

Children Entering School Ready to Learn

2010–2011 Maryland Model
for School Readiness



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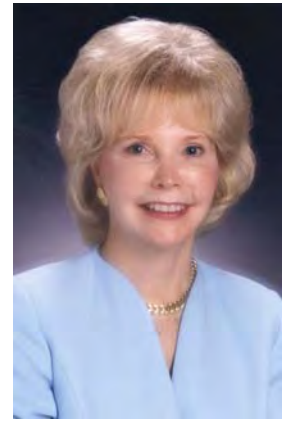
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Dear Colleague:

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

That is why I am excited to share with you Children Entering School Ready to Learn: The 2010-2011 Maryland School Readiness Report. The report shares what we have learned from the 2010-2011 Maryland Model for School Readiness (MMSR) data about the school readiness of Maryland's children: statewide, by subgroups, and for each of Maryland's 24 local jurisdictions. Some of the highlights are:

- The percentage of Maryland kindergarteners fully ready to start school increased to 81% in 2010-2011, up 3 points from 2009-2010. This met our expectation for this year's gain, and it continues the remarkable 32-point increase of the past 10 years, which began with school readiness at 49% in 2001-2002.
- Maryland experienced pronounced gains in school readiness across all Domains of Learning. In the core cognitive Domains, the State saw a 35-point increase from 2001- 2002 in Language and Literacy (71% fully-ready for 2010-2011), a 35-point improvement in Mathematical Thinking (75% fully-ready), and a 44-point jump in Scientific Thinking (68% fully-ready).
- African American kindergartners made statistically significant increases: 76% of African-American children are fully school-ready, up from 37% in 2001-2002 and 71% in 2009-2010.
- The percentage of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) who are fully school-ready rose from 34% in 2001-2002 and 69% in 2009-2010 to 73% in 2010-2011.
- Children with disabilities made substantial progress: 56% are fully-ready, gaining 5 points from last year—2 points more than the statewide gains.
- Kindergartners attending public PreK the year prior to entering school continue to be well-prepared: 81% fully school-ready in 2010-2011.

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

When our children succeed, so does Maryland.

Sincerely,

Nancy S. Grasmick
State Superintendent of Schools

Maryland Public Schools: #1 in the Nation Three Years in a Row

www.MarylandPublicSchools.org

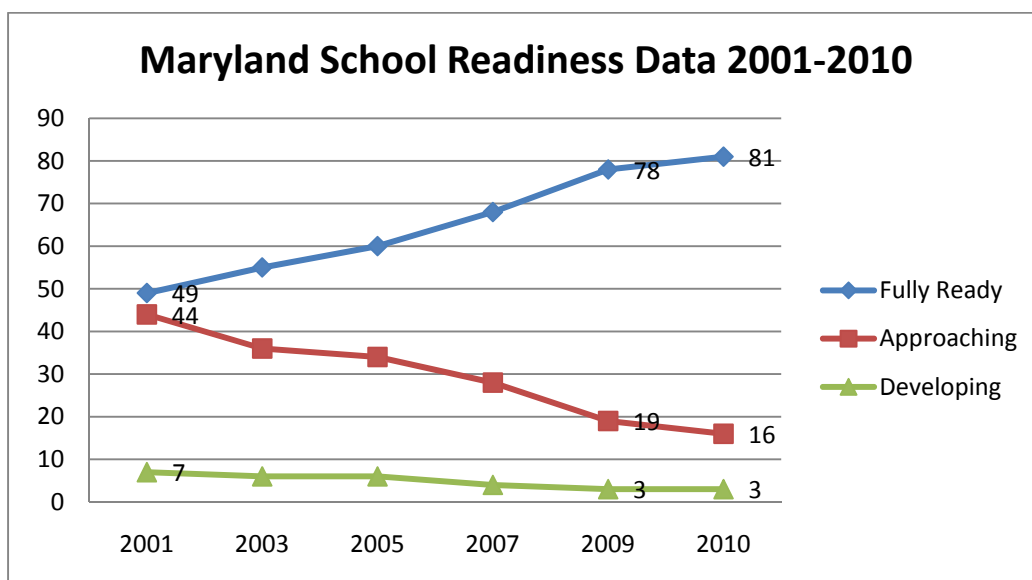
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School Readiness Results for School Year 2010-11

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

The Maryland Model for School Readiness (MMSR) Kindergarten Assessment results indicate that Maryland students entering kindergarten this school year were better prepared than those in the past. The cohort of Maryland's students entering kindergarten in school year 2010-11 improved its overall school readiness skills by three percent (3%) compared to students who entered kindergarten in the 2009-10 school year. The percentage of incoming kindergartners considered by their teachers, who rate the students using a customized Work Sampling System® (WSS) assessment, as "fully ready" went from seventy-eight percent (78%) last year to eighty-one percent (81%) this year. The increase from the baseline year of 2001-02 is thirty-two percent (32%).

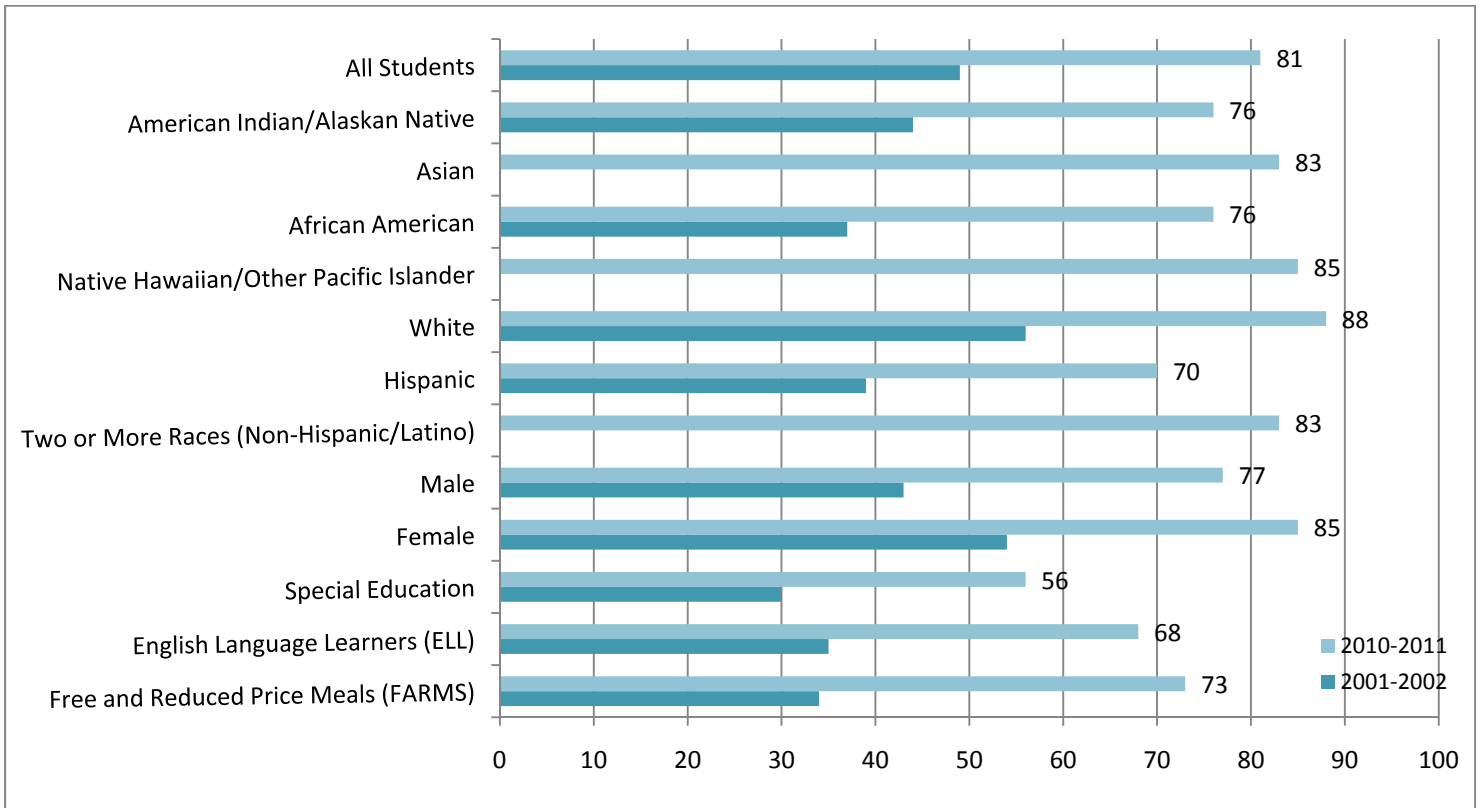


The upward trend is a significant shift from school year 2001-02 and reflects the statewide efforts of improving the early learning opportunities for young children as they begin their school career. The results for the domain *Language and Literacy* and *Mathematical Thinking* are even more pronounced. According to the teachers' assessment of emergent reading and writing skills, thirty-five percent (35%) more children were rated "fully ready" compared to youngsters who entered kindergarten in 2001-02. Thirty-five percent (35%) more children were also rated "fully ready" in the domain of *Mathematical Thinking* compared to youngsters who entered kindergarten in 2001-02.

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

The upward trend from school year 2001-02 is evident for all subgroups. The improvement among low-income children and children with disabilities was significant with thirty-nine percent (39%) and twenty-six percent (26%) 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-three percent (33%) for the composite and thirty-one percent (31%) in the domain of *Language and Literacy*.

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



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

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

Children who have been enrolled in most of the early care and education programs have continued to improve from school year 2001-02. The composite scores for prekindergarten and Head Start children have improved by thirty-four (34%) and twenty-nine percent (29%) 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.

Availability of the 2010-11 School Readiness Report

On March 22, 2011, the school readiness information for school year 2010-11 will be available online at www.marylandpublicschools.org or at the dedicated website for the Maryland Model for School Readiness (MMSR) at www.mdk12.org/instruction/ensure/mmsr. Hard copies of the report are available upon request from the Maryland State Department of Education, Division of Early Childhood Development, Early Learning Office, at 410-767-0335.

Maryland's School Readiness Initiative

- **The Importance of School Readiness**

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

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

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

- **Alignment of School Readiness Measures with the Maryland Content Standards**

The Maryland Content Standards and 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 2010. The fall assessment ratings were done on 30 selected WSS[®] performance indicators of the 66 WSS Kindergarten Checklist indicators, reflecting skills and abilities that can reasonably be expected from children when they enter kindergarten. The 30 WSS[®] indicators represent the aforementioned seven WSS[®] domains (Appendix A) that were used for the school readiness baseline information.

More than 2,000 kindergarten teachers used portfolio-based assessment to document their students' performance in their classrooms during the first eight weeks of school. Between November 1-17, 2010, 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.

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

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

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

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

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

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

⁷ See Introduction to Scoring on p. B-1

School readiness data is reported for:

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

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

- **Interpreting Results**

Interpreting the results regarding the readiness levels for specific groups should be evaluated as a way to track progress over time for each domain and each demographic category. For instance, the trend for the domain, *Language and Literacy*, should be tracked over time by comparing the results from year to year. Any progress is measured at the 95 percent confidence interval⁸. 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 guidelines⁹ which define fall benchmarks of kindergarten expectations for each of the 30 WSS® indicators of learning. The indicators for the WSS® domains *Language and Literacy*, *Mathematical and Scientific Thinking*, *Social Studies*, and the *Arts* are aligned with the Maryland Content Standards, the state's Voluntary State Curriculum, and the MMSR Framework and Standards. Any sampling error of the results is eliminated by implementing census administration of the WSS®. Each local school system oversees the administration of the kindergarten assessment and, in addition, the data is analyzed and verified by an independent vendor, contracted by MSDE, who provides reliability analyses for the state and county data sets.

⁸ A program to test the difference between two proportions was made available to all local school systems

⁹ The specific guidelines, MMSR Fall Exemplars, describe examples of student behaviors in terms of rubrics established for the WSS rating scale.

State Strategies to Improve School Readiness

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

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

- **Quality of Teaching Personnel**

Maryland established the Child Care Credentialing Program, a workforce development strategy to improve the qualifications of child care teachers. There are currently 7051 child care teachers or 22 percent of the workforce enrolled in the credentialing program, and it is steadily growing. Part of the program is the scholarship fund as an incentive for child care teachers to receive credentials from a post-secondary institution. Starting in the fall of 2008, 126 teachers were eligible to receive the scholarships.

MSDE provides state and Federal funds to offer continuing education for more than 4,000 child care, Head Start, prekindergarten, kindergarten teachers annually.

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

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

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

The Judy Center partnerships at Title I Schools, a collaborative model among elementary schools, family support centers, preschool special education, Head Start, and child care programs, have created models of excellence and community hubs in early education across the state. Designed by the late Judy Hoyer, there are now 25 centers reaching out to more than 39 elementary schools. In addition, Maryland established the Early Childhood Accreditation Project and increased the number of accredited programs since 2001. Currently more than 800 early childhood programs are accredited nationally or by the state.

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

All child care programs across the state now have access to early intervention services through the Early Childhood Mental Health program. The services are coordinated with the regional child care resource and referral centers.

MSDE promotes the expansion of quality child care for infants and toddlers and worked on comprehensive plans to expand early intervention services for normally developing children and those with disabilities.

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

MSDE, aside from developing materials for parents and programs, has worked closely with the Ready at Five and Maryland Family Network's outreach to families. The materials disseminated to families reinforce the state's school readiness focus, its goals, and evidence-based practices in parental engagement.

MSDE believes that the accessibility and affordability of high quality programs is the greatest impediment to meeting the state's school readiness target.

According to data of the Maryland Model for School Readiness (MMSR) Kindergarten Assessment, last school year 18 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.

In addition to the state-wide interventions, local jurisdictions developed strategies to address school readiness. For instance, Prince George's County expanded its emphasis on prekindergarten services and increased collaboration between early childhood programs, Caroline County developed an integrated Science, Technology, Engineering, and Math (STEM) curriculum for their early childhood classrooms, and Howard County implemented the Social Emotional Foundations of Early Learning (SEFEL) to support the social/personal development of children in their early childhood programs.

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.

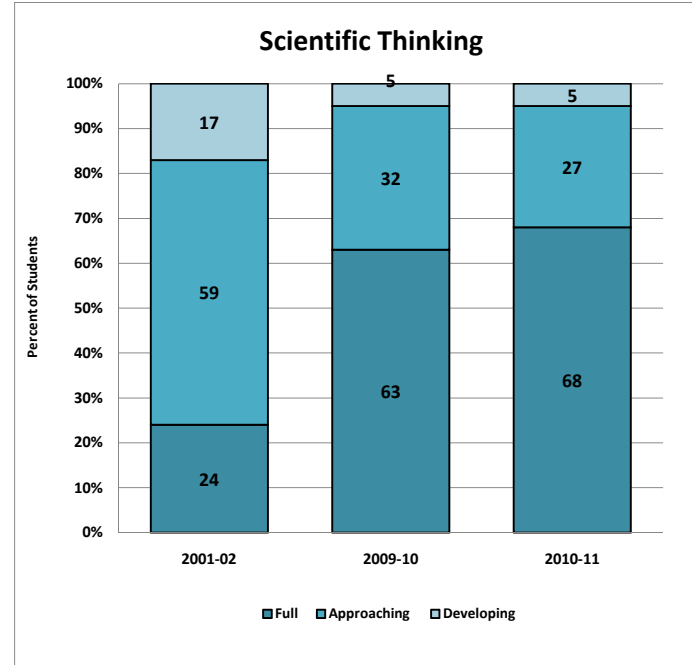
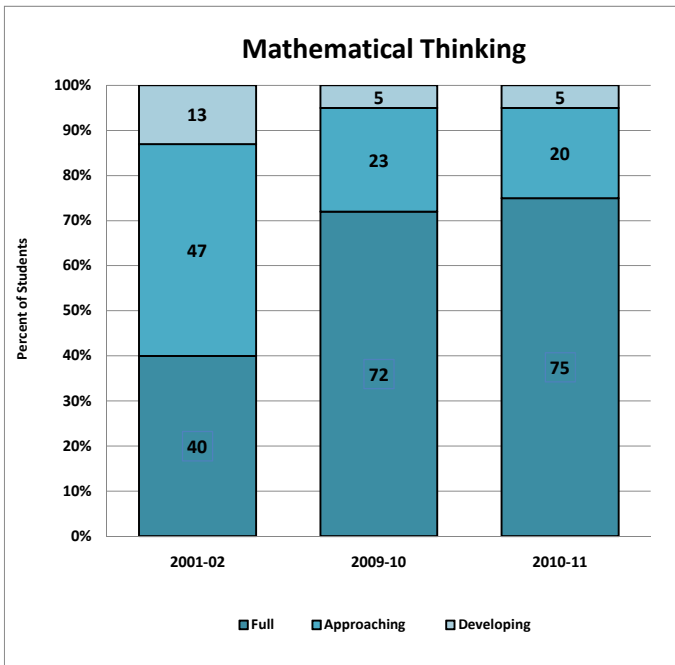
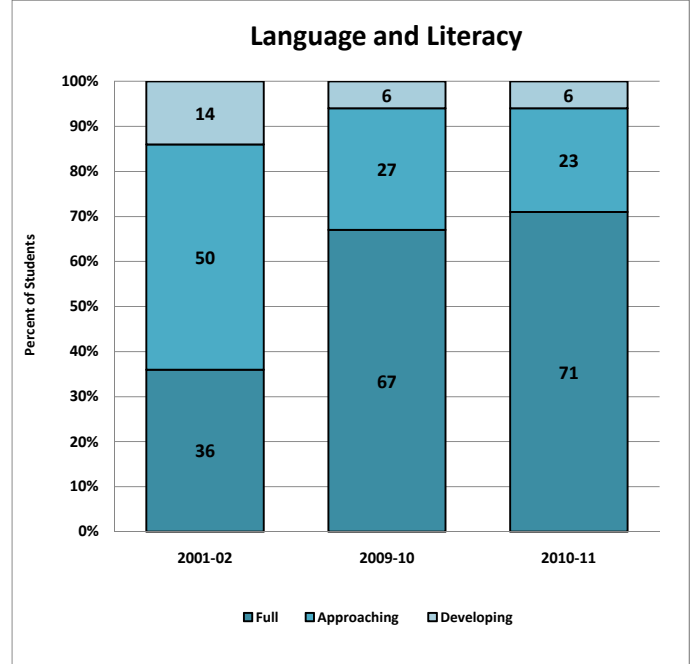
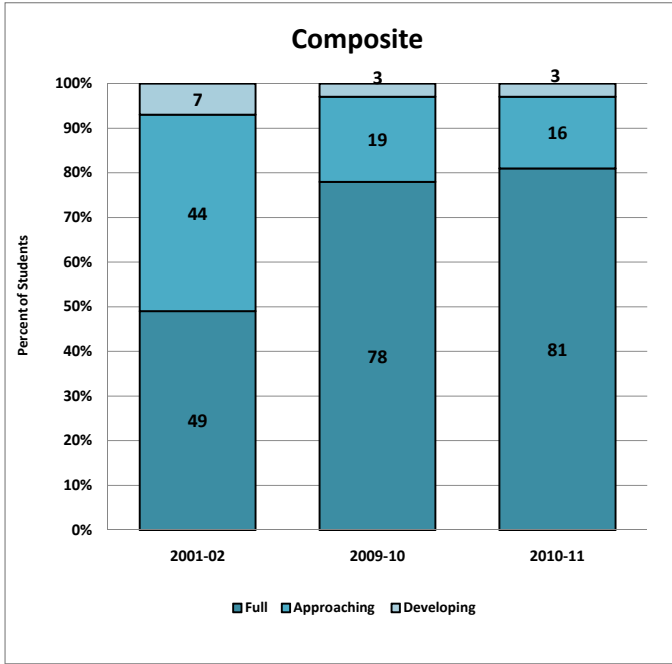
Definitions

- **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:

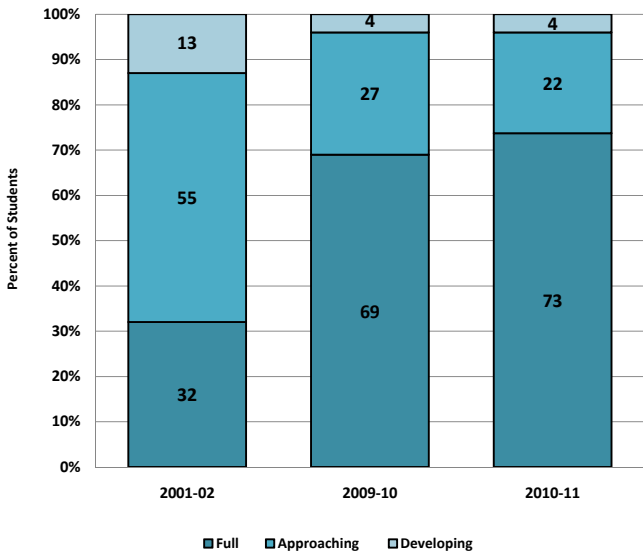
Maryland State Department of Education
Division of Early Childhood Development
200 West Baltimore Street
Baltimore, MD 21201
410.767.7798

MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Maryland

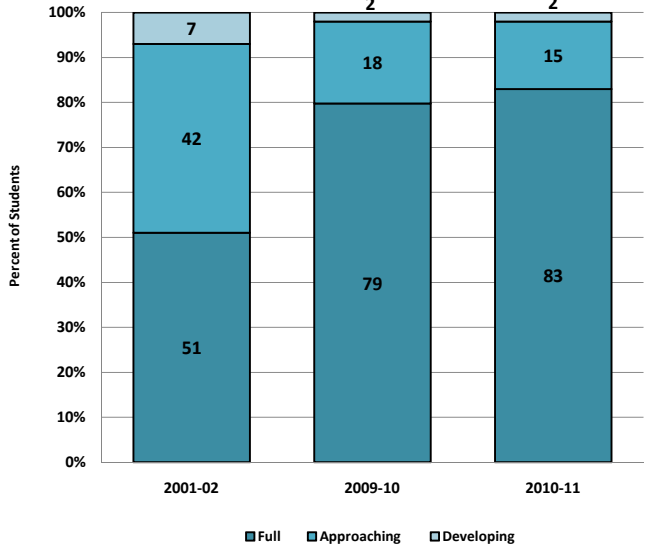


MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Maryland

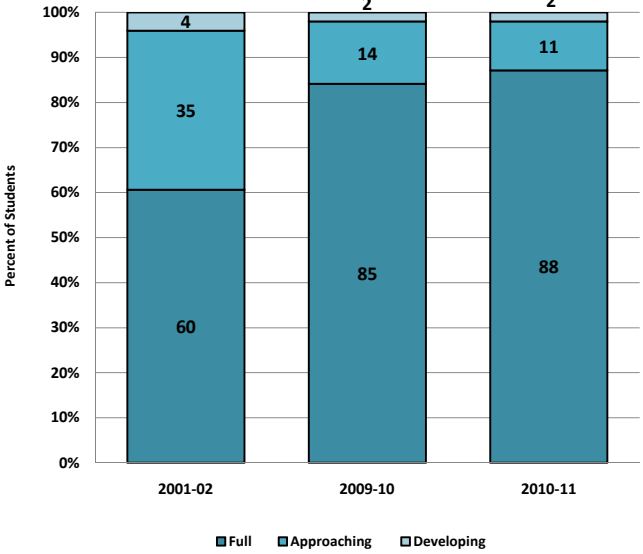
Social Studies



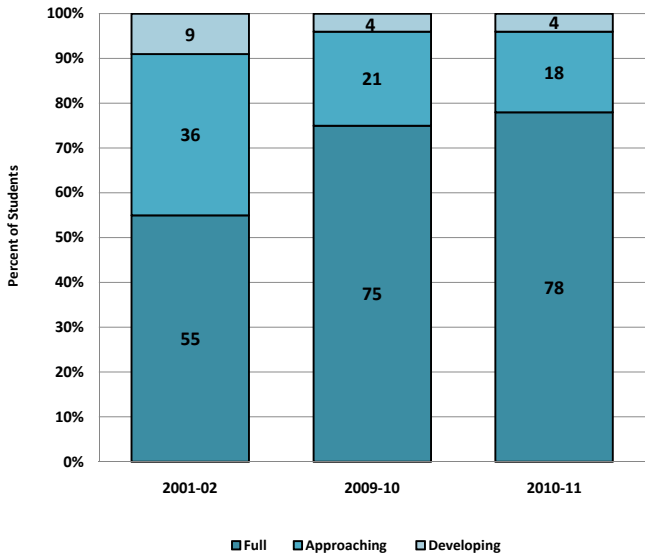
The Arts



Physical Development



Social and Personal



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	77	19	4	64	26	9	68	25	7	60	31	9	68	26	6	83	15	1	88	12	0	76	19	5	
Asian	82	15	3	76	19	5	81	16	3	68	27	5	72	23	5	82	15	2	88	10	1	83	14	2	
African American	72	23	5	67	27	6	70	24	6	62	32	6	68	27	4	80	17	2	85	13	2	76	20	3	
Native Hawaiian/Pacific Islander	82	15	2	74	19	7	79	16	5	73	22	4	77	19	4	86	13	1	92	7	1	85	12	3	
White	83	15	3	79	18	4	83	14	3	77	20	3	82	15	2	87	12	1	90	8	1	88	11	2	
Hispanic	73	22	4	56	33	12	61	29	9	54	36	10	59	32	9	78	19	3	86	13	2	70	25	5	
Two or More Races (Non-Hispanic/Latino)	79	17	4	74	21	5	77	19	4	71	26	4	76	21	3	83	15	2	88	11	2	83	15	2	
Gender																									
Male	71	23	6	67	26	7	72	22	6	66	28	6	71	24	5	78	19	3	84	14	2	77	19	4	
Female	85	13	2	75	21	4	78	18	4	70	26	4	76	21	3	88	10	1	91	8	1	85	13	2	
Prior Care																									
Child Care Center	79	17	4	79	18	3	83	15	2	76	21	2	81	17	2	86	12	1	90	9	1	87	12	1	
Family Child Care	76	20	4	67	25	8	69	23	7	65	29	6	71	25	4	82	16	1	87	12	2	77	20	3	
Head Start	71	24	5	60	32	8	64	28	7	56	37	7	62	33	5	78	20	2	83	15	2	72	25	3	
Home / Informal Care	74	21	5	59	30	11	64	26	10	60	31	9	66	26	8	79	18	3	85	13	2	72	23	5	
Non-public Nursery	88	11	1	85	13	2	88	11	1	82	16	1	86	13	1	89	10	1	93	6	1	92	7	1	
Pre-Kindergarten	77	19	4	71	24	5	75	20	5	66	29	5	72	24	4	82	15	2	87	11	2	81	17	3	
Special Education																									
Yes	54	32	14	44	36	19	52	31	17	46	36	18	51	32	17	64	27	9	66	26	9	56	31	13	
No	80	17	3	73	22	5	77	19	4	70	26	4	76	22	3	85	14	1	90	10	1	83	15	2	
English Language Learners																									
Yes	72	23	5	53	35	12	59	31	10	50	39	11	55	36	10	77	21	3	85	14	1	68	27	5	
No	79	18	4	74	21	5	77	18	4	71	25	4	77	20	3	84	14	2	88	10	1	83	15	2	
Free and Reduced Price Meals																									
Yes	72	23	5	61	30	9	65	27	8	58	34	8	64	30	6	79	19	3	85	13	2	73	23	4	
No	82	15	3	78	18	4	82	15	3	75	22	3	80	17	3	86	12	2	90	9	1	87	12	2	
Aggregated Data	78	18	4	71	23	6	75	20	5	68	27	5	73	22	4	83	15	2	88	11	2	81	16	3	

* = fewer than 5

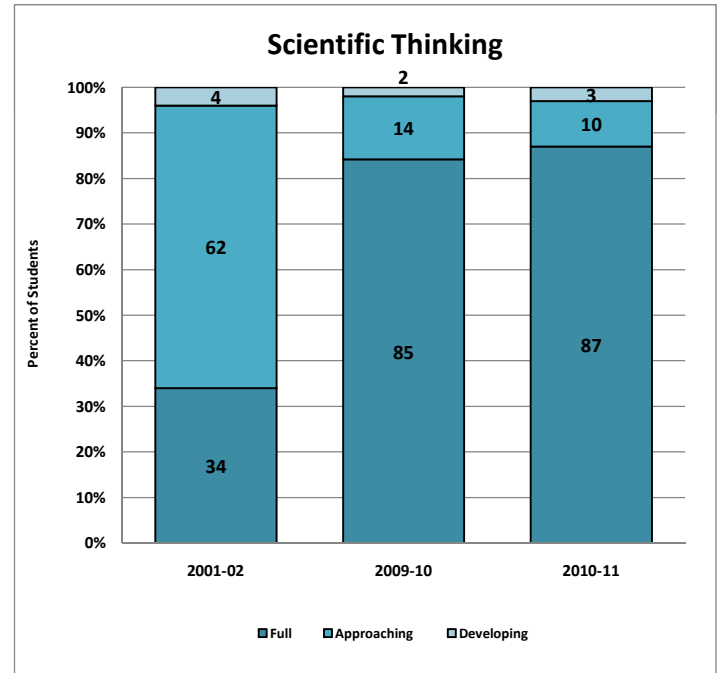
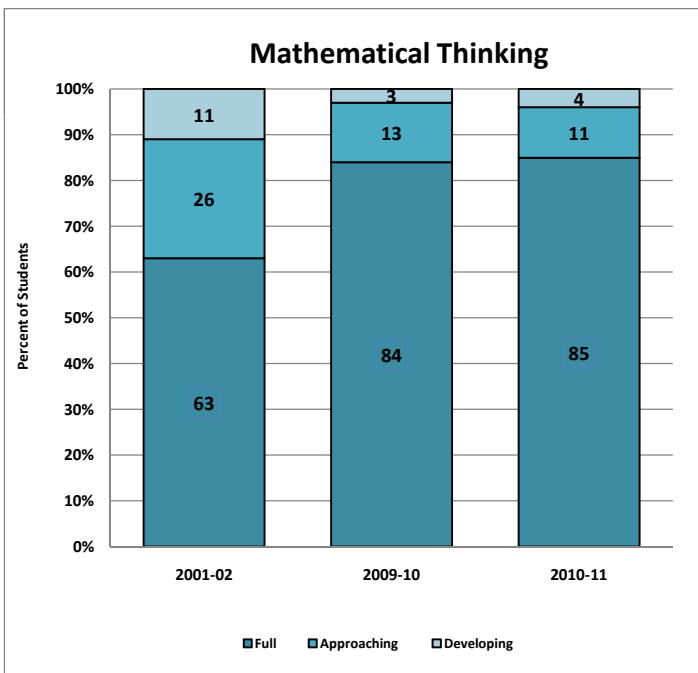
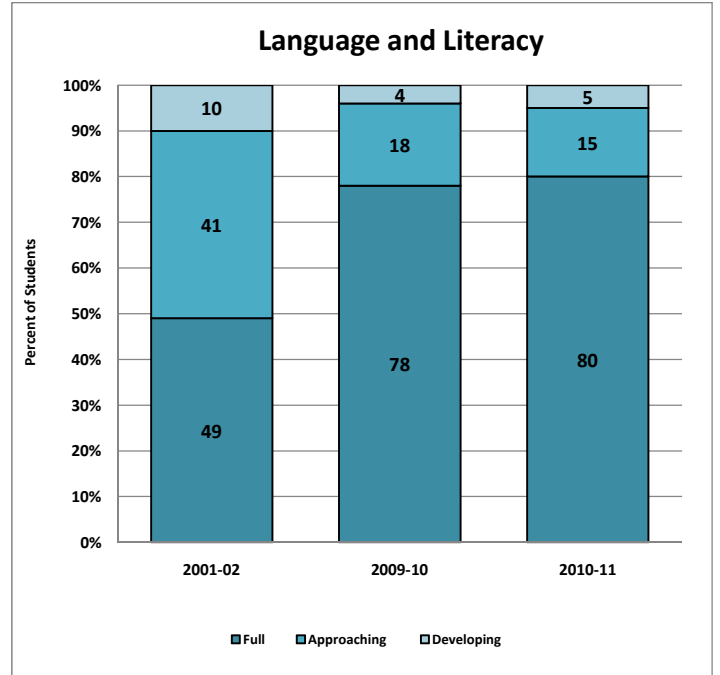
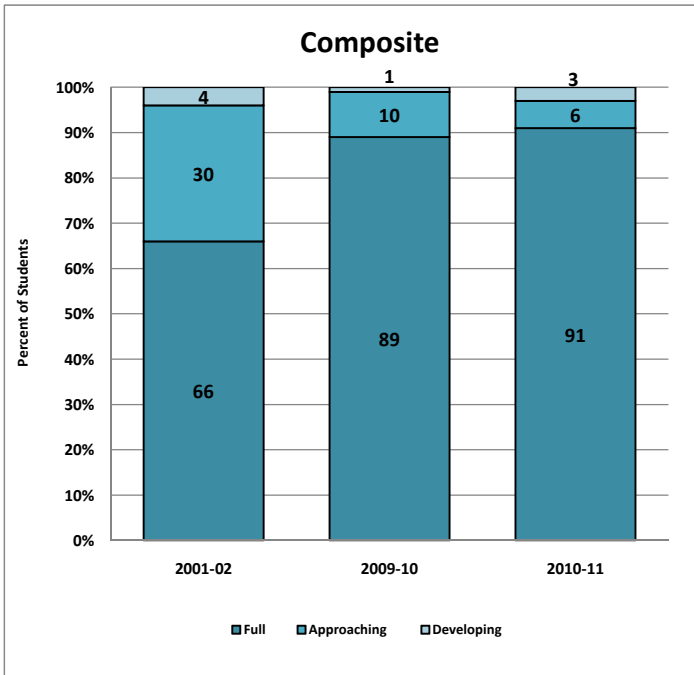
May not total 100% due to rounding.

Maryland - Number of Kindergarten Students

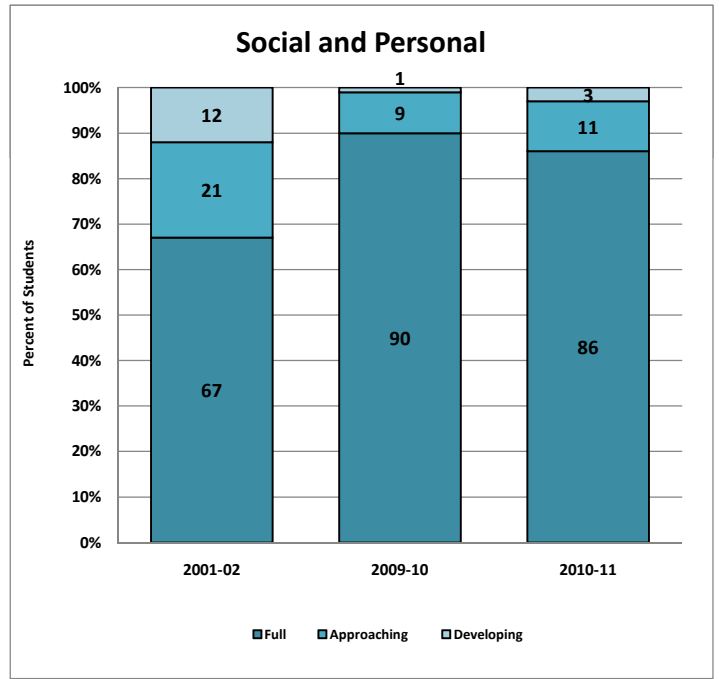
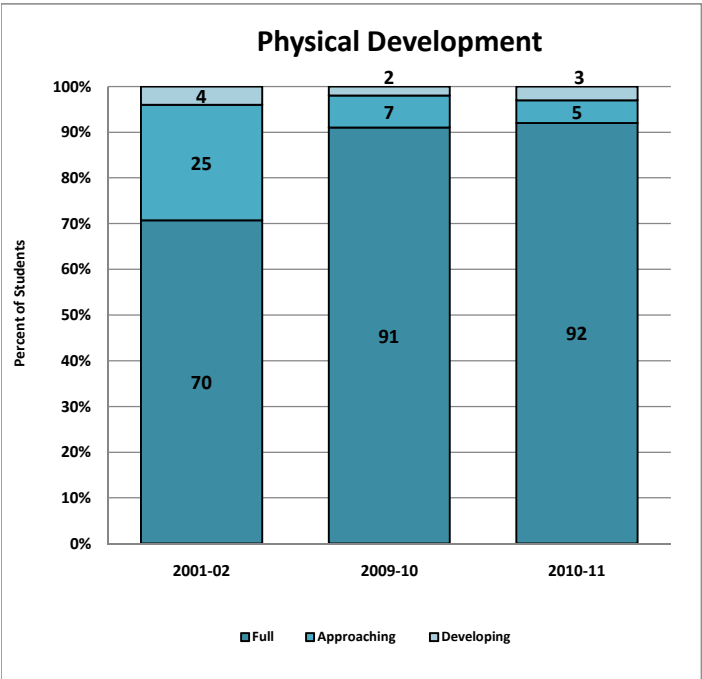
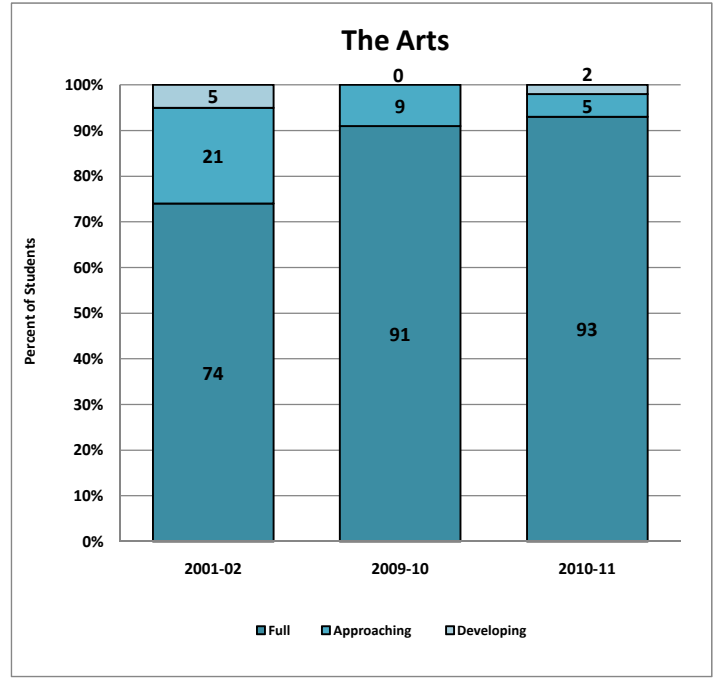
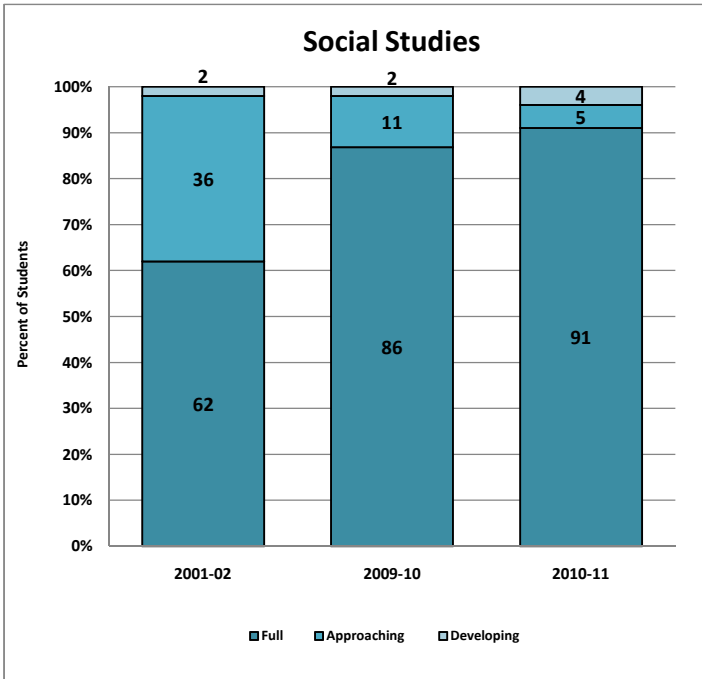
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	186	47	9	156	64	22	164	60	18	146	75	21	164	64	14	202	37	3	212	29	1	184	47	11
Asian	3,102	558	111	2,869	722	180	3,051	594	126	2,566	1,014	191	2,720	878	173	3,108	572	91	3,327	390	54	3,141	540	90
African American	14,758	4,622	1,094	13,686	5,504	1,284	14,288	4,938	1,248	12,658	6,633	1,183	13,970	5,584	920	16,465	3,574	435	17,343	2,761	370	15,643	4,150	681
Native Hawaiian/Pacific Islander	133	25	4	120	31	11	128	26	8	119	36	7	124	31	7	140	21	1	149	12	1	137	20	5
White	21,518	3,806	712	20,493	4,620	923	21,513	3,685	838	20,166	5,131	739	21,462	3,989	585	22,588	3,066	382	23,538	2,178	320	22,782	2,824	430
Hispanic	6,589	1,981	399	4,997	2,932	1,040	5,498	2,619	852	4,844	3,253	872	5,331	2,867	771	7,012	1,705	252	7,674	1,129	166	6,322	2,209	438
Two or More Races (Non-Hispanic/Latino)	1,942	422	101	1,833	518	114	1,898	457	110	1,741	635	89	1,870	526	69	2,035	372	58	2,166	262	37	2,034	375	56
Gender																								
Male	22,629	7,443	1,757	21,391	8,181	2,257	23,047	6,859	1,923	20,942	9,010	1,877	22,600	7,623	1,606	24,759	6,176	894	26,804	4,371	654	24,503	6,196	1,130
Female	25,599	4,018	673	22,763	6,210	1,317	23,493	5,520	1,277	21,298	7,767	1,225	23,041	6,316	933	26,791	3,171	328	27,605	2,390	295	25,740	3,969	581
Prior Care																								
Child Care Center	6,442	1,377	289	6,412	1,489	207	6,728	1,208	172	6,199	1,715	194	6,561	1,408	139	7,002	1,008	98	7,291	745	72	7,069	945	94
Family Child Care	1,972	513	106	1,742	649	200	1,800	604	187	1,693	751	147	1,840	645	106	2,117	423	70	2,244	308	39	1,990	522	79
Head Start	3,049	1,034	223	2,574	1,395	337	2,766	1,219	321	2,427	1,588	291	2,675	1,419	212	3,344	869	93	3,589	647	70	3,108	1,055	143
Home / Informal Care	7,542	2,124	517	5,976	3,040	1,167	6,509	2,645	1,029	6,080	3,172	931	6,727	2,684	772	8,071	1,818	294	8,623	1,353	207	7,371	2,300	512
Non-public Nursery	7,577	935	126	7,379	1,120	139	7,600	923	115	7,105	1,409	124	7,423	1,115	100	7,719	849	70	8,052	541	45	7,947	636	55
Pre-Kindergarten	20,849	5,261	1,104	19,345	6,408	1,461	20,369	5,532	1,313	18,046	7,810	1,358	19,654	6,400	1,160	22,447	4,173	594	23,719	3,009	486	21,920	4,502	792
Special Education																								
Yes	2,756	1,636	690	2,241	1,851	990	2,623	1,571	888	2,319	1,827	936	2,574	1,624	884	3,259	1,383	440	3,343	1,297	442	2,834	1,570	678
No	45,472	9,825	1,740	41,913	12,540	2,584	43,917	10,808	2,312	39,921	14,950	2,166	43,067	12,315	1,655	48,291	7,964	782	51,066	5,464	507	47,409	8,595	1,033
English Language Learners																								
Yes	6260	2027	405	4587	3039	1066	5165	2674	853	4330	3432	930	4759	3100	833	6652	1789	251	7374	1188	130	5882	2389	421
No	41968	9434	2025	39567	11352	2508	41375	9705	2347	37910	13345	2172	40882	10839	1706	44898	7558	971	47035	5573	130	44361	7776	1290
Free and Reduced Price Meals																								
Yes	18,922	5,969	1,361	16,001	7,941	2,310	17,111	7,049	2,092	15,227	9,053	1,972	16,880	7,780	1,592	20,702	4,871	679	22,217	3,540	495	19,200	5,974	1,078
No	29,306	5,492	1,068	28,153	6,450	1,263	29,429	5,330	1,107	27,013	7,724	1,129	28,761	6,159	946	30,848	4,476	542	32,192	3,221	453	31,043	4,191	632
Aggregated Data	48,228	11,461	2,430	44,154	14,391	3,574	46,540	12,379	3,200	42,240	16,777	3,102	45,641	13,939	2,539	51,550	9,347	1,222	54,409	6,761	949	50,243	10,165	1,711

* = fewer than 5

MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Allegany County



MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Allegany County



Allegany County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	93	0	7	80	20	0	100	0	0	87	13	0	93	7	0	93	7	0	87	13	0	93	7	0	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	86	11	3	80	16	4	86	10	4	87	10	3	92	5	4	93	5	2	93	4	3	92	5	3	
Hispanic	71	29	0	71	7	21	71	14	14	79	21	0	79	0	21	93	7	0	79	21	0	79	21	0	
Two or More Races (Non-Hispanic/Latino)	79	14	7	76	10	14	69	28	3	76	17	7	83	7	10	83	10	7	83	10	7	83	10	7	
Gender																									
Male	80	15	5	75	18	7	84	12	4	85	11	4	89	6	5	89	8	3	90	7	4	88	7	4	
Female	92	6	1	84	12	3	87	9	4	89	9	2	93	3	3	97	2	1	94	4	2	94	4	2	
Prior Care																									
Child Care Center	100	0	0	95	5	0	100	0	0	84	16	0	95	5	0	95	5	0	100	0	0	100	0	0	
Family Child Care	85	15	0	77	15	8	77	23	0	69	31	0	85	15	0	92	8	0	85	15	0	85	15	0	
Head Start	78	17	5	74	21	5	84	13	3	87	11	2	91	5	4	91	8	1	90	8	1	90	8	2	
Home / Informal Care	90	8	2	69	27	3	75	20	5	88	12	0	93	7	0	95	5	0	95	5	0	93	7	0	
Non-public Nursery	94	6	0	97	3	0	97	3	0	97	3	0	97	3	0	100	0	0	97	3	0	97	3	0	
Pre-Kindergarten	87	10	3	82	13	6	86	9	5	86	9	5	90	4	6	92	4	4	92	4	4	90	5	5	
Special Education																									
Yes	57	26	17	43	29	28	48	29	23	57	18	25	62	11	28	65	18	17	60	18	22	60	18	22	
No	89	9	2	84	14	2	90	8	2	90	9	1	95	4	1	96	3	1	96	4	0	95	4	1	
English Language Learners																									
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	86	11	3	80	15	5	85	11	4	87	10	3	91	5	4	93	5	2	92	5	0	91	6	3	
Free and Reduced Price Meals																									
Yes	81	15	4	72	21	7	80	15	5	82	14	4	88	7	5	91	6	3	90	7	3	87	9	4	
No	94	5	1	92	6	2	95	4	1	94	5	2	96	1	2	96	3	1	95	3	2	97	1	2	
Aggregated Data	86	11	3	80	15	5	85	11	4	87	10	3	91	5	4	93	5	2	92	5	3	91	6	3	

* = fewer than 5

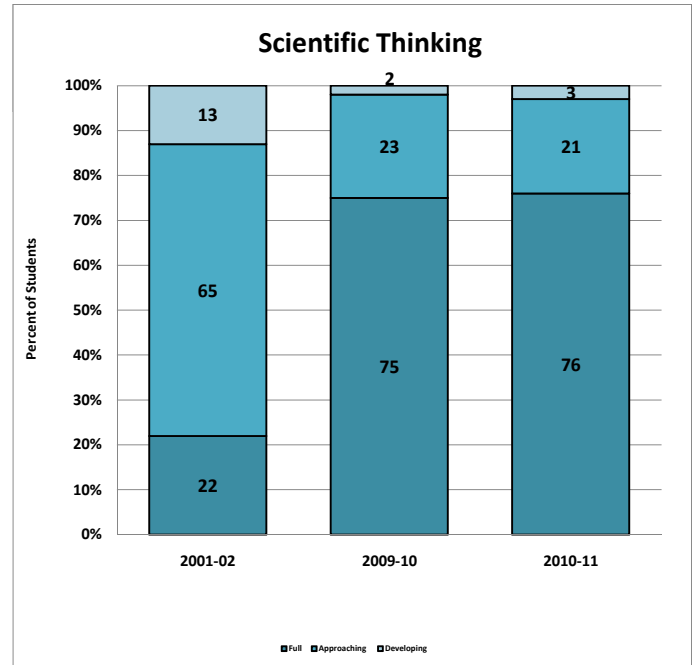
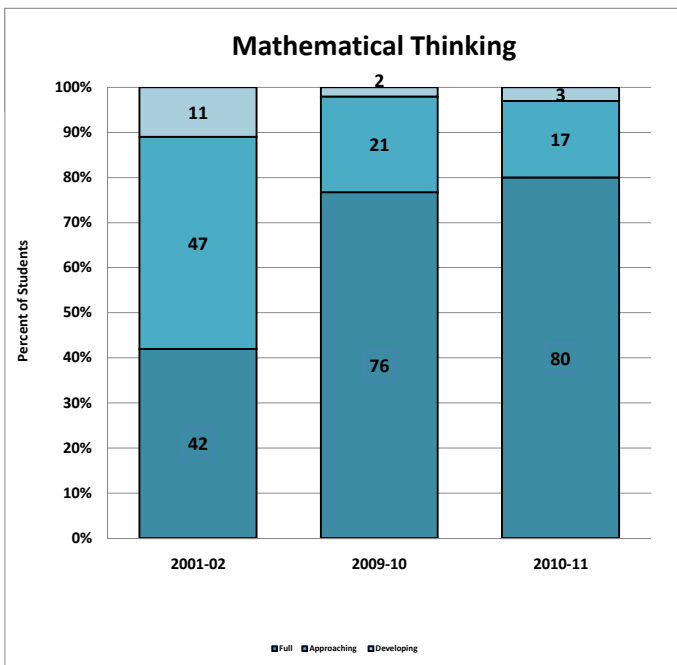
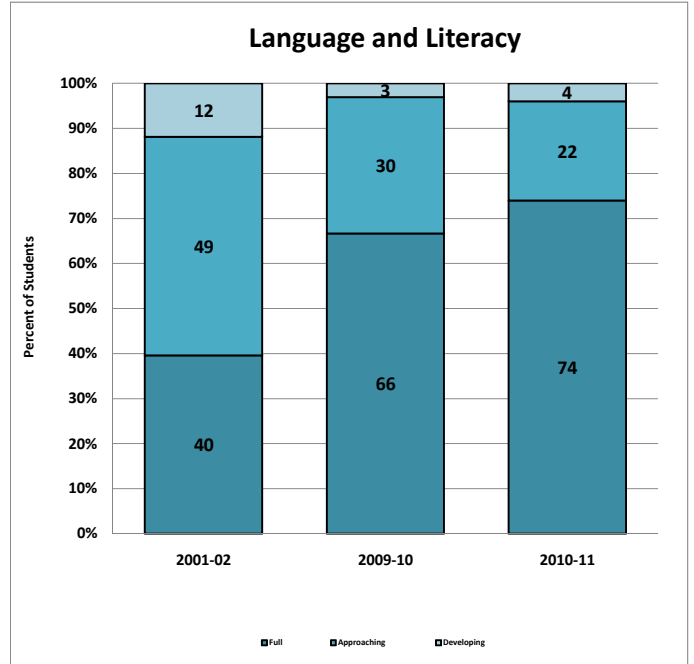
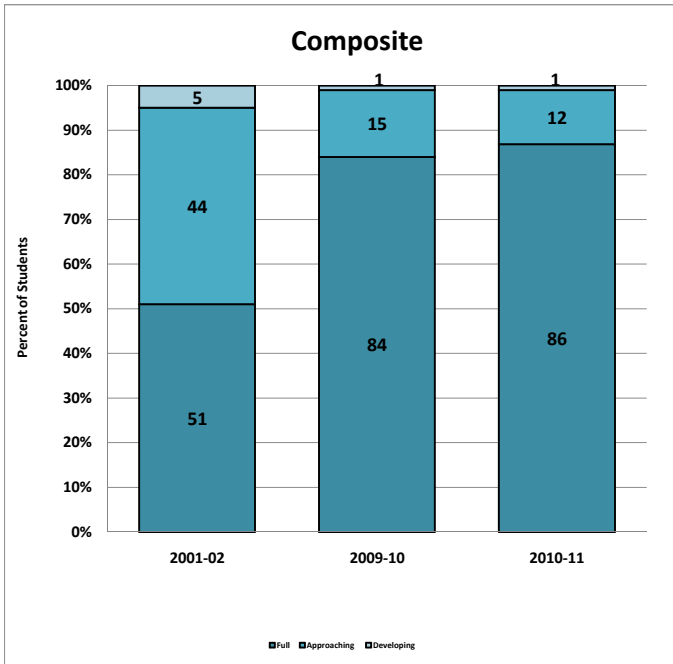
May not total 100% due to rounding.

Allegany County - Number of Kindergarten Students

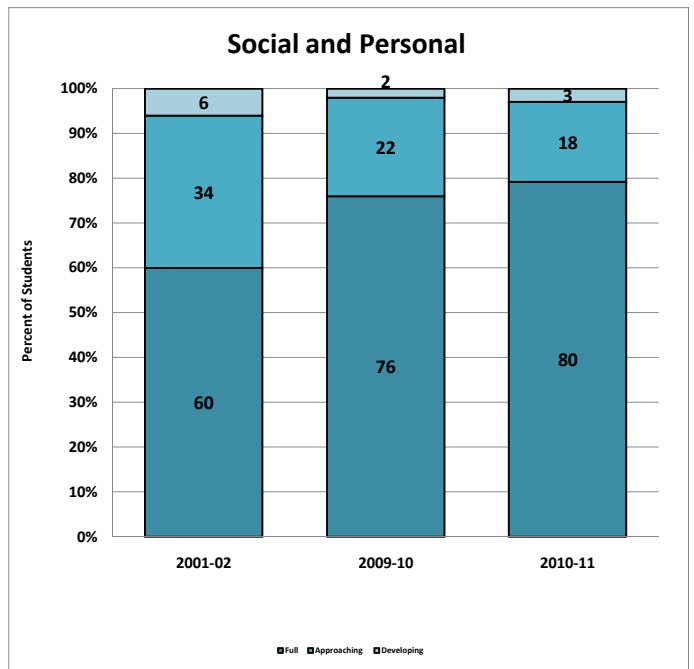
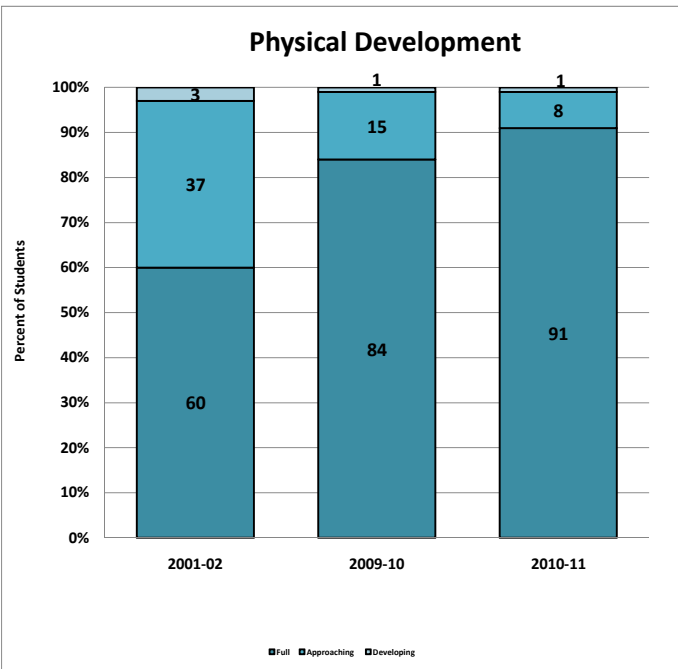
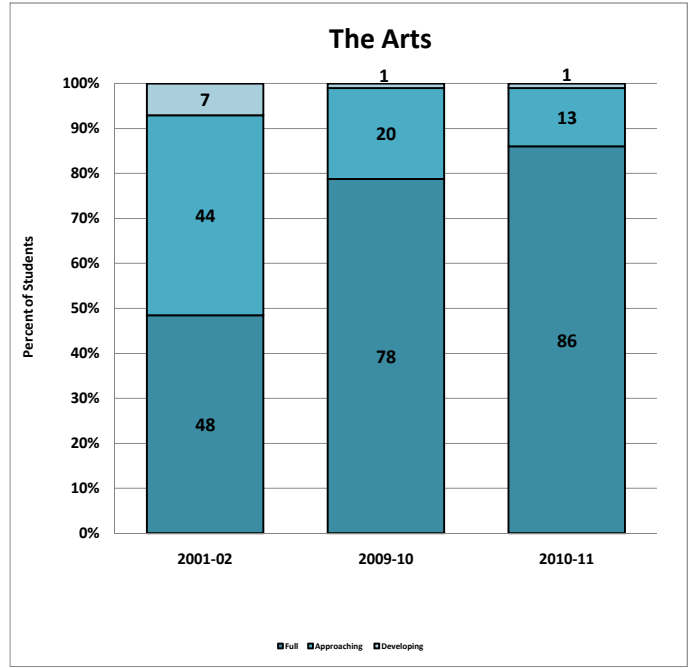
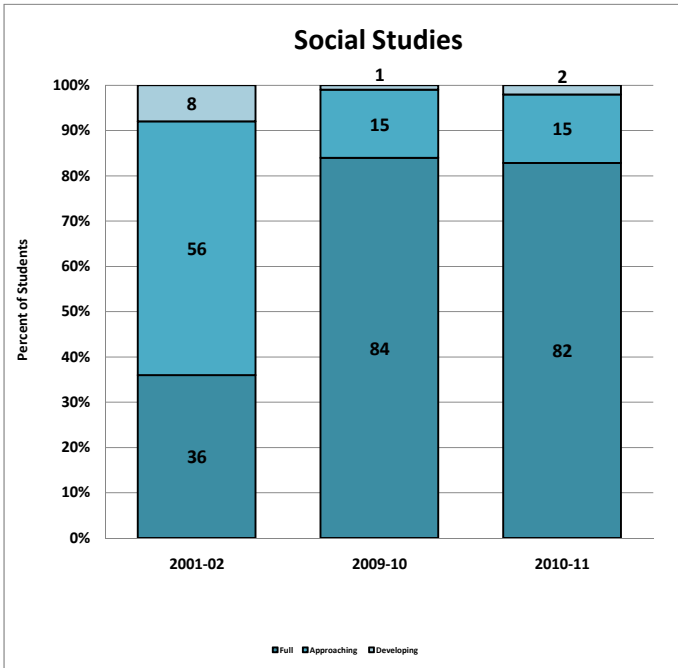
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	14	0	1	12	3	0	15	0	0	13	2	0	14	1	0	14	1	0	13	2	0	14	1	0	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	451	56	16	418	83	22	451	52	20	456	50	17	480	24	19	487	24	12	486	23	14	479	28	16	
Hispanic	10	2	0	10	1	1	10	2	0	11	1	0	11	0	1	11	1	0	11	1	0	11	1	0	
Two or More Races	23	4	2	22	3	4	20	8	1	22	5	2	24	2	3	24	3	2	24	3	2	24	3	2	
Gender																									
Male	236	46	15	223	54	20	249	36	12	251	33	13	264	17	16	264	23	10	266	20	11	262	22	13	
Female	266	16	4	243	36	7	251	26	9	255	25	6	269	10	7	276	6	4	272	9	5	270	11	5	
Prior Care																									
Child Care Center	18	0	0	17	1	0	18	0	0	15	3	0	17	1	0	17	1	0	18	0	0	18	0	0	
Family Child Care	11	2	0	10	2	1	10	3	0	9	4	0	11	2	0	12	1	0	11	2	0	11	2	0	
Head Start	109	22	7	105	28	5	119	17	2	122	13	3	128	6	4	125	12	1	127	9	2	127	8	3	
Home / Informal Care	52	5	1	40	16	2	44	11	3	52	6	0	54	4	0	56	2	0	55	3	0	55	3	0	
Non-public Nursery	30	2	0	31	1	0	31	1	0	31	1	0	31	1	0	32	0	0	31	1	0	31	1	0	
Pre-Kindergarten	277	31	11	262	38	19	276	27	16	274	29	16	288	12	19	294	12	13	292	13	14	287	17	15	
Special Education																									
Yes	36	17	11	27	19	18	31	18	15	36	12	16	39	7	18	41	12	11	38	12	14	38	12	14	
No	466	45	8	439	71	9	469	44	6	470	46	3	494	20	5	499	17	3	500	17	2	494	21	4	
English Language Learners																									
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	502	62	19	466	90	27	500	62	21	506	58	19	533	27	23	540	29	14	538	29	0	532	33	18	
Free and Reduced Price Meals																									
Yes	293	51	16	260	77	23	289	53	18	297	48	15	318	24	18	326	22	12	326	22	12	316	30	14	
No	209	11	3	206	13	4	211	9	3	209	10	4	215	3	5	214	7	2	212	7	4	216	3	4	
Aggregated Data	502	62	19	466	90	27	500	62	21	506	58	19	533	27	23	540	29	14	538	29	16	532	33	18	

* = fewer than 5

MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Anne Arundel County



MMSR Kindergarten Assessment 2010-2011
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	79	21	0	74	21	5	79	21	0	47	47	5	74	16	11	79	21	0	89	11	0	74	21	5
Asian	83	15	2	75	20	5	82	15	3	76	19	5	78	18	4	89	10	1	94	5	1	87	12	1
African American	71	25	5	67	28	5	72	24	4	70	27	3	77	20	3	82	16	2	88	11	1	81	16	2
Native Hawaiian/Pacific Islander	83	17	0	92	8	0	92	4	4	88	13	0	83	17	0	88	13	0	96	4	0	96	4	0
White	83	15	2	80	18	2	85	13	2	82	17	2	88	11	1	88	11	1	93	6	1	90	9	1
Hispanic	74	22	3	53	36	11	60	33	7	57	35	7	63	31	6	80	19	2	87	12	1	73	25	2
Two or More Races (Non-Hispanic/Latino)	80	17	3	77	20	3	81	16	3	79	19	2	83	15	2	85	13	1	89	10	1	86	12	1
Gender																								
Male	73	24	4	71	25	5	78	19	4	74	22	3	80	17	3	81	17	2	88	11	1	83	15	2
Female	87	12	1	78	19	3	82	16	3	78	19	2	85	14	2	91	8	1	94	5	1	89	10	1
Prior Care																								
Child Care Center	77	20	3	82	17	1	87	12	1	84	15	0	90	9	0	89	10	1	94	5	0	92	7	1
Family Child Care	86	13	1	80	18	2	86	13	1	86	13	1	89	11	0	92	8	1	95	5	0	93	6	0
Head Start	68	30	2	55	38	7	64	30	6	61	34	5	65	32	2	83	16	2	88	11	1	73	25	2
Home / Informal Care	82	16	2	69	25	5	75	21	4	73	23	4	79	18	3	86	13	1	90	9	1	83	16	1
Non-public Nursery	87	12	1	88	12	1	92	8	1	86	14	0	91	8	0	90	9	1	96	4	0	94	5	0
Pre-Kindergarten	73	24	4	68	26	6	73	22	5	70	26	4	77	19	4	80	18	2	87	11	2	81	16	3
Special Education																								
Yes	54	36	10	45	38	17	54	33	13	54	33	14	59	27	13	66	28	6	66	28	6	59	32	10
No	82	16	2	77	20	3	82	16	2	78	20	2	84	14	1	88	11	1	93	6	0	89	11	1
English Language Learners																								
Yes	74	23	3	45	43	13	54	37	9	50	40	10	56	36	8	77	20	2	89	10	1	68	29	3
No	80	17	2	77	20	3	82	15	2	79	19	2	85	13	2	87	12	1	91	8	1	88	11	1
Free and Reduced Price Meals																								
Yes	76	22	2	58	33	8	64	29	6	64	30	6	69	27	5	80	19	2	89	10	1	76	22	2
No	80	17	3	77	20	3	83	15	2	79	19	2	85	13	2	87	12	1	92	8	1	88	11	1
Aggregated Data	80	18	3	74	22	4	80	17	3	76	21	3	82	15	2	86	13	1	91	8	1	86	12	1

* = fewer than 5

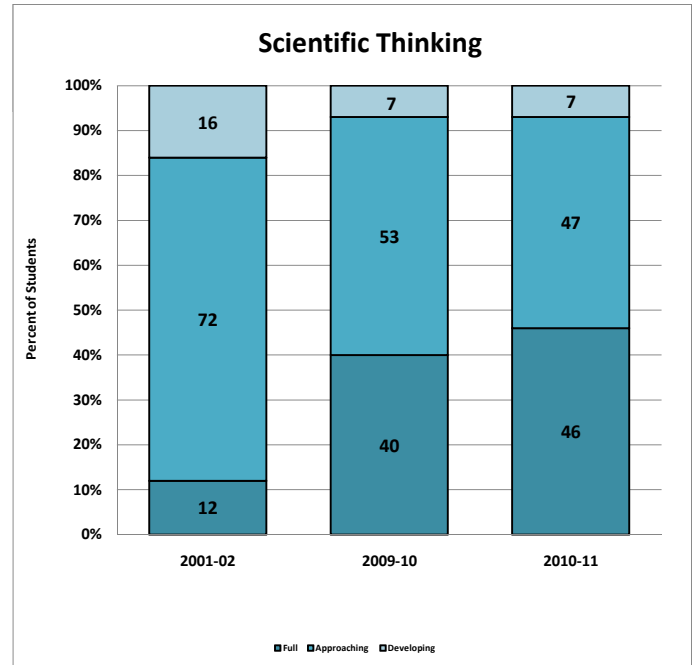
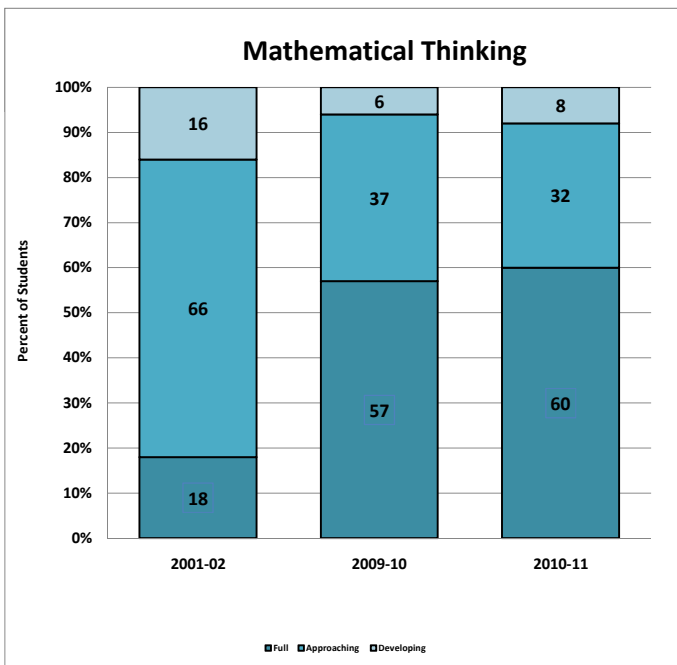
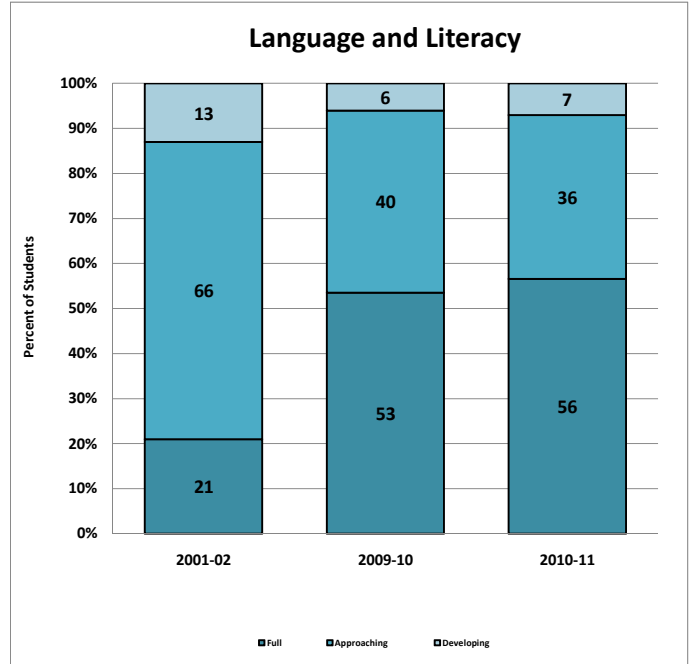
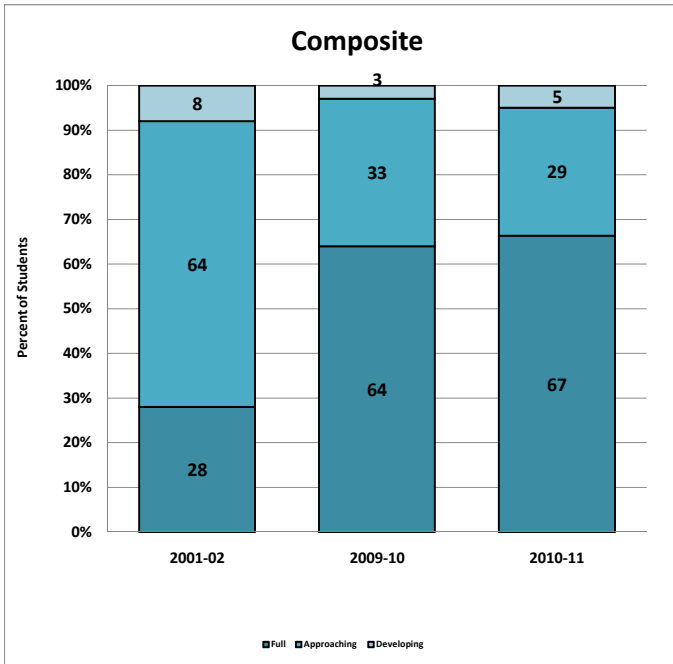
May not total 100% due to rounding.

Anne Arundel County - Number of Kindergarten Students

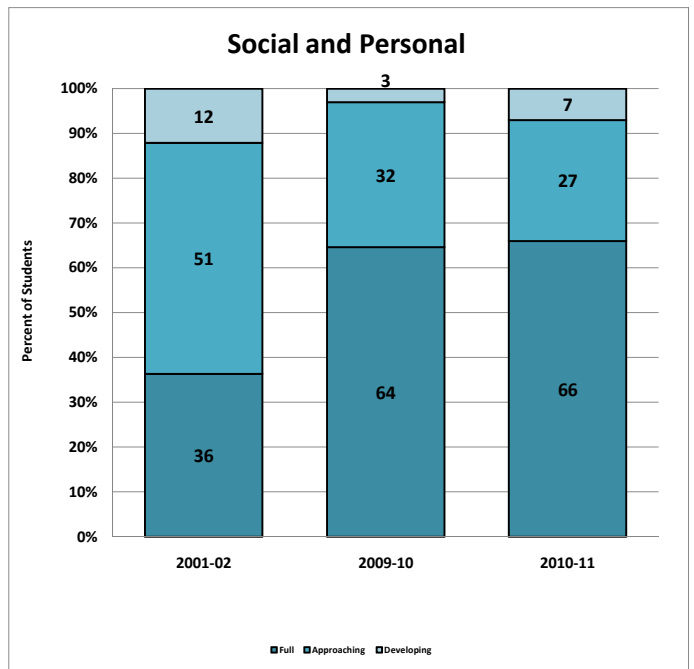
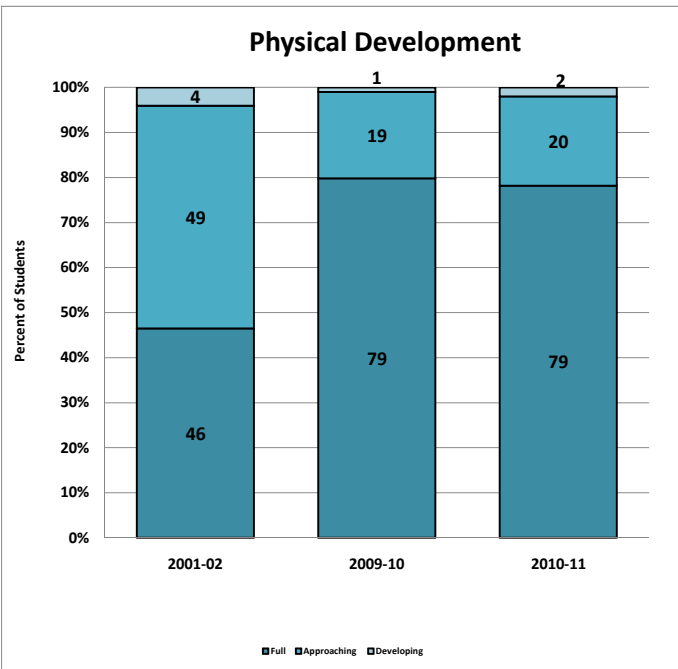
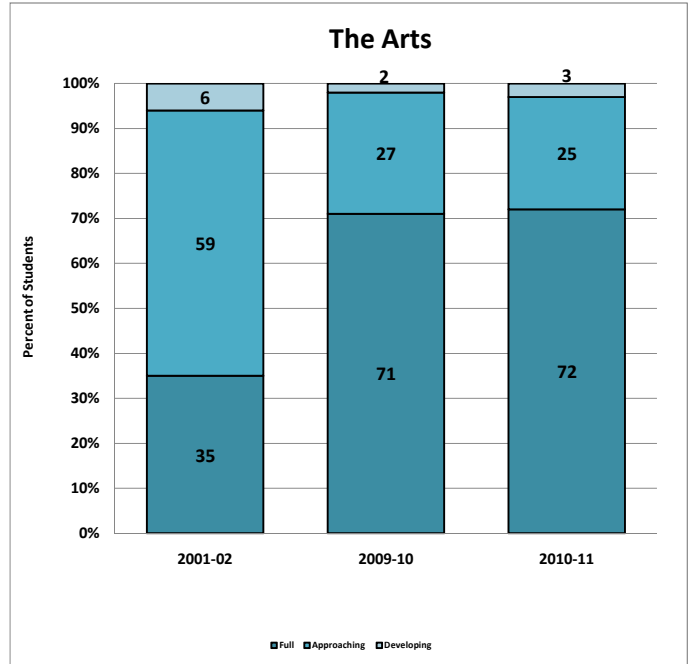
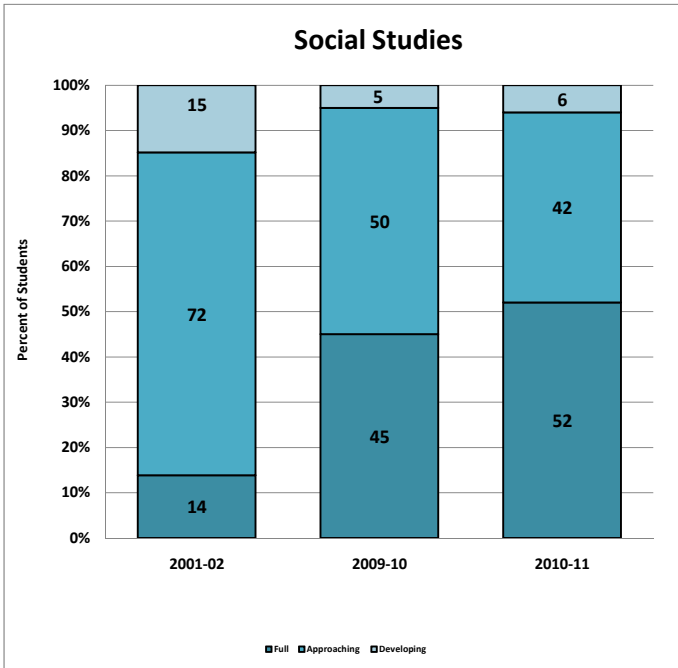
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	15	4	0	14	4	1	15	4	0	9	9	1	14	3	2	15	4	0	17	2	0	14	4	1
Asian	178	32	4	160	43	11	176	31	7	163	41	10	168	38	8	190	21	3	200	11	3	187	24	3
African American	710	250	46	677	280	49	726	237	43	702	269	35	781	196	29	830	156	20	881	112	13	821	163	22
Native Hawaiian/Pacific Islander	19	4	0	21	2	0	21	1	1	20	3	0	19	4	0	20	3	0	22	1	0	22	1	0
White	2,849	526	60	2,749	603	83	2,936	432	67	2,813	569	53	3,021	375	39	3,035	372	28	3,187	221	27	3,099	304	32
Hispanic	482	143	21	345	233	68	388	212	46	373	228	45	405	202	39	517	120	9	565	78	3	470	162	14
Two or More Races	275	60	11	266	71	9	279	57	10	273	65	8	288	52	6	295	46	5	309	33	4	298	43	5
Gender																								
Male	2,114	690	109	2,066	714	133	2,266	544	103	2,171	652	90	2,341	496	76	2,373	489	51	2,562	322	29	2,429	432	52
Female	2,414	329	33	2,166	522	88	2,275	430	71	2,182	532	62	2,355	374	47	2,529	233	14	2,619	136	21	2,482	269	25
Prior Care																								
Child Care Center	642	167	26	681	142	12	728	99	8	702	129	4	752	79	4	743	86	6	786	45	4	770	59	6
Family Child Care	173	27	2	161	36	5	173	26	3	173	27	2	180	22	0	185	17	8	191	10	1	188	13	1
Head Start	109	48	4	89	61	11	103	48	10	98	55	8	105	52	4	133	25	3	142	17	2	118	40	3
Home / Informal Care	1,603	311	49	1,363	497	103	1,481	405	77	1,430	458	75	1,556	352	55	1,697	247	19	1,767	183	13	1,632	307	24
Non-public Nursery	941	129	11	947	124	10	991	83	7	931	146	4	988	88	5	978	95	8	1,035	43	3	1,022	57	2
Pre-Kindergarten	1,027	332	50	961	369	79	1,034	306	69	990	360	59	1,083	271	55	1,133	247	29	1,225	157	27	1,147	221	41
Special Education																								
Yes	245	164	47	203	174	79	244	152	60	244	149	63	270	125	61	301	126	29	300	128	28	267	144	45
No	4,283	855	95	4,029	1,062	142	4,297	822	114	4,109	1,035	89	4,426	745	62	4,601	596	36	4,881	330	22	4,644	557	32
English Language Learners																								
Yes	391	123	16	237	227	66	287	195	48	267	213	50	297	189	44	409	109	12	473	54	3	361	154	15
No	4,137	896	126	3,995	1,009	155	4,254	779	126	4,086	971	102	4,399	681	79	4,493	613	53	4,708	404	3	4,550	547	62
Free and Reduced Price Meals																								
Yes	685	198	20	528	301	74	581	265	57	579	274	50	622	240	41	720	168	15	801	92	10	685	201	17
No	3,843	821	122	3,704	935	147	3,960	709	117	3,774	910	102	4,074	630	82	4,182	554	50	4,380	366	40	4,226	500	60
Aggregated Data	4,528	1,019	142	4,232	1,236	221	4,541	974	174	4,353	1,184	152	4,696	870	123	4,902	722	65	5,181	458	50	4,911	701	77

* = fewer than 5

MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Baltimore City



MMSR Kindergarten Assessment 2010-2011
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	75	25	0	58	42	0	75	25	0	42	50	8	50	50	0	92	8	0	83	17	0	67	33	0
Asian	66	24	10	44	46	10	58	32	10	42	49	9	43	47	10	68	24	8	80	18	3	58	34	8
African American	66	28	7	57	36	7	60	33	7	45	48	7	52	42	5	72	25	3	79	19	2	67	29	4
Native Hawaiian/Pacific Islander	93	7	0	36	50	14	57	29	14	36	57	7	57	36	7	86	14	0	100	0	0	71	21	7
White	69	25	6	59	33	8	64	28	7	52	40	7	58	37	5	73	24	3	76	22	3	69	26	5
Hispanic	68	27	5	47	43	10	56	32	11	46	43	11	49	44	8	70	25	5	78	20	2	62	32	6
Two or More Races (Non-Hispanic/Latino)	67	29	5	74	21	5	64	33	2	57	38	5	52	45	2	76	21	2	81	19	0	74	24	2
Gender																								
Male	58	32	10	52	39	9	56	35	9	44	48	9	49	44	7	67	29	4	75	23	3	62	33	6
Female	75	22	4	61	34	5	64	30	6	49	45	6	56	40	4	77	21	2	83	16	1	72	25	3
Prior Care																								
Child Care Center	65	26	9	55	40	5	59	36	5	50	44	6	56	39	4	73	24	3	77	21	2	67	30	4
Family Child Care	56	36	9	38	47	16	38	47	15	32	57	11	33	57	10	63	32	1	74	23	3	50	42	8
Head Start	64	29	7	50	42	7	52	41	8	40	52	8	46	49	5	69	28	2	76	22	2	61	35	4
Home / Informal Care	50	38	13	31	47	22	35	44	22	28	51	21	34	50	16	59	34	8	63	32	6	45	41	15
Non-public Nursery	80	16	4	74	24	2	77	22	1	70	28	2	69	30	1	82	17	1	85	14	1	84	15	1
Pre-Kindergarten	70	25	5	63	32	4	68	27	5	51	44	5	58	39	4	76	22	2	83	16	1	73	24	3
Special Education																								
Yes	46	36	17	33	45	22	38	41	21	26	54	21	33	47	20	56	36	8	63	31	6	44	42	15
No	68	26	6	58	36	6	62	31	6	48	46	6	54	42	4	74	24	2	80	18	1	69	28	4
English Language Learners																								
Yes	67	26	7	42	46	12	53	35	12	39	48	13	43	46	11	70	25	5	78	21	2	60	33	8
No	66	27	7	57	36	7	61	32	7	46	47	7	53	42	5	72	25	3	79	19	2	67	29	4
Free and Reduced Price Meals																								
Yes	65	28	7	54	38	8	58	34	8	45	48	8	51	43	6	72	25	3	78	20	2	65	30	5
No	71	24	5	67	29	4	70	25	4	55	41	4	61	36	4	77	21	2	81	18	1	75	22	3
Aggregated Data	66	27	7	56	36	7	60	32	8	46	47	7	52	42	6	72	25	3	79	20	2	67	29	5

* = fewer than 5

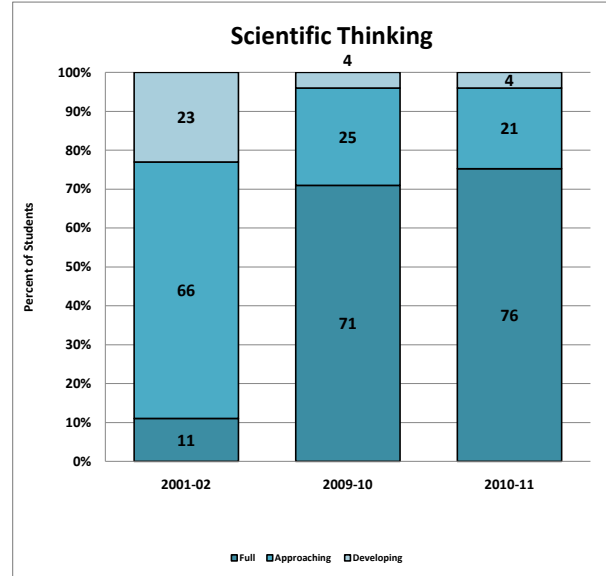
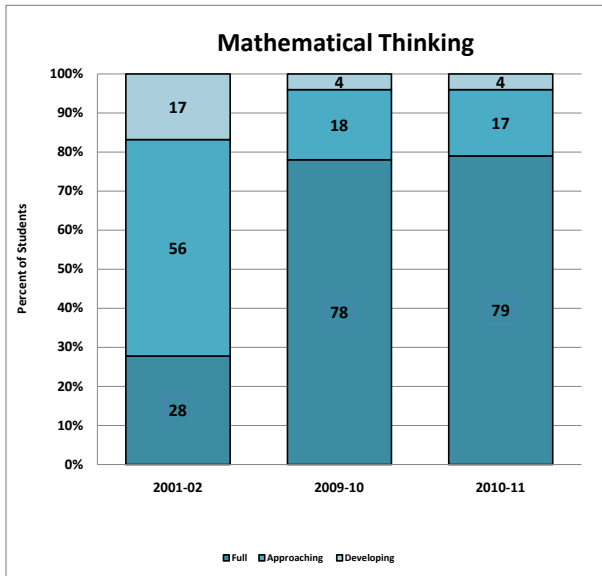
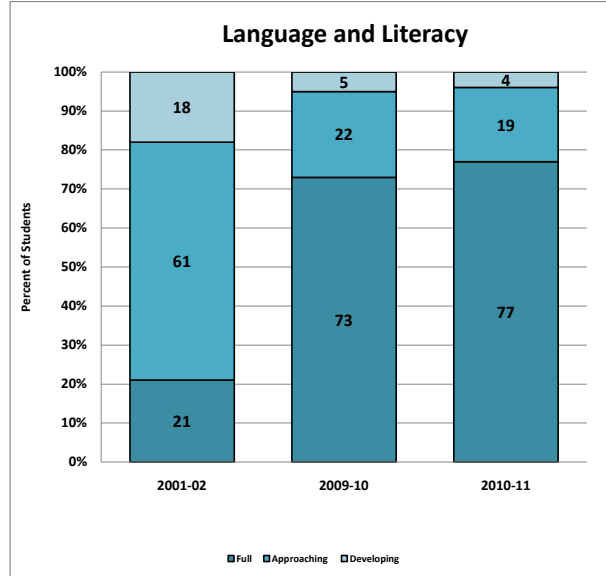
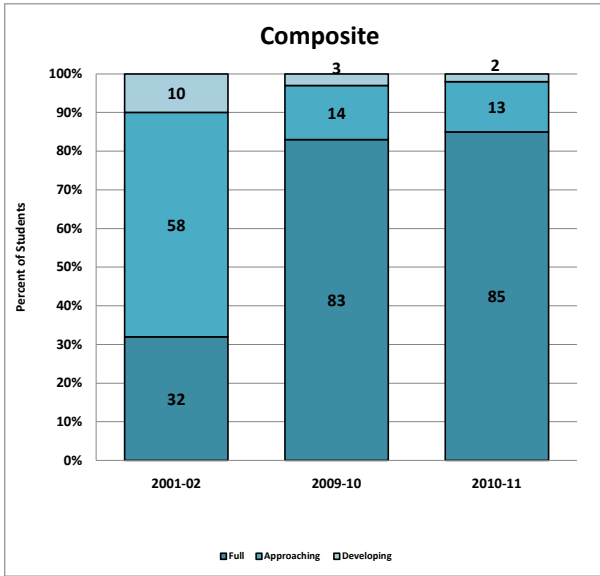
May not total 100% due to rounding.

Baltimore City - Number of Kindergarten Students

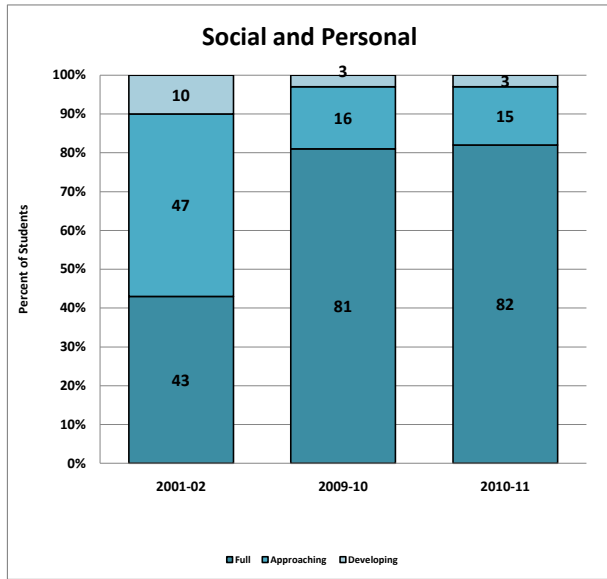
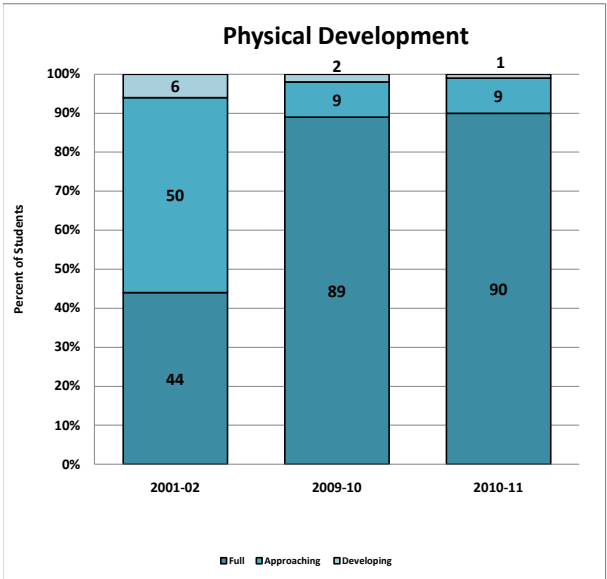
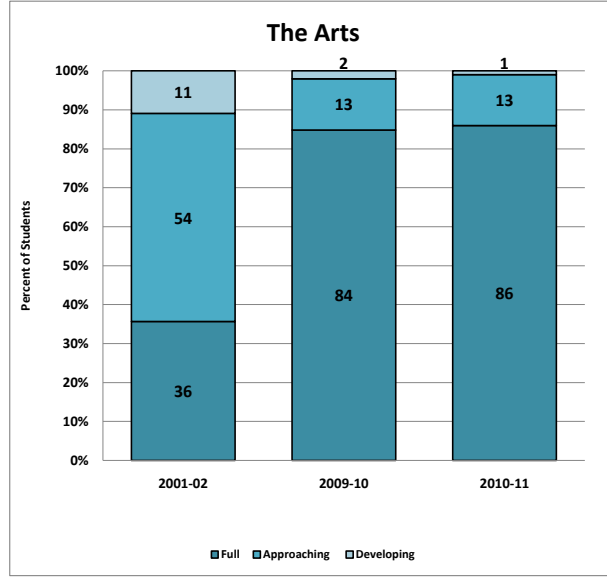
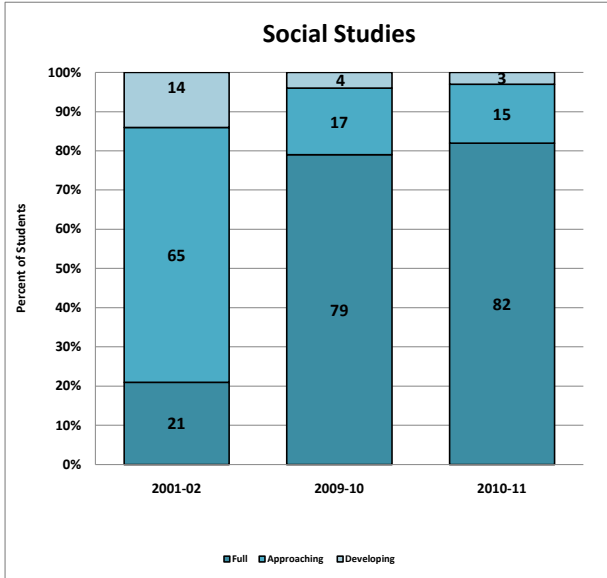
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	9	3	0	7	5	0	9	3	0	5	6	1	6	6	0	11	1	0	10	2	0	8	4	0
Asian	52	19	8	35	36	8	46	25	8	33	39	7	34	37	8	54	19	6	63	14	2	46	27	6
African American	3,579	1,500	372	3,092	1,974	385	3,266	1,789	396	2,470	2,595	386	2,846	2,313	292	3,946	1,365	140	4,301	1,052	98	3,644	1,567	240
Native Hawaiian/Pacific Islander	13	1	0	5	7	2	8	4	2	5	8	1	8	5	1	12	2	0	14	0	0	10	3	1
White	439	157	40	378	209	49	410	181	45	333	257	46	367	235	34	464	154	18	482	138	16	440	167	29
Hispanic	291	114	23	200	184	44	241	139	48	199	183	46	208	187	33	299	107	22	332	86	10	264	137	27
Two or More Races	28	12	2	31	9	2	27	14	1	24	16	2	22	19	1	32	9	1	34	8	0	31	10	1
Gender																								
Male	2,006	1,106	331	1,796	1,327	320	1,941	1,193	309	1,500	1,642	301	1,687	1,515	241	2,324	989	130	2,577	779	87	2,122	1,119	202
Female	2,405	700	114	1,952	1,097	170	2,066	962	191	1,569	1,462	188	1,804	1,287	128	2,494	668	57	2,659	521	39	2,321	796	102
Prior Care																								
Child Care Center	180	71	25	153	110	13	163	100	13	138	122	16	155	109	12	202	66	8	213	58	5	184	82	10
Family Child Care	122	78	19	83	102	34	83	104	32	70	125	24	73	124	22	138	70	1	162	50	7	110	92	17
Head Start	694	309	77	544	458	78	561	438	81	433	565	82	502	528	50	750	306	24	821	242	17	662	376	42
Home / Informal Care	368	276	92	227	344	165	255	321	160	206	377	153	249	369	118	432	248	56	461	233	42	328	301	107
Non-public Nursery	141	28	7	130	42	4	136	38	2	124	49	3	122	52	2	145	30	1	150	24	2	147	27	2
Pre-Kindergarten	2,816	988	200	2,532	1,292	180	2,719	1,090	195	2,031	1,777	196	2,304	1,544	156	3,042	881	81	3,317	636	51	2,913	971	120
Special Education																								
Yes	270	213	101	193	263	128	219	241	124	149	313	122	193	277	114	327	209	48	366	181	37	255	243	86
No	4,141	1,593	344	3,555	2,161	362	3,788	1,914	376	2,920	2,791	367	3,298	2,525	255	4,491	1,448	139	4,870	1,119	89	4,188	1,672	218
English Language Learners																								
Yes	245	96	24	154	167	44	194	127	44	143	174	48	157	169	39	254	91	20	283	75	7	218	119	28
No	4166	1710	421	3594	2257	446	3813	2028	456	2926	2930	441	3334	2633	330	4564	1566	167	4953	1225	7	4225	1796	276
Free and Reduced Price Meals																								
Yes	3,727	1,570	399	3,102	2,147	447	3,328	1,909	459	2,538	2,712	446	2,906	2,458	332	4,076	1,451	169	4,457	1,123	116	3,721	1,698	277
No	684	236	46	646	277	43	679	246	41	531	392	43	585	344	37	742	206	18	779	177	10	722	217	27
Aggregated Data	4,411	1,806	445	3,748	2,424	490	4,007	2,155	500	3,069	3,104	489	3,491	2,802	369	4,818	1,657	187	5,236	1,300	126	4,443	1,915	304

* = fewer than 5

MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Baltimore County



**MMSR Kindergarten Assessment 2010-2011
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	11	3	86	70	24	5	73	16	11	70	27	3	73	22	5	89	8	3	97	3	0	86	8	5	
Asian	14	2	84	78	18	5	82	15	3	76	21	3	82	14	4	83	15	2	92	7	1	86	12	2	
African American	17	3	79	75	20	5	76	19	5	72	23	5	79	17	4	85	13	2	89	10	2	83	15	3	
Native Hawaiian/Pacific Islander	10	0	90	90	10	0	100	0	0	90	10	0	90	10	0	100	0	0	100	0	0	100	0	0	
White	13	2	84	80	17	3	83	14	3	80	18	2	85	13	2	87	12	1	90	8	1	88	10	2	
Hispanic	18	3	79	60	29	11	66	25	9	63	30	6	70	22	7	80	18	2	89	9	1	76	20	4	
Two or More Races (Non-Hispanic/Latino)	13	3	84	75	21	3	76	20	3	74	25	2	83	15	2	86	12	2	91	8	1	84	16	1	
Gender																									
Male	76	19	4	73	22	5	76	19	5	73	23	4	79	17	4	81	17	2	87	12	2	82	16	3	
Female	88	11	2	81	16	3	82	15	3	78	19	3	84	14	2	90	9	1	93	6	1	89	10	2	
Prior Care																									
Child Care Center	81	15	4	80	18	2	83	15	2	79	19	2	84	14	1	88	12	1	92	8	0	88	11	1	
Family Child Care	79	18	2	71	23	6	72	21	7	70	26	4	77	22	1	84	15	1	87	12	1	79	20	1	
Head Start	80	17	3	67	29	4	74	22	4	69	27	4	78	22	0	86	14	1	91	9	0	82	18	0	
Home / Informal Care	75	21	5	58	30	12	59	31	11	60	33	8	68	25	7	79	18	3	83	14	2	71	24	5	
Non-public Nursery	89	10	1	88	11	1	90	8	1	87	12	1	91	8	1	91	8	1	95	5	0	94	6	0	
Pre-Kindergarten	82	15	3	77	18	4	79	17	4	75	21	4	81	15	4	84	14	2	89	9	2	85	12	3	
Special Education																									
Yes	60	29	11	50	35	16	56	28	16	49	35	16	76	20	4	67	27	6	69	24	8	59	30	11	
No	84	14	2	80	17	3	81	16	3	79	19	2	84	14	2	88	12	1	92	7	0	88	11	1	
English Language Learners																									
Yes	78	20	3	56	33	11	66	26	8	60	34	6	66	27	27	79	20	2	90	10	0	74	24	2	
No	82	15	3	78	18	4	80	16	4	77	20	3	83	14	3	86	13	1	90	9	0	86	12	2	
Free and Reduced Price Meals																									
Yes	79	18	3	69	25	6	71	23	6	68	27	5	76	20	4	83	15	2	88	11	1	80	17	3	
No	84	13	3	81	15	3	84	13	3	80	17	3	85	13	2	87	12	1	91	8	1	88	10	2	
Aggregated Data	82	15	3	77	19	4	79	17	4	76	21	4	82	15	3	86	13	1	90	9	1	85	13	2	

* = fewer than 5

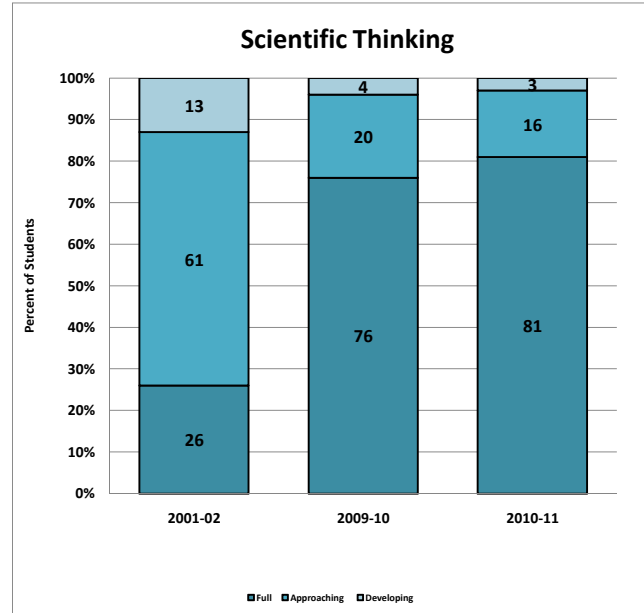
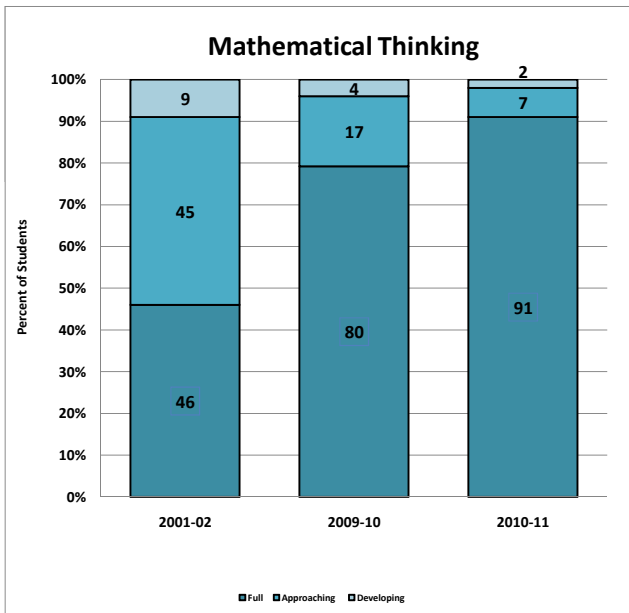
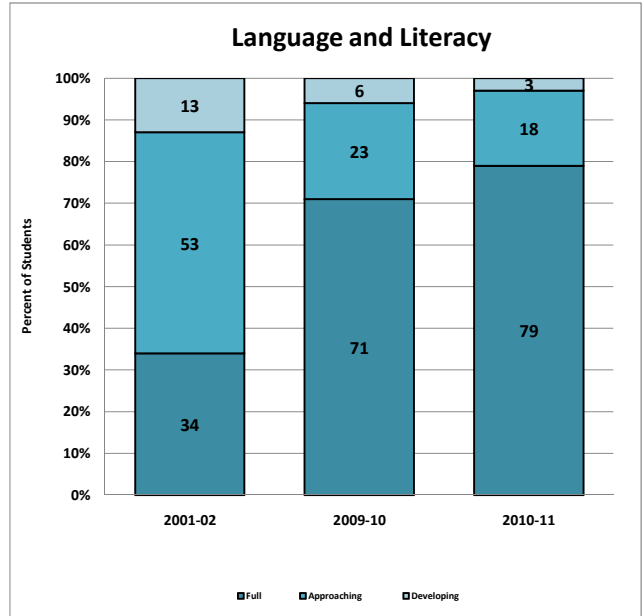
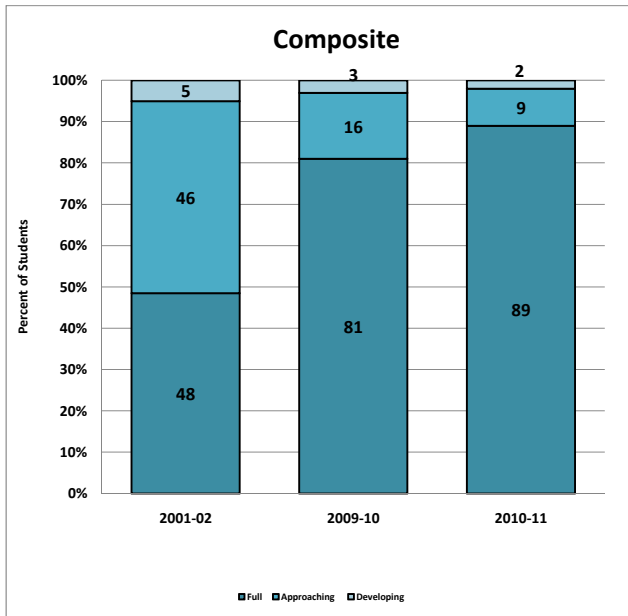
May not total 100% due to rounding.

Baltimore County - Number of Kindergarten Students

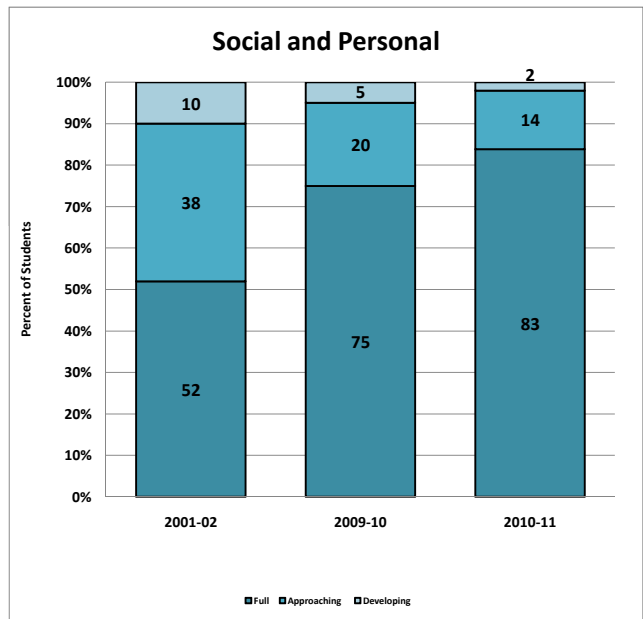
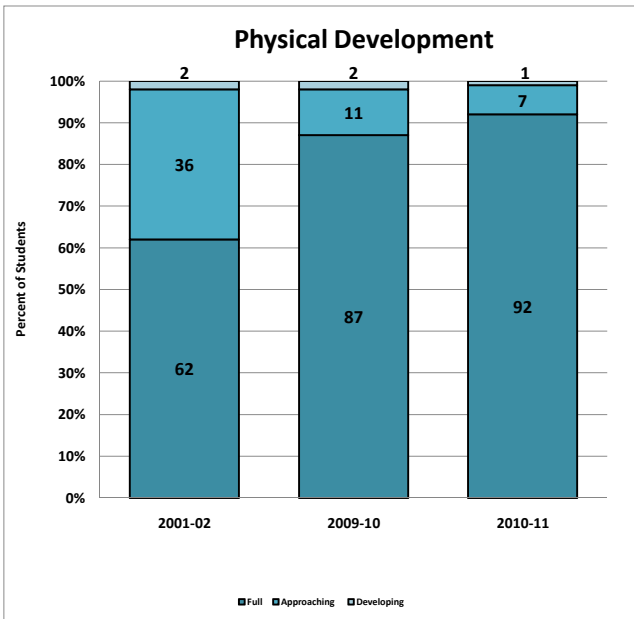
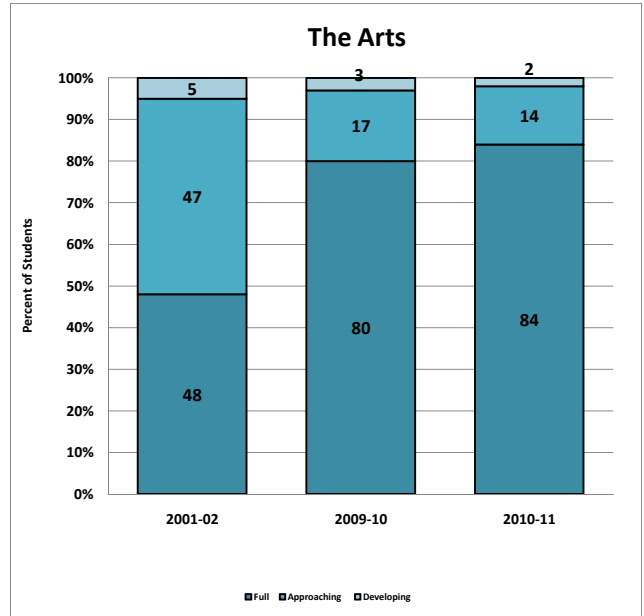
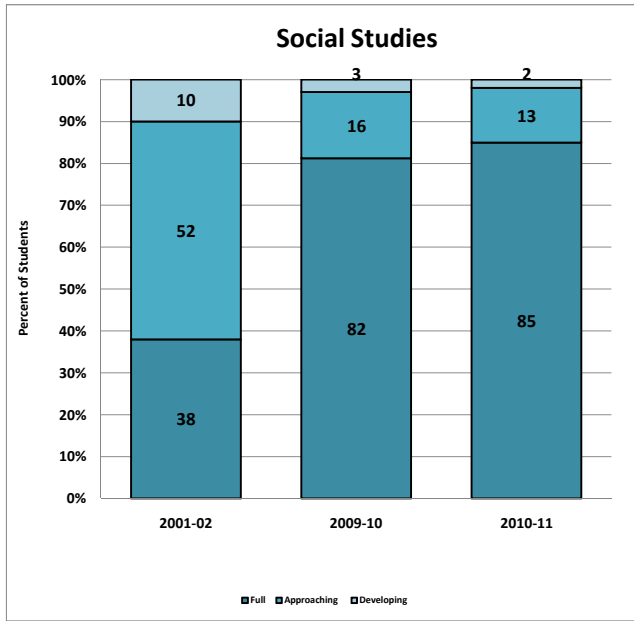
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	4	1	32	26	9	2	27	6	4	26	10	1	27	8	2	33	3	1	36	1	0	32	3	2
Asian	71	11	416	386	89	23	406	77	15	378	103	17	409	69	20	413	77	8	457	37	4	426	61	11
African American	429	85	1,947	1,858	489	114	1,868	472	121	1,780	555	126	1,944	427	90	2,092	332	37	2,182	242	37	2,034	362	65
Native Hawaiian/Pacific Islander	1	0	9	9	1	0	10	0	0	9	1	0	9	1	0	10	0	0	10	0	0	10	0	0
White	485	90	3,063	2,916	607	115	3,012	509	117	2,913	640	85	3,100	473	65	3,164	433	41	3,291	306	41	3,219	363	56
Hispanic	106	16	452	346	166	62	378	145	51	363	175	36	403	129	42	461	103	10	513	54	7	437	116	21
Two or More Races	50	12	325	291	83	13	296	78	13	286	95	6	321	59	7	331	47	9	354	31	2	324	61	2
Gender																								
Male	2,951	752	158	2,805	850	206	2,944	725	192	2,834	869	158	3,057	659	145	3,121	670	70	3,350	450	61	3,159	602	100
Female	3,293	394	57	3,027	594	123	3,053	562	129	2,921	710	113	3,156	507	81	3,383	325	36	3,493	221	30	3,323	364	57
Prior Care																								
Child Care Center	845	160	37	830	190	22	861	158	23	823	201	18	878	151	13	915	121	6	957	80	5	915	118	9
Family Child Care	236	55	7	212	68	18	214	64	20	209	76	13	229	65	4	250	45	8	260	35	3	236	59	3
Head Start	199	43	7	167	72	10	184	55	10	173	67	9	194	54	1	213	34	2	226	22	1	203	45	1
Home / Informal Care	632	174	39	488	257	100	495	259	91	506	275	64	572	213	60	669	151	25	704	122	19	603	199	43
Non-public Nursery	1,294	145	13	1,275	161	16	1,314	117	21	1,268	173	11	1,320	123	9	1,321	123	8	1,377	71	4	1,365	81	6
Pre-Kindergarten	2,913	537	108	2,748	653	157	2,810	597	151	2,660	749	149	2,898	526	134	3,004	494	60	3,181	323	54	3,029	438	91
Special Education																								
Yes	448	213	80	368	256	117	415	209	117	366	258	117	2,198	561	116	498	202	41	508	176	57	439	219	83
No	5,796	933	135	5,464	1,188	212	5,582	1,078	204	5,389	1,321	154	5,790	961	113	6,006	793	65	6,335	495	34	6,043	747	74
English Language Learners																								
Yes	440	111	16	317	189	61	375	147	45	338	195	34	373	154	154	447	111	9	509	56	2	419	135	13
No	5804	1035	199	5515	1255	268	5622	1140	276	5417	1384	237	5840	1012	186	6057	884	97	6334	615	2	6063	831	144
Free and Reduced Price Meals																								
Yes	2,265	524	86	1,983	720	172	2,041	658	176	1,958	777	140	2,198	561	116	2,390	437	48	2,534	303	38	2,305	497	73
No	3,979	622	129	3,849	724	157	3,956	629	145	3,797	802	131	4,015	605	110	4,114	558	58	4,309	368	53	4,177	469	84
Aggregated Data	6,244	1,146	215	5,832	1,444	329	5,997	1,287	321	5,755	1,579	271	6,213	1,166	226	6,504	995	106	6,843	671	91	6,482	966	157

* = fewer than 5

MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Calvert County



**MMSR Kindergarten Assessment 2010-2011
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	80	20	0	80	0	20	80	20	0	80	0	20	80	20	0	80	0	20	80	20	0	80	0	20
Asian	100	0	0	89	11	0	100	0	0	83	17	0	83	17	0	83	17	0	100	0	0	100	0	0
African American	73	23	4	76	20	4	83	13	4	77	15	7	82	13	5	82	13	4	90	10	0	86	10	4
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	85	13	2	79	18	3	92	6	2	81	17	3	85	13	1	85	14	1	92	7	1	89	9	1
Hispanic	80	20	0	80	13	8	88	10	3	78	20	3	83	15	3	85	15	0	90	10	0	90	10	0
Two or More Races (Non-Hispanic/Latino)	84	11	5	84	16	0	89	11	0	86	14	0	86	14	0	86	13	2	98	2	0	92	8	0
Gender																								
Male	76	20	4	74	21	4	90	8	3	80	16	4	83	14	3	77	20	3	88	11	1	87	11	3
Female	90	9	1	83	15	2	91	7	1	81	17	2	86	13	1	92	8	1	96	4	0	92	8	1
Prior Care																								
Child Care Center	83	15	2	81	17	2	93	5	1	83	15	2	86	13	1	86	13	1	94	5	1	92	7	1
Family Child Care	89	10	2	83	16	2	89	11	0	84	14	2	92	8	0	90	10	0	94	6	0	92	7	1
Head Start	73	24	4	78	20	2	92	6	2	80	16	4	84	16	0	86	14	0	94	6	0	88	12	0
Home / Informal Care	86	9	5	69	25	6	84	11	5	72	22	6	80	16	5	82	15	3	89	11	0	82	15	4
Non-public Nursery	93	8	0	90	9	1	97	3	0	88	12	0	89	10	1	86	14	0	98	3	0	98	3	0
Pre-Kindergarten	72	25	3	74	22	5	88	10	3	76	19	5	80	17	3	80	17	3	85	13	2	83	14	3
Special Education																								
Yes	53	35	12	46	37	17	72	14	15	54	26	20	60	25	15	58	31	11	67	27	6	63	22	15
No	86	13	2	82	16	2	92	7	1	83	16	2	87	12	1	87	12	1	94	6	0	91	8	1
English Language Learners																								
Yes	92	4	4	92	8	0	96	4	0	81	19	0	81	19	0	88	12	0	96	4	0	100	0	0
No	83	15	2	78	18	3	90	8	2	81	16	3	85	13	2	84	14	2	92	7	0	89	9	2
Free and Reduced Price Meals																								
Yes	79	19	2	75	21	3	87	11	3	76	20	4	82	16	2	85	13	2	93	7	0	87	11	2
No	84	13	3	80	17	3	92	6	2	82	15	3	86	13	2	84	14	2	92	7	1	90	8	2
Aggregated Data	83	14	2	79	18	3	91	7	2	81	16	3	85	13	2	84	14	2	92	7	1	89	9	2

* = fewer than 5

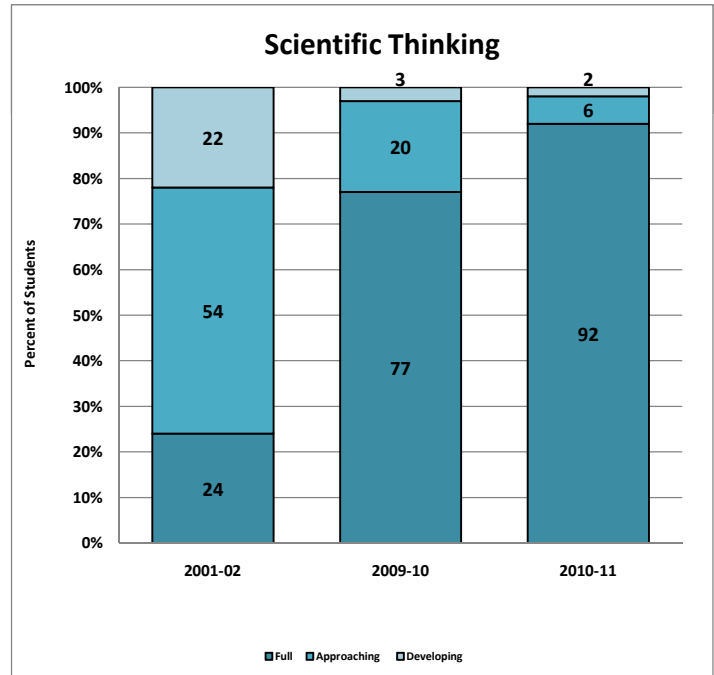
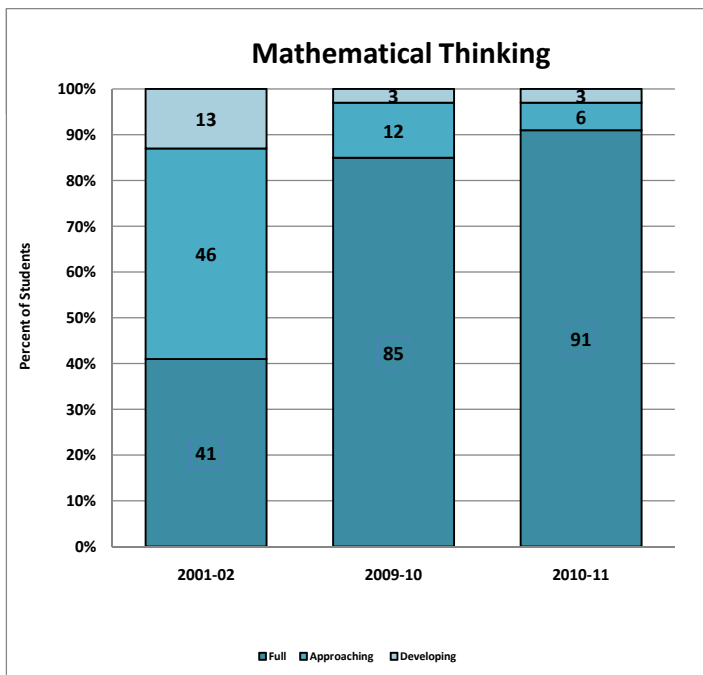
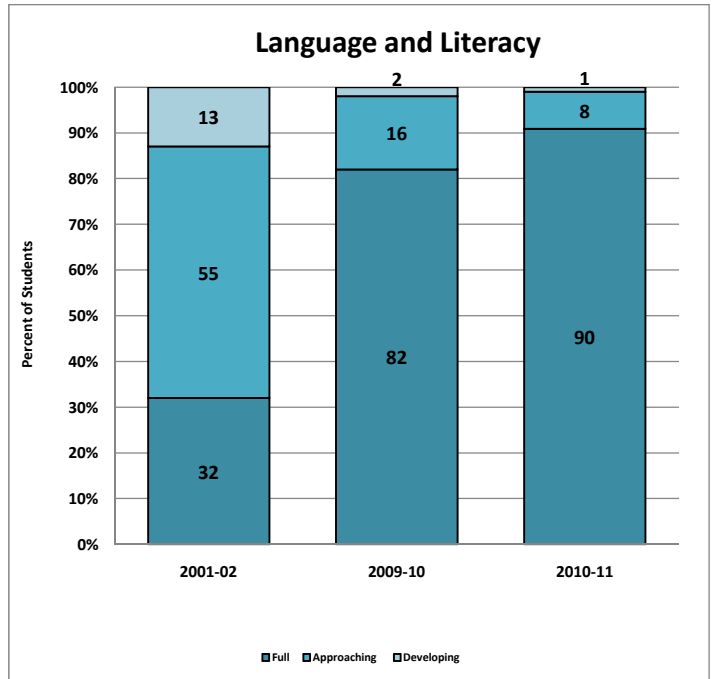
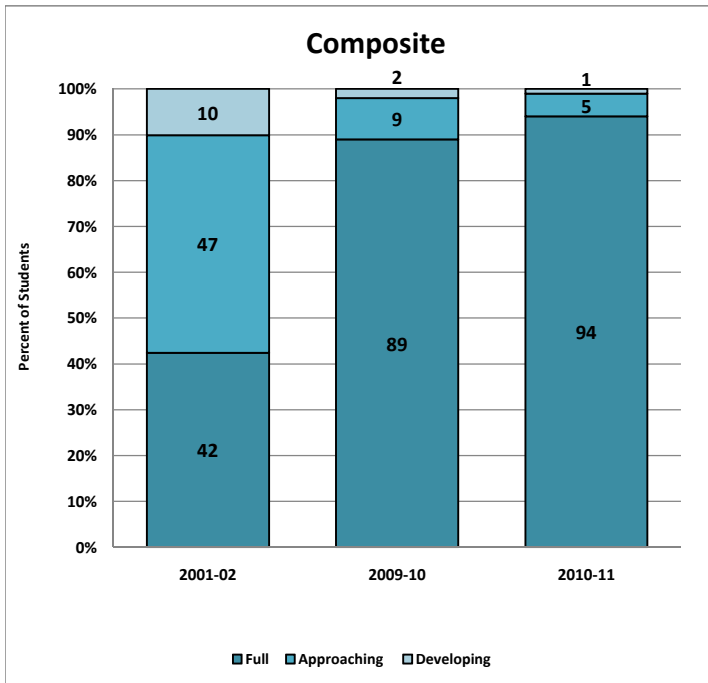
May not total 100% due to rounding.

Calvert County - Number of Kindergarten Students

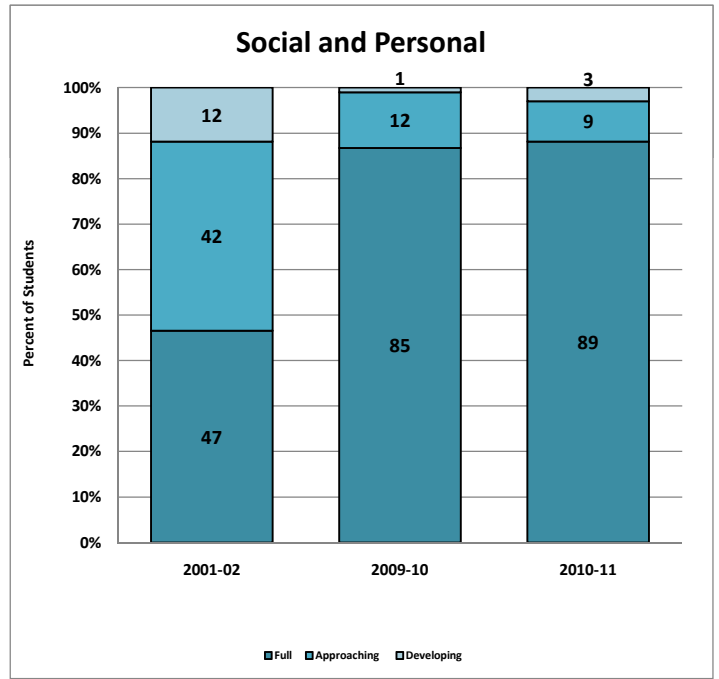
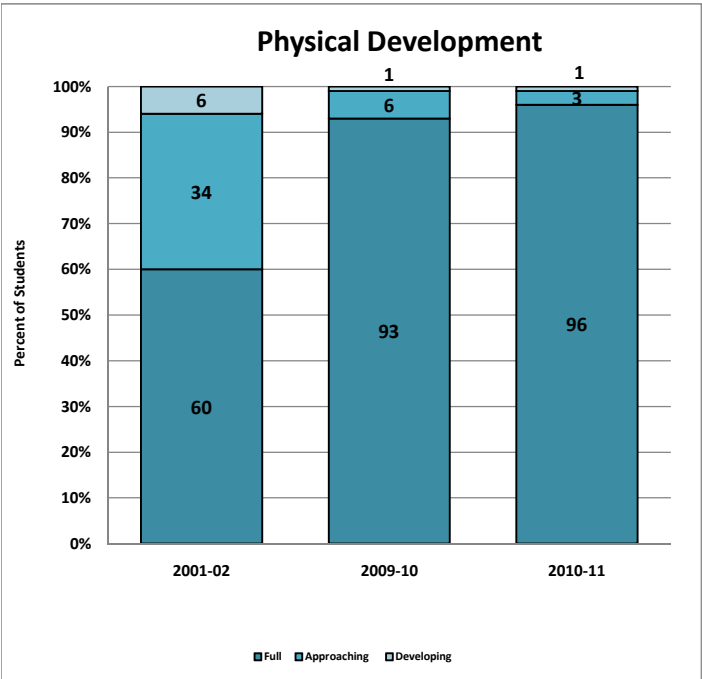
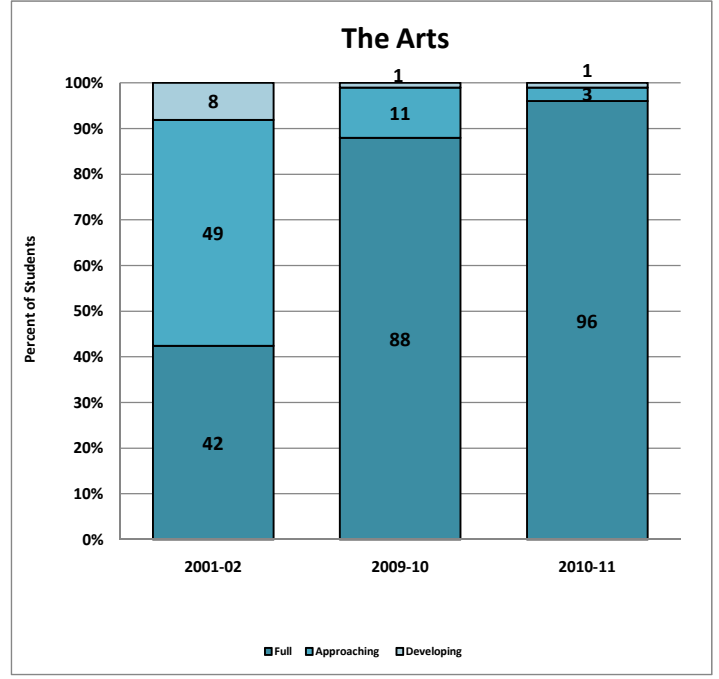
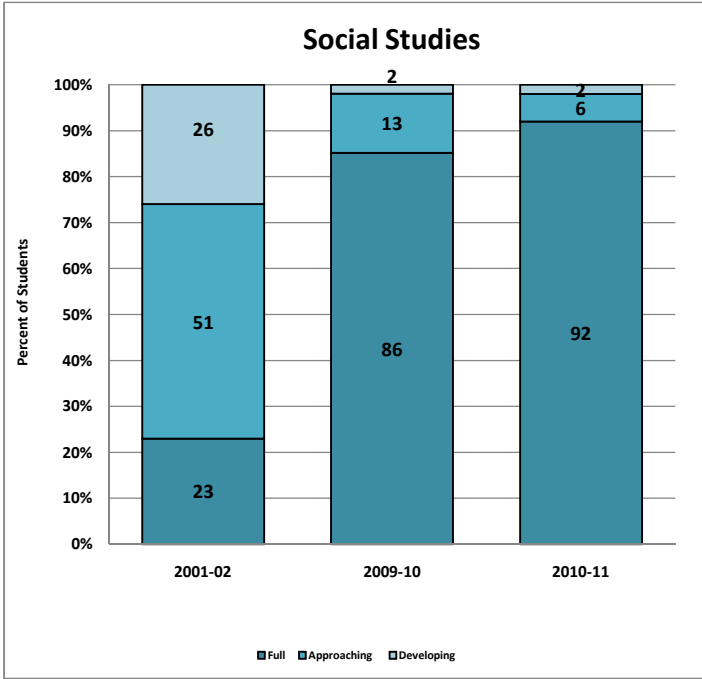
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	4	1	0	4	0	1	4	1	0	4	0	1	4	1	0	4	0	1	4	1	0	4	0	1
Asian	18	0	0	16	2	0	18	0	0	15	3	0	15	3	0	15	3	0	18	0	0	18	0	0
African American	103	33	6	108	28	6	118	19	5	110	22	10	116	19	7	117	19	6	128	14	0	122	14	6
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	655	102	17	608	143	23	712	47	15	625	129	20	661	102	11	656	108	10	712	56	6	691	72	11
Hispanic	32	8	0	32	5	3	35	4	1	31	8	1	33	6	1	34	6	0	36	4	0	36	4	0
Two or More Races	53	7	3	53	10	0	56	7	0	54	9	0	54	9	0	54	8	1	62	1	0	58	5	0
Gender																								
Male	388	103	22	382	109	22	460	39	14	411	81	21	428	72	13	396	102	15	454	54	5	444	54	15
Female	478	48	4	440	79	11	484	39	7	429	90	11	456	68	6	485	42	3	507	22	1	486	41	3
Prior Care																								
Child Care Center	278	51	6	271	56	8	313	17	5	279	50	6	287	45	3	288	42	5	316	16	3	309	23	3
Family Child Care	102	11	2	95	18	2	102	13	0	97	16	2	106	9	0	103	11	0	108	7	0	106	8	1
Head Start	37	12	2	40	10	1	47	3	1	41	8	2	43	8	0	44	7	0	48	3	0	45	6	0
Home / Informal Care	166	18	9	133	48	12	162	22	9	139	43	11	154	30	9	158	29	6	172	21	0	158	28	7
Non-public Nursery	148	12	0	144	15	1	155	5	0	141	19	0	143	16	1	138	22	0	156	4	0	156	4	0
Pre-Kindergarten	133	47	6	137	40	9	163	18	5	141	35	10	149	31	6	148	32	6	159	24	3	154	26	6
Special Education																								
Yes	43	28	10	37	30	14	58	11	12	44	21	16	49	20	12	47	25	9	54	22	5	51	18	12
No	823	123	16	785	158	19	886	67	9	796	150	16	835	120	7	834	119	9	907	54	1	879	77	6
English Language Learners																								
Yes	24	1	1	24	2	0	25	1	0	21	5	0	21	5	0	23	3	0	25	1	0	26	0	0
No	842	150	25	798	186	33	919	77	21	819	166	32	863	135	19	858	141	18	936	75	0	904	95	18
Free and Reduced Price Meals																								
Yes	199	48	6	191	54	8	219	27	7	193	50	10	208	40	5	216	33	4	235	17	1	220	28	5
No	667	103	20	631	134	25	725	51	14	647	121	22	676	100	14	665	111	14	726	59	5	710	67	13
Aggregated Data	866	151	26	822	188	33	944	78	21	840	171	32	884	140	19	881	144	18	961	76	6	930	95	18

* = fewer than 5

MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Caroline County



MMSR Kindergarten Assessment 2010-2011
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	82	14	5	83	14	3	85	9	6	86	11	3	86	9	5	91	6	3	91	6	3	89	8	3	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	90	9	1	91	8	1	94	4	3	93	5	2	94	5	1	98	2	0	96	4	0	94	5	1	
Hispanic	97	3	0	94	6	0	86	11	3	94	0	6	92	6	3	97	3	0	100	0	0	94	6	0	
Two or More Races (Non-Hispanic/Latino)	82	14	5	86	9	5	82	18	0	86	14	0	86	14	0	95	5	0	100	0	0	95	5	0	
Gender																									
Male	83	14	2	85	13	2	85	10	4	88	9	3	88	9	3	93	6	1	94	5	1	90	9	1	
Female	95	4	0	96	4	0	97	2	1	96	3	1	96	3	1	100	0	0	98	2	0	98	2	0	
Prior Care																									
Child Care Center	92	4	4	88	12	0	92	4	4	88	12	0	92	4	4	96	0	4	100	0	0	92	8	0	
Family Child Care	88	12	0	88	12	0	94	6	0	94	6	0	94	6	0	94	6	0	94	6	0	94	6	0	
Head Start	84	14	3	87	11	1	84	11	5	90	8	3	87	10	3	95	4	1	91	8	1	91	8	1	
Home / Informal Care	91	9	0	91	8	1	92	4	4	92	5	3	94	5	1	99	1	0	97	3	0	95	4	1	
Non-public Nursery	90	10	0	97	3	0	97	3	0	97	3	0	100	0	0	97	3	0	100	0	0	97	3	0	
Pre-Kindergarten	91	7	2	91	7	2	93	5	2	92	5	3	92	6	2	97	3	1	96	3	1	94	5	1	
Special Education																									
Yes	70	23	7	58	33	9	65	21	14	63	23	14	60	28	12	84	12	5	77	16	7	72	19	9	
No	91	8	1	94	6	1	94	4	2	95	4	1	96	4	1	98	2	0	98	2	0	96	4	0	
English Language Learners																									
Yes	88	12	0	88	12	0	85	12	3	91	6	3	91	9	0	97	3	0	94	6	0	94	6	0	
No	89	9	2	90	8	2	91	6	3	92	6	2	92	6	2	96	3	1	96	3	0	94	5	1	
Free and Reduced Price Meals																									
Yes	86	12	2	86	13	2	86	10	4	87	9	4	87	10	3	95	4	1	93	6	1	91	9	1	
No	93	6	1	96	3	1	97	2	2	97	2	1	98	1	1	98	2	1	99	1	1	97	2	1	
Aggregated Data	89	9	1	90	8	1	91	6	3	92	6	2	92	6	2	96	3	1	96	3	1	94	5	1	

* = fewer than 5

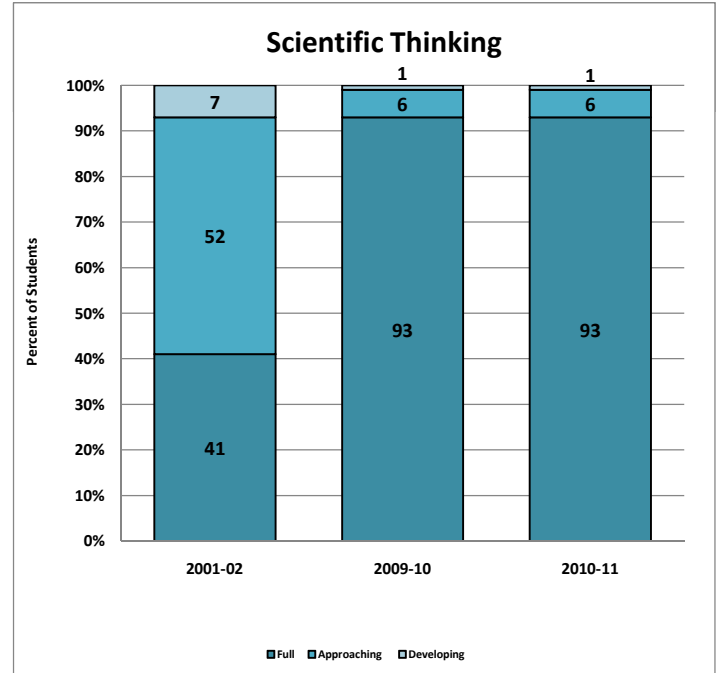
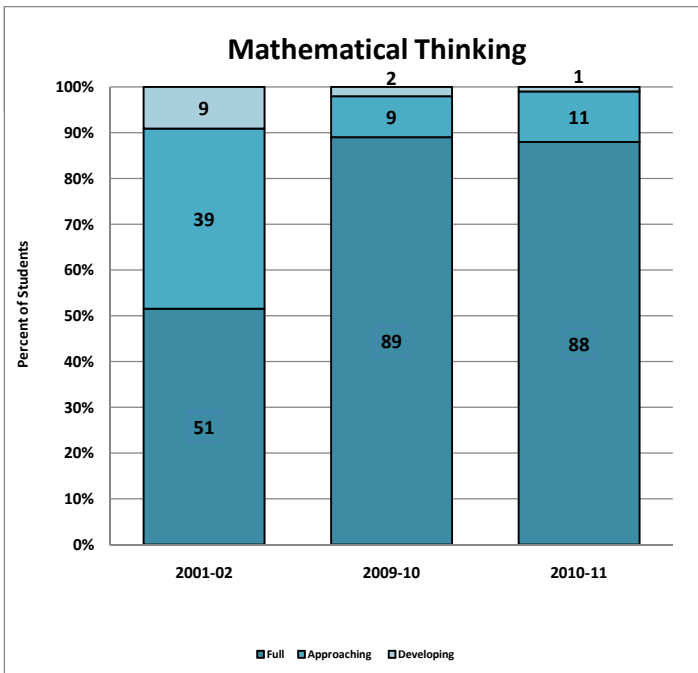
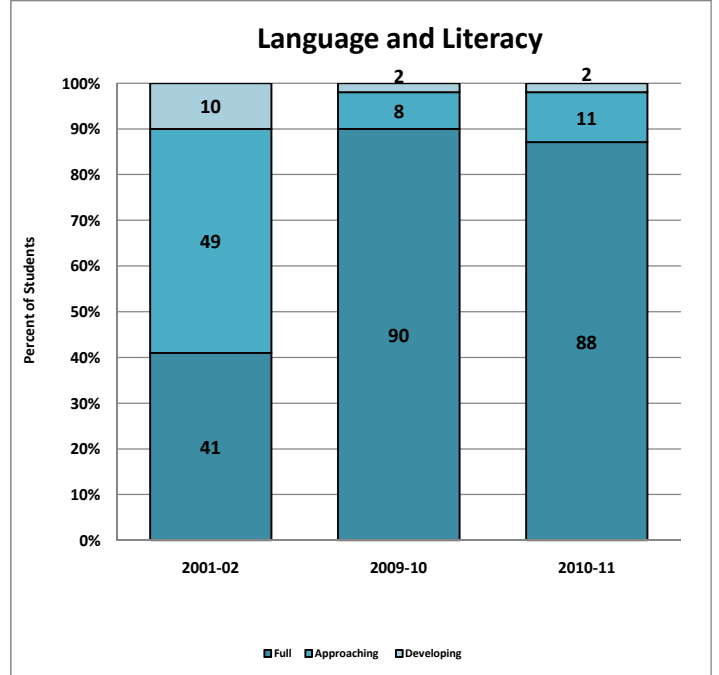
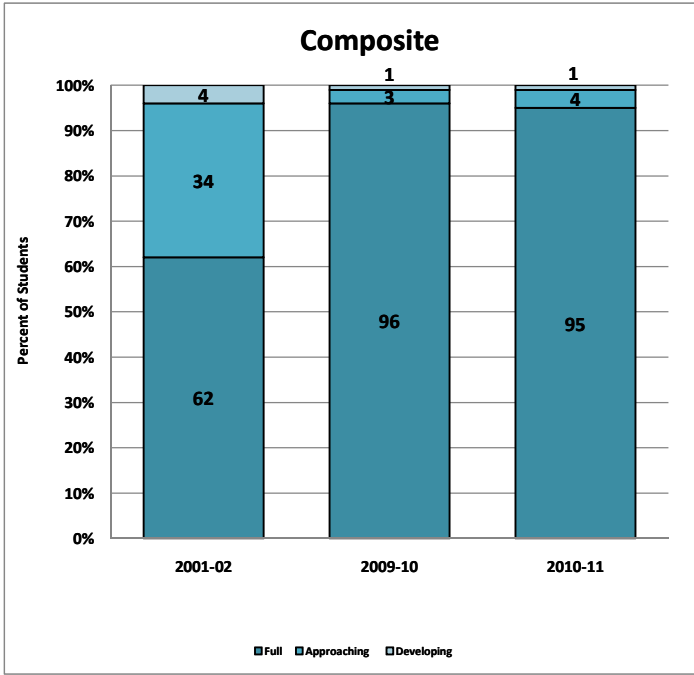
May not total 100% due to rounding.

Caroline County - Number of Kindergarten Students

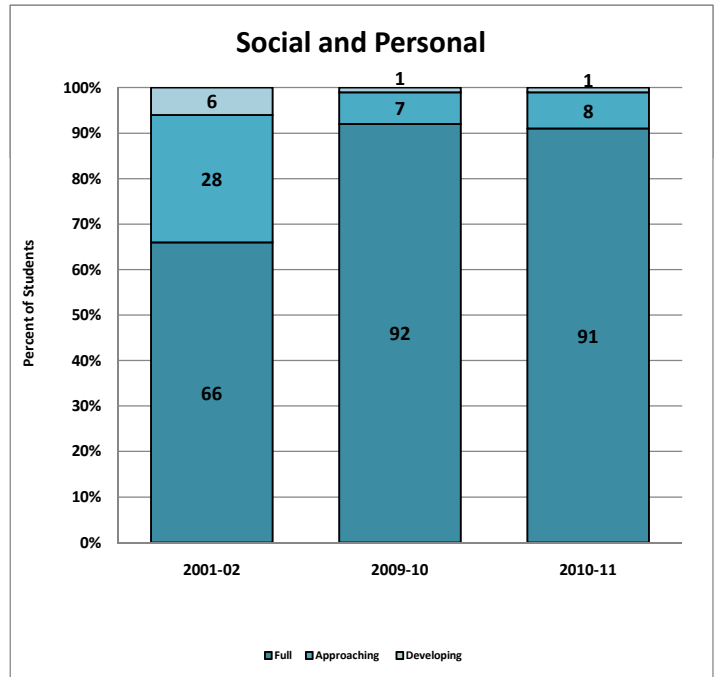
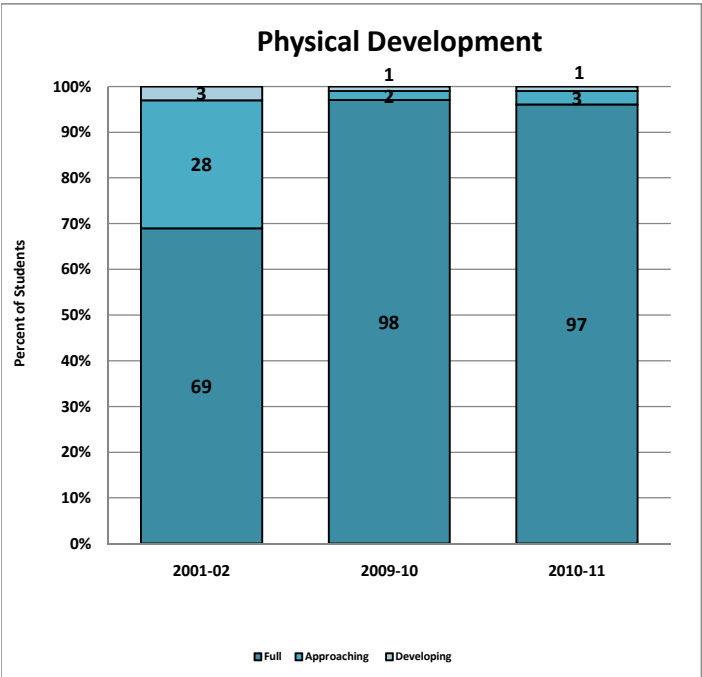
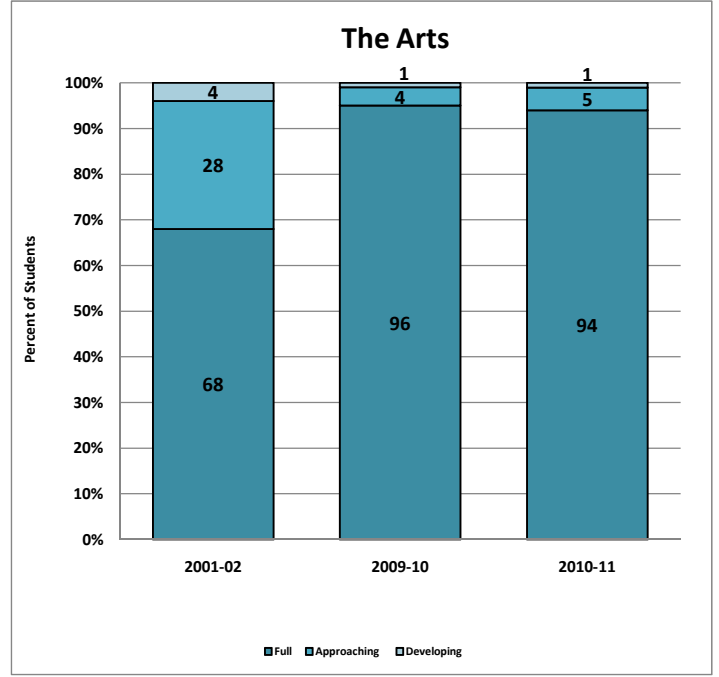
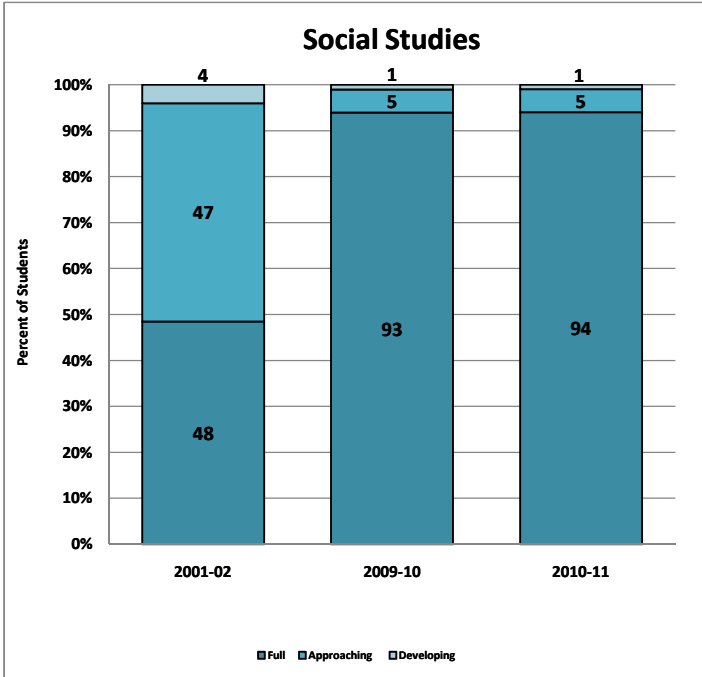
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	53	9	3	54	9	2	56	6	3	57	6	2	56	6	3	59	4	2	59	4	2	58	5	2	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	253	25	2	256	21	3	262	11	7	260	14	6	262	14	4	273	6	1	269	10	1	264	14	2	
Hispanic	35	1	0	34	2	0	31	4	1	34	0	2	33	2	1	35	1	0	36	0	0	34	2	0	
Two or More Races	18	3	1	19	2	1	18	4	0	19	3	0	19	3	0	21	1	0	22	0	0	21	1	0	
Gender																									
Male	166	29	5	169	26	5	171	21	8	176	17	7	176	18	6	185	12	3	187	10	3	179	18	3	
Female	194	9	1	195	8	1	197	4	3	195	6	3	195	7	2	204	0	0	200	4	0	199	4	1	
Prior Care																									
Child Care Center	22	1	1	21	3	0	23	1	0	22	2	0	22	1	1	23	0	1	24	0	0	22	2	0	
Family Child Care	15	2	0	15	2	0	16	1	0	16	1	0	16	1	0	16	1	0	16	1	0	16	1	0	
Head Start	66	11	2	69	9	1	66	9	4	71	6	2	69	8	2	75	3	1	72	6	1	72	6	1	
Home / Informal Care	70	7	0	70	6	1	71	3	3	71	4	2	72	4	1	76	1	0	75	2	0	73	3	1	
Non-public Nursery	28	3	0	30	1	0	30	1	0	30	1	0	31	0	0	30	1	0	31	0	0	30	1	0	
Pre-Kindergarten	158	13	3	158	12	4	161	9	4	160	9	5	160	11	3	168	5	1	167	5	2	164	8	2	
Special Education																									
Yes	30	10	3	25	14	4	28	9	6	27	10	6	26	12	5	36	5	2	33	7	3	31	8	4	
No	330	28	3	339	20	2	340	16	5	344	13	4	345	13	3	353	7	1	354	7	0	347	14	0	
English Language Learners																									
Yes	30	4	0	30	4	0	29	4	1	31	2	1	31	3	0	33	1	0	32	2	0	32	2	0	
No	330	34	6	334	30	6	339	21	10	340	21	9	340	22	8	356	11	3	355	12	0	346	20	4	
Free and Reduced Price Meals																									
Yes	190	27	5	190	28	4	192	22	8	195	19	8	193	23	6	211	9	2	207	13	2	201	19	2	
No	170	11	1	174	6	2	176	3	3	176	4	2	178	2	2	178	3	1	180	1	1	177	3	2	
Aggregated Data	360	38	6	364	34	6	368	25	11	371	23	10	371	25	8	389	12	3	387	14	3	378	22	4	

* = fewer than 5

MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Carroll County



MMSR Kindergarten Assessment 2010-2011
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	75	25	0	88	13	0	75	25	0	88	13	0	88	13	0	88	13	0	100	0	0	88	13	0	88	13	0
Asian	96	4	0	92	8	0	92	8	0	100	0	0	98	2	0	100	0	0	100	0	0	100	0	0	100	0	0
African American	84	15	1	82	16	1	82	16	1	85	15	0	91	8	1	92	8	0	97	3	0	93	7	0	93	7	0
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	100	0	0
White	91	8	1	88	10	2	88	10	1	93	6	1	94	4	1	94	6	1	96	3	1	96	3	1	96	3	1
Hispanic	93	6	1	88	12	0	89	10	1	93	7	0	89	11	0	100	0	0	99	1	0	96	4	0	96	4	0
Two or More Races (Non-Hispanic/Latino)	79	17	3	72	21	7	79	14	7	90	7	3	79	17	3	93	3	3	93	7	0	86	10	3	86	10	3
Gender																											
Male	87	12	2	85	13	2	87	12	2	91	8	1	93	5	2	91	9	1	95	4	1	94	5	1	94	5	1
Female	94	5	1	90	9	1	89	10	1	94	5	1	95	4	1	98	2	0	98	2	1	97	3	1	97	3	1
Prior Care																											
Child Care Center	86	11	2	89	10	2	89	9	1	94	5	1	94	5	1	93	6	0	97	3	1	95	4	1	95	4	1
Family Child Care	94	6	0	94	3	3	87	10	3	96	3	1	93	6	1	96	4	0	97	3	0	96	3	1	96	3	1
Head Start	92	8	0	82	15	3	85	12	3	97	3	0	85	15	0	93	7	0	93	7	0	93	7	0	93	7	0
Home / Informal Care	91	9	1	81	16	2	84	14	2	90	9	2	93	5	2	94	5	1	95	4	1	94	5	1	94	5	1
Non-public Nursery	96	4	0	94	6	0	92	7	0	95	4	0	98	2	0	95	5	0	99	1	0	98	1	0	98	1	0
Pre-Kindergarten	85	12	3	79	18	3	82	15	3	87	11	2	89	8	3	93	5	2	93	6	1	92	6	2	92	6	2
Special Education																											
Yes	73	20	7	64	28	8	70	21	8	74	18	8	75	14	11	84	11	5	82	14	4	79	14	7	79	14	7
No	93	7	0	91	9	1	90	9	1	95	5	0	96	4	0	95	5	0	98	2	0	98	2	0	98	2	0
English Language Learners																											
Yes	97	0	3	68	32	0	74	26	0	84	16	0	74	26	0	100	0	0	100	0	0	94	6	0	94	6	0
No	90	8	1	88	10	2	88	10	1	93	6	1	94	4	1	94	5	1	96	3	0	95	4	1	95	4	1
Free and Reduced Price Meals																											
Yes	88	10	2	78	18	3	82	16	2	90	9	1	87	11	2	93	6	1	94	6	0	92	7	1	92	7	1
No	91	8	1	90	9	1	90	9	1	93	6	1	96	3	1	94	5	1	97	2	1	96	3	1	96	3	1
Aggregated Data	91	8	1	88	11	2	88	11	1	93	6	1	94	5	1	94	5	1	97	3	1	95	4	1	95	4	1

* = fewer than 5

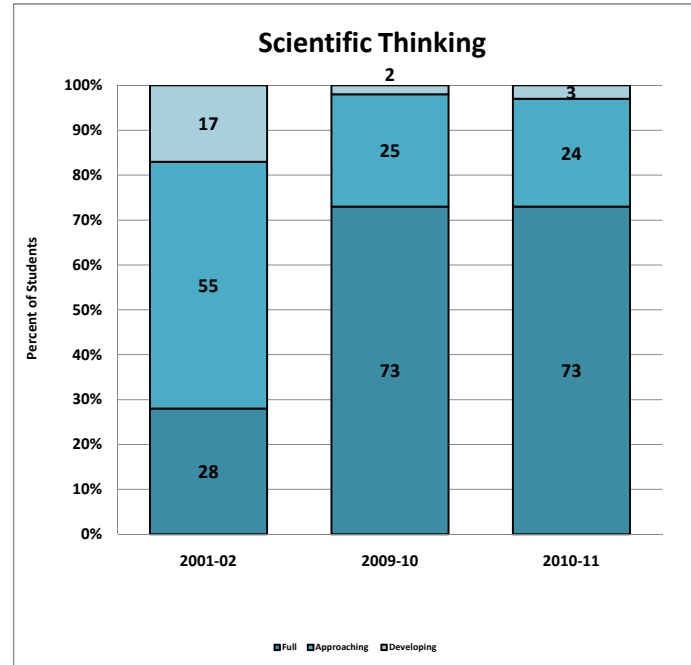
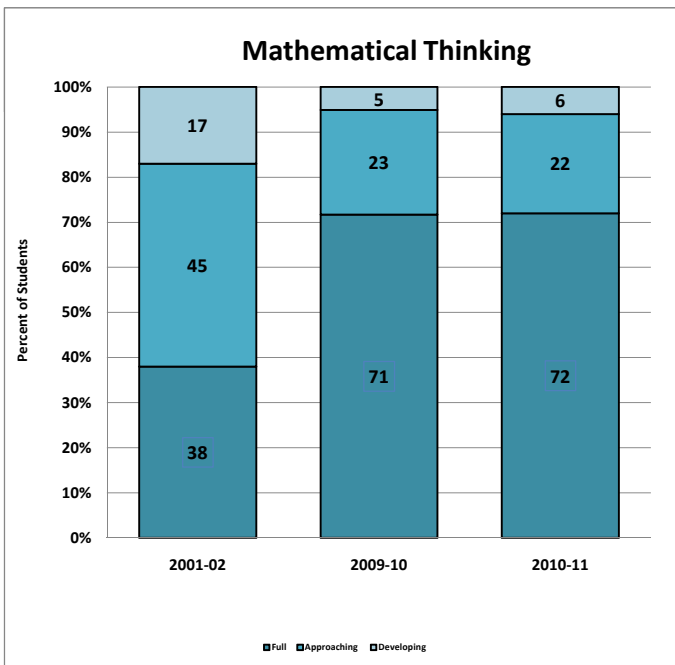
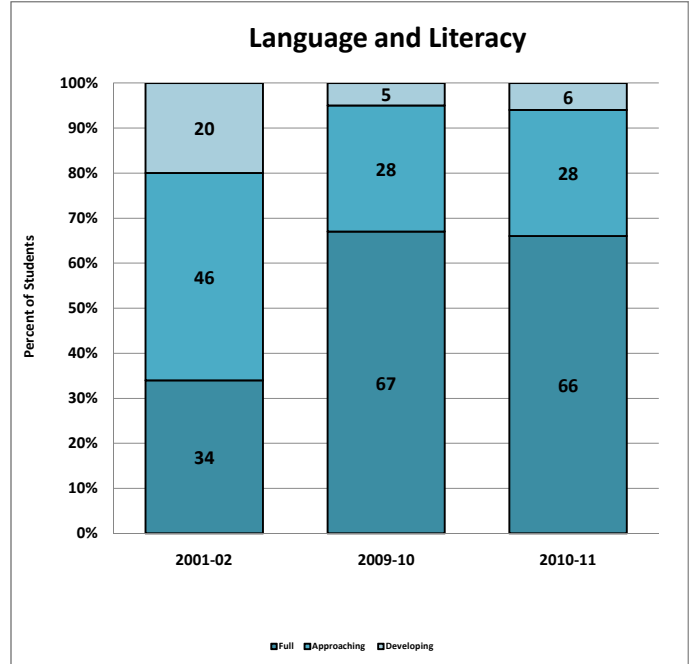
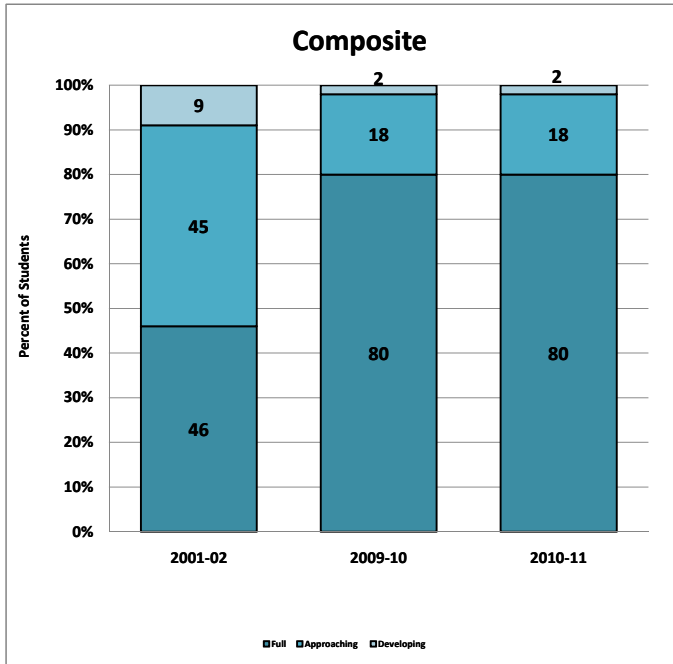
May not total 100% due to rounding.

Carroll County - Number of Kindergarten Students

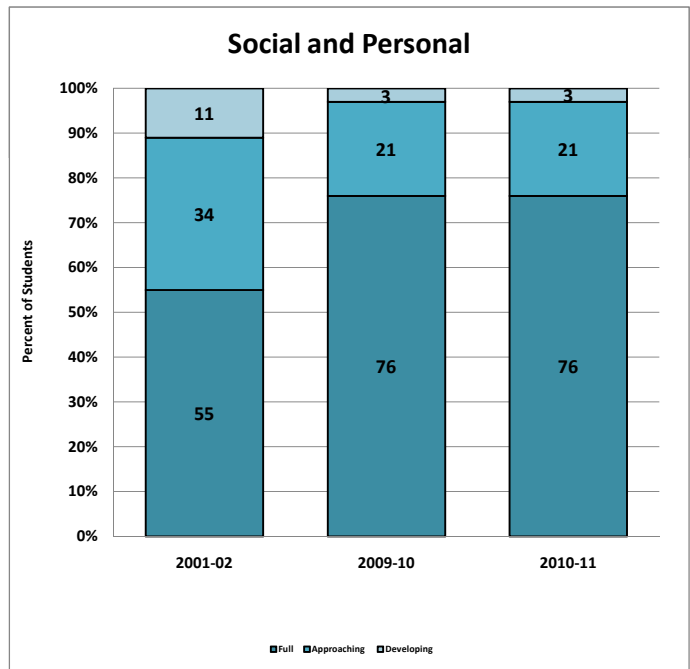
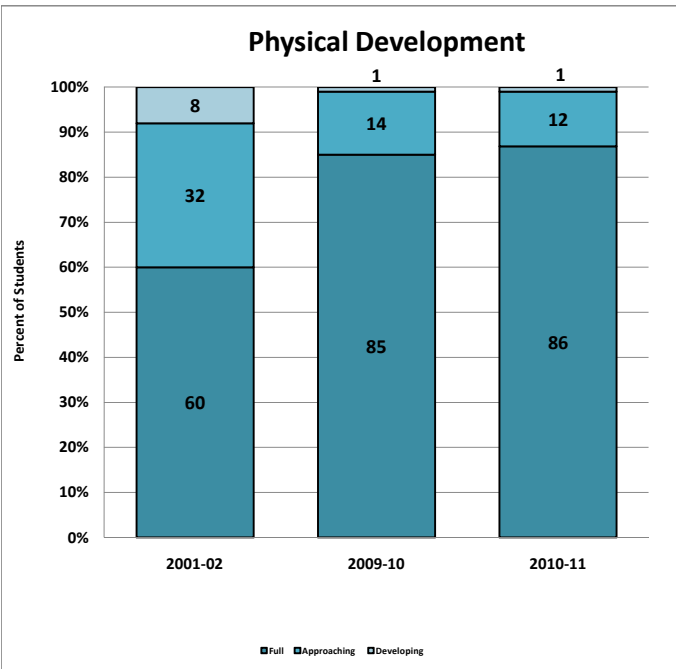
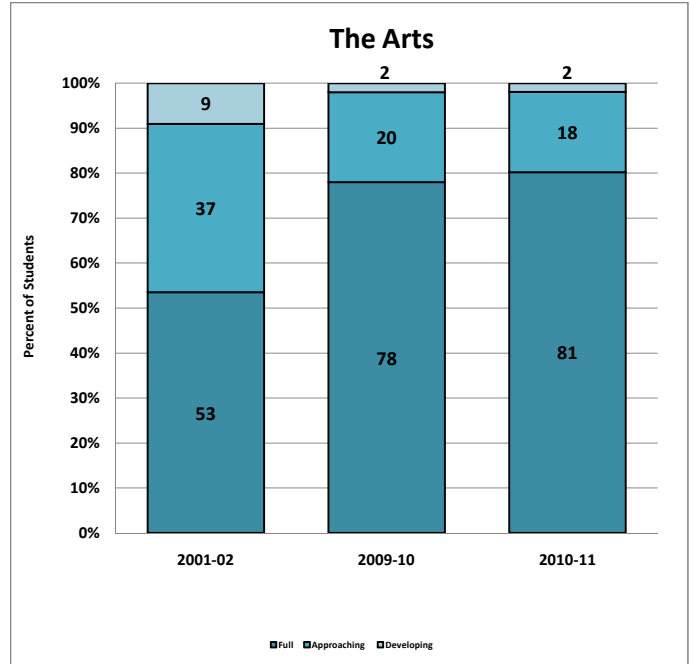
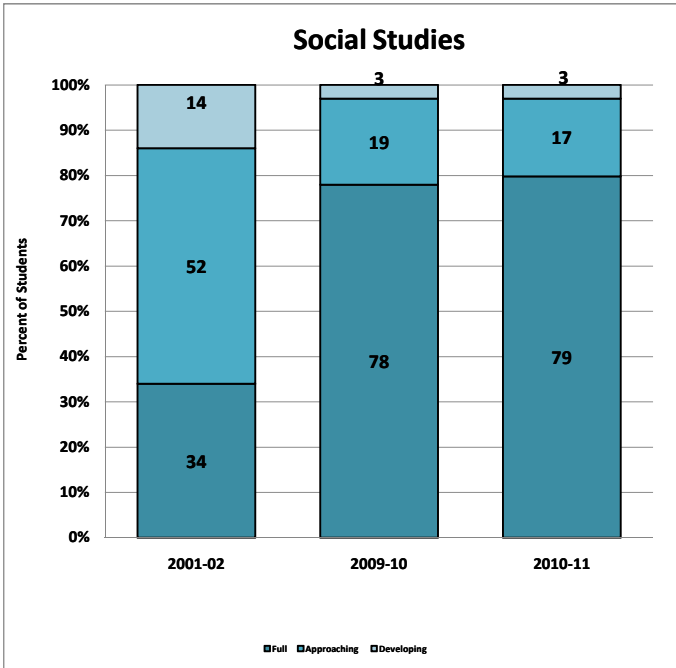
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	6	2	0	7	1	0	6	2	0	7	1	0	7	1	0	7	1	0	8	0	0	7	1	0
Asian	49	2	0	47	4	0	47	4	0	51	0	0	50	1	0	51	0	0	51	0	0	51	0	0
African American	62	11	1	61	12	1	61	12	1	63	11	0	67	6	1	68	6	0	72	2	0	69	5	0
Native Hawaiian/Pacific Islander	6	0	0	6	0	0	6	0	0	6	0	0	6	0	0	6	0	0	6	0	0	6	0	0
White	1,440	126	20	1,396	163	27	1,399	164	23	1,473	95	18	1,498	66	22	1,485	90	11	1,527	49	10	1,515	55	16
Hispanic	77	5	1	73	10	0	74	8	1	77	6	0	74	9	0	83	0	0	82	1	0	80	3	0
Two or More Races	23	5	1	21	6	2	23	4	2	26	2	1	23	5	1	27	1	1	27	2	0	25	3	1
Gender																								
Male	794	108	14	778	116	22	796	106	14	836	71	9	853	48	15	829	79	8	872	39	5	864	43	9
Female	869	43	9	833	80	8	820	88	13	867	44	10	872	40	9	898	19	4	901	15	5	889	24	8
Prior Care																								
Child Care Center	362	48	10	372	41	7	374	40	6	396	20	4	395	22	3	392	26	2	406	11	3	400	16	4
Family Child Care	67	4	0	67	2	2	62	7	2	68	2	1	66	4	1	68	3	0	69	2	0	68	2	1
Head Start	55	5	0	49	9	2	51	7	2	58	2	0	51	9	0	56	4	0	56	4	0	56	4	0
Home / Informal Care	292	28	2	261	53	8	270	47	5	289	28	5	300	15	7	303	17	2	307	12	3	303	15	4
Non-public Nursery	608	25	2	600	35	0	586	46	3	605	28	2	621	13	1	606	29	0	630	5	0	625	9	1
Pre-Kindergarten	253	36	8	234	53	10	244	45	8	258	33	6	264	23	10	276	14	7	276	18	3	272	19	6
Special Education																								
Yes	148	40	15	130	56	17	143	43	17	151	35	17	152	29	22	171	22	10	166	29	8	160	28	15
No	1,515	111	8	1,481	140	13	1,473	151	10	1,552	80	2	1,573	59	2	1,556	76	2	1,607	25	2	1,593	39	2
English Language Learners																								
Yes	30	0	1	21	10	0	23	8	0	26	5	0	23	8	0	31	0	0	31	0	0	29	2	0
No	1633	151	22	1590	186	30	1593	186	27	1677	110	19	1702	80	24	1696	98	12	1742	54	0	1724	65	17
Free and Reduced Price Meals																								
Yes	329	40	7	293	70	13	306	61	9	337	35	4	328	41	7	349	23	4	354	21	1	345	27	4
No	1,334	111	16	1,318	126	17	1,310	133	18	1,366	80	15	1,397	47	17	1,378	75	8	1,419	33	9	1,408	40	13
Aggregated Data	1,663	151	23	1,611	196	30	1,616	194	27	1,703	115	19	1,725	88	24	1,727	98	12	1,773	54	10	1,753	67	17

* = fewer than 5

MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Cecil County



MMSR Kindergarten Assessment 2010-2011
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	71	29	0	57	43	0	57	29	14	57	43	0	86	14	0	86	14	0	86	14	0	71	29	0
Asian	75	25	0	88	13	0	100	0	0	75	25	0	100	0	0	88	13	0	100	0	0	100	0	0
African American	70	27	3	51	39	10	65	28	7	55	39	5	66	30	4	64	35	1	79	19	2	67	30	3
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	76	20	3	69	26	5	73	20	6	75	22	3	81	15	3	82	16	2	87	12	1	81	17	2
Hispanic	75	21	4	58	34	8	64	34	3	68	30	3	69	30	1	79	21	0	88	12	0	78	22	0
Two or More Races (Non-Hispanic/Latino)	79	18	4	67	26	7	72	16	12	74	19	7	81	14	5	81	18	2	86	12	2	84	11	5
Gender																								
Male	69	26	4	60	33	7	68	25	6	70	26	4	77	19	4	76	22	2	82	16	2	77	20	3
Female	83	15	2	74	22	4	76	17	6	76	21	2	82	16	2	86	13	1	91	8	1	84	14	2
Prior Care																								
Child Care Center	82	15	4	79	17	4	76	21	3	82	17	1	86	14	0	82	18	1	85	14	1	86	13	1
Family Child Care	69	24	7	61	28	11	69	20	11	67	28	6	76	17	7	80	20	0	81	15	4	70	24	6
Head Start	72	23	5	54	33	13	59	26	15	54	38	8	64	33	3	72	28	0	72	26	3	62	38	0
Home / Informal Care	71	26	3	53	40	7	63	31	6	64	34	3	76	21	4	74	24	2	85	14	1	74	24	2
Non-public Nursery	81	16	3	78	21	1	83	14	3	86	13	2	86	14	0	91	9	0	95	5	0	89	11	0
Pre-Kindergarten	76	21	3	68	26	6	75	18	7	74	22	4	79	16	4	82	15	3	87	11	2	82	15	3
Special Education																								
Yes	62	30	8	42	41	17	54	27	19	53	31	16	58	27	15	68	22	9	66	26	8	61	26	13
No	77	20	3	69	26	5	74	21	5	75	23	2	82	16	2	82	17	1	89	11	1	82	17	1
English Language Learners																								
Yes	85	12	4	42	42	15	69	23	8	58	38	4	58	38	4	77	23	0	92	8	0	69	31	0
No	76	21	3	67	27	6	72	22	6	73	24	3	80	17	3	81	18	2	86	13	0	80	17	2
Free and Reduced Price Meals																								
Yes	71	26	3	57	33	10	65	26	9	62	32	5	69	23	8	74	24	3	82	15	2	71	25	4
No	78	19	3	69	26	4	74	20	6	76	21	2	83	16	2	83	16	1	87	11	1	83	15	2
Aggregated Data	76	21	3	66	28	6	72	22	6	73	24	3	79	17	3	81	18	2	86	12	1	80	18	2

* = fewer than 5

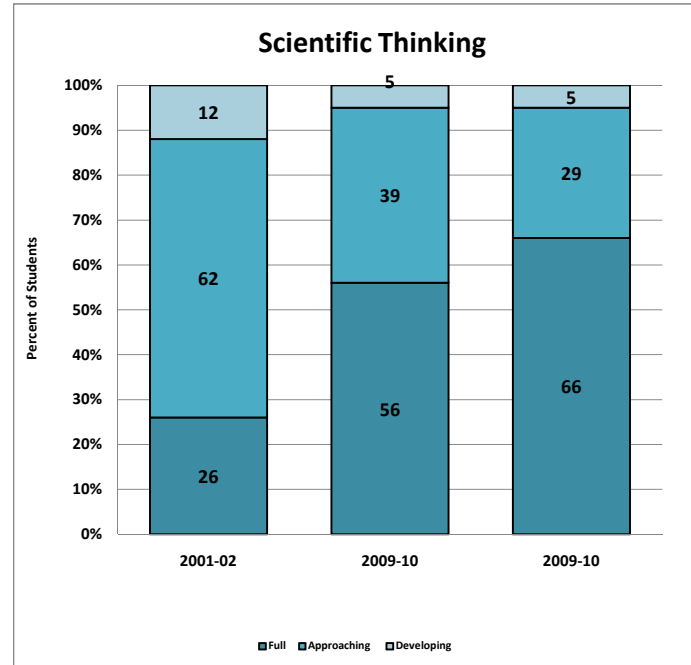
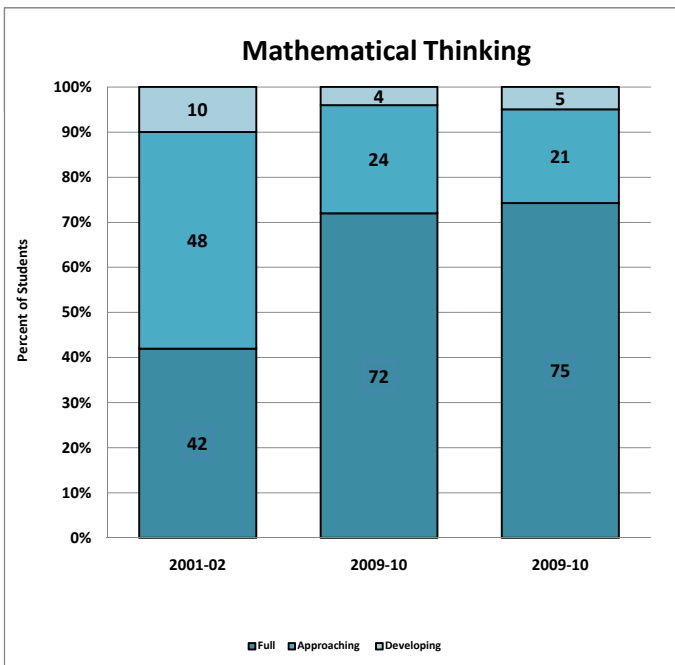
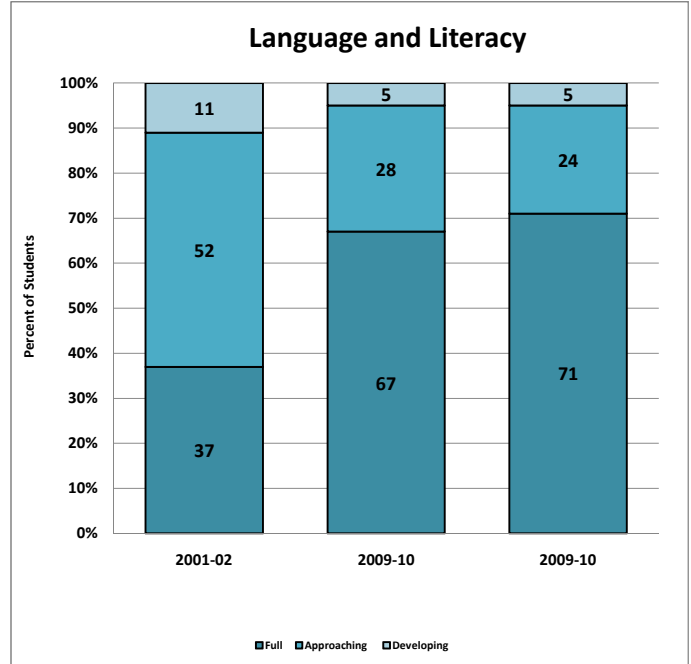
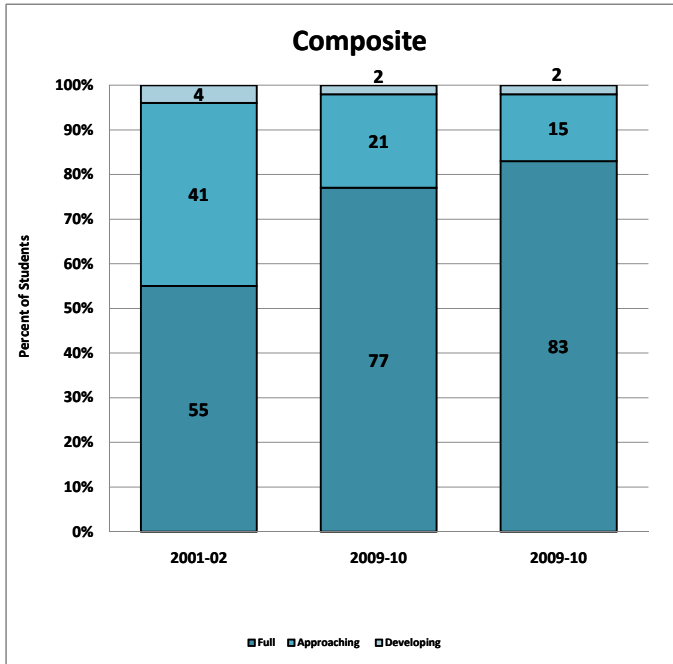
May not total 100% due to rounding.

Cecil County - Number of Kindergarten Students

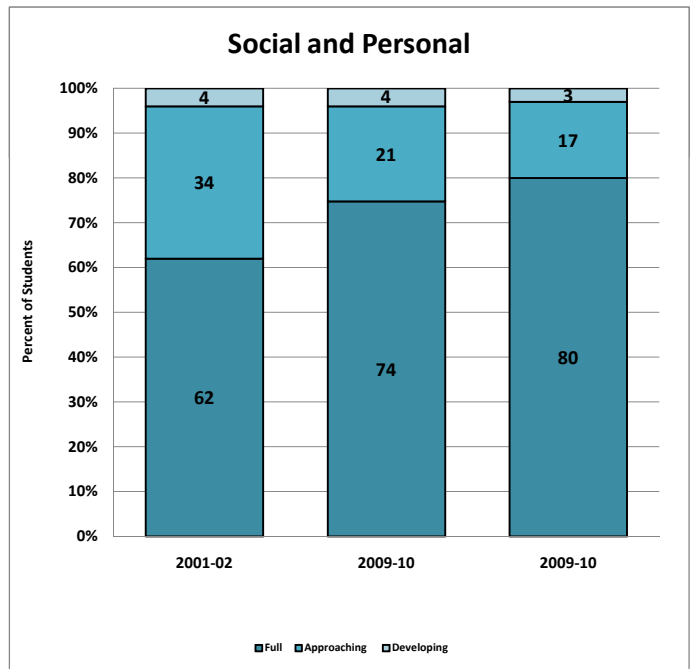
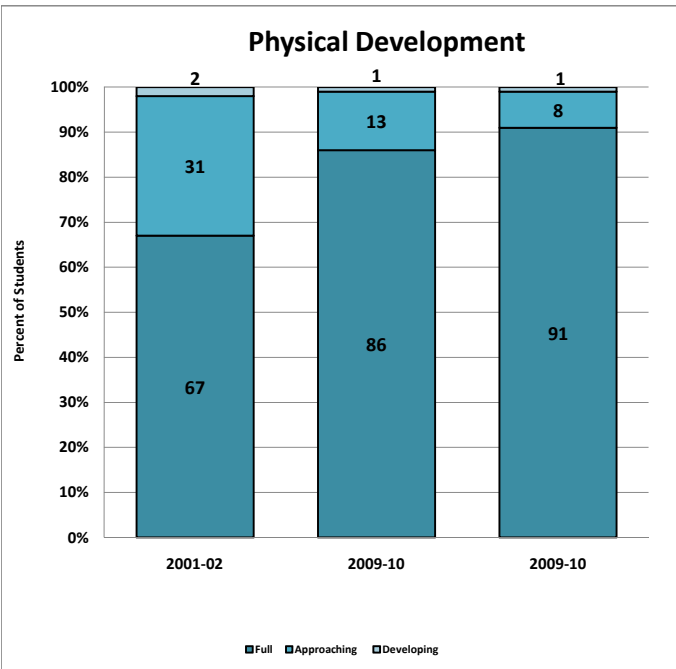
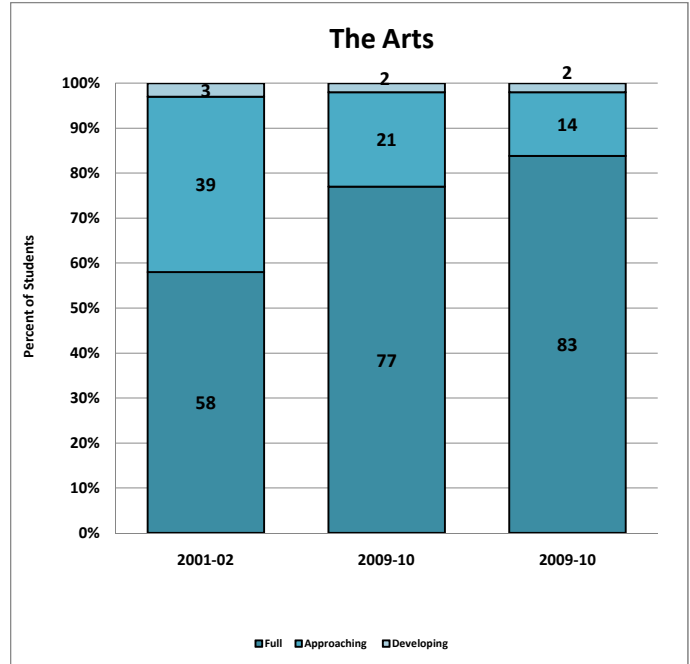
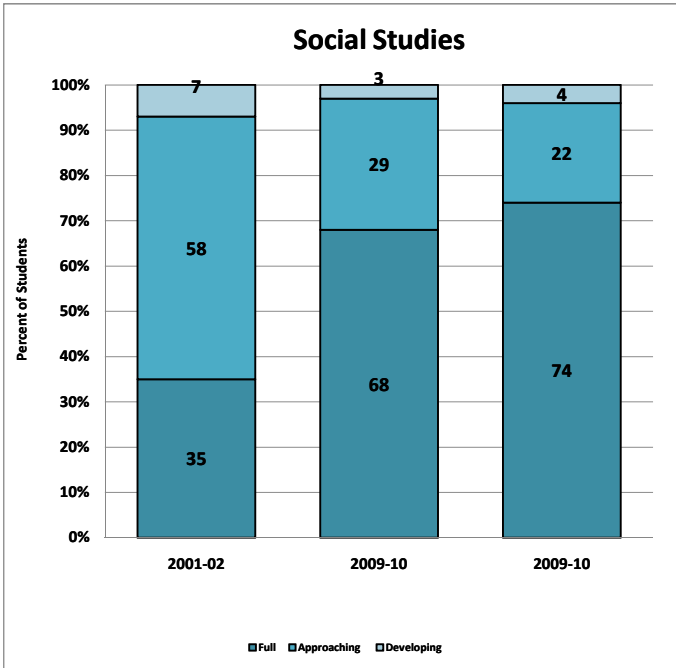
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	5	2	0	4	3	0	4	2	1	4	3	0	6	1	0	6	1	0	6	1	0	5	2	0	
Asian	6	2	0	7	1	0	8	0	0	6	2	0	8	0	0	7	1	0	8	0	0	8	0	0	
African American	66	25	3	48	37	9	61	26	7	52	37	5	62	28	4	60	33	1	74	18	2	63	28	3	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	665	177	29	597	228	46	640	177	54	657	191	23	709	134	28	718	136	17	755	103	13	708	144	19	
Hispanic	58	16	3	45	26	6	49	26	2	52	23	2	53	23	1	61	16	0	68	9	0	60	17	0	
Two or More Races	45	10	2	38	15	4	41	9	7	42	11	4	46	8	3	46	10	1	49	7	1	48	6	3	
Gender																									
Male	414	156	26	357	196	43	407	151	38	417	157	22	460	111	25	451	132	13	487	97	12	458	122	16	
Female	431	76	11	382	114	22	396	89	33	396	110	12	424	83	11	447	65	6	473	41	4	434	75	9	
Prior Care																									
Child Care Center	137	25	6	133	29	6	128	35	5	138	28	2	144	24	0	137	30	1	143	24	1	145	21	2	
Family Child Care	37	13	4	33	15	6	37	11	6	36	15	3	41	9	4	43	11	0	44	8	2	38	13	3	
Head Start	28	9	2	21	13	5	23	10	6	21	15	3	25	13	1	28	11	0	28	10	1	24	15	0	
Home / Informal Care	187	68	7	139	105	18	164	81	17	167	88	7	198	54	10	193	63	6	223	36	3	195	62	5	
Non-public Nursery	90	18	3	87	23	1	92	16	3	95	14	2	95	16	0	101	10	0	105	6	0	99	12	0	
Pre-Kindergarten	363	99	15	324	124	29	357	86	34	354	106	17	379	77	21	393	72	12	414	54	9	389	73	15	
Special Education																									
Yes	73	35	9	49	48	20	63	32	22	62	36	19	68	32	17	80	26	11	77	31	9	71	31	15	
No	772	197	28	690	262	45	740	208	49	751	231	15	816	162	19	818	171	8	883	107	7	821	166	10	
English Language Learners																									
Yes	22	3	1	11	11	4	18	6	2	15	10	1	15	10	1	20	6	0	24	2	0	18	8	0	
No	823	229	36	728	299	61	785	234	69	798	257	33	869	184	35	878	191	19	936	136	0	874	189	25	
Free and Reduced Price Meals																									
Yes	189	71	8	152	89	27	174	70	24	167	87	14	185	62	21	197	63	8	221	41	6	191	67	10	
No	656	161	29	587	221	38	629	170	47	646	180	20	699	132	15	701	134	11	739	97	10	701	130	15	
Aggregated Data	845	232	37	739	310	65	803	240	71	813	267	34	884	194	36	898	197	19	960	138	16	892	197	25	

* = fewer than 5

MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Charles County



MMSR Kindergarten Assessment 2010-2011
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	100	0	0	83	17	0	100	0	0	83	17	0	83	17	0	100	0	0	100	0	0	100	0	0	100	0	0			
Asian	85	10	4	58	33	8	75	19	6	67	23	10	65	25	10	79	15	6	96	2	2	79	17	4	79	17	4			
African American	77	20	3	68	27	6	70	25	5	63	31	6	72	23	5	84	14	2	89	10	1	81	16	3	81	16	3			
Native Hawaiian/Pacific Islander	100	0	0	83	17	0	67	33	0	83	17	0	100	0	0	67	33	0	100	0	0	100	0	0	100	0	0	100	0	0
White	82	16	3	77	20	4	81	16	3	72	25	3	77	22	2	85	13	2	92	7	1	85	15	1	85	15	1			
Hispanic	82	15	3	63	30	6	68	24	8	55	36	9	70	23	7	82	15	3	88	10	3	78	17	5	78	17	5			
Two or More Races (Non-Hispanic/Latino)	83	13	4	78	18	3	83	13	4	70	28	3	81	18	1	78	20	3	93	7	0	90	8	2	90	8	2			
Gender																														
Male	74	22	4	68	26	6	73	21	6	64	30	6	72	24	5	76	20	4	88	11	2	78	18	3	78	18	3			
Female	86	12	1	74	22	3	77	20	3	69	28	4	76	21	3	92	8	1	94	6	0	87	11	1	87	11	1			
Prior Care																														
Child Care Center	79	17	5	75	23	2	79	21	1	68	31	1	74	24	2	84	13	3	91	9	0	85	15	0	85	15	0			
Family Child Care	86	14	0	75	20	5	76	20	4	66	30	4	77	22	1	81	18	1	91	9	0	84	14	3	84	14	3			
Head Start	80	16	4	66	29	5	69	26	5	60	32	8	72	22	6	88	11	1	91	7	2	82	14	4	82	14	4			
Home / Informal Care	78	18	4	57	32	11	64	23	13	56	33	11	61	30	9	75	18	6	85	13	2	70	25	5	70	25	5			
Non-public Nursery	86	13	1	80	19	1	82	15	3	73	26	2	82	17	1	90	9	1	95	4	1	92	8	0	92	8	0			
Pre-Kindergarten	79	18	3	71	24	5	75	21	5	67	28	5	74	21	4	83	15	2	90	8	1	83	15	3	83	15	3			
Special Education																														
Yes	61	28	10	48	28	23	53	28	19	43	37	20	47	33	20	65	26	9	70	22	8	56	29	14	56	29	14			
No	82	16	2	73	24	3	77	20	3	69	28	3	77	21	2	85	13	2	93	7	0	86	13	1	86	13	1			
English Language Learners																														
Yes	70	26	4	22	65	13	35	43	22	35	35	30	43	30	26	65	26	9	87	9	4	43	48	9	43	48	9			
No	80	17	3	72	24	5	75	20	4	67	29	5	74	22	4	84	14	2	91	8	4	83	15	2	83	15	2			
Free and Reduced Price Meals																														
Yes	76	21	3	61	31	8	65	27	7	58	33	9	68	26	6	82	15	3	87	12	1	75	21	4	75	21	4			
No	82	15	3	77	20	3	80	17	3	71	26	3	77	20	3	84	13	2	92	6	1	87	12	1	87	12	1			
Aggregated Data	80	17	3	71	24	5	75	21	5	66	29	5	74	22	4	83	14	2	91	8	1	83	15	2	83	15	2			

* = fewer than 5

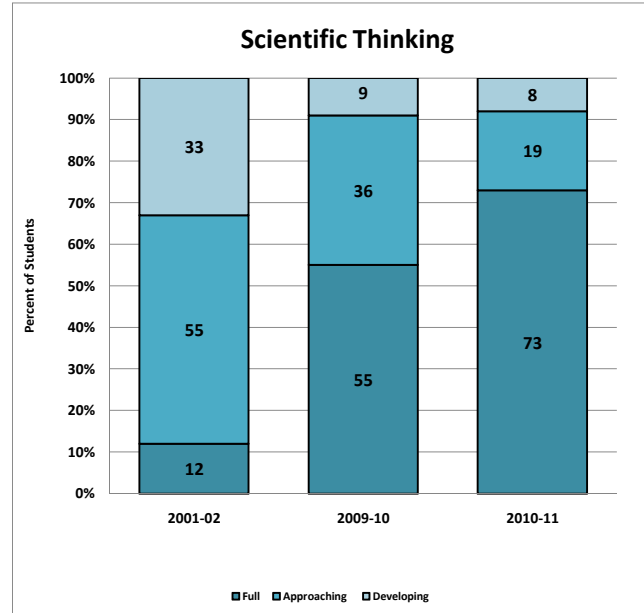
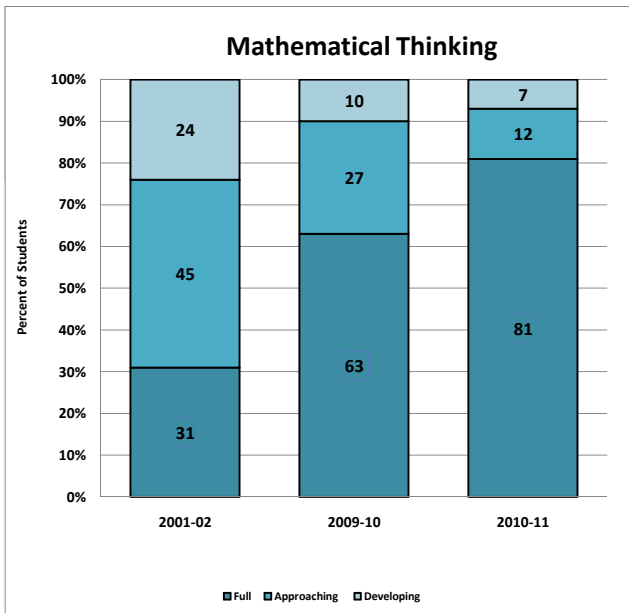
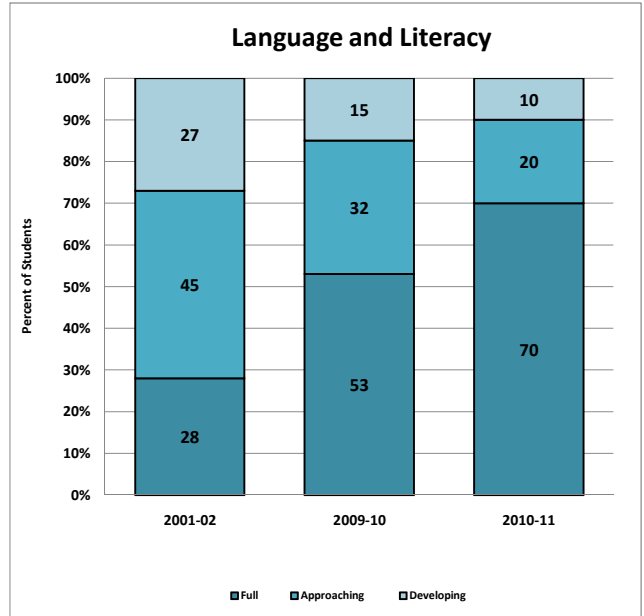
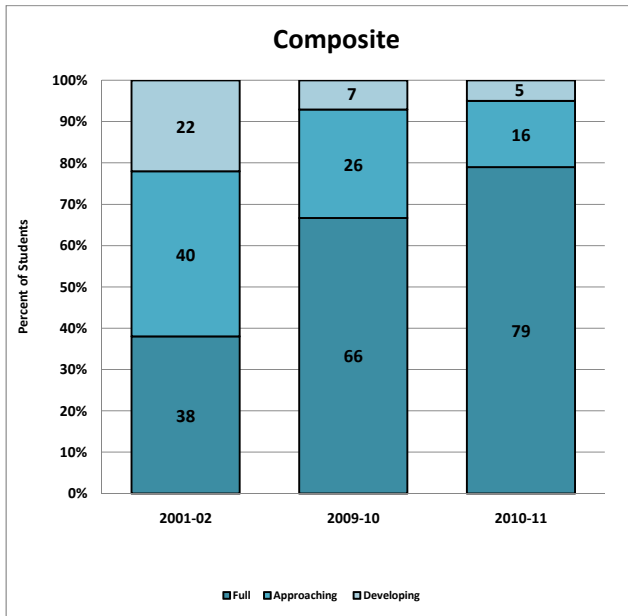
May not total 100% due to rounding.

Charles County - Number of Kindergarten Students

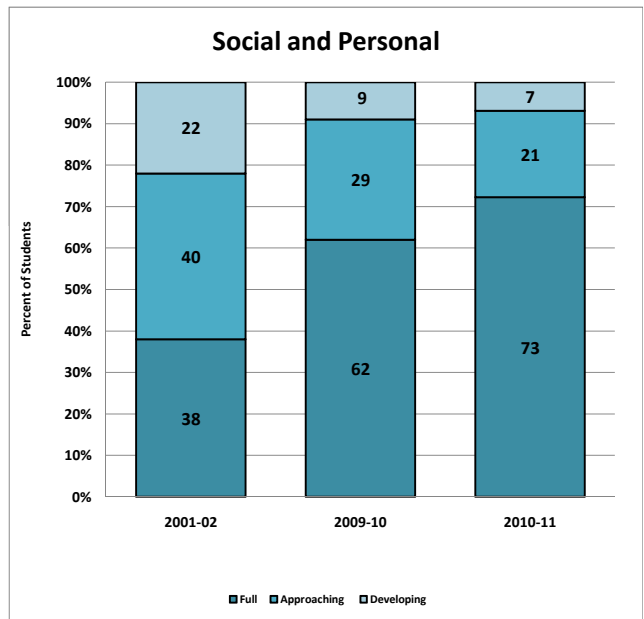
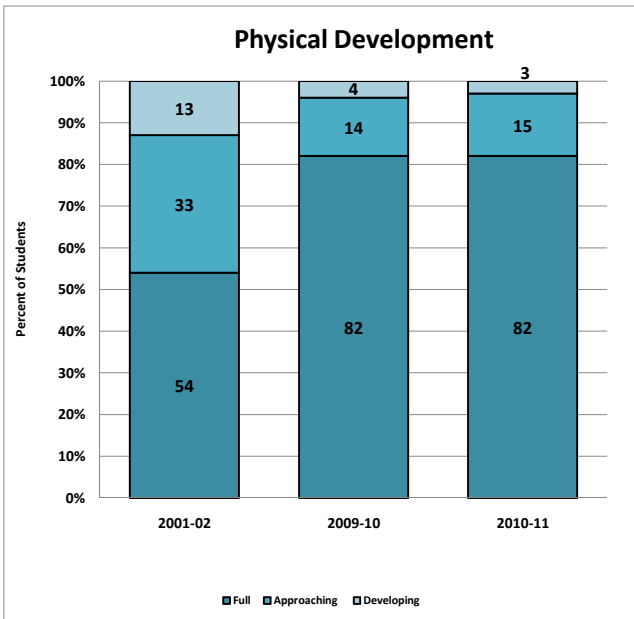
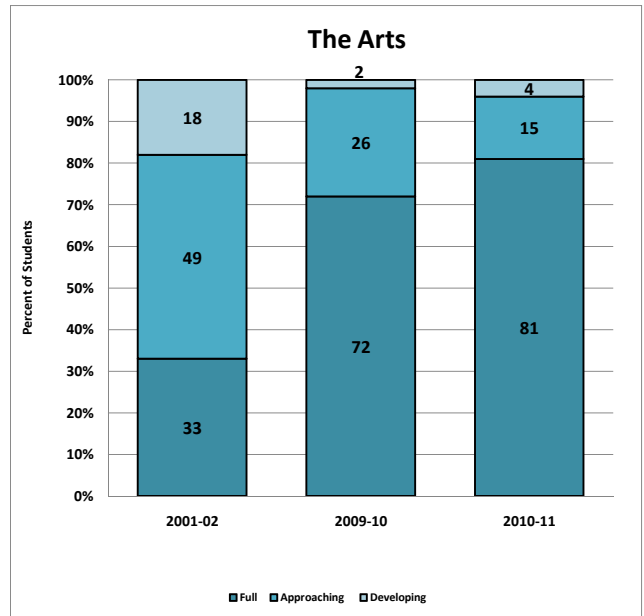
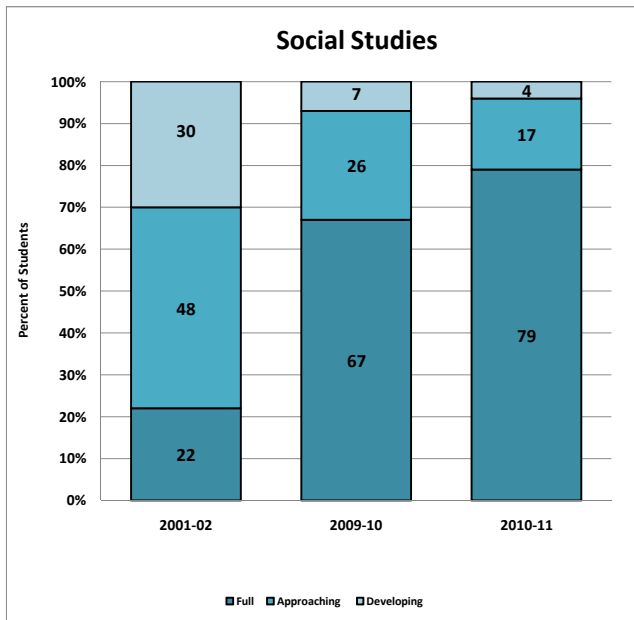
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite					
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing			
Race/Ethnicity																											
American Indian/Alaskan Native	6	0	0	5	1	0	6	0	0	5	1	0	5	1	0	6	0	0	6	0	0	6	0	0	6	0	0
Asian	41	5	2	28	16	4	36	9	3	32	11	5	31	12	5	38	7	3	46	1	1	38	8	2			
African American	612	157	23	535	212	45	554	195	43	496	245	51	570	184	38	663	111	18	706	76	10	639	128	25			
Native Hawaiian/Pacific Islander	6	0	0	5	1	0	4	2	0	5	1	0	6	0	0	4	2	0	6	0	0	6	0	0			
White	456	88	14	428	110	20	452	91	15	403	141	14	427	120	11	474	71	13	513	40	5	474	81	3			
Hispanic	92	17	3	71	34	7	76	27	9	62	40	10	78	26	8	92	17	3	98	11	3	87	19	6			
Two or More Races	100	15	5	94	22	4	100	15	5	84	33	3	97	22	1	93	24	3	112	8	0	108	10	2			
Gender																											
Male	622	183	35	570	217	53	614	178	48	537	250	53	602	198	40	635	170	35	736	89	15	658	155	27			
Female	691	99	12	596	179	27	614	161	27	550	222	30	612	167	23	735	62	5	751	47	4	700	91	11			
Prior Care																											
Child Care Center	191	40	11	181	55	6	190	50	2	164	75	3	180	58	4	203	31	8	220	21	1	205	36	1			
Family Child Care	68	11	0	59	16	4	60	16	3	52	24	3	61	17	1	64	14	2	72	7	0	66	11	2			
Head Start	80	16	4	66	29	5	69	26	5	60	32	8	72	22	6	88	11	1	91	7	2	82	14	4			
Home / Informal Care	123	29	6	90	50	18	101	37	20	88	52	18	97	47	14	119	29	10	134	21	3	111	39	8			
Non-public Nursery	148	22	2	138	32	2	141	26	5	125	44	3	141	29	2	154	16	2	164	7	1	158	14	0			
Pre-Kindergarten	696	162	24	627	210	45	660	182	40	592	243	47	657	189	36	735	129	18	797	73	12	729	130	23			
Special Education																											
Yes	100	46	17	79	46	38	87	45	31	70	61	32	77	53	33	106	43	14	114	36	13	92	48	23			
No	1,213	236	30	1,087	350	42	1,141	294	44	1,017	411	51	1,137	312	30	1,264	189	26	1,373	100	6	1,266	198	15			
English Language Learners																											
Yes	16	6	1	5	15	3	8	10	5	8	8	7	10	7	6	15	6	2	20	2	1	10	11	2			
No	1297	276	46	1161	381	77	1220	329	70	1079	464	76	1204	358	57	1355	226	38	1467	134	1	1348	235	36			
Free and Reduced Price Meals																											
Yes	451	124	20	363	186	46	389	163	43	346	196	53	406	156	33	487	92	16	519	69	7	449	122	24			
No	862	158	27	803	210	34	839	176	32	741	276	30	808	209	30	883	140	24	968	67	12	909	124	14			
Aggregated Data	1,313	282	47	1,166	396	80	1,228	339	75	1,087	472	83	1,214	365	63	1,370	232	40	1,487	136	19	1,358	246	38			

* = fewer than 5

MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Dorchester County



**MMSR Kindergarten Assessment 2010-2011
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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	69	24	7	68	18	14	73	16	12	67	22	11	79	16	6	80	15	5	79	17	5	75	17	7	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	77	18	5	73	23	4	89	8	3	80	16	4	82	17	2	82	15	3	85	14	1	84	14	2	
Hispanic	65	30	5	65	20	15	75	15	10	60	25	15	70	20	10	70	25	5	90	10	0	65	25	10	
Two or More Races (Non-Hispanic/Latino)	74	10	16	71	16	13	77	16	6	74	19	6	77	16	6	84	10	6	81	13	6	81	10	10	
Gender																									
Male	71	21	8	69	20	11	81	12	7	73	18	9	78	16	6	80	13	7	81	15	3	76	17	6	
Female	75	20	5	71	21	8	81	12	7	74	20	6	80	18	2	82	16	1	84	14	2	82	14	4	
Prior Care																									
Child Care Center	67	30	2	74	23	2	86	12	2	70	28	2	79	21	0	84	14	2	84	16	0	84	16	0	
Family Child Care	72	19	9	72	22	6	81	13	6	78	16	6	75	22	3	84	16	0	75	22	3	69	28	3	
Head Start	65	26	10	58	21	21	66	18	16	60	24	16	69	21	10	68	26	6	81	11	8	66	21	13	
Home / Informal Care	72	21	7	72	19	9	84	11	5	75	17	8	78	17	5	78	16	5	81	18	1	80	16	4	
Non-public Nursery	83	17	0	83	17	0	83	17	0	83	17	0	83	17	0	100	0	0	100	0	0	83	17	0	
Pre-Kindergarten	83	12	5	73	19	8	86	9	5	82	14	4	90	8	3	91	5	4	87	10	3	90	5	5	
Special Education																									
Yes	76	12	12	82	6	12	82	12	6	82	12	6	82	12	6	88	12	0	82	12	6	88	0	12	
No	73	21	6	69	21	10	81	12	7	73	19	8	79	17	4	81	15	4	82	15	3	79	17	5	
English Language Learners																									
Yes	58	33	8	58	8	33	58	17	25	58	8	33	58	25	17	75	17	8	75	25	0	58	25	17	
No	73	20	7	71	21	9	82	12	6	74	19	7	80	16	4	81	15	4	83	14	0	80	15	5	
Free and Reduced Price Meals																									
Yes	70	22	7	68	19	13	76	15	9	69	22	9	77	18	5	78	18	4	81	16	4	75	18	7	
No	79	16	5	75	22	3	91	7	2	84	13	4	85	13	2	88	8	4	87	13	1	88	11	2	
Aggregated Data	73	21	7	70	20	10	81	12	7	73	19	8	79	17	4	81	15	4	82	15	3	79	16	5	

* = fewer than 5

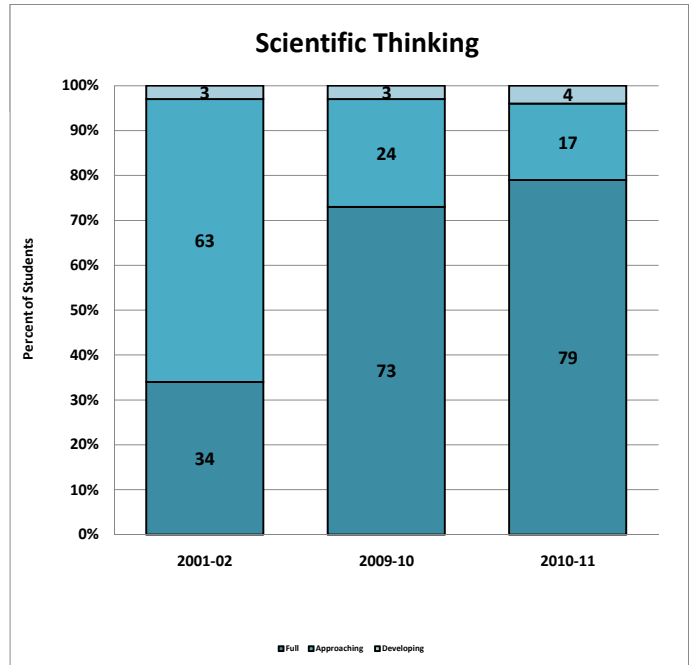
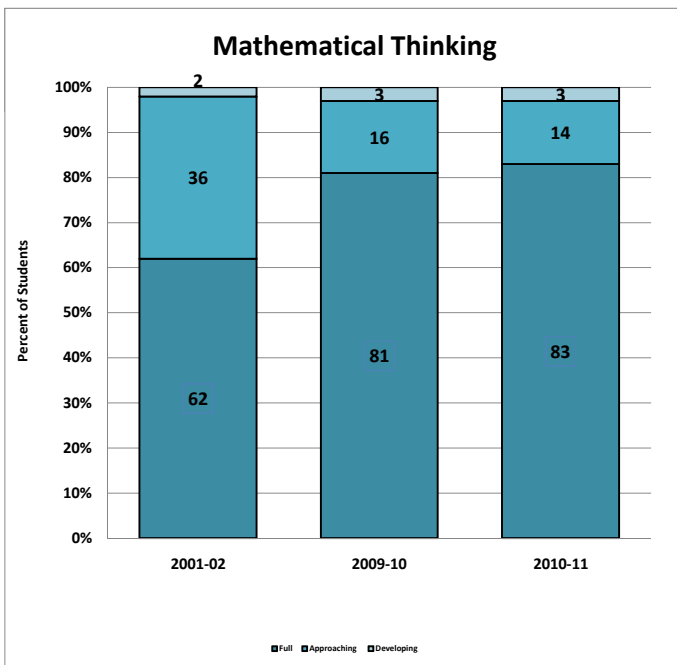
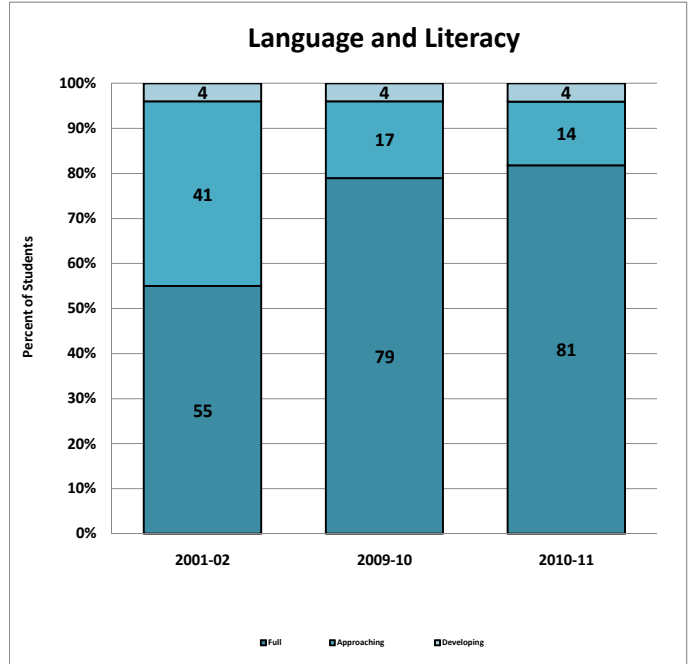
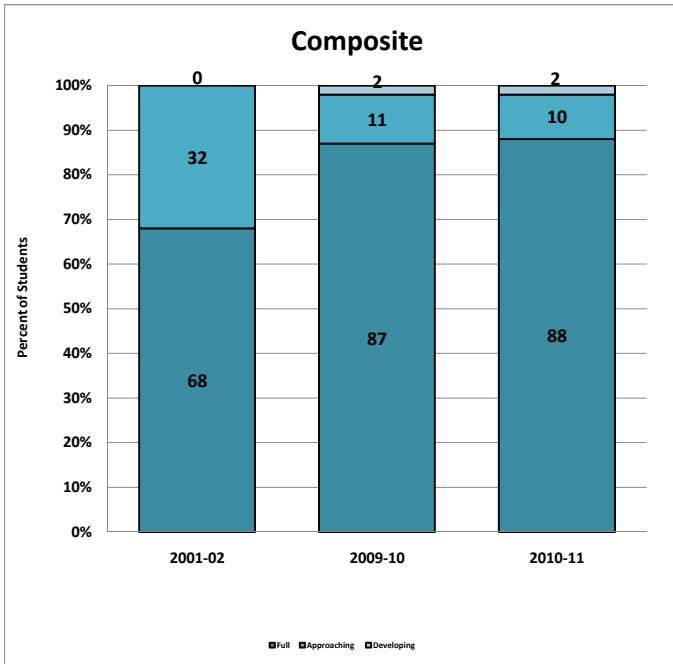
May not total 100% due to rounding.

Dorchester County - Number of Kindergarten Students

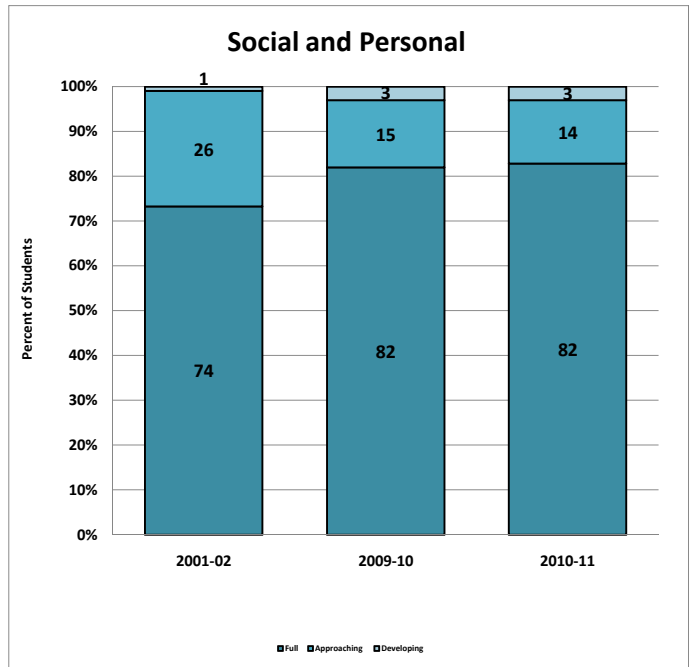
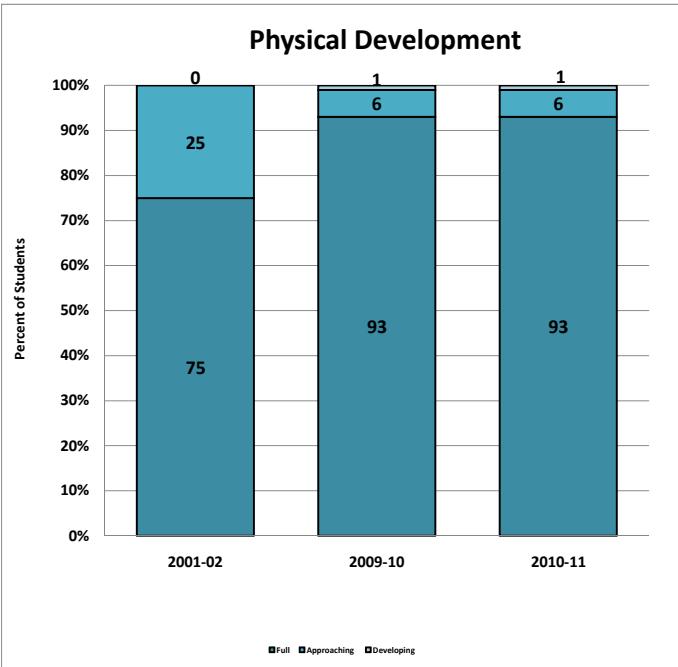
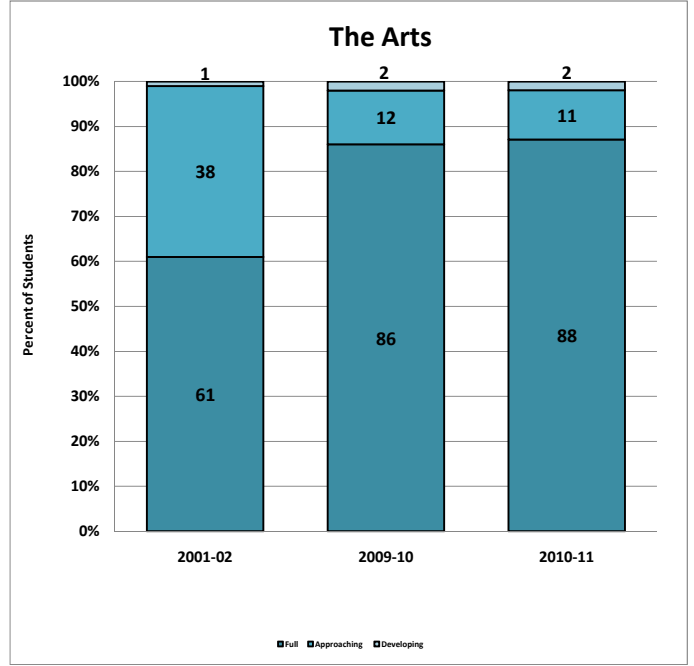
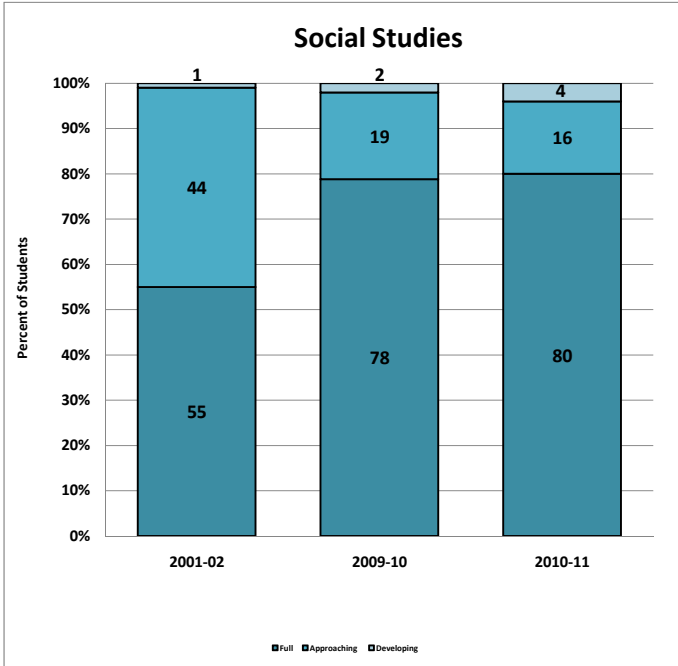
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	84	29	8	82	22	17	88	19	14	81	27	13	95	19	7	97	18	6	95	20	6	91	21	9	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	119	28	8	112	36	7	138	13	4	124	25	6	126	26	3	127	23	5	132	22	1	130	22	3	
Hispanic	13	6	1	13	4	3	15	3	2	12	5	3	14	4	2	14	5	1	18	2	0	13	5	2	
Two or More Races	23	3	5	22	5	4	24	5	2	23	6	2	24	5	2	26	3	2	25	4	2	25	3	3	
Gender																									
Male	127	37	14	123	35	20	144	21	13	130	32	16	139	28	11	142	24	12	145	27	6	136	31	11	
Female	112	31	8	107	32	12	122	19	10	111	31	9	121	27	3	124	25	2	126	22	3	124	21	6	
Prior Care																									
Child Care Center	29	13	1	32	10	1	37	5	1	30	12	1	34	9	0	36	6	1	36	7	0	36	7	0	
Family Child Care	22	6	3	22	7	2	25	4	2	24	5	2	23	7	1	26	5	0	23	7	1	21	9	1	
Head Start	40	16	6	36	13	13	41	11	10	37	15	10	43	13	6	42	16	4	50	7	5	41	13	8	
Home / Informal Care	79	23	8	79	21	10	92	12	6	82	19	9	86	19	5	86	18	6	89	20	1	88	18	4	
Non-public Nursery	5	1	0	5	1	0	5	1	0	5	1	0	5	1	0	6	0	0	6	0	0	5	1	0	
Pre-Kindergarten	65	9	4	57	15	6	67	7	4	64	11	3	70	6	2	71	4	3	68	8	2	70	4	4	
Special Education																									
Yes	13	2	2	14	1	2	14	2	1	14	2	1	14	2	1	15	2	0	14	2	1	15	0	2	
No	226	66	20	216	66	30	252	38	22	227	61	24	246	53	13	251	47	14	257	47	8	245	52	15	
English Language Learners																									
Yes	7	4	1	7	1	4	7	2	3	7	1	4	7	3	2	9	2	1	9	3	0	7	3	2	
No	232	64	21	223	66	28	259	38	20	234	62	21	253	52	12	257	47	13	262	46	0	253	49	15	
Free and Reduced Price Meals																									
Yes	157	51	17	152	44	29	171	33	21	154	50	21	172	41	12	174	41	10	181	36	8	169	41	15	
No	82	17	5	78	23	3	95	7	2	87	13	4	88	14	2	92	8	4	90	13	1	91	11	2	
Aggregated Data	239	68	22	230	67	32	266	40	23	241	63	25	260	55	14	266	49	14	271	49	9	260	52	17	

* = fewer than 5

MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Frederick County



MMSR Kindergarten Assessment 2010-2011
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	67	33	0	50	50	0	67	33	0	50	33	17	67	33	0	83	17	0	83	17	0	67	33	0
Asian	88	9	2	88	9	3	87	11	2	77	20	3	77	20	3	88	9	2	92	7	1	91	7	2
African American	78	17	6	77	19	4	78	19	3	73	22	5	72	24	3	86	13	2	92	7	1	84	14	2
Native Hawaiian/Pacific Islander	86	14	0	100	0	0	86	14	0	86	14	0	100	0	0	86	14	0	100	0	0	100	0	0
White	84	13	3	85	13	3	86	11	3	83	14	3	84	13	3	89	10	1	93	6	1	90	8	2
Hispanic	75	20	5	66	21	13	68	23	8	65	25	10	67	23	10	81	15	4	91	6	3	78	16	6
Two or More Races (Non-Hispanic/Latino)	87	12	1	87	9	4	85	11	5	82	14	4	86	11	3	90	9	1	95	4	1	91	8	1
Gender																								
Male	77	19	4	78	16	5	81	15	4	78	17	5	79	17	4	83	15	2	91	7	2	86	12	3
Female	88	9	2	85	12	4	84	13	3	80	16	4	82	15	3	93	6	1	94	5	1	91	7	2
Prior Care																								
Child Care Center	82	16	2	89	10	1	91	8	1	84	15	1	83	16	0	91	9	0	95	5	0	93	7	0
Family Child Care	80	18	1	86	12	3	87	9	4	84	12	4	88	10	3	91	9	1	93	5	2	90	8	1
Head Start	78	16	6	73	22	5	76	21	3	75	21	4	75	21	4	83	15	2	93	6	1	86	12	2
Home / Informal Care	82	14	4	74	18	8	73	20	7	72	21	7	73	21	6	85	13	3	90	8	1	82	15	3
Non-public Nursery	90	9	1	89	10	1	90	10	0	87	12	1	89	10	1	93	7	1	96	4	0	94	5	0
Pre-Kindergarten	80	16	4	79	15	6	81	14	5	77	17	6	78	16	6	85	12	3	91	7	2	85	11	4
Special Education																								
Yes	56	27	17	52	28	20	58	23	19	57	21	21	54	24	23	66	22	12	69	22	10	63	21	17
No	85	13	2	84	13	3	85	13	2	81	16	3	82	15	2	89	10	1	95	5	1	90	9	1
English Language Learners																								
Yes	75	21	4	60	28	12	62	31	7	59	29	13	60	28	12	79	17	4	88	9	3	74	20	5
No	83	14	3	84	13	3	85	12	3	82	15	3	82	15	3	88	10	1	93	6	3	89	9	2
Free and Reduced Price Meals																								
Yes	76	20	4	70	22	8	72	22	6	71	23	7	71	23	6	83	14	3	90	8	2	81	16	4
No	85	12	3	86	11	3	87	11	2	83	14	3	84	14	3	89	9	1	94	5	1	91	7	2
Aggregated Data	82	14	3	81	14	4	83	14	3	79	17	4	80	16	4	88	11	2	93	6	1	88	10	2

* = fewer than 5

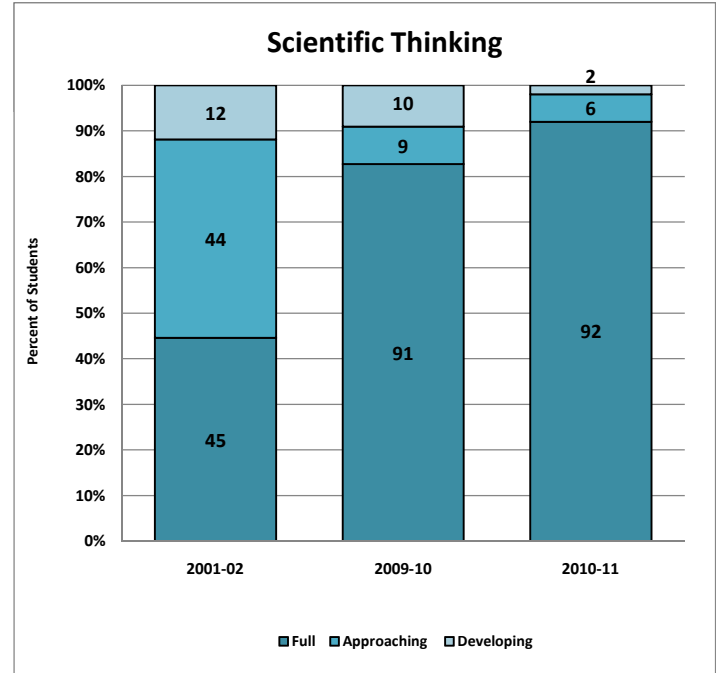
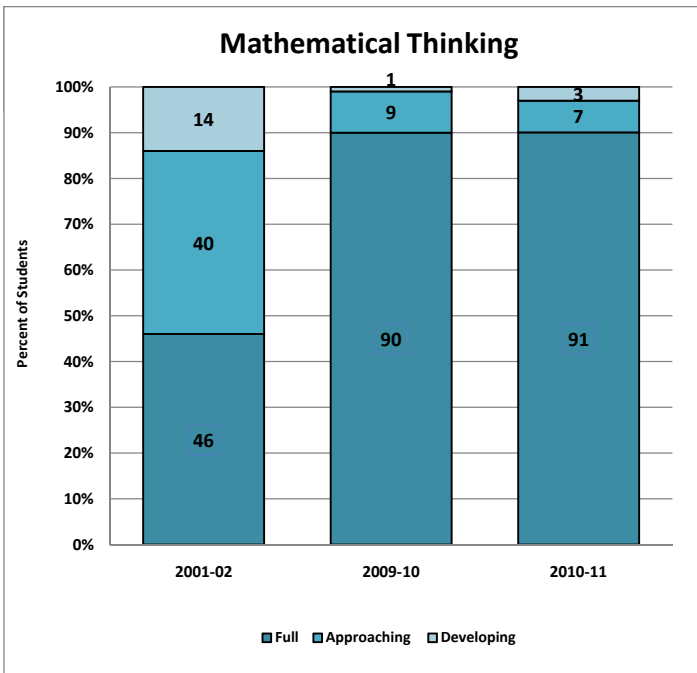
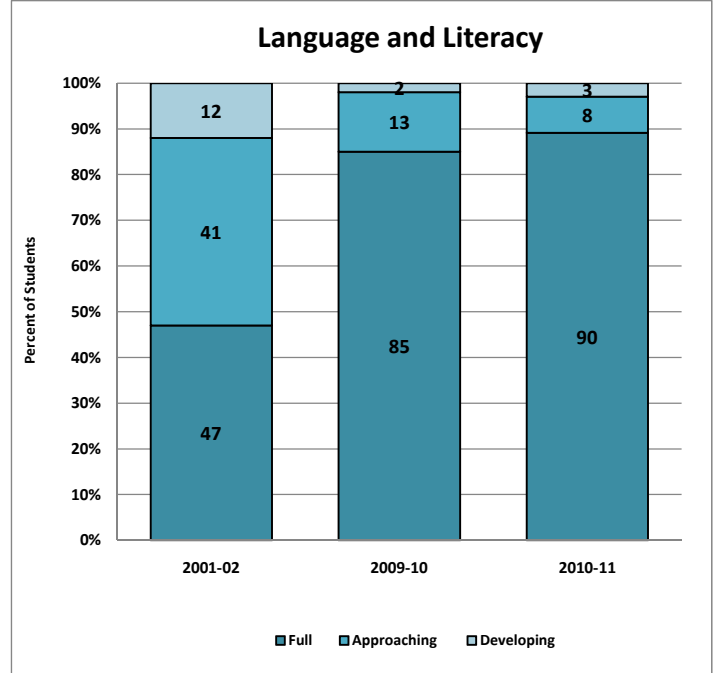
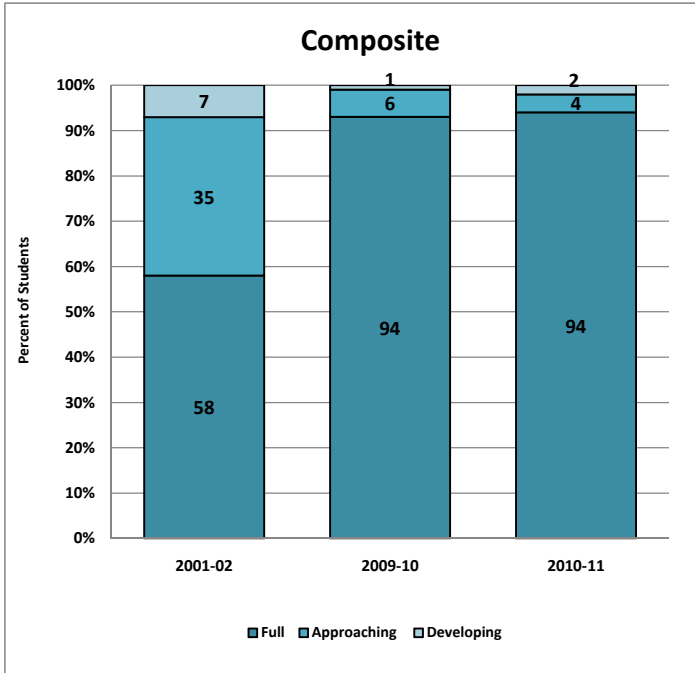
May not total 100% due to rounding.

Frederick County - Number of Kindergarten Students

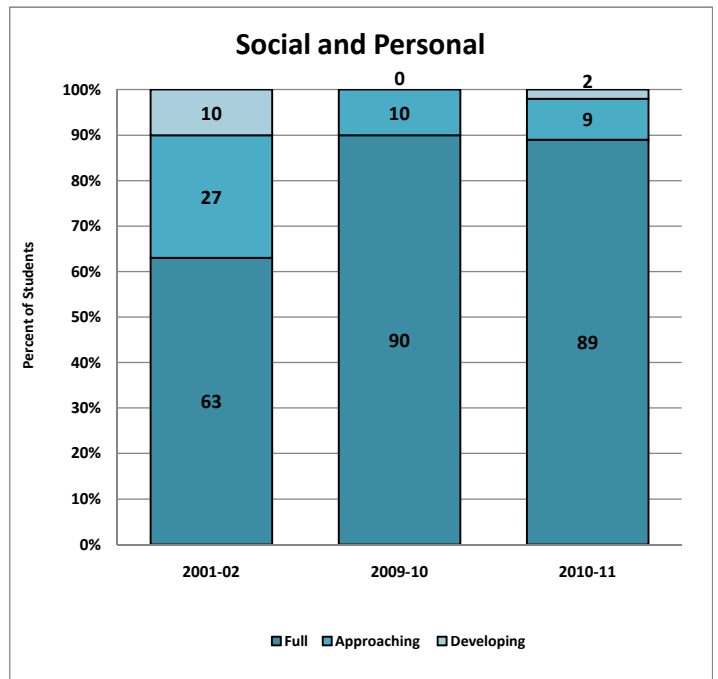
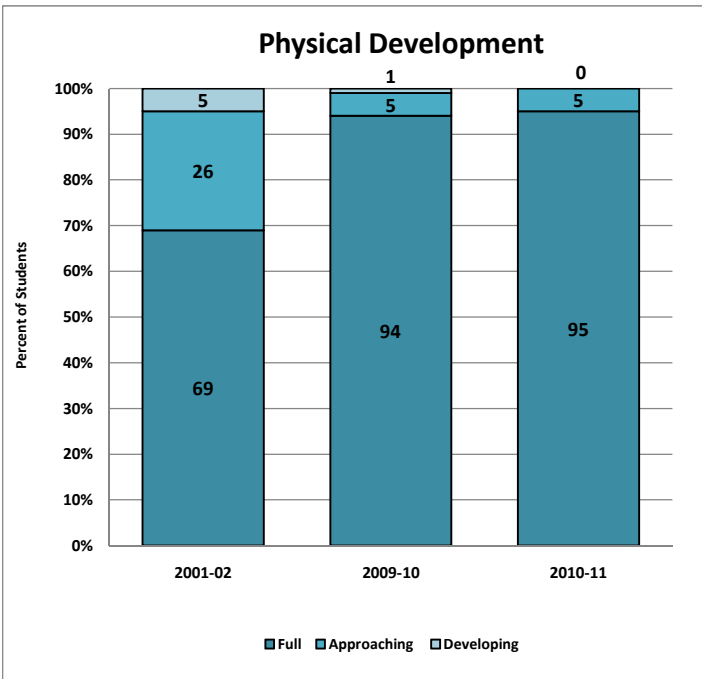
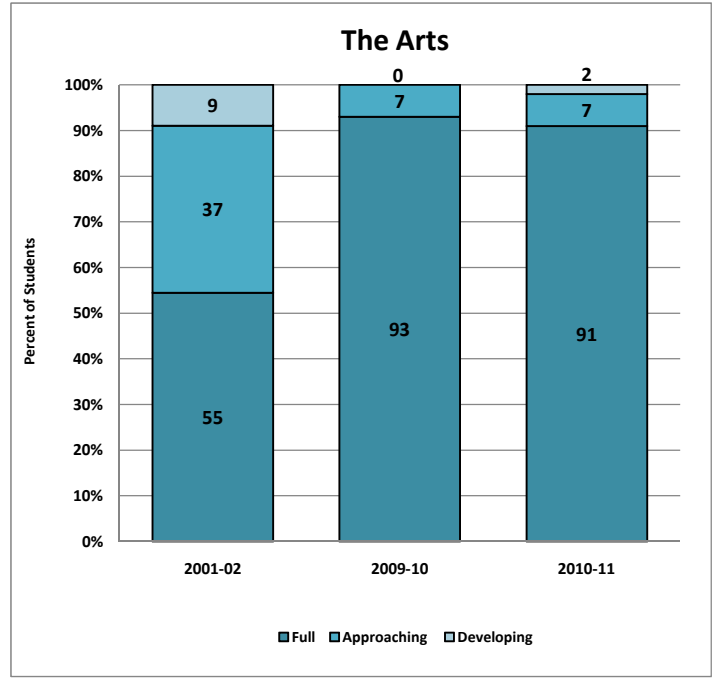
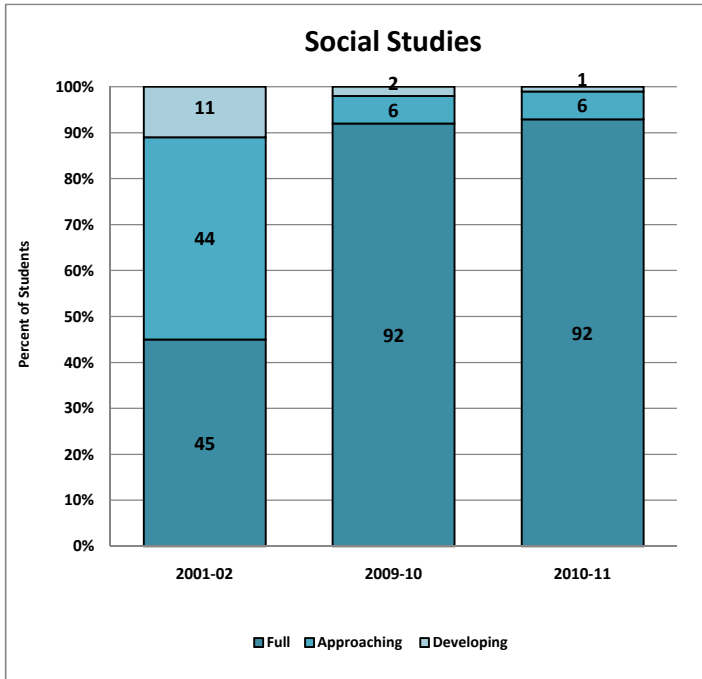
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	4	2	0	3	3	0	4	2	0	3	2	1	4	2	0	5	1	0	5	1	0	4	2	0
Asian	150	16	4	149	16	5	148	19	3	131	34	5	131	34	5	150	16	4	157	12	1	154	12	4
African American	251	54	18	249	61	13	251	62	10	235	72	16	233	79	11	277	41	5	296	24	3	270	46	7
Native Hawaiian/Pacific Islander	6	1	0	7	0	0	6	1	0	6	1	0	7	0	0	6	1	0	7	0	0	7	0	0
White	1,608	254	52	1,621	240	53	1,646	220	48	1,596	263	55	1,610	255	49	1,703	188	23	1,784	110	20	1,729	155	30
Hispanic	308	82	22	270	88	54	281	96	35	269	101	42	276	94	42	333	62	17	373	25	14	323	64	25
Two or More Races	132	18	2	132	14	6	129	16	7	125	21	6	130	17	5	137	13	2	145	6	1	138	12	2
Gender																								
Male	1,184	291	64	1,207	252	80	1,247	233	59	1,204	262	73	1,211	260	68	1,270	234	35	1,403	107	29	1,317	183	39
Female	1,275	136	34	1,224	170	51	1,218	183	44	1,161	232	52	1,180	221	44	1,341	88	16	1,364	71	10	1,308	108	29
Prior Care																								
Child Care Center	372	74	10	405	47	4	414	37	5	384	69	3	380	74	2	413	43	0	435	21	0	424	31	1
Family Child Care	118	27	2	126	17	4	128	13	6	123	18	6	129	14	4	134	13	3	137	7	3	133	12	2
Head Start	177	37	14	167	50	11	174	48	6	172	48	8	170	49	9	189	35	4	211	14	3	195	28	5
Home / Informal Care	474	82	22	428	104	46	422	118	38	414	122	42	421	123	34	490	73	15	522	48	8	474	84	20
Non-public Nursery	534	51	6	526	58	7	529	61	1	513	72	6	524	62	5	547	41	3	567	22	2	558	31	2
Pre-Kindergarten	770	154	43	763	146	58	782	139	46	743	165	59	751	159	57	822	117	28	879	66	22	825	105	37
Special Education																								
Yes	131	63	41	122	65	48	137	54	44	135	50	50	126	56	53	155	52	28	161	51	23	147	49	39
No	2,328	364	57	2,309	357	83	2,328	362	59	2,230	444	75	2,265	425	59	2,456	270	23	2,606	127	16	2,478	242	29
English Language Learners																								
Yes	223	63	11	177	83	37	183	93	21	174	85	38	179	83	35	234	51	12	260	28	9	221	60	16
No	2236	364	87	2254	339	94	2282	323	82	2191	409	87	2212	398	77	2377	271	39	2507	150	9	2404	231	52
Free and Reduced Price Meals																								
Yes	631	162	35	582	179	67	599	180	49	584	189	55	588	188	52	686	118	24	748	66	14	669	130	29
No	1,828	265	62	1,849	243	63	1,866	236	53	1,781	305	69	1,803	293	59	1,925	204	26	2,019	112	24	1,956	161	38
Aggregated Data	2,459	427	98	2,431	422	131	2,465	416	103	2,365	494	125	2,391	481	112	2,611	322	51	2,767	178	39	2,625	291	68

* = fewer than 5

MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Garrett County



MMSR Kindergarten Assessment 2010-2011
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	90	8	3	91	7	3	92	6	2	92	6	1	100	0	0	95	5	0	94	4	2	
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																									
Male	85	12	3	90	6	3	91	6	3	92	6	1	93	6	1	90	7	3	94	6	0	94	3	2	
Female	92	6	2	89	9	2	91	8	2	92	6	2	92	7	1	92	7	1	96	4	0	94	5	1	
Prior Care																									
Child Care Center	97	0	3	94	3	3	90	6	3	97	3	0	97	3	0	94	0	6	94	6	0	97	0	3	
Family Child Care	100	0	0	90	0	10	90	0	10	90	10	0	90	10	0	90	10	0	90	10	0	90	10	0	
Head Start	82	13	5	86	9	5	90	5	5	89	6	5	89	8	4	87	9	4	91	9	0	92	4	4	
Home / Informal Care	88	12	0	93	5	2	92	7	2	97	3	0	95	5	0	97	3	0	98	2	0	97	3	0	
Non-public Nursery	100	0	0	100	0	0	92	8	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	
Pre-Kindergarten	91	8	2	90	9	1	92	7	1	92	8	1	93	6	1	92	8	0	98	2	0	94	5	1	
Special Education																									
Yes	83	17	0	72	28	0	89	11	0	78	22	0	83	17	0	89	11	0	89	11	0	89	11	0	
No	89	8	2	91	6	3	91	6	3	93	5	2	93	6	1	92	7	2	96	4	0	94	4	2	
English Language Learners																									
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	89	9	2	90	8	3	91	7	3	92	6	2	92	6	1	91	7	2	95	5	0	94	4	2	
Free and Reduced Price Meals																									
Yes	85	10	5	84	11	5	88	7	5	87	9	3	89	9	3	89	9	3	93	7	0	91	6	3	
No	93	7	0	95	4	1	93	6	1	97	3	0	96	4	0	94	5	1	97	3	0	97	3	0	
Aggregated Data	89	9	2	90	8	3	91	7	3	92	6	2	92	6	1	91	7	2	95	5	0	94	4	2	

* = fewer than 5

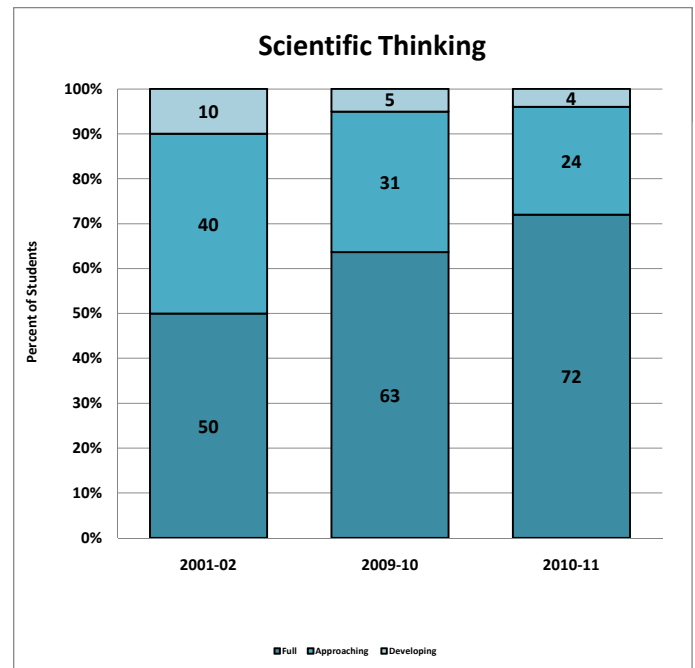
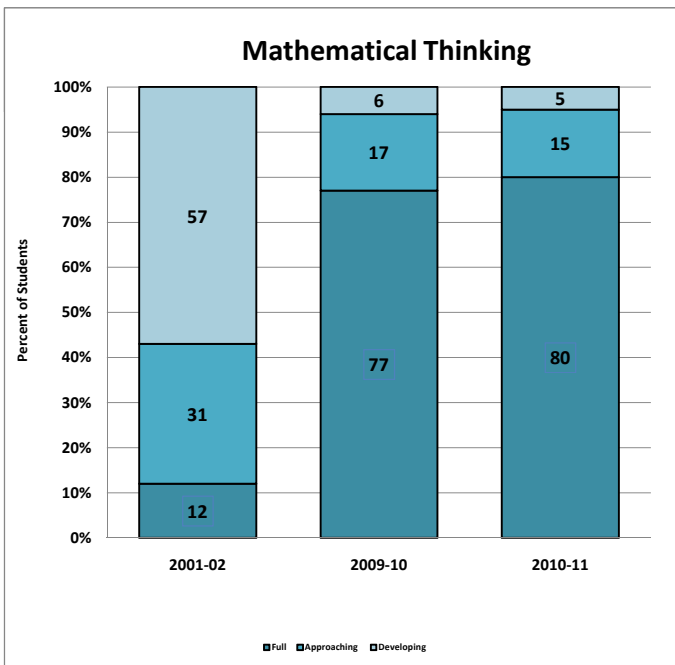
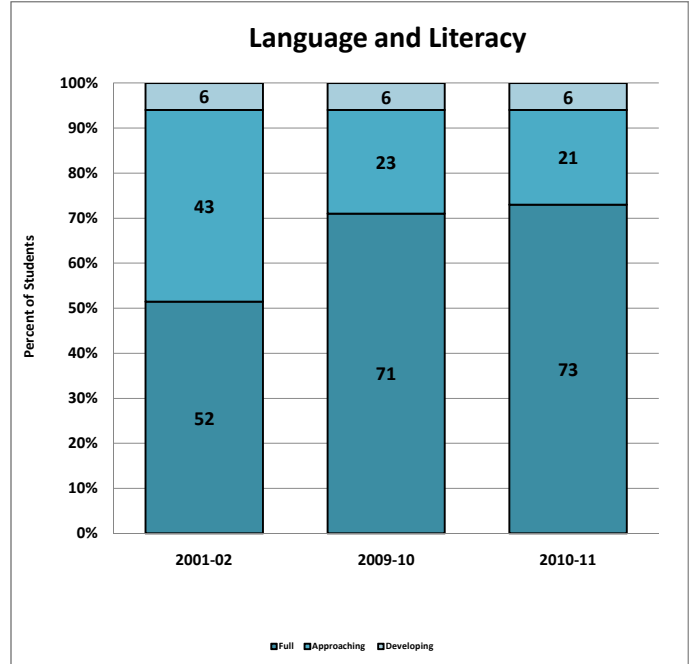
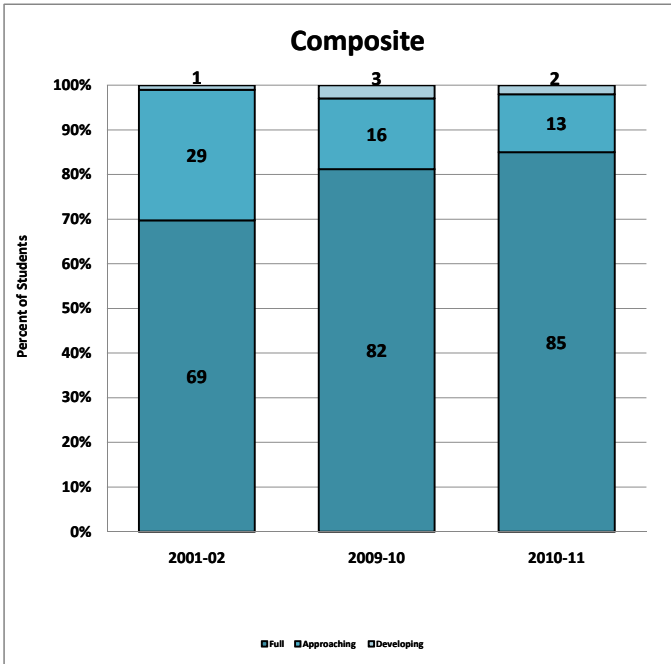
May not total 100% due to rounding.

Garrett County - Number of Kindergarten Students

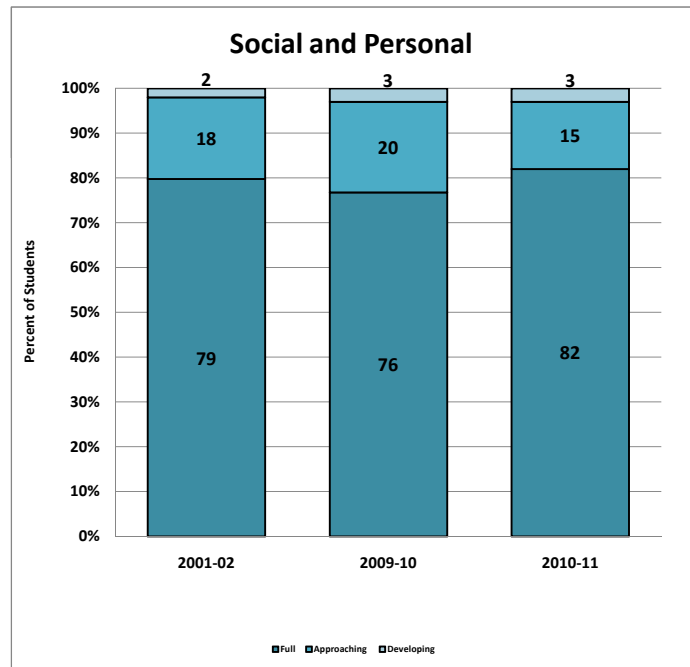
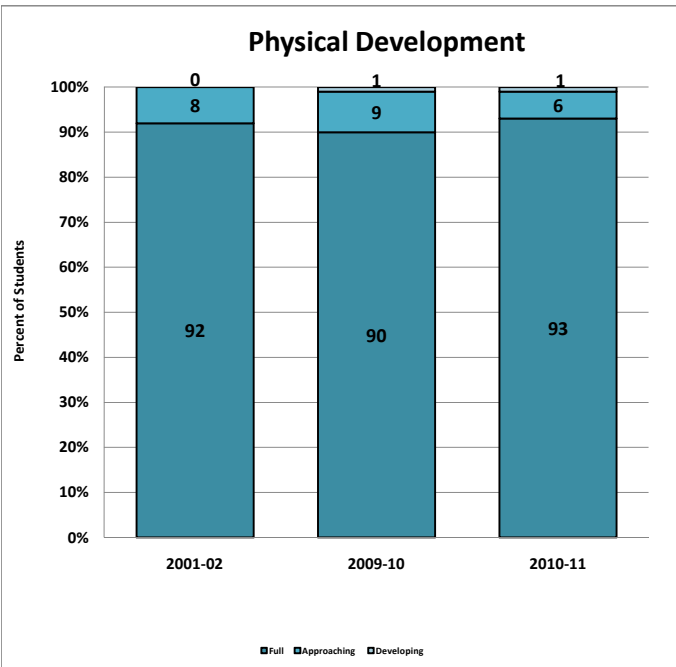
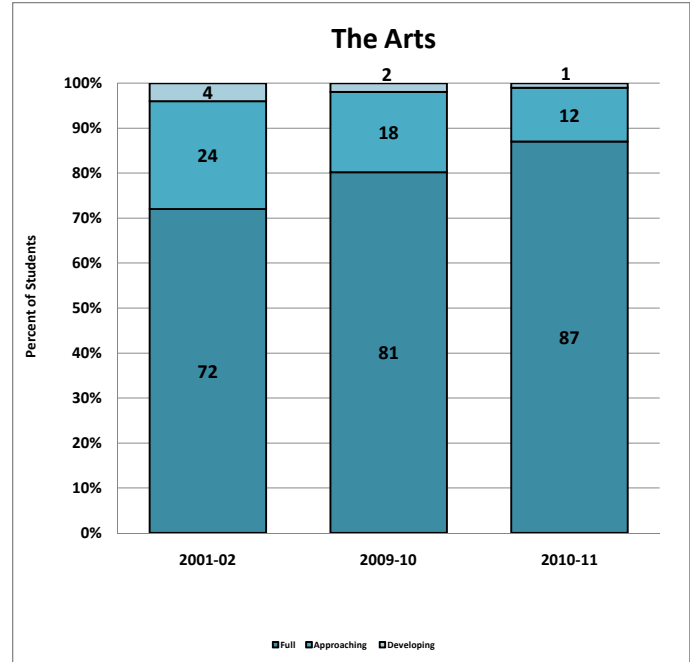
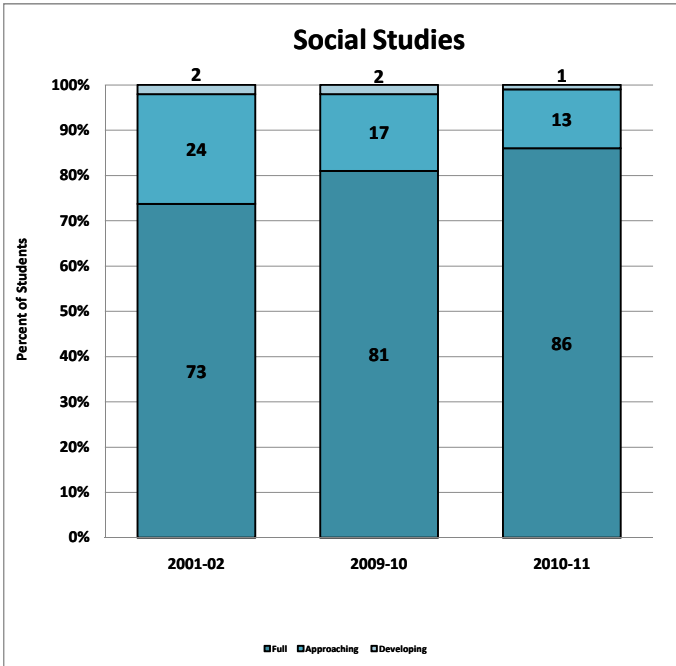
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	264	26	7	266	23	8	269	20	8	273	19	5	274	19	4	1	0	0	283	14	0	279	13	5	
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																									
Male	123	17	4	130	9	5	131	8	5	133	9	2	134	8	2	130	10	4	136	8	0	136	5	3	
Female	146	9	3	141	14	3	143	12	3	145	10	3	145	11	2	146	11	1	152	6	0	148	8	2	
Prior Care																									
Child Care Center	30	0	1	29	1	1	28	2	1	30	1	0	30	1	0	29	0	2	29	2	0	30	0	1	
Family Child Care	10	0	0	9	0	1	9	0	1	9	1	0	9	1	0	9	1	0	9	1	0	9	1	0	
Head Start	65	10	4	68	7	4	71	4	4	70	5	4	70	6	3	69	7	3	72	7	0	73	3	3	
Home / Informal Care	53	7	0	56	3	1	55	4	1	58	2	0	57	3	0	58	2	0	59	1	0	58	2	0	
Non-public Nursery	13	0	0	13	0	0	12	1	0	13	0	0	13	0	0	13	0	0	13	0	0	13	0	0	
Pre-Kindergarten	96	8	2	95	10	1	98	7	1	97	8	1	99	6	1	97	9	0	104	2	0	100	5	1	
Special Education																									
Yes	15	3	0	13	5	0	16	2	0	14	4	0	15	3	0	16	2	0	16	2	0	16	2	0	
No	254	23	7	258	18	8	258	18	8	264	15	5	264	16	4	260	19	5	272	12	0	268	11	5	
English Language Learners																									
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	269	26	7	271	23	8	274	20	8	278	19	5	279	19	4	276	21	5	288	14	0	284	13	5	
Free and Reduced Price Meals																									
Yes	129	15	7	127	17	7	133	11	7	132	14	5	134	13	4	134	13	4	141	10	0	137	9	5	
No	140	11	0	144	6	1	141	9	1	146	5	0	145	6	0	142	8	1	147	4	0	147	4	0	
Aggregated Data	269	26	7	271	23	8	274	20	8	278	19	5	279	19	4	276	21	5	288	14	0	284	13	5	

* = fewer than 5

MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Harford County



MMSR Kindergarten Assessment 2010-2011
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	75	25	0	38	63	0	38	63	0	63	25	13	63	38	0	63	38	0	88	13	0	63	38	0	
Asian	96	4	0	90	5	5	95	2	2	84	15	1	95	5	0	90	10	0	99	1	0	95	5	0	
African American	74	22	4	63	28	9	70	23	7	59	35	6	79	19	2	84	15	1	90	9	1	78	19	3	
Native Hawaiian/Pacific Islander	67	33	0	56	33	11	67	33	0	56	33	11	67	33	0	89	11	0	100	0	0	67	33	0	
White	84	13	3	76	19	5	83	12	5	76	21	4	88	11	1	88	11	1	93	6	1	87	11	2	
Hispanic	80	17	3	62	33	5	76	19	5	62	29	9	80	18	1	81	18	1	91	8	1	80	19	1	
Two or More Races (Non-Hispanic/Latino)	81	16	3	70	27	4	79	17	4	65	29	6	80	19	1	85	14	1	92	8	0	82	16	1	
Gender																									
Male	76	20	4	69	25	7	78	16	6	70	25	5	82	16	2	81	17	1	90	9	1	82	16	2	
Female	88	10	2	78	18	4	83	13	4	74	23	4	89	10	1	93	7	1	95	4	1	89	9	1	
Prior Care																									
Child Care Center	81	16	3	79	19	2	88	10	1	76	22	1	89	11	0	87	12	1	95	5	0	91	9	0	
Family Child Care	78	15	7	69	23	8	77	16	7	74	18	8	88	11	1	95	3	0	96	3	1	85	14	1	
Head Start	70	26	4	47	40	13	57	32	11	55	36	9	66	28	6	83	17	0	81	19	0	66	32	2	
Home / Informal Care	73	22	5	55	30	14	64	22	14	58	30	11	78	20	2	83	15	2	88	10	1	71	25	4	
Non-public Nursery	92	8	1	85	13	2	91	8	2	84	15	1	92	8	0	90	10	0	97	2	0	94	5	0	
Pre-Kindergarten	80	16	4	72	23	5	78	17	4	68	27	5	84	14	2	86	13	1	92	7	1	84	14	2	
Special Education																									
Yes	55	34	11	40	39	22	51	31	19	46	39	16	64	27	9	72	22	6	73	21	6	59	31	10	
No	84	13	2	76	20	4	83	13	4	74	23	3	87	12	1	88	11	1	95	5	0	88	11	1	
English Language Learners																									
Yes	79	16	5	60	29	10	78	16	7	57	36	7	86	10	3	90	7	3	95	3	2	81	16	3	
No	82	15	3	73	21	5	81	15	5	72	24	4	86	13	1	87	12	1	93	6	2	85	13	2	
Free and Reduced Price Meals																									
Yes	72	23	6	57	32	11	66	24	10	57	34	9	76	21	3	80	18	1	88	11	1	73	23	4	
No	86	12	2	80	17	3	87	11	3	78	20	2	90	9	1	90	9	1	95	4	1	91	9	1	
Aggregated Data	82	15	3	73	21	6	80	15	5	72	24	4	86	13	1	87	12	1	93	6	1	85	13	2	

* = fewer than 5

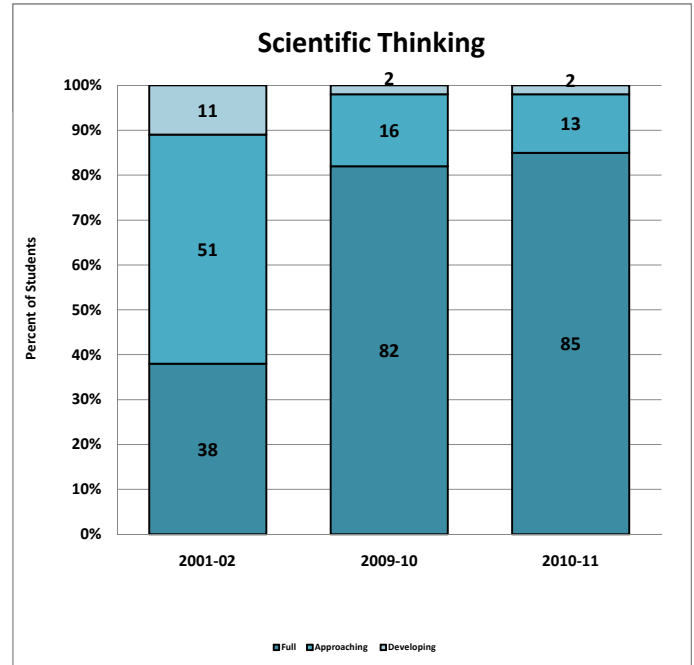
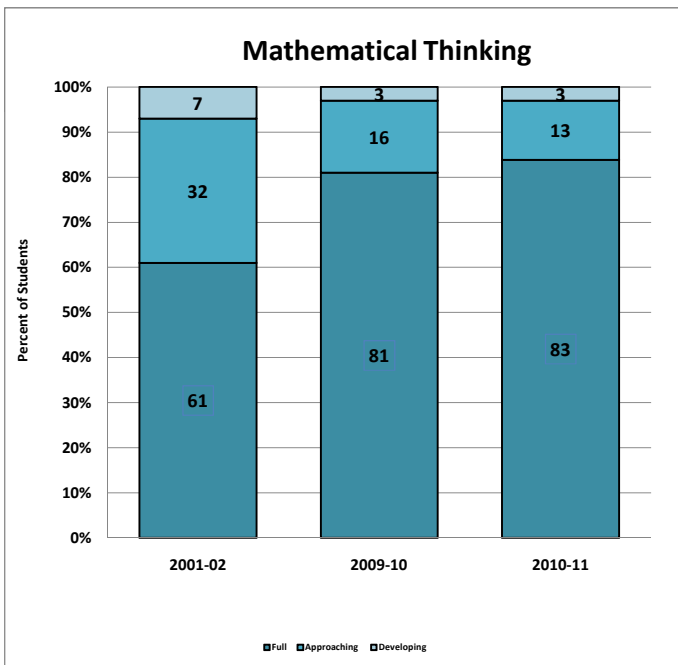
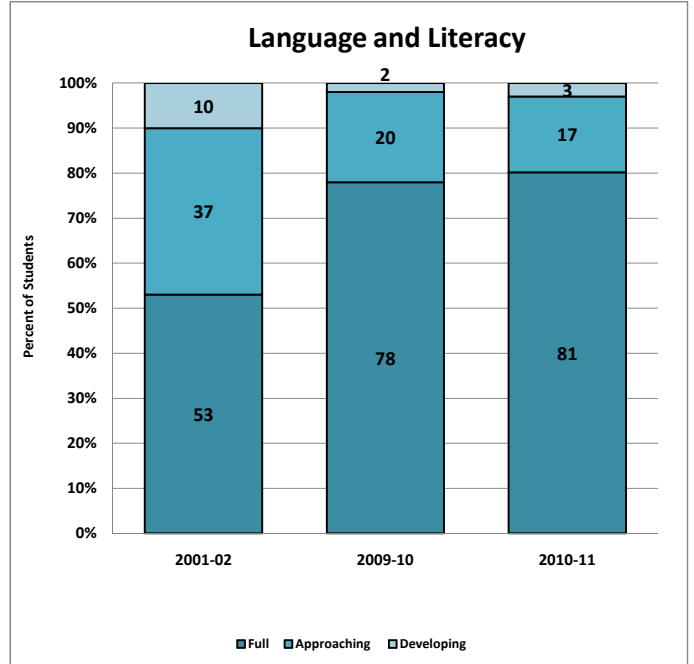
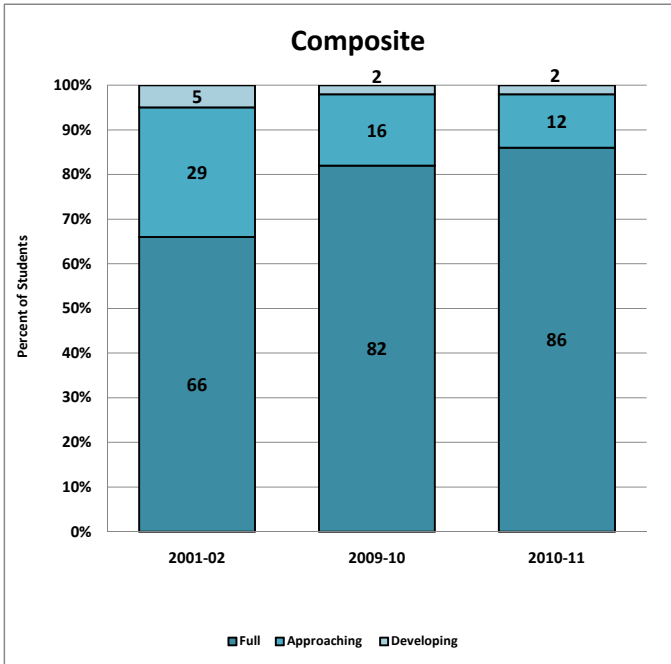
May not total 100% due to rounding.

Harford County - Number of Kindergarten Students

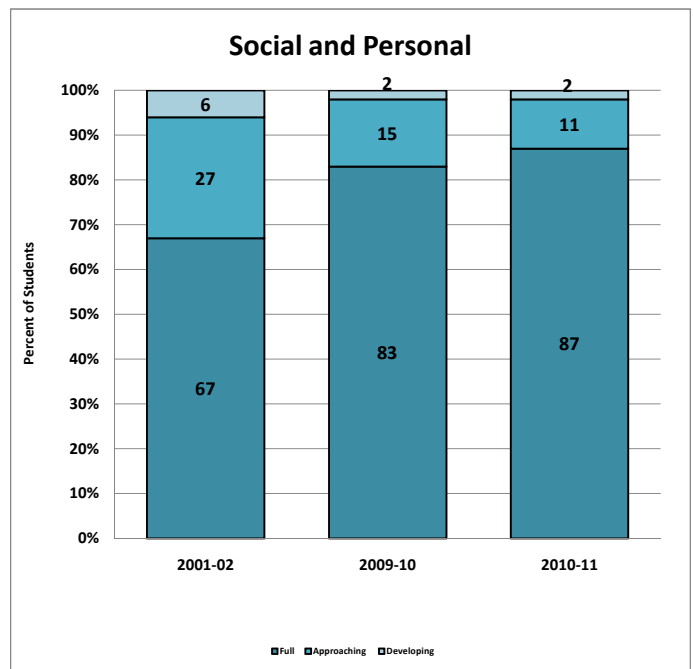
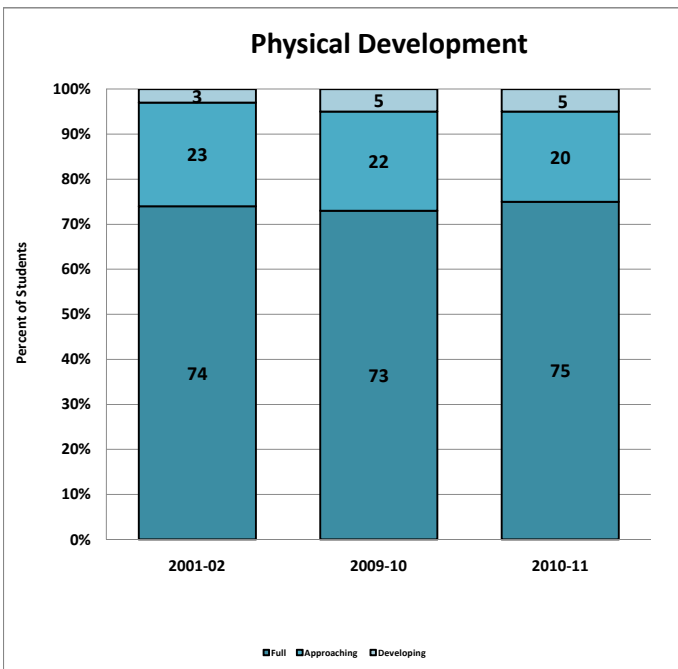
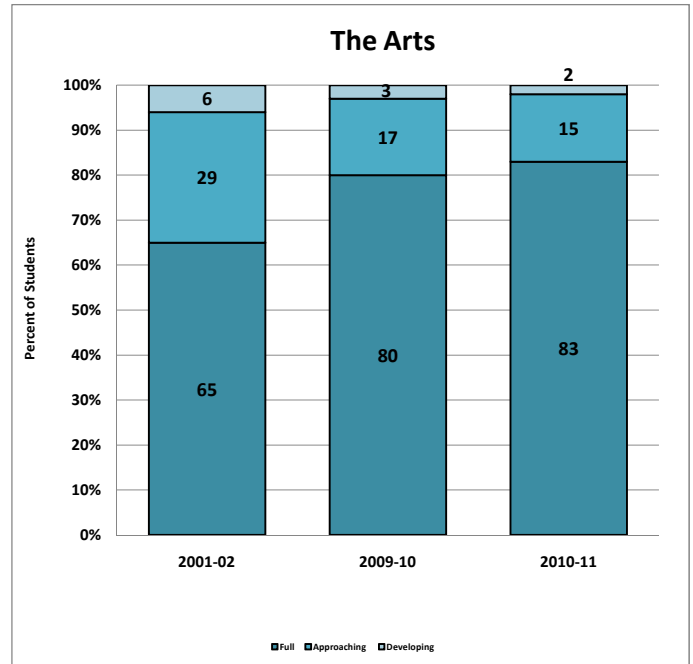
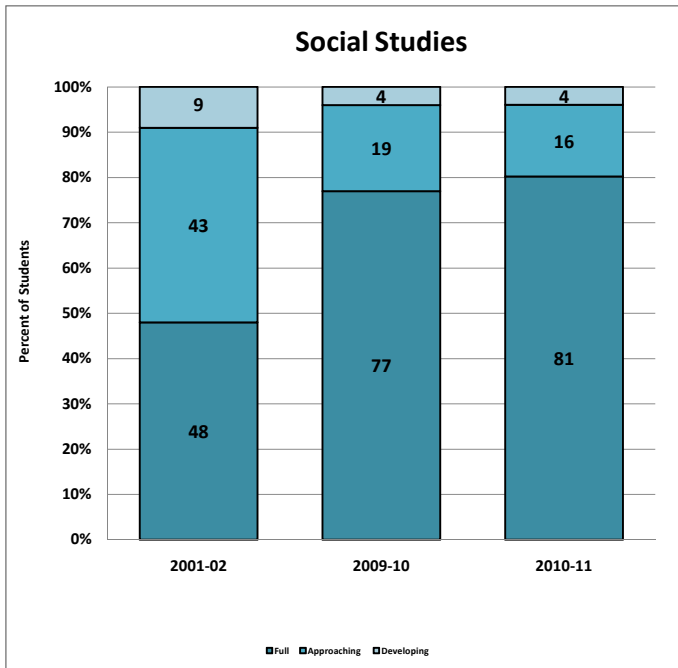
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	6	2	0	3	5	0	3	5	0	5	2	1	5	3	0	5	3	0	7	1	0	5	3	0
Asian	78	3	0	73	4	4	77	2	2	68	12	1	77	4	0	73	8	0	80	1	0	77	4	0
African American	341	100	20	290	130	41	323	107	31	274	161	26	363	87	11	385	70	6	417	40	4	361	86	14
Native Hawaiian/Pacific Islander	6	3	0	5	3	1	6	3	0	5	3	1	6	3	0	8	1	0	9	0	0	6	3	0
White	1,523	242	55	1,386	345	89	1,513	222	85	1,375	377	68	1,599	198	23	1,605	196	19	1,700	103	17	1,592	200	28
Hispanic	110	24	4	85	46	7	105	26	7	86	40	12	111	25	2	112	25	1	125	11	2	110	26	2
Two or More Races	109	22	4	94	36	5	107	23	5	88	39	8	108	25	2	115	19	1	124	11	0	111	22	2
Gender																								
Male	1,050	273	58	946	343	92	1,082	223	76	963	347	71	1,136	220	25	1,124	237	20	1,249	118	14	1,126	224	31
Female	1,123	123	25	990	226	55	1,052	165	54	938	287	46	1,133	125	13	1,179	85	7	1,213	49	9	1,136	120	15
Prior Care																								
Child Care Center	382	73	14	369	90	10	415	47	7	358	104	7	416	52	1	409	56	4	444	23	2	425	42	2
Family Child Care	58	11	5	51	17	6	57	12	5	55	13	6	65	8	1	70	2	2	71	2	1	63	10	1
Head Start	37	14	2	25	21	7	30	17	6	29	19	5	35	15	3	44	9	0	43	10	0	35	17	1
Home / Informal Care	301	90	19	226	125	59	263	91	56	239	125	46	320	80	10	342	61	7	361	43	6	293	101	16
Non-public Nursery	595	50	4	549	87	13	589	49	11	544	100	5	597	51	1	585	62	2	631	16	2	613	34	2
Pre-Kindergarten	773	150	38	690	221	50	751	167	43	654	261	46	807	133	21	824	125	12	880	69	12	803	134	24
Special Education																								
Yes	118	74	23	85	83	47	109	66	40	98	83	34	137	59	19	155	48	12	157	46	12	127	66	22
No	2,055	322	60	1,851	486	100	2,025	322	90	1,803	551	83	2,132	286	19	2,148	274	15	2,305	121	11	2,135	278	24
English Language Learners																								
Yes	46	9	3	35	17	6	45	9	4	33	21	4	50	6	2	52	4	2	55	2	1	47	9	2
No	2,127	387	80	1,901	552	141	2,089	379	126	1,868	613	113	2,219	339	36	2,251	318	25	2,407	165	1	2,215	335	44
Free and Reduced Price Meals																								
Yes	577	181	45	459	258	86	533	191	79	454	273	76	607	172	24	644	148	11	707	86	10	587	186	30
No	1,596	215	38	1,477	311	61	1,601	197	51	1,447	361	41	1,662	173	14	1,659	174	16	1,755	81	13	1,675	158	16
Aggregated Data	2,173	396	83	1,936	569	147	2,134	388	130	1,901	634	117	2,269	345	38	2,303	322	27	2,462	167	23	2,262	344	46

* = fewer than 5

MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Howard County



MMSR Kindergarten Assessment 2010-2011
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	92	8	0	83	17	0	92	8	0	92	8	0	75	25	0	100	0	0	83	17	0	100	0	0
Asian	90	9	1	84	14	2	87	11	2	86	12	2	83	14	3	86	12	3	78	19	3	88	10	1
African American	82	16	2	74	23	4	79	17	4	82	16	3	74	21	6	75	22	4	64	28	8	80	17	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	89	10	2	85	13	2	86	11	2	87	11	2	85	13	3	87	11	2	81	16	3	90	9	1
Hispanic	85	12	4	72	24	5	73	19	8	76	20	4	72	21	7	75	22	3	62	28	10	77	19	3
Two or More Races (Non-Hispanic/Latino)	85	13	3	78	19	4	80	16	4	87	12	2	78	19	4	78	20	3	76	20	5	82	16	3
Gender																								
Male	83	14	3	78	19	3	81	15	4	80	17	3	79	16	5	79	18	3	70	24	6	83	15	3
Female	92	7	1	84	14	2	87	11	2	90	8	1	82	15	3	87	12	1	81	16	3	89	9	1
Prior Care																								
Child Care Center	90	9	1	85	15	0	88	11	1	89	10	0	87	12	1	87	12	1	80	19	1	91	8	0
Family Child Care	90	8	2	85	12	3	92	6	2	86	13	1	89	8	3	87	11	0	80	17	2	89	10	2
Head Start	85	15	0	73	27	1	74	20	5	82	17	2	74	21	5	72	27	1	62	32	6	77	23	0
Home / Informal Care	78	18	4	64	29	7	71	20	8	72	24	5	65	25	9	71	24	6	61	28	11	72	22	5
Non-public Nursery	93	7	1	90	9	1	91	9	0	92	7	1	89	10	1	92	8	0	87	11	1	94	5	0
Pre-Kindergarten	80	16	4	72	22	6	76	18	7	77	18	5	70	23	7	73	21	6	63	27	10	77	18	5
Special Education																								
Yes	59	29	12	57	29	14	56	28	15	62	26	12	57	24	19	55	31	14	42	34	24	59	25	15
No	89	10	1	83	16	2	86	12	2	87	12	1	83	15	3	85	14	1	78	19	3	88	11	1
English Language Learners																								
Yes	88	11	1	73	23	4	74	18	7	78	19	3	69	24	7	75	20	5	61	31	9	77	21	2
No	87	11	2	82	16	2	84	13	3	86	12	2	82	15	3	84	14	2	77	19	9	87	11	2
Free and Reduced Price Meals																								
Yes	81	17	2	70	25	5	74	20	6	76	21	3	67	26	7	70	25	5	59	31	10	75	22	3
No	89	10	2	83	15	2	86	12	3	87	11	2	84	13	3	85	13	2	79	18	3	88	10	2
Aggregated Data	87	11	2	81	17	3	83	13	3	85	13	2	81	16	4	83	15	2	75	20	5	86	12	2

* = fewer than 5

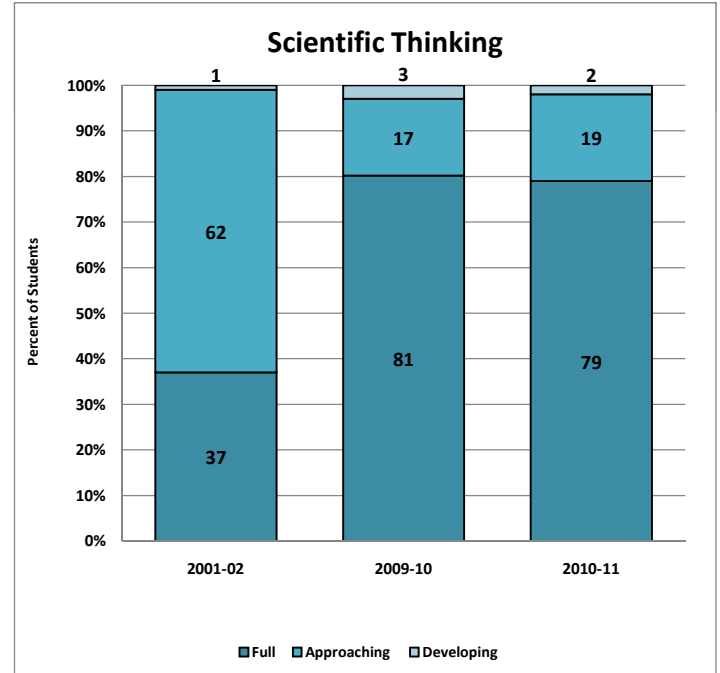
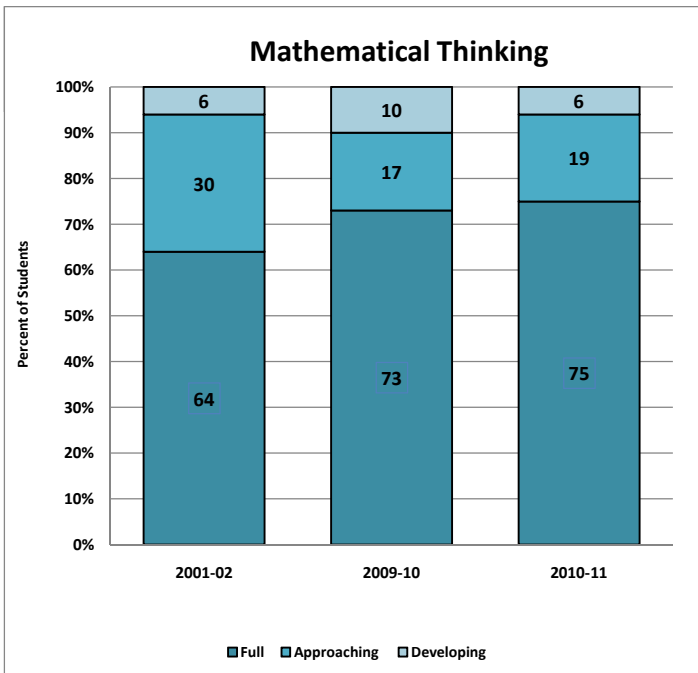
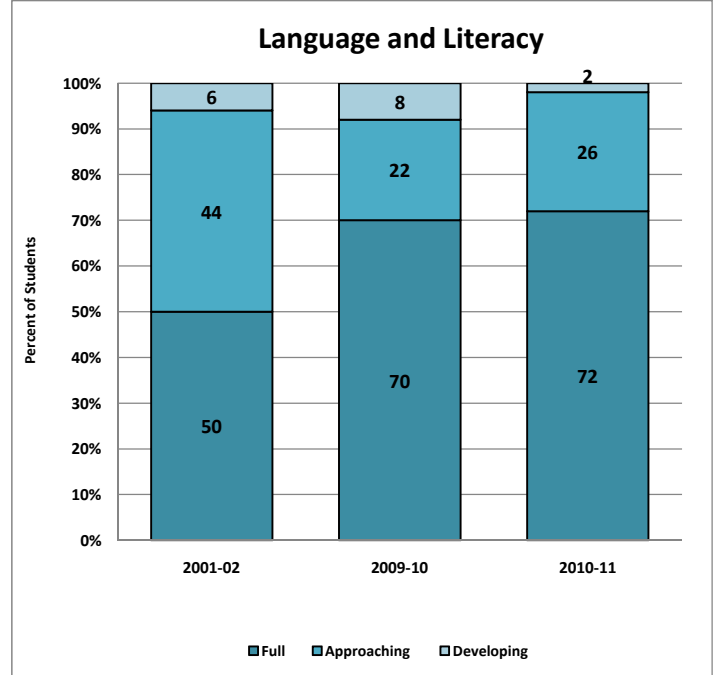
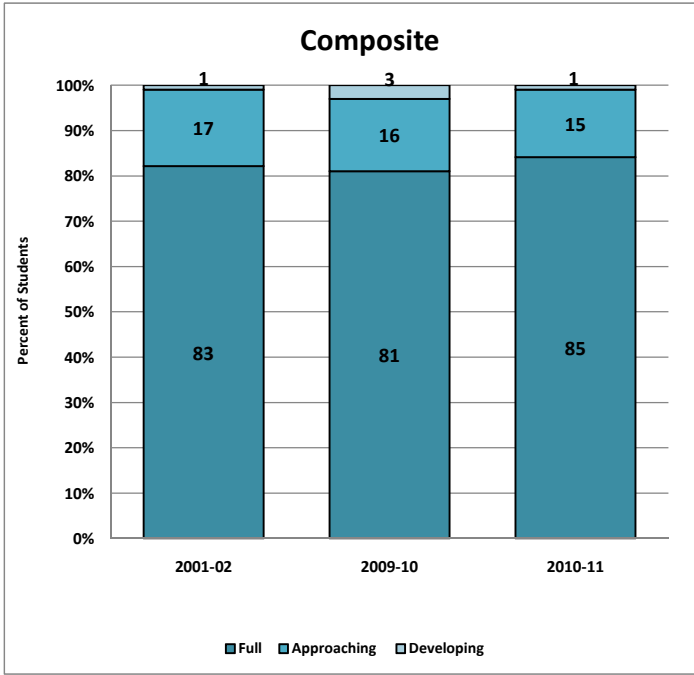
May not total 100% due to rounding.

Howard County - Number of Kindergarten Students

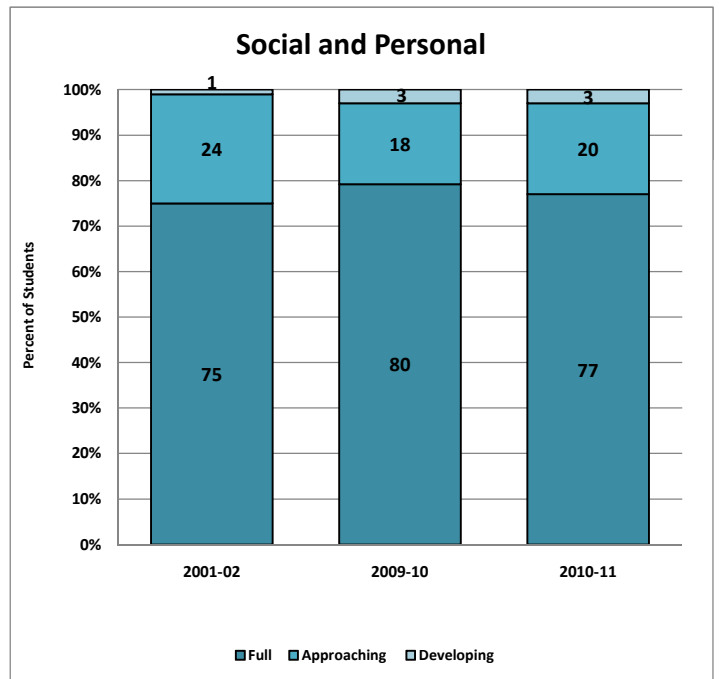
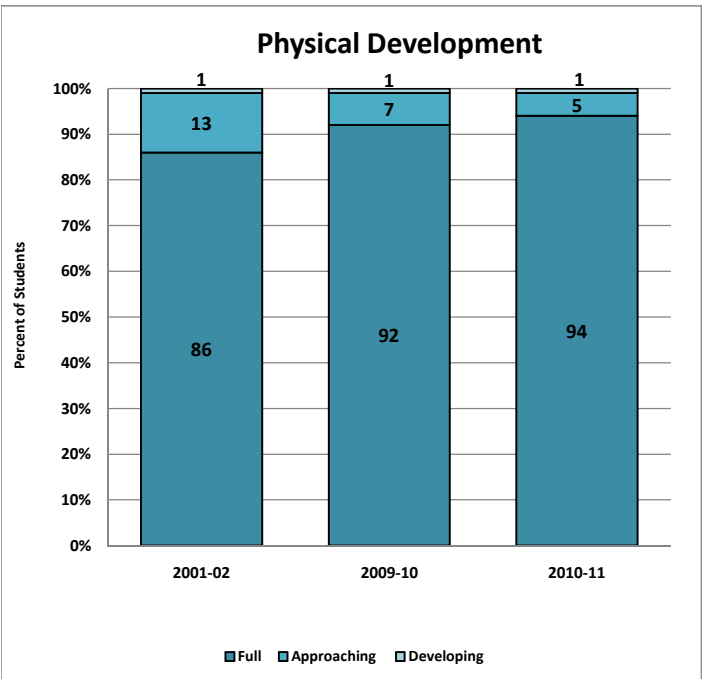
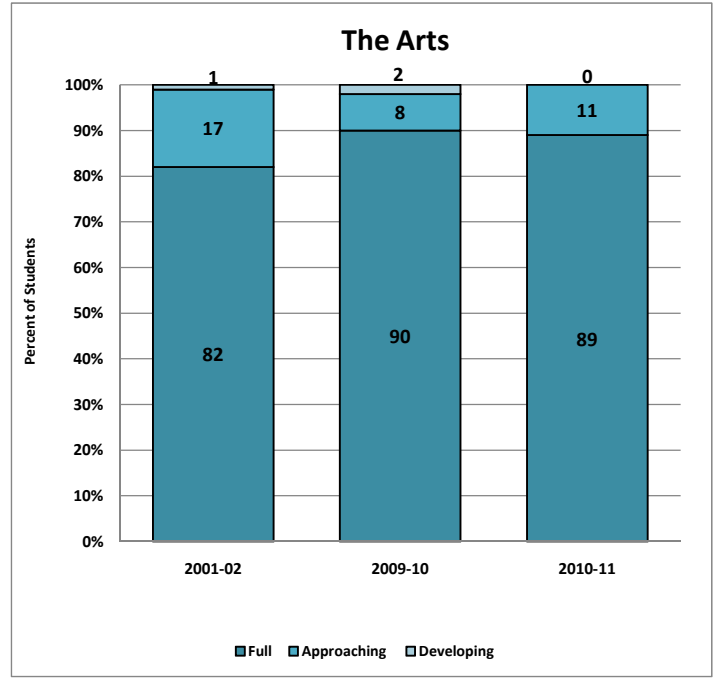
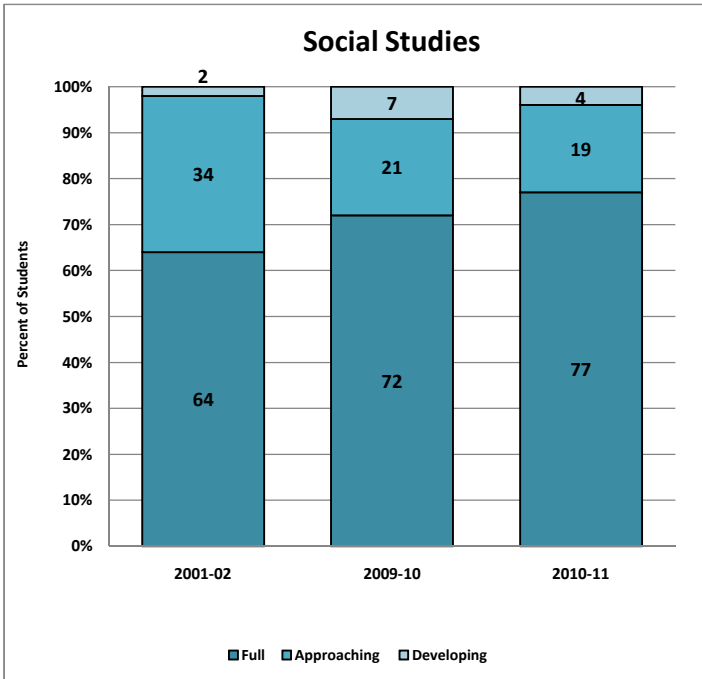
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	11	1	0	10	2	0	11	1	0	11	1	0	9	3	0	12	0	0	10	2	0	12	0	0
Asian	561	56	4	521	89	11	543	66	12	534	75	12	515	85	21	532	73	16	484	117	20	548	65	8
African American	549	106	16	495	152	24	529	113	29	547	107	17	494	140	37	501	145	25	430	187	54	537	111	23
Native Hawaiian/Pacific Islander	7	0	0	7	0	0	7	0	0	7	0	0	7	0	0	7	0	0	7	0	0	7	0	0
White	1,378	149	24	1,316	204	31	1,339	177	35	1,350	175	26	1,316	194	41	1,349	178	24	1,261	246	44	1,391	137	23
Hispanic	271	37	12	229	76	15	233	60	27	244	64	12	229	68	23	239	70	11	199	90	31	247	62	11
Two or More Races	169	26	5	155	38	7	160	32	8	173	23	4	156	37	7	155	39	6	152	39	9	163	31	6
Gender																								
Male	1,466	256	50	1,382	336	54	1,429	271	72	1,416	309	47	1,403	289	80	1,393	319	60	1,245	422	105	1,465	258	49
Female	1,480	119	11	1,351	225	34	1,393	178	39	1,450	136	24	1,323	238	49	1,402	186	22	1,298	259	53	1,440	148	22
Prior Care																								
Child Care Center	792	82	6	748	128	4	770	101	9	786	91	3	764	104	12	769	104	7	702	165	13	804	72	4
Family Child Care	119	11	2	112	16	4	121	8	3	114	17	1	118	10	4	115	14	3	106	23	3	117	13	2
Head Start	112	20	0	96	35	1	98	27	7	108	22	2	98	28	6	95	36	1	82	42	8	102	30	0
Home / Informal Care	258	58	13	212	94	23	235	67	27	236	78	15	215	83	31	232	78	19	201	93	35	237	74	18
Non-public Nursery	959	70	7	932	97	7	942	89	5	952	77	7	924	101	11	948	85	3	905	118	13	977	56	3
Pre-Kindergarten	640	126	30	576	175	45	601	142	53	611	147	38	554	183	59	579	171	46	501	217	78	611	145	40
Special Education																								
Yes	152	75	32	148	75	36	146	73	40	160	68	31	147	63	49	142	81	36	109	89	61	154	66	39
No	2,794	300	29	2,585	486	52	2,676	376	71	2,706	377	40	2,579	464	80	2,653	424	46	2,434	592	97	2,751	340	32
English Language Learners																								
Yes	311	39	2	257	81	14	262	65	25	273	68	11	242	84	26	264	72	16	213	109	30	272	73	7
No	2,635	336	59	2,476	480	74	2,560	384	86	2,593	377	60	2,484	443	103	2,531	433	66	2,330	572	30	2,633	333	64
Free and Reduced Price Meals																								
Yes	507	110	12	438	160	31	465	127	37	478	131	20	423	162	44	443	157	29	368	197	64	469	140	20
No	2,439	265	49	2,295	401	57	2,357	322	74	2,388	314	51	2,303	365	85	2,352	348	53	2,175	484	94	2,436	266	51
Aggregated Data	2,946	375	61	2,733	561	88	2,822	449	111	2,866	445	71	2,726	527	129	2,795	505	82	2,543	681	158	2,905	406	71

* = fewer than 5

MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Kent County



MMSR Kindergarten Assessment 2010-2011
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	73	21	6	64	36	0	58	27	15	82	0	0	76	18	6	88	12	0	88	9	3	76	24	0	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	78	20	2	76	21	3	83	15	3	81	42	0	79	18	3	90	10	0	95	4	1	88	11	1	
Hispanic	83	17	0	58	42	0	50	42	8	58	0	0	58	33	8	83	17	0	100	0	0	75	25	0	
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																									
Male	73	24	3	69	31	0	74	21	5	85	15	0	81	18	1	85	15	0	95	4	1	85	15	0	
Female	82	16	3	75	21	4	75	18	6	74	22	4	73	21	6	94	6	0	94	5	1	84	14	1	
Prior Care																									
Child Care Center	83	17	0	58	33	8	83	0	17	83	17	0	67	33	0	92	8	0	75	25	0	75	25	0	
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Home / Informal Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Non-public Nursery	90	10	0	90	0	10	70	30	0	80	10	10	80	20	0	100	0	0	100	0	0	90	10	0	
Pre-Kindergarten	75	22	3	73	26	1	75	21	4	80	19	2	77	18	5	87	13	0	95	3	2	85	15	1	
Special Education																									
Yes	62	31	8	31	62	8	46	15	38	77	15	8	46	46	8	77	23	0	69	15	15	62	31	8	
No	79	19	2	76	23	1	77	20	3	80	19	1	80	17	4	90	10	0	96	4	0	87	13	0	
English Language Learners																									
Yes	83	17	0	58	42	0	50	42	8	58	42	0	58	33	8	83	17	0	100	0	0	75	25	0	
No	77	20	3	73	24	2	77	17	6	81	17	2	78	18	3	90	10	0	94	5	0	85	14	1	
Free and Reduced Price Meals																									
Yes	71	24	5	66	30	4	66	25	9	75	22	4	73	22	5	84	16	0	91	6	3	78	20	1	
No	84	16	0	79	21	0	84	13	3	84	16	0	80	17	3	95	5	0	97	3	0	91	9	0	
Aggregated Data	77	20	3	72	26	2	75	19	6	79	19	2	77	19	4	89	11	0	94	5	1	85	15	1	

* = fewer than 5

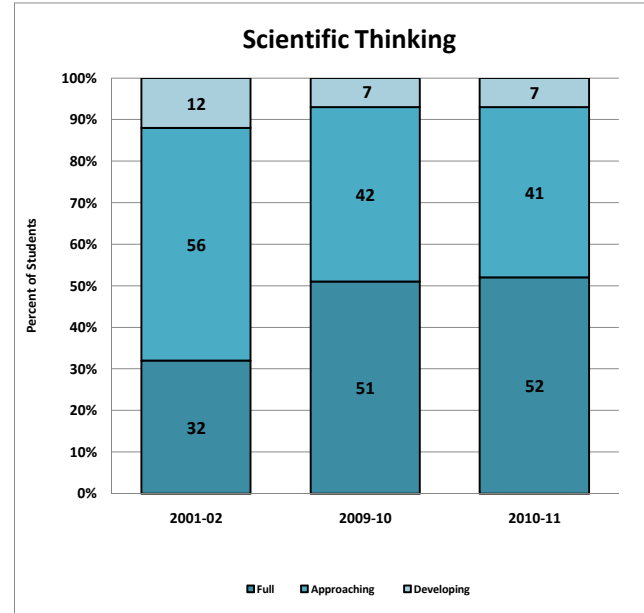
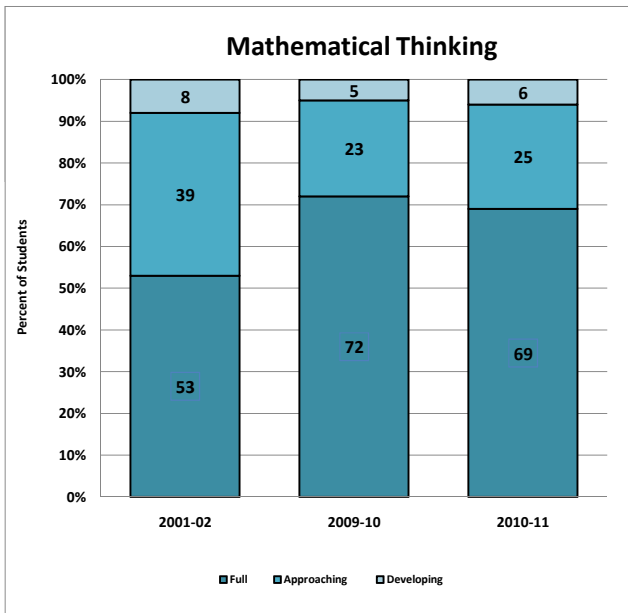
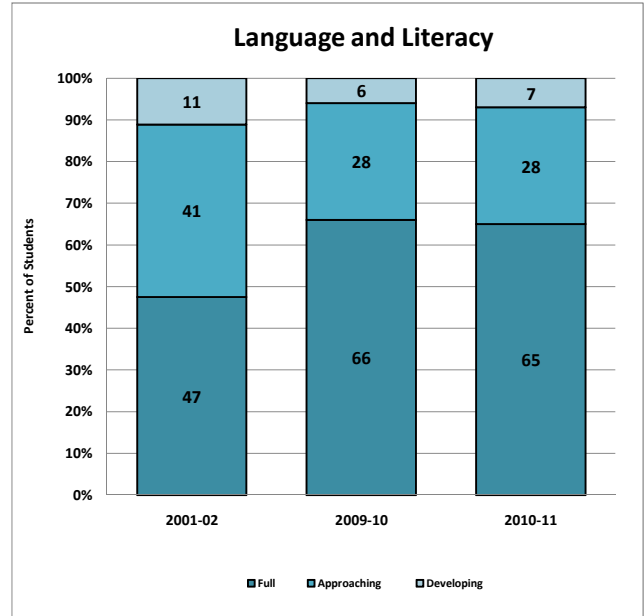
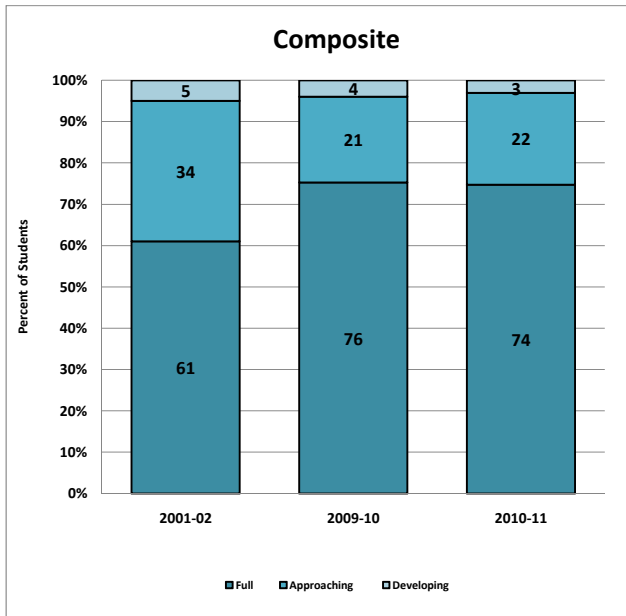
May not total 100% due to rounding.

Kent County - Number of Kindergarten Students

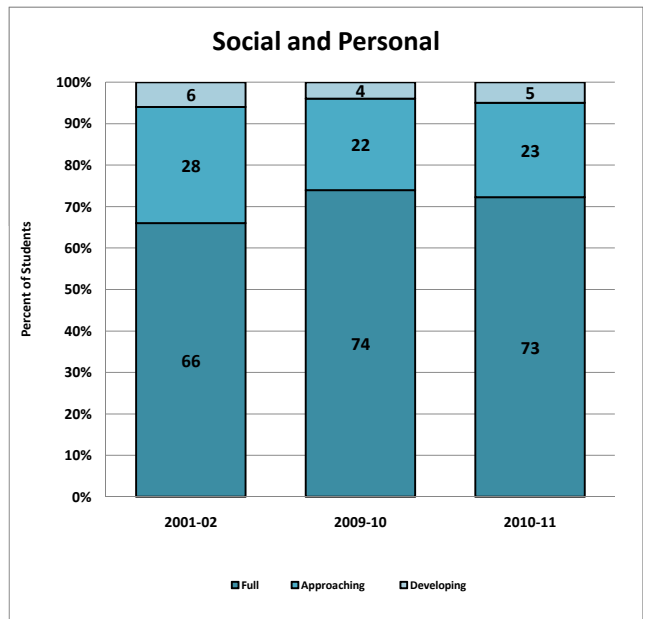
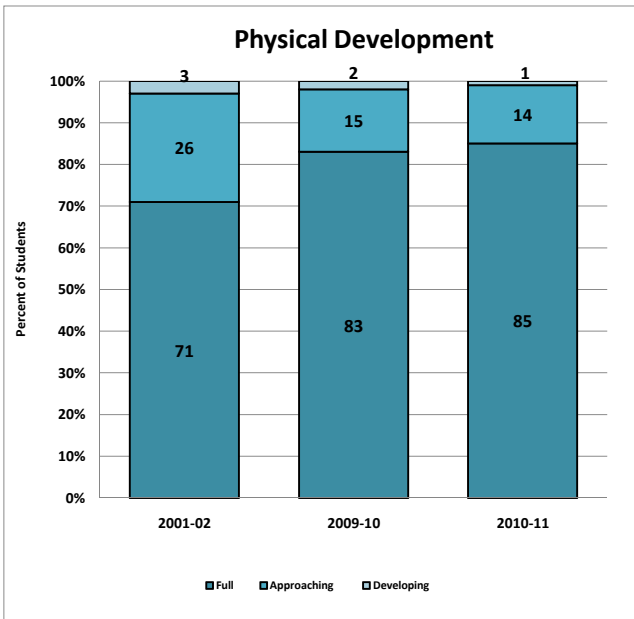
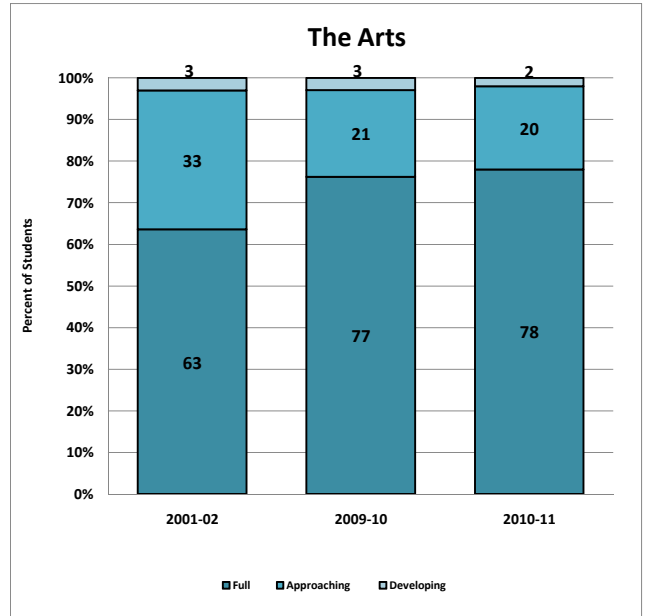
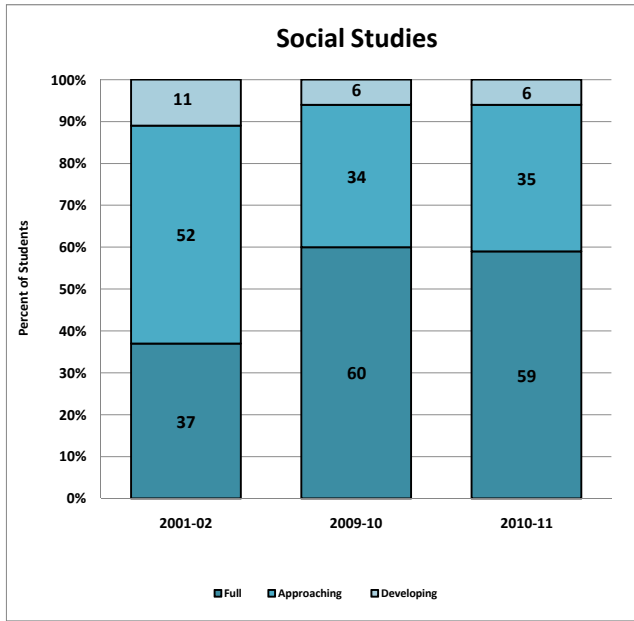
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	24	7	2	21	12	0	19	9	5	27	0	0	25	6	2	29	4	0	29	3	1	25	8	0	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	86	22	2	84	23	3	91	16	3	89	5	0	87	20	3	99	11	0	105	4	1	97	12	1	
Hispanic	10	2	0	7	5	0	6	5	1	7	0	0	7	4	1	10	2	0	12	0	0	9	3	0	
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																									
Male	57	19	2	54	24	0	58	16	4	66	12	0	63	14	1	66	12	0	74	3	1	66	12	0	
Female	63	12	2	58	16	3	58	14	5	57	17	3	56	16	5	72	5	0	72	4	1	65	11	1	
Prior Care																									
Child Care Center	10	2	0	7	4	1	10	0	2	10	2	0	8	4	0	11	1	0	9	3	0	9	3	0	
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Home / Informal Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Non-public Nursery	9	1	0	9	0	1	7	3	0	8	1	1	8	2	0	10	0	0	10	0	0	9	1	0	
Pre-Kindergarten	92	27	4	90	32	1	92	26	5	98	23	2	95	22	6	107	16	0	117	4	2	104	18	1	
Special Education																									
Yes	8	4	1	4	8	1	6	2	5	10	2	1	6	6	1	10	3	0	9	2	2	8	4	1	
No	112	27	3	108	32	2	110	28	4	113	27	2	113	24	5	128	14	0	137	5	0	123	19	0	
English Language Learners																									
Yes	10	2	0	7	5	0	6	5	1	7	5	0	7	4	1	10	2	0	12	0	0	9	3	0	
No	110	29	4	105	35	3	110	25	8	116	24	3	112	26	5	128	15	0	134	7	0	122	20	1	
Free and Reduced Price Meals																									
Yes	56	19	4	52	24	3	52	20	7	59	17	3	58	17	4	66	13	0	72	5	2	62	16	1	
No	64	12	0	60	16	0	64	10	2	64	12	0	61	13	2	72	4	0	74	2	0	69	7	0	
Aggregated Data																									
	120	31	4	112	40	3	116	30	9	123	29	3	119	30	6	138	17	0	146	7	2	131	23	1	

* = fewer than 5

**MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Montgomery County**



MMSR Kindergarten Assessment 2010-2011
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	62	32	6	41	38	21	44	44	12	26	56	18	35	50	15	65	35	0	74	26	0	53	38	9
Asian	77	19	4	72	22	6	78	18	4	54	38	7	61	33	5	78	19	2	88	11	1	79	18	3
African American	64	29	7	61	32	7	64	30	6	46	45	8	55	39	7	76	22	3	81	17	2	69	27	4
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	79	18	3	78	19	3	81	17	2	64	33	3	71	26	2	82	16	2	88	11	1	85	14	2
Hispanic	68	27	5	48	38	14	54	35	11	39	48	13	46	44	10	73	24	3	83	15	2	63	32	5
Two or More Races (Non-Hispanic/Latino)	76	19	6	72	23	5	74	22	4	57	39	5	64	33	3	79	18	2	85	13	1	79	19	2
Gender																								
Male	65	29	7	61	30	9	68	26	6	50	41	9	56	36	7	70	26	4	80	18	2	69	26	4
Female	81	17	2	69	26	6	71	24	5	53	41	6	62	34	5	85	13	1	90	9	1	80	18	2
Prior Care																								
Child Care Center	72	23	5	71	24	5	75	21	3	57	38	6	65	32	4	79	19	2	87	12	2	79	19	2
Family Child Care	71	23	5	58	31	11	63	30	7	45	46	9	53	41	7	74	23	2	83	15	2	69	29	3
Head Start	68	28	4	57	34	10	60	32	7	46	45	9	50	42	7	73	24	3	83	16	1	67	30	3
Home / Informal Care	68	27	5	52	35	13	60	30	9	43	45	11	51	39	10	75	23	2	85	14	1	67	28	5
Non-public Nursery	79	17	3	76	20	4	79	19	3	62	34	4	68	28	3	81	17	2	88	11	1	83	15	2
Pre-Kindergarten	73	22	5	66	27	7	70	25	5	51	41	7	59	35	6	78	19	3	84	14	2	75	22	3
Special Education																								
Yes	48	36	17	40	38	22	47	35	18	31	44	25	46	44	10	55	34	10	58	32	9	47	37	16
No	75	22	4	67	27	6	71	24	5	53	41	6	61	34	5	79	19	2	87	12	1	77	21	2
English Language Learners																								
Yes	66	28	5	47	39	14	55	35	10	37	50	13	43	46	46	72	26	3	83	16	1	61	33	5
No	76	20	4	73	22	4	77	20	3	59	37	5	67	30	4	80	17	2	86	12	1	81	17	2
Free and Reduced Price Meals																								
Yes	65	29	6	49	38	13	55	35	10	39	49	12	46	44	10	72	25	3	81	17	2	63	32	5
No	77	20	4	74	22	4	77	19	3	59	36	5	66	30	4	80	18	2	87	12	1	81	17	2
Aggregated Data	73	23	5	65	28	7	69	25	6	52	41	7	59	35	6	78	20	2	85	14	1	74	22	3

* = fewer than 5

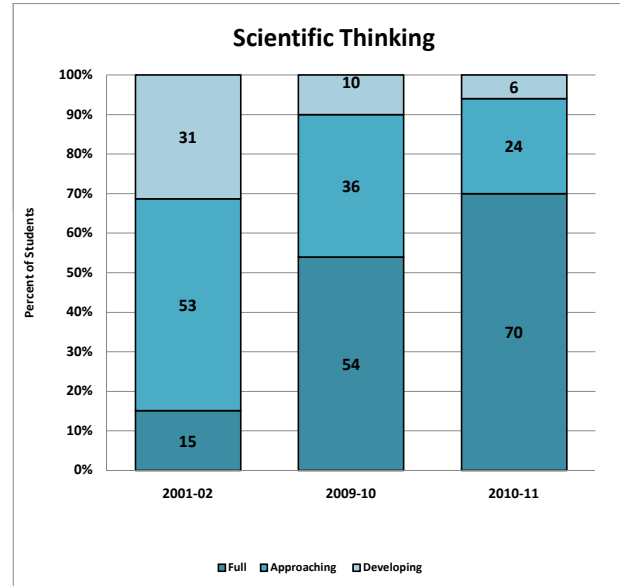
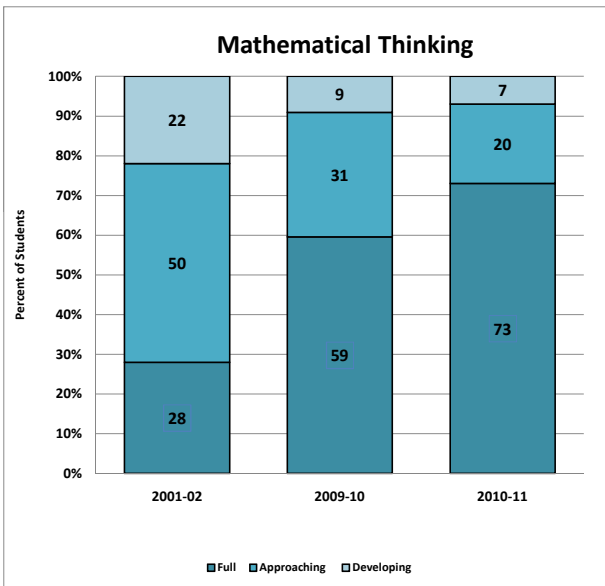
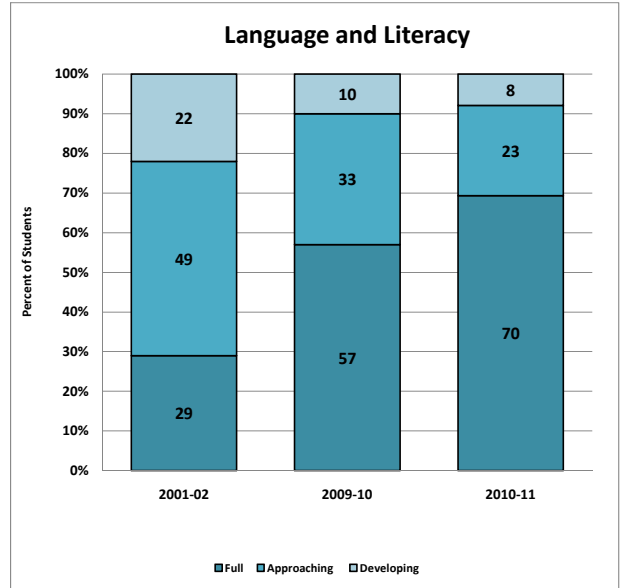
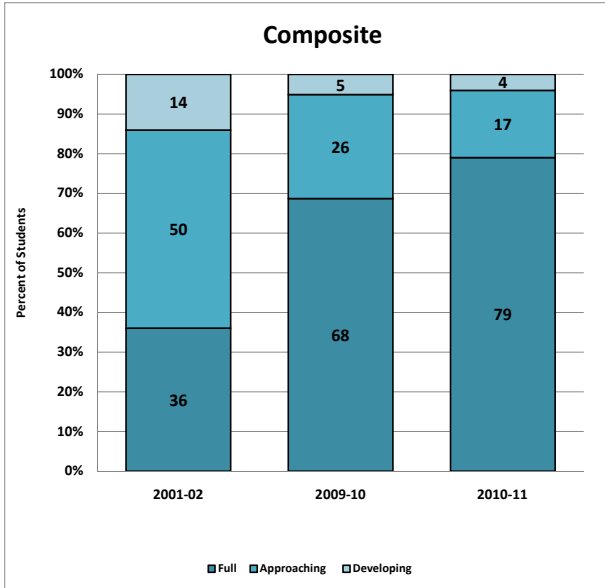
May not total 100% due to rounding.

Montgomery County - Number of Kindergarten Students

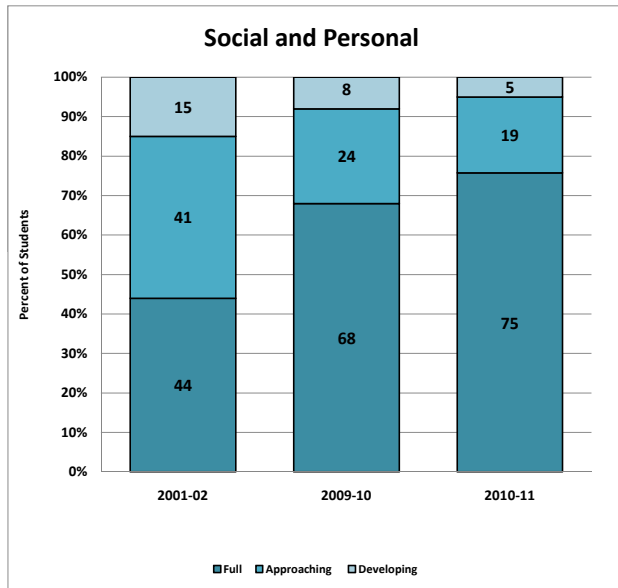
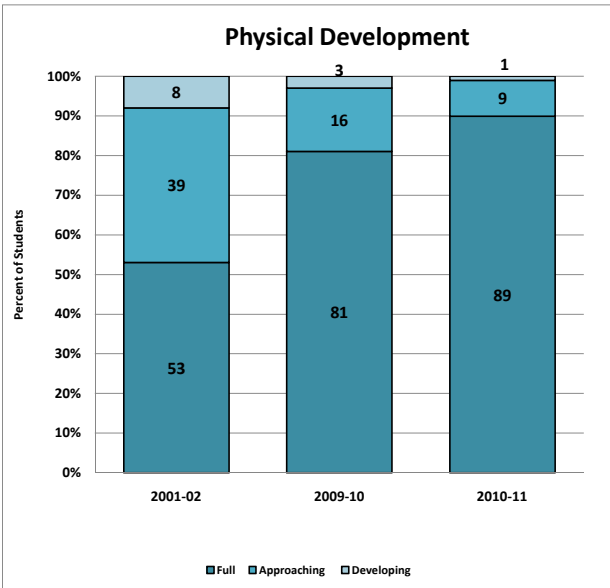
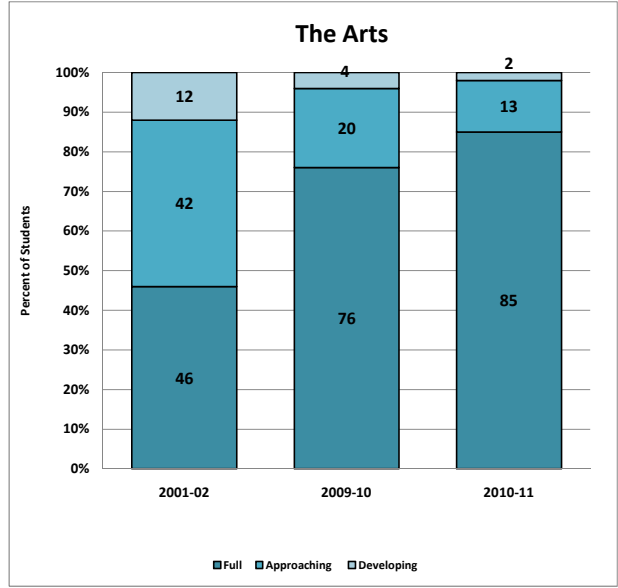
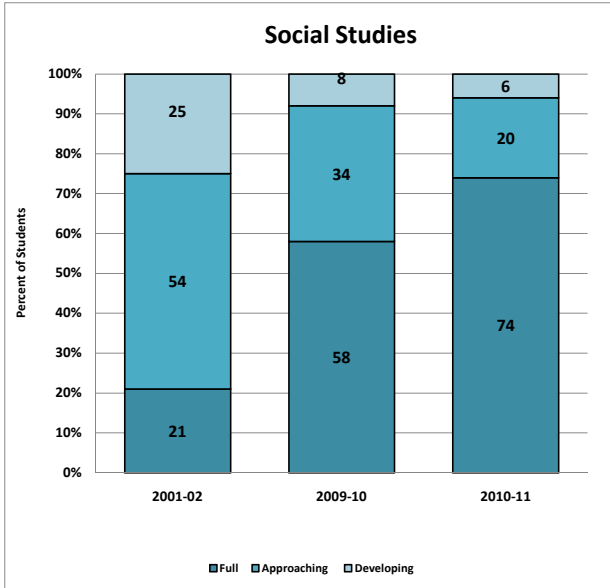
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	21	11	2	14	13	7	15	15	4	9	19	6	12	17	5	22	12	0	25	9	0	18	13	3
Asian	1,226	295	65	1,149	345	92	1,236	293	57	863	605	118	975	524	87	1,239	309	38	1,399	167	20	1,256	284	46
African American	1,365	609	144	1,295	668	155	1,356	630	132	984	963	171	1,156	820	142	1,604	461	53	1,723	350	45	1,465	574	79
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	2,870	642	106	2,810	703	105	2,935	609	74	2,307	1,202	109	2,582	947	89	2,977	578	63	3,171	408	39	3,059	504	55
Hispanic	2,060	832	146	1,454	1,167	417	1,650	1,069	319	1,189	1,461	388	1,390	1,334	314	2,211	731	96	2,519	470	49	1,912	959	167
Two or More Races	402	100	30	383	125	24	396	117	19	301	207	24	339	178	15	422	98	12	454	71	7	418	103	11
Gender																								
Male	3,564	1,591	363	3,387	1,639	492	3,725	1,437	356	2,776	2,261	481	3,114	2,003	401	3,856	1,459	203	4,437	968	113	3,819	1,462	237
Female	4,380	899	130	3,718	1,383	308	3,864	1,296	249	2,877	2,197	335	3,340	1,818	251	4,620	730	59	4,854	508	47	4,309	976	124
Prior Care																								
Child Care Center	949	300	64	933	317	63	991	282	40	743	496	74	848	414	51	1,039	246	28	1,137	155	21	1,031	252	30
Family Child Care	248	81	19	203	108	37	219	103	26	157	161	30	183	142	23	258	79	35	290	51	7	239	100	9
Head Start	576	234	31	476	283	82	508	272	61	385	381	75	422	356	63	617	199	25	696	137	8	563	249	29
Home / Informal Care	1,209	469	91	919	627	223	1,063	538	168	765	801	203	906	692	171	1,320	413	36	1,499	249	21	1,179	500	90
Non-public Nursery	1,270	280	53	1,221	325	57	1,265	297	41	994	545	64	1,093	455	55	1,300	268	35	1,407	179	17	1,326	246	31
Pre-Kindergarten	3,541	1,085	230	3,208	1,324	324	3,398	1,199	259	2,500	1,995	361	2,875	1,703	278	3,786	946	124	4,093	682	81	3,634	1,056	166
Special Education																								
Yes	377	283	133	315	304	174	375	278	140	247	349	197	1,738	1,693	385	440	272	81	462	257	74	371	296	126
No	7,567	2,207	360	6,790	2,718	626	7,214	2,455	465	5,406	4,109	619	6,171	3,486	477	8,036	1,917	181	8,829	1,219	86	7,757	2,142	235
English Language Learners																								
Yes	2348	1007	182	1676	1378	483	1935	1236	366	1307	1760	470	1512	1639	1639	2537	903	97	2922	573	42	2172	1177	188
No	5596	1483	311	5429	1644	317	5654	1497	239	4346	2698	346	4942	2182	266	5939	1286	165	6369	903	42	5956	1261	173
Free and Reduced Price Meals																								
Yes	2,496	1,092	228	1,878	1,444	494	2,091	1,348	377	1,484	1,873	459	1,738	1,693	385	2,755	941	120	3,110	635	71	2,387	1,221	208
No	5,448	1,398	265	5,227	1,578	306	5,498	1,385	228	4,169	2,585	357	4,716	2,128	267	5,721	1,248	142	6,181	841	89	5,741	1,217	153
Aggregated Data	7,944	2,490	493	7,105	3,022	800	7,589	2,733	605	5,653	4,458	816	6,454	3,821	652	8,476	2,189	262	9,291	1,476	160	8,128	2,438	361

* = fewer than 5

MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Prince George's County



MMSR Kindergarten Assessment 2010-2011
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	73	19	9	67	20	13	66	23	11	63	29	9	73	20	7	84	14	1	87	11	1	76	19	6	
Asian	82	16	2	75	20	5	77	18	5	74	23	3	76	20	4	86	11	3	91	8	0	81	16	2	
African American	75	19	5	74	20	6	76	18	6	74	22	5	78	18	4	87	12	2	89	9	1	82	15	3	
Native Hawaiian/Pacific Islander	75	20	6	68	21	11	73	20	7	69	24	7	70	21	8	82	17	1	85	14	1	77	17	6	
White	76	19	6	72	20	7	76	15	8	71	22	7	75	18	7	83	15	3	88	9	2	80	16	4	
Hispanic	75	19	5	59	29	12	63	27	10	60	30	10	65	25	9	82	15	3	89	10	2	73	21	6	
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																									
Male	68	24	7	65	25	10	70	22	8	67	26	7	71	22	7	81	16	3	86	12	2	75	20	5	
Female	83	14	3	74	20	6	76	18	6	73	22	5	78	18	4	89	9	1	92	7	1	83	14	3	
Prior Care																									
Child Care Center	78	18	5	79	17	4	81	15	4	76	20	4	81	16	3	88	10	2	91	8	1	85	13	2	
Family Child Care	72	22	6	58	32	10	58	32	11	57	36	7	64	30	6	78	20	1	87	12	1	70	25	5	
Head Start	72	23	6	67	26	7	71	20	8	66	26	7	72	22	6	84	13	2	87	11	2	78	18	4	
Home / Informal Care	67	24	9	48	31	22	51	29	19	53	32	15	57	28	14	75	20	5	84	14	3	61	29	10	
Non-public Nursery	86	11	3	86	12	2	89	9	1	84	14	2	87	12	1	91	8	1	95	5	0	92	7	1	
Pre-Kindergarten	77	19	4	74	21	5	77	19	5	73	22	4	78	18	4	87	11	2	90	9	1	83	15	2	
Special Education																									
Yes	49	35	16	43	36	21	49	32	19	44	34	21	49	32	20	68	22	9	69	22	8	54	31	15	
No	77	18	4	71	22	7	74	19	6	71	23	5	76	19	5	86	12	2	91	8	1	81	16	3	
English Language Learners																									
Yes	75	20	5	58	30	12	62	27	11	60	31	10	65	26	9	82	15	3	89	10	1	72	23	6	
No	76	19	5	74	20	6	76	18	6	73	22	5	78	18	4	86	12	2	89	9	1	82	15	3	
Free and Reduced Price Meals																									
Yes	74	20	6	66	25	9	69	23	8	66	26	7	71	22	7	84	13	2	89	10	1	77	19	4	
No	77	18	5	76	18	6	78	16	5	74	21	5	79	17	4	86	12	2	89	9	2	83	14	3	
Aggregated Data	75	19	5	70	23	8	73	20	7	70	24	6	74	20	6	85	13	2	89	9	1	79	17	4	

* = fewer than 5

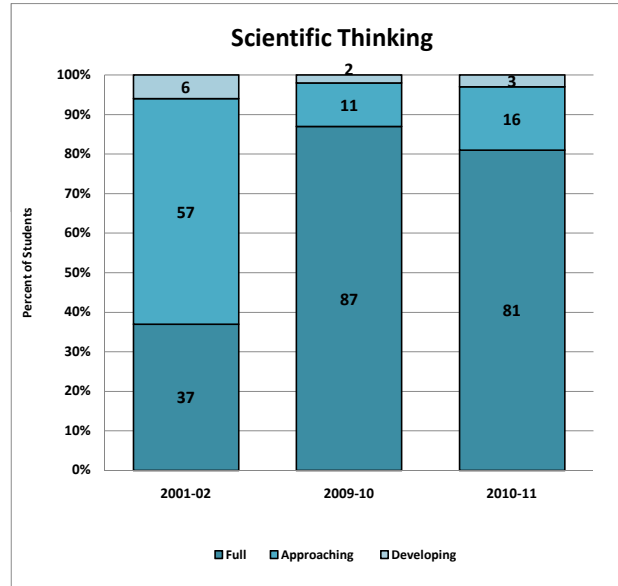
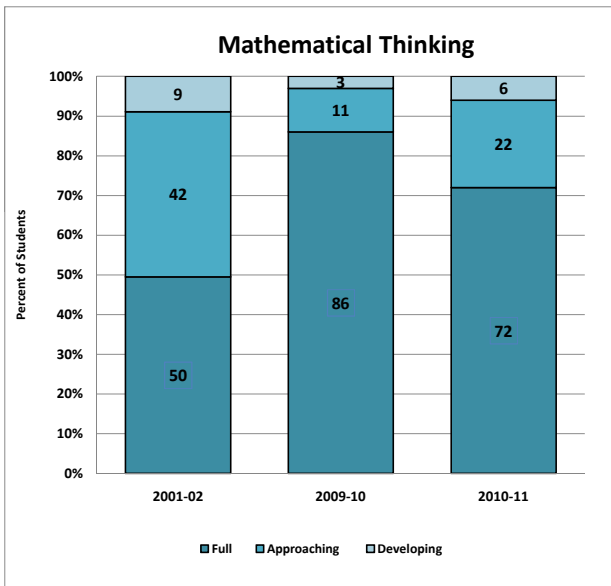
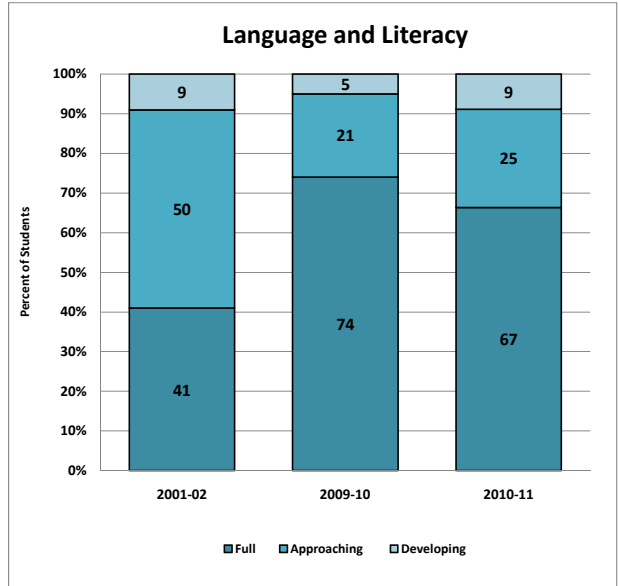
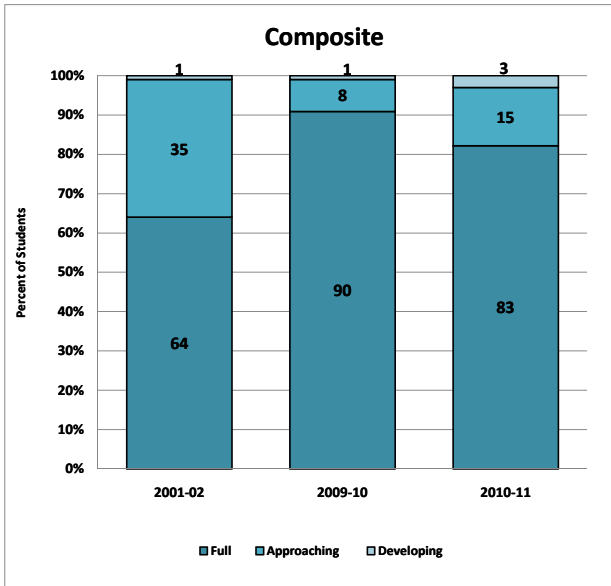
May not total 100% due to rounding.

Prince George's County - Number of Kindergarten Students

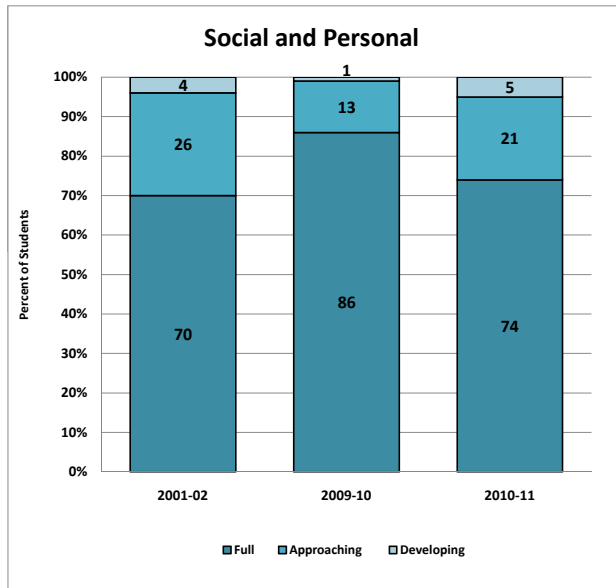
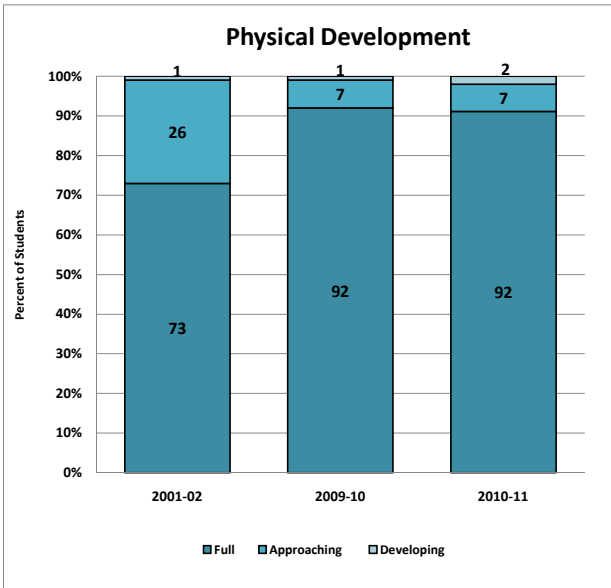
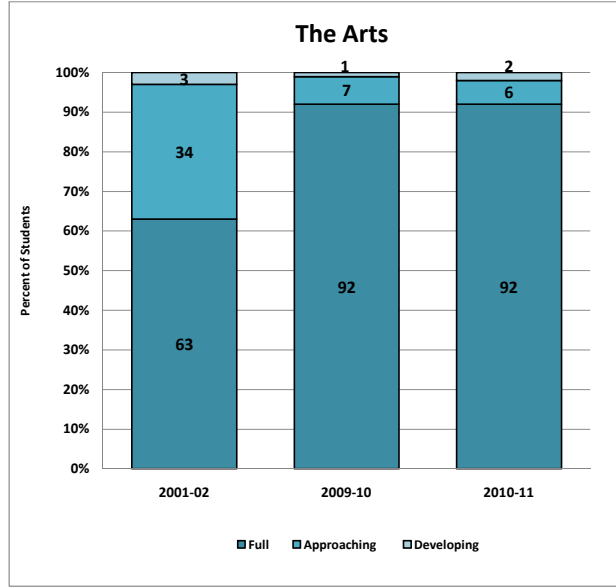
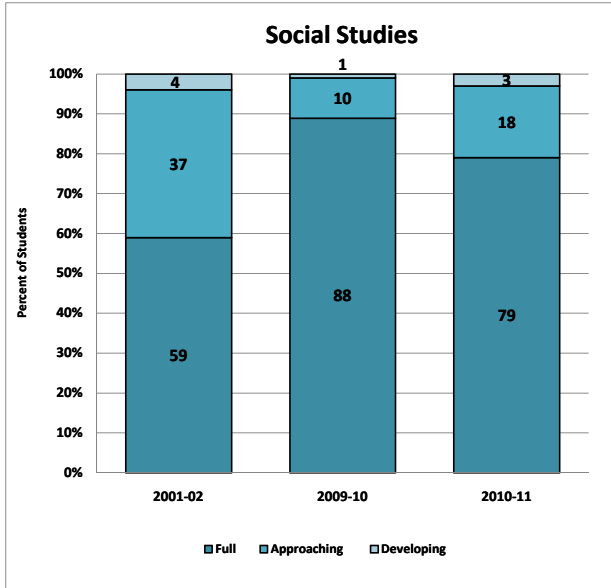
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	51	13	6	47	14	9	46	16	8	44	20	6	51	14	5	59	10	1	61	8	1	53	13	4
Asian	226	43	6	205	56	14	212	50	13	203	64	8	210	54	11	236	31	8	251	23	1	224	45	6
African American	4,214	1,092	301	4,160	1,115	332	4,289	1,005	313	4,128	1,211	268	4,387	1,009	211	4,854	657	96	5,015	514	78	4,610	839	158
Native Hawaiian/Pacific Islander	53	14	4	48	15	8	52	14	5	49	17	5	50	15	6	58	12	1	60	10	1	55	12	4
White	403	100	30	385	109	39	407	82	44	381	117	35	402	95	36	440	79	14	470	50	13	426	87	20
Hispanic	1,964	506	132	1,531	755	316	1,639	692	271	1,574	776	252	1,703	658	241	2,145	383	74	2,309	252	41	1,896	558	148
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																								
Male	3,206	1,139	335	3,062	1,176	442	3,259	1,035	386	3,118	1,216	346	3,328	1,029	323	3,789	757	134	4,033	550	97	3,524	932	224
Female	3,708	629	144	3,317	888	276	3,389	824	268	3,263	990	228	3,477	817	187	4,005	416	60	4,136	307	38	3,743	622	116
Prior Care																								
Child Care Center	680	155	40	691	146	38	713	130	32	668	171	36	709	138	28	772	88	15	794	71	10	743	115	17
Family Child Care	329	102	28	265	147	47	264	145	50	262	163	34	295	137	27	360	90	4	400	55	4	320	117	22
Head Start	268	85	21	250	96	28	267	76	31	248	99	27	271	82	21	315	50	9	326	42	6	292	66	16
Home / Informal Care	964	340	125	684	439	306	738	417	274	754	456	219	820	404	205	1,075	288	66	1,199	193	37	878	415	136
Non-public Nursery	348	46	12	348	49	9	363	37	6	342	57	7	355	47	4	368	34	4	386	20	0	375	28	3
Pre-Kindergarten	4,133	997	230	3,962	1,121	277	4,111	1,005	244	3,930	1,193	237	4,157	990	213	4,688	587	85	4,832	457	71	4,442	784	134
Special Education																								
Yes	290	207	96	255	215	123	291	191	111	263	203	127	289	187	117	405	132	56	410	133	50	323	182	88
No	6,624	1,561	383	6,124	1,849	595	6,357	1,668	543	6,118	2,003	447	6,516	1,659	393	7,389	1,041	138	7,759	724	85	6,944	1,372	252
English Language Learners																								
Yes	1906	508	132	1477	753	316	1589	688	269	1523	779	244	1648	660	238	2085	388	73	2259	253	34	1832	574	140
No	5008	1260	347	4902	1311	402	5059	1171	385	4858	1427	330	5157	1186	272	5709	785	121	5910	604	34	5435	980	200
Free and Reduced Price Meals																								
Yes	4,104	1,107	304	3,618	1,395	502	3,795	1,263	457	3,666	1,439	410	3,938	1,220	357	4,655	743	117	4,905	536	74	4,243	1,037	235
No	2,810	661	175	2,761	669	216	2,853	596	197	2,715	767	164	2,867	626	153	3,139	430	77	3,264	321	61	3,024	517	105
Aggregated Data	6,914	1,768	479	6,379	2,064	718	6,648	1,859	654	6,381	2,206	574	6,805	1,846	510	7,794	1,173	194	8,169	857	135	7,267	1,554	340

* = fewer than 5

MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Queen Anne's County



MMSR Kindergarten Assessment 2010-2011
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	71	29	0	57	14	29	71	14	14	71	29	0	71	29	0	100	0	0	100	0	0	71	29	0	
African American	40	50	10	47	33	20	37	47	17	53	40	7	50	37	13	80	13	7	83	13	3	60	33	7	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	76	19	5	68	25	7	74	21	5	84	14	3	81	17	2	92	6	2	92	6	2	84	13	3	
Hispanic	72	28	0	53	28	19	66	25	9	75	22	3	81	19	0	88	13	0	88	13	0	78	22	0	
Two or More Races (Non-Hispanic/Latino)	80	20	0	87	13	0	87	13	0	87	13	0	93	7	0	93	7	0	100	0	0	93	7	0	
Gender																									
Male	81	15	3	71	21	8	72	23	6	82	17	2	81	17	2	94	4	2	94	4	1	84	14	2	
Female	68	26	6	63	28	9	72	22	6	81	15	4	78	20	3	90	9	2	89	9	2	82	15	3	
Prior Care																									
Child Care Center	75	16	9	78	19	2	81	18	1	84	16	0	78	22	0	95	5	0	94	5	1	83	17	0	
Family Child Care	82	18	0	65	35	0	76	24	0	94	6	0	88	12	0	94	6	0	94	6	0	94	6	0	
Head Start	46	42	13	17	63	21	33	42	25	46	46	8	54	38	8	75	17	8	83	17	0	58	33	8	
Home / Informal Care	79	16	5	61	29	11	68	24	8	84	16	0	84	13	3	97	3	0	95	5	0	84	16	0	
Non-public Nursery	80	20	0	79	17	4	87	12	1	96	4	0	94	6	0	100	0	0	97	2	1	96	4	0	
Pre-Kindergarten	74	22	5	64	25	10	68	25	7	78	17	4	76	21	3	89	8	3	90	8	2	80	16	4	
Special Education																									
Yes	39	39	22	18	33	49	33	25	41	35	41	24	45	33	22	59	22	20	61	25	14	35	41	24	
No	78	19	3	72	24	4	76	22	2	86	13	1	83	17	1	95	5	0	95	5	0	88	12	0	
English Language Learners																									
Yes	80	20	0	56	28	16	68	24	8	76	20	4	80	20	0	88	12	0	92	8	0	80	20	0	
No	74	21	5	67	25	8	72	22	6	82	16	3	79	18	3	92	6	2	92	7	0	83	14	3	
Free and Reduced Price Meals																									
Yes	63	30	8	48	36	16	56	33	11	70	24	6	72	24	3	86	11	3	87	12	1	72	23	4	
No	78	18	4	73	21	6	78	18	4	85	13	2	82	16	2	94	5	1	93	5	2	86	12	2	
Aggregated Data	74	21	5	67	25	9	72	22	6	81	16	3	79	18	3	92	6	2	92	7	2	83	15	3	

* = fewer than 5

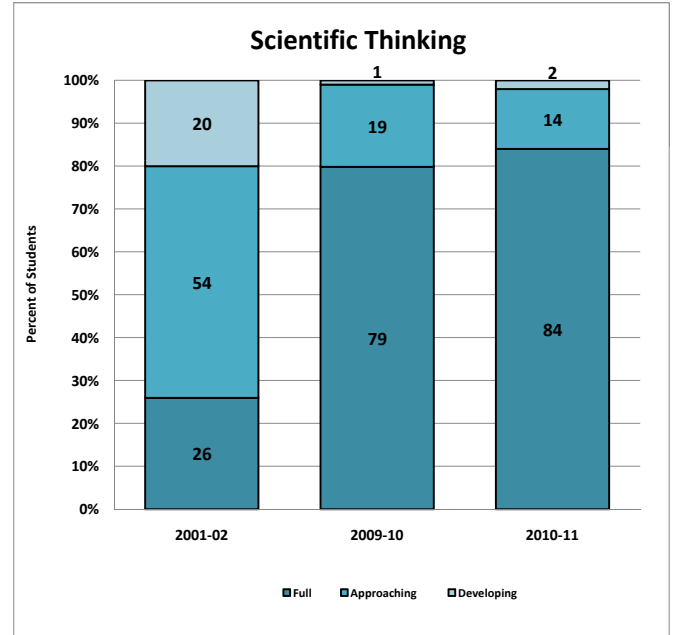
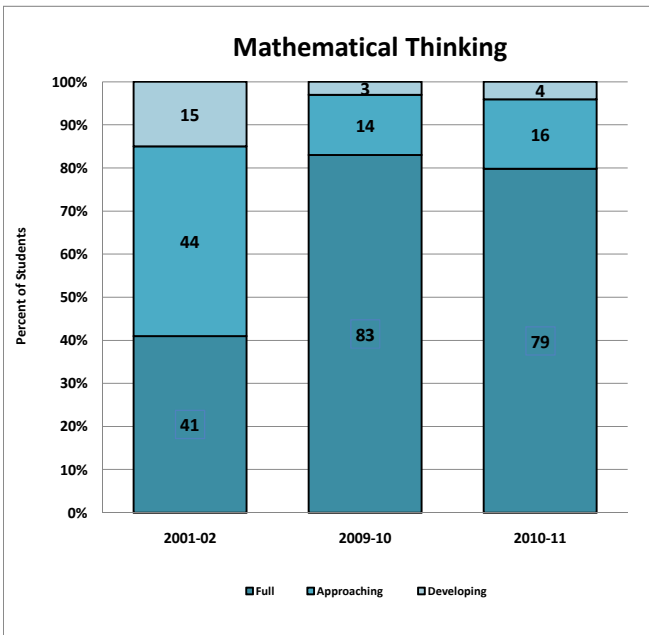
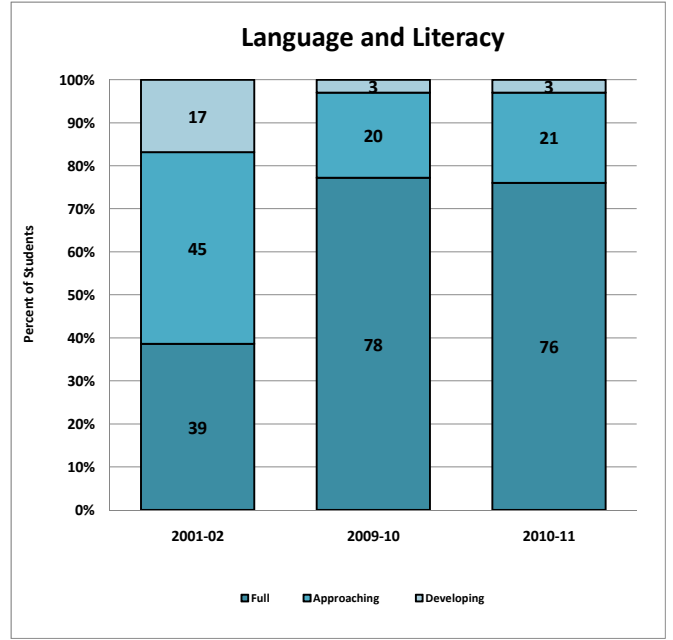
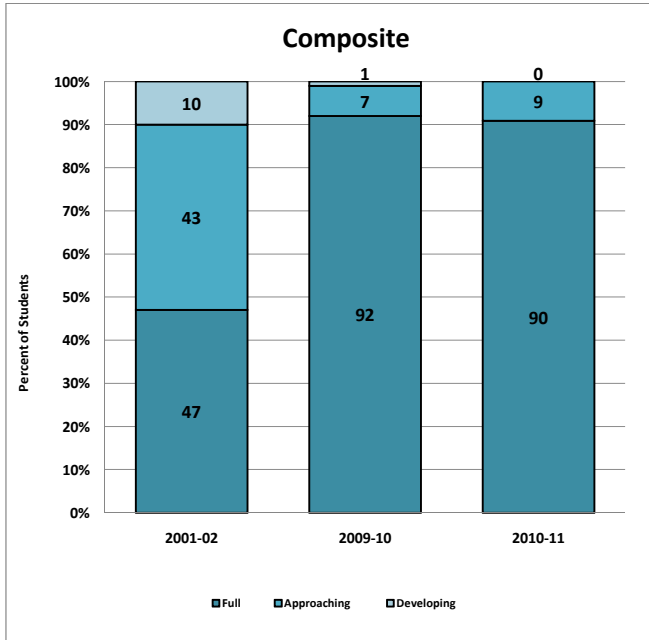
May not total 100% due to rounding.

Queen Anne's County - Number of Kindergarten Students

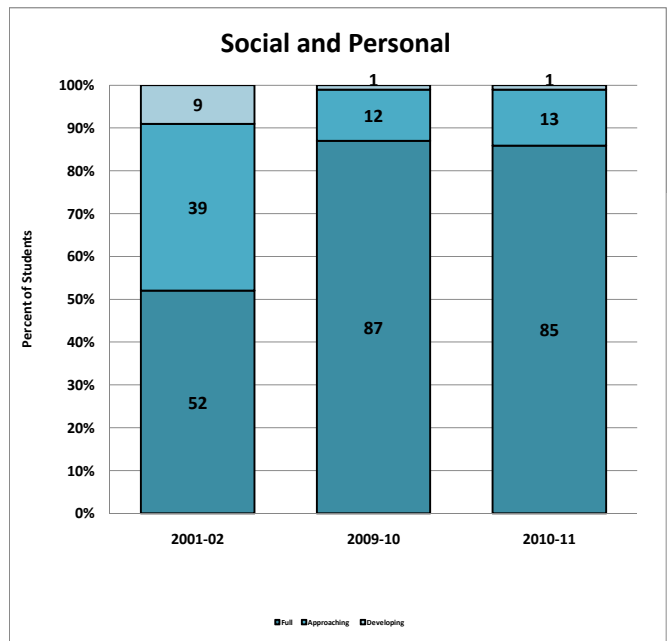
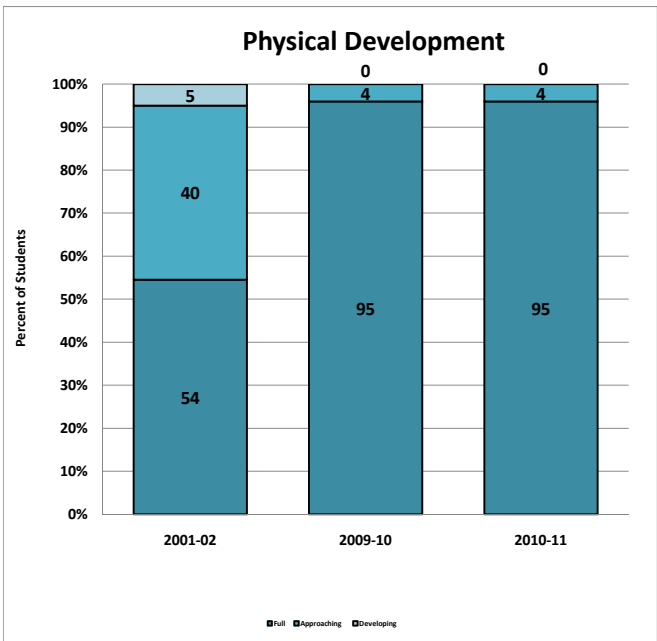
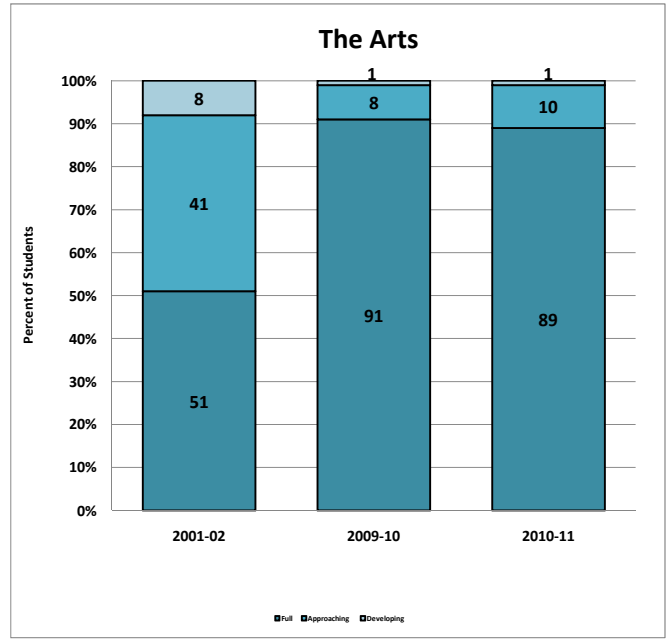
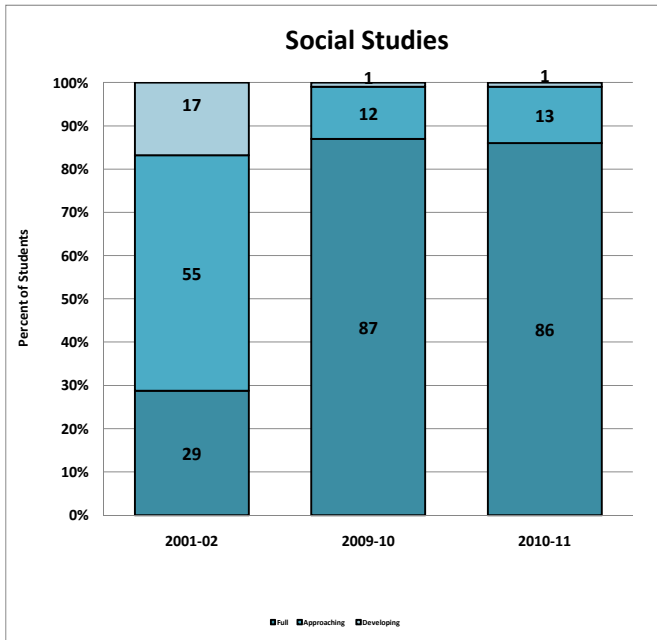
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	5	2	0	4	1	2	5	1	1	5	2	0	5	2	0	7	0	0	7	0	0	5	2	0	
African American	12	15	3	14	10	6	11	14	5	16	12	2	15	11	4	24	4	2	25	4	1	18	10	2	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	351	88	23	315	114	33	342	97	23	386	64	12	372	80	10	427	26	9	425	29	8	389	61	12	
Hispanic	23	9	0	17	9	6	21	8	3	24	7	1	26	6	0	28	4	0	28	4	0	25	7	0	
Two or More Races	12	3	0	13	2	0	13	2	0	13	2	0	14	1	0	14	1	0	15	0	0	14	1	0	
Gender																									
Male	205	39	8	178	54	20	181	57	14	206	42	4	204	42	6	237	9	6	238	11	3	212	35	5	
Female	202	78	18	188	83	27	214	66	18	242	45	11	231	59	8	267	26	5	266	26	6	243	46	9	
Prior Care																									
Child Care Center	66	14	8	69	17	2	71	16	1	74	14	0	69	19	0	84	4	0	83	4	1	73	15	0	
Family Child Care	14	3	0	11	6	0	13	4	0	16	1	0	15	2	0	16	1	0	16	1	0	16	1	0	
Head Start	11	10	3	4	15	5	8	10	6	11	11	2	13	9	2	18	4	2	20	4	0	14	8	2	
Home / Informal Care	30	6	2	23	11	4	26	9	3	32	6	0	32	5	1	37	1	0	36	2	0	32	6	0	
Non-public Nursery	71	18	0	70	15	4	77	11	1	85	4	0	84	5	0	89	0	0	86	2	1	85	4	0	
Pre-Kindergarten	210	63	13	184	72	30	195	72	19	224	50	12	216	60	10	253	24	9	257	23	6	229	46	11	
Special Education																									
Yes	20	20	11	9	17	25	17	13	21	18	21	12	23	17	11	30	11	10	31	13	7	18	21	12	
No	387	97	15	357	120	22	378	110	11	430	66	3	412	84	3	474	24	1	473	24	2	437	60	2	
English Language Learners																									
Yes	20	5	0	14	7	4	17	6	2	19	5	1	20	5	0	22	3	0	23	2	0	20	5	0	
No	387	112	26	352	130	43	378	117	30	429	82	14	415	96	14	482	32	11	481	35	0	435	76	14	
Free and Reduced Price Meals																									
Yes	90	43	11	69	52	23	80	48	16	101	35	8	104	35	5	123	16	5	125	17	2	104	34	6	
No	317	74	15	297	85	24	315	75	16	347	52	7	331	66	9	381	19	6	379	20	7	351	47	8	
Aggregated Data	407	117	26	366	137	47	395	123	32	448	87	15	435	101	14	504	35	11	504	37	9	455	81	14	

* = fewer than 5

MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Saint Mary's County



**MMSR Kindergarten Assessment 2010-2011
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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	87	10	3	80	20	0	90	7	3	93	7	0	97	3	0	93	7	0	100	0	0	97	3	0	
African American	81	17	3	69	24	7	67	22	11	80	17	3	81	18	1	85	13	1	94	5	0	84	15	0	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	87	12	1	79	19	2	83	15	2	86	13	1	88	11	1	90	9	1	95	5	0	92	8	0	
Hispanic	78	18	4	60	31	9	69	23	8	73	23	4	77	18	5	86	13	1	95	5	0	84	13	3	
Two or More Races (Non-Hispanic/Latino)	88	12	0	84	12	4	81	19	0	84	16	0	81	19	0	93	7	0	100	0	0	93	7	0	
Gender																									
Male	80	18	2	72	23	4	77	18	5	83	14	2	85	14	1	85	13	1	94	6	0	87	13	0	
Female	91	8	1	81	17	2	83	15	3	86	13	1	87	12	1	94	6	1	97	3	0	94	6	0	
Prior Care																									
Child Care Center	85	14	2	81	18	1	83	17	1	88	11	2	85	15	0	91	8	1	96	4	0	94	6	0	
Family Child Care	81	19	0	87	11	2	82	15	3	87	11	2	89	11	0	95	5	1	92	8	0	94	6	0	
Head Start	71	24	5	33	57	10	43	29	29	57	33	10	71	24	5	81	19	0	95	5	0	71	29	0	
Home / Informal Care	87	13	1	76	23	2	80	18	3	86	13	2	88	11	1	93	6	1	96	4	0	91	9	0	
Non-public Nursery	94	6	0	85	14	1	92	6	2	93	7	1	93	7	0	92	7	1	97	3	0	96	4	0	
Pre-Kindergarten	84	14	2	73	22	5	76	18	5	81	17	2	83	15	1	86	13	1	95	5	0	88	11	0	
Special Education																									
Yes	65	30	5	47	41	12	59	26	14	70	24	6	71	25	5	73	25	2	87	11	2	69	29	2	
No	88	11	1	80	18	2	82	15	3	86	13	1	88	12	1	91	8	1	96	4	0	93	7	0	
English Language Learners																									
Yes	84	13	3	50	44	6	69	22	9	81	16	3	78	19	3	97	3	0	97	3	0	88	13	0	
No	85	13	1	77	20	3	80	16	4	85	14	2	86	13	1	89	10	1	95	4	0	90	9	0	
Free and Reduced Price Meals																									
Yes	79	19	2	67	25	7	68	23	9	79	18	3	81	17	2	86	13	2	96	4	0	85	15	1	
No	89	10	1	81	18	1	86	13	2	87	12	1	89	11	0	91	8	1	95	5	0	93	7	0	
Aggregated Data	85	13	1	76	21	3	79	16	4	84	14	2	86	13	1	89	10	1	95	4	0	90	9	0	

* = fewer than 5

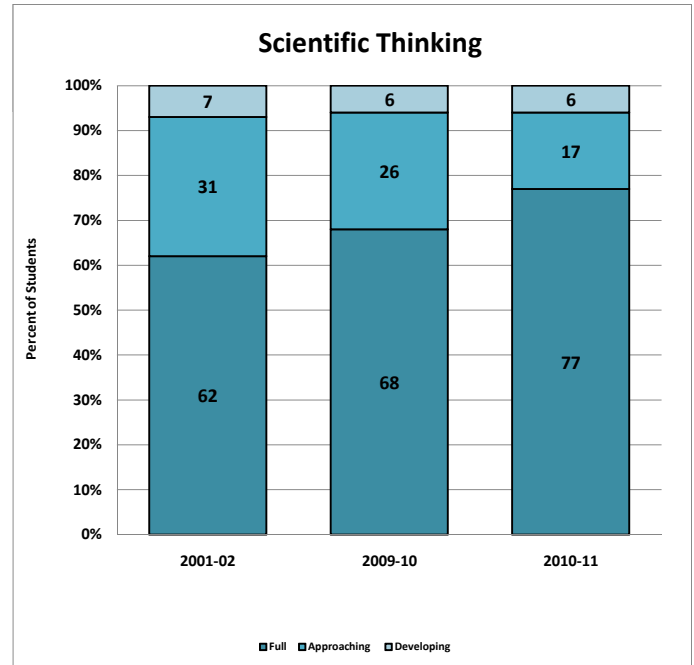
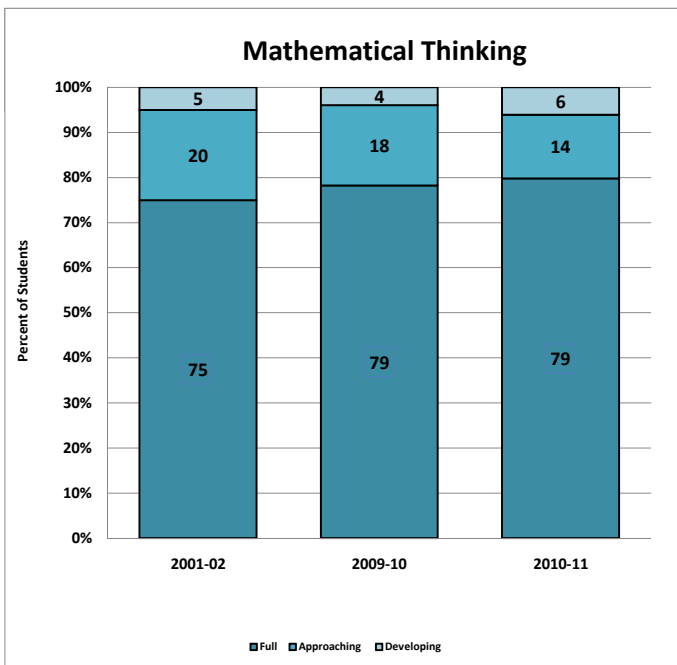
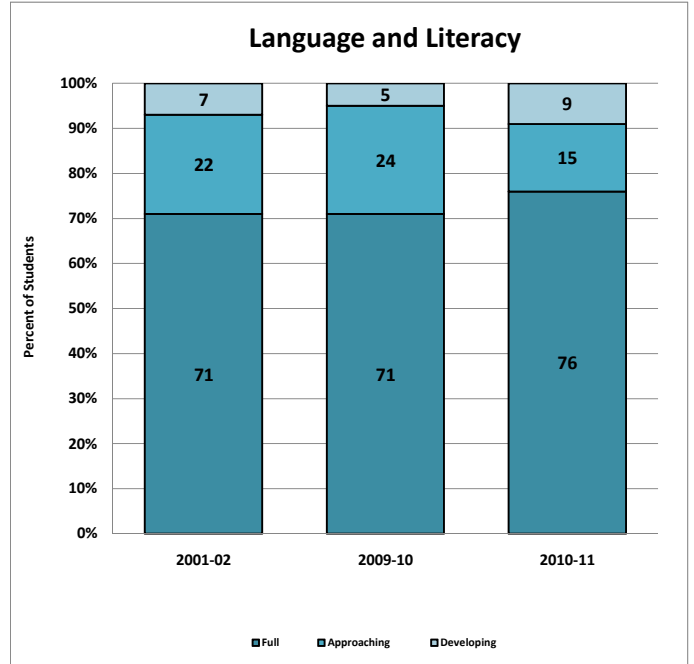
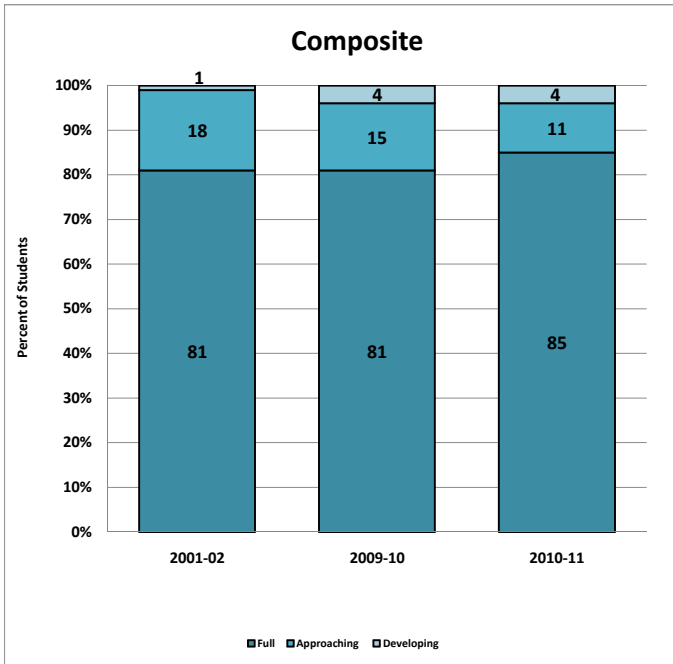
May not total 100% due to rounding.

Saint Mary's County - Number of Kindergarten Students

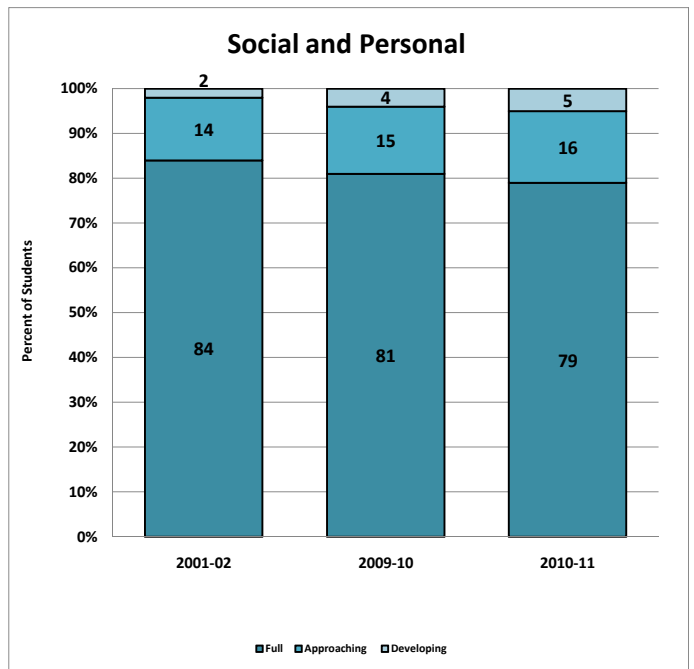
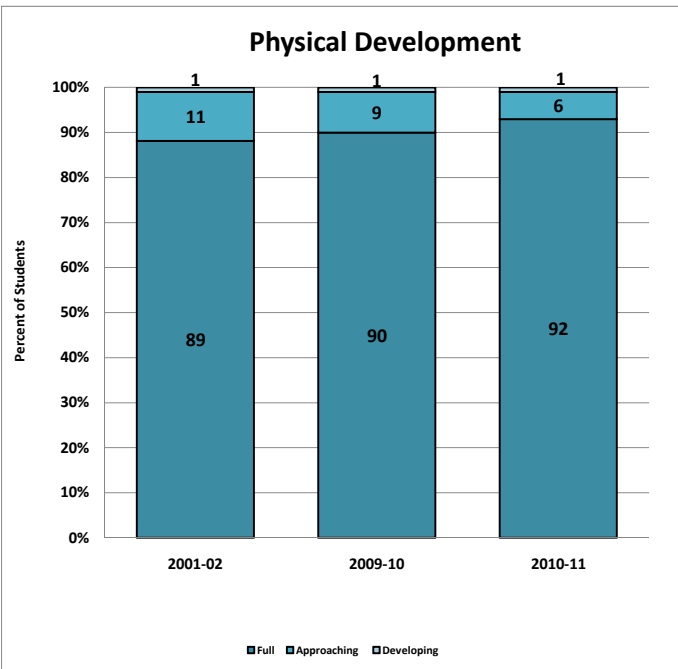
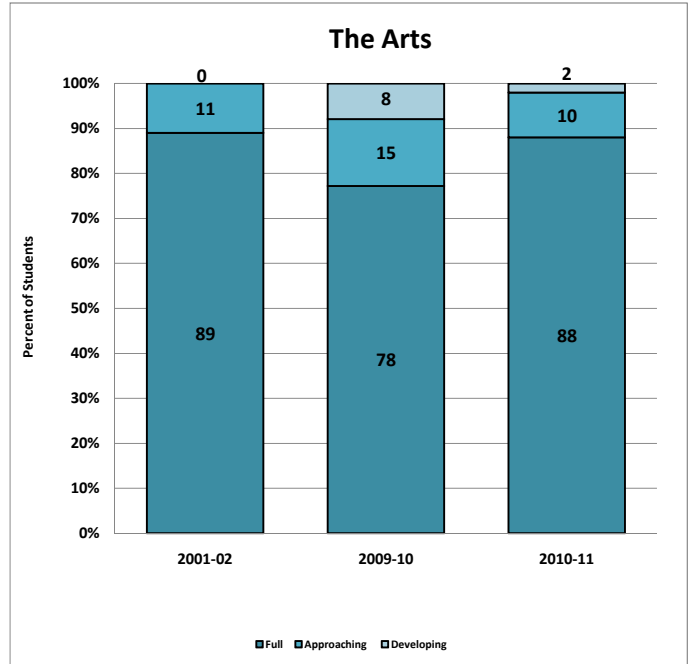
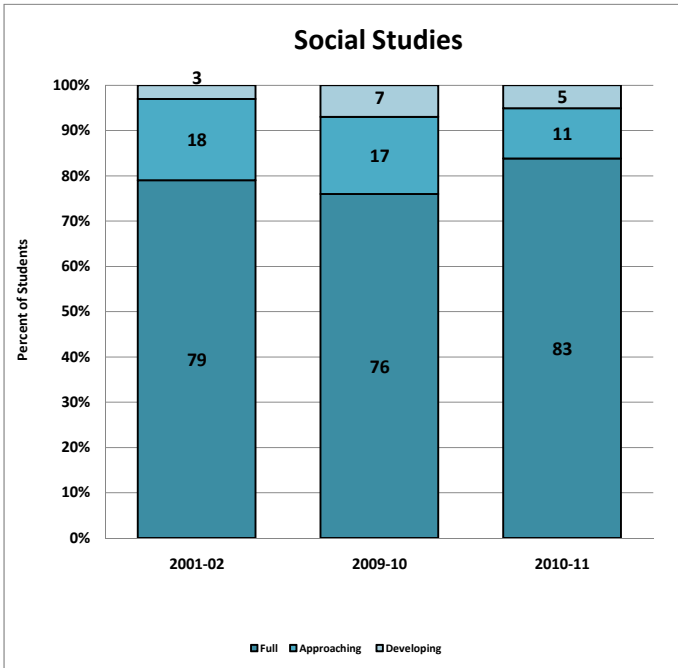
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	26	3	1	24	6	0	27	2	1	28	2	0	29	1	0	28	2	0	30	0	0	29	1	0	
African American	186	39	6	160	55	16	155	51	25	184	39	8	187	41	3	197	31	3	218	12	1	195	35	6	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
White	768	108	7	696	171	16	734	129	20	763	111	9	781	97	5	795	80	8	840	41	2	812	71	11	
Hispanic	60	14	3	46	24	7	53	18	6	56	18	3	59	14	4	66	10	1	73	4	0	65	10	0	
Two or More Races	50	7	0	48	7	2	46	11	0	48	9	0	46	11	0	53	4	0	57	0	0	53	4	0	
Gender																									
Male	555	121	14	498	161	31	530	125	35	576	100	14	587	95	8	588	93	9	647	41	2	601	87	15	
Female	542	50	3	482	103	10	491	87	17	509	80	6	519	72	4	558	34	3	578	16	1	560	34	3	
Prior Care																									
Child Care Center	113	18	2	108	24	1	110	22	1	117	14	2	113	20	0	121	11	1	128	5	0	125	8	3	
Family Child Care	50	12	0	54	7	1	51	9	2	54	7	1	55	7	0	59	3	1	57	5	0	58	4	1	
Head Start	15	5	1	7	12	2	9	6	6	12	7	2	15	5	1	17	4	0	20	1	0	15	6	0	
Home / Informal Care	278	40	2	242	72	6	256	56	8	275	40	5	283	34	3	298	20	2	307	13	0	292	28	7	
Non-public Nursery	138	9	0	125	21	1	135	9	3	136	10	1	136	11	0	135	11	1	142	5	0	141	6	0	
Pre-Kindergarten	513	88	12	450	132	31	468	112	33	499	104	10	511	93	9	526	79	8	581	29	3	540	70	6	
Special Education																									
Yes	86	40	7	63	54	16	79	35	19	93	32	8	94	33	6	97	33	3	116	14	3	92	39	12	
No	1,011	131	10	917	210	25	942	177	33	992	148	12	1,012	134	6	1,049	94	9	1,109	43	0	1,069	82	6	
English Language Learners																									
Yes	27	4	1	16	14	2	22	7	3	26	5	1	25	6	1	31	1	0	31	1	0	28	4	0	
No	1070	167	16	964	250	39	999	205	49	1059	175	19	1081	161	11	1115	126	12	1194	56	0	1133	117	18	
Free and Reduced Price Meals																									
Yes	360	88	10	308	116	34	313	106	39	363	81	14	371	77	10	392	59	7	438	19	1	388	67	5	
No	737	83	7	672	148	7	708	106	13	722	99	6	735	90	2	754	68	5	787	38	2	773	54	13	
Aggregated Data	1,097	171	17	980	264	41	1,021	212	52	1,085	180	20	1,106	167	12	1,146	127	12	1,225	57	3	1,161	121	18	

* = fewer than 5

MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Somerset County



MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Somerset County



Somerset County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	78	17	5	78	13	9	83	8	9	76	16	8	82	14	4	92	8	0	95	3	3	87	8	5	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	81	15	5	77	15	9	79	15	7	74	21	5	83	10	7	85	12	3	91	8	1	84	13	3	
Hispanic	77	19	4	69	27	4	69	31	0	85	12	4	85	12	4	88	8	4	92	8	0	85	12	4	
Two or More Races (Non-Hispanic/Latino)	92	8	0	85	8	8	92	8	0	92	8	0	92	8	0	92	8	0	92	8	0	85	15	0	
Gender																									
Male	76	18	6	71	19	10	74	18	8	76	18	7	80	15	5	85	13	3	89	11	0	82	13	5	
Female	84	12	4	83	10	7	86	10	4	78	17	5	87	7	6	92	6	2	96	1	3	89	8	3	
Prior Care																									
Child Care Center	100	0	0	83	17	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	
Family Child Care	80	20	0	80	20	0	80	20	0	60	20	20	80	20	0	80	20	0	100	0	0	80	20	0	
Head Start	82	16	3	81	13	6	84	9	6	81	16	4	87	10	3	92	6	1	96	4	0	90	8	3	
Home / Informal Care	39	33	28	33	33	33	39	44	17	33	33	33	44	28	28	56	33	11	67	28	6	33	44	22	
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	84	13	4	77	15	7	79	15	5	78	18	4	85	10	5	88	10	2	92	6	2	87	10	3	
Special Education																									
Yes	48	35	17	39	35	26	61	17	22	48	30	22	43	35	22	61	35	4	65	30	4	52	35	13	
No	83	13	4	81	13	7	82	14	5	80	16	4	88	9	4	91	7	2	95	4	1	89	8	3	
English Language Learners																									
Yes	73	18	9	64	27	9	64	36	0	82	9	9	82	9	9	86	5	9	86	14	0	82	9	9	
No	80	15	5	78	14	9	81	12	7	76	18	6	83	12	5	88	10	2	93	6	0	85	11	4	
Free and Reduced Price Meals																									
Yes	78	16	6	74	16	10	78	15	6	75	19	6	83	11	6	87	10	3	91	7	2	85	10	5	
No	82	14	4	82	12	5	82	11	7	82	12	5	82	12	5	91	9	0	96	4	0	86	12	2	
Aggregated Data	79	16	5	76	15	9	79	14	6	77	17	6	83	11	5	88	10	2	92	6	1	85	11	4	

* = fewer than 5

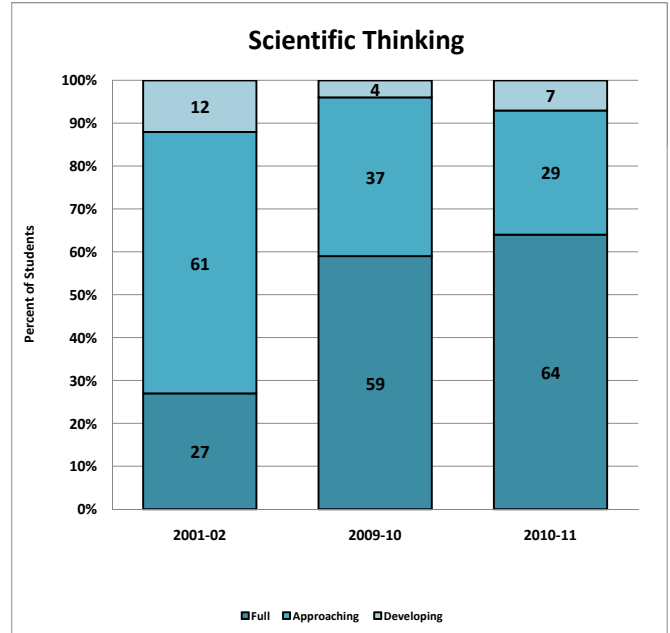
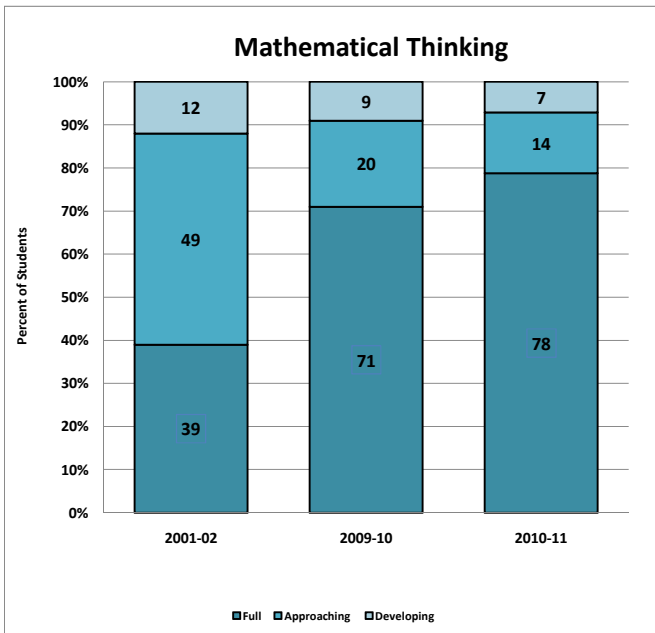
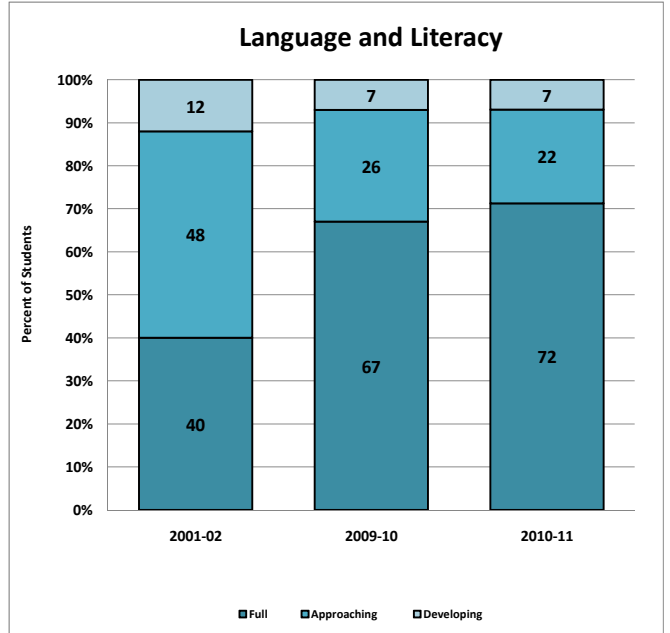
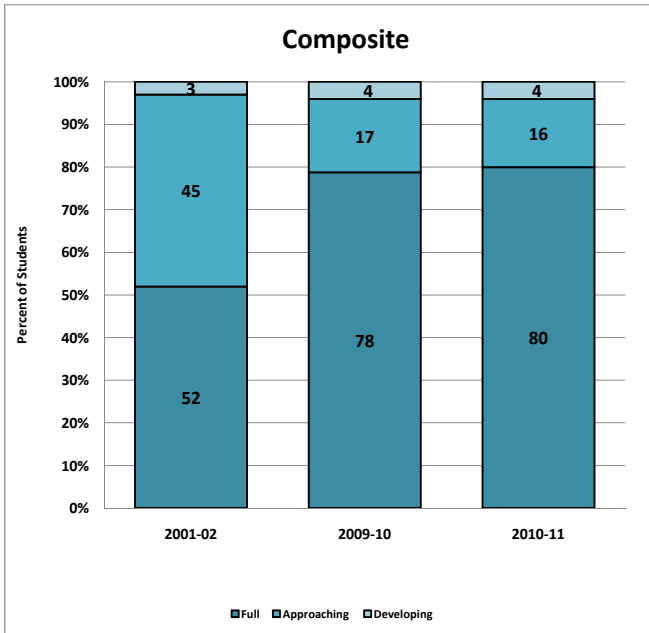
May not total 100% due to rounding.

Somerset County - Number of Kindergarten Students

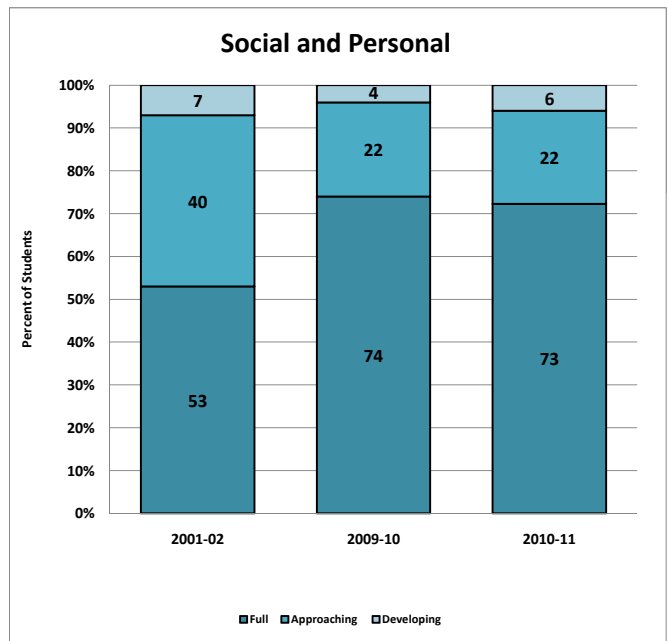
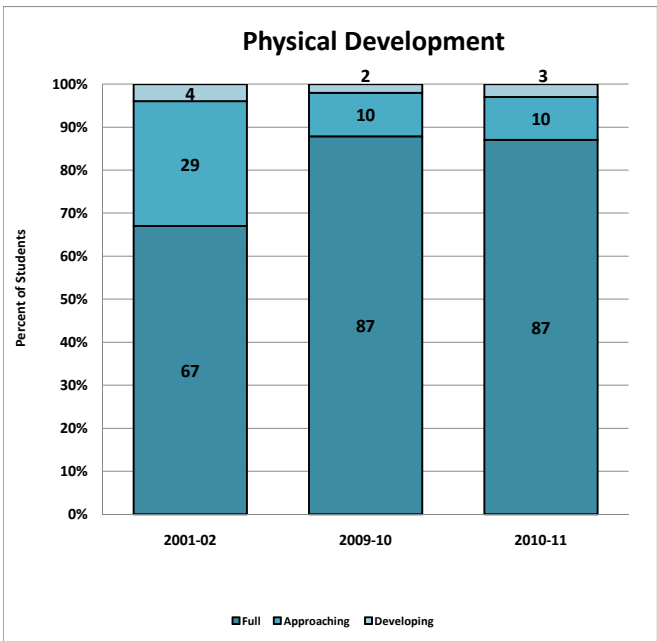
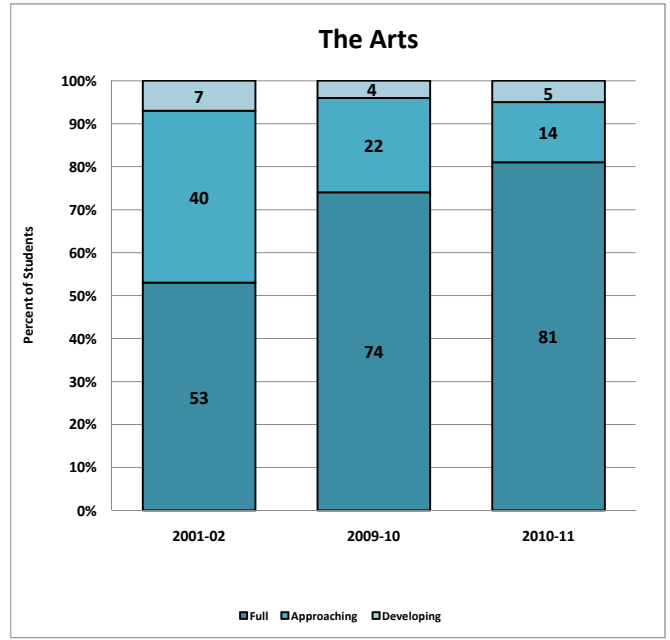
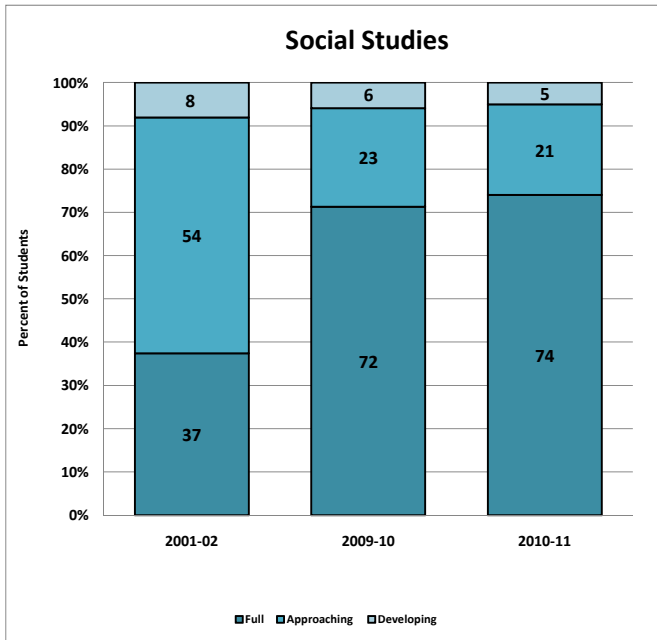
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	59	13	4	59	10	7	63	6	7	58	12	6	62	11	3	70	6	0	72	2	2	66	6	4	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	83	15	5	79	15	9	81	15	7	76	22	5	86	10	7	88	12	3	94	8	1	87	13	3	
Hispanic	20	5	1	18	7	1	18	8	0	22	3	1	22	3	1	23	2	1	24	2	0	22	3	1	
Two or More Races	12	1	0	11	1	1	12	1	0	12	1	0	12	1	0	12	1	0	12	1	0	11	2	0	
Gender																									
Male	91	22	7	85	23	12	89	21	10	91	21	8	96	18	6	102	15	3	107	13	0	98	16	6	
Female	83	12	4	82	10	7	85	10	4	77	17	5	86	7	6	91	6	2	95	1	3	88	8	3	
Prior Care																									
Child Care Center	6	0	0	5	1	0	6	0	0	6	0	0	6	0	0	6	0	0	6	0	0	6	0	0	
Family Child Care	4	1	0	4	1	0	4	1	0	3	1	1	4	1	0	4	1	0	5	0	0	4	1	0	
Head Start	63	12	2	62	10	5	65	7	5	62	12	3	67	8	2	71	5	1	74	3	0	69	6	2	
Home / Informal Care	7	6	5	6	6	6	7	8	3	6	6	6	8	5	5	10	6	2	12	5	1	6	8	4	
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	92	14	4	85	17	8	87	17	6	86	20	4	94	11	5	97	11	2	101	7	2	96	11	3	
Special Education																									
Yes	11	8	4	9	8	6	14	4	5	11	7	5	10	8	5	14	8	1	15	7	1	12	8	3	
No	163	26	7	158	25	13	160	27	9	157	31	8	172	17	7	179	13	4	187	7	2	174	16	6	
English Language Learners																									
Yes	16	4	2	14	6	2	14	8	0	18	2	2	18	2	2	19	1	2	19	3	0	18	2	2	
No	158	30	9	153	27	17	160	23	14	150	36	11	164	23	10	174	20	3	183	11	0	168	22	7	
Free and Reduced Price Meals																									
Yes	127	26	9	120	26	16	127	25	10	121	31	10	135	18	9	141	16	5	147	12	3	137	17	8	
No	47	8	2	47	7	3	47	6	4	47	7	3	47	7	3	52	5	0	55	2	0	49	7	1	
Aggregated Data	174	34	11	167	33	19	174	31	14	168	38	13	182	25	12	193	21	5	202	14	3	186	24	9	

* = fewer than 5

MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Talbot County



MMSR Kindergarten Assessment 2010-2011
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	55	34	11	68	27	5	73	16	11	59	30	11	68	25	7	80	18	2	84	14	2	75	23	2		
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	77	18	5	75	19	7	82	12	6	69	25	6	80	17	4	83	12	5	87	10	3	83	13	4		
Hispanic	76	20	4	69	24	8	76	16	8	59	35	6	65	29	6	82	16	2	92	6	2	78	16	6		
Two or More Races (Non-Hispanic/Latino)	52	43	5	52	38	10	57	33	10	43	48	10	57	29	14	62	19	19	81	14	5	57	33	10		
Gender																										
Male	64	27	9	64	27	9	73	17	9	58	32	10	70	21	9	71	21	8	80	15	6	74	18	8		
Female	82	17	2	80	17	4	83	11	5	70	27	3	78	20	1	92	7	1	95	5	0	85	14	1		
Prior Care																										
Child Care Center	77	18	4	80	18	1	89	8	3	69	25	6	77	21	1	90	8	1	87	13	0	90	8	1		
Family Child Care	74	14	11	63	23	14	69	14	17	71	17	11	71	20	9	71	14	3	86	6	9	74	14	11		
Head Start	57	34	9	54	34	11	51	37	11	46	46	9	54	31	14	71	23	6	94	3	3	63	31	6		
Home / Informal Care	73	20	7	73	20	7	80	13	7	73	20	7	80	13	7	73	20	7	87	13	0	80	13	7		
Non-public Nursery	94	3	3	81	19	0	84	16	0	78	22	0	94	6	0	91	6	3	91	9	0	88	13	0		
Pre-Kindergarten	69	26	5	71	21	8	82	10	8	60	33	7	73	22	5	80	16	4	85	11	4	78	18	4		
Special Education																										
Yes	38	25	38	29	21	50	33	13	54	29	21	50	33	25	42	46	21	33	54	8	38	33	29	38		
No	76	21	3	75	22	3	82	14	3	67	30	3	78	20	2	84	13	2	90	10	0	84	15	1		
English Language Learners																										
Yes	74	21	5	67	28	5	77	19	5	51	42	7	58	37	5	79	19	2	93	7	0	77	19	5		
No	72	22	6	72	21	7	79	14	8	66	27	7	77	18	5	82	13	5	86	10	0	80	16	4		
Free and Reduced Price Meals																										
Yes	60	32	8	62	29	9	69	19	12	53	39	8	63	30	7	73	21	6	87	10	3	70	24	6		
No	84	13	4	80	15	5	86	11	3	74	21	5	84	13	4	88	8	4	88	10	2	88	9	3		
Aggregated Data	73	22	6	72	22	7	78	14	7	64	29	7	74	21	5	81	14	5	87	10	3	80	16	4		

* = fewer than 5

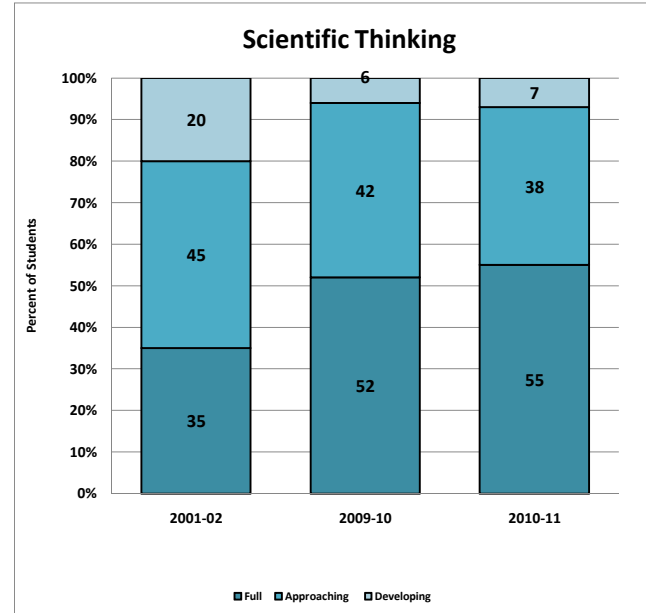
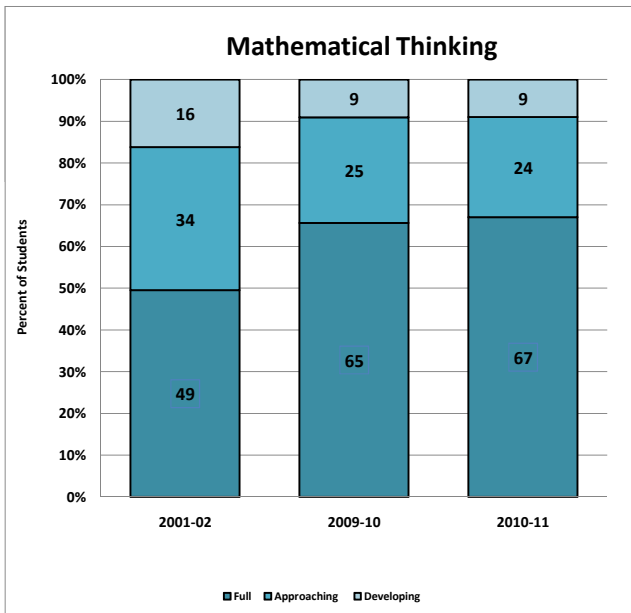
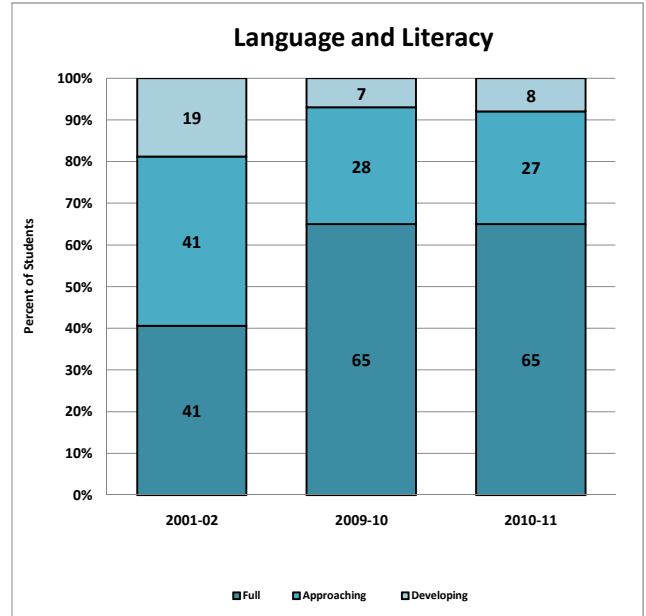
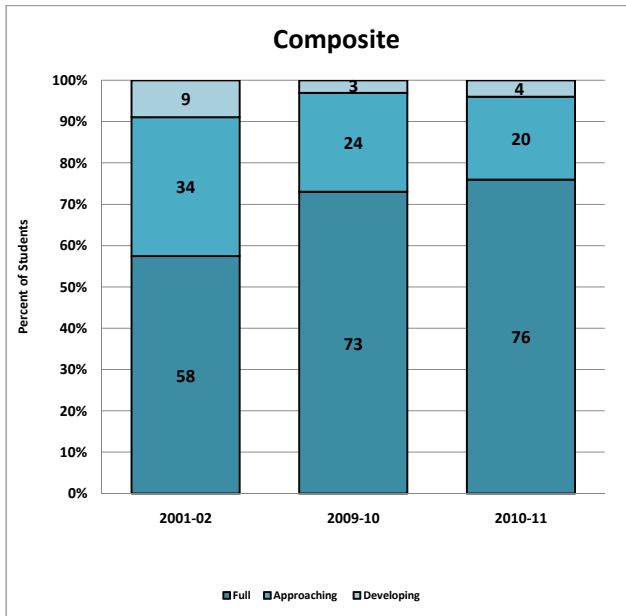
May not total 100% due to rounding.

Talbot County - Number of Kindergarten Students

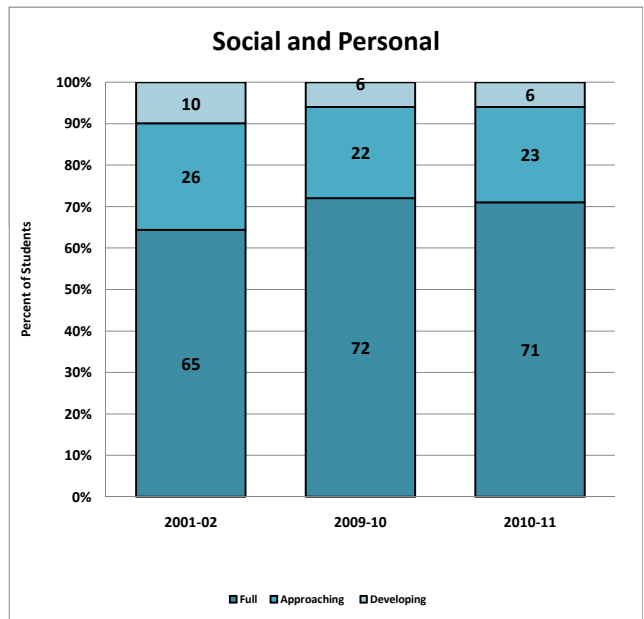
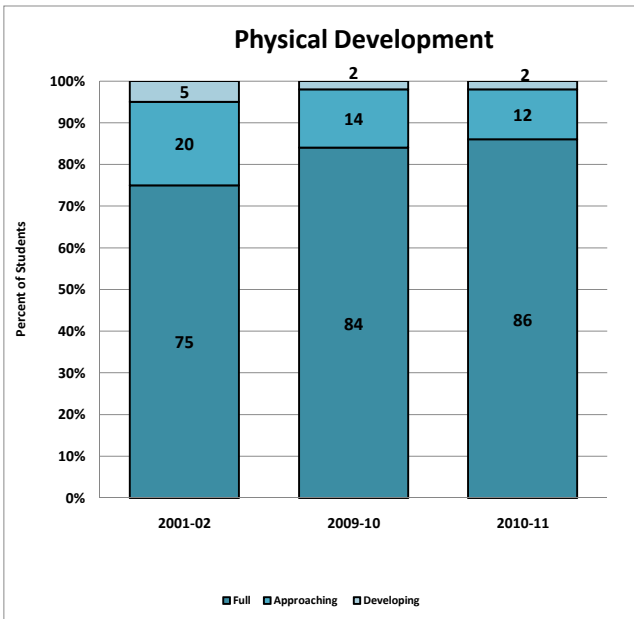
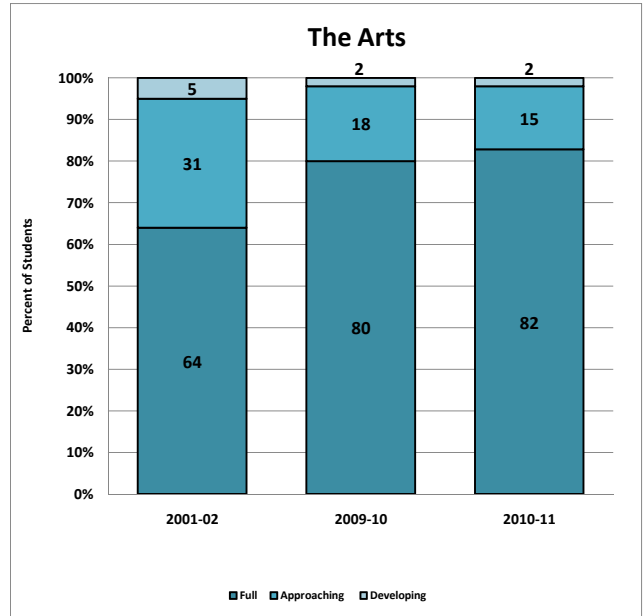
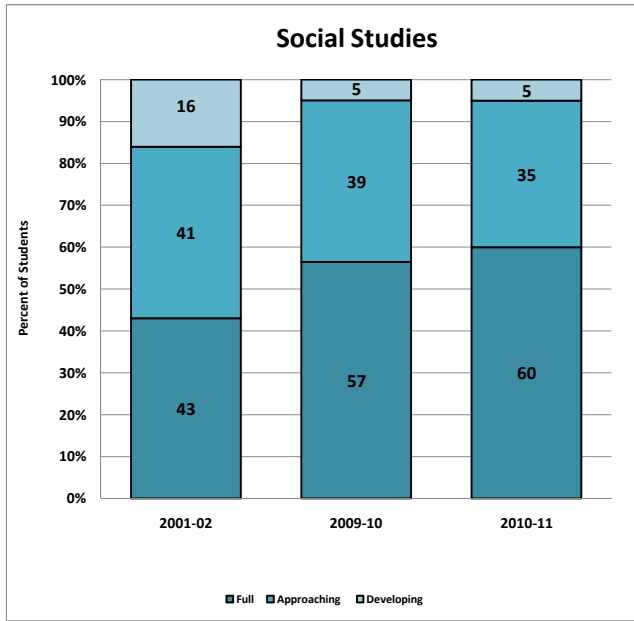
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	24	15	5	30	12	2	32	7	5	26	13	5	30	11	3	35	8	1	37	6	1	33	10	1	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	149	34	10	144	36	13	158	23	12	133	49	11	154	32	7	161	23	9	168	19	6	160	26	7	
Hispanic	39	10	2	35	12	4	39	8	4	30	18	3	33	15	3	42	8	1	47	3	1	40	8	3	
Two or More Races	11	9	1	11	8	2	12	7	2	9	10	2	12	6	3	13	4	4	17	3	1	12	7	2	
Gender																									
Male	101	42	15	101	42	15	116	27	15	92	50	16	111	33	14	112	33	13	126	23	9	117	29	12	
Female	128	26	3	125	26	6	131	18	8	110	42	5	123	32	2	144	11	2	149	8	0	134	22	1	
Prior Care																									
Child Care Center	55	13	3	57	13	1	63	6	2	49	18	4	55	15	1	64	6	1	62	9	0	64	6	1	
Family Child Care	26	5	4	22	8	5	24	5	6	25	6	4	25	7	3	25	5	1	30	2	3	26	5	4	
Head Start	20	12	3	19	12	4	18	13	4	16	16	3	19	11	5	25	8	2	33	1	1	22	11	2	
Home / Informal Care	11	3	1	11	3	1	12	2	1	11	3	1	12	2	1	11	3	1	13	2	0	12	2	1	
Non-public Nursery	30	1	1	26	6	0	27	5	0	25	7	0	30	2	0	29	2	1	29	3	0	28	4	0	
Pre-Kindergarten	87	33	6	90	26	10	103	13	10	75	42	9	92	28	6	101	20	5	107	14	5	98	23	5	
Special Education																									
Yes	9	6	9	7	5	12	8	3	13	7	5	12	8	6	10	11	5	8	13	2	9	8	7	9	
No	220	62	9	219	63	9	239	42	10	195	87	9	226	59	6	245	39	7	262	29	0	243	44	4	
English Language Learners																									
Yes	32	9	2	29	12	2	33	8	2	22	18	3	25	16	2	34	8	1	40	3	0	33	8	2	
No	197	59	16	197	56	19	214	37	21	180	74	18	209	49	14	222	36	14	235	28	0	218	43	11	
Free and Reduced Price Meals																									
Yes	87	46	12	90	42	13	100	27	18	77	56	12	92	43	10	106	30	9	126	14	5	102	35	8	
No	142	22	6	136	26	8	147	18	5	125	36	9	142	22	6	150	14	6	149	17	4	149	16	5	
Aggregated Data	229	68	18	226	68	21	247	45	23	202	92	21	234	65	16	256	44	15	275	31	9	251	51	13	

* = fewer than 5

MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Washington County



**MMSR Kindergarten Assessment 2010-2011
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	78	13	9	81	13	6	72	22	6	56	34	9	69	22	9	94	0	6	88	13	0	84	13	3	
African American	66	26	8	54	36	10	60	29	12	42	52	6	42	52	6	79	20	2	82	15	2	69	26	5	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	74	21	5	67	25	7	69	24	7	58	35	7	64	32	4	83	14	2	88	10	2	78	18	3	
Hispanic	73	20	7	61	31	8	66	23	11	48	45	7	56	38	7	84	14	2	85	11	3	75	20	5	
Two or More Races (Non-Hispanic/Latino)	51	40	9	53	33	14	53	29	18	43	47	11	50	43	7	74	22	4	75	20	5	63	29	9	
Gender																									
Male	62	30	8	58	30	12	63	26	11	52	39	9	56	38	6	75	21	3	80	16	4	69	26	6	
Female	81	15	4	72	23	5	72	22	6	58	37	5	65	32	4	90	9	1	92	7	1	84	14	2	
Prior Care																									
Child Care Center	69	26	5	78	20	2	77	19	4	63	33	5	69	30	1	86	13	1	90	9	1	86	12	1	
Family Child Care	68	28	4	60	28	12	58	30	12	55	38	7	60	34	6	79	18	1	83	15	2	70	26	5	
Head Start	51	35	14	42	37	21	43	34	22	34	52	14	35	54	11	72	24	5	73	20	7	55	34	11	
Home / Informal Care	76	19	5	57	33	11	59	30	12	50	39	11	58	35	7	83	14	3	86	11	3	72	23	5	
Non-public Nursery	87	10	2	84	13	3	82	15	3	63	33	4	76	23	1	88	11	1	95	5	0	90	10	1	
Pre-Kindergarten	72	22	6	68	25	7	73	21	6	58	37	5	62	35	4	83	14	2	87	11	2	79	18	3	
Special Education																									
Yes	45	38	17	30	42	27	40	40	21	37	44	19	36	50	14	68	27	5	63	25	11	49	37	14	
No	73	22	5	67	26	7	69	23	8	56	38	6	62	34	4	83	14	2	88	11	2	78	19	3	
English Language Learners																									
Yes	57	30	14	57	32	11	57	30	14	36	57	7	41	52	7	75	20	5	80	18	2	64	34	2	
No	72	23	6	65	27	8	67	24	8	55	38	7	61	35	5	83	15	2	86	11	2	76	20	4	
Free and Reduced Price Meals																									
Yes	63	28	8	54	33	13	55	31	14	43	46	11	48	45	8	77	19	3	81	15	4	67	26	7	
No	78	18	4	75	21	4	78	19	3	65	31	4	72	26	2	87	12	1	91	8	1	84	14	1	
Aggregated Data	71	23	6	65	27	8	67	24	9	55	38	7	60	35	5	82	15	2	86	12	2	76	20	4	

* = fewer than 5

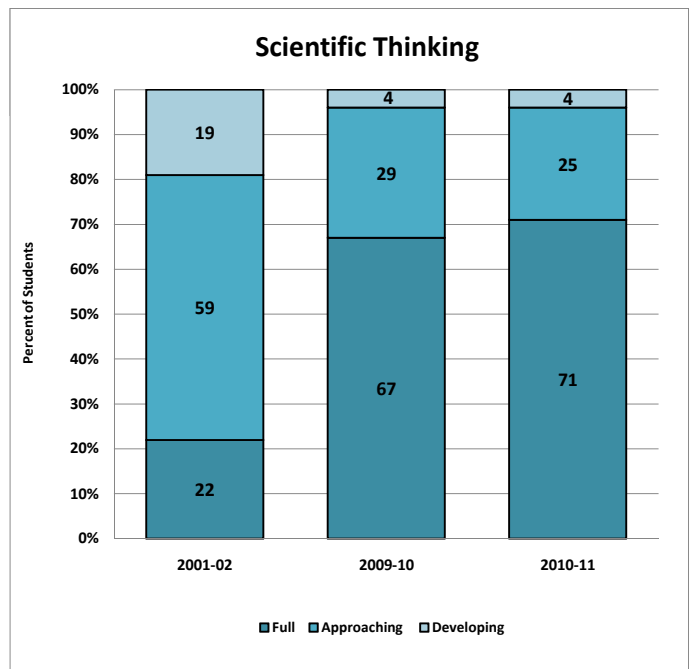
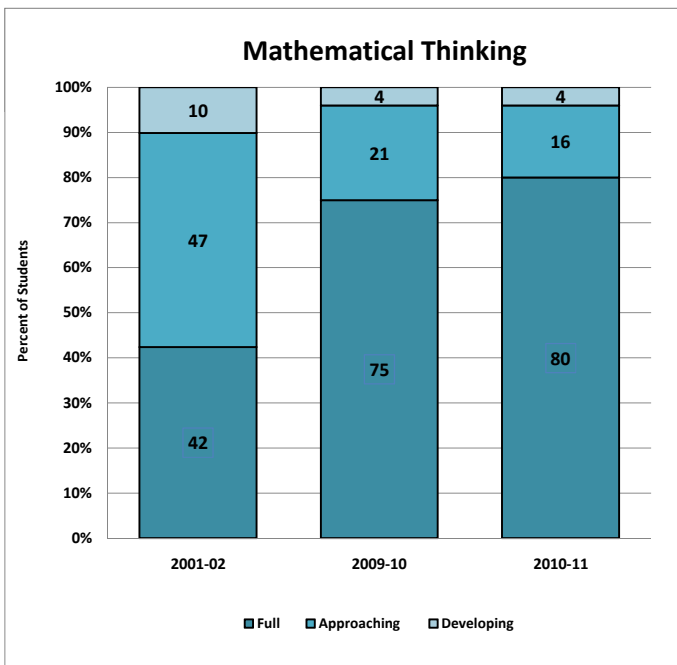
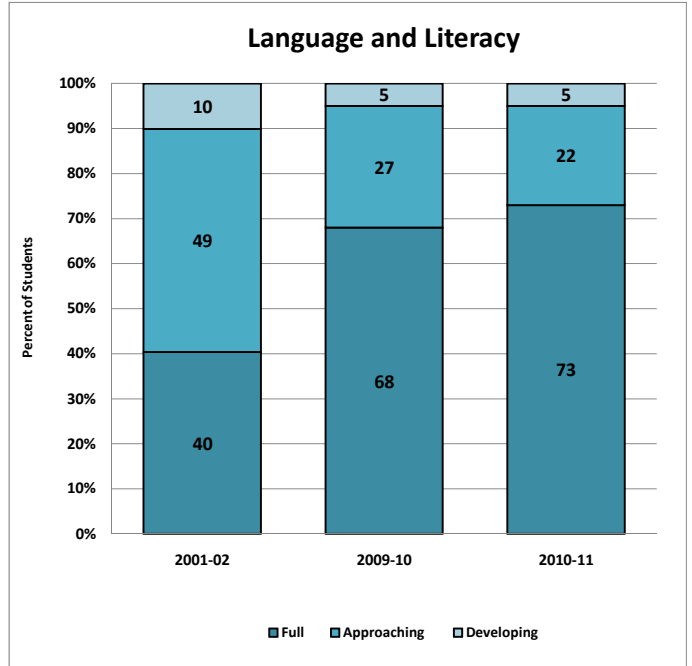
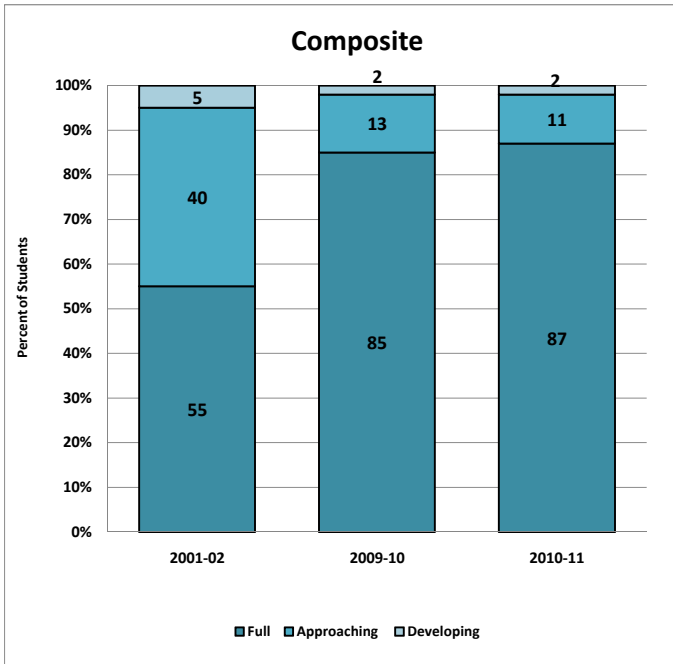
May not total 100% due to rounding.

Washington County - Number of Kindergarten Students

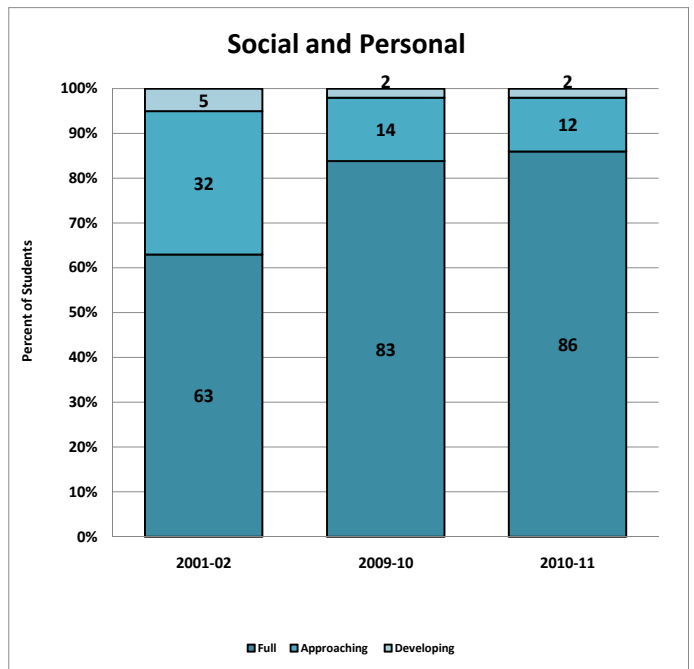
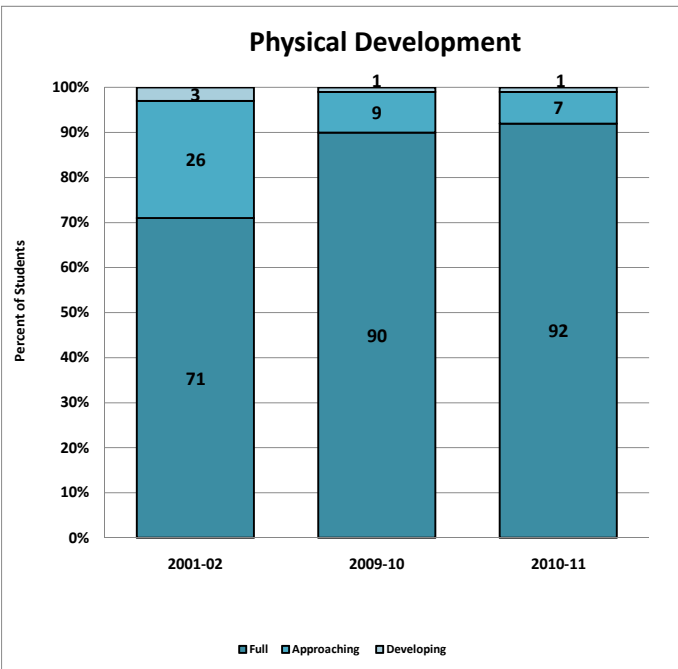
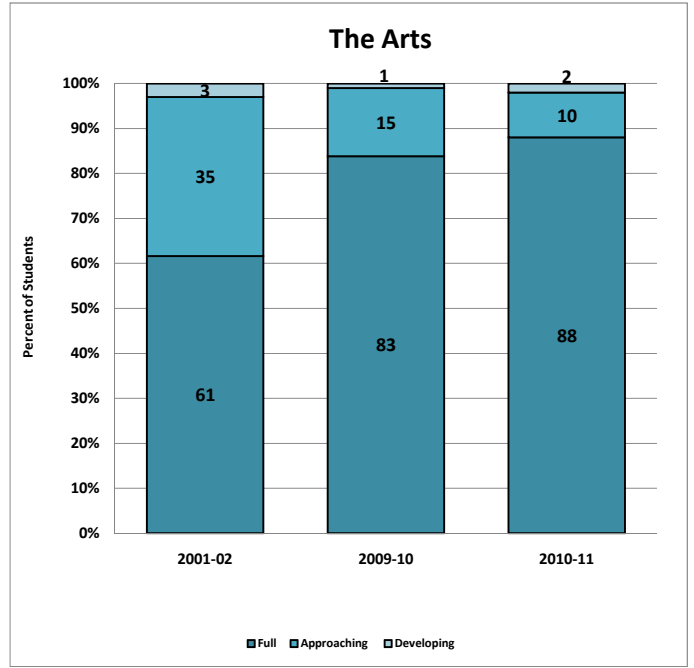
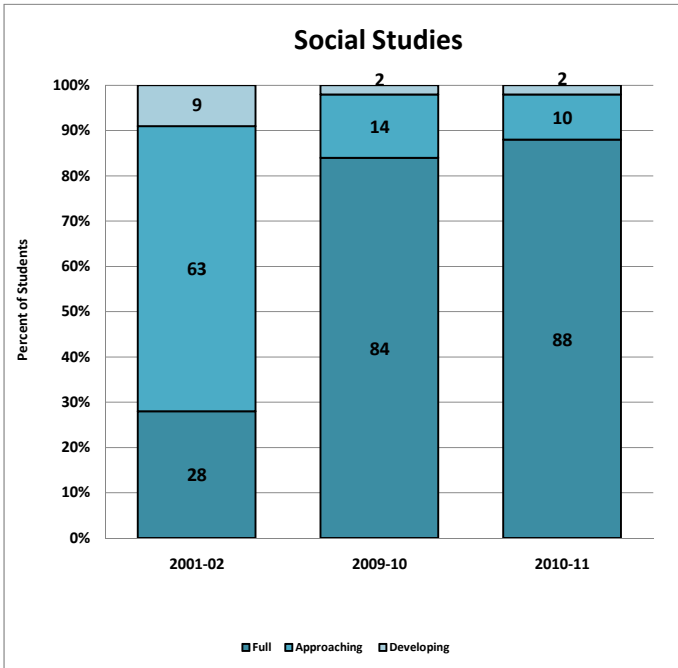
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	25	4	3	26	4	2	23	7	2	18	11	3	22	7	3	30	0	2	28	4	0	27	4	1	
African American	108	42	13	88	58	17	97	47	19	69	84	10	69	85	9	128	32	3	134	25	4	112	43	8	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	886	252	64	811	301	90	833	284	85	700	419	83	767	384	51	1,002	174	26	1,054	121	27	940	221	41	
Hispanic	64	18	6	54	27	7	58	20	10	42	40	6	49	33	6	74	12	2	75	10	3	66	18	4	
Two or More Races	66	52	11	69	42	18	69	37	23	55	60	14	64	56	9	95	29	5	97	26	6	81	37	11	
Gender																									
Male	519	254	67	488	254	98	525	222	93	437	328	75	469	321	50	634	177	29	674	134	32	576	217	47	
Female	630	114	30	560	178	36	555	173	46	447	286	41	502	244	28	695	70	9	714	52	8	650	106	18	
Prior Care																									
Child Care Center	146	55	11	165	43	4	163	41	8	133	69	10	146	63	3	182	28	2	190	19	3	183	26	3	
Family Child Care	99	40	6	87	41	17	84	44	17	80	55	10	87	49	9	114	26	1	120	22	3	101	37	7	
Head Start	78	53	21	64	56	32	66	52	34	52	79	21	53	82	17	109	36	7	111	30	11	84	51	17	
Home / Informal Care	264	66	19	198	114	37	205	103	41	175	136	38	201	122	26	290	50	9	300	38	11	251	80	18	
Non-public Nursery	117	14	3	112	18	4	110	20	4	85	44	5	102	31	1	118	15	1	127	7	0	120	13	1	
Pre-Kindergarten	442	136	37	420	155	40	449	131	35	356	227	32	379	214	22	512	89	14	534	69	12	484	112	19	
Special Education																									
Yes	48	40	18	32	45	29	42	42	22	39	47	20	38	53	15	72	29	5	67	27	12	52	39	15	
No	1,101	328	79	1,016	387	105	1,038	353	117	845	567	96	933	512	63	1,257	218	33	1,321	159	28	1,174	284	50	
English Language Learners																									
Yes	25	13	6	25	14	5	25	13	6	16	25	3	18	23	3	33	9	2	35	8	1	28	15	1	
No	1124	355	91	1023	418	129	1055	382	133	868	589	113	953	542	75	1296	238	36	1353	178	1	1198	308	64	
Free and Reduced Price Meals																									
Yes	484	217	65	413	251	102	421	235	110	331	352	83	364	341	61	593	147	26	618	117	31	511	202	53	
No	665	151	32	635	181	32	659	160	29	553	262	33	607	224	17	736	100	12	770	69	9	715	121	12	
Aggregated Data	1,149	368	97	1,048	432	134	1,080	395	139	884	614	116	971	565	78	1,329	247	38	1,388	186	40	1,226	323	65	

* = fewer than 5

MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Wicomico County



MMSR Kindergarten Assessment 2010-2011
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	86	14	0	57	29	14	86	14	0	86	0	14	86	14	0	86	14	0	100	0	0	86	14	0
Asian	88	9	3	74	24	3	85	12	3	76	18	6	79	15	6	88	9	3	94	3	3	91	6	3
African American	83	16	1	62	31	7	72	22	6	61	35	4	85	13	2	87	12	2	90	9	1	83	16	1
Native Hawaiian/Pacific Islander	100	0	0	100	0	0	100	0	0	0	100	0	100	0	0	100	0	0	100	0	0	100	0	0
White	88	10	2	81	14	4	86	11	3	78	19	3	90	8	2	89	9	2	94	6	1	91	8	2
Hispanic	88	12	0	64	32	4	72	24	4	65	33	2	86	12	2	85	13	2	93	7	0	84	15	1
Two or More Races (Non-Hispanic/Latino)	86	13	2	76	17	6	89	6	5	83	13	5	92	3	5	90	6	3	92	6	2	90	5	5
Gender																								
Male	82	16	2	69	24	6	78	18	4	70	26	4	86	12	2	85	12	3	92	7	1	85	13	2
Female	91	8	1	77	19	4	82	14	4	73	24	3	89	9	2	91	7	1	93	6	1	90	8	2
Prior Care																								
Child Care Center	91	8	2	88	11	1	90	10	0	87	13	0	99	1	0	95	5	0	98	2	0	96	4	0
Family Child Care	82	18	0	82	15	3	82	18	0	77	21	3	92	8	0	90	10	0	87	13	0	85	15	0
Head Start	81	19	1	58	35	8	70	23	8	58	38	4	85	13	2	84	15	1	90	10	1	81	18	1
Home / Informal Care	86	10	4	58	30	12	67	23	10	61	31	8	81	17	2	84	13	3	91	8	2	81	17	2
Non-public Nursery	88	10	2	86	10	5	93	5	2	74	24	2	81	14	5	93	7	0	90	10	0	90	7	2
Pre-Kindergarten	86	12	2	76	20	4	83	14	4	73	23	4	88	10	2	88	9	3	93	6	1	89	9	2
Special Education																								
Yes	63	30	7	38	41	21	58	28	14	42	43	15	67	22	11	64	23	13	76	17	7	63	26	11
No	88	11	1	76	20	4	82	15	3	74	23	3	90	9	1	90	9	1	94	6	0	90	10	1
English Language Learners																								
Yes	85	14	1	49	42	9	62	33	5	51	42	6	74	22	4	82	15	3	90	10	0	76	23	1
No	86	12	2	74	21	5	81	15	4	73	24	3	89	10	2	88	10	2	92	7	0	88	10	2
Free and Reduced Price Meals																								
Yes	84	15	2	66	26	7	75	20	6	65	30	5	85	13	2	86	11	3	90	8	1	84	14	2
No	91	8	1	85	14	1	90	8	1	83	16	2	93	6	1	92	7	1	96	4	0	95	5	1
Aggregated Data	86	12	2	73	22	5	80	16	4	71	25	4	88	10	2	88	10	2	92	7	1	87	11	2

* = fewer than 5

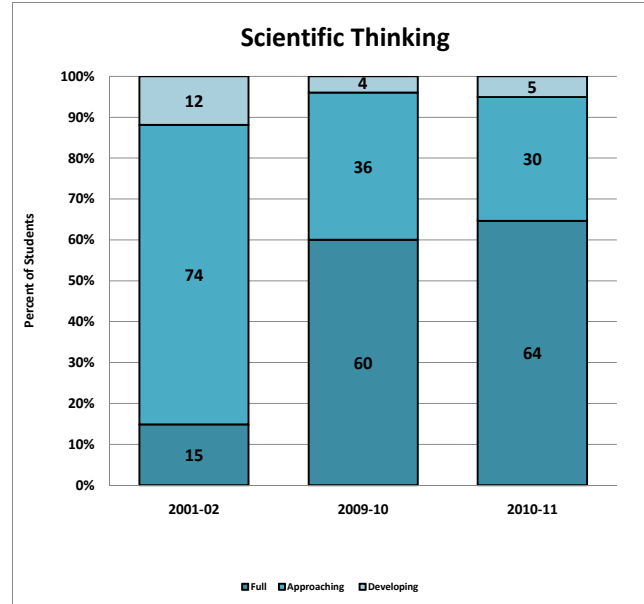
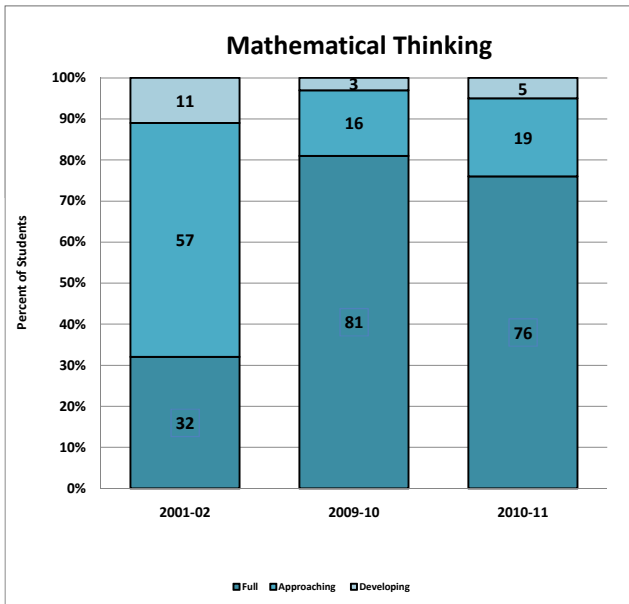
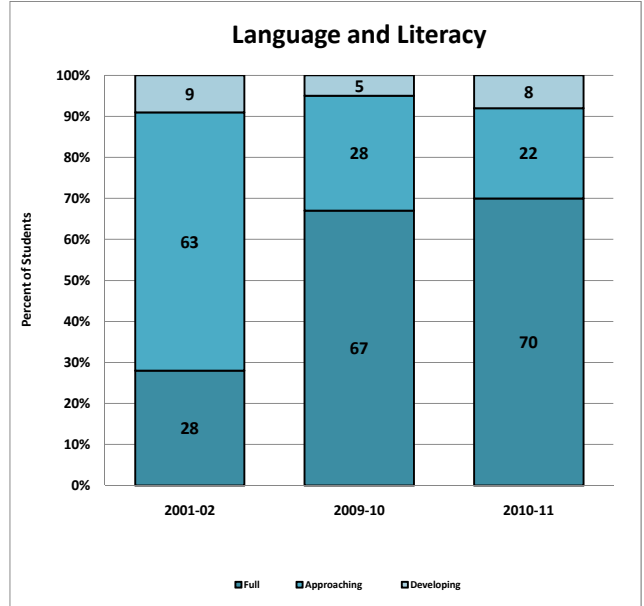
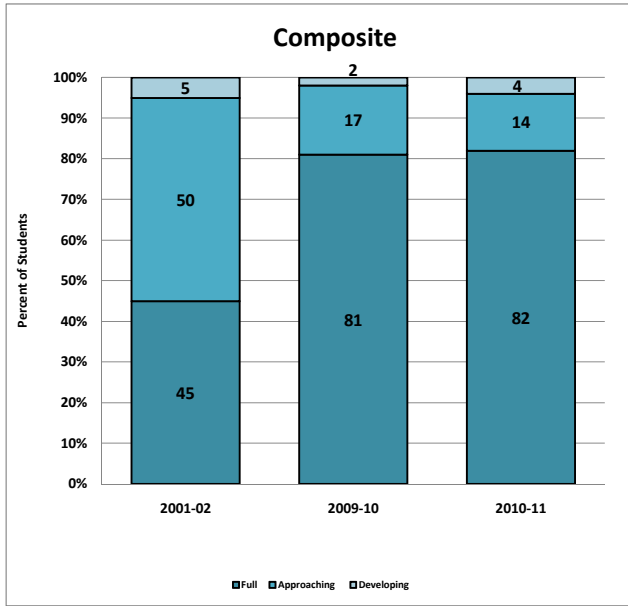
May not total 100% due to rounding.

Wicomico County - Number of Kindergarten Students

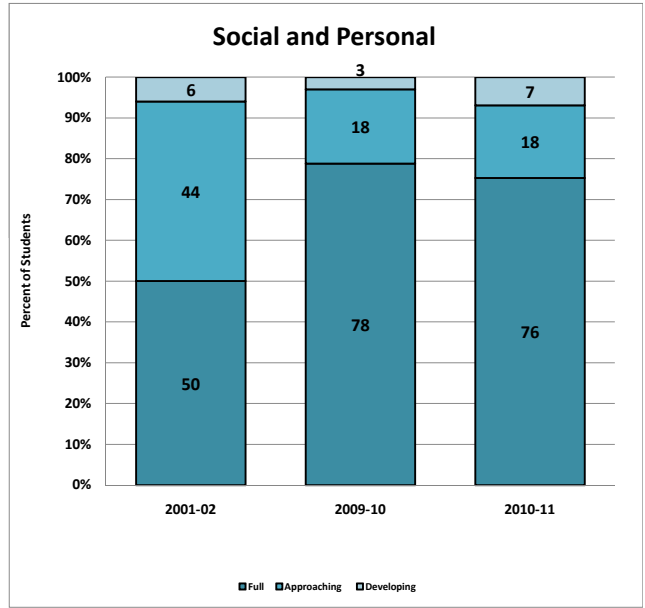
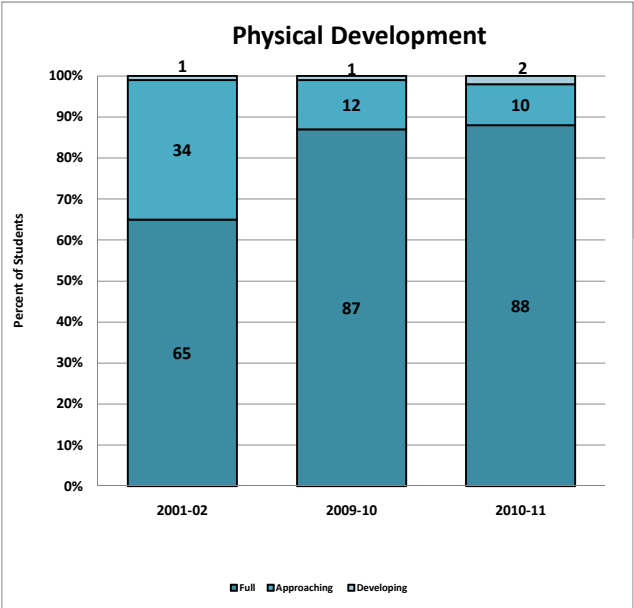
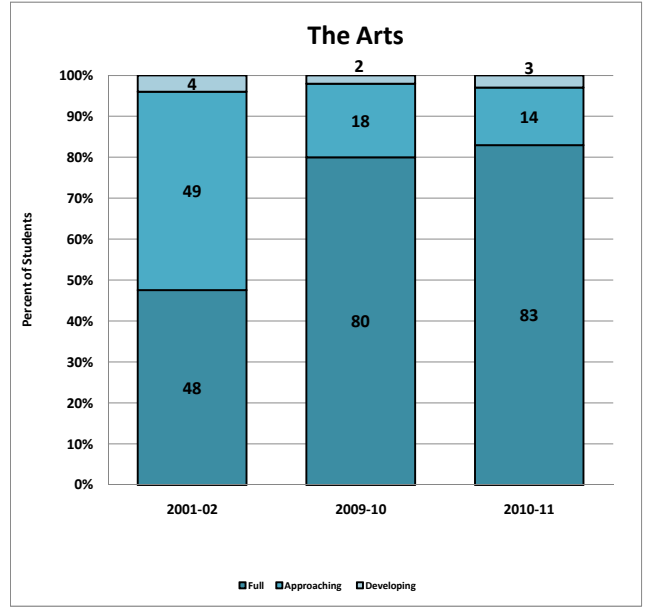
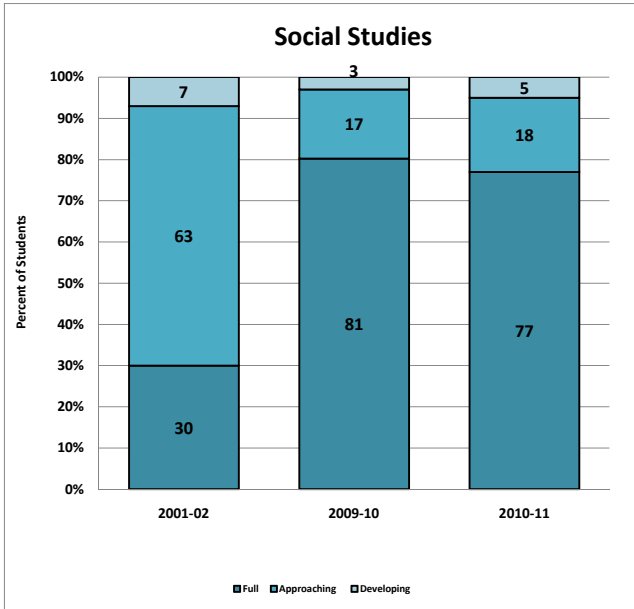
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	6	1	0	4	2	1	6	1	0	6	0	1	6	1	0	6	1	0	7	0	0	6	1	0
Asian	30	3	1	25	8	1	29	4	1	26	6	2	27	5	2	30	3	1	32	1	1	31	2	1
African American	325	63	5	245	122	26	282	86	25	240	138	15	334	53	6	341	46	6	354	35	4	325	63	5
Native Hawaiian/Pacific Islander	1	0	0	1	0	0	1	0	0	0	1	0	1	0	0	1	0	0	1	0	0	1	0	0
White	495	57	12	458	81	25	483	64	17	440	105	19	506	47	11	502	48	14	528	32	4	512	43	9
Hispanic	94	13	0	69	34	4	77	26	4	70	35	2	92	13	2	91	14	2	99	8	0	90	16	1
Two or More Races	54	8	1	48	11	4	56	4	3	52	8	3	58	2	3	57	4	2	58	4	1	57	3	3
Gender																								
Male	518	102	13	438	155	40	494	112	27	442	163	28	546	75	12	539	77	17	581	47	5	538	85	10
Female	487	43	6	412	103	21	440	73	23	392	130	14	478	46	12	489	39	8	498	33	5	484	43	9
Prior Care																								
Child Care Center	119	10	2	115	15	1	118	13	0	114	17	0	130	1	0	124	7	0	129	2	0	126	5	0
Family Child Care	32	7	0	32	6	1	32	7	0	30	8	1	36	3	0	35	4	0	34	5	0	33	6	0
Head Start	139	32	1	99	60	13	120	39	13	99	66	7	146	23	3	145	25	2	154	17	1	139	31	2
Home / Informal Care	109	13	5	74	38	15	85	29	13	77	40	10	103	21	3	107	16	4	115	10	2	103	21	3
Non-public Nursery	37	4	1	36	4	2	39	2	1	31	10	1	34	6	2	39	3	0	38	4	0	38	3	1
Pre-Kindergarten	517	74	9	456	119	25	496	82	22	438	140	22	527	59	14	527	54	19	556	37	7	534	53	13
Special Education																								
Yes	63	30	7	38	41	21	58	28	14	42	43	15	67	22	11	64	23	13	76	17	7	63	26	11
No	942	115	12	812	217	40	876	157	36	792	250	27	957	99	13	964	93	12	1,003	63	3	959	102	8
English Language Learners																								
Yes	66	11	1	38	33	7	48	26	4	40	33	5	58	17	3	64	12	2	70	8	0	59	18	1
No	939	134	18	812	225	54	886	159	46	794	260	37	966	104	21	964	104	23	1009	72	0	963	110	18
Free and Reduced Price Meals																								
Yes	639	112	14	508	202	55	570	151	44	500	230	35	649	97	19	656	87	22	692	64	9	640	109	16
No	366	33	5	342	56	6	364	34	6	334	63	7	375	24	5	372	29	3	387	16	1	382	19	3
Aggregated Data	1,005	145	19	850	258	61	934	185	50	834	293	42	1,024	121	24	1,028	116	25	1,079	80	10	1,022	128	19

* = fewer than 5

**MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
Worcester County**



**MMSR Kindergarten Assessment 2010-2011
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	88	0	13	63	25	13	63	25	13	63	25	13	75	13	13	88	0	13	75	13	13	88	0	13	
African American	68	23	9	52	31	17	66	25	9	45	44	10	63	30	7	74	21	5	80	16	4	70	23	7	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	81	14	5	82	14	4	83	14	3	73	23	3	85	12	3	87	10	3	92	7	1	89	9	3	
Hispanic	66	29	6	34	49	17	57	37	6	46	46	9	60	34	6	83	17	0	89	9	3	69	26	6	
Two or More Races (Non-Hispanic/Latino)	41	41	18	41	47	12	53	35	12	47	53	0	53	41	6	53	41	6	71	24	6	53	47	0	
Gender																									
Male	66	24	10	63	25	11	71	22	7	60	32	7	73	20	7	75	20	5	82	14	3	75	19	6	
Female	88	10	3	78	17	5	81	17	2	69	28	3	82	16	2	92	7	1	95	4	1	90	8	1	
Prior Care																									
Child Care Center	67	15	19	74	22	4	78	19	4	74	26	0	85	15	0	85	15	0	85	15	0	81	19	0	
Family Child Care	59	24	18	41	41	18	59	24	18	53	29	18	65	24	12	65	35	4	65	29	6	53	29	18	
Head Start	72	19	9	51	37	12	68	25	7	49	45	5	65	32	3	76	23	1	87	12	1	75	23	2	
Home / Informal Care	64	36	0	43	36	21	43	36	21	50	36	14	64	14	21	64	14	21	64	21	14	57	21	21	
Non-public Nursery	79	18	4	82	18	0	79	18	4	71	21	7	89	7	4	89	7	4	86	14	0	86	11	4	
Pre-Kindergarten	79	16	5	78	15	7	81	17	3	69	26	5	81	15	4	86	11	3	91	6	2	87	10	3	
Special Education																									
Yes	39	29	32	32	32	35	42	39	19	35	29	35	42	23	35	48	19	32	58	26	16	45	26	29	
No	78	17	5	73	21	6	78	18	4	66	30	3	80	18	2	85	14	1	90	9	1	85	13	2	
English Language Learners																									
Yes	78	16	6	50	31	19	63	31	6	50	41	9	72	22	6	81	19	0	91	9	0	72	22	6	
No	76	18	7	72	21	7	77	19	5	65	30	5	78	18	4	83	14	3	88	10	0	83	14	4	
Free and Reduced Price Meals																									
Yes	69	21	10	58	27	16	65	26	9	52	38	10	66	26	8	74	20	5	85	11	4	74	19	7	
No	81	14	4	81	17	2	85	14	1	75	24	2	87	11	2	90	9	1	91	8	1	88	10	1	
Aggregated Data	76	18	7	70	22	8	76	19	5	64	30	5	77	18	5	83	14	3	88	10	2	82	14	4	

* = fewer than 5

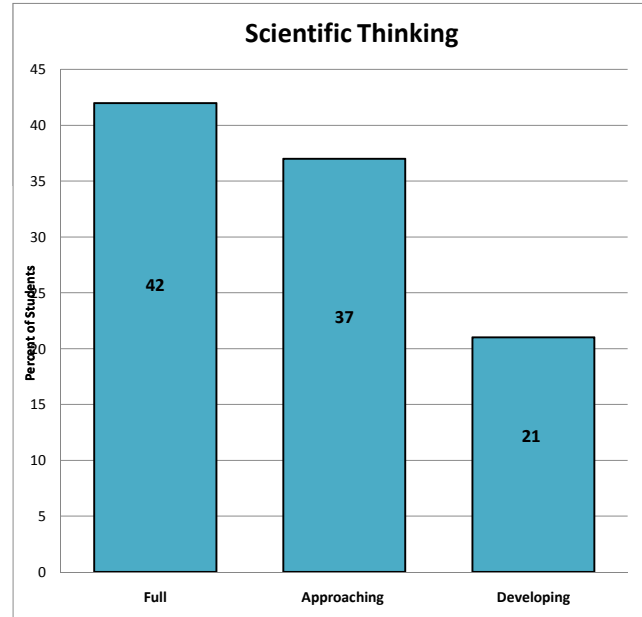
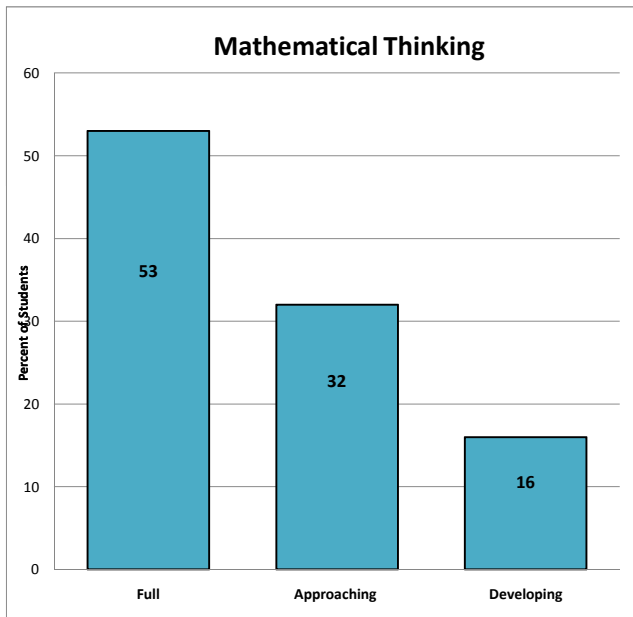
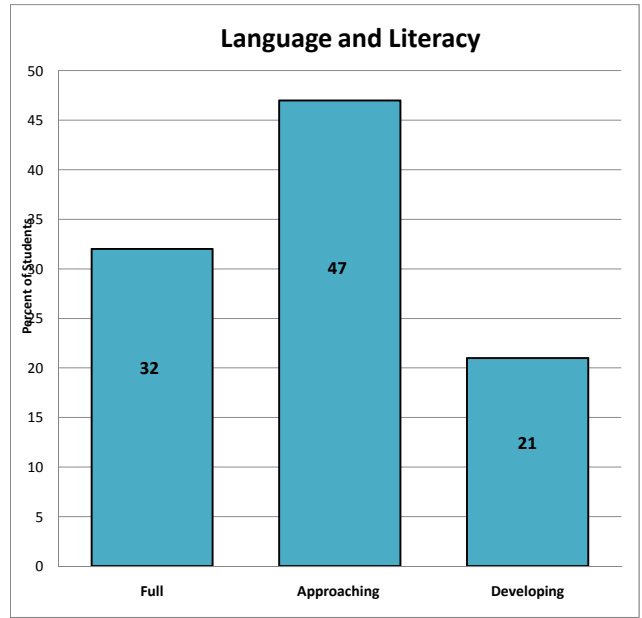
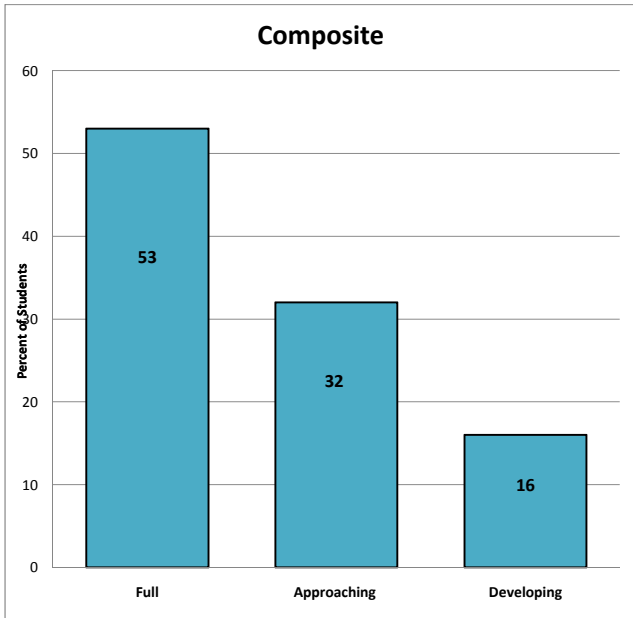
May not total 100% due to rounding.

Worcester County - Number of Kindergarten Students

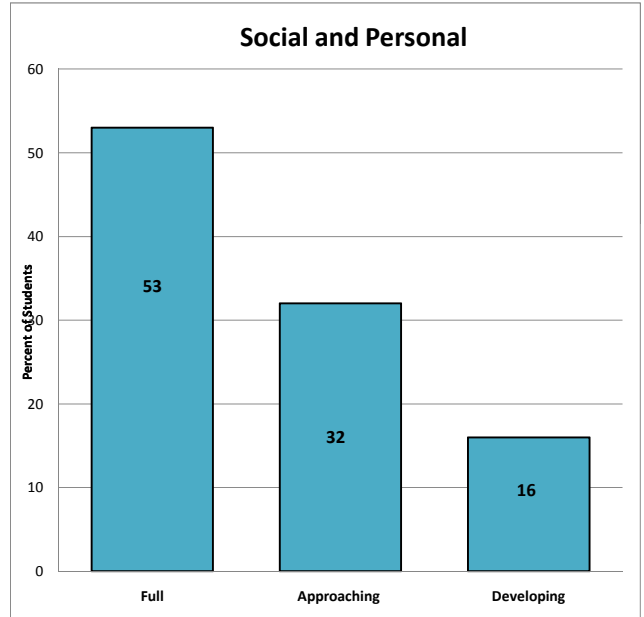
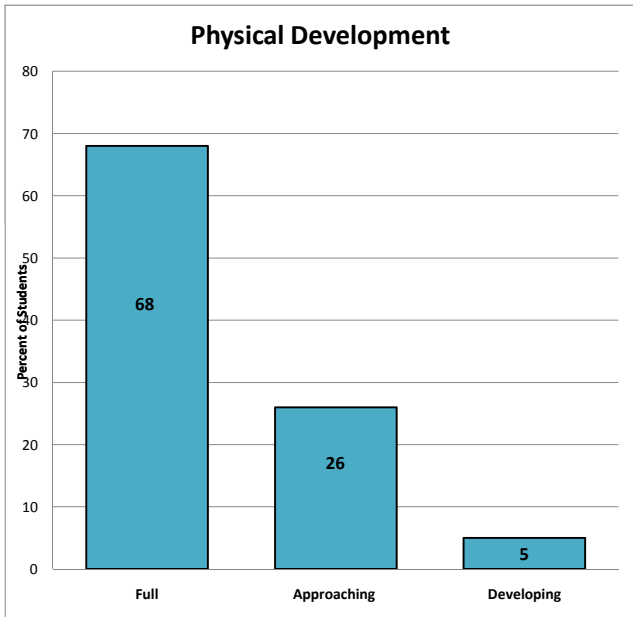
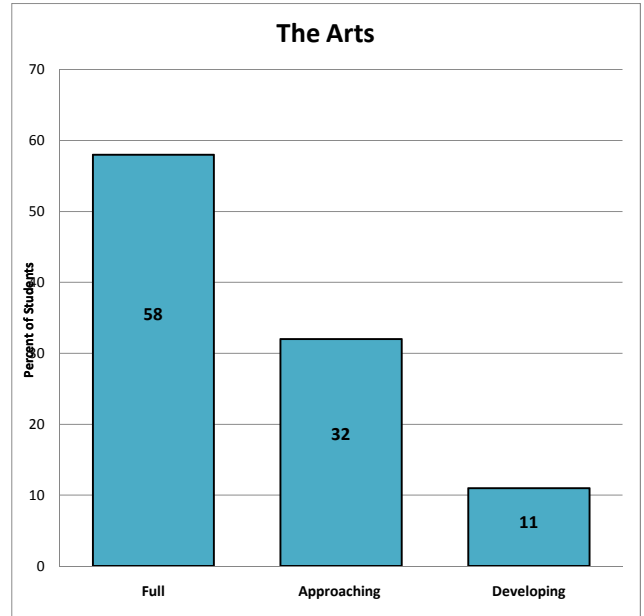
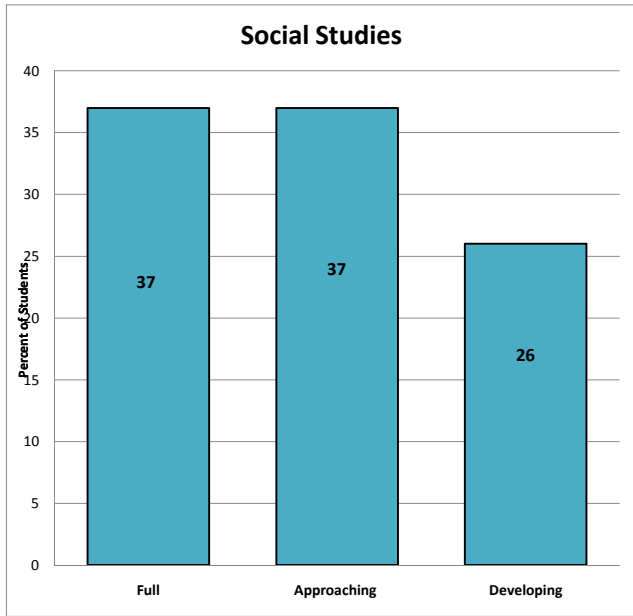
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	7	0	1	5	2	1	5	2	1	5	2	1	6	1	1	7	0	1	6	1	1	7	0	1	
African American	67	23	9	51	31	17	65	25	9	45	44	10	62	30	7	73	21	5	79	16	4	69	23	7	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	257	44	17	260	45	13	263	46	9	233	74	11	270	37	11	277	33	8	292	22	4	282	28	8	
Hispanic	23	10	2	12	17	6	20	13	2	16	16	3	21	12	2	29	6	0	31	3	1	24	9	2	
Two or More Races	7	7	3	7	8	2	9	6	2	8	9	0	9	7	1	9	7	1	12	4	1	9	8	0	
Gender																									
Male	170	63	26	164	66	29	185	56	18	156	84	19	189	52	18	194	52	13	213	37	9	194	50	15	
Female	192	21	6	171	38	10	177	37	5	151	61	7	180	35	4	202	15	2	208	9	2	198	18	3	
Prior Care																									
Child Care Center	18	4	5	20	6	1	21	5	1	20	7	0	23	4	0	23	4	0	23	4	0	22	5	0	
Family Child Care	10	4	3	7	7	3	10	4	3	9	5	3	11	4	2	11	6	1	11	5	1	9	5	3	
Head Start	70	18	9	49	36	12	66	24	7	48	44	5	63	31	3	74	22	1	84	12	1	73	22	2	
Home / Informal Care	9	5	0	6	5	3	6	5	3	7	5	2	9	2	3	9	2	3	9	3	2	8	3	3	
Non-public Nursery	22	5	1	23	5	0	22	5	1	20	6	2	25	2	1	25	2	1	24	4	0	24	3	1	
Pre-Kindergarten	233	47	14	230	44	20	237	49	8	203	77	14	238	43	13	253	31	10	269	18	7	256	29	9	
Special Education																									
Yes	12	9	10	10	10	11	13	12	6	11	9	11	13	7	11	15	6	10	18	8	5	14	8	9	
No	350	75	22	325	94	28	349	81	17	296	136	15	356	80	11	381	61	5	403	38	6	378	60	9	
English Language Learners																									
Yes	25	5	2	16	10	6	20	10	2	16	13	3	23	7	2	26	6	0	29	3	0	23	7	2	
No	337	79	30	319	94	33	342	83	21	291	132	23	346	80	20	370	61	15	392	43	0	369	61	16	
Free and Reduced Price Meals																									
Yes	151	47	21	126	59	34	143	56	20	114	84	21	144	58	17	163	44	12	186	25	8	163	41	15	
No	211	37	11	209	45	5	219	37	3	193	61	5	225	29	5	233	23	3	235	21	3	229	27	3	
Aggregated Data	362	84	32	335	104	39	362	93	23	307	145	26	369	87	22	396	67	15	421	46	11	392	68	18	

* = fewer than 5

MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
MD School for the Deaf



MMSR Kindergarten Assessment 2010-2011
Trends for Composite and Domain Results
MD School for the Deaf



Maryland School for the Deaf - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
Race/Ethnicity																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	25	17	58	33	58	8	58	33	8	58	33	8	42	42	17	75	17	8	75	25	0	67	25	8	
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																									
Male	25	50	25	25	38	38	50	25	25	38	25	38	25	25	50	63	25	13	63	25	13	38	38	25	
Female	73	18	9	36	55	9	55	36	9	45	45	9	45	45	9	55	36	9	73	27	0	64	27	9	
Prior Care																									
Child Care Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Home / Informal Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	53	29	18	35	47	18	59	24	18	47	35	18	41	35	24	65	24	12	71	24	6	59	24	18	
Special Education																									
Yes	53	32	16	32	47	21	53	32	16	42	37	21	37	37	26	58	32	11	68	26	5	53	32	16	
No	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners																									
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	53	32	16	32	47	21	53	32	16	42	37	21	37	37	26	58	32	11	68	26	0	53	32	16	
Free and Reduced Price Meals																									
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	53	32	16	32	47	21	53	32	16	37	21	42	37	37	26	58	32	11	68	26	5	53	32	16	
Aggregated Data	53	32	16	32	47	21	53	32	16	42	37	21	37	37	26	58	32	11	68	26	5	53	32	16	

* = fewer than 5

May not total 100% due to rounding.

Maryland School for the Deaf - Number of Kindergarten Students

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

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

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

5. What does the school readiness information mean?

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

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

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

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

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

7. What does “approaching readiness,” mean?

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

8. What does “developing readiness,” mean?

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

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

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

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

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

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

11. How are teachers using the information?

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

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

Results reflect multiple teacher responses.

12. How are school officials using the information?

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

13. How are county officials using the information?

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

14. How are state officials using the information?

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

15. How are families using the information?

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

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

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

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

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

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

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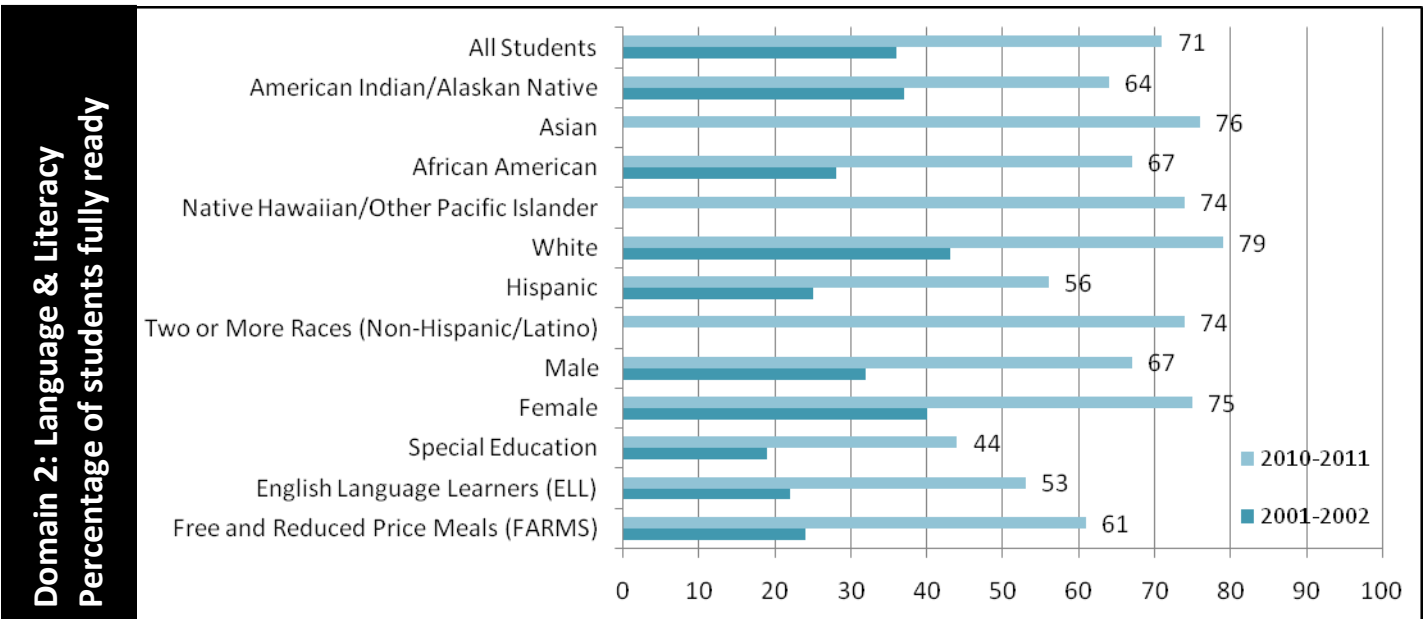
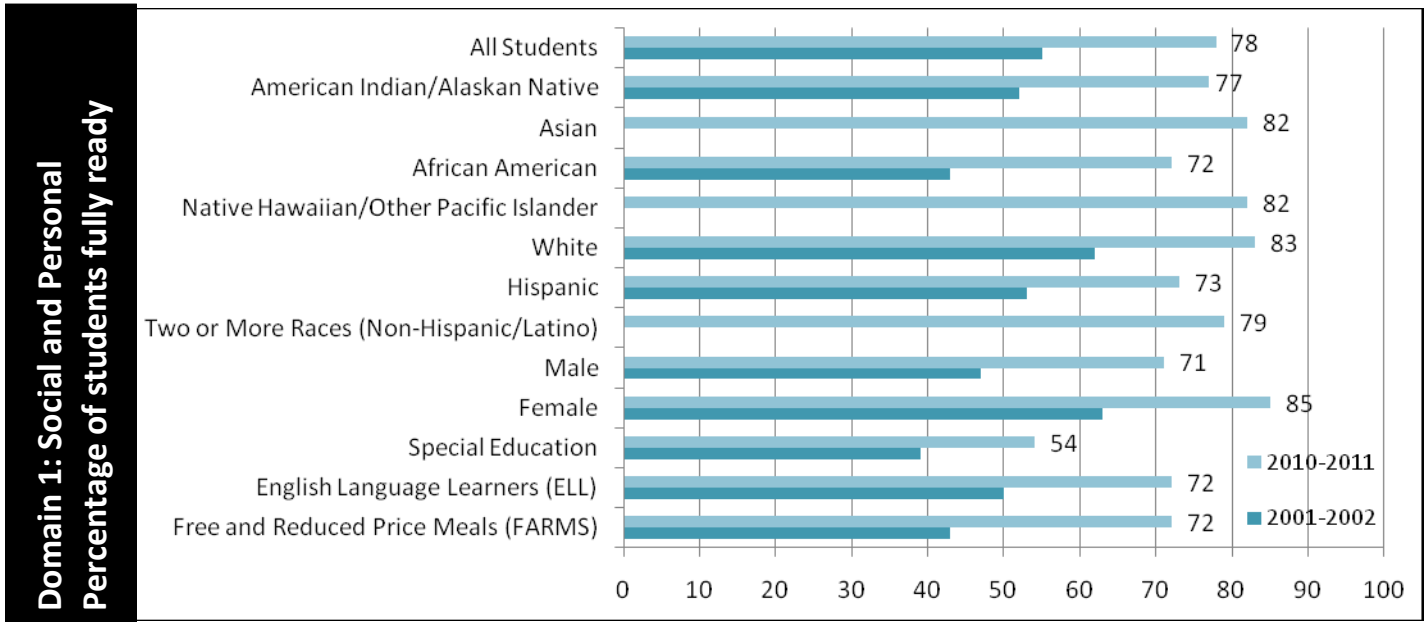
APPENDIX D

Percentage of Students Fully Ready by Domain

Maryland 2001-2010 Trend Data

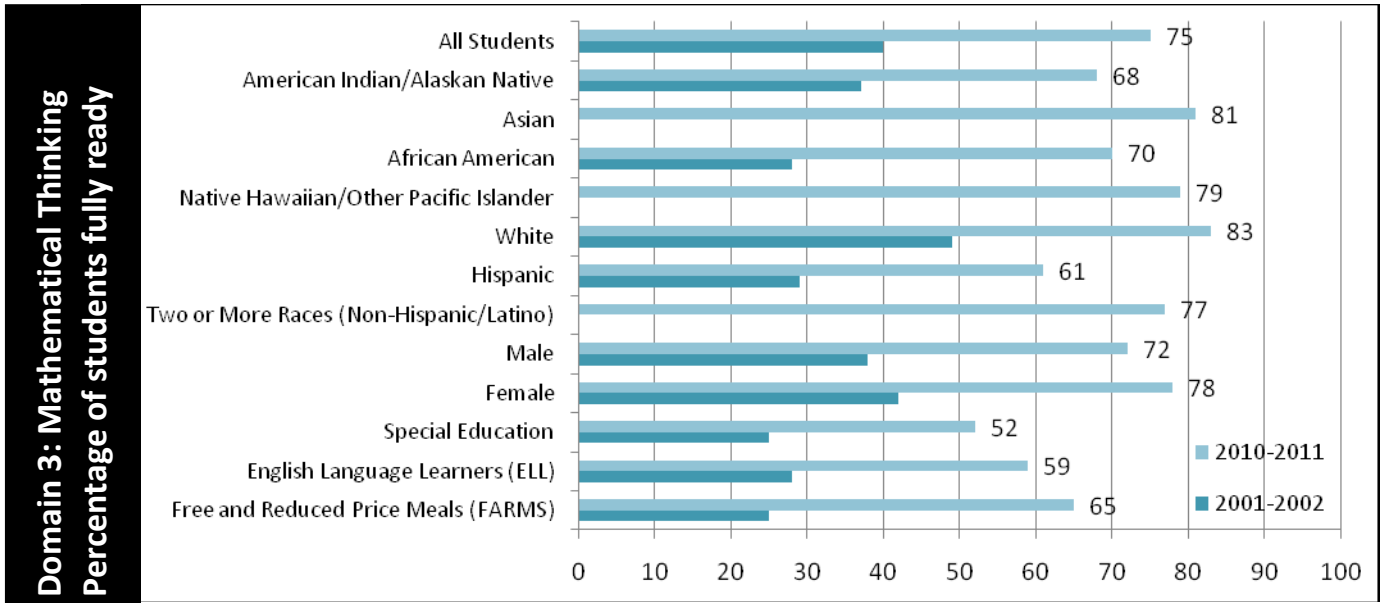
APPENDIX D: Maryland 2001-2010 Trend Data

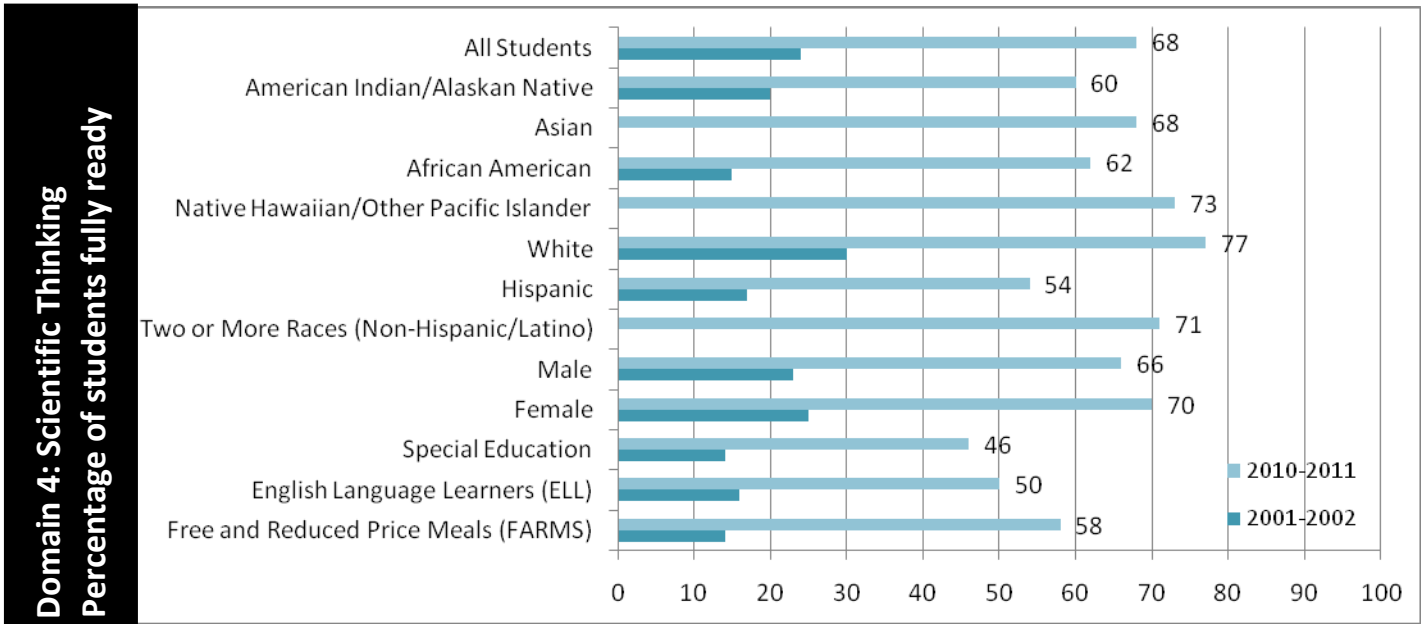
Percentage of Kindergarten Students Assessed as “Fully Ready” By Domain and Subgroup 2001-2002 and 2010-2011



APPENDIX D: Maryland 2001-2010 Trend Data

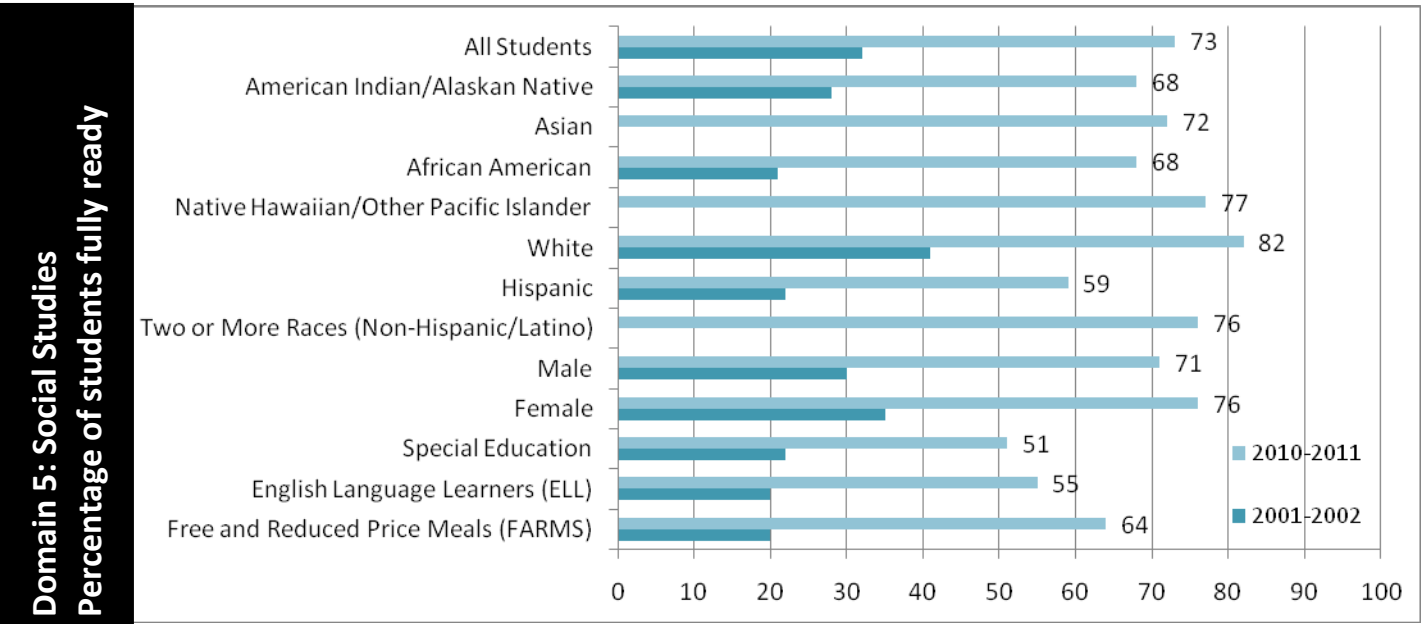
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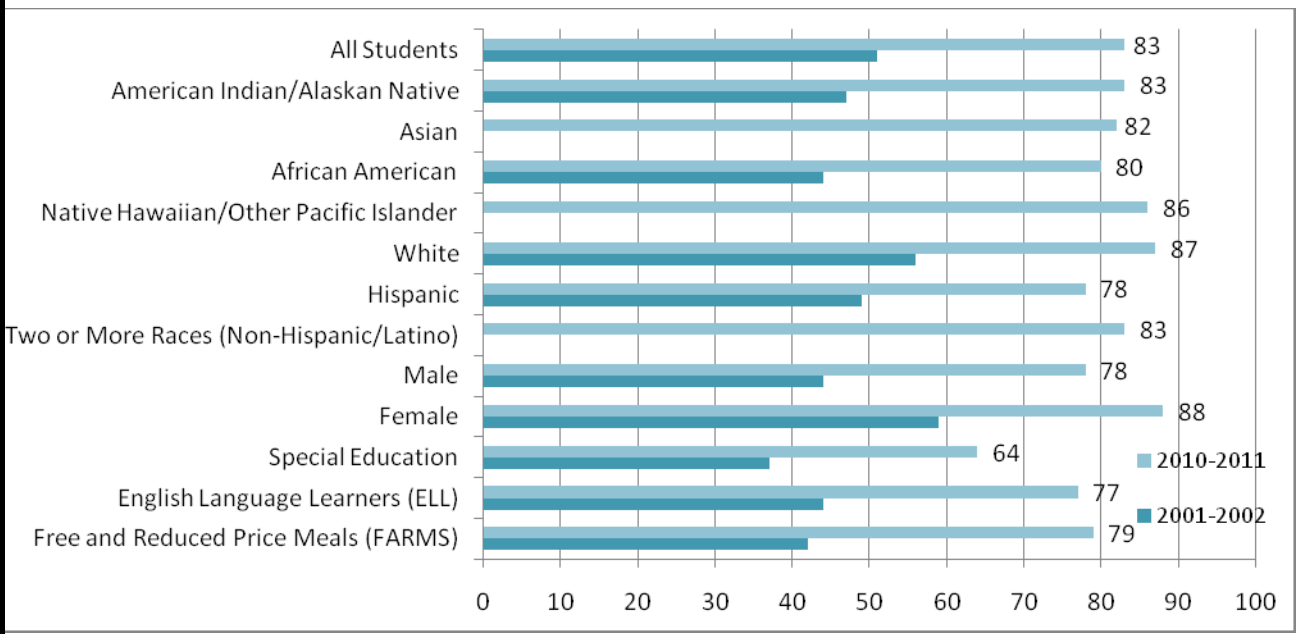


APPENDIX D: Maryland 2001-2010 Trend Data

**Percentage of Kindergarten Students Assessed as “Fully Ready”
By Domain and Subgroup 2001-2002 and 2010-2011**



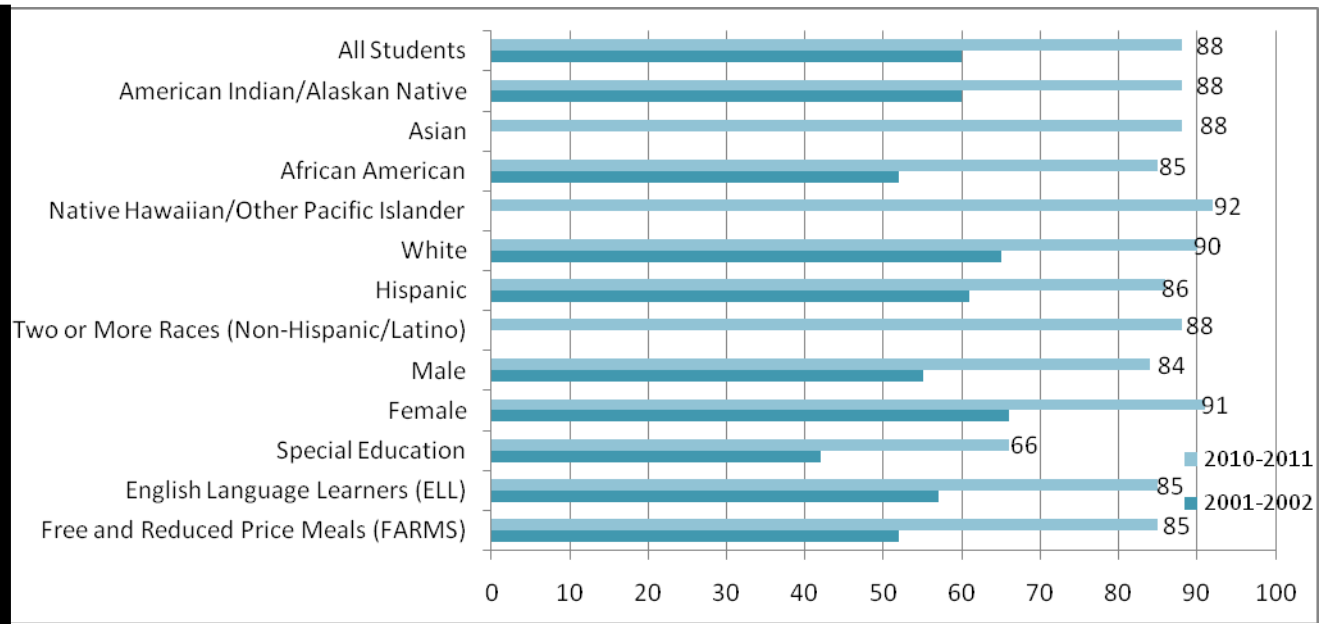
Domain 6: The Arts
Percentage of students fully ready



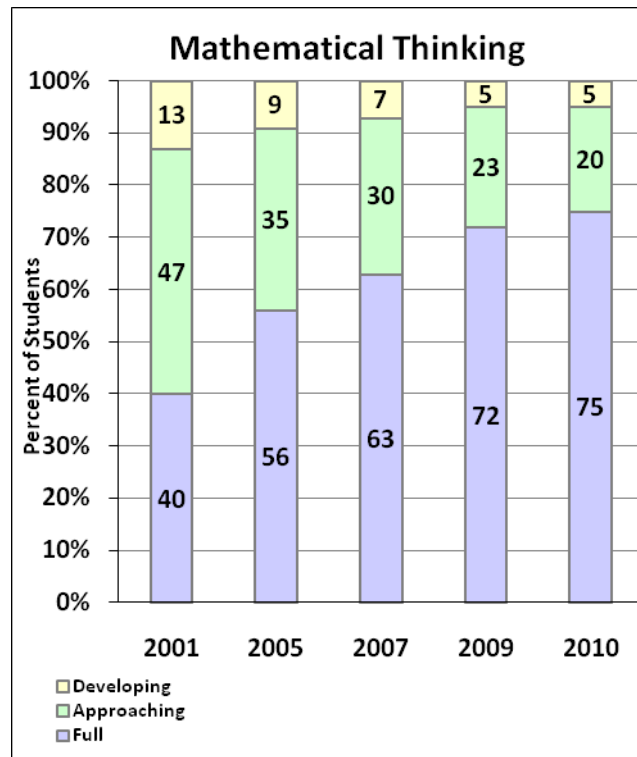
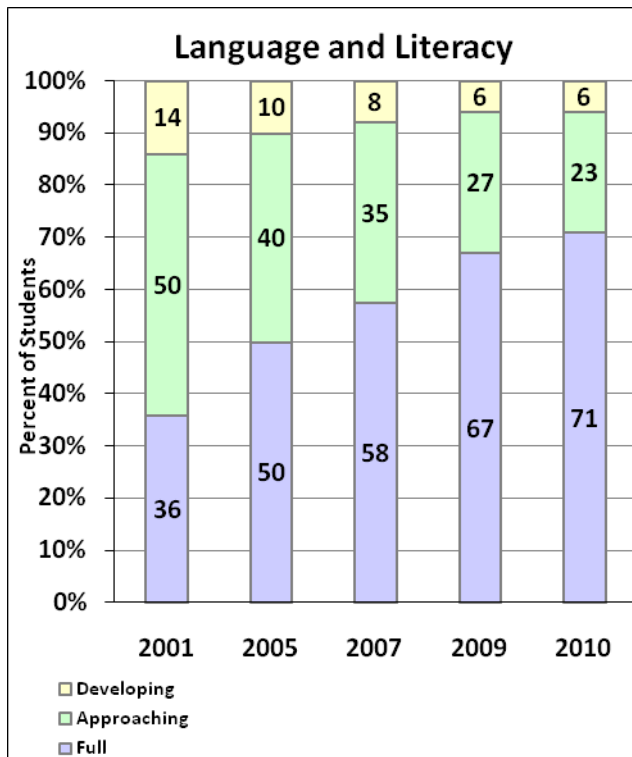
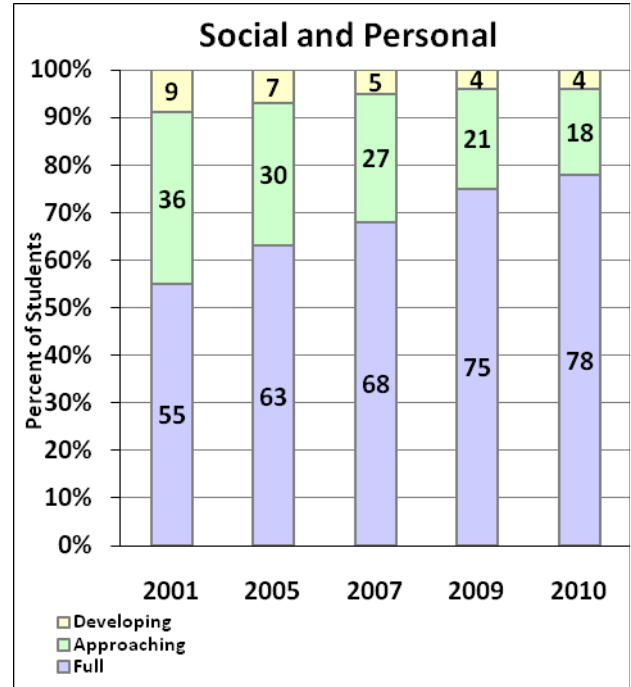
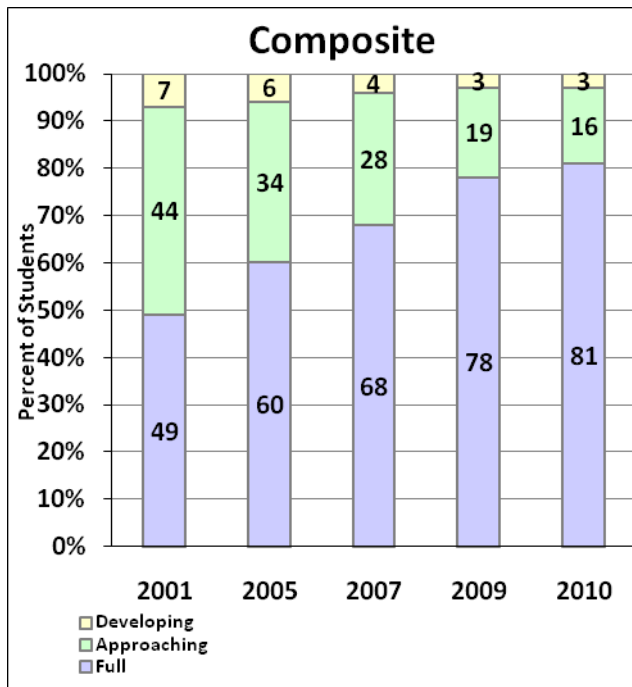
APPENDIX D: Maryland 2001-2010 Trend Data

**Percentage of Kindergarten Students Assessed as “Fully Ready”
 By Domain and Subgroup 2001-2002 and 2010-2011**

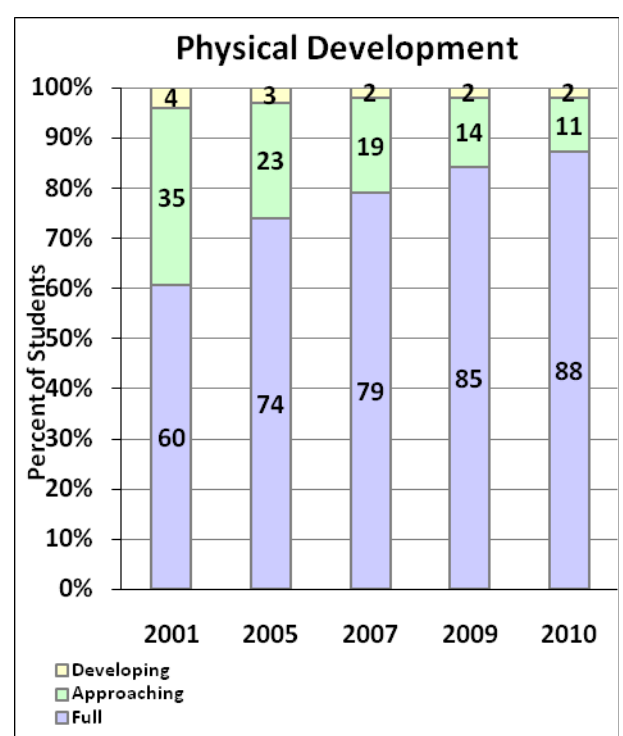
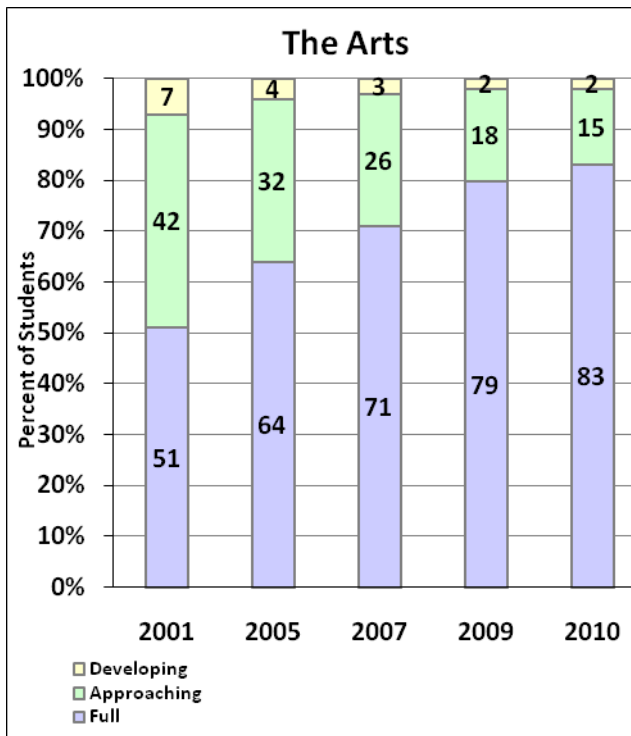
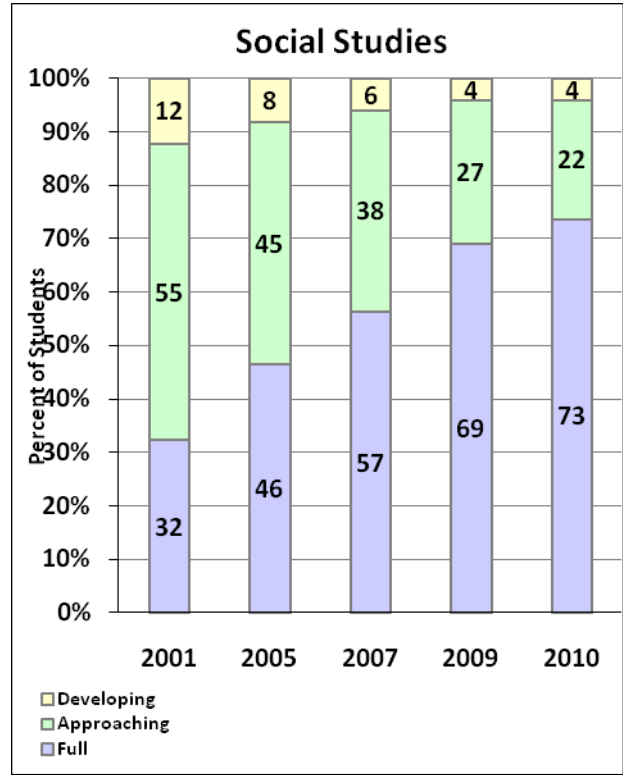
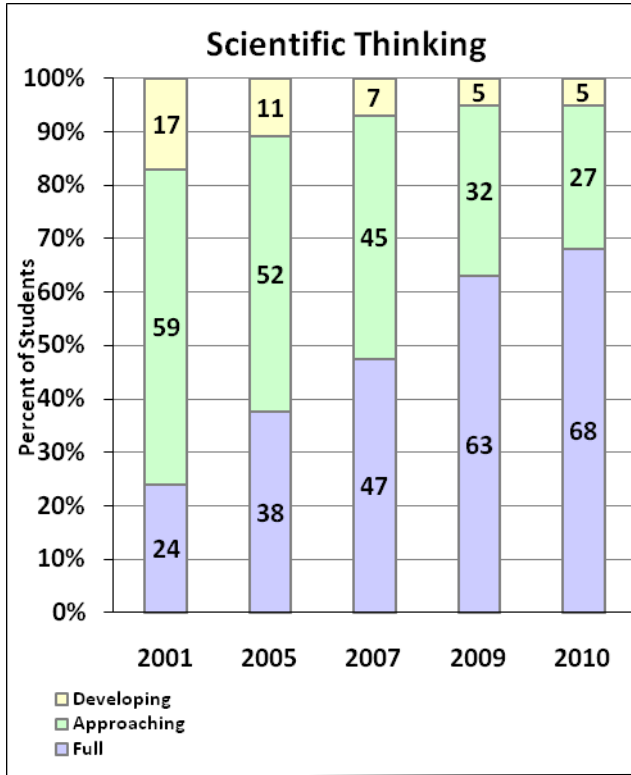
Domain 7: Physical Development
Percentage of students fully ready



APPENDIX D: Maryland 2001-2010 Trend Data

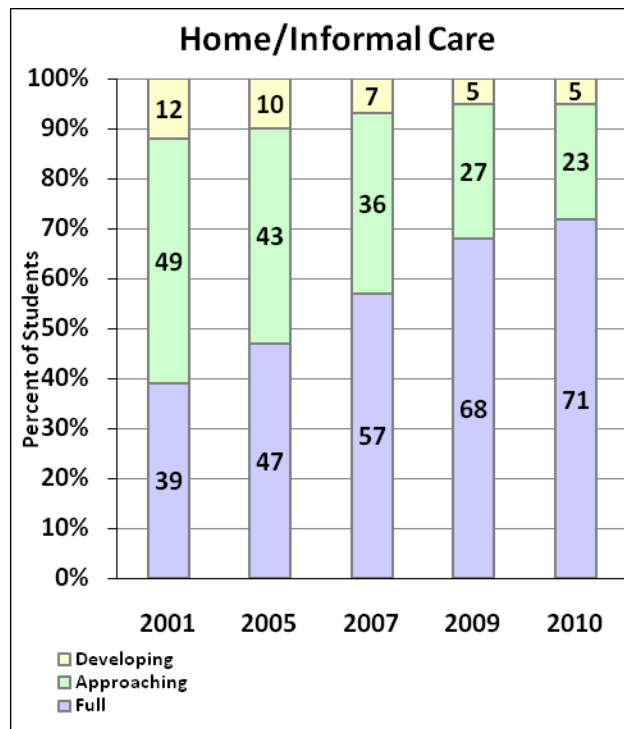
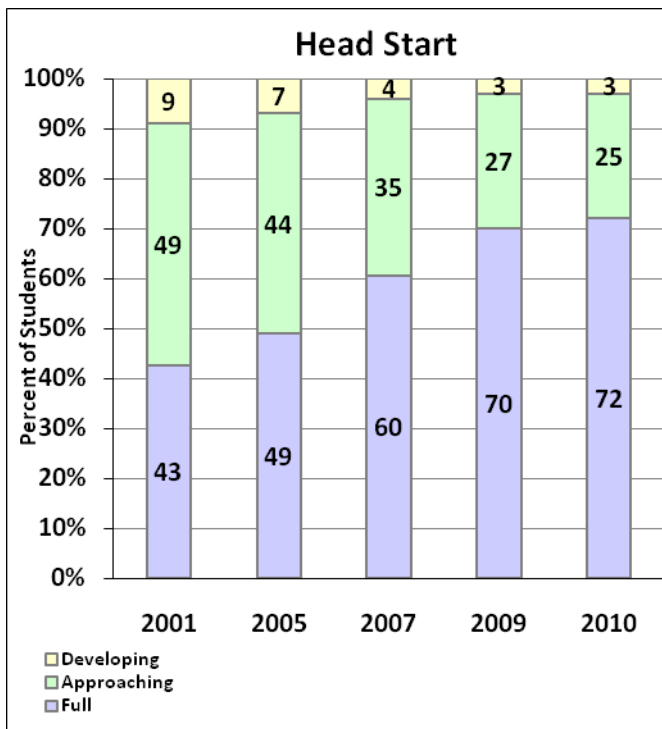
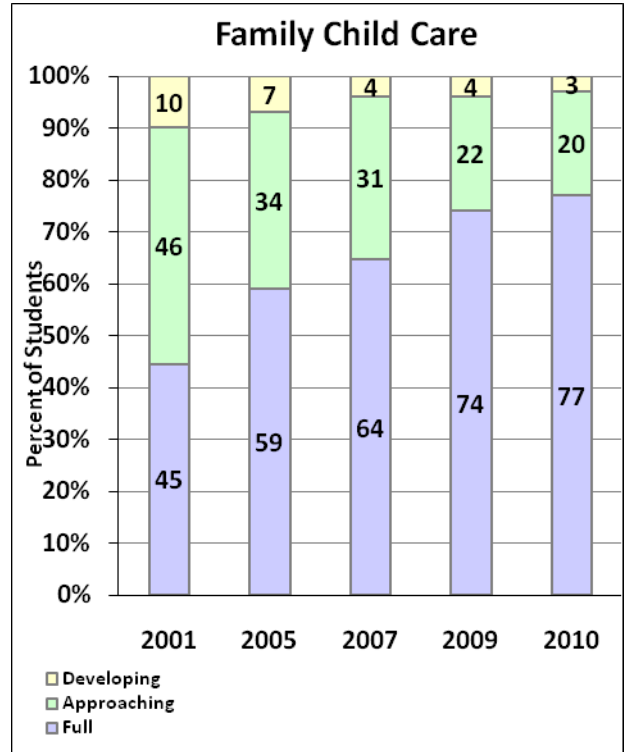
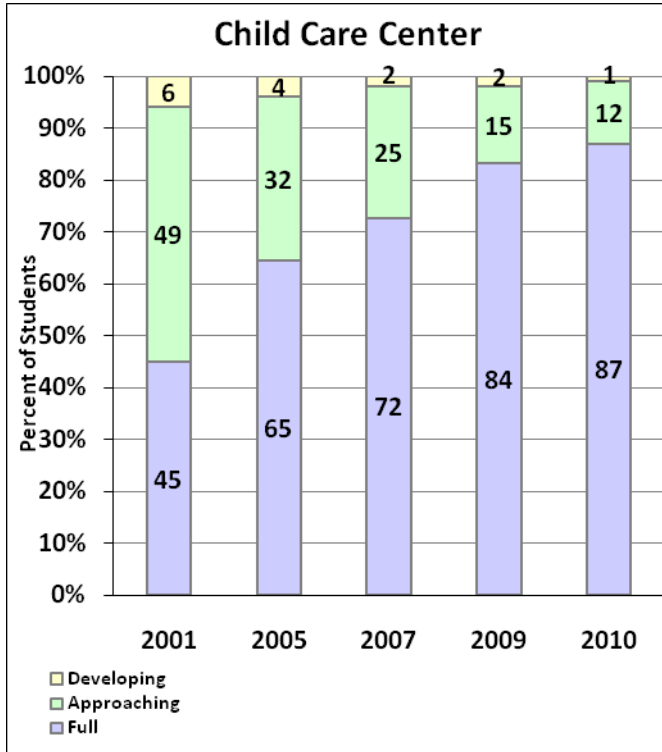


APPENDIX D: Maryland 2001-2010 Trend Data



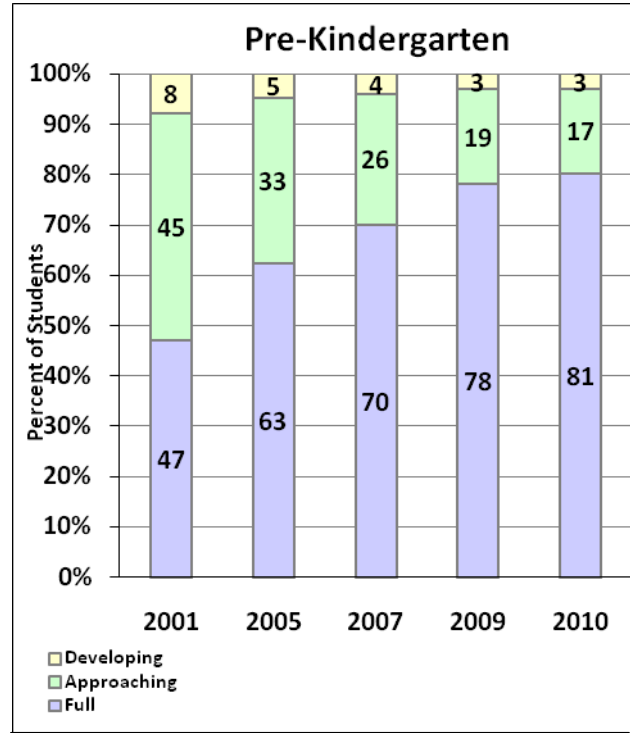
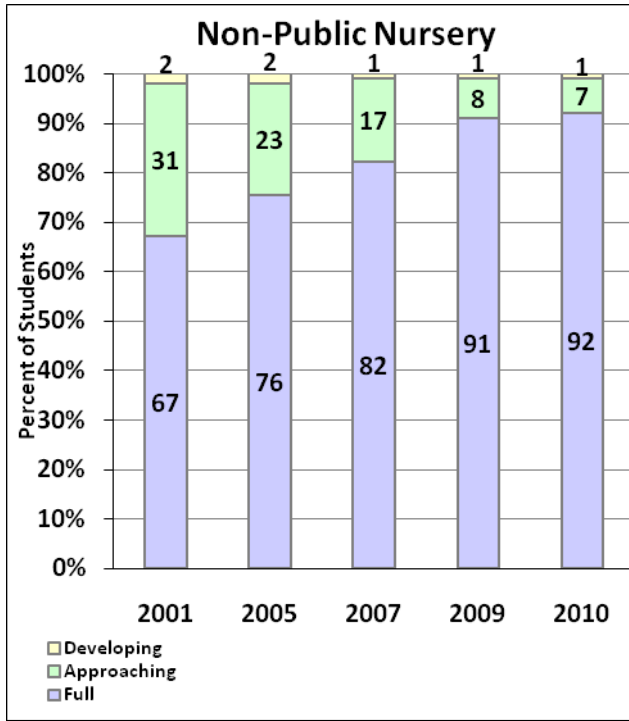
APPENDIX D: Maryland 2001-2010 Trend Data

Disaggregated by Prior Care

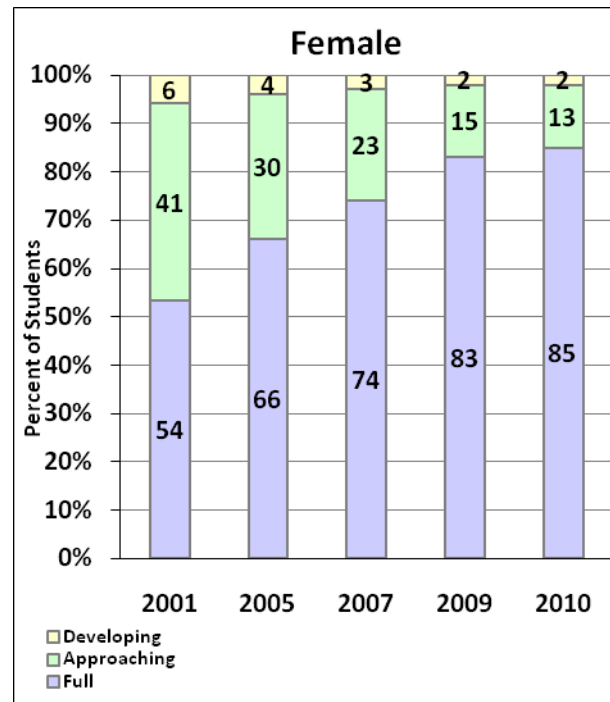
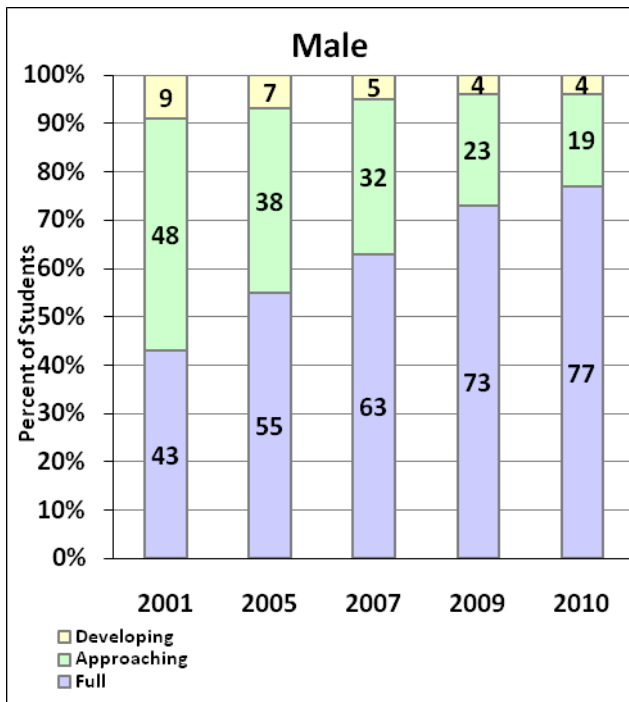


APPENDIX D: Maryland 2001-2010 Trend Data

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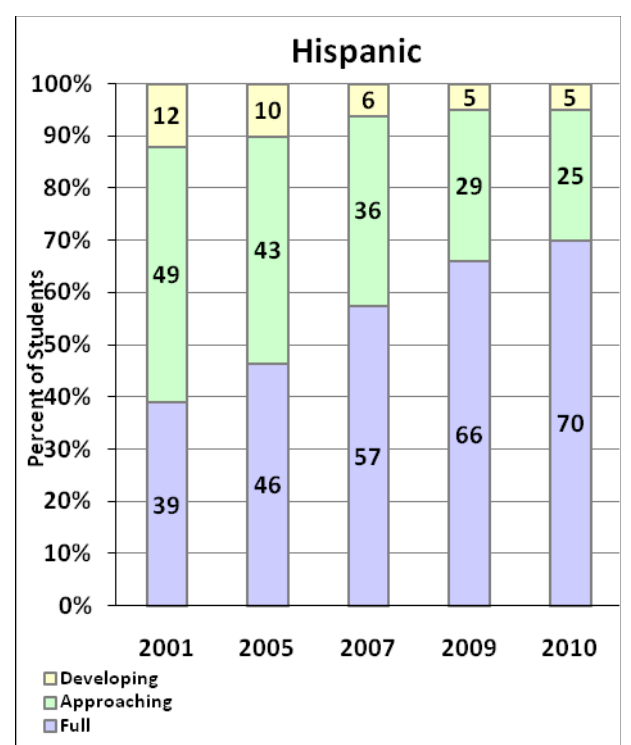
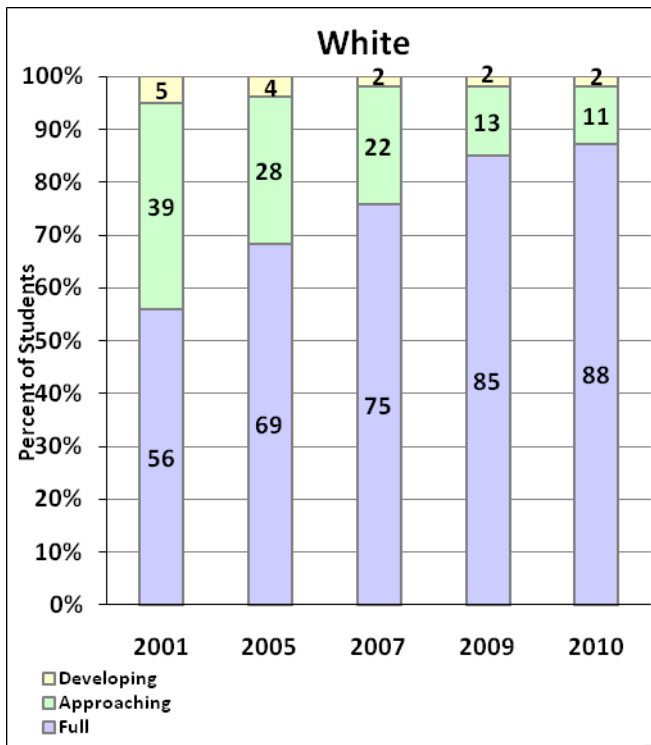
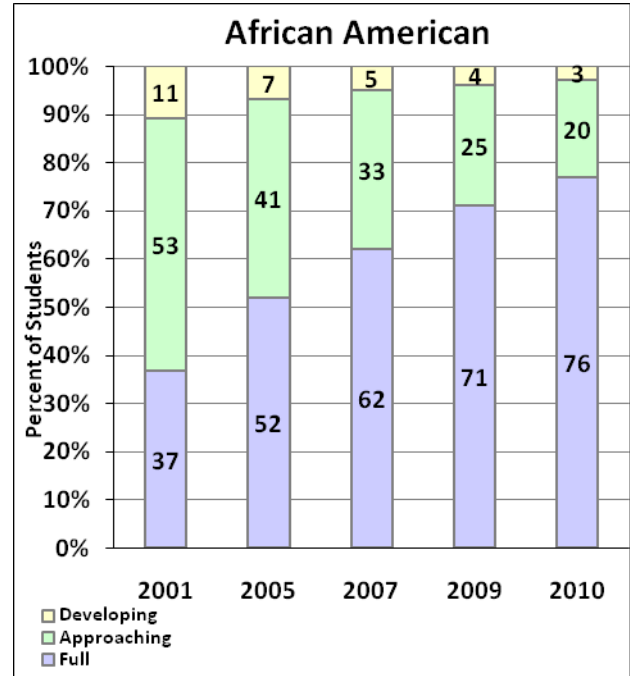
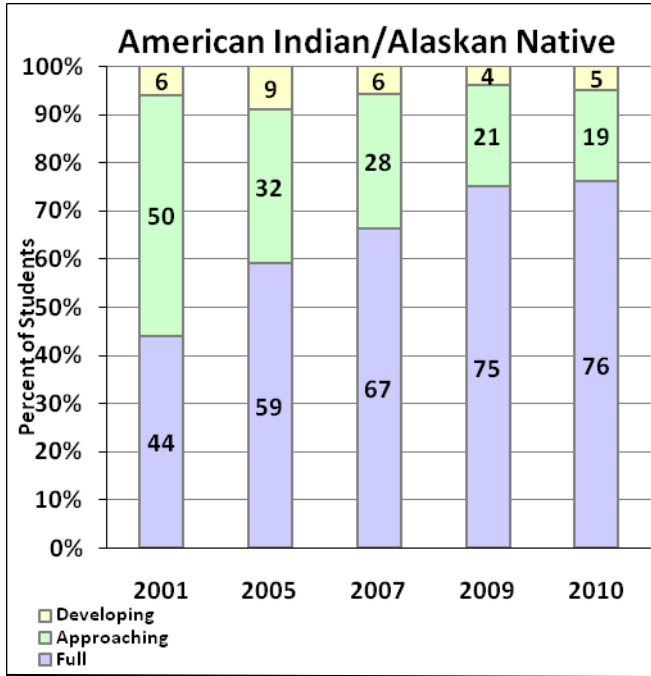


Disaggregated by Gender



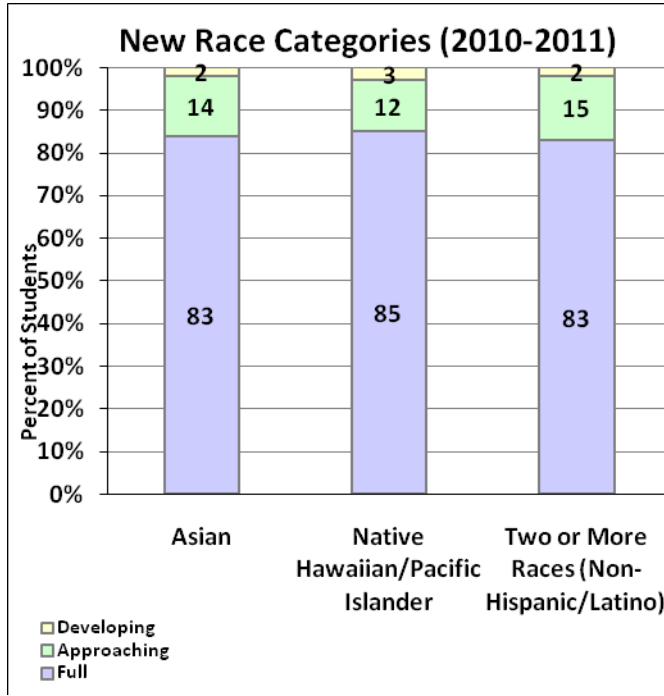
APPENDIX D: Maryland 2001-2010 Trend Data

Disaggregated by Race/Ethnicity

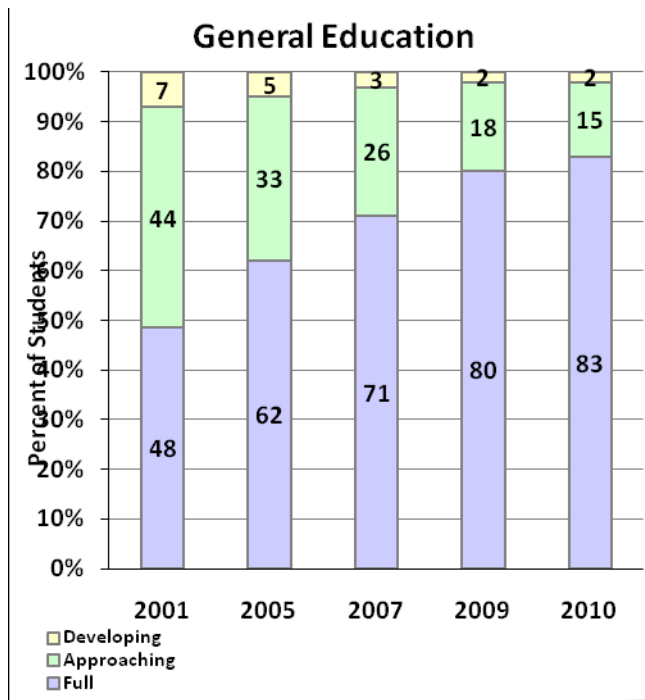
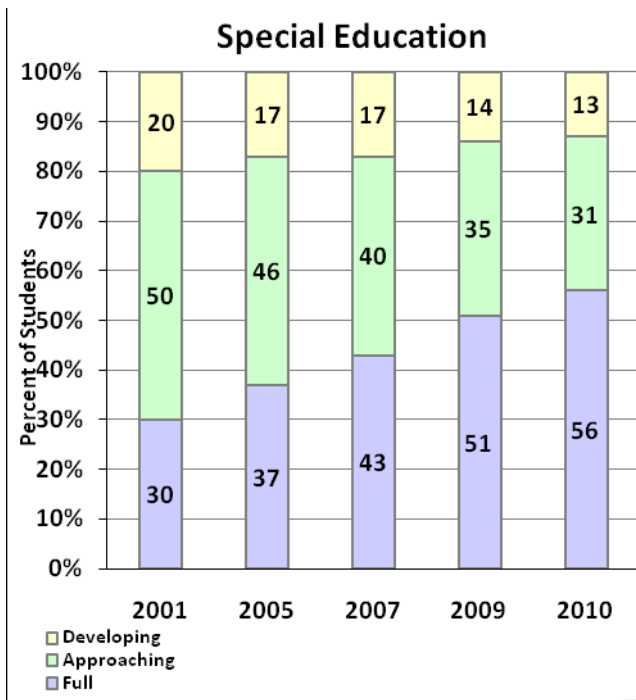


APPENDIX D: Maryland 2001-2010 Trend Data

Disaggregated by Race/Ethnicity

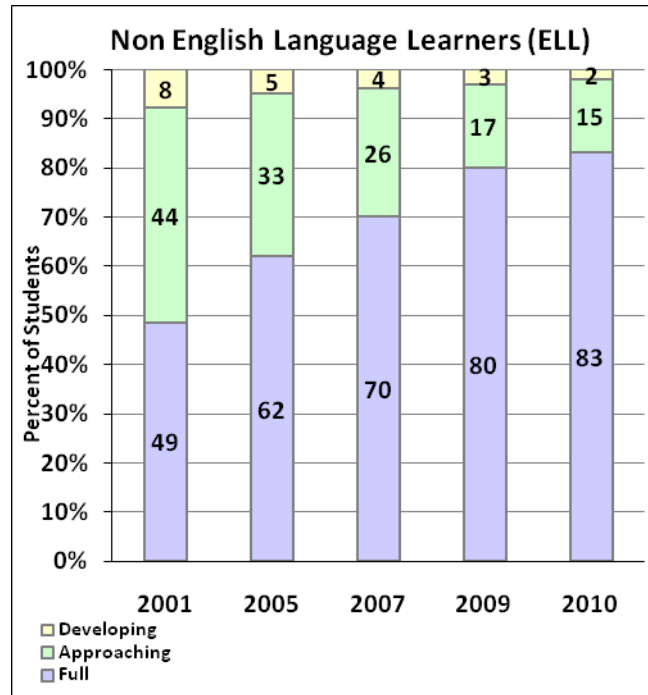
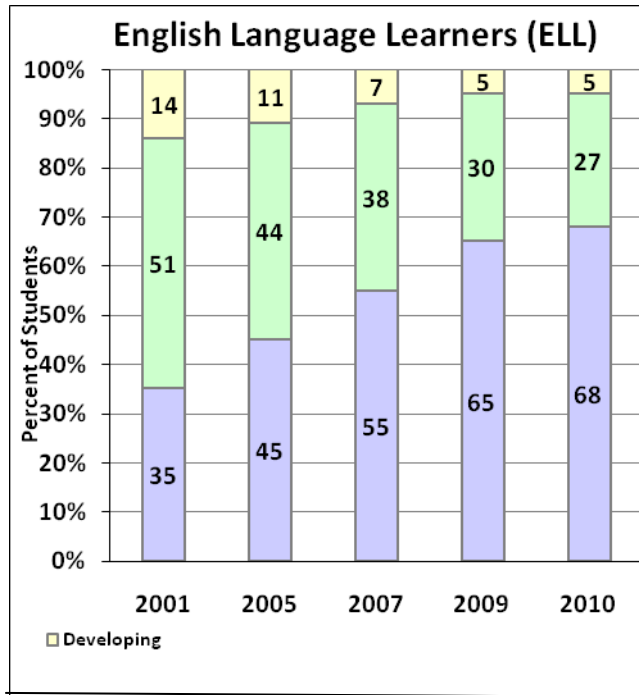


Disaggregated by Special Education

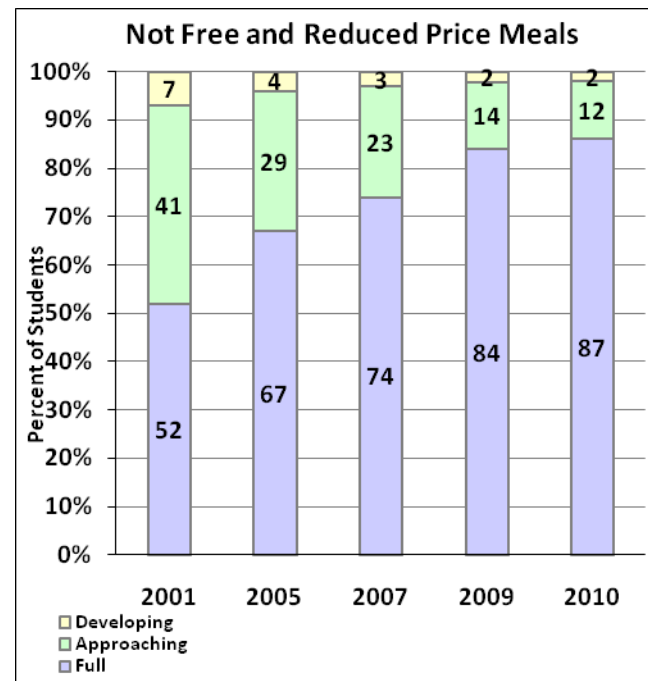
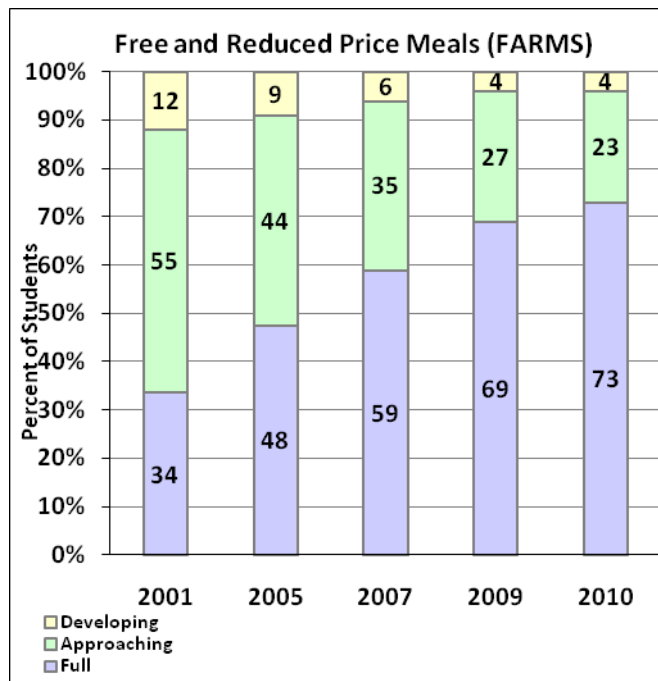


APPENDIX D: Maryland 2001-2010 Trend Data

Disaggregated by English Language Learners (ELL)



Disaggregated by Free and Reduced Meals (FARM)



APPENDIX E

Maryland Model for School Readiness – Composite Results by Jurisdiction

2009-2010 and 2010-2011

**MARYLAND MODEL FOR SCHOOL READINESS
COMPOSITE RESULTS BY JURISDICTION
2009-10 AND 2010-11**

Jurisdiction	Percent of Students 2009-10	Percent of Students 2010-2011	Change
Allegany County	89	91	+2
Anne Arundel County	84	86	+2
Baltimore City	64	67	+3
Baltimore County	83	85	+2
Calvert County	81	89	+8
Caroline County	89	94	+5
Carroll County	96	95	-1
Cecil County	80	80	0
Charles County	77	83	+6
Dorchester County	66	79	+13
Frederick County	87	88	+1
Garrett County	94	94	0
Harford County	82	85	+3
Howard County	82	86	+4
Kent County	81	85	+4
Montgomery County	76	74	-2
Prince George's County	68	79	+11
Queen Anne's County	90	83	-7
Somerset County	81	85	+4
St. Mary's County	92	90	-2
Talbot County	78	80	+2
Washington County	73	76	+3
Wicomico County	85	87	+2
Worcester County	81	82	+1
MSD	19	16	-3
MARYLAND	78	81	+3