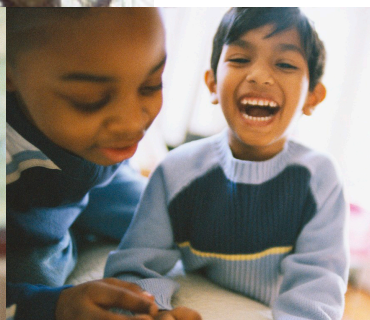


# Children Entering School Ready to Learn

2009-2010 Maryland Model  
for School Readiness





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March 23, 2010

Dear Colleague:

I am very pleased to provide you with the report, *Children Entering School Ready to Learn: School Readiness Information for School Year 2009-10*. Each year, MSDE informs policymakers and practitioners of what children know and are able to do when they start formal education in kindergarten.

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

The major results of the report are:

- More children are starting kindergarten better prepared for school than last year. Seventy-eight percent (78%) of the entering kindergarten students were evaluated by their teachers as "fully" ready for kindergarten, a five percent (5%) increase over the previous year and a twenty-nine percent (29%) increase since 2001-02. This statistically significant increase occurred for both the composite score for *Language and Literacy* and *Mathematical Thinking* from 2001-02. The increase in *Language and Literacy* since 2001-02 is thirty-one percent (31%) and the increase in *Mathematical Thinking* is thirty-two percent (32%).
- English Language Learners are making significant progress compared to last year. The number of English Language Learners who were evaluated by their teachers as fully ready increased by five percent (5%) compared to last year's data and thirty percent (30%) since 2001-02. African Americans are continuing to make progress as well. The number of African Americans who were evaluated by their teachers as fully ready increased by two percent (2%) compared to last year's data and thirty-four percent (34%) since 2001-02.

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

Sincerely,

Nancy S. Grasmick  
State Superintendent of Schools



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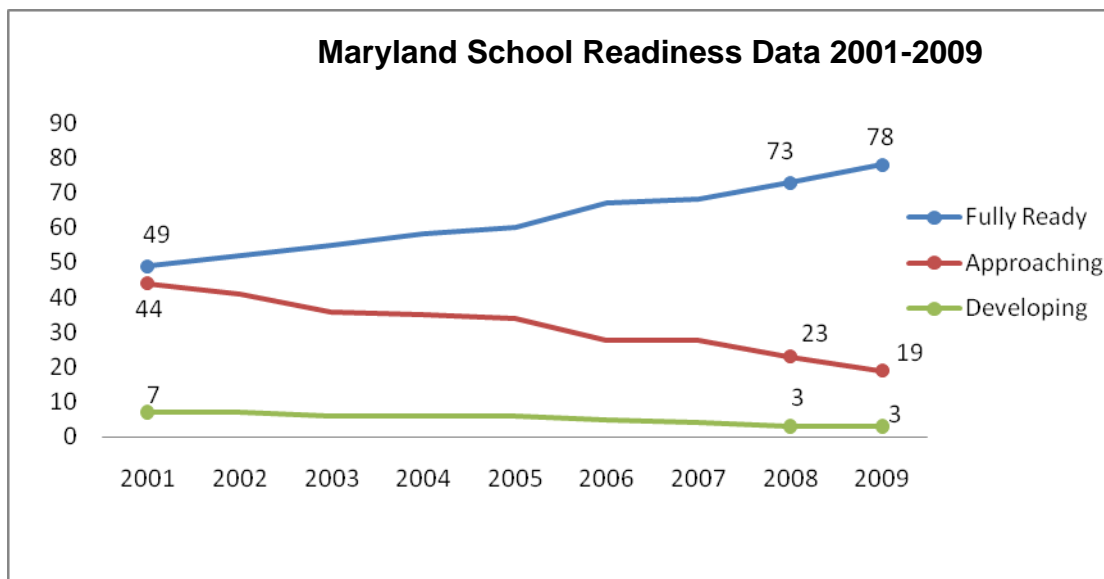




## School Readiness Results for School Year 2009-10

- **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 2009-10 improved its overall school readiness skills by five percent (5%) compared to students who entered kindergarten in the 2008-09 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-three percent (73%) last year to seventy-eight percent (78%) this year. The increase from the baseline year of 2001-02 is twenty-nine percent (29%).



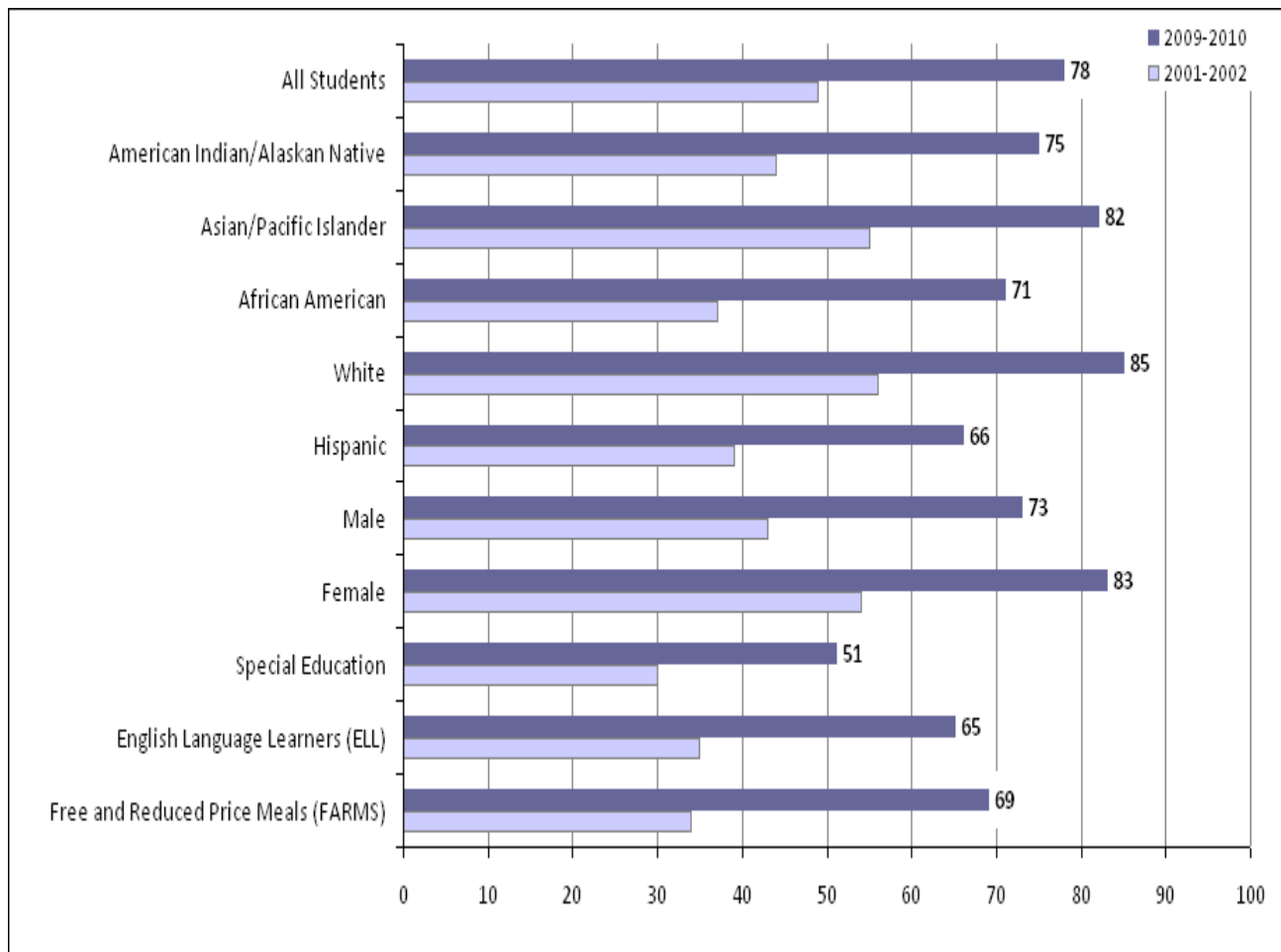
The upward trend is a statistically significant shift from school year 2001-02 and reflects the statewide efforts of improving the early learning opportunities for young children as they begin their school career. The results for the domain *Language and Literacy* and *Mathematical Thinking* are even more pronounced. According to the teachers' assessment of emergent reading and writing skills, thirty-one percent (31%) more children were rated "fully ready" compared to youngsters who entered kindergarten in 2001-02. Thirty-two percent (32%) more children were rated "fully ready" in the domain of *Mathematical Thinking* compared to youngsters who entered kindergarten in 2001-02.

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

The upward trend from school year 2001-02 is evident for all subgroups. For instance, the school readiness levels for African American kindergartners have improved by thirty-four percent (34%) for the composite score from school year 2001-02. The increase for Hispanic children was twenty-seven percent (27%) for the Composite and twenty-five percent (25%) in the domain of *Language and Literacy*. The improvement among low-income children and children with disabilities was significant with thirty-five percent (35%) and twenty-one (21%) respectively for the Composite for each group. The increase from last year for English Language Learners (coded as ELL in Appendices B and D) was five percent (5%) for both the composite and the domain of *Language and Literacy*. The increase for English Language

Learners from 2001-02 is thirty percent (30%) for the composite and twenty-seven percent (27%) 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-one (31%) and twenty-seven percent (27%) respectively. The composite scores for children who attended child care centers and family

child care improved by thirty-nine percent (39%) and twenty-nine percent (29%) respectively from 2001-02.

- **Availability of the 2009-10 School Readiness Report**

On March 23, 2010, the school readiness information for school year 2009-10 will be available online at [www.marylandpublicschools.org](http://www.marylandpublicschools.org) or at the dedicated website for the Maryland Model for School Readiness (MMSR) at [www.mdk12.org/instruction/ensure/mmsr](http://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 (MSC) 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<sup>®</sup> (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<sup>®</sup> domains which are part of the school readiness information are:

1. Social and Personal Development;
2. Language and Literacy;
3. Mathematical Thinking;
4. Scientific Thinking;

5. Social Studies;
6. The Arts;
7. Physical Development and Health.

- **School Readiness Information Reported**

Kindergarten teachers use the WSS® with all children throughout the school year<sup>1</sup>. For this report, teachers have provided information on students' skills for the first grading period in the fall 2009. 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 2-18, 2009, the teachers evaluated and rated their students' performance according to the WSS® assessment protocol and specific assessment guidelines, Exemplars, which were developed by MSDE.

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

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

Reporting of the scores reflects the percentage of students who have reached one of the following levels of readiness:<sup>6</sup>

**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.

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

<sup>2</sup> 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.

<sup>3</sup> This information describes the percentage of students assessed who receive special education services and have an Individual Education Plan (IEP).

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> See Introduction to Scoring on p. B-1

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

School readiness data is reported for:

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

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

- **Interpreting Results**

Interpreting the results regarding the readiness levels for specific groups should be evaluated as a way to track progress over time for each domain and each demographic category. For instance, the trend for the domain, *Language and Literacy*, should be tracked over time by comparing the results from year to year. Any progress is measured at the 95 percent confidence interval<sup>7</sup>. The same measure applies, for example, in determining any significant changes over time for *Language and Literacy* using specific prior care categories, such as prekindergarten or child care center. Caution must be taken when interpreting the information when relatively small numbers of children are involved. The information presented in this report does not presume any specific causes for the annual changes in the data.

- **Use of Data and Accountability**

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

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

- **Validity and Reliability of Data**

Since Maryland's kindergarten teachers are using a portfolio-based assessment to evaluate their students' skill levels, any concerns about the subjectivity of the teachers' evaluations must be addressed. The school readiness information is based on formative and summative evaluation protocols. The summative evaluations in the fall include the students' observed and documented records of their skills, behavior, and knowledge in response to the introduction of the kindergarten curriculum. The teachers are trained in the use of specific guidelines<sup>8</sup> which

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

<sup>8</sup> The specific guidelines, MMSR Fall Exemplars, describe examples of student behaviors in terms of rubrics established for the WSS rating scale.

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 Maryland State Curriculum, and the MMSR Framework and Standards. Any sampling error of the results is eliminated by implementing census administration of the WSS®. Each local school system oversees the administration of the kindergarten assessment and, in addition, the data is analyzed and verified by an independent vendor, contracted by MSDE, who provides reliability analyses for the state and county data sets.

### ***State Strategies to Improve School Readiness***

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

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

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

- **Quality of Teaching Personnel**

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

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

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

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

Maryland established the Early Childhood Accreditation Project and increased the number of accredited programs six fold since 2001. Currently more than 760 early childhood programs are accredited nationally or by the state.

Since 2007, when MSDE established a preschool curriculum project, curricular resources were disseminated to more than 200 child care centers and nursery schools.

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

Maryland established Judy Centers across the states which serve as models of excellence regarding early childhood education. Designed by the late Judy Hoyer, there are now 24 centers reaching out to more than 30 elementary schools. The programs have proven to be very effective with disadvantaged children.

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

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

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

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

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

To address this issue, the Task Force on Universal Preschool Education recommended that all four-year olds should have access to prekindergarten programs, using across a diverse delivery system (i.e., child care, nursery schools, etc.) which meet the same quality standards. This would provide access to low to median income groups, i.e., between \$32,000 and \$80,000 for a family of three, who currently tend to opt for informal and ad-hoc early care arrangements which have proven to be less conducive to promoting school readiness than state regulated programs.

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

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





# **APPENDIX A**

## **Maryland Model for School Readiness Kindergarten Assessment: Work Sampling System<sup>®</sup> (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**

<b>SELF-CONCEPT</b>	
<b>Shows initiative and self-direction.</b>	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.
<b>SELF-CONTROL</b>	
<b>Follows classroom rules and routines.</b>	Children who are successful within a group know and accept the rules established for that particular group.
<b>Uses classroom materials purposefully and respectfully.</b>	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.
<b>INTERACTION WITH OTHERS</b>	
<b>Interacts easily with one or more children.</b>	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	
<b>Gains meaning by listening.</b>	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.
<b>Demonstrates beginning phonemic awareness.</b>	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	
<b>Speaks clearly and conveys ideas effectively.</b>	During kindergarten, children begin to understand how to express their ideas in group discussions as well as in one-to-one conversations.
READING	
<b>Shows some understanding of concepts about print.</b>	Kindergartners realize that print conveys meaning, spoken language can be written down and read, and certain words are always written the same way.
<b>Comprehends and responds to fiction and non-fiction text.</b>	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	
<b>Uses letter-like shapes, symbols, letters, and words to convey meaning.</b>	Children begin using drawings to convey ideas, adding letters or words randomly to their written communication.

### III Mathematical Thinking

MATHEMATICAL PROCESSES	
<b>Begins to use and explain strategies to solve mathematical problems.</b>	Young children solve problems and explain their reasoning by working with concrete objects, drawing pictures, or acting out solutions.
NUMBERS AND OPERATIONS	
<b>Shows understanding of number and quantity.</b>	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	
<b>Recognizes duplicates and extends patterns.</b>	Kindergartners can recognize, create, copy, and extend simple patterns using concrete objects, sounds and physical movements.
GEOMETRY AND SPATIAL RELATIONS	
<b>Recognizes and describes some attributes of shapes.</b>	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	
<b>Seeks information through observation, exploration, and descriptive investigations.</b>	As questions are raised, kindergartners seek answers primarily through exploration, manipulation, and careful observation using their senses.
<b>Uses simple tools and equipment to extend the senses and gather data.</b>	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.

<b>PHYSICAL SCIENCE</b>	
<b>Identifies, describes, and compares properties of objects.</b>	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.
<b>LIFE SCIENCE</b>	
<b>Observes and describes characteristics, basic needs, and life cycles of living things.</b>	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**

<b>PEOPLE, PAST AND PRESENT</b>	
<b>Identifies similarities and differences in people's characteristics, habits, and living patterns.</b>	Kindergartners develop self-identity by comparing themselves with others.
<b>HUMAN INTERDEPENDENCE</b>	
<b>Describes some people's jobs and what is required to perform them.</b>	Young children are ready to examine their communities and explore the many roles people fill in helping each other live.
<b>Begins to be aware of technology and how it affects life.</b>	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).
<b>CITIZENSHIP AND GOVERNMENT</b>	
<b>Demonstrates awareness of the reasons for rules.</b>	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	
<b>Participates in group music experience.</b>	Young children enjoy singing, making up silly and rhyming verses, using instruments, learning finger plays, and using music to tell stories and express feelings.
<b>Participates in creative movement, dance, and drama.</b>	Young children are very active and need opportunities to move and stretch their bodies.
<b>Uses a variety of art materials to explore and express ideas and emotions.</b>	Kindergartners need and enjoy opportunities to explore using a variety of art materials.
UNDERSTANDING AND APPRECIATION	
<b>Respond to artistic creations or events</b>	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	
<b>Moves with balance and control.</b>	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	
<b>Uses eye-hand coordination to perform tasks effectively.</b>	Kindergartners are continuing to improve their eye-hand coordination and accomplishing tasks with greater precision.
PERSONAL HEALTH AND SAFETY	
<b>Performs self-care tasks competently.</b>	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.
<b>Shows beginning understanding of and follows health and safety rules.</b>	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.<sup>1</sup>

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.
5. A similar process allows for all indicator values to be summed across domains and then place in the same three proficiency levels with the following values.
  - Full Readiness = sums of 71 through 90

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<sup>1</sup> [MMSR Kindergarten Assessment Data Entry and Management Manual](#)

- Approaching Readiness = sums of 50 through 70
- Developing Readiness = sums of 30 through 49

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

## **Presentation of School Readiness Information**

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

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

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

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

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

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

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

## Definitions

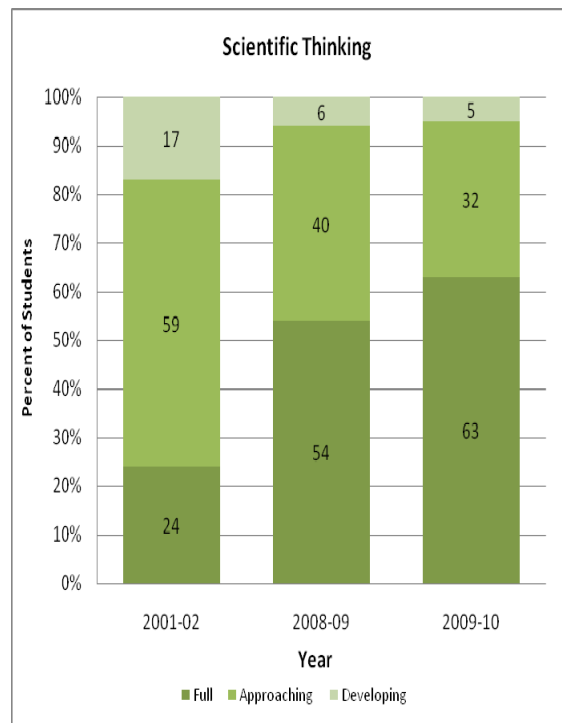
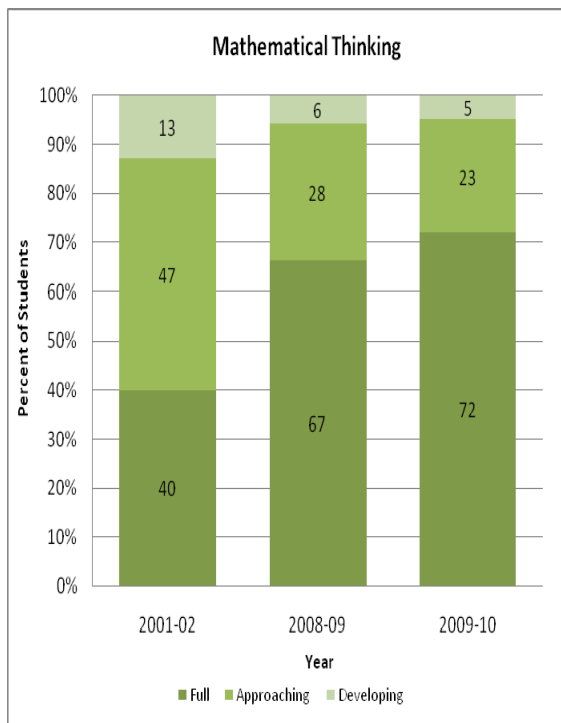
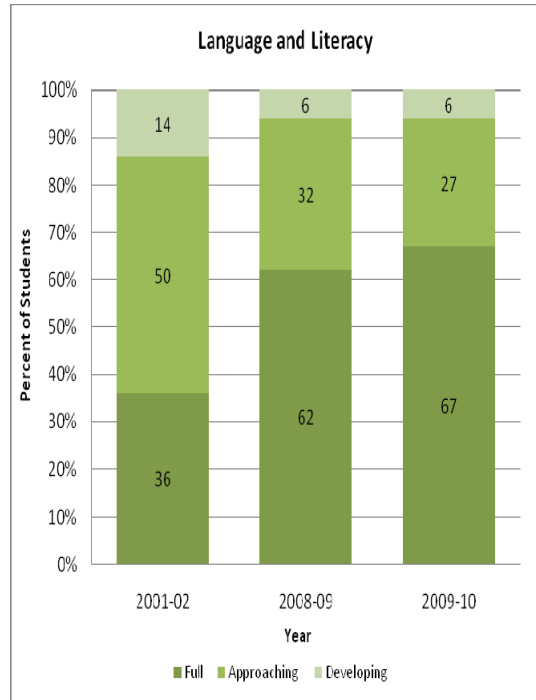
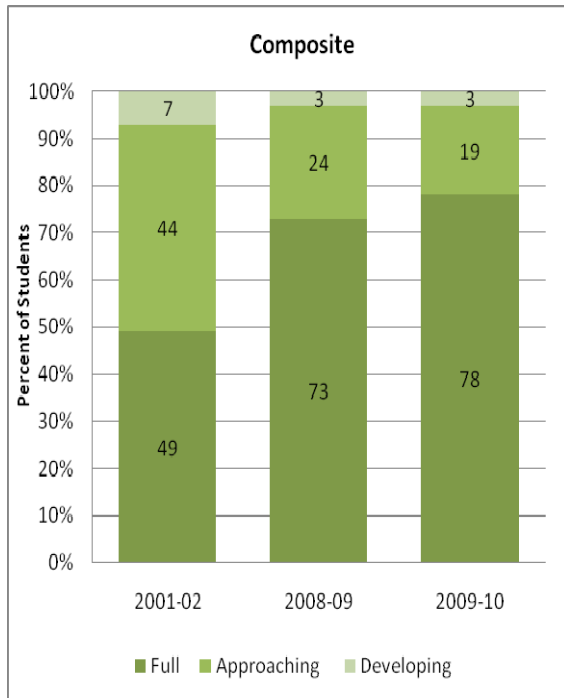
- **Composite Score.** The ratings for the seven domains are combined to provide an overall measure of school readiness.
- **Prior Care.** The categories of early care and education are considered as they impact on school readiness. Prior care reflects kindergarten students' enrollment within 12 months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

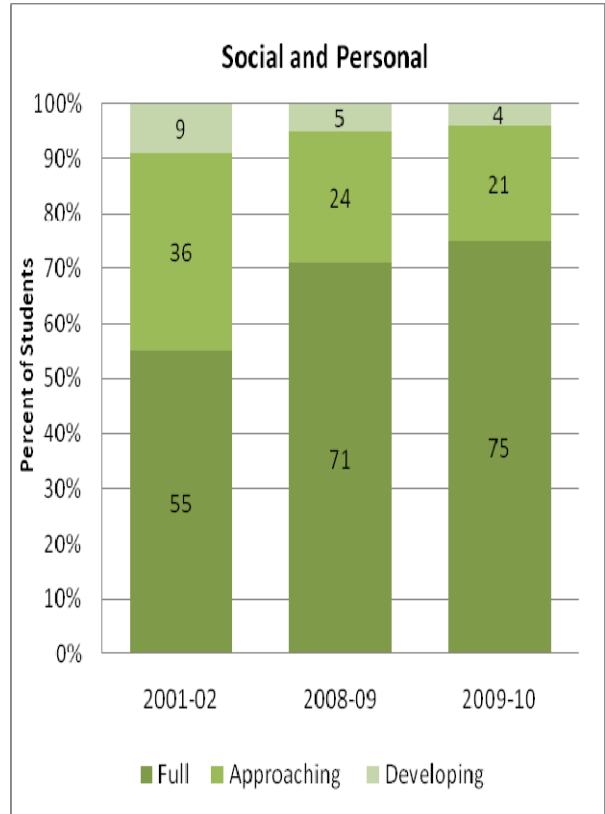
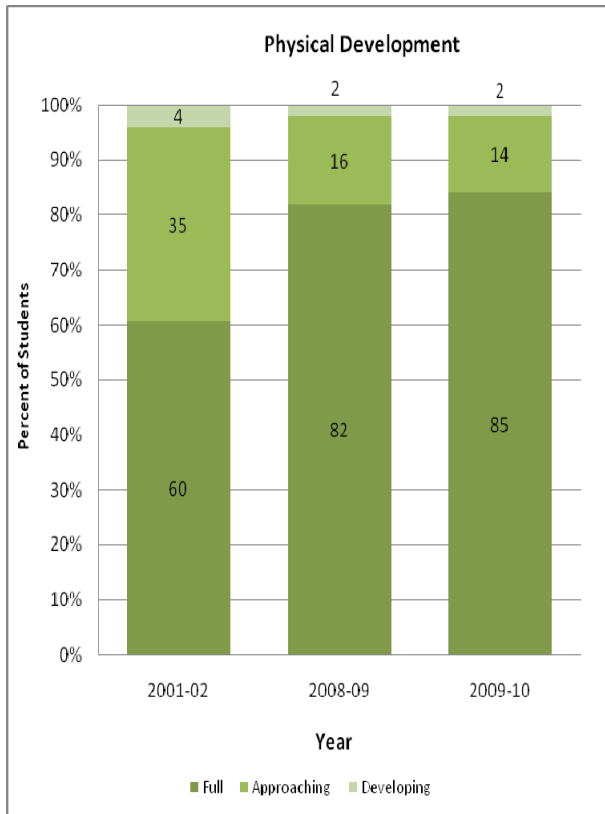
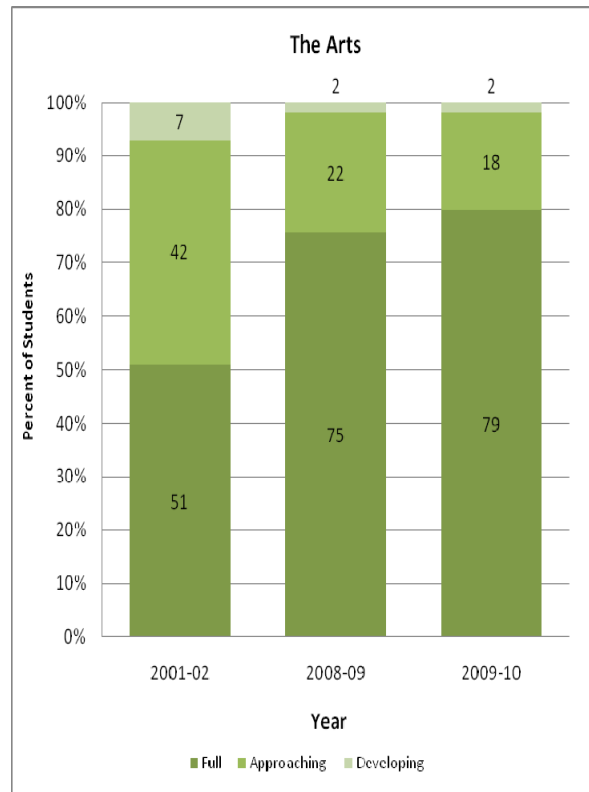
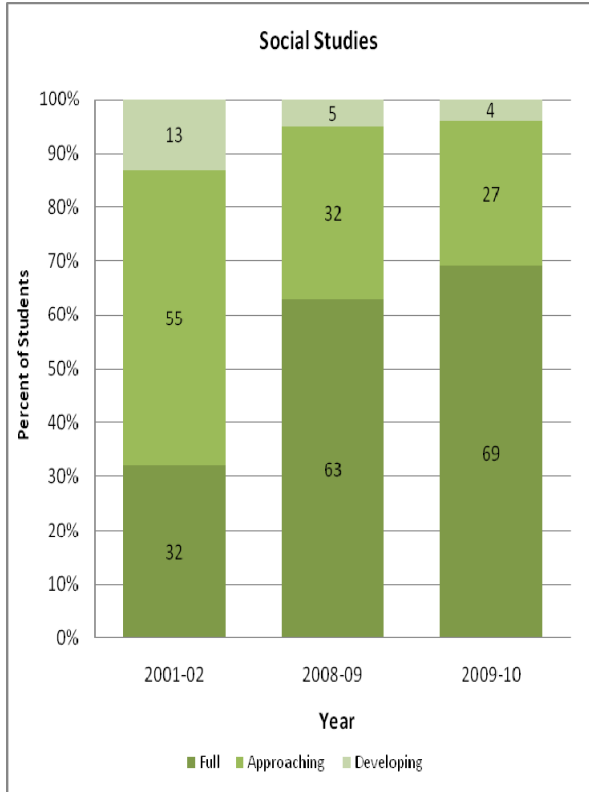
For additional information contact:

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



## Maryland – Percentage of Kindergarten Students





**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
<b>Race/Ethnicity</b>																								
American Indian/Alaskan Native	73	21	5	65	30	6	69	26	5	59	37	4	65	30	5	76	20	4	79	17	4	75	21	4
Asian/Pacific Islander	81	16	2	74	22	4	81	16	3	66	30	5	71	25	4	81	16	2	87	12	2	82	15	2
African American	68	26	6	61	33	7	65	29	7	54	39	7	60	34	6	76	21	3	81	17	2	71	25	4
White	81	16	3	76	21	3	81	16	3	74	23	3	80	17	2	84	15	2	88	11	1	85	13	2
Hispanic	72	23	5	50	11	11	57	34	10	46	44	10	52	39	9	73	24	3	82	16	2	66	29	5
<b>Gender</b>																								
Male	68	26	6	63	30	7	69	24	6	60	33	6	66	29	5	74	23	3	81	17	2	73	23	4
Female	83	15	2	72	24	4	75	21	4	65	31	4	72	24	3	85	13	1	89	10	1	83	15	2
<b>Prior Care</b>																								
Child Care Center	76	20	3	74	23	3	79	18	3	71	26	3	77	21	2	83	15	2	87	12	2	84	15	2
Family Child Care	74	21	4	59	32	9	65	27	8	59	33	8	66	28	7	79	18	3	84	14	1	74	22	4
Head Start	68	26	5	57	36	7	63	31	6	51	43	6	56	38	5	75	23	2	81	17	0	70	27	3
Home / Informal Care	72	23	6	54	35	11	59	31	10	52	39	9	60	33	8	74	23	3	80	17	2	68	27	5
Non-public Nursery	86	13	1	84	15	1	87	12	1	79	20	1	85	14	1	87	12	1	91	9	2	91	8	1
Pre-Kindergarten	74	21	4	67	27	5	72	23	5	61	34	5	67	28	4	79	19	2	84	14	2	78	19	3
<b>Special Education</b>																								
Yes	52	34	14	39	42	19	48	35	18	42	39	19	47	36	17	58	32	10	60	30	10	51	35	14
No	77	19	3	70	26	5	74	22	4	64	32	4	71	26	3	81	17	2	87	12	1	80	18	2
<b>English Language Learners</b>																								
Yes	71	24	5	49	40	12	57	34	9	44	45	10	49	41	10	73	24	3	81	17	2	65	30	5
No	76	20	4	70	25	5	74	21	4	65	30	5	72	24	4	80	17	2	85	13	2	80	17	3
<b>Free and Reduced Price Meals</b>																								
Yes	69	25	6	56	36	8	61	31	8	51	41	8	57	36	7	75	22	3	81	17	2	69	27	4
No	80	17	3	75	21	4	80	17	3	71	26	4	77	20	3	83	15	2	87	11	2	84	14	2
<b>Aggregated Data</b>	75	21	4	67	27	6	72	23	5	63	32	5	69	27	4	79	18	2	85	14	2	78	19	3

\* = fewer than 5

May not total 100% due to rounding.

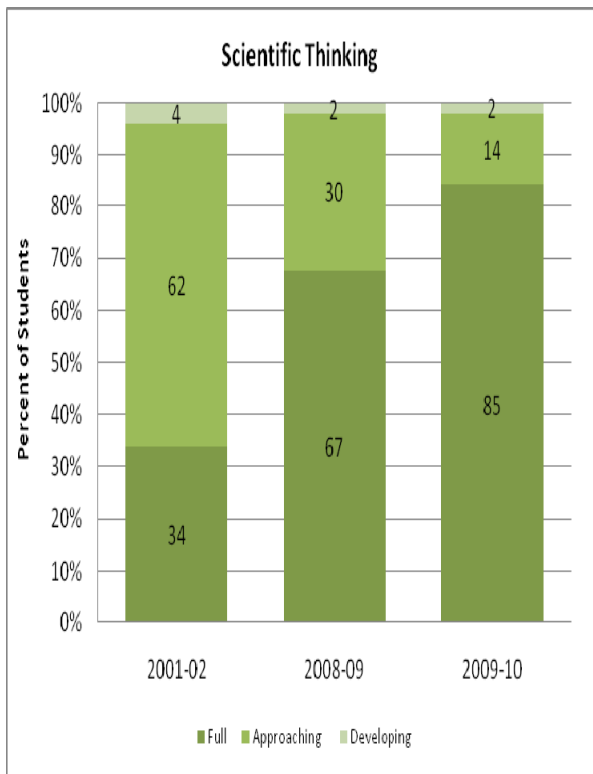
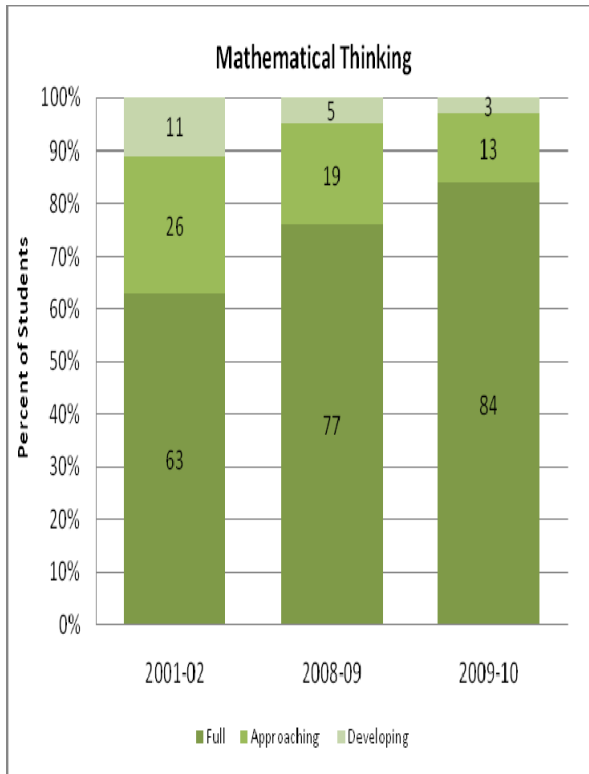
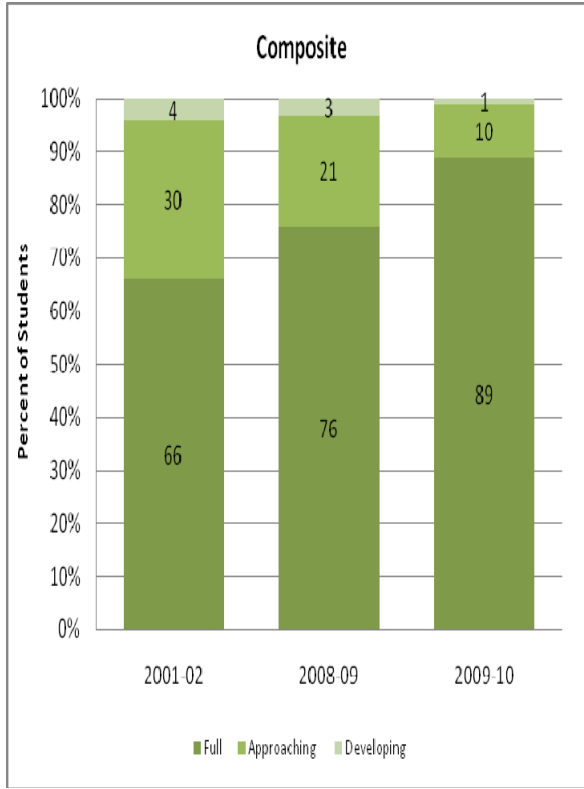


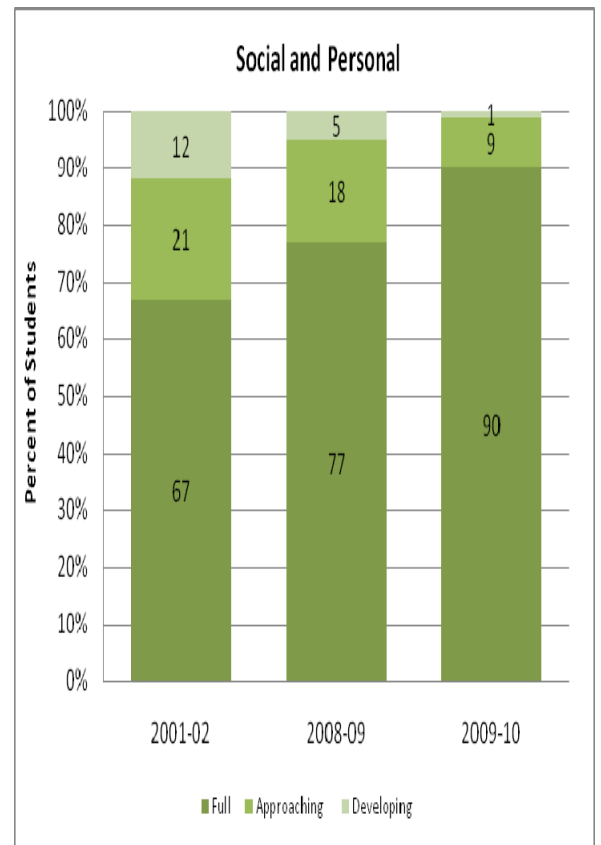
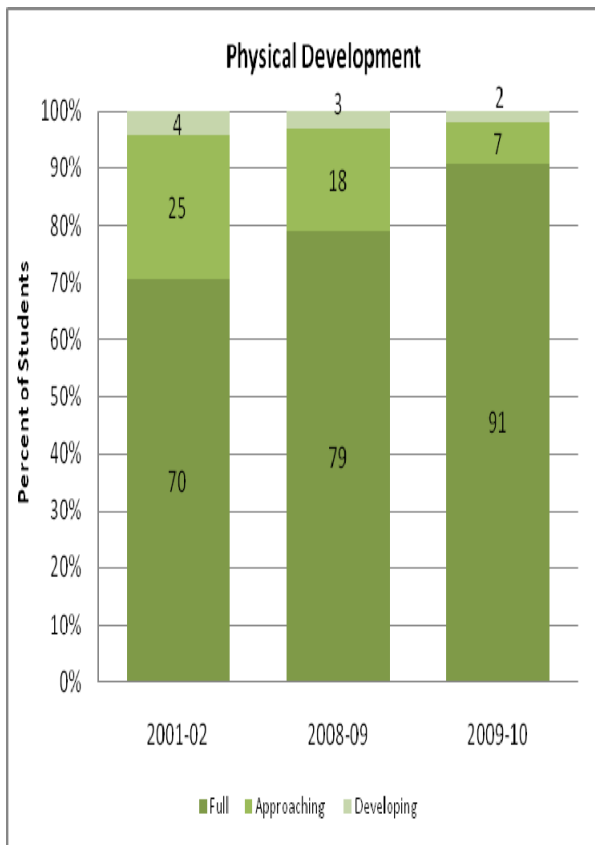
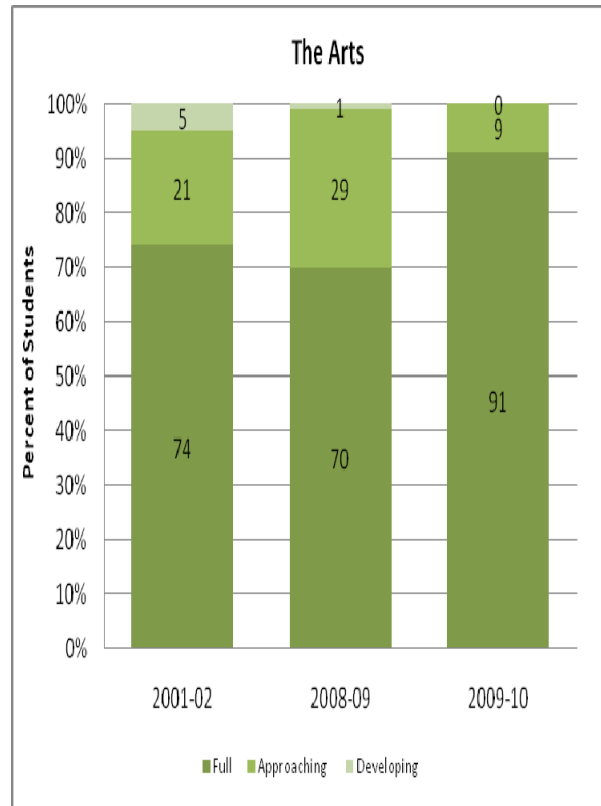
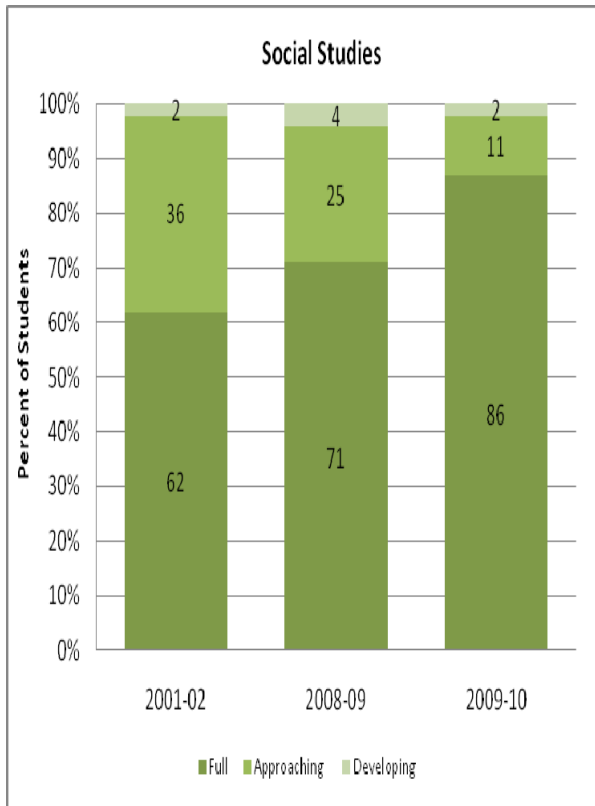
### Maryland - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
<b>Race/Ethnicity</b>																								
American Indian/Alaskan Native	206	60	15	182	83	16	194	72	15	166	103	12	183	83	14	213	57	11	223	47	11	210	58	12
Asian/Pacific Islander	3,100	627	93	2,818	834	166	3,077	609	131	2,508	1,131	179	2,722	946	151	3,099	628	93	3,302	451	61	3,131	577	94
African American	13,163	4,993	1,153	11,725	6,274	1,303	12,473	5,572	1,264	10,336	7,621	1,348	11,629	6,607	1,066	14,661	4,107	540	15,685	3,188	437	13,748	4,770	762
White	20,485	4,116	699	19,221	5,218	853	20,427	4,097	777	18,682	5,926	695	20,351	4,375	567	21,157	3,724	422	22,210	2,726	363	21,577	3,230	446
Hispanic	5,287	1,724	349	3,658	843	843	4,172	2,484	703	3,389	3,217	748	3,798	2,875	683	5,394	1,729	234	6,007	1,208	140	4,850	2,102	379
<b>Gender</b>																								
Male	19,714	7,466	1,715	18,091	8,751	2,043	20,069	7,064	1,764	17,399	9,674	1,820	19,033	8,294	1,555	21,344	6,591	960	23,282	4,888	716	21,093	6,574	1,160
Female	22,527	4,053	594	19,513	6,512	1,138	20,275	5,768	1,126	17,683	8,323	1,161	19,651	6,590	926	23,181	3,652	340	24,146	2,730	296	22,424	4,161	533
<b>Prior Care</b>																								
Child Care Center	5,840	1,567	260	5,699	1,740	226	6,075	1,387	207	5,439	2,026	201	5,883	1,615	168	6,367	1,172	127	6,640	935	472	6,393	1,142	121
Family Child Care	1,925	548	112	1,539	817	231	1,681	707	196	1,514	860	213	1,690	719	170	2,035	477	75	2,172	356	94	1,898	568	110
Head Start	2,190	841	173	1,836	1,154	212	2,021	1,002	181	1,627	1,369	206	1,808	1,228	166	2,409	723	71	2,597	543	0	2,239	856	104
Home / Informal Care	7,145	2,286	555	5,348	3,527	1,109	5,931	3,058	996	5,180	3,901	904	5,958	3,252	769	7,393	2,256	336	8,031	1,703	249	6,765	2,661	533
Non-Public Nursery	6,671	970	107	6,504	1,145	98	6,738	931	79	6,139	1,512	98	6,600	1,073	76	6,768	917	66	7,049	660	59	7,036	648	51
Pre-Kindergarten	17,672	5,055	1,042	16,000	6,524	1,231	17,149	5,474	1,143	14,514	7,973	1,274	16,015	6,687	1,062	18,732	4,448	587	20,031	3,257	62	18,381	4,610	721
<b>Special Education</b>																								
Yes	2,357	1,555	637	1,774	1,923	852	2,178	1,571	799	1,921	1,769	859	2,136	1,618	790	2,648	1,443	458	2,740	1,348	461	2,309	1,584	639
No	39,881	9,965	1,672	35,828	13,340	2,329	38,165	11,260	2,091	33,159	16,227	2,123	36,546	13,266	1,691	41,873	8,802	842	44,685	6,271	551	41,204	9,153	1,054
<b>Limited English Proficiency</b>																								
Yes	5,438	1,864	369	3,719	3,055	892	4,380	2,573	717	3,395	3,466	804	3,766	3,160	739	5,564	1,846	259	6,223	1,292	148	4,930	2,309	402
No	36,803	9,655	1,940	33,885	12,208	2,289	35,963	10,260	2,173	31,687	14,530	2,178	34,917	11,725	1,742	38,960	8,398	1,041	41,203	6,328	864	38,586	8,427	1,291
<b>Free and Reduced Price Meals</b>																								
Yes	16,214	5,889	1,287	13,081	8,329	1,969	14,329	7,215	1,845	11,890	9,655	1,836	13,408	8,439	1,533	17,466	5,226	694	19,003	3,887	491	16,106	6,220	1,017
No	26,026	5,631	1,022	24,522	6,935	1,212	26,013	5,619	1,045	23,191	8,342	1,146	25,274	6,447	948	27,057	5,019	606	28,423	3,733	521	27,409	4,517	676
<b>Aggregated Data</b>	42,252	11,526	2,311	37,614	15,268	3,186	40,353	12,842	2,891	35,087	18,009	2,984	38,692	14,894	2,483	44,534	10,253	1,301	47,442	7,622	1,014	43,525	10,745	1,695

\* = fewer than 5

## Allegany County – Percentage of Kindergarten Students





**Allegany County - Percentage of Kindergarten Students**

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite					
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing			
	<b>Race/Ethnicity</b>																										
American Indian/Alaskan Native	83	17	0	83	17	0	83	17	0	83	17	0	83	17	0	83	17	0	83	17	0	83	17	0	83	17	0
Asian/Pacific Islander	83	0	17	83	0	17	67	17	17	83	0	17	83	0	17	83	0	17	83	0	17	83	0	17	83	0	17
African American	77	3	0	60	35	5	79	16	5	77	19	5	88	7	5	86	14	0	91	9	0	88	9	2	88	9	2
White	91	8	1	79	17	4	85	13	2	85	13	1	86	12	2	92	8	0	92	7	2	89	10	1	89	10	1
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Gender</b>																											
Male	89	10	1	75	19	5	80	16	3	83	15	2	83	14	3	89	10	1	89	8	2	85	13	2	85	13	2
Female	91	8	1	81	17	2	88	10	2	87	11	2	89	9	2	93	7	0	94	5	1	92	6	1	92	6	1
<b>Prior Care</b>																											
Child Care Center	90	10	0	70	30	0	90	10	0	80	20	0	80	20	0	90	10	0	100	0	0	90	10	0	90	10	0
Family Child Care	80	20	0	80	20	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Head Start	75	20	5	75	20	5	85	15	0	85	15	0	80	15	5	90	10	0	90	5	5	85	15	0	85	15	0
Home / Informal Care	93	7	0	68	25	7	73	20	7	80	16	5	80	16	5	93	5	2	86	11	2	82	14	5	82	14	5
Non-public Nursery	95	5	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
Pre-Kindergarten	90	9	1	79	18	4	84	13	3	85	14	2	86	11	2	90	9	0	91	7	1	89	10	1	89	10	1
<b>Special Education</b>																											
Yes	76	19	4	51	36	13	56	38	7	60	33	7	61	28	11	86	14	0	67	25	8	60	36	4	60	36	4
No	92	8	1	82	16	3	88	10	2	88	11	1	89	9	1	92	8	1	95	5	1	92	6	1	92	6	1
<b>English Language Learners</b>																											
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	90	9	1	78	18	4	84	13	3	85	14	2	86	11	2	91	9	*	91	7	2	89	10	1	89	10	1
<b>Free and Reduced Price Meals</b>																											
Yes	86	13	2	70	24	6	79	17	4	79	18	3	80	16	3	89	10	1	88	10	2	84	14	2	84	14	2
No	96	3	0	90	10	1	92	8	1	93	7	0	94	5	1	94	6	*	96	3	1	96	4	0	96	4	0
Aggregated Data	90	9	1	78	18	4	84	13	3	85	14	2	86	11	2	91	9	0	91	7	2	89	10	1	89	10	1

\* = fewer than 5

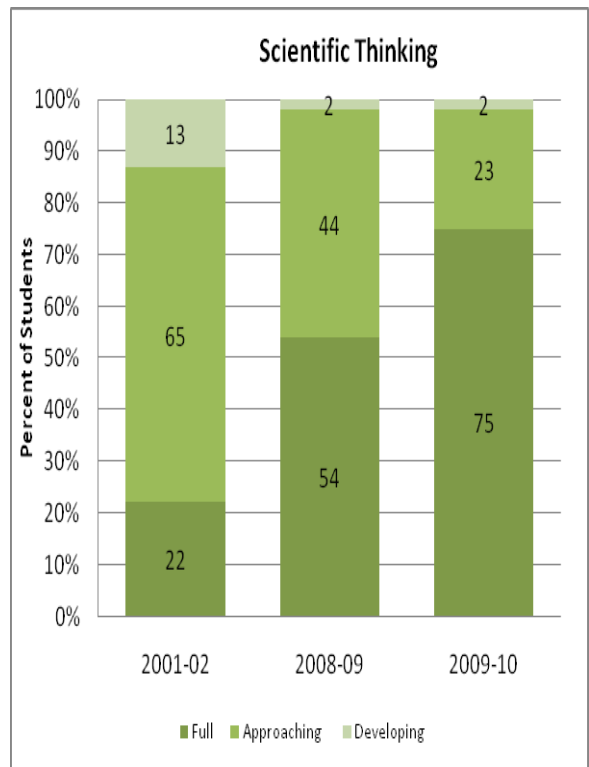
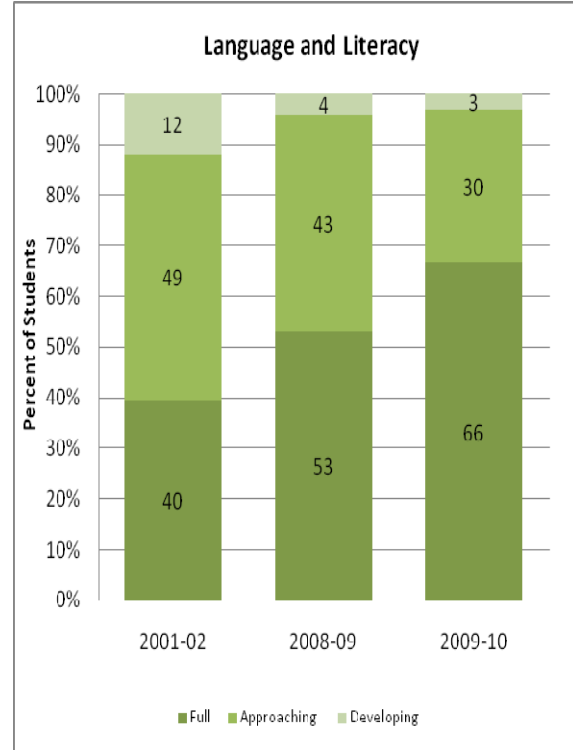
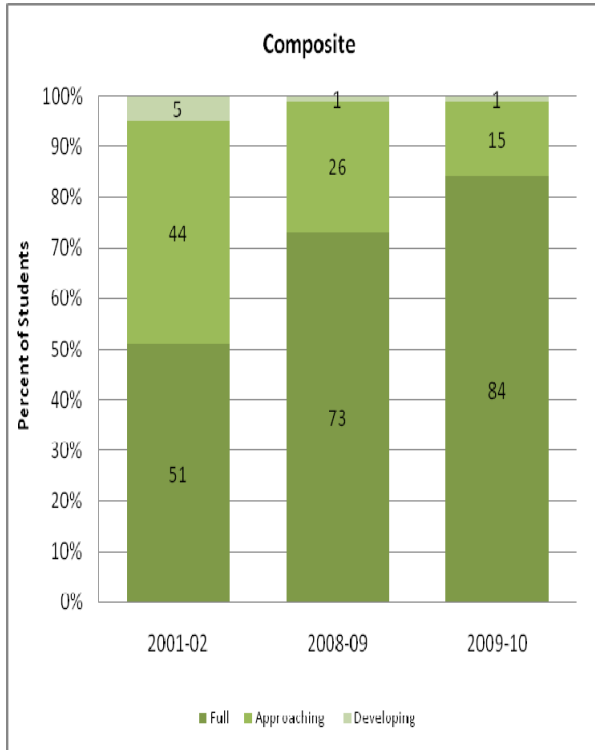
May not total 100% due to rounding.

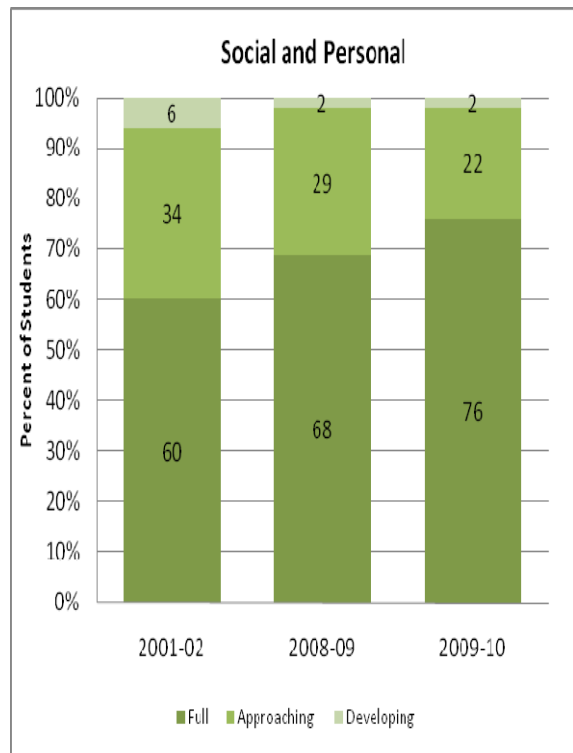
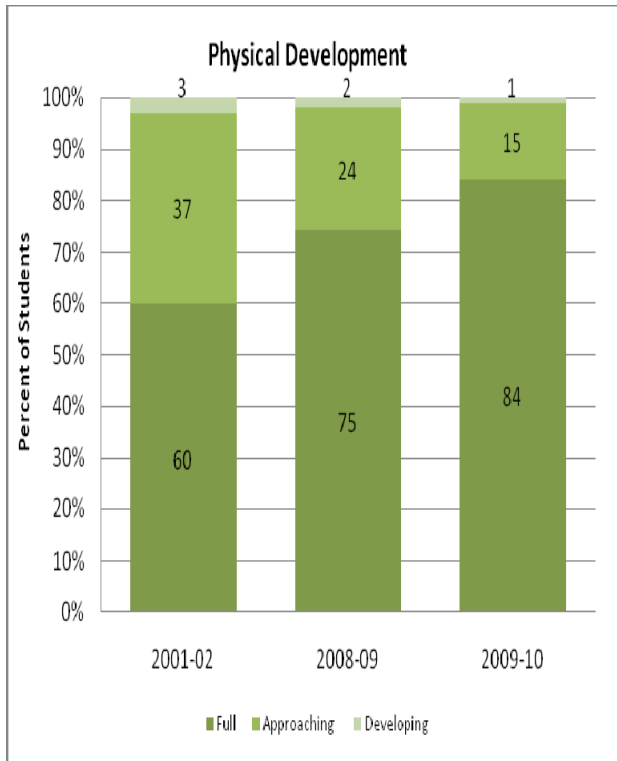
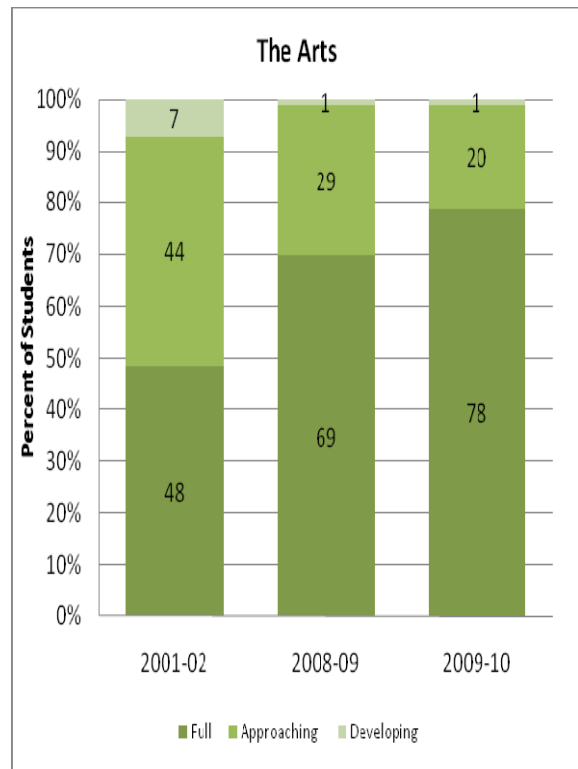
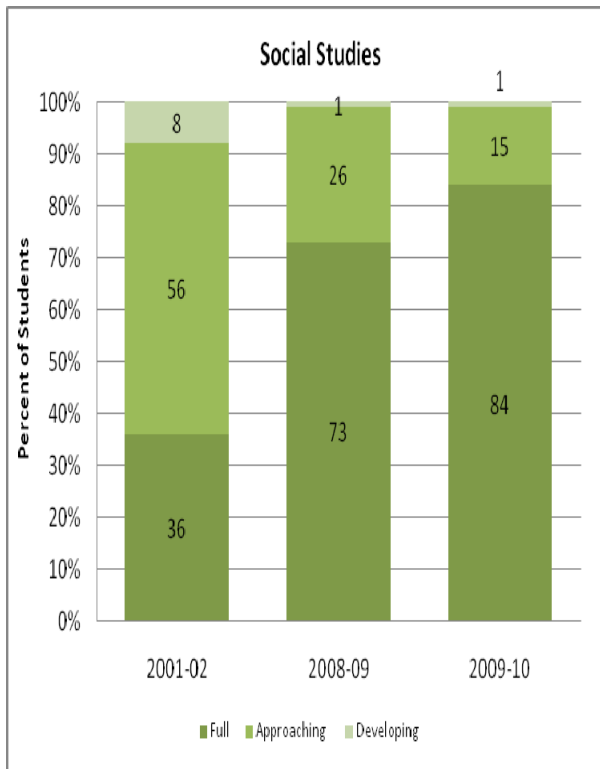
### Allegany County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite					
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing			
<b>Race/Ethnicity</b>																											
American Indian/Alaskan Native	5	1	0	5	1	0	5	1	0	5	1	0	5	1	0	5	1	0	5	1	0	5	1	0	5	1	0
Asian/Pacific Islander	5	0	1	5	0	1	4	1	1	5	0	1	5	0	1	5	0	1	5	0	1	5	0	1	5	0	1
African American	33	3	0	26	15	2	34	7	2	33	8	2	38	3	2	37	6	0	39	4	0	38	4	1	38	4	1
White	537	46	6	468	100	21	498	77	14	503	78	8	506	70	13	539	48	2	540	40	9	524	58	7	524	58	7
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Gender</b>																											
Male	293	33	4	249	64	17	265	54	11	273	51	6	273	46	11	295	33	2	295	28	7	282	43	5	282	43	5
Female	287	24	3	255	52	7	276	32	6	273	36	5	281	28	5	291	22	1	294	17	3	290	20	4	290	20	4
<b>Prior Care</b>																											
Child Care Center	9	1	0	7	3	0	9	1	0	8	2	0	8	2	0	9	1	0	10	0	0	9	1	0	9	1	0
Family Child Care	4	1	0	4	1	0	5	0	0	5	0	0	5	0	0	5	0	0	5	0	0	5	0	0	5	0	0
Head Start	15	4	1	15	4	1	17	3	0	17	3	0	16	3	1	18	2	0	18	1	1	17	3	0	17	3	0
Home / Informal Care	41	3	0	30	11	3	32	9	3	35	7	2	35	7	2	41	2	1	38	5	1	36	6	2	36	6	2
Non-Public Nursery	18	1	0	19	0	0	19	0	0	19	0	0	19	0	0	19	0	0	0	0	0	19	0	0	19	0	0
Pre-Kindergarten	493	47	6	429	97	20	459	73	14	462	75	9	471	62	13	494	50	2	499	39	8	486	53	7	486	53	7
<b>Special Education</b>																											
Yes	55	14	3	37	26	9	40	27	5	43	24	5	44	20	8	62	10	0	48	18	6	43	26	3	43	26	3
No	525	43	4	467	90	15	501	59	12	503	63	6	510	54	8	524	45	3	541	27	4	529	37	6	529	37	6
<b>Limited English Proficiency</b>																											
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	580	57	7	504	116	24	541	86	17	546	87	11	554	74	16	586	55	*	589	45	10	572	63	9	572	63	9
<b>Free and Reduced Price Meals</b>																											
Yes	329	48	6	270	91	22	302	66	15	304	69	10	308	62	13	340	40	3	338	37	8	322	53	8	322	53	8
No	251	9	1	234	25	2	239	20	2	242	18	1	246	12	3	246	15	*	251	8	2	250	10	1	250	10	1
<b>Aggregated Data</b>	580	57	7	504	116	24	541	86	17	546	87	11	554	74	16	586	55	3	589	45	10	572	63	9	572	63	9

\* = fewer than 5

## Anne Arundel County – Percentage of Kindergarten Students





**Anne Arundel County - Percentage of Kindergarten Students**

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
<b>Race/Ethnicity</b>																								
American Indian/Alaskan Native	83	17	0	70	30	0	70	30	0	70	30	0	93	7	0	87	13	0	87	13	0	83	17	0
Asian/Pacific Islander	79	20	1	65	31	4	82	15	3	75	22	2	81	18	1	84	15	2	87	12	2	84	15	2
African American	70	27	3	62	34	4	72	25	3	73	26	1	80	18	1	78	20	2	84	15	1	81	17	2
White	79	19	2	71	26	3	81	18	2	79	20	1	86	13	1	79	20	1	84	15	1	86	13	1
Hispanic	72	27	2	48	46	6	55	40	5	57	38	4	68	29	3	73	25	2	81	18	1	72	26	2
<b>Gender</b>																								
Male	69	27	3	61	34	5	74	23	3	73	25	2	80	18	2	73	25	2	80	18	1	80	19	2
Female	84	15	1	72	26	2	79	19	2	77	21	1	86	13	1	84	16	1	88	11	1	87	12	1
<b>Prior Care</b>																								
Child Care Center	72	26	2	70	28	2	82	17	1	80	20	0	87	13	0	77	22	2	86	13	0	87	13	0
Family Child Care	74	22	4	63	32	6	73	25	3	72	23	5	81	15	4	73	23	4	83	15	2	81	16	3
Head Start	65	31	4	54	39	8	66	32	2	65	31	4	71	27	3	71	28	1	78	21	1	74	24	2
Home / Informal Care	79	19	2	62	33	5	71	25	4	72	26	2	81	17	2	79	19	2	83	15	1	81	17	2
Non-public Nursery	80	19	1	80	19	1	88	12	0	85	15	0	90	10	0	83	17	0	89	11	0	91	9	0
Pre-Kindergarten	74	24	3	61	35	4	73	24	3	71	27	2	79	19	2	76	23	1	82	17	1	80	19	1
<b>Special Education</b>																								
Yes	48	41	1	29	52	19	45	43	12	48	39	13	57	32	10	50	42	8	54	37	9	52	39	9
No	79	20	11	70	28	2	79	20	1	77	22	1	85	14	1	81	19	1	87	13	0	86	13	1
<b>English Language Learners</b>																								
Yes	72	26	2	46	46	7	54	41	5	56	40	5	64	33	4	74	24	2	83	16	1	71	27	2
No	77	21	2	68	29	3	78	20	2	77	22	1	85	14	1	79	20	1	84	15	1	85	14	1
<b>Free and Reduced Price Meals</b>																								
Yes	70	27	3	52	43	6	63	33	4	63	34	3	71	26	3	72	26	2	79	20	1	73	25	1
No	78	20	2	70	27	3	80	18	2	78	20	1	86	13	1	80	19	1	86	13	1	86	13	1
<b>Aggregated Data</b>	76	22	2	66	30	3	76	21	2	75	23	2	84	15	1	78	20	1	84	15	1	84	15	1

\* = fewer than 5

May not total 100% due to rounding.

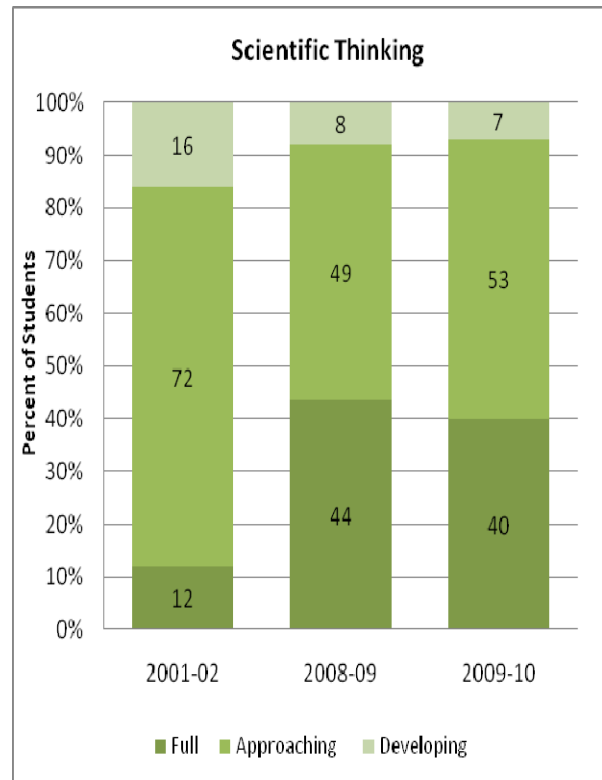
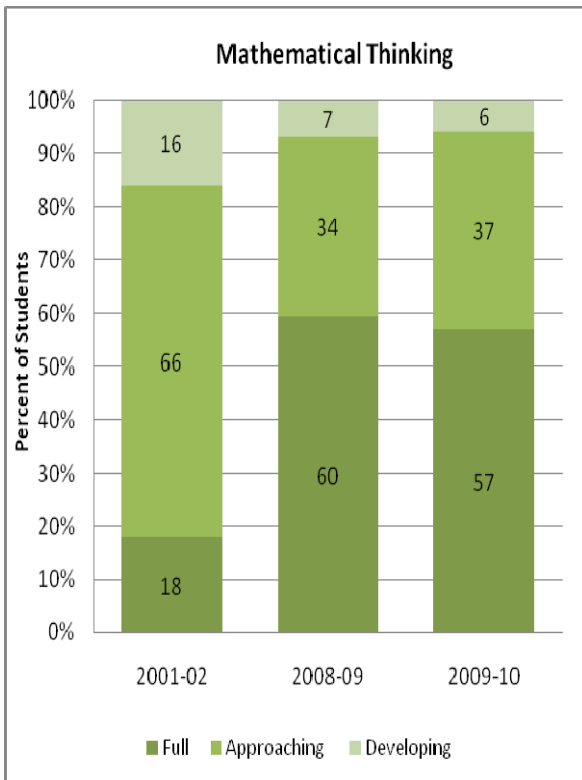
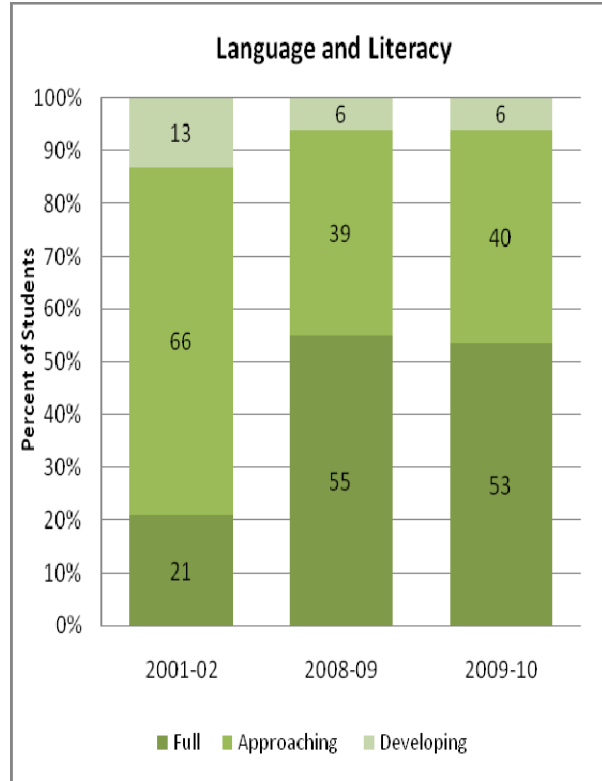
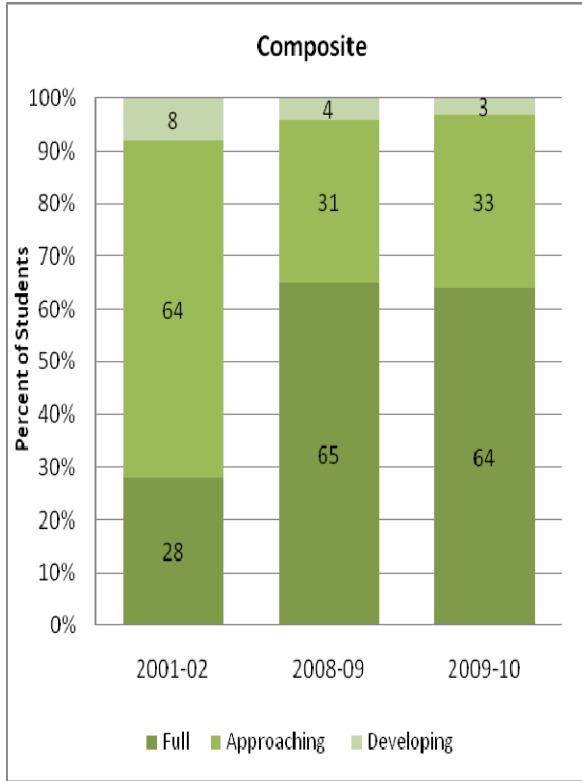


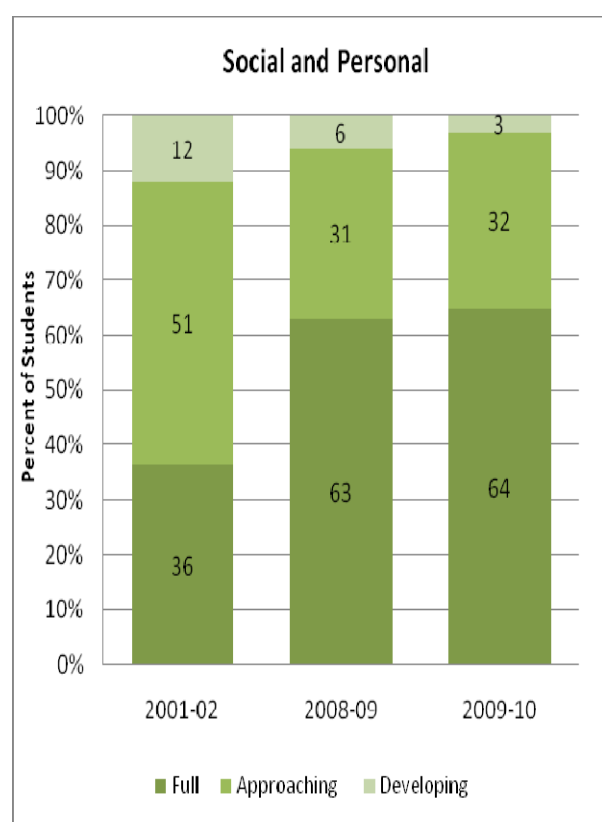
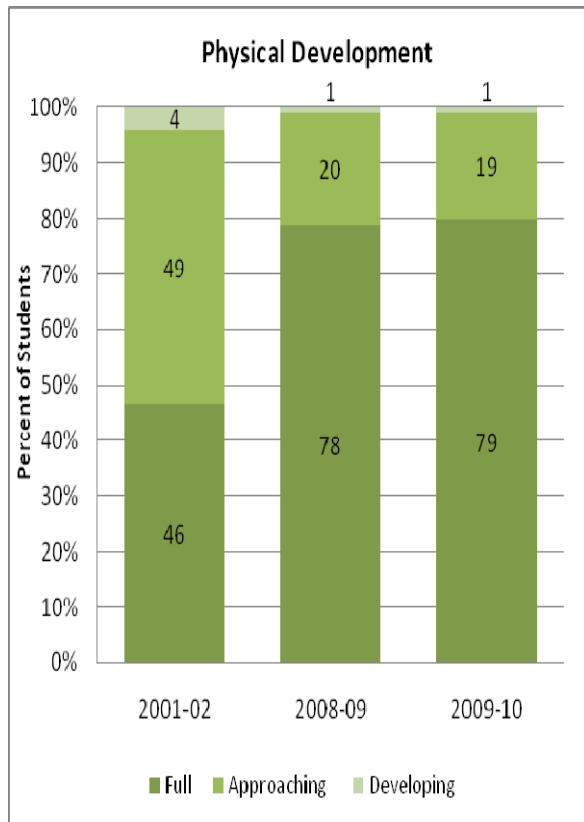
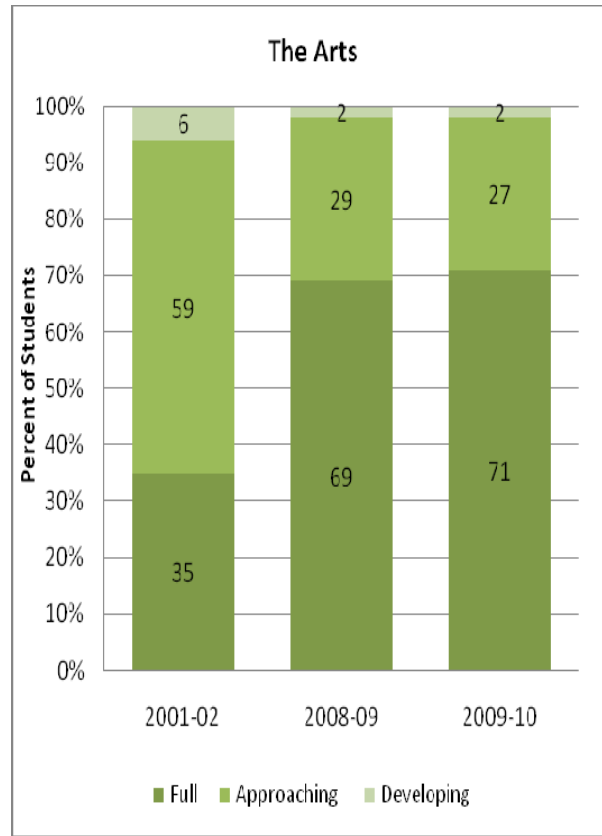
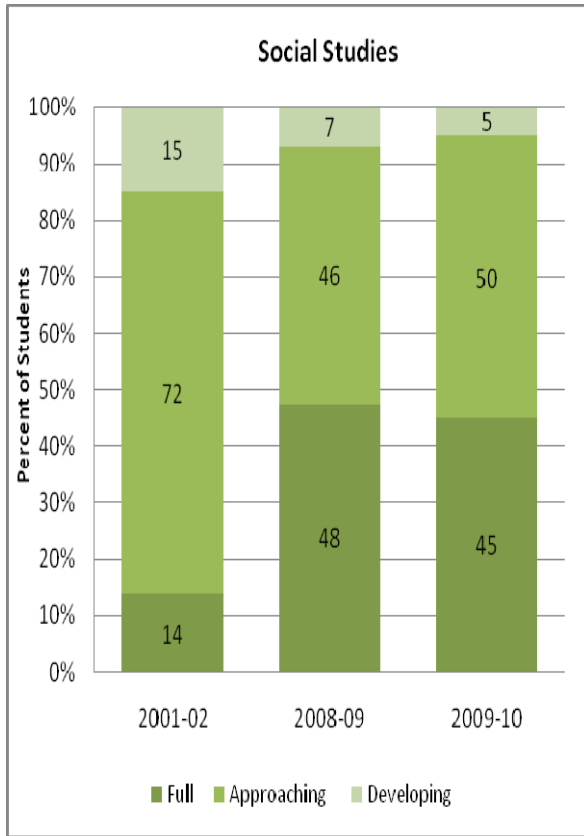
**Anne Arundel County - Number of Kindergarten Students**

	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
<b>Race/Ethnicity</b>																								
American Indian/Alaskan Native	25	5	0	21	9	0	21	9	0	21	9	0	28	2	0	26	4	0	26	4	0	25	5	0
Asian/Pacific Islander	207	53	3	171	82	10	216	40	7	198	59	6	213	46	3	220	39	4	228	31	4	220	38	4
African American	845	319	38	741	410	50	866	300	34	871	312	18	959	219	17	936	243	22	1,013	177	11	967	208	18
White	2,845	698	69	2,559	954	100	2,909	641	60	2,840	725	49	3,108	463	39	2,843	724	46	3,049	526	38	3,095	472	37
Hispanic	368	137	9	245	236	33	281	207	26	295	197	22	346	148	16	373	131	10	416	93	4	368	133	8
<b>Gender</b>																								
Male	2,010	796	89	1,768	992	136	2,143	673	79	2,116	720	60	2,318	517	49	2,115	718	63	2,321	532	42	2,300	536	45
Female	2,280	416	30	1,969	699	57	2,150	524	48	2,109	582	35	2,336	361	26	2,283	423	19	2,411	299	15	2,375	320	22
<b>Prior Care</b>																								
Child Care Center	579	205	19	565	224	14	660	136	7	641	158	4	698	102	3	615	173	15	692	107	4	699	101	3
Family Child Care	178	52	9	151	76	14	173	59	6	173	56	12	190	35	10	175	56	10	199	36	6	188	36	8
Head Start	104	50	7	86	62	12	106	51	4	104	50	6	113	43	4	114	44	2	124	34	2	118	39	3
Home / Informal Care	1,480	354	38	1,164	616	92	1,332	473	66	1,342	491	39	1,510	322	33	1,486	355	31	1,558	288	24	1,515	316	31
Non-Public Nursery	913	219	8	913	218	8	999	136	3	971	167	2	1,028	110	2	945	192	3	1,009	130	1	1,037	100	1
Pre-Kindergarten	1,005	322	37	830	482	52	991	333	40	963	370	31	1,081	259	22	1,033	311	19	1,114	231	19	1,084	257	20
<b>Special Education</b>																								
Yes	207	180	72	125	228	83	195	186	54	211	168	57	247	139	44	219	181	35	237	161	37	221	168	38
No	4,083	1,032	47	3,612	1,463	110	4,098	1,011	73	4,014	1,134	38	4,407	739	31	4,179	960	47	4,495	670	20	4,454	688	29
<b>Limited English Proficiency</b>																								
Yes	331	121	9	214	214	33	249	187	25	257	183	21	291	150	17	341	110	10	381	75	4	323	125	9
No	3,959	1,091	110	3,523	1,477	160	4,044	1,010	102	3,968	1,119	74	4,363	728	58	4,057	1,031	72	4,351	756	53	4,352	731	58
<b>Free and Reduced Price Meals</b>																								
Yes	769	297	35	568	468	64	691	364	45	693	377	30	781	286	28	796	283	20	862	225	11	798	277	16
No	3,521	915	84	3,169	1,223	129	3,602	833	82	3,532	925	65	3,873	592	47	3,602	858	62	3,870	606	46	3,877	579	51
<b>Aggregated Data</b>	4,290	1,212	119	3,737	1,691	193	4,293	1,197	127	4,225	1,302	95	4,675	856	67	4,398	1,141	82	4,732	831	57	4,675	856	67

\* = fewer than 5

## Baltimore City – Percentage of Kindergarten Students





### Baltimore City - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
<b>Race/Ethnicity</b>																								
American Indian/Alaskan Native	50	39	11	50	44	6	50	33	17	44	50	6	44	50	6	61	33	6	78	17	6	56	39	6
Asian/Pacific Islander	79	21	0	63	29	8	69	27	4	60	31	8	60	33	6	73	27	0	90	10	0	71	27	2
African American	65	30	6	54	40	6	58	36	6	40	54	6	45	50	5	72	26	2	80	18	1	65	32	3
White	62	30	7	58	36	5	60	33	6	48	45	7	52	43	5	70	27	3	75	21	4	66	29	5
Hispanic	59	36	5	35	12	12	40	52	8	28	58	14	30	56	14	60	38	2	71	27	1	49	47	4
<b>Gender</b>																								
Male	56	36	8	48	44	8	54	38	8	38	54	8	42	52	7	67	30	3	76	22	2	59	36	5
Female	73	24	3	59	37	5	61	35	5	43	51	5	49	48	4	76	23	1	83	16	1	70	28	2
<b>Prior Care</b>																								
Child Care Center	65	30	5	56	42	2	59	38	3	41	56	2	48	48	4	73	27	0	75	24	1	65	34	1
Family Child Care	61	35	4	40	54	6	36	58	6	25	69	6	39	60	1	74	25	1	76	24	1	63	36	1
Head Start	66	29	5	53	43	4	58	39	3	41	54	5	42	55	3	77	23	1	83	17	0	66	32	2
Home / Informal Care	52	37	10	31	54	16	33	52	15	21	65	14	26	62	12	61	34	5	70	27	4	45	46	9
Non-public Nursery	81	15	4	83	13	4	85	11	3	77	19	4	80	17	3	81	15	3	89	10	0	85	13	2
Pre-Kindergarten	68	28	4	62	35	3	66	30	3	46	49	5	51	45	3	74	25	1	83	17	1	71	27	2
<b>Special Education</b>																								
Yes	45	42	14	27	56	16	36	47	17	21	61	18	26	57	17	53	39	8	61	31	8	38	49	13
No	66	29	5	56	39	5	59	36	5	42	52	6	47	49	4	73	25	1	81	18	1	67	31	3
<b>English Language Learners</b>																								
Yes	63	32	5	38	51	11	43	51	6	29	57	14	31	55	14	63	35	2	74	26	1	52	44	4
No	64	30	6	54	40	6	58	36	6	41	53	6	46	49	5	72	26	2	80	19	2	65	32	3
<b>Free and Reduced Price Meals</b>																								
Yes	64	31	6	52	42	6	56	38	6	39	54	7	44	51	5	71	27	2	79	19	1	63	33	3
No	66	28	7	61	32	7	65	28	7	48	44	8	53	41	6	74	23	3	80	18	2	69	27	5
<b>Aggregated Data</b>	64	30	6	53	40	6	57	37	6	40	53	7	45	50	5	71	27	2	79	19	2	64	32	3

\* = fewer than 5

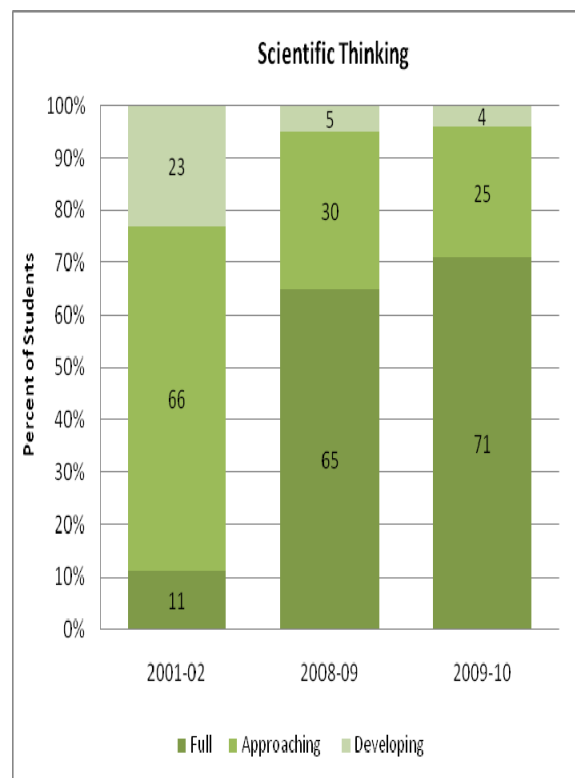
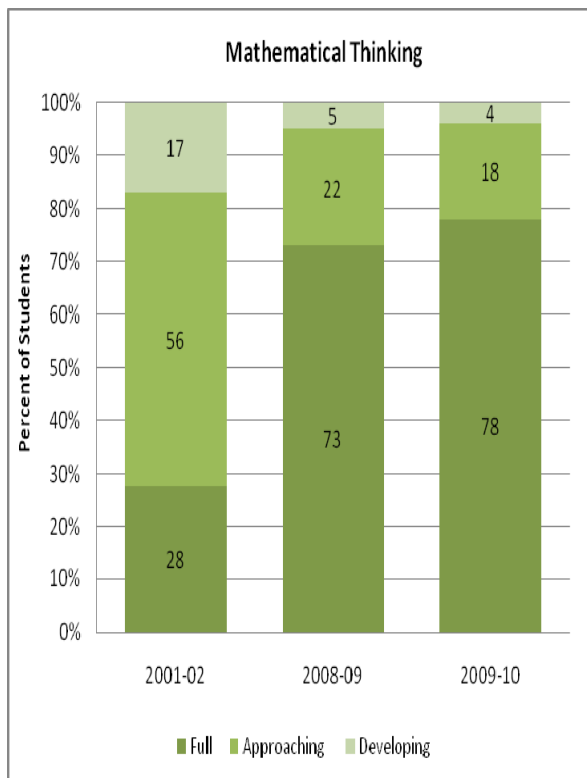
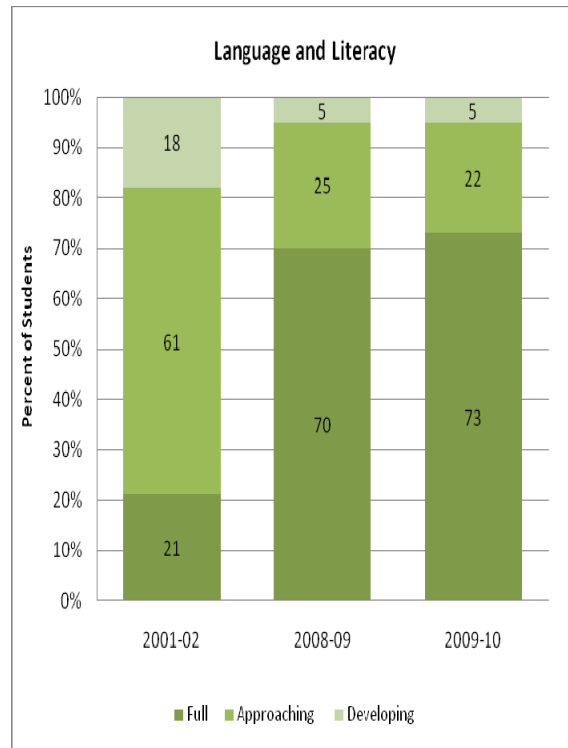
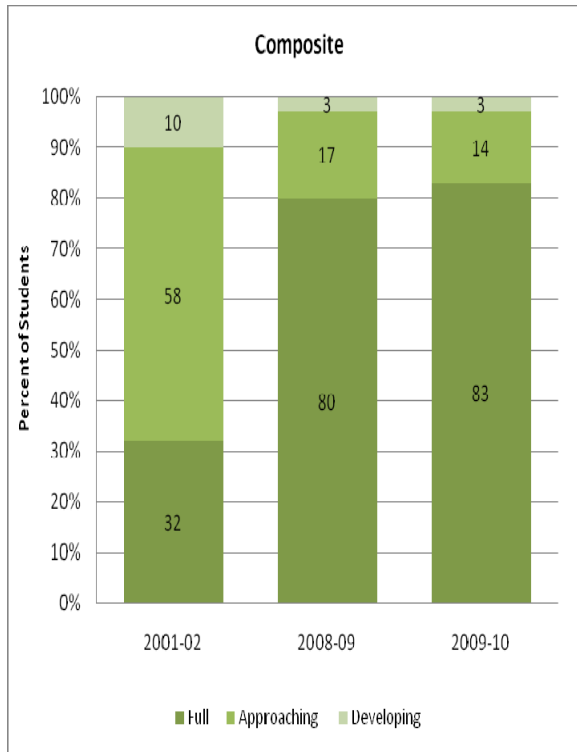
May not total 100% due to rounding.

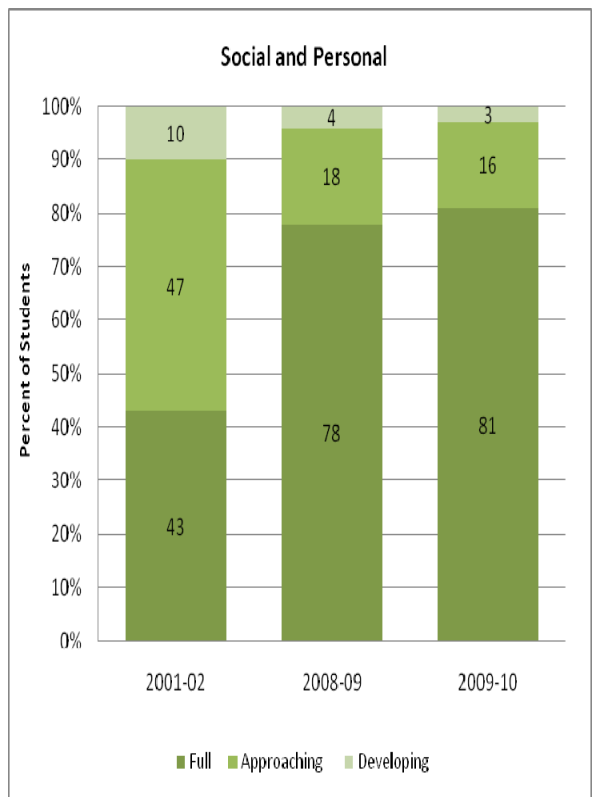
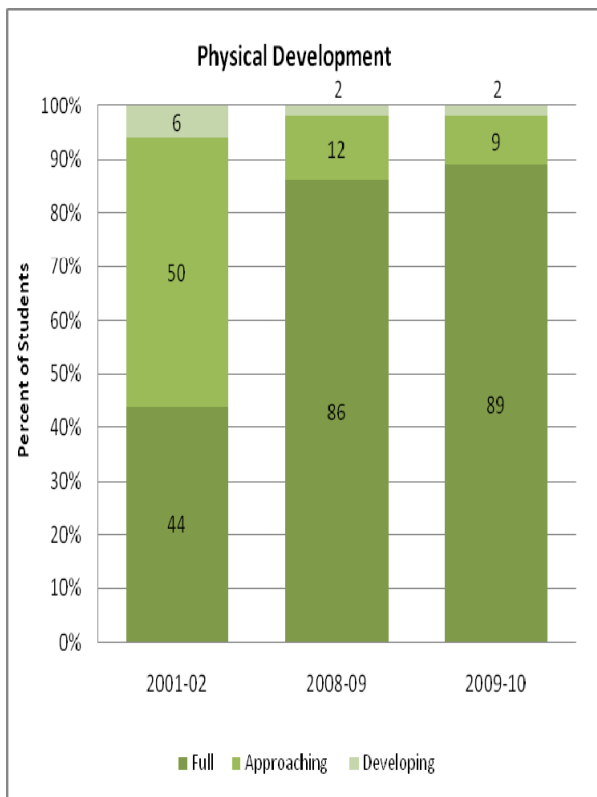
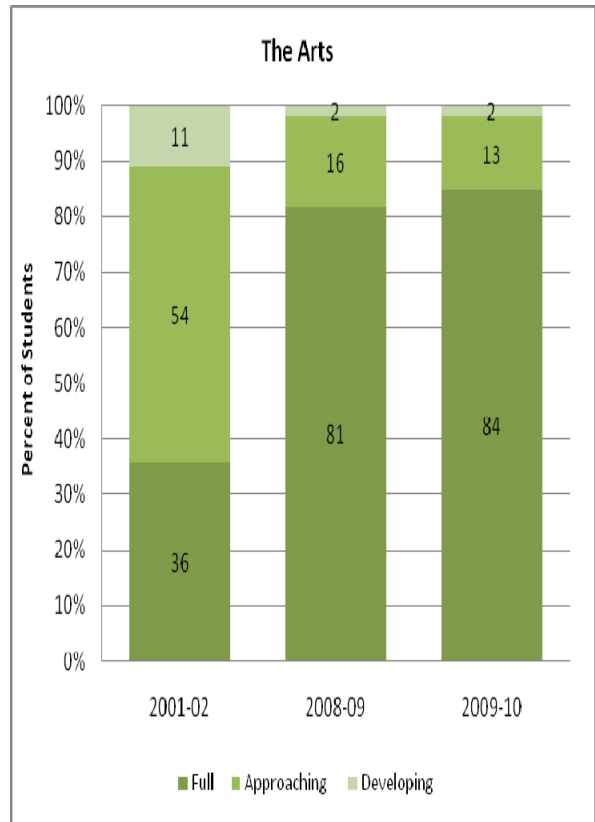
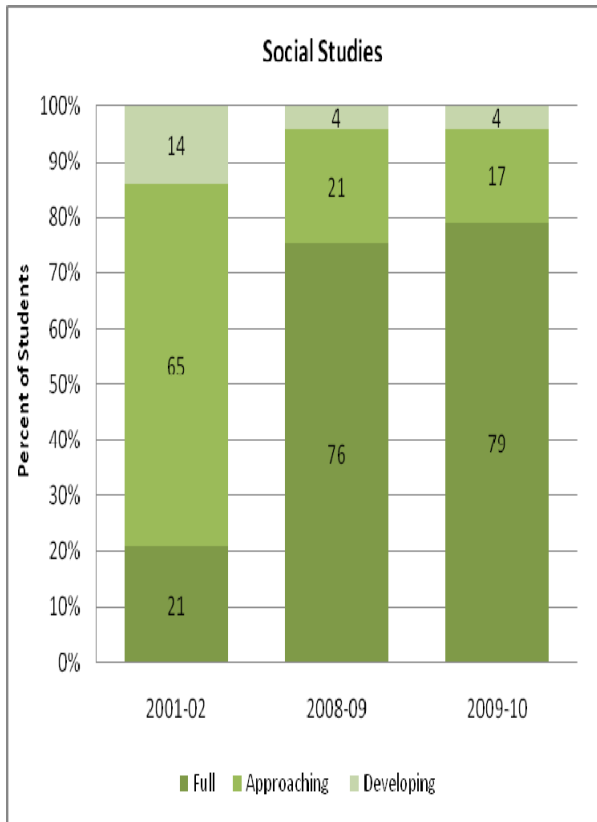
### Baltimore City - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
<b>Race/Ethnicity</b>																								
American Indian/Alaskan Native	9	7	2	9	8	1	9	6	3	8	9	1	8	9	1	11	6	1	14	3	1	10	7	1
Asian/Pacific Islander	38	10	0	30	14	4	33	13	2	29	15	4	29	16	3	35	13	0	43	5	0	34	13	1
African American	3,182	1,468	278	2,663	1,975	290	2,859	1,774	295	1,971	2,641	316	2,217	2,472	239	3,564	1,272	92	3,953	908	67	3,197	1,571	160
White	350	169	42	327	204	30	338	187	36	267	254	40	293	239	29	394	149	18	420	120	21	372	160	29
Hispanic	191	117	17	114	38	38	130	170	25	91	187	47	98	182	45	195	122	8	232	89	4	160	152	13
<b>Gender</b>																								
Male	1,711	1,080	250	1,471	1,336	234	1,647	1,165	229	1,142	1,647	252	1,265	1,569	207	2,038	912	91	2,303	671	67	1,788	1,108	145
Female	2,059	691	89	1,672	1,038	129	1,722	985	132	1,224	1,459	156	1,380	1,349	110	2,161	650	28	2,359	454	26	1,985	795	59
<b>Prior Care</b>																								
Child Care Center	163	76	12	140	106	5	148	96	7	104	141	6	121	120	10	183	67	1	188	61	30	163	85	3
Family Child Care	44	25	3	29	39	4	26	42	4	18	50	4	28	43	1	53	18	1	55	17	2	45	26	1
Head Start	438	196	32	353	288	25	384	261	21	275	359	32	281	364	21	510	150	6	550	110	0	441	215	10
Home / Informal Care	675	483	135	395	693	205	428	673	192	274	839	180	336	800	157	789	445	59	900	345	48	585	591	117
Non-Public Nursery	101	18	5	103	16	5	106	14	4	96	23	5	99	21	4	101	19	4	110	13	0	105	16	3
Pre-Kindergarten	2,255	929	140	2,052	1,164	108	2,198	1,012	114	1,533	1,627	164	1,708	1,502	114	2,461	819	44	2,744	550	6	2,349	912	63
<b>Special Education</b>																								
Yes	243	227	75	149	307	89	197	256	92	112	333	100	144	311	90	290	214	41	331	170	44	208	267	70
No	3,527	1,544	264	2,994	2,067	274	3,172	1,894	269	2,254	2,773	308	2,501	2,607	227	3,909	1,348	78	4,331	955	49	3,565	1,636	134
<b>Limited English Proficiency</b>																								
Yes	220	113	18	134	178	39	150	179	22	103	199	49	109	194	48	221	122	8	258	90	3	181	156	14
No	3,550	1,658	321	3,009	2,196	324	3,219	1,971	339	2,263	2,907	359	2,536	2,724	269	3,978	1,440	111	4,404	1,035	90	3,592	1,747	190
<b>Free and Reduced Price Meals</b>																								
Yes	3,243	1,550	286	2,655	2,115	309	2,848	1,923	308	1,980	2,752	347	2,220	2,590	269	3,606	1,376	97	4,022	982	75	3,224	1,688	167
No	527	221	53	488	259	54	521	227	53	386	354	61	425	328	48	593	186	22	640	143	18	549	215	37
<b>Aggregated Data</b>	3,770	1,771	339	3,143	2,374	363	3,369	2,150	361	2,366	3,106	408	2,645	2,918	317	4,199	1,562	119	4,662	1,125	93	3,773	1,903	204

\* = fewer than 5

## Baltimore County – Percentage of Kindergarten Students





### Baltimore County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite					
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing			
<b>Race/Ethnicity</b>																											
American Indian/Alaskan Native	83	8	8	83	8	8	83	17	0	67	25	8	92	0	8	92	0	8	92	0	8	92	0	8	92	0	8
Asian/Pacific Islander	88	11	1	76	20	3	87	10	3	75	21	4	83	14	4	87	11	2	94	5	0	89	9	2	89	9	2
African American	75	21	4	67	26	7	73	20	6	64	31	6	74	22	4	81	16	3	87	11	2	78	19	3	78	19	3
White	84	14	2	80	17	3	82	15	3	77	20	3	85	13	2	88	11	1	90	8	1	87	11	2	87	11	2
Hispanic	81	16	3	53	14	14	62	27	12	54	36	11	59	32	9	75	20	5	87	10	3	72	21	7	72	21	7
<b>Gender</b>																											
Male	75	21	4	69	25	6	76	19	5	68	27	5	76	19	4	80	18	3	86	12	2	80	17	3	80	17	3
Female	87	11	2	78	18	4	80	16	4	73	23	4	82	15	3	89	9	2	92	6	1	87	11	2	87	11	2
<b>Prior Care</b>																											
Child Care Center	80	18	2	78	19	3	81	16	2	77	21	2	85	14	1	88	11	1	90	9	2	86	13	1	86	13	1
Family Child Care	81	19	0	72	23	5	78	17	5	69	26	4	80	18	1	84	15	1	93	5	1	85	14	1	85	14	1
Head Start	78	20	2	69	28	3	78	19	3	63	35	2	77	22	1	88	12	1	93	7	0	81	18	1	81	18	1
Home / Informal Care	71	24	5	52	34	13	56	33	12	51	39	11	64	28	8	74	22	4	82	16	1	67	27	5	67	27	5
Non-public Nursery	88	11	1	85	14	1	89	10	1	83	17	0	90	10	0	91	9	0	92	7	1	91	9	0	91	9	0
Pre-Kindergarten	81	15	3	74	21	5	78	17	5	70	24	6	78	17	5	84	13	3	90	8	0	83	13	3	83	13	3
<b>Special Education</b>																											
Yes	60	28	13	49	32	19	56	27	17	50	32	18	56	26	18	68	22	10	68	22	10	58	28	14	58	28	14
No	84	15	2	76	20	3	80	17	3	73	24	3	82	16	2	86	12	1	92	8	1	86	13	1	86	13	1
<b>English Language Learners</b>																											
Yes	81	18	1	58	32	11	73	20	8	58	34	8	65	27	8	79	19	3	90	10	0	78	18	4	78	18	4
No	81	16	3	75	21	4	78	17	4	72	24	4	81	16	3	85	13	2	89	9	2	84	14	2	84	14	2
<b>Free and Reduced Price Meals</b>																											
Yes	77	19	4	64	28	8	71	22	7	62	31	7	73	22	5	81	15	3	87	11	2	79	17	4	79	17	4
No	84	14	2	79	18	3	83	15	3	76	21	3	83	14	2	86	12	1	91	8	1	86	12	2	86	12	2
<b>Aggregated Data</b>	81	16	3	73	22	5	78	18	4	71	25	4	79	17	4	84	13	2	89	9	2	83	14	3	83	14	3

\* = fewer than 5

May not total 100% due to rounding.

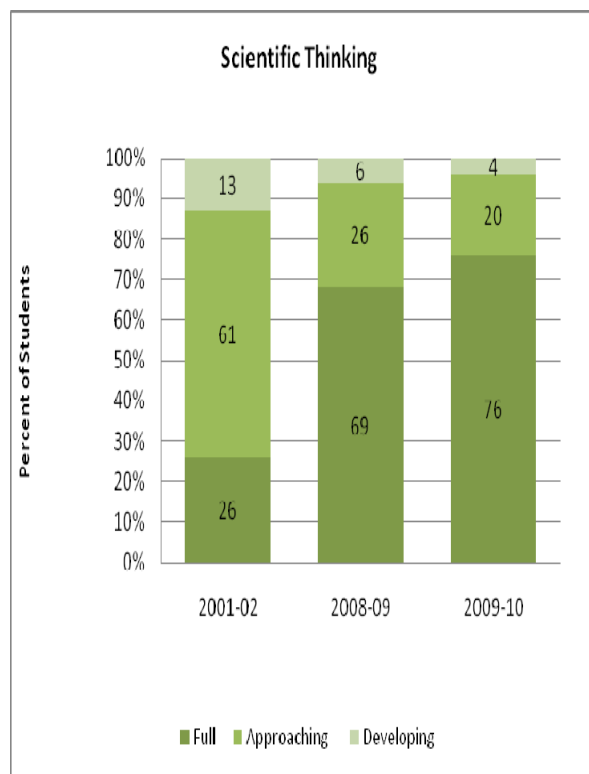
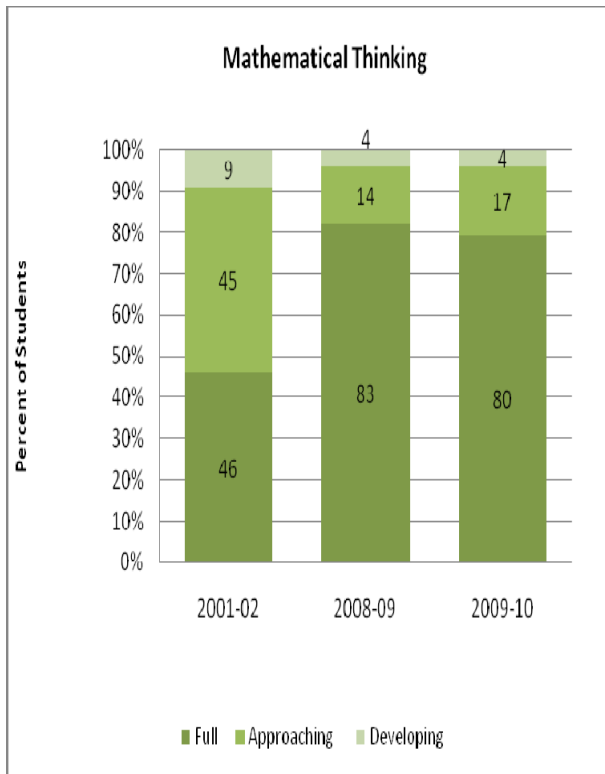
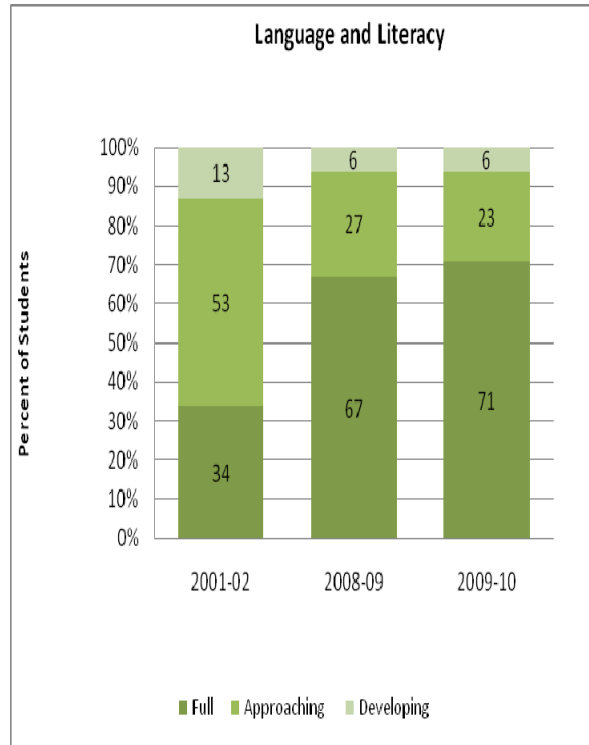
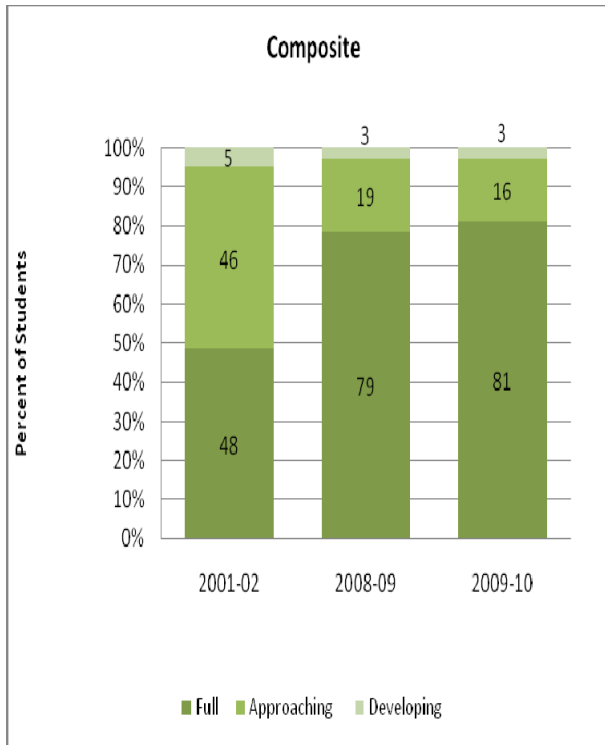


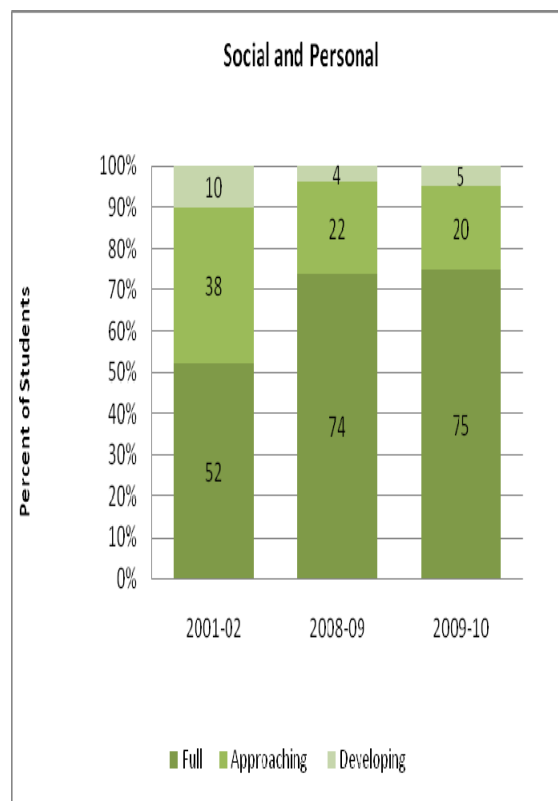
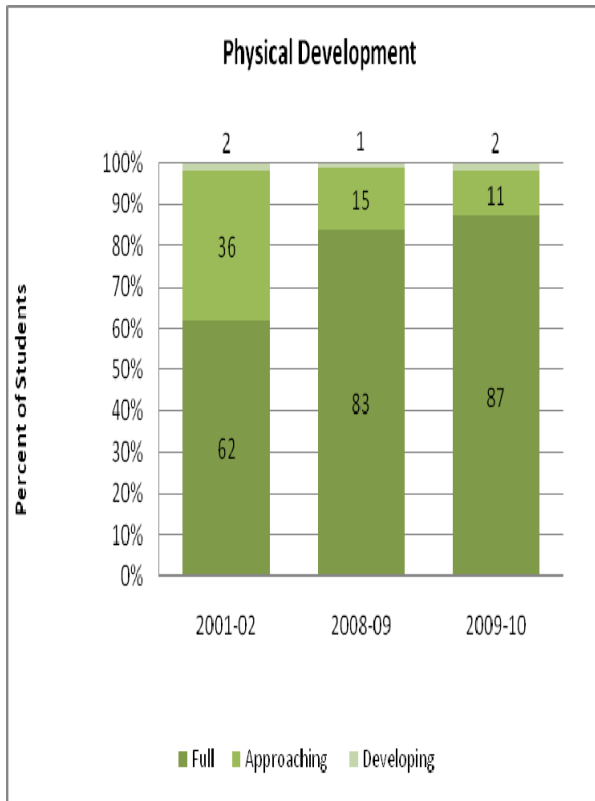
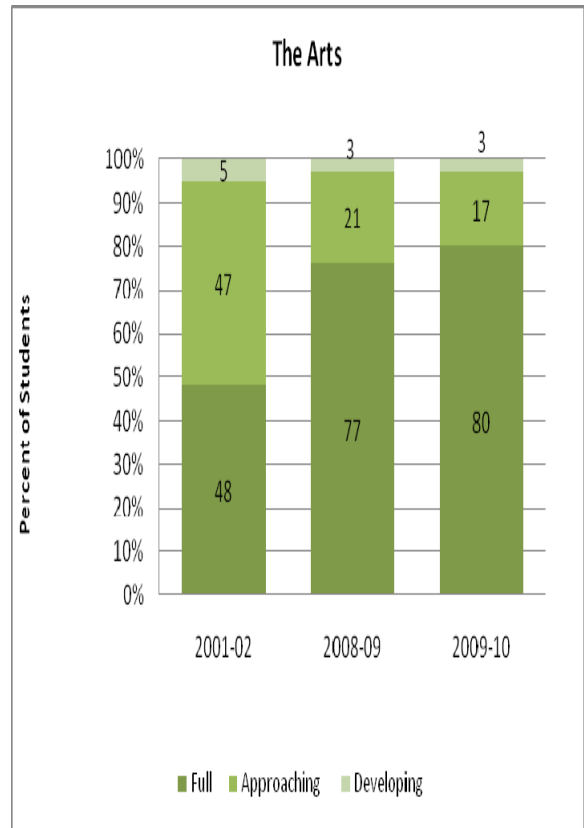
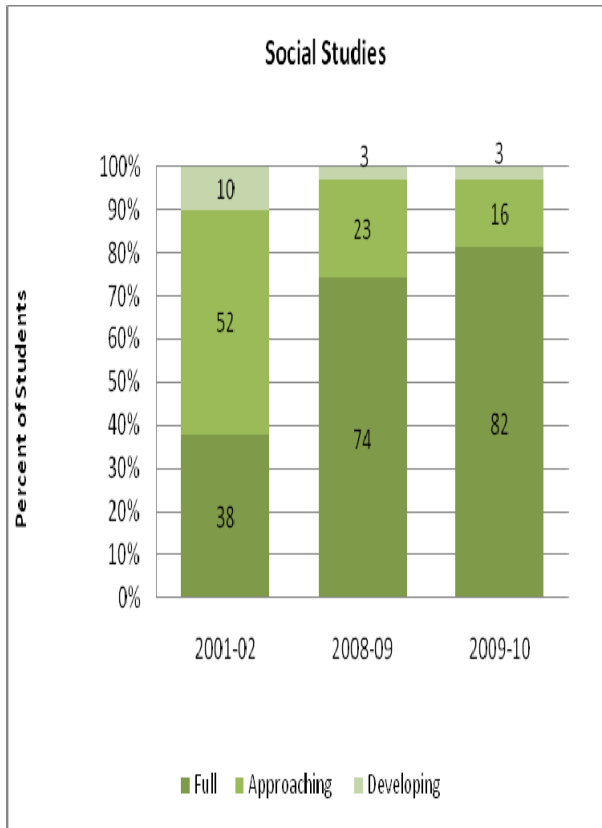
### Baltimore County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
<b>Race/Ethnicity</b>																								
American Indian/Alaskan Native	19	3	1	19	3	1	19	4	0	17	5	1	21	1	1	19	2	2	21	1	1	20	2	1
Asian/Pacific Islander	470	58	11	417	103	19	465	58	16	395	126	18	434	87	18	467	61	11	501	30	4	467	58	10
African American	2,026	519	105	1,820	663	167	1,926	565	159	1,686	813	151	1,974	575	101	2,150	437	63	2,266	283	46	2,059	454	82
White	3,069	504	77	2,897	652	101	2,973	575	102	2,728	831	91	3,052	531	67	3,169	430	51	3,274	311	37	3,151	422	48
Hispanic	399	79	18	271	164	61	313	130	53	267	179	50	303	152	41	371	106	19	438	47	9	355	113	26
<b>Gender</b>																								
Male	2,832	774	156	2,623	927	212	2,827	741	194	2,522	1,059	181	2,857	759	146	2,985	676	101	3,214	434	69	2,967	642	108
Female	3,151	389	56	2,801	658	137	2,869	591	136	2,571	895	130	2,927	587	82	3,191	360	45	3,286	238	28	3,085	407	59
<b>Prior Care</b>																								
Child Care Center	841	181	30	813	214	25	854	171	27	779	256	17	860	183	9	909	126	17	929	99	7	886	137	12
Family Child Care	219	41	4	188	61	15	197	57	10	177	76	11	212	47	5	221	39	4	242	12	6	221	34	5
Head Start	225	48	7	194	75	11	206	64	10	178	90	12	210	65	5	237	41	2	253	25	0	226	49	3
Home / Informal Care	555	190	33	410	267	101	428	255	95	391	309	78	494	230	54	585	168	25	641	124	12	526	220	31
Non-Public Nursery	1,241	128	16	1,194	174	17	1,247	125	13	1,135	240	10	1,238	141	6	1,265	114	6	1,279	76	8	1,263	97	3
Pre-Kindergarten	2,693	519	113	2,452	712	161	2,569	600	156	2,272	885	168	2,583	608	134	2,754	488	83	2,957	288	61	2,739	463	103
<b>Special Education</b>																								
Yes	420	203	79	348	239	115	394	189	119	346	242	114	400	200	102	469	172	61	475	167	55	411	199	86
No	5,563	960	133	5,076	1,346	234	5,302	1,143	211	4,747	1,712	197	5,384	1,146	126	5,707	864	85	6,025	505	42	5,641	850	81
<b>English Language Learners</b>																								
Yes	467	94	17	328	185	65	401	130	47	326	203	49	366	165	47	445	118	15	514	57	3	423	130	21
No	5,516	1,069	195	5,096	1,400	284	5,295	1,202	283	4,767	1,751	262	5,418	1,181	181	5,731	918	131	5,986	615	94	5,629	919	146
<b>Free and Reduced Price Meals</b>																								
Yes	2,202	563	107	1,868	796	208	1,989	681	202	1,739	944	189	2,090	648	134	2,314	482	76	2,477	317	46	2,214	528	97
No	3,781	600	105	3,556	789	141	3,707	651	128	3,354	1,010	122	3,694	698	94	3,862	554	70	4,023	355	51	3,838	521	70
Aggregated Data	5,994	1,165	212	5,433	1,588	350	5,706	1,335	330	5,102	1,958	311	5,794	1,349	228	6,187	1,038	146	6,511	674	97	6,062	1,052	167

\* = fewer than 5

## Calvert County – Percentage of Kindergarten Students





**Calvert County - Percentage of Kindergarten Students**

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite					
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing			
<b>Race/Ethnicity</b>																											
American Indian/Alaskan Native	80	20	0	60	40	0	100	0	0	80	20	0	80	20	0	100	0	0	80	20	0	80	20	0	80	20	0
Asian/Pacific Islander	84	8	8	80	20	0	80	16	4	76	24	0	80	20	0	92	4	4	92	8	0	80	20	0	80	20	0
African American	69	25	6	61	32	6	73	22	5	70	24	6	77	19	4	80	15	5	88	10	2	78	18	3	78	18	3
White	76	19	5	72	21	6	81	16	3	76	20	4	82	15	3	79	18	3	87	11	2	82	16	2	82	16	2
Hispanic	71	29	0	86	14	0	100	0	0	100	0	0	100	0	0	71	29	0	100	0	0	100	0	0	100	0	0
<b>Gender</b>																											
Male	71	22	6	67	26	7	79	18	3	74	21	4	80	17	3	75	21	4	85	13	2	78	19	2	78	19	2
Female	79	17	4	75	20	6	80	16	4	77	19	4	84	14	2	85	12	3	90	8	2	84	13	3	84	13	3
<b>Prior Care</b>																											
Child Care Center	70	24	7	72	21	7	81	17	2	74	21	4	82	16	2	80	16	4	85	13	2	83	14	3	83	14	3
Family Child Care	81	14	5	66	32	3	78	18	3	86	12	2	84	16	0	82	16	2	90	9	2	85	14	1	85	14	1
Head Start	73	22	5	68	24	8	76	16	8	76	22	3	81	16	3	76	19	5	86	11	3	81	19	0	81	19	0
Home / Informal Care	83	12	5	66	26	8	78	17	5	69	26	5	82	14	5	78	18	3	85	14	2	75	22	3	75	22	3
Non-public Nursery	83	14	3	77	21	3	86	14	0	84	16	1	90	10	0	83	15	2	92	6	2	86	13	1	86	13	1
Pre-Kindergarten	74	21	5	70	21	8	77	16	7	71	22	7	76	18	5	78	18	4	87	11	2	77	19	4	77	19	4
<b>Special Education</b>																											
Yes	56	35	9	48	31	20	54	31	15	52	31	18	56	29	15	64	26	10	76	19	6	60	29	11	60	29	11
No	77	18	5	73	22	5	83	15	2	78	19	3	84	14	1	82	16	3	89	10	2	84	15	2	84	15	2
<b>English Language Learners</b>																											
Yes	76	18	6	67	27	6	76	18	6	64	30	6	67	24	9	73	21	6	94	6	6	70	30	0	70	30	0
No	75	20	5	71	23	6	80	17	3	76	20	4	82	15	3	80	17	3	87	11	2	82	16	3	82	16	3
<b>Free and Reduced Price Meals</b>																											
Yes	70	25	5	60	31	9	72	21	6	73	20	7	76	18	6	76	19	5	87	13	1	75	20	4	75	20	4
No	76	18	5	74	21	5	82	15	3	76	20	3	83	15	2	81	16	3	87	10	2	83	15	2	83	15	2
<b>Aggregated Data</b>	75	20	5	71	23	6	80	17	4	76	20	4	82	16	3	80	17	3	87	11	2	81	16	3	81	16	3

\* = fewer than 5

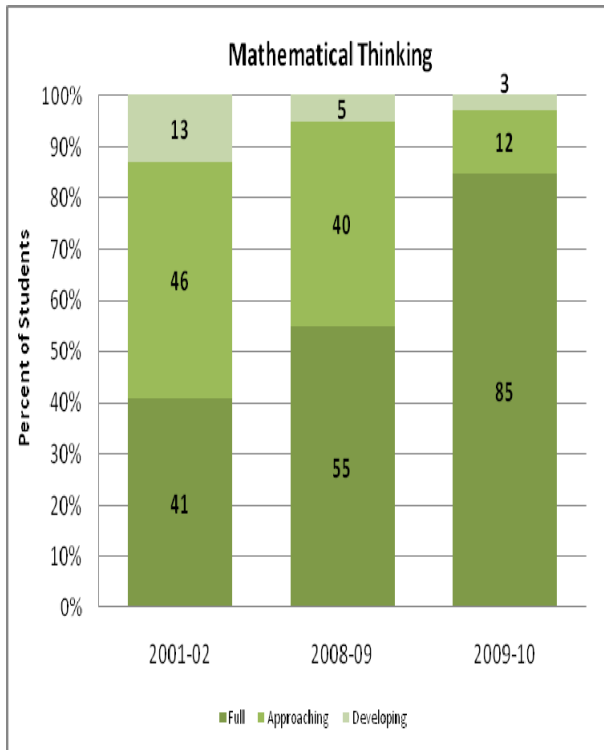
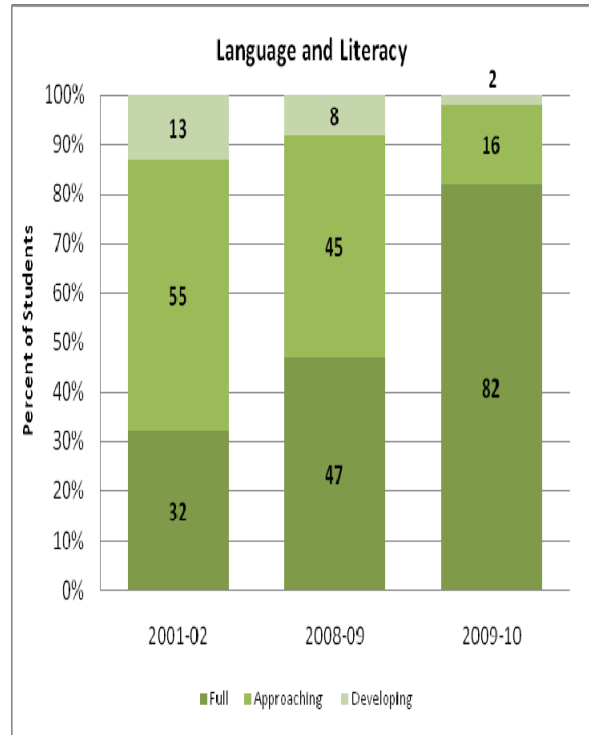
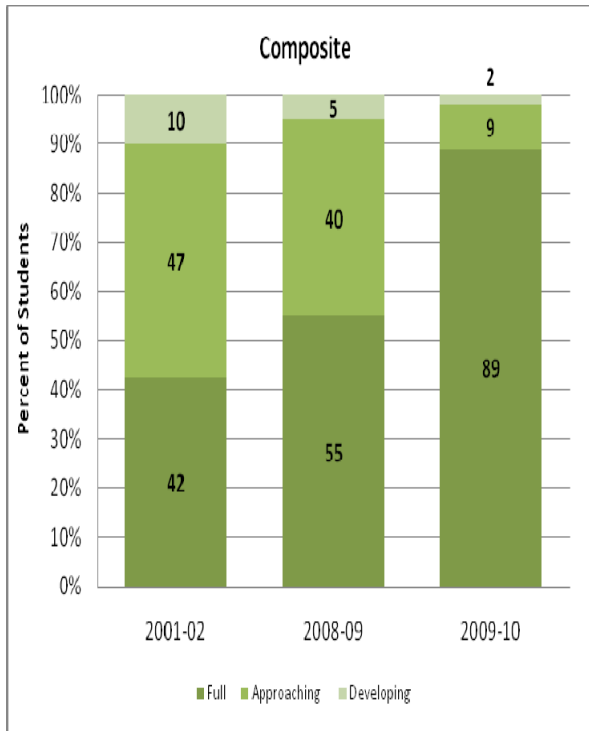
May not total 100% due to rounding.

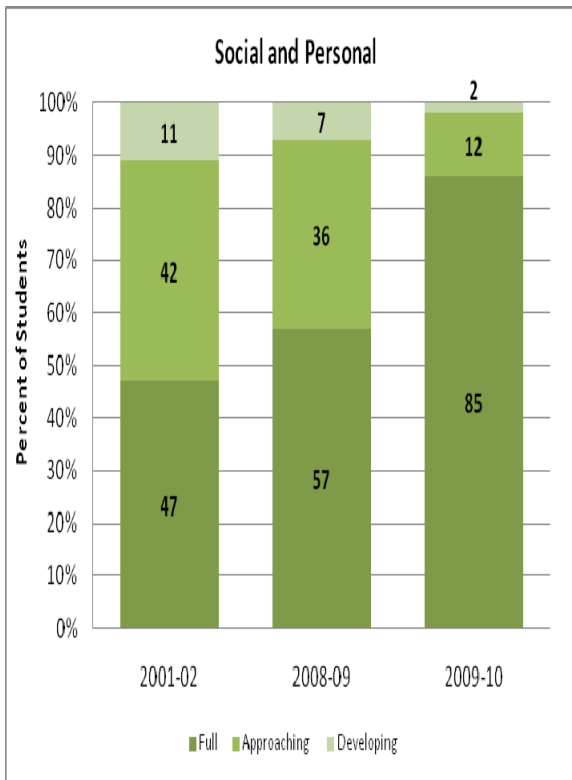
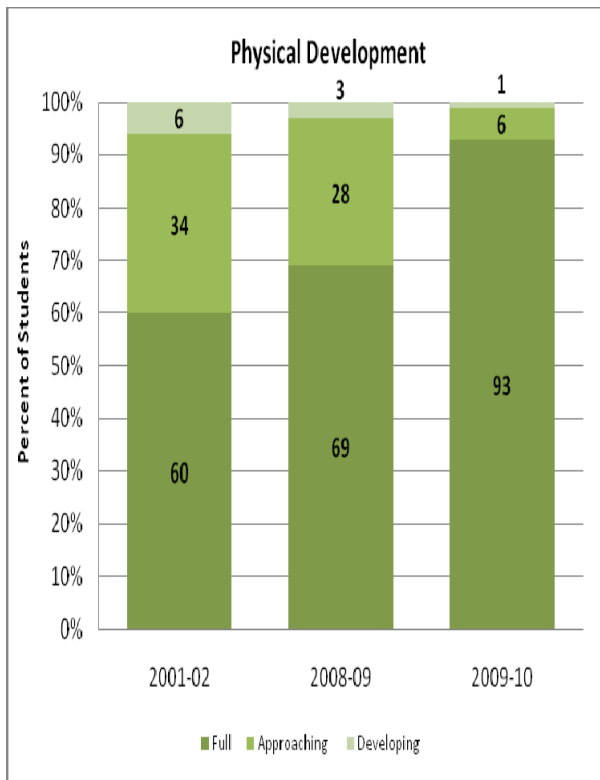
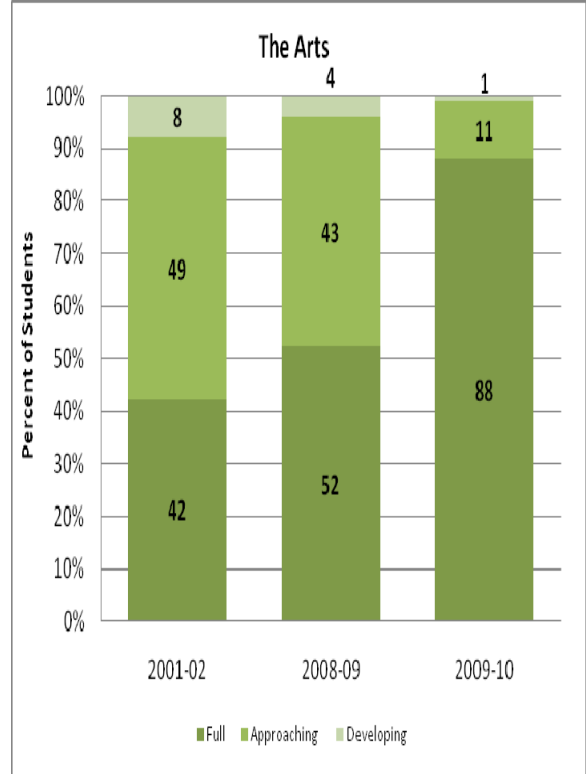
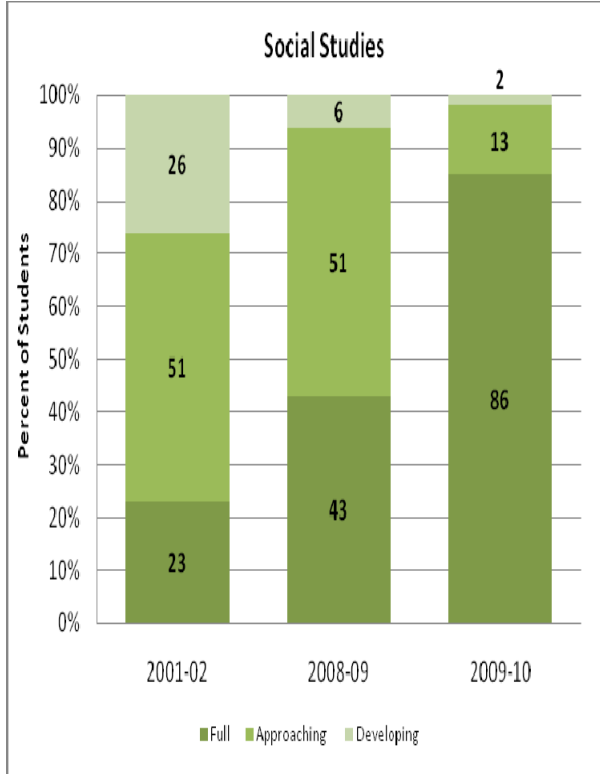
**Calvert County - Number of Kindergarten Students**

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite					
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing			
<b>Race/Ethnicity</b>																											
American Indian/Alaskan Native	4	1	0	3	2	0	5	0	0	4	1	0	4	1	0	5	0	0	4	1	0	4	1	0	4	1	0
Asian/Pacific Islander	21	2	2	20	5	0	20	4	1	19	6	0	20	5	0	23	1	1	23	2	0	20	5	0	20	5	0
African American	102	37	9	91	48	9	108	33	7	103	36	9	114	28	6	118	22	8	130	15	3	116	27	5	116	27	5
White	645	162	43	613	182	55	686	135	29	649	166	35	699	128	23	674	150	26	739	94	17	694	135	21	694	135	21
Hispanic	5	2	0	6	1	0	7	0	0	7	0	0	7	0	0	5	2	0	7	0	0	7	0	0	7	0	0
<b>Gender</b>																											
Male	383	121	35	363	140	36	427	95	17	401	115	23	429	93	17	402	115	22	456	72	11	422	104	13	422	104	13
Female	394	83	19	370	98	28	399	77	20	381	94	21	415	69	12	423	60	13	447	40	9	419	64	13	419	64	13
<b>Prior Care</b>																											
Child Care Center	242	83	23	251	74	23	283	59	6	259	74	15	286	54	8	277	57	14	296	46	6	288	50	10	288	50	10
Family Child Care	94	16	6	76	37	3	91	21	4	100	14	2	97	19	0	95	19	2	104	10	2	99	16	1	99	16	1
Head Start	27	8	2	25	9	3	28	6	3	28	8	1	30	6	1	28	7	2	32	4	1	30	7	0	30	7	0
Home / Informal Care	54	8	3	43	17	5	51	11	3	45	17	3	53	9	3	51	12	2	55	9	1	49	14	2	49	14	2
Non-Public Nursery	128	22	4	118	32	4	132	22	0	129	24	1	139	15	0	128	23	3	142	9	3	133	20	1	133	20	1
Pre-Kindergarten	228	66	16	218	66	26	239	50	21	219	69	22	236	57	17	241	57	12	270	33	7	239	59	12	239	59	12
<b>Special Education</b>																											
Yes	60	38	10	52	34	22	58	34	16	56	33	19	61	31	16	69	28	11	82	20	6	65	31	12	65	31	12
No	717	166	44	681	204	42	768	138	21	726	176	25	783	131	13	756	147	24	821	92	14	776	137	14	776	137	14
<b>Limited English Proficiency</b>																											
Yes	25	6	2	22	9	2	25	6	2	21	10	2	22	8	3	24	7	2	31	2	2	23	10	0	23	10	0
No	752	198	52	711	229	62	801	166	35	761	199	42	822	154	26	801	168	33	872	110	20	818	158	26	818	158	26
<b>Free and Reduced Price Meals</b>																											
Yes	151	54	11	130	67	19	156	46	14	157	43	16	165	39	12	165	40	11	187	27	2	163	44	9	163	44	9
No	626	150	43	603	171	45	670	126	23	625	166	28	679	123	17	660	135	24	716	85	18	678	124	17	678	124	17
<b>Aggregated Data</b>																											
	777	204	54	733	238	64	826	172	37	782	209	44	844	162	29	825	175	35	903	112	20	841	168	26	841	168	26

\* = fewer than 5

## Caroline County – Percentage of Kindergarten Students





**Caroline County - Percentage of Kindergarten Students**

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
<b>Race/Ethnicity</b>																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	76	20	4	70	24	6	73	21	6	65	32	3	77	20	3	79	18	3	83	14	3	75	23	3	
White	87	11	2	85	13	2	87	10	3	79	19	3	86	12	2	90	10	1	94	5	1	91	7	2	
Hispanic	91	9	0	80	20	0	89	11	0	87	11	2	93	7	0	93	7	0	100	0	0	98	2	0	
<b>Gender</b>																									
Male	79	17	3	79	18	2	82	16	3	73	23	3	82	16	2	83	16	1	89	9	2	84	13	2	
Female	92	7	1	84	14	2	89	9	3	82	17	2	90	9	2	93	6	1	97	3	1	94	5	1	
<b>Prior Care</b>																									
Child Care Center	93	0	7	93	0	7	86	7	7	86	7	7	93	0	7	93	7	0	93	7	0	93	0	7	
Family Child Care	100	0	0	67	33	0	89	11	0	67	22	11	89	11	0	100	0	0	100	0	0	89	11	0	
Head Start	86	14	0	86	14	0	86	14	0	57	43	0	86	14	0	86	14	0	86	14	0	86	14	0	
Home / Informal Care	81	16	3	66	30	5	80	14	6	64	33	3	81	14	5	81	17	2	91	8	2	86	11	3	
Non-public Nursery	89	9	2	93	7	0	93	7	0	89	11	0	91	9	0	96	4	0	93	7	0	93	7	0	
Pre-Kindergarten	85	13	2	83	15	2	85	13	2	79	19	2	85	13	1	88	11	2	93	5	2	89	9	2	
<b>Special Education</b>																									
Yes	59	18	23	50	32	18	59	14	27	55	18	27	59	23	18	73	9	18	68	9	23	59	18	23	
No	91	9	1	83	15	1	86	12	1	79	20	1	87	12	1	89	11	0	94	6	0	91	9	1	
<b>English Language Learners</b>																									
Yes	91	9	0	80	20	0	91	9	0	83	14	3	91	9	0	94	6	0	100	0	0	91	9	0	
No	89	9	2	82	16	3	84	13	3	77	21	3	85	13	2	87	12	1	92	6	1	89	9	2	
<b>Free and Reduced Price Meals</b>																									
Yes	83	15	2	75	23	3	77	19	3	74	23	4	84	14	3	85	13	2	92	6	2	85	13	3	
No	87	10	3	86	12	2	90	8	3	80	19	2	87	12	1	90	10	0	93	6	1	92	7	1	
<b>Aggregated Data</b>	85	12	2	82	16	2	85	12	3	77	20	3	86	13	2	88	11	1	93	6	1	89	9	2	

\* = fewer than 5

May not total 100% due to rounding.

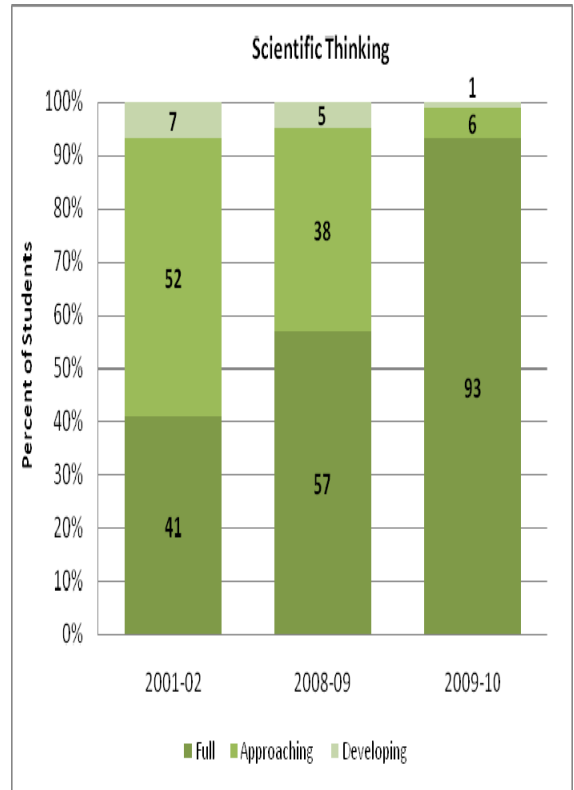
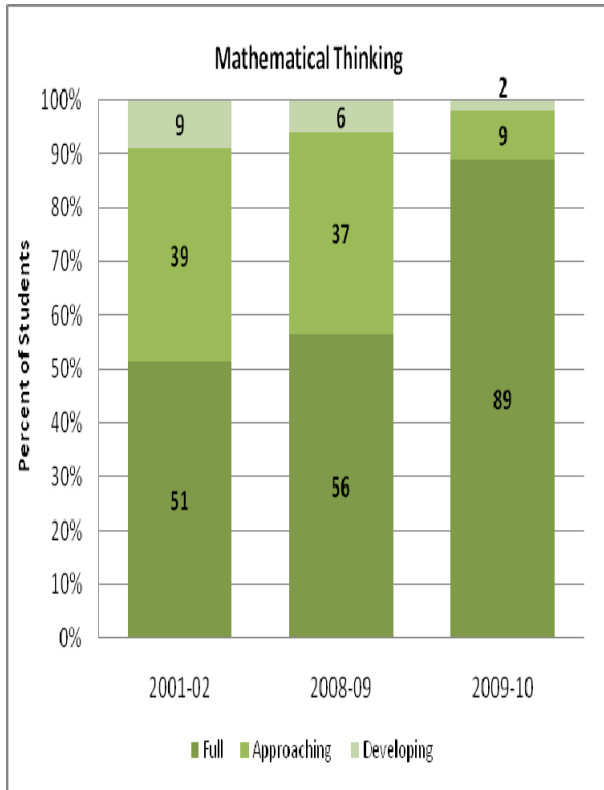
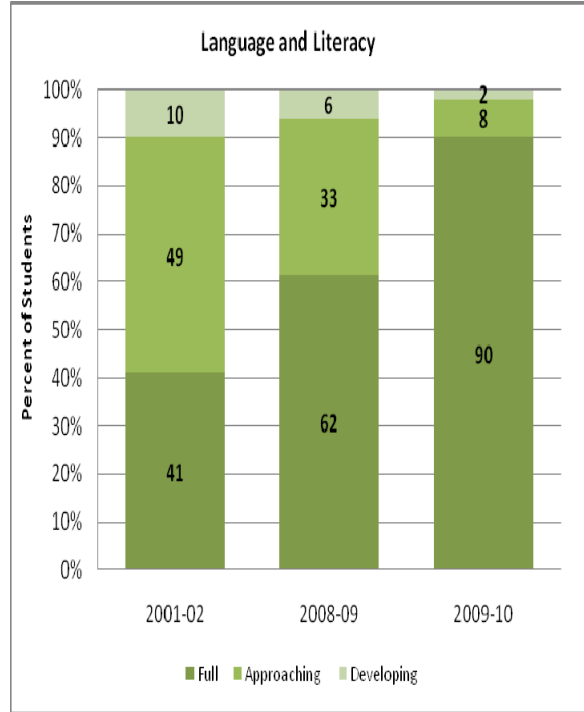
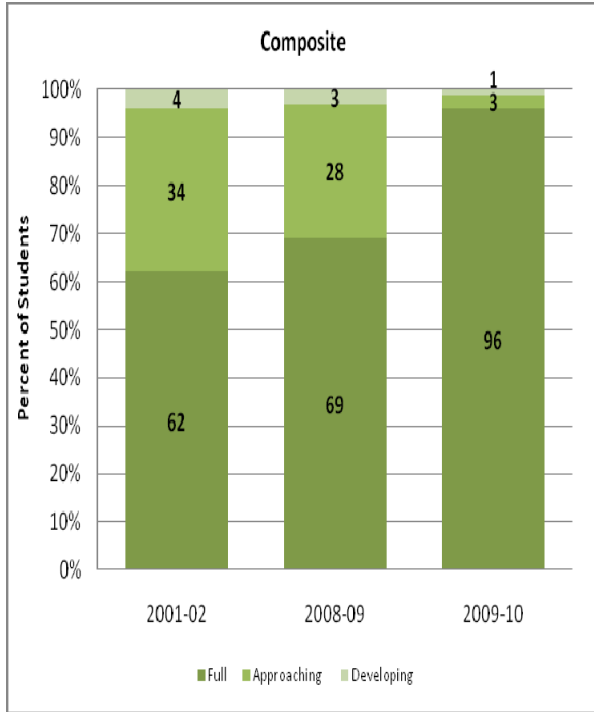


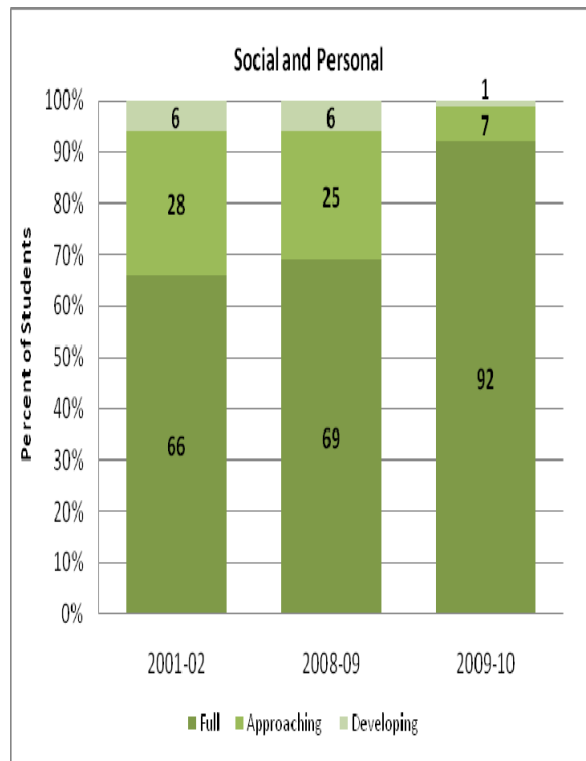
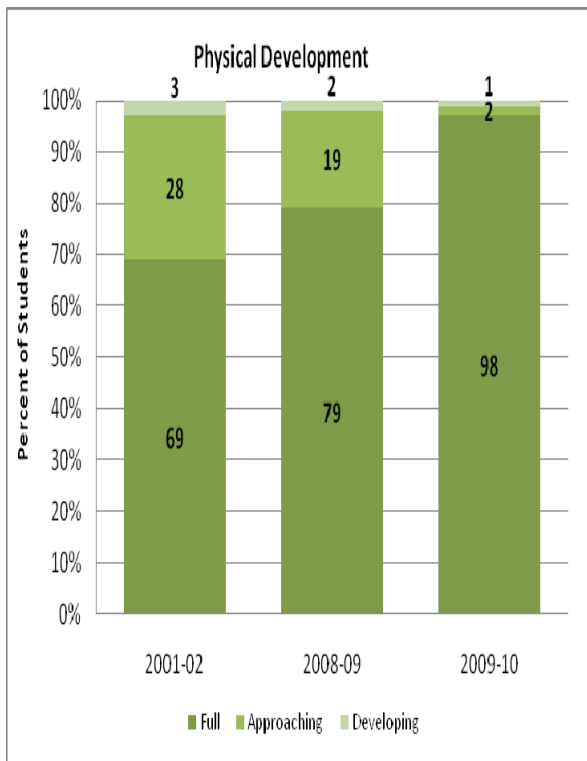
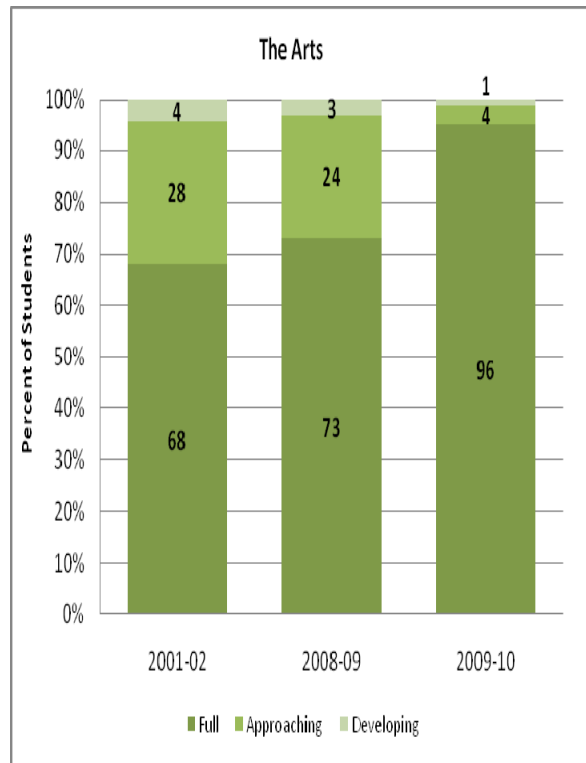
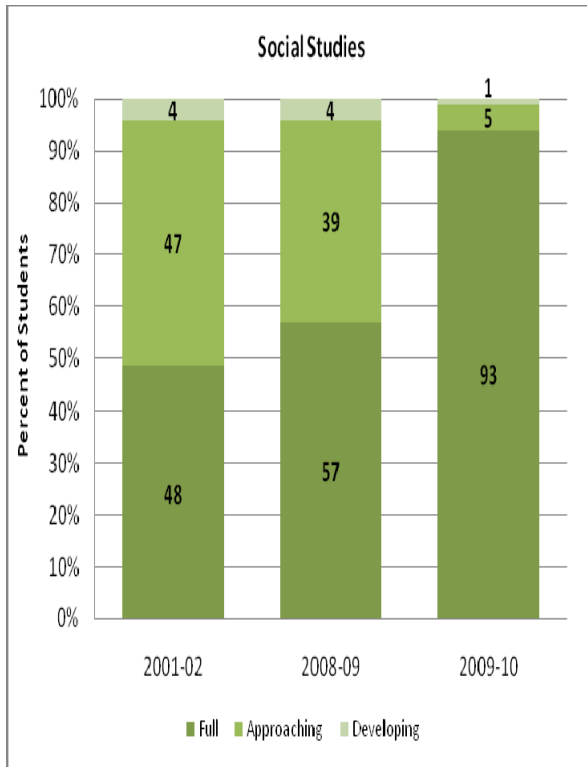
**Caroline County - Number of Kindergarten Students**

	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	
<b>Race/Ethnicity</b>																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	54	14	3	50	17	4	52	15	4	46	23	2	55	14	2	56	13	2	59	10	2	53	16	2	
White	233	30	6	228	36	5	234	28	7	212	50	7	232	32	5	241	26	2	253	13	3	245	19	5	
Hispanic	42	4	0	37	9	0	41	5	0	40	5	1	43	3	0	43	3	0	46	0	0	45	1	0	
<b>Gender</b>																									
Male	163	36	7	163	38	5	168	32	6	151	48	7	169	33	4	171	32	3	184	18	4	174	27	5	
Female	170	12	2	155	25	4	163	16	5	150	31	3	165	16	3	172	11	1	178	5	1	173	9	2	
<b>Prior Care</b>																									
Child Care Center	13	0	1	13	0	1	12	1	1	12	1	1	13	0	1	13	1	0	13	1	0	13	0	1	
Family Child Care	9	0	0	6	3	0	8	1	0	6	2	1	8	1	0	9	0	0	9	0	0	8	1	0	
Head Start	6	1	0	6	1	0	6	1	0	4	3	0	6	1	0	6	1	0	6	1	0	6	1	0	
Home / Informal Care	52	10	2	42	19	3	51	9	4	41	21	2	52	9	3	52	11	1	58	5	1	55	7	2	
Non-Public Nursery	40	4	1	42	3	0	42	3	0	40	5	0	41	4	0	43	2	0	42	3	0	42	3	0	
Pre-Kindergarten	210	33	5	207	36	5	210	32	6	196	46	6	212	33	3	217	28	2	231	13	4	221	23	4	
<b>Special Education</b>																									
Yes	13	4	5	11	7	4	13	3	6	12	4	6	13	5	4	16	2	4	15	2	5	13	4	5	
No	334	32	2	307	56	5	318	45	5	289	75	4	321	44	3	327	41	0	347	21	0	334	32	2	
<b>Limited English Proficiency</b>																									
Yes	32	3	0	28	7	0	32	3	0	29	5	1	32	3	0	33	2	0	35	0	0	32	3	0	
No	315	33	7	290	56	9	299	45	11	272	74	9	302	46	7	310	41	4	327	23	5	315	33	7	
<b>Free and Reduced Price Meals</b>																									
Yes	128	24	3	116	35	4	120	30	5	114	35	6	130	21	4	132	20	3	143	9	3	131	20	4	
No	205	24	6	202	28	5	211	18	6	187	44	4	204	28	3	211	23	0	219	14	2	216	16	3	
<b>Aggregated Data</b>																									
	333	48	9	318	63	9	331	48	11	301	79	10	334	49	7	343	43	4	362	23	5	347	36	7	

\* = fewer than 5

## Carroll County – Percentage of Kindergarten Students





**Carroll County - Percentage of Kindergarten Students**

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
<b>Race/Ethnicity</b>																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	86	11	4	91	7	2	89	7	4	93	4	4	91	7	2	95	5	0	95	4	2	95	2	4	
African American	96	3	1	89	11	0	83	17	0	92	8	0	93	7	0	94	6	0	100	0	0	97	3	0	
White	92	7	1	90	8	2	90	8	2	93	6	1	94	5	1	96	4	1	98	1	1	96	3	1	
Hispanic	94	6	0	81	17	2	79	15	6	85	13	2	87	9	4	98	2	0	96	2	2	92	6	2	
<b>Gender</b>																									
Male	90	8	1	89	10	1	89	9	2	93	6	1	93	6	1	94	5	1	98	2	1	96	3	1	
Female	94	5	1	91	7	2	89	9	2	92	6	2	93	5	2	97	3	0	98	1	1	96	3	1	
<b>Prior Care</b>																									
Child Care Center	92	8	0	94	6	0	92	8	0	95	5	0	95	5	0	97	3	0	99	1	0	98	2	0	
Family Child Care	98	2	0	96	4	0	92	8	0	94	6	0	98	2	0	96	4	0	100	0	0	100	0	0	
Head Start	92	7	2	77	20	3	82	13	5	85	15	0	93	7	0	97	2	2	95	5	0	97	3	0	
Home / Informal Care	90	8	2	85	13	2	85	12	3	91	8	1	90	9	1	95	5	1	98	2	1	93	6	1	
Non-public Nursery	96	4	0	95	5	0	93	6	1	96	4	0	96	4	0	97	3	0	99	1	0	98	2	0	
Pre-Kindergarten	89	9	2	84	12	5	83	12	5	89	6	5	90	5	5	92	7	1	94	3	3	93	3	4	
<b>Special Education</b>																									
Yes	79	15	6	70	17	13	72	15	13	78	10	13	78	10	12	87	9	4	85	6	8	82	8	10	
No	94	6	1	92	8	0	91	8	1	94	6	0	95	5	0	96	3	0	99	1	0	98	2	0	
<b>English Language Learners</b>																									
Yes	83	17	0	66	31	3	72	24	3	79	21	0	76	21	3	87	9	4	97	3	0	86	14	0	
No	93	6	1	90	8	2	89	9	2	93	6	1	94	5	1	96	3	0	98	2	1	96	3	1	
<b>Free and Reduced Price Meals</b>																									
Yes	89	10	2	78	19	3	77	19	4	87	12	2	89	9	2	93	6	1	96	3	1	93	6	1	
No	93	6	1	93	6	1	92	7	2	94	5	1	94	5	1	96	4	0	98	1	1	97	2	1	
<b>Aggregated Data</b>	92	7	1	90	8	2	89	9	2	93	6	1	93	5	1	96	4	1	98	2	1	96	3	1	

\* = fewer than 5

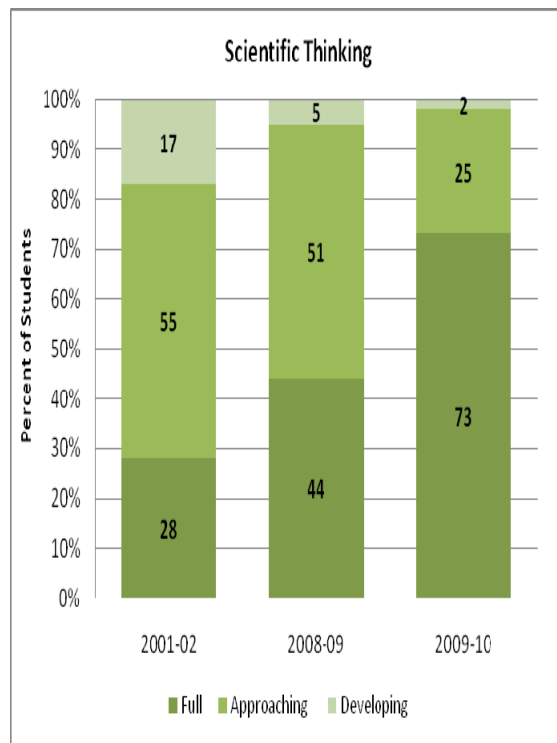
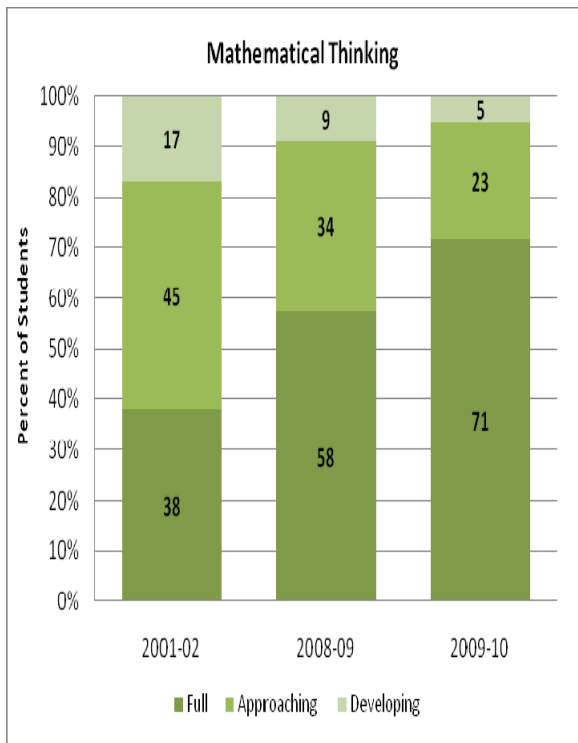
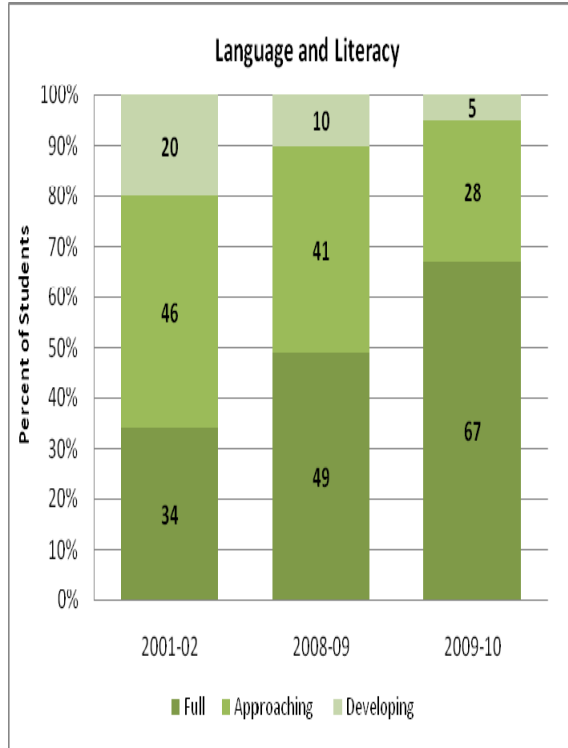
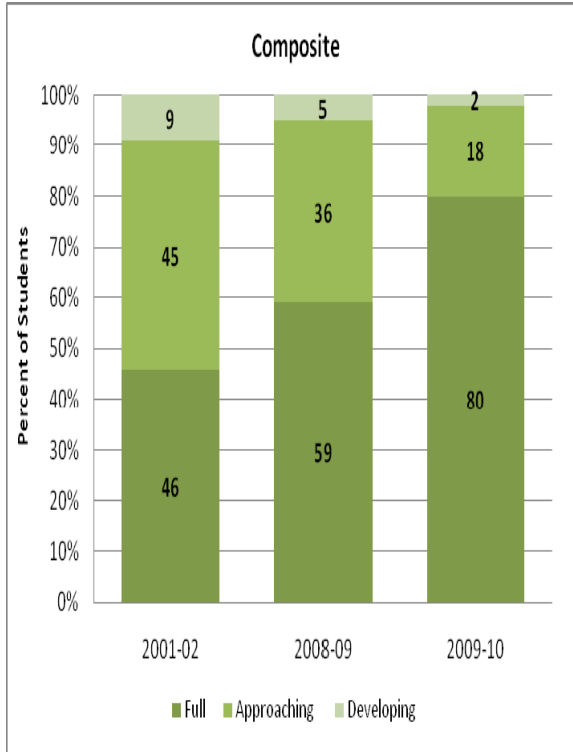
May not total 100% due to rounding.

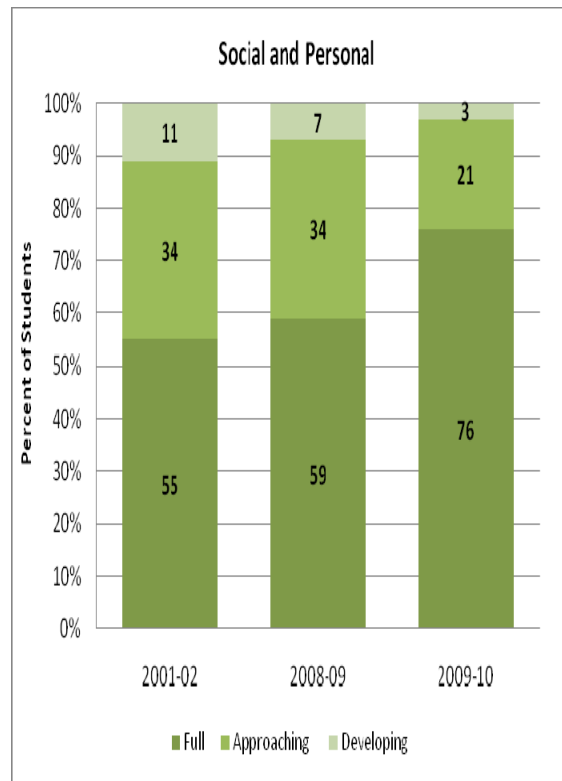
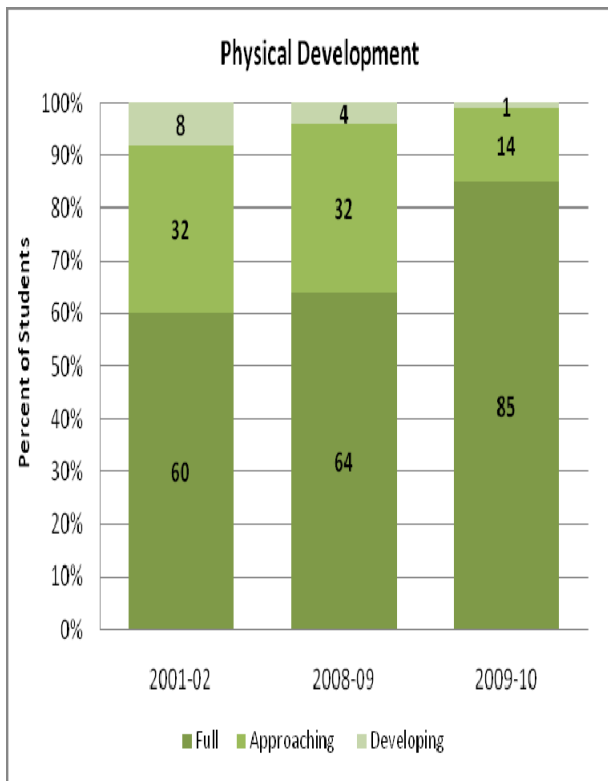
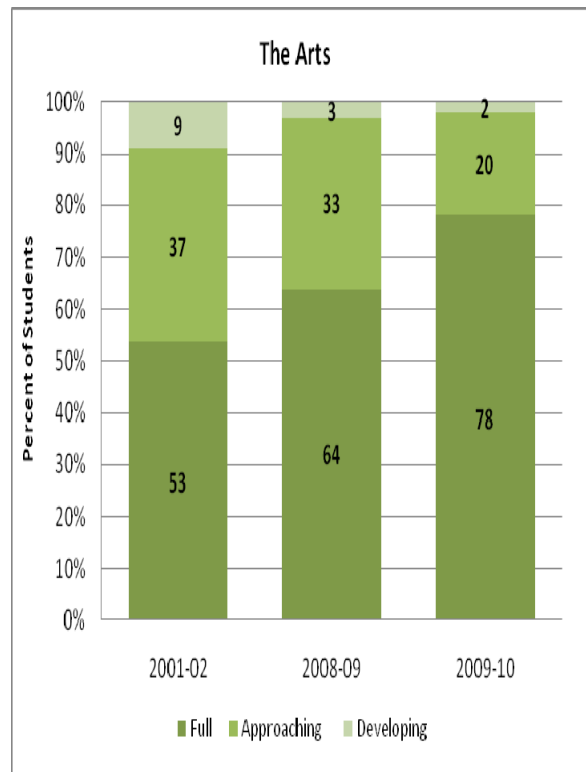
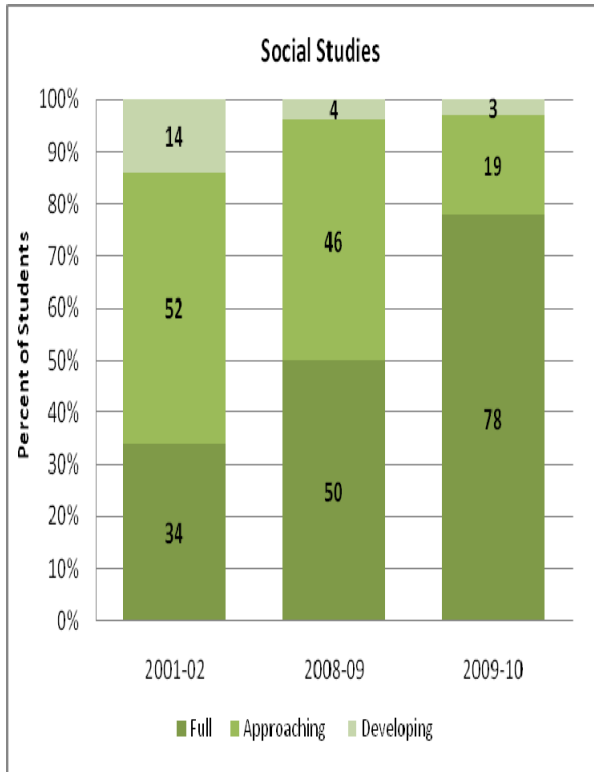
### Carroll County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
<b>Race/Ethnicity</b>																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	49	6	2	52	4	1	51	4	2	53	2	2	52	4	1	54	3	0	54	2	1	54	1	2	
African American	68	2	1	63	8	0	59	12	0	65	6	0	66	5	0	67	4	0	71	0	0	69	2	0	
White	1,543	110	17	1,510	133	27	1,499	139	32	1,556	94	20	1,565	85	20	1,596	64	10	1,632	25	13	1,610	46	14	
Hispanic	50	3	0	43	9	1	42	8	3	45	7	1	46	5	2	52	1	0	51	1	1	49	3	1	
<b>Gender</b>																									
Male	874	80	12	862	92	12	863	87	16	900	57	9	901	56	9	912	48	6	942	18	6	929	30	7	
Female	840	41	8	809	63	17	791	77	21	822	53	14	831	44	14	860	25	4	869	11	9	856	23	10	
<b>Prior Care</b>																									
Child Care Center	421	37	2	431	28	1	421	37	2	436	24	0	436	24	0	445	15	0	454	6	0	451	9	0	
Family Child Care	49	1	0	48	2	0	46	4	0	47	3	0	49	1	0	48	2	0	50	0	0	50	0	0	
Head Start	56	4	1	47	12	2	50	8	3	52	9	0	57	4	0	59	1	1	58	3	0	59	2	0	
Home / Informal Care	301	27	5	282	44	7	283	41	9	302	28	3	301	29	3	315	16	2	326	5	2	311	20	2	
Non-Public Nursery	599	22	2	589	31	3	582	36	5	595	26	2	595	26	2	603	18	2	617	5	1	612	10	1	
Pre-Kindergarten	254	25	7	240	33	13	238	34	14	254	18	14	258	15	13	263	19	4	269	9	8	265	10	11	
<b>Special Education</b>																									
Yes	131	24	10	116	28	21	118	25	22	128	16	21	129	16	20	143	15	7	141	10	14	136	13	16	
No	1,583	97	10	1,555	127	8	1,536	139	15	1,594	94	2	1,603	84	3	1,629	58	3	1,670	19	1	1,649	40	1	
<b>Limited English Proficiency</b>																									
Yes	24	5	0	19	9	1	21	7	1	23	6	0	22	6	1	143	15	7	28	1	0	25	4	0	
No	1,690	116	20	1,652	146	28	1,633	157	36	1,699	104	23	1,710	94	22	1,629	58	3	1,783	28	15	1,760	49	17	
<b>Free and Reduced Price Meals</b>																									
Yes	277	30	5	243	60	9	240	60	12	270	37	5	279	27	6	291	18	3	300	9	3	291	18	3	
No	1,437	91	15	1,428	95	20	1,414	104	25	1,452	73	18	1,453	73	17	1,481	55	7	1,511	20	12	1,494	35	14	
<b>Aggregated Data</b>	1,714	121	20	1,671	155	29	1,654	164	37	1,722	110	23	1,732	100	23	1,772	73	10	1,811	29	15	1,785	53	17	

\* = fewer than 5

## Cecil County – Percentage of Kindergarten Students





**Cecil County - Percentage of Kindergarten Students**

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite					
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing			
<b>Race/Ethnicity</b>																											
American Indian/Alaskan Native	78	22	0	67	33	0	78	22	0	78	22	0	67	33	0	89	11	0	89	11	0	89	11	0	89	11	0
Asian/Pacific Islander	80	20	0	90	10	0	90	10	0	80	20	0	75	25	0	80	20	0	85	15	0	90	10	0	90	10	0
African American	61	32	7	55	36	9	61	28	11	61	31	8	65	31	4	62	36	2	79	20	1	66	29	6	66	29	6
White	78	19	3	69	27	4	72	23	5	75	23	2	80	17	2	80	18	2	86	13	1	82	16	2	82	16	2
Hispanic	69	26	5	52	43	5	60	33	7	62	38	0	74	21	5	71	29	0	71	26	2	71	26	2	71	26	2
<b>Gender</b>																											
Male	68	27	4	59	35	6	67	26	7	69	28	2	74	23	3	72	26	2	80	18	1	74	23	3	74	23	3
Female	85	14	1	75	21	4	75	20	4	77	21	2	82	15	2	86	13	1	90	9	1	86	12	2	86	12	2
<b>Prior Care</b>																											
Child Care Center	76	21	3	81	17	3	78	19	3	81	17	1	85	14	1	87	13	0	89	10	1	86	14	1	86	14	1
Family Child Care	76	23	1	58	35	7	67	21	12	70	25	5	75	21	4	76	22	2	82	18	0	78	19	4	78	19	4
Head Start	62	33	5	52	45	3	60	34	5	57	41	2	64	33	3	64	29	7	78	21	2	67	31	2	67	31	2
Home / Informal Care	80	17	3	61	32	7	68	23	9	73	25	2	79	17	4	81	17	2	83	16	1	80	17	3	80	17	3
Non-public Nursery	85	14	1	80	17	3	83	15	2	80	18	1	86	13	1	83	17	0	88	10	1	89	9	1	89	9	1
Pre-Kindergarten	75	21	4	65	30	4	69	26	4	71	27	2	77	21	2	76	22	1	85	14	2	78	19	2	78	19	2
<b>Special Education</b>																											
Yes	59	29	12	43	43	15	50	36	14	53	37	10	62	27	11	56	37	8	65	25	10	59	29	12	59	29	12
No	78	20	2	70	27	3	74	22	4	75	23	1	80	18	2	81	18	1	87	13	0	83	16	1	83	16	1
<b>English Language Learners</b>																											
Yes	83	17	0	63	37	0	73	23	3	73	27	0	62	27	11	80	20	0	77	23	0	77	23	0	77	23	0
No	76	21	3	67	28	5	71	23	6	73	25	2	80	18	2	78	20	2	85	14	1	80	17	2	80	17	2
<b>Free and Reduced Price Meals</b>																											
Yes	69	26	4	53	39	8	60	30	9	63	33	4	71	25	4	73	25	3	79	19	1	71	25	4	71	25	4
No	80	17	2	76	22	2	78	19	3	79	20	1	83	16	2	82	17	1	88	11	1	86	13	1	86	13	1
<b>Aggregated Data</b>	76	21	3	67	28	5	71	23	5	73	25	2	78	19	3	78	20	2	85	14	1	80	18	2	80	18	2

\* = fewer than 5

May not total 100% due to rounding.

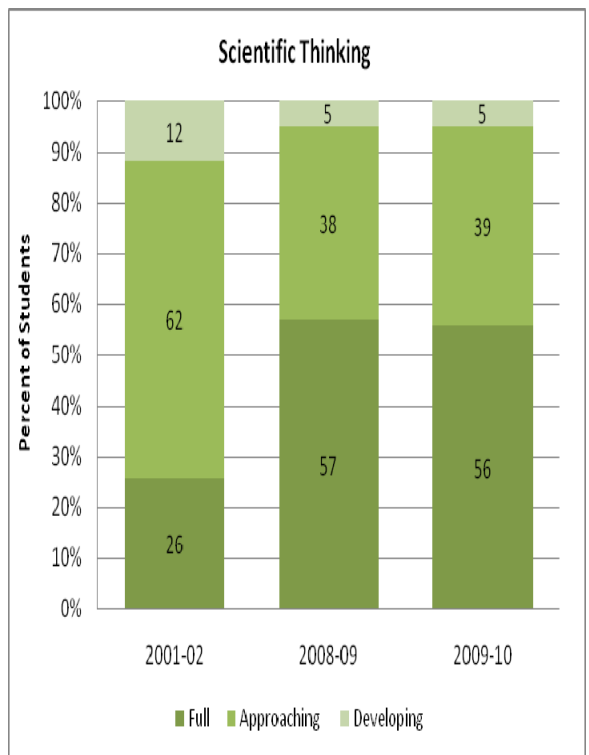
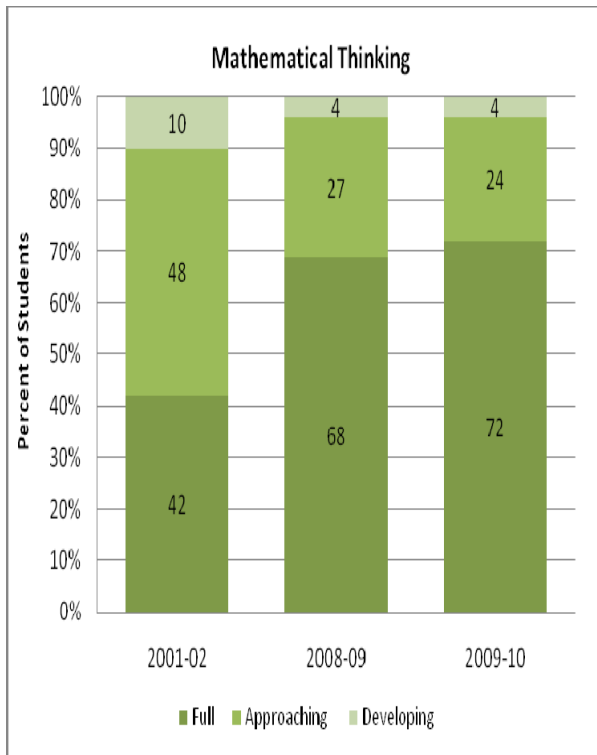
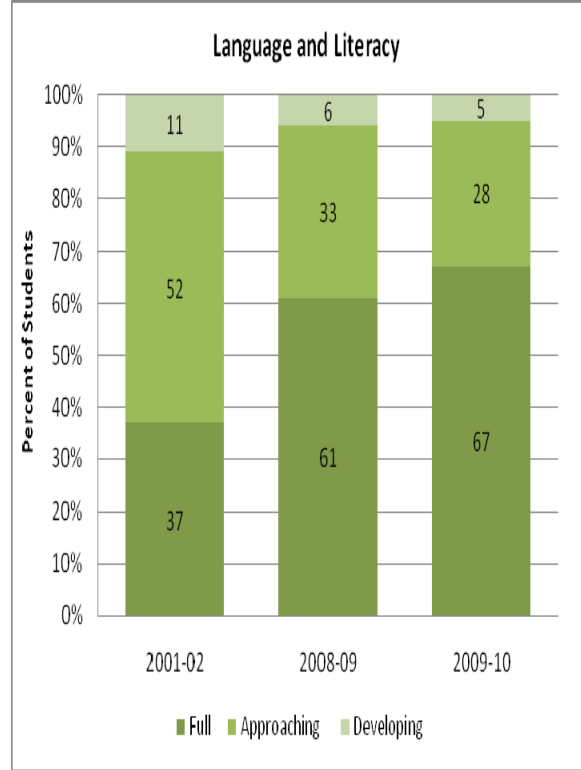
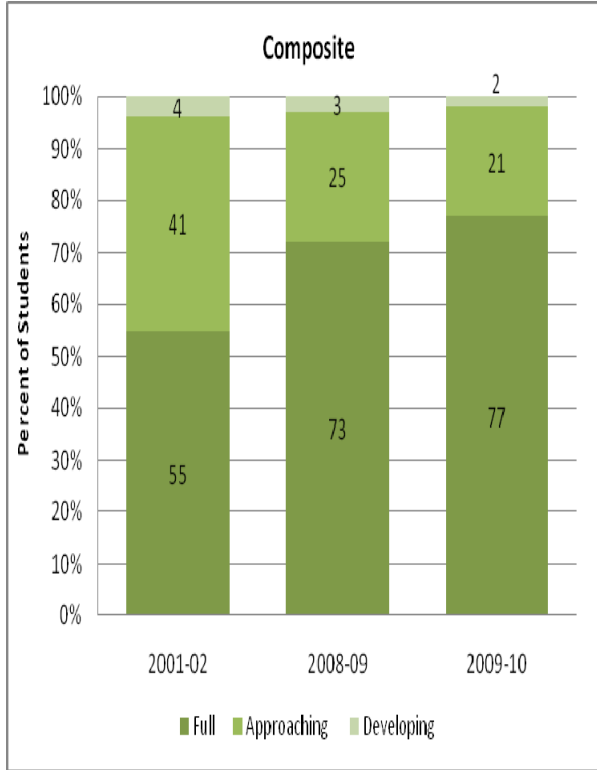


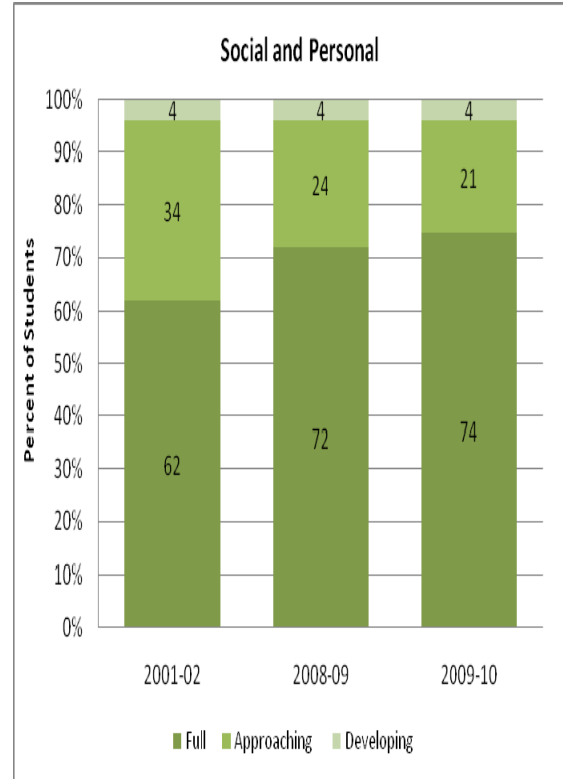
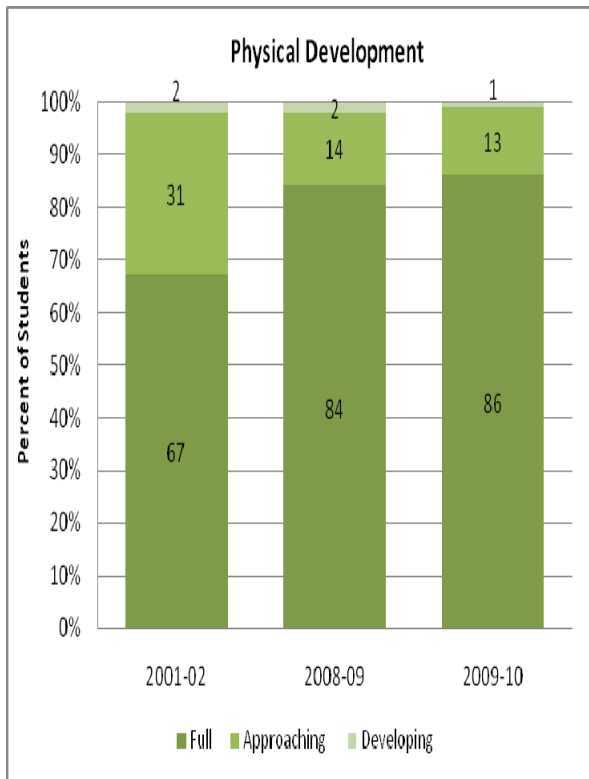
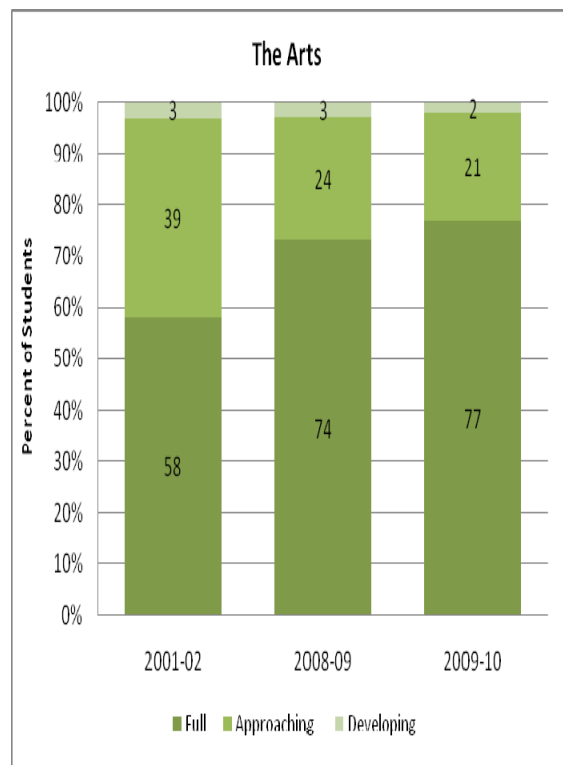
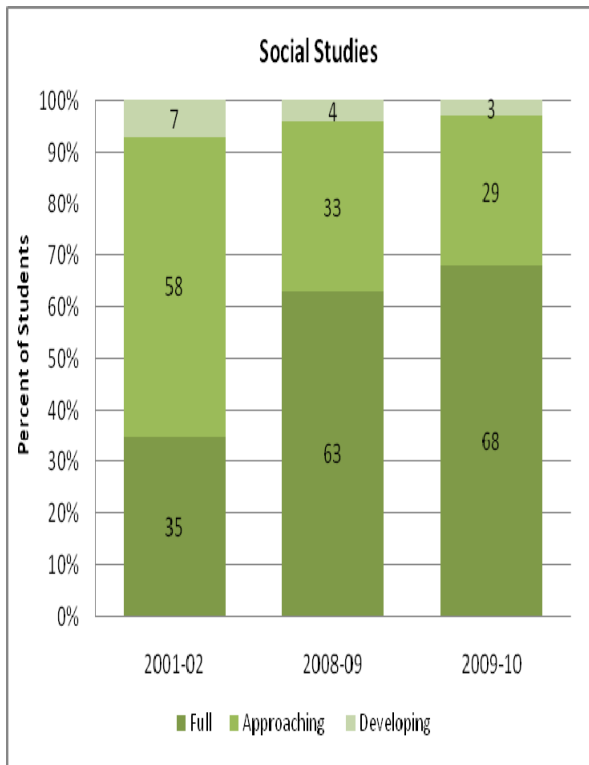
**Cecil County - Number of Kindergarten Students**

	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
<b>Race/Ethnicity</b>																								
American Indian/Alaskan Native	7	2	0	6	3	0	7	2	0	78	22	0	6	3	0	8	1	0	8	1	0	8	1	0
Asian/Pacific Islander	16	4	0	18	2	0	18	2	0	80	20	0	15	5	0	16	4	0	17	3	0	18	2	0
African American	64	34	7	58	38	9	64	29	12	61	31	8	68	33	4	65	38	2	83	21	1	69	30	6
White	735	181	25	645	255	41	681	213	46	75	23	2	754	164	23	757	169	15	809	120	12	769	152	19
Hispanic	29	11	2	22	18	2	25	14	3	62	38	0	31	9	2	30	12	0	30	11	1	30	11	1
<b>Gender</b>																								
Male	396	158	26	344	203	33	390	151	38	69	28	2	431	132	17	416	152	12	465	107	8	430	133	16
Female	455	74	8	405	113	19	405	109	23	77	21	2	443	82	12	460	72	5	482	49	6	464	63	10
<b>Prior Care</b>																								
Child Care Center	110	31	4	117	24	4	113	27	5	81	17	1	123	21	1	126	19	0	129	15	1	124	20	1
Family Child Care	81	25	1	62	37	8	72	22	13	70	25	5	80	23	4	81	24	2	88	19	0	83	20	4
Head Start	36	19	3	30	26	2	35	20	3	57	41	2	37	19	2	37	17	4	45	12	1	39	18	1
Home / Informal Care	110	24	4	84	44	10	94	32	12	73	25	2	109	23	6	112	23	3	114	22	2	111	23	4
Non-Public Nursery	117	20	1	111	23	4	114	21	3	80	18	1	118	18	2	115	23	0	122	14	2	123	13	2
Pre-Kindergarten	393	112	20	342	160	23	363	138	23	71	27	2	404	108	13	401	117	7	444	73	8	410	101	13
<b>Special Education</b>																								
Yes	68	33	14	49	49	17	57	41	16	53	37	10	71	31	13	64	42	9	75	29	11	67	33	14
No	783	199	20	700	267	35	738	219	45	75	23	1	803	183	16	812	182	8	872	127	3	827	163	12
<b>Limited English Proficiency</b>																								
Yes	25	5	0	19	11	0	22	7	1	73	27	0	71	31	13	24	6	0	23	7	0	23	7	0
No	826	227	34	730	305	52	773	253	60	73	25	2	803	183	16	852	218	17	924	149	14	871	189	26
<b>Free and Reduced Price Meals</b>																								
Yes	297	112	19	227	165	36	258	130	40	63	33	4	305	106	17	311	106	11	340	83	5	304	108	16
No	554	120	15	522	151	16	537	130	21	79	20	1	569	108	12	565	118	6	607	73	9	590	88	10
<b>Aggregated Data</b>	851	232	34	749	316	52	795	260	61	816	276	25	874	214	29	876	224	17	947	156	14	894	196	26

\* = fewer than 5

## Charles County – Percentage of Kindergarten Students





**Charles County - Percentage of Kindergarten Students**

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
<b>Race/Ethnicity</b>																								
American Indian/Alaskan Native	72	28	0	72	28	0	72	28	0	61	39	0	78	22	0	83	17	0	89	6	6	83	17	0
Asian/Pacific Islander	79	20	2	70	27	4	77	20	4	52	45	4	70	27	4	75	23	2	88	11	2	79	20	2
African American	71	24	5	65	30	5	69	26	5	53	41	6	68	29	4	77	21	3	84	15	1	75	22	3
White	79	18	3	71	24	4	77	20	3	63	34	4	71	27	2	79	19	2	89	9	2	81	17	2
Hispanic	71	23	5	45	44	11	62	34	4	41	51	8	48	47	5	62	33	5	84	14	3	62	34	4
<b>Gender</b>																								
Male	65	28	6	61	32	7	69	26	5	52	43	5	63	34	4	70	27	3	81	17	2	71	26	4
Female	85	13	2	74	23	3	76	22	3	62	34	4	74	23	2	86	13	1	92	7	1	84	15	1
<b>Prior Care</b>																								
Child Care Center	77	19	4	68	30	2	74	25	1	63	35	5	73	26	1	85	13	3	91	8	1	78	22	1
Family Child Care	79	15	6	68	26	6	74	21	6	57	38	2	66	32	2	77	21	2	89	11	0	75	23	2
Head Start	66	24	9	53	38	9	59	34	7	34	58	37	61	32	7	69	30	1	81	16	3	68	27	5
Home / Informal Care	74	23	3	65	30	5	71	25	4	54	41	5	68	29	2	74	24	2	85	14	1	75	22	2
Non-public Nursery	86	10	4	84	16	0	84	16	0	63	0	6	69	31	0	78	20	2	86	14	0	88	12	0
Pre-Kindergarten	75	21	4	71	23	6	76	20	4	61	34	8	69	27	4	79	18	2	86	12	2	80	16	3
<b>Special Education</b>																								
Yes	43	38	19	32	42	26	45	38	17	31	44	26	38	41	21	57	34	9	49	39	12	44	38	18
No	77	20	3	70	27	3	75	23	3	58	38	3	71	28	1	79	20	2	89	10	1	79	19	1
<b>English Language Learners</b>																								
Yes	73	25	3	33	55	13	55	43	3	33	60	8	40	53	8	60	20	2	93	8	0	58	40	3
No	75	21	4	68	27	5	73	23	4	57	38	5	69	28	3	77	20	2	86	13	1	77	20	2
<b>Free and Reduced Price Meals</b>																								
Yes	68	26	6	52	39	9	62	31	7	42	49	9	56	38	5	72	25	3	82	17	2	67	29	4
No	78	19	3	73	24	3	77	21	3	63	34	3	73	25	2	79	19	2	88	11	1	81	17	2
<b>Aggregated Data</b>	74	21	4	67	28	5	72	24	4	56	39	5	68	29	3	77	21	2	86	13	1	77	21	2

\* = fewer than 5

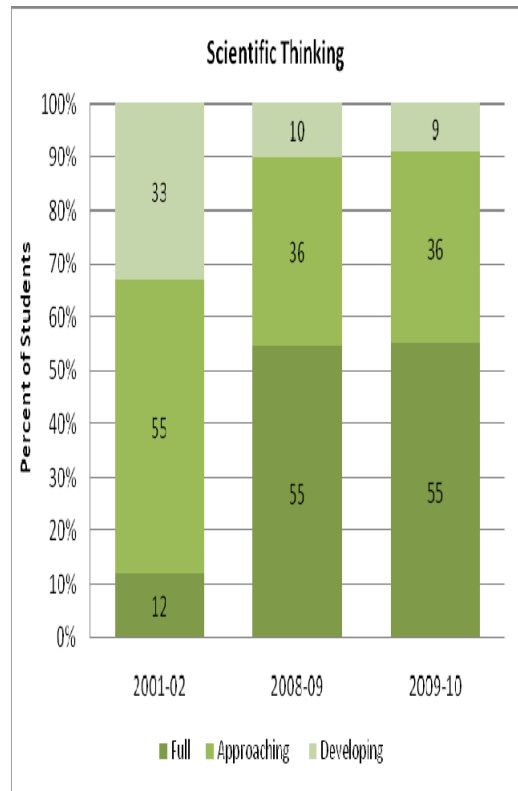
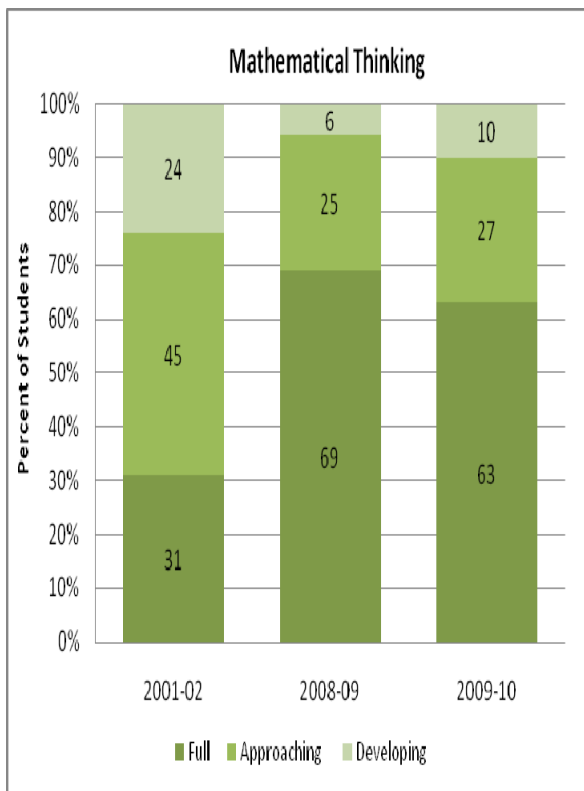
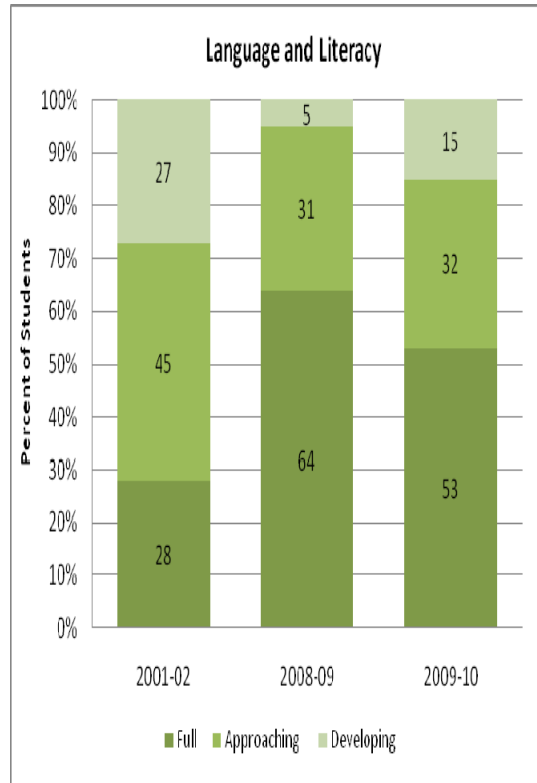
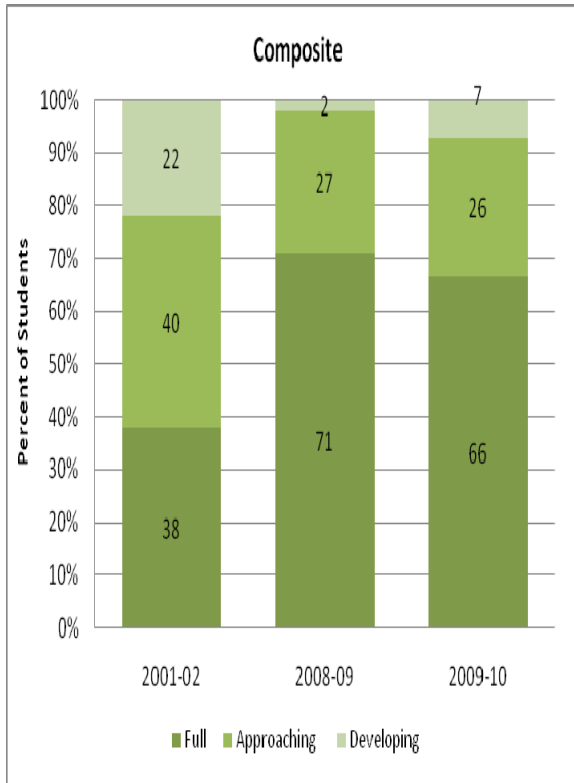
May not total 100% due to rounding.

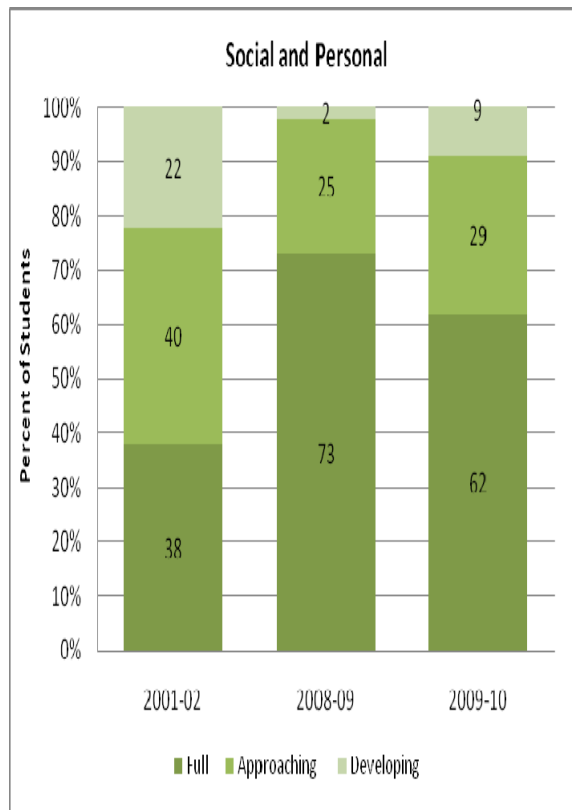
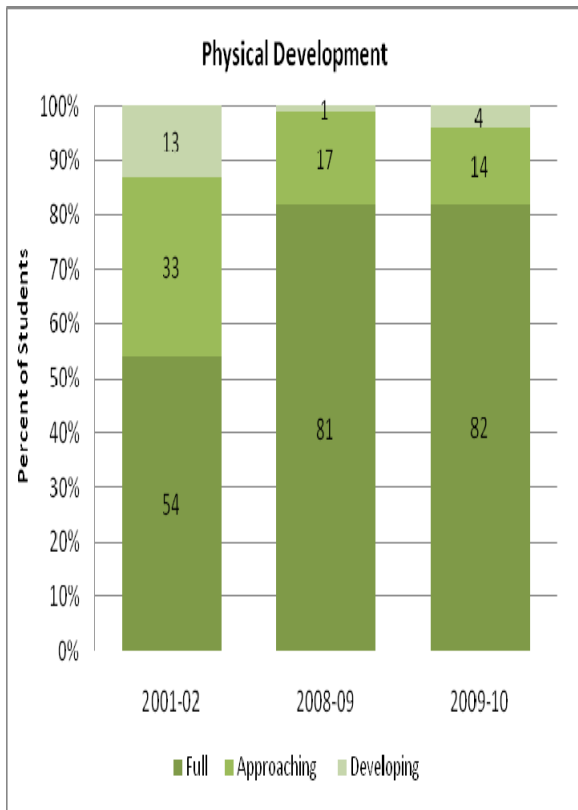
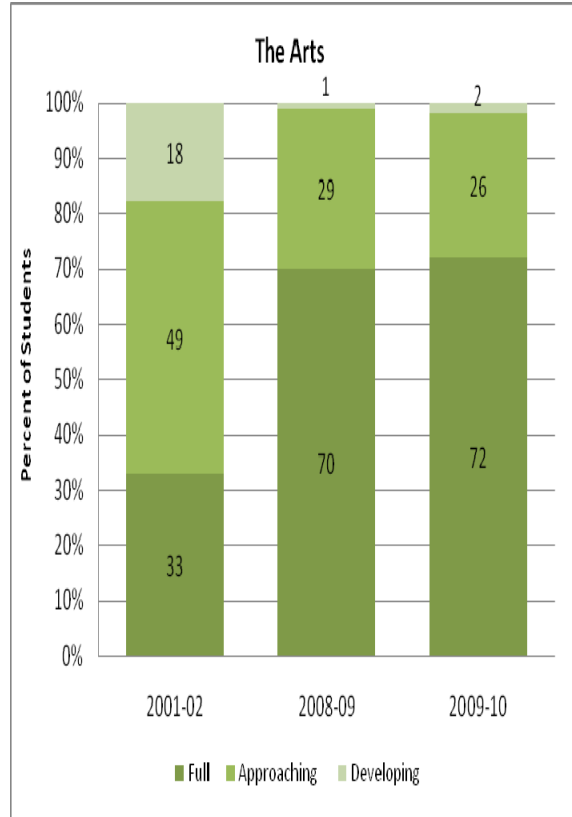
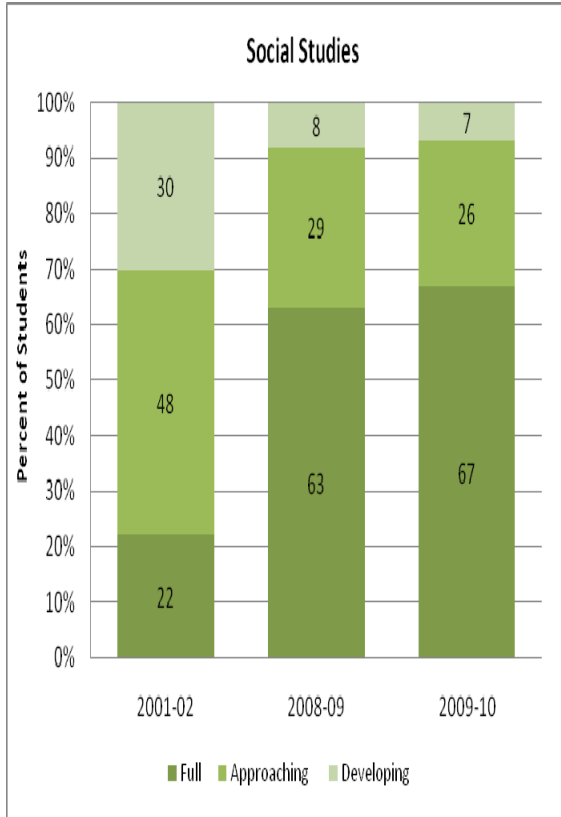
### Charles County - Number of Kindergarten Students

	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
<b>Race/Ethnicity</b>																								
American Indian/Alaskan Native	13	5	0	13	5	0	13	5	0	11	7	0	14	4	0	15	3	0	16	1	1	15	3	0
Asian/Pacific Islander	44	11	1	39	15	2	43	11	2	29	25	2	39	15	2	42	13	1	49	6	1	44	11	1
African American	569	189	40	518	238	41	553	207	37	425	326	46	538	231	28	612	165	20	667	122	8	600	176	21
White	458	104	18	414	140	26	447	117	16	364	195	21	412	157	11	459	111	10	515	55	10	467	100	13
Hispanic	52	17	4	33	32	8	45	25	3	30	37	6	35	34	4	45	24	4	61	10	2	45	25	3
<b>Gender</b>																								
Male	538	233	51	498	266	57	569	213	39	424	352	45	516	276	29	571	222	28	665	142	14	580	212	29
Female	598	92	12	519	163	20	532	151	19	435	238	29	522	164	16	602	93	7	643	51	8	591	102	9
<b>Prior Care</b>																								
Child Care Center	149	37	8	132	58	4	143	49	2	122	68	23	141	51	2	164	25	5	177	16	1	151	42	1
Family Child Care	42	8	3	36	14	3	39	11	3	30	20	4	35	17	1	41	11	1	47	6	0	40	12	1
Head Start	49	18	7	39	28	7	44	25	5	25	43	18	45	24	5	51	22	1	60	12	2	50	20	4
Home / Informal Care	464	142	20	408	189	29	442	157	27	339	254	33	427	184	15	466	149	11	533	88	5	472	140	14
Non-Public Nursery	42	5	2	41	8	0	41	8	0	31	0	3	34	15	0	38	10	1	42	7	0	43	6	0
Pre-Kindergarten	364	102	19	342	113	30	369	99	17	295	167	6	334	133	18	385	88	12	418	56	11	390	80	15
<b>Special Education</b>																								
Yes	51	45	22	37	49	31	53	44	20	36	51	30	44	48	25	67	40	10	57	46	14	52	44	21
No	1,082	281	41	978	380	46	1,048	318	38	821	538	45	993	391	20	1,103	276	25	1,249	147	8	1,116	271	17
<b>Limited English Proficiency</b>																								
Yes	29	10	1	13	22	5	22	17	1	13	24	3	16	21	3	24	301	34	37	3	0	23	16	1
No	1107	316	62	1004	408	72	1079	348	57	846	566	72	1022	420	42	1149	301	34	1271	191	22	1148	299	37
<b>Free and Reduced Price Meals</b>																								
Yes	319	124	28	247	182	42	292	148	31	200	229	42	266	181	24	337	119	15	384	78	9	316	136	19
No	817	202	35	770	248	35	809	217	27	659	361	33	772	260	21	836	197	20	924	116	13	855	179	19
<b>Aggregated Data</b>	1,136	326	63	1,017	430	77	1,101	365	58	859	590	75	1,038	441	45	1,173	316	35	1,308	194	22	1,171	315	38

\* = fewer than 5

## Dorchester County – Percentage of Kindergarten Students





**Dorchester County - Percentage of Kindergarten Students**

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
<b>Race/Ethnicity</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	62	28	11	30	19	51	59	25	16	51	34	15	57	32	12	68	29	3	77	17	7	62	28	10	
White	64	30	6	30	11	60	71	23	6	61	34	5	78	18	4	76	23	1	87	11	3	74	22	5	
Hispanic	55	35	10	52	19	29	32	58	10	42	48	10	45	45	10	65	29	6	74	23	3	45	45	10	
<b>Gender</b>																									
Male	52	35	12	47	34	19	59	30	12	54	35	11	63	27	10	60	36	4	78	17	5	59	31	10	
Female	74	22	4	61	29	10	68	25	8	56	36	8	71	24	5	85	14	1	86	11	3	75	21	5	
<b>Prior Care</b>																									
Child Care Center	62	29	9	61	24	15	71	20	9	59	36	5	74	20	6	76	21	3	86	12	2	73	20	8	
Family Child Care	58	36	6	50	44	6	67	31	3	75	22	3	81	17	3	72	28	0	81	19	0	78	19	3	
Head Start	51	35	14	42	32	25	45	37	18	46	34	20	49	38	13	65	31	4	72	21	7	52	34	14	
Home / Informal Care	63	27	10	44	39	18	63	24	13	47	44	10	66	26	8	68	31	2	81	15	5	60	32	8	
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	69	25	6	61	28	10	67	27	6	57	35	8	69	24	6	75	23	2	85	10	5	71	24	5	
<b>Special Education</b>																									
Yes	37	39	24	24	42	34	42	32	26	39	34	26	42	29	29	42	45	13	55	26	18	34	42	24	
No	65	28	7	57	30	13	65	27	8	57	36	7	70	25	5	75	24	1	85	13	2	70	24	6	
<b>English Language Learners</b>																									
Yes	50	50	0	33	67	0	67	33	0	67	33	0	67	33	8	67	33	0	83	17	0	50	50	0	
No	62	29	9	54	31	15	63	27	10	55	36	10	67	25	8	72	26	3	82	14	4	67	26	7	
<b>Free and Reduced Price Meals</b>																									
Yes	45	45	9	55	27	18	45	45	9	45	55	0	64	27	9	73	27	0	91	9	0	55	36	9	
No	63	29	9	53	32	15	63	27	10	55	35	10	67	26	7	72	26	3	81	14	4	67	26	7	
<b>Aggregated Data</b>	62	29	9	53	32	15	63	27	10	55	36	9	67	26	7	72	26	2	82	14	4	66	26	7	

\* = fewer than 5

May not total 100% due to rounding.

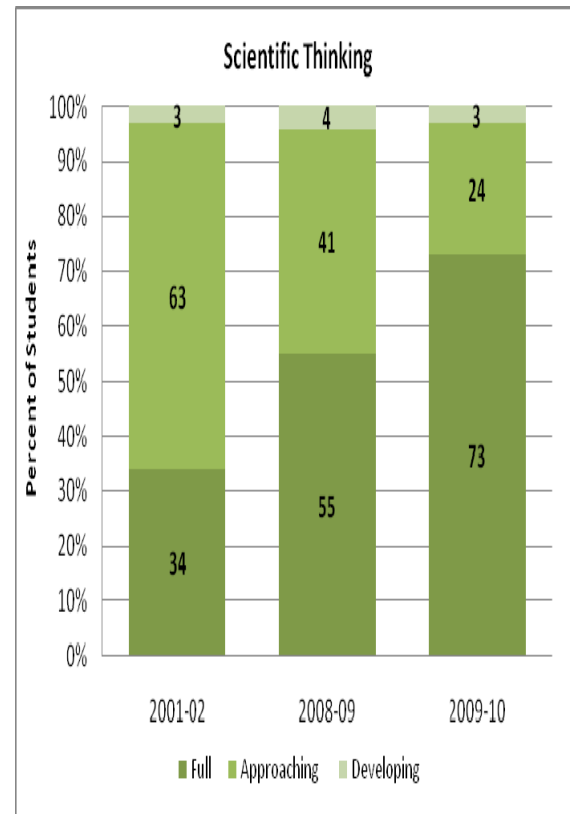
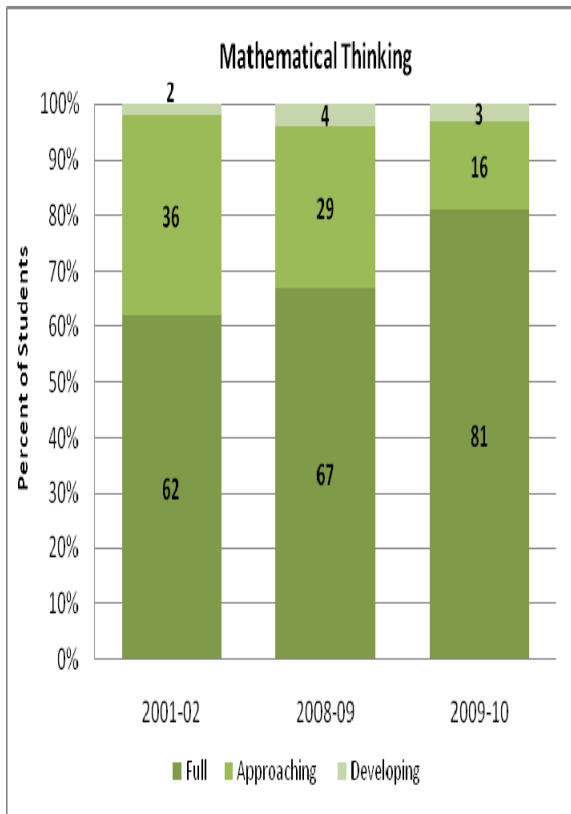
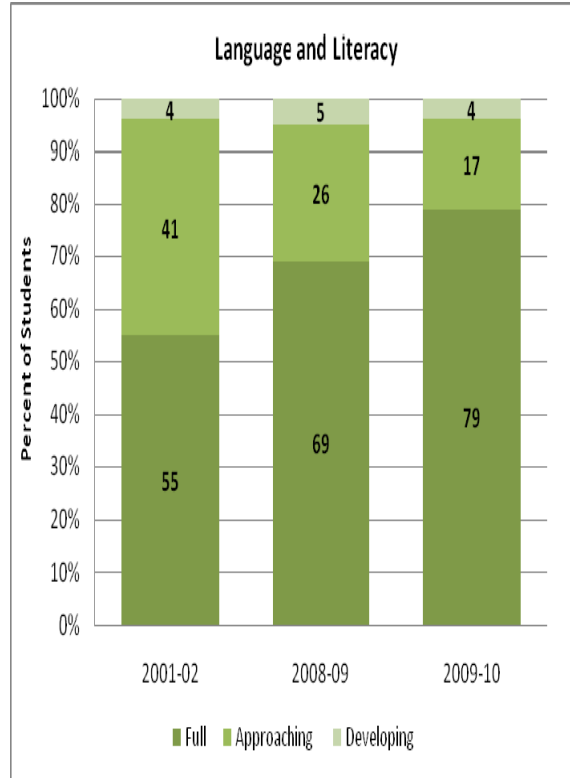
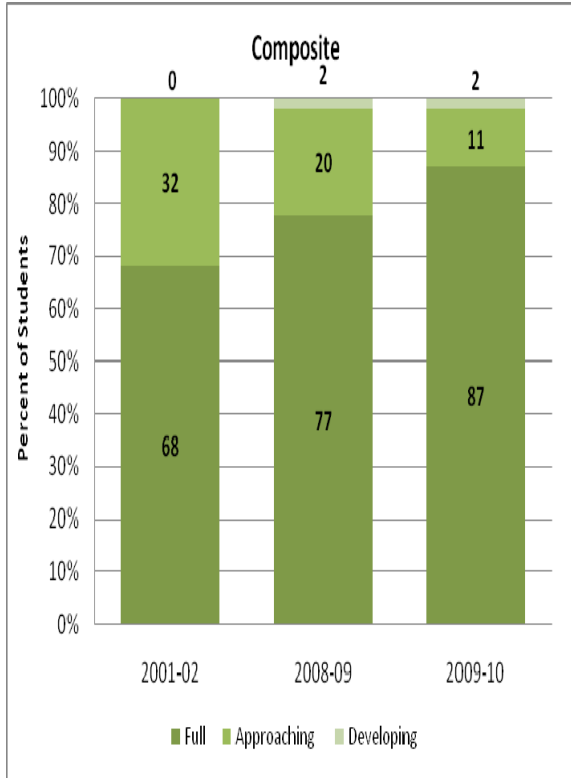


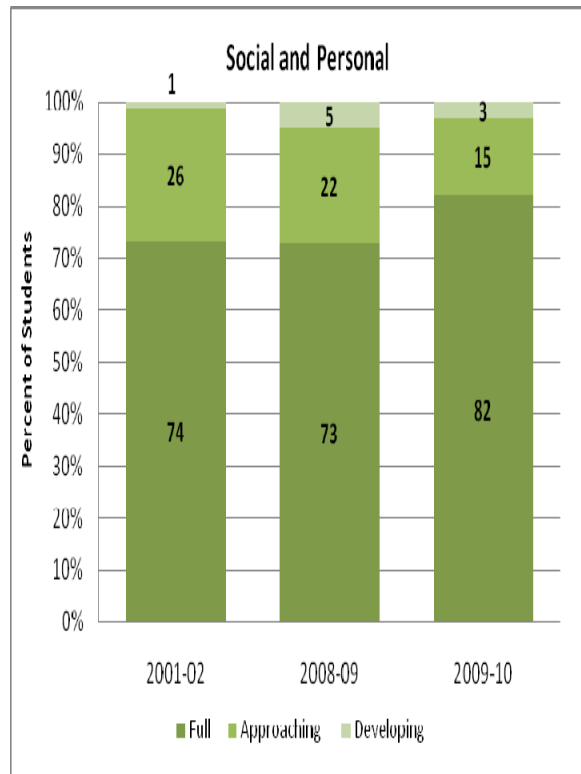
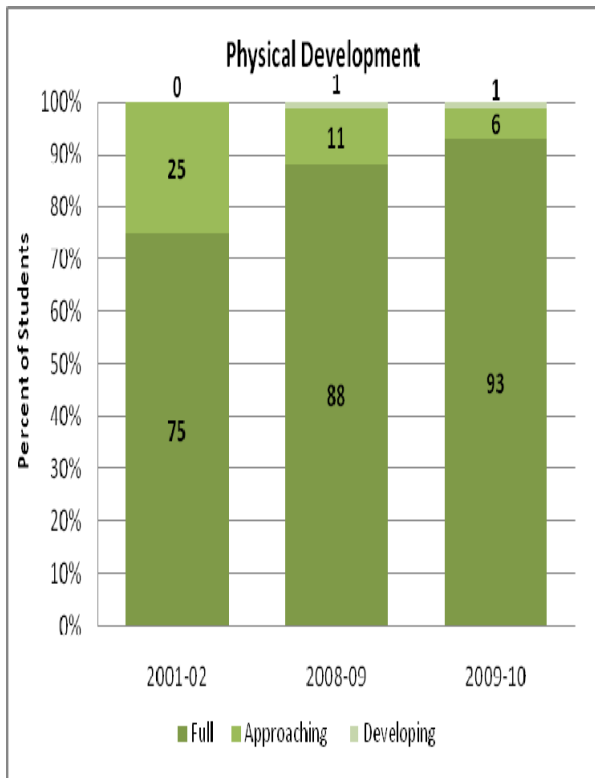
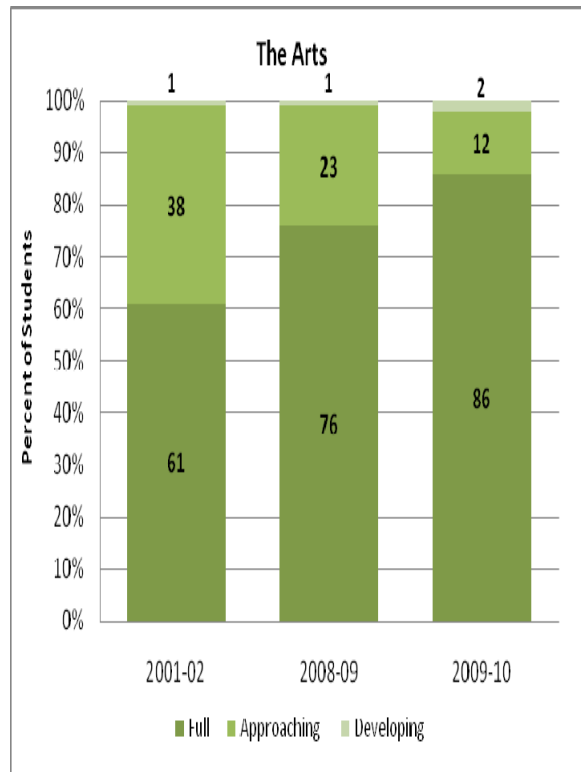
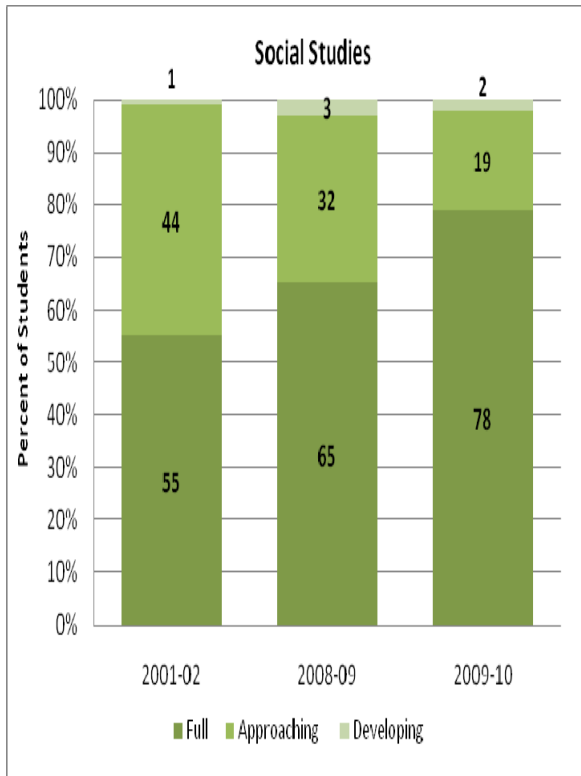
**Dorchester County - Number of Kindergarten Students**

	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	
<b>Race/Ethnicity</b>																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	85	38	15	42	26	70	81	35	22	70	47	21	78	44	16	94	40	4	106	23	9	85	39	14	
White	124	57	12	57	21	115	137	45	11	117	66	10	151	34	8	146	45	2	167	21	5	142	42	9	
Hispanic	17	11	3	16	6	9	10	18	3	13	15	3	14	14	3	20	9	2	23	7	1	14	14	3	
<b>Gender</b>																									
Male	101	68	24	90	66	37	113	57	23	104	68	21	122	52	19	115	70	8	150	33	10	114	60	19	
Female	125	38	7	104	49	17	115	42	13	96	61	13	121	41	8	145	24	1	146	19	5	127	35	8	
<b>Prior Care</b>																									
Child Care Center	41	19	6	40	16	10	47	13	6	39	24	3	49	13	4	50	14	2	57	8	1	48	13	5	
Family Child Care	21	13	2	18	16	2	24	11	1	27	8	1	29	6	1	26	10	0	29	7	0	28	7	1	
Head Start	36	25	10	30	23	18	32	26	13	33	24	14	35	27	9	46	22	3	51	15	5	37	24	10	
Home / Informal Care	39	17	6	27	24	11	39	15	8	29	27	6	41	16	5	42	19	1	50	9	3	37	20	5	
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	88	32	7	78	36	13	85	34	8	72	45	10	88	31	8	95	29	3	108	13	6	90	31	6	
<b>Special Education</b>																									
Yes	14	15	9	9	16	13	16	12	10	15	13	10	16	11	11	16	17	5	21	10	7	13	16	9	
No	212	91	22	185	99	41	212	87	26	185	116	24	227	82	16	244	77	4	275	42	8	228	79	18	
<b>Limited English Proficiency</b>																									
Yes	3	3	0	2	4	0	4	2	0	4	2	0	4	2	27	4	2	0	5	1	0	3	3	0	
No	223	103	31	192	111	54	224	97	36	196	127	34	239	91	27	256	92	9	291	51	15	238	92	27	
<b>Free and Reduced Price Meals</b>																									
Yes	5	5	1	6	3	2	5	5	1	5	6	0	7	3	1	8	3	0	10	1	0	6	4	1	
No	221	101	30	188	112	52	223	94	35	195	123	34	236	90	26	252	91	9	286	51	15	235	91	26	
<b>Aggregated Data</b>	226	106	31	194	115	54	228	99	36	200	129	34	243	93	27	260	94	9	296	52	15	241	95	27	

\* = fewer than 5

## Frederick County – Percentage of Kindgertan Students





**Frederick County - Percentage of Kindergarten Students**

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
<b>Race/Ethnicity</b>																								
American Indian/Alaskan Native	79	13	8	75	17	8	71	21	8	58	33	8	67	25	8	79	21	0	92	4	4	83	8	8
Asian/Pacific Islander	88	8	5	85	13	2	85	13	2	74	21	5	73	23	4	85	14	1	93	5	1	91	7	2
African American	78	18	4	78	18	4	76	19	5	67	29	3	76	22	2	85	14	1	91	8	1	86	12	2
White	82	15	3	82	15	3	83	14	3	77	21	2	81	17	2	88	10	2	93	6	1	88	10	2
Hispanic	78	18	4	58	32	10	67	26	6	53	40	7	68	26	6	78	20	2	92	8	94	74	22	3
<b>Gender</b>																								
Male	76	19	5	77	19	5	79	17	4	71	26	3	76	21	3	81	17	3	90	9	1	83	14	3
Female	88	11	1	82	15	3	82	15	3	75	22	2	81	17	2	92	7	1	95	4	0	90	9	1
<b>Prior Care</b>																								
Child Care Center	80	17	3	85	13	2	84	14	2	79	19	2	83	16	1	89	9	2	94	6	1	90	8	2
Family Child Care	80	18	2	81	17	2	80	17	3	78	19	2	82	18	1	86	9	1	93	6	2	87	12	1
Head Start	77	17	6	73	25	2	71	27	2	67	28	4	72	26	3	81	18	1	94	6	1	83	15	1
Home / Informal Care	83	13	3	74	21	6	77	17	6	71	25	4	76	20	3	84	14	2	91	8	1	83	15	2
Non-public Nursery	87	11	2	87	11	1	87	12	1	80	19	1	85	15	1	89	10	1	95	5	0	93	6	1
Pre-Kindergarten	79	17	4	77	18	5	79	17	5	67	28	4	75	22	3	86	12	2	92	7	1	84	13	2
<b>Special Education</b>																								
Yes	58	29	13	56	28	16	59	25	16	54	33	13	55	31	14	70	21	8	71	23	6	63	26	12
No	84	14	2	82	16	3	83	15	2	75	23	2	81	18	1	88	11	1	95	5	0	89	10	1
<b>English Language Learners</b>																								
Yes	82	14	4	59	32	10	70	24	6	51	41	8	61	32	7	79	20	1	93	6	0	76	22	3
No	82	15	3	82	15	3	82	15	3	75	22	2	80	18	2	87	11	2	93	6	1	88	10	2
<b>Free and Reduced Price Meals</b>																								
Yes	76	20	5	65	29	6	68	26	6	58	36	6	67	29	4	79	19	1	90	10	1	76	22	3
No	83	14	3	84	13	3	85	13	3	78	20	2	82	16	2	89	10	2	94	5	1	90	8	2
<b>Aggregated Data</b>	82	15	3	79	17	4	81	16	3	73	24	3	78	19	2	86	12	2	93	6	1	87	11	2

\* = fewer than 5

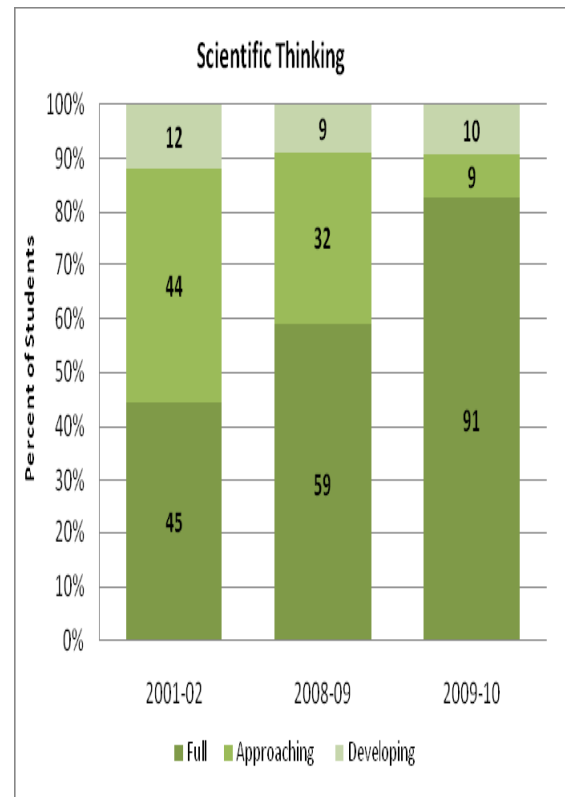
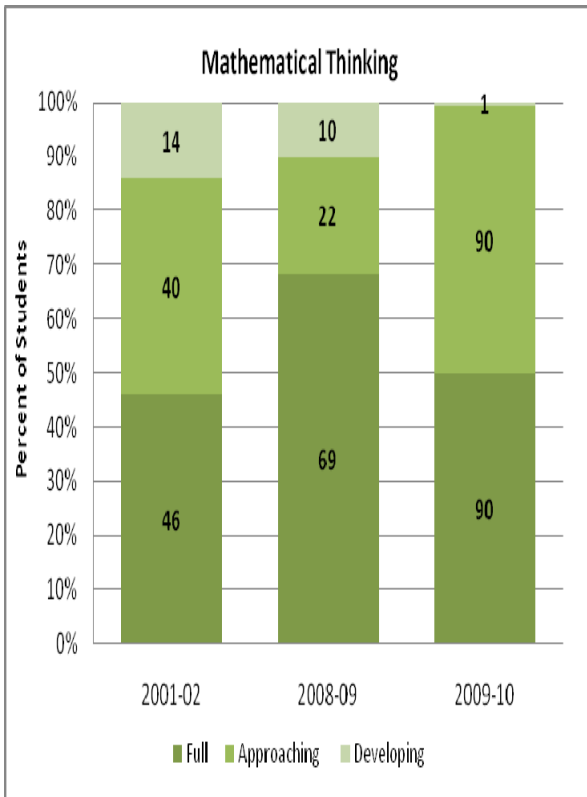
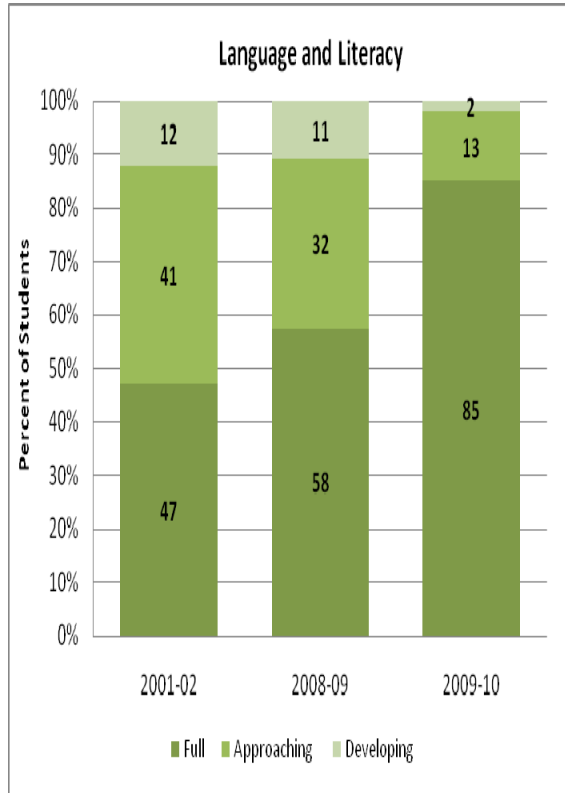
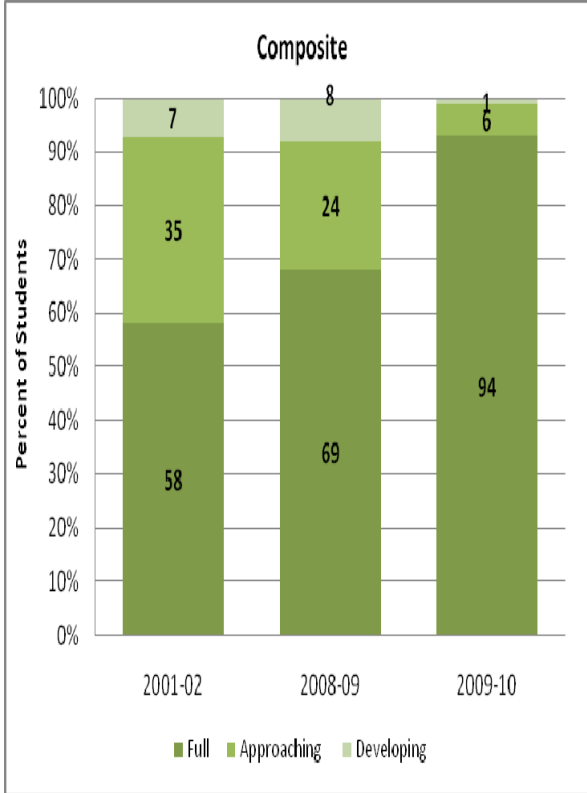
May not total 100% due to rounding.

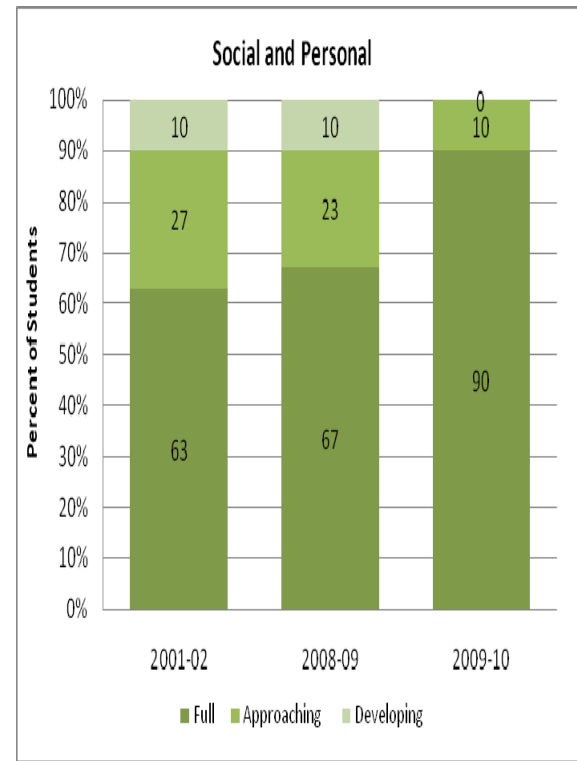
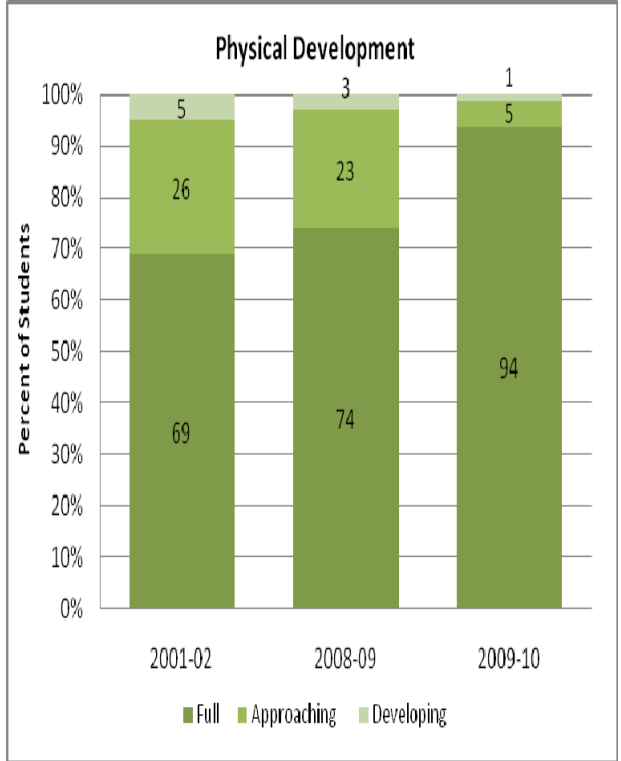
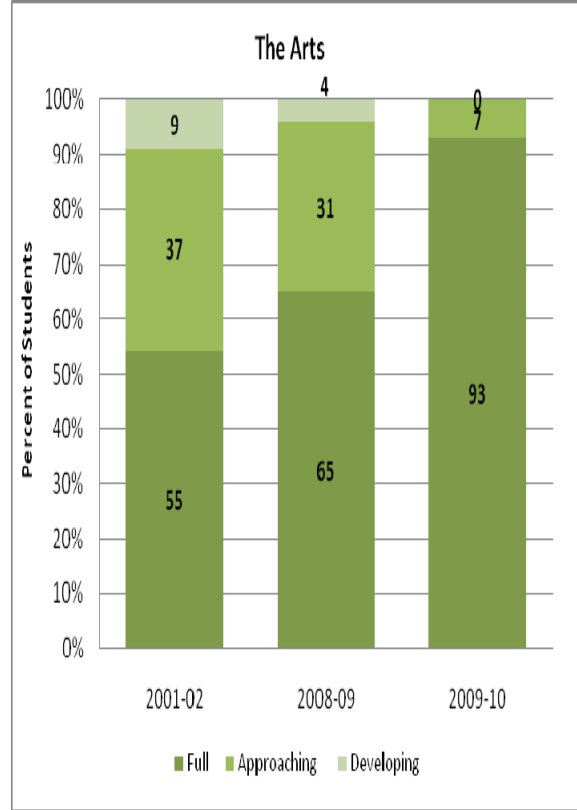
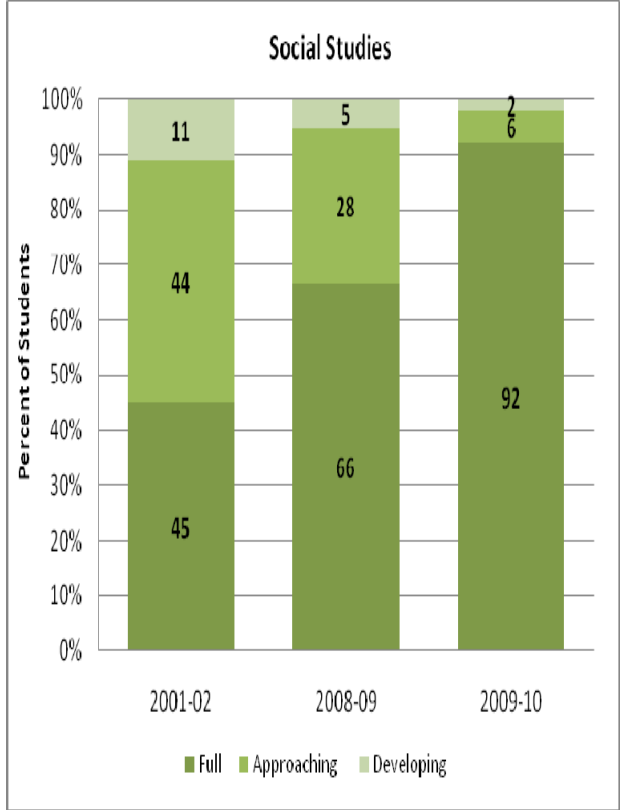
**Frederick County - Number of Kindergarten Students**

	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
<b>Race/Ethnicity</b>																								
American Indian/Alaskan Native	19	3	2	18	4	2	17	5	2	14	8	2	16	6	2	19	5	0	22	1	1	20	2	2
Asian/Pacific Islander	147	13	8	142	22	4	143	22	3	124	36	8	123	39	6	142	24	2	157	9	2	153	12	3
African American	270	64	13	269	64	14	265	66	16	234	101	12	265	75	7	295	48	4	316	27	4	298	42	7
White	1,640	295	59	1,645	295	54	1,655	280	59	1,535	417	42	1,614	345	35	1,752	208	34	1,854	122	18	1,761	201	32
Hispanic	232	53	12	172	94	31	200	78	19	157	120	20	202	77	18	233	58	6	274	23	1,994	221	66	10
<b>Gender</b>																								
Male	1,113	280	75	1,125	273	70	1,158	251	59	1,042	376	50	1,117	310	41	1,182	247	39	1,323	126	19	1,225	201	42
Female	1,195	148	19	1,121	206	35	1,122	200	40	1,022	306	34	1,103	232	27	1,259	96	7	1,300	56	6	1,228	122	12
<b>Prior Care</b>																								
Child Care Center	316	67	10	335	50	8	330	55	8	312	75	6	327	62	4	351	36	6	368	22	3	355	32	6
Family Child Care	100	23	2	101	21	3	100	21	4	98	24	3	102	22	1	108	36	1	116	7	2	109	15	1
Head Start	111	25	8	105	36	3	102	39	3	97	41	6	103	37	4	116	26	2	135	8	1	120	22	2
Home / Informal Care	475	76	19	419	118	33	440	98	32	405	145	20	435	116	19	481	80	9	521	44	5	474	83	13
Non-Public Nursery	495	61	11	494	65	8	495	68	4	455	106	6	481	83	3	506	55	6	539	27	1	526	36	5
Pre-Kindergarten	792	172	41	772	185	48	792	167	46	678	286	41	753	217	35	860	125	20	920	72	13	848	132	25
<b>Special Education</b>																								
Yes	138	70	30	133	67	38	140	60	38	128	78	32	132	73	33	167	51	20	170	54	14	149	61	28
No	2,170	358	64	2,113	412	67	2,140	391	61	1,936	604	52	2,088	469	35	2,274	292	26	2,453	128	11	2,304	262	26
<b>Limited English Proficiency</b>																								
Yes	230	40	12	165	90	27	196	69	17	145	115	22	172	91	19	223	57	2	263	18	1	213	61	8
No	2,078	388	82	2,081	389	78	2,084	382	82	1,919	567	62	2,048	451	49	2,218	286	44	2,360	164	24	2,240	262	46
<b>Free and Reduced Price Meals</b>																								
Yes	533	137	32	458	201	43	474	184	44	408	255	39	473	201	28	557	136	9	629	67	6	531	153	18
No	1,775	291	62	1,788	278	62	1,806	267	55	1,656	427	45	1,747	341	40	1,884	207	37	1,994	115	19	1,922	170	36
<b>Aggregated Data</b>	2,308	428	94	2,246	479	105	2,280	451	99	2,064	682	84	2,220	542	68	2,441	343	46	2,623	182	25	2,453	323	54

\* = fewer than 5

## Garrett County – Percentage of Kindergarten Students





**Garrett County - Percentage of Kindergarten Students**

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
<b>Race/Ethnicity</b>																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	90	10	0	85	13	2	91	8	1	91	9	1	92	6	2	93	7	0	94	5	1	94	6	1	
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Gender</b>																									
Male	85	15	0	78	19	3	85	13	1	85	15	0	88	10	2	91	9	0	92	7	1	91	9	0	
Female	95	5	0	93	6	1	95	3	1	97	2	1	97	2	1	96	4	0	97	3	1	97	2	1	
<b>Prior Care</b>																									
Child Care Center	100	0	0	96	4	0	91	9	0	91	9	0	96	4	0	100	0	0	96	4	0	96	4	0	
Family Child Care	93	7	0	73	20	7	80	13	7	87	7	7	93	0	7	73	27	0	80	20	0	87	7	7	
Head Start	87	13	0	74	21	5	86	12	2	88	10	1	91	6	3	88	12	0	93	6	1	92	7	1	
Home / Informal Care	98	2	0	92	8	0	94	6	0	92	8	0	92	8	0	96	4	0	98	2	0	98	2	0	
Non-public Nursery	92	8	0	92	8	0	100	0	0	100	0	0	100	0	0	100	0	0	92	8	0	100	0	0	
Pre-Kindergarten	87	13	0	88	10	2	92	7	1	92	8	0	92	8	0	96	4	0	96	3	1	94	6	0	
<b>Special Education</b>																									
Yes	70	30	0	48	43	9	61	35	4	61	39	0	57	39	4	83	17	0	83	17	0	61	39	0	
No	92	8	0	88	11	2	92	7	1	93	6	1	95	4	1	94	6	0	95	4	1	96	3	1	
<b>English Language Learners</b>																									
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	90	10	0	85	13	2	90	9	1	91	9	1	92	6	2	93	7	0	94	5	1	94	6	1	
<b>Free and Reduced Price Meals</b>																									
Yes	90	10	0	79	18	2	89	10	2	88	11	1	90	8	2	91	9	0	93	7	1	92	7	1	
No	91	9	0	92	5	2	92	7	1	95	5	0	95	4	1	96	4	0	96	3	1	96	4	0	
<b>Aggregated Data</b>	90	10	0	85	13	2	90	9	1	91	9	1	92	6	2	93	7	0	94	5	1	94	6	1	

\* = fewer than 5

May not total 100% due to rounding.

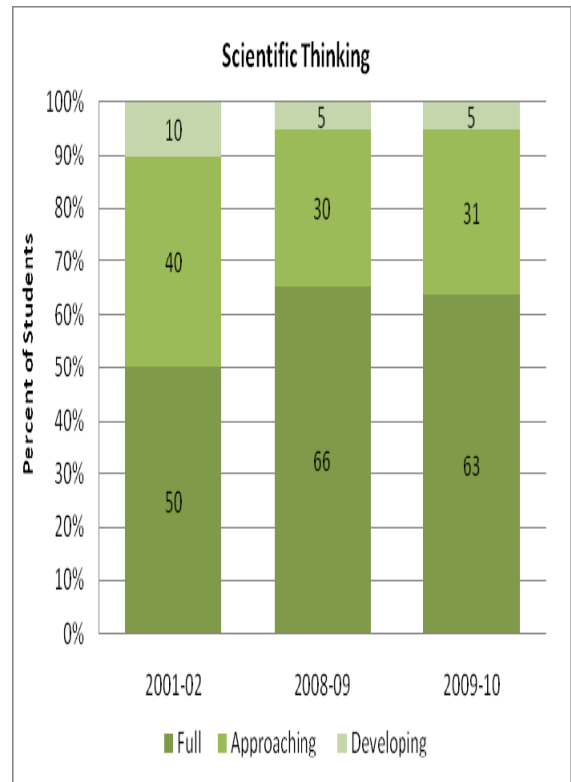
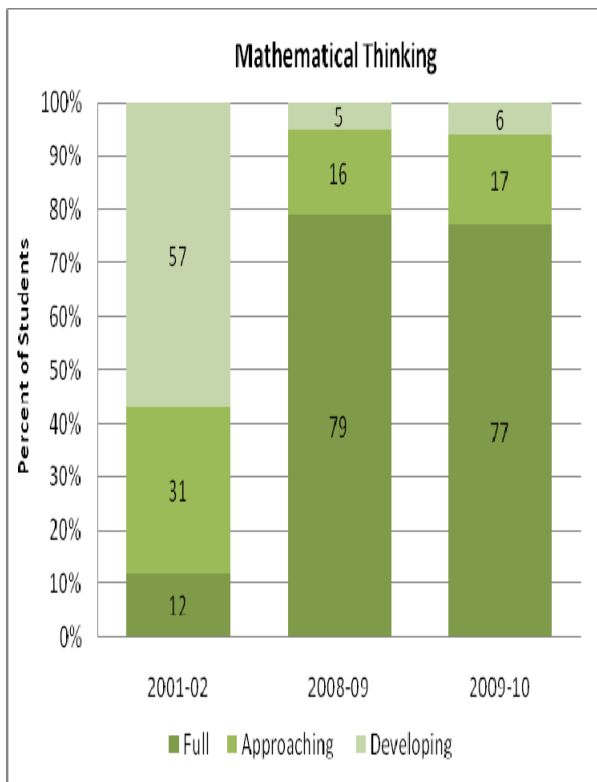
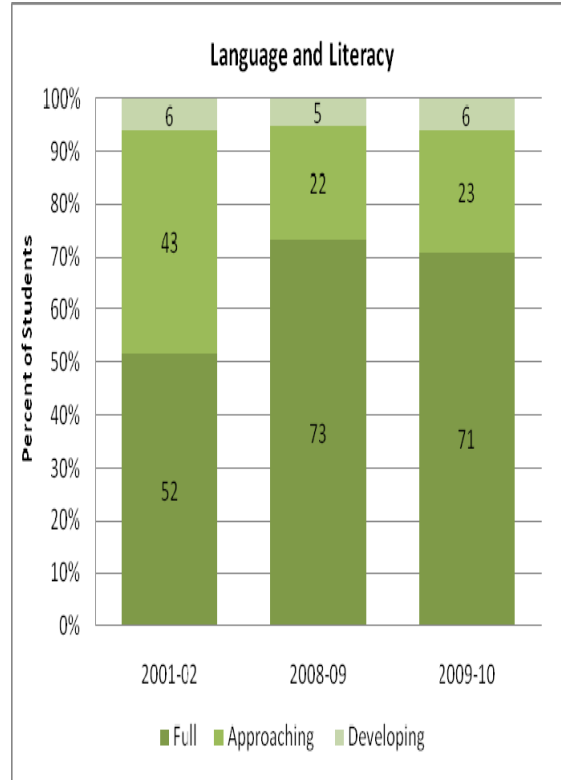
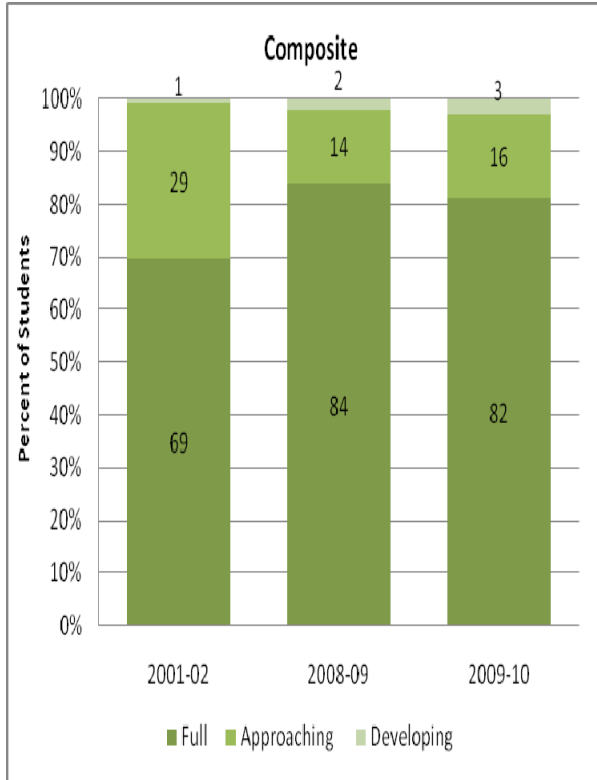


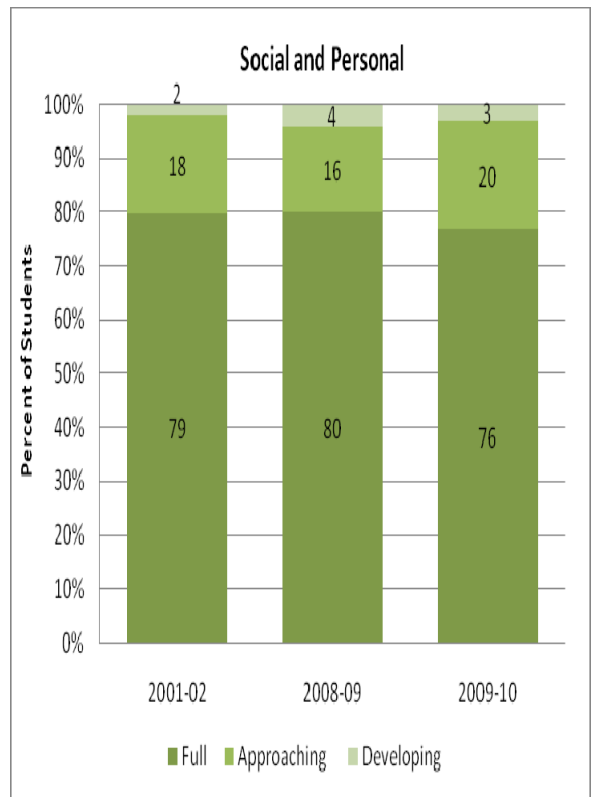
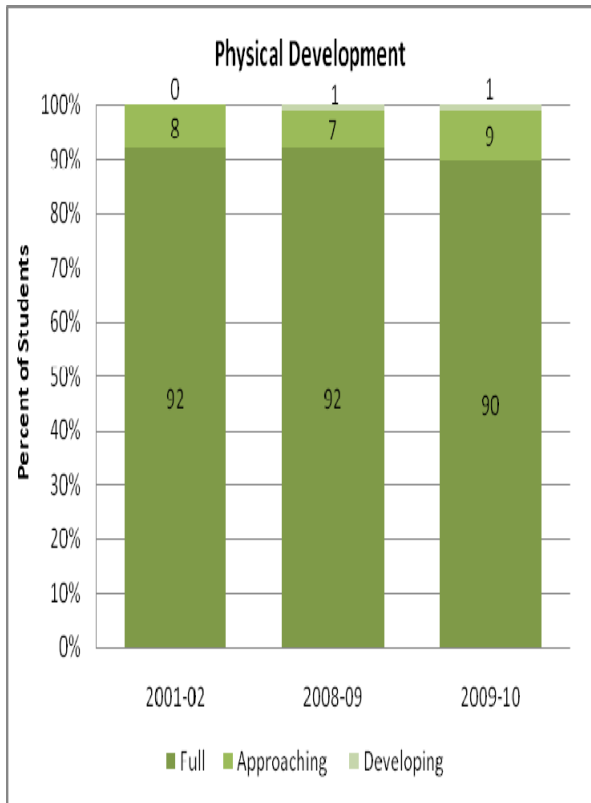
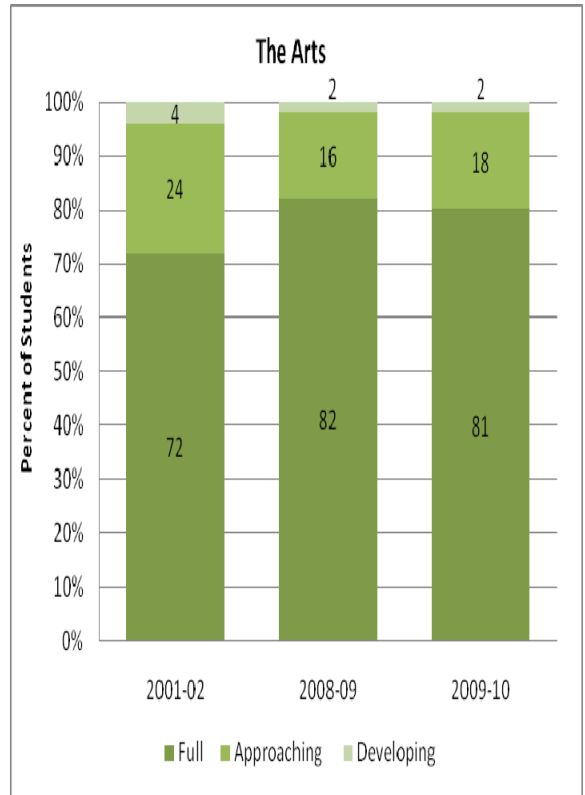
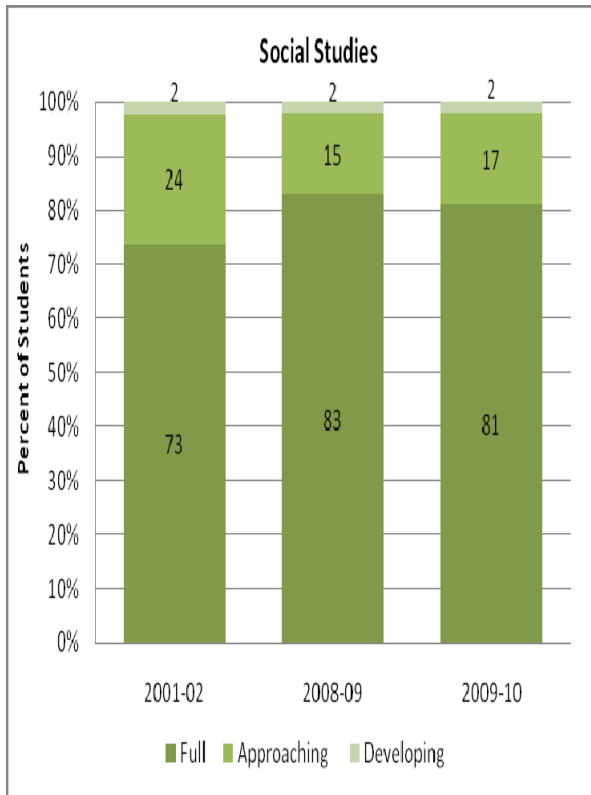
**Garrett County - Number of Kindergarten Students**

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
<b>Race/Ethnicity</b>																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	277	31	0	261	40	7	279	25	4	279	27	2	283	20	5	287	21	0	290	16	2	288	18	2	
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Gender</b>																									
Male	141	24	0	128	32	5	141	22	2	141	24	0	145	17	3	150	15	0	152	12	1	150	15	0	
Female	140	7	0	136	9	2	140	5	2	142	3	2	142	3	2	141	6	0	142	4	1	142	3	2	
<b>Prior Care</b>																									
Child Care Center	23	0	0	22	1	0	21	2	0	21	2	0	22	1	0	23	0	0	22	1	0	22	1	0	
Family Child Care	14	1	0	11	3	1	12	2	1	13	1	1	14	0	1	11	4	0	12	3	0	13	1	1	
Head Start	75	11	0	64	18	4	74	10	2	76	9	1	78	5	3	76	10	0	80	5	1	79	6	1	
Home / Informal Care	47	1	0	44	4	0	45	3	0	44	4	0	44	4	0	46	2	0	47	1	0	47	1	0	
Non-Public Nursery	12	1	0	12	1	0	13	0	0	13	0	0	13	0	0	13	0	0	12	1	0	13	0	0	
Pre-Kindergarten	108	16	0	109	13	2	114	9	1	114	10	0	114	10	0	119	5	0	119	4	1	116	8	0	
<b>Special Education</b>																									
Yes	16	7	0	11	10	2	14	8	1	14	9	0	13	9	1	19	4	0	19	4	0	14	9	0	
No	265	24	0	253	31	5	267	19	3	269	18	2	274	11	4	272	17	0	275	12	2	278	9	2	
<b>Limited English Proficiency</b>																									
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	281	31	0	264	41	7	281	27	4	283	27	2	287	20	5	291	21	0	294	16	2	292	18	2	
<b>Free and Reduced Price Meals</b>																									
Yes	165	19	0	146	34	4	163	18	3	161	21	2	165	15	4	168	16	0	171	12	1	169	13	2	
No	116	12	0	118	7	3	118	9	1	122	6	0	122	5	1	123	5	0	123	4	1	123	5	0	
<b>Aggregated Data</b>	281	31	0	264	41	7	281	27	4	283	27	2	287	20	5	291	21	150	294	16	2	292	18	2	

\* = fewer than 5

## Harford County – Percentage of Kindergarten Students





### Harford County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
<b>Race/Ethnicity</b>																								
American Indian/Alaskan Native	65	18	18	76	6	18	71	12	18	24	18	59	71	12	18	76	12	12	76	12	12	76	6	18
Asian/Pacific Islander	82	13	5	74	18	7	87	8	5	20	6	73	79	19	2	81	14	5	94	5	1	85	12	3
African American	67	29	4	62	30	7	66	25	8	39	6	54	72	26	2	72	26	2	83	16	1	72	24	3
White	80	17	3	74	21	5	81	15	4	29	4	66	85	14	2	84	15	1	92	7	1	85	13	2
Hispanic	67	27	6	58	11	11	65	25	9	38	11	51	71	22	7	74	23	3	91	7	2	73	24	4
<b>Gender</b>																								
Male	70	25	5	66	27	7	76	18	6	61	33	6	77	20	3	75	23	2	88	11	1	78	19	3
Female	83	15	2	76	19	5	79	16	5	66	30	4	85	14	2	87	12	1	92	7	1	86	12	2
<b>Prior Care</b>																								
Child Care Center	77	20	3	75	21	4	83	14	3	69	28	3	83	16	1	85	15	1	93	6	1	85	14	1
Family Child Care	79	19	2	65	29	6	71	22	6	58	38	4	78	21	2	77	22	1	85	14	1	74	23	3
Head Start	69	29	3	54	34	11	60	23	17	51	43	6	71	26	3	74	23	3	83	17	0	66	31	3
Home / Informal Care	69	26	5	52	35	13	59	29	13	54	36	11	73	23	3	75	23	2	86	13	1	70	26	4
Non-public Nursery	87	12	1	84	14	1	91	8	1	75	24	2	92	8	0	89	11	0	96	4	0	94	6	0
Pre-Kindergarten	71	24	5	67	25	8	72	20	7	56	36	7	75	21	4	76	21	3	86	13	2	76	19	4
<b>Special Education</b>																								
Yes	41	34	24	31	42	27	47	26	27	34	35	31	55	27	17	54	33	13	59	31	10	49	28	23
No	78	19	2	73	22	5	79	17	4	65	31	4	82	16	1	82	17	1	92	8	0	84	15	1
<b>English Language Learners</b>																								
Yes	60	30	10	36	42	22	54	31	15	42	36	22	57	33	10	66	25	9	84	15	1	57	39	4
No	77	20	3	72	23	5	78	17	5	64	31	5	82	16	2	81	17	1	90	9	1	82	15	3
<b>Free and Reduced Price Meals</b>																								
Yes	64	31	6	56	33	11	61	28	11	47	43	10	68	28	4	69	29	2	83	16	1	67	29	4
No	82	16	3	77	19	4	84	13	3	70	27	3	86	12	2	86	13	1	93	6	1	88	10	2
Aggregated Data	76	20	3	71	23	6	77	17	6	63	31	5	81	17	2	81	18	2	90	9	1	82	16	3

\* = fewer than 5

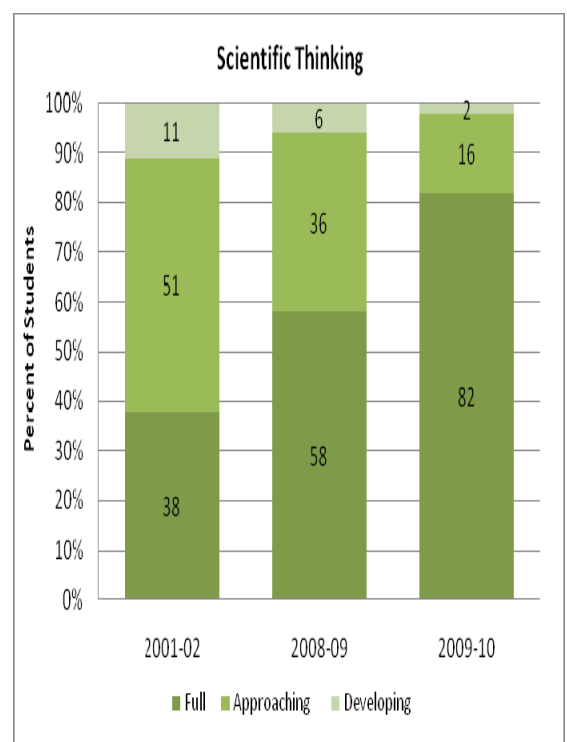
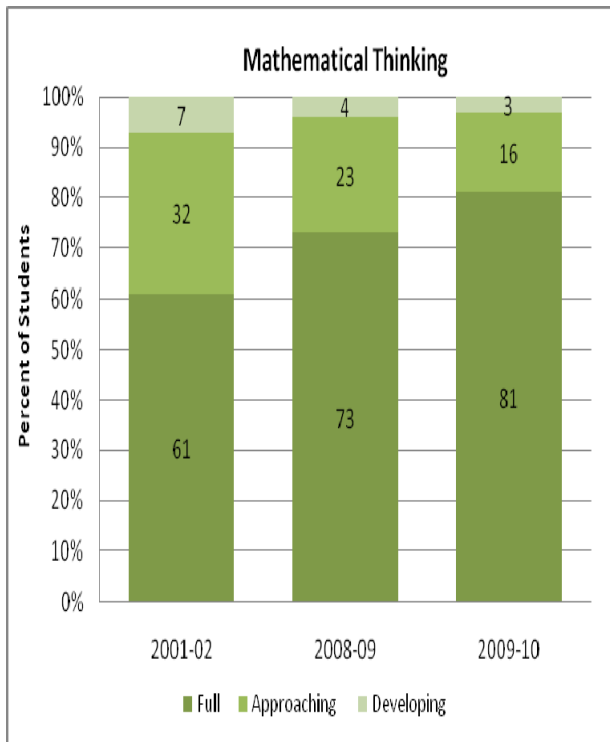
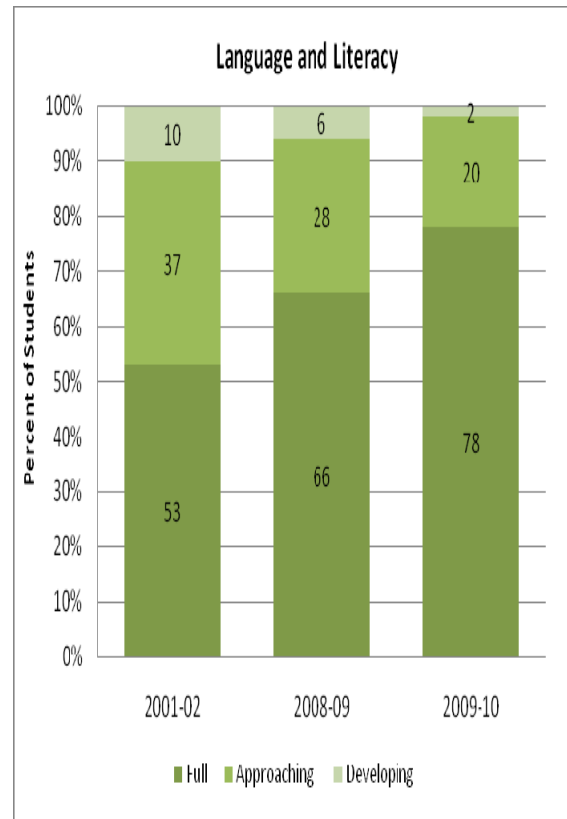
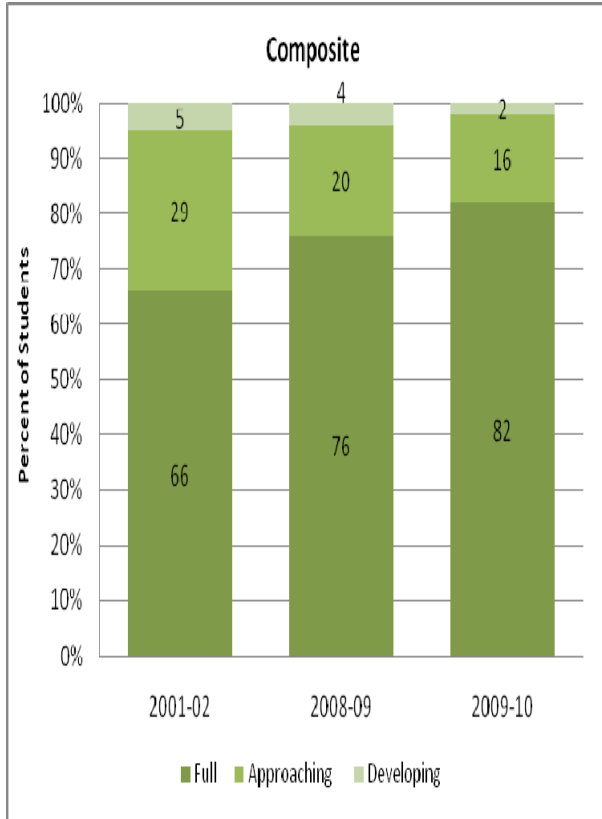
May not total 100% due to rounding.

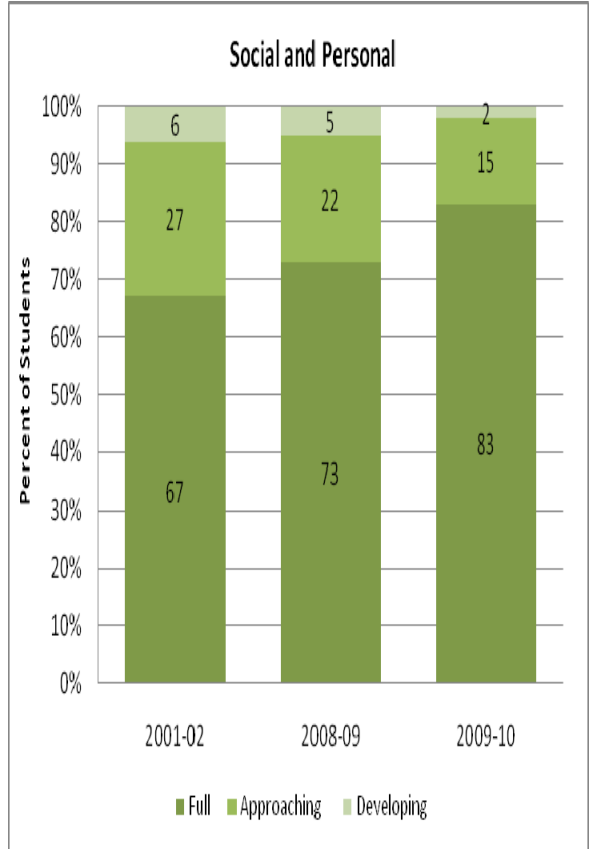
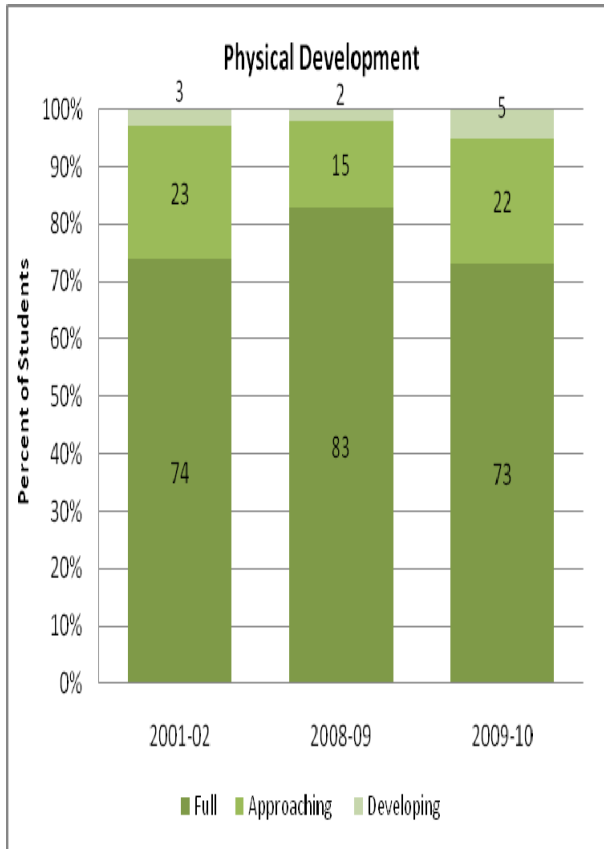
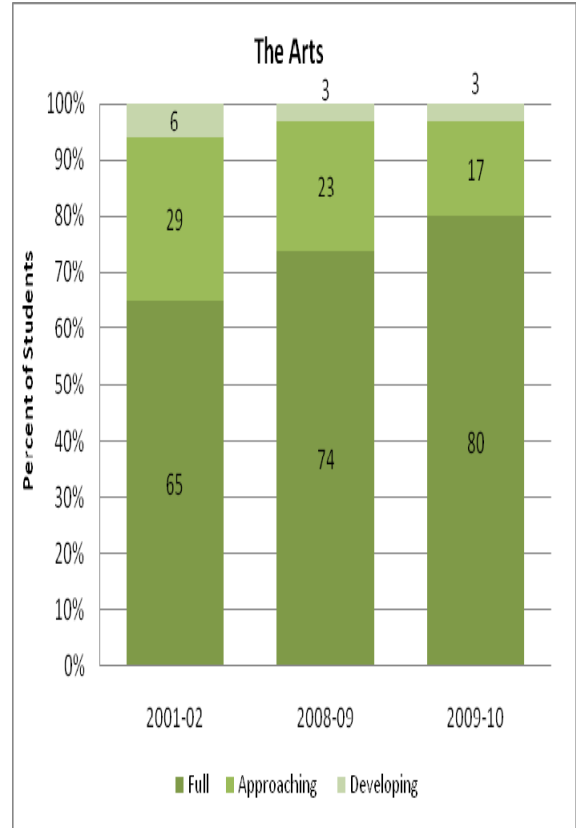
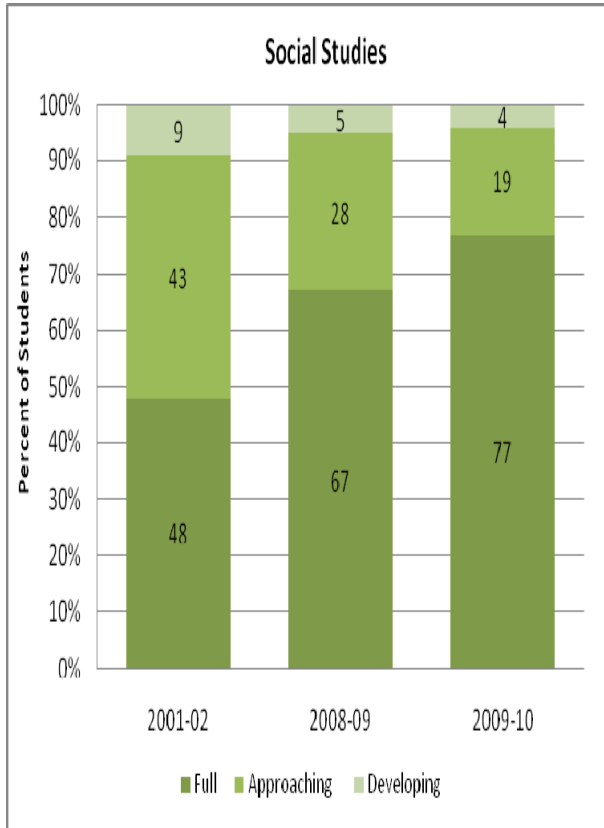
### Harford County - Number of Kindergarten Students

	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
<b>Race/Ethnicity</b>																								
American Indian/Alaskan Native	11	3	3	13	1	3	12	2	3	4	3	10	12	2	3	76	12	12	13	2	2	13	1	3
Asian/Pacific Islander	80	13	5	73	18	7	85	8	5	20	6	72	77	19	2	81	14	5	92	5	1	83	12	3
African American	371	160	24	345	169	41	368	140	47	218	35	302	397	145	13	72	26	2	461	90	4	402	134	19
White	1,529	333	54	1,425	398	93	1,547	284	85	562	80	1,274	1,622	261	33	84	15	1	1,760	141	15	1,627	249	40
Hispanic	93	37	9	80	15	15	91	35	13	53	15	71	98	31	10	74	23	3	126	10	3	101	33	5
<b>Gender</b>																								
Male	981	347	68	921	379	96	1,056	252	88	858	458	80	1,080	278	38	75	23	2	1,223	157	16	1,082	269	45
Female	1,103	199	27	1,015	251	63	1,047	217	65	871	399	59	1,126	180	23	87	12	1	1,229	91	9	1,144	160	25
<b>Prior Care</b>																								
Child Care Center	363	97	14	356	101	17	393	68	13	328	134	12	392	75	7	85	15	1	442	29	3	405	64	5
Family Child Care	89	21	2	73	32	7	80	25	7	65	43	4	87	23	2	77	22	1	95	16	1	83	26	3
Head Start	24	10	1	19	12	4	21	8	6	18	15	2	25	9	1	74	23	3	29	6	0	23	11	1
Home / Informal Care	268	100	20	202	136	50	228	111	49	209	138	41	285	90	13	75	23	2	332	51	5	271	100	17
Non-Public Nursery	690	96	8	670	114	10	720	64	10	592	189	13	727	64	3	89	11	0	763	30	1	743	48	3
Pre-Kindergarten	618	207	47	586	218	68	629	178	65	490	318	64	657	182	33	76	21	3	749	109	14	666	168	38
<b>Special Education</b>																								
Yes	59	49	35	44	60	39	67	37	39	49	50	44	79	39	25	54	33	13	85	44	14	70	40	33
No	2,025	497	60	1,892	570	120	2,036	432	114	1,680	807	95	2,127	419	36	82	17	1	2,367	204	11	2,156	389	37
<b>Limited English Proficiency</b>																								
Yes	40	20	7	24	28	15	36	21	10	28	24	15	38	22	7	66	25	9	56	10	1	38	26	3
No	2,044	526	88	1,912	602	144	2,067	448	143	1,701	833	124	2,168	436	54	81	17	1	2,396	238	24	2,188	403	67
<b>Free and Reduced Price Meals</b>																								
Yes	509	244	45	444	266	88	484	225	89	379	342	77	540	226	32	69	29	2	659	128	11	533	232	33
No	1,575	302	50	1,492	364	71	1,619	244	64	1,350	515	62	1,666	232	29	86	13	1	1,793	120	14	1,693	197	37
<b>Aggregated Data</b>	2,084	546	95	1,936	630	159	2,103	469	153	1,729	857	139	2,206	458	61	2,202	481	42	2,452	248	25	2,226	429	70

\* = fewer than 5

## Howard County – Percentage of Kindergarten Students





### Howard County - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
<b>Race/Ethnicity</b>																								
American Indian/Alaskan Native	73	27	0	67	27	7	80	13	7	73	20	7	67	33	0	87	13	0	60	33	7	87	13	0
Asian/Pacific Islander	84	14	2	79	19	2	84	14	2	83	15	2	83	15	2	83	14	3	76	20	3	85	14	1
African American	77	19	4	70	25	5	73	23	4	76	20	4	66	27	7	70	25	5	60	31	9	72	24	4
White	85	13	1	82	16	2	84	14	2	85	14	1	81	16	3	83	15	2	79	18	3	86	12	2
Hispanic	81	18	2	65	30	5	72	23	5	77	19	5	62	29	9	75	18	7	56	31	13	74	22	4
<b>Gender</b>																								
Male	78	19	3	75	22	3	78	18	4	78	19	3	74	21	5	75	20	5	67	26	7	78	19	3
Female	89	10	1	81	17	2	83	15	2	86	12	1	80	17	3	85	14	2	79	18	3	87	12	2
<b>Prior Care</b>																								
Child Care Center	85	14	1	80	18	1	85	13	1	85	14	1	79	19	2	83	16	1	77	20	3	85	14	1
Family Child Care	84	15	1	77	18	5	81	14	4	82	14	4	69	27	4	79	15	6	70	21	9	83	13	4
Head Start	70	29	1	61	35	4	63	35	3	70	27	4	60	33	7	67	29	4	54	39	7	66	32	2
Home / Informal Care	76	18	6	65	30	6	68	26	7	73	24	3	64	27	10	66	27	8	58	29	13	69	27	5
Non-public Nursery	91	8	1	89	10	1	89	10	1	91	9	1	89	10	1	91	8	1	86	13	1	93	7	1
Pre-Kindergarten	78	18	3	71	24	4	75	20	5	77	19	4	72	21	6	73	22	5	64	28	8	76	20	4
<b>Special Education</b>																								
Yes	56	32	12	49	39	11	55	31	13	61	29	11	50	33	17	47	38	15	36	44	20	51	37	12
No	86	13	1	80	18	2	83	15	2	84	15	1	79	18	3	83	15	2	76	20	4	85	14	2
<b>English Language Learners</b>																								
Yes	80	18	2	68	28	5	72	23	5	75	21	3	63	30	7	70	25	6	53	35	12	72	25	3
No	83	15	2	79	19	2	82	16	3	83	15	2	78	18	4	81	16	3	75	21	4	83	15	2
<b>Free and Reduced Price Meals</b>																								
Yes	75	21	3	65	30	4	67	28	5	72	24	5	58	33	8	66	29	5	54	34	12	68	28	5
No	85	14	2	80	18	2	83	14	2	84	14	2	81	16	3	82	15	3	76	20	4	85	13	2
<b>Aggregated Data</b>	83	15	2	78	20	3	81	16	3	82	16	2	77	19	4	80	17	3	73	22	5	82	16	2

\* = fewer than 5

May not total 100% due to rounding.

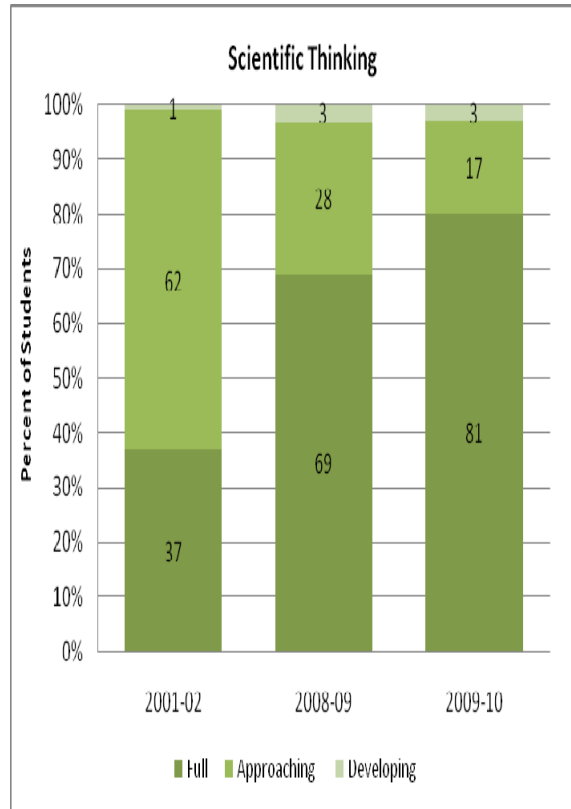
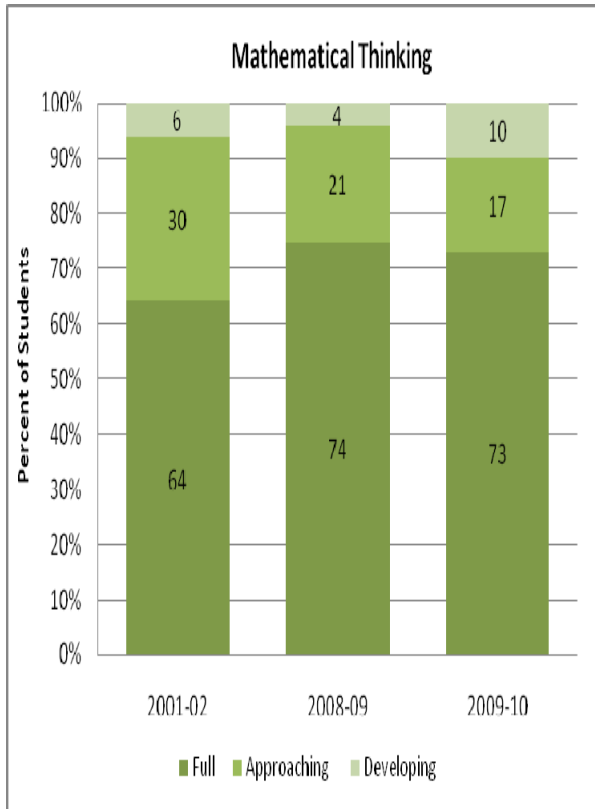
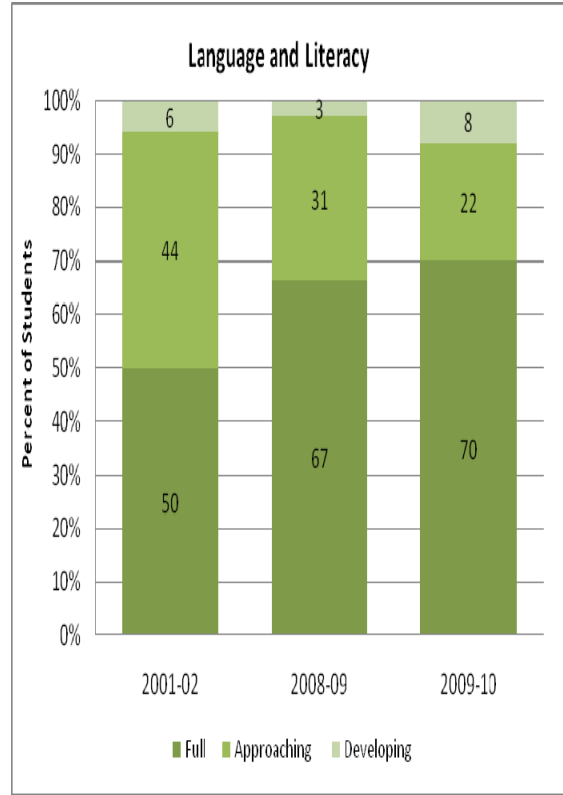
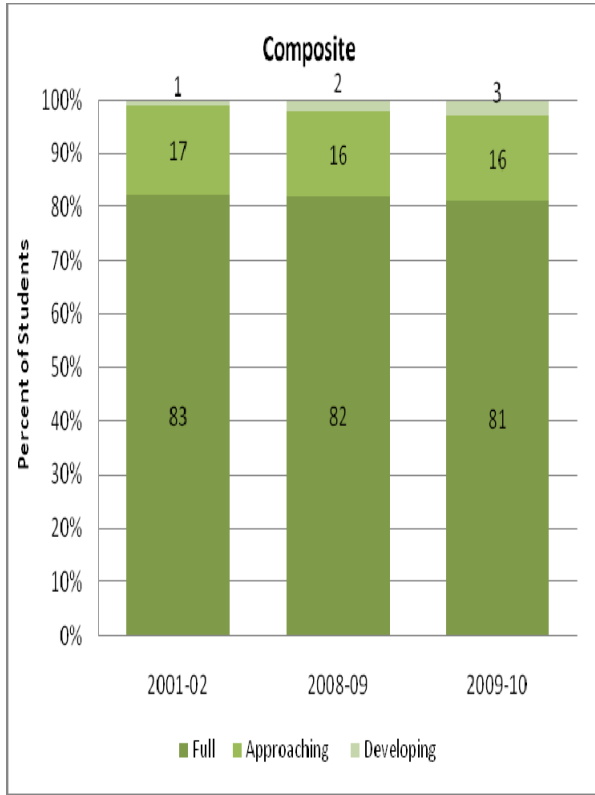


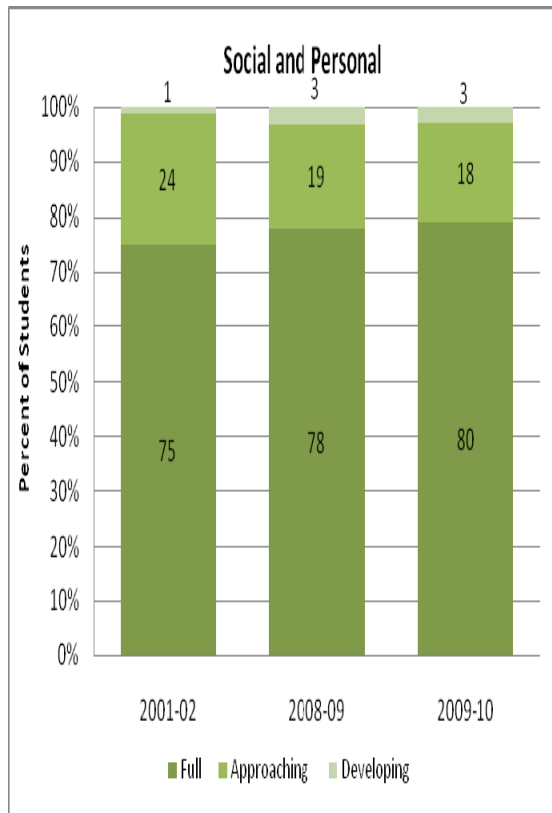
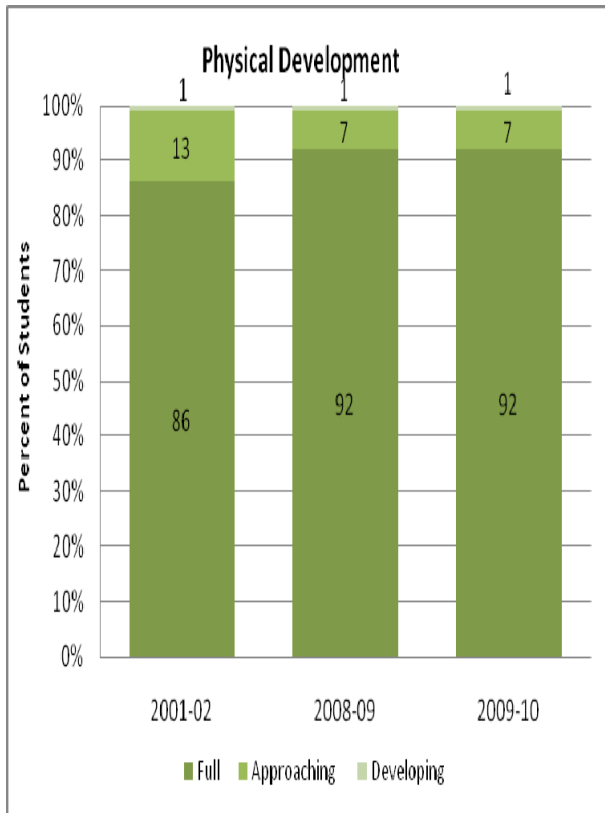
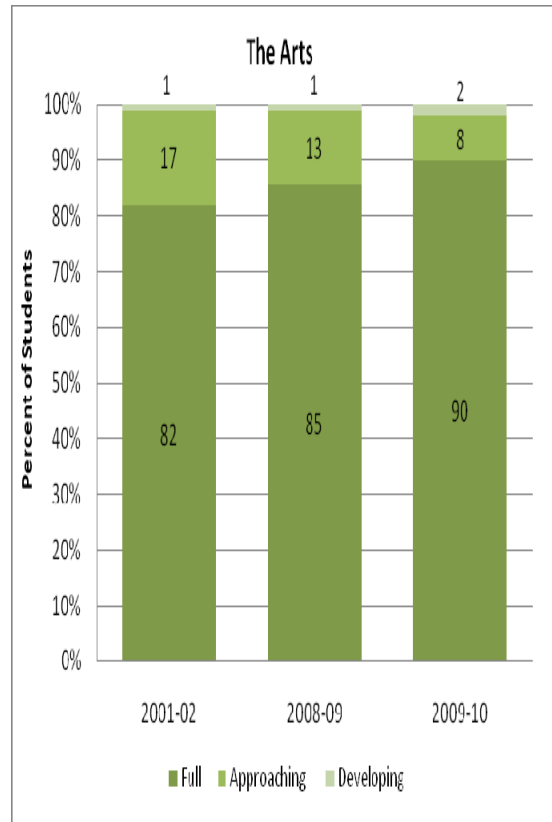
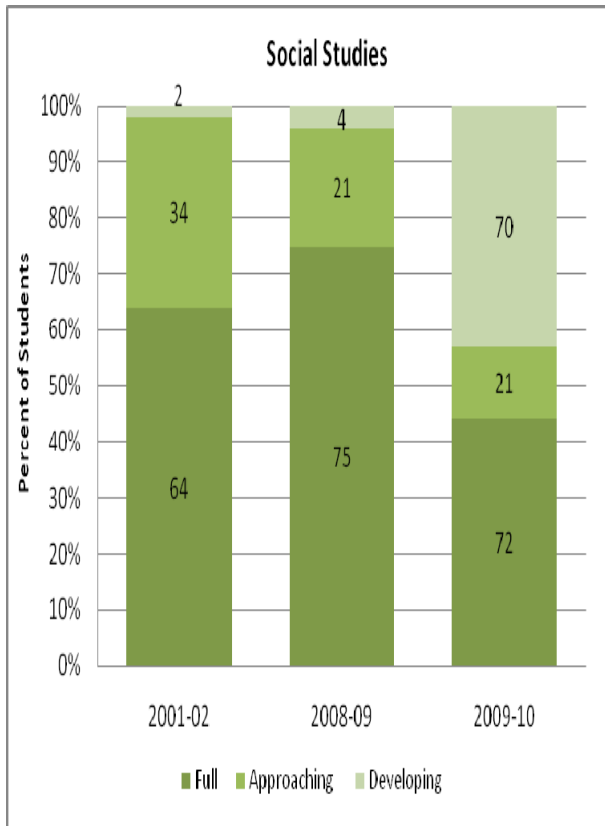
### Howard County - Number of Kindergarten Students

	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
<b>Race/Ethnicity</b>																								
American Indian/Alaskan Native	11	4	0	10	4	1	12	2	1	11	3	1	10	5	0	13	2	0	9	5	1	13	2	0
Asian/Pacific Islander	513	83	12	483	115	10	509	86	13	504	94	10	505	91	12	507	85	16	464	123	21	515	84	9
African American	555	135	27	503	181	33	521	168	28	543	146	28	471	195	51	503	178	36	433	223	61	519	172	26
White	1,554	239	26	1,487	298	34	1,529	248	42	1,550	246	23	1,482	286	51	1,505	272	42	1,429	329	61	1,561	221	37
Hispanic	179	39	4	144	67	11	159	51	12	170	42	10	138	64	20	166	41	15	125	69	28	165	49	8
<b>Gender</b>																								
Male	1,368	336	53	1,312	385	60	1,375	316	66	1,374	329	54	1,305	361	91	1,320	355	82	1,175	460	122	1,366	336	55
Female	1,444	164	16	1,315	280	29	1,355	239	30	1,404	202	18	1,301	280	43	1,374	223	27	1,285	289	50	1,407	192	25
<b>Prior Care</b>																								
Child Care Center	782	132	9	742	169	12	788	123	12	782	132	9	731	176	16	763	147	13	711	186	26	783	130	10
Family Child Care	117	21	2	108	25	7	114	20	6	115	20	5	96	38	6	110	21	9	98	30	12	116	18	6
Head Start	79	33	1	69	40	4	71	39	3	79	30	4	68	37	8	76	33	4	61	44	8	75	36	2
Home / Informal Care	232	56	17	197	91	17	206	79	20	222	74	9	194	82	29	201	81	23	178	88	39	209	82	14
Non-Public Nursery	806	71	6	788	89	6	785	91	7	801	76	6	789	84	10	804	70	9	763	113	7	818	58	7
Pre-Kindergarten	747	174	33	682	232	40	719	189	46	732	186	36	688	204	62	697	210	47	612	266	76	727	188	39
<b>Special Education</b>																								
Yes	151	88	32	133	107	31	150	85	36	164	78	29	136	90	45	127	102	42	98	120	53	139	99	33
No	2,661	412	37	2,494	558	58	2,580	470	60	2,614	453	43	2,470	551	89	2,567	476	67	2,362	629	119	2,634	429	47
<b>Limited English Proficiency</b>																								
Yes	230	51	6	195	79	13	208	66	13	216	61	10	182	85	20	200	71	16	153	100	34	206	72	9
No	2,582	449	63	2,432	586	76	2,522	489	83	2,562	470	62	2,424	556	114	2,494	507	93	2,307	649	138	2,567	456	71
<b>Free and Reduced Price Meals</b>																								
Yes	419	117	19	363	169	23	373	153	29	397	131	27	324	185	46	368	161	26	300	189	66	377	153	25
No	2,393	383	50	2,264	496	66	2,357	402	67	2,381	400	45	2,282	456	88	2,326	417	83	2,160	560	106	2,396	375	55
<b>Aggregated Data</b>	2,812	500	69	2,627	665	89	2,730	555	96	2,778	531	72	2,606	641	134	2,694	578	109	2,460	749	172	2,773	528	80

\* = fewer than 5

## Kent County – Percentage of Kindergarten Students





**Kent County - Percentage of Kindergarten Students**

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
<b>Race/Ethnicity</b>																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	62	29	9	68	21	12	75	15	68	76	18	6	62	26	12	85	9	6	82	12	6	74	21	6	
White	85	14	1	75	20	5	16	6	78	87	13	0	80	16	4	94	5	1	94	6	0	85	13	2	
Hispanic	79	21	0	36	43	21	18	29	43	36	50	14	29	50	21	71	29	0	100	0	0	64	29	7	
<b>Gender</b>																									
Male	69	26	6	61	29	10	70	16	14	76	23	1	64	26	10	83	14	3	86	13	1	71	24	4	
Female	89	11	100	78	17	6	75	18	7	84	12	3	78	18	4	96	3	1	97	2	1	89	9	2	
<b>Prior Care</b>																									
Child Care Center	86	14	0	71	29	0	0	0	0	86	14	0	71	29	0	100	0	0	100	0	0	100	0	0	
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Home / Informal Care	70	20	10	40	40	20	0	0	0	40	40	20	50	30	20	60	40	0	70	30	0	50	40	10	
Non-public Nursery	100	0	0	86	14	0	0	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	
Pre-Kindergarten	80	0	0	73	20	7	0	0	0	83	16	0	73	21	5	91	7	2	94	5	1	83	15	2	
<b>Special Education</b>																									
Yes	67	27	7	47	33	20	60	13	27	67	20	13	53	27	20	73	7	20	73	13	13	53	27	20	
No	81	17	2	73	21	6	74	17	8	82	17	1	74	21	6	92	8	0	94	6	0	84	15	1	
<b>English Language Learners</b>																									
Yes	82	18	18	27	45	27	36	27	36	27	55	18	18	55	27	73	27	0	100	0	0	64	27	9	
No	80	18	3	74	20	6	76	16	8	84	14	1	76	19	5	91	7	2	91	7	1	82	15	3	
<b>Free and Reduced Price Meals</b>																									
Yes	72	24	4	59	27	14	57	27	17	73	22	5	59	29	12	86	11	4	89	8	2	72	22	22	
No	88	11	1	83	17	0	91	7	3	88	12	0	86	13	1	95	5	0	95	5	0	91	9	0	
<b>Aggregated Data</b>	80	18	3	70	22	8	73	17	10	81	17	3	72	21	7	90	8	2	92	7	1	81	16	3	

\* = fewer than 5

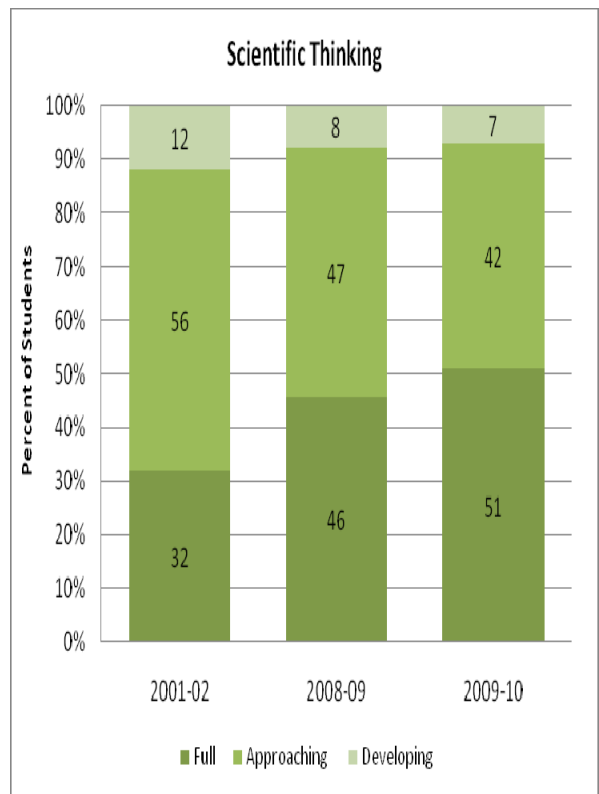
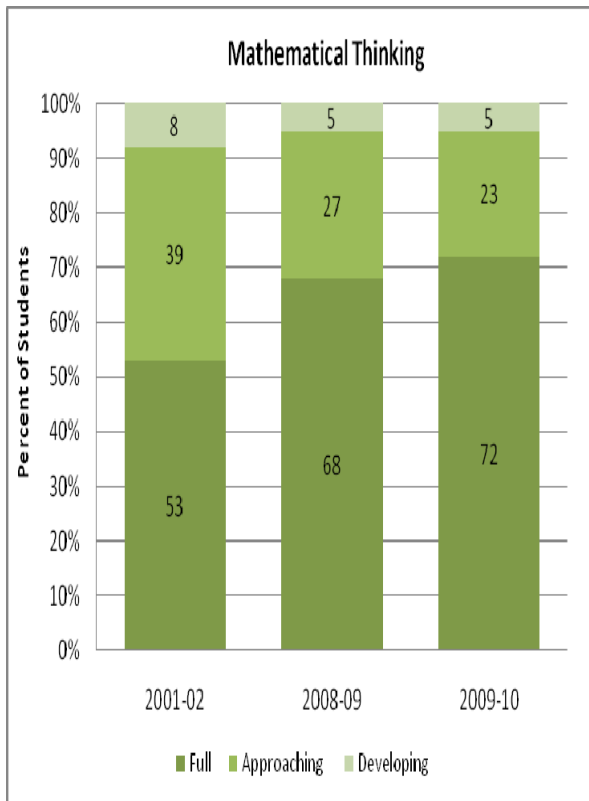
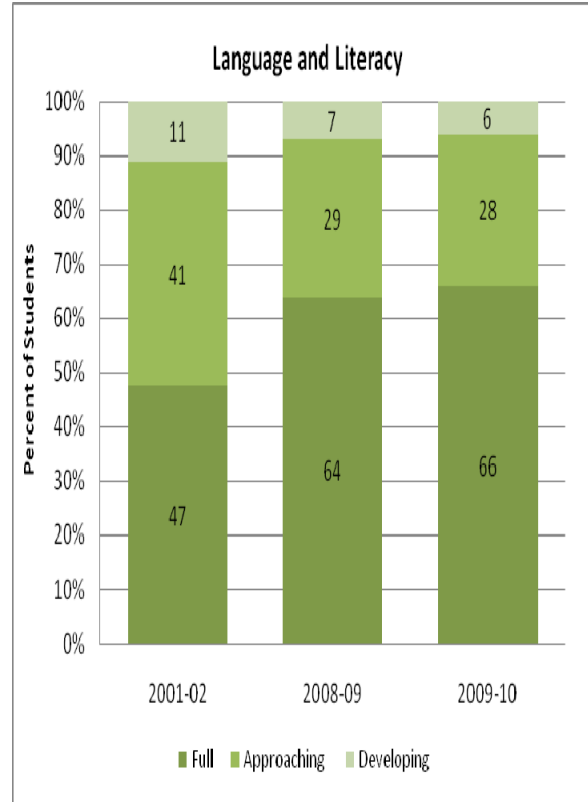
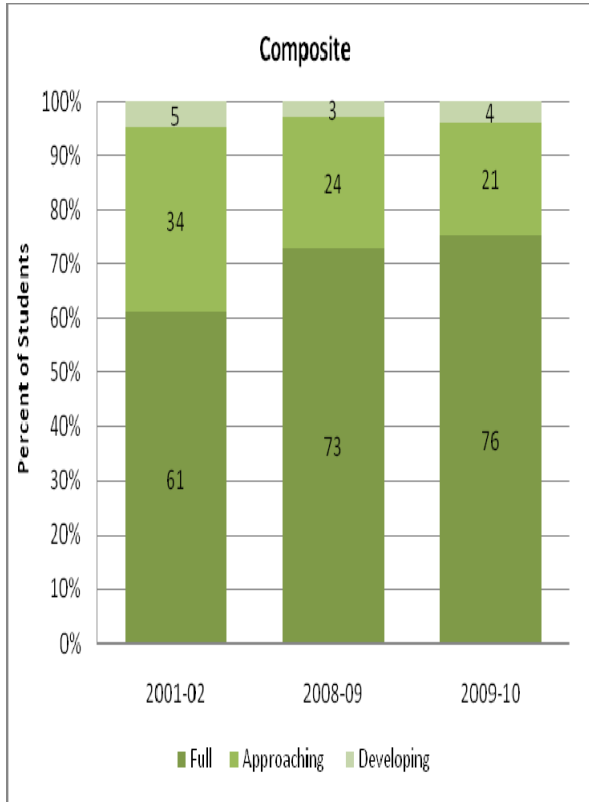
May not total 100% due to rounding.

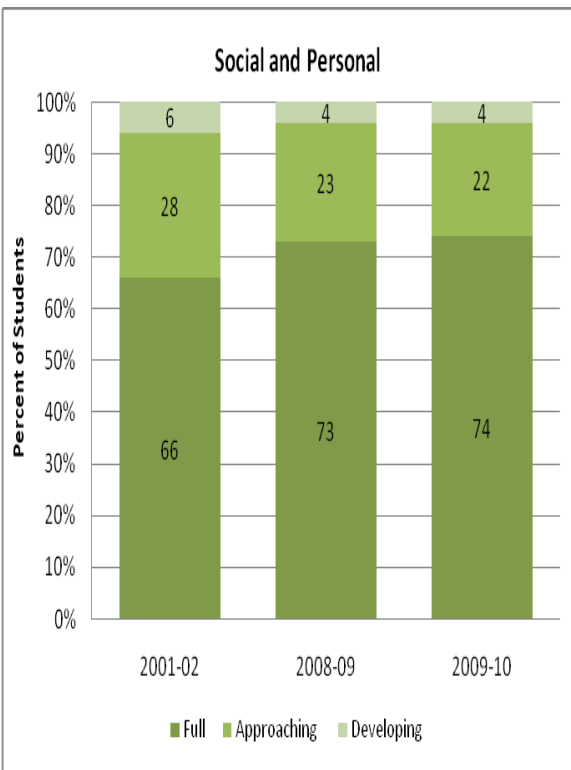
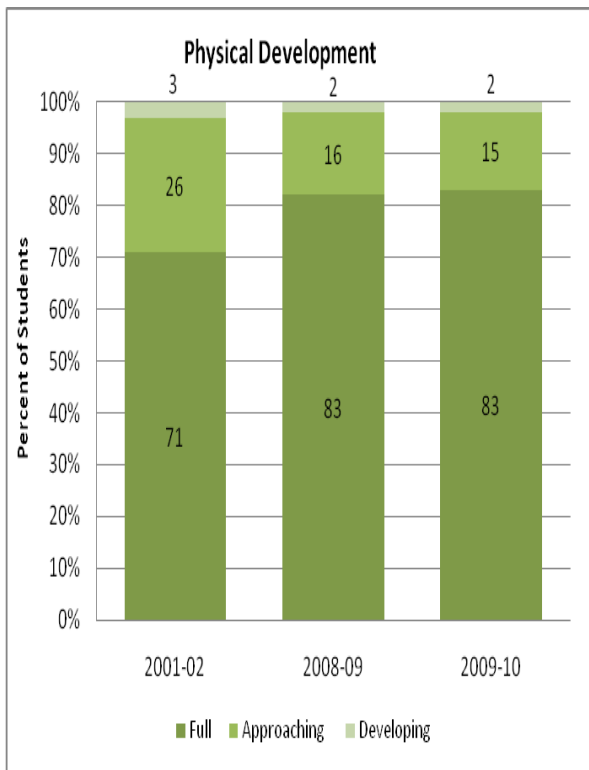
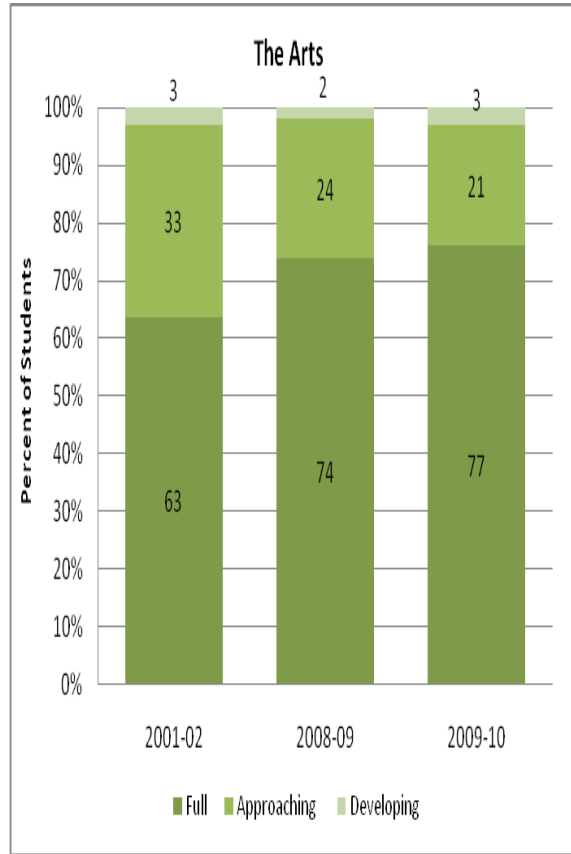
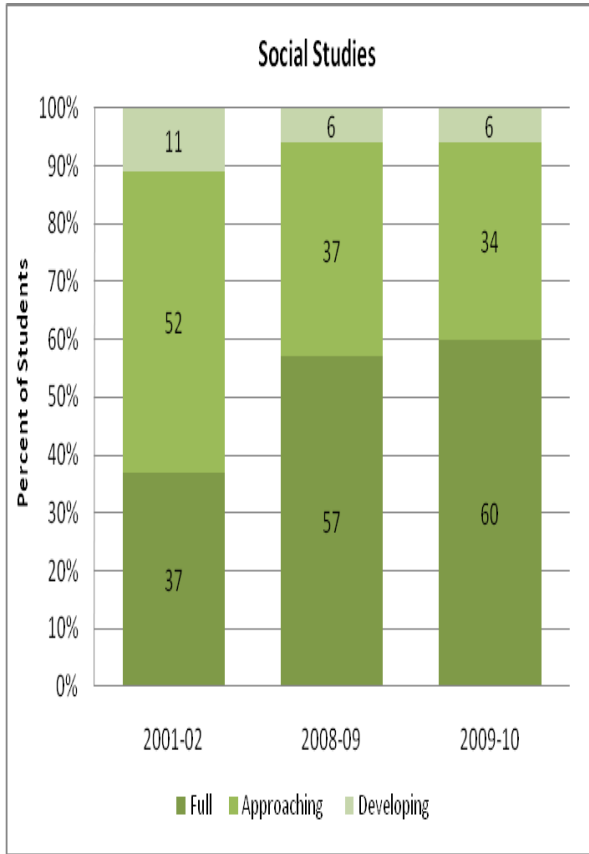
**Kent County - Number of Kindergarten Students**

	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	
<b>Race/Ethnicity</b>																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	21	10	3	23	7	4	67	5	23	26	6	2	21	9	4	29	3	2	28	4	2	25	7	2	
White	94	15	1	83	22	5	11	7	86	96	14	0	88	18	4	103	6	1	103	7	0	94	14	2	
Hispanic	11	3	0	5	6	3	16	4	6	5	7	2	4	7	3	10	4	0	14	0	0	9	4	1	
<b>Gender</b>																									
Male	48	18	4	43	20	7	49	11	10	53	16	1	45	18	7	58	10	2	60	9	1	50	17	3	
Female	79	10	1	69	15	5	67	16	6	75	11	3	69	16	4	85	3	1	86	2	1	79	8	2	
<b>Prior Care</b>																									
Child Care Center	6	1	0	5	2	0	0	0	0	6	1	0	5	2	0	7	0	0	7	0	0	7	0	0	
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Home / Informal Care	7	2	1	4	4	2	0	0	0	4	4	2	5	3	2	6	4	0	7	3	0	5	4	1	
Non-Public Nursery	7	0	0	6	1	0	0	0	0	7	0	0	7	0	0	7	0	0	7	0	0	7	0	0	
Pre-Kindergarten	103	0	0	93	26	9	0	0	0	106	21	0	94	27	7	117	9	2	120	7	1	106	19	3	
<b>Special Education</b>																									
Yes	10	4	1	7	5	3	9	2	4	10	3	2	8	4	3	11	1	3	11	2	2	8	4	3	
No	117	24	3	105	30	9	107	25	12	118	24	2	106	30	8	132	12	0	135	9	0	121	21	2	
<b>Limited English Proficiency</b>																									
Yes	9	2	2	3	5	3	4	3	4	3	6	2	2	6	3	8	3	0	11	0	0	7	3	1	
No	118	26	4	109	30	9	112	24	12	125	21	2	112	28	8	135	10	3	135	11	2	122	22	4	
<b>Free and Reduced Price Meals</b>																									
Yes	60	20	3	49	22	12	47	22	14	61	18	4	49	24	10	71	9	3	74	7	2	60	18	18	
No	67	8	1	63	13	0	69	5	2	67	9	0	65	10	1	72	4	0	72	4	0	69	7	0	
<b>Aggregated Data</b>	127	28	4	112	35	12	116	27	16	128	27	4	114	34	11	143	13	3	146	11	2	129	25	5	

\* = fewer than 5

## Montgomery County – Percentage of Kindergarten Students





**Montgomery County - Percentage of Kindergarten Students**

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
<b>Race/Ethnicity</b>																								
American Indian/Alaskan Native	63	34	2	49	49	2	61	37	2	44	56	0	40	60	0	73	27	0	73	24	2	65	35	0
Asian/Pacific Islander	79	19	2	74	22	5	80	17	3	55	39	6	64	31	5	79	18	3	87	12	1	81	16	3
African American	68	26	6	62	31	7	68	25	7	46	44	10	57	35	8	76	21	3	80	18	3	72	23	5
White	77	19	3	76	21	2	81	17	2	62	34	3	71	26	3	80	18	2	84	14	2	83	15	2
Hispanic	71	25	5	51	11	11	59	33	8	37	52	11	46	45	9	73	25	3	81	17	1	66	29	5
<b>Gender</b>																								
Male	65	29	6	62	31	7	69	25	6	49	42	8	57	36	7	70	27	4	78	20	2	70	25	5
Female	83	16	2	71	25	4	75	21	4	53	41	5	64	32	5	85	14	1	89	11	1	82	16	2
<b>Prior Care</b>																								
Child Care Center	74	23	4	73	25	3	78	19	3	56	40	4	66	31	3	79	19	2	85	14	2	80	18	2
Family Child Care	71	24	5	57	32	11	63	29	8	41	48	11	53	38	9	79	18	3	83	15	1	70	25	6
Head Start	68	26	6	58	36	7	64	31	5	41	51	9	49	44	7	73	24	3	79	18	0	68	27	5
Home / Informal Care	70	25	4	50	37	12	59	31	10	38	50	12	49	41	10	73	24	3	80	18	2	64	30	6
Non-public Nursery	82	16	2	81	17	2	83	15	2	65	32	3	74	24	2	82	16	2	87	12	2	87	12	1
Pre-Kindergarten	73	22	4	67	28	5	74	22	5	52	41	7	60	34	6	77	21	3	83	16	2	76	20	3
<b>Special Education</b>																								
Yes	48	35	17	39	41	20	48	34	19	33	43	24	38	40	22	52	37	11	54	35	10	47	35	17
No	76	21	3	69	27	5	74	22	4	53	42	6	62	33	5	79	19	2	85	14	1	78	20	2
<b>English Language Learners</b>																								
Yes	69	27	5	49	40	11	59	33	8	36	53	11	44	46	10	72	25	3	81	18	1	64	31	5
No	76	20	4	74	23	4	78	18	3	58	37	5	67	29	4	79	18	2	84	14	2	81	16	3
<b>Free and Reduced Price Meals</b>																								
Yes	68	27	5	53	37	10	61	31	8	39	50	11	48	43	9	72	25	3	80	18	2	66	29	5
No	77	20	3	74	22	3	79	18	3	59	37	5	68	28	4	80	18	2	85	14	2	82	16	2
<b>Aggregated Data</b>	74	22	4	66	28	6	72	23	5	51	42	7	60	34	6	77	21	3	83	15	2	76	21	4

\* = fewer than 5

May not total 100% due to rounding.

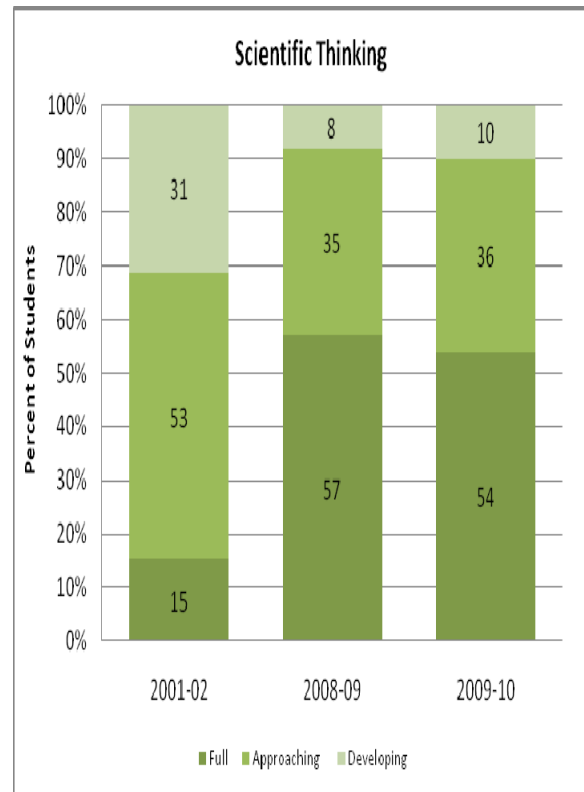
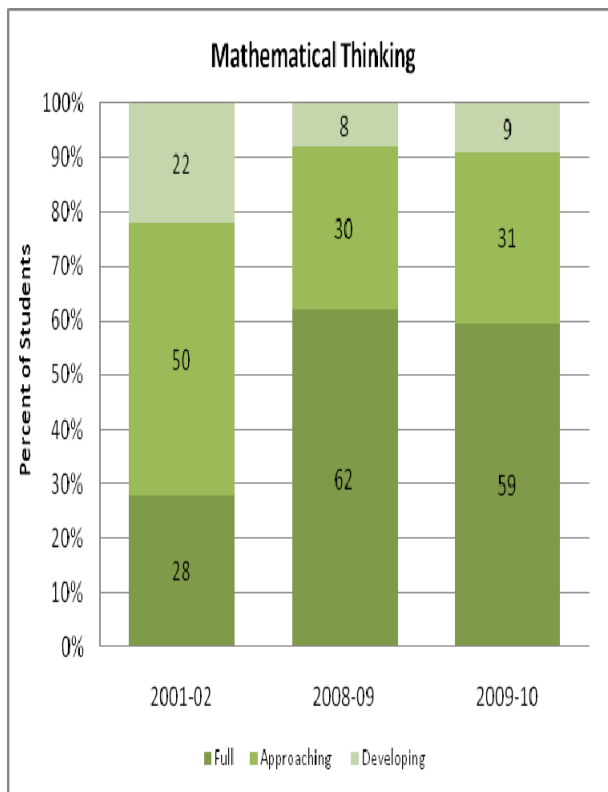
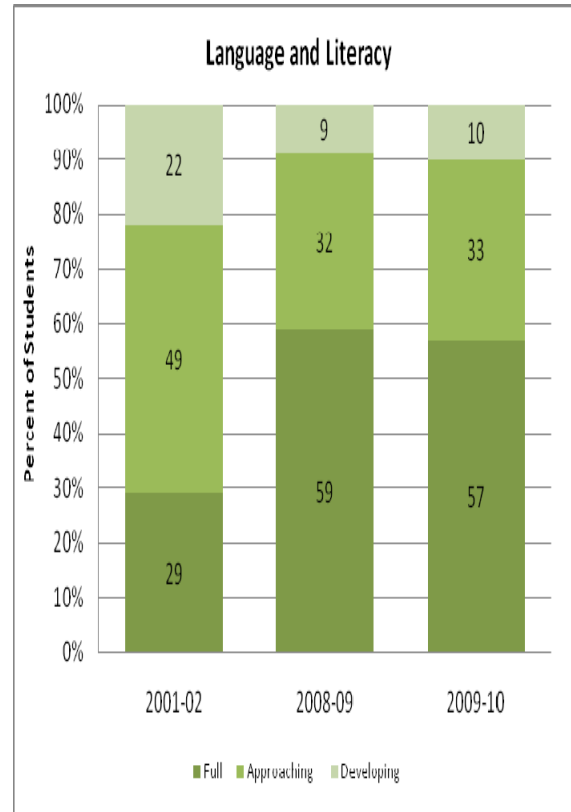
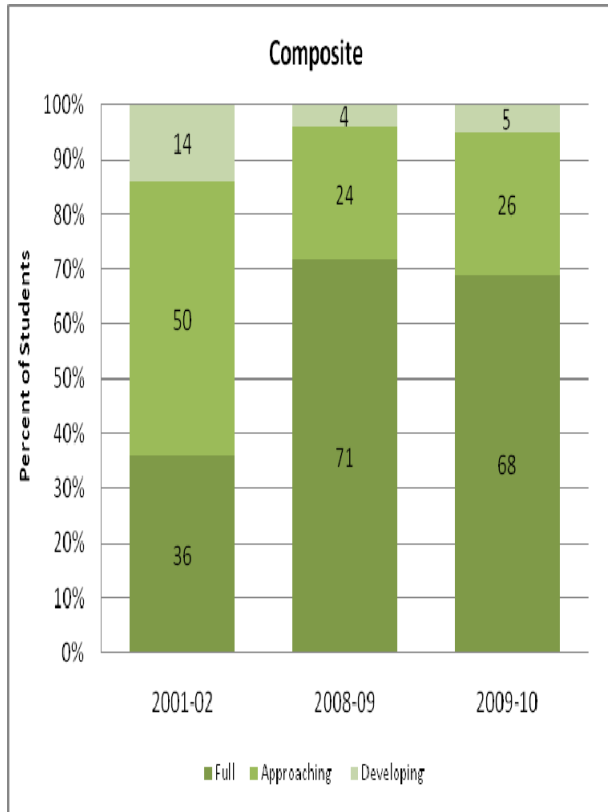


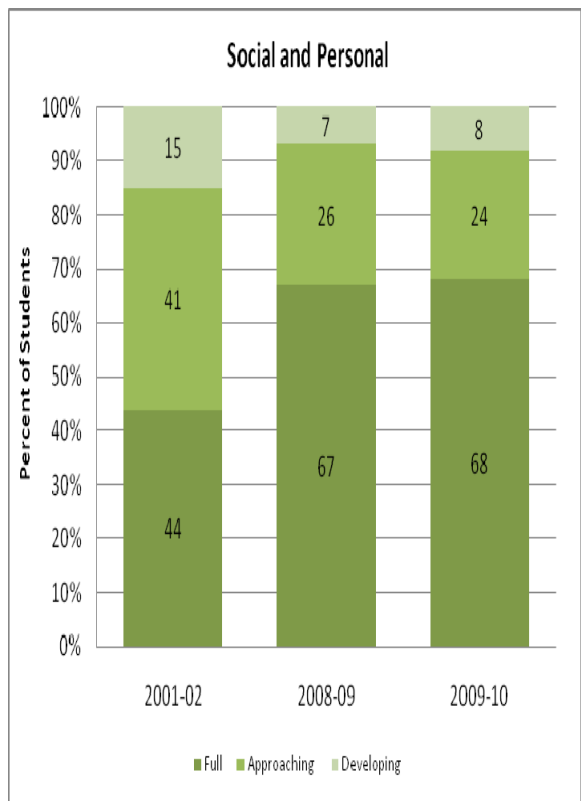
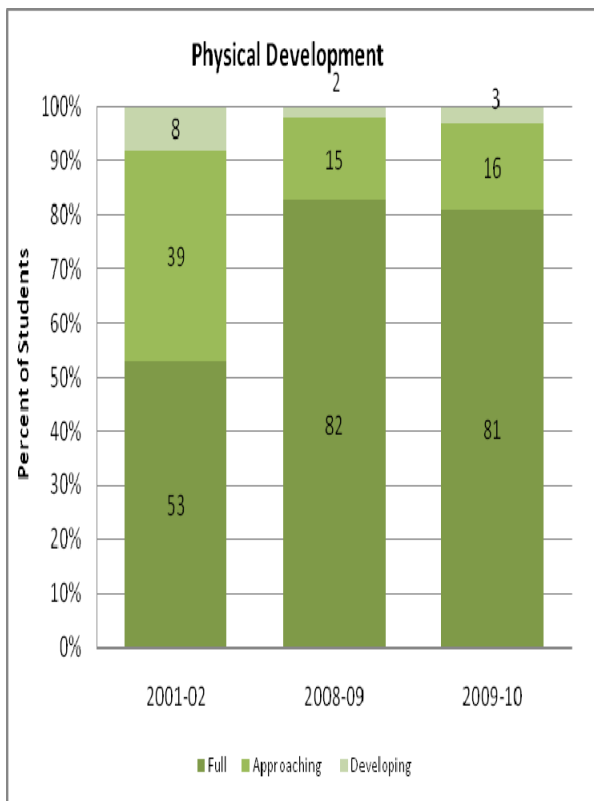
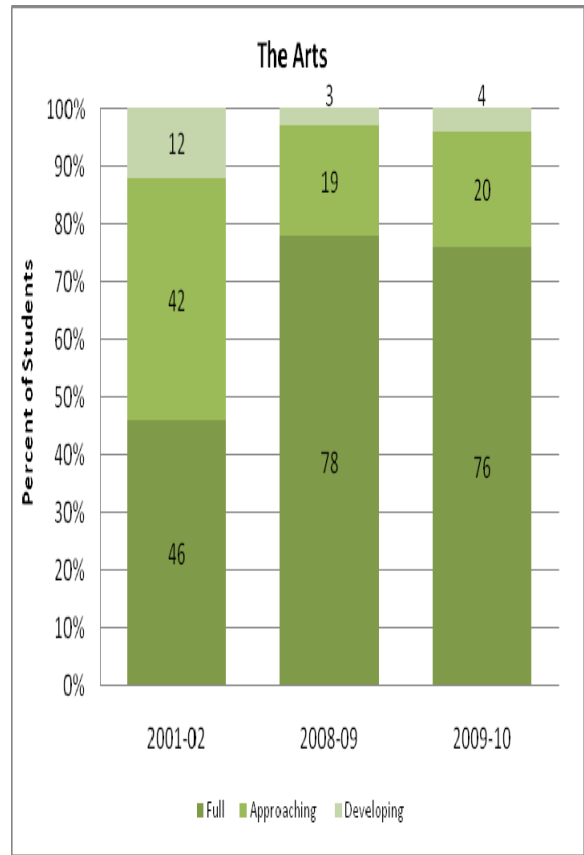
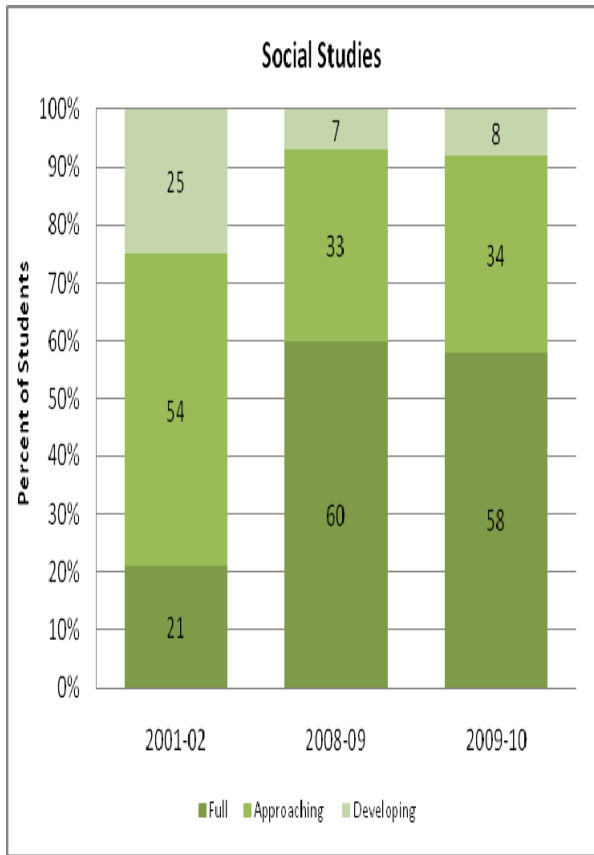
**Montgomery County - Number of Kindergarten Students**

	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
<b>Race/Ethnicity</b>																								
American Indian/Alaskan Native	26	14	1	20	20	1	25	15	1	18	23	0	16	24	0	30	11	0	30	10	1	26	14	0
Asian/Pacific Islander	1,364	327	40	1,276	373	80	1,383	286	59	955	675	99	1,109	534	88	1,367	320	44	1,507	201	18	1,387	281	47
African American	1,501	586	130	1,379	690	144	1,510	564	146	1,015	983	217	1,254	787	177	1,678	473	68	1,765	396	59	1,572	506	120
White	2,965	744	126	2,925	811	92	3,107	650	83	2,385	1,319	133	2,708	1,013	110	3,064	697	77	3,227	548	59	3,147	586	65
Hispanic	1,868	653	122	1,340	289	289	1,554	867	221	985	1,366	286	1,213	1,183	247	1,918	648	75	2,149	456	34	1,720	769	130
<b>Gender</b>																								
Male	3,508	1,532	319	3,317	1,635	398	3,725	1,316	322	2,630	2,272	455	3,058	1,908	392	3,733	1,426	202	4,150	1,069	133	3,712	1,334	262
Female	4,216	792	100	3,623	1,269	208	3,855	1,065	188	2,729	2,093	280	3,243	1,632	230	4,325	722	62	4,529	541	38	4,141	821	100
<b>Prior Care</b>																								
Child Care Center	1,025	316	51	1,009	345	36	1,093	264	37	779	552	60	915	431	45	1,097	270	24	1,183	194	83	1,109	248	24
Family Child Care	228	77	16	184	102	35	201	94	26	133	154	34	170	120	29	252	59	10	267	47	17	222	79	18
Head Start	538	207	46	455	283	52	510	242	39	320	401	69	384	349	57	579	188	24	628	146	0	538	212	37
Home / Informal Care	1,190	424	74	851	627	208	1,001	524	163	647	840	200	820	692	176	1,233	401	54	1,347	311	29	1,073	503	95
Non-Public Nursery	1,309	250	29	1,286	272	30	1,322	243	25	1,031	513	45	1,168	383	38	1,312	254	25	1,386	189	7	1,367	189	22
Pre-Kindergarten	3,241	993	192	2,969	1,221	224	3,255	968	202	2,290	1,826	303	2,668	1,500	256	3,392	915	119	3,645	690	16	3,346	875	153
<b>Special Education</b>																								
Yes	386	283	135	313	332	160	383	272	150	264	349	191	308	323	174	420	298	87	437	286	83	379	283	136
No	7,338	2,041	284	6,627	2,572	446	7,196	2,110	360	5,095	4,016	544	5,992	3,218	448	7,637	1,851	177	8,241	1,325	88	7,473	1,873	226
<b>Limited English Proficiency</b>																								
Yes	2160	841	148	1542	1256	346	1858	1034	256	1128	1674	341	1392	1449	305	2253	797	97	2544	558	40	1989	971	163
No	5,564	1,482	271	5,398	1,647	260	5,721	1,347	254	4,231	2,690	394	4,908	2,091	317	5,804	1,351	167	6,133	1,053	131	5,863	1,184	199
<b>Free and Reduced Price Meals</b>																								
Yes	2,668	1,044	203	2,068	1,461	378	2,395	1,208	313	1,513	1,971	424	1,874	1,677	361	2,824	964	128	3,123	718	69	2,546	1,123	210
No	5,055	1,280	216	4,871	1,443	228	5,183	1,174	197	3,845	2,394	311	4,425	1,864	261	5,232	1,185	136	5,554	893	102	5,305	1,033	152
<b>Aggregated Data</b>	7,733	2,328	421	6,949	2,906	610	7,588	2,387	511	5,363	4,374	737	6,308	3,546	624	8,065	2,155	265	8,691	1,611	173	7,860	2,161	364

\* = fewer than 5

## Prince George's County – Percentage of Kindergarten Students





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

\* = fewer than 5

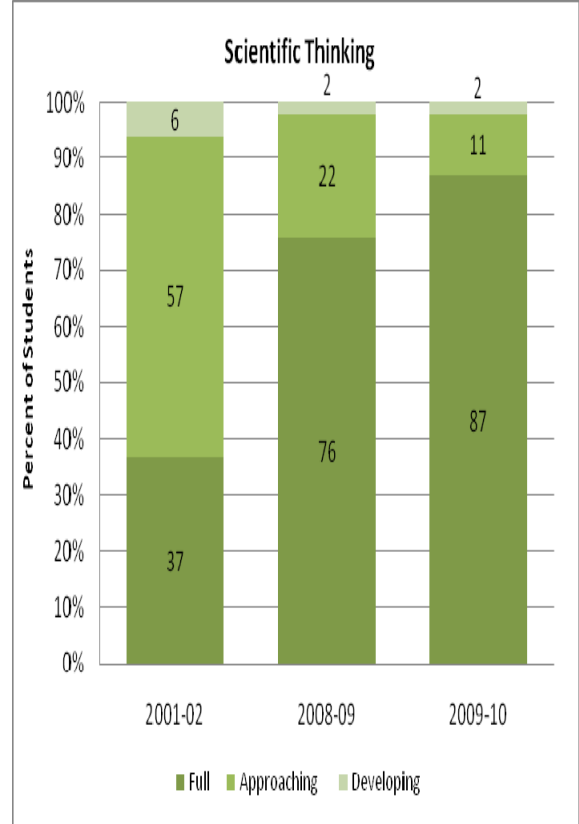
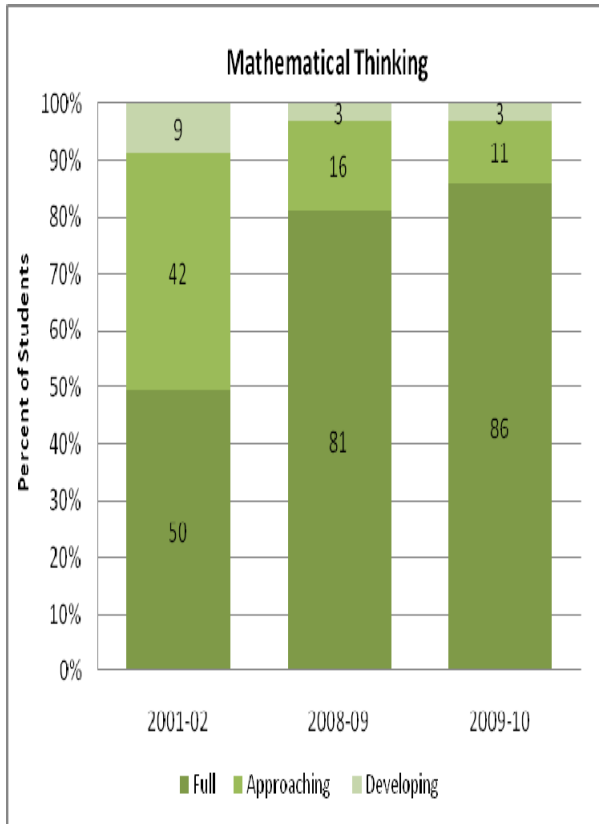
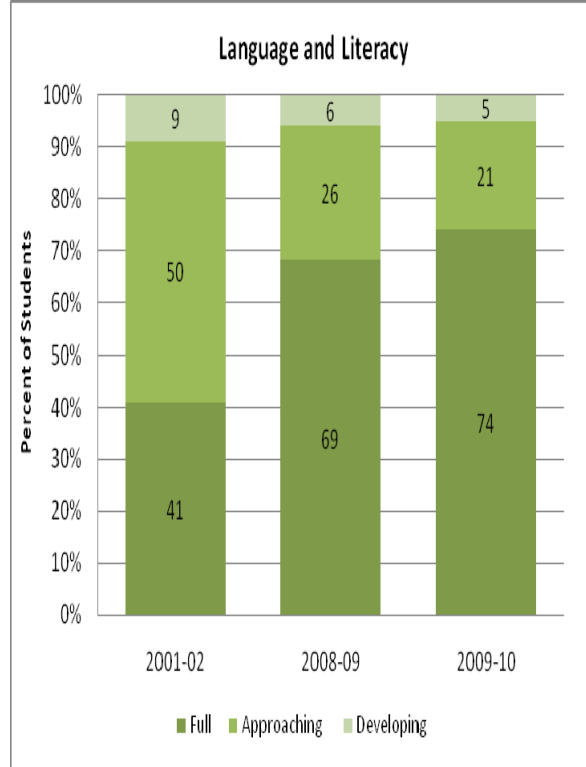
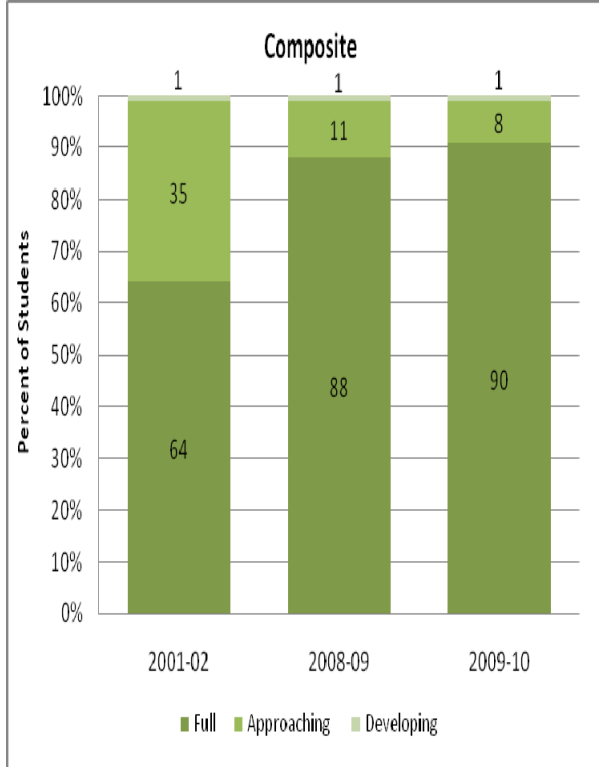
May not total 100% due to rounding.

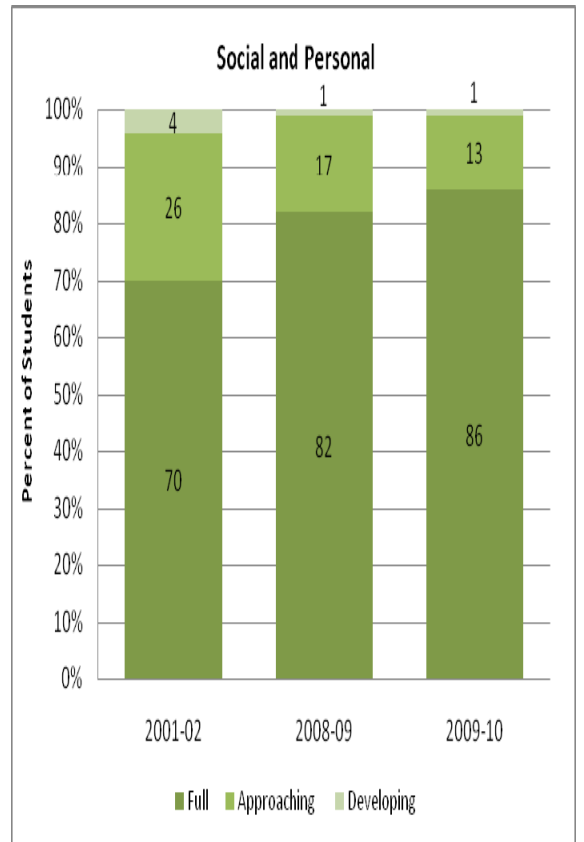
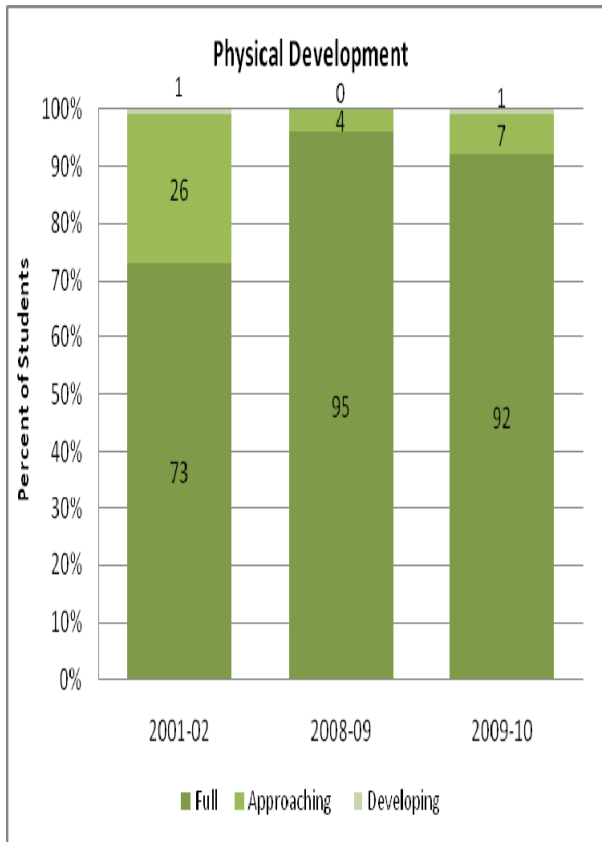
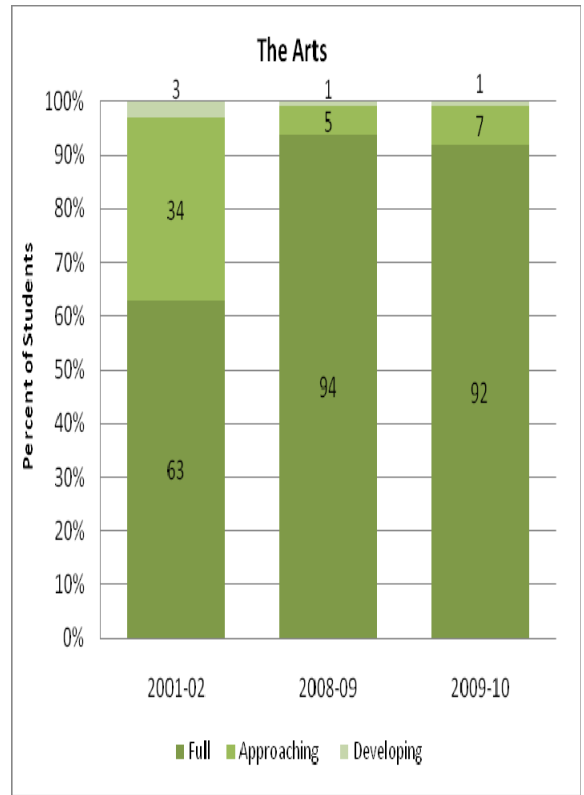
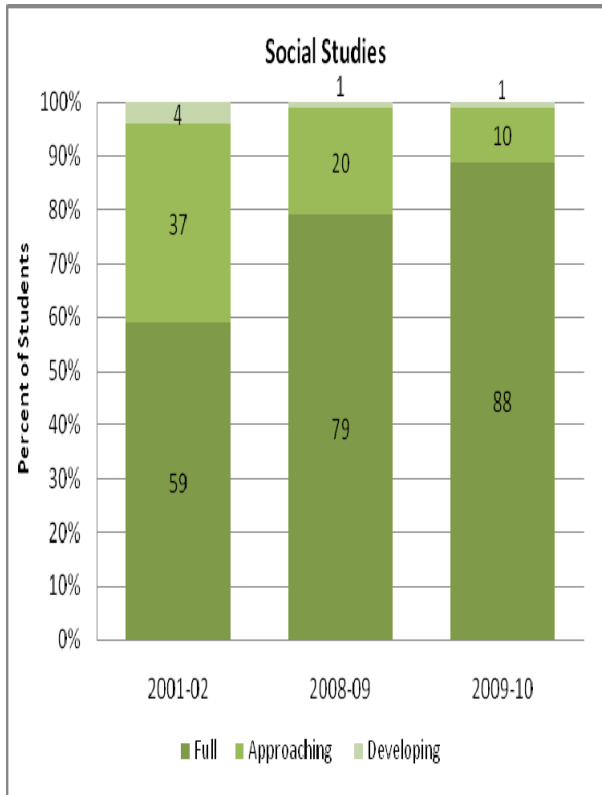
**Prince George's County - Number of Kindergarten Students**

	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
<b>Race/Ethnicity</b>																								
American Indian/Alaskan Native	31	9	5	25	15	5	28	12	5	23	17	5	24	13	8	31	8	6	30	11	4	29	11	5
Asian/Pacific Islander	217	53	11	166	91	24	180	81	20	164	91	26	168	97	16	213	60	8	234	40	7	197	72	12
African American	3,786	1,472	489	3,485	1,775	487	3,522	1,773	452	3,178	2,062	507	3,464	1,882	401	4,423	1,115	209	4,645	935	167	4,016	1,445	286
White	329	93	28	296	128	26	329	92	29	321	104	25	309	124	17	352	82	16	372	71	7	349	88	13
Hispanic	1,737	545	157	1,138	957	344	1,265	856	318	1,187	957	295	1,218	942	279	1,812	538	89	2,007	379	53	1,545	721	173
<b>Gender</b>																								
Male	2,745	1,374	514	2,447	1,634	552	2,644	1,493	496	2,394	1,718	521	2,516	1,679	438	3,293	1,108	232	3,571	896	166	2,933	1,369	331
Female	3,355	798	176	2,663	1,332	334	2,680	1,321	328	2,479	1,513	337	2,667	1,379	283	3,538	695	96	3,717	540	72	3,203	968	158
<b>Prior Care</b>																								
Child Care Center	645	241	72	594	305	59	603	285	70	557	343	58	604	298	56	766	156	36	791	143	24	707	208	43
Family Child Care	397	175	52	257	257	110	281	252	91	271	246	107	291	243	90	450	146	28	492	109	23	354	219	51
Head Start	224	90	24	192	113	33	206	106	26	181	117	40	189	121	28	245	86	7	269	58	11	227	91	20
Home / Informal Care	860	356	161	506	560	311	543	549	285	534	584	259	568	576	233	897	379	101	1,026	284	67	695	518	164
Non-Public Nursery	277	71	18	257	99	10	257	97	12	241	115	10	232	125	9	288	70	8	304	56	6	288	73	5
Pre-Kindergarten	3,594	1,195	351	3,222	1,564	354	3,341	1,469	330	2,991	1,777	372	3,198	1,645	297	4,062	934	144	4,268	769	103	3,754	1,186	200
<b>Special Education</b>																								
Yes	257	238	120	177	744	142	218	254	143	193	247	175	208	256	151	331	204	80	351	190	74	244	250	121
No	5,843	1,934	570	4,933	2,670	744	5,106	2,560	681	4,680	2,984	683	4,975	2,802	570	6,500	1,599	248	6,937	1,246	164	5,892	2,087	368
<b>Limited English Proficiency</b>																								
Yes	1668	538	152	1068	951	339	1204	846	308	1123	938	297	1147	948	263	1738	529	91	1944	363	51	1462	727	169
No	4432	1634	538	4042	2015	547	4120	1968	516	3750	2293	561	4036	2110	458	5093	1274	237	5344	1073	187	4674	1610	320
<b>Free and Reduced Price Meals</b>																								
Yes	3,620	1,361	444	2,874	1,929	622	3,036	1,809	580	2,814	2,040	571	2,983	1,935	507	4,083	1,111	231	4,373	898	154	3,581	1,498	346
No	2,480	811	246	2,236	1,037	264	2,288	1,005	244	2,059	1,191	287	2,200	1,123	214	2,748	692	97	2,915	538	84	2,555	839	143
<b>Aggregated Data</b>	6,100	2,172	690	5,110	2,966	886	5,324	2,814	824	4,873	3,231	858	5,183	3,058	721	6,831	1,803	328	7,288	1,436	238	6,136	2,337	489

\* = fewer than 5

## Queen Anne's County – Percentage of Kindergarten Students





**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	
<b>Race/Ethnicity</b>																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	94	6	0	71	24	6	94	6	0	94	6	0	94	6	0	88	12	0	94	6	0	94	6	0	
African American	75	25	0	58	31	12	77	15	8	83	13	4	87	12	2	90	8	2	87	12	2	87	10	4	
White	87	12	2	76	20	5	87	11	2	88	11	2	88	10	1	92	7	1	92	7	1	91	8	1	
Hispanic	86	14	0	71	19	10	81	10	10	86	14	0	90	10	0	100	0	0	100	0	0	90	10	0	
<b>Gender</b>																									
Male	82	16	2	71	22	7	84	13	4	87	11	2	87	11	2	90	8	2	89	9	2	88	10	2	
Female	90	9	0	76	20	4	88	10	2	88	11	1	90	10	0	94	5	0	95	5	0	93	7	0	
<b>Prior Care</b>																									
Child Care Center	83	15	2	80	17	3	89	11	0	91	9	0	88	12	0	91	8	2	89	11	0	88	12	0	
Family Child Care	100	0	0	95	5	0	100	0	0	95	5	0	100	0	0	100	0	0	100	0	0	100	0	0	
Head Start	74	26		52	30	17	70	17	13	74	26	0	83	17	0	83	13	4	78	17	4	78	17	4	
Home / Informal Care	88	9	3	64	30	6	76	21	3	82	15	3	85	12	3	91	6	3	91	6	3	88	9	3	
Non-public Nursery	93	7	0	88	12	0	96	4	0	95	5	0	95	5	0	96	4	0	97	3	0	98	2	0	
Pre-Kindergarten	84	14	1	69	24	7	83	14	3	85	13	3	86	12	2	92	8	1	92	7	1	89	9	1	
<b>Special Education</b>																									
Yes	66	32	2	41	41	18	70	18	3	73	9	18	70	16	14	73	20	7	73	23	5	77	16	7	
No	88	11	1	76	19	4	87	11	2	89	11	0	90	10	0	94	5	1	94	6	1	92	7	1	
<b>English Language Learners</b>																									
Yes	95	5	0	68	26	5	89	11	0	84	16	0	89	11	0	95	5	0	73	23	5	95	5	0	
No	86	13	1	74	21	5	86	11	3	87	11	2	88	10	1	92	7	1	92	6	1	90	8	1	
<b>Free and Reduced Price Meals</b>																									
Yes	79	19	2	61	25	14	73	19	7	81	17	2	85	13	2	90	8	2	88	9	3	84	14	2	
No	88	11	1	77	20	3	90	9	1	89	9	2	90	10	1	93	6	1	93	7	0	92	7	1	
<b>Aggregated Data</b>	86	13	1	74	21	5	86	11	3	87	11	2	88	10	1	92	7	1	92	7	1	90	8	1	

\* = fewer than 5

May not total 100% due to rounding.

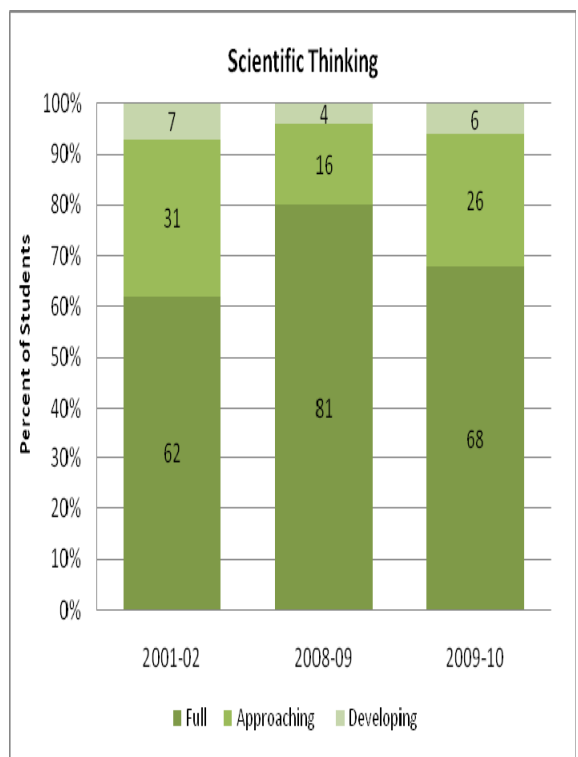
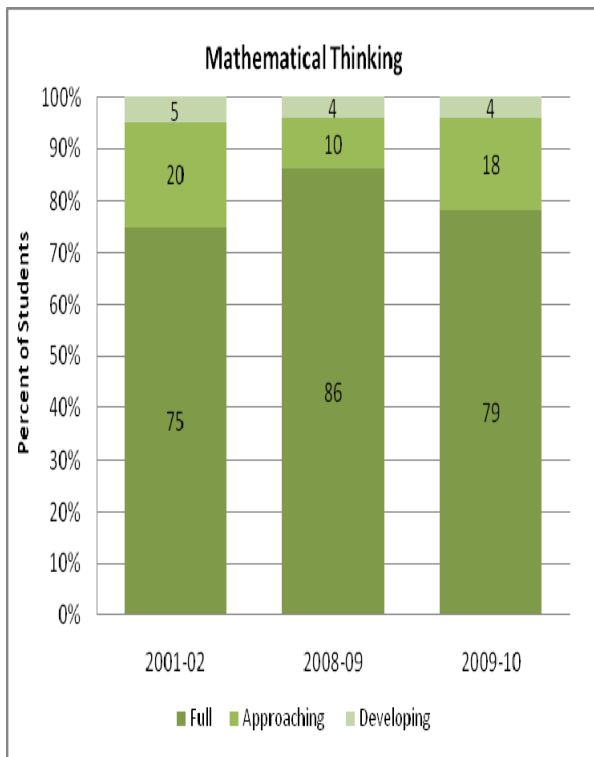
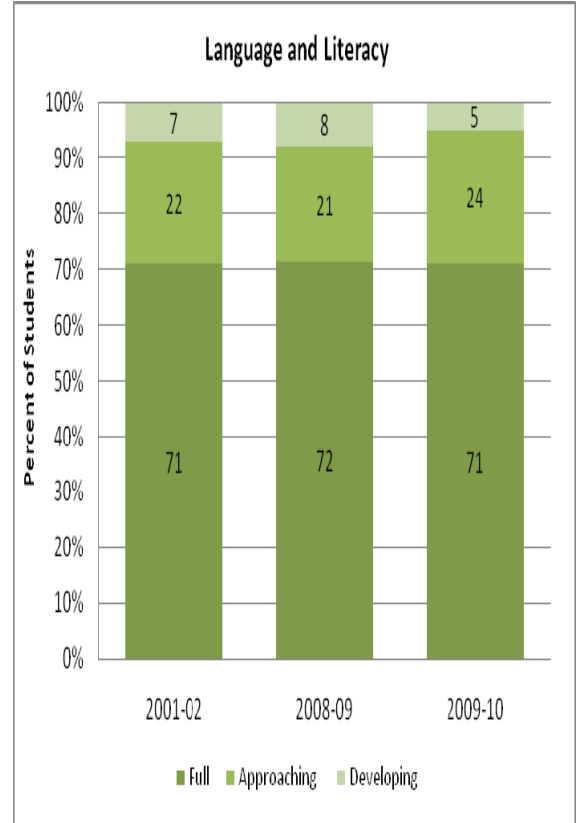
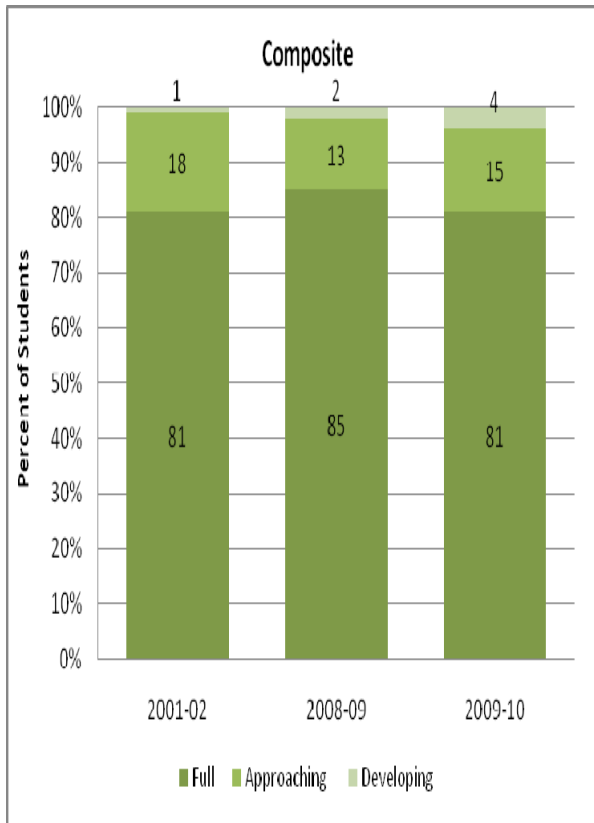


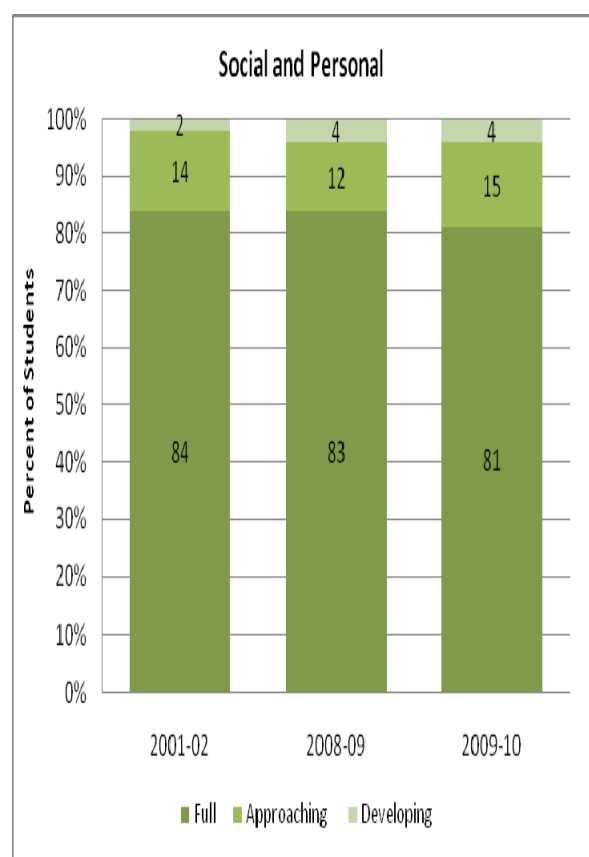
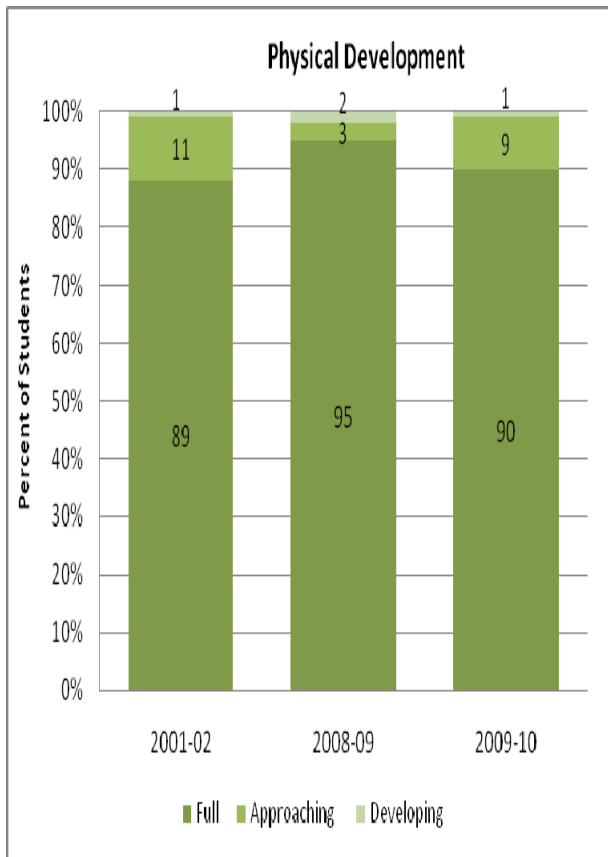
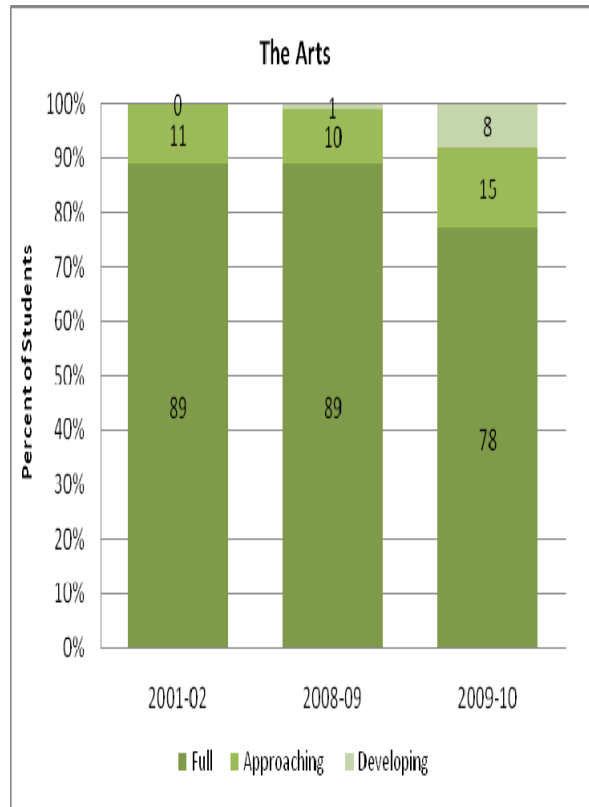
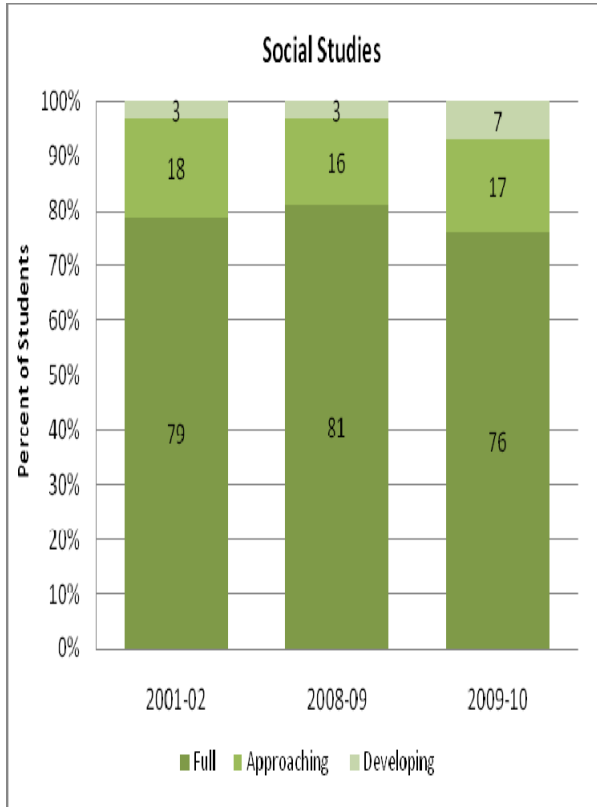
**Queen Anne's County - Number of Kindergarten Students**

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
<b>Race/Ethnicity</b>																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	16	1	0	12	4	1	16	1	0	16	1	0	16	1	0	15	2	0	16	1	0	16	1	0	
African American	39	13	0	30	16	6	40	8	4	43	7	2	45	6	1	47	4	1	45	6	1	45	5	2	
White	401	54	7	349	92	21	401	52	9	405	49	8	408	48	6	426	31	5	425	32	5	419	37	6	
Hispanic	18	3	0	15	4	2	17	2	2	18	3	0	19	2	0	21	0	0	21	0	0	19	2	0	
<b>Gender</b>																									
Male	231	46	6	201	63	19	237	36	10	245	31	7	246	31	6	255	23	5	252	26	5	249	27	7	
Female	245	25	1	207	53	11	239	27	5	239	29	3	244	26	1	256	14	1	257	13	1	252	18	1	
<b>Prior Care</b>																									
Child Care Center	54	10	1	52	11	2	58	7	0	59	6	0	57	8	0	59	5	1	58	7	0	57	8	0	
Family Child Care	19	0	0	18	1	0	19	0	0	18	1	0	19	0	0	19	0	0	19	0	0	19	0	0	
Head Start	17	6		12	7	4	16	4	3	17	6	0	19	4	0	19	3	1	18	4	1	18	4	1	
Home / Informal Care	29	3	1	21	10	2	25	7	1	27	5	1	28	4	1	30	2	1	30	2	1	29	3	1	
Non-Public Nursery	114	8	0	107	15	0	117	5	0	116	6	0	116	6	0	117	5	0	118	4	0	119	3	0	
Pre-Kindergarten	235	40	4	192	68	19	231	39	9	237	35	7	241	33	5	256	21	2	257	20	2	249	26	4	
<b>Special Education</b>																									
Yes	29	14	1	18	18	8	31	8	15	32	4	8	31	7	6	32	9	3	32	10	2	34	7	3	
No	447	57	6	390	98	22	445	55	10	452	56	2	459	50	1	479	28	3	477	29	4	467	38	5	
<b>Limited English Proficiency</b>																									
Yes	18	1	0	13	5	1	17	2	0	16	3	0	17	2	0	18	1	0	32	10	2	18	1	0	
No	458	70	7	395	111	29	459	61	15	468	57	10	473	55	7	493	36	6	491	29	4	483	44	8	
<b>Free and Reduced Price Meals</b>																									
Yes	98	24	2	76	31	17	91	24	9	100	21	3	105	16	3	112	10	2	109	11	4	104	17	3	
No	378	47	5	332	85	13	385	39	6	384	39	7	385	41	4	399	27	4	400	28	2	397	28	5	
<b>Aggregated Data</b>	476	71	7	408	116	30	476	63	15	484	60	10	490	57	7	511	37	6	509	39	6	501	45	8	

\* = fewer than 5

## Somerset County – Percentage of Kindergarten Students





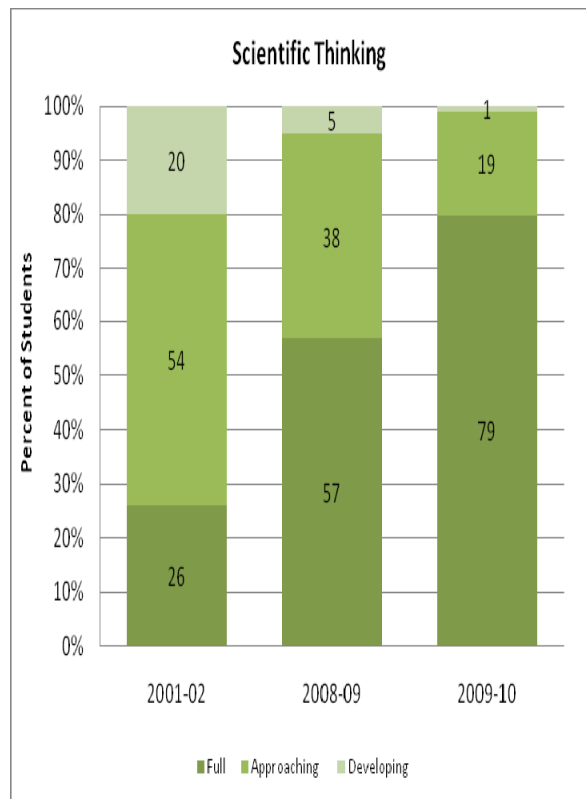
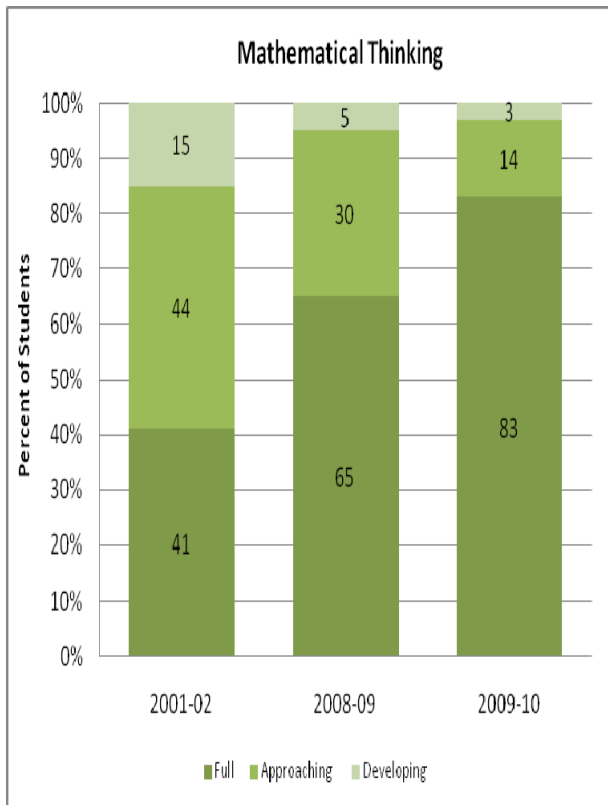
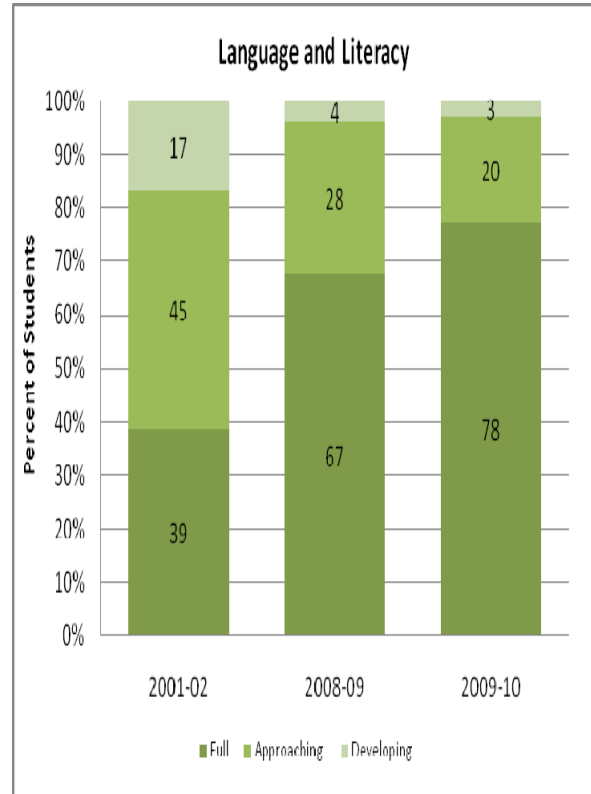
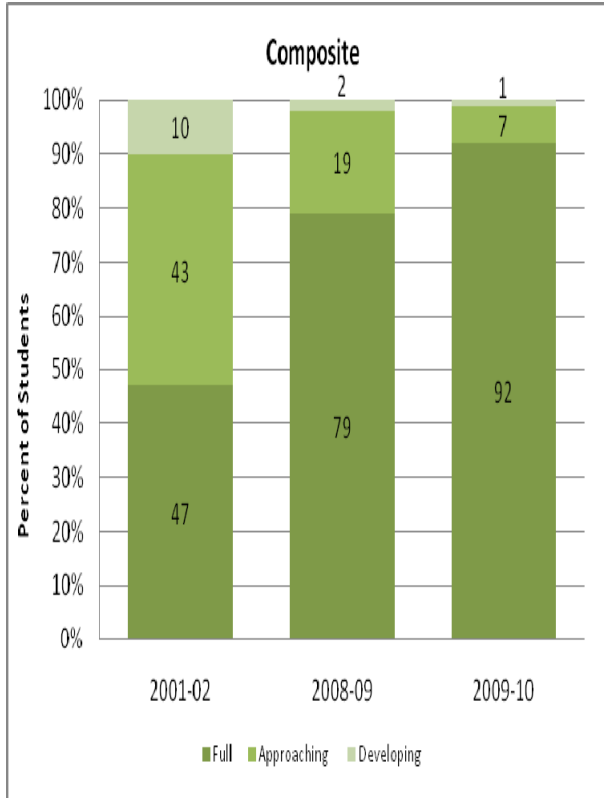
**Somerset County - Percentage of Kindergarten Students**

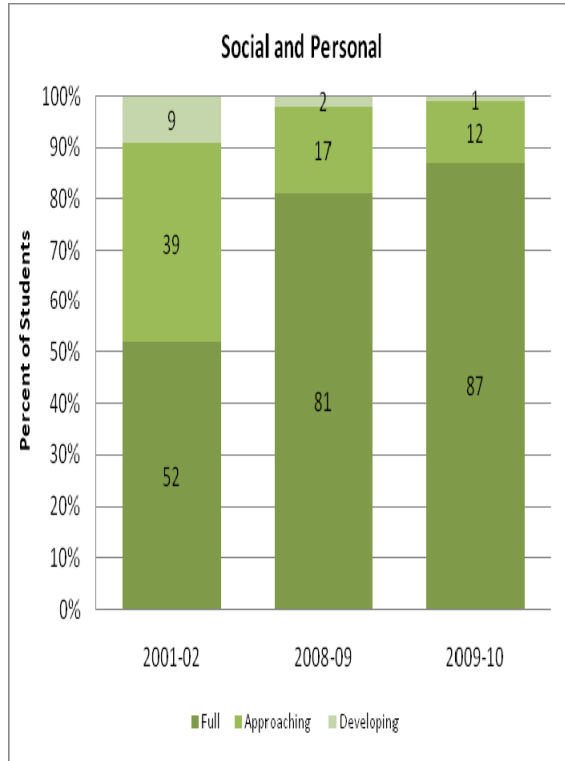
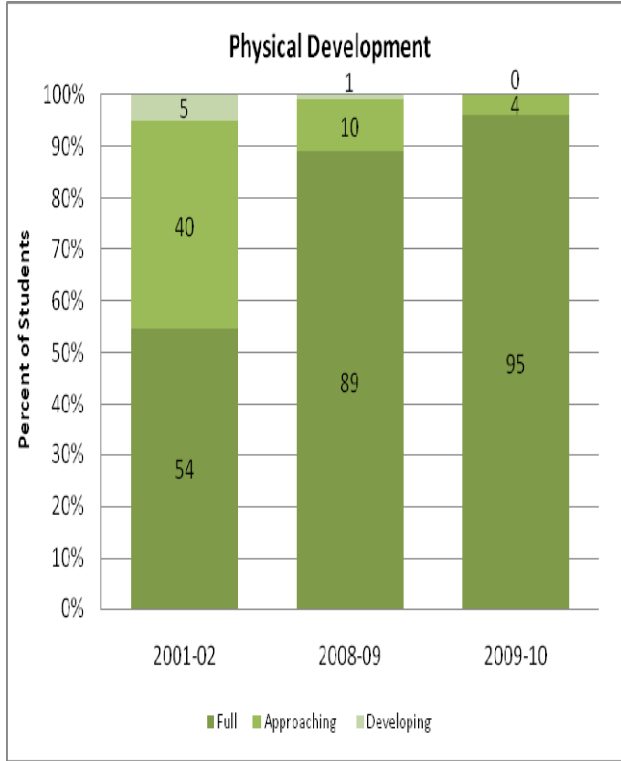
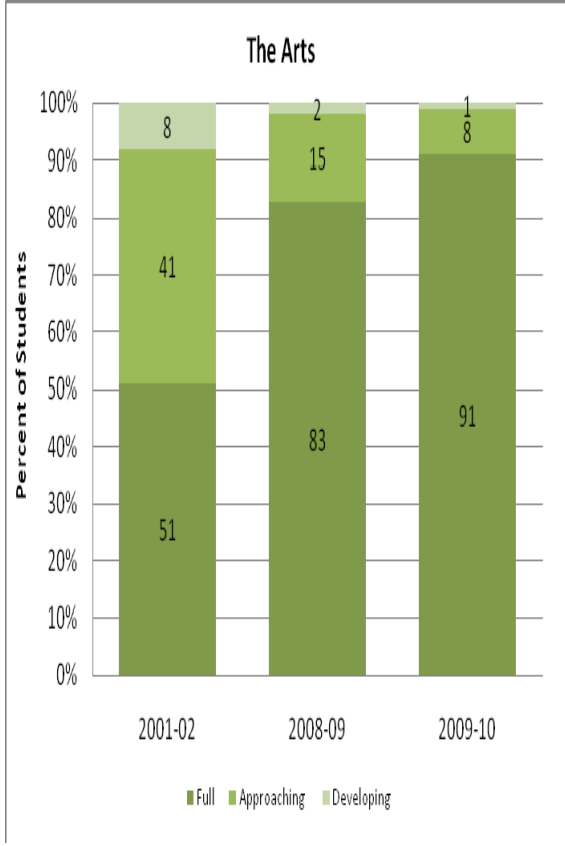
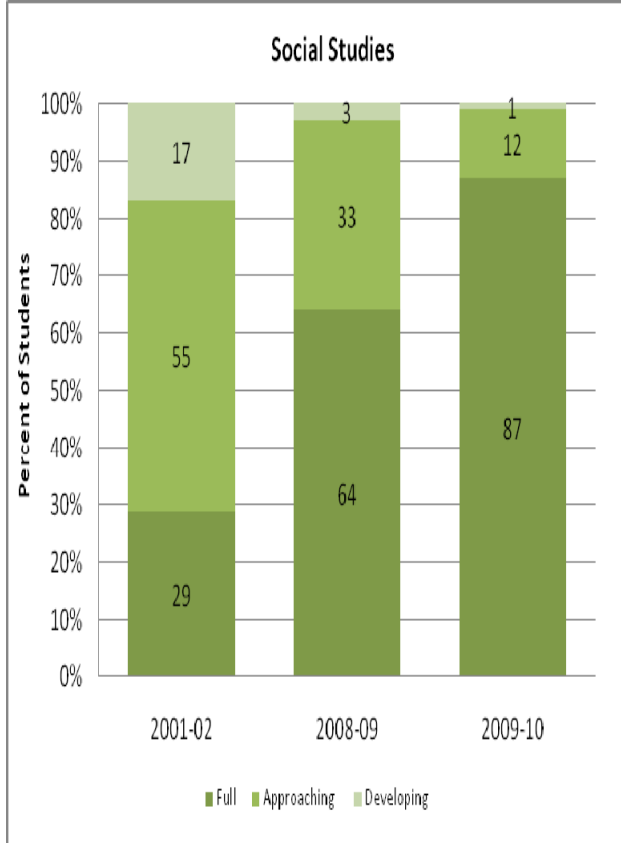
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
<b>Race/Ethnicity</b>																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	77	19	4	67	28	5	74	20	5	65	26	9	67	26	7	74	16	9	89	9	2	76	18	6	
White	83	12	5	74	21	5	81	16	3	69	26	5	82	12	6	80	13	7	89	10	1	83	13	3	
Hispanic	94	6	0	61	33	6	83	17	0	78	22	0	89	6	6	89	11	0	100	0	0	94	6	0	
<b>Gender</b>																									
Male	77	18	6	64	30	6	77	21	3	66	26	8	73	19	8	69	21	10	87	11	3	76	18	6	
Female	86	12	3	78	18	4	81	14	5	70	26	4	79	15	6	87	8	5	93	7	0	86	12	3	
<b>Prior Care</b>																									
Child Care Center	75	25	0	92	8	0	83	17	0	75	25	0	83	17	0	92	8	0	100	0	0	100	0	0	
Family Child Care	74	15	11	44	41	15	52	44	4	41	44	15	59	26	15	59	26	15	78	19	0	59	30	11	
Head Start	58	30	12	55	36	9	61	24	15	42	39	18	48	39	12	67	18	15	76	24	4	64	27	9	
Home / Informal Care	67	33	0	33	67	0	67	33	0	50	50	0	50	50	0	67	33	0	83	17	0	67	33	0	
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	89	9	2	79	18	3	88	11	1	79	18	3	86	9	5	84	10	6	95	4	1	88	10	3	
<b>Special Education</b>																									
Yes	47	41	12	29	47	9	35	47	18	41	29	29	53	24	24	47	41	12	59	35	6	47	35	18	
No	84	13	4	74	22	4	82	15	3	70	26	4	78	17	5	80	13	7	92	7	1	83	13	3	
<b>English Language Learners</b>																									
Yes	100	0	0	55	36	9	82	18	0	73	27	0	82	9	9	82	18	0	100	0	0	91	9	0	
No	80	15	4	72	24	5	79	17	4	68	26	7	76	17	7	78	14	8	90	9	1	80	15	4	
<b>Free and Reduced Price Meals</b>																									
Yes	78	16	5	64	30	6	72	22	5	68	24	8	73	18	8	75	16	9	88	10	2	76	19	5	
No	88	11	1	87	11	3	93	7	0	67	31	3	83	15	3	84	12	4	95	5	0	92	7	1	
<b>Aggregated Data</b>	81	15	4	71	24	5	79	18	4	68	26	6	76	17	7	78	15	8	90	9	1	81	15	4	

\* = fewer than 5

May not total 100% due to rounding.

## St. Mary's County – Percentage of Kindergarten Students





**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	
<b>Race/Ethnicity</b>																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	75	19	4	66	27	5	73	20	5	64	25	9	66	25	7	73	16	9	87	9	2	74	18	6	
White	101	14	6	90	25	6	98	19	4	84	31	6	99	15	7	97	16	8	108	12	1	101	16	4	
Hispanic	17	1	0	11	6	1	15	3	0	14	4	0	16	1	1	16	2	0	18	0	0	17	1	0	
<b>Gender</b>																									
Male	92	21	7	77	36	7	92	25	3	79	31	10	88	23	9	83	25	12	104	13	3	91	22	7	
Female	103	14	3	93	22	5	97	17	6	84	31	5	95	18	7	104	10	6	112	8	0	103	14	3	
<b>Prior Care</b>																									
Child Care Center	9	3	0	11	1	0	10	2	0	9	3	0	10	2	0	11	1	0	12	0	0	12	0	0	
Family Child Care	20	4	3	12	11	4	14	12	1	11	12	4	16	7	4	16	7	4	21	5	0	16	8	3	
Head Start	19	10	4	18	12	3	20	8	5	14	13	6	16	13	4	22	6	5	25	8	1	21	9	3	
Home / Informal Care	4	2	0	2	4	0	4	2	0	3	3	0	3	3	0	4	2	0	5	1	0	4	2	0	
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	138	14	3	123	28	4	136	17	2	122	28	5	133	14	8	130	16	9	147	6	2	136	15	4	
<b>Special Education</b>																									
Yes	8	7	2	5	8	1	6	8	3	7	5	5	9	4	4	8	7	2	10	6	1	8	6	3	
No	187	28	8	165	50	8	183	34	6	156	57	10	174	37	12	179	28	16	206	15	2	186	30	7	
<b>Limited English Proficiency</b>																									
Yes	11	0	0	6	4	1	9	2	0	8	3	0	9	1	1	9	2	0	11	0	0	10	1	0	
No	184	35	10	164	54	11	180	40	9	155	59	15	174	40	15	178	33	18	205	21	3	184	35	10	
<b>Free and Reduced Price Meals</b>																									
Yes	129	27	9	105	50	10	119	37	9	113	39	13	121	30	14	124	26	15	145	17	3	125	31	9	
No	66	8	1	65	8	2	70	5	0	50	23	2	62	11	2	63	9	3	71	4	0	69	5	1	
<b>Aggregated Data</b>	195	35	10	170	58	12	189	42	9	163	62	15	183	41	16	187	35	18	216	21	3	194	36	10	

\* = fewer than 5

**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			
<b>Race/Ethnicity</b>																											
American Indian/Alaskan Native	88	13	0	75	13	13	75	25	0	88	13	0	100	0	0	88	13	0	88	13	0	88	13	0	88	13	0
Asian/Pacific Islander	86	14	0	72	21	7	79	21	0	76	21	3	86	10	3	90	10	0	97	0	3	90	7	3	90	7	3
African American	82	17	1	72	24	4	76	21	4	73	25	2	82	17	2	87	12	1	93	6	0	86	13	1	86	13	1
White	89	10	2	79	19	2	86	12	2	81	18	1	88	12	1	92	7	1	96	4	0	95	5	1	95	5	1
Hispanic	86	12	2	80	7	7	83	8	8	86	8	5	88	8	3	88	10	2	90	10	0	90	7	3	90	7	3
<b>Gender</b>																											
Male	83	15	2	75	22	3	81	17	3	79	20	1	84	14	2	87	12	1	93	6	1	90	9	1	90	9	1
Female	91	8	1	80	18	2	86	12	3	80	19	1	89	11	0	95	5	1	97	3	0	94	5	1	94	5	1
<b>Prior Care</b>																											
Child Care Center	84	16	0	76	23	1	88	11	1	83	17	0	91	9	0	93	7	0	98	2	0	95	5	0	95	5	0
Family Child Care	88	12	0	72	24	4	76	22	2	68	30	1	78	21	1	88	12	0	95	5	0	90	9	1	90	9	1
Head Start	68	29	3	62	32	6	68	29	3	71	26	3	68	29	3	74	26	0	88	12	0	74	26	0	74	26	0
Home / Informal Care	86	12	2	74	20	7	76	20	5	75	22	3	83	14	3	91	9	1	91	6	2	89	8	3	89	8	3
Non-public Nursery	94	6	1	87	13	1	93	7	0	89	11	0	95	5	1	96	4	1	99	1	0	99	2	0	99	2	0
Pre-Kindergarten	87	12	2	77	20	2	83	14	3	79	20	1	86	13	1	90	9	1	95	5	0	92	7	1	92	7	1
<b>Special Education</b>																											
Yes	75	20	5	51	42	7	67	23	10	63	32	5	74	23	4	84	13	3	84	14	2	78	18	4	78	18	4
No	88	11	1	80	18	2	85	13	2	81	18	1	88	11	1	91	8	1	96	4	0	94	6	1	94	6	1
<b>English Language Learners</b>																											
Yes	80	13	7	73	0	27	73	7	20	67	13	20	80	7	13	87	7	7	93	7	0	73	13	13	73	13	13
No	87	12	1	78	20	2	83	14	2	80	19	1	87	12	1	91	8	1	95	4	0	93	7	1	93	7	1
<b>Free and Reduced Price Meals</b>																											
Yes	80	19	2	69	26	4	73	22	6	73	25	2	81	18	2	87	12	1	93	7	1	85	14	1	85	14	1
No	91	8	1	82	17	2	88	11	1	83	16	1	89	10	1	93	7	0	96	3	0	96	3	1	96	3	1
<b>Aggregated Data</b>	87	12	1	78	20	3	83	14	3	79	19	1	87	12	1	91	8	1	95	4	0	92	7	1	92	7	1

\* = fewer than 5

May not total 100% due to rounding.

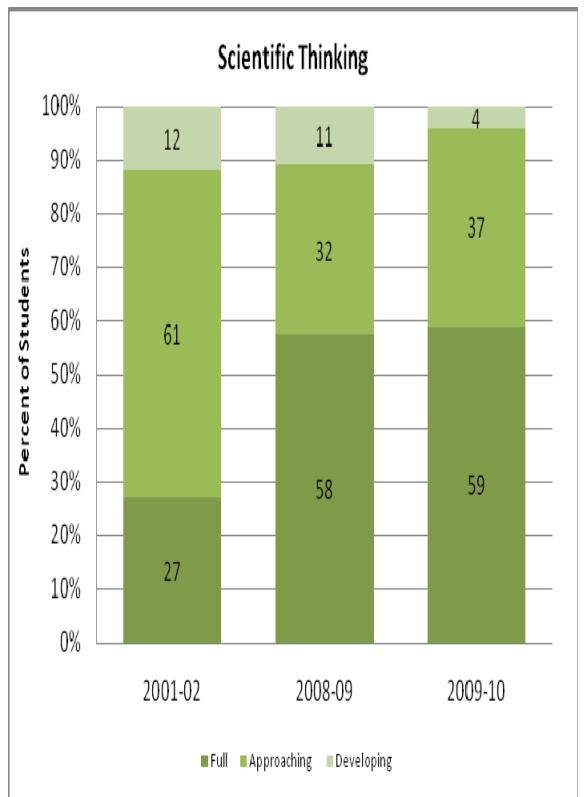
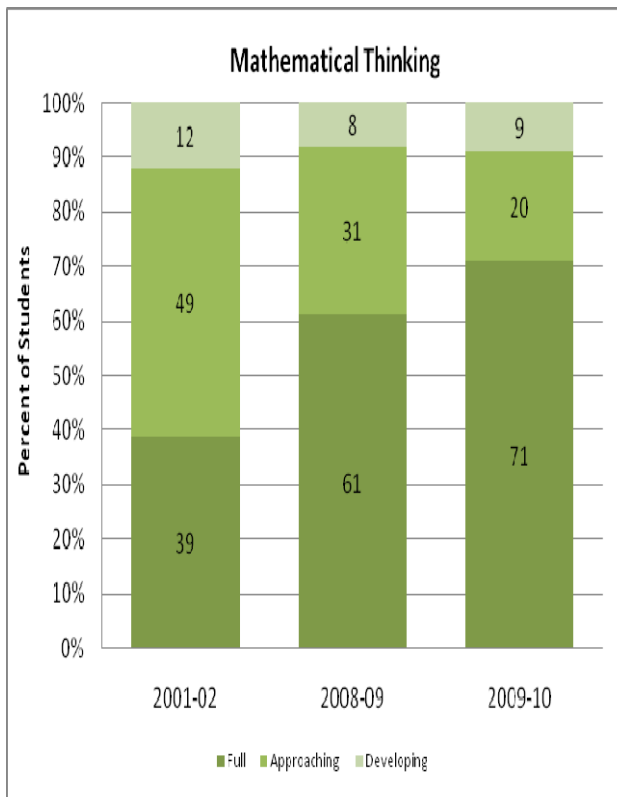
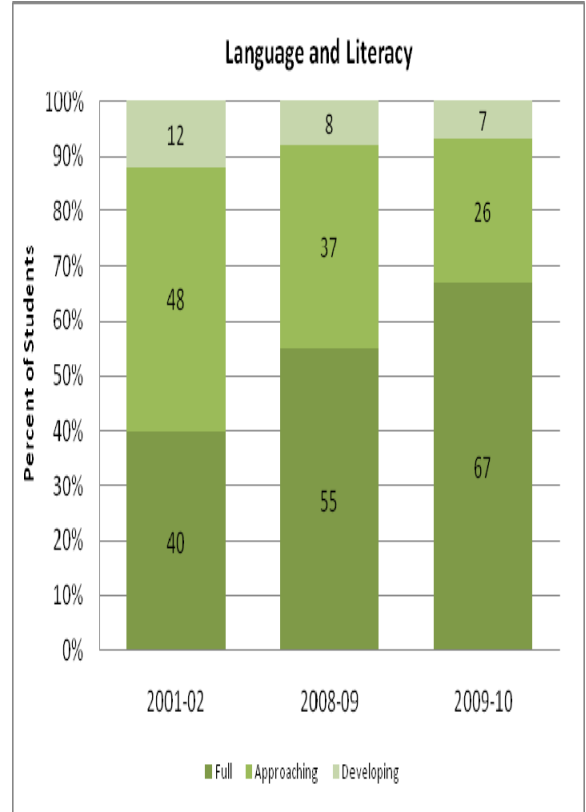
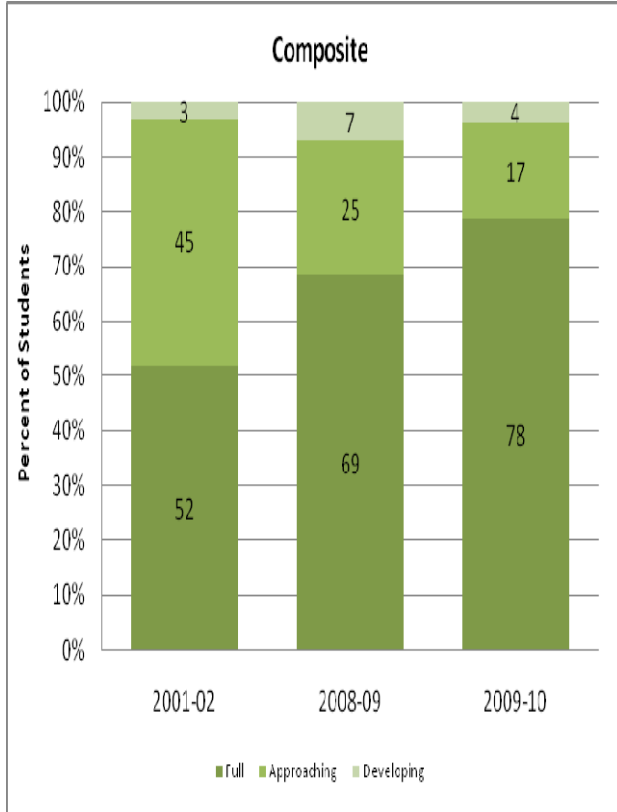


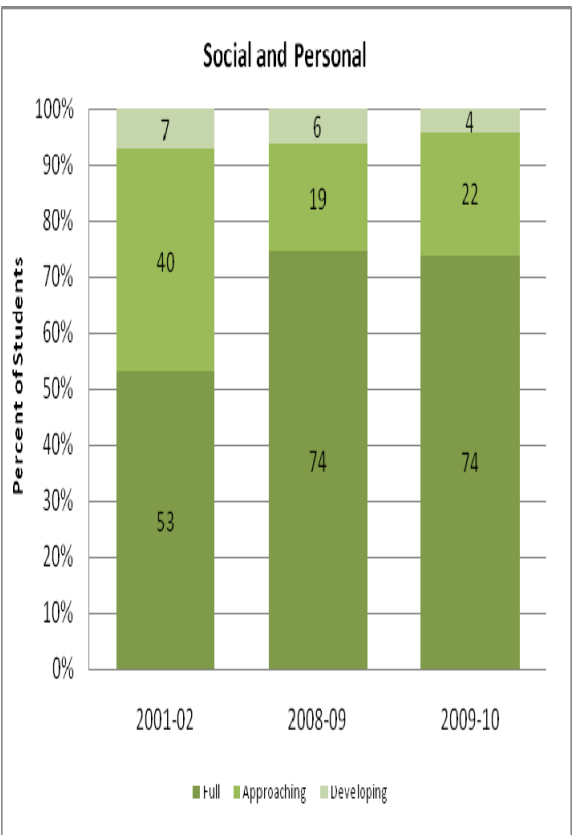
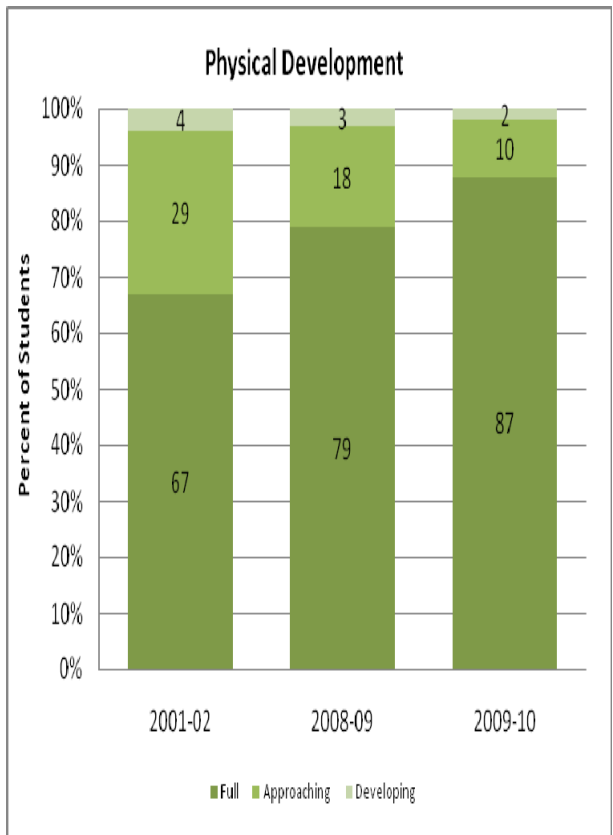
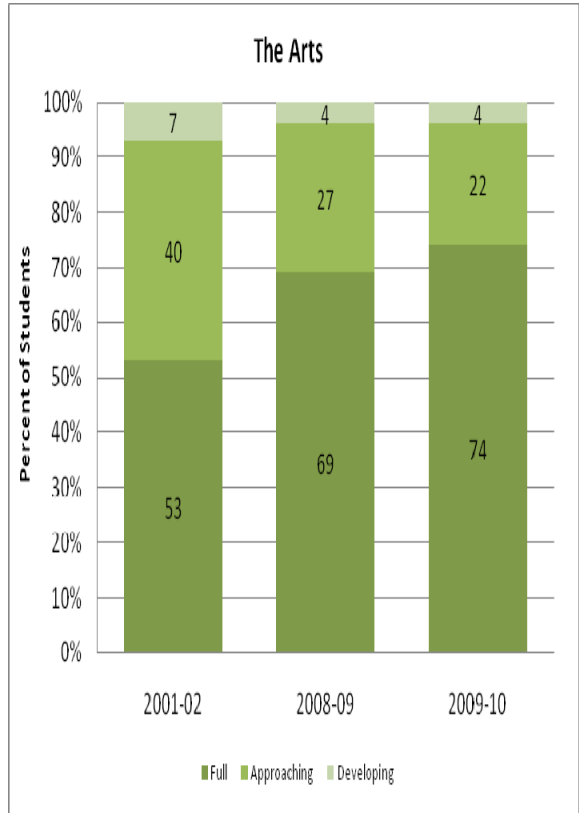
**Saint Mary's County - Number of Kindergarten Students**

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite					
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing			
<b>Race/Ethnicity</b>																											
American Indian/Alaskan Native	7	1	0	6	1	1	6	2	0	7	1	0	8	0	0	7	1	0	7	1	0	7	1	0	7	1	0
Asian/Pacific Islander	25	4	0	21	6	2	23	6	0	22	6	1	25	3	1	26	3	0	28	0	1	26	0	1	26	2	1
African American	218	46	2	192	63	11	201	55	10	194	67	5	217	44	5	232	32	2	248	17	1	228	35	3	228	35	3
White	764	85	13	683	164	15	739	106	17	699	157	6	757	100	5	794	61	7	828	31	3	817	40	5	817	40	5
Hispanic	51	7	1	47	4	4	49	5	5	51	5	3	52	5	2	52	6	1	53	6	0	53	4	2	53	4	2
<b>Gender</b>																											
Male	504	92	10	453	133	20	488	102	16	478	120	8	512	84	10	526	75	5	566	36	4	548	52	6	548	52	6
Female	561	51	6	496	109	13	530	72	16	495	116	7	547	68	3	585	28	5	598	19	1	583	30	5	583	30	5
<b>Prior Care</b>																											
Child Care Center	107	20	0	97	29	1	112	14	1	105	22	0	115	12	0	118	9	0	124	3	1	121	6	0	121	6	0
Family Child Care	72	10	0	59	20	3	62	18	2	56	25	1	64	17	1	72	10	0	78	4	0	74	7	1	74	7	1
Head Start	23	10	1	21	11	2	23	10	1	24	9	1	23	10	1	25	9	0	30	4	0	25	9	0	25	9	0
Home / Informal Care	141	20	3	121	32	11	124	32	8	123	36	5	136	23	5	149	14	1	150	10	4	146	13	5	146	13	5
Non-Public Nursery	187	11	2	174	25	1	186	14	0	178	22	0	189	10	1	191	7	2	198	2	0	197	3	0	197	3	0
Pre-Kindergarten	535	72	10	477	125	15	511	86	20	487	122	8	532	80	5	556	54	7	584	32	0	568	44	5	568	44	5
<b>Special Education</b>																											
Yes	80	21	5	54	45	7	71	24	11	67	34	5	78	24	4	89	14	3	89	15	2	83	19	4	83	19	4
No	985	122	11	895	197	26	947	150	21	906	202	10	981	128	9	1,022	89	7	1,075	40	3	1,048	63	7	1,048	63	7
<b>Limited English Proficiency</b>																											
Yes	12	2	1	11	0	4	11	1	3	10	2	3	12	1	2	13	1	1	14	1	0	11	2	2	11	2	2
No	1053	141	15	938	242	29	1007	173	29	963	234	12	1047	151	11	1098	102	9	1150	54	5	1120	80	9	1120	80	9
<b>Free and Reduced Price Meals</b>																											
Yes	326	76	7	284	107	18	298	88	23	299	102	8	330	72	7	354	49	6	379	27	3	346	57	6	346	57	6
No	739	67	9	665	135	15	720	86	9	674	134	7	729	80	6	757	54	4	785	28	2	785	25	5	785	25	5
<b>Aggregated Data</b>	1,065	143	16	949	242	33	1,018	174	32	973	236	15	1,059	152	13	1,111	103	10	1,164	55	5	1,131	82	11	1,131	82	11

\* = fewer than 5

## Talbot County – Percentage of Kindergarten Students





**Talbot County - Percentage of Kindergarten Students**

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
<b>Race/Ethnicity</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	49	46	5	47	39	14	51	30	19	44	51	5	51	40	9	61	32	7	74	23	4	54	39	7	
White	80	16	4	73	21	5	77	16	6	64	32	4	80	16	4	76	20	4	90	8	2	84	12	4	
Hispanic	76	20	4	48	44	8	60	32	8	40	56	4	44	44	12	80	16	4	88	8	4	80	16	4	
<b>Gender</b>																									
Male	68	28	4	65	27	8	72	17	11	62	34	5	71	24	5	67	28	5	84	13	2	77	18	5	
Female	81	15	4	70	25	5	70	24	6	55	41	3	73	21	6	81	16	3	91	7	2	80	17	3	
<b>Prior Care</b>																									
Child Care Center	62	35	3	78	22	0	84	16	0	57	43	0	78	22	0	81	19	0	89	11	0	81	19	0	
Family Child Care	71	21	7	36	57	7	43	36	21	43	57	0	57	36	7	57	43	0	86	14	0	50	50	0	
Head Start	36	59	5	36	50	14	45	32	23	32	68	0	41	55	5	50	45	5	77	23	0	41	59	0	
Home / Informal Care	70	21	9	52	30	18	64	18	18	42	45	12	58	27	15	64	27	9	76	18	6	67	18	15	
Non-public Nursery	94	6	0	83	16	1	86	14	0	78	22	0	96	4	0	87	12	1	99	1	0	96	4	0	
Pre-Kindergarten	74	21	5	67	25	8	70	21	9	59	35	7	67	25	8	72	22	6	86	11	4	80	14	6	
<b>Special Education</b>																									
Yes	46	31	23	27	38	35	31	23	46	38	31	31	46	19	35	42	35	23	58	23	19	38	35	27	
No	76	21	2	71	25	4	75	20	5	61	38	2	74	23	3	76	21	2	90	9	1	82	16	2	
<b>English Language Learners</b>																									
Yes	75	21	4	50	43	7	64	29	7	43	54	4	46	43	11	71	25	4	89	7	4	79	18	4	
No	74	22	4	69	24	7	72	19	9	60	36	4	74	21	5	74	22	4	87	11	2	78	17	4	
<b>Free and Reduced Price Meals</b>																									
Yes	62	30	7	52	36	13	59	24	16	47	44	8	56	33	11	65	27	7	83	13	4	66	26	8	
No	83	16	2	78	19	3	81	17	3	67	32	1	83	15	2	80	18	2	91	8	1	88	11	1	
<b>Aggregated Data</b>	74	22	4	67	26	7	71	20	9	59	37	4	72	23	6	74	22	4	87	10	2	78	17	4	

\* = fewer than 5

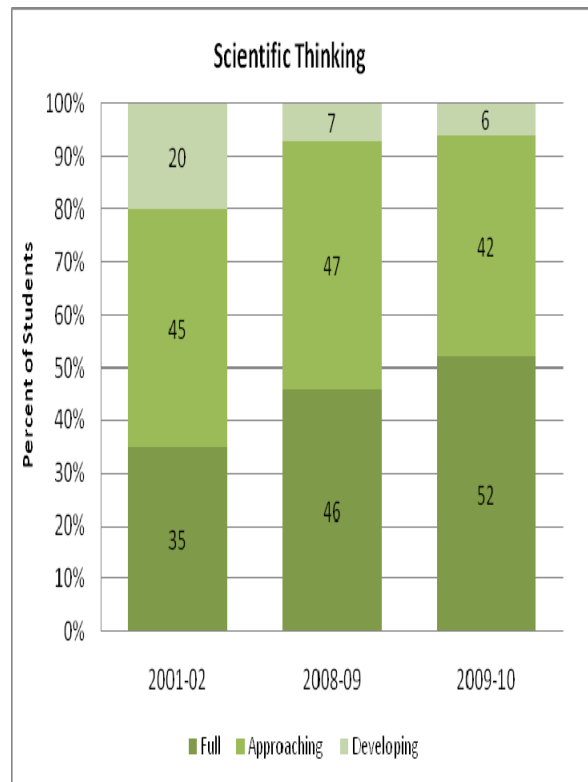
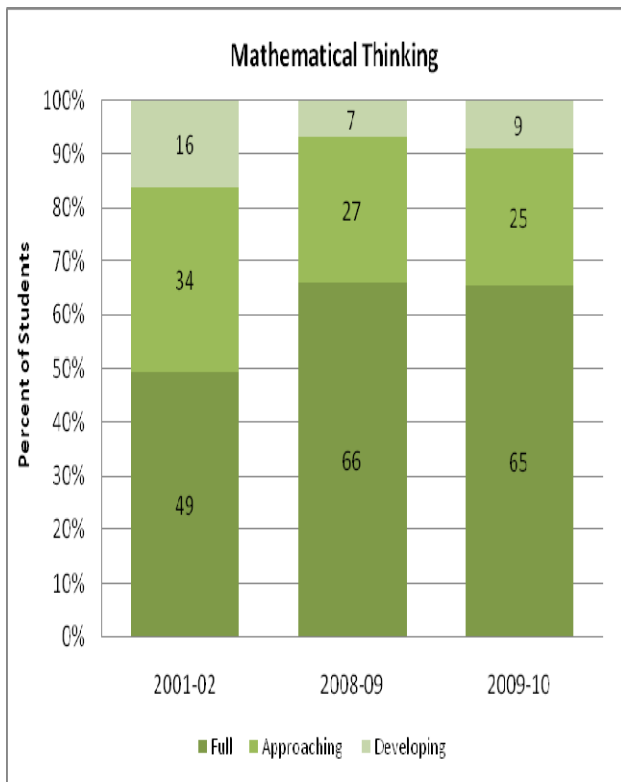
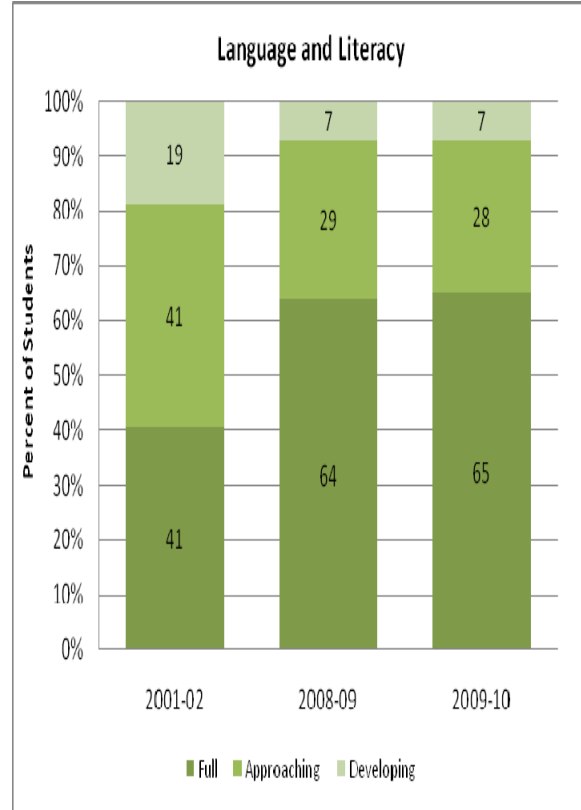
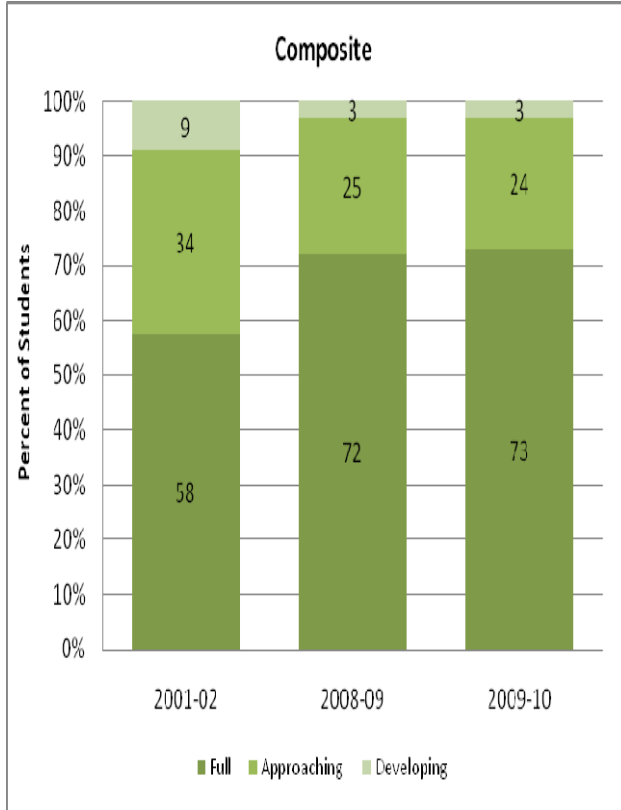
May not total 100% due to rounding.

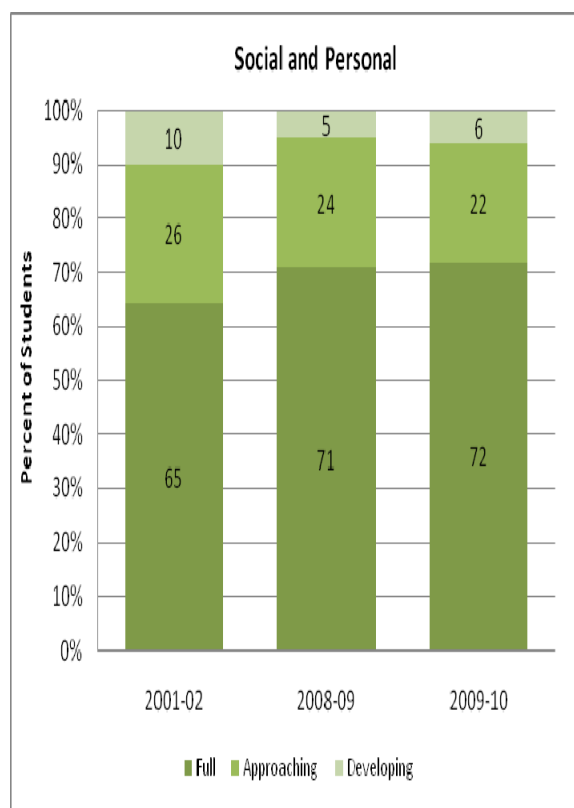
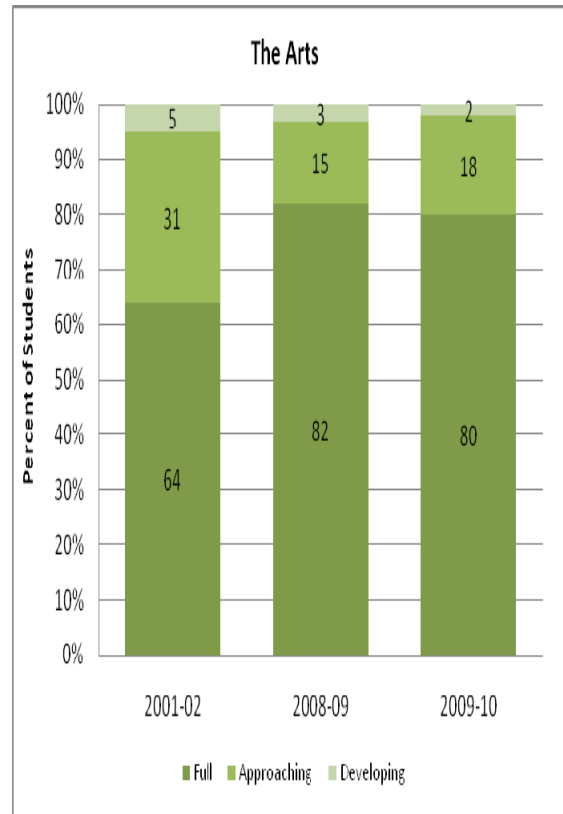
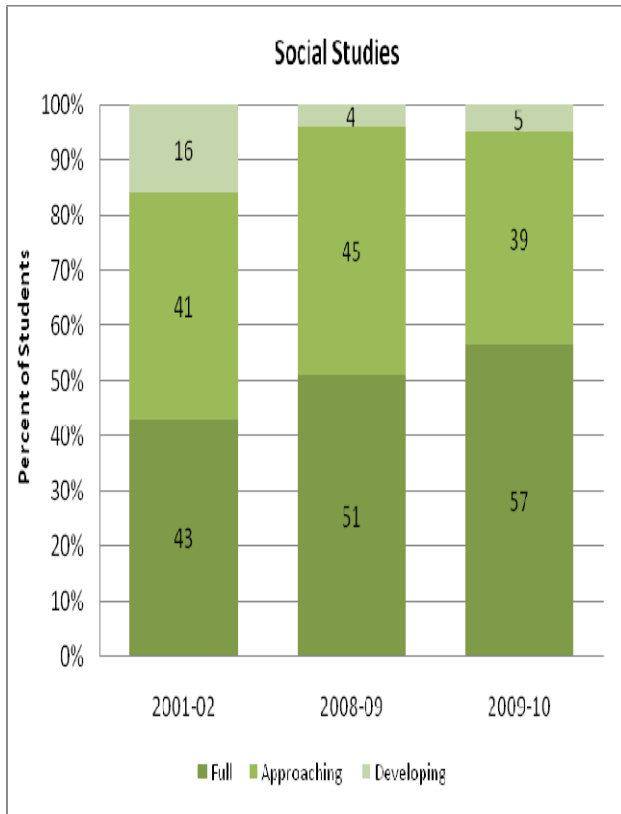
**Talbot County - Number of Kindergarten Students**

	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	
<b>Race/Ethnicity</b>																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	28	26	3	27	22	8	29	17	11	25	29	3	29	23	5	35	18	4	42	13	2	31	22	4	
White	179	37	9	165	48	12	174	37	14	144	72	9	180	35	10	172	45	8	203	18	4	189	28	8	
Hispanic	19	5	1	12	11	2	15	8	2	10	14	1	11	11	3	20	4	1	22	2	1	20	4	1	
<b>Gender</b>																									
Male	113	47	7	108	45	14	121	28	18	103	56	8	118	40	9	112	46	9	141	22	4	129	30	8	
Female	120	22	6	103	37	8	104	35	9	82	61	5	108	31	9	120	24	4	134	11	3	118	25	5	
<b>Prior Care</b>																									
Child Care Center	23	13	1	29	8	0	31	6	0	21	16	0	29	8	0	30	7	1	33	4	0	30	7	0	
Family Child Care	10	3	1	5	8	1	6	5	3	6	8	0	8	5	1	8	6	0	12	2	0	7	7	0	
Head Start	8	13	1	8	11	3	10	7	5	7	15	0	9	12	1	11	10	1	17	5	0	9	13	0	
Home / Informal Care	23	7	3	17	10	6	21	6	6	14	15	4	19	9	5	21	9	3	25	6	2	22	6	5	
Non-Public Nursery	65	4	0	57	11	1	59	10	0	54	15	0	66	3	0	60	8	1	68	1	0	66	3	0	
Pre-Kindergarten	102	29	7	93	34	11	96	29	13	81	48	9	93	34	11	100	30	8	118	15	5	111	19	8	
<b>Special Education</b>																									
Yes	12	8	6	7	10	9	8	6	12	10	8	8	12	5	9	11	9	6	15	6	5	10	9	7	
No	221	61	7	204	72	13	217	57	15	175	109	5	214	66	9	221	61	7	260	27	2	237	46	6	
<b>Limited English Proficiency</b>																									
Yes	21	6	1	14	12	2	18	8	2	12	15	1	13	12	3	20	7	1	25	2	1	22	5	1	
No	212	63	12	197	70	20	207	55	25	173	102	12	213	59	15	212	63	12	250	31	6	225	50	12	
<b>Free and Reduced Price Meals</b>																									
Yes	84	41	10	70	48	17	80	33	22	64	60	11	76	44	15	88	37	10	112	18	5	89	35	11	
No	149	28	3	141	34	5	145	30	5	121	57	2	150	27	3	144	33	3	163	15	2	158	20	2	
<b>Aggregated Data</b>	233	69	13	211	82	22	225	63	27	185	117	13	226	71	18	232	70	13	275	33	7	247	55	13	

\* = fewer than 5

## Washington County – Percentage of Kindergarten Students





**Washington County - Percentage of Kindergarten Students**

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
<b>Race/Ethnicity</b>																								
American Indian/Alaskan Native	67	33	0	67	22	11	56	33	11	11	89	0	22	78	0	44	44	11	78	22	0	56	44	0
Asian/Pacific Islander	81	17	2	69	24	7	81	13	6	65	35	0	57	43	0	91	9	0	93	7	0	81	19	0
African American	63	31	6	58	33	9	57	29	14	39	52	8	44	50	6	76	20	4	79	19	2	62	33	5
White	73	20	6	66	28	6	67	25	8	54	39	6	60	35	5	81	17	2	84	13	2	75	21	3
Hispanic	71	26	3	60	31	9	59	33	9	43	54	4	43	58	0	72	24	4	81	19	0	64	35	1
<b>Gender</b>																								
Male	63	29	8	59	33	8	63	27	11	50	42	8	53	42	6	74	22	4	78	19	3	68	28	4
Female	81	15	4	71	24	5	68	24	8	53	42	5	61	35	4	86	13	1	90	9	1	79	19	2
<b>Prior Care</b>																								
Child Care Center	69	24	7	75	20	5	76	17	7	65	30	5	67	30	3	88	11	0	87	12	0	80	18	2
Family Child Care	76	19	5	63	28	9	63	28	8	43	48	9	56	38	6	87	12	1	85	14	1	75	22	3
Head Start	59	29	12	47	41	12	46	35	18	39	53	8	40	52	8	75	22	4	77	20	3	57	38	5
Home / Informal Care	73	21	6	58	32	10	61	25	14	47	44	10	52	41	7	77	21	2	83	14	3	69	26	5
Non-public Nursery	92	7	1	81	19	0	80	19	1	60	37	2	71	28	1	89	10	1	93	7	0	91	9	1
Pre-Kindergarten	70	25	4	65	29	6	66	27	7	52	43	5	56	40	4	74	22	4	82	16	2	72	26	3
<b>Special Education</b>																								
Yes	57	31	13	39	42	19	45	35	20	46	40	14	46	40	14	66	24	9	63	28	9	51	38	11
No	73	22	5	67	27	6	67	25	8	52	42	6	58	38	4	81	17	2	86	13	1	75	23	2
<b>English Language Learners</b>																								
Yes	73	25	2	39	43	18	43	36	20	32	64	5	25	73	2	75	23	2	84	16	0	57	43	0
No	72	22	6	65	28	7	66	25	9	52	42	6	57	38	5	80	18	2	84	14	2	73	23	3
<b>Free and Reduced Price Meals</b>																								
Yes	65	26	8	56	34	11	56	29	15	44	48	8	48	46	5	75	22	3	79	18	3	64	31	5
No	78	19	4	73	24	4	74	22	4	58	37	5	64	32	4	84	14	2	88	11	1	81	17	2
<b>Aggregated Data</b>	72	22	6	65	28	7	65	25	9	52	42	6	57	39	5	80	18	2	84	14	2	73	24	3

\* = fewer than 5

May not total 100% due to rounding.

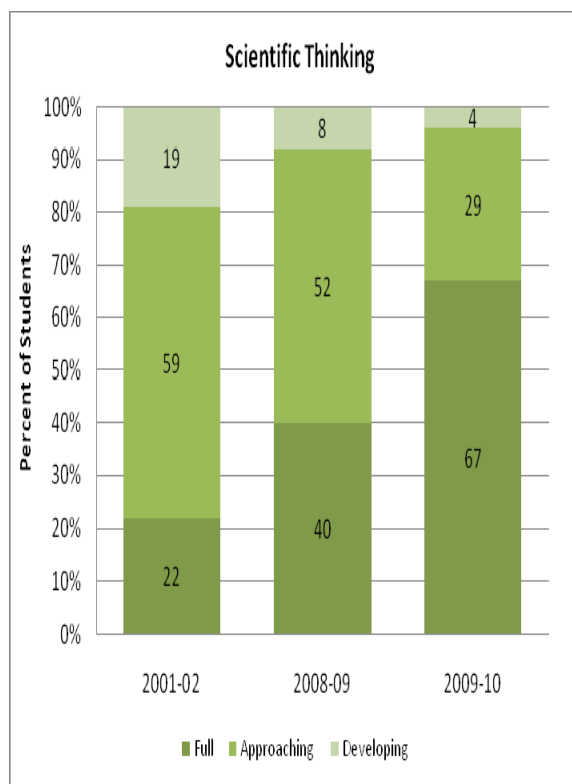
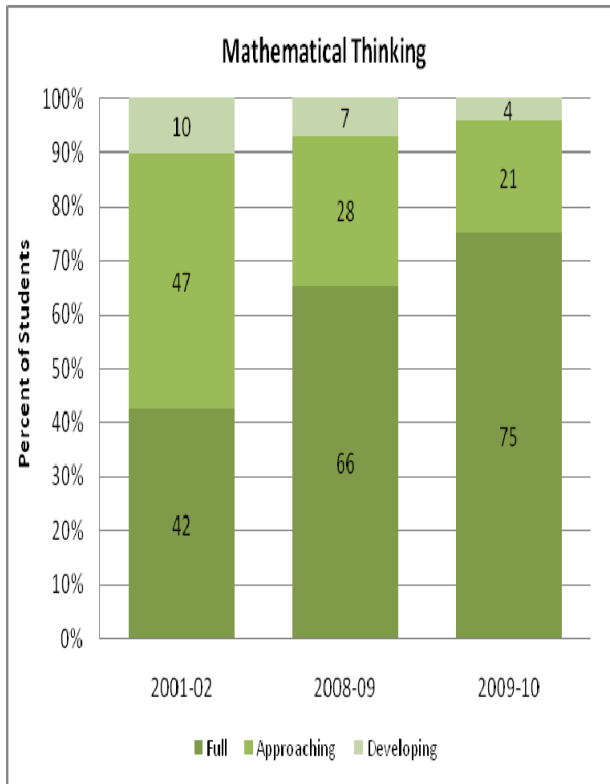
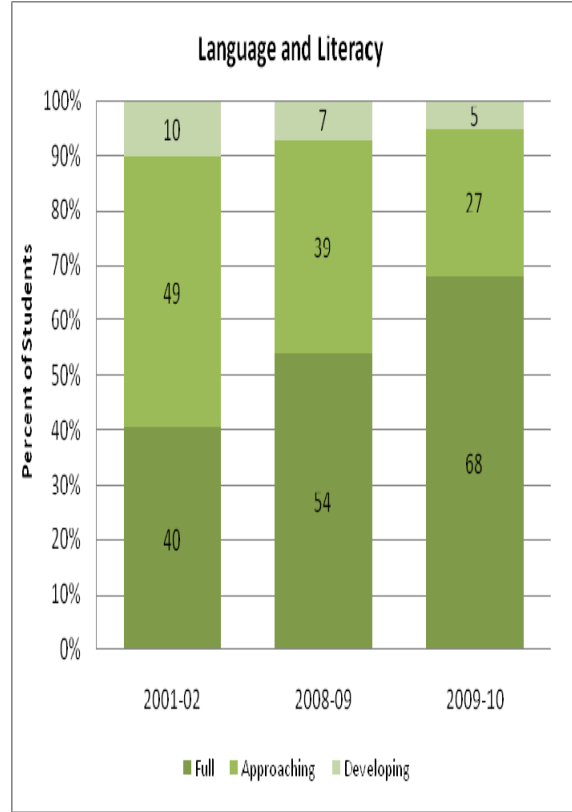
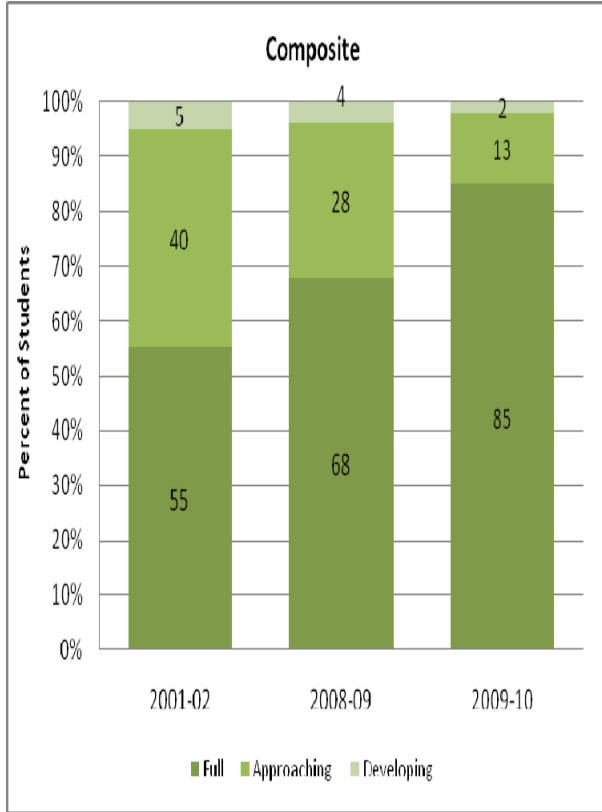


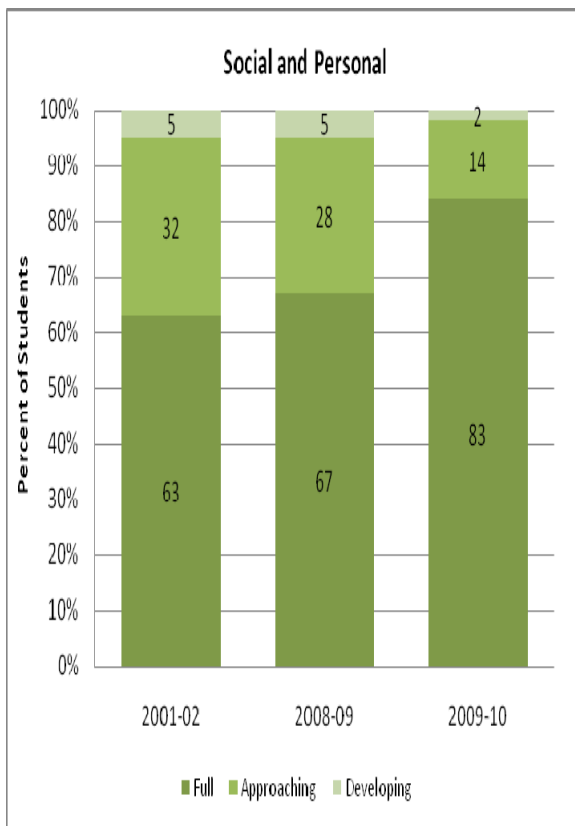
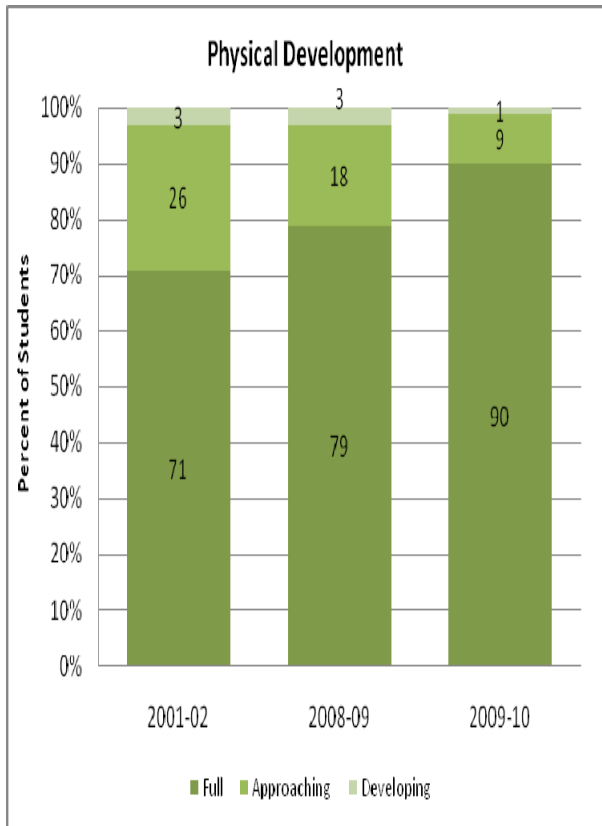
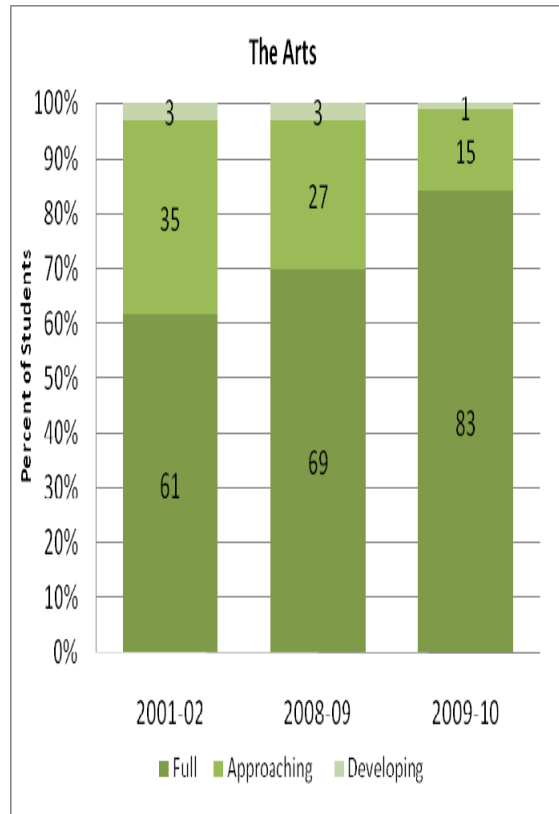
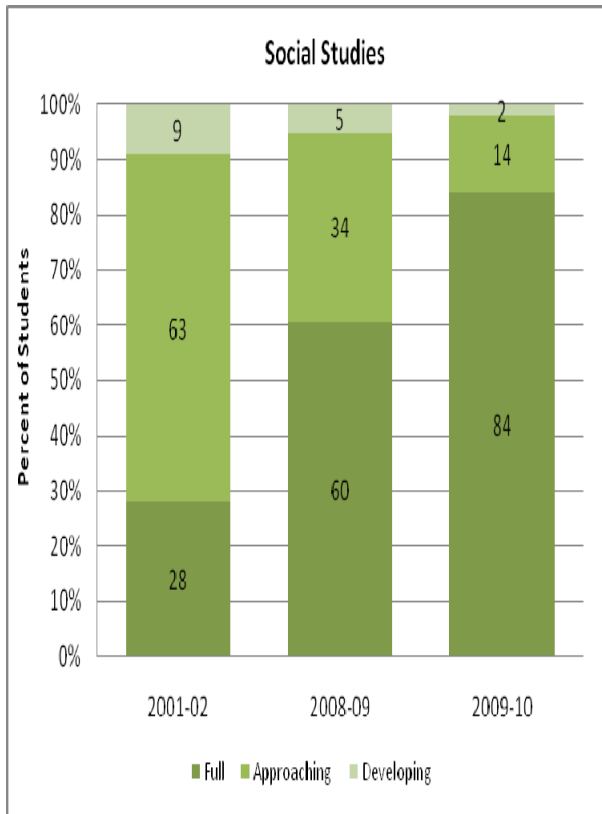
### Washington County - Number of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
<b>Race/Ethnicity</b>																								
American Indian/Alaskan Native	6	3	0	6	2	1	5	3	1	1	8	0	2	7	0	4	4	1	7	2	0	5	4	0
Asian/Pacific Islander	44	9	1	37	13	4	44	7	3	35	19	0	31	23	0	49	5	0	50	4	0	44	10	0
African American	149	74	15	137	78	22	136	68	34	94	124	20	105	118	15	180	48	9	189	45	4	148	79	11
White	891	249	75	802	336	76	811	302	102	659	479	77	731	421	63	983	206	26	1,025	164	26	917	261	37
Hispanic	57	21	2	48	25	7	47	26	7	34	43	3	34	46	0	57	19	3	65	15	0	51	28	1
<b>Gender</b>																								
Male	530	242	66	493	273	71	525	224	89	419	354	65	440	350	48	619	182	35	655	158	25	568	235	35
Female	617	114	27	537	181	39	518	182	58	404	319	35	463	265	30	654	100	4	681	72	5	597	147	14
<b>Prior Care</b>																								
Child Care Center	179	62	18	194	53	12	198	43	18	169	77	13	174	77	8	229	29	1	226	32	1	208	47	4
Family Child Care	131	33	8	108	49	15	109	49	14	74	83	15	96	65	11	150	20	2	146	24	2	129	38	5
Head Start	93	46	19	74	65	19	73	56	29	62	83	13	63	82	13	118	34	6	122	31	5	90	60	8
Home / Informal Care	204	58	17	163	88	28	169	70	40	130	122	27	144	115	20	215	58	5	232	40	7	192	73	14
Non-Public Nursery	149	11	2	132	30	0	129	31	2	98	60	4	115	45	2	144	17	1	151	11	0	147	14	1
Pre-Kindergarten	374	136	24	345	155	33	351	146	37	277	232	25	298	215	21	395	116	23	436	85	13	383	137	14
<b>Special Education</b>																								
Yes	72	39	16	49	53	24	57	45	25	58	51	18	58	51	18	84	31	12	80	36	11	65	48	14
No	1,075	317	77	981	401	86	986	361	122	765	622	82	845	564	60	1,189	251	27	1,256	194	19	1,100	334	35
<b>Limited English Proficiency</b>																								
Yes	32	11	1	17	19	8	19	16	9	14	28	2	11	32	1	33	10	1	37	7	0	25	19	0
No	1115	345	92	1013	435	102	1024	390	138	809	645	98	892	583	77	1240	272	38	1299	223	30	1140	363	49
<b>Free and Reduced Price Meals</b>																								
Yes	489	197	61	415	252	79	417	220	110	332	358	57	361	345	41	558	163	24	590	137	20	477	234	36
No	658	159	32	615	202	31	626	186	37	491	315	43	542	270	37	715	119	15	746	93	10	688	148	13
<b>Aggregated Data</b>	1,147	356	93	1,030	454	110	1,043	406	147	823	673	100	903	615	78	1,273	282	39	1,336	230	30	1,165	382	49

\* = fewer than 5

## Wicomico County – Percentage of Kindergarten Students





**Wicomico County - Percentage of Kindergarten Students**

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
<b>Race/Ethnicity</b>																								
American Indian/Alaskan Native	86	0	14	57	43	0	86	14	0	71	29	0	71	29	0	57	43	0	100	0	0	86	14	0
Asian/Pacific Islander	94	3	3	81	13	6	91	6	3	84	13	3	88	9	3	81	16	3	94	3	3	94	3	3
African American	79	17	4	62	31	7	67	26	6	61	33	6	79	17	4	82	16	2	87	11	2	81	16	4
White	86	13	1	76	21	3	83	15	2	72	25	3	89	10	1	86	13	1	93	6	0	89	10	1
Hispanic	80	19	1	45	46	9	53	39	8	50	45	5	66	30	4	69	28	3	82	18	0	72	26	3
<b>Gender</b>																								
Male	77	19	4	60	32	8	71	23	6	64	30	6	80	18	3	76	21	3	87	12	1	79	18	3
Female	89	10	1	76	22	3	80	18	2	69	28	3	88	11	2	90	10	0	94	6	1	91	8	1
<b>Prior Care</b>																								
Child Care Center	88	12	0	76	22	2	83	16	1	80	19	1	94	6	0	89	11	0	96	4	0	94	6	0
Family Child Care	76	24	0	51	41	7	63	34	2	51	44	5	73	22	5	76	22	2	83	17	0	68	27	5
Head Start	82	16	2	59	37	4	62	34	3	61	37	2	80	19	2	84	16	1	87	12	1	81	17	2
Home / Informal Care	75	18	7	54	34	12	64	25	11	46	41	13	68	27	5	81	15	4	84	13	3	74	21	5
Non-public Nursery	90	10	0	91	6	3	97	3	0	79	21	0	97	3	0	91	9	0	99	1	0	96	4	0
Pre-Kindergarten	86	13	1	74	23	3	80	18	2	75	24	2	88	10	1	82	17	1	92	8	1	88	11	1
<b>Special Education</b>																								
Yes	62	31	7	37	40	23	44	32	23	47	37	16	64	25	11	54	37	9	68	27	5	56	35	10
No	85	13	2	71	26	4	78	20	3	68	28	3	85	13	1	85	14	1	92	7	1	87	12	1
<b>English Language Learners</b>																								
Yes	76	24	0	35	49	16	48	43	10	43	49	8	57	38	5	63	35	2	76	24	0	62	37	2
No	84	14	2	70	25	4	77	19	4	68	28	4	85	13	2	84	14	1	91	8	1	86	12	2
<b>Free and Reduced Price Meals</b>																								
Yes	81	16	3	60	33	7	68	26	5	63	32	5	81	17	3	80	19	2	87	12	1	81	16	3
No	86	12	1	78	19	3	85	13	2	72	25	3	88	11	1	88	11	1	94	5	1	89	10	1
<b>Aggregated Data</b>	83	14	2	68	27	5	75	21	4	67	29	4	84	14	2	83	15	1	90	9	1	85	13	2

\* = fewer than 5

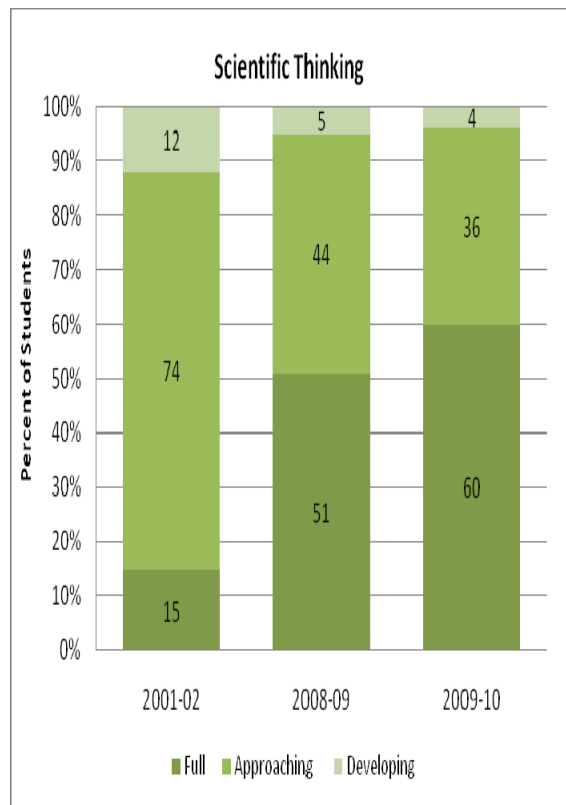
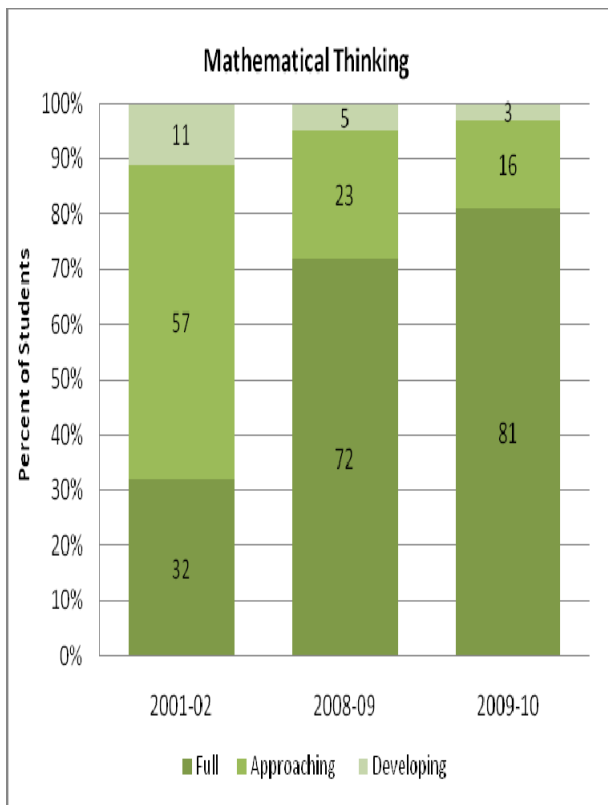
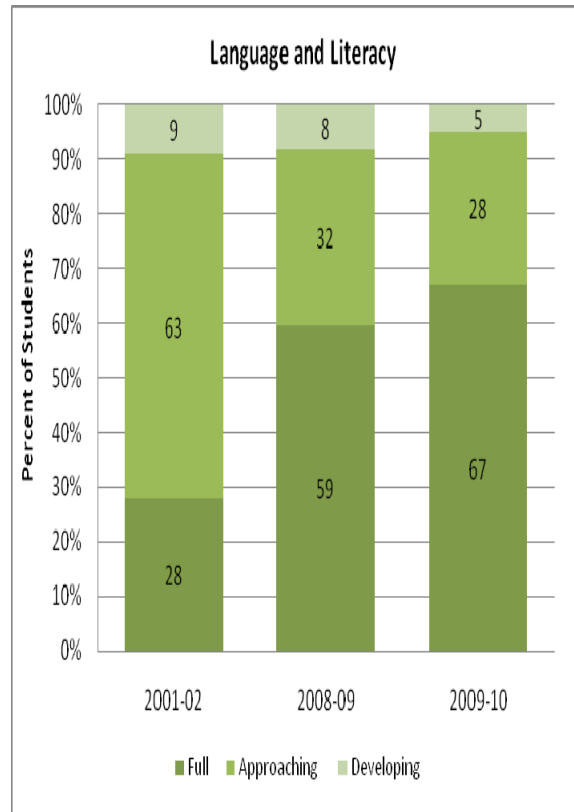
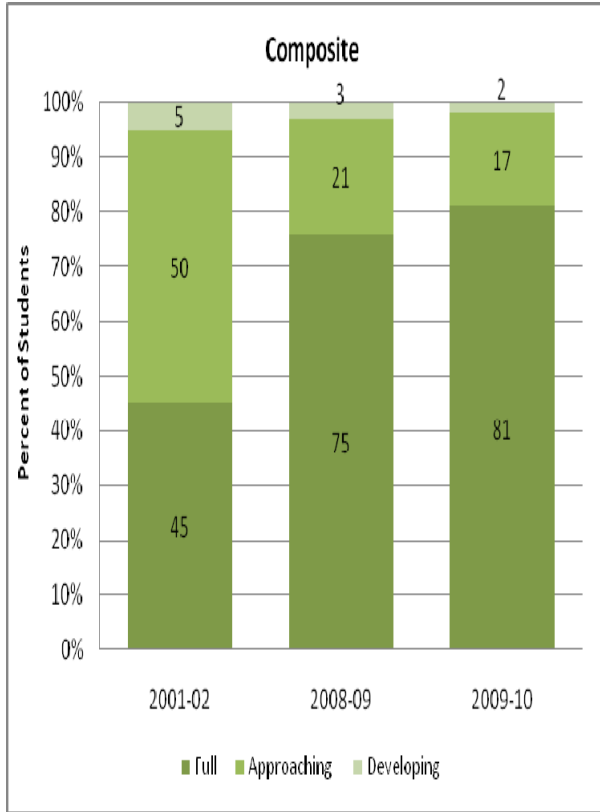
May not total 100% due to rounding.

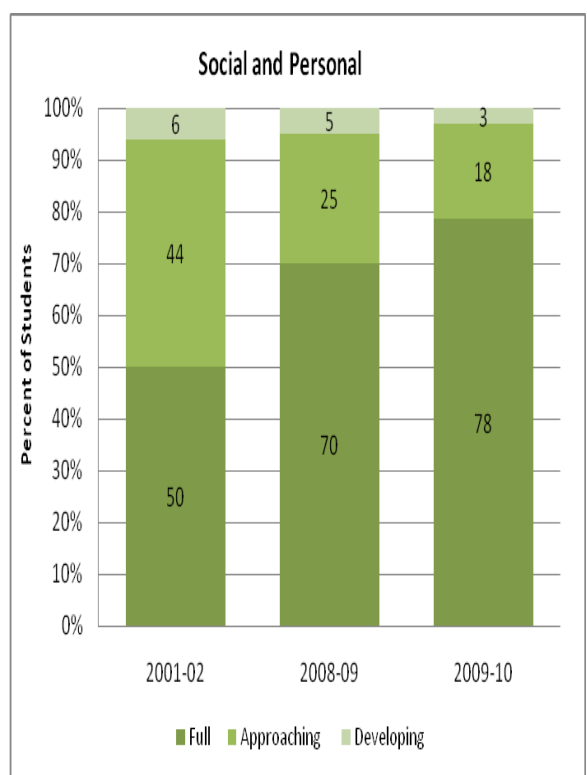
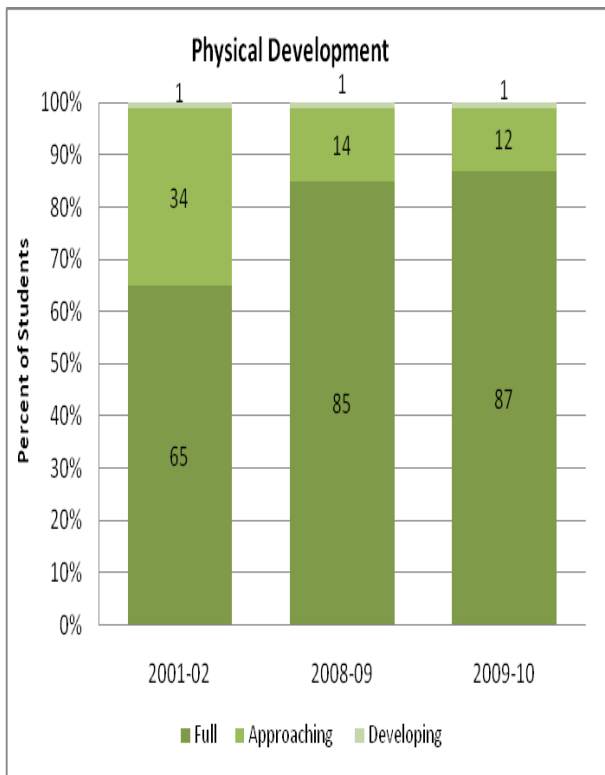
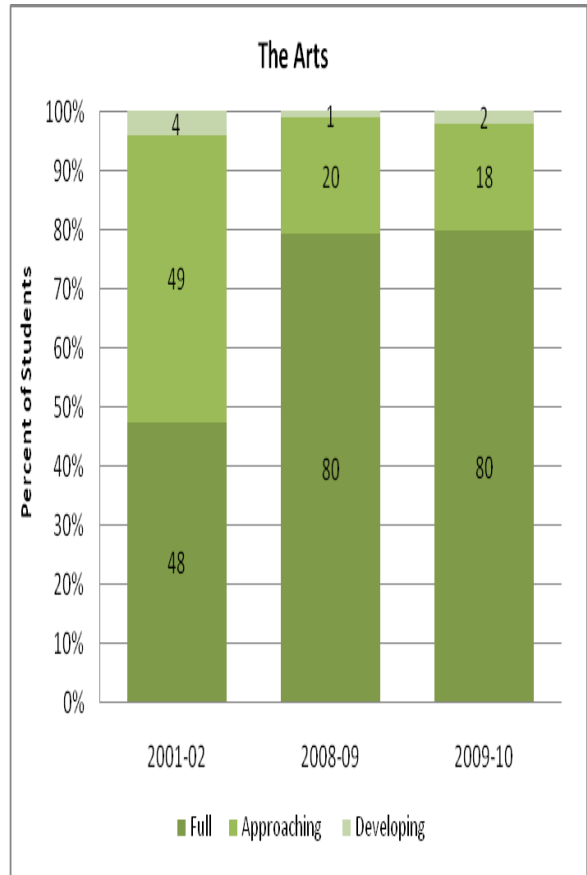
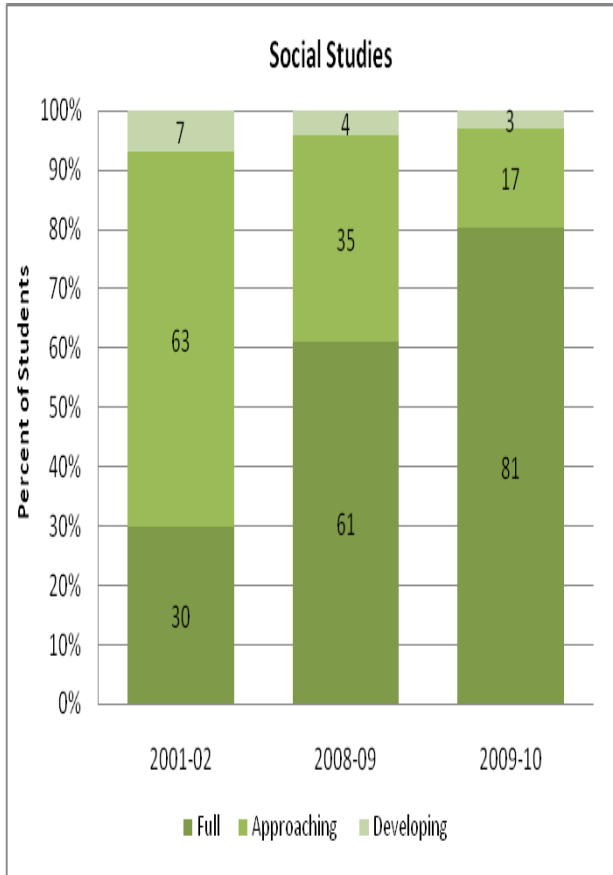
**Wicomico County - Number of Kindergarten Students**

	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
<b>Race/Ethnicity</b>																								
American Indian/Alaskan Native	6	0	1	4	3	0	6	1	0	5	2	0	5	2	0	4	3	0	7	0	0	6	1	0
Asian/Pacific Islander	30	1	1	26	4	2	29	2	1	27	4	1	28	3	1	26	5	1	30	1	1	30	1	1
African American	350	75	17	272	138	32	297	117	28	270	144	28	351	75	16	363	71	8	383	50	9	356	70	16
White	504	75	5	442	125	17	487	86	11	423	146	15	521	60	3	504	75	5	546	37	1	522	59	3
Hispanic	59	14	1	33	34	7	39	29	6	37	33	4	49	22	3	51	21	2	61	13	0	53	19	2
<b>Gender</b>																								
Male	431	108	20	338	179	42	396	131	32	359	167	33	446	99	14	426	119	14	484	67	8	441	102	16
Female	518	57	5	439	125	16	462	104	14	403	162	15	508	63	9	522	56	2	543	34	3	526	48	6
<b>Prior Care</b>																								
Child Care Center	122	16	0	105	30	3	115	22	1	111	26	1	130	8	0	123	15	0	133	5	0	130	8	0
Family Child Care	31	10	0	21	17	3	26	14	1	21	18	2	30	9	2	31	9	1	34	7	0	28	11	2
Head Start	100	19	3	72	45	5	76	42	4	74	45	3	97	23	2	102	19	1	106	15	1	99	21	2
Home / Informal Care	198	49	18	143	91	31	170	65	30	123	108	34	181	71	13	215	39	11	223	35	7	195	56	14
Non-Public Nursery	69	8	0	70	5	2	75	2	0	61	16	0	75	2	0	70	7	0	76	1	0	74	3	0
Pre-Kindergarten	373	58	4	320	101	14	346	80	9	325	103	7	384	45	6	358	74	3	399	33	3	384	47	4
<b>Special Education</b>																								
Yes	50	25	6	30	32	19	36	26	19	38	30	13	52	20	9	44	30	7	55	22	4	45	28	8
No	899	140	19	747	272	39	822	209	27	724	299	35	902	142	14	904	145	9	972	79	7	922	122	14
<b>Limited English Proficiency</b>																								
Yes	48	15	0	22	31	10	30	27	6	27	31	5	36	24	3	40	22	1	48	15	0	39	23	1
No	901	150	25	755	273	48	828	208	40	735	298	43	918	138	20	908	153	15	979	86	11	928	127	21
<b>Free and Reduced Price Meals</b>																								
Yes	521	103	18	388	211	43	438	169	35	403	206	33	517	108	17	513	119	10	561	74	7	523	102	17
No	428	62	7	389	93	15	420	66	11	359	123	15	437	54	6	435	56	6	466	27	4	444	48	5
<b>Aggregated Data</b>	949	165	25	777	304	58	858	235	46	762	329	48	954	162	23	948	175	16	1,027	101	11	967	150	22

\* = fewer than 5

## Worcester County – Percentage of Kindergarten Students





**Worcester County - Percentage of Kindergarten Students**

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
<b>Race/Ethnicity</b>																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	67	33	0	58	17	25	58	25	17	58	25	17	67	25	8	92	8	0	75	25	0	67	25	8	
African American	60	31	9	47	48	4	71	22	7	45	46	9	62	32	7	59	36	4	78	19	3	64	32	4	
White	84	14	2	77	20	3	87	13	1	68	31	2	89	11	1	85	13	2	90	9	1	90	9	1	
Hispanic	81	19	0	29	52	19	52	33	14	24	67	10	57	33	10	86	14	0	86	14	0	52	48	0	
<b>Gender</b>																									
Male	69	25	6	60	33	7	78	17	5	57	37	6	77	19	4	68	27	5	81	16	3	75	21	3	
Female	88	11	1	75	23	2	83	15	1	63	35	2	84	15	1	91	9	100	93	7	100	88	12	0	
<b>Prior Care</b>																									
Child Care Center	83	17	0	83	17	0	95	5	0	73	26	1	92	8	0	87	13	0	88	12	0	94	6	0	
Family Child Care	82	14	4	68	30	3	83	13	4	71	25	4	86	10	4	96	3	1	88	10	1	84	14	1	
Head Start	64	32	4	49	40	11	66	34	0	45	53	2	62	38	0	70	28	2	79	19	2	64	36	0	
Home / Informal Care	73	27	0	50	32	18	59	27	14	45	45	9	68	23	9	82	18	0	91	9	0	73	23	5	
Non-public Nursery	91	7	2	91	9	0	88	12	0	88	12	0	100	0	0	95	2	2	98	2	0	98	2	0	
Pre-Kindergarten	76	19	5	61	33	6	78	17	5	47	46	7	74	22	4	65	30	5	84	13	3	76	20	4	
<b>Special Education</b>																									
Yes	60	33	7	50	36	14	67	29	5	50	43	7	74	19	7	74	21	5	71	19	10	62	33	5	
No	80	17	3	69	27	4	82	15	3	61	35	4	81	17	2	80	18	2	89	11	1	84	15	2	
<b>English Language Learners</b>																									
Yes	61	39	0	17	61	22	50	33	17	22	61	17	44	44	11	78	22	0	67	33	0	39	56	6	
No	79	17	4	70	26	4	82	15	3	62	34	4	82	16	2	80	18	3	88	11	2	83	15	2	
<b>Free and Reduced Price Meals</b>																									
Yes	72	25	3	53	41	6	74	21	5	47	47	6	74	19	7	72	25	3	83	16	2	71	27	2	
No	83	14	3	78	18	4	86	12	2	70	27	3	81	17	2	85	13	2	90	8	1	89	9	2	
<b>Aggregated Data</b>	78	18	3	67	28	5	81	16	3	60	36	4	81	17	3	80	18	2	87	12	1	81	17	2	

\* = fewer than 5

May not total 100% due to rounding.

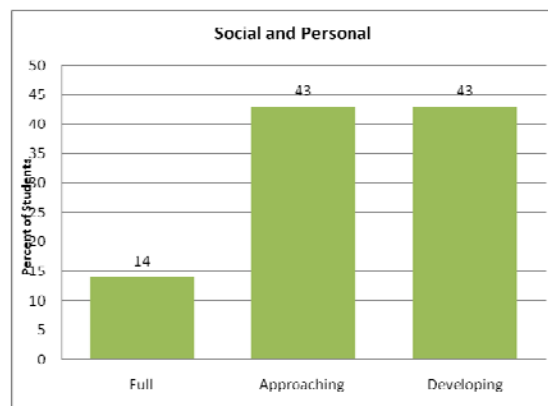
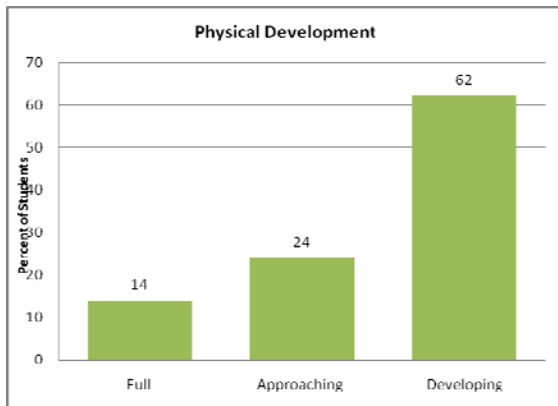
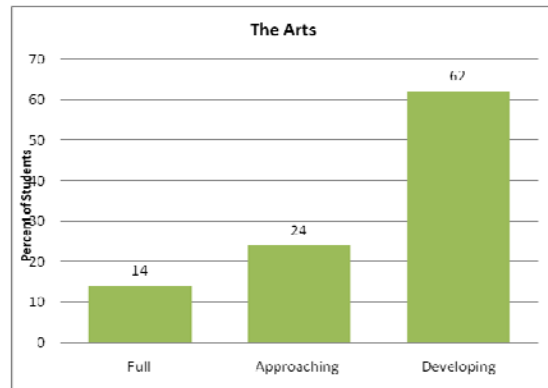
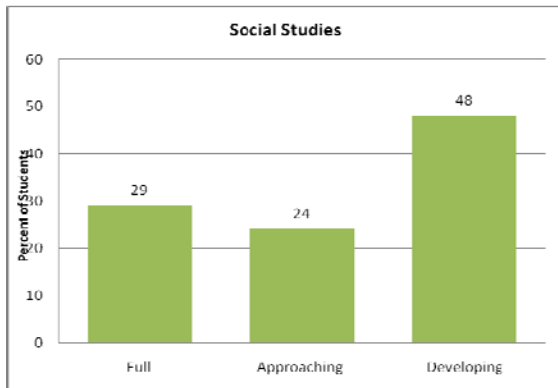
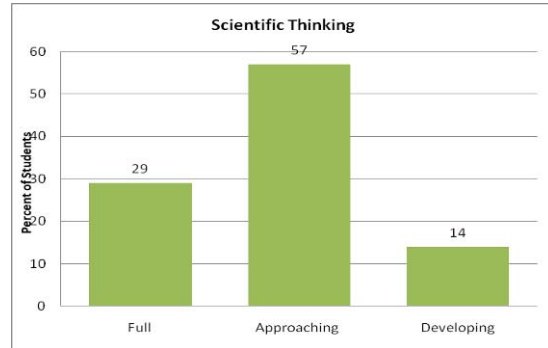
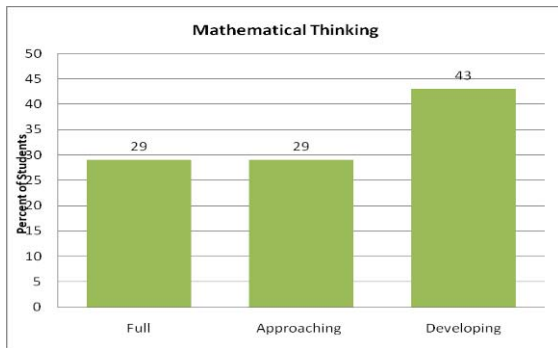
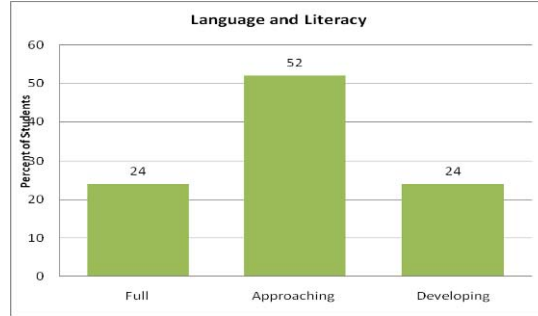
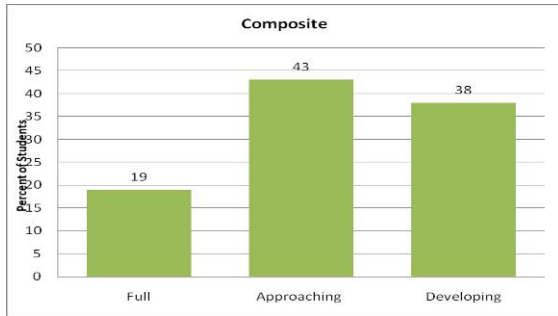


**Worcester County - Number of Kindergarten Students**

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite			
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	
<b>Race/Ethnicity</b>																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	8	4	0	7	2	3	7	3	2	7	3	2	8	3	1	11	1	0	9	3	0	8	3	1	
African American	55	28	8	43	44	4	65	20	6	41	42	8	56	29	6	54	33	4	71	17	3	58	29	4	
White	244	40	6	222	59	9	251	37	2	196	89	5	257	31	2	246	38	6	262	25	3	260	27	3	
Hispanic	17	4	0	6	11	4	11	7	3	5	14	2	12	7	2	18	3	0	18	3	0	11	10	0	
<b>Gender</b>																									
Male	143	53	12	125	68	15	163	35	10	119	76	13	160	39	9	142	56	10	168	34	6	157	44	7	
Female	183	23	2	155	48	5	173	32	3	132	72	4	175	31	2	189	19	2	194	14	2	182	25	1	
<b>Prior Care</b>																									
Child Care Center	65	13	0	65	13	0	74	4	0	57	20	1	72	6	0	68	10	0	69	9	0	73	5	0	
Family Child Care	63	11	3	52	23	2	64	10	3	55	19	3	66	8	3	74	2	1	68	8	1	65	11	1	
Head Start	30	15	2	23	19	5	31	16	0	21	25	1	29	18	0	33	13	1	37	9	1	30	17	0	
Home / Informal Care	16	6	0	11	7	4	13	6	3	10	10	2	15	5	2	18	4	0	20	2	0	16	5	1	
Non-Public Nursery	39	3	1	39	4	0	38	5	0	38	5	0	43	0	0	41	1	1	42	1	0	42	1	0	
Pre-Kindergarten	111	28	8	90	48	9	115	25	7	69	68	10	109	32	6	96	44	7	124	19	4	112	29	6	
<b>Special Education</b>																									
Yes	25	14	3	21	15	6	28	12	2	21	18	3	31	8	3	31	9	2	30	8	4	26	14	2	
No	301	62	11	259	101	14	308	55	11	230	130	14	304	62	8	300	66	8	332	40	2	313	55	6	
<b>Limited English Proficiency</b>																									
Yes	11	7	0	3	11	4	9	6	3	4	11	3	8	8	2	14	4	0	12	6	0	7	10	1	
No	315	69	14	277	105	16	327	61	10	247	137	14	327	62	9	317	71	10	350	42	6	332	59	7	
<b>Free and Reduced Price Meals</b>																									
Yes	129	44	6	95	73	11	132	38	9	84	84	11	31	8	3	129	44	6	148	28	3	127	48	4	
No	197	32	8	185	43	9	204	29	4	167	64	6	304	62	8	202	31	4	214	20	3	212	21	4	
<b>Aggregated Data</b>	326	76	14	280	116	20	336	67	13	251	148	17	335	70	11	331	75	10	362	48	6	339	69	8	

\* = fewer than 5

## MD School for the Deaf – Percentage of Kindergarten Students



**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	
<b>Race/Ethnicity</b>																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	7	50	43	7	64	29	14	43	43	14	71	14	14	36	50	7	21	71	7	21	71	7	57	36	
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Gender</b>																									
Male	17	50	33	33	50	17	42	25	33	42	42	17	42	8	50	17	33	50	17	33	50	25	42	33	
Female	11	33	56	11	56	33	11	33	56	11	78	11	11	44	44	11	11	78	11	11	78	11	44	44	
<b>Prior Care</b>																									
Child Care Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Home / Informal Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	15	45	40	25	50	25	30	30	40	55	15	30	30	25	45	15	25	60	15	25	60	20	45	35	
<b>Special Education</b>																									
Yes	14	43	43	24	52	24	29	29	43	29	57	14	*	*	*	*	*	*	*	*	*	*	*	*	
No	*	*	*	*	*	*	*	*	*	*	*	*	29	24	48	14	24	62	14	24	62	19	43	38	
<b>English Language Learners</b>																									
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	14	43	43	24	52	24	29	29	43	29	57	14	29	24	48	14	24	62	14	24	62	19	43	38	
<b>Free and Reduced Price Meals</b>																									
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	14	43	43	24	52	24	29	29	43	29	57	14	29	24	48	14	24	62	14	24	62	19	43	38	
<b>Aggregated Data</b>	14	43	43	24	52	24	29	29	43	29	57	14	29	24	48	14	24	62	14	24	62	19	43	38	

\* = 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	
<b>Race/Ethnicity</b>																									
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	1	7	6	1	9	4	2	6	6	2	10	2	2	5	7	1	3	10	1	3	10	1	8	5	
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Gender</b>																									
Male	2	6	4	4	6	2	5	3	4	5	5	2	5	1	6	2	4	6	2	4	6	3	5	4	
Female	1	3	5	1	5	3	1	3	5	1	7	1	1	4	4	1	1	7	1	1	7	1	4	4	
<b>Prior Care</b>																									
Child Care Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Home / Informal Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	3	9	8	5	10	5	6	6	8	11	3	6	5	9	3	5	12	3	5	12	4	9	7		
<b>Special Education</b>																									
Yes	3	9	9	5	11	5	6	6	9	6	12	3	6	5	10	3	5	13	3	5	13	4	9	8	
No	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Limited English Proficiency</b>																									
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	3	9	9	5	11	5	6	6	9	6	12	3	6	5	10	3	5	13	3	5	13	4	9	8	
<b>Free and Reduced Price Meals</b>																									
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	14	43	43	24	52	24	29	29	43	29	57	14	29	24	48	14	24	62	14	24	62	19	43	38	
<b>Aggregated Data</b>	3	9	9	5	11	5	6	6	9	6	12	3	6	5	10	3	5	13	3	5	13	4	9	8	

\* = 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<sup>®</sup> (WSS) Kindergarten Checklist using Exemplars which are specific assessment guidelines that were developed by MSDE. This information is aggregated and disaggregated, i.e., broken out, into the data displayed in this report.

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

Performance-based assessments measure demonstrated skills, knowledge, and behaviors in an actual learning setting such as a kindergarten classroom. When measuring readiness for school, all developmental skill areas are important. Qualified kindergarten teachers, properly trained and prepared, are an excellent source of information for their students. They assess children's skills against established standards of learning<sup>1</sup>. 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.

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



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

## 5. What does the school readiness information mean?

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

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

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

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

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

## 7. What does "approaching readiness," mean?

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

## 8. What does "developing readiness," mean?

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

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

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

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

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

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

**11. How are teachers using the information?**

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

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

Results reflect multiple teacher responses.

**12. How are school officials using the information?**

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

**13. How are county officials using the information?**

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

**14. How are state officials using the information?**

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

**15. How are families using the information?**

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

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

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

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

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

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

®Work Sampling System is a registered trademark of Pearson Assessments

## **APPENDIX D**

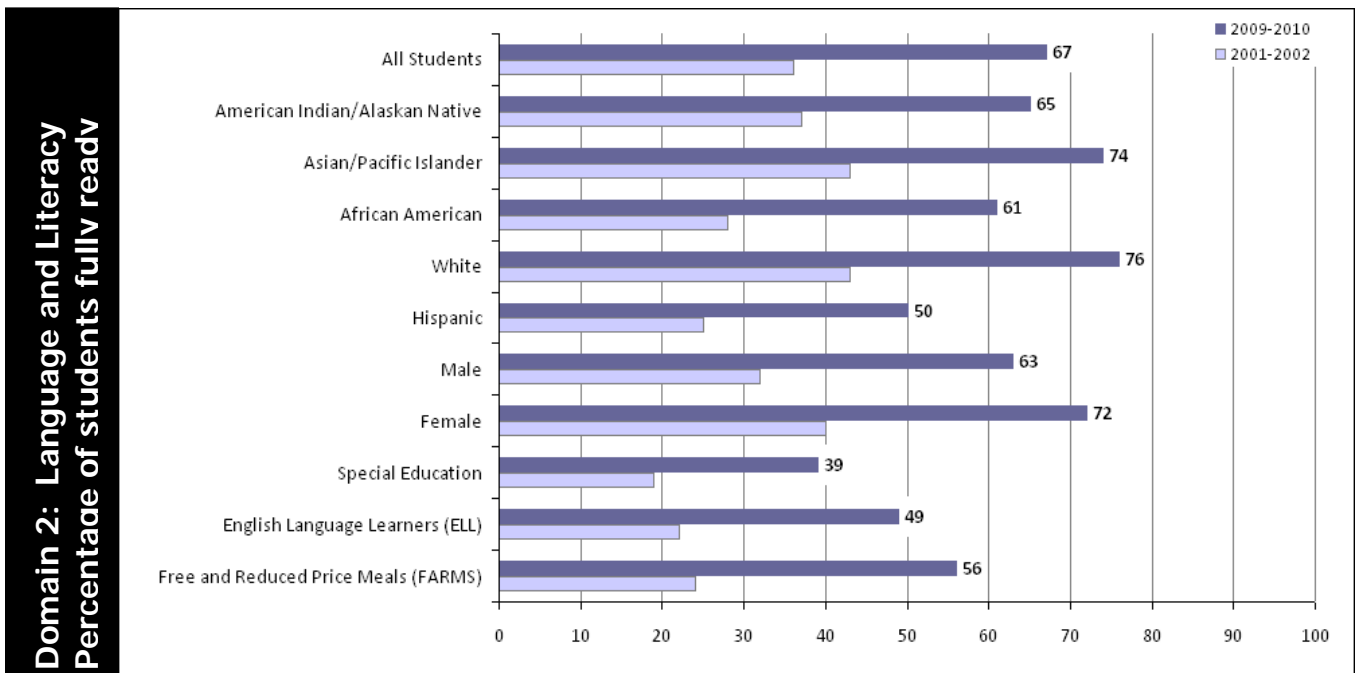
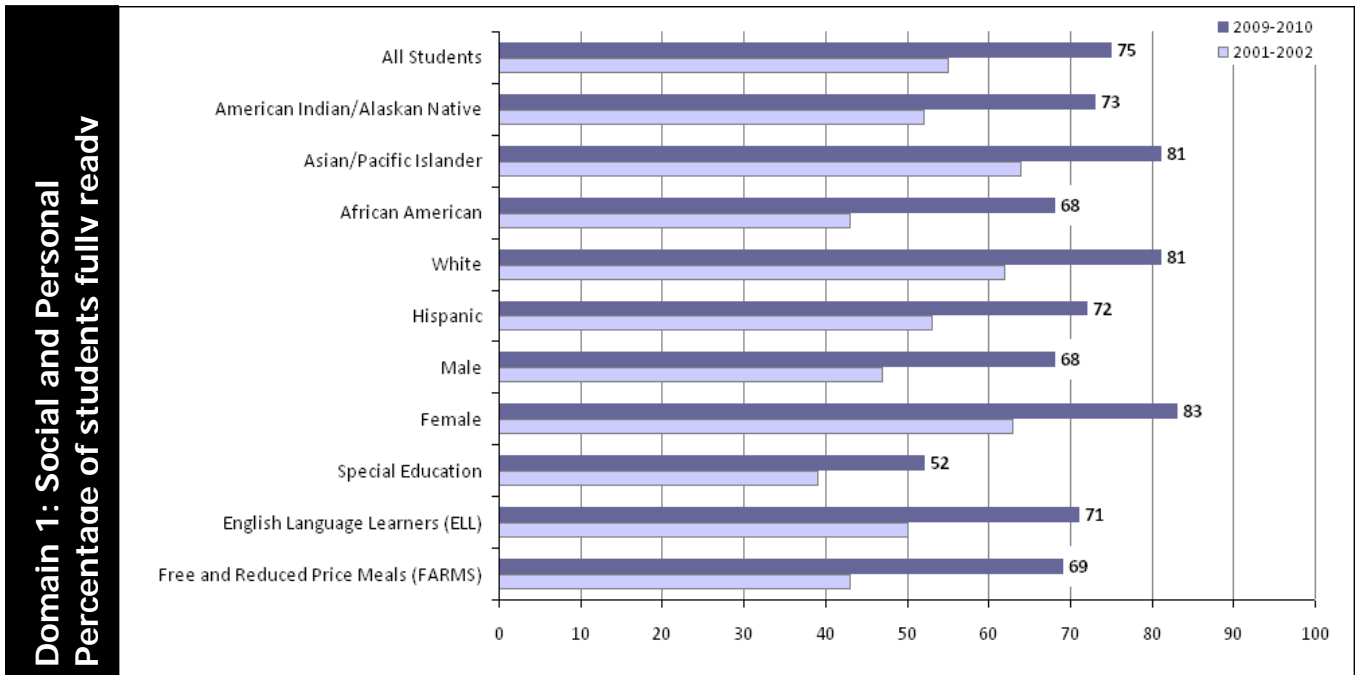
### **Percentage of Students Fully Ready by Domain**

**Maryland 2001-2009 Trend Data**



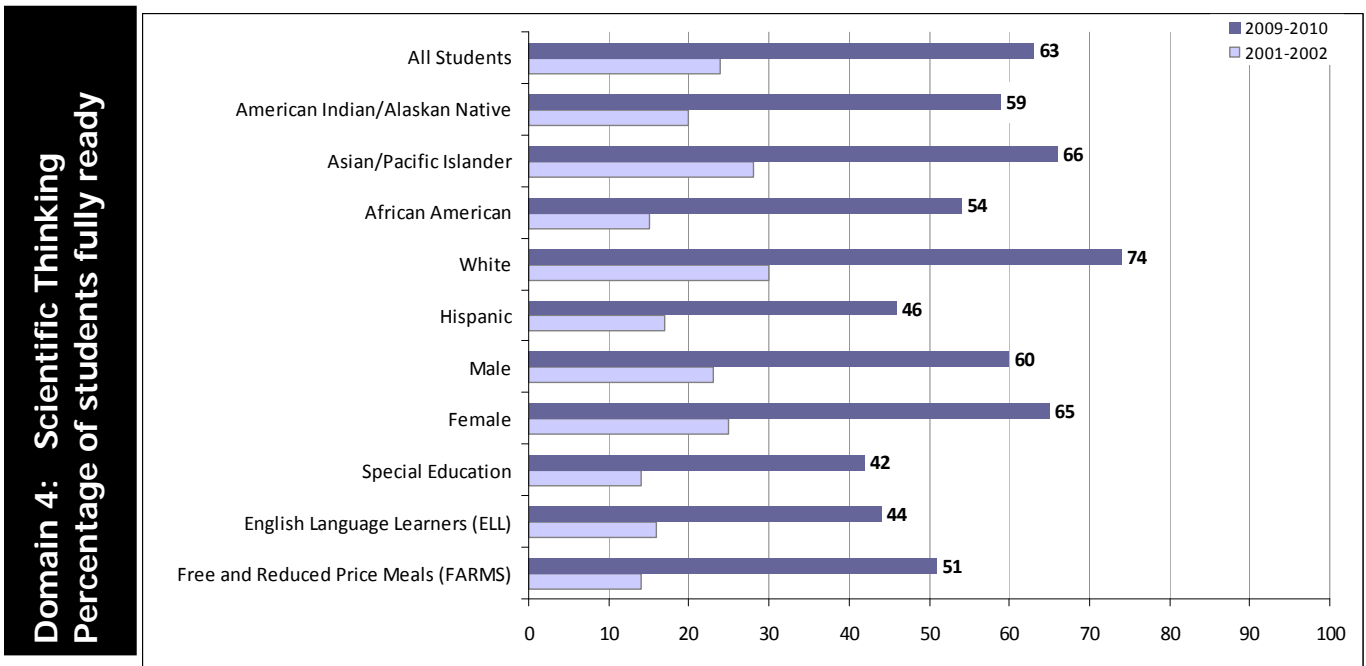
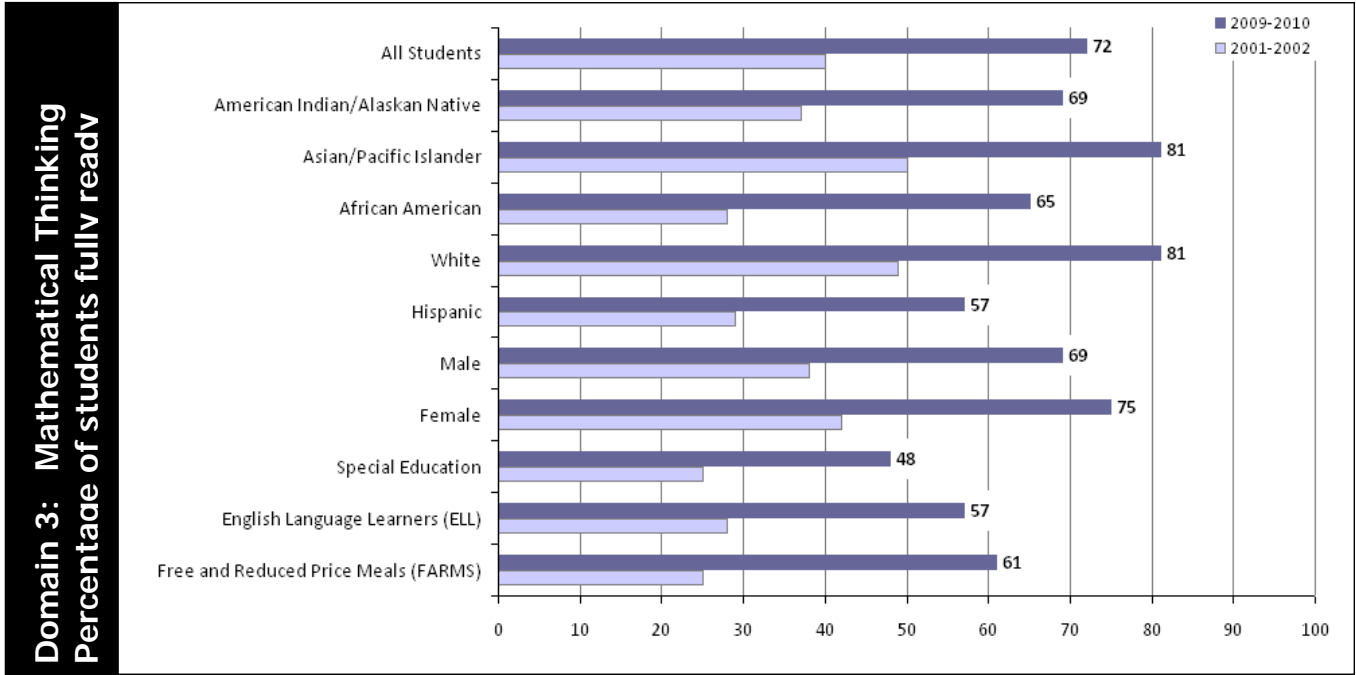
## APPENDIX D: Maryland 2001-2009 Trend Data

### Percentage of Kindergarten Students Assessed as "Fully Ready" by Domain and Subgroup 2001-2002 and 2009-2010



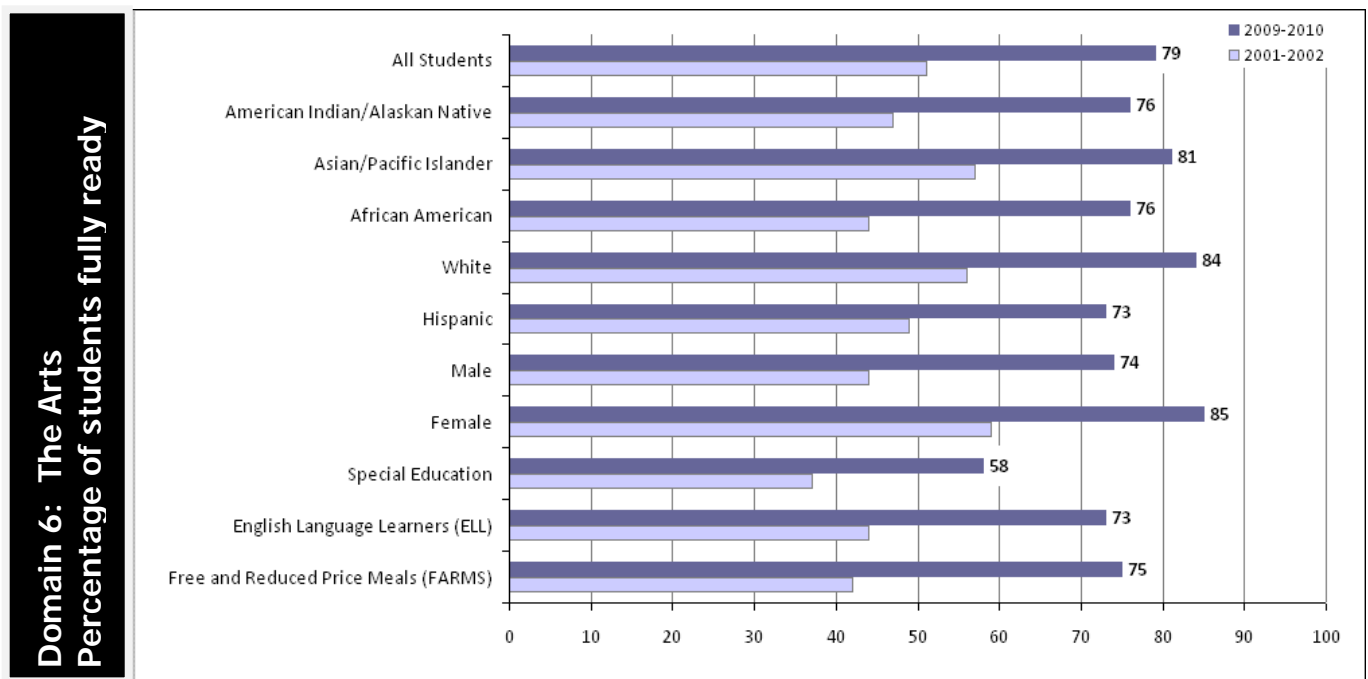
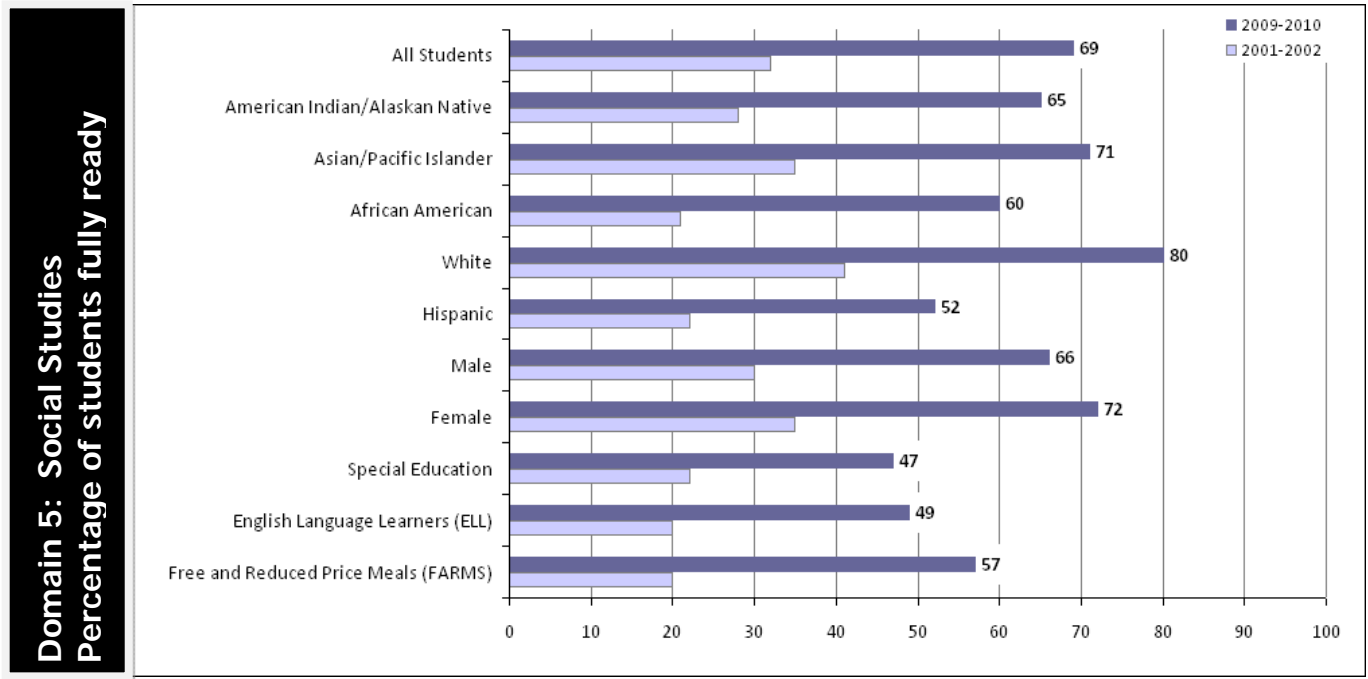
## APPENDIX D: Maryland 2001-2009 Trend Data

### Percentage of Kindergarten Students Assessed as "Fully Ready" by Domain and Subgroup 2001-2002 and 2009-2010



## APPENDIX D: Maryland 2001-2009 Trend Data

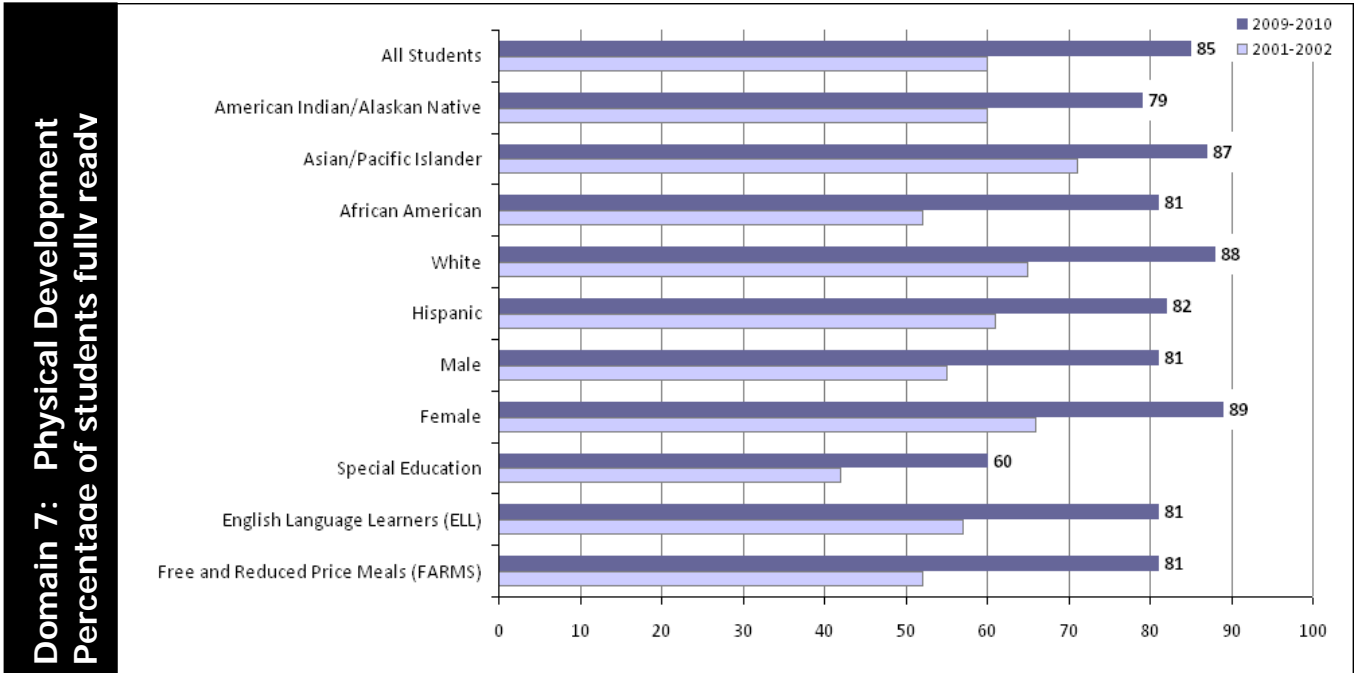
### Percentage of Kindergarten Students Assessed as "Fully Ready" by Domain and Subgroup 2001-2002 and 2009-2010



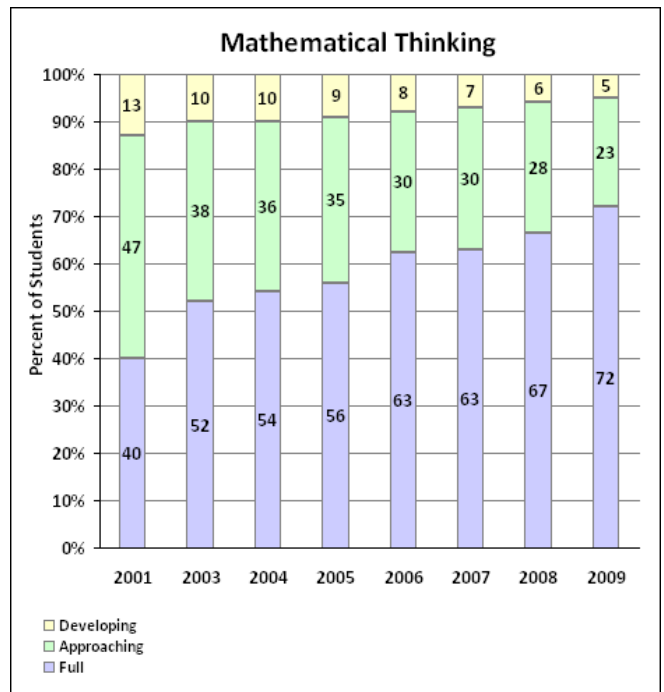
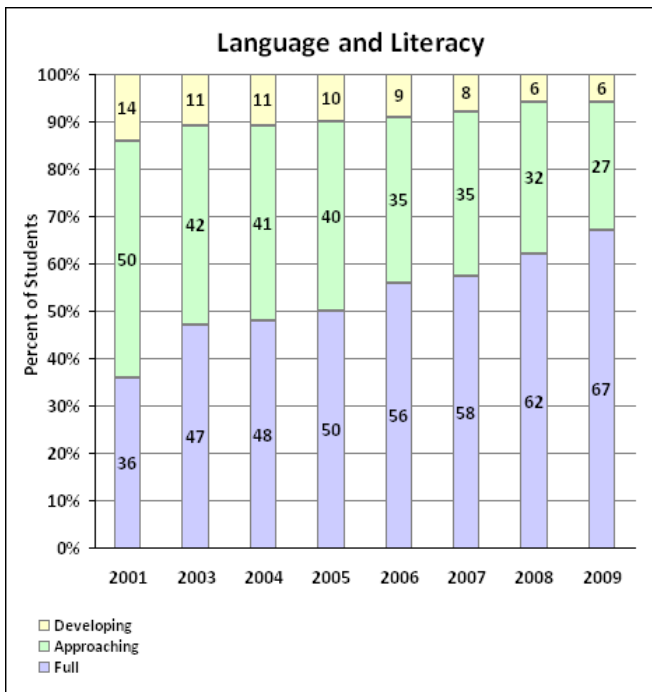
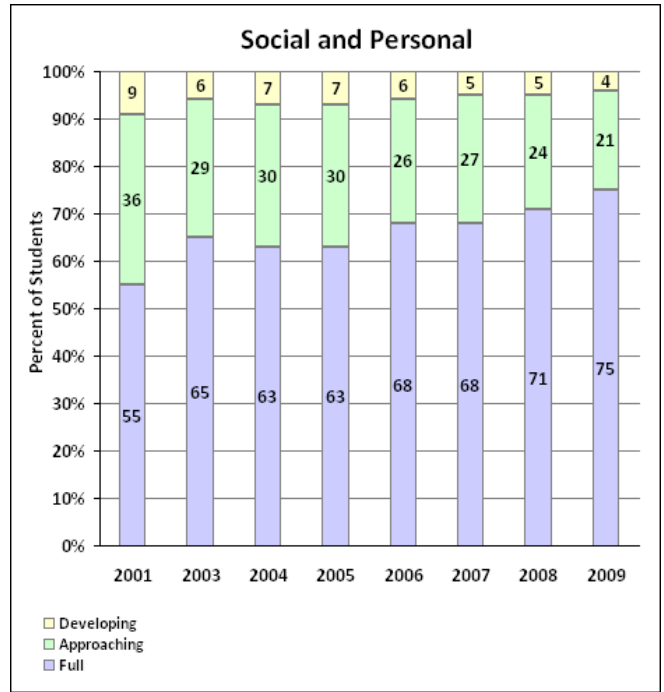
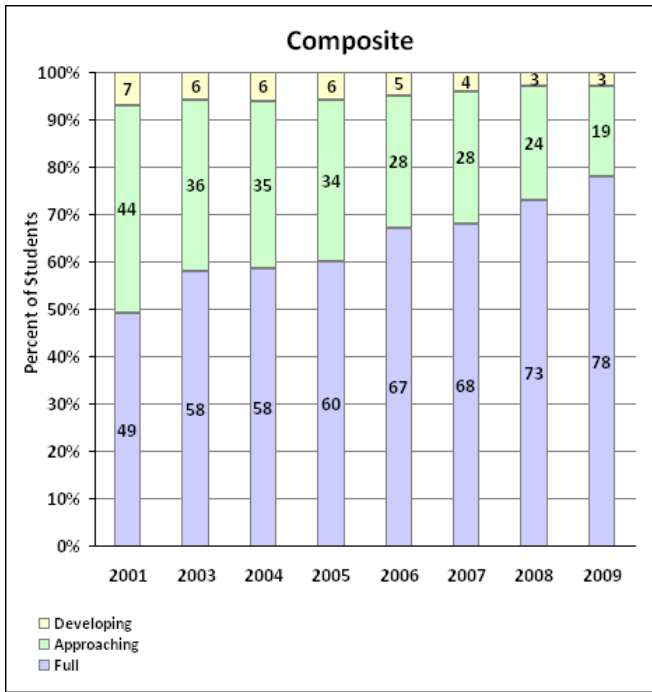


# APPENDIX D: Maryland 2001-2009 Trend Data

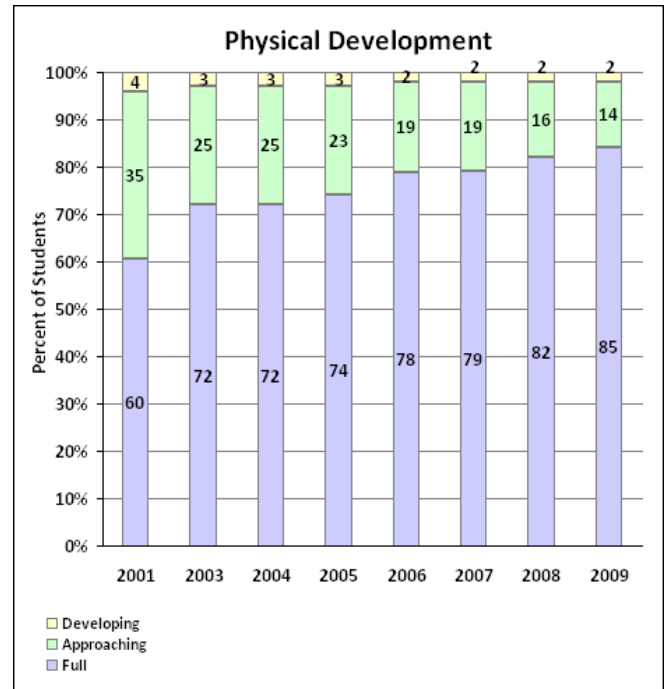
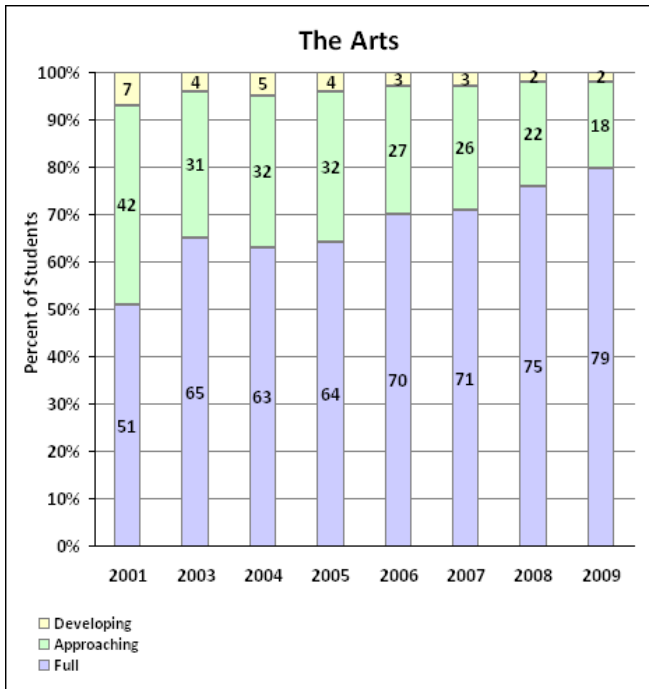
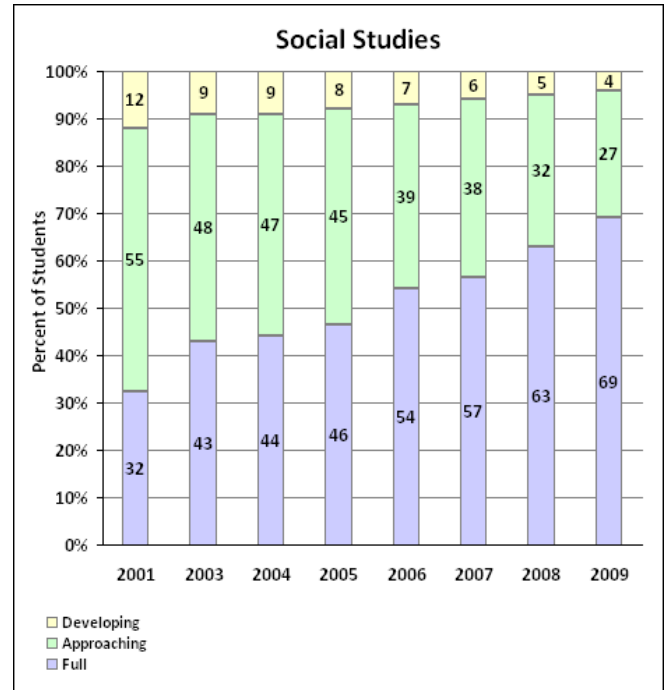
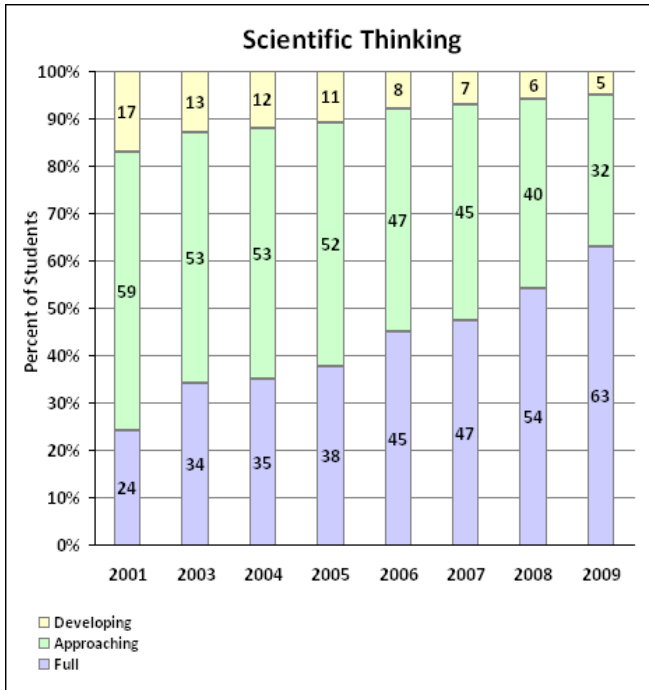
## Percentage of Kindergarten Students Assessed as "Fully Ready" by Domain and Subgroup 2001-2002 and 2009-2010



# APPENDIX D: Maryland 2001-2009 Trend Data

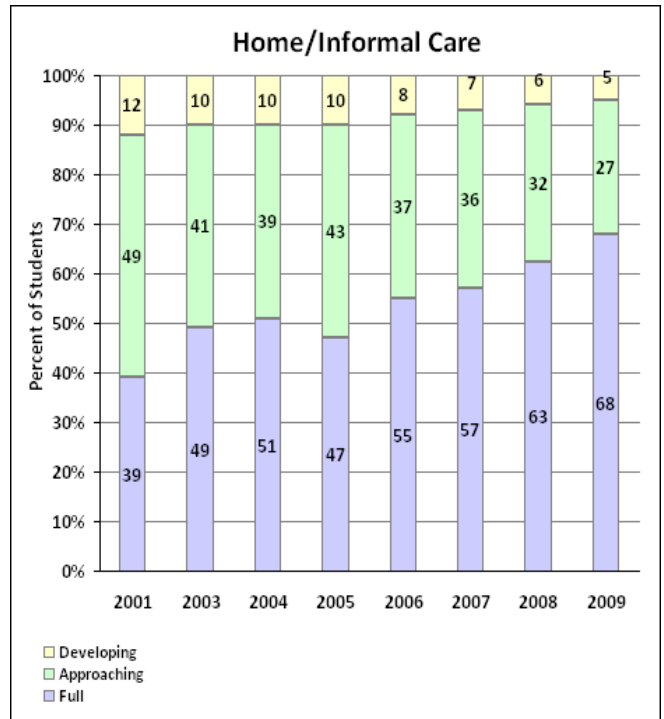
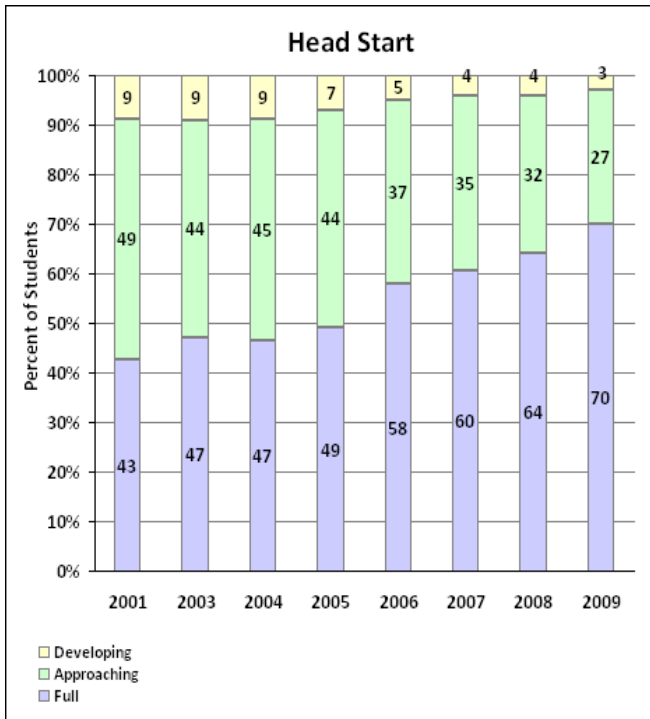
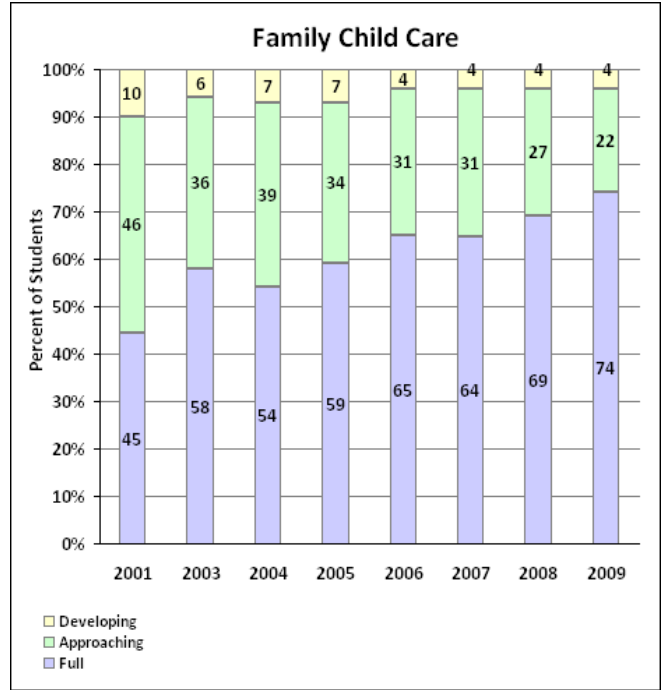
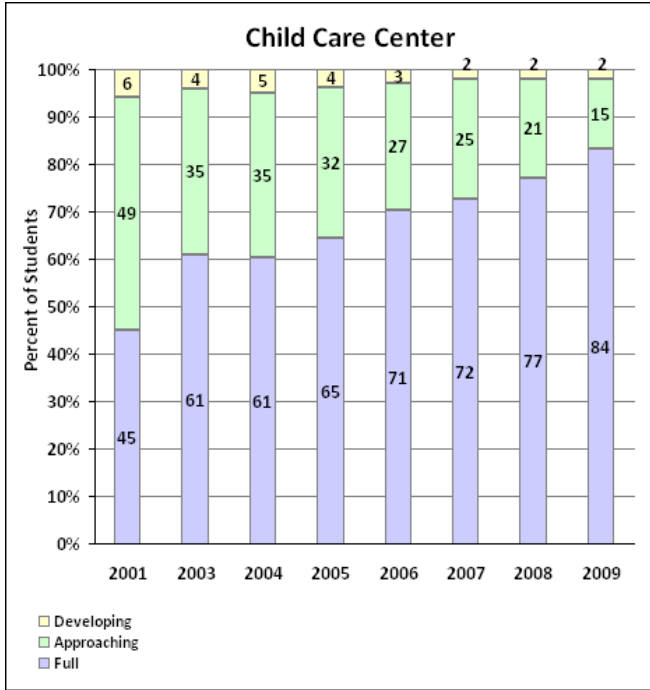


# APPENDIX D: Maryland 2001-2009 Trend Data



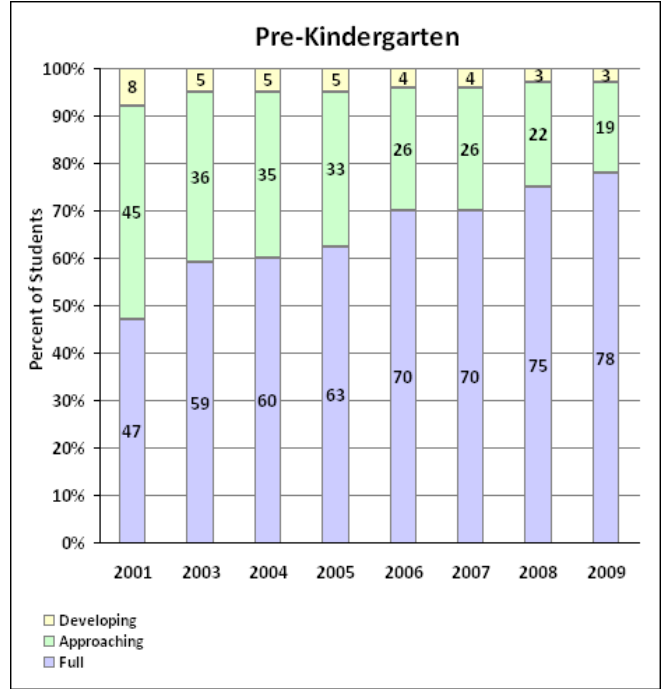
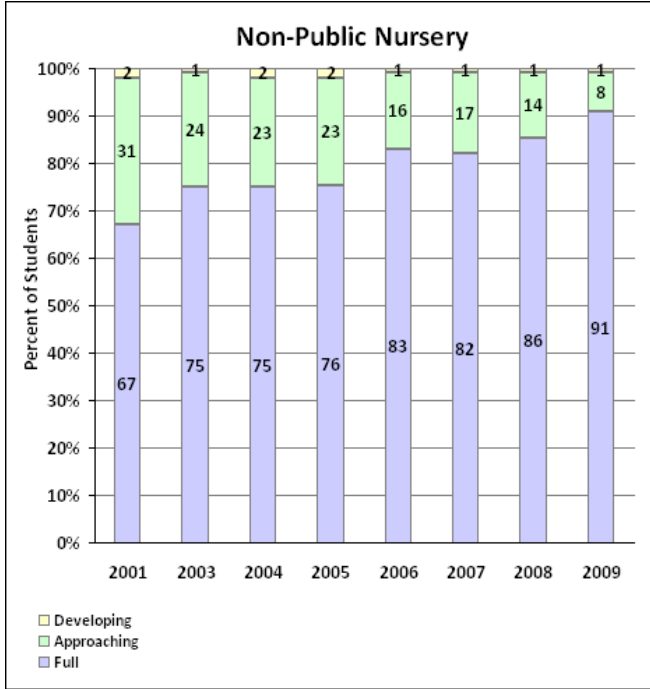
# APPENDIX D: Maryland 2001-2009 Trend Data

## Disaggregated by Prior Care

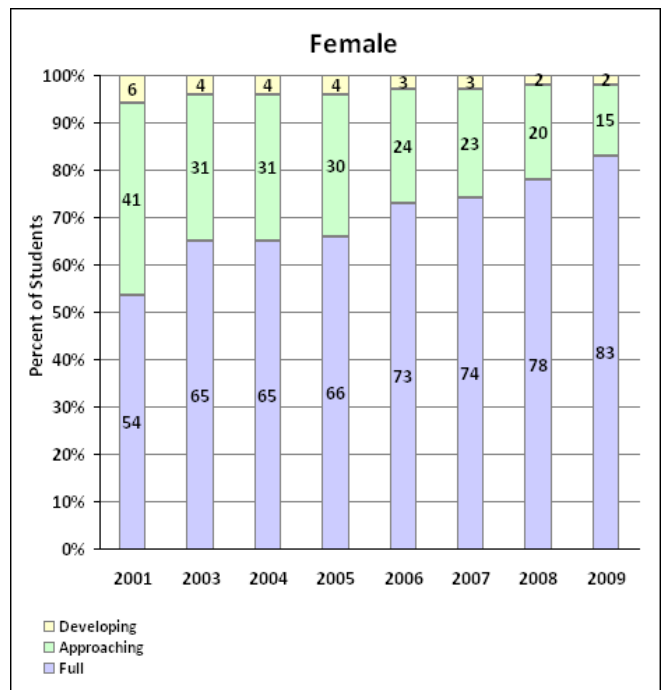
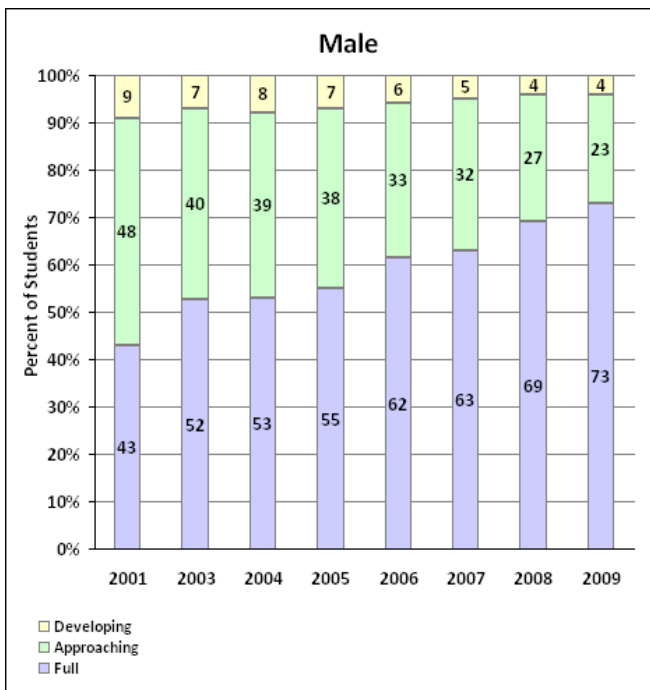


# APPENDIX D: Maryland 2001-2009 Trend Data

## Disaggregated by Prior Care

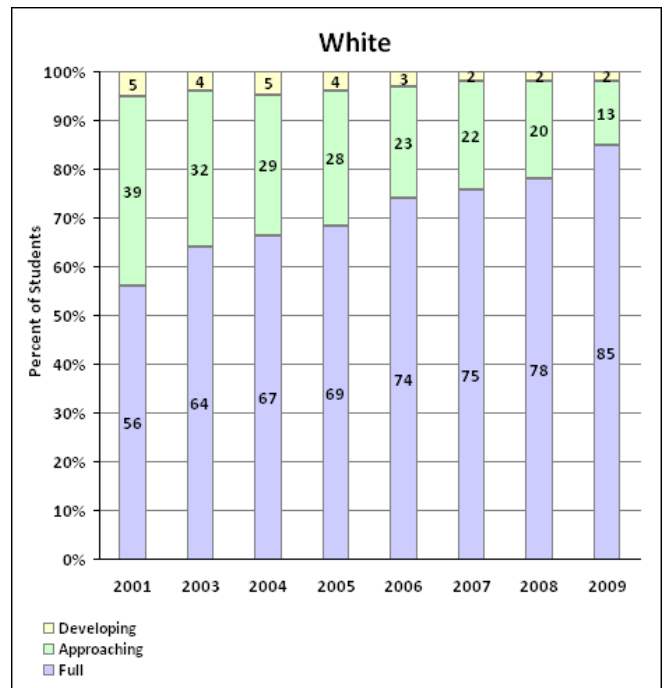
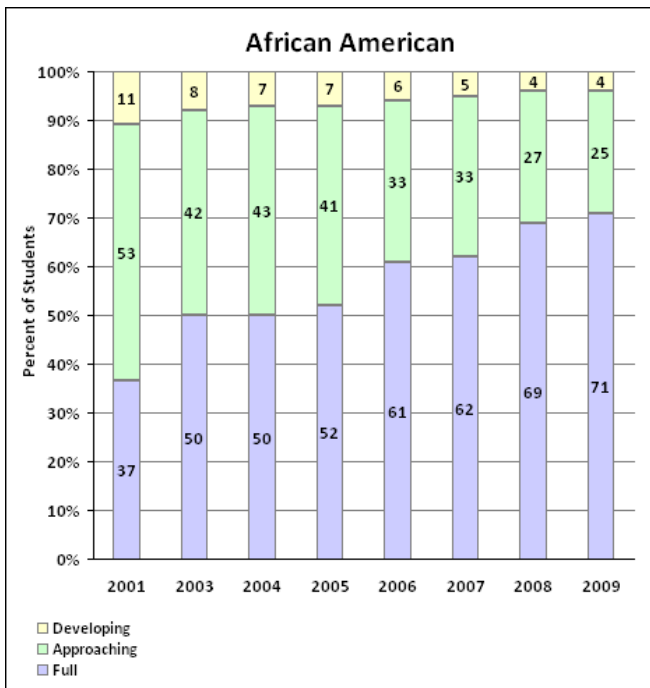
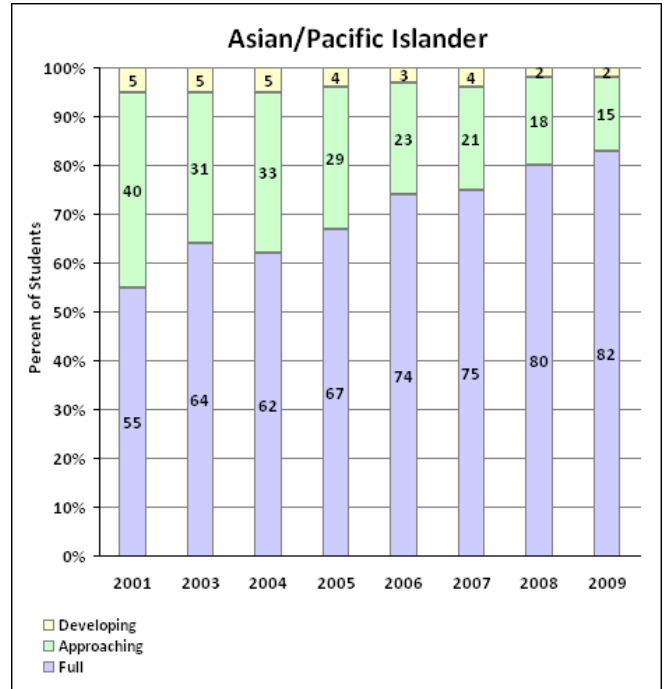
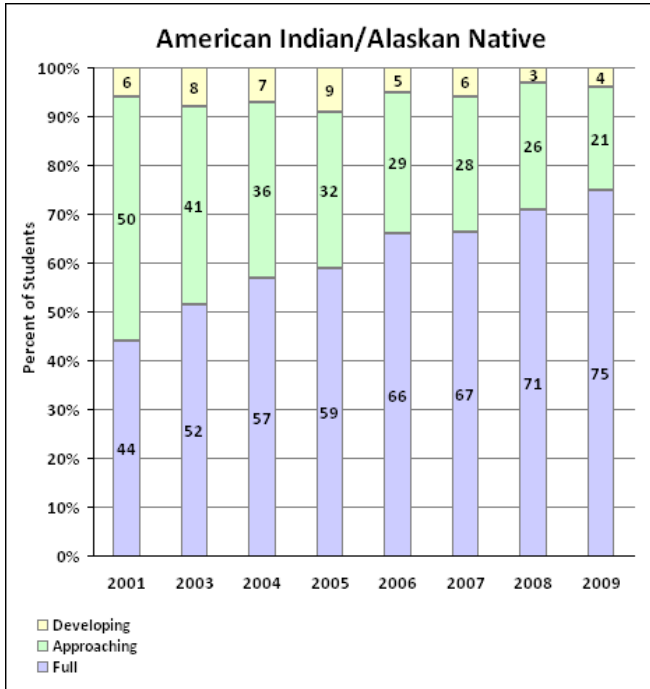


## Disaggregated by Gender



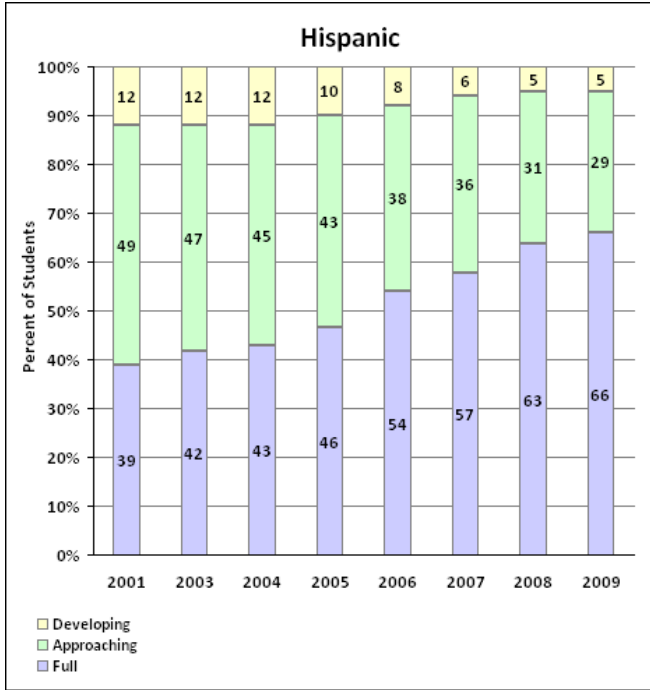
# APPENDIX D: Maryland 2001-2009 Trend Data

## Disaggregated by Race/Ethnicity

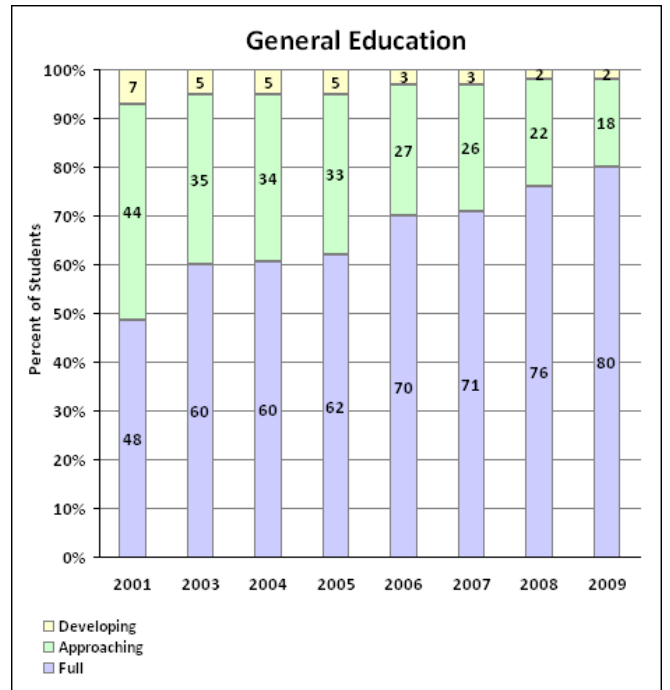
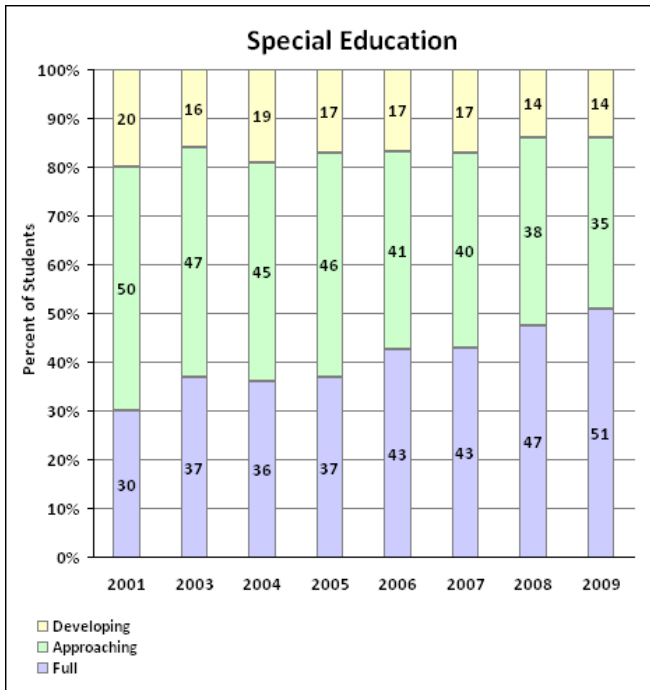


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## Disaggregated by Race/Ethnicity

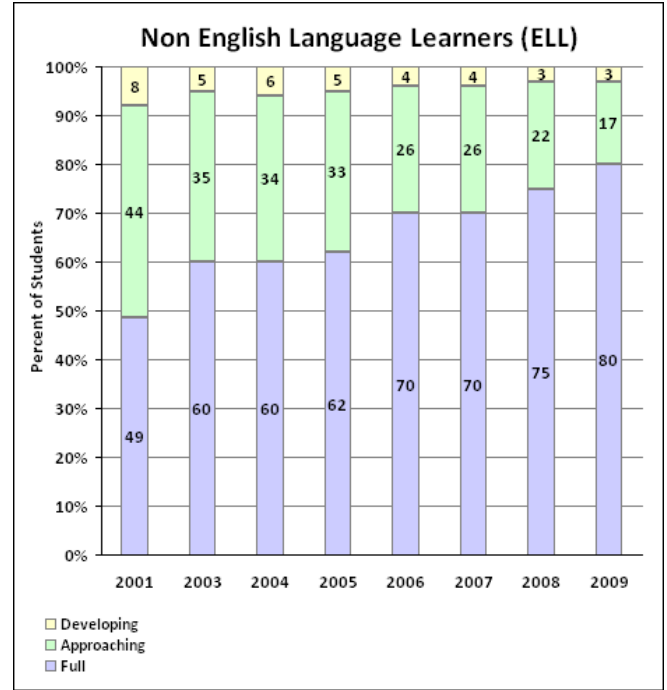
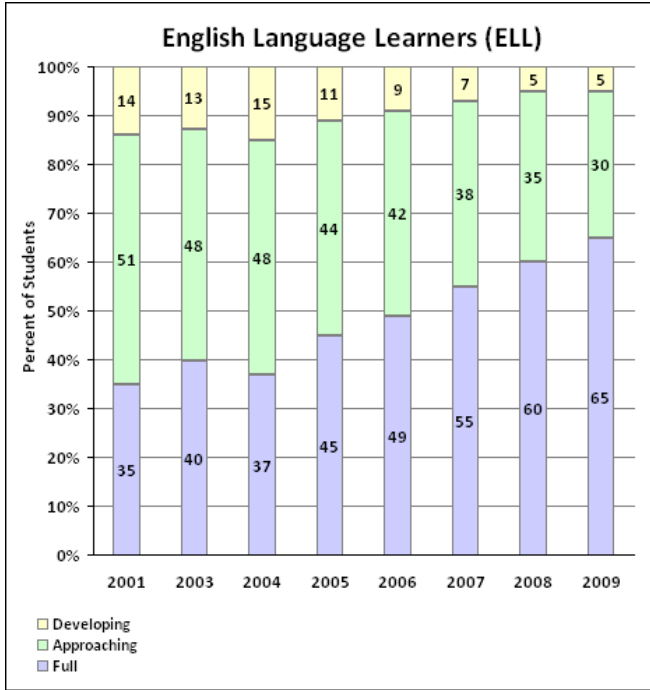


## Disaggregated by Special Education

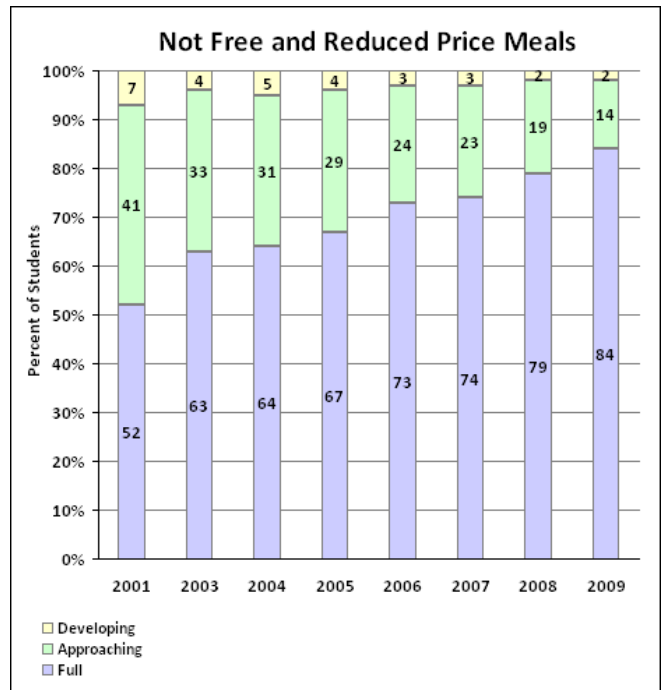
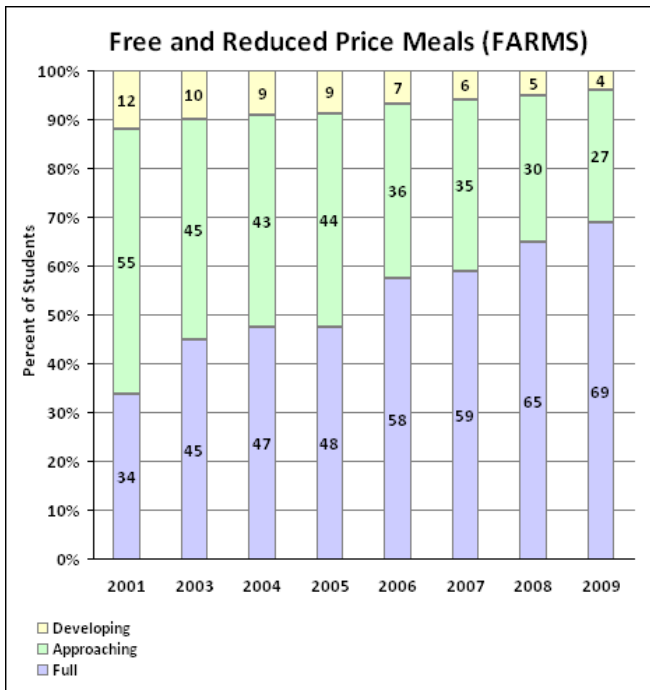


## APPENDIX D: Maryland 2001-2009 Trend Data

### Disaggregated by English Language Learners (ELL)



### Disaggregated by Free and Reduced Meals (FARMS)







# **APPENDIX E**

## **Maryland Model for School Readiness – Composite Results by Jurisdiction**

**2008-2009 and 2009-2010**





**MARYLAND MODEL FOR SCHOOL READINESS  
COMPOSITE RESULTS BY JURISDICTION  
2008-09 AND 2009-10**

<b>Jurisdiction</b>	<b>Percent of Students 2008-09</b>	<b>Percent of Students 2009-10</b>	<b>Change</b>
Allegany County	76	89	+13
Anne Arundel County	73	84	+11
Baltimore City	65	64	-1
Baltimore County	80	83	+3
Calvert County	79	81	+2
Caroline County	55	89	+34
Carroll County	69	96	+27
Cecil County	59	80	+21
Charles County	73	77	+4
Dorchester County	71	66	-5
Frederick County	77	87	+10
Garrett County	69	94	+25
Harford County	84	82	-2
Howard County	76	82	+6
Kent County	82	81	-1
Montgomery County	73	76	+3
Prince George's County	71	68	-3
Queen Anne's County	88	90	+2
Somerset County	85	81	-4
St. Mary's County	79	92	+13
Talbot County	69	78	+9
Washington County	72	73	+1
Wicomico County	68	85	+17
Worcester County	75	81	+6
MSD	71	19	-52
MARYLAND	73	78	+5