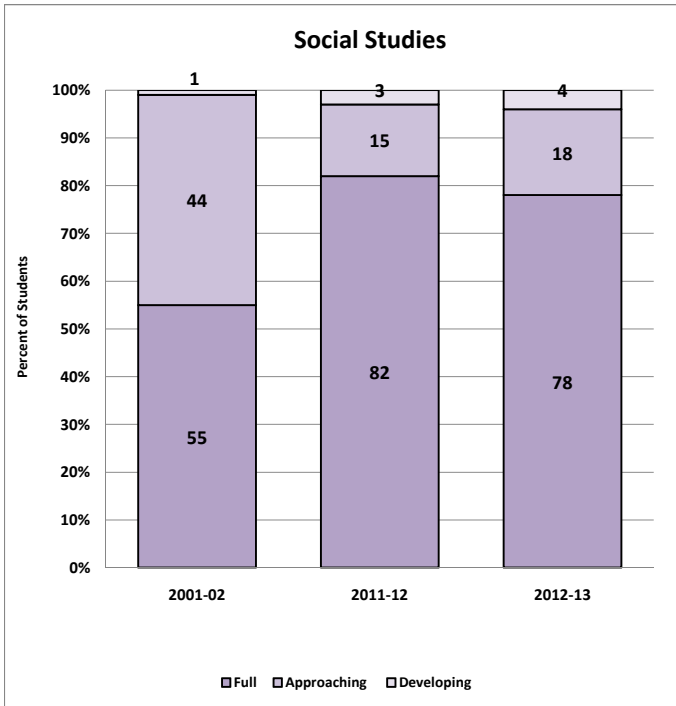
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	1	0	0	0	1	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
Asian	4	0	1	3	1	1	4	0	1	4	0	1	4	0	1	4	1	0	4	1	0	4	0	1
African American	125	42	14	98	64	19	111	53	17	94	62	25	121	49	11	138	40	3	154	26	0	124	50	6
Native Hawaiian/Pacific Islander	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	2	0	0	1	1	0
White	136	25	0	119	34	8	126	29	6	121	33	7	137	19	5	144	16	1	151	10	0	140	21	0
Hispanic	13	2	0	10	3	2	10	3	2	9	2	4	9	5	1	14	0	1	14	0	1	11	3	1
Two or More Races (Non-Hispanic/Latino)	28	4	0	22	8	2	26	1	5	23	6	3	25	6	1	28	4	0	31	1	0	24	8	0
Gender																								
Male	159	49	9	132	66	19	148	52	17	131	64	22	156	50	11	171	42	4	191	24	1	160	51	5
Female	149	25	6	121	46	13	131	35	14	122	40	18	142	30	8	159	20	1	166	14	0	145	32	3
Prior Care																								
Child Care Center	70	13	2	67	17	1	69	13	3	69	13	3	74	8	3	75	10	0	78	6	0	75	9	0
Family Child Care	33	2	2	24	10	3	29	5	3	24	8	5	27	9	1	33	4	0	34	3	0	30	6	1
Head Start	20	9	2	11	17	3	11	16	4	12	16	3	14	15	2	23	8	0	23	8	0	17	14	0
Home / Informal Care	61	15	3	43	30	6	52	20	7	41	27	11	53	20	6	64	14	1	71	8	0	56	20	3
Non-public Nursery	7	0	0	6	1	0	7	0	0	6	1	0	7	0	0	7	0	0	7	0	0	7	0	0
Pre-Kindergarten	117	35	6	102	37	19	111	33	14	101	39	18	123	28	7	128	26	4	144	13	1	120	34	4
Special Education																								
No	294	62	11	244	103	20	267	78	22	242	94	31	285	66	16	316	48	3	336	30	0	293	69	4
Yes	14	12	4	9	9	12	12	9	9	11	10	9	13	14	3	14	14	2	21	8	1	12	14	4
English Language Learners																								
No	298	71	14	246	108	29	272	84	27	248	101	34	293	75	15	317	61	5	345	36	1	298	77	7
Yes	10	3	1	7	4	3	7	3	4	5	3	6	5	5	4	13	1	0	12	2	0	7	6	1
Free and Reduced Price Meals																								
No	106	7	3	97	17	2	97	17	2	99	15	2	104	10	2	106	10	0	110	6	0	109	5	2
Yes	202	67	12	156	95	30	182	70	29	154	89	38	194	70	17	224	52	5	247	32	1	196	78	6
Aggregated Data	308	74	15	253	112	32	279	87	31	253	104	40	298	80	19	330	62	5	357	38	1	305	83	8

* = fewer than 5

MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Frederick County



MMSR Kindergarten Assessment 2012-2013
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	50	33	17	50	33	17	42	42	17	33	58	8	33	58	8	67	33	0	67	25	8	58	25	17
Asian	86	13	1	76	21	3	82	15	3	71	27	2	71	25	5	81	18	1	90	9	1	88	10	2
African American	80	16	4	73	22	5	76	20	4	74	21	5	76	19	5	85	12	3	92	8	0	83	14	3
Native Hawaiian/Pacific Islander	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
White	85	13	2	83	14	3	84	13	3	81	17	2	83	15	3	88	10	2	93	6	1	89	10	1
Hispanic	79	18	4	62	30	8	62	32	5	60	33	6	63	30	6	77	20	3	90	8	2	77	18	5
Two or More Races (Non-Hispanic/Latino)	84	14	2	78	21	2	81	17	3	79	18	3	83	14	3	90	9	1	92	7	1	86	13	1
Gender																								
Male	77	19	4	74	21	5	77	19	4	75	21	4	76	19	4	80	17	3	90	8	2	82	15	3
Female	89	9	2	82	15	3	82	16	3	77	20	2	80	17	3	92	7	1	94	5	1	89	9	2
Prior Care																								
Child Care Center	83	15	2	86	12	2	86	12	2	83	16	1	83	16	2	88	10	2	94	6	0	89	10	1
Family Child Care	81	18	1	76	16	8	80	15	5	72	23	5	75	21	4	86	13	1	87	12	1	83	14	3
Head Start	73	26	1	74	25	1	74	25	1	71	29	0	72	28	0	84	16	0	89	11	0	80	20	0
Home / Informal Care	83	14	3	70	24	6	73	22	5	72	24	4	75	20	5	85	12	2	90	8	2	83	13	4
Non-public Nursery	90	9	1	88	11	1	89	10	1	86	13	1	87	12	1	92	7	1	95	4	1	92	8	0
Pre-Kindergarten	79	17	4	71	23	5	73	22	5	68	26	6	72	22	6	81	16	3	91	7	2	82	15	4
Special Education																								
No	85	13	2	80	17	3	82	16	2	78	20	2	80	18	2	87	11	1	94	6	1	88	11	1
Yes	54	30	16	46	34	20	50	28	22	50	26	24	49	25	26	64	24	12	71	19	10	55	27	18
English Language Learners																								
No	84	14	3	81	16	3	82	14	3	79	18	3	81	16	3	87	11	2	92	6	1	87	11	2
Yes	78	20	2	53	39	8	56	40	5	52	42	6	56	36	8	74	24	3	88	10	2	74	22	4
Free and Reduced Price Meals																								
No	86	12	2	84	14	2	85	13	2	81	16	2	83	15	3	89	10	2	93	6	1	89	9	1
Yes	77	19	4	65	28	7	68	27	5	65	30	5	69	26	6	80	18	3	89	9	2	79	17	4
Aggregated Data	83	14	3	78	18	4	79	17	3	76	21	3	78	18	4	86	12	2	92	7	1	86	12	2

* = fewer than 5

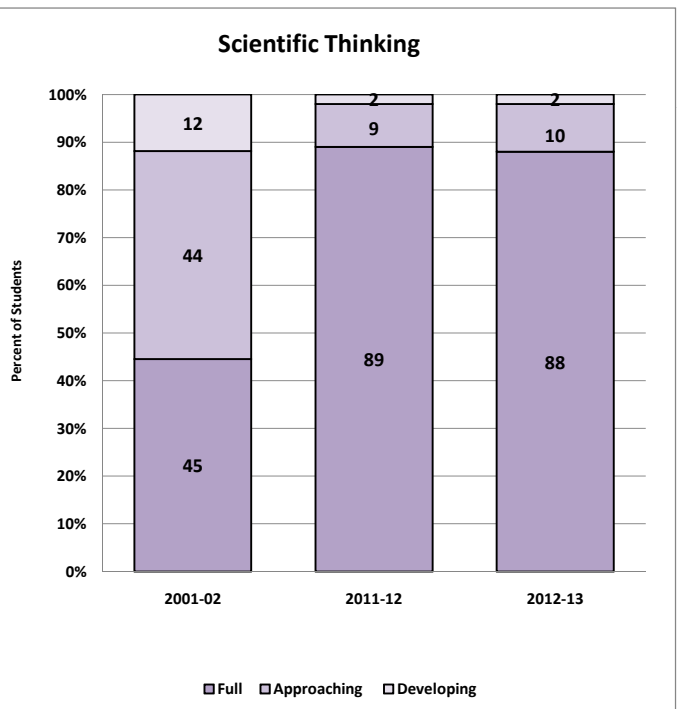
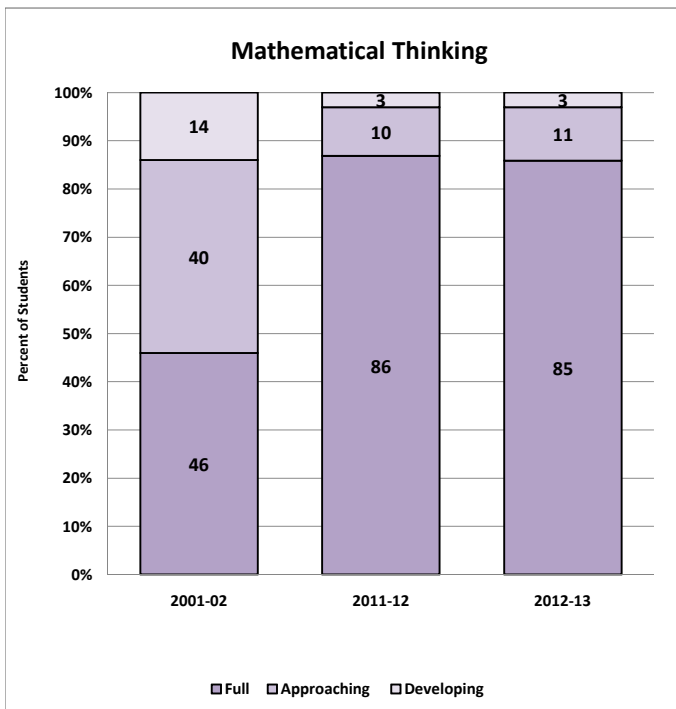
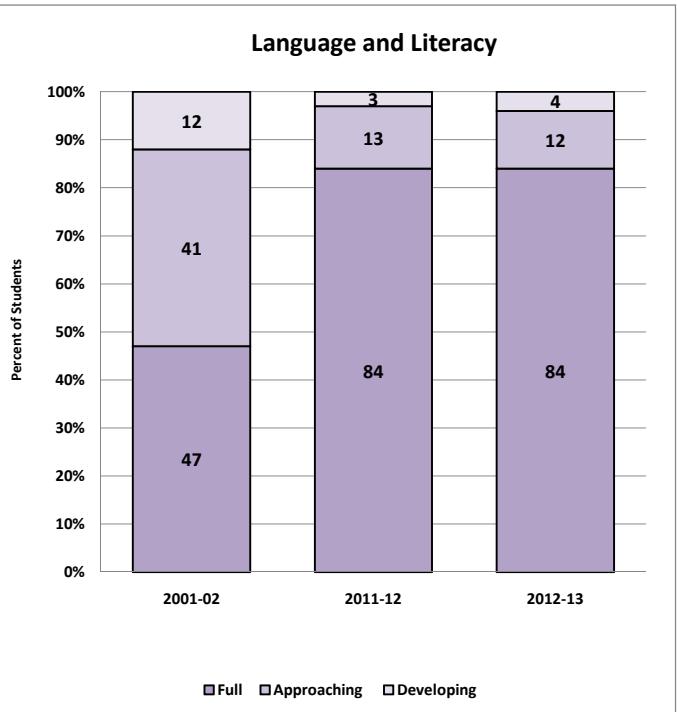
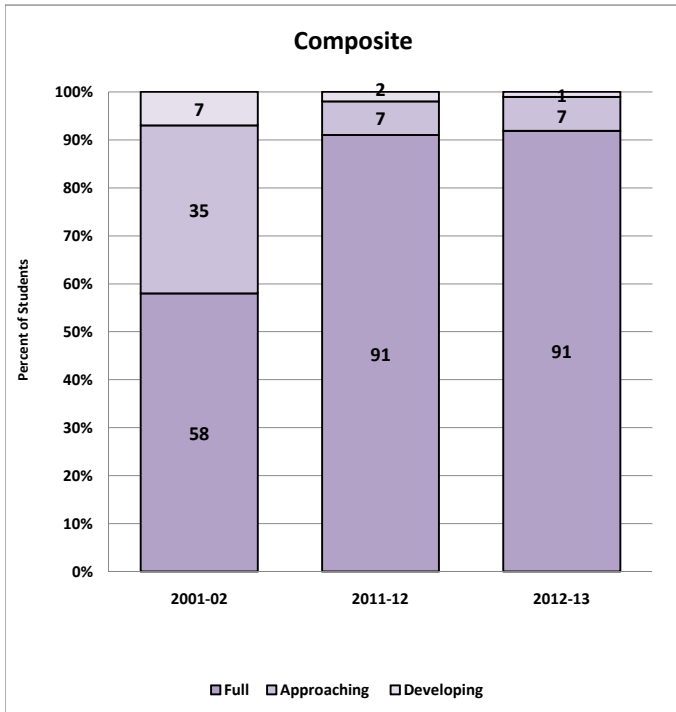
May not total 100% due to rounding.

Frederick County - Number of Kindergarten Students

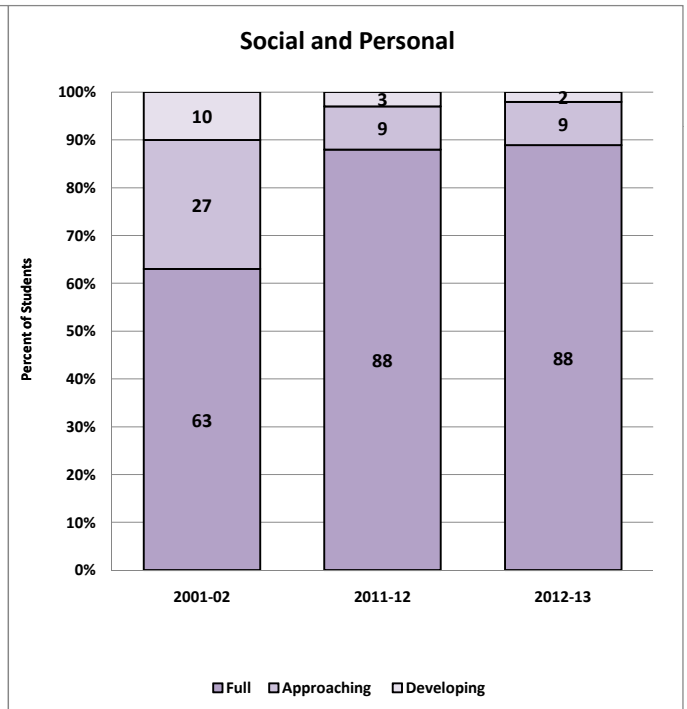
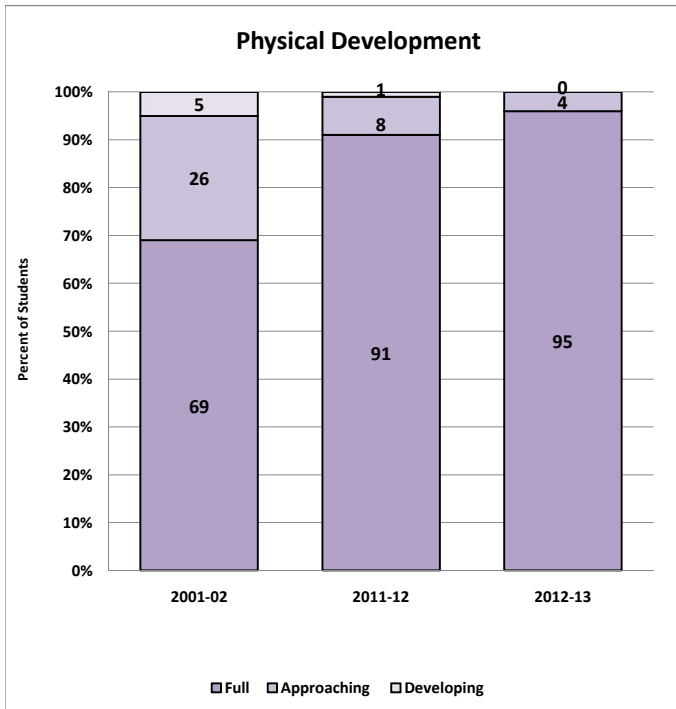
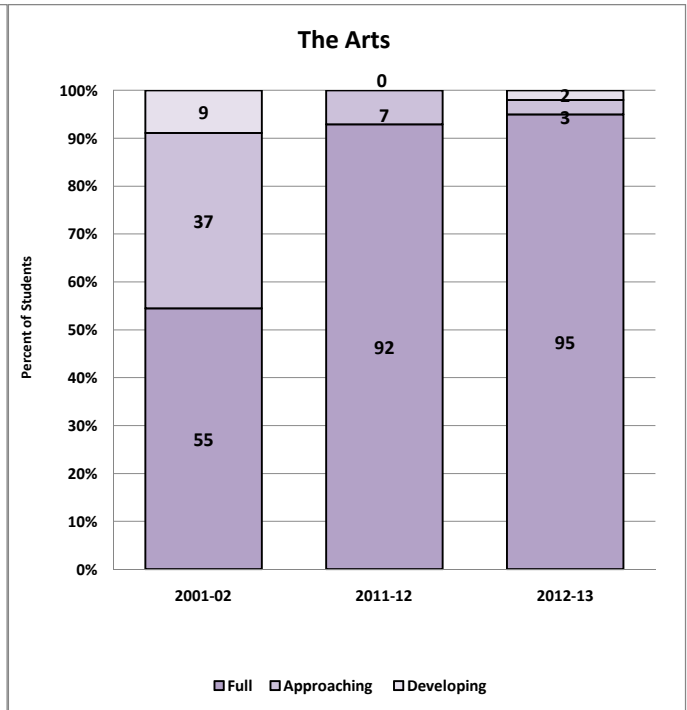
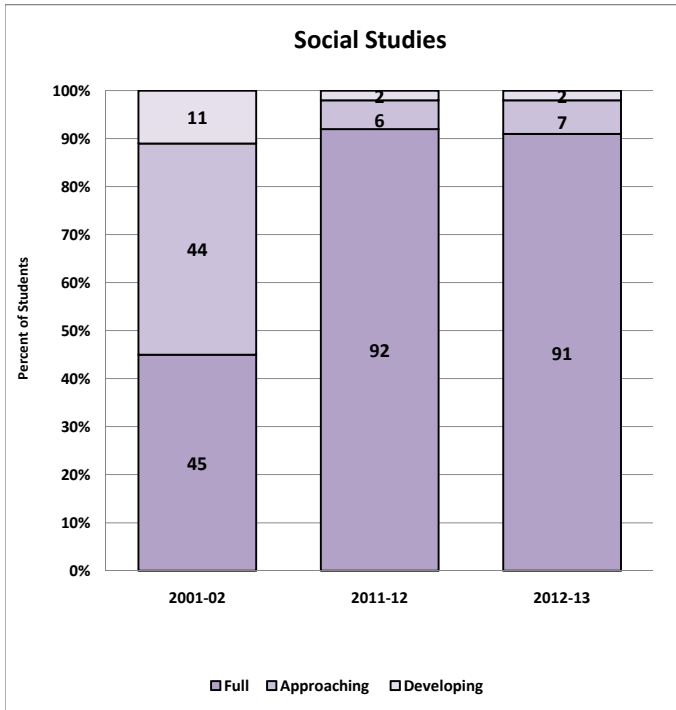
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	6	4	2	6	4	2	5	5	2	4	7	1	4	7	1	8	4	0	8	3	1	7	3	2
Asian	125	19	2	111	31	4	120	22	4	103	40	3	103	36	7	118	26	2	132	13	1	128	15	3
African American	273	56	14	250	76	17	259	69	15	255	72	16	261	64	18	291	42	10	316	27	0	284	48	11
Native Hawaiian/Pacific Islander	5	0	0	5	0	0	5	0	0	5	0	0	5	0	0	5	0	0	5	0	0	5	0	0
White	1,585	245	45	1,560	265	50	1,583	241	51	1,516	315	44	1,550	276	49	1,659	186	30	1,741	111	23	1,660	187	28
Hispanic	380	87	17	300	146	38	301	157	26	292	162	30	307	146	31	373	98	13	434	38	12	373	88	23
Two or More Races (Non-Hispanic/Latino)	135	22	3	124	33	3	129	27	4	127	29	4	133	23	4	144	14	2	147	11	2	138	20	2
Gender																								
Male	1,213	297	60	1,159	337	74	1,214	291	65	1,175	331	64	1,195	306	69	1,255	267	48	1,410	133	27	1,293	231	46
Female	1,296	136	23	1,197	218	40	1,188	230	37	1,127	294	34	1,168	246	41	1,343	103	9	1,373	70	12	1,302	130	23
Prior Care																								
Child Care Center	432	78	11	447	64	10	448	65	8	433	85	3	431	81	9	459	54	8	490	30	1	464	53	4
Family Child Care	81	18	1	76	16	8	80	15	5	72	23	5	75	21	4	86	13	1	87	12	1	83	14	3
Head Start	69	25	1	70	24	1	70	24	1	67	28	0	68	27	0	80	15	0	85	10	0	76	19	0
Home / Informal Care	391	65	14	328	115	27	342	104	24	338	111	21	353	94	23	401	58	11	422	39	9	391	62	17
Non-public Nursery	653	66	9	638	81	9	645	75	8	629	92	7	633	88	7	673	49	6	691	32	5	671	55	2
Pre-Kindergarten	860	180	46	774	255	57	794	238	54	740	286	60	780	240	66	877	179	30	984	79	23	887	158	41
Special Education																								
No	2,398	372	50	2,261	485	74	2,300	464	56	2,200	572	48	2,262	501	57	2,466	321	33	2,637	164	19	2,483	305	32
Yes	111	61	33	95	70	40	102	57	46	102	53	50	101	51	53	132	49	24	146	39	20	112	56	37
English Language Learners																								
No	2241	365	75	2175	421	85	2210	385	86	2124	479	78	2169	428	84	2345	288	48	2479	169	33	2342	284	55
Yes	268	68	8	181	134	29	192	136	16	178	146	20	194	124	26	253	82	9	304	34	6	253	77	14
Free and Reduced Price Meals																								
No	1,758	248	43	1,721	278	50	1,740	260	49	1,669	330	50	1,691	303	55	1,822	195	32	1,910	116	23	1,828	193	28
Yes	751	185	40	635	277	64	662	261	53	633	295	48	672	249	55	776	175	25	873	87	16	767	168	41
Aggregated Data	2,509	433	83	2,356	555	114	2,402	521	102	2,302	625	98	2,363	552	110	2,598	370	57	2,783	203	39	2,595	361	69

* = fewer than 5

MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Garrett County



MMSR Kindergarten Assessment 2012-2013
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	89	9	2	84	12	4	85	11	4	88	10	3	91	7	0	95	3	0	95	5	0	91	7	1	
Hispanic	86	0	14	86	14	0	86	14	0	86	14	0	86	14	3	100	0	2	100	0	0	86	14	0	
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																									
Male	84	12	4	80	16	4	82	15	3	85	13	2	89	9	2	93	4	2	94	5	1	90	9	1	
Female	94	6	1	89	8	3	90	7	3	91	6	3	93	3	3	97	1	1	97	3	0	93	6	1	
Prior Care																									
Child Care Center	91	4	4	91	0	9	91	4	4	91	4	4	91	0	9	96	0	4	91	4	4	91	4	4	
Family Child Care	86	14	0	93	7	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	
Head Start	83	9	8	81	17	2	82	14	5	83	15	2	86	13	1	94	5	1	95	5	0	88	11	1	
Home / Informal Care	90	10	0	76	16	8	76	18	6	76	22	2	88	10	2	94	4	2	92	8	0	88	12	0	
Non-public Nursery	100	0	0	84	16	0	89	11	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	
Pre-Kindergarten	91	9	0	90	9	2	92	7	1	95	3	2	95	3	2	97	2	1	97	3	0	96	3	1	
Special Education																									
No	90	8	2	86	12	2	88	10	2	90	9	1	93	6	1	97	2	0	96	3	0	93	6	0	
Yes	73	23	4	65	15	19	62	19	19	69	12	19	65	12	23	69	12	19	85	15	0	69	19	12	
English Language Learners																									
No	88	9	2	84	12	4	85	11	3	88	10	2	91	7	2	95	3	2	95	4	0	91	7	1	
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals																									
No	92	8	1	88	8	4	91	7	3	93	3	4	95	2	3	96	2	2	95	4	1	94	4	2	
Yes	85	11	4	80	16	4	81	15	4	83	16	1	87	12	2	94	4	2	96	4	0	88	11	1	
Aggregated Data	88	9	2	84	12	4	85	11	3	88	10	2	91	7	2	95	3	2	95	4	0	91	7	1	

* = fewer than 5

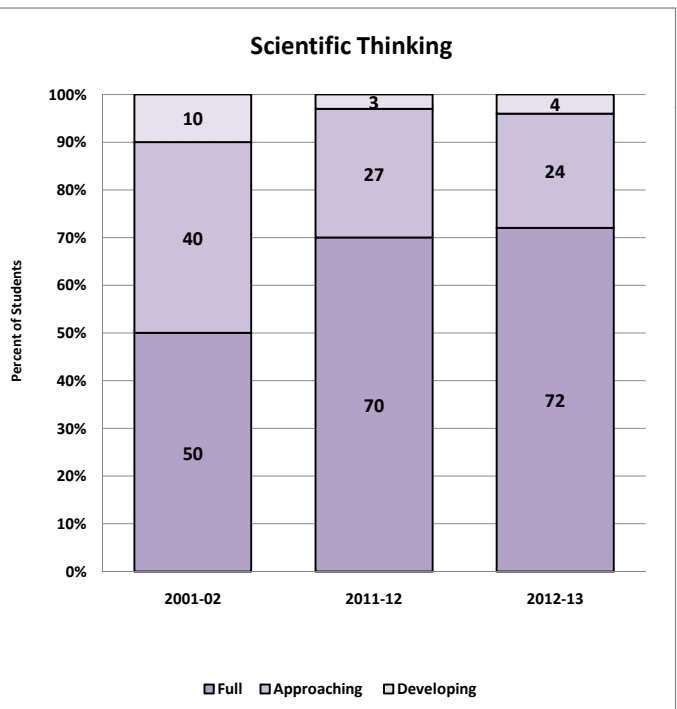
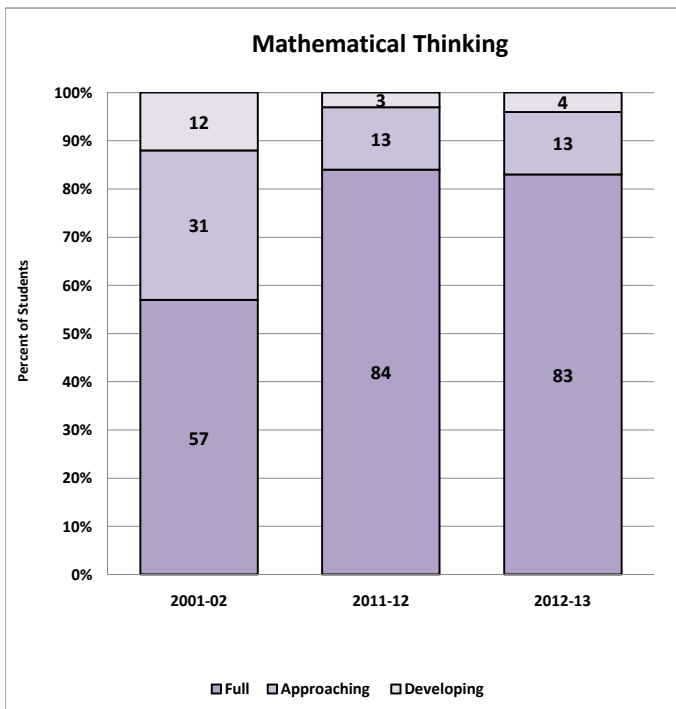
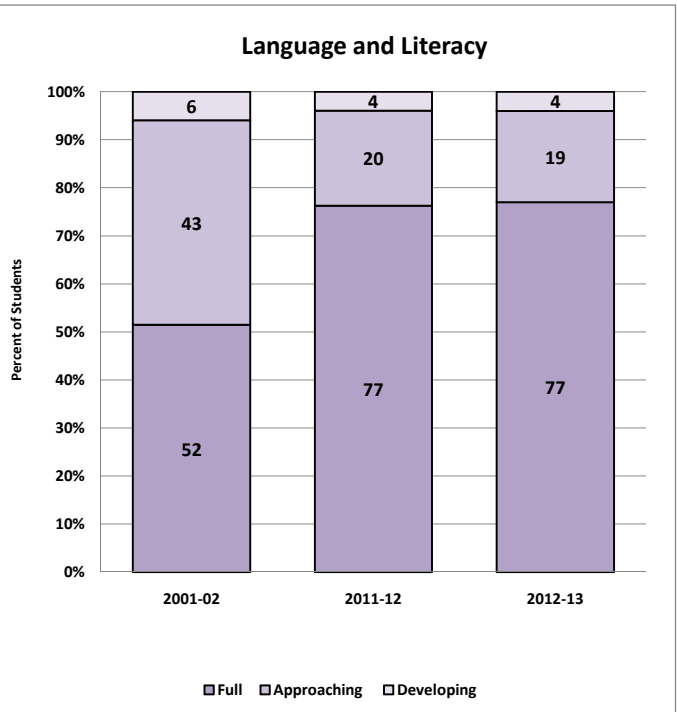
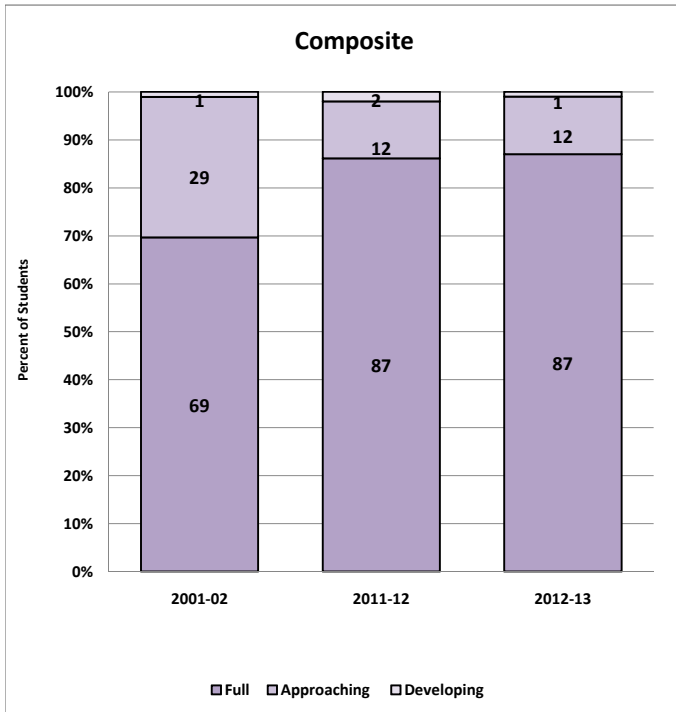
May not total 100% due to rounding.

Garrett County - Number of Kindergarten Students

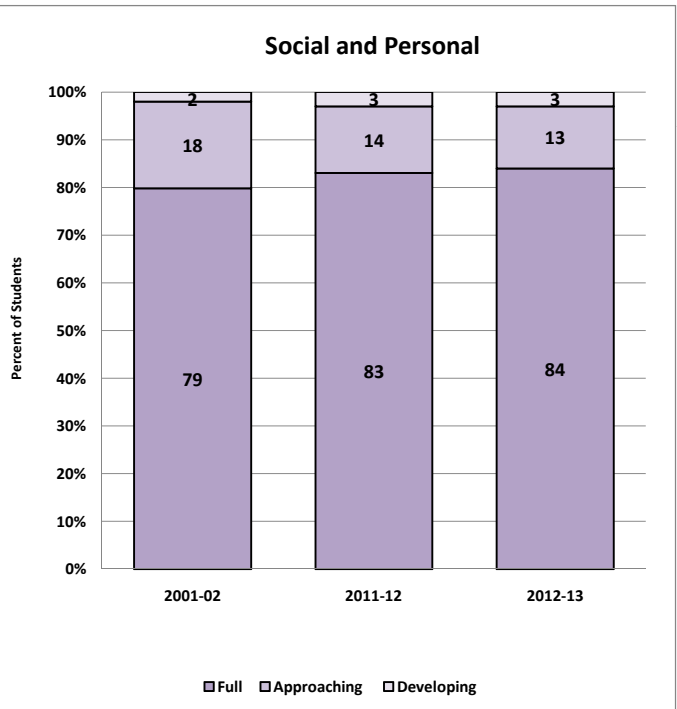
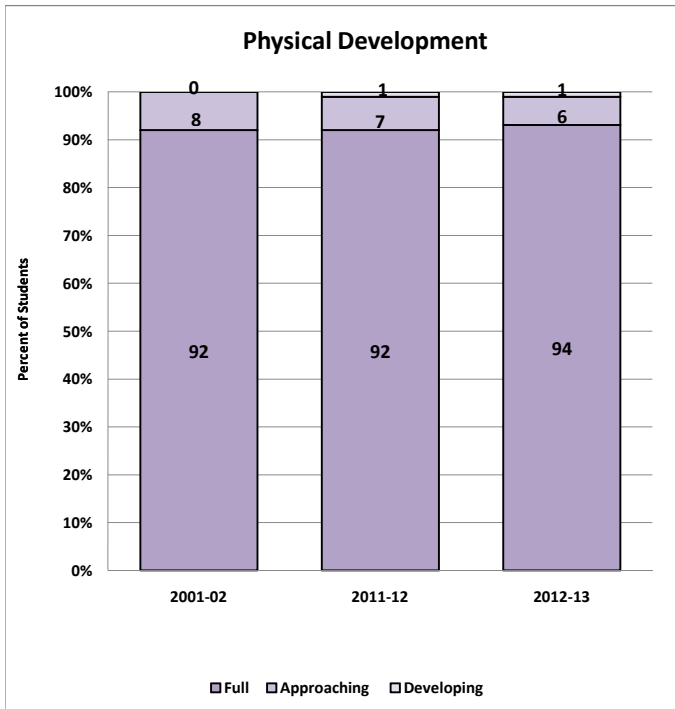
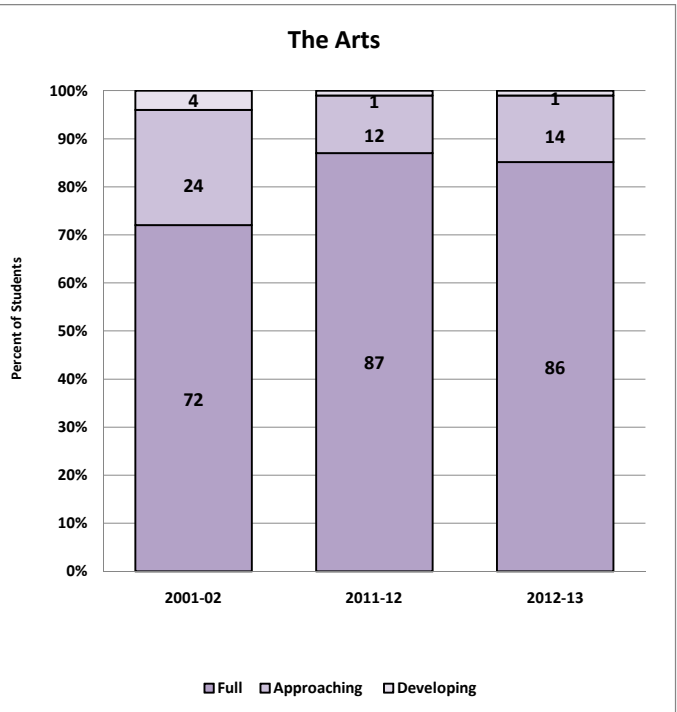
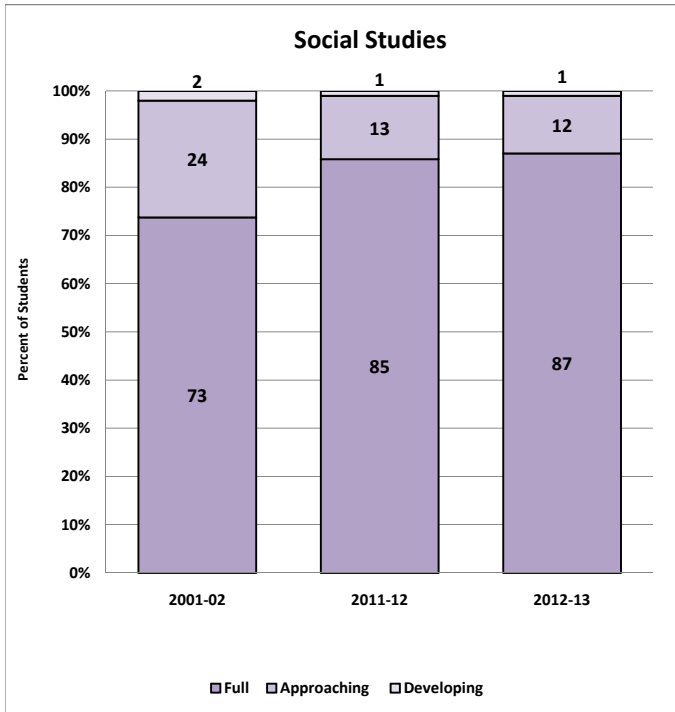
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	276	28	7	261	38	12	265	35	11	273	30	8	282	21	0	295	10	0	296	14	1	284	23	4	
Hispanic	6	0	1	6	1	0	6	1	0	6	1	0	6	1	8	7	0	6	7	0	0	6	1	0	
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																									
Male	150	22	7	143	28	8	147	26	6	153	23	3	159	17	3	167	8	4	169	9	1	161	16	2	
Female	135	8	1	128	12	4	129	10	5	131	8	5	134	5	5	140	2	2	139	5	0	134	8	2	
Prior Care																									
Child Care Center	21	1	1	21	0	2	21	1	1	21	1	1	21	0	2	22	0	1	21	1	1	21	1	1	
Family Child Care	12	2	0	13	1	0	14	0	0	14	0	0	14	0	0	14	0	0	14	0	0	14	0	0	
Head Start	73	8	7	71	15	2	72	12	4	73	13	2	76	11	1	83	4	1	84	4	0	77	10	1	
Home / Informal Care	45	5	0	38	8	4	38	9	3	38	11	1	44	5	1	47	2	1	46	4	0	44	6	0	
Non-public Nursery	19	0	0	16	3	0	17	2	0	19	0	0	19	0	0	19	0	0	19	0	0	19	0	0	
Pre-Kindergarten	107	10	0	105	10	2	108	8	1	111	4	2	111	4	2	114	2	1	114	3	0	112	4	1	
Special Education																									
No	266	24	7	254	36	7	260	31	6	266	28	3	276	19	2	289	7	1	286	10	1	277	19	1	
Yes	19	6	1	17	4	5	16	5	5	18	3	5	17	3	6	18	3	5	22	4	0	18	5	3	
English Language Learners																									
No	285	30	8	271	40	12	276	36	11	284	31	8	293	22	8	307	10	6	308	14	1	295	24	4	
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals																									
No	145	12	1	139	13	6	143	11	4	147	5	6	150	3	5	152	3	3	150	7	1	149	6	3	
Yes	140	18	7	132	27	6	133	25	7	137	26	2	143	19	3	155	7	3	158	7	0	146	18	1	
Aggregated Data	285	30	8	271	40	12	276	36	11	284	31	8	293	22	8	307	10	6	308	14	1	295	24	4	

* = fewer than 5

MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Harford County



MMSR Kindergarten Assessment 2012-2013
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	80	20	0	70	30	0	100	0	0	80	10	10	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Asian	83	15	2	77	17	6	86	11	2	66	24	10	88	11	1	84	15	1	99	1	0	87	11	1	87	11	1
African American	79	17	4	69	26	5	75	19	6	62	34	5	82	17	1	84	16	1	92	7	0	82	17	1	82	17	1
Native Hawaiian/Pacific Islander	83	17	0	17	83	0	50	50	0	33	67	3	83	17	0	50	50	0	83	17	0	83	17	0	83	17	0
White	85	13	2	80	16	3	87	10	3	76	21	0	89	10	1	86	13	1	94	5	1	89	10	1	89	10	1
Hispanic	84	12	4	68	26	5	76	18	6	62	33	6	82	15	3	84	15	2	91	8	2	80	16	4	80	16	4
Two or More Races (Non-Hispanic/Latino)	84	10	6	72	23	5	82	13	5	67	28	6	84	14	2	85	14	1	93	6	1	87	11	2	87	11	2
Gender																											
Male	77	18	5	72	23	5	82	13	5	68	26	5	83	15	2	79	20	1	90	9	1	82	15	2	82	15	2
Female	91	8	1	82	16	2	85	12	3	75	22	3	91	9	0	93	7	0	97	3	0	92	8	0	92	8	0
Prior Care																											
Child Care Center	85	13	2	84	14	2	90	8	2	78	20	2	90	9	1	86	13	1	95	4	0	90	10	0	90	10	0
Family Child Care	84	14	2	78	18	4	82	15	3	72	25	3	92	8	0	91	9	0	98	2	0	90	10	0	90	10	0
Head Start	83	8	8	54	38	8	67	25	8	50	46	4	81	19	0	79	21	0	88	13	0	79	19	2	79	19	2
Home / Informal Care	76	21	3	54	37	9	64	27	9	55	35	9	78	20	3	81	18	1	89	10	1	75	22	3	75	22	3
Non-public Nursery	89	10	1	86	13	1	91	8	1	82	17	1	92	7	0	89	10	0	96	4	0	92	7	0	92	7	0
Pre-Kindergarten	84	12	4	78	18	4	86	10	4	71	25	5	85	13	2	85	13	1	93	6	1	88	10	2	88	10	2
Special Education																											
No	86	12	2	79	18	2	85	12	3	74	24	2	89	11	0	87	12	0	95	4	0	89	10	1	89	10	1
Yes	59	27	14	49	31	19	65	19	16	48	31	21	67	24	9	67	28	5	78	18	4	62	29	9	62	29	9
English Language Learners																											
No	84	13	3	77	19	4	84	12	4	72	24	4	87	12	1	86	13	1	94	6	1	87	11	1	87	11	1
Yes	73	23	4	38	50	12	56	35	10	40	40	19	73	25	2	69	29	2	94	6	0	63	33	4	63	33	4
Free and Reduced Price Meals																											
No	87	11	2	82	16	2	88	10	2	77	20	3	90	9	1	87	12	1	95	4	0	90	9	1	90	9	1
Yes	78	18	5	66	27	7	74	19	8	61	33	6	80	18	2	82	17	1	90	9	1	80	18	2	80	18	2
Aggregated Data	84	13	3	77	19	4	83	13	4	72	24	4	87	12	1	86	14	1	94	6	1	87	12	1	87	12	1

* = fewer than 5

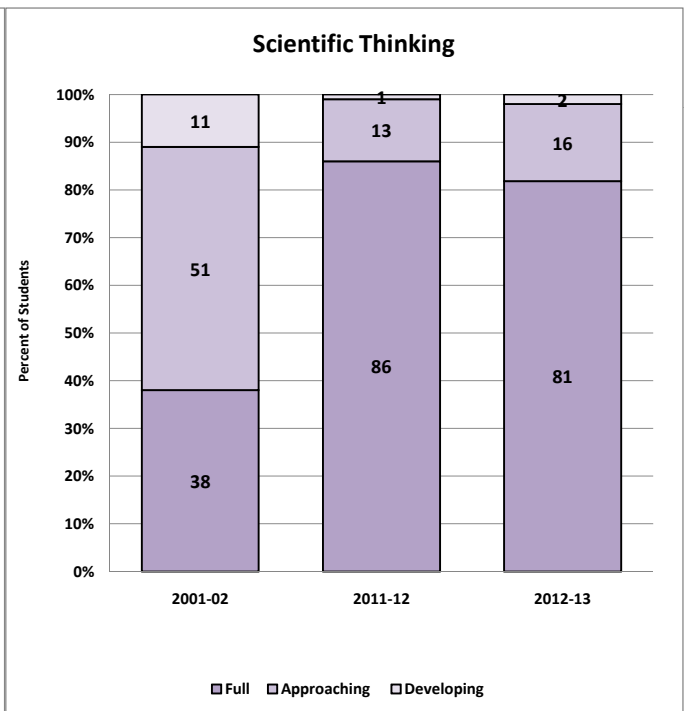
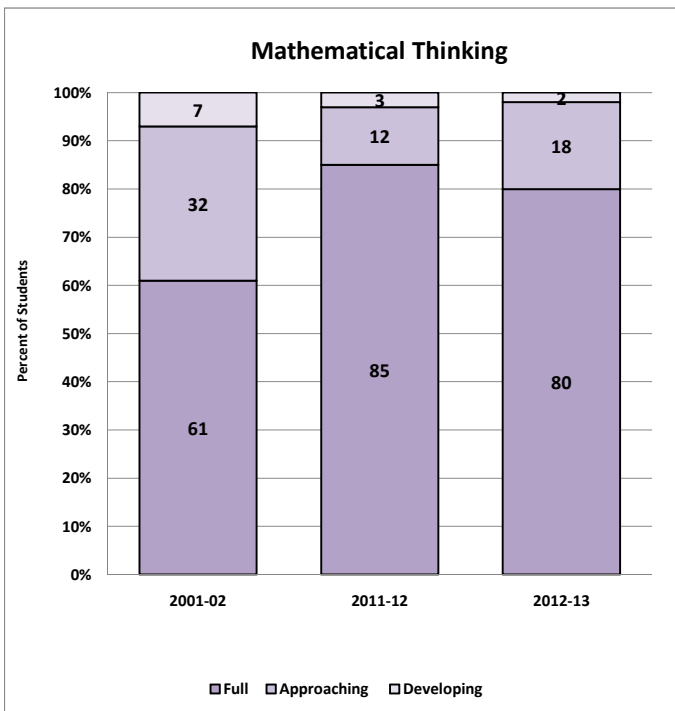
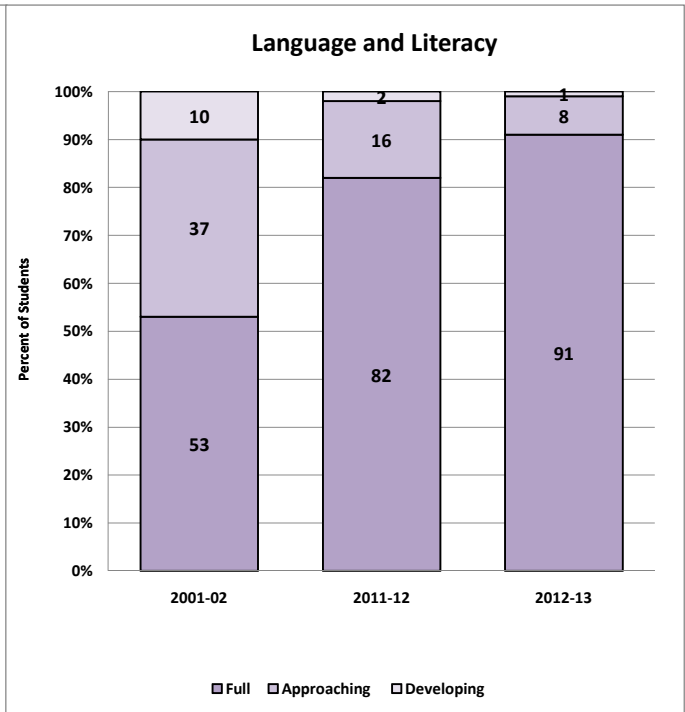
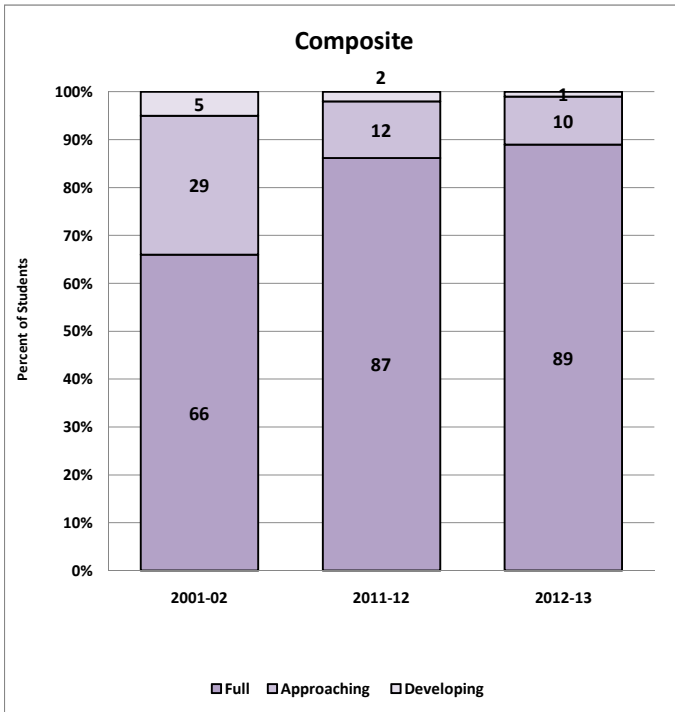
May not total 100% due to rounding.

Harford County - Number of Kindergarten Students

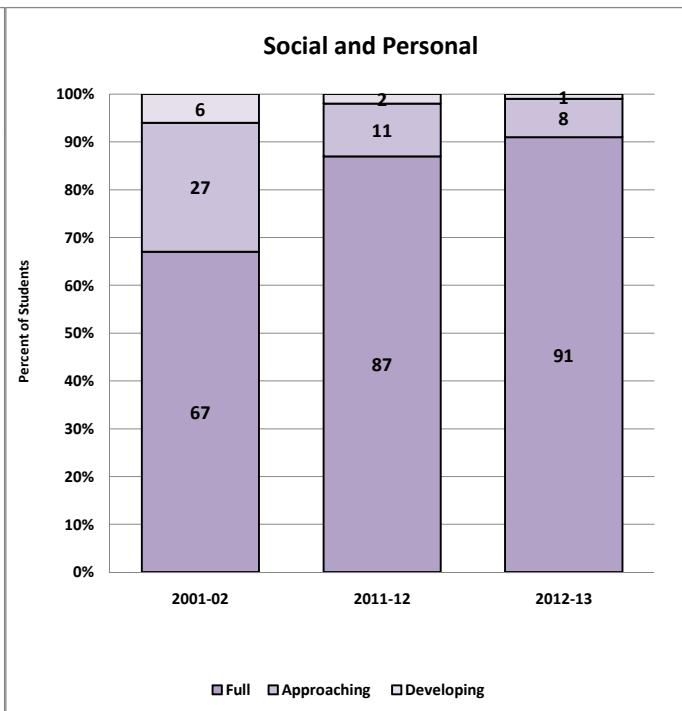
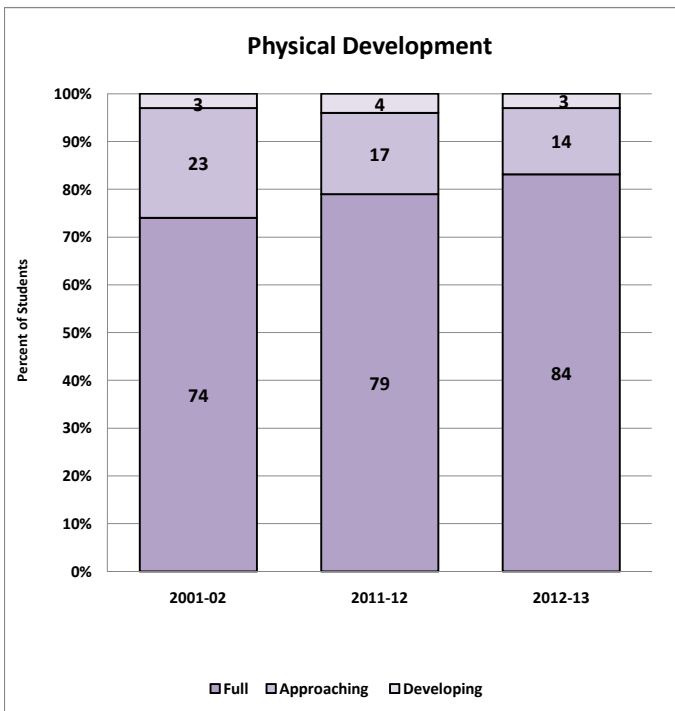
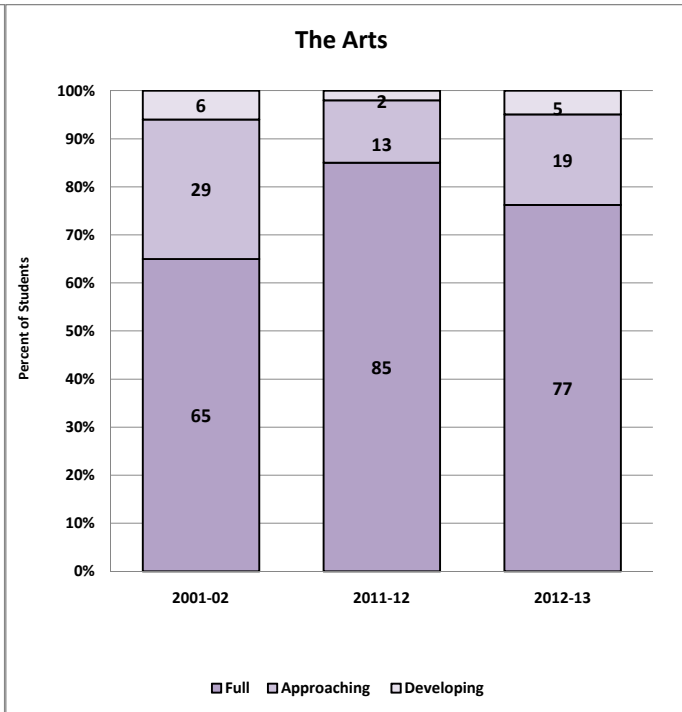
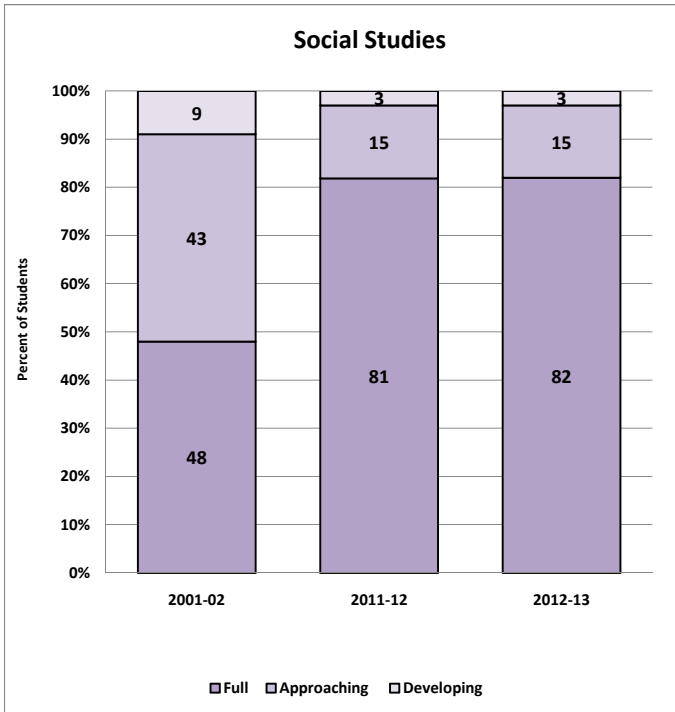
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	8	2	0	7	3	0	10	0	0	8	1	1	10	0	0	10	0	0	10	0	0	10	0	0
Asian	73	13	2	68	15	5	75	10	2	58	21	9	77	10	1	74	13	1	87	1	0	76	10	1
African American	357	76	17	310	117	22	334	86	27	277	151	21	369	75	5	375	71	3	414	33	2	362	76	6
Native Hawaiian/Pacific Islander	5	1	0	1	5	0	3	3	0	2	4	57	5	1	0	3	3	0	5	1	0	5	1	0
White	1,497	228	44	1,416	291	60	1,529	182	55	1,346	365	0	1,568	182	20	1,531	226	13	1,664	95	10	1,566	177	18
Hispanic	162	23	8	132	51	10	146	34	12	119	63	11	159	29	5	162	28	3	175	15	3	154	31	7
Two or More Races (Non-Hispanic/Latino)	176	21	12	151	48	10	169	27	11	139	58	12	176	29	4	177	30	2	195	12	2	180	22	5
Gender																								
Male	1,117	261	74	1,045	328	76	1,183	193	68	992	381	77	1,206	217	30	1,149	284	20	1,312	124	16	1,184	220	33
Female	1,161	103	9	1,040	202	31	1,083	149	39	957	282	34	1,158	109	5	1,183	87	2	1,238	33	1	1,169	97	4
Prior Care																								
Child Care Center	448	69	12	446	72	10	477	44	8	410	108	11	477	49	4	456	71	3	506	23	1	474	51	2
Family Child Care	102	17	2	94	22	5	99	18	4	87	30	4	111	10	0	110	11	0	119	2	0	109	12	0
Head Start	40	4	4	26	18	4	32	12	4	24	22	2	39	9	0	38	10	0	42	6	0	38	9	1
Home / Informal Care	355	97	16	252	171	44	298	124	44	259	166	43	363	93	12	381	83	4	418	47	3	349	104	12
Non-public Nursery	542	62	8	526	79	7	557	46	8	502	103	7	566	45	1	545	64	3	586	23	3	564	45	2
Pre-Kindergarten	767	109	39	715	163	36	778	93	38	646	225	42	779	118	17	779	123	12	851	53	9	793	92	19
Special Education																								
No	2,131	295	48	1,961	451	59	2,102	295	66	1,827	586	58	2,196	265	12	2,162	301	10	2,354	111	7	2,198	245	14
Yes	147	69	35	124	79	48	164	47	41	122	77	53	168	61	23	170	70	12	196	46	10	155	72	23
English Language Learners																								
No	2240	352	81	2065	504	101	2237	324	102	1928	642	101	2326	313	34	2296	356	21	2501	154	17	2320	300	35
Yes	38	12	2	20	26	6	29	18	5	21	21	10	38	13	1	36	15	1	49	3	0	33	17	2
Free and Reduced Price Meals																								
No	1,561	202	39	1,477	279	43	1,592	172	36	1,387	358	56	1,629	159	15	1,576	212	15	1,716	77	9	1,623	155	16
Yes	717	162	44	608	251	64	674	170	71	562	305	55	735	167	20	756	159	7	834	80	8	730	162	21
Aggregated Data	2,278	364	83	2,085	530	107	2,266	342	107	1,949	663	111	2,364	326	35	2,332	371	22	2,550	157	17	2,353	317	37

* = fewer than 5

MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Howard County



MMSR Kindergarten Assessment 2012-2013
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	78	22	0	67	33	0	78	22	0	78	11	11	67	22	11	67	33	0	78	22	0
Asian	93	6	1	92	7	1	76	20	3	79	19	2	86	11	3	76	21	4	86	12	3	89	9	1
African American	89	10	1	89	10	0	80	17	3	77	20	3	76	20	4	73	21	6	77	19	4	85	13	2
Native Hawaiian/Pacific Islander	80	20	0	80	20	0	100	0	0	80	20	0	100	0	0	100	0	0	80	20	0	100	0	0
White	92	7	1	93	6	1	84	15	1	87	12	2	86	12	2	83	14	3	86	12	2	92	7	1
Hispanic	88	11	2	86	13	2	72	24	4	70	26	4	67	25	7	57	32	11	81	16	4	80	18	3
Two or More Races (Non-Hispanic/Latino)	88	10	2	91	7	2	79	19	2	84	14	2	81	14	5	79	15	6	85	13	2	87	11	2
Gender																								
Male	88	10	2	87	12	1	79	18	3	80	18	3	80	16	4	74	20	6	78	19	4	86	12	2
Female	94	5	1	95	4	0	82	17	2	83	15	2	84	13	3	79	17	4	90	9	2	92	8	1
Prior Care																								
Child Care Center	93	6	1	95	5	1	86	13	1	87	12	1	89	10	2	85	12	2	87	11	2	95	4	1
Family Child Care	88	10	1	89	10	1	78	19	3	76	24	0	79	19	1	71	24	4	83	12	5	86	13	1
Head Start	89	9	2	94	5	1	74	23	3	73	21	6	68	26	5	68	24	8	77	19	4	83	15	3
Home / Informal Care	87	11	2	88	11	1	71	24	5	71	25	4	68	23	9	59	28	13	78	19	3	79	18	3
Non-public Nursery	95	4	0	95	5	0	87	12	0	90	10	0	92	7	1	88	10	1	89	10	1	95	5	0
Pre-Kindergarten	87	11	2	86	13	1	73	23	4	75	21	4	74	21	5	66	27	7	78	17	4	82	15	3
Special Education																								
No	93	6	1	93	6	1	82	17	1	83	15	1	84	14	2	79	17	4	86	12	2	91	8	1
Yes	68	25	7	70	26	4	61	25	13	58	28	14	59	26	15	50	31	18	57	32	12	64	28	9
English Language Learners																								
No	91	7	1	92	8	1	83	16	2	84	14	2	84	13	3	80	16	4	84	13	3	90	8	1
Yes	89	10	2	87	11	2	64	31	5	65	30	5	66	26	7	51	37	12	81	16	3	77	20	3
Free and Reduced Price Meals																								
No	91	7	1	92	7	1	82	16	2	84	14	2	86	11	3	81	16	4	85	12	3	91	8	1
Yes	90	9	1	88	11	1	74	23	3	73	23	3	68	26	6	61	29	9	78	19	3	81	17	2
Aggregated Data	91	8	1	91	8	1	80	18	2	81	16	2	82	15	3	77	19	5	84	14	3	89	10	1

* = fewer than 5

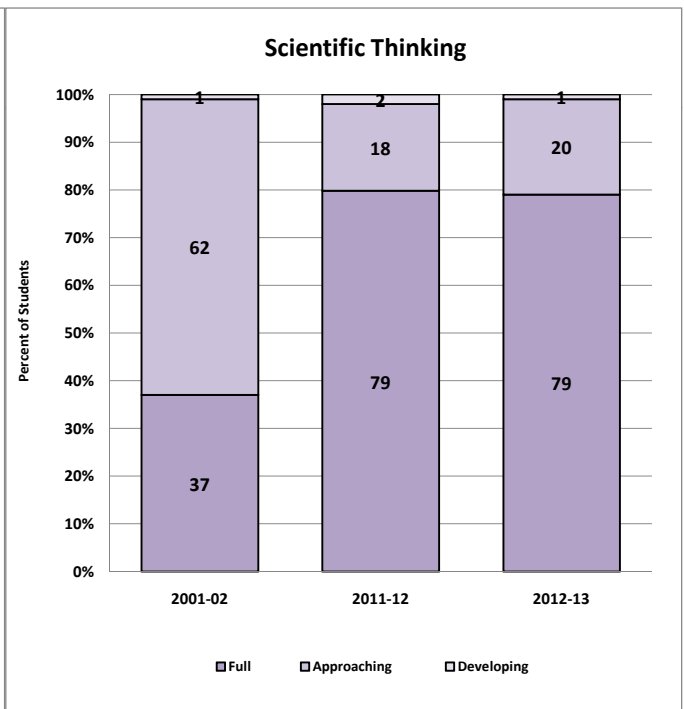
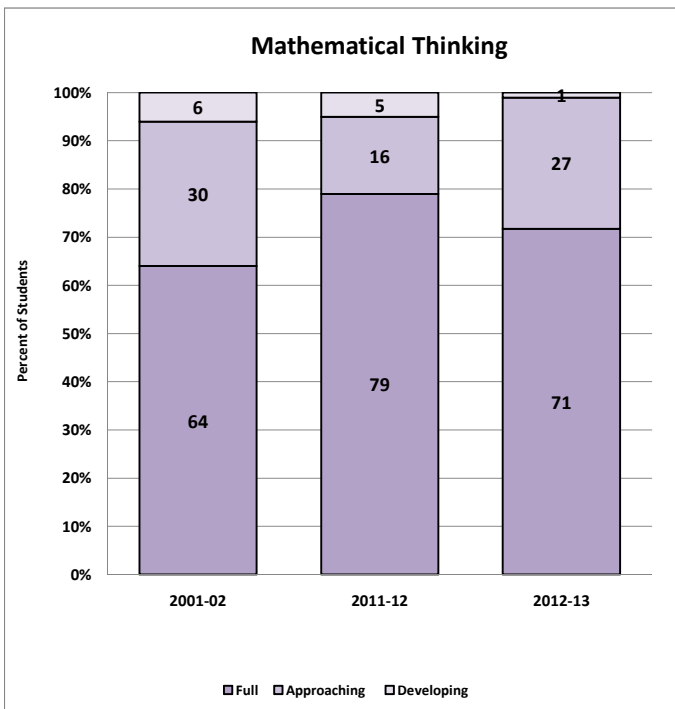
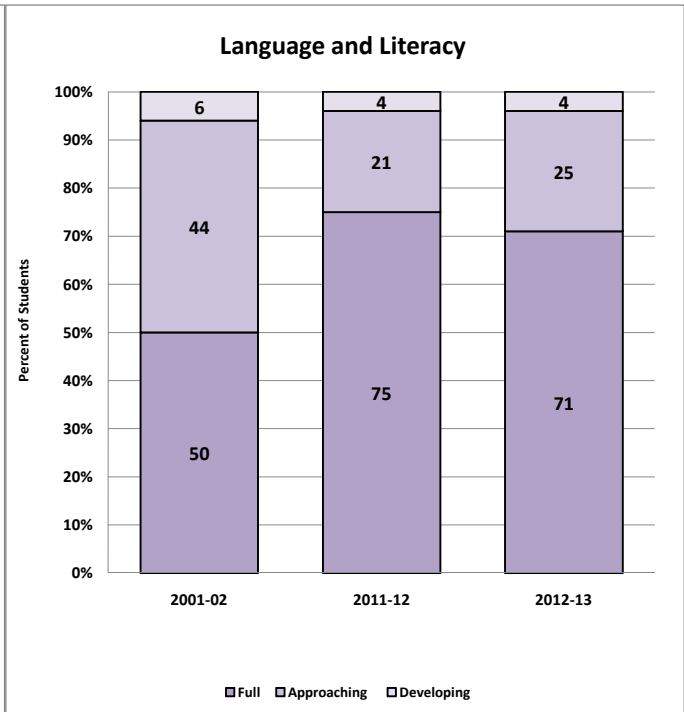
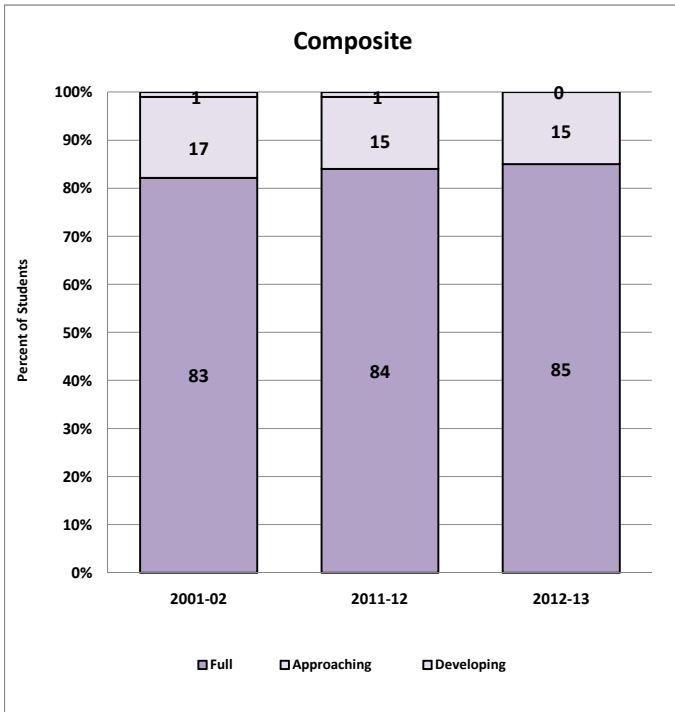
May not total 100% due to rounding.

Howard County - Number of Kindergarten Students

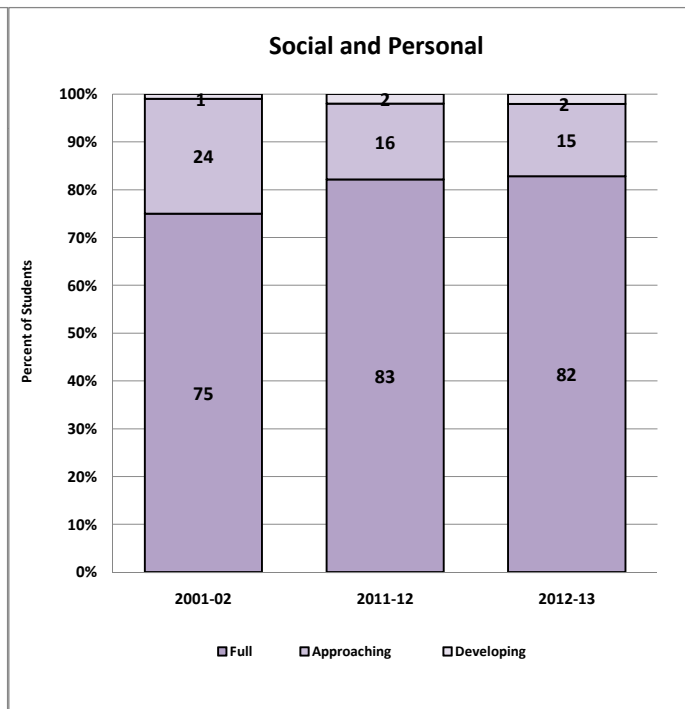
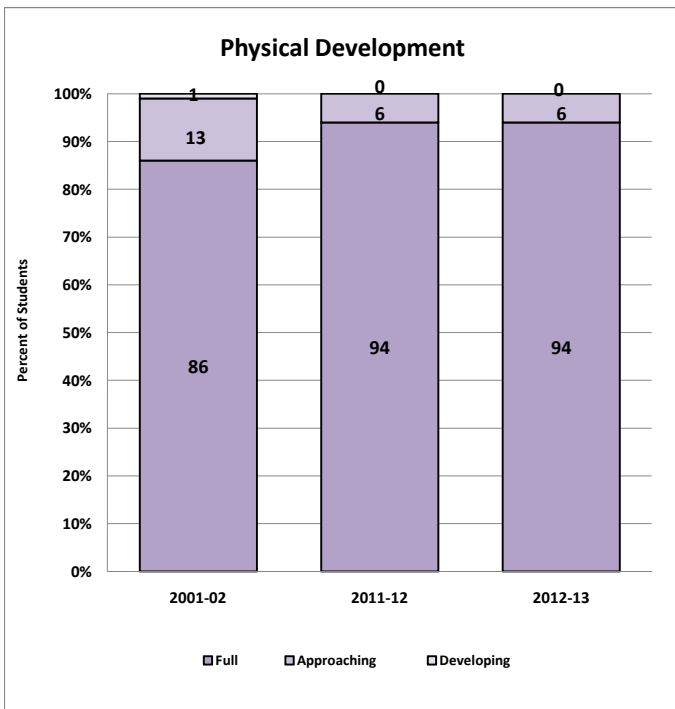
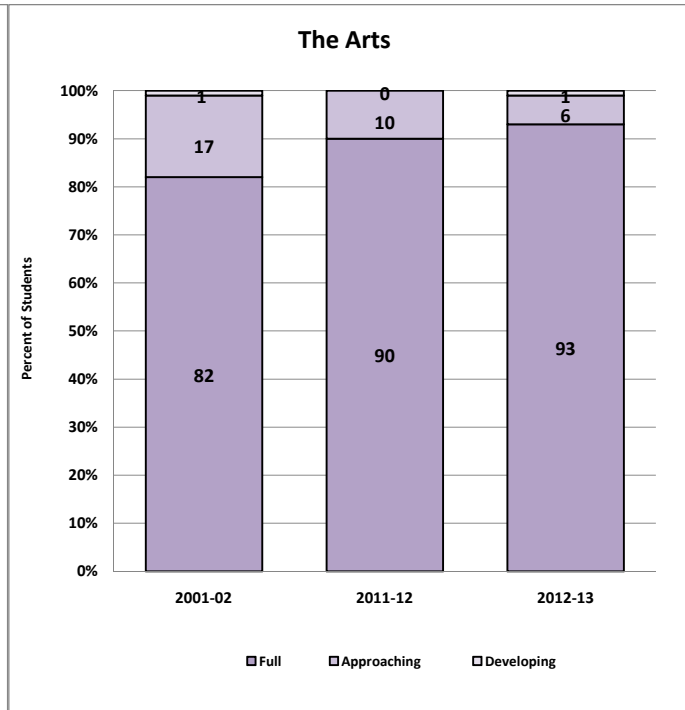
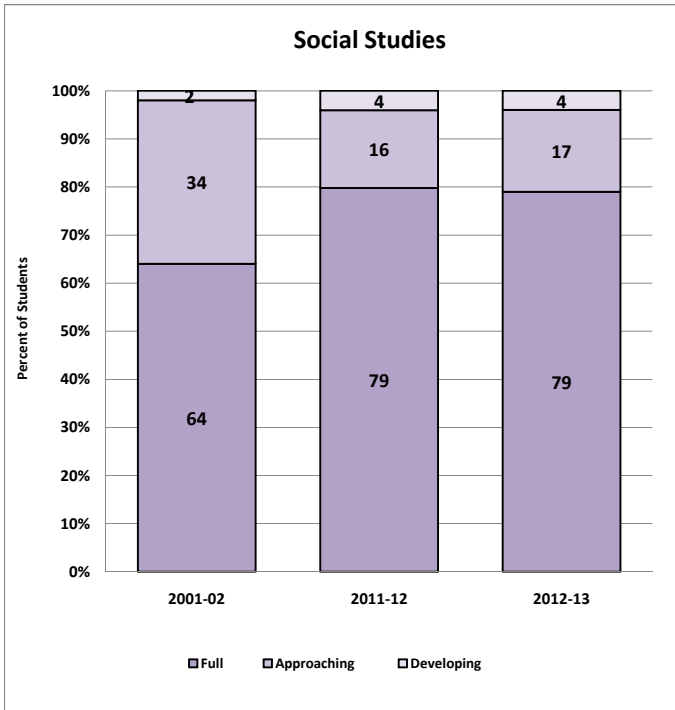
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	9	0	0	7	2	0	6	3	0	7	2	0	7	1	1	6	2	1	6	3	0	7	2	0
Asian	635	41	9	630	48	6	523	139	22	542	127	15	588	76	20	517	141	26	587	79	18	612	62	10
African American	595	67	9	598	70	3	537	117	17	514	135	22	511	134	26	490	142	39	515	126	30	571	89	11
Native Hawaiian/Pacific Islander	4	1	0	4	1	0	5	0	0	4	1	0	5	0	0	5	0	0	4	1	0	5	0	0
White	1,447	104	17	1,457	100	11	1,321	228	19	1,358	186	24	1,352	181	35	1,300	217	51	1,351	187	30	1,446	107	15
Hispanic	321	39	6	313	46	7	262	89	15	257	95	14	246	93	27	209	117	40	295	58	13	291	65	10
Two or More Races (Non-Hispanic/Latino)	185	20	5	191	15	4	166	40	4	176	29	5	171	29	10	166	32	12	178	27	5	183	23	4
Gender																								
Male	1,565	180	36	1,548	208	24	1,402	327	51	1,416	312	52	1,424	284	72	1,318	359	103	1,384	331	65	1,527	214	39
Female	1,631	92	10	1,652	74	7	1,418	289	26	1,442	263	28	1,456	230	47	1,375	292	66	1,552	150	31	1,588	134	11
Prior Care																								
Child Care Center	797	49	9	809	40	6	737	111	7	742	102	11	758	83	14	731	105	19	743	94	18	810	38	7
Family Child Care	120	14	2	121	13	2	106	26	4	103	33	0	108	26	2	97	33	6	113	16	7	117	18	1
Head Start	104	11	2	110	6	1	87	27	3	85	25	7	80	31	6	80	28	9	90	22	5	97	17	3
Home / Informal Care	344	44	6	346	43	5	280	94	20	278	100	16	266	92	36	232	112	50	307	75	12	310	72	12
Non-public Nursery	953	44	4	951	47	3	874	124	3	897	100	4	922	68	11	882	104	15	891	99	11	953	46	2
Pre-Kindergarten	845	108	23	835	127	14	711	226	39	728	207	41	722	205	49	649	259	68	765	168	43	802	149	25
Special Education																								
No	3,008	204	26	3,007	210	20	2,651	546	40	2,698	497	42	2,717	443	77	2,554	565	118	2,779	394	64	2,939	272	26
Yes	188	68	20	193	72	11	169	70	37	160	78	38	163	71	42	139	86	51	157	87	32	176	76	24
English Language Learners																								
No	2807	230	39	2820	232	24	2542	481	53	2575	443	58	2590	399	87	2471	490	115	2584	411	81	2778	259	39
Yes	389	42	7	380	50	7	278	135	24	283	132	22	290	115	32	222	161	54	352	70	15	337	89	11
Free and Reduced Price Meals																								
No	2,509	205	35	2,528	195	25	2,254	438	56	2,298	396	54	2,361	315	72	2,225	426	97	2,338	338	72	2,496	216	36
Yes	687	67	11	672	87	6	566	178	21	560	179	26	519	199	47	468	225	72	598	143	24	619	132	14
Aggregated Data	3,196	272	46	3,200	282	31	2,820	616	77	2,858	575	80	2,880	514	119	2,693	651	169	2,936	481	96	3,115	348	50

* = fewer than 5

MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Kent County



MMSR Kindergarten Assessment 2012-2013
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	78	17	5	59	34	7	59	39	2	66	32	2	61	27	12	93	5	2	95	5	0	73	27	0	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	83	16	1	78	21	1	77	22	1	86	14	0	87	12	1	92	7	1	93	7	0	90	10	0	
Hispanic	100	0	0	57	29	14	71	29	0	57	43	0	71	29	0	100	0	0	100	0	0	86	14	0	
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																									
Male	78	19	3	69	27	5	69	31	0	80	19	2	78	17	5	89	8	3	94	6	0	84	16	0	
Female	86	13	1	73	24	3	73	24	3	78	22	0	79	17	4	96	4	0	95	5	0	86	14	0	
Prior Care																									
Child Care Center	78	22	0	100	0	0	89	11	0	89	11	0	100	0	0	100	0	0	100	0	0	100	0	0	
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	73	27	0	64	36	0	64	36	0	64	36	0	64	18	18	91	9	0	91	9	0	73	27	0	
Home / Informal Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	82	15	3	68	27	4	69	29	2	78	21	1	78	19	4	92	6	2	94	6	0	84	16	0	
Special Education																									
No	84	14	2	75	22	3	75	24	1	81	19	0	82	14	4	92	6	2	95	5	0	88	12	0	
Yes	69	31	0	31	62	8	31	62	8	54	38	8	46	46	8	100	0	0	85	15	0	62	38	0	
English Language Learners																									
No	82	16	2	72	25	3	72	27	1	80	19	1	80	16	4	93	6	1	94	6	0	85	15	0	
Yes	100	0	0	40	40	20	60	40	0	40	60	0	60	40	0	100	0	0	100	0	0	80	20	0	
Free and Reduced Price Meals																									
No	89	9	2	80	20	0	81	19	0	91	9	0	91	9	0	94	4	2	94	6	0	93	7	0	
Yes	78	19	2	66	28	6	65	33	2	72	27	1	72	22	7	92	7	1	94	6	0	81	19	0	
Aggregated Data	82	15	2	71	25	4	71	27	1	79	20	1	79	17	4	93	6	1	94	6	0	85	15	0	

* = fewer than 5

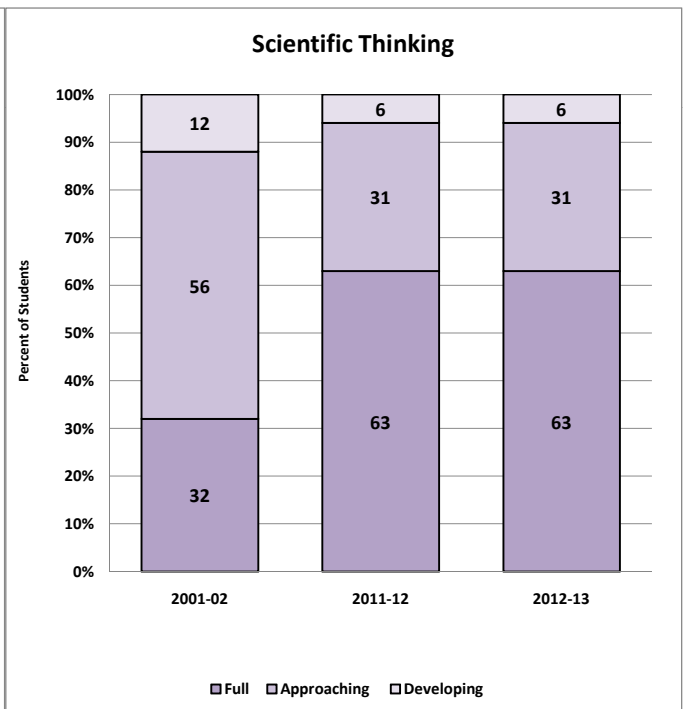
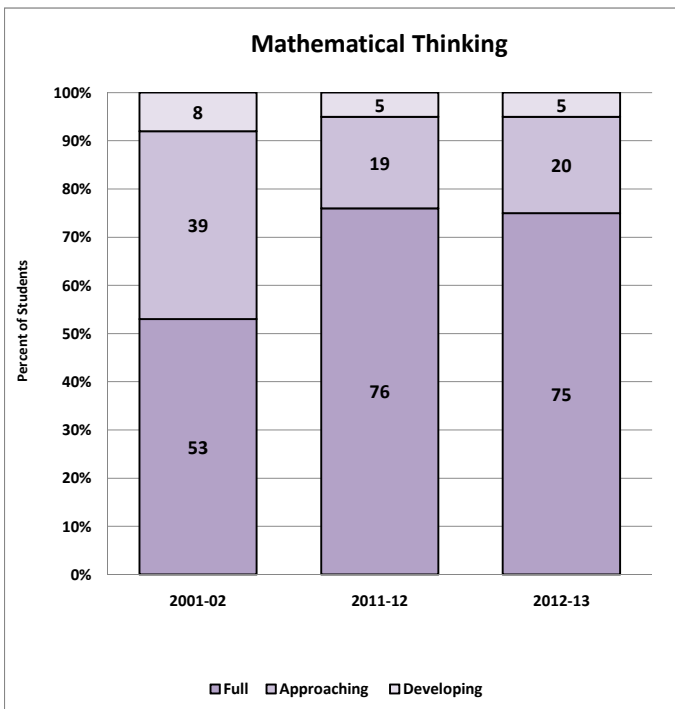
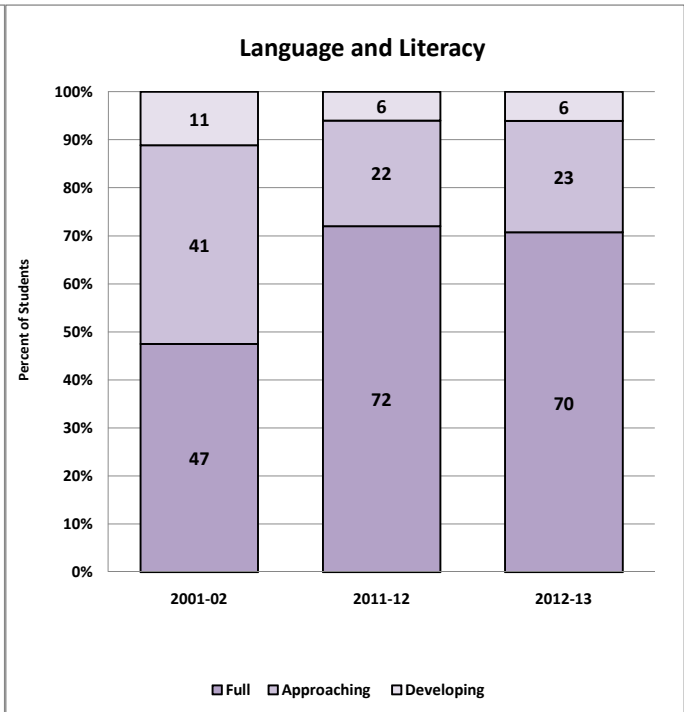
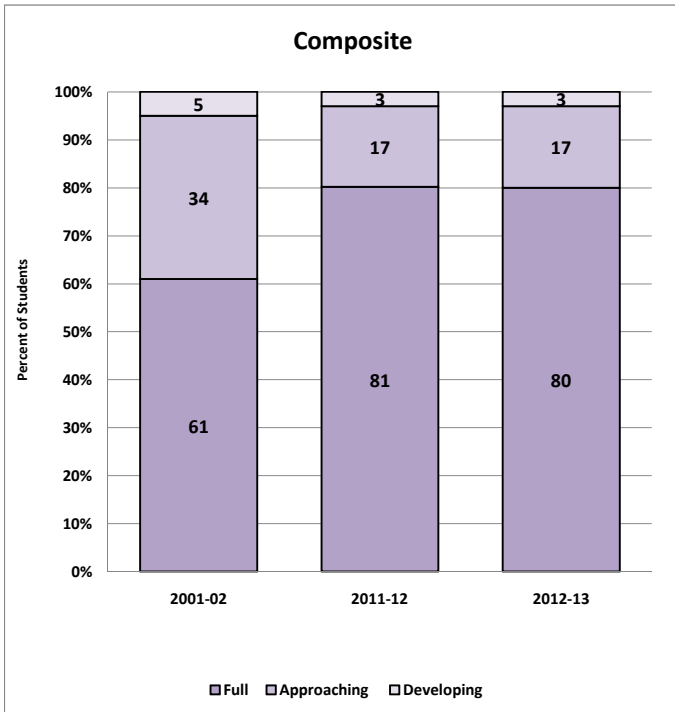
May not total 100% due to rounding.

Kent County - Number of Kindergarten Students

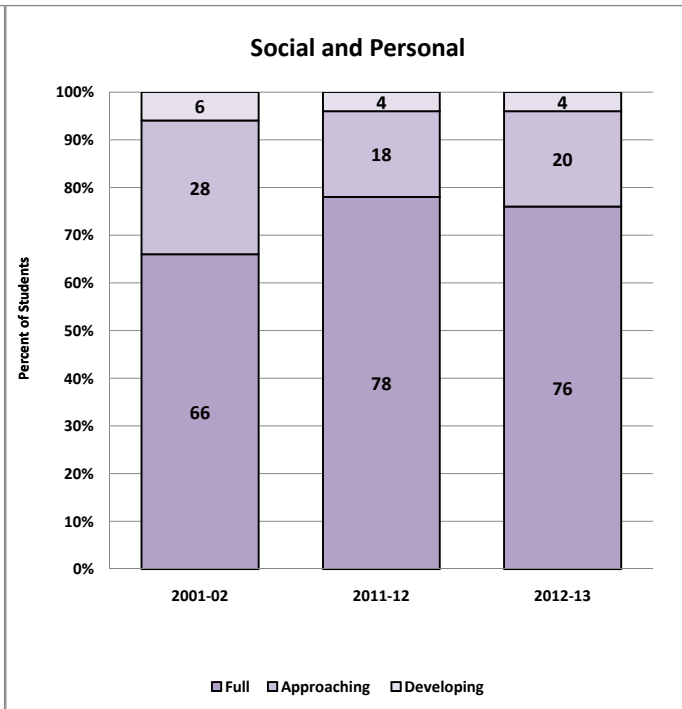
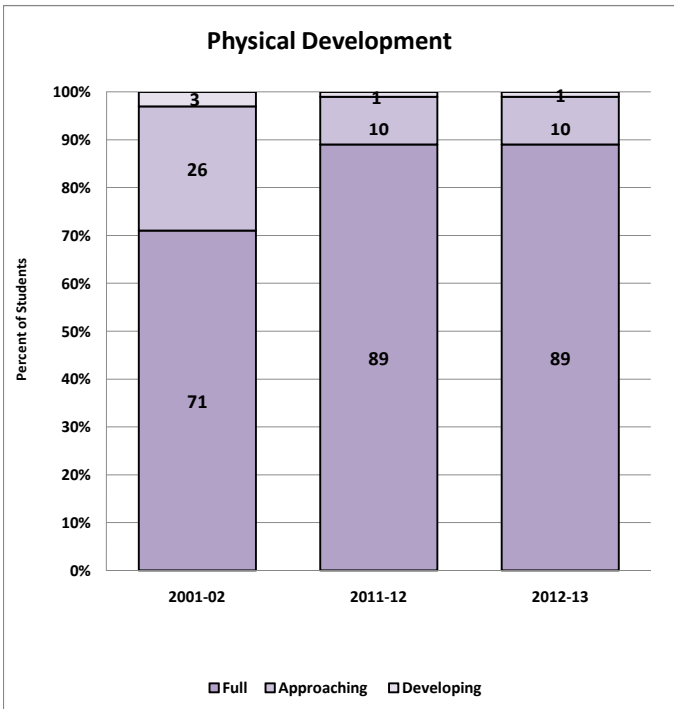
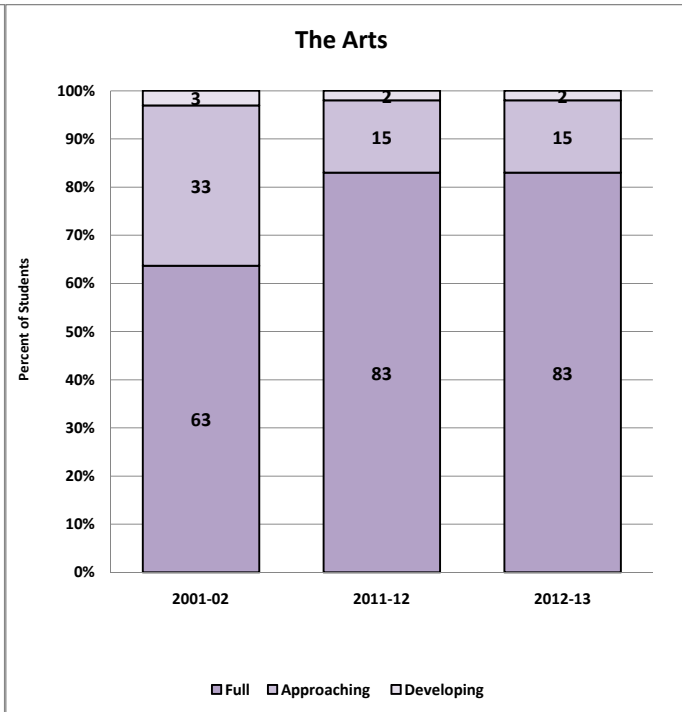
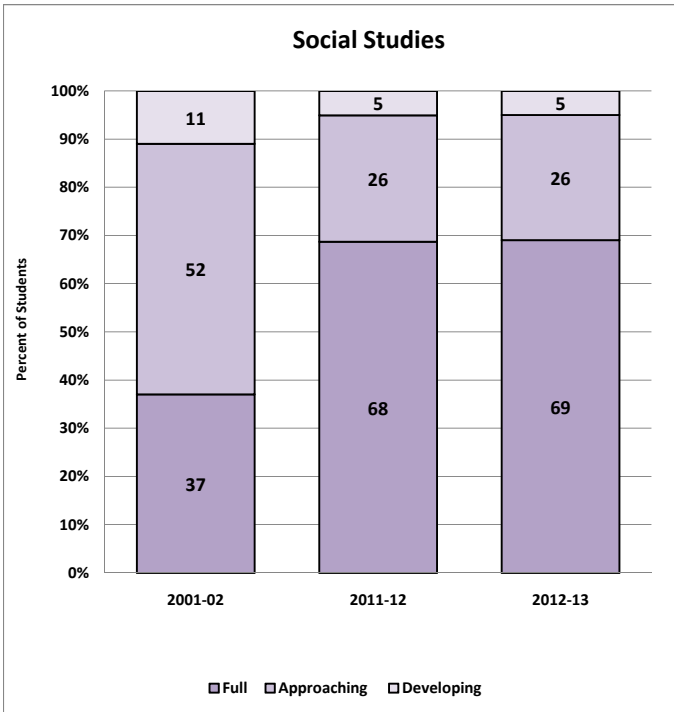
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	32	7	2	24	14	3	24	16	1	27	13	1	25	11	5	38	2	1	39	2	0	30	11	0	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	76	15	1	72	19	1	71	20	1	79	13	0	80	11	1	85	6	1	86	6	0	83	9	0	
Hispanic	7	0	0	4	2	1	5	2	0	4	3	0	5	2	0	7	0	0	7	0	0	6	1	0	
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																									
Male	50	12	2	44	17	3	44	20	0	51	12	1	50	11	3	57	5	2	60	4	0	54	10	0	
Female	67	10	1	57	19	2	57	19	2	61	17	0	62	13	3	75	3	0	74	4	0	67	11	0	
Prior Care																									
Child Care Center	7	2	0	9	0	0	8	1	0	8	1	0	9	0	0	9	0	0	9	0	0	9	0	0	
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	8	3	0	7	4	0	7	4	0	7	4	0	7	2	2	10	1	0	10	1	0	8	3	0	
Home / Informal Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	93	17	3	77	31	5	78	33	2	88	24	1	88	21	4	104	7	2	106	7	0	95	18	0	
Special Education																									
No	108	18	3	97	28	4	97	31	1	105	24	0	106	18	5	119	8	2	123	6	0	113	16	0	
Yes	9	4	0	4	8	1	4	8	1	7	5	1	6	6	1	13	0	0	11	2	0	8	5	0	
English Language Learners																									
No	112	22	3	99	34	4	98	37	2	110	26	1	109	22	6	127	8	2	129	8	0	117	20	0	
Yes	5	0	0	2	2	1	3	2	0	2	3	0	3	2	0	5	0	0	5	0	0	4	1	0	
Free and Reduced Price Meals																									
No	48	5	1	43	11	0	44	10	0	49	5	0	49	5	0	51	2	1	51	3	0	50	4	0	
Yes	69	17	2	58	25	5	57	29	2	63	24	1	63	19	6	81	6	1	83	5	0	71	17	0	
Aggregated Data	117	22	3	101	36	5	101	39	2	112	29	1	112	24	6	132	8	2	134	8	0	121	21	0	

* = fewer than 5

MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Montgomery County



MMSR Kindergarten Assessment 2012-2013
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	85	15	0	81	15	4	88	8	4	81	15	4	81	15	4	81	15	4	100	0	0	88	8	4
Asian	82	15	3	79	17	3	85	13	2	68	28	4	74	23	4	86	12	2	93	7	1	87	12	2
African American	70	24	6	68	25	7	71	23	6	56	36	8	64	29	7	80	16	3	85	13	2	76	20	5
Native Hawaiian/Pacific Islander	53	33	13	60	33	7	67	20	13	60	27	13	67	20	13	67	27	7	73	20	7	73	20	7
White	81	16	3	82	15	3	85	13	2	76	21	3	81	16	2	87	12	1	92	7	1	88	10	1
Hispanic	73	22	5	55	33	11	62	29	9	50	40	10	57	35	8	79	18	3	86	12	2	71	24	5
Two or More Races (Non-Hispanic/Latino)	80	16	4	78	17	4	82	15	3	73	23	4	77	20	3	83	16	1	89	9	2	85	14	2
Gender																								
Male	69	25	6	68	25	7	74	20	6	61	31	7	67	27	6	77	20	3	85	13	2	76	20	4
Female	84	14	2	73	22	5	76	19	4	64	31	5	71	25	4	89	10	1	93	6	1	84	14	2
Prior Care																								
Child Care Center	75	20	5	77	19	4	81	15	3	69	27	4	75	22	3	84	14	2	90	9	1	85	13	2
Family Child Care	77	19	4	63	30	7	70	23	8	58	34	8	66	29	5	82	16	2	87	11	2	77	20	4
Head Start	71	23	5	62	31	7	69	26	5	52	41	7	62	32	6	76	21	3	88	11	1	74	22	3
Home / Informal Care	71	25	4	53	34	14	59	30	11	48	40	12	56	34	10	79	17	4	85	13	2	68	27	6
Non-public Nursery	85	14	1	86	12	2	88	11	1	79	19	2	83	16	1	89	10	1	93	7	0	91	8	1
Pre-Kindergarten	77	19	5	73	22	5	77	18	4	64	30	6	70	25	5	83	15	2	89	9	2	81	16	3
Special Education																								
No	79	18	3	73	22	5	77	19	4	65	30	5	71	25	4	85	14	2	91	8	1	82	16	2
Yes	47	36	17	43	37	20	51	31	18	40	36	24	44	33	23	59	30	10	63	26	11	52	30	18
English Language Learners																								
No	79	18	4	79	17	4	82	15	3	71	25	4	77	20	3	86	12	2	90	9	2	85	12	3
Yes	72	23	5	54	35	11	63	29	8	48	42	10	54	37	9	78	20	3	87	12	1	70	26	4
Free and Reduced Price Meals																								
No	80	17	3	80	17	3	83	14	3	72	25	4	77	20	3	86	13	2	91	8	1	86	12	2
Yes	71	24	5	56	34	11	62	29	9	49	41	10	56	35	8	78	19	3	86	13	2	70	25	5
Aggregated Data	76	20	4	70	23	6	75	20	5	63	31	6	69	26	5	83	15	2	89	10	1	80	17	3

* = fewer than 5

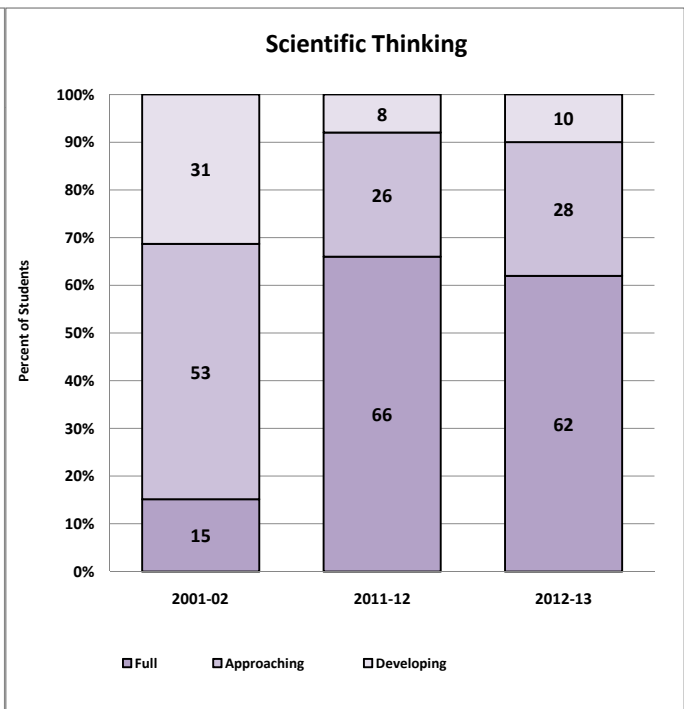
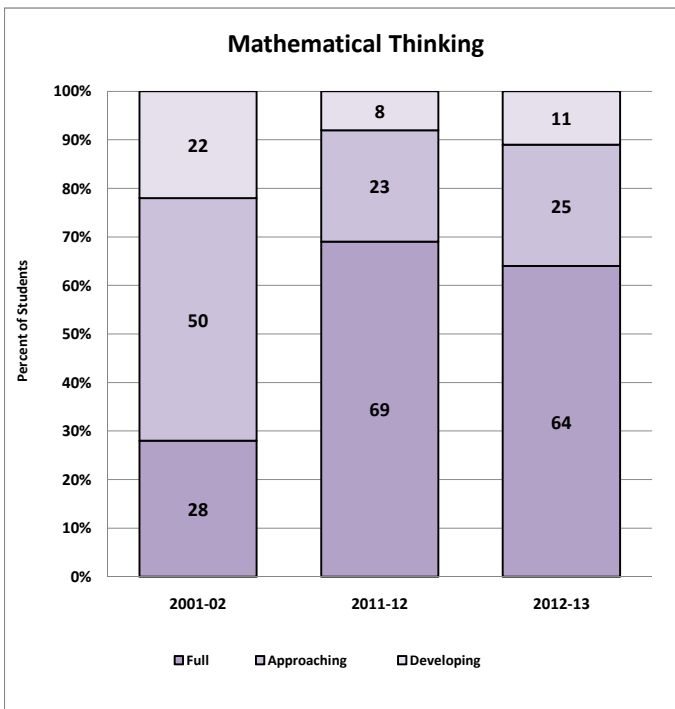
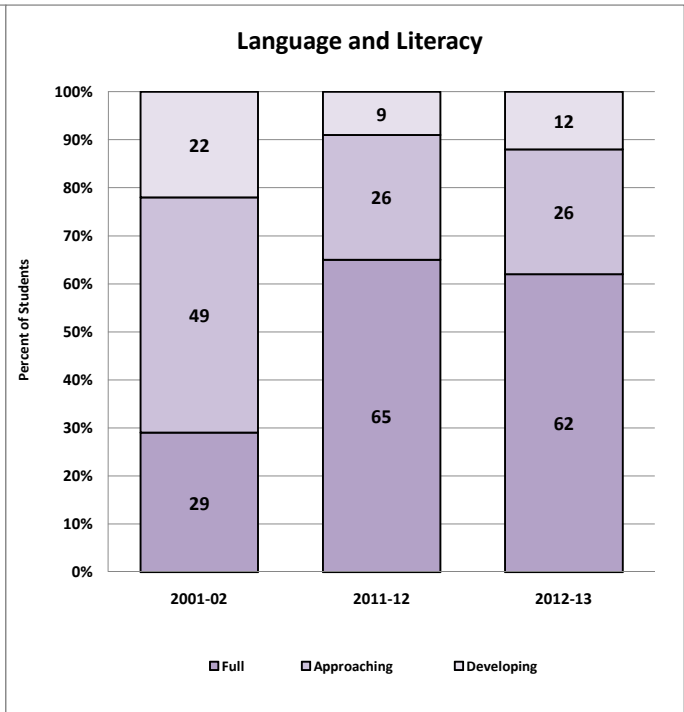
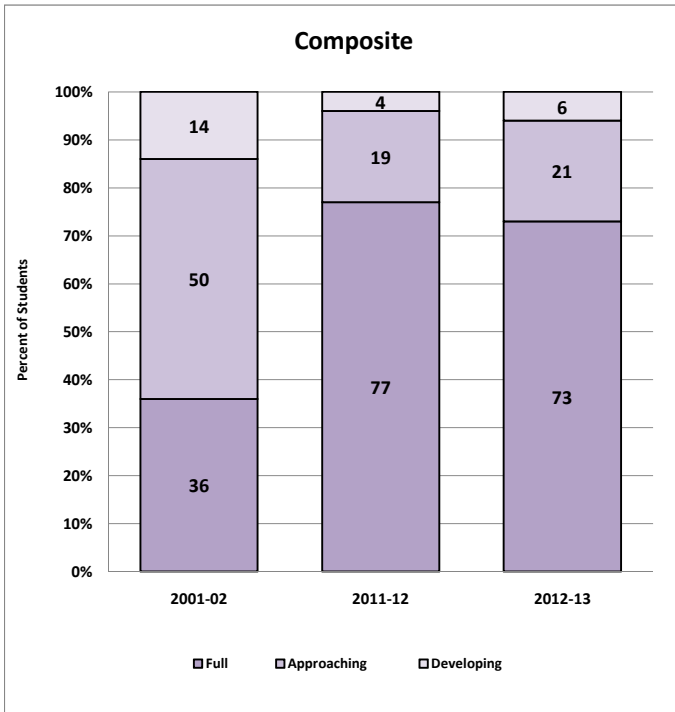
May not total 100% due to rounding.

Montgomery County - Number of Kindergarten Students

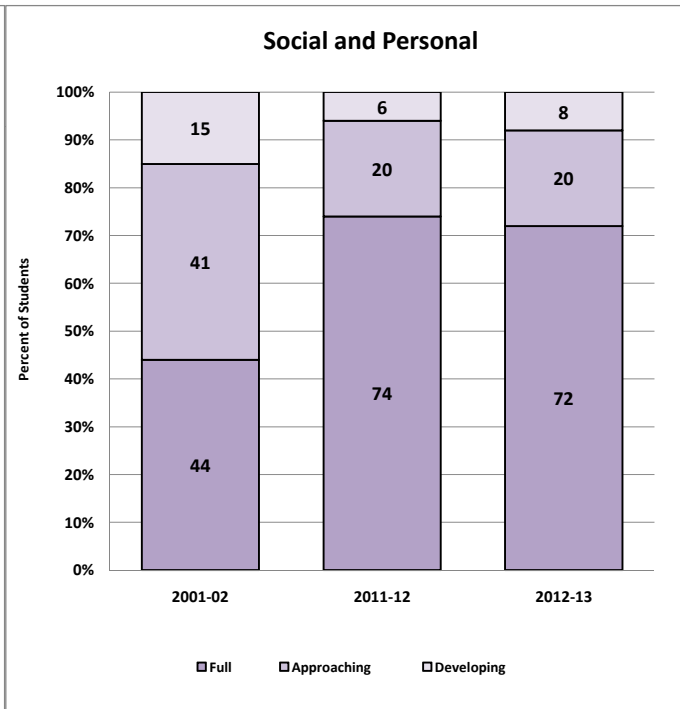
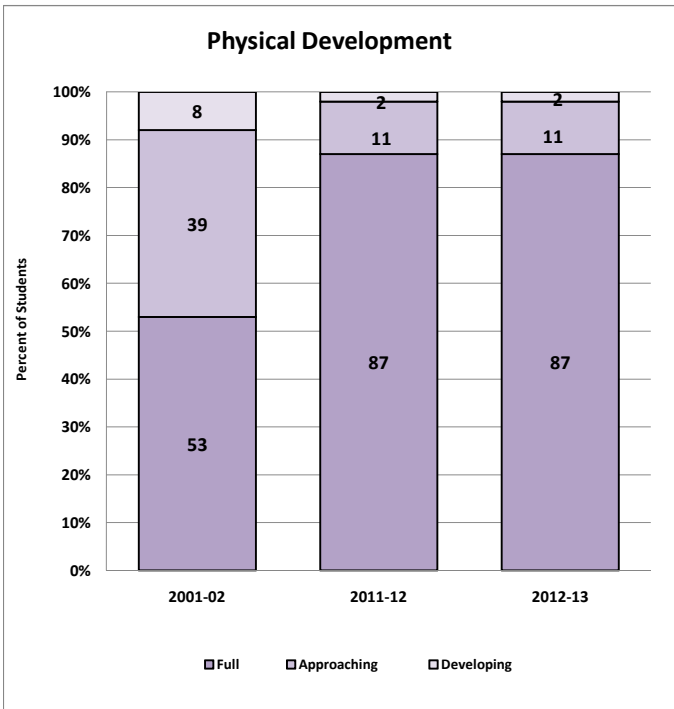
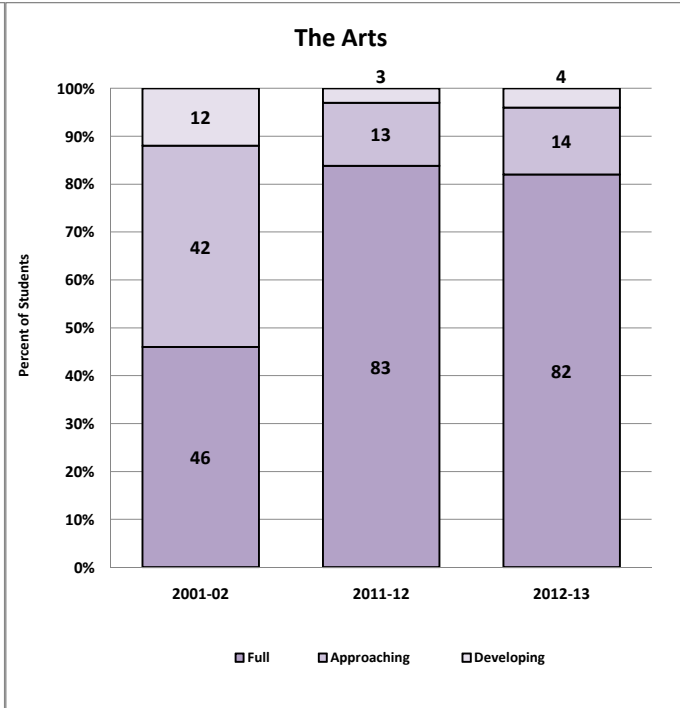
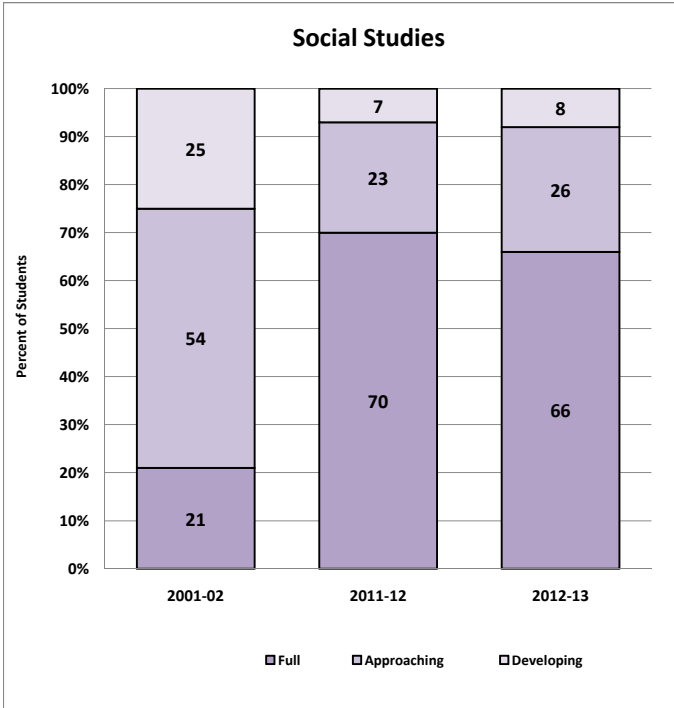
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	22	4	0	21	4	1	23	2	1	21	4	1	21	4	1	21	4	1	26	0	0	23	2	1
Asian	1,253	232	41	1,213	265	48	1,296	197	33	1,042	423	61	1,124	344	58	1,316	184	26	1,416	101	9	1,321	181	24
African American	1,615	559	139	1,575	584	154	1,650	525	138	1,300	833	180	1,479	682	152	1,860	378	75	1,970	294	49	1,749	459	105
Native Hawaiian/Pacific Islander	8	5	2	9	5	1	10	3	2	9	4	2	10	3	2	10	4	1	11	3	1	11	3	1
White	2,867	586	99	2,925	535	92	3,028	446	78	2,695	755	102	2,881	586	85	3,091	419	42	3,255	261	36	3,135	364	53
Hispanic	2,603	783	173	1,959	1,191	409	2,211	1,023	325	1,771	1,427	361	2,022	1,239	298	2,800	649	110	3,071	428	60	2,511	866	182
Two or More Races (Non-Hispanic/Latino)	455	92	23	446	99	25	466	85	19	417	132	21	441	114	15	474	89	7	507	54	9	482	77	11
Gender																								
Male	4,159	1,511	363	4,092	1,493	448	4,460	1,214	359	3,698	1,887	448	4,047	1,600	386	4,646	1,193	194	5,119	782	132	4,597	1,179	257
Female	4,664	750	114	4,056	1,190	282	4,224	1,067	237	3,557	1,691	280	3,931	1,372	225	4,926	534	68	5,137	359	32	4,635	773	120
Prior Care																								
Child Care Center	1,046	277	64	1,064	267	56	1,128	214	45	962	372	53	1,036	311	40	1,167	198	22	1,245	128	14	1,178	181	28
Family Child Care	346	83	18	281	134	32	311	101	35	258	153	36	295	129	23	367	71	9	391	47	9	342	88	17
Head Start	641	210	46	560	278	59	617	233	47	469	364	64	553	291	53	682	188	27	785	99	13	667	200	30
Home / Informal Care	1,460	503	90	1,078	696	279	1,210	620	223	990	826	237	1,142	700	211	1,622	358	73	1,748	274	31	1,386	547	120
Non-public Nursery	1,253	200	21	1,267	180	27	1,291	164	19	1,160	279	35	1,224	229	21	1,314	148	12	1,368	102	4	1,339	123	12
Pre-Kindergarten	3,889	958	236	3,706	1,102	275	3,932	926	225	3,240	1,544	299	3,551	1,273	259	4,224	743	116	4,511	481	91	4,120	794	169
Special Education																								
No	8,391	1,928	325	7,758	2,342	544	8,214	1,998	432	6,891	3,245	508	7,576	2,670	398	9,028	1,449	167	9,678	899	67	8,754	1,674	216
Yes	432	333	152	390	341	186	470	283	164	364	333	220	402	302	213	544	278	95	578	242	97	478	278	161
English Language Learners																								
No	5918	1323	289	5962	1270	298	6158	1111	261	5327	1887	316	5783	1486	261	6445	931	154	6765	649	116	6430	902	198
Yes	2905	938	188	2186	1413	432	2526	1170	335	1928	1691	412	2195	1486	350	3127	796	108	3491	492	48	2802	1050	179
Free and Reduced Price Meals																								
No	5,681	1,194	248	5,682	1,196	245	5,932	999	192	5,093	1,746	284	5,481	1,408	234	6,102	896	125	6,449	582	92	6,122	847	154
Yes	3,142	1,067	229	2,466	1,487	485	2,752	1,282	404	2,162	1,832	444	2,497	1,564	377	3,470	831	137	3,807	559	72	3,110	1,105	223
Aggregated Data	8,823	2,261	477	8,148	2,683	730	8,684	2,281	596	7,255	3,578	728	7,978	2,972	611	9,572	1,727	262	10,256	1,141	164	9,232	1,952	377

* = fewer than 5

MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Prince George's County



MMSR Kindergarten Assessment 2012-2013
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	81	15	4	66	26	9	70	21	9	68	26	6	74	21	4	81	17	2	94	4	2	77	21	2
Asian	81	16	2	72	20	8	74	19	6	76	18	7	74	19	7	86	11	3	89	8	3	81	16	4
African American	72	20	8	69	23	8	69	23	8	66	27	7	71	23	5	84	13	3	87	11	2	78	18	4
Native Hawaiian/Pacific Islander	82	18	0	73	27	0	86	14	0	82	18	0	86	14	0	86	14	0	86	14	0	86	14	0
White	77	16	6	71	22	7	72	23	5	73	23	4	76	21	3	88	9	3	90	9	2	82	16	3
Hispanic	71	21	8	48	33	19	51	31	18	52	32	16	54	32	14	77	17	6	86	12	3	63	28	9
Two or More Races (Non-Hispanic/Latino)	64	25	11	58	26	16	65	23	13	65	23	13	71	19	10	85	10	5	83	13	5	71	20	9
Gender																								
Male	64	25	10	58	28	13	62	26	12	60	29	11	63	27	9	78	17	5	84	13	3	69	24	7
Female	80	15	5	67	24	10	65	25	10	65	27	8	70	24	7	86	11	3	90	8	2	78	18	4
Prior Care																								
Child Care Center	71	22	7	71	23	6	72	22	6	69	25	5	74	22	4	86	12	2	87	11	2	80	17	3
Family Child Care	67	23	10	54	29	17	53	33	14	54	34	12	59	31	10	82	14	4	83	15	2	67	26	7
Head Start	71	21	8	68	24	8	67	25	8	63	30	7	68	28	4	84	13	3	86	12	2	77	18	5
Home / Informal Care	64	25	11	40	34	27	42	33	25	45	36	19	48	35	17	74	19	7	81	15	4	55	33	12
Non-public Nursery	77	16	6	81	15	4	77	19	4	74	23	4	78	19	3	85	13	1	90	8	2	86	11	2
Pre-Kindergarten	76	18	6	69	24	8	70	23	7	68	24	7	72	22	6	84	13	3	89	9	2	79	17	4
Special Education																								
No	74	19	7	64	25	11	65	25	10	64	27	8	68	25	7	84	13	3	88	10	2	75	20	5
Yes	48	34	18	41	36	23	44	33	23	39	35	25	44	33	23	61	29	11	67	23	10	50	33	17
English Language Learners																								
No	73	20	8	69	23	8	69	23	8	67	26	7	71	23	6	84	13	3	87	11	2	78	18	4
Yes	71	21	8	47	33	20	50	31	18	52	33	16	54	32	14	78	17	5	87	11	2	63	28	8
Free and Reduced Price Meals																								
No	73	19	7	69	22	9	70	22	9	67	25	8	71	22	7	84	13	3	87	11	2	78	17	5
Yes	72	21	8	58	28	13	60	28	12	59	30	11	63	28	9	81	15	4	87	11	2	71	23	6
Aggregated Data	72	20	8	62	26	12	64	25	11	62	28	10	66	26	8	82	14	4	87	11	2	73	21	6

* = fewer than 5

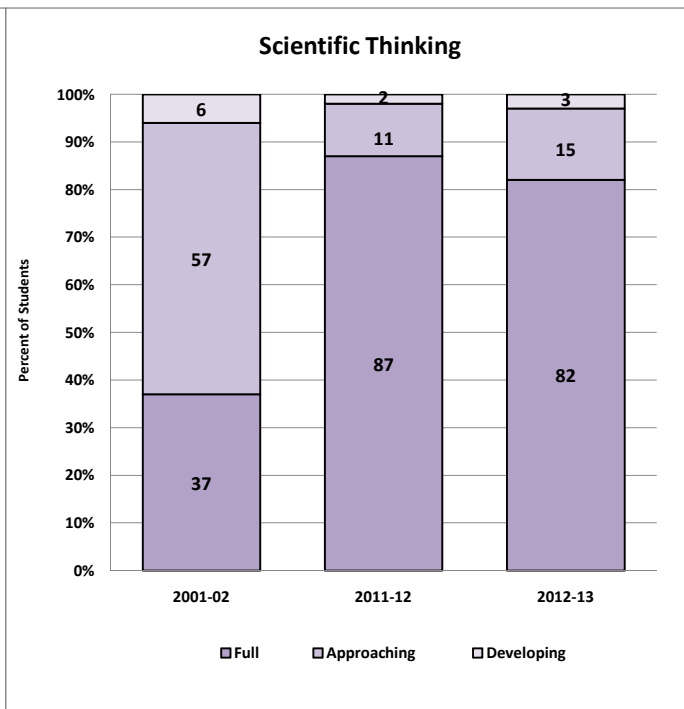
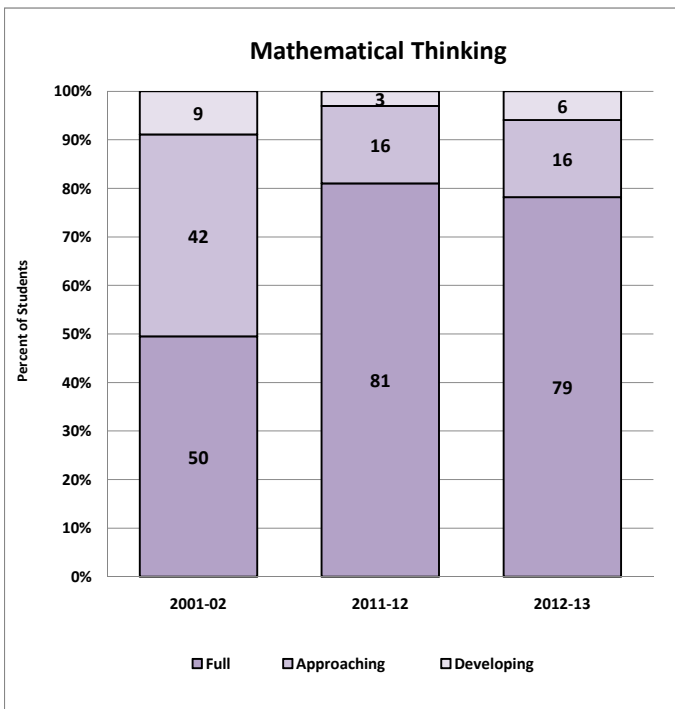
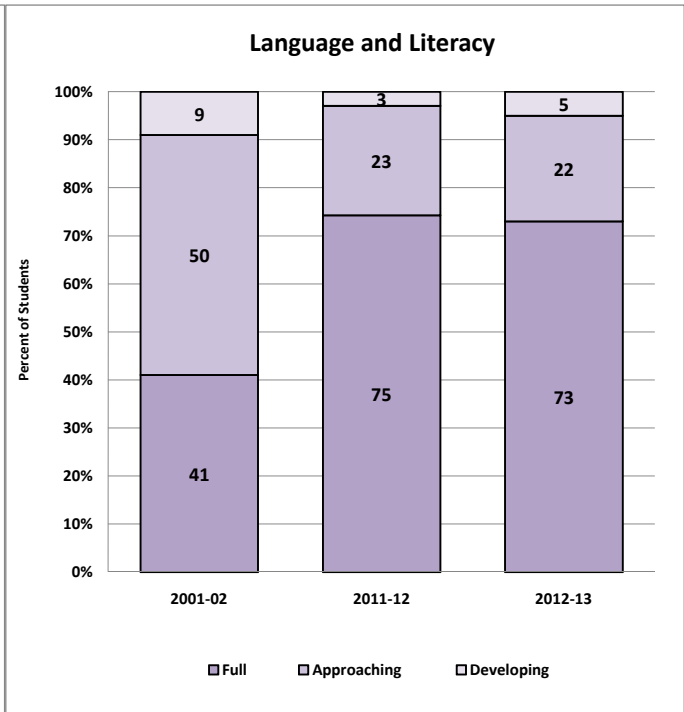
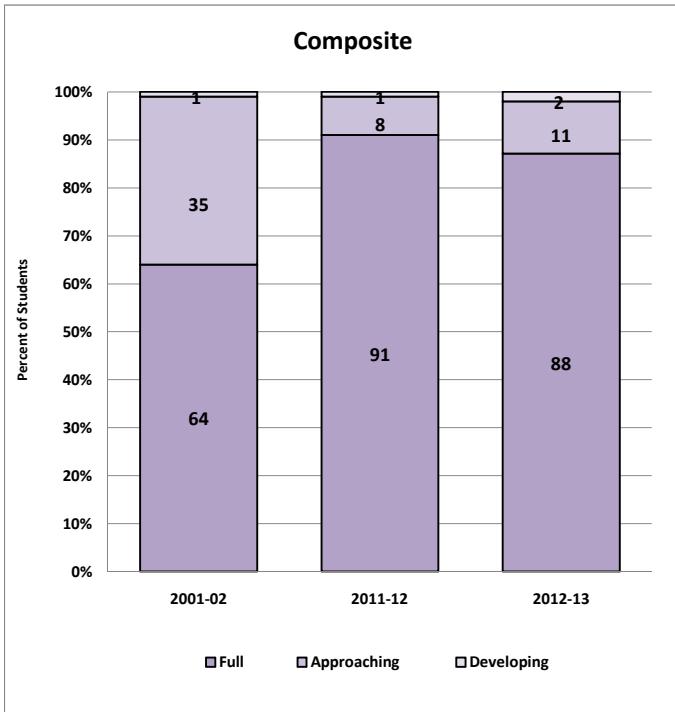
May not total 100% due to rounding.

Prince George's County - Number of Kindergarten Students

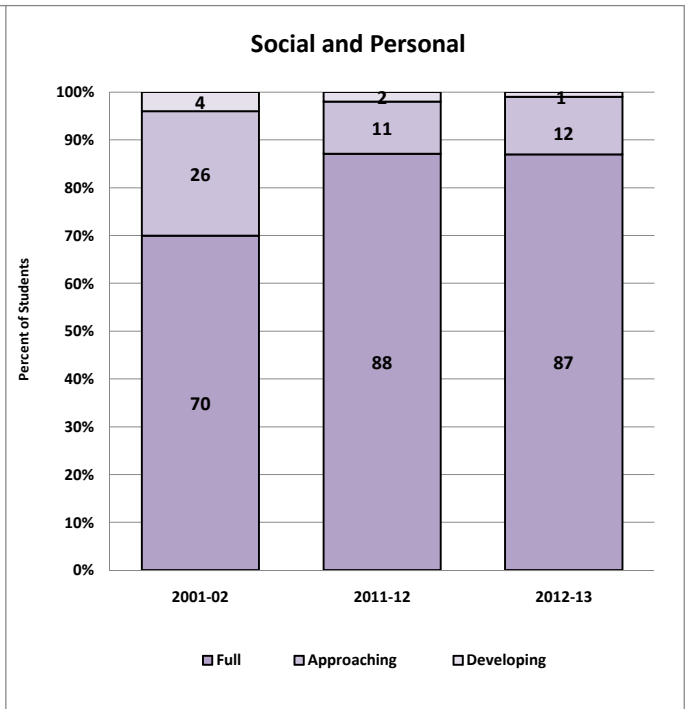
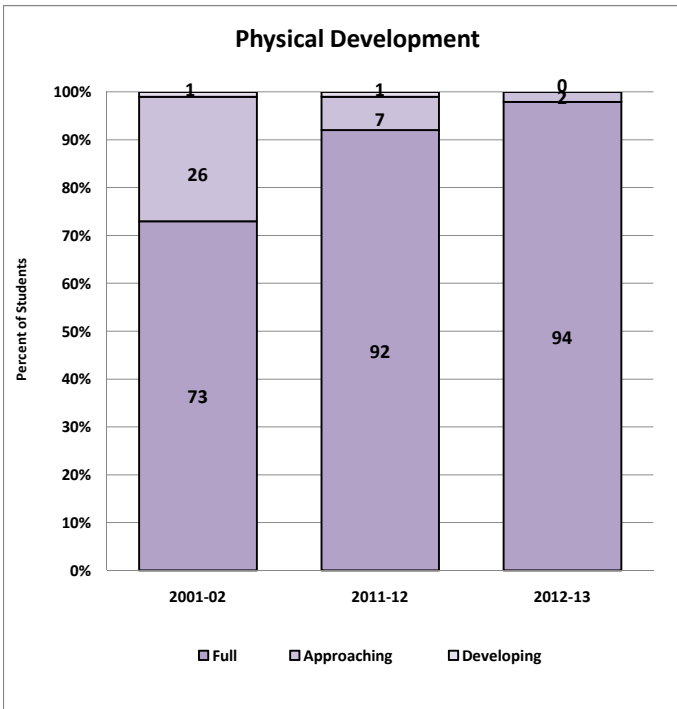
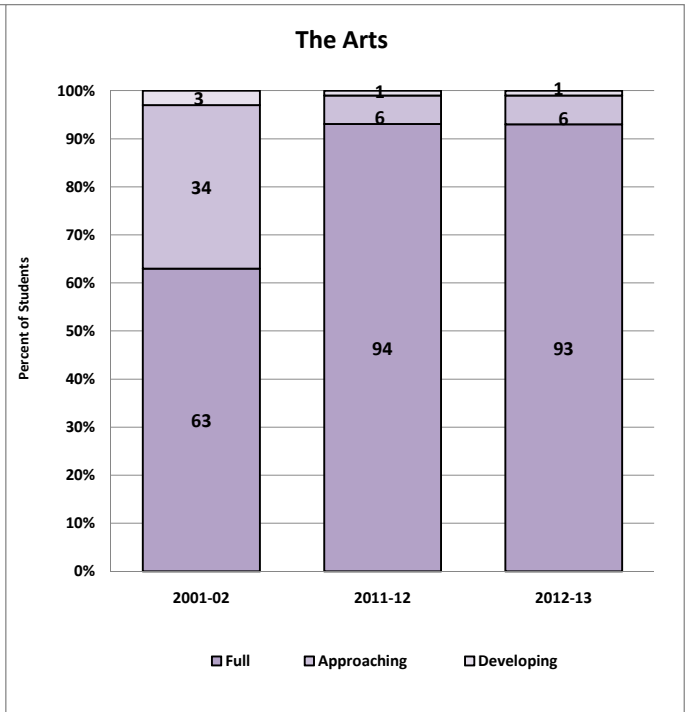
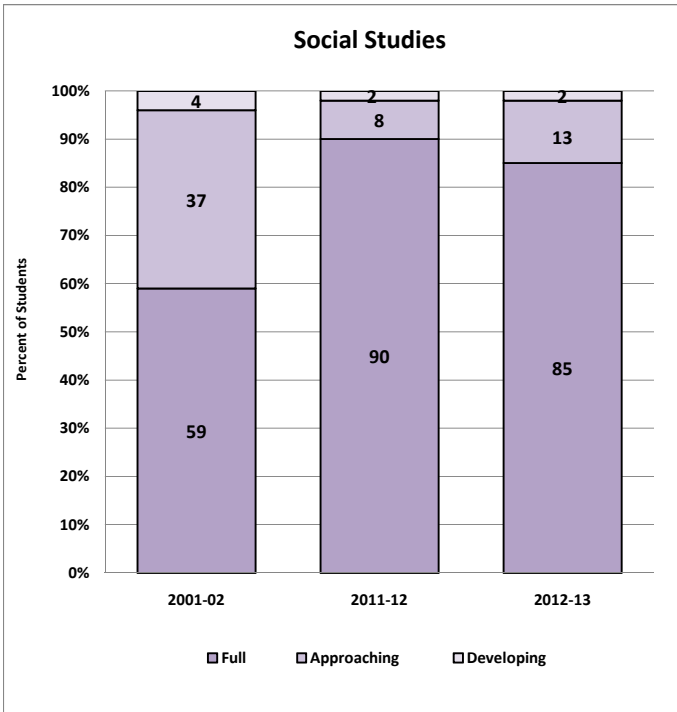
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	38	7	2	31	12	4	33	10	4	32	12	3	35	10	2	38	8	1	44	2	1	36	10	1
Asian	240	48	7	213	59	23	219	57	19	223	52	20	219	55	21	254	33	8	263	24	8	238	46	11
African American	4,073	1,158	453	3,925	1,303	456	3,926	1,310	448	3,772	1,518	394	4,061	1,324	299	4,784	734	166	4,946	610	128	4,423	1,022	239
Native Hawaiian/Pacific Islander	18	4	0	16	6	0	19	3	0	18	4	0	19	3	0	19	3	0	19	3	0	19	3	0
White	488	102	40	449	138	43	456	143	31	459	146	25	478	130	22	552	58	20	566	54	10	514	98	18
Hispanic	2,257	683	243	1,518	1,045	620	1,609	993	581	1,647	1,032	504	1,722	1,012	449	2,458	548	177	2,723	377	83	2,012	895	276
Two or More Races (Non-Hispanic/Latino)	51	20	9	46	21	13	52	18	10	52	18	10	57	15	8	68	8	4	66	10	4	57	16	7
Gender																								
Male	3,309	1,286	537	2,998	1,448	686	3,172	1,335	625	3,096	1,473	563	3,241	1,404	487	4,014	864	254	4,297	679	156	3,553	1,219	360
Female	3,856	736	217	3,200	1,136	473	3,142	1,199	468	3,107	1,309	393	3,350	1,145	314	4,159	528	122	4,330	401	78	3,746	871	192
Prior Care																								
Child Care Center	861	265	90	868	281	67	880	266	70	844	306	66	901	268	47	1,043	143	30	1,055	133	28	971	207	38
Family Child Care	405	141	62	330	176	102	322	203	83	331	207	70	361	186	61	500	84	24	503	92	13	408	159	41
Head Start	310	92	37	299	106	34	295	108	36	276	131	32	298	123	18	367	57	15	379	52	8	338	80	21
Home / Informal Care	1,296	511	231	811	685	542	863	668	507	907	740	391	987	704	347	1,516	380	142	1,649	305	84	1,125	676	237
Non-public Nursery	260	55	21	271	52	13	259	64	13	248	76	12	261	65	10	287	44	5	302	27	7	290	38	8
Pre-Kindergarten	3,814	898	292	3,430	1,196	378	3,503	1,142	359	3,417	1,221	366	3,598	1,107	299	4,216	637	151	4,467	445	92	3,945	865	194
Special Education																								
No	6,789	1,771	624	5,881	2,318	985	5,972	2,286	926	5,889	2,525	770	6,243	2,309	632	7,696	1,191	297	8,111	910	163	6,910	1,848	426
Yes	320	223	119	270	238	154	290	221	151	260	234	168	290	217	155	402	189	71	444	154	64	329	219	114
English Language Learners																								
No	5,128	1,406	533	4,847	1,638	582	4,868	1,632	567	4,711	1,852	504	5,040	1,629	398	5,930	915	222	6,144	757	166	5,479	1,281	307
Yes	1,981	588	210	1,304	918	557	1,394	875	510	1,438	907	434	1,493	897	389	2,168	465	146	2,411	307	61	1,760	786	233
Free and Reduced Price Meals																								
No	2,760	732	283	2,603	829	343	2,634	817	324	2,546	934	295	2,696	832	247	3,160	490	125	3,282	403	90	2,935	653	187
Yes	4,349	1,262	460	3,548	1,727	796	3,628	1,690	753	3,603	1,825	643	3,837	1,694	540	4,938	890	243	5,273	661	137	4,304	1,414	353
Aggregated Data	7,165	2,022	754	6,198	2,584	1,159	6,314	2,534	1,093	6,203	2,782	956	6,591	2,549	801	8,173	1,392	376	8,627	1,080	234	7,299	2,090	552

* = fewer than 5

MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Queen Anne's County



MMSR Kindergarten Assessment 2012-2013
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	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	79	18	3	73	24	3	70	21	9	73	21	6	94	6	0	94	6	0	97	3	0	82	18	0	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	90	10	0	76	21	3	82	14	3	86	13	1	87	12	2	95	4	1	95	5	0	91	9	0	
Hispanic	69	31	0	45	36	19	55	24	21	55	33	12	57	36	7	76	21	2	90	10	0	64	26	10	
Two or More Races (Non-Hispanic/Latino)	65	22	13	48	35	17	52	26	22	78	9	13	78	9	13	83	13	4	87	13	0	78	9	13	
Gender																									
Male	82	16	1	68	25	7	77	16	7	81	15	4	84	13	3	90	8	1	92	8	0	86	11	3	
Female	91	8	1	78	20	3	80	16	4	84	14	2	86	13	1	96	4	0	97	3	0	90	10	0	
Prior Care																									
Child Care Center	92	8	0	80	19	2	87	12	1	89	11	0	88	11	1	96	4	0	97	3	0	94	6	0	
Family Child Care	90	8	2	78	20	2	82	14	4	82	16	2	84	14	2	98	0	2	94	4	2	86	12	2	
Head Start	78	17	6	56	28	17	56	28	17	67	22	11	78	17	6	78	17	6	83	17	0	78	17	6	
Home / Informal Care	89	11	0	65	31	4	71	24	5	77	21	2	81	16	3	89	11	1	93	7	0	84	16	1	
Non-public Nursery	88	11	1	80	18	3	84	11	5	85	15	0	89	11	0	99	1	0	97	3	0	92	8	0	
Pre-Kindergarten	82	16	2	74	18	8	78	13	9	83	10	7	85	11	4	92	7	1	93	7	1	86	10	4	
Special Education																									
No	88	11	1	75	21	4	80	15	5	83	14	2	86	12	2	94	6	1	95	4	0	89	10	1	
Yes	73	27	0	44	39	17	61	22	17	73	17	10	73	17	10	85	12	2	80	17	2	73	22	5	
English Language Learners																									
No	88	11	1	75	21	4	80	15	4	85	13	2	87	11	2	94	5	1	95	5	0	89	10	1	
Yes	72	28	0	41	34	25	53	19	28	47	38	16	50	41	9	72	25	3	91	9	0	59	28	13	
Free and Reduced Price Meals																									
No	89	10	1	77	20	3	82	15	2	86	13	1	87	12	1	95	4	1	96	4	0	91	8	1	
Yes	81	16	2	65	26	9	71	17	12	75	18	7	81	15	5	89	10	2	90	9	1	80	16	4	
Aggregated Data	87	12	1	73	22	5	79	16	6	82	15	3	85	13	2	93	6	1	94	5	0	88	11	2	

* = fewer than 5

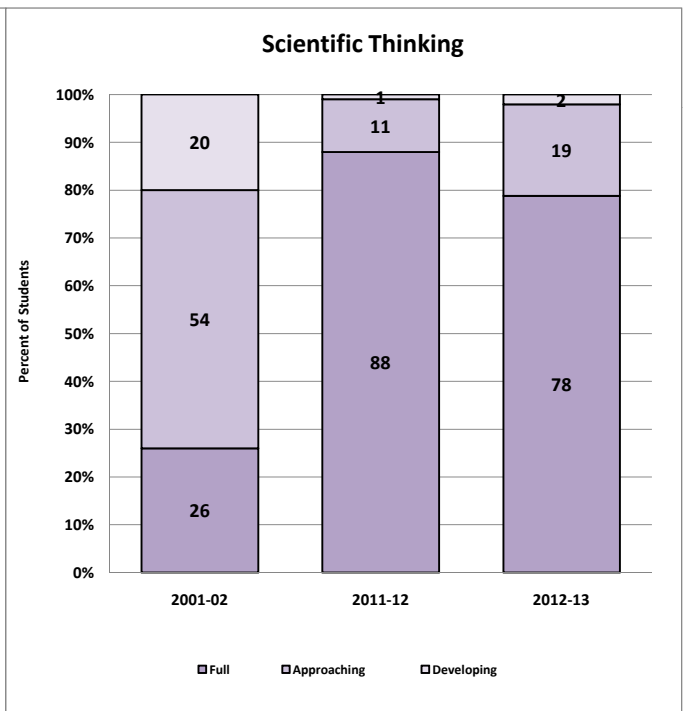
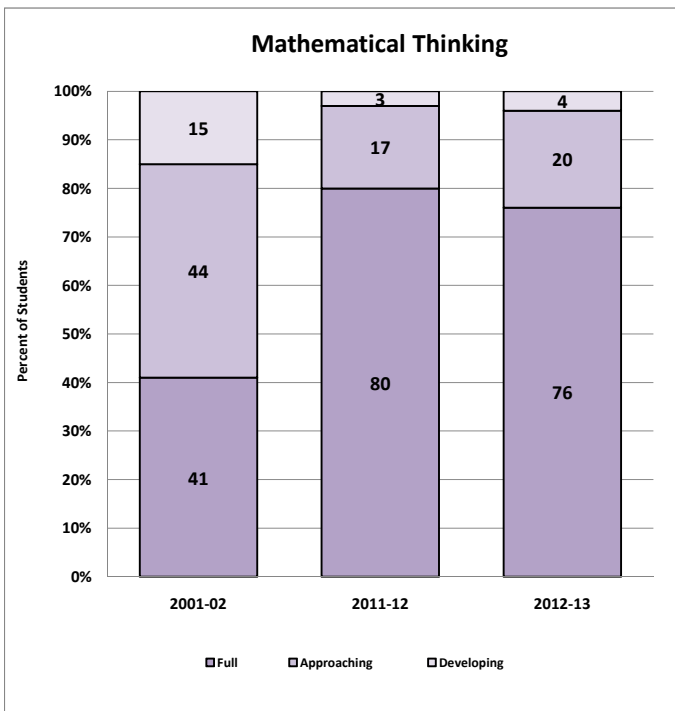
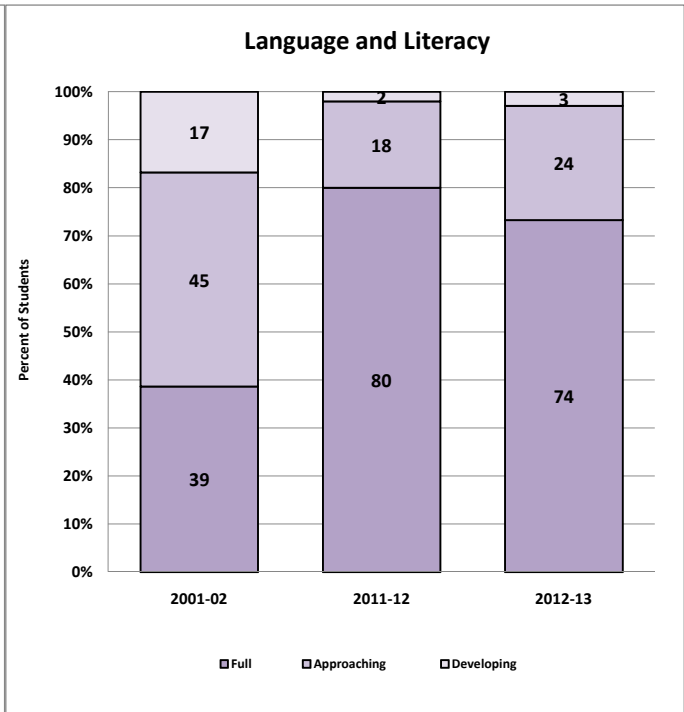
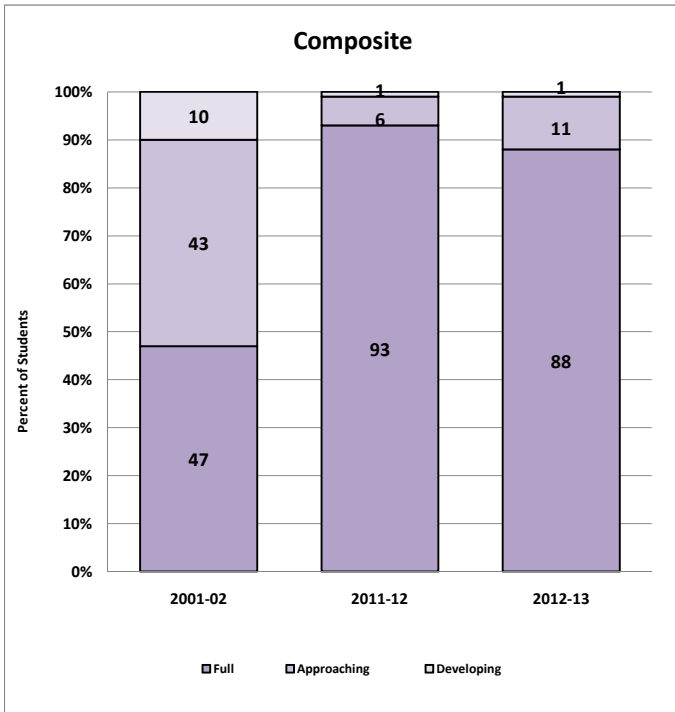
May not total 100% due to rounding.

Queen Anne's County - Number of Kindergarten Students

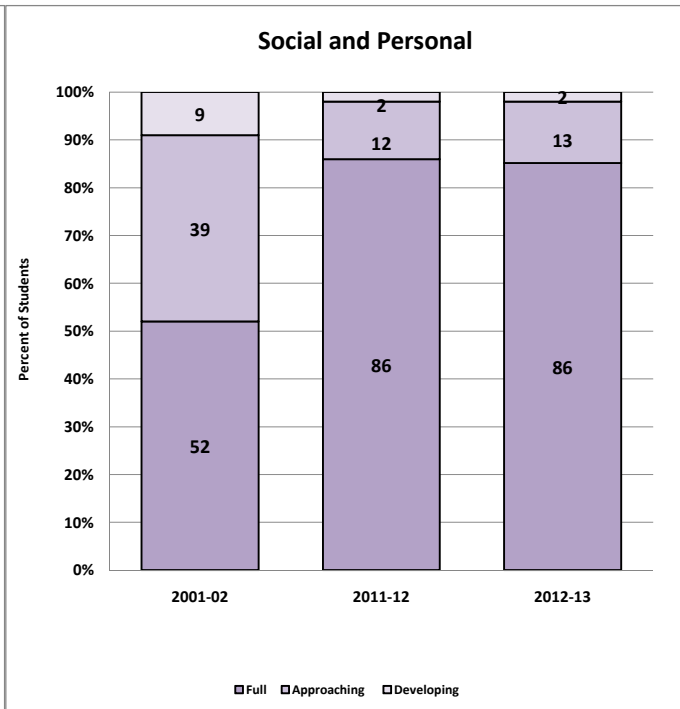
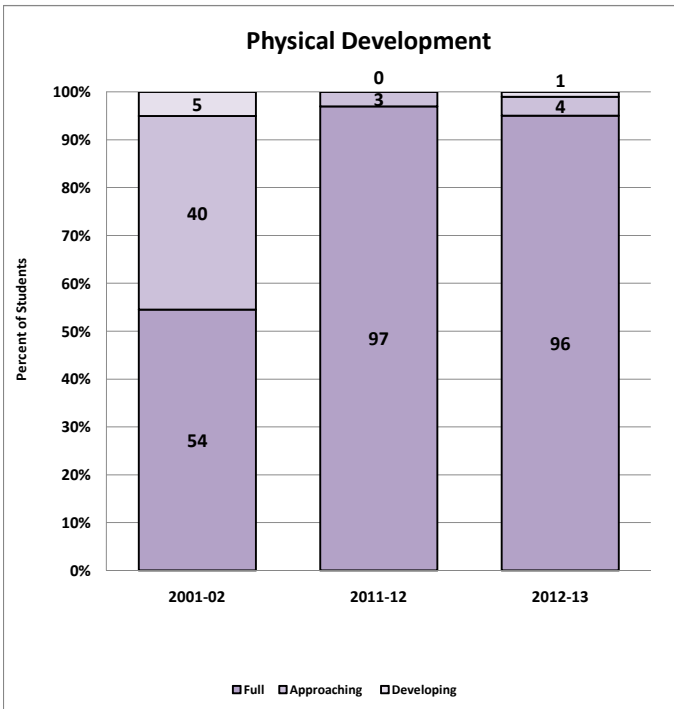
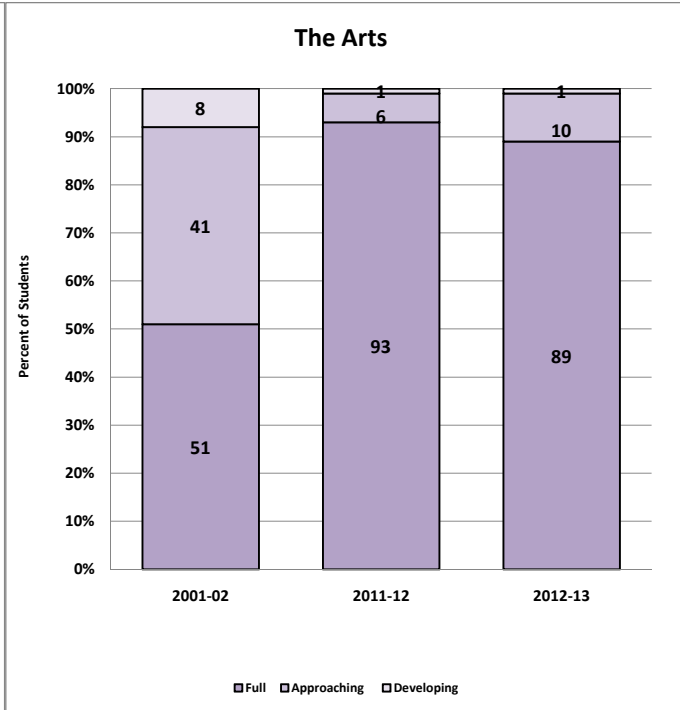
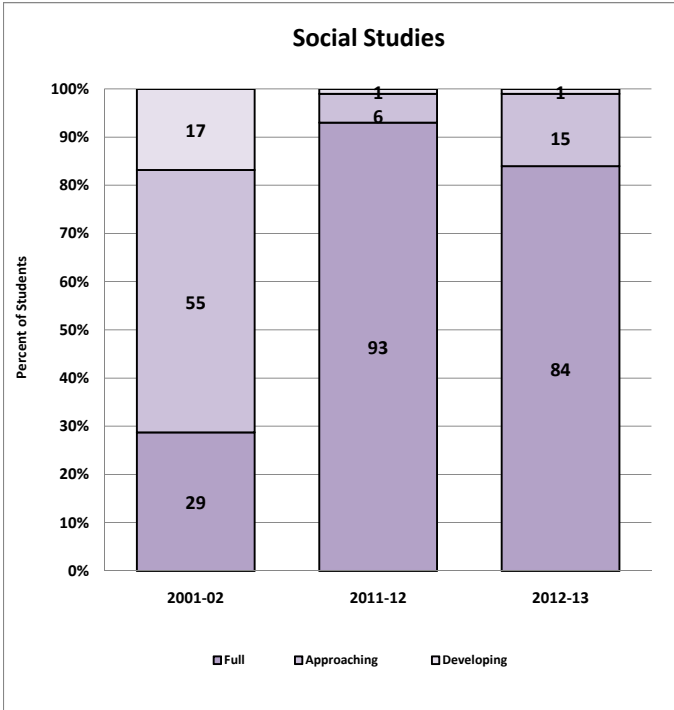
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	9	0	0	9	0	0	9	0	0	9	0	0	9	0	0	9	0	0	9	0	0	9	0	0	
African American	24	8	1	24	8	1	23	7	3	24	7	2	31	2	0	31	2	0	32	1	0	27	6	0	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	331	89	13	331	89	13	357	62	14	371	56	6	376	50	7	411	19	3	410	21	2	392	39	2	
Hispanic	19	15	8	19	15	8	23	10	9	23	14	5	24	15	3	32	9	1	38	4	0	27	11	4	
Two or More Races (Non-Hispanic/Latino)	11	8	4	11	8	4	12	6	5	18	2	3	18	2	3	19	3	1	20	3	0	18	2	3	
Gender																									
Male	186	67	19	186	67	19	210	43	19	221	40	11	229	34	9	245	23	4	250	21	1	233	31	8	
Female	210	53	7	210	53	7	216	42	12	226	39	5	231	35	4	259	10	1	261	8	1	242	27	1	
Prior Care																									
Child Care Center	86	20	2	86	20	2	94	13	1	96	12	0	95	12	1	104	4	0	105	3	0	102	6	0	
Family Child Care	38	10	1	38	10	1	40	7	2	40	8	1	41	7	1	48	0	1	46	2	1	42	6	1	
Head Start	10	5	3	10	5	3	10	5	3	12	4	2	14	3	1	14	3	1	15	3	0	14	3	1	
Home / Informal Care	79	38	5	79	38	5	87	29	6	94	26	2	99	19	4	108	13	1	114	8	0	102	19	1	
Non-public Nursery	59	13	2	59	13	2	62	8	4	63	11	0	66	8	0	73	1	0	72	2	0	68	6	0	
Pre-Kindergarten	122	30	13	122	30	13	128	22	15	137	17	11	141	18	6	152	11	2	153	11	1	142	17	6	
Special Education																									
No	378	104	19	378	104	19	401	76	24	417	72	12	430	62	9	469	28	4	478	22	1	445	49	7	
Yes	18	16	7	18	16	7	25	9	7	30	7	4	30	7	4	35	5	1	33	7	1	30	9	2	
English Language Learners																									
No	383	109	18	383	109	18	409	79	22	432	67	11	444	56	10	481	25	4	482	26	2	456	49	5	
Yes	13	11	8	13	11	8	17	6	9	15	12	5	16	13	3	23	8	1	29	3	0	19	9	4	
Free and Reduced Price Meals																									
No	281	74	10	281	74	10	301	55	9	314	48	3	317	43	5	347	16	2	351	13	1	333	30	2	
Yes	115	46	16	115	46	16	125	30	22	133	31	13	143	26	8	157	17	3	160	16	1	142	28	7	
Aggregated Data	396	120	26	396	120	26	426	85	31	447	79	16	460	69	13	504	33	5	511	29	2	475	58	9	

* = fewer than 5

MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Saint Mary's County



MMSR Kindergarten Assessment 2012-2013
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	100	0	0	83	17	0	50	50	0	83	17	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Asian	74	22	4	67	33	0	78	22	0	74	26	0	78	22	0	81	15	4	100	0	0	78	22	0	78	22	0
African American	81	16	3	65	31	4	64	30	6	67	30	3	76	24	0	84	15	1	92	7	0	82	17	1	82	17	1
Native Hawaiian/Pacific Islander	67	33	0	67	33	0	67	33	0	67	33	0	67	33	0	67	33	0	100	0	0	67	33	0	67	33	0
White	87	11	1	78	20	2	81	16	3	82	16	2	87	12	2	91	8	1	96	3	0	90	9	1	90	9	1
Hispanic	88	11	1	65	30	4	69	26	6	76	19	4	80	17	3	87	12	1	96	3	1	87	12	1	87	12	1
Two or More Races (Non-Hispanic/Latino)	84	15	1	71	26	3	75	19	5	75	22	3	80	19	1	89	11	0	95	4	1	84	15	1	84	15	1
Gender																											
Male	81	16	3	70	26	3	73	22	5	76	21	3	83	16	2	87	12	1	94	5	1	85	13	1	85	13	1
Female	91	9	0	78	20	2	80	17	3	81	17	2	85	14	1	92	7	0	97	2	0	91	9	0	91	9	0
Prior Care																											
Child Care Center	80	15	5	76	20	4	80	18	2	79	19	2	86	13	2	93	6	2	92	7	1	87	11	2	87	11	2
Family Child Care	86	14	0	75	25	0	75	20	5	75	23	2	82	18	0	80	20	0	95	2	2	93	7	0	93	7	0
Head Start	93	7	0	68	30	2	68	25	7	70	30	0	73	27	0	80	20	0	93	7	0	82	18	0	82	18	0
Home / Informal Care	83	14	3	69	27	4	69	25	6	69	26	4	80	17	4	87	11	2	96	3	1	81	18	1	81	18	1
Non-public Nursery	95	5	0	86	14	0	91	9	0	89	11	0	91	9	0	94	6	0	100	0	0	97	3	0	97	3	0
Pre-Kindergarten	86	13	1	73	24	3	76	20	4	80	18	2	84	15	1	90	9	1	96	4	0	88	11	1	88	11	1
Special Education																											
No	87	12	1	77	21	2	78	19	3	80	18	2	86	13	1	90	9	1	96	4	0	89	10	1	89	10	1
Yes	70	24	6	34	53	13	45	40	16	50	35	15	54	36	9	80	18	2	89	9	2	67	28	5	67	28	5
English Language Learners																											
No	86	13	2	74	23	3	76	20	4	78	19	2	84	15	1	89	10	1	96	4	1	88	11	1	88	11	1
Yes	91	9	0	61	35	4	65	26	9	78	17	4	78	17	4	87	13	0	96	4	0	78	22	0	78	22	0
Free and Reduced Price Meals																											
No	88	10	1	79	18	2	82	16	2	84	15	2	88	11	1	91	9	1	97	3	0	92	8	1	92	8	1
Yes	82	16	2	65	31	4	67	26	7	70	26	4	77	22	2	87	12	1	94	6	1	82	17	1	82	17	1
Aggregated Data	86	13	2	74	24	3	76	20	4	78	19	2	84	15	1	89	10	1	96	4	1	88	11	1	88	11	1

* = fewer than 5

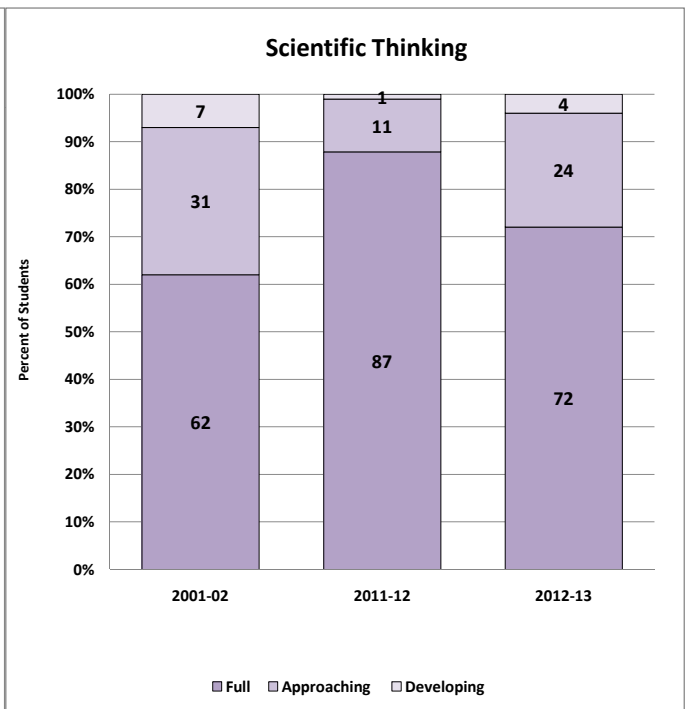
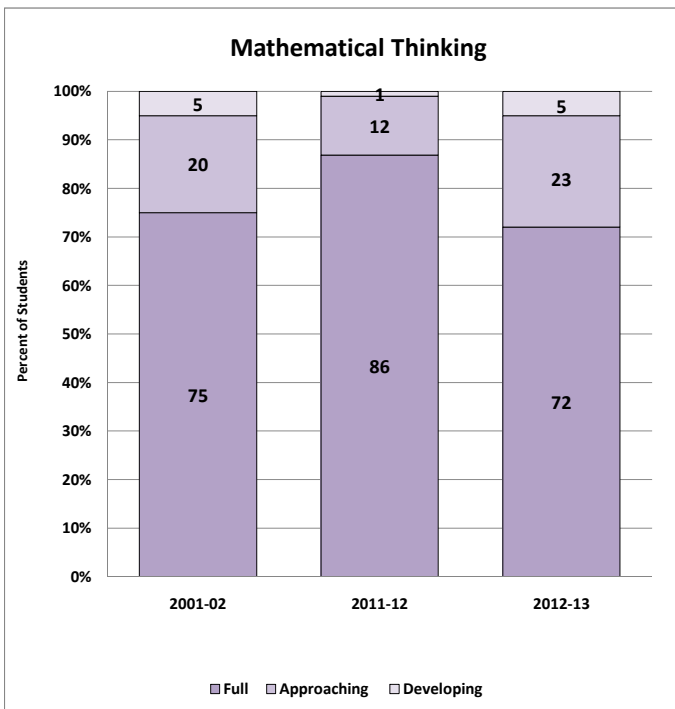
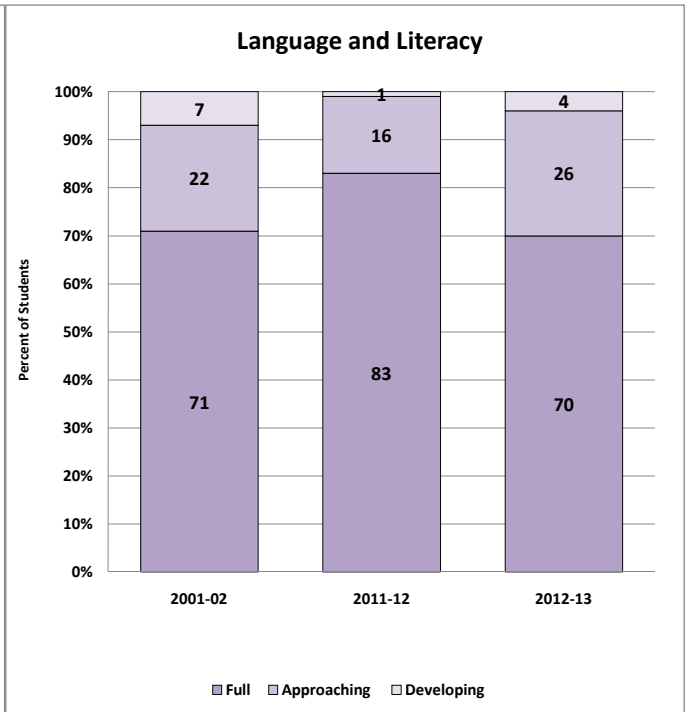
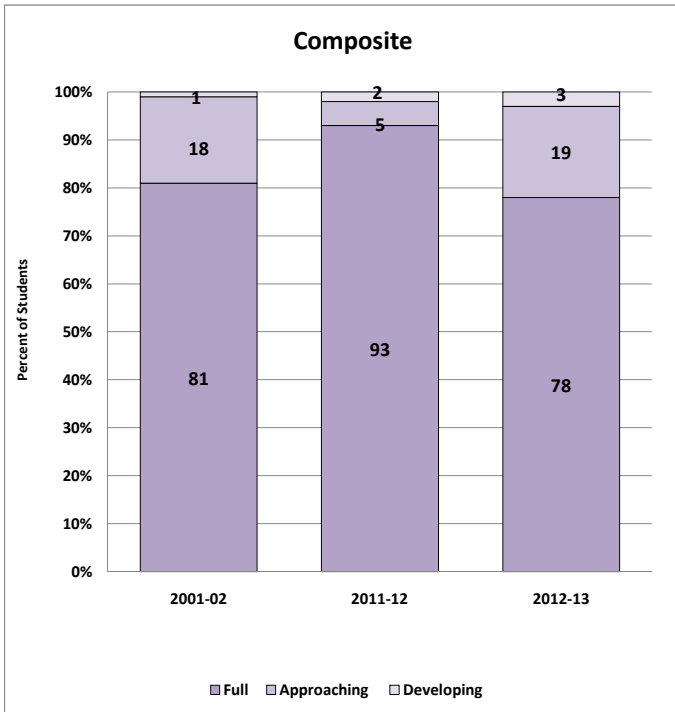
May not total 100% due to rounding.

Saint Mary's County - Number of Kindergarten Students

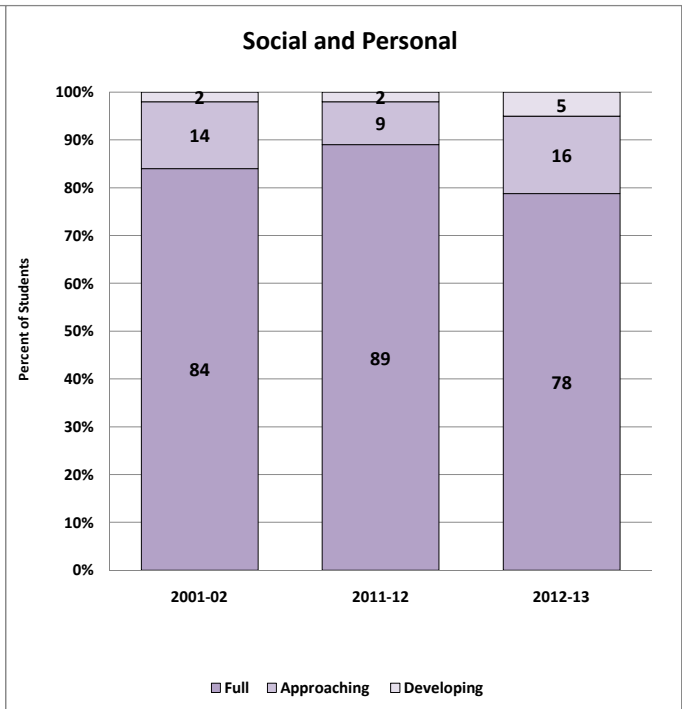
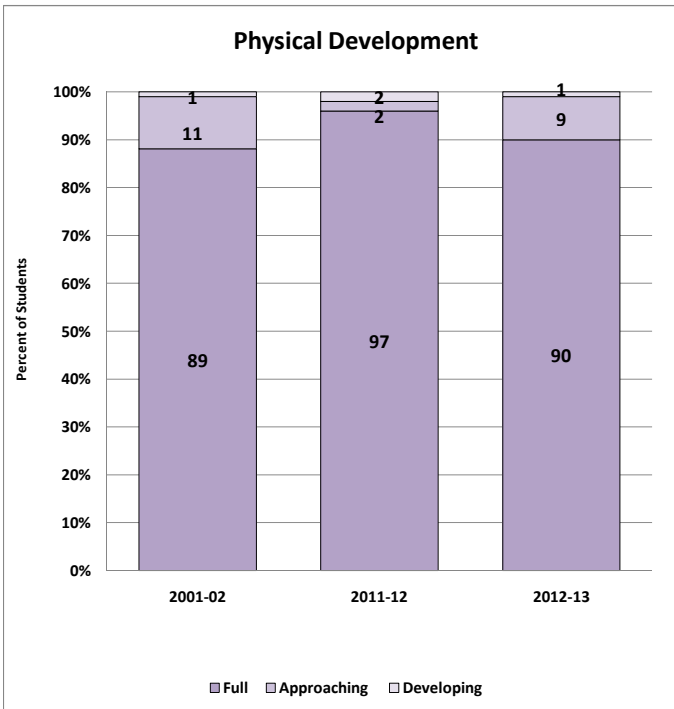
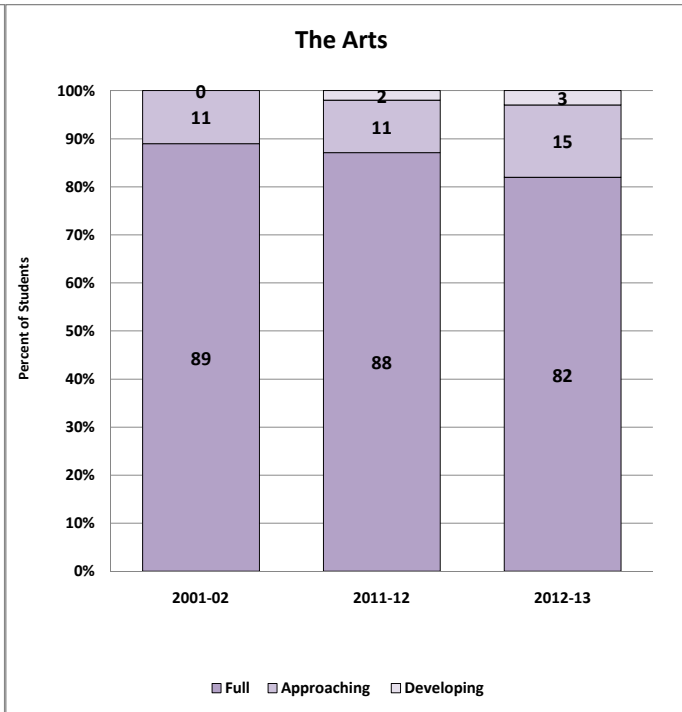
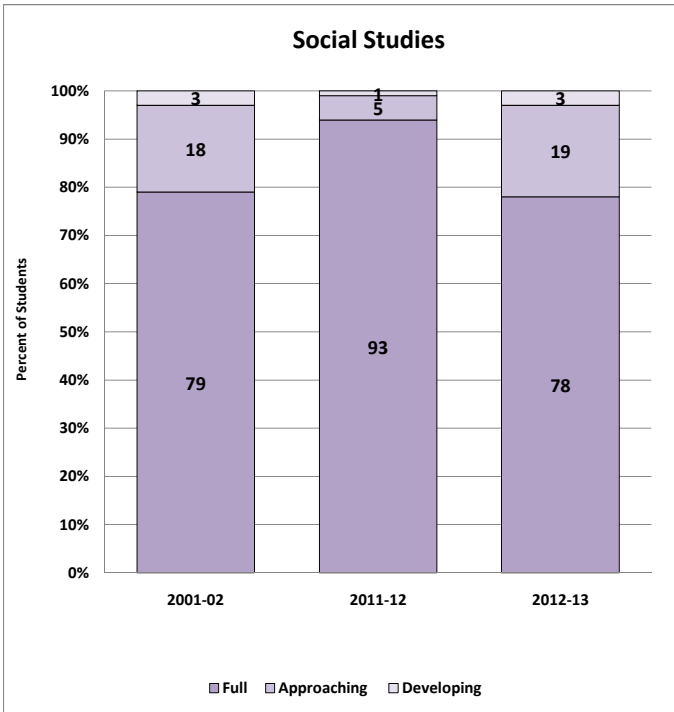
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	6	0	0	5	1	0	3	3	0	5	1	0	6	0	0	6	0	0	6	0	0	6	0	0
Asian	20	6	1	18	9	0	21	6	0	20	7	0	21	6	0	22	4	1	27	0	0	21	6	0
African American	203	40	8	162	78	11	160	75	16	167	76	8	191	59	1	211	38	2	232	18	1	205	43	3
Native Hawaiian/Pacific Islander	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	3	0	0	2	1	0
White	771	100	11	686	178	18	711	145	26	725	139	18	764	104	14	806	68	8	850	28	4	796	79	7
Hispanic	78	10	1	58	27	4	61	23	5	68	17	4	71	15	3	77	11	1	85	3	1	77	11	1
Two or More Races (Non-Hispanic/Latino)	78	14	1	66	24	3	70	18	5	70	20	3	74	18	1	83	10	0	88	4	1	78	14	1
Gender																								
Male	601	118	19	518	195	25	536	166	36	562	156	20	610	116	12	640	88	10	694	40	4	630	97	11
Female	557	53	3	479	123	11	492	105	16	495	105	13	519	87	7	567	44	2	597	13	3	555	57	1
Prior Care																								
Child Care Center	102	19	6	97	25	5	101	23	3	100	24	3	109	16	2	118	7	2	117	9	1	111	14	2
Family Child Care	38	6	0	33	11	0	33	9	2	33	10	1	36	8	0	35	9	0	42	1	1	41	3	0
Head Start	41	3	0	30	13	1	30	11	3	31	13	0	32	12	0	35	9	0	41	3	0	36	8	0
Home / Informal Care	179	31	6	149	59	8	149	54	13	150	57	9	172	36	8	187	24	5	207	7	2	175	38	3
Non-public Nursery	104	5	0	94	15	0	99	10	0	97	12	0	99	10	0	102	7	0	109	0	0	106	3	0
Pre-Kindergarten	694	107	10	594	195	22	616	164	31	646	145	20	681	121	9	730	76	5	775	33	3	716	88	7
Special Education																								
No	1,090	148	16	963	267	24	984	233	37	1,008	227	19	1,076	168	10	1,129	115	10	1,205	44	5	1,120	127	7
Yes	67	23	6	33	51	12	43	38	15	48	34	14	52	35	9	77	17	2	85	9	2	64	27	5
English Language Learners																								
No	1137	169	22	983	310	35	1013	265	50	1039	257	32	1111	199	18	1187	129	12	1269	52	7	1167	149	12
Yes	21	2	0	14	8	1	15	6	2	18	4	1	18	4	1	20	3	0	22	1	0	18	5	0
Free and Reduced Price Meals																								
No	725	85	12	653	152	17	672	133	17	688	121	13	724	89	9	746	70	6	796	23	3	753	64	5
Yes	433	86	10	344	166	19	356	138	35	369	140	20	405	114	10	461	62	6	495	30	4	432	90	7
Aggregated Data	1,158	171	22	997	318	36	1,028	271	52	1,057	261	33	1,129	203	19	1,207	132	12	1,291	53	7	1,185	154	12

* = fewer than 5

MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Somerset County



MMSR Kindergarten Assessment 2012-2013
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	100	0	0	80	20	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	
African American	80	13	6	70	24	6	65	30	5	68	27	5	76	21	3	81	11	7	92	7	1	76	20	4	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	80	19	1	76	22	1	80	16	4	80	18	2	85	14	1	87	12	1	91	9	0	85	15	0	
Hispanic	55	28	17	41	48	10	59	31	10	48	45	7	52	41	7	59	41	0	76	21	3	55	38	7	
Two or More Races (Non-Hispanic/Latino)	93	7	0	80	20	0	87	13	0	87	13	0	93	7	0	93	7	0	93	7	0	93	7	0	
Gender																									
Male	74	18	8	65	32	4	69	26	5	72	23	5	72	24	4	79	16	5	86	13	1	74	23	4	
Female	83	15	2	74	21	5	74	21	5	72	25	3	83	15	2	84	13	2	93	7	1	83	16	2	
Prior Care																									
Child Care Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Head Start	83	17	0	67	33	0	50	50	0	67	33	0	67	33	0	83	17	0	100	0	0	83	17	0	
Home / Informal Care	50	40	10	50	40	10	30	60	10	40	50	10	80	20	0	60	30	10	60	30	10	60	30	10	
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	80	15	5	71	25	4	74	21	4	74	22	4	78	19	3	83	14	3	90	9	0	79	18	2	
Special Education																									
No	82	13	5	72	24	4	76	21	3	76	21	3	82	16	2	86	11	3	94	6	0	82	16	2	
Yes	50	43	7	50	43	7	43	39	18	43	46	11	50	43	7	50	43	7	61	36	4	50	43	7	
English Language Learners																									
No	79	16	5	70	26	4	72	23	5	73	23	4	79	19	2	82	14	4	90	9	0	79	18	2	
Yes	60	30	10	60	20	20	70	20	10	50	40	10	60	30	10	80	20	0	80	10	10	60	30	10	
Free and Reduced Price Meals																									
No	88	12	0	82	18	0	84	12	4	82	16	2	90	10	0	92	8	0	94	6	0	90	10	0	
Yes	76	17	7	67	28	5	69	26	5	69	26	4	75	22	3	79	16	4	89	10	1	75	21	3	
Aggregated Data	78	16	5	70	26	4	72	23	5	72	24	4	78	19	3	82	15	3	90	9	1	78	19	3	

* = fewer than 5

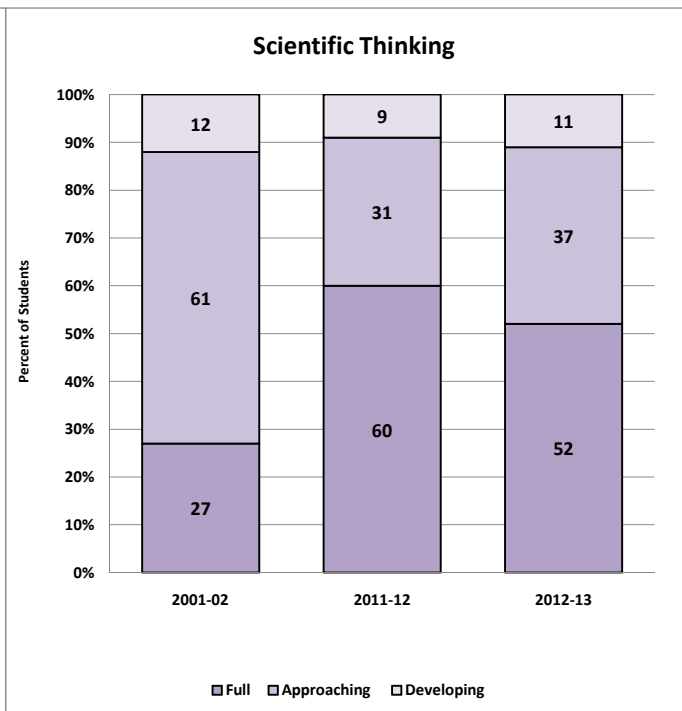
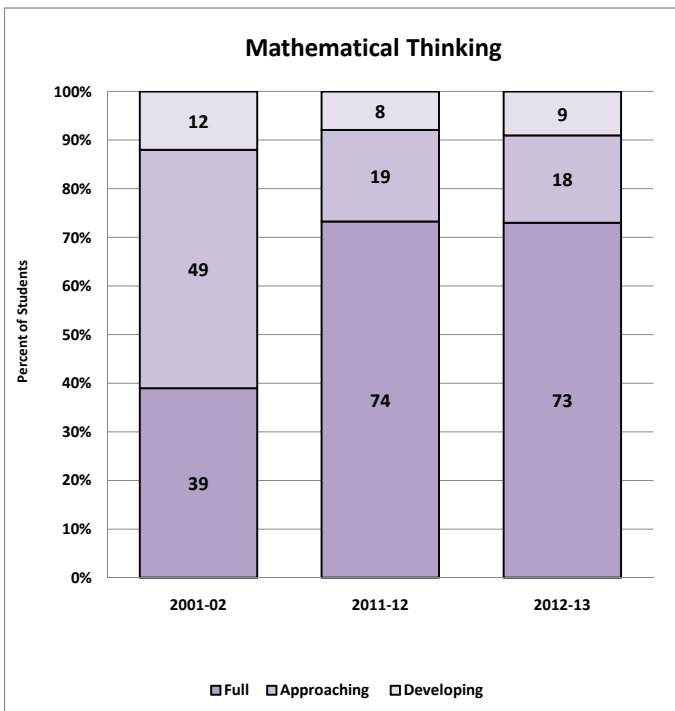
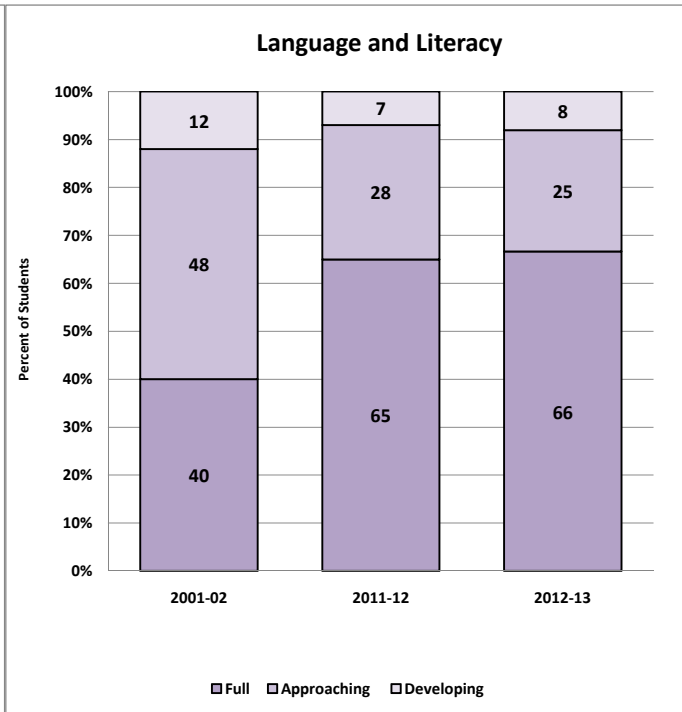
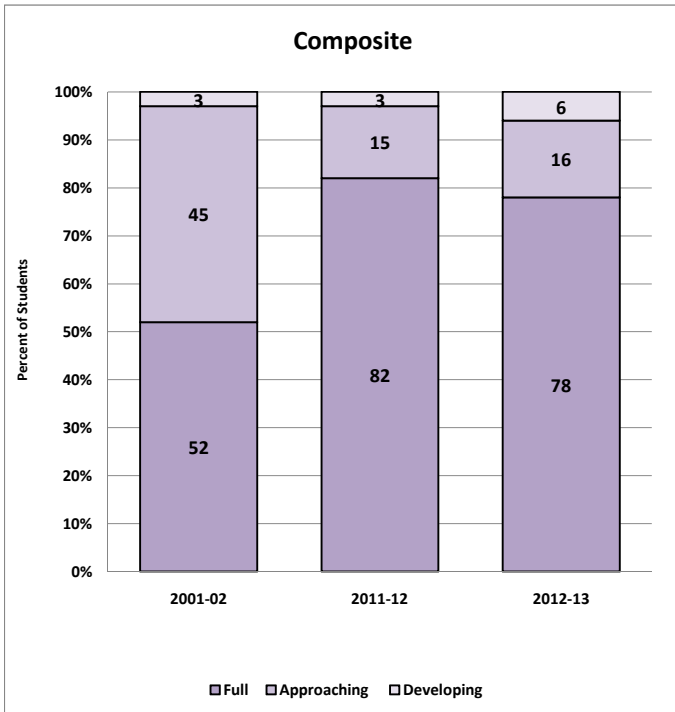
May not total 100% due to rounding.

Somerset County - Number of Kindergarten Students

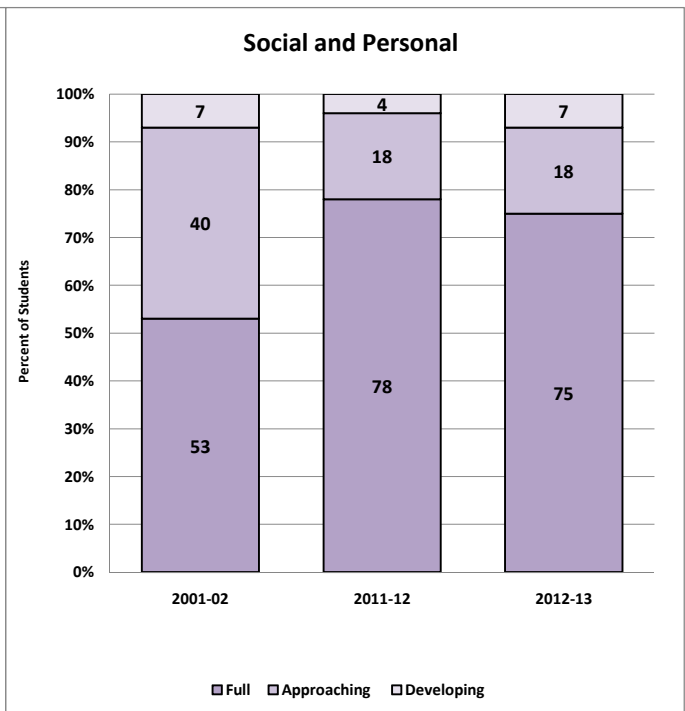
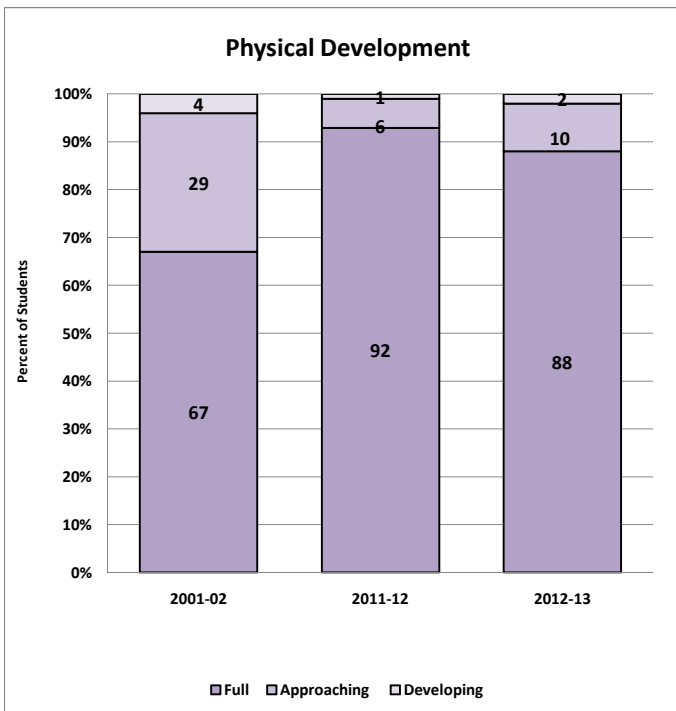
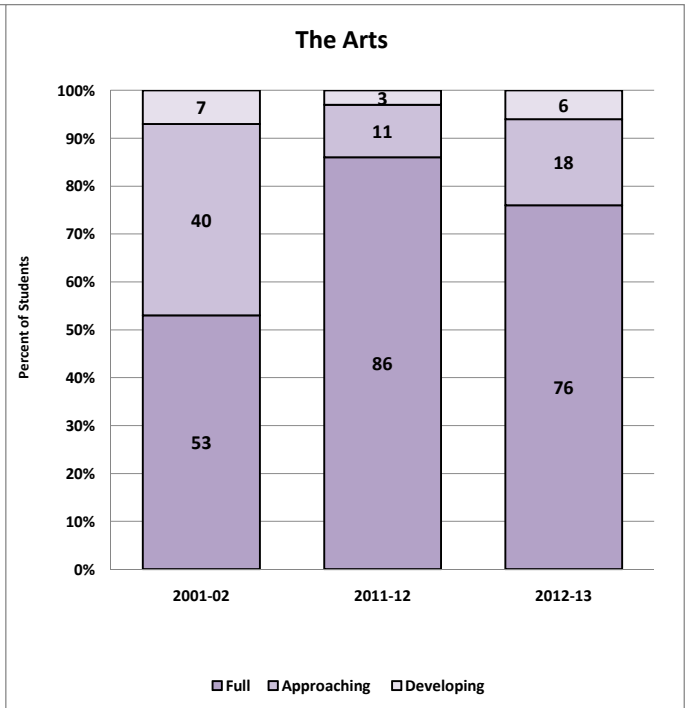
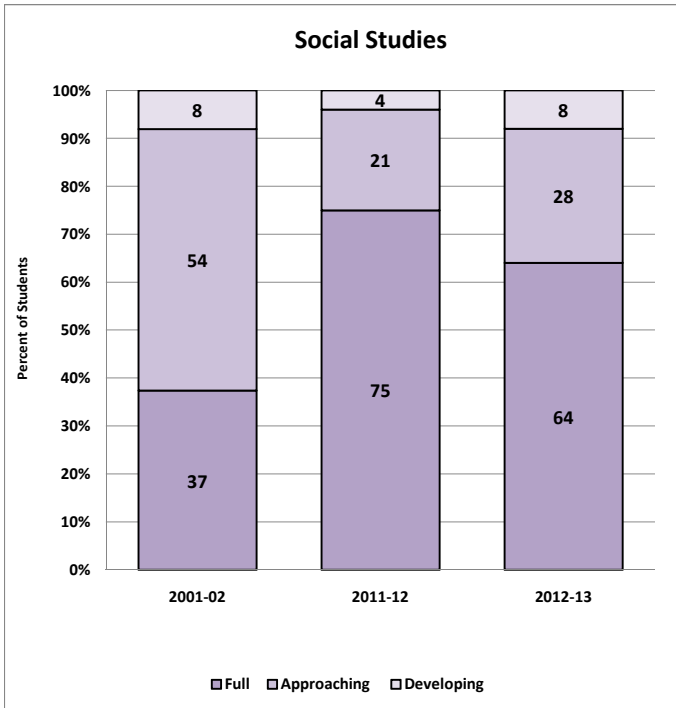
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	5	0	0	4	1	0	5	0	0	5	0	0	5	0	0	5	0	0	5	0	0	5	0	0	
African American	78	13	6	68	23	6	63	29	5	66	26	5	74	20	3	79	11	7	89	7	1	74	19	4	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	68	16	1	65	19	1	68	14	3	68	15	2	72	12	1	74	10	1	77	8	0	72	13	0	
Hispanic	16	8	5	12	14	3	17	9	3	14	13	2	15	12	2	17	12	0	22	6	1	16	11	2	
Two or More Races (Non-Hispanic/Latino)	14	1	0	12	3	0	13	2	0	13	2	0	14	1	0	14	1	0	14	1	0	14	1	0	
Gender																									
Male	82	20	9	72	35	4	77	29	5	80	26	5	80	27	4	88	18	5	96	14	1	82	25	4	
Female	100	18	3	90	25	6	90	25	6	87	30	4	101	18	2	102	16	3	112	8	1	100	19	2	
Prior Care																									
Child Care Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Head Start	5	1	0	4	2	0	3	3	0	4	2	0	4	2	0	5	1	0	6	0	0	5	1	0	
Home / Informal Care	5	4	1	5	4	1	3	6	1	4	5	1	8	2	0	6	3	1	6	3	1	6	3	1	
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	165	31	11	147	51	9	154	44	9	153	46	8	161	40	6	171	30	6	187	19	1	164	38	5	
Special Education																									
No	167	26	10	147	48	8	154	43	6	154	43	6	166	33	4	175	22	6	190	12	1	167	32	4	
Yes	14	12	2	14	12	2	12	11	5	12	13	3	14	12	2	14	12	2	17	10	1	14	12	2	
English Language Learners																									
No	176	35	11	156	58	8	160	52	10	162	52	8	175	42	5	182	32	8	200	21	1	176	41	5	
Yes	6	3	1	6	2	2	7	2	1	5	4	1	6	3	1	8	2	0	8	1	1	6	3	1	
Free and Reduced Price Meals																									
No	43	6	0	40	9	0	41	6	2	40	8	1	44	5	0	45	4	0	46	3	0	44	5	0	
Yes	139	32	12	122	51	10	126	48	9	127	48	8	137	40	6	145	30	8	162	19	2	138	39	6	
Aggregated Data	182	38	12	162	60	10	167	54	11	167	56	9	181	45	6	190	34	8	208	22	2	182	44	6	

* = fewer than 5

MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Talbot County



MMSR Kindergarten Assessment 2012-2013
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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	54	32	14	47	39	14	53	37	10	32	53	15	47	42	10	73	20	7	85	14	2	61	29	10	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	81	15	4	78	18	4	81	14	5	64	29	6	77	17	6	79	16	4	89	10	1	86	10	3	
Hispanic	75	14	11	46	37	18	65	14	21	40	37	23	37	49	14	70	19	11	89	7	4	67	21	12	
Two or More Races (Non-Hispanic/Latino)	75	25	0	75	17	8	83	0	17	17	75	8	58	42	0	75	25	0	92	8	0	83	17	0	
Gender																									
Male	67	23	10	63	26	12	70	18	12	52	35	12	65	26	10	69	24	8	84	13	3	74	17	9	
Female	84	13	3	70	25	5	76	18	6	52	38	9	63	31	6	84	13	4	92	7	1	82	14	3	
Prior Care																									
Child Care Center	65	24	11	69	21	10	74	18	8	56	32	11	68	23	10	66	26	8	81	19	0	76	16	8	
Family Child Care	77	15	8	79	18	3	77	21	3	69	26	5	72	23	5	90	10	0	92	5	3	87	8	5	
Head Start	67	21	12	42	39	18	45	33	21	27	48	24	42	48	9	76	12	12	91	6	3	61	30	9	
Home / Informal Care	71	29	0	48	38	14	57	19	24	29	52	19	43	48	10	67	29	5	95	5	0	71	24	5	
Non-public Nursery	91	6	3	85	15	0	88	9	3	67	30	3	79	18	3	79	15	6	88	9	3	91	6	3	
Pre-Kindergarten	78	17	5	66	26	9	78	14	8	52	38	10	64	28	9	77	18	5	89	9	2	79	16	6	
Special Education																									
No	78	18	4	68	27	5	76	18	6	55	36	9	67	28	5	78	18	4	91	8	1	81	16	4	
Yes	46	21	32	43	11	46	39	18	43	21	43	36	32	29	39	57	18	25	57	32	11	50	18	32	
English Language Learners																									
No	76	18	6	72	22	7	76	18	7	56	36	8	70	24	7	78	17	5	88	10	2	81	14	5	
Yes	69	20	11	31	49	20	58	18	24	31	42	27	27	58	16	60	29	11	89	9	2	58	29	13	
Free and Reduced Price Meals																									
No	87	10	3	79	19	2	84	12	3	66	29	5	80	15	5	80	15	5	90	9	2	89	8	3	
Yes	63	27	11	53	32	15	61	24	15	37	45	18	46	43	11	71	22	7	87	11	2	66	24	9	
Aggregated Data	75	18	7	66	25	8	73	18	9	52	37	11	64	28	8	76	18	6	88	10	2	78	16	6	

* = fewer than 5

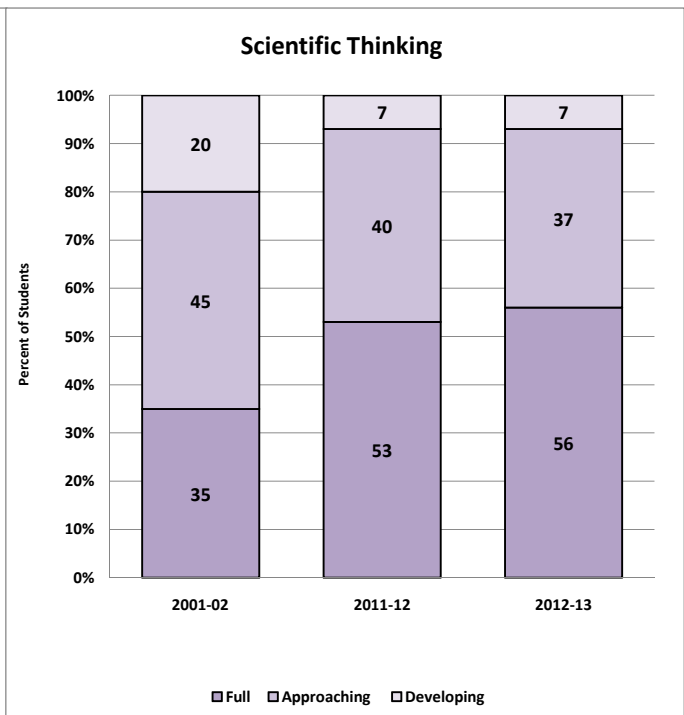
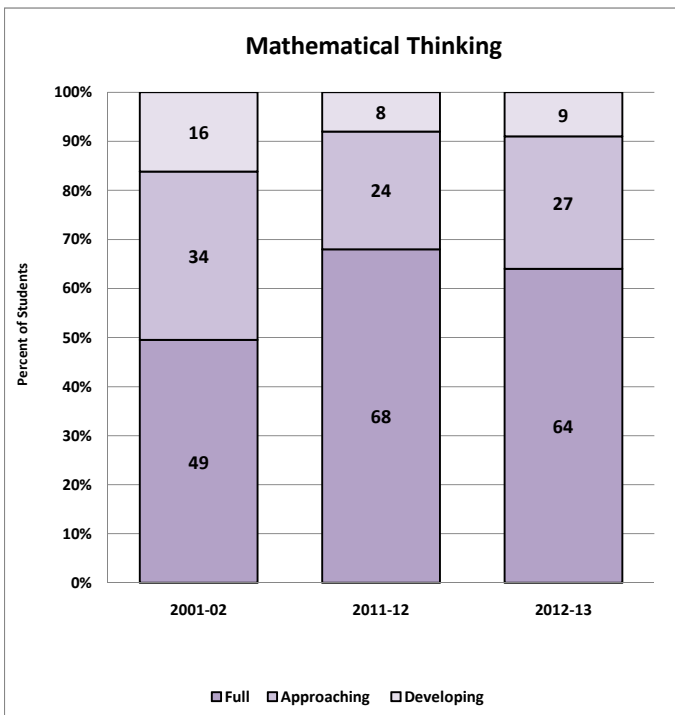
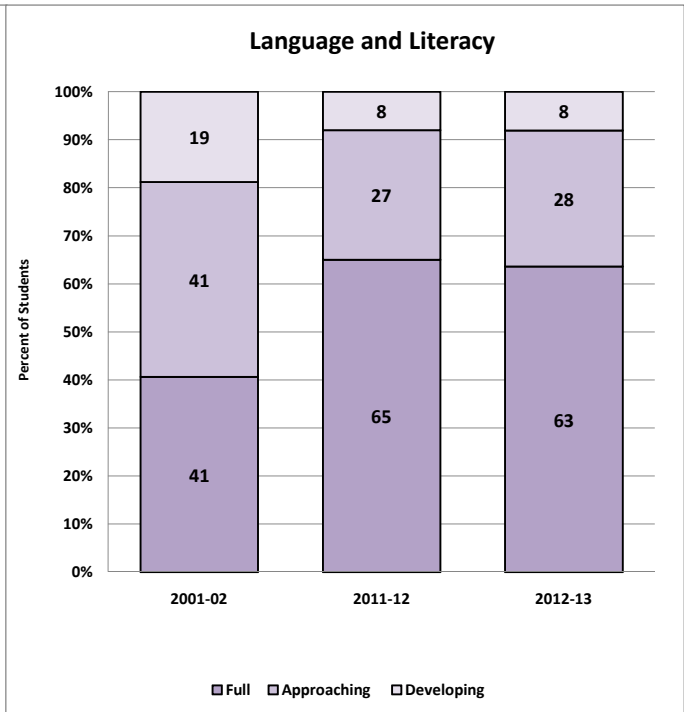
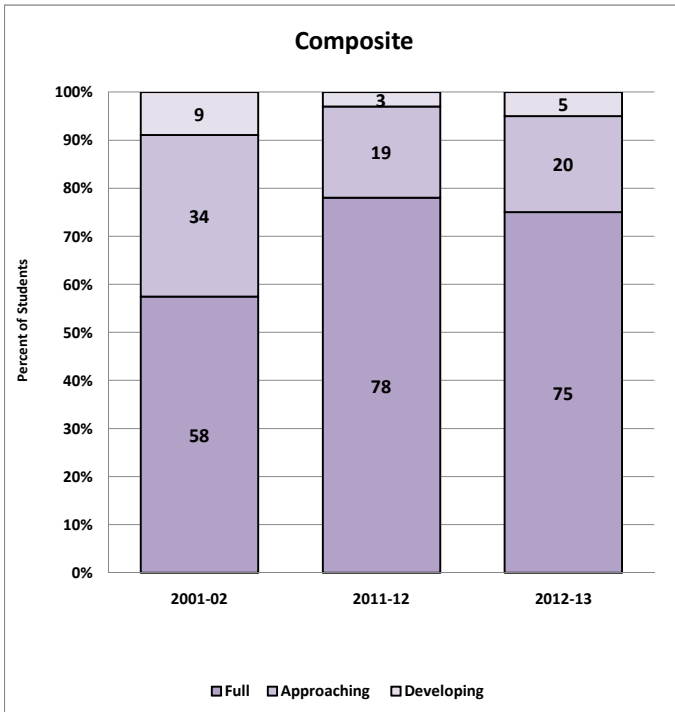
May not total 100% due to rounding.

Talbot County - Number of Kindergarten Students

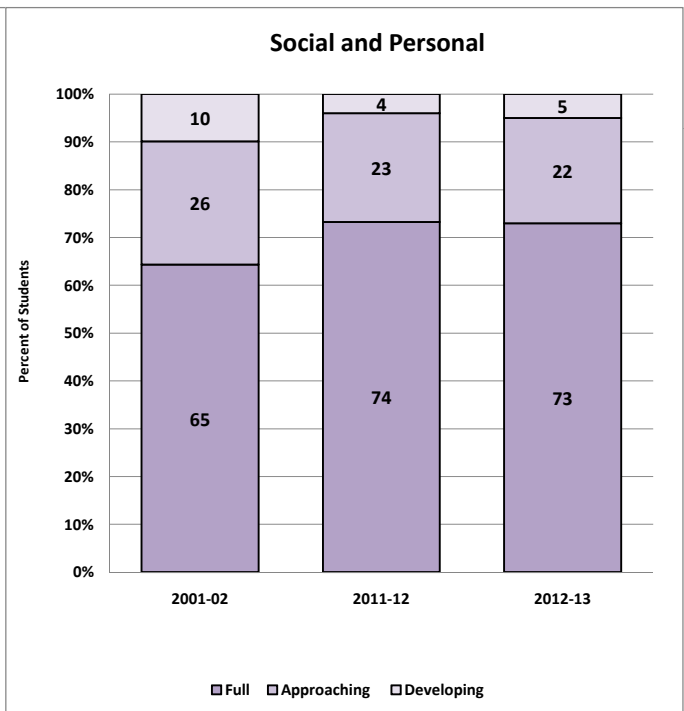
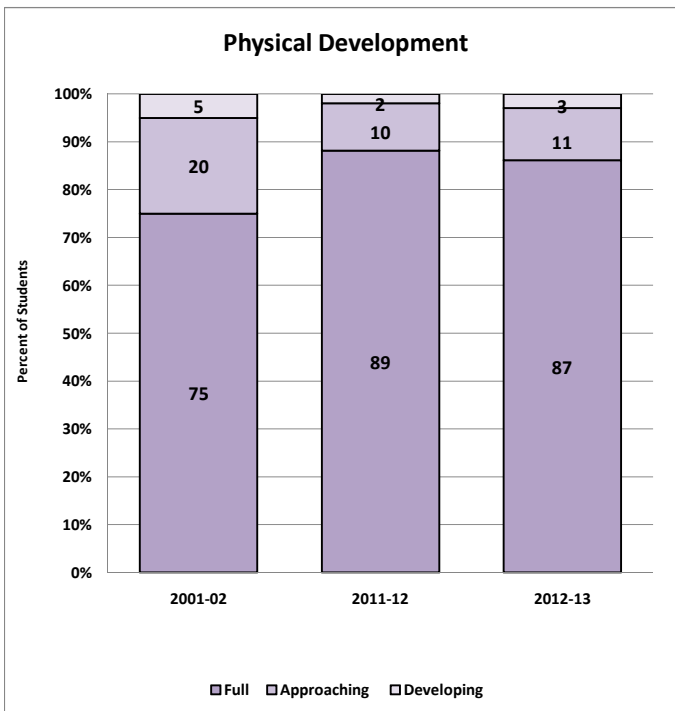
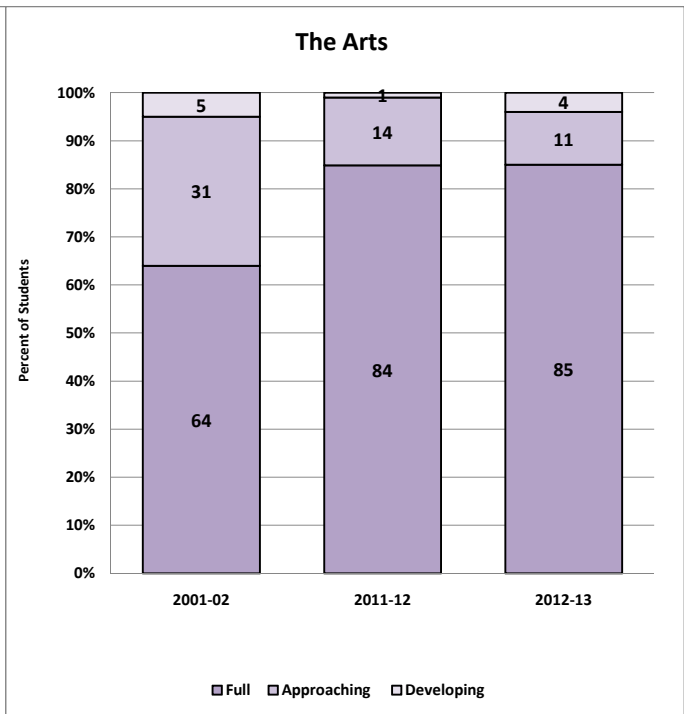
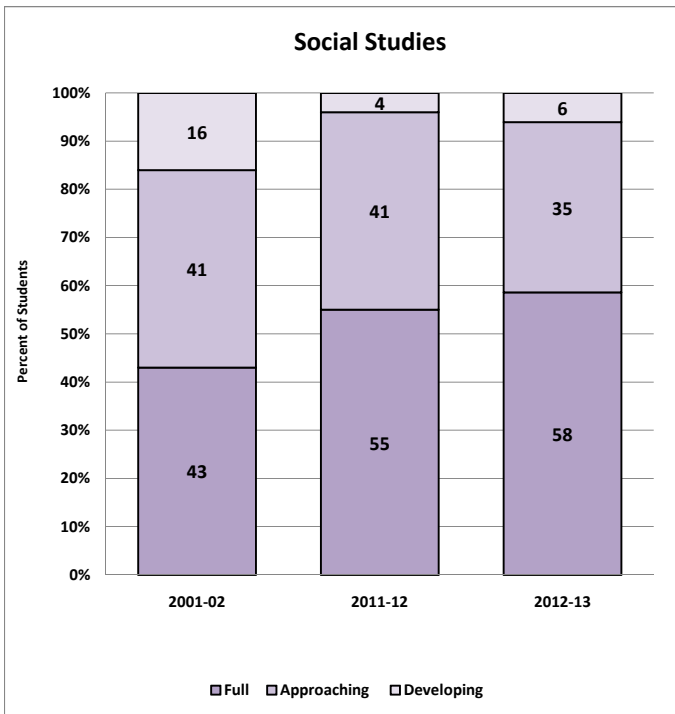
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	32	19	8	28	23	8	31	22	6	19	31	9	28	25	6	43	12	4	50	8	1	36	17	6	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	163	30	8	156	36	9	163	28	10	129	59	13	154	35	12	159	33	9	178	20	3	173	21	7	
Hispanic	43	8	6	26	21	10	37	8	12	23	21	13	21	28	8	40	11	6	51	4	2	38	12	7	
Two or More Races (Non-Hispanic/Latino)	9	3	0	9	2	1	10	0	2	2	9	1	7	5	0	9	3	0	11	1	0	10	2	0	
Gender																									
Male	116	39	17	108	44	20	121	31	20	90	61	21	111	44	17	118	41	13	145	22	5	128	29	15	
Female	133	21	5	111	40	8	121	28	10	83	61	15	100	50	9	133	20	6	147	11	1	131	23	5	
Prior Care																									
Child Care Center	40	15	7	43	13	6	46	11	5	35	20	7	42	14	6	41	16	5	50	12	0	47	10	5	
Family Child Care	30	6	3	31	7	1	30	8	1	27	10	2	28	9	2	35	4	0	36	2	1	34	3	2	
Head Start	22	7	4	14	13	6	15	11	7	9	16	8	14	16	3	25	4	4	30	2	1	20	10	3	
Home / Informal Care	15	6	0	10	8	3	12	4	5	6	11	4	9	10	2	14	6	1	20	1	0	15	5	1	
Non-public Nursery	30	2	1	28	5	0	29	3	1	22	10	1	26	6	1	26	5	2	29	3	1	30	2	1	
Pre-Kindergarten	110	24	7	93	36	12	110	20	11	74	53	14	90	39	12	108	26	7	125	13	3	111	22	8	
Special Education																									
No	236	54	13	207	81	15	231	54	18	167	110	26	202	86	15	235	56	12	276	24	3	245	47	11	
Yes	13	6	9	12	3	13	11	5	12	6	12	10	9	8	11	16	5	7	16	9	3	14	5	9	
English Language Learners																									
No	218	51	17	205	62	19	216	51	19	159	103	24	199	68	19	224	48	14	252	29	5	233	39	14	
Yes	31	9	5	14	22	9	26	8	11	14	19	12	12	26	7	27	13	5	40	4	1	26	13	6	
Free and Reduced Price Meals																									
No	150	18	5	136	33	4	146	21	6	114	51	8	139	26	8	139	26	8	155	15	3	154	14	5	
Yes	99	42	17	83	51	24	96	38	24	59	71	28	72	68	18	112	35	11	137	18	3	105	38	15	
Aggregated Data	249	60	22	219	84	28	242	59	30	173	122	36	211	94	26	251	61	19	292	33	6	259	52	20	

* = fewer than 5

MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Washington County



MMSR Kindergarten Assessment 2012-2013
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	83	8	8	69	19	11	78	11	11	61	28	11	61	28	11	86	3	11	86	8	6	83	6	11	
African American	65	28	7	55	31	14	57	29	13	44	45	10	47	43	10	82	13	5	82	15	3	68	24	8	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	74	22	4	67	27	7	67	25	8	60	35	5	61	33	5	86	11	3	88	10	3	77	18	4	
Hispanic	72	23	6	47	39	14	45	40	15	43	45	12	45	44	11	82	12	6	83	14	3	61	30	9	
Two or More Races (Non-Hispanic/Latino)	72	23	5	64	31	5	66	28	6	55	40	4	62	36	2	87	11	2	92	7	1	82	16	1	
Gender																									
Male	65	27	7	59	31	10	64	26	10	55	38	7	57	36	7	81	15	4	83	14	3	72	23	5	
Female	80	17	2	68	26	7	64	27	8	57	37	6	60	34	5	89	8	3	91	7	2	79	17	4	
Prior Care																									
Child Care Center	73	22	5	71	25	3	71	23	6	65	31	4	66	31	3	88	10	2	92	7	2	81	17	2	
Family Child Care	76	20	4	63	26	11	62	25	13	60	34	6	61	33	6	90	7	3	88	10	2	73	24	3	
Head Start	61	29	10	48	40	13	52	36	11	44	47	10	45	47	8	80	15	5	82	13	5	66	27	7	
Home / Informal Care	74	21	5	56	35	9	57	32	11	49	43	8	52	42	7	84	13	4	85	12	3	72	22	6	
Non-public Nursery	84	15	1	83	15	2	84	13	4	69	28	3	74	22	4	90	8	2	91	9	0	89	9	2	
Pre-Kindergarten	72	24	5	67	24	9	68	24	8	59	34	7	62	32	7	84	11	4	87	11	3	77	17	6	
Special Education																									
No	74	22	5	66	27	7	66	26	8	57	37	6	60	35	5	86	11	3	88	10	2	77	19	4	
Yes	55	34	12	32	42	27	39	36	25	41	37	22	40	37	23	69	15	16	65	20	15	52	30	18	
English Language Learners																									
No	73	22	5	65	27	8	65	26	9	57	37	6	59	35	6	85	11	4	87	10	3	76	19	5	
Yes	72	20	8	33	52	15	38	44	18	44	39	16	36	49	15	74	20	7	80	16	3	57	31	11	
Free and Reduced Price Meals																									
No	80	17	3	77	20	3	79	18	3	67	30	2	71	26	2	89	8	2	91	7	2	86	12	2	
Yes	66	27	7	52	36	12	52	34	14	47	43	10	48	43	9	81	14	5	83	13	3	67	26	7	
Aggregated Data	73	22	5	63	28	8	64	27	9	56	37	7	58	35	6	85	11	4	87	11	3	75	20	5	

* = fewer than 5

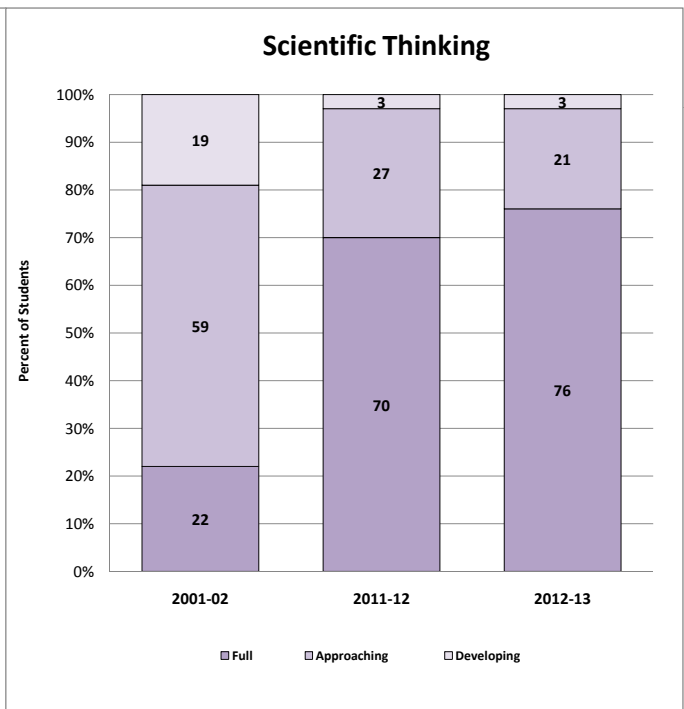
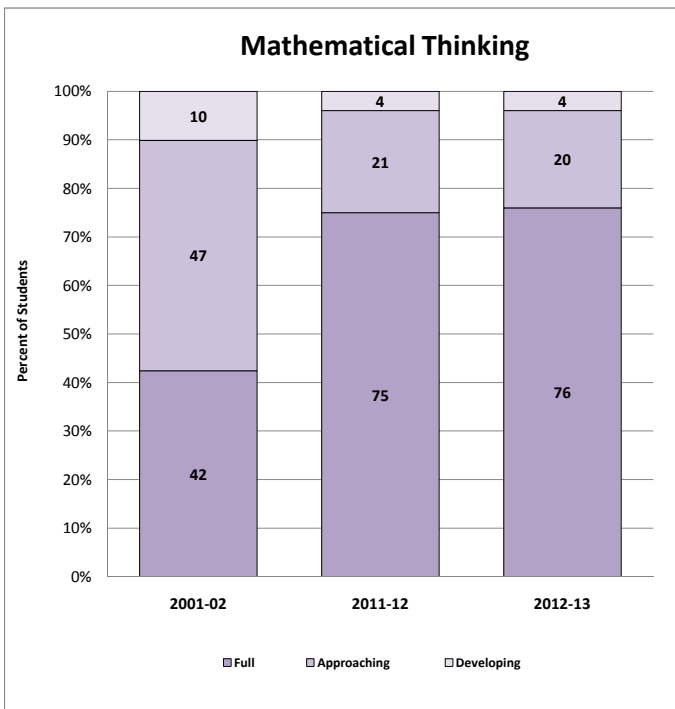
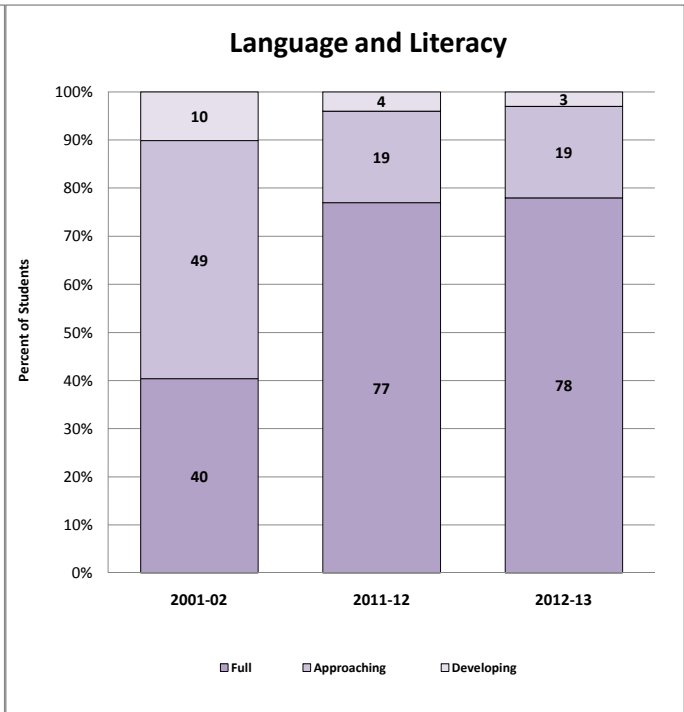
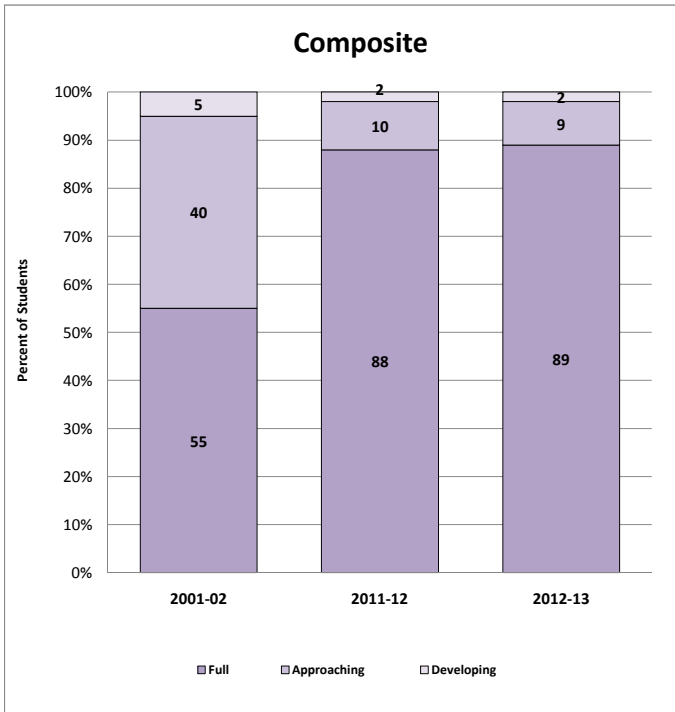
May not total 100% due to rounding.

Washington County - Number of Kindergarten Students

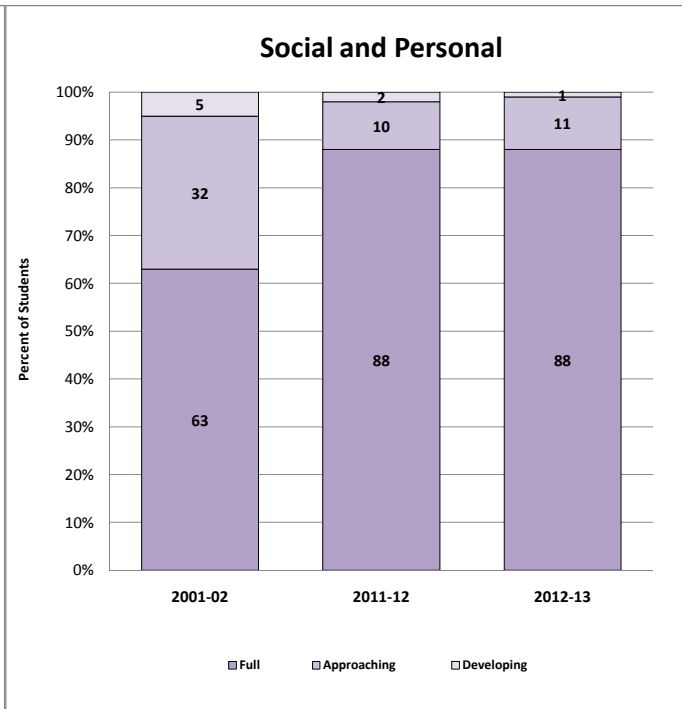
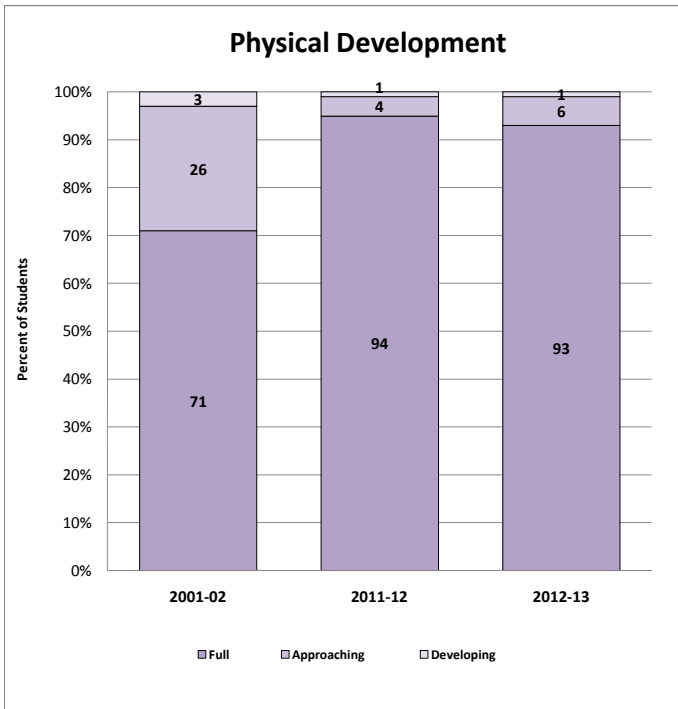
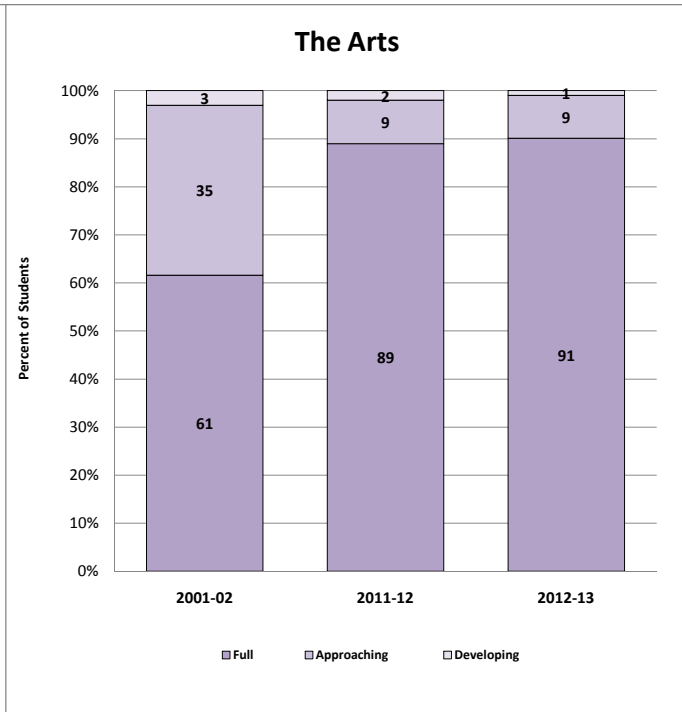
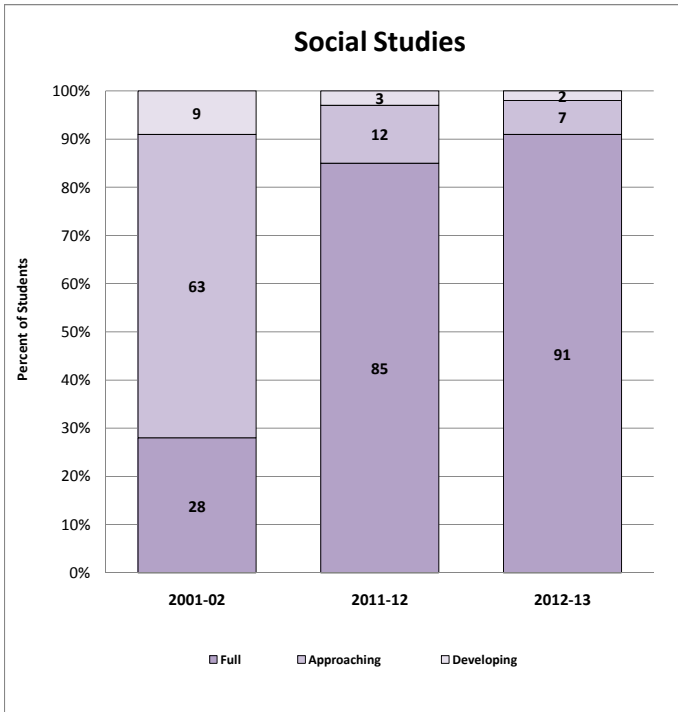
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	30	3	3	25	7	4	28	4	4	22	10	4	22	10	4	31	1	4	31	3	2	30	2	4	
African American	149	65	17	128	71	32	132	68	31	102	105	24	109	100	22	189	31	11	190	34	7	157	56	18	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	907	263	53	814	325	84	820	307	96	733	423	67	752	407	64	1,048	137	38	1,071	119	33	946	226	51	
Hispanic	98	31	8	64	54	19	62	55	20	59	62	16	62	60	15	113	16	8	114	19	4	84	41	12	
Two or More Races (Non-Hispanic/Latino)	99	31	7	88	42	7	91	38	8	76	55	6	85	49	3	119	15	3	126	10	1	113	22	2	
Gender																									
Male	584	244	67	530	276	89	575	233	87	495	337	63	508	326	61	726	131	38	743	122	30	642	204	49	
Female	701	150	21	591	224	57	561	239	72	499	319	54	525	300	47	776	70	26	791	64	17	690	144	38	
Prior Care																									
Child Care Center	156	46	11	152	54	7	152	48	13	138	67	8	141	65	7	187	21	5	195	14	4	173	36	4	
Family Child Care	118	31	6	98	40	17	96	39	20	93	53	9	95	51	9	139	11	5	137	15	3	113	37	5	
Head Start	108	51	17	84	70	22	92	64	20	77	82	17	79	83	14	141	27	8	145	23	8	117	47	12	
Home / Informal Care	376	108	25	286	176	47	292	163	54	250	220	39	263	212	34	426	64	19	433	61	15	364	114	31	
Non-public Nursery	112	20	2	111	20	3	112	17	5	93	37	4	99	30	5	120	11	3	122	12	0	119	12	3	
Pre-Kindergarten	415	137	27	390	139	50	392	140	47	343	196	40	357	183	39	489	66	24	501	61	17	446	101	32	
Special Education																									
No	1,223	356	75	1,085	453	116	1,092	431	131	948	614	92	988	584	82	1,424	184	46	1,461	163	30	1,273	314	67	
Yes	62	38	13	36	47	30	44	41	28	46	42	25	45	42	26	78	17	18	73	23	17	59	34	20	
English Language Learners																									
No	1241	382	83	1101	468	137	1113	445	148	967	632	107	1011	596	99	1457	189	60	1485	176	45	1297	329	80	
Yes	44	12	5	20	32	9	23	27	11	27	24	10	22	30	9	45	12	4	49	10	2	35	19	7	
Free and Reduced Price Meals																									
No	647	135	23	619	158	28	632	145	28	542	243	20	575	212	18	720	65	20	731	59	15	690	97	18	
Yes	638	259	65	502	342	118	504	327	131	452	413	97	458	414	90	782	136	44	803	127	32	642	251	69	
Aggregated Data	1,285	394	88	1,121	500	146	1,136	472	159	994	656	117	1,033	626	108	1,502	201	64	1,534	186	47	1,332	348	87	

* = fewer than 5

MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Wicomico County



MMSR Kindergarten Assessment 2012-2013
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	92	8	0	83	17	0	83	17	0	92	8	0	83	17	0	92	8	0	92	8	0	92	8	0	92	8	0
Asian	91	9	0	78	19	3	81	19	0	75	19	6	91	3	6	94	6	0	91	9	0	88	13	0	88	13	0
African American	84	14	2	72	25	3	69	27	4	70	26	4	90	9	1	92	8	1	91	8	1	87	11	2	87	11	2
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	92	7	1	85	12	3	83	14	4	84	14	2	93	6	1	91	9	1	95	5	0	91	7	2	91	7	2
Hispanic	87	12	1	62	30	8	65	28	8	55	40	5	81	15	4	82	16	2	93	7	0	81	18	2	81	18	2
Two or More Races (Non-Hispanic/Latino)	85	15	0	85	13	2	83	13	4	86	12	2	95	3	2	93	7	0	95	5	0	94	4	2	94	4	2
Gender																											
Male	85	14	2	76	20	4	75	20	5	76	21	4	90	9	2	88	11	1	92	8	1	87	11	2	87	11	2
Female	92	8	0	80	17	2	77	20	3	77	21	2	92	6	1	93	6	1	95	4	0	91	7	1	91	7	1
Prior Care																											
Child Care Center	89	8	2	85	12	3	85	11	4	86	12	2	95	4	1	92	7	1	96	4	1	93	5	2	93	5	2
Family Child Care	95	5	0	80	18	3	83	13	5	80	20	0	98	3	0	93	8	0	95	5	0	93	8	0	93	8	0
Head Start	81	19	1	66	29	5	63	30	7	63	32	5	86	12	1	88	12	0	86	14	0	81	18	2	81	18	2
Home / Informal Care	90	9	2	66	30	4	65	31	4	68	30	3	87	12	1	89	11	0	92	7	1	85	13	2	85	13	2
Non-public Nursery	94	6	0	94	6	0	92	8	0	92	8	0	97	3	0	97	3	0	100	0	0	100	0	0	100	0	0
Pre-Kindergarten	89	11	1	81	15	3	79	17	4	79	18	3	91	7	2	91	8	1	94	5	1	91	8	2	91	8	2
Special Education																											
No	90	9	0	80	18	2	78	20	2	79	20	1	93	7	1	93	7	0	95	5	0	91	8	1	91	8	1
Yes	64	28	8	49	30	21	50	25	25	51	27	21	70	18	12	65	28	6	73	23	4	61	24	15	61	24	15
English Language Learners																											
No	88	10	1	80	17	3	77	19	4	79	19	3	93	6	1	91	8	1	94	6	1	90	8	2	90	8	2
Yes	85	15	0	53	38	10	63	29	7	50	44	6	71	24	4	84	15	1	90	10	0	77	22	1	77	22	1
Free and Reduced Price Meals																											
No	92	7	1	89	9	2	87	10	3	88	10	2	94	4	2	94	5	1	97	3	1	94	5	2	94	5	2
Yes	86	13	1	73	23	4	71	25	4	71	26	4	89	9	2	89	10	1	92	8	0	87	12	2	87	12	2
Aggregated Data	88	11	1	78	19	3	76	20	4	76	21	3	91	7	2	91	9	1	93	6	1	89	9	2	89	9	2

* = fewer than 5

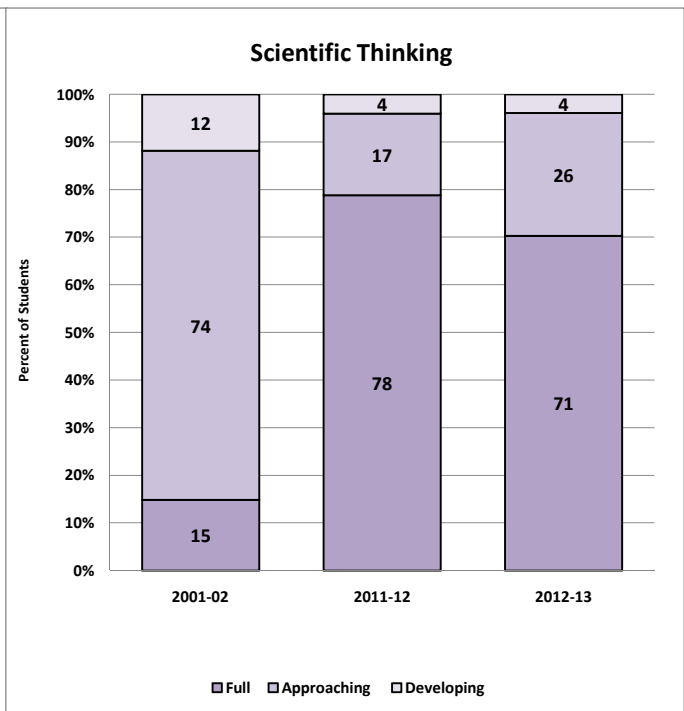
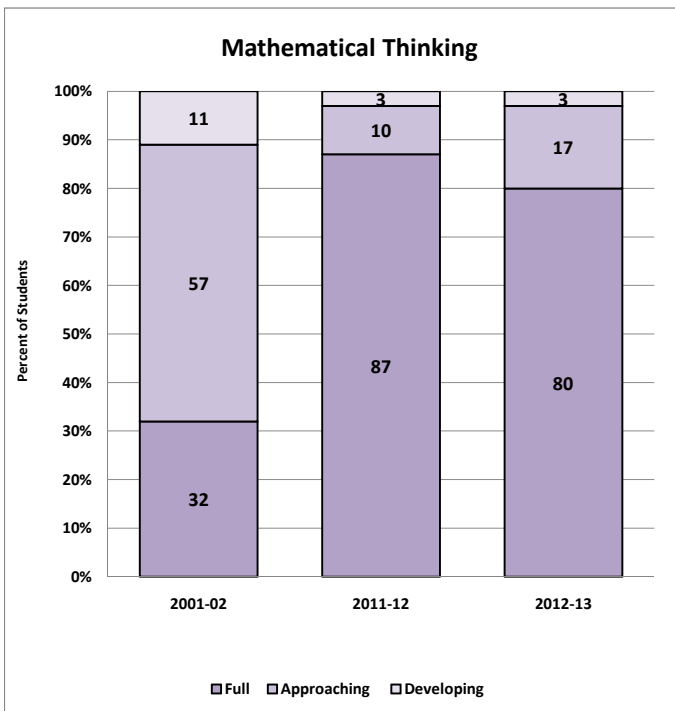
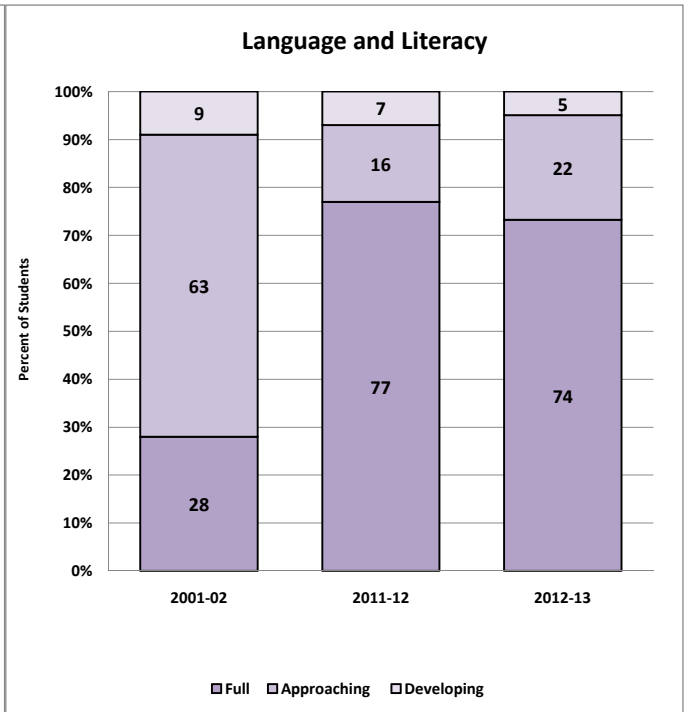
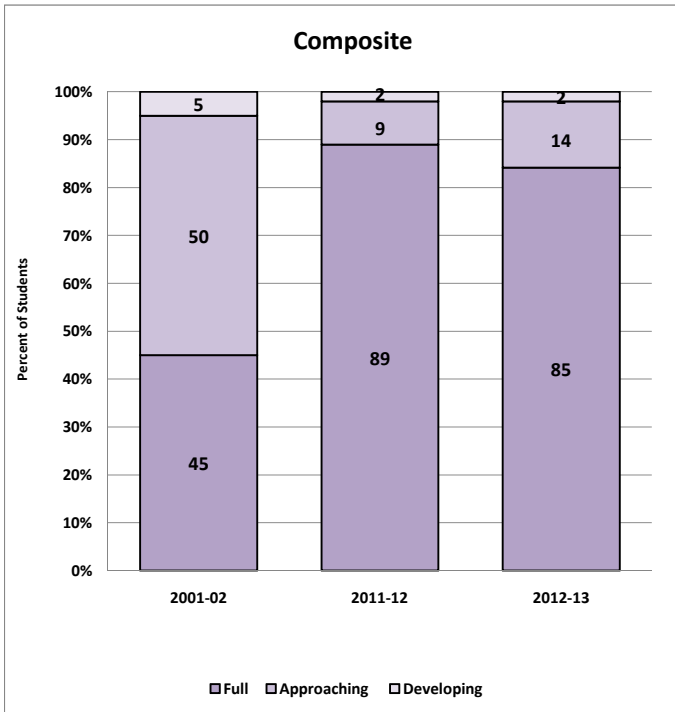
May not total 100% due to rounding.

Wicomico County - Number of Kindergarten Students

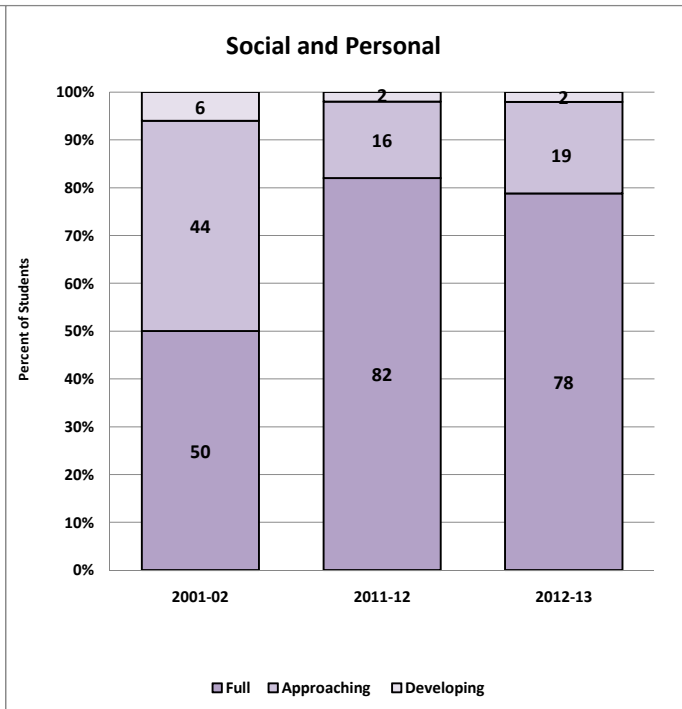
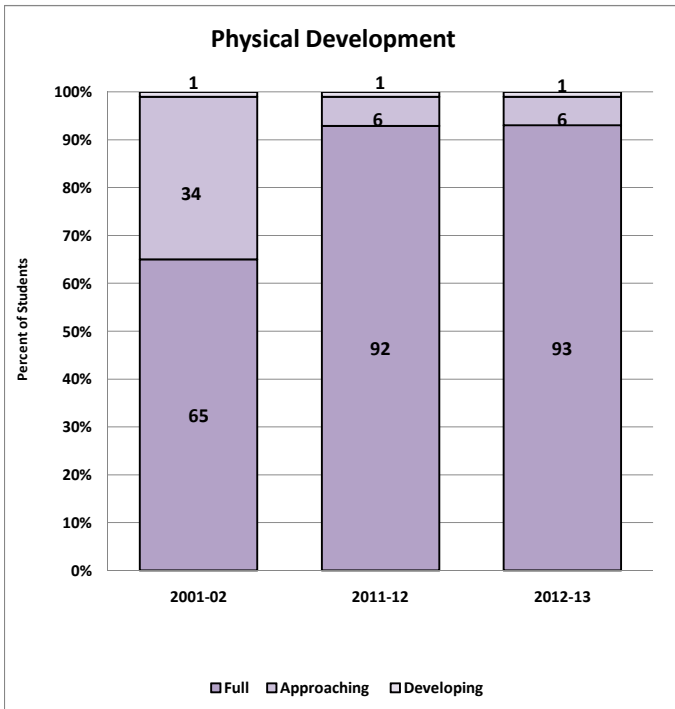
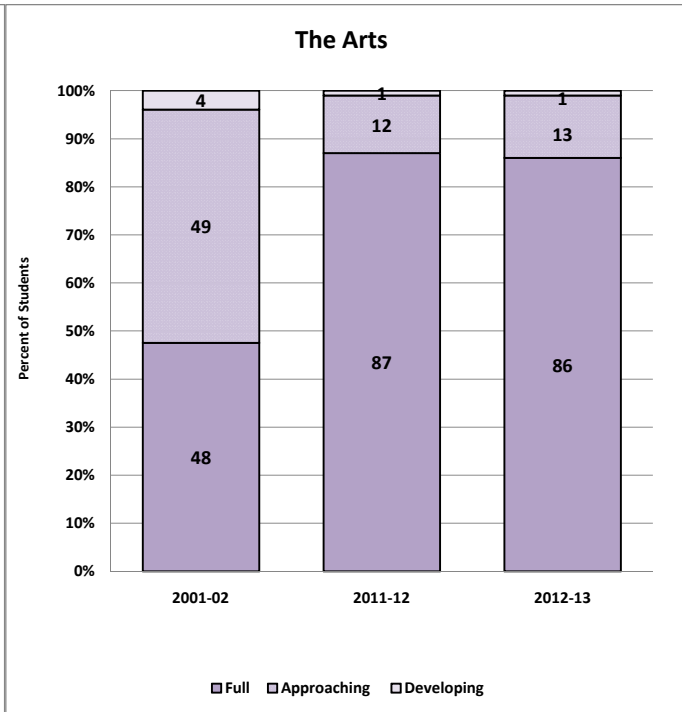
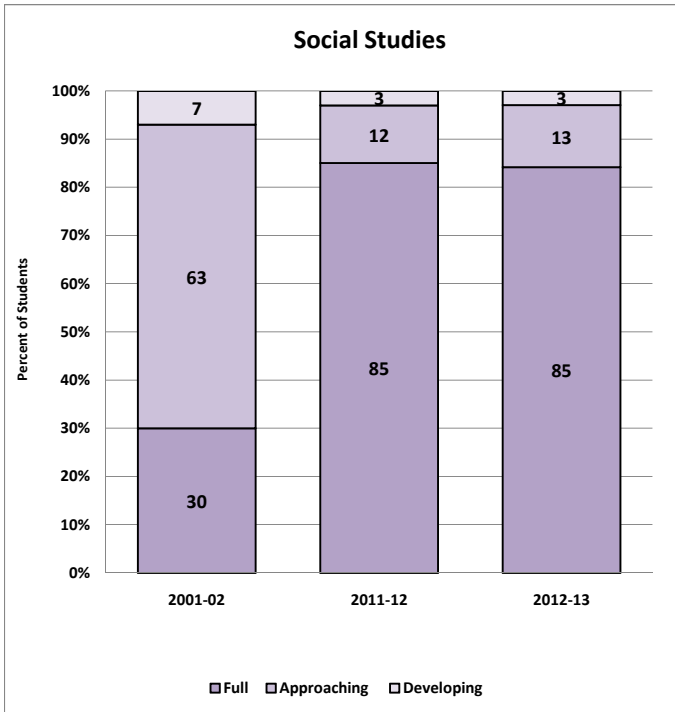
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite					
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing			
Race/Ethnicity																											
American Indian/Alaskan Native	11	1	0	10	2	0	10	2	0	11	1	0	10	2	0	11	1	0	11	1	0	11	1	0	11	1	0
Asian	29	3	0	25	6	1	26	6	0	24	6	2	29	1	2	30	2	0	29	3	0	29	3	0	28	4	0
African American	425	73	8	363	126	17	347	139	20	355	133	18	456	44	6	464	38	4	460	42	4	460	42	4	440	57	9
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	565	44	5	519	76	19	508	84	22	515	85	14	572	35	7	557	53	4	583	28	3	583	28	3	561	42	11
Hispanic	104	14	1	74	36	9	77	33	9	65	48	6	96	18	5	98	19	2	111	8	0	111	8	0	96	21	2
Two or More Races (Non-Hispanic/Latino)	89	16	0	89	14	2	87	14	4	90	13	2	100	3	2	98	7	0	100	5	0	100	5	0	99	4	2
Gender																											
Male	635	101	12	566	149	33	561	149	38	566	154	28	671	64	13	660	83	5	685	59	4	685	59	4	651	81	16
Female	589	50	2	515	111	15	494	130	17	494	133	14	592	40	9	599	37	5	610	28	3	610	28	3	585	48	8
Prior Care																											
Child Care Center	153	14	4	146	20	5	146	19	6	147	21	3	162	7	2	158	12	1	164	6	1	164	6	1	159	8	4
Family Child Care	38	2	0	32	7	1	33	5	2	32	8	0	39	1	0	37	3	0	38	2	0	38	2	0	37	3	0
Head Start	124	29	1	102	44	8	97	46	11	97	49	8	133	19	2	135	19	0	133	21	0	133	21	0	124	27	3
Home / Informal Care	173	17	3	128	57	8	126	59	8	131	57	5	168	23	2	172	21	0	177	14	2	177	14	2	164	25	4
Non-public Nursery	34	2	0	34	2	0	33	3	0	33	3	0	35	1	0	35	1	0	36	0	0	36	0	0	36	0	0
Pre-Kindergarten	661	79	6	606	115	25	592	127	27	590	131	25	681	49	16	680	59	7	703	39	4	703	39	4	676	57	13
Special Education																											
No	1,152	119	5	1,026	226	24	998	251	27	1,002	256	18	1,184	84	8	1,185	88	3	1,213	61	2	1,213	61	2	1,167	102	7
Yes	72	32	9	55	34	24	57	28	28	58	31	24	79	20	14	74	32	7	82	26	5	82	26	5	69	27	17
English Language Learners																											
No	1,129	134	14	1,022	218	37	984	246	47	1,004	238	35	1,183	77	17	1,165	103	9	1,194	76	7	1,194	76	7	1,150	104	23
Yes	95	17	0	59	42	11	71	33	8	56	49	7	80	27	5	94	17	1	101	11	0	101	11	0	86	25	1
Free and Reduced Price Meals																											
No	416	30	4	399	42	9	391	45	14	396	45	9	424	19	7	422	24	4	435	12	3	435	12	3	422	21	7
Yes	808	121	10	682	218	39	664	234	41	664	242	33	839	85	15	837	96	6	860	75	4	860	75	4	814	108	17
Aggregated Data	1,224	151	14	1,081	260	48	1,055	279	55	1,060	287	42	1,263	104	22	1,259	120	10	1,295	87	7	1,295	87	7	1,236	129	24

* = fewer than 5

MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Worcester County



MMSR Kindergarten Assessment 2012-2013
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	100	0	0	67	33	0	89	11	0	67	22	11	89	11	0	89	11	0	100	0	0	100	0	0	
African American	71	26	3	55	36	9	70	27	3	52	44	4	77	17	6	79	20	1	90	10	0	76	20	4	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	81	17	2	82	15	3	86	12	2	79	18	3	90	8	2	88	10	2	94	4	2	90	9	1	
Hispanic	76	24	0	64	27	9	71	24	4	62	33	4	71	29	0	78	20	2	93	7	0	71	29	0	
Two or More Races (Non-Hispanic/Latino)	71	24	5	68	32	0	74	24	3	66	34	0	79	21	0	89	11	0	89	11	0	79	21	0	
Gender																									
Male	72	25	3	71	24	5	81	16	3	70	26	4	84	13	3	80	18	2	91	8	2	83	15	2	
Female	86	12	1	77	20	4	79	18	3	71	25	3	85	13	2	93	7	1	96	4	0	86	13	1	
Prior Care																									
Child Care Center	67	33	0	81	10	10	81	19	0	76	19	5	90	10	0	86	14	0	90	10	0	90	10	0	
Family Child Care	71	29	0	43	43	14	43	57	0	57	29	14	71	29	0	71	29	0	86	14	0	57	43	0	
Head Start	56	44	0	44	39	17	44	44	11	50	44	6	44	56	0	72	28	0	83	17	0	50	50	0	
Home / Informal Care	72	25	3	53	36	11	56	42	3	61	33	6	72	25	3	78	17	6	78	19	3	67	31	3	
Non-public Nursery	87	13	0	83	17	0	91	4	4	91	9	0	96	4	0	87	13	0	96	4	0	96	4	0	
Pre-Kindergarten	80	17	2	77	20	3	84	13	2	71	26	3	87	10	3	87	11	1	95	4	1	87	11	2	
Special Education																									
No	81	18	1	77	20	3	83	15	2	73	24	3	88	12	1	88	11	1	95	4	1	87	12	0	
Yes	53	35	12	42	37	21	56	33	12	42	44	14	53	26	21	63	30	7	74	21	5	56	30	14	
English Language Learners																									
No	79	19	2	75	21	4	82	16	3	71	25	3	86	11	3	86	13	1	93	6	1	86	12	2	
Yes	71	26	3	57	31	11	66	29	6	60	31	9	63	37	0	77	17	6	91	6	3	69	31	0	
Free and Reduced Price Meals																									
No	82	17	1	82	14	4	86	13	2	81	15	4	90	8	2	88	11	2	95	4	1	90	10	1	
Yes	75	22	4	64	30	6	74	22	4	59	38	4	78	19	3	84	15	1	91	8	1	79	18	3	
Aggregated Data	78	19	2	74	22	5	80	17	3	71	26	4	85	13	3	86	13	1	93	6	1	85	14	2	

* = fewer than 5

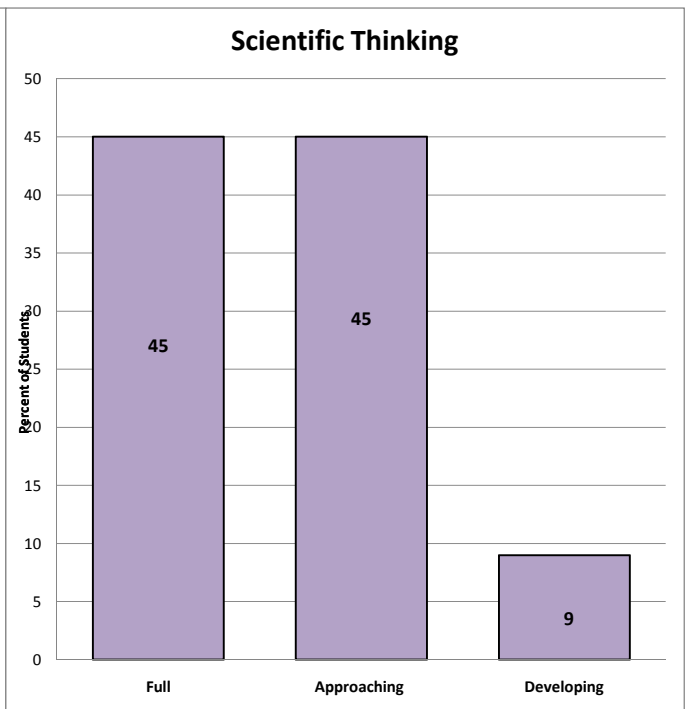
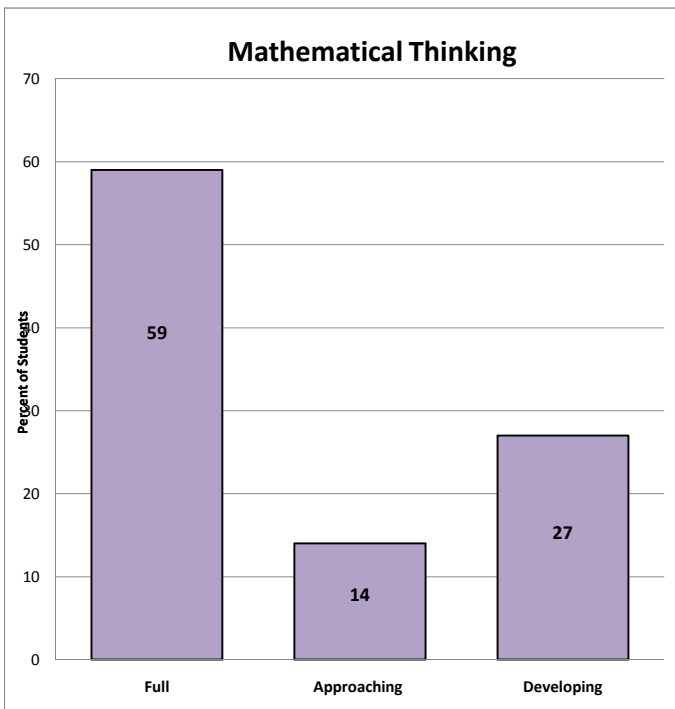
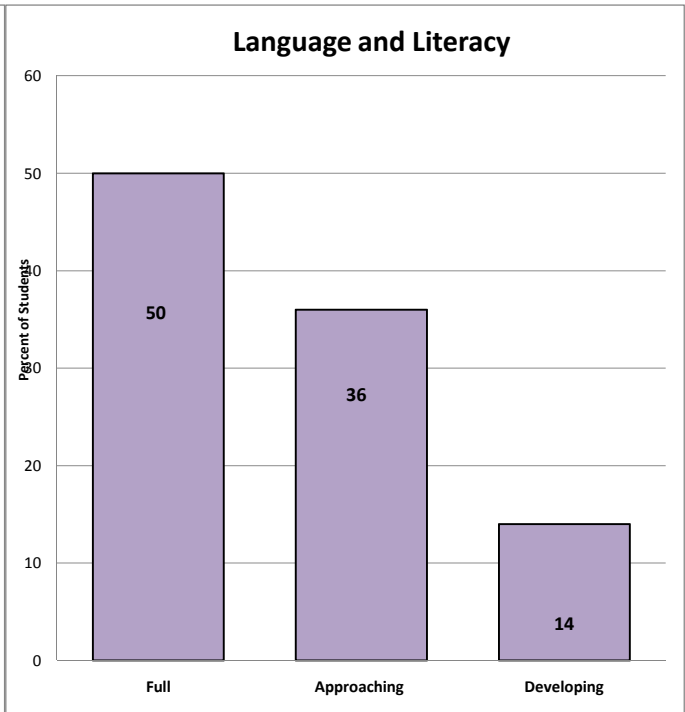
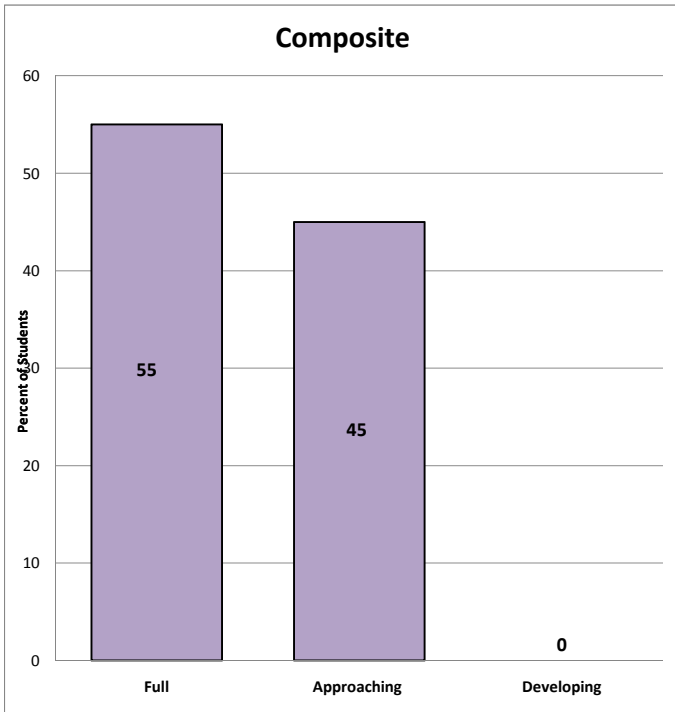
May not total 100% due to rounding.

Worcester County - Number of Kindergarten Students

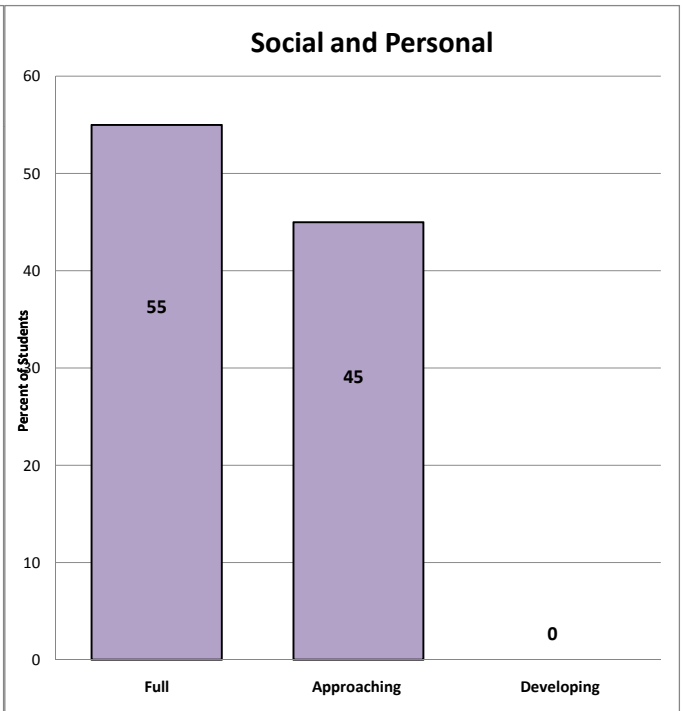
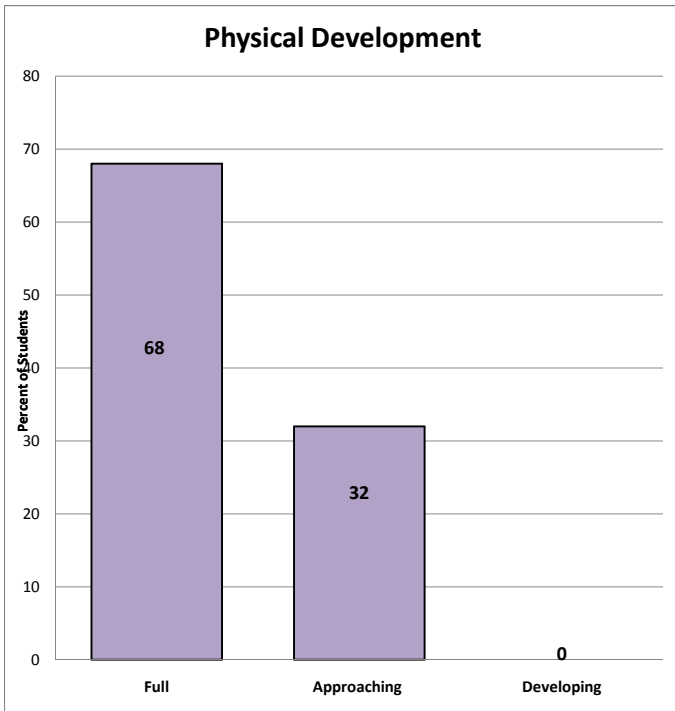
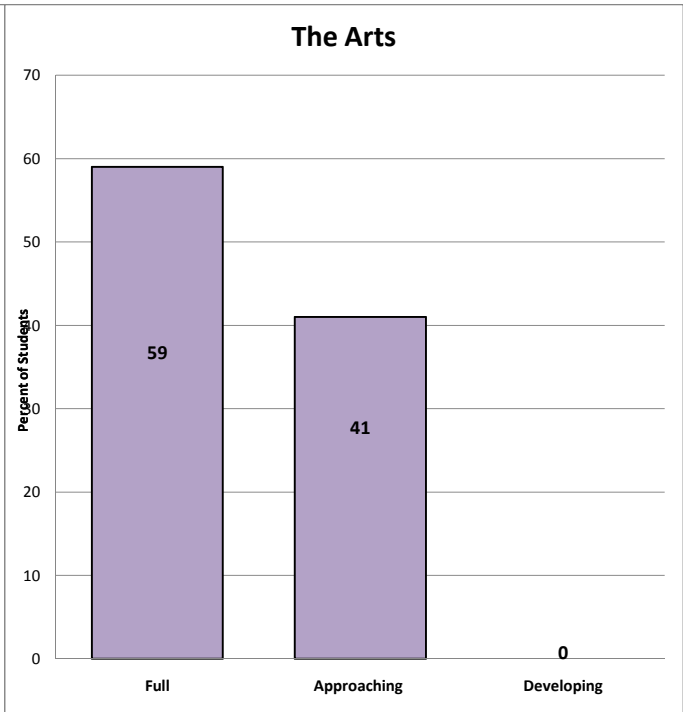
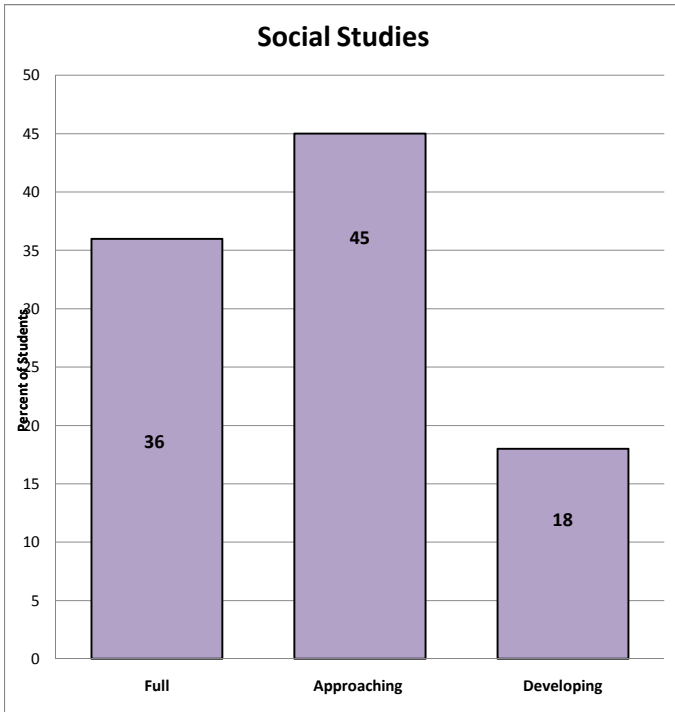
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	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	9	0	0	6	3	0	8	1	0	6	2	1	8	1	0	8	1	0	9	0	0	9	0	0	
African American	67	24	3	52	34	8	66	25	3	49	41	4	72	16	6	74	19	1	85	9	0	71	19	4	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	233	48	5	234	42	10	245	34	7	225	51	10	257	23	6	253	28	5	269	12	5	257	25	4	
Hispanic	34	11	0	29	12	4	32	11	2	28	15	2	32	13	0	35	9	1	42	3	0	32	13	0	
Two or More Races (Non-Hispanic/Latino)	27	9	2	26	12	0	28	9	1	25	13	0	30	8	0	34	4	0	34	4	0	30	8	0	
Gender																									
Male	186	66	7	184	61	14	210	42	7	181	68	10	218	33	8	207	47	5	235	20	4	215	38	6	
Female	185	26	3	164	42	8	170	38	6	153	54	7	182	28	4	198	14	2	205	8	1	185	27	2	
Prior Care																									
Child Care Center	14	7	0	17	2	2	17	4	0	16	4	1	19	2	0	18	3	0	19	2	0	19	2	0	
Family Child Care	5	2	0	3	3	1	3	4	0	4	2	1	5	2	0	5	2	0	6	1	0	4	3	0	
Head Start	10	8	0	8	7	3	8	8	2	9	8	1	8	10	0	13	5	0	15	3	0	9	9	0	
Home / Informal Care	26	9	1	19	13	4	20	15	1	22	12	2	26	9	1	28	6	2	28	7	1	24	11	1	
Non-public Nursery	20	3	0	19	4	0	21	1	1	21	2	0	22	1	0	20	3	0	22	1	0	22	1	0	
Pre-Kindergarten	295	63	9	281	74	12	310	48	9	261	94	12	319	37	11	320	42	5	349	14	4	321	39	7	
Special Education																									
No	348	77	5	330	87	13	356	66	8	316	103	11	377	50	3	378	48	4	408	19	3	376	52	2	
Yes	23	15	5	18	16	9	24	14	5	18	19	6	23	11	9	27	13	3	32	9	2	24	13	6	
English Language Learners																									
No	346	83	9	328	92	18	357	70	11	313	111	14	378	48	12	378	55	5	408	26	4	376	54	8	
Yes	25	9	1	20	11	4	23	10	2	21	11	3	22	13	0	27	6	2	32	2	1	24	11	0	
Free and Reduced Price Meals																									
No	203	43	2	204	35	9	213	31	4	202	37	9	224	19	5	217	27	4	235	11	2	222	24	2	
Yes	168	49	8	144	68	13	167	49	9	132	85	8	176	42	7	188	34	3	205	17	3	178	41	6	
Aggregated Data	371	92	10	348	103	22	380	80	13	334	122	17	400	61	12	405	61	7	440	28	5	400	65	8	

* = fewer than 5

MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Maryland School for Deaf



MMSR Kindergarten Assessment 2012-2013
Trends for Composite and Domain Results
Maryland School for Deaf



Maryland School for Deaf - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	56	44	0	56	38	6	63	19	19	56	44	0	44	50	6	63	38	0	75	25	0	63	38	0	
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																									
Male	38	62	0	46	46	8	54	15	31	46	54	0	38	46	15	46	54	0	62	38	0	46	54	0	
Female	78	22	0	56	22	22	67	11	22	44	33	22	33	44	22	78	22	0	78	22	0	67	33	0	
Prior Care																									
Child Care Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Home / Informal Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	52	48	0	48	38	14	57	14	29	43	48	10	33	48	19	57	43	0	67	33	0	52	48	0	
Special Education																									
No	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Yes	55	45	0	50	36	14	59	14	27	45	45	9	36	45	18	59	41	0	68	32	0	55	45	0	
English Language Learners																									
No	55	45	0	50	36	14	59	14	27	45	45	9	36	45	18	59	41	0	68	32	0	55	45	0	
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals																									
No	55	45	0	50	36	14	59	14	27	45	45	9	36	45	18	59	41	0	68	32	0	55	45	0	
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Aggregated Data	55	45	0	50	36	14	59	14	27	45	45	9	36	45	18	59	41	0	68	32	0	55	45	0	

* = fewer than 5

May not total 100% due to rounding.

Maryland School for Deaf - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	9	7	0	9	6	1	10	3	3	9	7	0	7	8	1	10	6	0	12	4	0	10	6	0	
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																									
Male	5	8	0	6	6	1	7	2	4	6	7	0	5	6	2	6	7	0	8	5	0	6	7	0	
Female	7	2	0	5	2	2	6	1	2	4	3	2	3	4	2	7	2	0	7	2	0	6	3	0	
Prior Care																									
Child Care Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Home / Informal Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	11	10	0	10	8	3	12	3	6	9	10	2	7	10	4	12	9	0	14	7	0	11	10	0	
Special Education																									
No	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Yes	12	10	0	11	8	3	13	3	6	10	10	2	8	10	4	13	9	0	15	7	0	12	10	0	
English Language Learners																									
No	12	10	0	11	8	3	13	3	6	10	10	2	8	10	4	13	9	0	15	7	0	12	10	0	
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free and Reduced Price Meals																									
No	12	10	0	11	8	3	13	3	6	10	10	2	8	10	4	13	9	0	15	7	0	12	10	0	
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Aggregated Data	12	10	0	11	8	3	13	3	6	10	10	2	8	10	4	13	9	0	15	7	0	12	10	0	

* = fewer than 5

APPENDIX C

Frequently Asked Questions

Frequently Asked Questions

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

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

2. How is the information collected?

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

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

Performance-based assessments measure demonstrated skills, knowledge, and behaviors in an actual learning setting such as a kindergarten classroom. When measuring readiness for school, all developmental skill areas are important. Qualified kindergarten teachers, properly trained and prepared, are an excellent source of information for their students. They assess children's skills against established standards of learning¹. 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?

The assessment information is used as follows:

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

12. How are school officials using the information?

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

13. How are county officials using the information?

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

14. How are state officials using the information?

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

15. How are families using the information?

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

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

Each year a different group of kindergarten students is being evaluated. This year's group of kindergarten students, or their respective subgroups, might look slightly different from groups from previous years. For instance, the degree to which a

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

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

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

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

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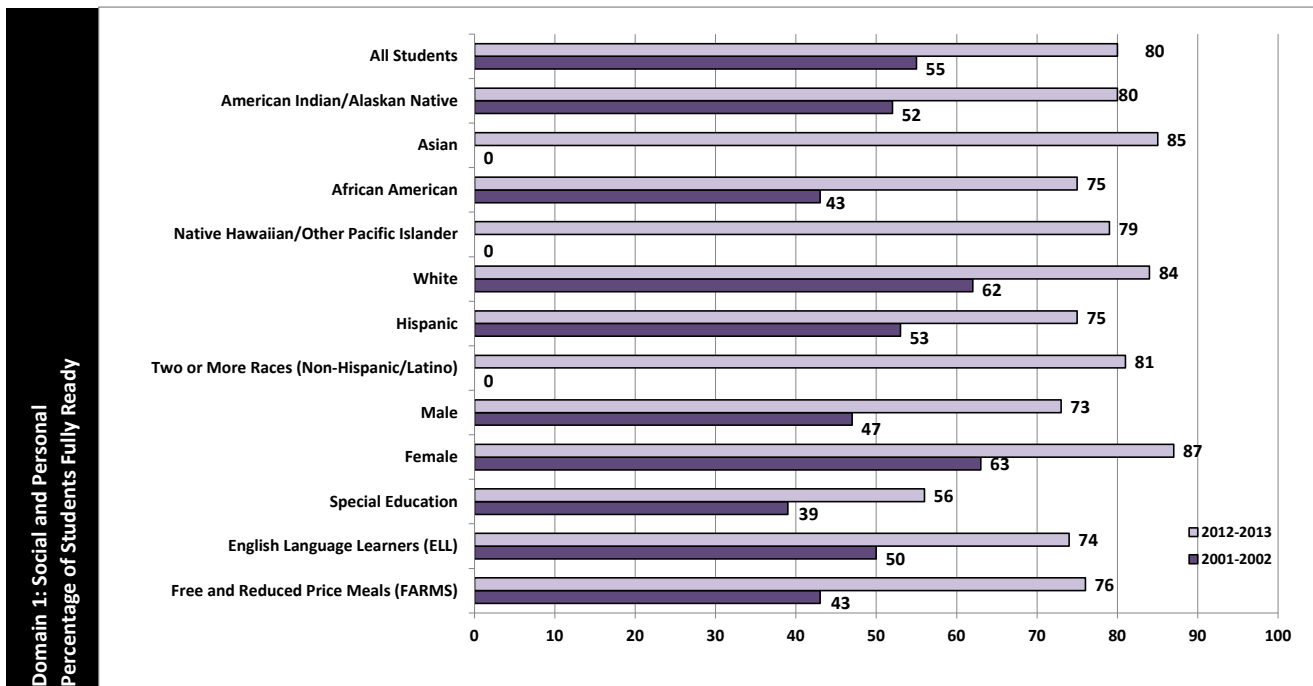
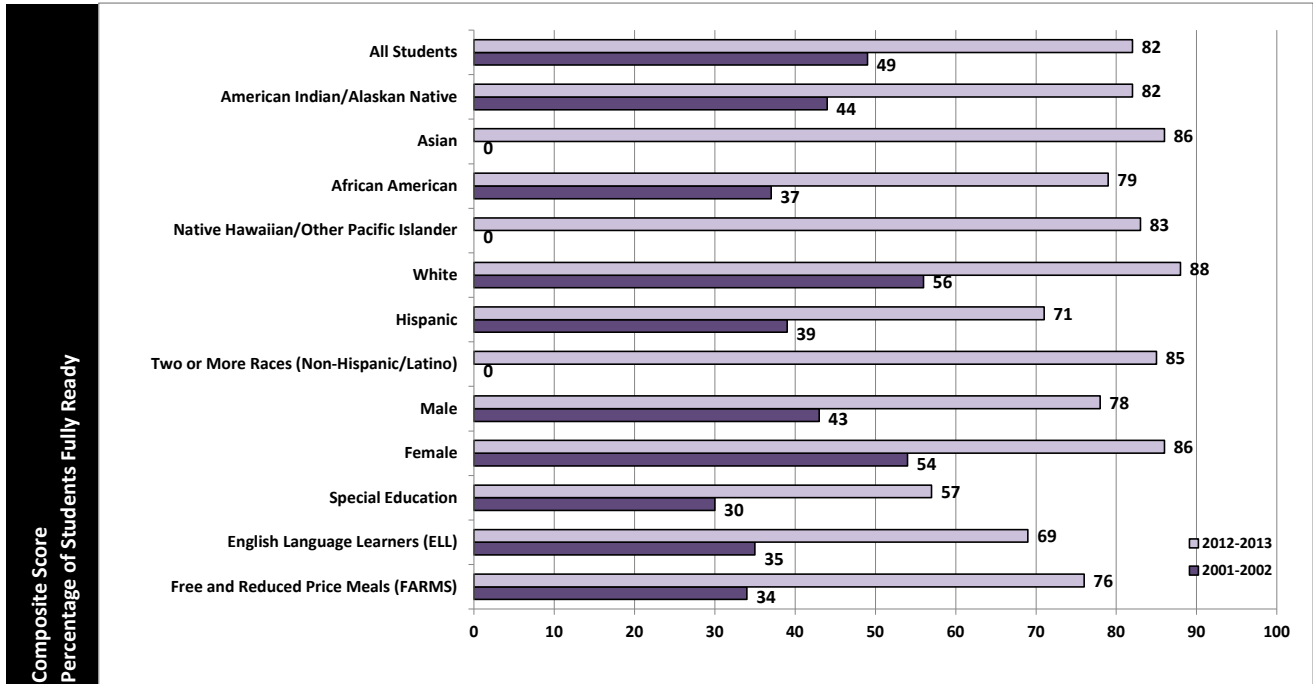
APPENDIX D

Percentage of Students Fully Ready by Domain and Subgroup

Maryland 2001-2012 Trend Data

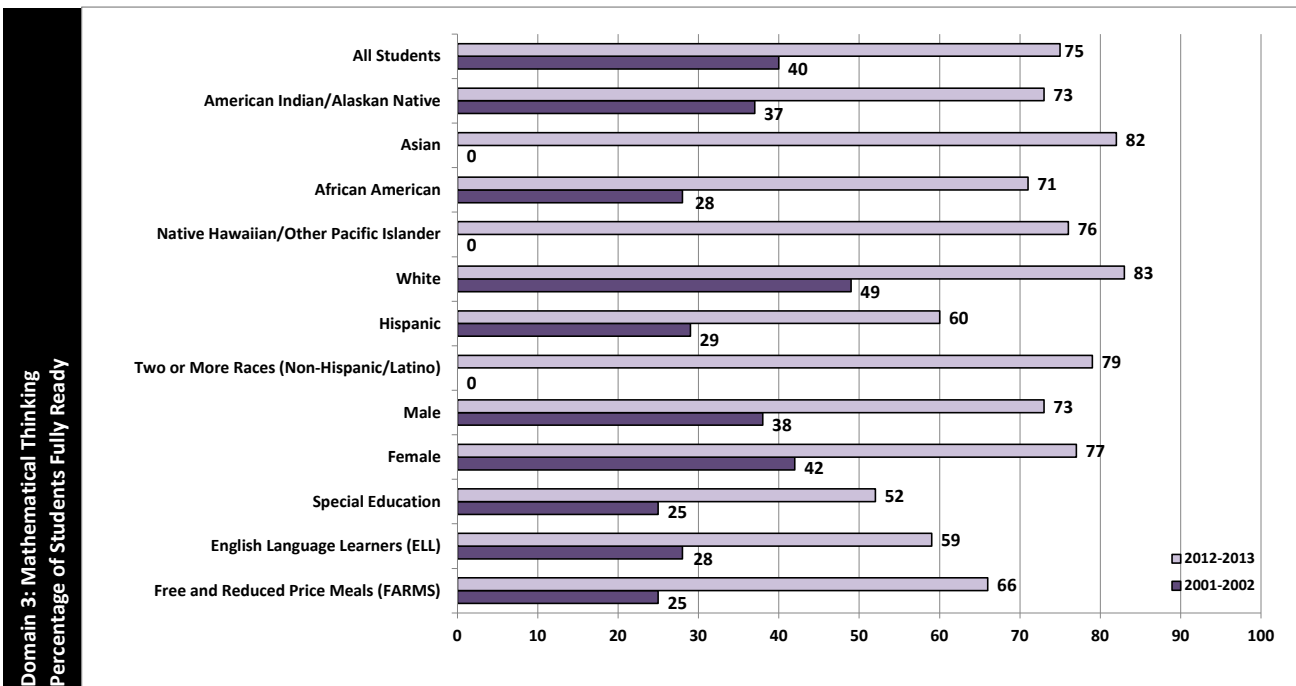
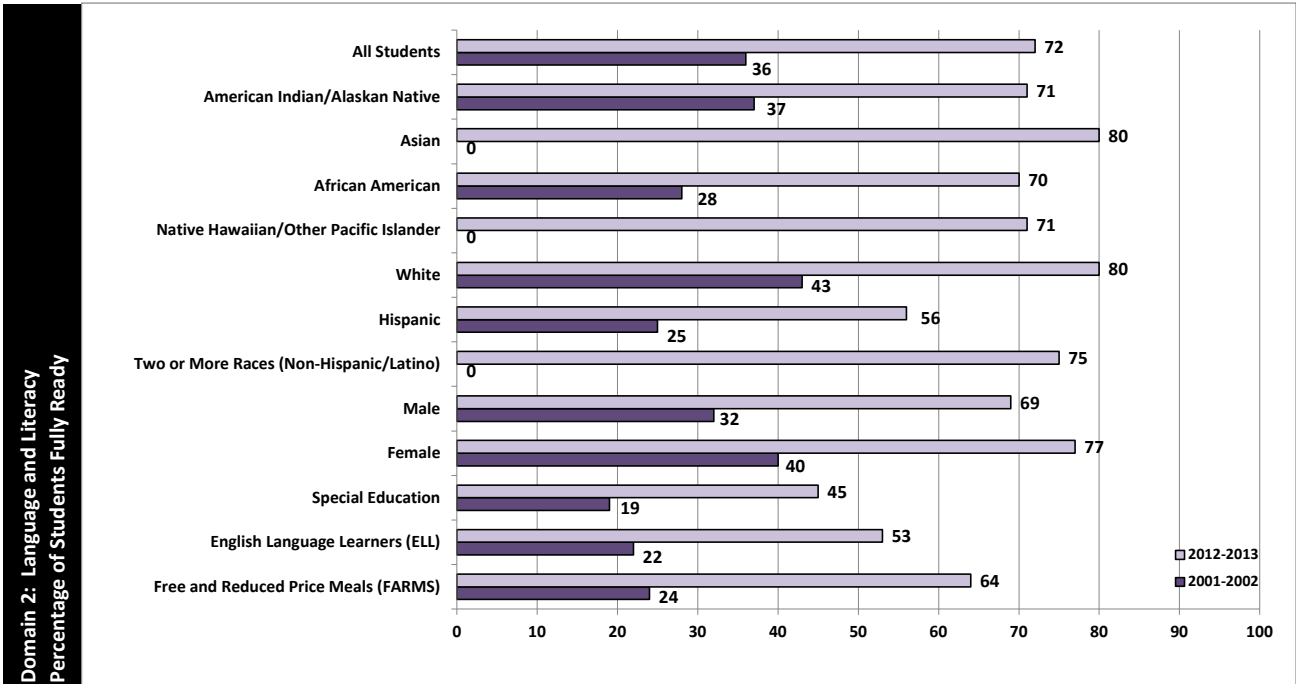
APPENDIX D: MARYLAND 2001-2012 TREND DATA

Percentage of Kindergarten Students Assessed as "Fully Ready" by Domain and Subgroup for Academic Years 2001-02 and 2012-13



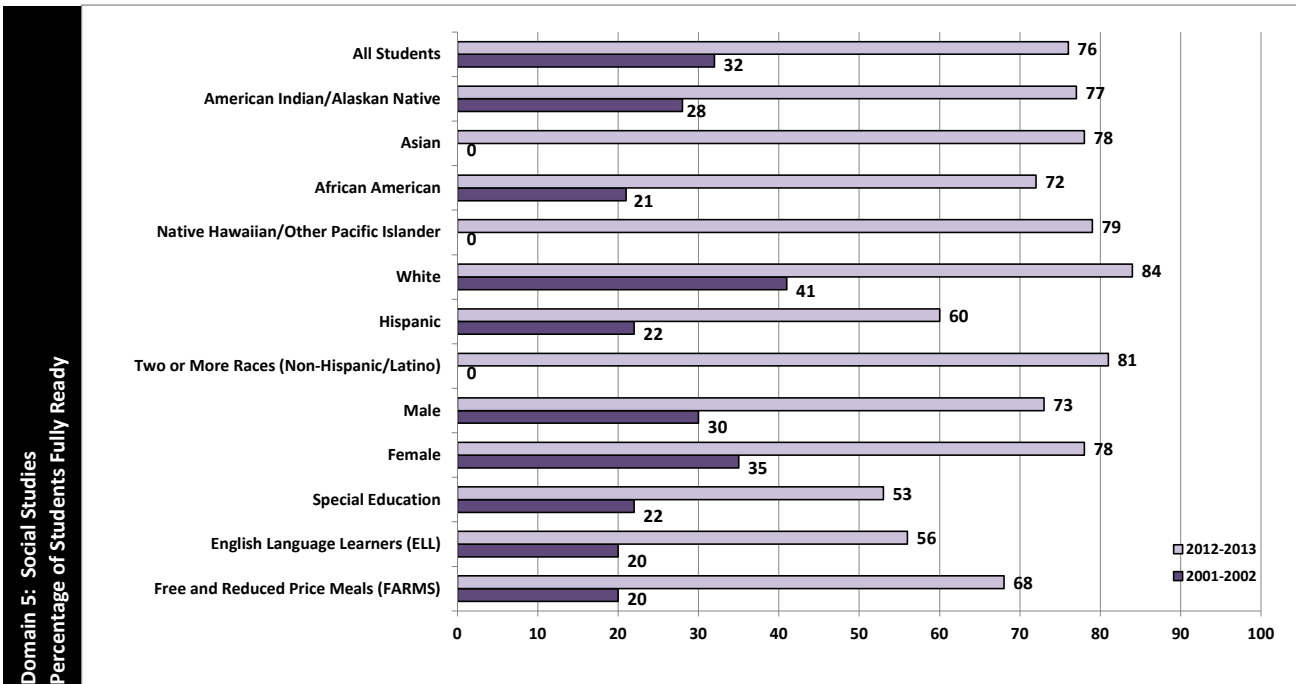
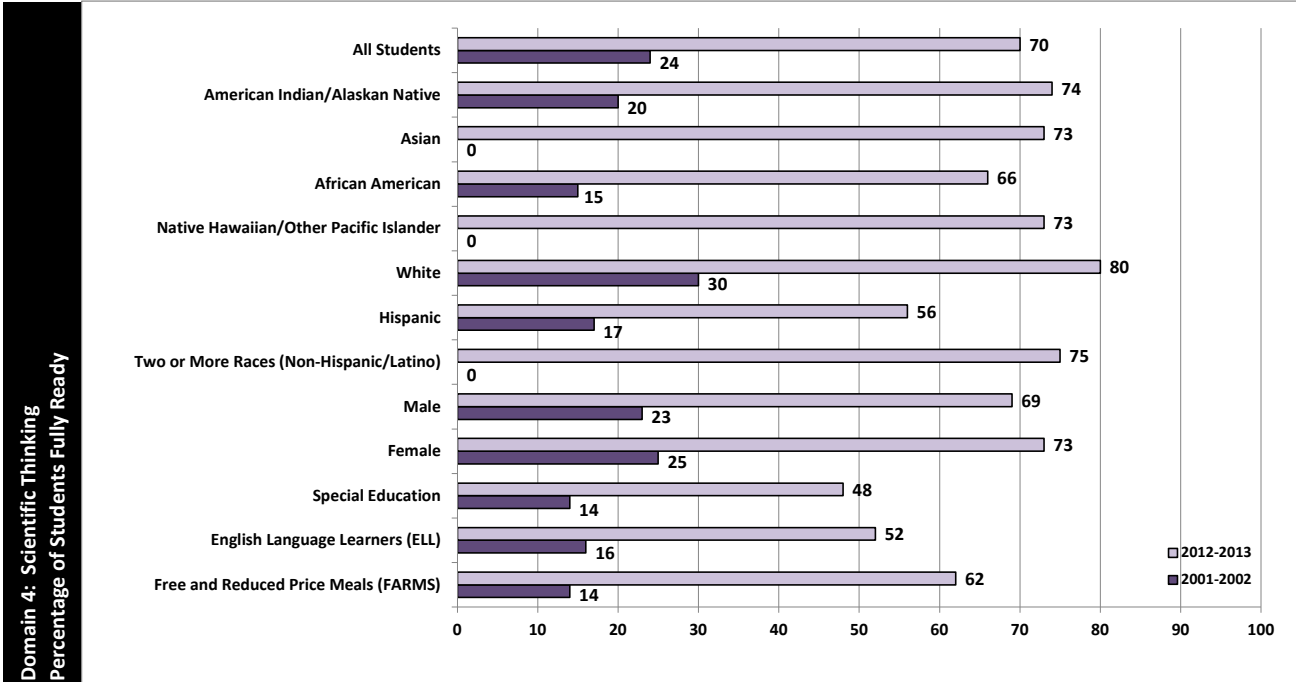
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Percentage of Kindergarten Students Assessed as "Fully Ready" by Domain and Subgroup for Academic Years 2001-02 and 2012-13



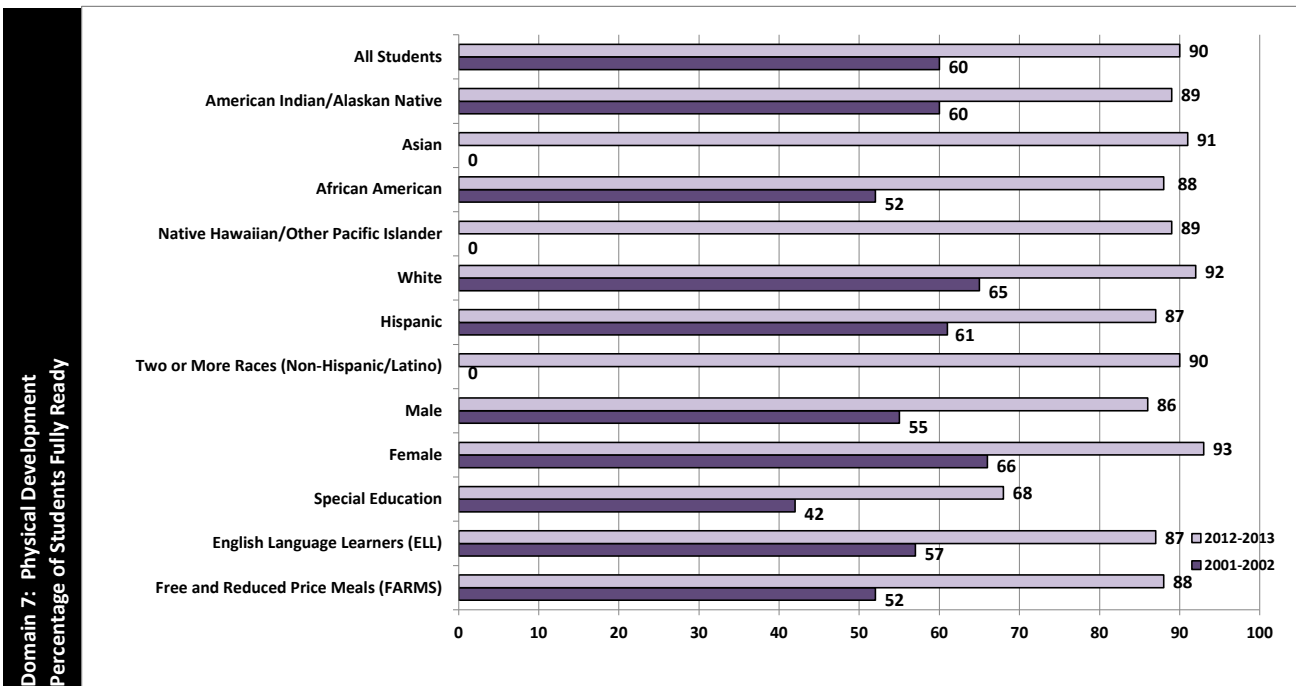
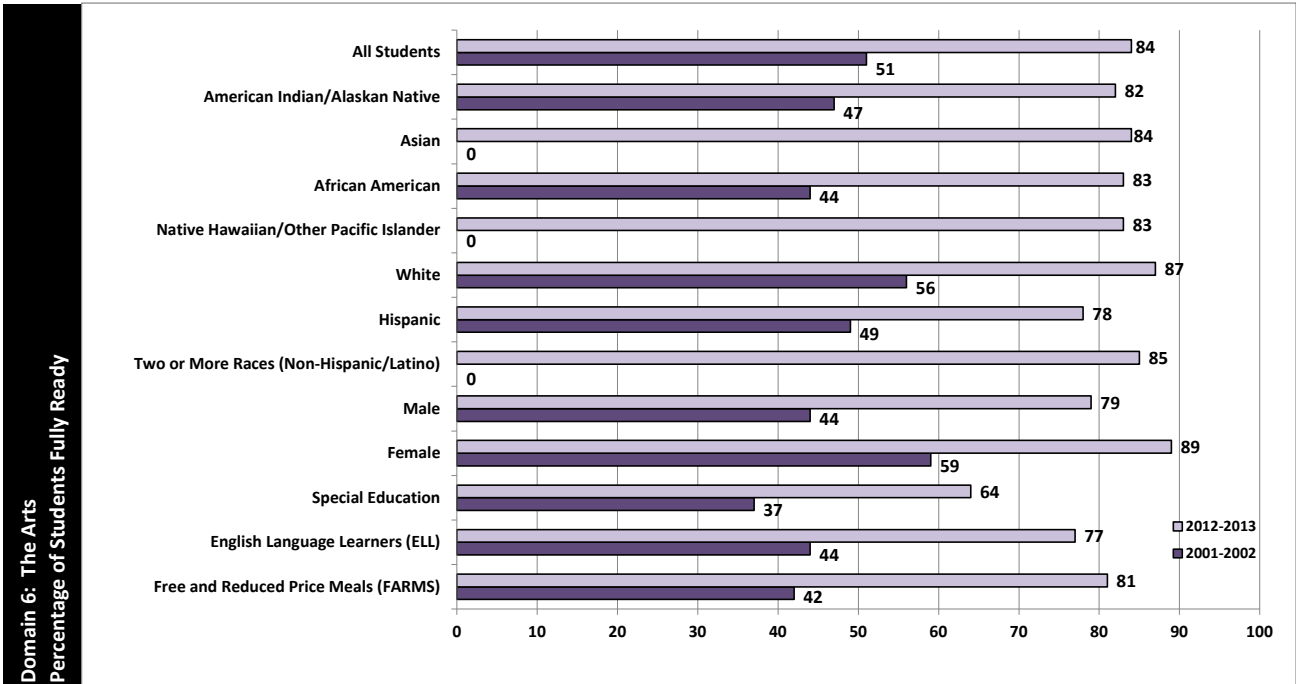
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Percentage of Kindergarten Students Assessed as "Fully Ready" by Domain and Subgroup for Academic Years 2001-02 and 2012-13

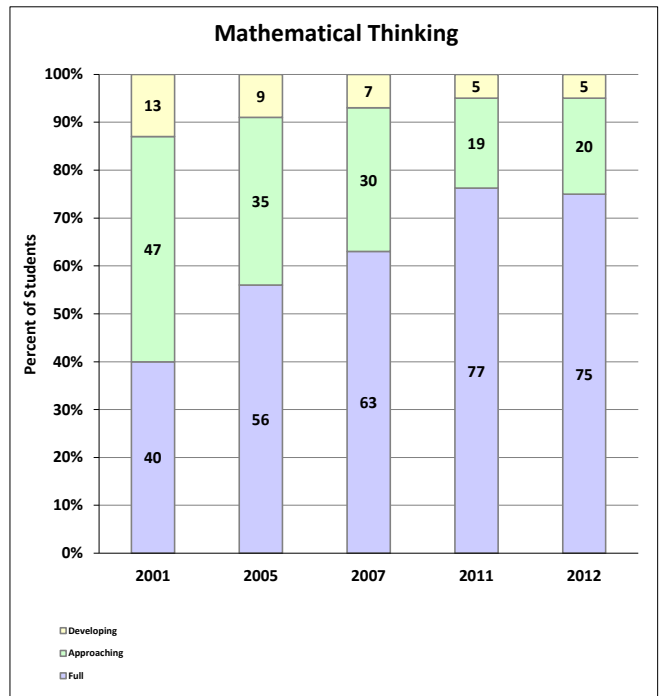
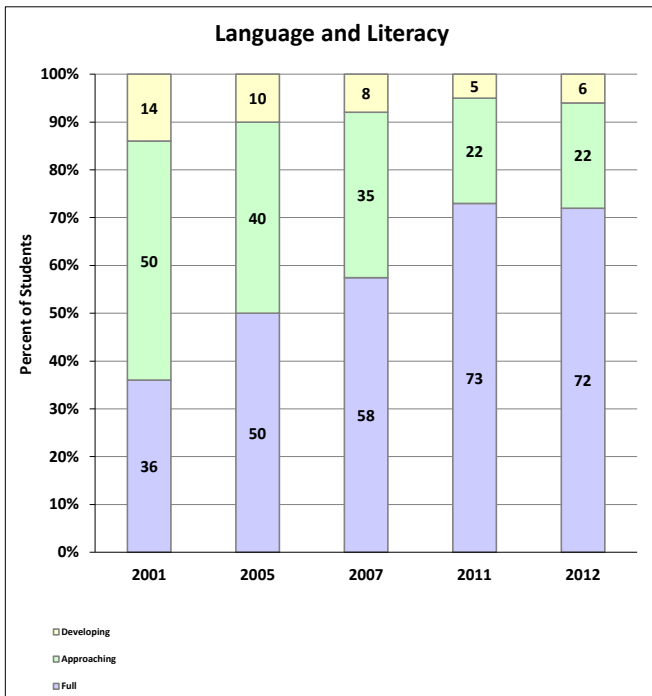
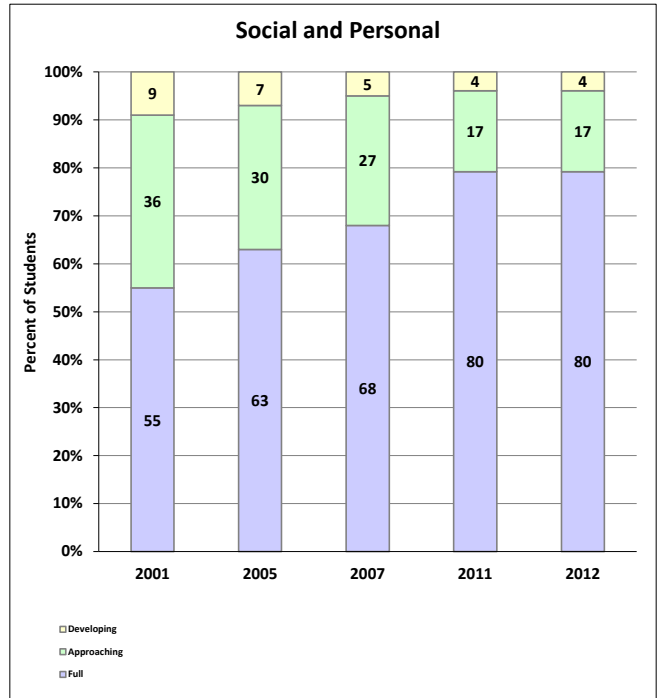
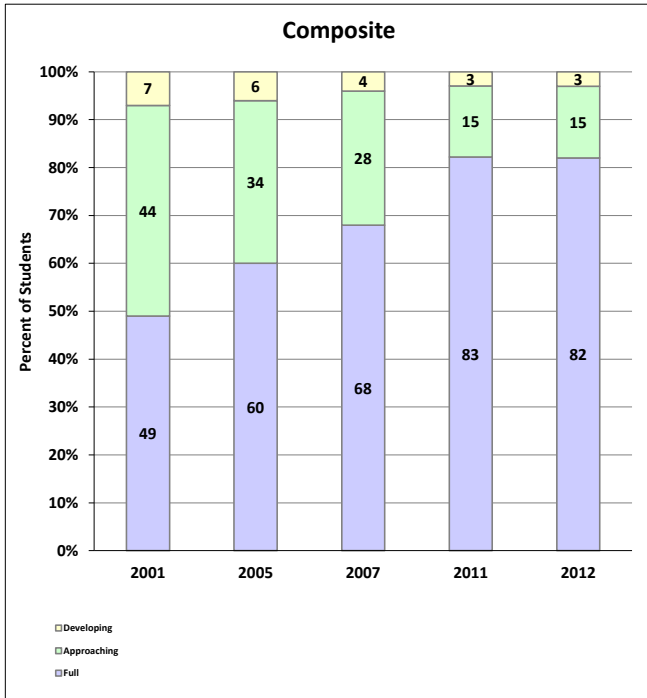


APPENDIX D: MARYLAND 2001-2012 TREND DATA

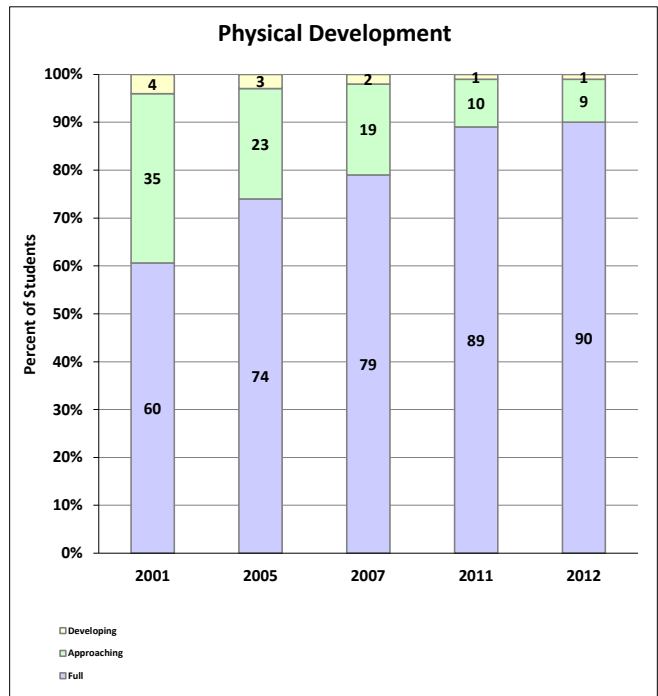
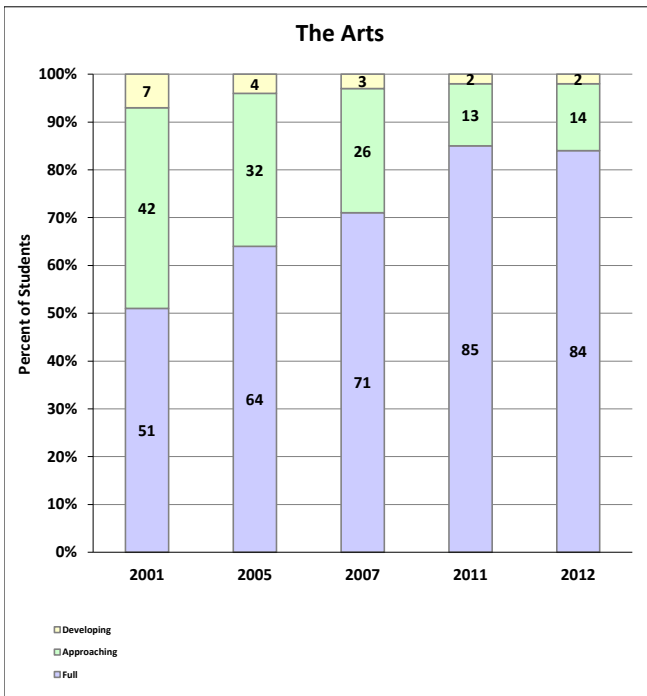
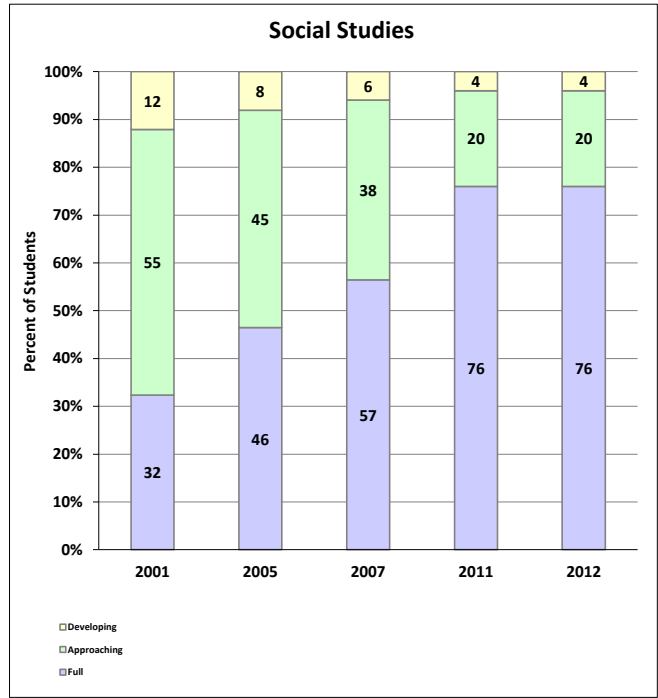
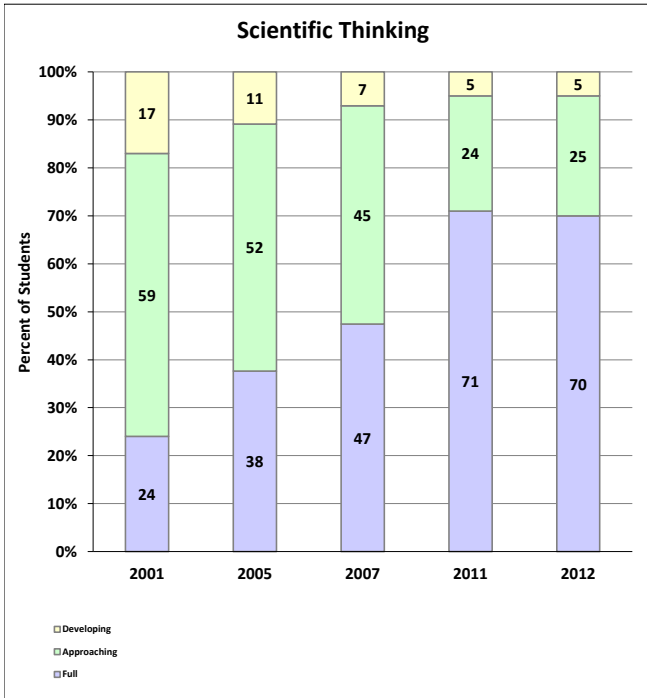
Percentage of Kindergarten Students Assessed as "Fully Ready" by Domain and Subgroup for Academic Years 2001-02 and 2012-13



APPENDIX D: Maryland 2001-2012 Trend Data

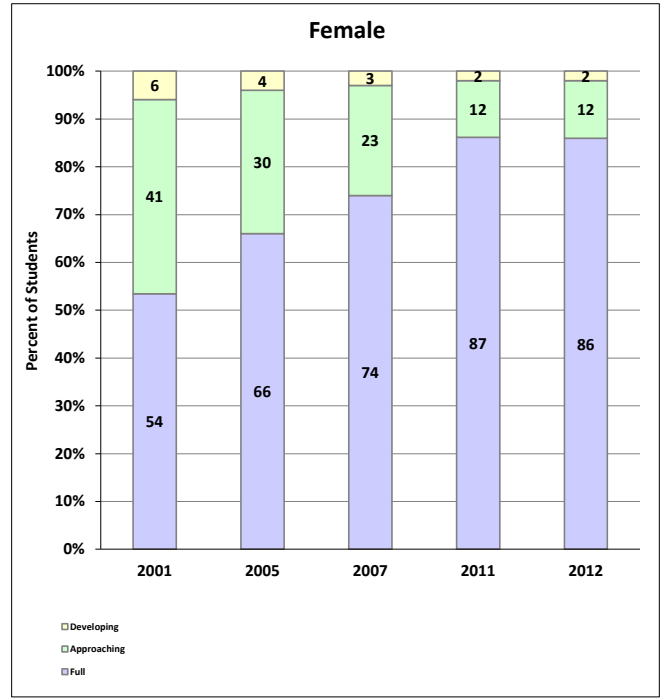
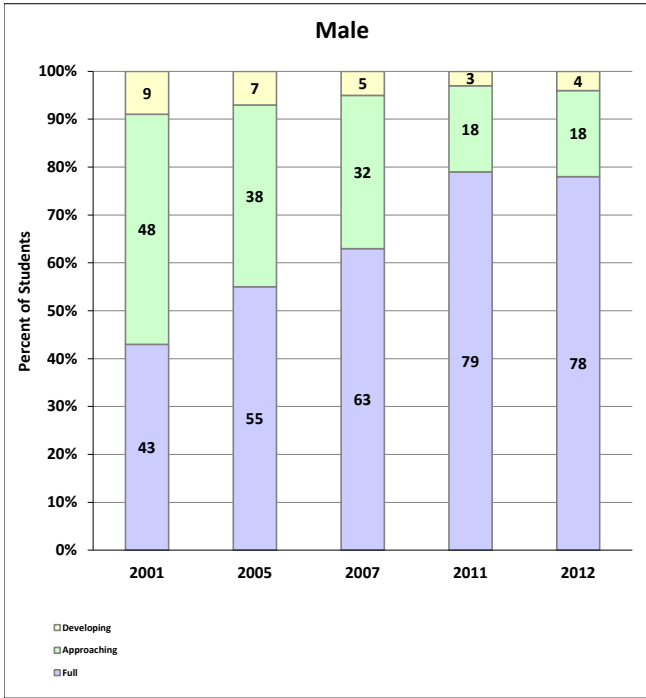


APPENDIX D: Maryland 2001-2012 Trend Data

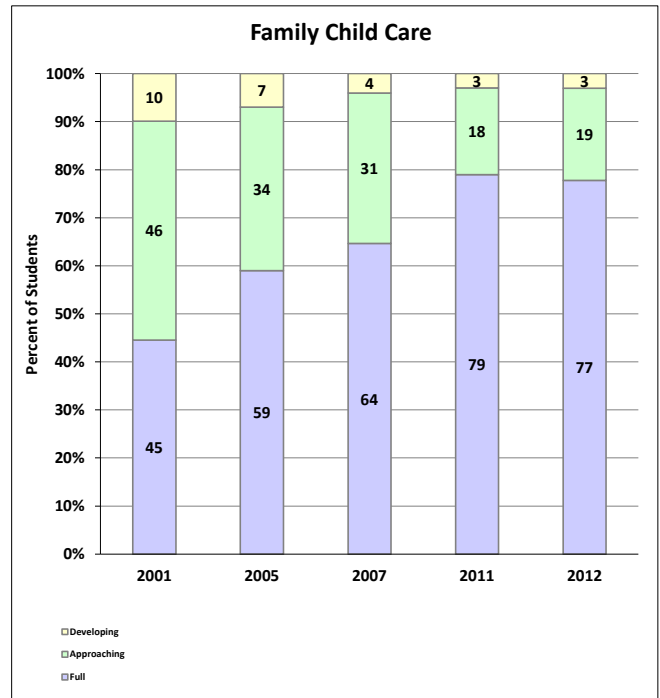
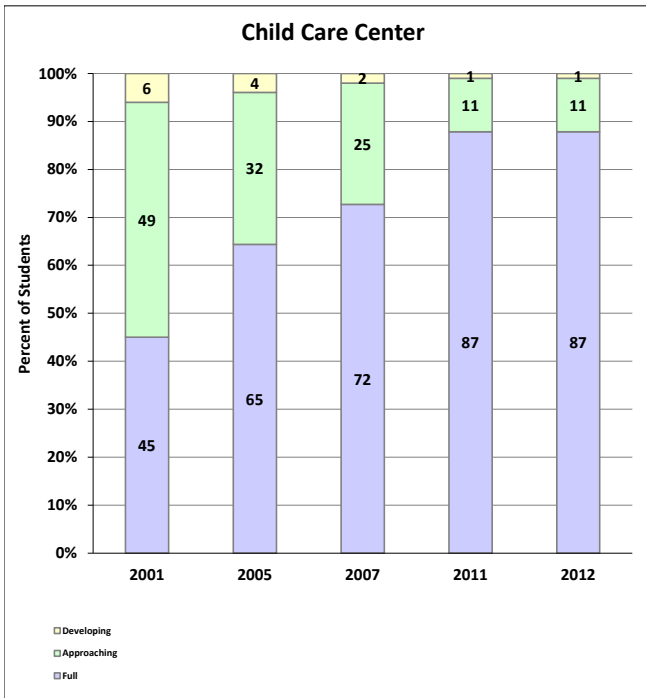


APPENDIX D: Maryland 2001-2012 Trend Data

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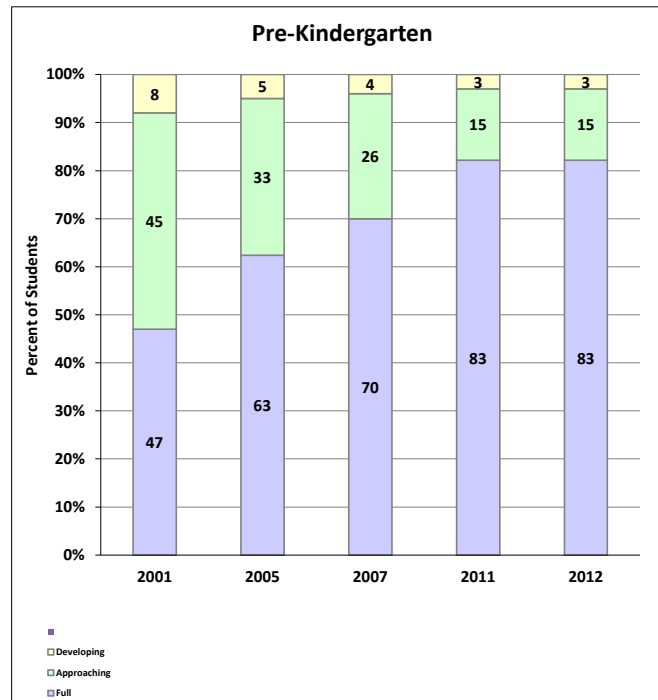
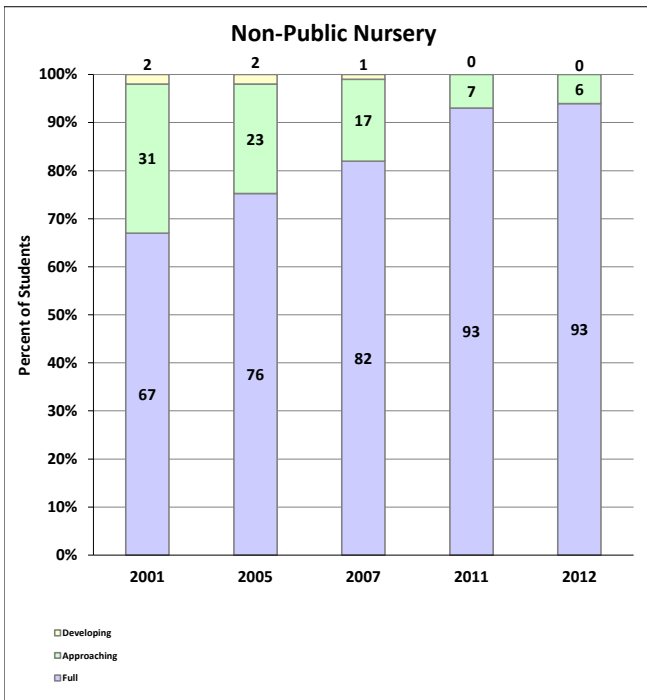
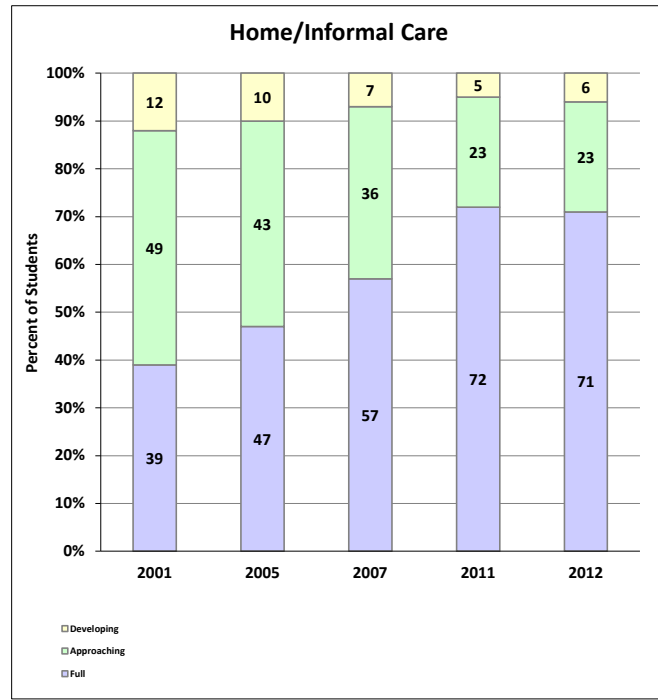
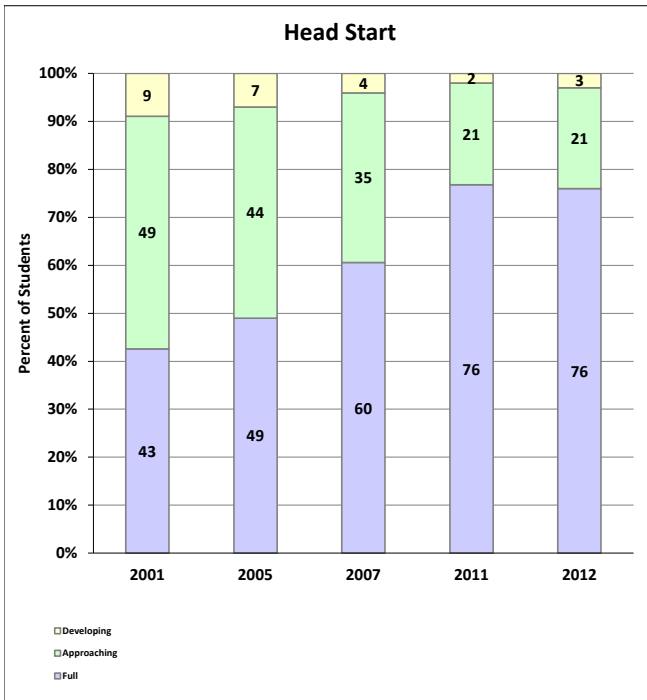


Disaggregated by Prior Care

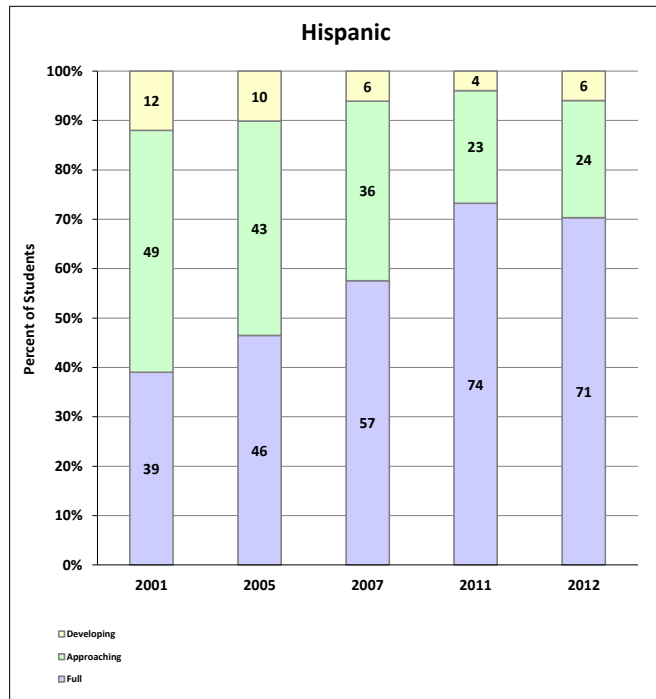
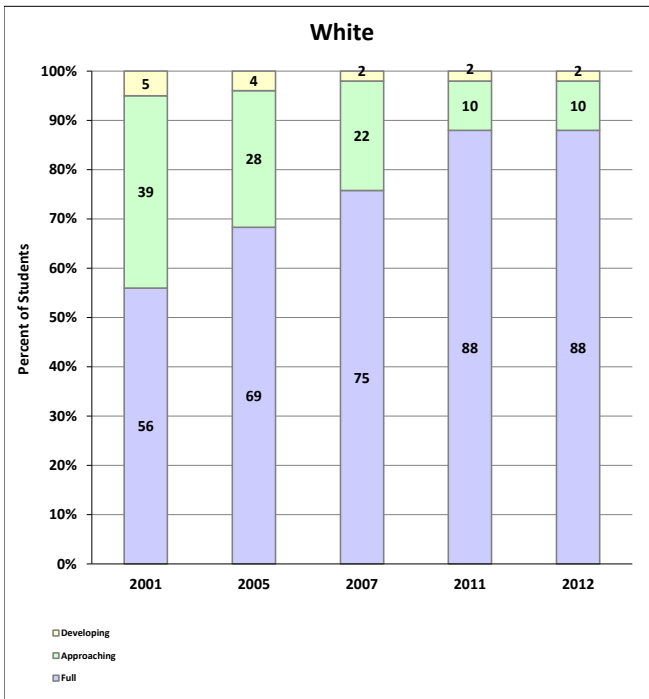
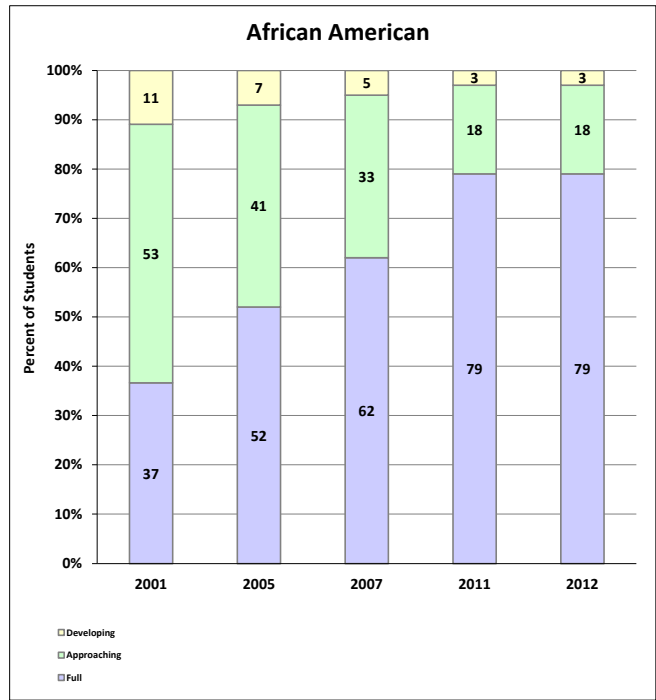
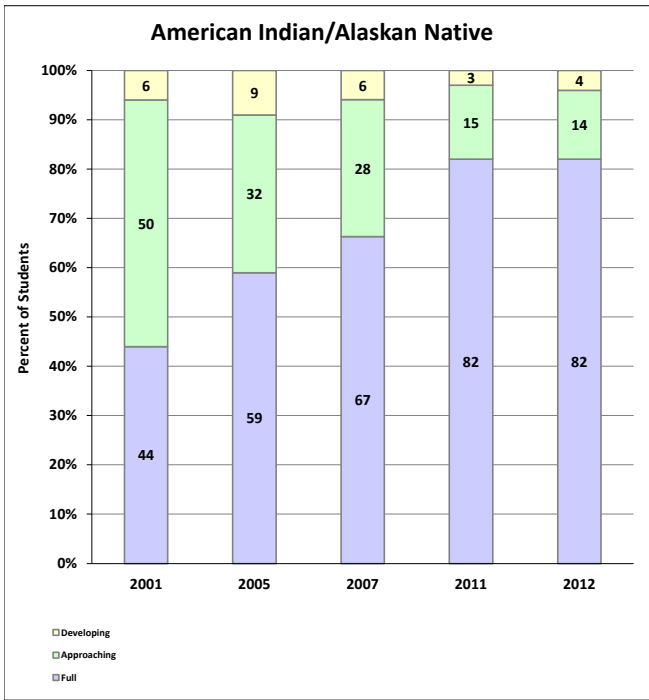


APPENDIX D: Maryland 2001-2012 Trend Data

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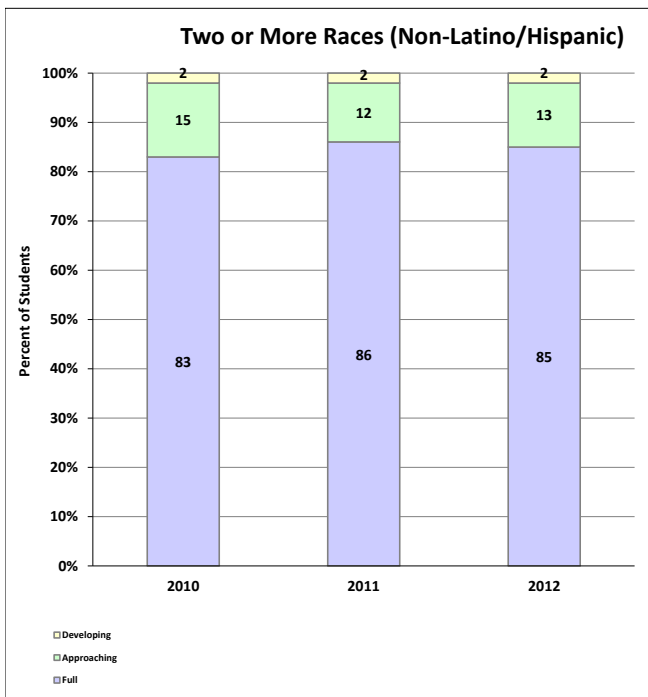
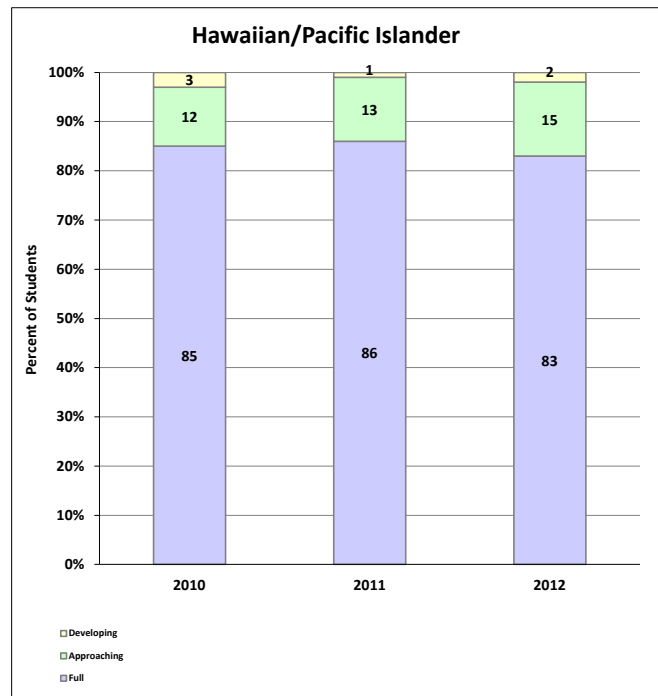
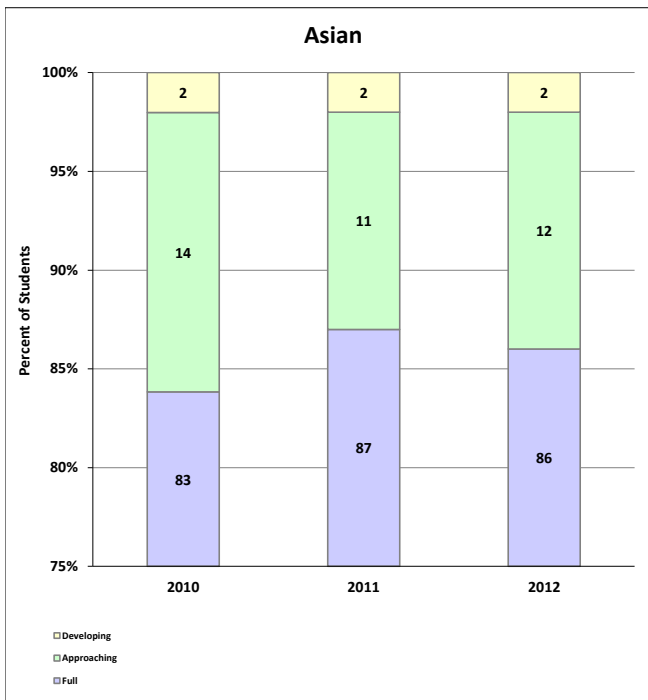


APPENDIX D: Maryland 2001-2012 Trend Data
Disaggregated by Race/Ethnicity

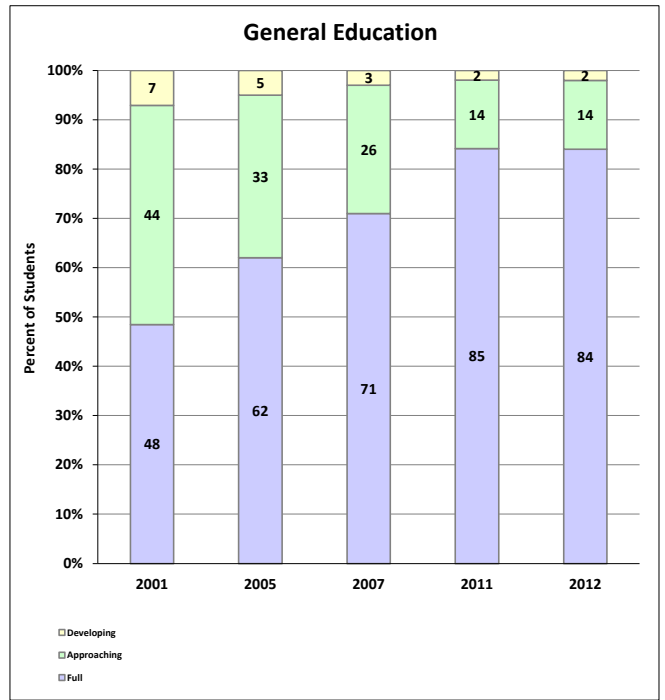
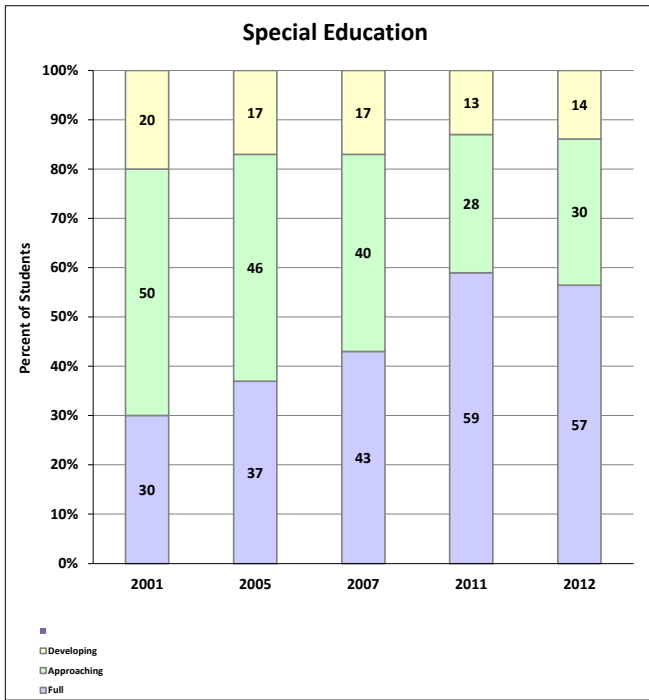


APPENDIX D: Maryland 2001-2012 Trend Data

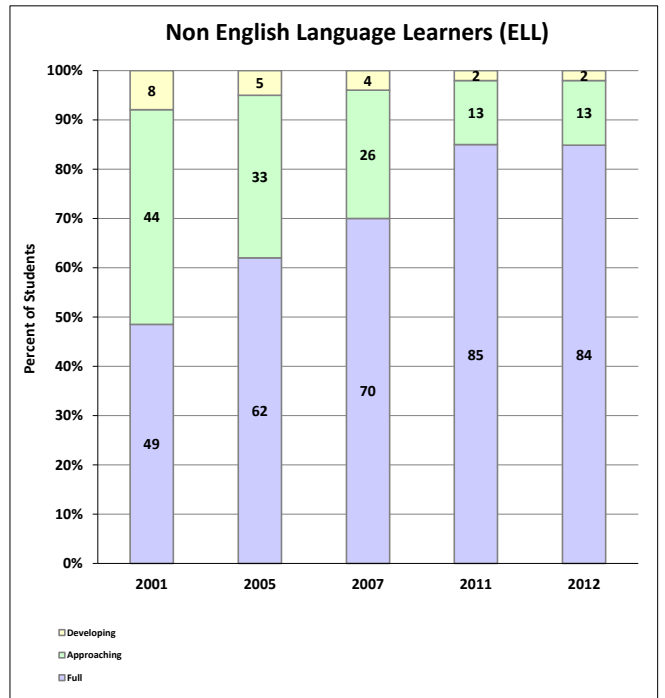
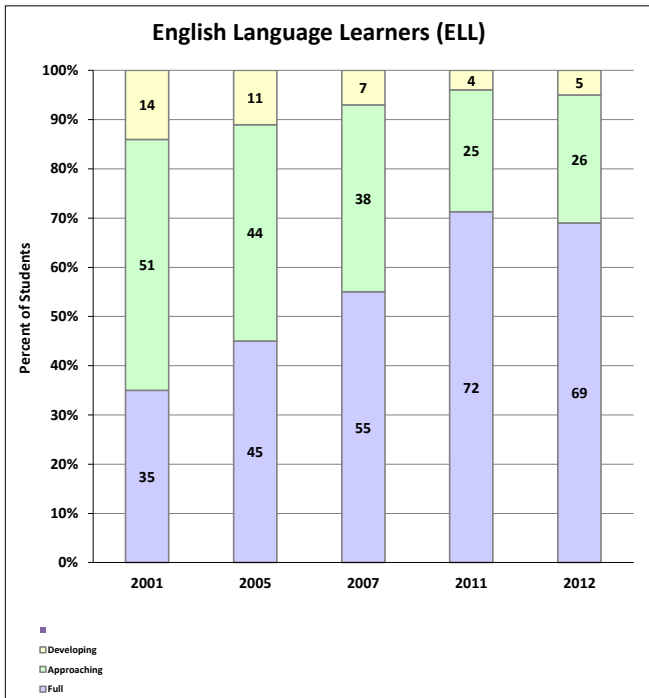
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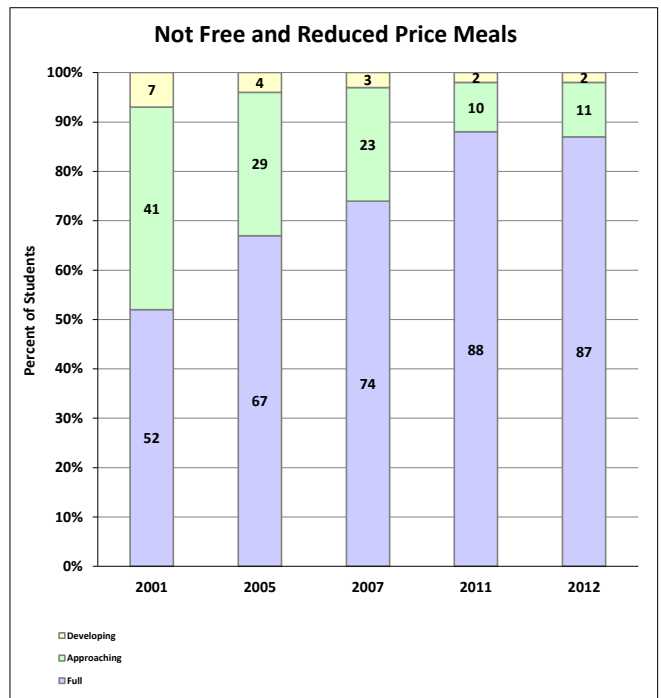
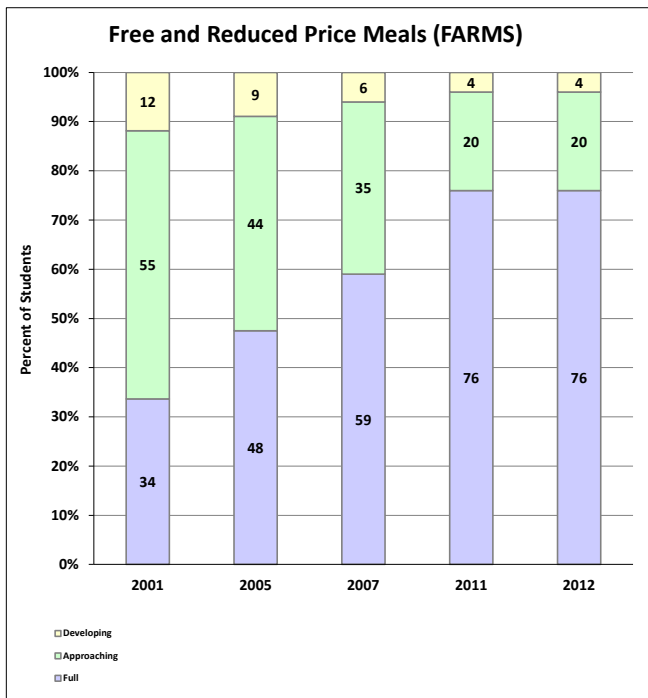
APPENDIX D: Maryland 2001-2012 Trend Data
Disaggregated by Special Education



Disaggregated by English Language Learners (ELL)



APPENDIX D: Maryland 2001-2012 Trend Data
Disaggregated by Free and Reduced Meals (FARM)



APPENDIX E

Maryland Model for School Readiness – Composite Results by Jurisdiction

2011-2012 and 2012-2013

**MARYLAND MODEL FOR SCHOOL READINESS
COMPOSITE RESULTS BY JURISDICTION
2011-12 AND 2012-13**

Jurisdiction	Percent of Students 2011-2012	Percent of Students 2012-2013	Change
Allegany County	90	86	-4
Anne Arundel County	86	86	0
Baltimore City	73	78	+5
Baltimore County	87	87	0
Calvert County	87	85	-2
Caroline County	97	94	-3
Carroll County	95	96	+1
Cecil County	78	74	-4
Charles County	83	78	-5
Dorchester County	79	77	-2
Frederick County	88	86	-2
Garrett County	91	91	0
Harford County	87	87	0
Howard County	87	89	+2
Kent County	84	85	+1
Montgomery County	81	80	-1
Prince George's County	77	73	-4
Queen Anne's County	91	88	-3
Somerset County	93	78	-15
St. Mary's County	93	88	-5
Talbot County	82	78	-4
Washington County	78	75	-3
Wicomico County	88	89	+1
Worcester County	89	85	-4
MARYLAND	83	82	-1

APPENDIX F

Abridged Reliability Analysis

2012-2013

Maryland Model for School Readiness
Fall 2012 Kindergarten Assessment Data

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

*Prepared by: Alicia Singleton, Research Analyst
Maryland State Department of Education, Division of Early Childhood Development
Office of the Assistant State Superintendent*

Introduction:

The purpose of this document is to discuss the outcomes of two analyses performed on the Maryland Model for School Readiness (MMSR) Kindergarten Assessment. These analyses provide information regarding the subject matter of the assessment (the seven domains) and the individual components of 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 = 66,381

<u>Domain</u>		<u>Correlation Coefficient (<i>r</i>)</u>	<u>Coefficient of Determination (<i>r</i>²)</u>
Personal & Social	X ₁	0.791	0.625
Language & Literacy	X ₂	0.912	0.832
Mathematical Thinking	X ₃	0.889	0.790
Scientific Thinking	X ₄	0.891	0.794
Social Studies	X ₅	0.898	0.807
The Arts	X ₆	0.759	0.577
Physical Development	X ₇	0.750	0.562

The results for the Correlation analysis are based only on student records that are fully assessed, meaning that all 30 indicators were rated by the teacher. As expected, cognition based domains have a higher correlation to the composite score as well as a higher coefficient of determination. Language and Literacy is the domain the consistently has the highest correlation to the composite score with a coefficient of 0.912. This is the second year that the analysis has shown that Social Studies is the second highest correlated domain to the composite score with a coefficient of 0.898 (up by 0.002 from SY 2011-2012). This year the Scientific Thinking domain had a correlation coefficient of 0.891, an increase of 0.008 from last year and thereby, showing a higher correlation than Mathematical Thinking for this assessment year. The coefficient for Mathematical Thinking was calculated to be 0.889, which is an increase in from 0.884 from last year. It can be presumed that student achievement may be leveling out in the areas of Language & Literacy and Mathematical Thinking and beginning to improve in Social Studies in Scientific Thinking. It has shown that the latter domains have had a significantly increased improvement in ratings. This analysis proves that students who perform better in these domains tend to have a higher composite score.

- **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 66,381 (N) observations is 0.970. 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 0.806. 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 2012 assessment is found to be 82 ± 4.020 , **yielding the true percentage of fully ready kindergarten students to be between 77.980% and 86.020%**. 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	0.969	0.969	0.711	0.712
IB1	0.970	0.970	0.587	0.594
IB2	0.970	0.969	0.634	0.641
ID1	0.970	0.970	0.624	0.631
IIA1	0.969	0.969	0.766	0.759
IIA3	0.969	0.969	0.726	0.716
IIB1	0.969	0.969	0.729	0.723
IIC2	0.969	0.969	0.764	0.754
IIC4	0.969	0.969	0.788	0.778
IID2	0.969	0.969	0.763	0.757
IIIA1	0.969	0.969	0.774	0.764
IIIB1	0.969	0.969	0.741	0.732
IIIC2	0.969	0.969	0.745	0.738
IIID1	0.969	0.969	0.770	0.763
IVA1	0.969	0.969	0.786	0.780
IVA2	0.969	0.969	0.769	0.764
IVB1	0.969	0.968	0.806	0.798
IVC1	0.969	0.969	0.782	0.774
VA1	0.969	0.969	0.788	0.782
VB2	0.969	0.969	0.788	0.783
VB3	0.969	0.969	0.756	0.752
VC1	0.969	0.969	0.745	0.749
VIA1	0.970	0.970	0.593	0.607
VIA2	0.970	0.970	0.609	0.622
VIA3	0.969	0.969	0.680	0.691
VIB1	0.969	0.969	0.676	0.686
VIIA1	0.970	0.970	0.535	0.548
VIIIB2	0.970	0.970	0.609	0.619
VIIC1	0.970	0.970	0.593	0.605
VIIC2	0.970	0.969	0.648	0.661