

Ready for Kindergarten: Maryland's  
Early Childhood Comprehensive  
Assessment System

2014-2015

# Kindergarten Readiness Assessment



# readiness matters!





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Dear Colleagues, Community Leaders, and Parents:

We live in a complex and ever-changing world that requires today's students to possess higher-level skills. To better prepare our students for the more-demanding 21<sup>st</sup> century, Maryland continues to advance its education system. The Maryland State Department of Education (MSDE) is striving to ensure that every student acquires the knowledge and skills needed to succeed and thrive in college, career, and life.

As part of Maryland's ongoing commitment to early learning and school readiness, a comprehensive new **Kindergarten Readiness Assessment (KRA)** was administered for the first time this year. This assessment is part of our new **Ready for Kindergarten: Maryland's Early Childhood Comprehensive Assessment System (R4K)** that was developed to align to our more rigorous PreK-12 College and Career-Ready Standards. **Ready for Kindergarten** builds on and advances the Maryland Model for School Readiness (MMSR), which was the statewide kindergarten assessment tool in use since 2001.

For the past thirteen years, Maryland has shared the school readiness results of our children in the report, *Children Entering School Ready to Learn*. Together, we experienced overall, long-term gains in Maryland's school readiness. The results in those reports were built on standards from the early 2000's.

*Readiness Matters*, the new 2014-2015 Maryland School Readiness Report shares the school readiness results of Maryland's children – statewide, by subgroups, and for each of Maryland's 24 local jurisdictions. Based on the new higher standards, the new baseline results for this first year are:

- Nearly half of entering kindergarteners in school year 2014-2015 (47%) are demonstrating that they possess the foundational skills and behaviors that prepare them for the curriculum that is based on Maryland's new more rigorous kindergarten standards.
- 54% of females are demonstrating readiness compared to 40% of the males.
- More than half of Asian kindergartners (53%), white kindergartners (57%), and kindergartners reporting two or more races (52%) are demonstrating this new level of readiness.
- Kindergartners with disabilities, those learning the English Language, and those from low-income households have fewer students demonstrating readiness than Maryland kindergartners as a whole.
- Children who attended child care centers (57%) and non-public nursery schools (68%) the year prior to entering kindergarten exceed the statewide readiness average.

Maryland's new College and Career-Ready standards have established higher benchmarks for our children to attain. I am inspired by our state's efforts to support our young learners to date. But we have more work to do – especially among children most at risk, including children from low-income households, English Learners and children with disabilities.

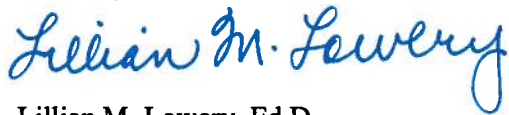
I firmly believe that we can close the school readiness gap and prepare our children for world-class achievement through high-quality early learning experiences. That is why Maryland is making such

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

These are both exciting and challenging times. Please join me in taking proactive measures to focus on what works: enhancing teacher quality, implementing cutting-edge curriculum, improving access to first-rate early education opportunities in all early education settings, increasing family engagement, and fostering connections with health and literacy partners, to name a few. Together, we can ensure future readiness gains and close the existing achievement gaps.

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

Sincerely,



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

LML/rg

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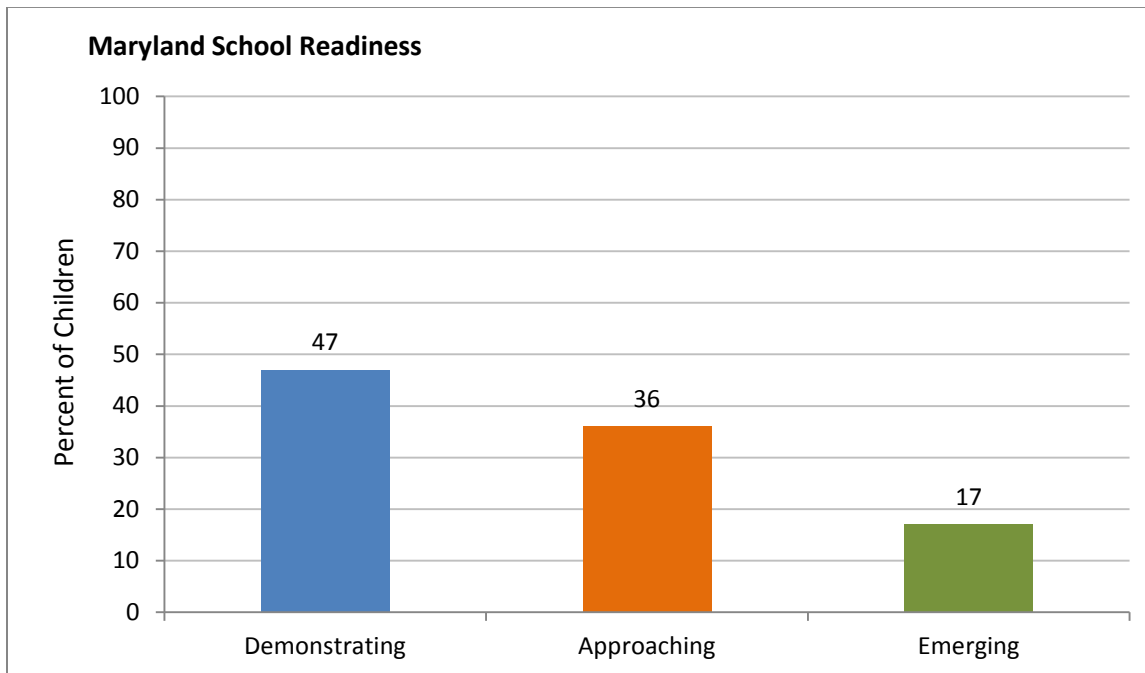




## School Readiness Results for School Year 2014-2015

Based on the 2014-2015 Kindergarten Readiness Assessment (KRA) results (see graph 1 below), nearly half (47%) of all children displayed the foundational skills assessed indicating they are fully ready for kindergarten. More than a third (36%) are approaching readiness. Only 17% of children are assessed as emerging.

**Graph 1:** State of Maryland KRA Results for 2014-2015



### How do these results compare with the MMSR Kindergarten Assessment?

In school year 2013-14, when the MMSR assessment was administered for the last time, 83 percent of all kindergarteners were fully ready for the kindergarten curriculum that followed the old Maryland State Curriculum. The new Maryland College and Career Standards have raised the bar for all school age students, including kindergarteners. The KRA measures are different from the ones used in the MMSR. This year's results do not represent kindergarteners that are less prepared than the group from previous years but the first group of children starting school that is being assessed with a more rigorous assessment measuring school readiness in such a way to prepare them for 21<sup>st</sup> century learning.

## School Readiness based on Demographic Categories

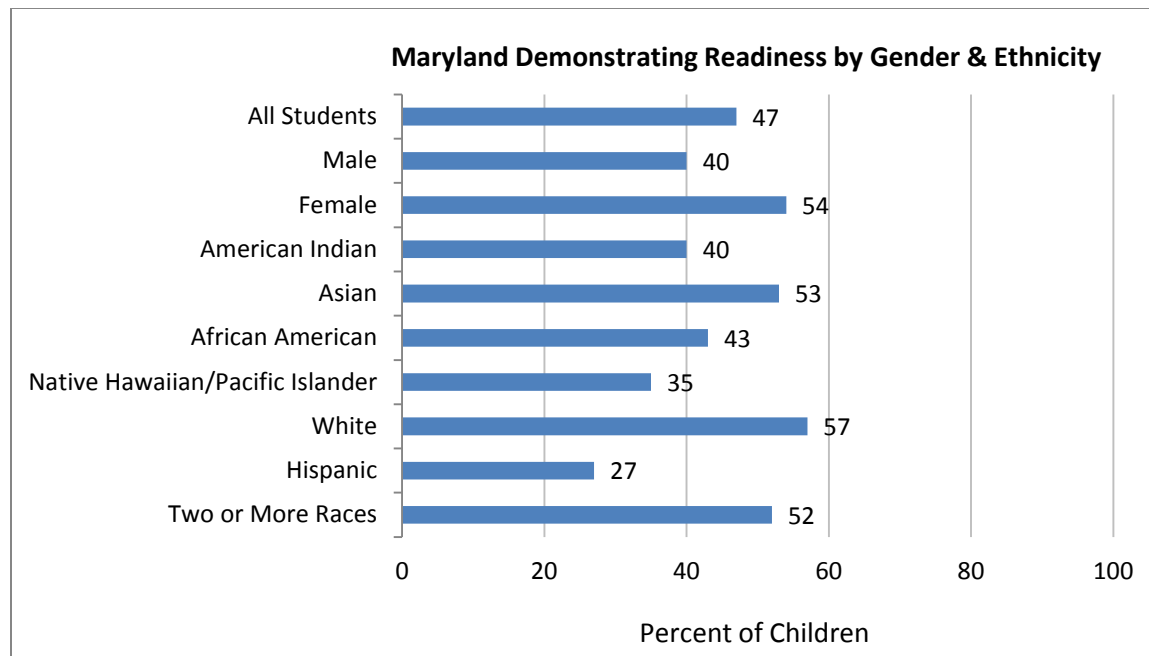
Table 1 provides a breakdown of the percentage of children entering kindergarten in Maryland based on demographic data. Graphs 2 and 3 show the percentage of students demonstrating readiness in Maryland based on demographic subgroups.

**Table 1:**

<b>Population Data</b>	
<b>Maryland Department of Planning, 2010</b>	
Children < 5 (age 0-4)	364,488
<b>School Demographics Maryland State Department of Education</b>	
<b>School Year 2013-2014</b>	
Kindergarten Students	66,281
Gender	
<i>Male</i>	51.2%
<i>Female</i>	48.8%
Kindergarten Ethnicity	
<i>American Indian</i>	0.3%
<i>Asian</i>	6.1%
<i>African American</i>	33.1%
<i>Native Hawaiian/Pacific Islander</i>	0.2%
<i>White</i>	38.0%
<i>Hispanic</i>	17.5%
Two or More Races	4.9%
Kindergarteners by Subgroup	
<i>Children with Disabilities</i>	8.6%
<i>English Language Learners</i>	15.8%
<i>Free/Reduced Priced Meals</i>	48.9%
PreK Students	30,385
<i>Full-Day Program</i>	33.0%
<i>Half-Day Program</i>	67.0%

As graph 2 shows, fifty-four percent of females and forty percent of males were reached full readiness. Although more than half of Asian children (53%), White children (57%) and children endorsing two or more races (52%) reached full readiness, a lower percentage of Hispanic (27%) children demonstrated full readiness.

**Graph 2: Maryland Percentage Demonstrating Readiness by Gender & Ethnicity**



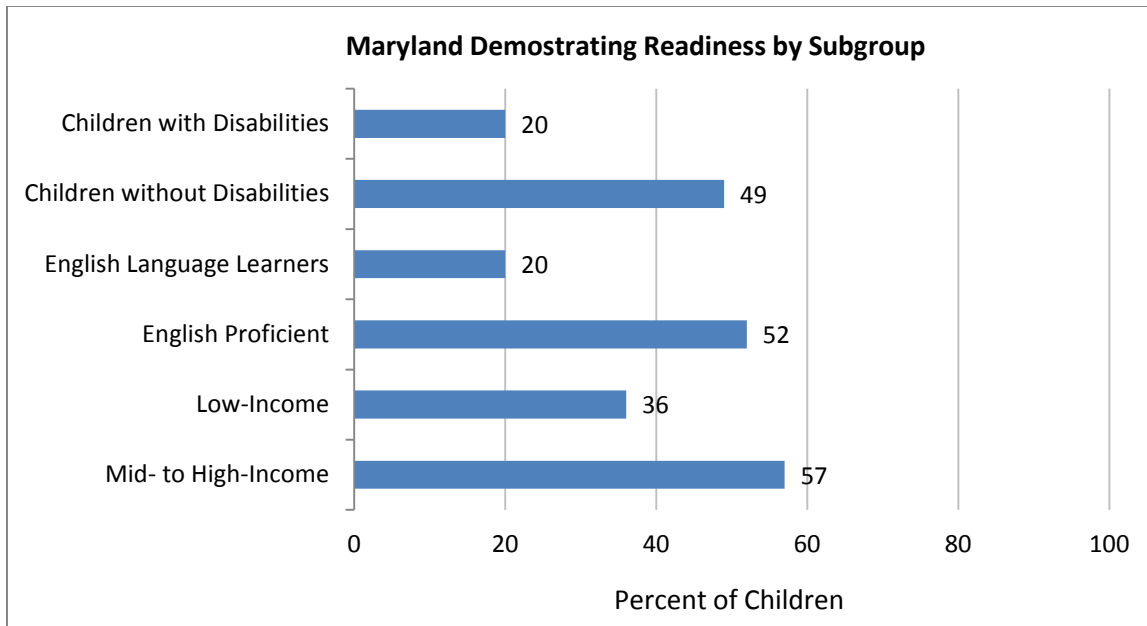
Children with disabilities, those learning the English language (ELLs), and those from low-income families have lower school readiness than Maryland kindergartners as a whole. As a result, children from these subgroups require targeted or significant support to meet curricular expectations.

Children from these subgroups comprise a large proportion of the kindergarten population. In 2014-2015, MSDE enrollment data indicate that

- 8.6% of kindergartners (5,683 children) have a disability;
- 15.8% (10,485 children) are English Learners;
- 48.9% come from low-income households, as indicated by Free and Reduced Price Meals guidelines. This year, 32,377 children were from low-income households.

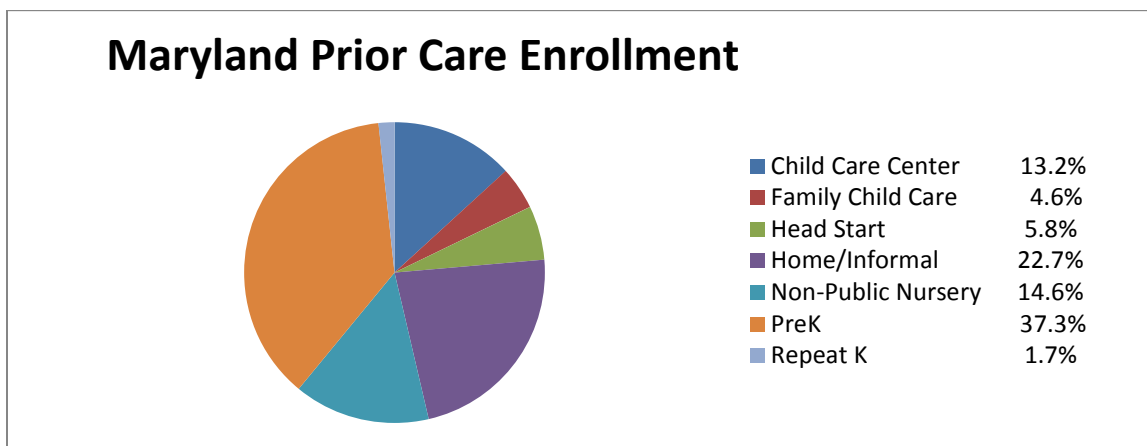
Almost a quarter of children with disabilities (20%) and ELLs (20%) reached full school readiness. More than a third (36%) of children came from low-income households. (See Graph 3)

**Graph 3: Maryland Percentage Demonstrating Readiness by Special Population Subgroup**



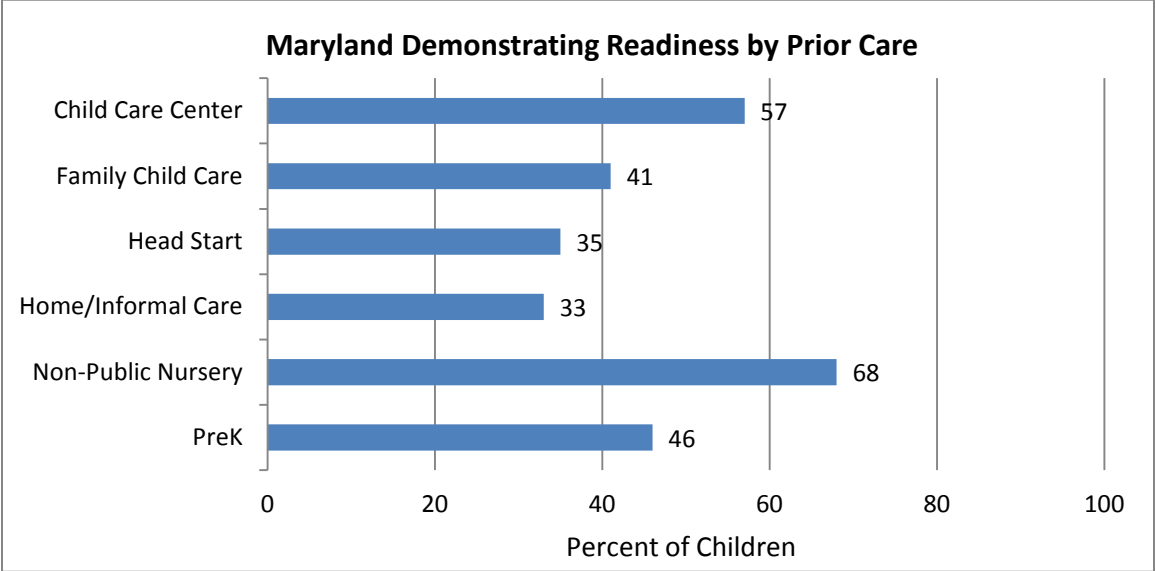
Graphs 4 shows the demographic breakdown of kindergarten children based on prior care arrangements, defined as early learning experiences as four-year olds. The highest percentage of children entering kindergarten come from Pre K (37%) and Home/informal (23%) prior care arrangements followed by non-public nursery (15%) and child care centers (13%).

**Graph 4: Maryland Prior Care Enrollment**



Graph 5 shows the percentage of children assessed as demonstrating readiness. A higher percentage of children who came from non-public nursery schools (68%), child care centers (57%), and state pre-k programs (46%) demonstrated readiness when compared to children from home and informal care (33%), family child care (41%), and Head Start (35%).

**Graph 5: Maryland Demonstrating Readiness by Prior Care**



**Note:** Prior care groups represent demographically different populations (i.e., Head Start and PreK are mostly low-income)

**Reporting and Interpreting KRA Results**

At the beginning of the 2014-2015 school year, 3,500 teachers administered the new Kindergarten Readiness Assessment (KRA) to over 67,000 children, determining the readiness level of each kindergartener.

The KRA represents an assessment that combines age-appropriate, standardized performance tasks that measure specific skills as well as focused observations of children’s work and play to look at what each entering kindergartener knows and is able to do. The KRA measures the skills and behaviors that children should have learned prior to entering kindergarten.

The assessment information reflects scores for each of four developmental domains (Social Foundations, Physical Well-Being and Motor Development, Language and Literacy, and

Mathematics) and the composite score overall and based on the following student demographic information:

- race/ethnicity;
- gender;
- prior early care;
- special education;
- English Language Learners (ELL); and,
- Enrollment in free and reduced priced meals program.

Reporting of the domain level scores is based on the percentage of students who are demonstrating readiness or not yet demonstrating readiness in the four domains assessed:

- Demonstrating readiness: Student demonstrates foundational skills and behaviors that prepare [him/her] for curriculum based on kindergarten standards in this domain.
- Not yet demonstrating readiness: Student does not yet demonstrate the foundational skills and behaviors that prepare [him/her] for curriculum based on kindergarten standards in this domain.

Reporting of the KRA scores overall is based on Performance Level Descriptors (PLD's) that reflect the percentage of students who have reached one of the following levels of readiness:

- Demonstrating Readiness: Student demonstrates foundational skills and behaviors that prepare [him/her] for curriculum based on kindergarten standards.
- Approaching Readiness: Student demonstrates some foundational skills and behaviors that prepare [him/her] for curriculum based on kindergarten standards.
- Emerging Readiness: Student demonstrates limited foundational skills and behaviors that prepare [him/her] for curriculum based on kindergarten standards.
- Other: A child was not able to access one or more assessment items resulting in a "No Score" for those items due to limited English proficiency, a disability, or other

circumstances, such as a documented medical condition during assessment administration.

Children whose readiness skills and behaviors are “developing and/or emerging” require instructional support to be successful in kindergarten and beyond. Detailed results of composite and domains by state and jurisdiction are posted in Appendix B.

### **What do the KRA results represent?**

The key idea for interpreting KRA results is the standard that has been set for what professionals from Maryland and Ohio consider school readiness based on the new curricular standards. The KRA results, as presented in Appendix B for the State of Maryland and its 24 jurisdictions as well as the Maryland School of the Deaf, represent an incoming kindergarten student’s set of skills and behaviors as expressed in the Composite Score. The subset of skills and behaviors are research based and have been defined as critical for being ready for school and comprise such skills across four domains of learning – Language/Literacy, Mathematics, Social Foundations, and Physical Development. This means that a kindergartener must demonstrate these skills and behaviors for all the four domains in order to reach a composite score that represents “demonstrating readiness.” A student who has not yet demonstrated those skills in one of the domains has either a composite score of “approaching” or “emerging” readiness.

### **Availability of the 2014-2015 School Readiness Report**

On May 26, 2015, the school readiness information for school year 2014-2015 will be available online at [www.marylandpublicschools.org](http://www.marylandpublicschools.org) and at [www.readyatfive.org](http://www.readyatfive.org). 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.

### **Background of Maryland’s School Readiness Initiative**

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. In 2001, The Maryland State Board of Education incorporated a school readiness goal in MSDE’s strategic plan. Since that time, the annual school readiness information, based on The Maryland Model of School

Readiness (MMSR), has been used to measure progress toward this goal and an annual school readiness report has been issued since school year 2001-02.

Maryland continues to be committed to creating a world-class education system that prepares students for college and career success in the 21st century. Early education is an integral part of this vision. Maryland's reform efforts were validated with the award of a federal Race to the Top grant in 2010 and a *Race to the Top Early Learning Challenge Fund Grant* (RTTT-ECL) in December 2011 and the Preschool Development Grant to expand prekindergarten for low-income four-year olds.

### **New System of Measuring School Readiness in Maryland**

The Race to the Top initiative has already lifted Maryland's preparedness for future challenges such as eliminating the school readiness gap and providing equitable access to quality learning opportunities for all children. Maryland is once again at the forefront of strengthening school readiness. We are taking the MMSR to the next level. As part of the \$50 million Early Learning Challenge grant, the Maryland State Department of Education, the Divisions of Early Childhood Development and Special Education/Early Intervention Services, developed a comprehensive assessment system that not only advances continuous improvement of early learning among programs in early childhood education, but, most importantly, helps early childhood educators improve early learning opportunities for young learners.

The new system, known as Ready for Kindergarten (R4K): Maryland's **Early Childhood - Comprehensive Assessment System**, aligns with the new State Standards for K-12 instruction. Developed in partnership with the Ohio Department of Education, the R4K provides one system for recognizing the needs and measuring the learning progress of all children from 3 to 6 years of age in four domains of child learning<sup>1</sup>.

The R4K has two components:

- 1. Early Learning Assessment (i.e., formative assessment)** gauges the progress of learning in young children, 36 to 72 months, for seven developmental domains. They

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<sup>1</sup> Both states are supported by a unique partnership with Johns Hopkins University – Center for Technology in Education (JHU-CTE) and WestEd



describe the pathway that children typically follow as they learn or the sequence in which knowledge and skills develop. Each child’s progress is monitored along a continuum and tracked over time. In this way, early educators, working with 3- and 4-year-olds can create individualized learning opportunities and plan interventions, if needed, to ensure that children are on the path of kindergarten readiness.

2. **Kindergarten Readiness Assessment (KRA)** is administered to kindergarteners, measuring school readiness in four developmental domains. The KRA provides a snapshot of school readiness levels for all incoming kindergarteners. The readiness assessment makes it possible to confidently determine if entering students have the skills and abilities needed for kindergarten. The KRA also identifies the individual needs of children, enabling teachers to make informed instructional decisions.

### **Alignment of Kindergarten Readiness Assessment Standards with the Maryland College and Career-Ready Standards**

The foundation for the R4K is a set of common language standards (CLS) that were developed based on an alignment study of Maryland and Ohio’s standards for pre-kindergarten and kindergarten. The alignment study informed the drafting of the CLS (see appendix A), which are based on a hierarchical structure and contain four levels: domain, strand, standard, and essential skills and knowledge (ESKs). The ESKs provide the most specific content descriptions, and item content and KRA assessment items were mapped to this level. The CLS cover essential domains for kindergarten readiness, which include Social Foundations (including approaches to learning and executive functioning), Language and Literacy, Mathematics, and Physical Well-Being and Motor Development.<sup>2</sup>

### **KRA Item Types**

A KRA item is one question or observation that is aligned to a specific ESK statement drawn from the CLS and results in a score. More than one question may be clustered around a common stimulus (e.g., a story), and each item in the cluster results in a score.

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<sup>2</sup> An earlier version included the domains Science and Social Studies, which were eliminated based on an item review analysis and reduction process.

The KRA is composed of three item types: selected response, performance task, and observational rubric.

- **Selected-response** items consist of a question or prompt, that is read to the child along with three possible answer options. There is only one correct answer per question. The child indicates his or her response by touching one of the three answer options. Each selected-response item is worth one score point.
- **Performance-task** items consist of an activity or action that is completed by the child, typically after a prompt is read by the teacher. In some instances, manipulatives are provided to allow the student to demonstrate the skill being assessed. Performance-task items are scored with a rubric and can be worth up to one, two, or three points.
- **Observational-rubric** items describe specific behaviors or skills to be observed by the teacher during typical classroom activities. Observational-rubric items are worth up to two points.

The items were reviewed and validated in terms of age-appropriateness, and cultural sensitivity.

### **Use of Data and Accountability**

In Maryland, early childhood professionals share accountability for the results of providing early learning opportunities. Any assessment, determining such results, is rooted in each practitioner's interaction with the young child as a learner. This relationship provides for an in-depth understanding of the strengths and needs of individual learners. The assessment of young children should promote learning and improvement of early childhood programs, not simply measure it. The **R4K**, which includes the Kindergarten Readiness Assessment (KRA), provides a framework to assess what students should know and be able to do when they enter kindergarten to ensure they are ready to learn. The KRA will provide data that teachers can use to identify learning gaps and ensure quality early learning opportunities for children by building on the strengths of every child. Specifically, the KRA will support and advance children's early learning and academic achievement by:

- Informing prior education and care stakeholders of early learning standards and experiences that promote kindergarten readiness;

- Identifying individual children’s needs and providing necessary supports to children and teachers;
- Assisting teachers in data-driven instructional decision making at the child and classroom level; and
- Providing families with information about their children’s learning and development;

### **Accessibility for Special Populations: Guidelines on Allowable Supports**

The *Guidelines on Allowable Supports for Administration of the Kindergarten Readiness Assessment* document was developed and includes a list of universally designed allowable supports that can be used with any student participating in the KRA. If the universally designed supports are not sufficient to enable children with disabilities or English language learners to demonstrate their skills and knowledge, teachers are expected to use the appropriate Level the Field support(s) described in the *Guidelines on Allowable Supports for Administration of the Kindergarten Readiness Assessment*. Alternate Test Administration Manuals and Test Item Images Booklets were developed for children with significant vision and hearing impairments for which the standard KRA materials and items were not accessible.

### **Validity and Reliability of Data**

A three step development process (pre-pilot, pilot, and field test) that follows research and best practice in assessment development was used to thoroughly test the items developed for the KRA and ensure the KRA was a valid and reliable assessment of kindergarten readiness. The development process included tests of the KRA items through cognitive interviews with teachers and students, a pilot test, and a field test. As part of the process, three primary questions were asked:

- What item/task characteristics are needed to effectively measure the intended content in the KRA?
- What item characteristics are needed to ensure that the access needs of all children are considered?

- Which item types most strongly demonstrate those characteristics identified as most important and developmentally valid?

By asking these questions it was possible to evaluate the degree to which system components work together as intended (i.e., use of multiple measures to assess a specific skill), and evaluate the degree to which technology-supported items and traditional items perform to ensure and maintain comparability.

MSDE engaged local school system leaders and teachers throughout every phase of the development process, including testing of the system. Stakeholder and expert input, including kindergarten teachers, was gathered and used at every level of development. Engagement included the following:

- **National Technical Advisory Committee (facilitated by the Council of Chief State School Officers)**
- **State and Local Advisory Councils**
- **Stakeholder and Expert Ad Hoc Committees** (Ad Hoc Group Meetings for Item Content Analysis and Bias and Sensitivity Review and Sub-group meetings in professional development, Technology, Special Education, and English Learners)
- **Multi-partner Leadership Teams** (including accessibility and accommodations workgroups for special populations.)

For a complete list of individual stakeholder and group participants, please see Appendix C.

### **Measurement of the Internal Consistency of the KRA – Cronbach’s Alpha ( $\alpha$ )**

All KRA items were evaluated for their difficulty, discrimination (i.e., item-total correlation), and internal consistency. The internal structure of the KRA was examined using a common psychometric analysis procedure to obtain an estimate of the reliability or a measure of the extent the items on the KRA measure the same construct. Cronbach’s Alpha ( $\alpha$ ) provides an internal consistency estimate of the assessment, which is based on the correlation between each test item with other test items to form one construct. Generally, the alpha increases when the correlation between test items increases. Table 3 shows that the inter-correlations among KRA assessment

items were strong. The Alpha of .94 for the KRA overall is considered in the “Excellent” range and alpha’s by domain are considered “Good” or “Excellent” ranging from .78 for Mathematics to .91 for Social Foundations.

**Table 3:**

	<u>Cronbach’s Alpha (<math>\alpha</math>)</u>	<u>Internal Consistency</u>
KRA Overall	.94	Excellent (High-stakes testing)
Language & Literacy	.82	Good (Low-stakes testing)
Mathematics	.78	Good (Low-stakes testing)
Social Foundations	.91	Excellent (High-stakes testing)
Physical Well-Being & Motor Development	.81	Good (Low-stakes testing)

Internal Consistency Ranges: < 0.50=Unacceptable; 0.50 to 0.60=Poor; 0.60 to 0.70=Acceptable; 0.70 to 0.90=Good (Low-stakes testing);  $\geq$  0.90=Excellent (High-stakes testing);

### **KRA Item Reduction and Standard Setting**

After completion of the fall 2014 administration of the KRA (i.e., version 1.0), feedback from the field indicated that the time and effort to administer the assessment was very challenging. In an effort to assuage these challenges and concerns from the field, the states decided to reduce the length of the KRA. The state leadership teams, in conjunction with the assessment, technology, and professional development partners, held a meeting to review the item data and to discuss the feedback received from teacher surveys and state teacher focus groups. The goal of this meeting was to agree upon a reduced set of items that would alleviate the burden of administration, yet still retain enough content to allow for the reporting of valid and reliable kindergarten readiness results. The length of the assessment was reduced by approximately 20%, from 63 to 50 items. Of the 13 items that were removed, five were selected-response or performance-task items and eight were observational-rubric items. The decision to remove these items was based on feedback that indicated that they were more difficult or time intensive to administer or they were not as critical to the evaluation of students’ readiness for kindergarten. In addition, a few items were moved to other domains based on item level analysis. This resulted in a final assessment

broken out into four domains, rather than the six originally developed. The resulting version of the KRA, called version 1.5, will be administered in fall 2015.

The standard setting process immediately followed the item reduction decision making process. The role of standard setting is to determine how performance, as defined by scores on the assessment, relate to the performance levels. In other words, what score determines whether a student should be classified as demonstrating, approaching, or emerging readiness?

After initial internal consistency estimates of reliability were obtained, a common Standard Setting Process called “Bookmarking” was used to determine cut scores for the KRA. A total of 23 teachers and early learning specialists from Maryland and Ohio, who represented a range of educational backgrounds and subgroup populations, served as panelists in this process. An essential feature of this method is the mapping of items, based on skill/item difficulty, onto a proficiency distribution where cut scores are set. With this method, panelists review an ordered item booklet in which the content of the assessment is presented in the order of difficulty, based on how students actually performed on the items. Panelists are then asked to place their “bookmark” at that point in the ordered item booklet where they believe the items would separate students into the different performance levels. For the KRA, panelists were asked to set two bookmarks. The first bookmark identified the items that separated students from the emerging to approaching readiness levels, and the second bookmark at the point in the ordered item booklet that separated students that were approaching readiness from those that were demonstrating readiness. The key distinction between the levels focused on the degree of remediation required. Students in the emerging level require significant support on a breadth of content or are lacking significant skills or behaviors in a particular domain. Those students demonstrating readiness are those who require no significant support. These students are ready to begin with instruction based on the kindergarten content standards beginning day one of the school year. The approaching readiness students are those who fall in between.

# **Appendix A**

## **Ready for Kindergarten: Maryland's Kindergarten Readiness Assessment**

### **Common Language Standards Assessed**





**Common Language Standards  
KRA 1.5 Content**

Domain	Strand	Standard (yellow) Essential Skill and Knowledge (white)	Learning Progression
<b>Social Foundations (SF)</b>	<b>Social Emotional</b>	<b>Recognize and identify emotions of self and others.</b>	<b>Awareness and Expression of Emotion</b>
		Express, understand, and respond to feelings (emotions) of self and others.	
		<b>Look to adults for emotional support and guidance.</b>	<b>Relationships with Adults</b>
		Seek security and support from familiar adults in anticipation of challenging situations.	
	Request and accept guidance from familiar adults.		
	<b>Approaches to Learning / Executive Functioning</b>	<b>Manage the expression of feelings, thoughts, impulses, and behaviors.</b>	<b>Self Control</b>
		Demonstrate the ability to delay gratification for short periods of time.	
		<b>Demonstrate the ability to persist with a task.</b>	<b>Persistence</b>
		Focus on an activity with deliberate concentration despite distractions and/or temptations.	
		<b>Demonstrate the ability to retain and apply information.</b>	<b>Working Memory</b>
		Follow routines and multi-step directions.	
		Use prior knowledge and information to assess, inform, and plan for future actions and learning.	
		<b>Seek and gather new information to plan for projects and activities.</b>	<b>Initiative</b>
		Express a desire to learn by asking questions and seeking new information.	
		<b>Demonstrate cooperative behavior in interactions with others.</b>	<b>Cooperation with Peers</b>
	Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation.		
Share materials and equipment with other children, with adult modeling and support.			
<b>Social Studies</b>	<b>Demonstrate understanding of rules and responsible behavior.</b>	<b>Responsible Behavior</b>	
Explain how rules promote order, safety, and fairness.			

**Common Language Standards  
KRA 1.5 Content**

Domain	Strand	Standard (yellow) Essential Skill and Knowledge (white)	Learning Progression
<b>Language and Literacy(LL)</b>	<b>Reading</b>	<b>Comprehend and respond to interactive read-alouds of literary and informational text.</b>	<b>Story/Text Comprehension</b>
		Before interactive read-alouds, make predictions and/or ask questions about the text by examining the title, cover, illustrations/photographs, graphic aids, and/or text.	
		During interactive read-alouds, listen and ask and answer questions as appropriate.	
		After interactive read-alouds, respond by retelling the text or part of the text in an appropriate sequence, using discussions, re-enactment, drawing, and/or writing as appropriate.	
		<b>Demonstrate understanding of spoken words and sounds (phonemes).</b>	<b>Phonological Awareness</b>
		Identify initial and final sounds in spoken words.	
		Identify, blend, and segment syllables in spoken words.	
		Recognize rhyming words in spoken language.	<b>Phonics and Letter Recognition</b>
		<b>Know and apply letter-sound correspondence and letter recognition skills.</b>	
	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for some consonants.		
	Recognize and name some upper- and lowercase letters.	<b>Communication</b>	
	<b>Speaking and Listening</b>		<b>Communicate effectively in a variety of situations with different audiences, purposes, and formats.</b>
	Speak or express thoughts, feelings, and ideas clearly enough to be understood in a variety of settings.		
	<b>Writing</b>	<b>Produce letter-like shapes, symbols, letters, and words to convey meaning.</b>	<b>Emergent Writing</b>
	With modeling and support, print letters of own name.		
	With modeling and support, print meaningful words with letters and letter approximations.	<b>Grammar</b>	
	<b>Language</b>		<b>Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities.</b>
Use familiar nouns and verbs to describe persons, animals, places, events, actions, etc.			
Use frequently occurring prepositions (e.g., "to," "from," "in," "out," "on," "off," "for," "of," "by," "with").			
<b>Use words acquired through conversations and shared reading experiences.</b>	<b>Vocabulary</b>		
Determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text, or concrete objects.			

**Common Language Standards  
KRA 1.5 Content**

Domain	Strand	Standard (yellow) Essential Skill and Knowledge (white)	Learning Progression
Mathematics(MA)	Counting and Cardinality	<b>Know number name, count sequence, and relationships among number, numeral, and quantity.</b>	Number Sense
		Count the number sequence to 20.	
		Use number cards arranged in a line to count and then determine what number comes before or after a specific number.	
		Identify, without counting, small quantities of items (1–3) presented in an irregular or unfamiliar pattern (subitize).	
		Demonstrate understanding that the last number spoken tells the number of objects counted; respond correctly when asked “how many” after counting concrete objects.	
		Name written numerals and pair them with concrete objects.	
	Operations and Algebraic Thinking	<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>	Number Operations
		Use manipulatives to find the amount needed to complete the set.	
	Measurement and Data	<b>Sort, classify, and compare objects.</b>	Classification
		Sort multiple groups by one attribute (e.g., “all blue, all red, all yellow” or “all bears, all cats, all dogs”).	
		Count to identify the number of objects in each set, and compare categories using comparison vocabulary (e.g., "greater"/"more than," "less than," "same"/"equal to").	
	Measurement and Data	<b>Describe and compare measurable attributes.</b>	Measurement
		Directly compare and describe two objects with a measurable attribute (e.g., length, size, capacity and weight) in common, using words such as "longer"/"shorter," "heavier"/"lighter," or "taller"/"shorter."	
		Order objects by measurable attribute (e.g., biggest to smallest).	
	Geometry	<b>Describe two- and three-dimensional shapes.</b>	Shapes
Match similar shapes when given a variety of two- and three-dimensional shapes.			
Use names of two-dimensional shapes (e.g., square; triangle; circle) when identifying objects.			

Common Language Standards			
KRA 1.5 Content			
Domain	Strand	Standard (yellow) Essential Skill and Knowledge (white)	Learning Progression
Physical Well-Being and Motor Development(PD)	Physical Education	<b>Demonstrate the ability to use large muscles to perform a variety of physical skills.</b>	<b>Coordination–Large Motor</b>
		Show fundamental movement by demonstrating spatial concepts in movement patterns.	
		Demonstrate locomotor skills with control, coordination, and balance during active play (e.g., running, hopping, jumping).	
		<b>Demonstrate the ability to use small muscles to perform fine motor skills in play and learning situations.</b>	<b>Coordination–Small Motor</b>
		Use classroom and household tools independently with eye-hand coordination to carry out activities.	
	Use a three-finger grasp of dominant hand to hold a writing tool.		
	Health	<b>Demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living, in the home, school, and community.</b>	<b>Safety and Injury Prevention</b>
		With modeling and support, identify and follow basic safety rules.	
		Identify ways adults help to keep us safe.	
		<b>Demonstrate personal health and hygiene practices.</b>	<b>Personal Care Tasks</b>
Independently complete personal care tasks (e.g., washing hands before eating and after toileting).			

## **Appendix B**

### **Presentation of School Readiness Information**

#### **Definitions**



## Definitions

- **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 please contact:

*Maryland State Department of Education  
Division of Early Childhood Development  
200 West Baltimore Street,  
Baltimore, MD 21201  
410.767.0335*





<b>Kindergarten Readiness Assessment</b>		
<b>Maryland State Data File Summary 2014-2015</b>		
Final Record Count for KRA Data File		<b>66281</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	33944	51.21
Females	32337	48.79
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	215	0.32
Asian	4014	6.06
Black/African American	21946	33.11
Native Hawaiian/Other Pacific Islander	120	0.18
White	25153	37.95
Hispanic/Latino	11619	17.53
Two or More Races (Non-Hispanic/Latino)	3214	4.85
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	33895	51.14
Yes	32377	48.85
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	60589	91.41
Yes	5683	8.57
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	55787	84.17
Yes	10485	15.82
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	3833	5.78
Prekindergarten	24707	37.28
Child Care Center	8724	13.16
Family Child Care	3074	4.64
Home/Informal Care	15019	22.66
Non-Public Nursery School	9671	14.59
Repeated Kindergarten	1144	1.73

### Maryland State - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	85	124	71	138	93	116	110	98	83	96	29
Asian	1,834	2,035	2,003	1,870	2,122	1,731	2,422	1,477	2,003	1,207	562
African American	9,549	11,714	7,658	13,701	9,846	11,409	10,778	10,534	8,966	8,146	3,852
Native Hawaiian/Pacific Islander	43	74	35	81	56	62	57	60	39	49	24
White	14,390	10,414	13,081	11,752	14,084	10,742	14,496	10,356	14,129	7,763	2,709
Hispanic	2,581	8,444	2,642	8,544	4,359	6,794	5,105	6,097	2,952	4,467	3,470
Two or More Races (Non-Hispanic/Latino)	1,652	1,512	1,433	1,728	1,658	1,498	1,796	1,368	1,621	1,087	417
<b>Gender</b>											
Male	14,220	18,713	12,958	20,139	14,076	18,962	14,452	18,690	13,121	12,423	6,990
Female	15,914	15,604	13,965	17,675	18,142	13,390	20,312	11,300	16,672	10,392	4,073
<b>Prior Care</b>											
Child Care Center	5,085	3,520	4,327	4,272	4,687	3,891	5,006	3,591	4,824	2,850	818
Family Child Care	1,244	1,753	1,062	1,941	1,373	1,640	1,458	1,557	1,217	1,114	636
Head Start	1,344	2,352	1,141	2,586	1,560	2,147	1,727	2,002	1,278	1,540	823
Home / Informal Care	4,597	9,752	4,403	10,064	5,868	8,563	6,368	8,125	4,651	5,402	4,103
Non-public Nursery	6,440	3,151	6,128	3,456	6,063	3,485	6,305	3,299	6,426	2,559	494
Pre-Kindergarten	10,896	13,128	9,317	14,855	12,096	12,007	13,238	10,891	10,863	8,913	3,992
<b>Special Education</b>											
No	28,980	30,218	25,785	33,627	30,875	28,334	33,371	25,973	28,769	21,013	8,722
Yes	1,152	4,096	1,136	4,184	1,340	4,016	1,390	4,015	1,022	1,800	2,340
<b>English Language Learners</b>											
No	28589	25935	24959	29709	28793	25738	30469	24171	27818	18671	7426
Yes	1543	8379	1962	8102	3422	6612	4292	5817	1973	4142	3636
<b>Free and Reduced Price Meals</b>											
No	19,150	14,084	17,361	15,891	18,667	14,528	19,609	13,710	18,791	10,369	3,653
Yes	10,982	20,230	9,560	21,920	13,548	17,822	15,152	16,278	11,000	12,444	7,409
Aggregated Data	30,134	34,317	26,923	37,814	32,218	32,352	34,764	29,990	29,793	22,815	11,063

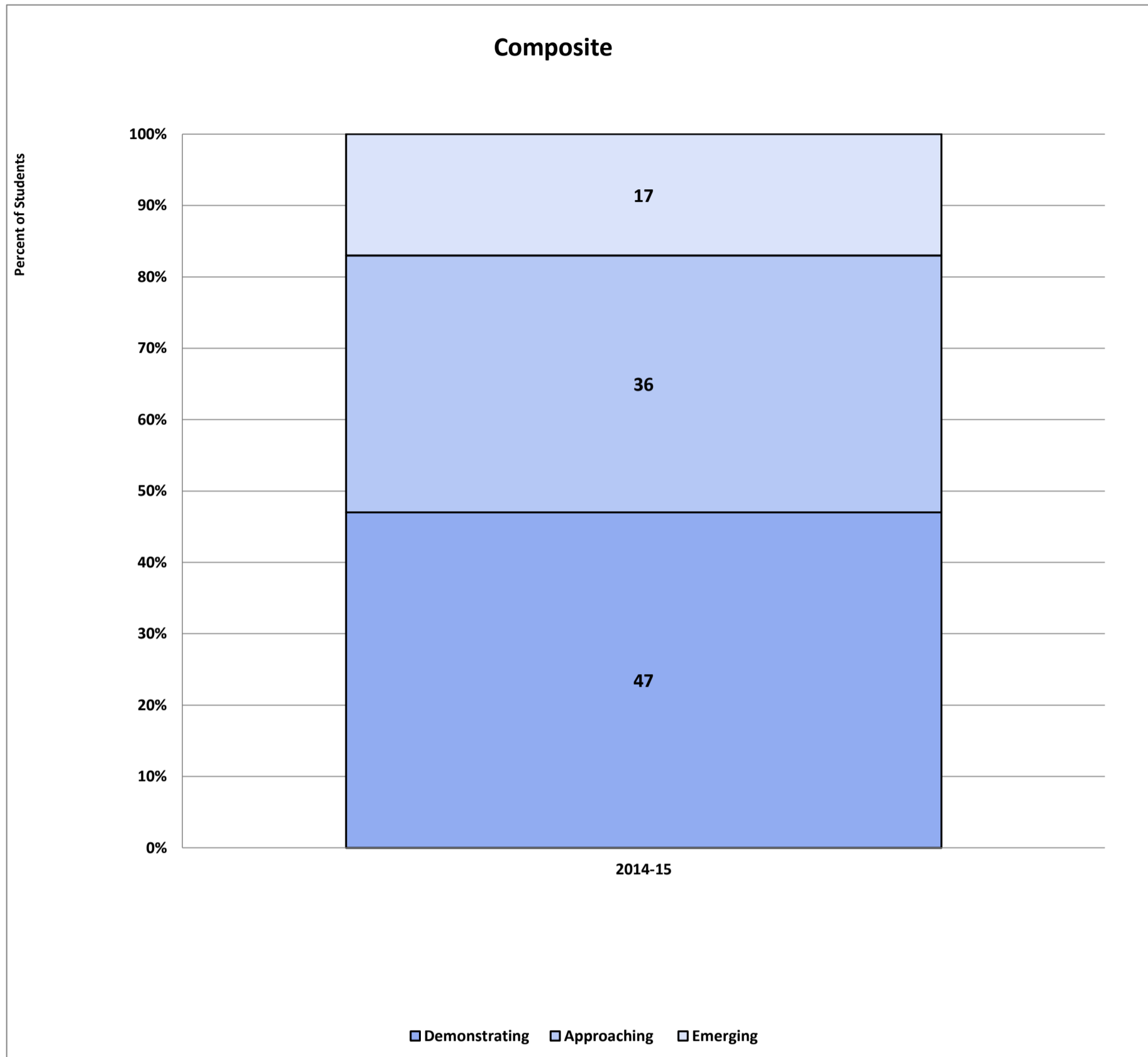
\* = Group size fewer than 5

## Maryland State - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	41	59	34	66	44	56	53	47	40	46	14
Asian	47	53	52	48	55	45	62	38	53	32	15
African American	45	55	36	64	46	54	51	49	43	39	18
Native Hawaiian/Pacific Islander	37	63	30	70	47	53	49	51	35	44	21
White	58	42	53	47	57	43	58	42	57	32	11
Hispanic	23	77	24	76	39	61	46	54	27	41	32
Two or More Races (Non-Hispanic/Latino)	52	48	45	55	53	47	57	43	52	35	13
<b>Gender</b>											
Male	43	57	39	61	43	57	44	56	40	38	21
Female	50	50	44	56	58	42	64	36	54	33	13
<b>Prior Care</b>											
Child Care Center	59	41	50	50	55	45	58	42	57	34	10
Family Child Care	42	58	35	65	46	54	48	52	41	38	21
Head Start	36	64	31	69	42	58	46	54	35	42	23
Home / Informal Care	32	68	30	70	41	59	44	56	33	38	29
Non-public Nursery	67	33	64	36	64	36	66	34	68	27	5
Pre-Kindergarten	45	55	39	61	50	50	55	45	46	38	17
<b>Special Education</b>											
No	49	51	43	57	52	48	56	44	49	36	15
Yes	22	78	21	79	25	75	26	74	20	35	45
<b>English Language Learners</b>											
No	52	48	46	54	53	47	56	44	52	35	14
Yes	16	84	19	81	34	66	42	58	20	42	37
<b>Free and Reduced Price Meals</b>											
No	58	42	52	48	56	44	59	41	57	32	11
Yes	35	65	30	70	43	57	48	52	36	40	24
Aggregated Data	47	53	42	58	50	50	54	46	47	36	17

\* = Percentage could not be reported due to group size fewer than 5

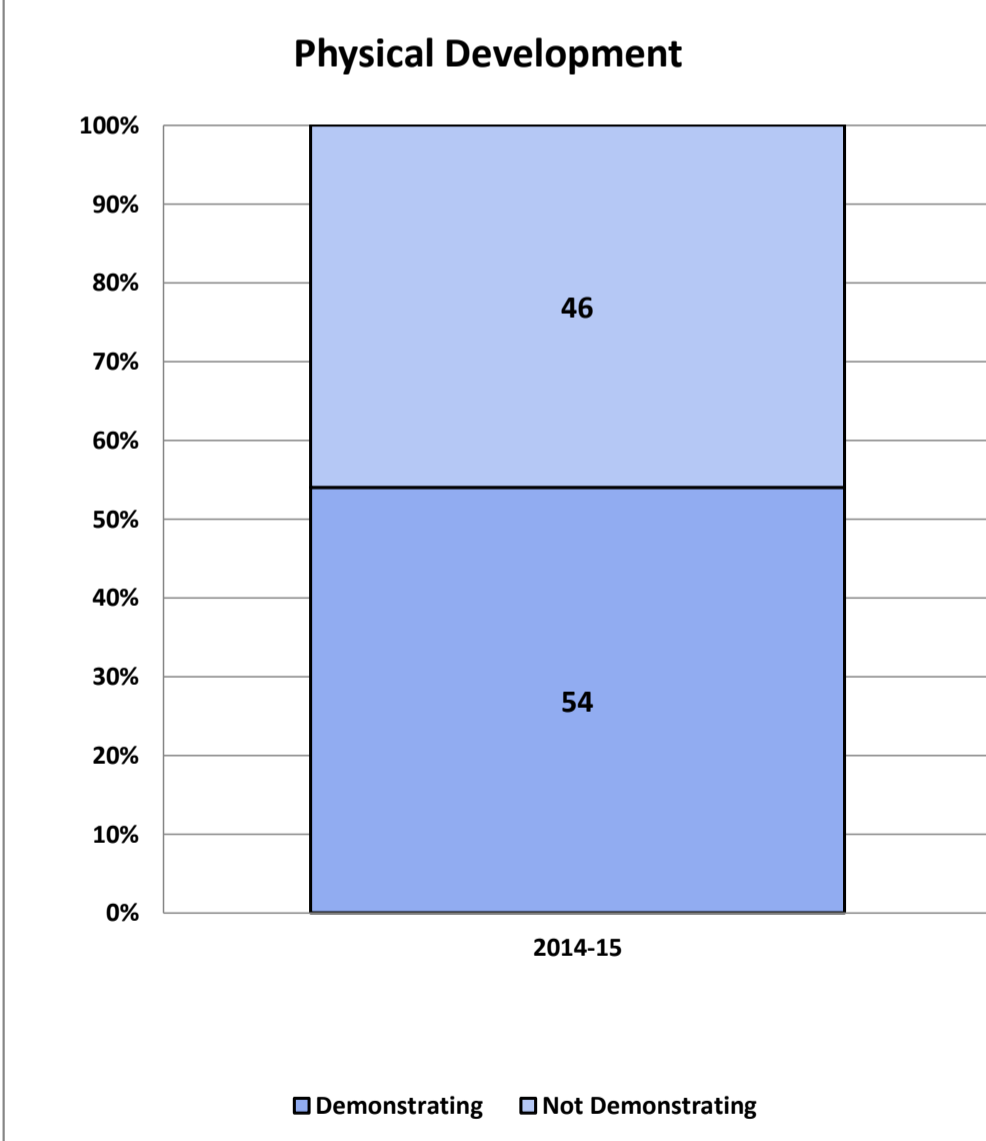
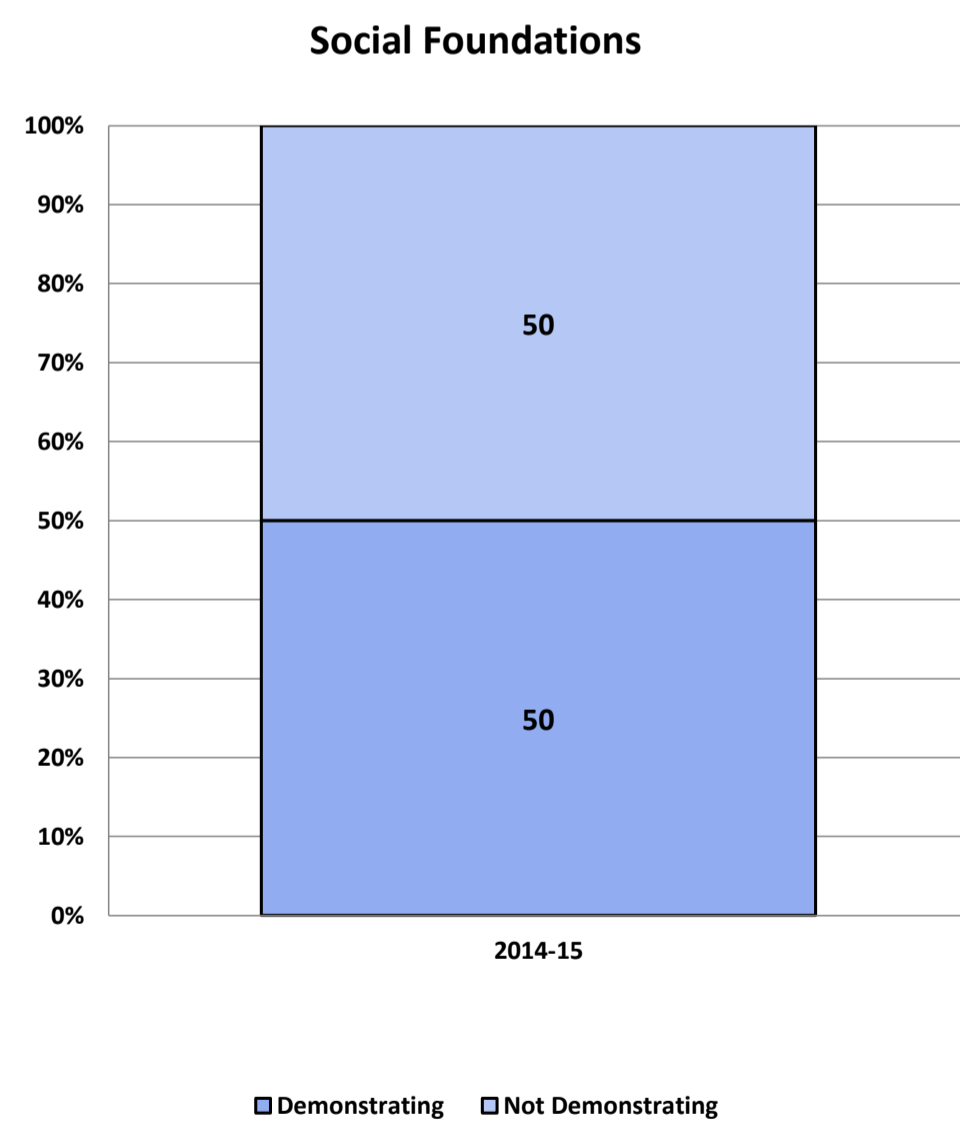
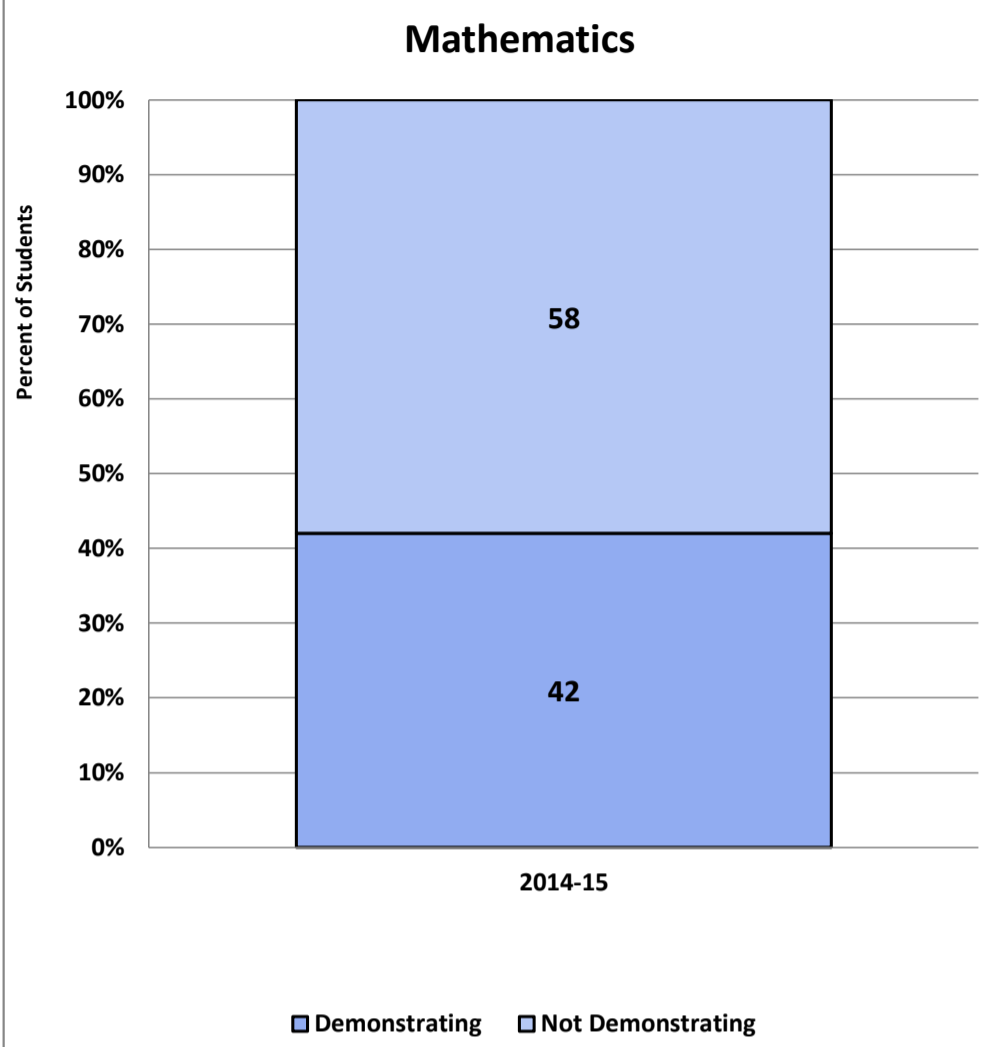
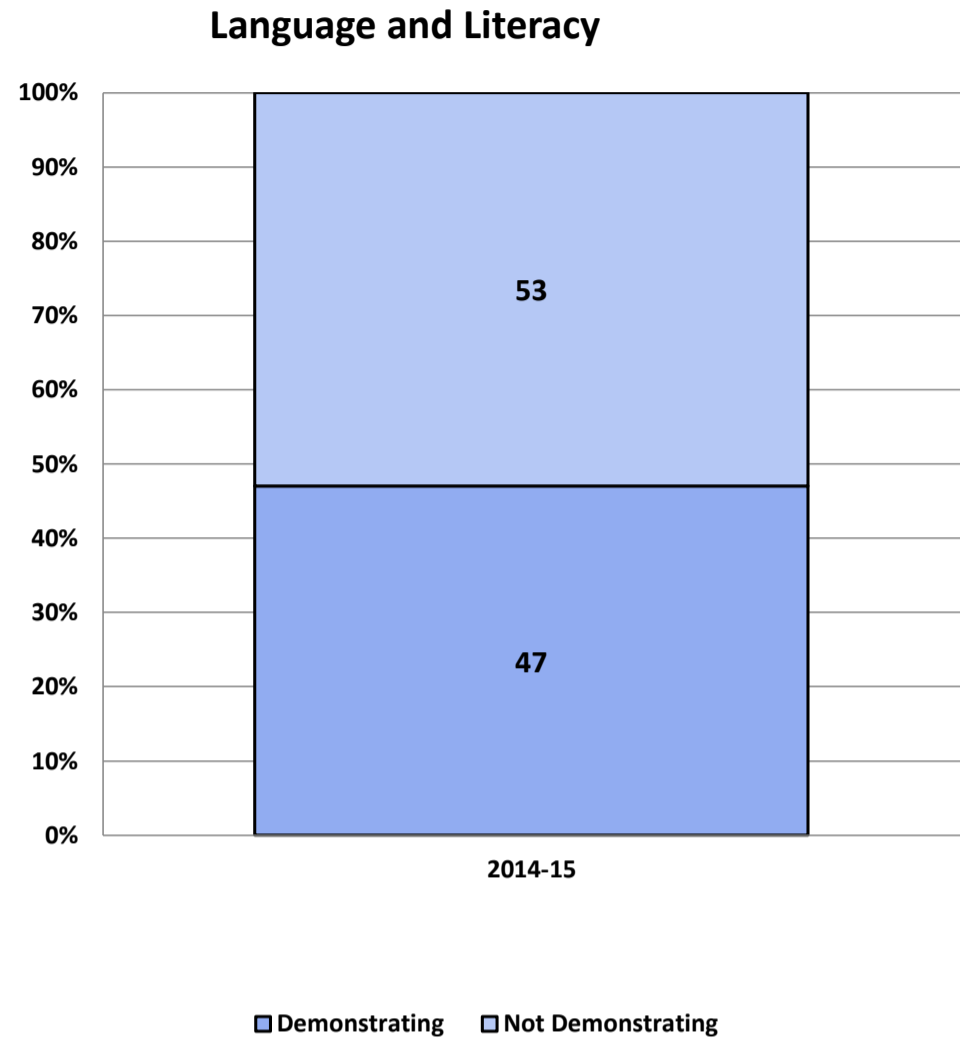
**Kindergarten Readiness Assessment 2014-2015  
Composite Results  
Maryland State**



"Other" Scores - LEA 01		
	Number of Students	Percent of Students
English Language Learners	445	0.66%
Special Education Students	351	0.52%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2014-2015**  
**Domain Results**  
**Maryland State**



<b>Kindergarten Readiness Assessment</b>		
<b>Allegheny County Data File Summary 2014-2015</b>		
Final Record Count for KRA Data File		<b>665</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	358	53.83
Females	307	46.17
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	2	0.30
Asian	6	0.90
Black/African American	18	2.71
Native Hawaiian/Other Pacific Islander	0	0.00
White	589	88.57
Hispanic/Latino	8	1.20
Two or More Races (Non-Hispanic/Latino)	42	6.32
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	221	33.23
Yes	444	66.77
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	571	85.86
Yes	94	14.14
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	665	100.00
Yes	0	0.00
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	35	5.26
Prekindergarten	468	70.38
Child Care Center	40	6.02
Family Child Care	86	12.93
Home/Informal Care	58	8.72
Non-Public Nursery School	34	5.11
Repeated Kindergarten	0	0.00

### Allegany County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*
Asian	3	3	4	2	3	3	3	3	3	1	2
African American	7	11	7	11	12	6	11	7	10	7	1
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	266	322	257	331	316	273	319	270	280	198	110
Hispanic	2	6	3	5	4	4	3	5	3	1	4
Two or More Races (Non-Hispanic/Latino)	16	26	14	28	20	22	15	27	13	19	10
<b>Gender</b>											
Male	145	212	135	222	158	200	161	197	142	126	89
Female	149	158	150	157	198	109	191	116	167	102	38
<b>Prior Care</b>											
Child Care Center	16	24	15	25	18	22	22	18	16	13	11
Family Child Care	19	67	23	63	37	49	33	53	27	31	28
Head Start	16	19	11	24	15	20	16	19	13	15	7
Home / Informal Care	14	44	14	44	23	35	25	33	17	24	17
Non-public Nursery	19	15	17	17	24	10	25	9	23	8	3
Pre-Kindergarten	224	243	219	248	262	206	255	213	230	159	78
<b>Special Education</b>											
No	280	291	265	306	324	247	321	250	290	202	79
Yes	14	79	20	73	32	62	31	63	19	26	48
<b>English Language Learners</b>											
No	294	370	285	379	356	309	352	313	309	228	127
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	133	88	123	98	155	66	149	72	144	60	17
Yes	161	282	162	281	201	243	203	241	165	168	110
Aggregated Data	294	370	285	379	356	309	352	313	309	228	127

\* = Group size fewer than 5

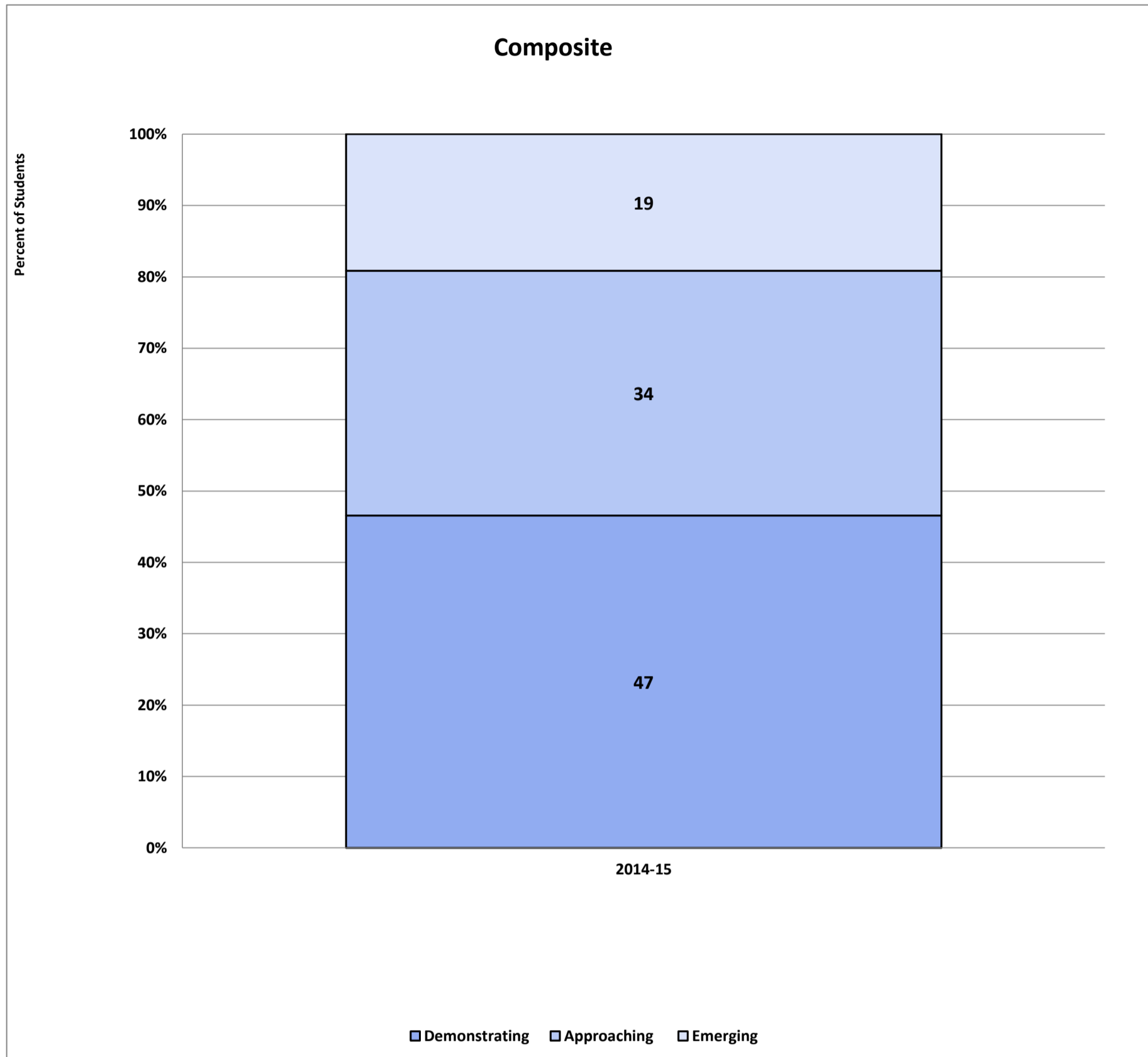
### Allegany County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite			
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging	
<b>Race/Ethnicity</b>												
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*
Asian	50	50	67	33	50	50	50	50	50	17	33	
African American	39	61	39	61	67	33	61	39	56	39	6	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	
White	45	55	44	56	54	46	54	46	48	34	19	
Hispanic	25	75	38	63	50	50	38	63	38	13	50	
Two or More Races (Non-Hispanic/Latino)	38	62	33	67	48	52	36	64	31	45	24	
<b>Gender</b>												
Male	41	59	38	62	44	56	45	55	40	35	25	
Female	49	51	49	51	64	36	62	38	54	33	12	
<b>Prior Care</b>												
Child Care Center	40	60	38	63	45	55	55	45	40	33	28	
Family Child Care	22	78	27	73	43	57	38	62	31	36	33	
Head Start	46	54	31	69	43	57	46	54	37	43	20	
Home / Informal Care	24	76	24	76	40	60	43	57	29	41	29	
Non-public Nursery	56	44	50	50	71	29	74	26	68	24	9	
Pre-Kindergarten	48	52	47	53	56	44	54	46	49	34	17	
<b>Special Education</b>												
No	49	51	46	54	57	43	56	44	51	35	14	
Yes	15	85	22	78	34	66	33	67	20	28	52	
<b>English Language Learners</b>												
No	44	56	43	57	54	46	53	47	47	34	19	
Yes	*	*	*	*	*	*	*	*	*	*	*	
<b>Free and Reduced Price Meals</b>												
No	60	40	56	44	70	30	67	33	65	27	8	
Yes	36	64	37	63	45	55	46	54	37	38	25	
Aggregated Data	44	56	43	57	54	46	53	47	47	34	19	

\* = Percentage could not be reported due to group size fewer than 5



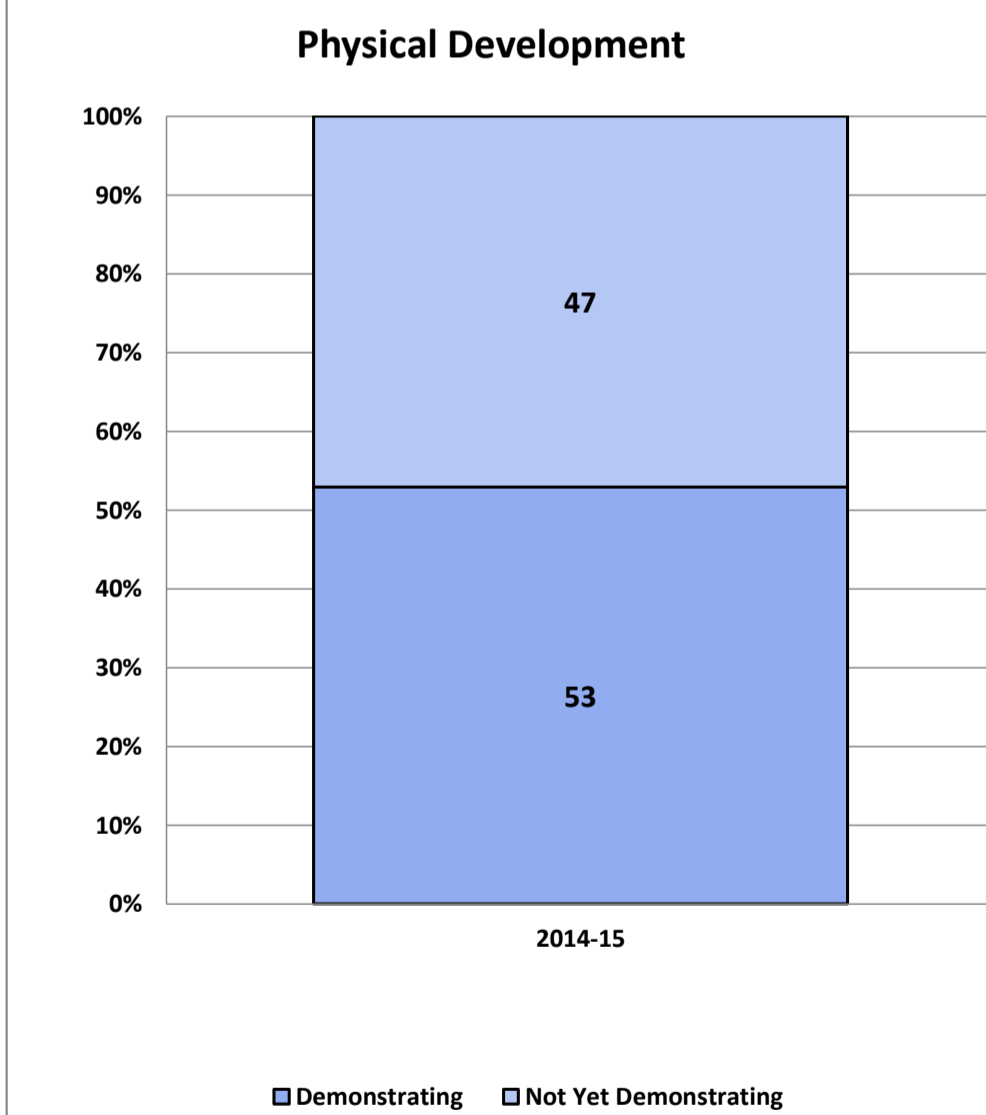
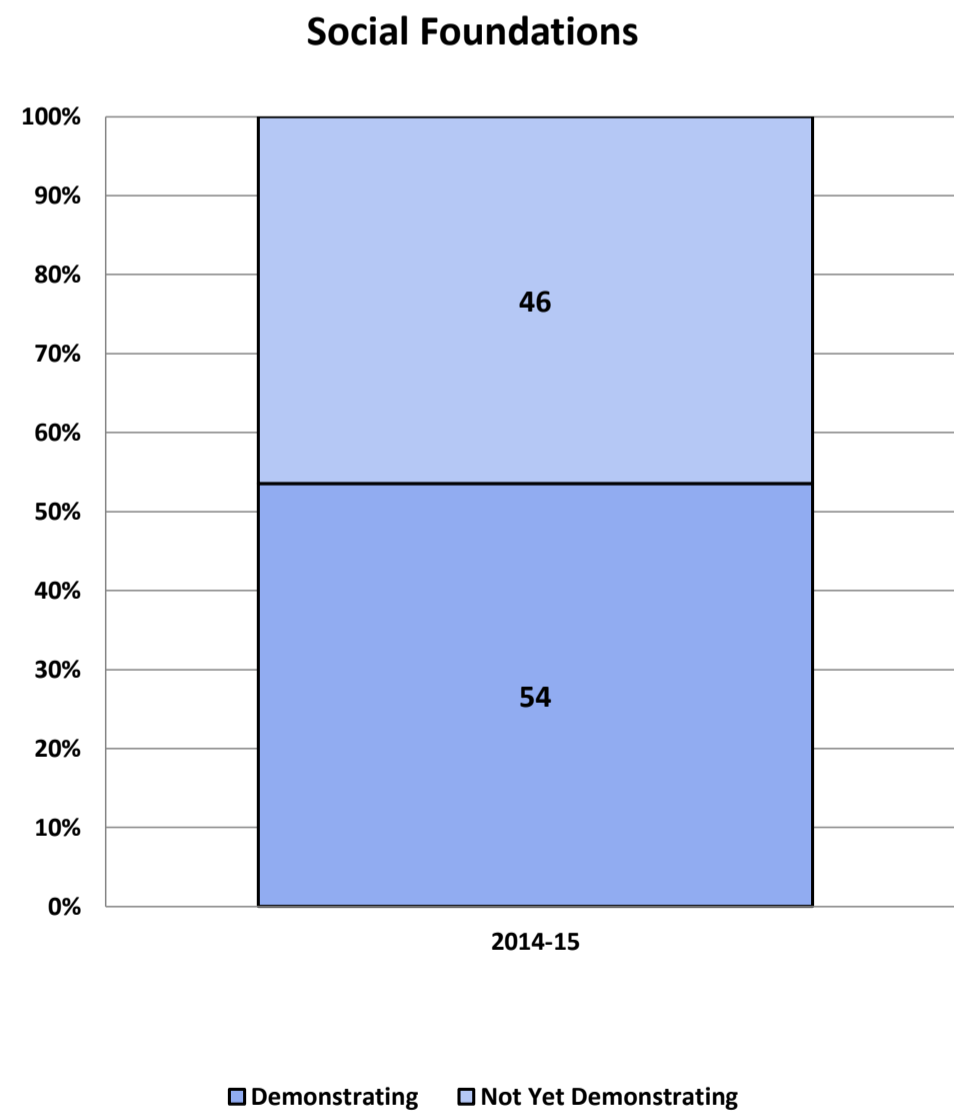
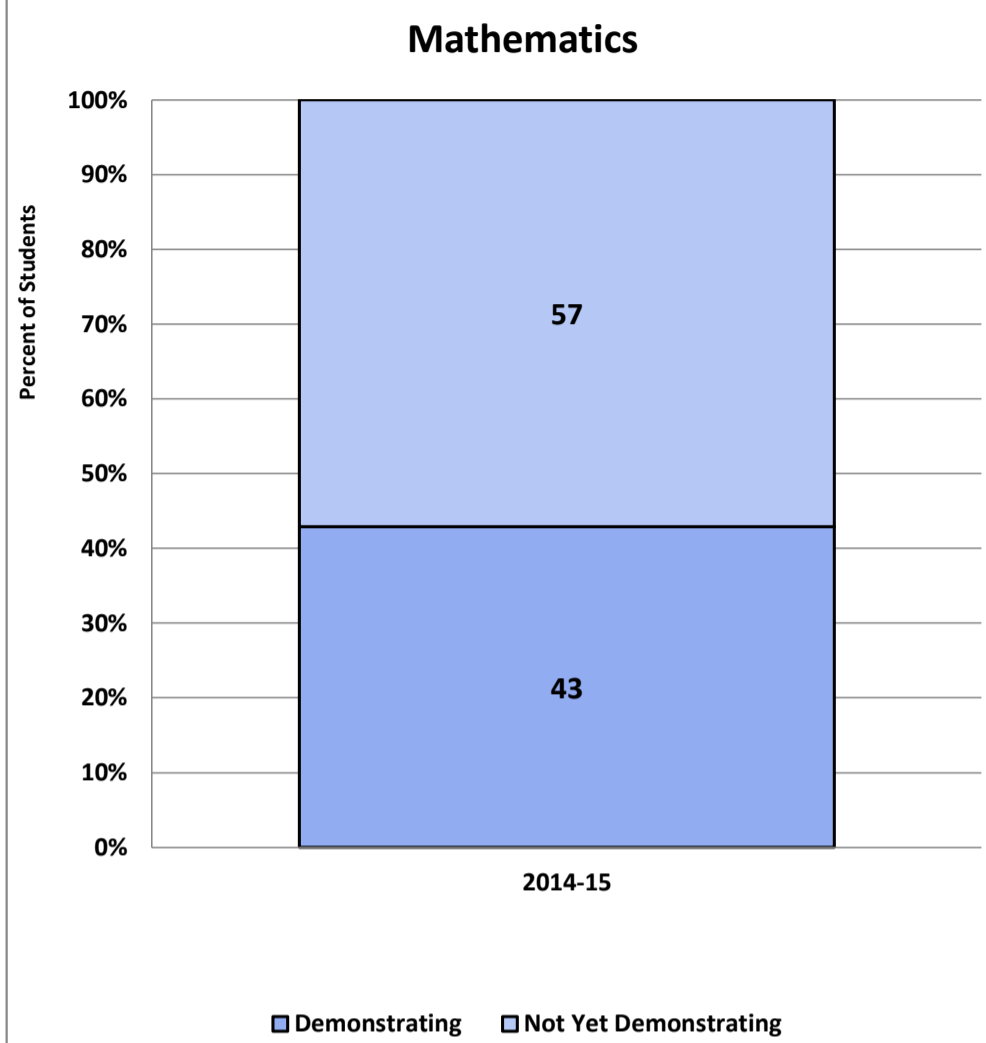
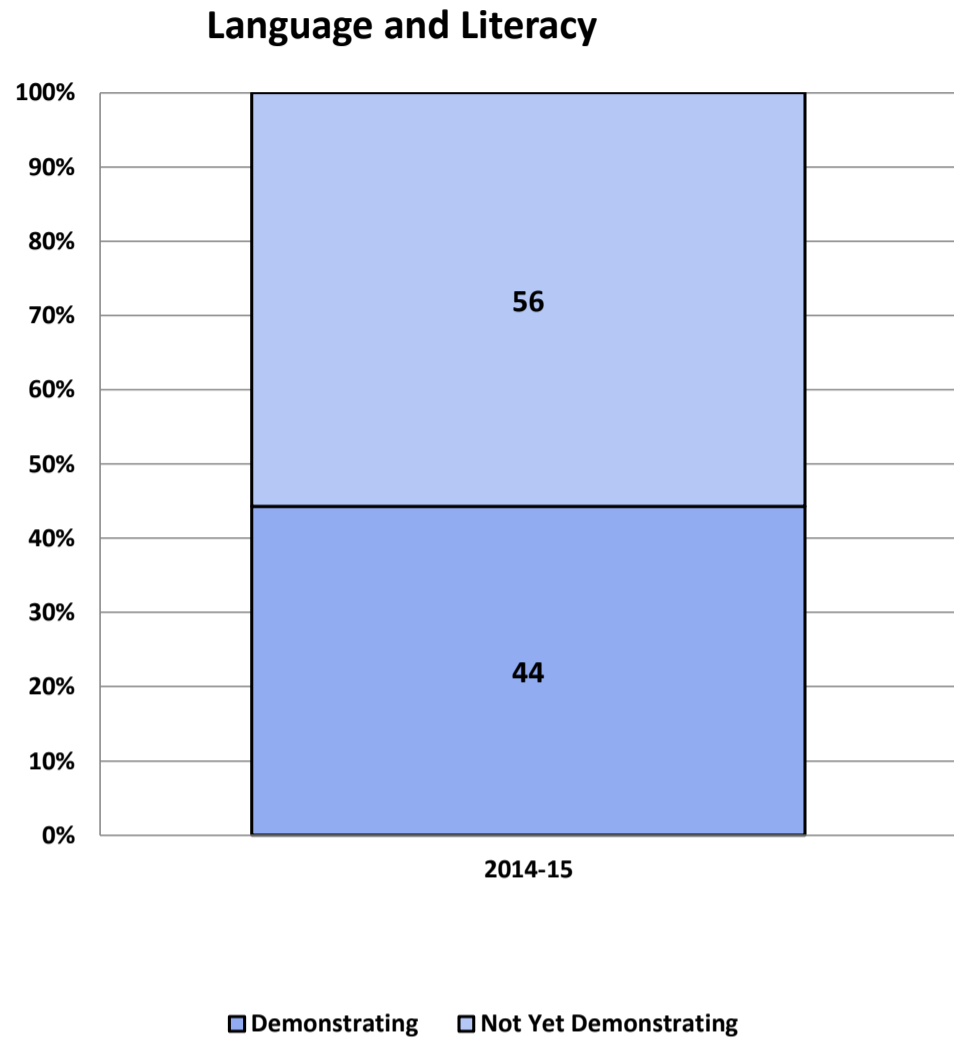
**Kindergarten Readiness Assessment 2014-2015  
Composite Results  
Allegheny County**



	"Other" Scores - LEA 01	
	Number of Students	Percent of Students
English Language Learners	0	0%
Special Education Students	0	0%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2014-2015**  
**Domain Results**  
**Allegheny County**



<b>Kindergarten Readiness Assessment</b>		
<b>Anne Arundel County Data File Summary 2014-2015</b>		
Final Record Count for KRA Data File		<b>6212</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	3173	51.08
Females	3039	48.92
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	20	0.32
Asian	187	3.01
Black/African American	1120	18.03
Native Hawaiian/Other Pacific Islander	10	0.16
White	3565	57.39
Hispanic/Latino	877	14.12
Two or More Races (Non-Hispanic/Latino)	433	6.97
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	3856	62.07
Yes	2356	37.93
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	5733	92.29
Yes	479	7.71
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	5525	88.94
Yes	687	11.06
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	215	3.46
Prekindergarten	1240	19.96
Child Care Center	1026	16.52
Family Child Care	803	12.93
Home/Informal Care	1525	24.55
Non-Public Nursery School	1537	24.74
Repeated Kindergarten	43	0.69

## Anne Arundel County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Anne Arundel County Data File Summary 2014-2015</b>											
American Indian/Alaskan Native	12	8	9	11	9	11	8	12	10	8	2
Asian	79	105	59	128	87	96	103	82	79	66	37
African American	453	656	240	871	437	674	491	620	379	493	237
Native Hawaiian/Pacific Islander	4	6	1	9	4	6	3	7	2	7	1
White	1,968	1,569	1,431	2,109	1,725	1,818	1,957	1,592	1,734	1,309	486
Hispanic	245	589	143	712	319	533	359	497	228	344	260
Two or More Races (Non-Hispanic/Latino)	220	211	156	274	208	224	224	208	197	172	60
<b>Gender</b>											
Male	1,402	1,714	943	2,192	1,175	1,962	1,279	1,869	1,106	1,299	703
Female	1,579	1,430	1,096	1,922	1,614	1,400	1,866	1,149	1,523	1,100	380
<b>Prior Care</b>											
Child Care Center	491	336	322	506	390	438	446	383	413	321	93
Family Child Care	234	294	161	367	224	307	233	298	193	234	100
Head Start	68	121	31	159	73	121	78	114	53	84	50
Home / Informal Care	1,020	1,488	746	1,786	1,050	1,473	1,182	1,355	925	1,007	569
Non-public Nursery	813	416	551	679	710	519	816	413	739	412	77
Pre-Kindergarten	340	475	215	601	327	489	369	446	291	331	190
<b>Special Education</b>											
No	2,892	2,788	1,978	3,723	2,712	2,985	3,040	2,658	2,562	2,249	858
Yes	89	356	61	391	77	377	105	360	67	150	225
<b>English Language Learners</b>											
No	2879	2602	1979	3505	2586	2904	2880	2618	2519	2118	834
Yes	102	542	60	609	203	458	265	400	110	281	249
<b>Free and Reduced Price Meals</b>											
No	2,689	2,531	1,854	3,384	2,429	2,804	2,761	2,481	2,387	1,976	844
Yes	292	613	185	730	360	558	384	537	242	423	239
Aggregated Data	2,981	3,144	2,039	4,114	2,789	3,362	3,145	3,018	2,629	2,399	1,083

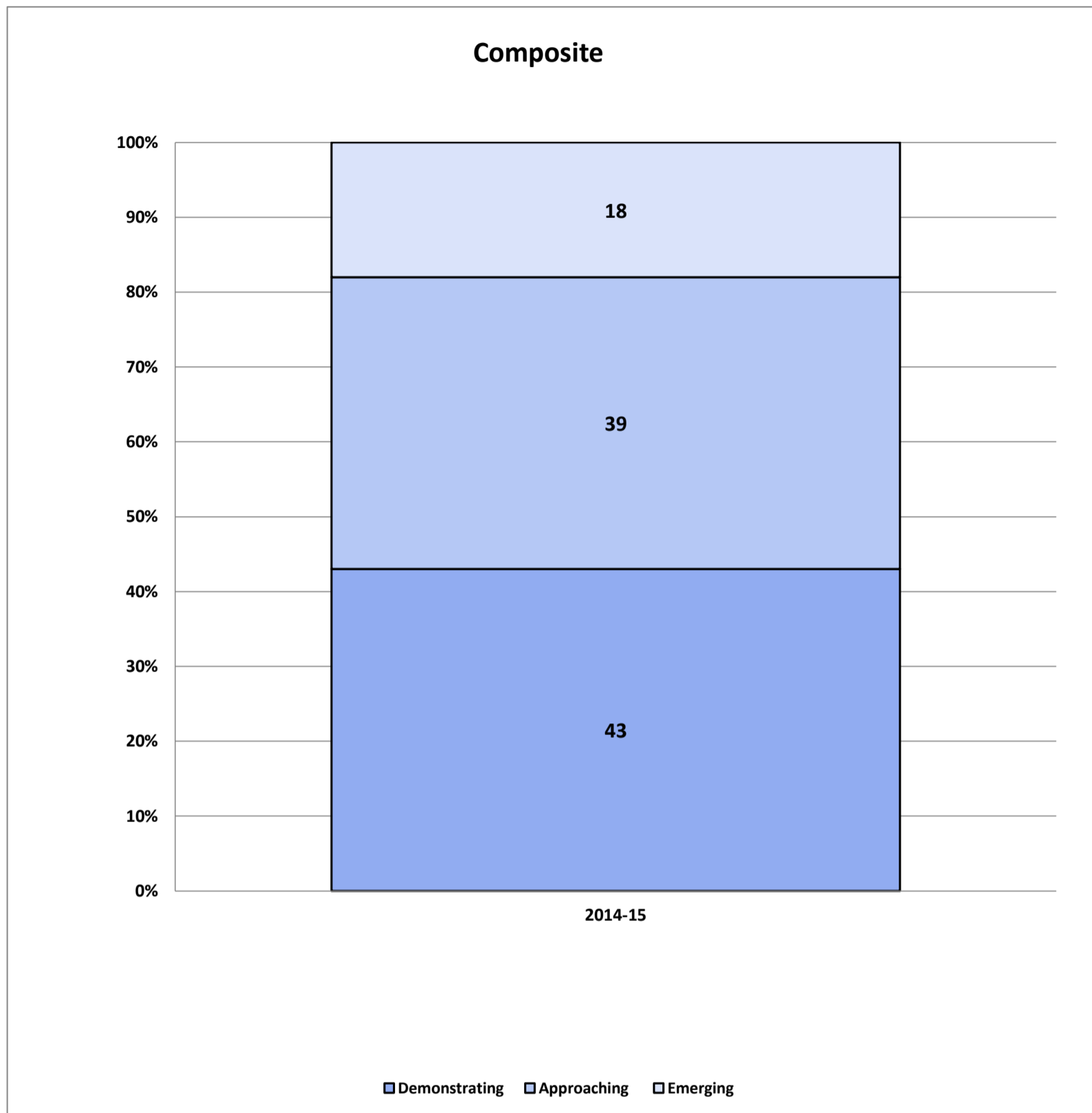
\* = Group size fewer than 5

## Anne Arundel County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Anne Arundel County Data File Summary 2014-2015</b>											
American Indian/Alaskan Native	60	40	45	55	45	55	40	60	50	40	10
Asian	43	57	32	68	48	52	56	44	43	36	20
African American	41	59	22	78	39	61	44	56	34	44	21
Native Hawaiian/Pacific Islander	40	60	10	90	40	60	30	70	20	70	10
White	56	44	40	60	49	51	55	45	49	37	14
Hispanic	29	71	17	83	37	63	42	58	27	41	31
Two or More Races (Non-Hispanic/Latino)	51	49	36	64	48	52	52	48	46	40	14
<b>Gender</b>											
Male	45	55	30	70	37	63	41	59	36	42	23
Female	52	48	36	64	54	46	62	38	51	37	13
<b>Prior Care</b>											
Child Care Center	59	41	39	61	47	53	54	46	50	39	11
Family Child Care	44	56	30	70	42	58	44	56	37	44	19
Head Start	36	64	16	84	38	62	41	59	28	45	27
Home / Informal Care	41	59	29	71	42	58	47	53	37	40	23
Non-public Nursery	66	34	45	55	58	42	66	34	60	34	6
Pre-Kindergarten	42	58	26	74	40	60	45	55	36	41	23
<b>Special Education</b>											
No	51	49	35	65	48	52	53	47	45	40	15
Yes	20	80	13	87	17	83	23	77	15	34	51
<b>English Language Learners</b>											
No	53	47	36	64	47	53	52	48	46	39	15
Yes	16	84	9	91	31	69	40	60	17	44	39
<b>Free and Reduced Price Meals</b>											
No	52	48	35	65	46	54	53	47	46	38	16
Yes	32	68	20	80	39	61	42	58	27	47	26
Aggregated Data	49	51	33	67	45	55	51	49	43	39	18

\* = Percentage could not be reported due to group size fewer than 5

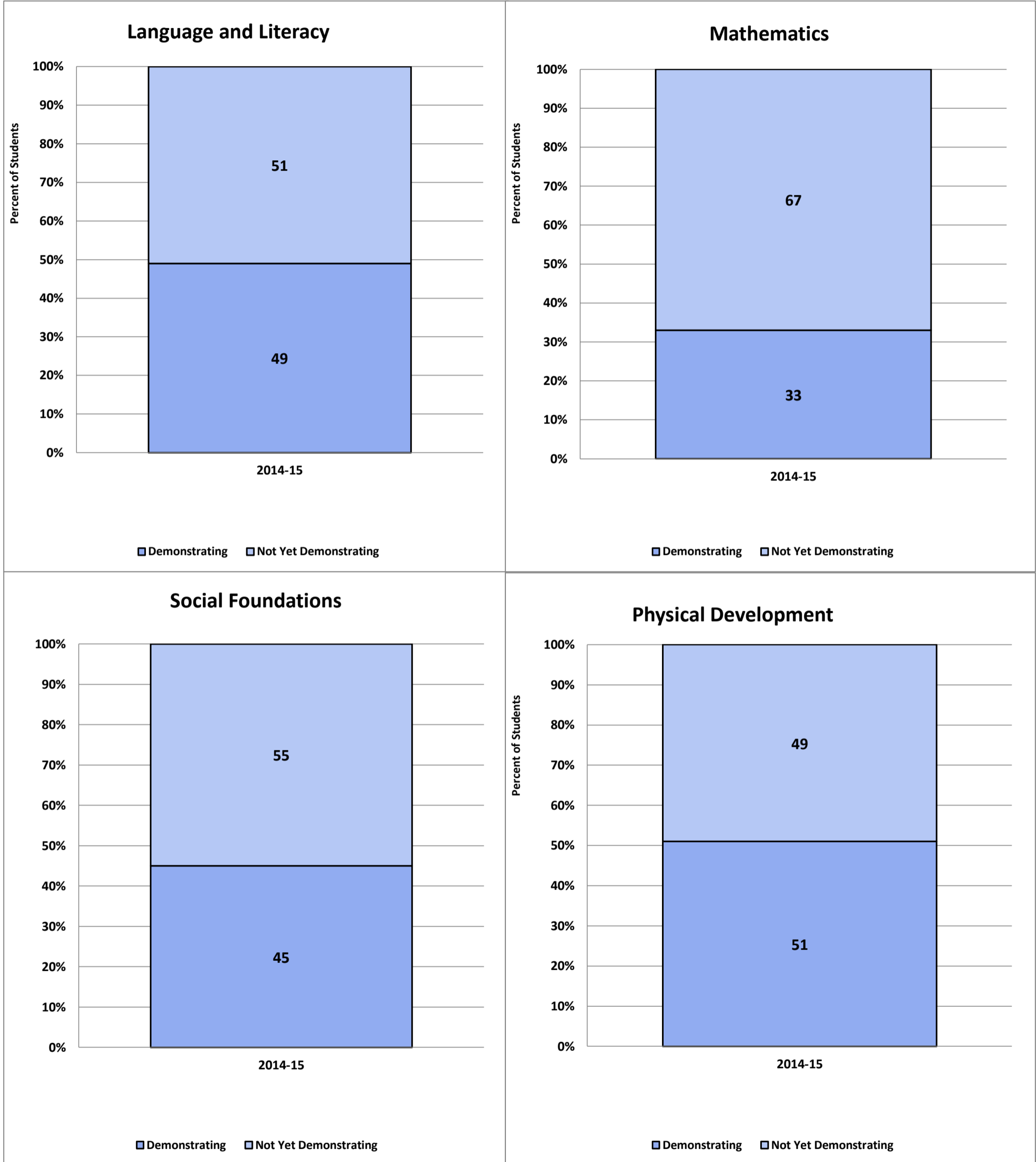
**Kindergarten Readiness Assessment 2014-2015  
Composite Results  
Anne Arundel County Data File Summary 2014-2015**



"Other" Scores - LEA02		
	Number of Students	Percent of Students
English Language Learners	46	0.74%
Special Education Student	27	0.43%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2014-2015**  
**Domain Results**  
**Anne Arundel County Data File Summary 2014-2015**



<b>Kindergarten Readiness Assessment</b>		
<b>Baltimore City Data File Summary 2014-2015</b>		
Final Record Count for KRA Data File		<b>7299</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	3690	50.55
Females	3609	49.45
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	21	0.29
Asian	70	0.96
Black/African American	5741	78.65
Native Hawaiian/Other Pacific Islander	21	0.29
White	689	9.44
Hispanic/Latino	705	9.66
Two or More Races (Non-Hispanic/Latino)	52	0.71
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	918	12.58
Yes	6381	87.42
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	6719	92.05
Yes	580	7.95
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	6811	93.31
Yes	488	6.69
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	863	11.82
Prekindergarten	4250	58.23
Child Care Center	316	4.33
Family Child Care	300	4.11
Home/Informal Care	1228	16.82
Non-Public Nursery School	103	1.41
Repeated Kindergarten	210	2.88



### Baltimore City - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	11	9	9	11	11	9	13	7	11	7	2
Asian	24	39	28	38	30	35	30	35	26	20	17
African American	2,732	2,838	2,500	3,107	2,773	2,837	3,091	2,516	2,690	1,862	985
Native Hawaiian/Pacific Islander	6	12	9	9	11	9	5	15	8	4	4
White	358	279	413	233	349	297	340	306	370	161	99
Hispanic	183	495	271	414	276	401	317	362	233	248	186
Two or More Races (Non-Hispanic/Latino)	29	19	28	21	26	22	29	19	26	20	2
<b>Gender</b>											
Male	1,529	2,025	1,534	2,049	1,478	2,106	1,607	1,985	1,442	1,294	792
Female	1,814	1,666	1,724	1,784	1,998	1,504	2,218	1,275	1,922	1,028	503
<b>Prior Care</b>											
Child Care Center	160	149	147	162	163	147	166	143	165	90	52
Family Child Care	102	191	104	192	104	191	122	171	108	88	93
Head Start	352	491	304	546	370	479	399	449	324	326	186
Home / Informal Care	320	863	325	869	419	774	449	744	317	432	425
Non-public Nursery	73	29	80	23	69	34	69	34	74	22	6
Pre-Kindergarten	2,271	1,811	2,221	1,896	2,279	1,835	2,519	1,598	2,318	1,262	473
<b>Special Education</b>											
No	3,219	3,291	3,123	3,438	3,336	3,214	3,667	2,877	3,242	2,156	1,066
Yes	124	400	135	395	140	396	158	383	122	166	229
<b>English Language Learners</b>											
No	3280	3299	3125	3502	3339	3286	3645	2978	3267	2149	1122
Yes	63	392	133	331	137	324	180	282	97	173	173
<b>Free and Reduced Price Meals</b>											
No	584	301	591	297	531	358	553	338	582	218	79
Yes	2,759	3,390	2,667	3,536	2,945	3,252	3,272	2,922	2,782	2,104	1,216
Aggregated Data	3,343	3,691	3,258	3,833	3,476	3,610	3,825	3,260	3,364	2,322	1,295

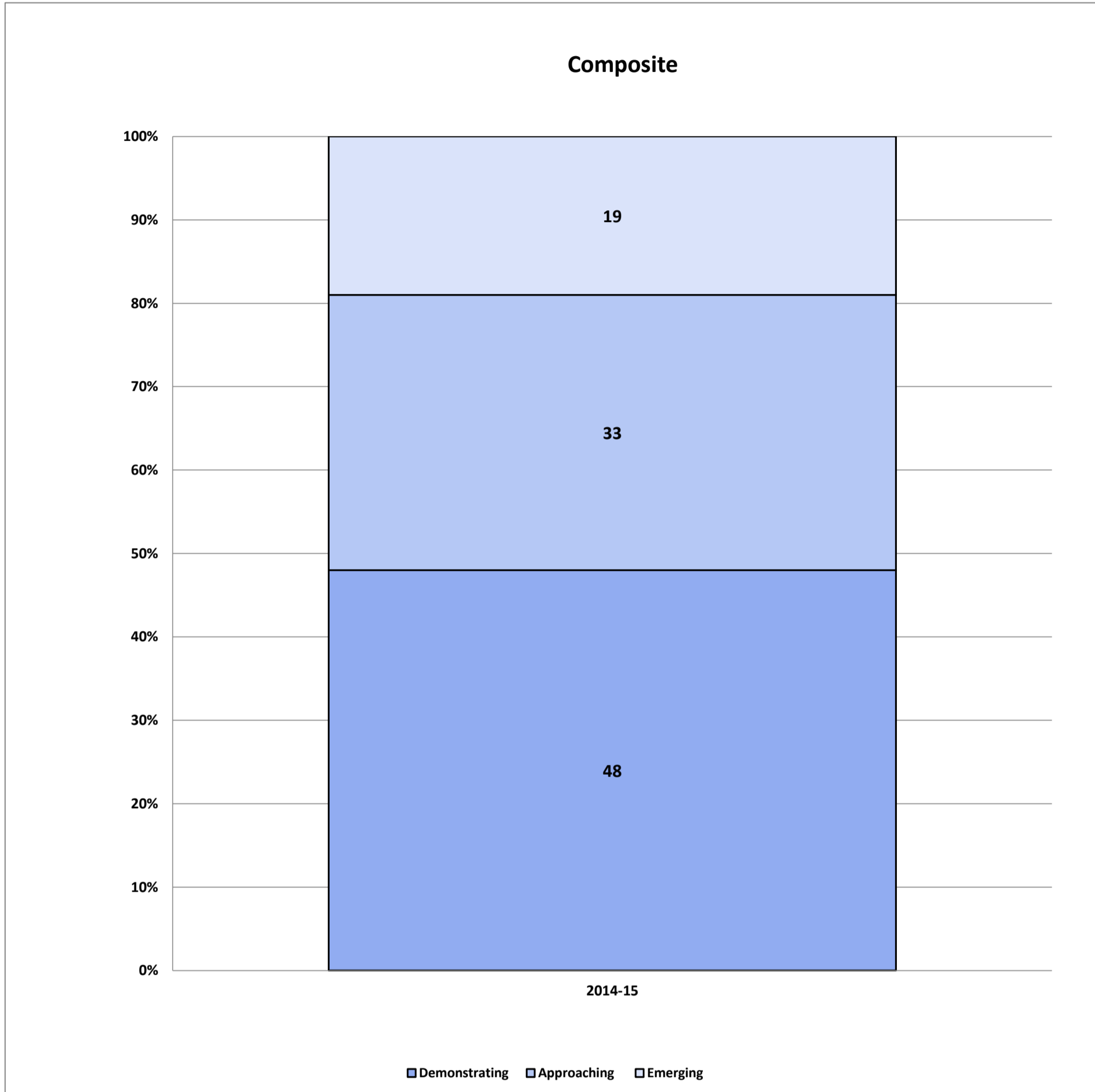
\* = Group size fewer than 5

### Baltimore City - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	55	45	45	55	55	45	65	35	55	35	10
Asian	38	62	42	58	46	54	46	54	41	32	27
African American	49	51	45	55	49	51	55	45	49	34	18
Native Hawaiian/Pacific Islander	33	67	50	50	55	45	25	75	50	25	25
White	56	44	64	36	54	46	53	47	59	26	16
Hispanic	27	73	40	60	41	59	47	53	35	37	28
Two or More Races (Non-Hispanic/Latino)	60	40	57	43	54	46	60	40	54	42	4
<b>Gender</b>											
Male	43	57	43	57	41	59	45	55	41	37	22
Female	52	48	49	51	57	43	63	37	56	30	15
<b>Prior Care</b>											
Child Care Center	52	48	48	52	53	47	54	46	54	29	17
Family Child Care	35	65	35	65	35	65	42	58	37	30	32
Head Start	42	58	36	64	44	56	47	53	39	39	22
Home / Informal Care	27	73	27	73	35	65	38	62	27	37	36
Non-public Nursery	72	28	78	22	67	33	67	33	73	22	6
Pre-Kindergarten	56	44	54	46	55	45	61	39	57	31	12
<b>Special Education</b>											
No	49	51	48	52	51	49	56	44	50	33	16
Yes	24	76	25	75	26	74	29	71	24	32	44
<b>English Language Learners</b>											
No	50	50	47	53	50	50	55	45	50	33	17
Yes	14	86	29	71	30	70	39	61	22	39	39
<b>Free and Reduced Price Meals</b>											
No	66	34	67	33	60	40	62	38	66	25	9
Yes	45	55	43	57	48	52	53	47	46	34	20
Aggregated Data	48	52	46	54	49	51	54	46	48	33	19

\* = Percentage could not be reported due to group size fewer than 5

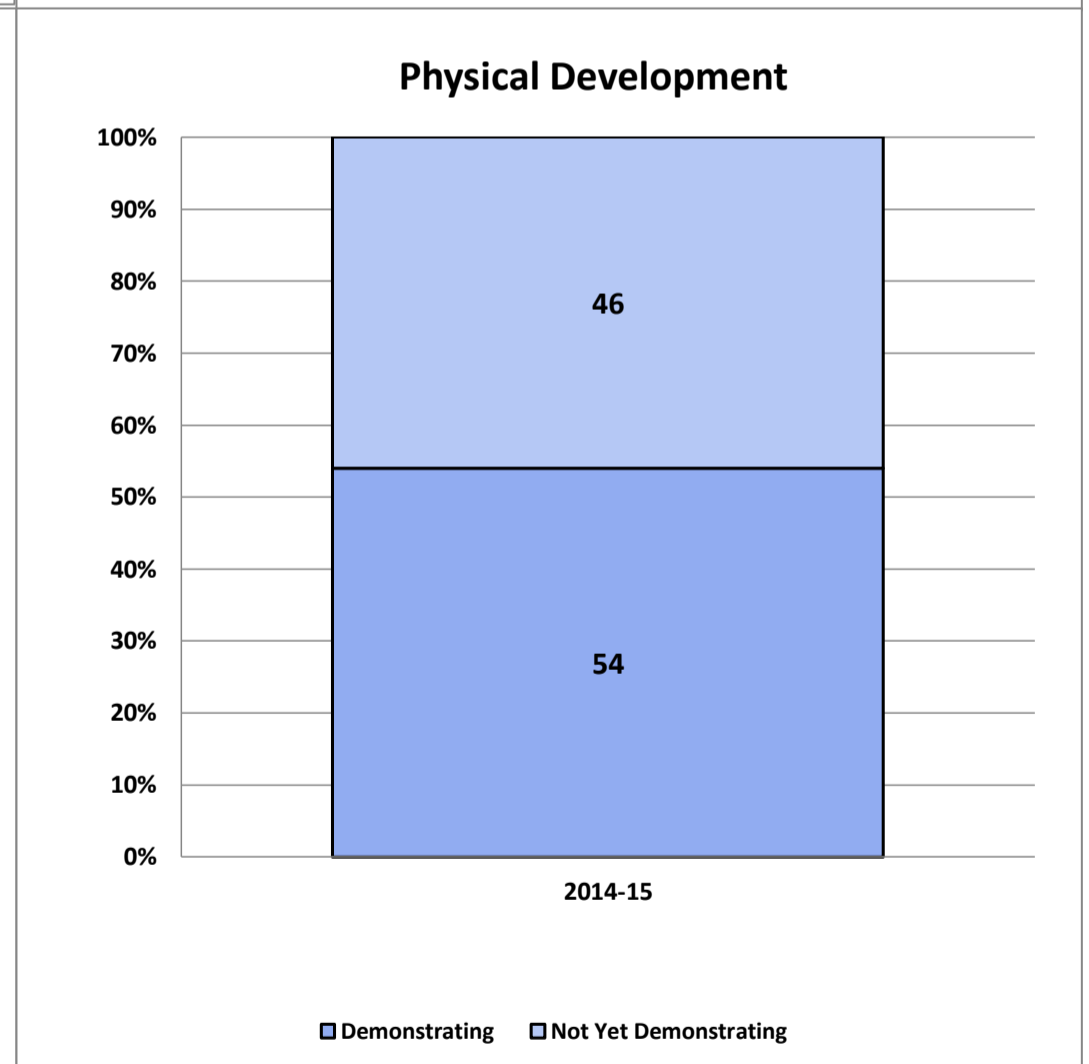
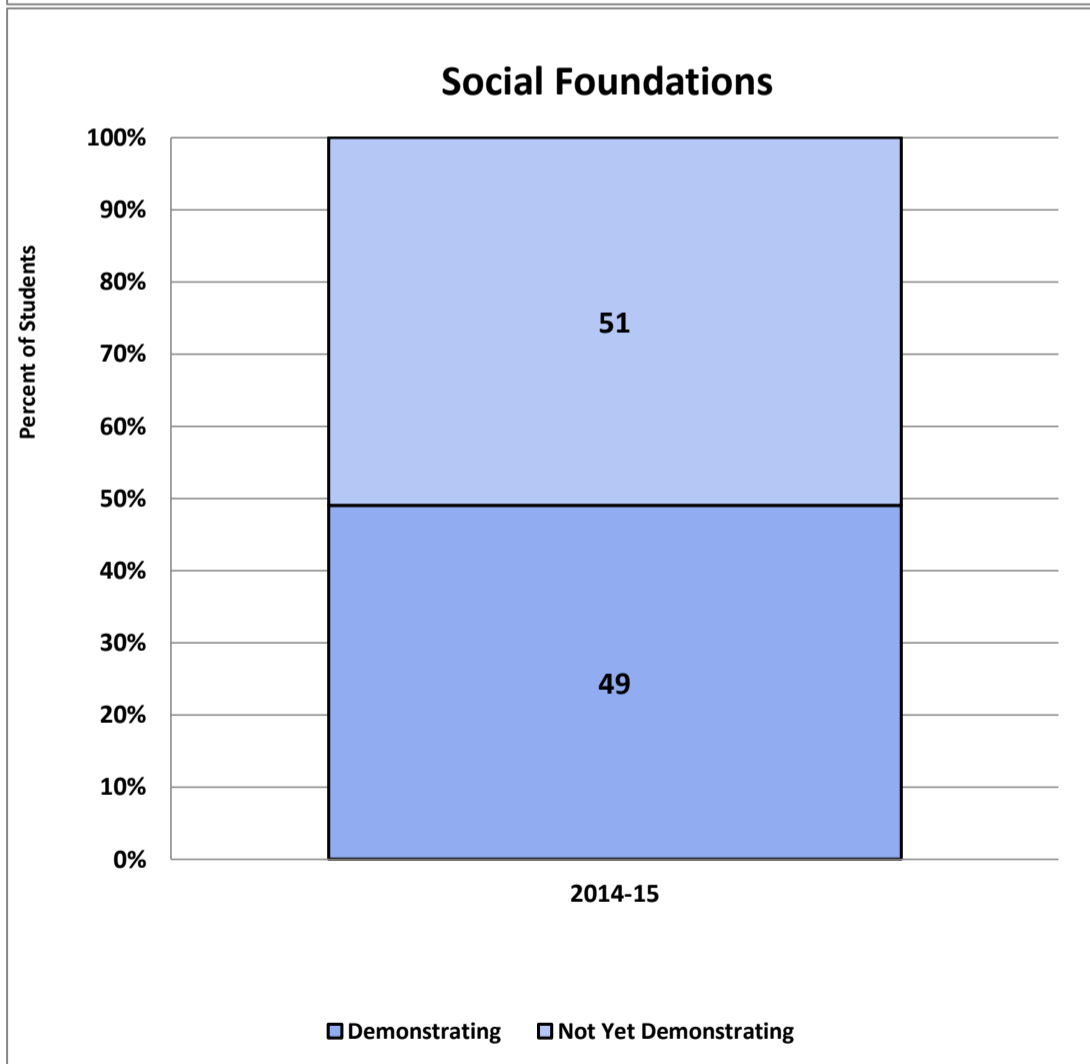
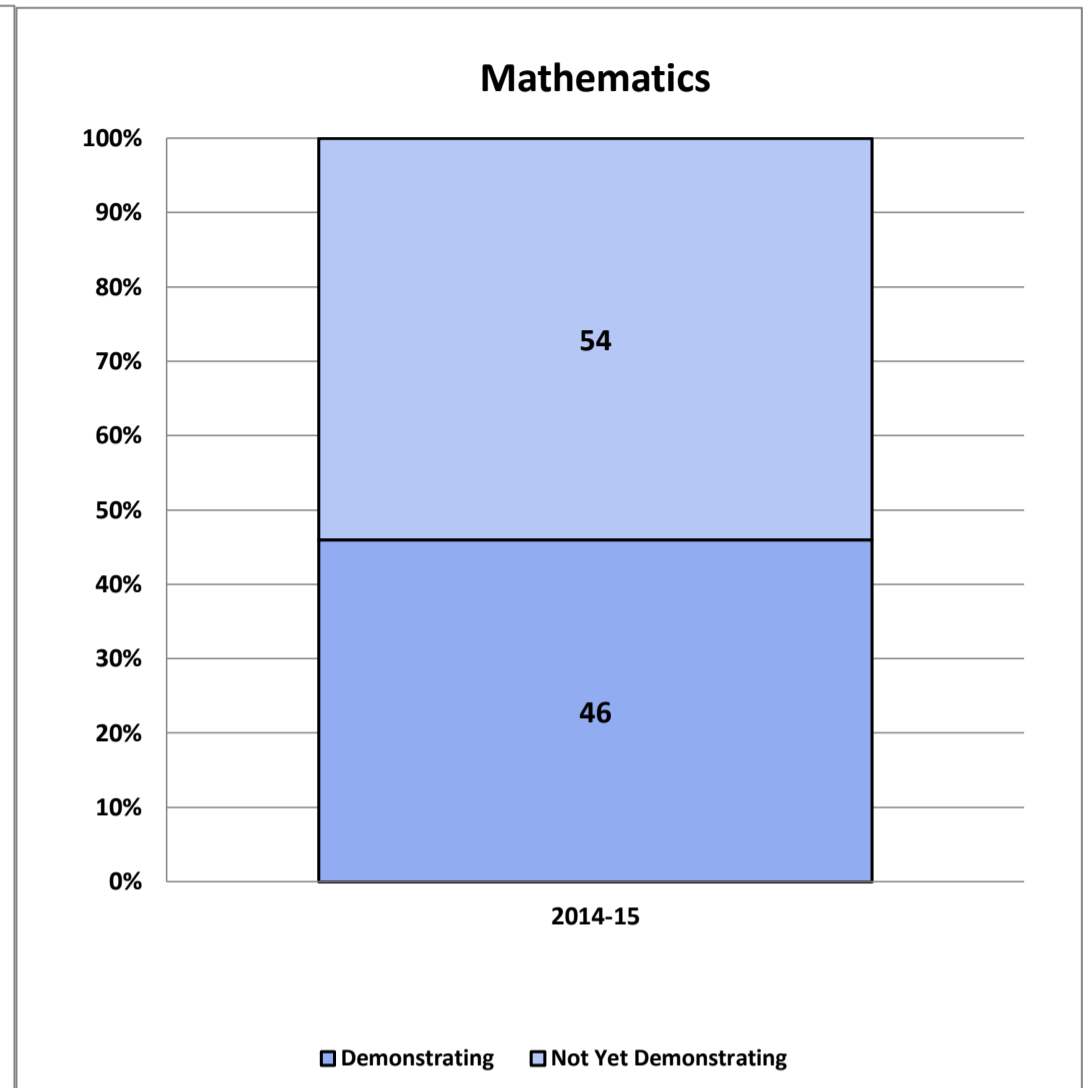
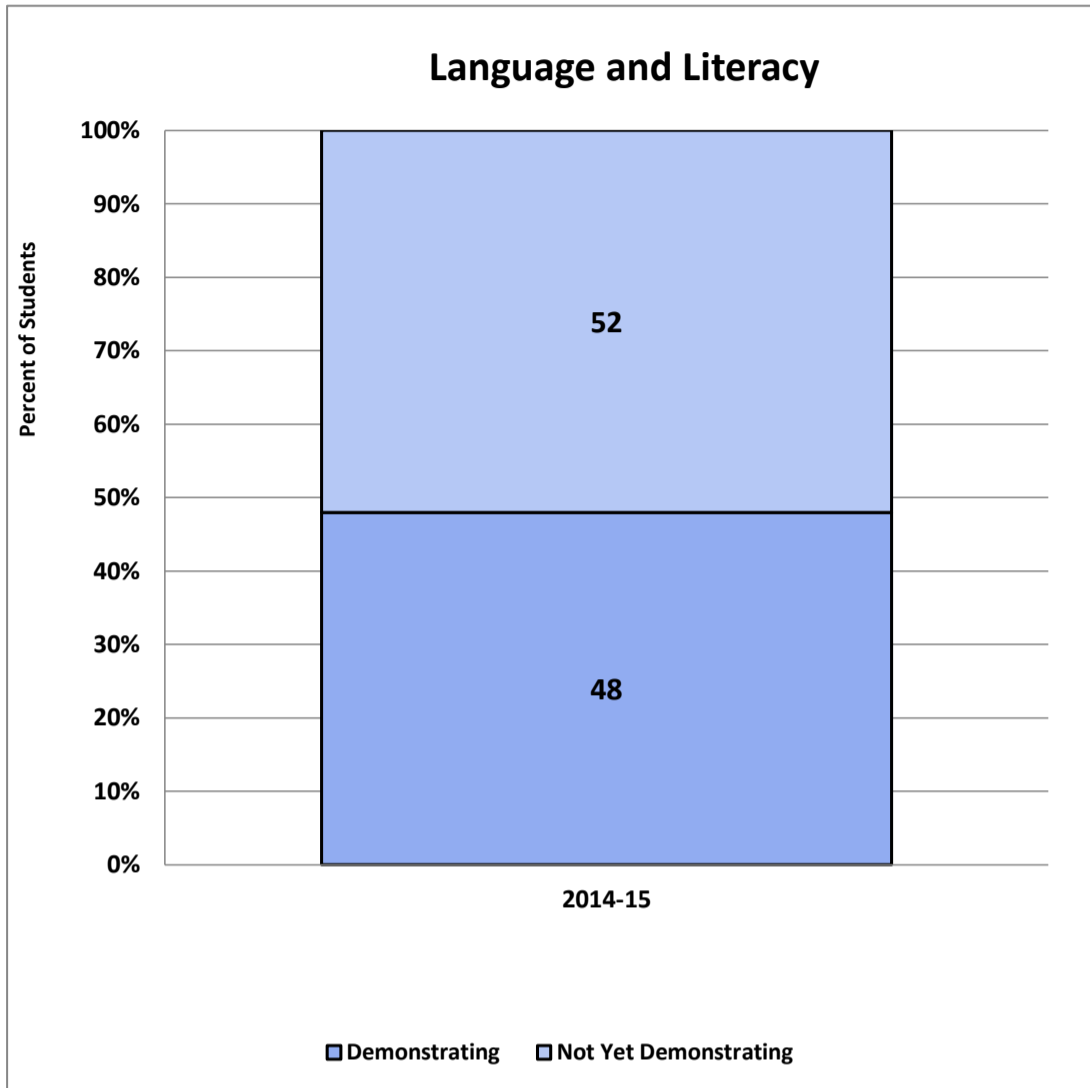
**Kindergarten Readiness Assessment 2014-2015  
Composite Results  
Baltimore City**



"Other" Scores - LEA 30		
	Number of Students	Percent of all KRA
English Language Learners	20	0.27%
Special Education Students	32	0.44%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2014-2015**  
**Domain Results**  
**Baltimore City**



<b>Kindergarten Readiness Assessment</b>		
<b>Baltimore County Data File Summary 2014-2015</b>		
Final Record Count for KRA Data File		<b>8648</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	4436	51.30
Females	4173	48.25
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	43	0.50
Asian	651	7.53
Black/African American	2927	33.85
Native Hawaiian/Other Pacific Islander	16	0.19
White	3721	43.03
Hispanic/Latino	761	8.80
Two or More Races (Non-Hispanic/Latino)	490	5.67
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	4149	47.98
Yes	4460	51.57
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	7725	89.33
Yes	884	10.22
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	7947	91.89
Yes	662	7.65
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	188	2.17
Prekindergarten	3774	43.64
Child Care Center	1167	13.49
Family Child Care	346	4.00
Home/Informal Care	1413	16.34
Non-Public Nursery School	1544	17.85
Repeated Kindergarten	152	1.76

### Baltimore County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	13	29	11	31	24	18	28	13	15	21	5
Asian	266	371	229	415	351	284	420	223	297	211	120
African American	1,306	1,588	827	2,056	1,337	1,527	1,486	1,377	1,153	1,109	554
Native Hawaiian/Pacific Islander	5	11	3	13	8	8	9	7	4	8	4
White	2,199	1,507	1,943	1,759	2,316	1,367	2,316	1,387	2,245	1,014	408
Hispanic	193	550	161	589	340	407	408	341	218	300	217
Two or More Races (Non-Hispanic/Latino)	245	244	191	296	248	237	272	217	241	153	90
<b>Gender</b>											
Male	2,025	2,361	1,637	2,750	2,052	2,311	2,116	2,270	1,894	1,525	904
Female	2,202	1,939	1,728	2,409	2,572	1,537	2,823	1,295	2,279	1,291	494
<b>Prior Care</b>											
Child Care Center	732	426	542	618	710	442	740	412	698	355	86
Family Child Care	162	181	132	211	188	153	198	145	166	123	51
Head Start	64	123	43	142	78	106	96	90	57	86	38
Home / Informal Care	471	923	398	1,001	594	804	604	799	465	511	405
Non-public Nursery	1,117	422	978	558	1,114	401	1,172	366	1,136	323	51
Pre-Kindergarten	1,621	2,115	1,229	2,503	1,863	1,849	2,040	1,674	1,592	1,349	729
<b>Special Education</b>											
No	4,048	3,619	3,223	4,441	4,394	3,223	4,712	2,932	4,009	2,549	985
Yes	179	681	142	718	230	625	227	633	164	267	413
<b>English Language Learners</b>											
No	4172	3717	3312	4560	4415	3411	4637	3217	4093	2545	1117
Yes	55	583	53	599	209	437	302	348	80	271	281
<b>Free and Reduced Price Meals</b>											
No	2,594	1,530	2,170	1,949	2,634	1,456	2,713	1,405	2,576	1,090	401
Yes	1,633	2,770	1,195	3,210	1,990	2,392	2,226	2,160	1,597	1,726	997
Aggregated Data	4,227	4,300	3,365	5,159	4,624	3,848	4,939	3,565	4,173	2,816	1,398

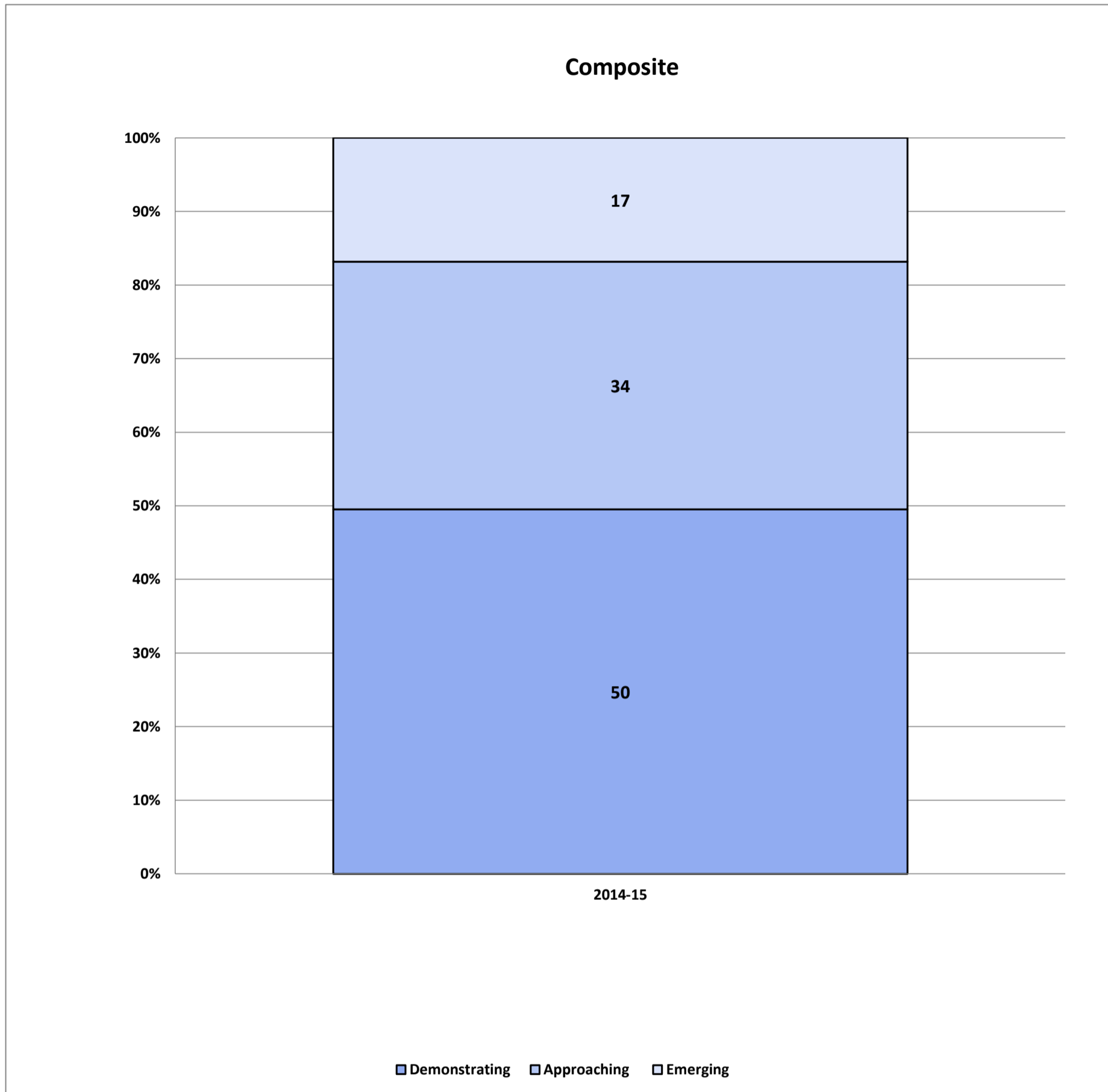
\* = Group size fewer than 5

### Baltimore County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	31	69	26	74	57	43	68	32	37	51	12
Asian	42	58	36	64	55	45	65	35	47	34	19
African American	45	55	29	71	47	53	52	48	41	39	20
Native Hawaiian/Pacific Islander	31	69	19	81	50	50	56	44	25	50	25
White	59	41	52	48	63	37	63	37	61	28	11
Hispanic	26	74	21	79	46	54	54	46	30	41	30
Two or More Races (Non-Hispanic/Latino)	50	50	39	61	51	49	56	44	50	32	19
<b>Gender</b>											
Male	46	54	37	63	47	53	48	52	44	35	21
Female	53	47	42	58	63	37	69	31	56	32	12
<b>Prior Care</b>											
Child Care Center	63	37	47	53	62	38	64	36	61	31	8
Family Child Care	47	53	38	62	55	45	58	42	49	36	15
Head Start	34	66	23	77	42	58	52	48	31	48	21
Home / Informal Care	34	66	28	72	42	58	43	57	34	37	29
Non-public Nursery	73	27	64	36	74	26	76	24	75	21	3
Pre-Kindergarten	43	57	33	67	50	50	55	45	43	37	20
<b>Special Education</b>											
No	53	47	42	58	58	42	62	38	53	34	13
Yes	21	79	17	83	27	73	26	74	19	32	49
<b>English Language Learners</b>											
No	53	47	42	58	56	44	59	41	53	33	14
Yes	9	91	8	92	32	68	46	54	13	43	44
<b>Free and Reduced Price Meals</b>											
No	63	37	53	47	64	36	66	34	63	27	10
Yes	37	63	27	73	45	55	51	49	37	40	23
Aggregated Data	50	50	39	61	55	45	58	42	50	34	17

\* = Percentage could not be reported due to group size fewer than 5

**Kindergarten Readiness Assessment 2014-2015  
Composite Results  
Baltimore County**

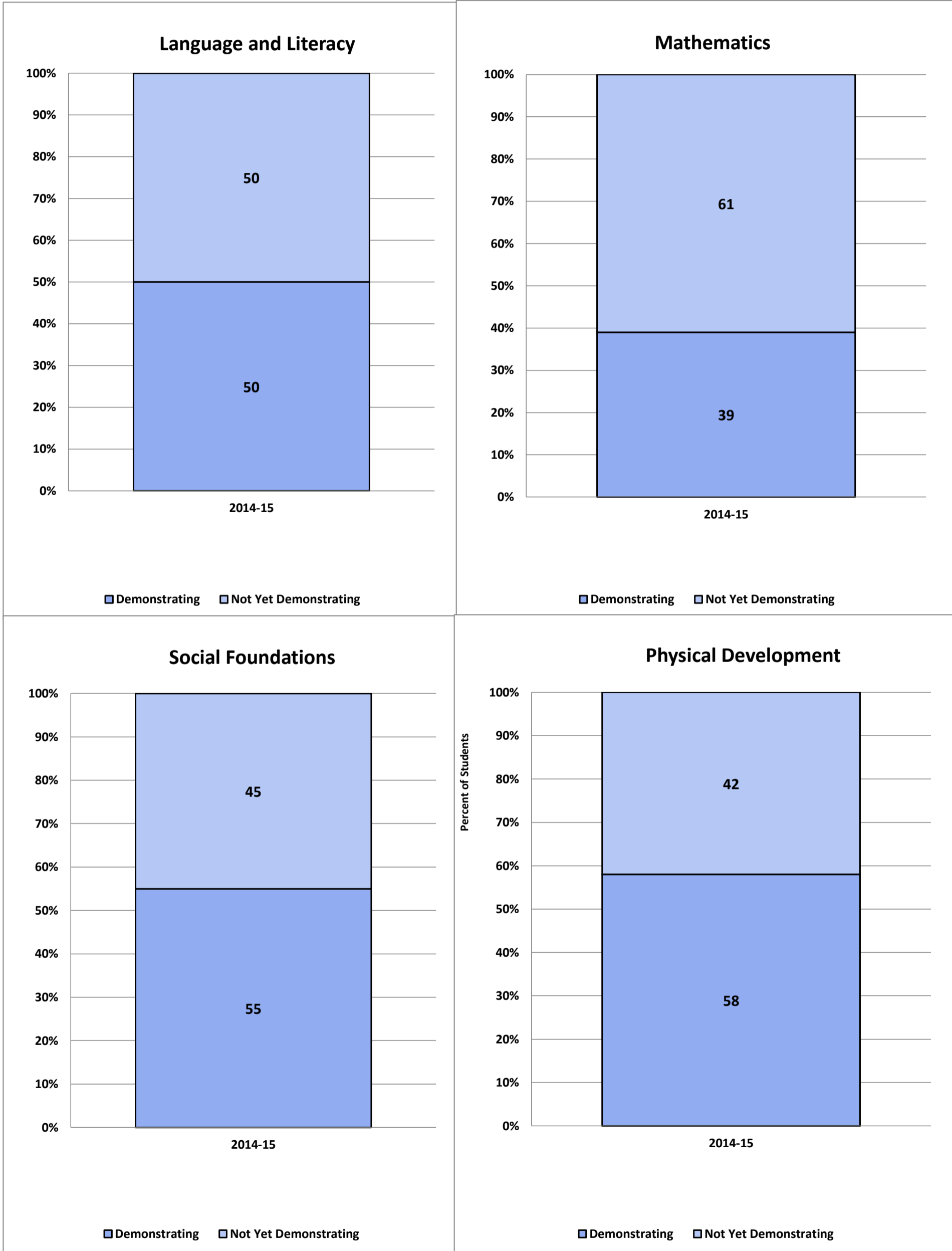


"Other" Scores - LEA03		
	Number of Students	Percent of Students
English Language Learners	22	0.26%
Special Education Student	23	0.27%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.



**Kindergarten Readiness Assessment 2014-2015**  
**Domain Results**  
**Baltimore County**



<b>Kindergarten Readiness Assessment</b>		
<b>Calvert County Data File Summary 2014-2015</b>		
Final Record Count for KRA Data File		<b>1029</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	540	52.48
Females	489	47.52
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	8	0.78
Black/African American	132	12.83
Native Hawaiian/Other Pacific Islander	0	0.00
White	730	70.94
Hispanic/Latino	51	4.96
Two or More Races (Non-Hispanic/Latino)	108	10.50
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	716	69.58
Yes	313	30.42
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	929	90.28
Yes	100	9.72
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	1012	98.35
Yes	17	1.65
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	49	4.76
Prekindergarten	208	20.21
Child Care Center	307	29.83
Family Child Care	89	8.65
Home/Informal Care	245	23.81
Non-Public Nursery School	129	12.54
Repeated Kindergarten	1	0.10

### Calvert County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite			
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging	
<b>Race/Ethnicity</b>												
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*
Asian	4	4	4	4	5	3	5	3	4	2	2	
African American	66	63	51	81	61	71	63	69	59	54	16	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	
White	455	262	334	395	423	306	421	308	416	243	58	
Hispanic	24	25	18	33	32	19	34	17	24	22	3	
Two or More Races (Non-Hispanic/Latino)	66	41	48	60	48	60	60	48	58	41	8	
<b>Gender</b>												
Male	309	222	231	309	273	267	243	297	271	200	60	
Female	306	173	224	264	296	192	340	148	290	162	27	
<b>Prior Care</b>												
Child Care Center	192	113	130	177	167	140	179	128	166	118	21	
Family Child Care	45	41	40	49	47	42	44	45	41	37	8	
Head Start	26	19	19	29	26	22	26	22	24	17	4	
Home / Informal Care	126	114	99	146	130	115	128	117	112	96	32	
Non-public Nursery	97	28	78	51	81	48	83	46	96	27	2	
Pre-Kindergarten	127	80	88	120	117	91	122	86	120	67	20	
<b>Special Education</b>												
No	585	326	429	499	539	389	554	374	534	321	56	
Yes	30	69	26	74	30	70	29	71	27	41	31	
<b>English Language Learners</b>												
No	609	384	451	560	556	455	571	440	554	353	86	
Yes	6	11	4	13	13	4	12	5	7	9	1	
<b>Free and Reduced Price Meals</b>												
No	466	239	340	375	416	299	429	286	432	227	46	
Yes	149	156	115	198	153	160	154	159	129	135	41	
Aggregated Data	615	395	455	573	569	459	583	445	561	362	87	

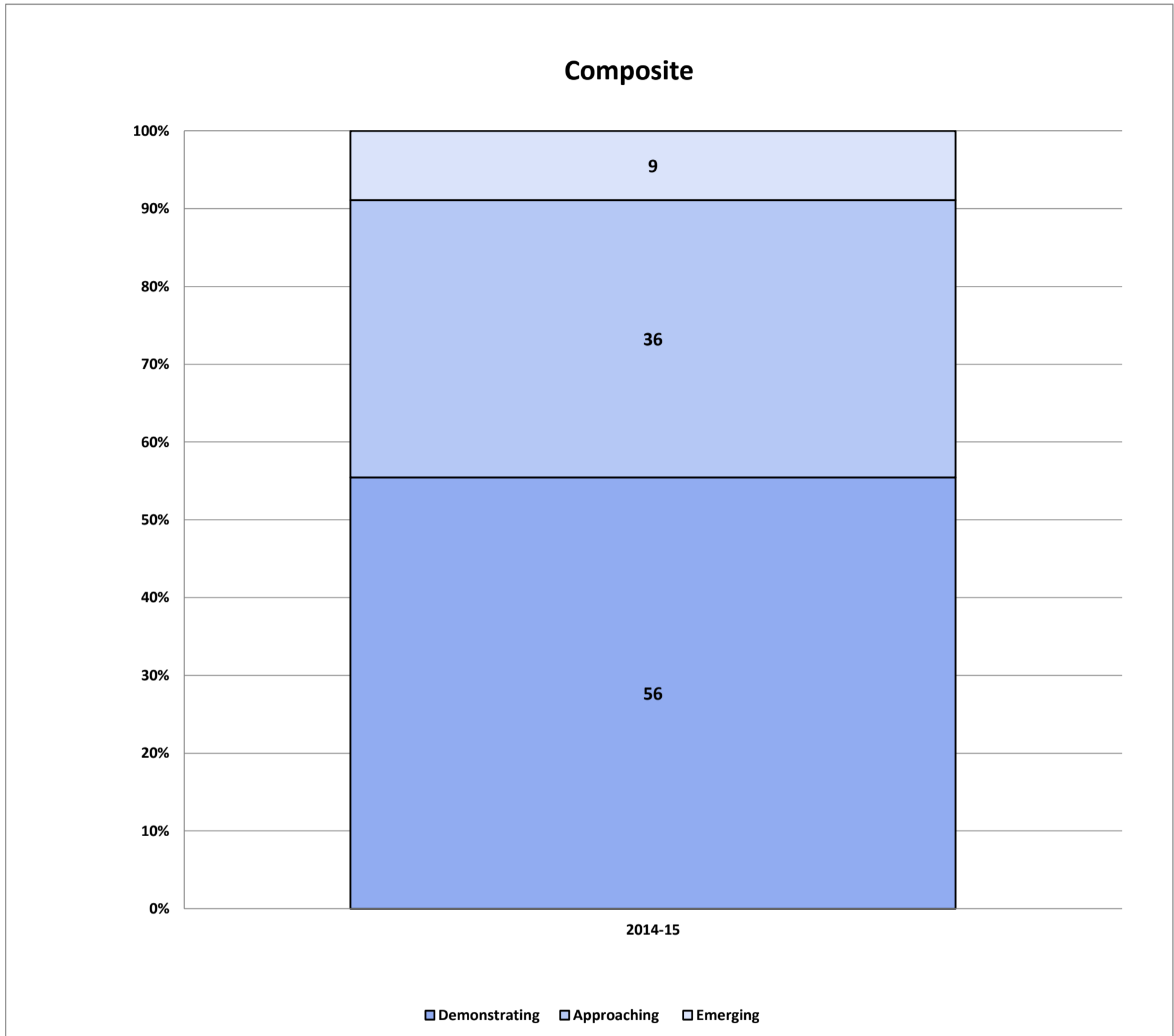
\* = Group size fewer than 5

### Calvert County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite			
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging	
<b>Race/Ethnicity</b>												
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*
Asian	50	50	50	50	63	38	63	38	50	25	25	
African American	51	49	39	61	46	54	48	52	46	42	12	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	
White	63	37	46	54	58	42	58	42	58	34	8	
Hispanic	49	51	35	65	63	37	67	33	49	45	6	
Two or More Races (Non-Hispanic/Latino)	62	38	44	56	44	56	56	44	54	38	7	
<b>Gender</b>												
Male	58	42	43	57	51	49	45	55	51	38	11	
Female	64	36	46	54	61	39	70	30	61	34	6	
<b>Prior Care</b>												
Child Care Center	63	37	42	58	54	46	58	42	54	39	7	
Family Child Care	52	48	45	55	53	47	49	51	48	43	9	
Head Start	58	42	40	60	54	46	54	46	53	38	9	
Home / Informal Care	53	48	40	60	53	47	52	48	47	40	13	
Non-public Nursery	78	22	60	40	63	37	64	36	77	22	2	
Pre-Kindergarten	61	39	42	58	56	44	59	41	58	32	10	
<b>Special Education</b>												
No	64	36	46	54	58	42	60	40	59	35	6	
Yes	30	70	26	74	30	70	29	71	27	41	31	
<b>English Language Learners</b>												
No	61	39	45	55	55	45	56	44	56	36	9	
Yes	35	65	24	76	76	24	71	29	41	53	6	
<b>Free and Reduced Price Meals</b>												
No	66	34	48	52	58	42	60	40	61	32	7	
Yes	49	51	37	63	49	51	49	51	42	44	13	
Aggregated Data	61	39	44	56	55	45	57	43	56	36	9	

\* = Percentage could not be reported due to group size fewer than 5

**Kindergarten Readiness Assessment 2014-2015  
Composite Results  
Calvert County**

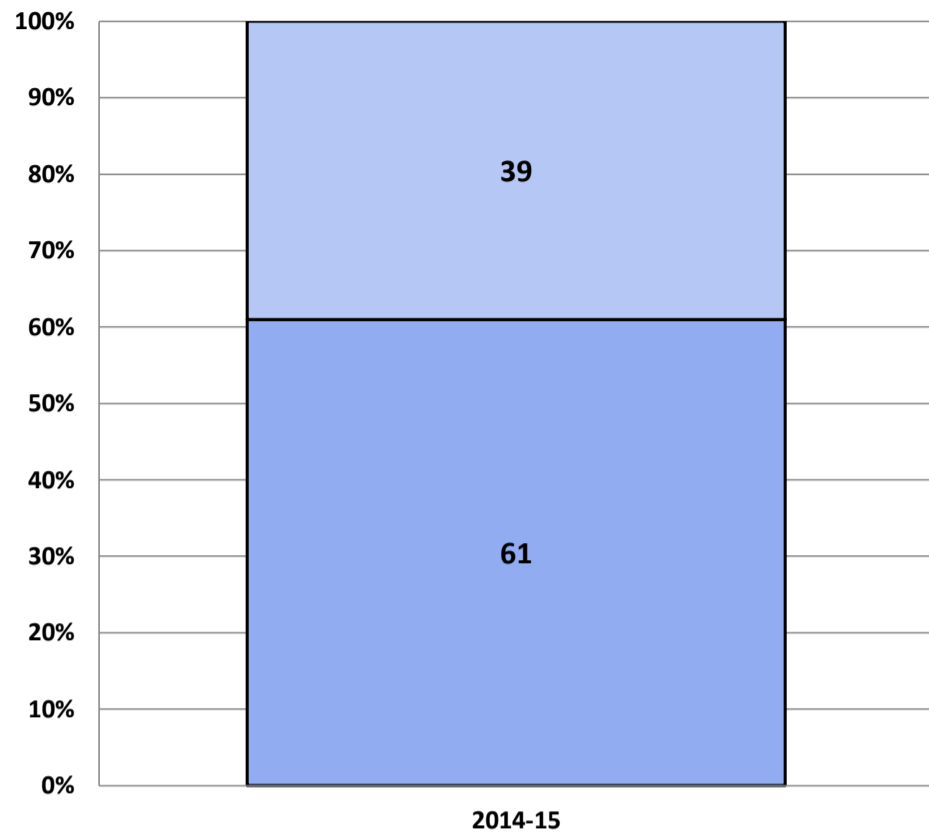


	"Other" Scores - LEA 04	
	Number of Students	Percent of Students
English Language Learners	4	0.39%
Special Education Students	0	0.00%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

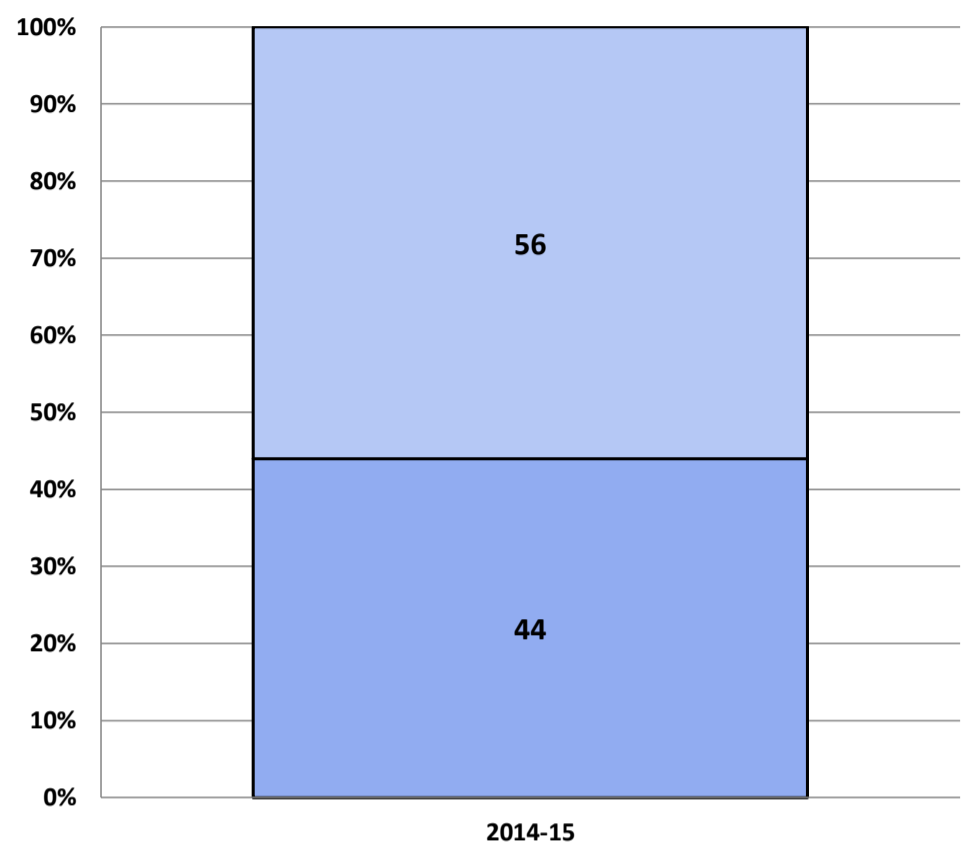
**Kindergarten Readiness Assessment 2014-2015**  
**Domain Results**  
**Calvert County**

**Language & Literacy**



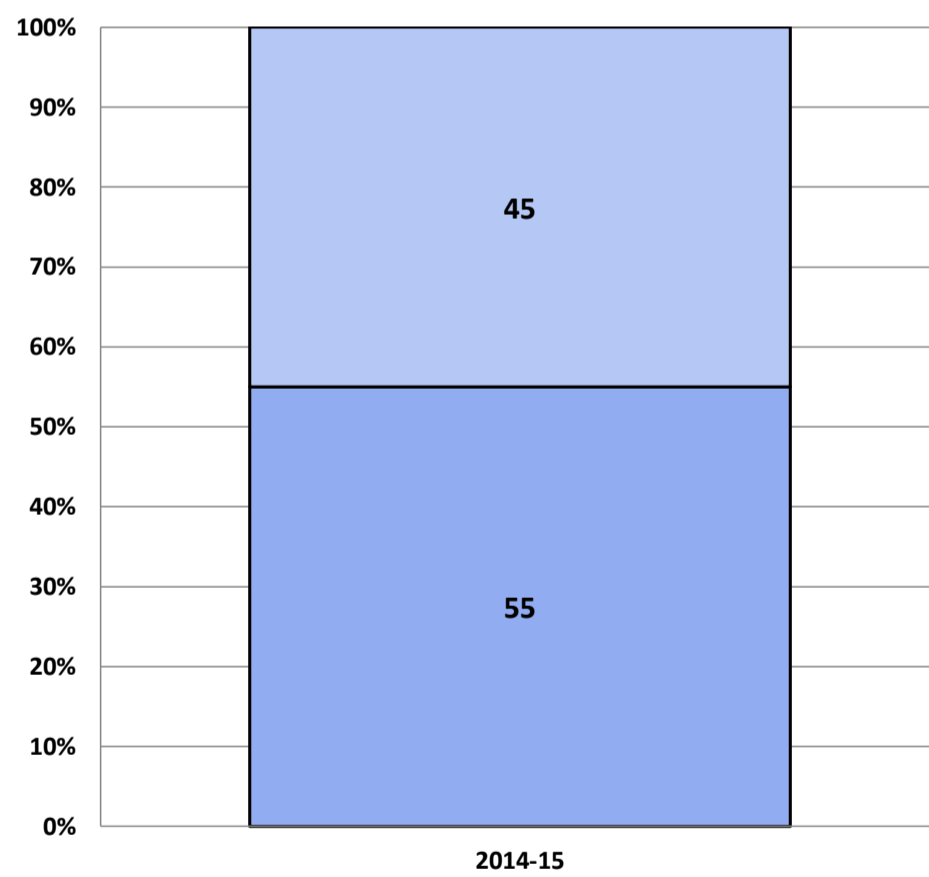
■ Demonstrating   ■ Not Yet Demonstrating

**Mathematics**



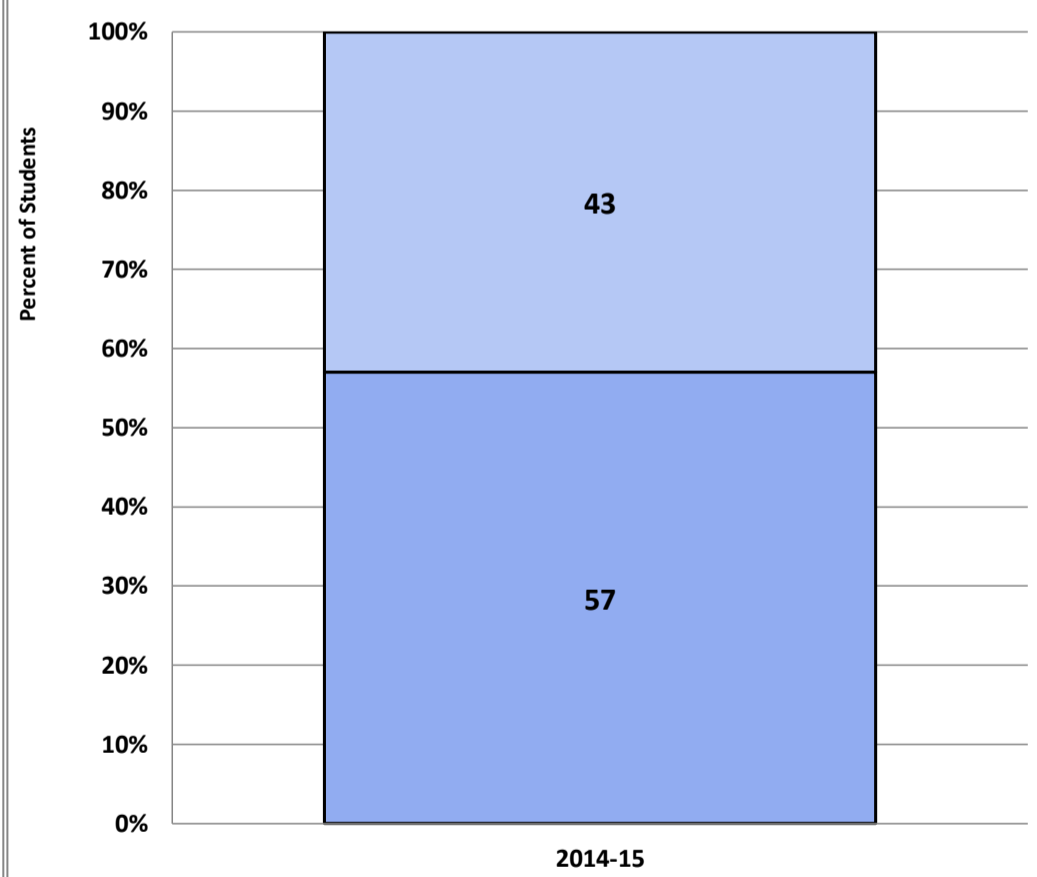
■ Demonstrating   ■ Not Yet Demonstrating

**Social Foundations**



■ Demonstrating   ■ Not Yet Demonstrating

**Physical Development**



■ Demonstrating   ■ Not Yet Demonstrating

<b>Kindergarten Readiness Assessment</b>		
<b>Caroline County Data File Summary 2014-2015</b>		
Final Record Count for KRA Data File		<b>392</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	208	53.06
Females	184	46.94
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	5	1.28
Black/African American	48	12.24
Native Hawaiian/Other Pacific Islander	0	0.00
White	246	62.76
Hispanic/Latino	60	15.31
Two or More Races (Non-Hispanic/Latino)	33	8.42
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	225	57.40
Yes	167	42.60
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	349	89.03
Yes	43	10.97
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	353	90.05
Yes	39	9.95
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	14	3.57
Prekindergarten	289	73.72
Child Care Center	14	3.57
Family Child Care	10	2.55
Home/Informal Care	41	10.46
Non-Public Nursery School	23	5.87
Repeated Kindergarten	1	0.26

**Caroline County - Number of Kindergarten Students**

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*
Asian	2	3	1	4	2	3	3	2	2	2	1
African American	16	32	10	38	29	19	28	20	21	20	7
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	156	90	110	136	191	55	167	79	164	60	22
Hispanic	11	49	12	48	28	32	31	29	13	29	18
Two or More Races (Non-Hispanic/Latino)	18	15	9	24	21	11	23	10	18	9	5
<b>Gender</b>											
Male	95	113	70	138	129	78	111	97	97	73	37
Female	108	76	72	112	142	42	141	43	121	47	16
<b>Prior Care</b>											
Child Care Center	7	7	6	8	12	2	12	2	11	3	0
Family Child Care	8	2	5	5	9	1	9	1	8	2	0
Head Start	5	9	3	11	11	3	12	2	6	7	1
Home / Informal Care	17	24	12	29	24	17	21	20	16	14	11
Non-public Nursery	18	5	14	9	19	4	19	4	18	5	0
Pre-Kindergarten	148	141	102	187	196	92	179	110	159	89	40
<b>Special Education</b>											
No	190	159	134	215	264	94	236	113	207	105	36
Yes	13	30	8	35	17	26	16	27	11	15	17
<b>English Language Learners</b>											
No	198	155	137	216	258	94	237	116	214	101	37
Yes	5	34	5	34	13	26	15	24	4	19	16
<b>Free and Reduced Price Meals</b>											
No	128	97	101	124	169	55	157	68	140	61	23
Yes	75	92	41	126	102	65	95	72	78	59	30
Aggregated Data	203	189	142	250	271	120	252	140	218	120	53

\* = Group size fewer than 5

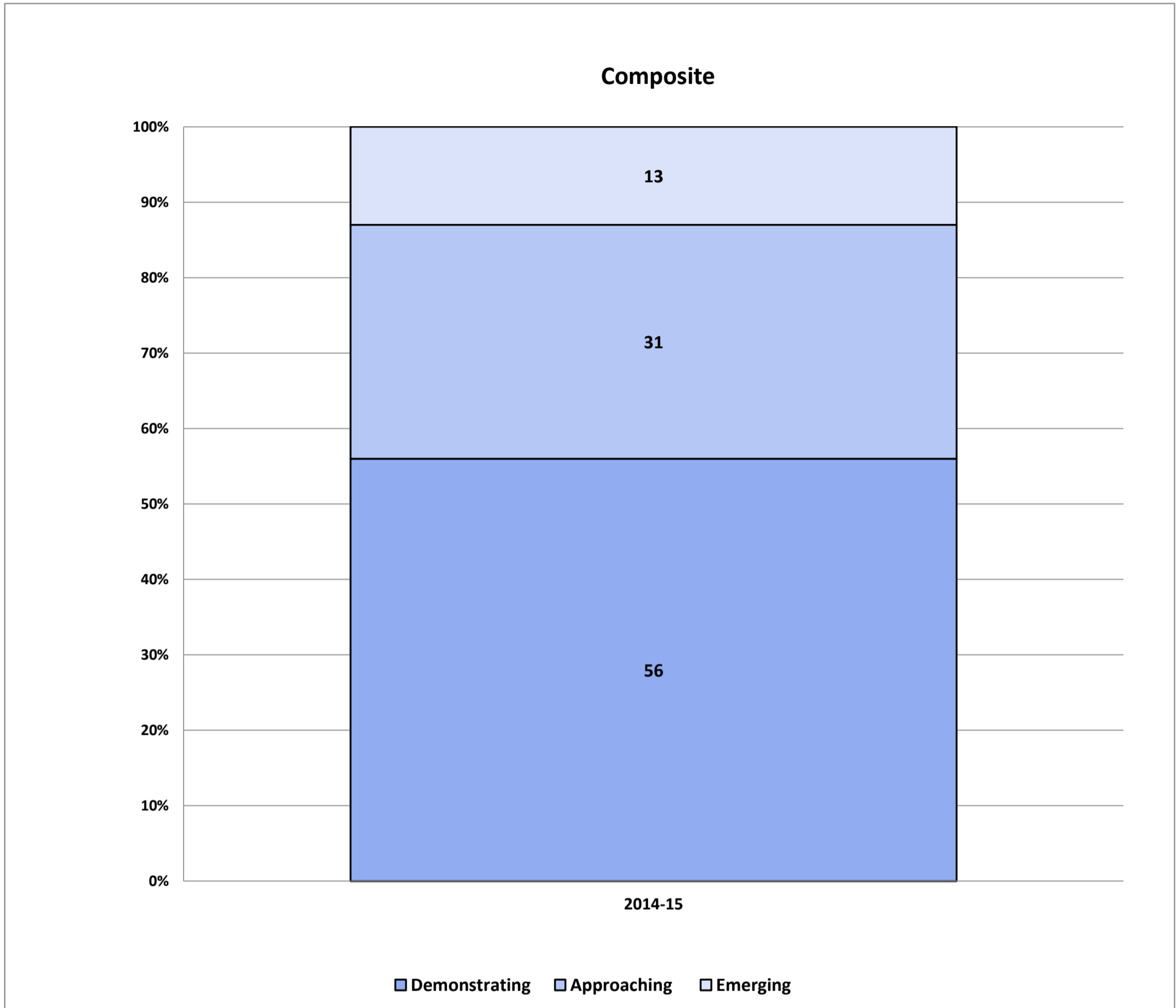


### Caroline County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite			
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging	
<b>Race/Ethnicity</b>												
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*
Asian	40	60	20	80	40	60	60	40	40	40	20	
African American	33	67	21	79	60	40	58	42	44	42	15	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	
White	63	37	45	55	78	22	68	32	67	24	9	
Hispanic	18	82	20	80	47	53	52	48	22	48	30	
Two or More Races (Non-Hispanic/Latino)	55	45	27	73	66	34	70	30	56	28	16	
<b>Gender</b>												
Male	46	54	34	66	62	38	53	47	47	35	18	
Female	59	41	39	61	77	23	77	23	66	26	9	
<b>Prior Care</b>												
Child Care Center	50	50	43	57	86	14	86	14	79	21	0	
Family Child Care	80	20	50	50	90	10	90	10	80	20	0	
Head Start	36	64	21	79	79	21	86	14	43	50	7	
Home / Informal Care	41	59	29	71	59	41	51	49	39	34	27	
Non-public Nursery	78	22	61	39	83	17	83	17	78	22	0	
Pre-Kindergarten	51	49	35	65	68	32	62	38	55	31	14	
<b>Special Education</b>												
No	54	46	38	62	73	27	68	32	59	30	10	
Yes	30	70	19	81	40	60	37	63	26	35	40	
<b>English Language Learners</b>												
No	56	44	39	61	73	27	67	33	61	29	11	
Yes	13	87	13	87	33	67	38	62	10	49	41	
<b>Free and Reduced Price Meals</b>												
No	57	43	45	55	75	25	70	30	63	27	10	
Yes	45	55	25	75	61	39	57	43	47	35	18	
Aggregated Data	52	48	36	64	69	31	64	36	56	31	13	

\* = Percentage could not be reported due to group size less than 5

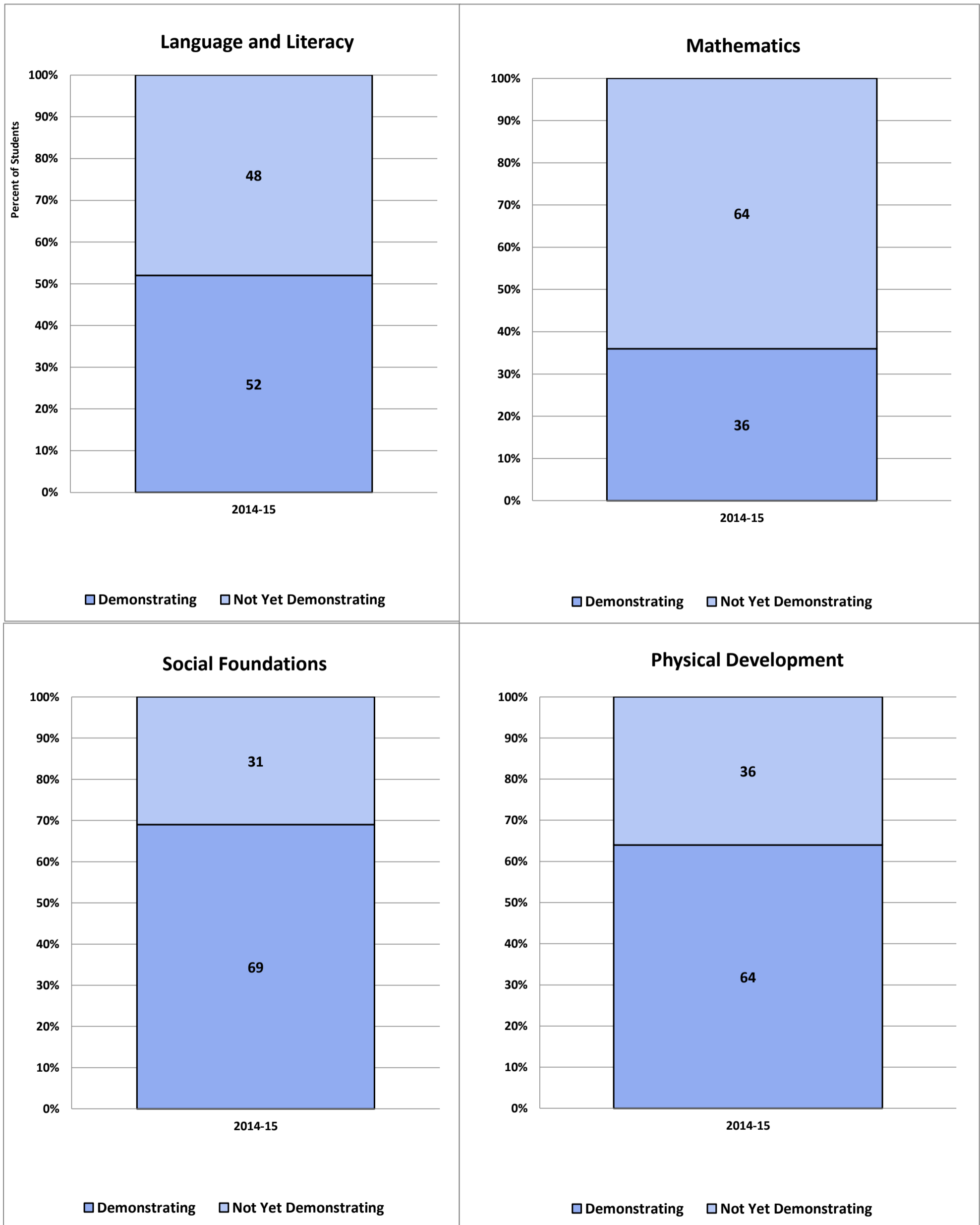
**Kindergarten Readiness Assessment 2014-2015  
Composite Results  
Caroline County**



	"Other" Scores - LEA 05	
	Number of Students	Percent of Students
English Language Learners	0	0%
Special Education Students	0	0%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2014-2015**  
**Domain Results**  
**Caroline County**



<b>Kindergarten Readiness Assessment</b>		
<b>Carroll County Data File Summary 2014-2015</b>		
Final Record Count for KRA Data File		<b>1675</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	877	52.36
Females	798	47.64
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	1	0.06
Asian	37	2.21
Black/African American	68	4.06
Native Hawaiian/Other Pacific Islander	3	0.18
White	1407	84.00
Hispanic/Latino	116	6.93
Two or More Races (Non-Hispanic/Latino)	43	2.57
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	1381	82.45
Yes	294	17.55
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	1500	89.55
Yes	175	10.45
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	1625	97.01
Yes	50	2.99
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	68	4.06
Prekindergarten	339	20.24
Child Care Center	404	24.12
Family Child Care	63	3.76
Home/Informal Care	151	9.01
Non-Public Nursery School	628	37.49
Repeated Kindergarten	22	1.31

### Carroll County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite			
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging	
<b>Race/Ethnicity</b>												
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*
Asian	15	21	18	19	18	19	22	15	15	12	9	
African American	30	36	28	39	33	35	37	31	29	26	11	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	
White	847	549	794	604	876	524	877	524	871	410	112	
Hispanic	34	78	32	80	53	58	65	47	35	60	16	
Two or More Races (Non-Hispanic/Latino)	22	21	20	23	24	19	26	17	24	12	7	
<b>Gender</b>												
Male	461	408	443	428	457	416	446	427	453	309	104	
Female	487	301	451	339	549	241	582	210	523	211	53	
<b>Prior Care</b>												
Child Care Center	257	146	246	157	251	152	258	145	264	112	27	
Family Child Care	39	24	36	27	43	20	43	20	40	17	6	
Head Start	19	47	14	52	26	40	29	37	18	28	20	
Home / Informal Care	58	88	66	82	70	78	82	66	62	57	27	
Non-public Nursery	422	204	399	226	431	194	431	195	441	156	26	
Pre-Kindergarten	146	185	130	204	176	160	176	161	144	139	47	
<b>Special Education</b>												
No	890	600	849	641	947	542	967	524	926	452	108	
Yes	58	109	45	126	59	115	61	113	50	68	49	
<b>English Language Learners</b>												
No	945	665	887	726	989	627	999	618	973	488	146	
Yes	3	44	7	41	17	30	29	19	3	32	11	
<b>Free and Reduced Price Meals</b>												
No	829	539	788	582	859	511	877	495	857	399	108	
Yes	119	170	106	185	147	146	151	142	119	121	49	
Aggregated Data	948	709	894	767	1,006	657	1,028	637	976	520	157	

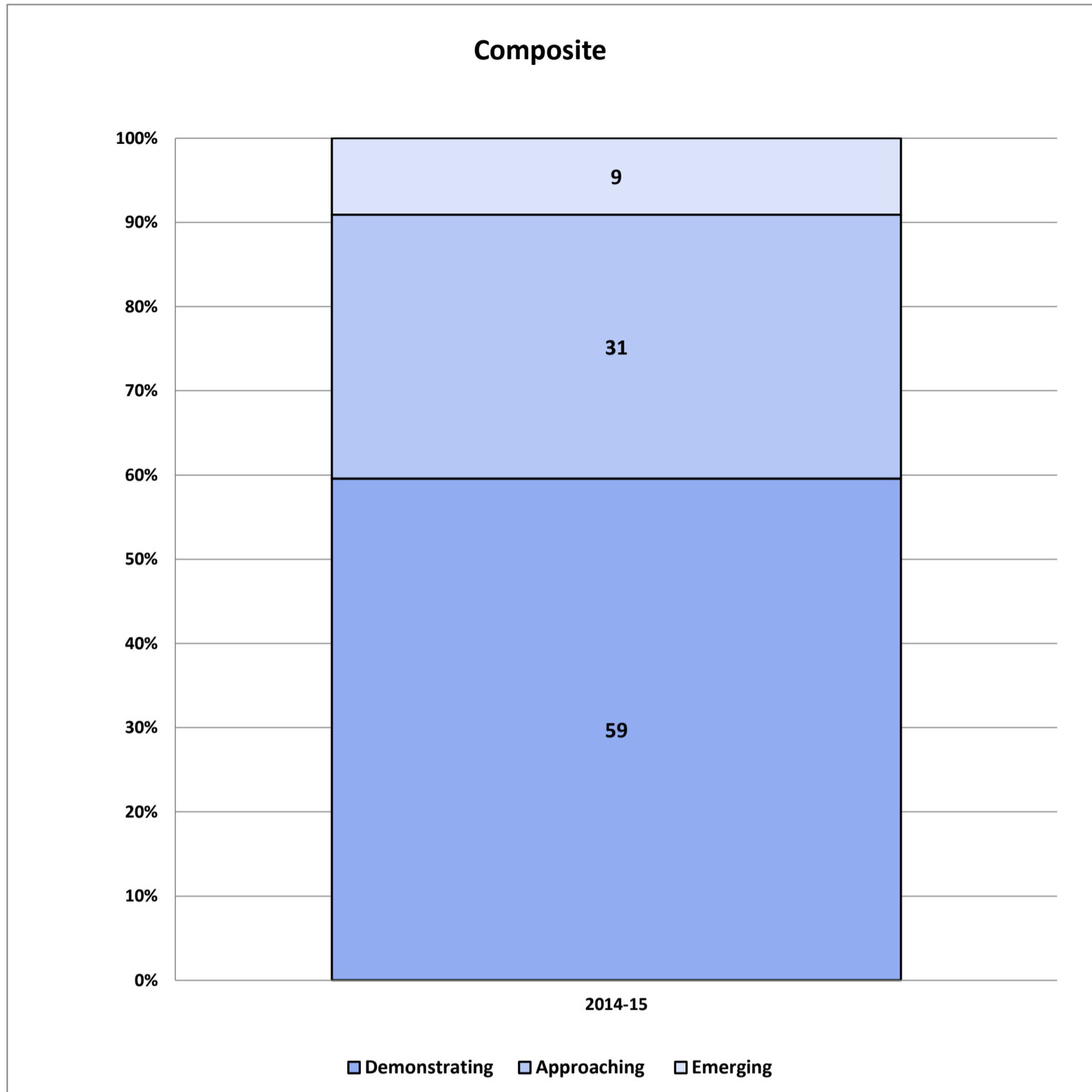
\* = Group size fewer than 5

### Carroll County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*
Asian	42	58	49	51	49	51	59	41	42	33	25
African American	45	55	42	58	49	51	54	46	44	39	17
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	61	39	57	43	63	37	63	37	63	29	8
Hispanic	30	70	29	71	48	52	58	42	32	54	14
Two or More Races (Non-Hispanic/Latino)	51	49	47	53	56	44	60	40	56	28	16
<b>Gender</b>											
Male	53	47	51	49	52	48	51	49	52	36	12
Female	62	38	57	43	69	31	73	27	66	27	7
<b>Prior Care</b>											
Child Care Center	64	36	61	39	62	38	64	36	66	28	7
Family Child Care	62	38	57	43	68	32	68	32	63	27	10
Head Start	29	71	21	79	39	61	44	56	27	42	30
Home / Informal Care	40	60	45	55	47	53	55	45	42	39	18
Non-public Nursery	67	33	64	36	69	31	69	31	71	25	4
Pre-Kindergarten	44	56	39	61	52	48	52	48	44	42	14
<b>Special Education</b>											
No	60	40	57	43	64	36	65	35	62	30	7
Yes	35	65	26	74	34	66	35	65	30	41	29
<b>English Language Learners</b>											
No	59	41	55	45	61	39	62	38	61	30	9
Yes	6	94	15	85	36	64	60	40	7	70	24
<b>Free and Reduced Price Meals</b>											
No	61	39	58	42	63	37	64	36	63	29	8
Yes	41	59	36	64	50	50	52	48	41	42	17
Aggregated Data	57	43	54	46	60	40	62	38	59	31	9

\* = Percentage could not be reported due to group size fewer than 5

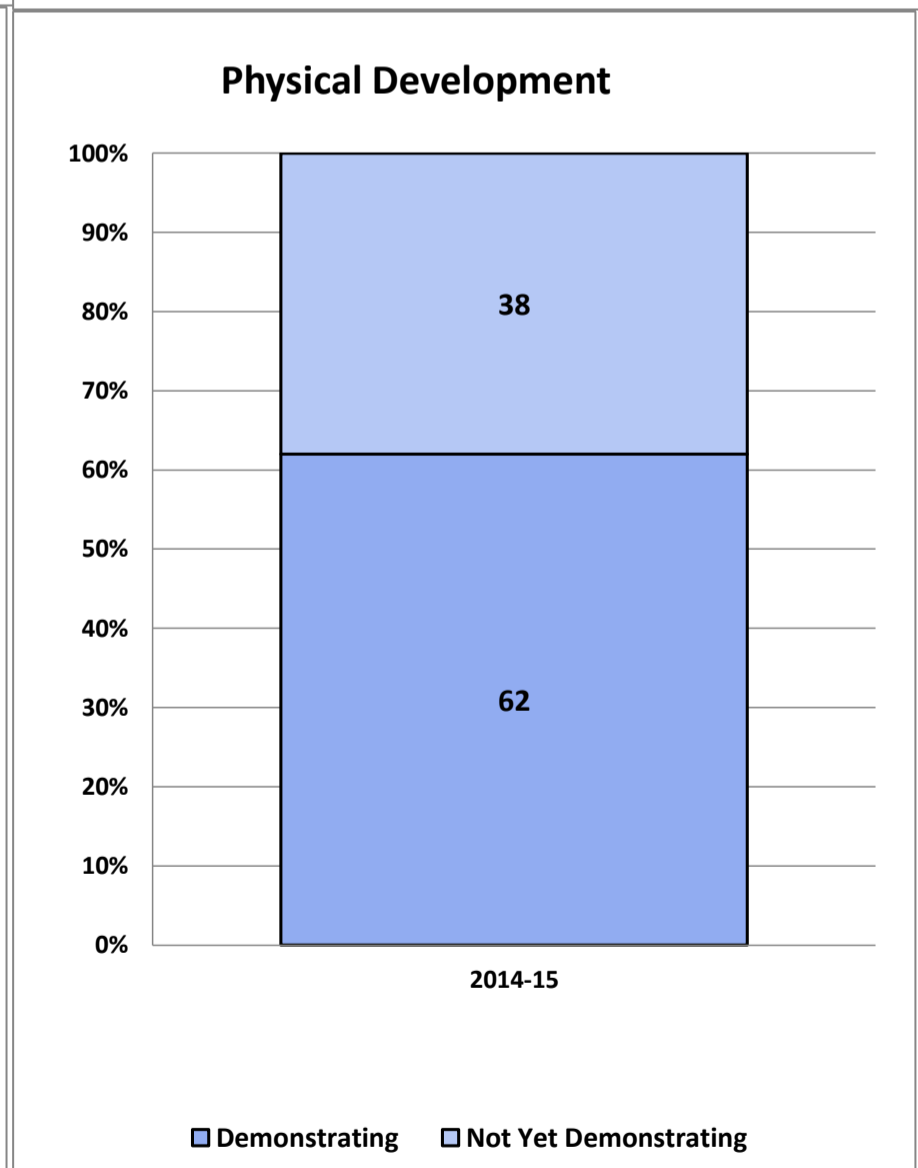
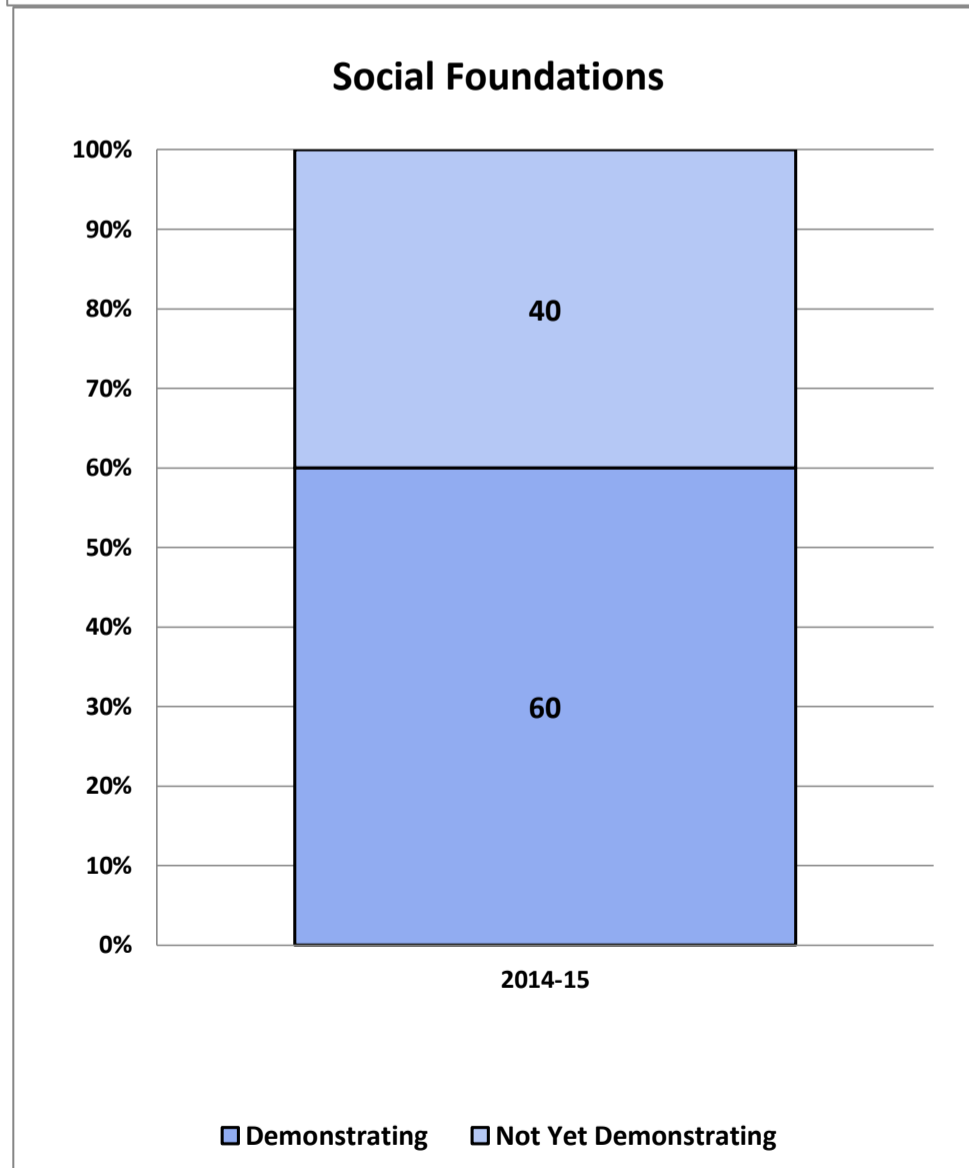
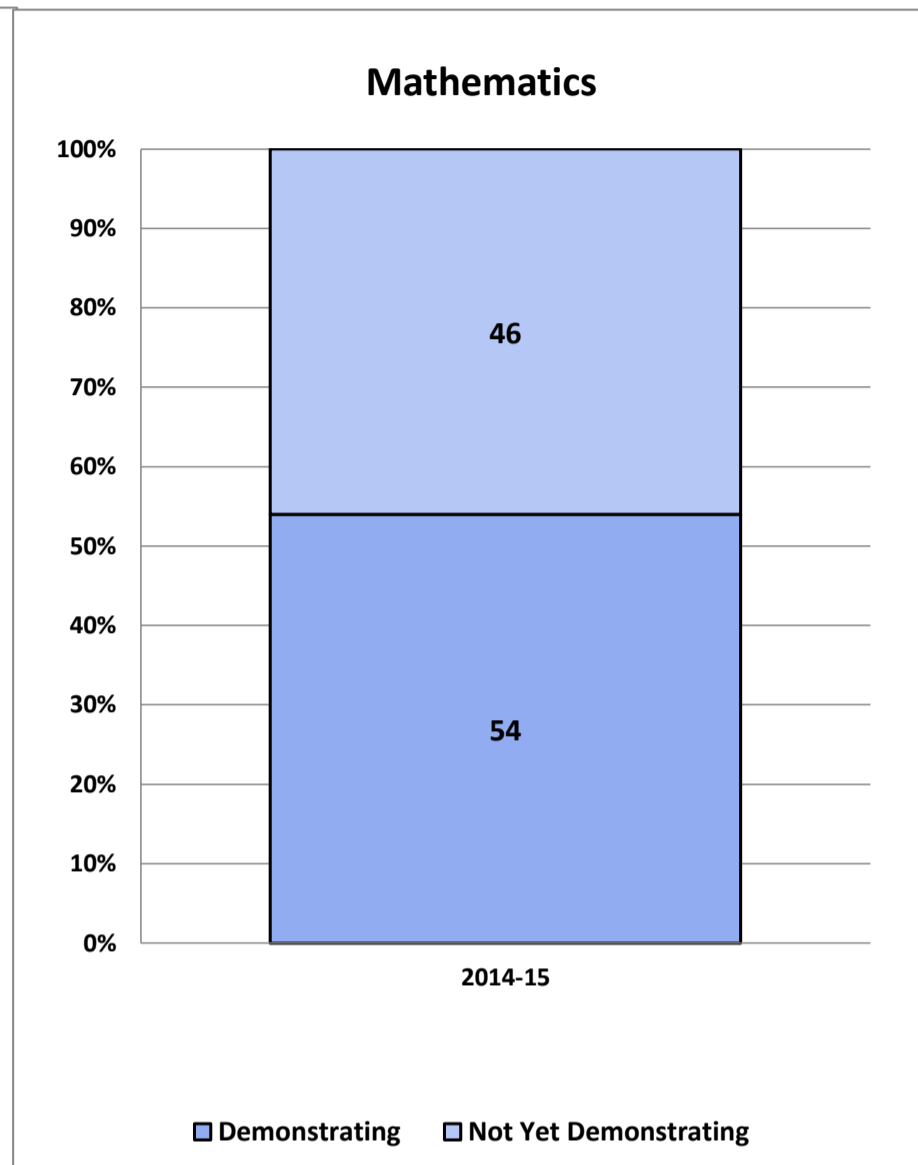
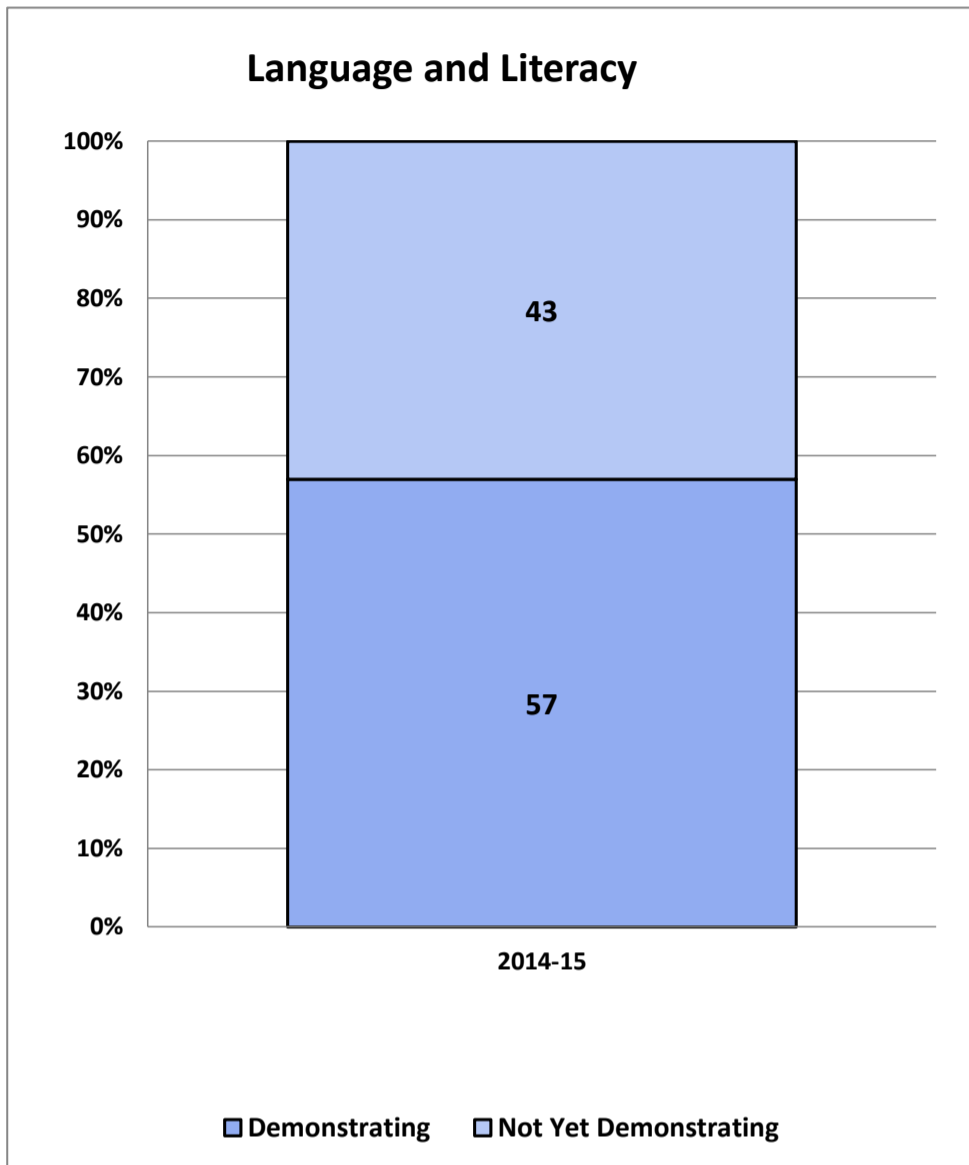
**Kindergarten Readiness Assessment 2014-2015  
Composite Results  
Carroll County**



	"Other" Scores - LEA 06	
	Number of Students	Percent of Students
English Language Learners	3	0.18%
Special Education Student	9	0.54%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2014-2015**  
**Domain Results**  
**Carroll County**





<b>Kindergarten Readiness Assessment</b>		
<b>Cecil County Data File Summary 2014-2015</b>		
Final Record Count for KRA Data File		<b>1069</b>
<b>Gender</b>		
	<b>Frequency</b>	<b>Percent</b>
Males	576	53.88
Females	493	46.12
<b>Ethnicity/Race</b>		
	<b>Frequency</b>	<b>Percent</b>
American Indian/Alaska Native	0	0.00
Asian	4	0.37
Black/African American	66	6.17
Native Hawaiian/Other Pacific Islander	1	0.09
White	843	78.86
Hispanic/Latino	76	7.11
Two or More Races (Non-Hispanic/Latino)	79	7.39
<b>Free &amp; Reduced Priced Meals</b>		
	<b>Frequency</b>	<b>Percent</b>
No	510	47.71
Yes	559	52.29
<b>Special Education</b>		
	<b>Frequency</b>	<b>Percent</b>
No	929	86.90
Yes	140	13.10
<b>English Language Learners</b>		
	<b>Frequency</b>	<b>Percent</b>
No	1038	97.10
Yes	31	2.90
<b>Predominant Prior Care</b>		
	<b>Frequency</b>	<b>Percent</b>
Head Start	32	2.99
Prekindergarten	602	56.31
Child Care Center	131	12.25
Family Child Care	31	2.90
Home/Informal Care	161	15.06
Non-Public Nursery School	109	10.20
Repeated Kindergarten	2	0.19

### Cecil County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
African American	26	39	11	54	22	42	26	39	18	26	20
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	383	454	256	583	412	427	431	408	363	338	135
Hispanic	19	55	11	63	34	40	33	41	22	28	24
Two or More Races (Non-Hispanic/Latino)	38	40	21	56	43	35	47	30	38	22	17
<b>Gender</b>											
Male	220	350	137	435	231	339	226	345	193	242	133
Female	247	242	163	325	281	209	314	175	249	174	65
<b>Prior Care</b>											
Child Care Center	62	69	45	86	66	64	77	54	60	45	25
Family Child Care	13	18	6	25	14	17	17	14	12	16	3
Head Start	14	18	7	25	11	21	11	21	12	13	7
Home / Informal Care	41	119	30	129	59	100	66	93	42	72	45
Non-public Nursery	56	53	41	68	63	46	61	48	54	46	9
Pre-Kindergarten	281	313	171	424	297	299	307	288	262	222	109
<b>Special Education</b>											
No	441	482	280	642	475	447	506	416	419	370	131
Yes	26	110	20	118	37	101	34	104	23	46	67
<b>English Language Learners</b>											
No	466	562	300	729	507	522	534	495	442	404	179
Yes	1	30	0	31	5	26	6	25	0	12	19
<b>Free and Reduced Price Meals</b>											
No	266	242	179	331	281	229	283	227	252	203	53
Yes	201	350	121	429	231	319	257	293	190	213	145
Aggregated Data	467	592	300	760	512	548	540	520	442	416	198

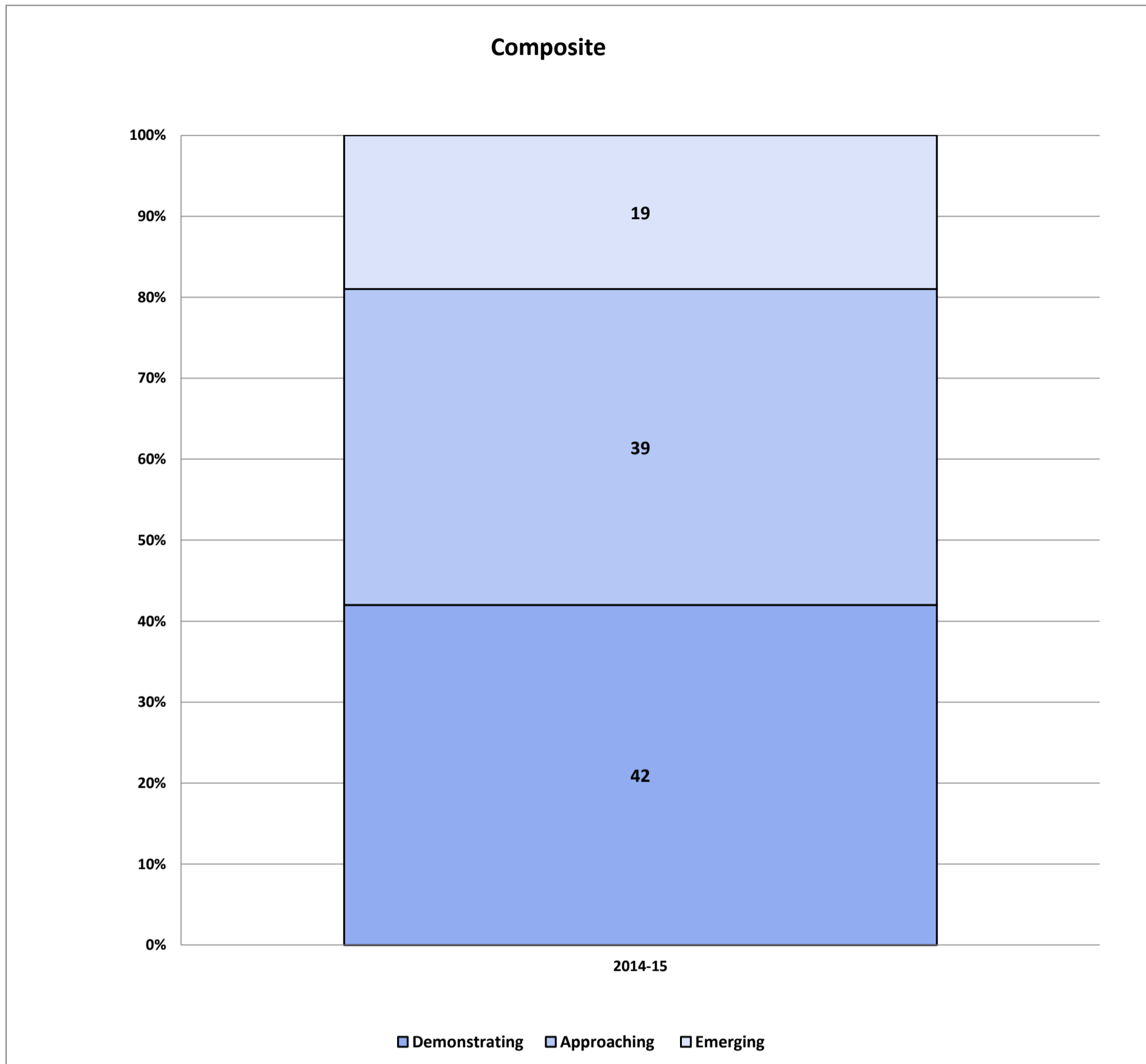
\* = Group size fewer than 5

### Cecil County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
African American	40	60	17	83	34	66	40	60	28	41	31
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	46	54	31	69	49	51	51	49	43	40	16
Hispanic	26	74	15	85	46	54	45	55	30	38	32
Two or More Races (Non-Hispanic/Latino)	49	51	27	73	55	45	61	39	49	29	22
<b>Gender</b>											
Male	39	61	24	76	41	59	40	60	34	43	23
Female	51	49	33	67	57	43	64	36	51	36	13
<b>Prior Care</b>											
Child Care Center	47	53	34	66	51	49	59	41	46	35	19
Family Child Care	42	58	19	81	45	55	55	45	39	52	10
Head Start	44	56	22	78	34	66	34	66	38	41	22
Home / Informal Care	26	74	19	81	37	63	42	58	26	45	28
Non-public Nursery	51	49	38	62	58	42	56	44	50	42	8
Pre-Kindergarten	47	53	29	71	50	50	52	48	44	37	18
<b>Special Education</b>											
No	48	52	30	70	52	48	55	45	46	40	14
Yes	19	81	14	86	27	73	25	75	17	34	49
<b>English Language Learners</b>											
No	45	55	29	71	49	51	52	48	43	39	17
Yes	3	97	0	100	16	84	19	81	0	39	61
<b>Free and Reduced Price Meals</b>											
No	52	48	35	65	55	45	55	45	50	40	10
Yes	36	64	22	78	42	58	47	53	35	39	26
Aggregated Data	44	56	28	72	48	52	51	49	42	39	19

\* = Percentage could not be reported due to group size fewer than 5

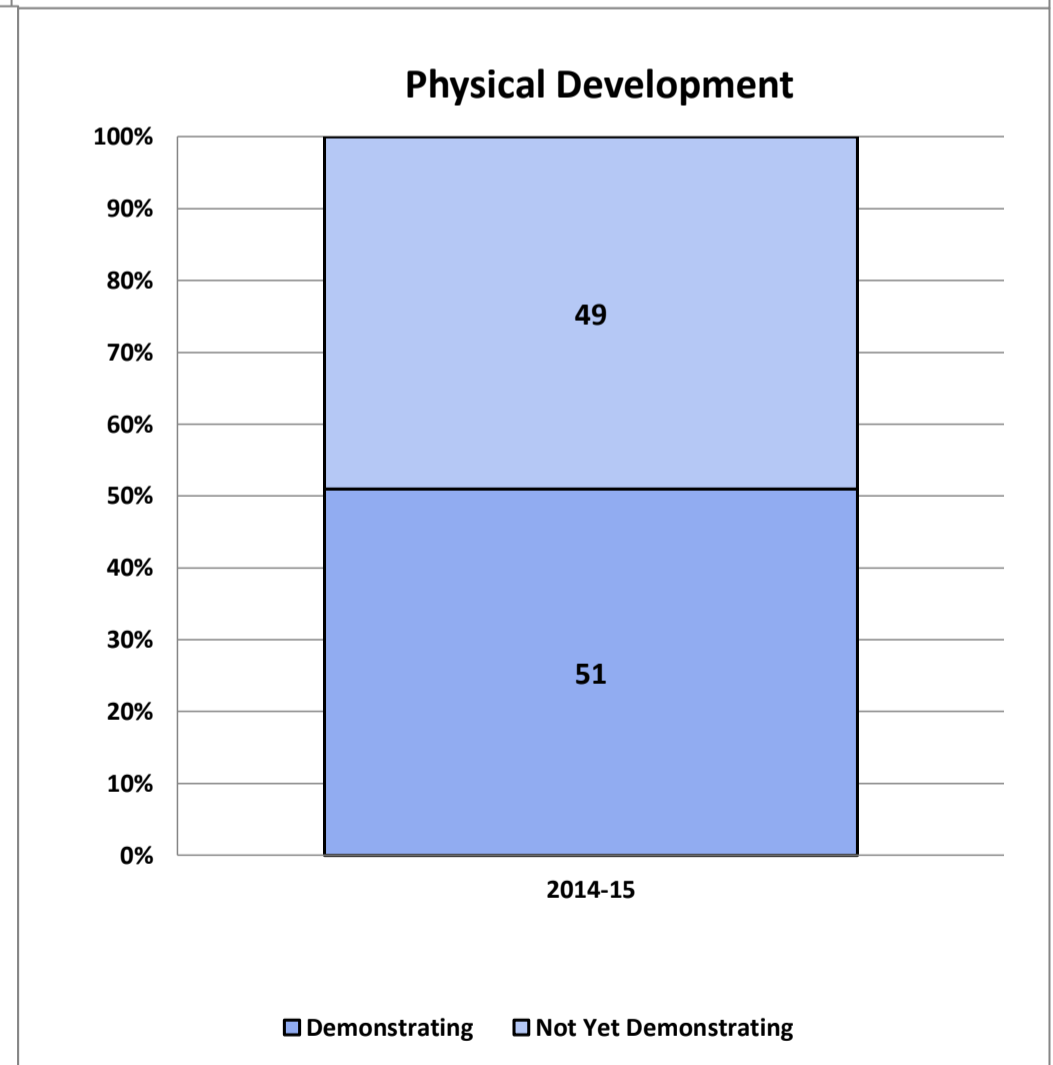
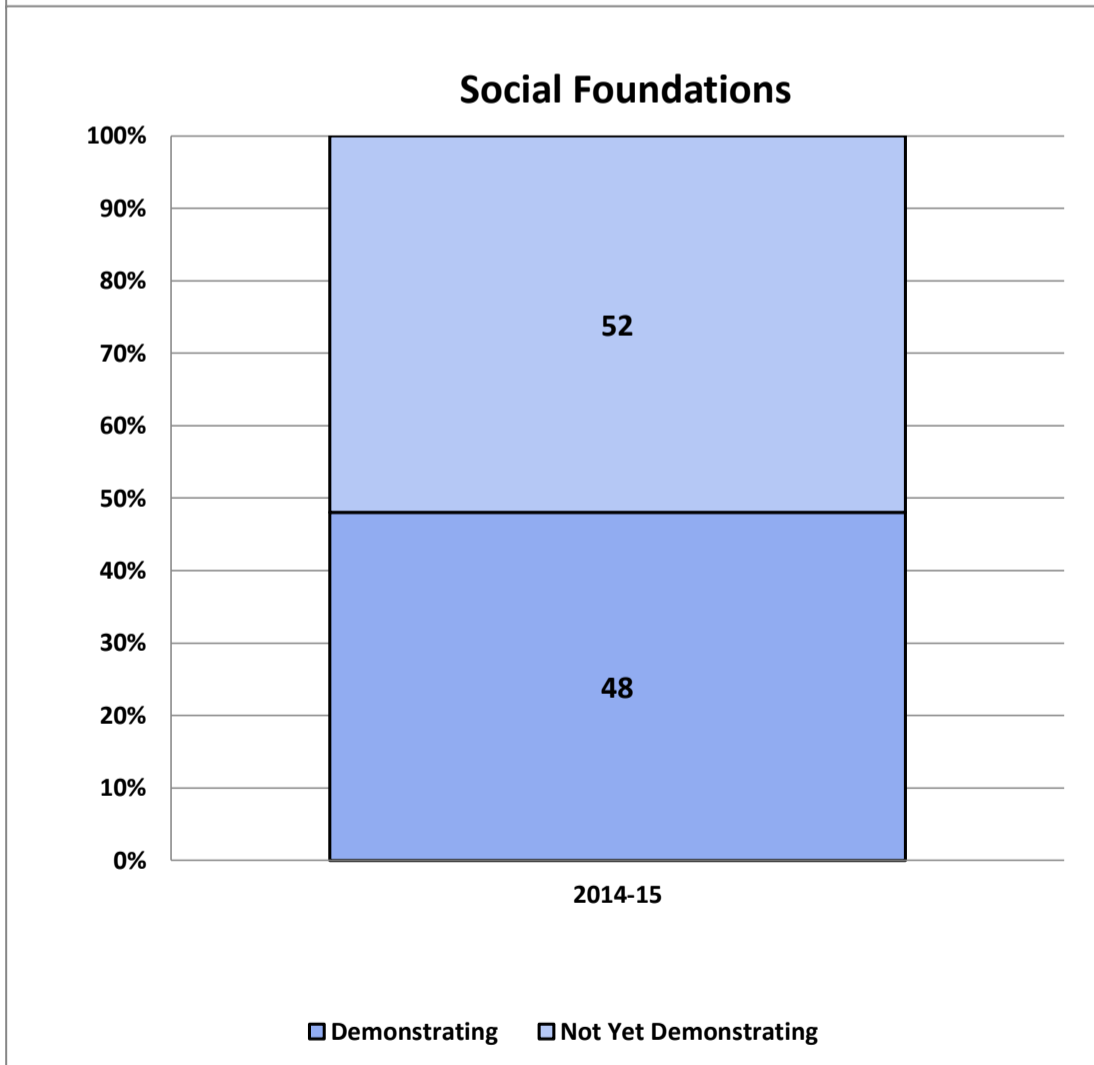
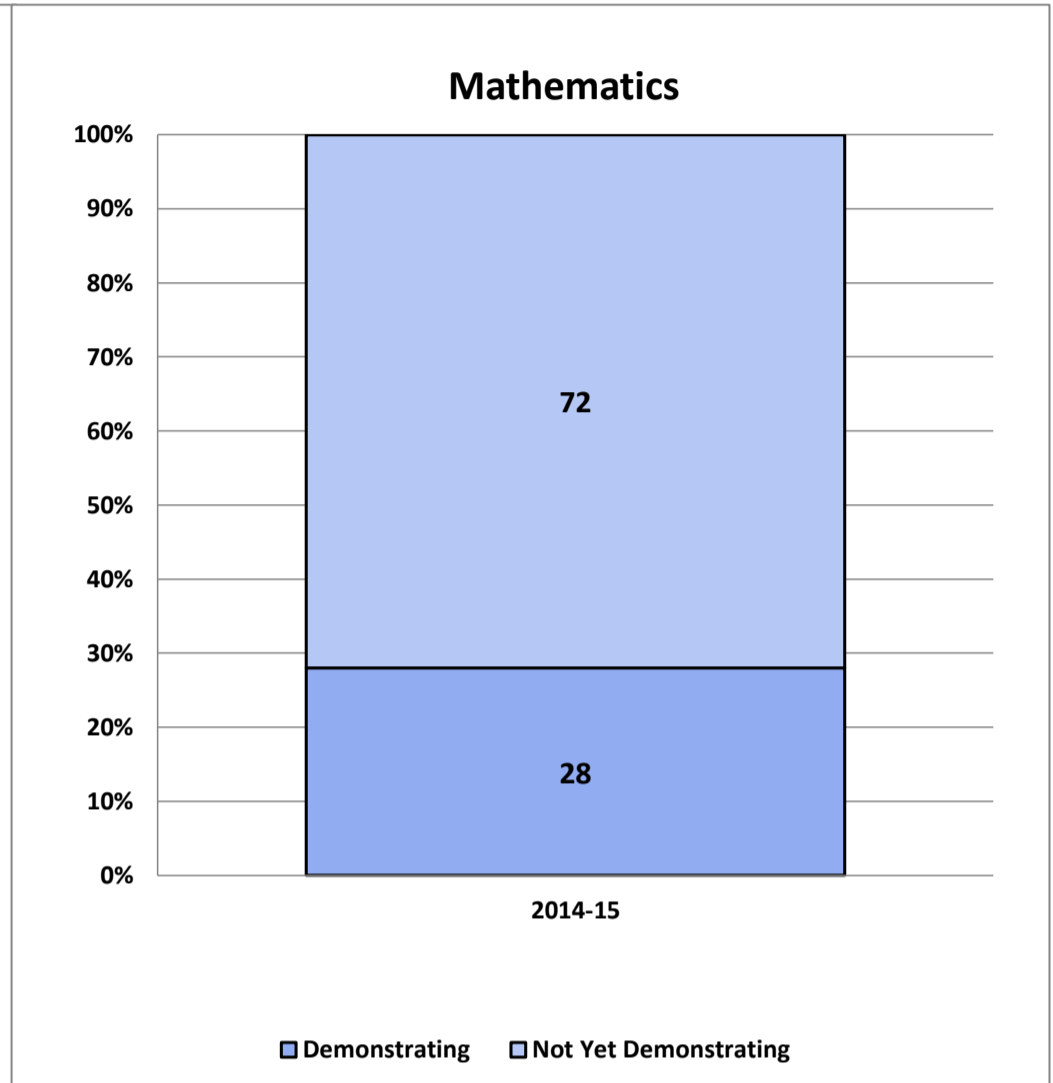
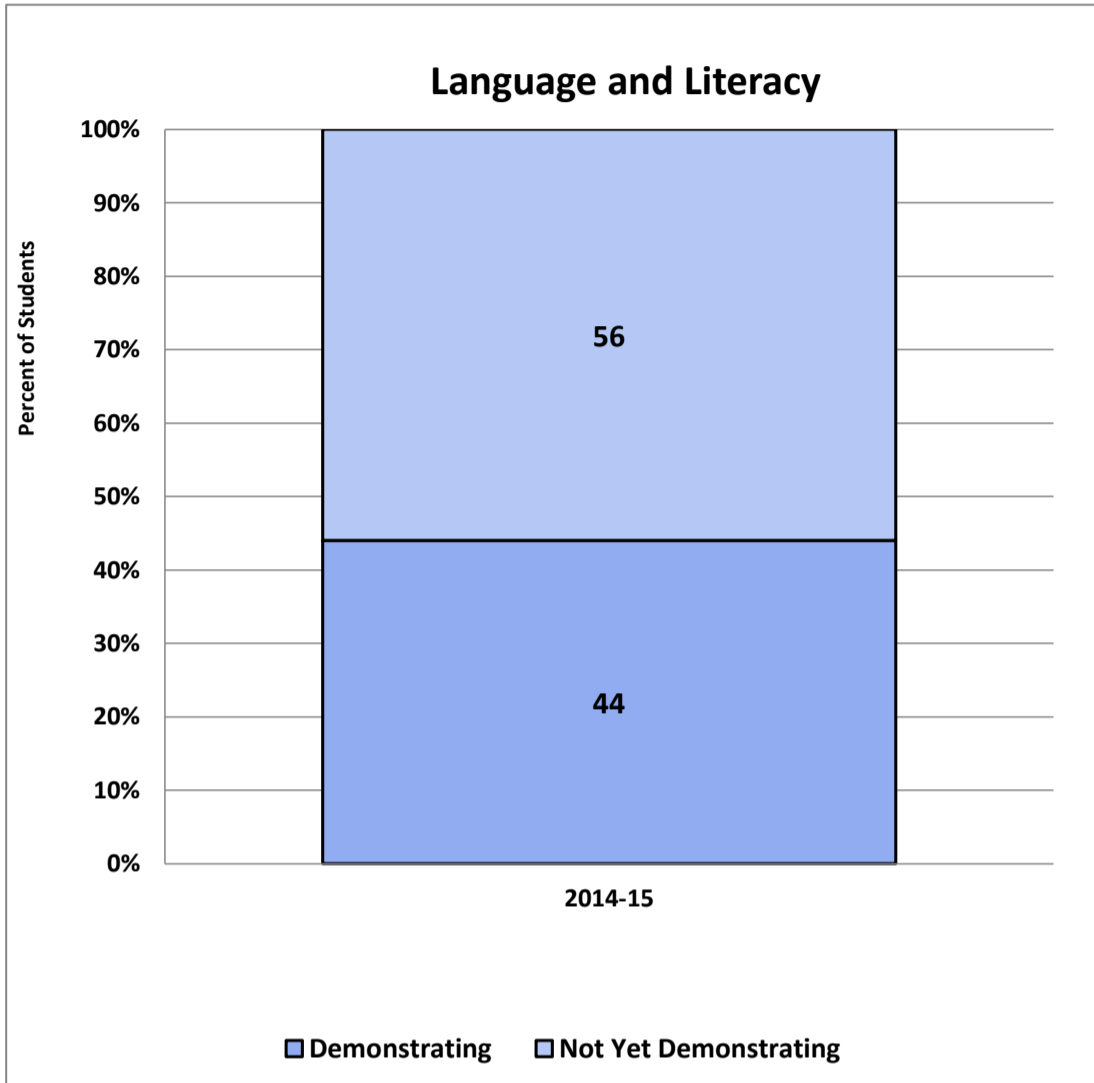
**Kindergarten Readiness Assessment 2014-2015  
Composite Results  
Cecil County**



	"Other" Scores - LEA 07	
	Number of Students	Percent of Students
English Language Learners	0	0.00%
Special Education Students	4	0.37%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2014-2015**  
**Domain Results**  
**Cecil County**



<b>Kindergarten Readiness Assessment</b>		
<b>Charles County Data File Summary 2014-2015</b>		
Final Record Count for KRA Data File		<b>1653</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	845	51.12
Females	808	48.88
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	8	0.48
Asian	50	3.02
Black/African American	805	48.70
Native Hawaiian/Other Pacific Islander	5	0.30
White	483	29.22
Hispanic/Latino	144	8.71
Two or More Races (Non-Hispanic/Latino)	158	9.56
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	958	57.96
Yes	688	41.62
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	1492	90.26
Yes	154	9.32
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	1646	99.58
Yes	0	0.00
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	24	1.45
Prekindergarten	881	53.30
Child Care Center	306	18.51
Family Child Care	63	3.81
Home/Informal Care	188	11.37
Non-Public Nursery School	173	10.47
Repeated Kindergarten	10	0.60

### Charles County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	4	4	3	5	2	6	5	3	3	5	0
Asian	18	29	18	29	27	21	34	14	22	20	5
African American	382	410	254	541	393	402	444	353	341	346	103
Native Hawaiian/Pacific Islander	2	3	3	2	4	1	4	1	4	1	0
White	281	198	232	248	279	201	270	209	264	158	56
Hispanic	61	78	48	94	70	73	78	65	62	50	27
Two or More Races (Non-Hispanic/Latino)	59	97	52	104	81	75	90	66	70	65	21
<b>Gender</b>											
Male	378	452	282	553	375	462	390	446	327	363	139
Female	429	367	328	470	481	317	535	265	439	282	73
<b>Prior Care</b>											
Child Care Center	168	138	111	195	158	148	179	127	146	135	25
Family Child Care	32	31	20	43	27	36	27	36	26	27	10
Head Start	8	16	8	16	11	13	7	17	9	10	5
Home / Informal Care	59	124	47	138	76	111	85	102	56	86	41
Non-public Nursery	113	60	89	84	113	60	110	63	101	65	7
Pre-Kindergarten	424	440	331	537	466	402	513	356	425	318	118
<b>Special Education</b>											
No	774	708	579	907	811	674	878	610	738	585	156
Yes	32	109	30	114	43	104	45	100	27	58	56
<b>English Language Learners</b>											
No	806	815	608	1020	852	778	921	710	764	642	212
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	528	416	406	540	515	432	555	392	490	355	97
Yes	278	401	203	481	339	346	368	318	275	288	115
Aggregated Data	807	819	610	1,023	856	779	925	711	766	645	212

\* = Group size fewer than 5

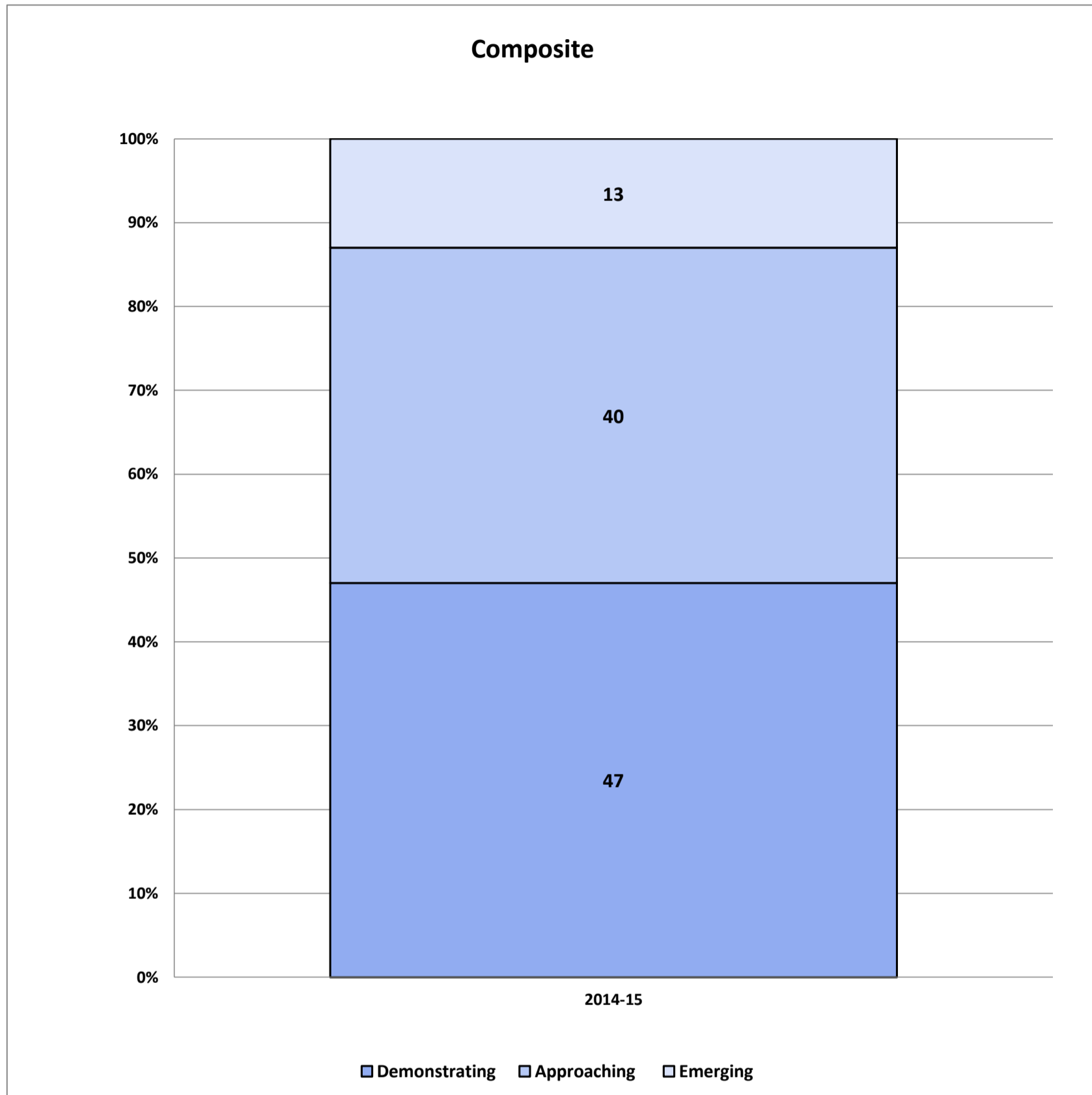
### Charles County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	50	50	38	63	25	75	63	38	38	63	0
Asian	38	62	38	62	56	44	71	29	47	43	11
African American	48	52	32	68	49	51	56	44	43	44	13
Native Hawaiian/Pacific Islander	40	60	60	40	80	20	80	20	80	20	0
White	59	41	48	52	58	42	56	44	55	33	12
Hispanic	44	56	34	66	49	51	55	45	45	36	19
Two or More Races (Non-Hispanic/Latino)	38	62	33	67	52	48	58	42	45	42	13
<b>Gender</b>											
Male	46	54	34	66	45	55	47	53	39	44	17
Female	54	46	41	59	60	40	67	33	55	36	9
<b>Prior Care</b>											
Child Care Center	55	45	36	64	52	48	58	42	48	44	8
Family Child Care	51	49	32	68	43	57	43	57	41	43	16
Head Start	33	67	33	67	46	54	29	71	38	42	21
Home / Informal Care	32	68	25	75	41	59	45	55	31	47	22
Non-public Nursery	65	35	51	49	65	35	64	36	58	38	4
Pre-Kindergarten	49	51	38	62	54	46	59	41	49	37	14
<b>Special Education</b>											
No	52	48	39	61	55	45	59	41	50	40	11
Yes	23	77	21	79	29	71	31	69	19	41	40
<b>English Language Learners</b>											
No	50	50	37	63	52	48	56	44	47	40	13
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	56	44	43	57	54	46	59	41	52	38	10
Yes	41	59	30	70	49	51	54	46	41	42	17
Aggregated Data	50	50	37	63	52	48	57	43	47	40	13

\* = Percentage could not be reported due to group size fewer than 5



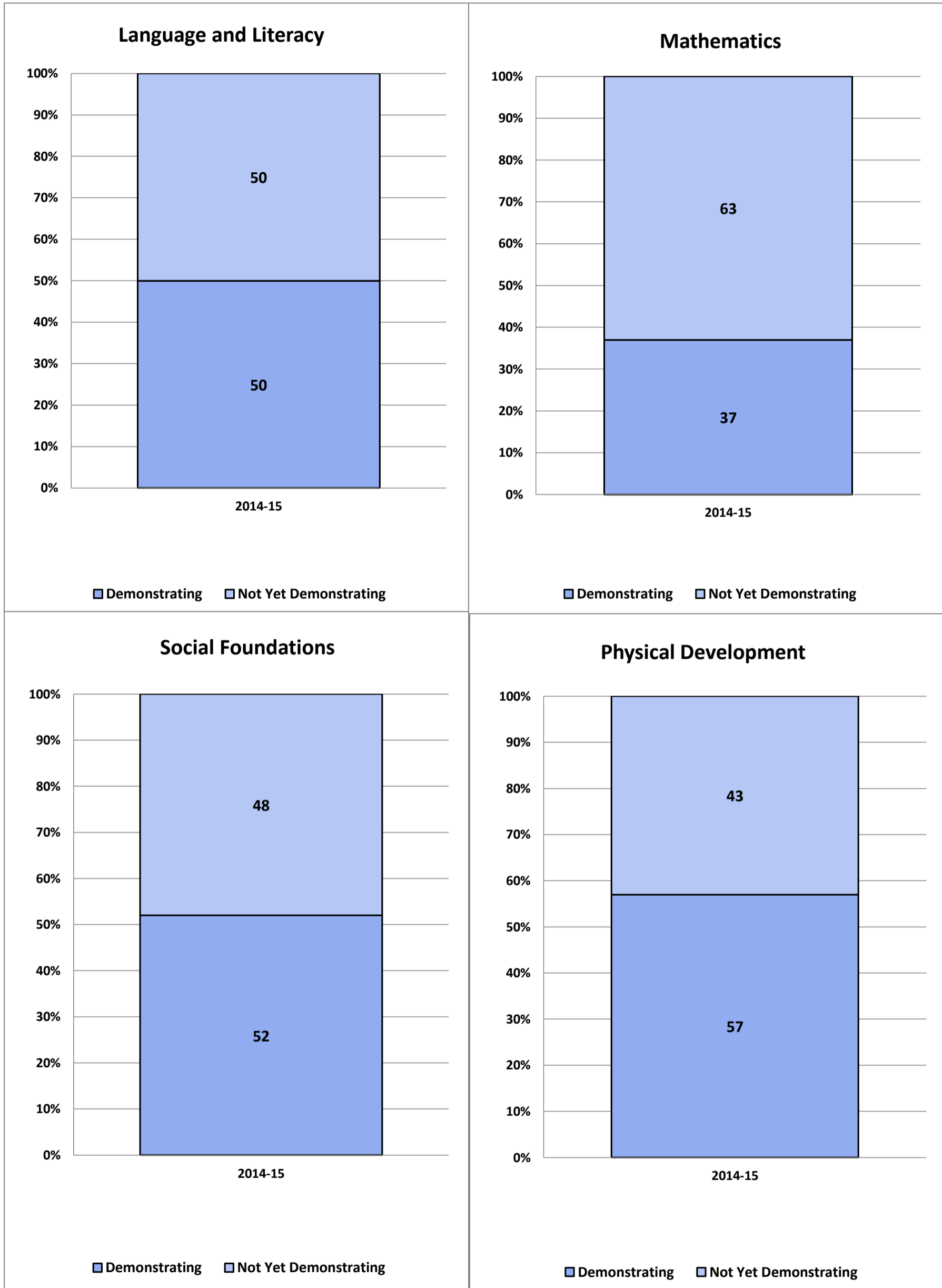
**Kindergarten Readiness Assessment 2014-2015  
Composite Results  
Charles County**



	"Other" Scores - LEA 08	
	Number of Students	Percent of Students
English Language Learners	0	0.00%
Special Education Students	12	0.73%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2014-2015**  
**Domain Results**  
**Charles County**



<b>Kindergarten Readiness Assessment</b>		
<b>Dorchester County Data File Summary 2014-2015</b>		
Final Record Count for KRA Data File		<b>370</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	207	55.95
Females	163	44.05
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	4	1.08
Black/African American	146	39.46
Native Hawaiian/Other Pacific Islander	0	0.00
White	169	45.68
Hispanic/Latino	29	7.84
Two or More Races (Non-Hispanic/Latino)	22	5.95
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	104	28.11
Yes	266	71.89
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	345	93.24
Yes	25	6.76
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	358	96.76
Yes	12	3.24
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	34	9.19
Prekindergarten	239	64.59
Child Care Center	31	8.38
Family Child Care	17	4.59
Home/Informal Care	25	6.76
Non-Public Nursery School	7	1.89
Repeated Kindergarten	3	0.81

### Dorchester County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
African American	45	97	26	116	60	82	54	88	43	55	44
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	73	89	69	95	86	78	91	72	82	57	22
Hispanic	4	22	2	25	9	18	13	14	5	10	11
Two or More Races (Non-Hispanic/Latino)	9	13	11	11	11	11	13	9	9	12	1
<b>Gender</b>											
Male	66	134	59	142	82	119	80	121	68	75	57
Female	68	88	52	106	88	70	94	63	75	59	21
<b>Prior Care</b>											
Child Care Center	21	9	15	16	21	10	21	10	20	8	2
Family Child Care	5	11	6	10	8	8	7	9	5	8	3
Head Start	9	25	4	30	15	19	12	22	9	14	11
Home / Informal Care	5	20	9	16	9	16	13	12	9	9	7
Non-public Nursery	4	3	6	1	6	1	5	2	5	2	0
Pre-Kindergarten	83	145	66	164	108	122	112	117	90	88	49
<b>Special Education</b>											
No	132	201	110	225	165	170	172	163	141	129	63
Yes	2	21	1	23	5	19	2	21	2	5	15
<b>English Language Learners</b>											
No	134	210	111	236	169	178	171	175	143	130	70
Yes	0	12	0	12	1	11	3	9	0	4	8
<b>Free and Reduced Price Meals</b>											
No	48	49	47	52	59	40	64	35	54	34	9
Yes	86	173	64	196	111	149	110	149	89	100	69
Aggregated Data	134	222	111	248	170	189	174	184	143	134	78

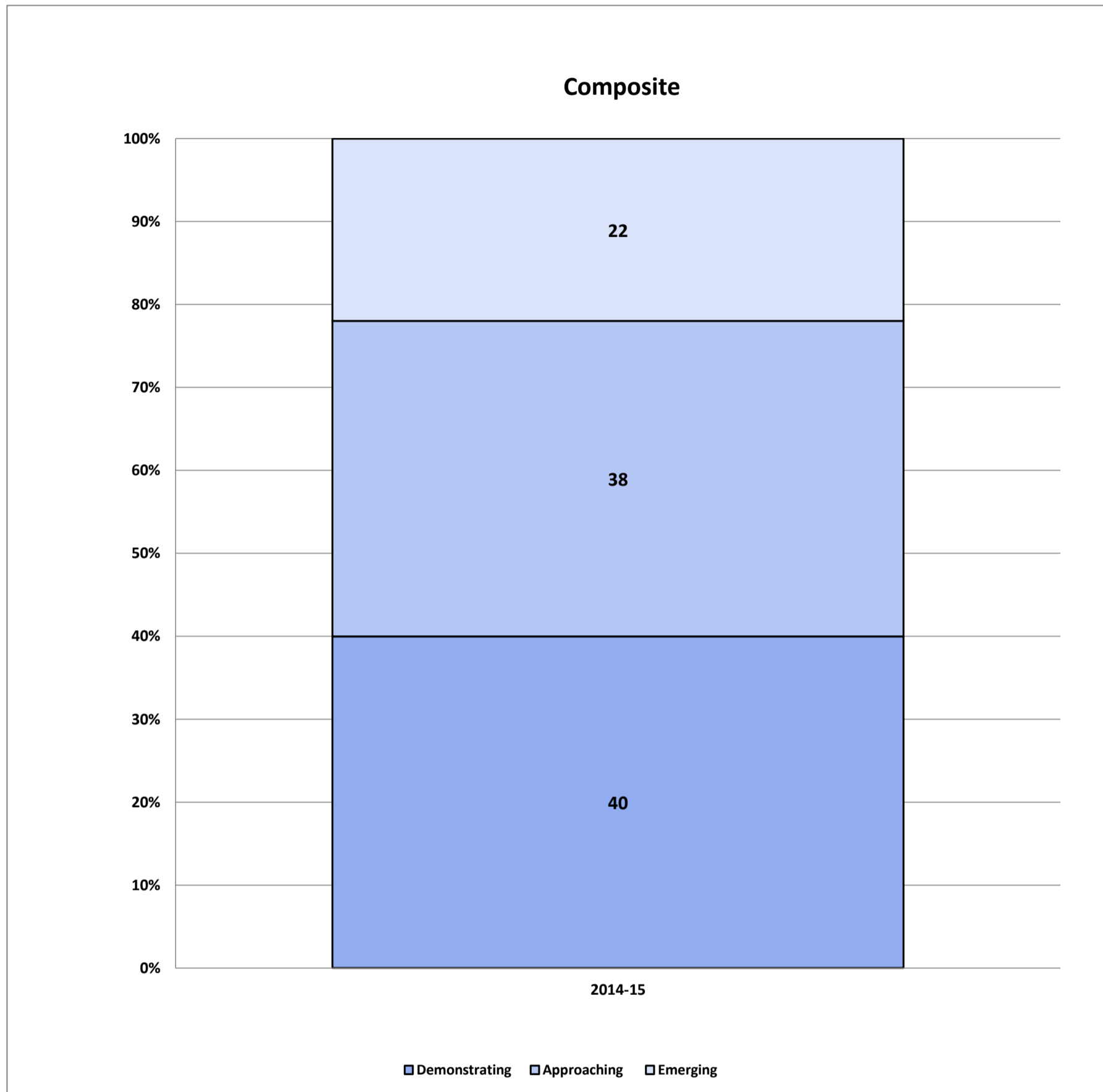
\* = Group size fewer than 5

## Dorchester County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite			
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging	
<b>Race/Ethnicity</b>												
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*
African American	32	68	18	82	42	58	38	62	30	39	31	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	
White	45	55	42	58	52	48	56	44	51	35	14	
Hispanic	15	85	7	93	33	67	48	52	19	38	42	
Two or More Races (Non-Hispanic/Latino)	41	59	50	50	50	50	59	41	41	55	5	
<b>Gender</b>												
Male	33	67	29	71	41	59	40	60	34	38	29	
Female	44	56	33	67	56	44	60	40	48	38	14	
<b>Prior Care</b>												
Child Care Center	70	30	48	52	68	32	68	32	67	27	7	
Family Child Care	31	69	38	63	50	50	44	56	31	50	19	
Head Start	26	74	12	88	44	56	35	65	26	41	32	
Home / Informal Care	20	80	36	64	36	64	52	48	36	36	28	
Non-public Nursery	57	43	86	14	86	14	71	29	71	29	0	
Pre-Kindergarten	36	64	29	71	47	53	49	51	40	39	22	
<b>Special Education</b>												
No	40	60	33	67	49	51	51	49	42	39	19	
Yes	9	91	4	96	21	79	9	91	9	23	68	
<b>English Language Learners</b>												
No	39	61	32	68	49	51	49	51	42	38	20	
Yes	0	100	0	100	8	92	25	75	0	33	67	
<b>Free and Reduced Price Meals</b>												
No	49	51	47	53	60	40	65	35	56	35	9	
Yes	33	67	25	75	43	57	42	58	34	39	27	
Aggregated Data	38	62	31	69	47	53	49	51	40	38	22	

\* = Percentages could not be reported due to group sizes fewer than 5

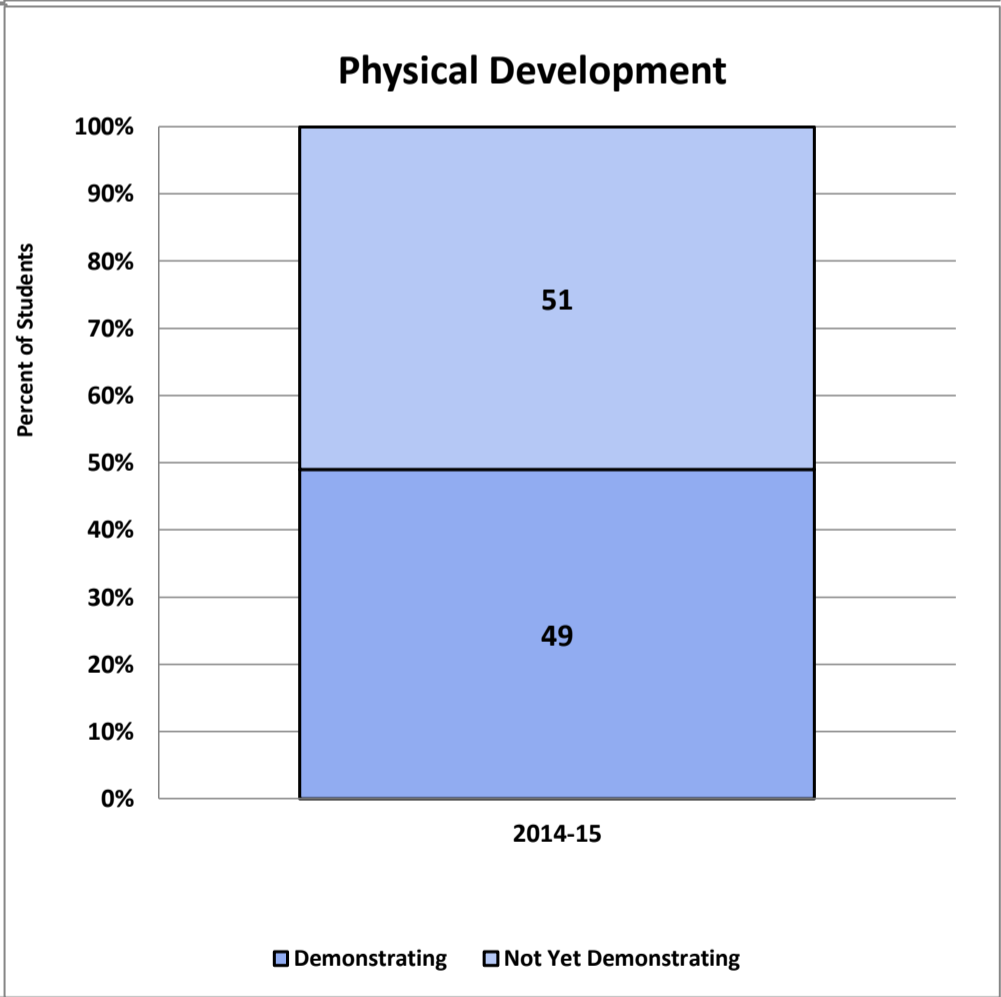
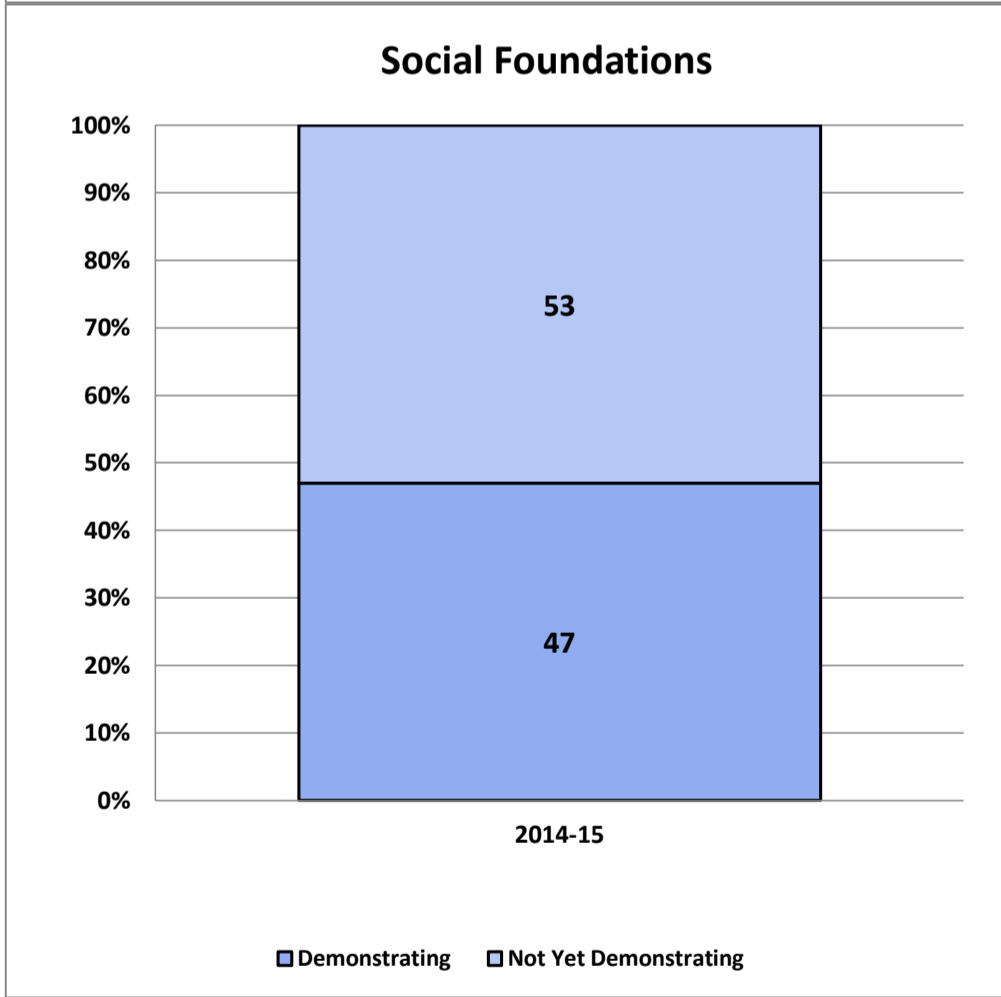
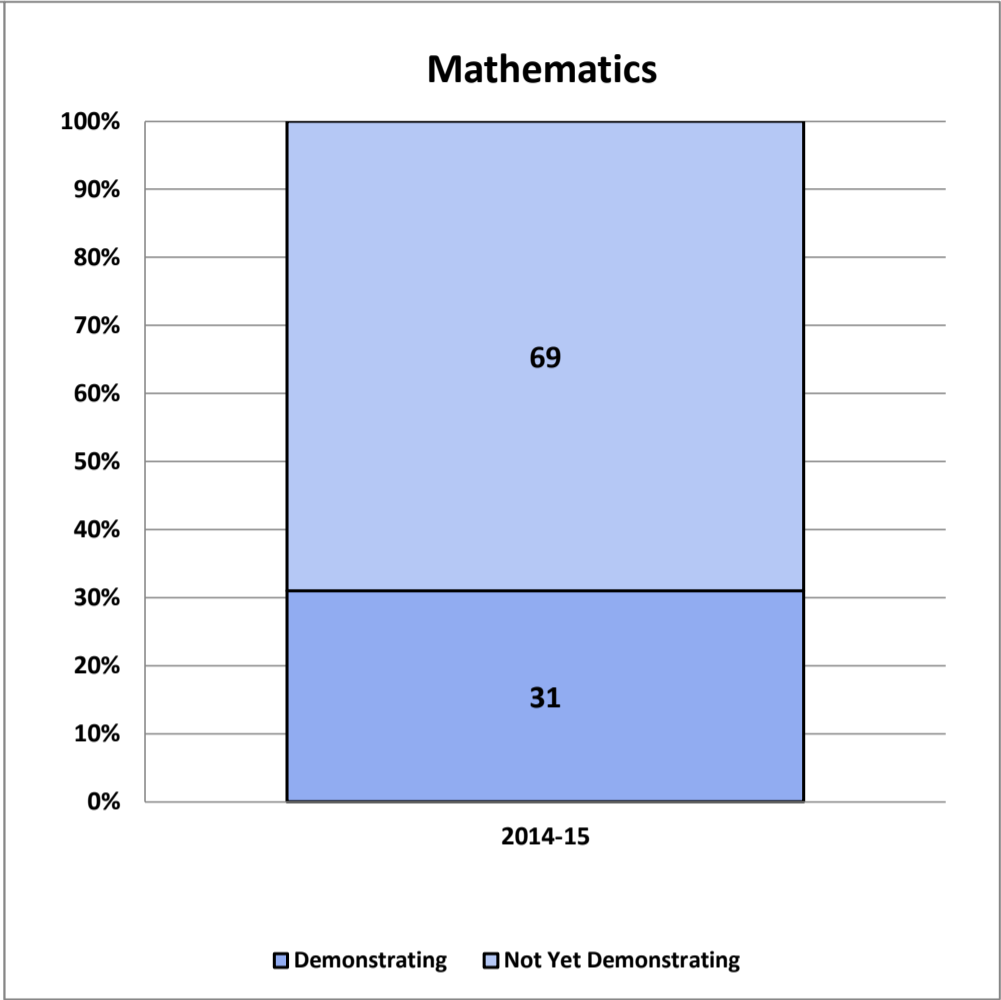
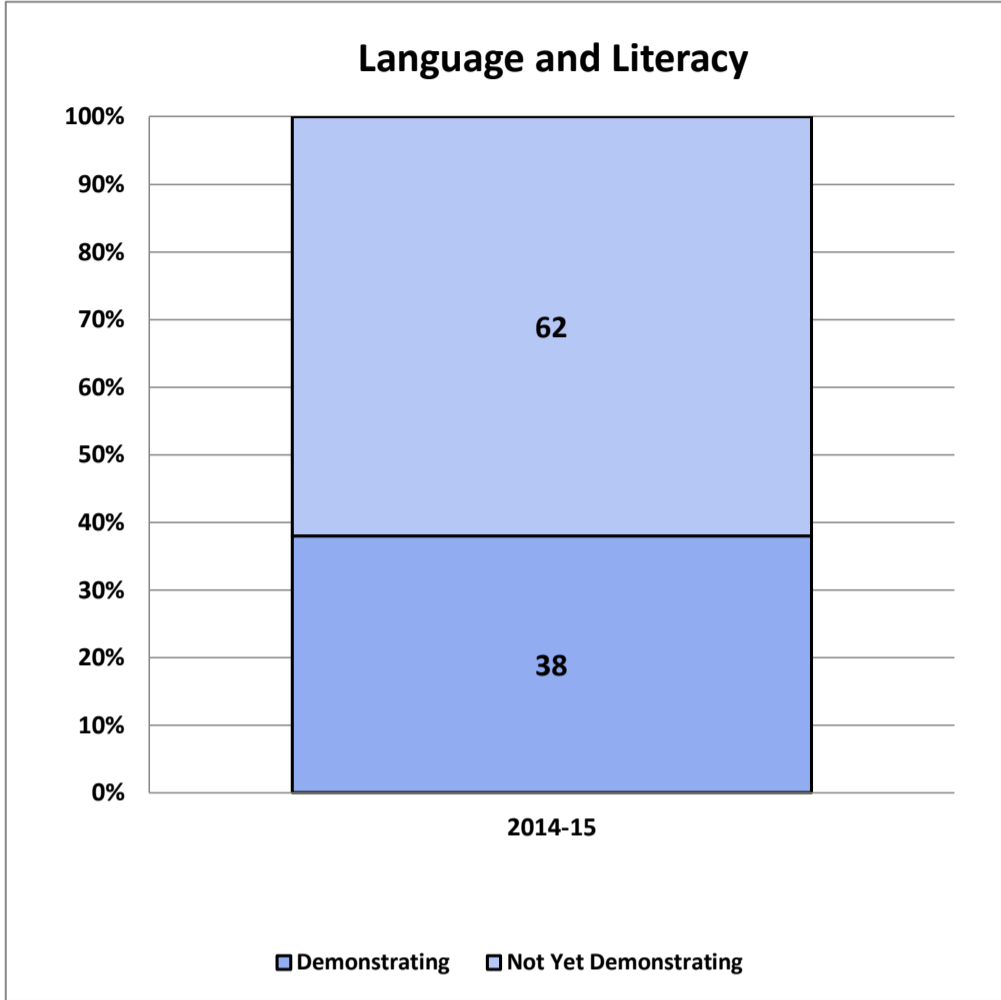
**Kindergarten Readiness Assessment 2014-2015  
Composite Results  
Dorchester County**



"Other" Scores - LEA 09		
	Number of Students	Percent of Students
English Language Learners	0	0.00%
Special Education Students	3	0.81%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2014-2015**  
**Domain Results**  
**Dorchester County**



<b>Kindergarten Readiness Assessment</b>		
<b>Frederick County Data File Summary 2014-2015</b>		
Final Record Count for KRA Data File		<b>2867</b>
<b>Gender</b>		
	<b>Frequency</b>	<b>Percent</b>
Males	1455	50.75
Females	1412	49.25
<b>Ethnicity/Race</b>		
	<b>Frequency</b>	<b>Percent</b>
American Indian/Alaska Native	14	0.49
Asian	160	5.58
Black/African American	319	11.13
Native Hawaiian/Other Pacific Islander	12	0.42
White	1762	61.46
Hispanic/Latino	453	15.80
Two or More Races (Non-Hispanic/Latino)	147	5.13
<b>Free &amp; Reduced Priced Meals</b>		
	<b>Frequency</b>	<b>Percent</b>
No	1996	69.62
Yes	871	30.38
<b>Special Education</b>		
	<b>Frequency</b>	<b>Percent</b>
No	2635	91.91
Yes	232	8.09
<b>English Language Learners</b>		
	<b>Frequency</b>	<b>Percent</b>
No	2541	88.63
Yes	326	11.37
<b>Predominant Prior Care</b>		
	<b>Frequency</b>	<b>Percent</b>
Head Start	81	2.83
Prekindergarten	1118	39.00
Child Care Center	486	16.95
Family Child Care	78	2.72
Home/Informal Care	352	12.28
Non-Public Nursery School	738	25.74
Repeated Kindergarten	14	0.49



### Frederick County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	7	7	8	6	5	9	5	9	6	7	1
Asian	91	67	73	87	105	55	112	48	93	49	16
African American	159	155	78	235	148	164	161	153	124	143	43
Native Hawaiian/Pacific Islander	5	7	2	10	4	8	6	5	2	7	2
White	1,086	662	848	903	1,050	705	1,143	613	1,072	521	145
Hispanic	157	285	106	339	207	241	261	190	165	178	96
Two or More Races (Non-Hispanic/Latino)	86	59	53	91	92	53	92	53	85	48	11
<b>Gender</b>											
Male	742	693	517	925	711	731	741	705	681	514	228
Female	849	549	651	746	900	504	1,039	366	866	439	86
<b>Prior Care</b>											
Child Care Center	311	173	242	241	299	186	334	150	309	137	35
Family Child Care	31	46	24	53	37	41	40	38	30	35	11
Head Start	44	36	28	52	44	37	48	33	38	33	8
Home / Informal Care	127	220	95	250	171	177	181	170	131	140	72
Non-public Nursery	518	217	415	319	501	236	511	224	521	183	27
Pre-Kindergarten	554	542	359	747	554	549	658	450	513	417	160
<b>Special Education</b>											
No	1,534	1,081	1,124	1,492	1,551	1,074	1,715	911	1,502	864	234
Yes	57	161	44	179	60	161	65	160	45	89	80
<b>English Language Learners</b>											
No	1518	1000	1118	1404	1487	1039	1605	923	1470	808	224
Yes	73	242	50	267	124	196	175	148	77	145	90
<b>Free and Reduced Price Meals</b>											
No	1,254	725	953	1,026	1,243	744	1,319	667	1,233	582	153
Yes	337	517	215	645	368	491	461	404	314	371	161
Aggregated Data	1,591	1,242	1,168	1,671	1,611	1,235	1,780	1,071	1,547	953	314

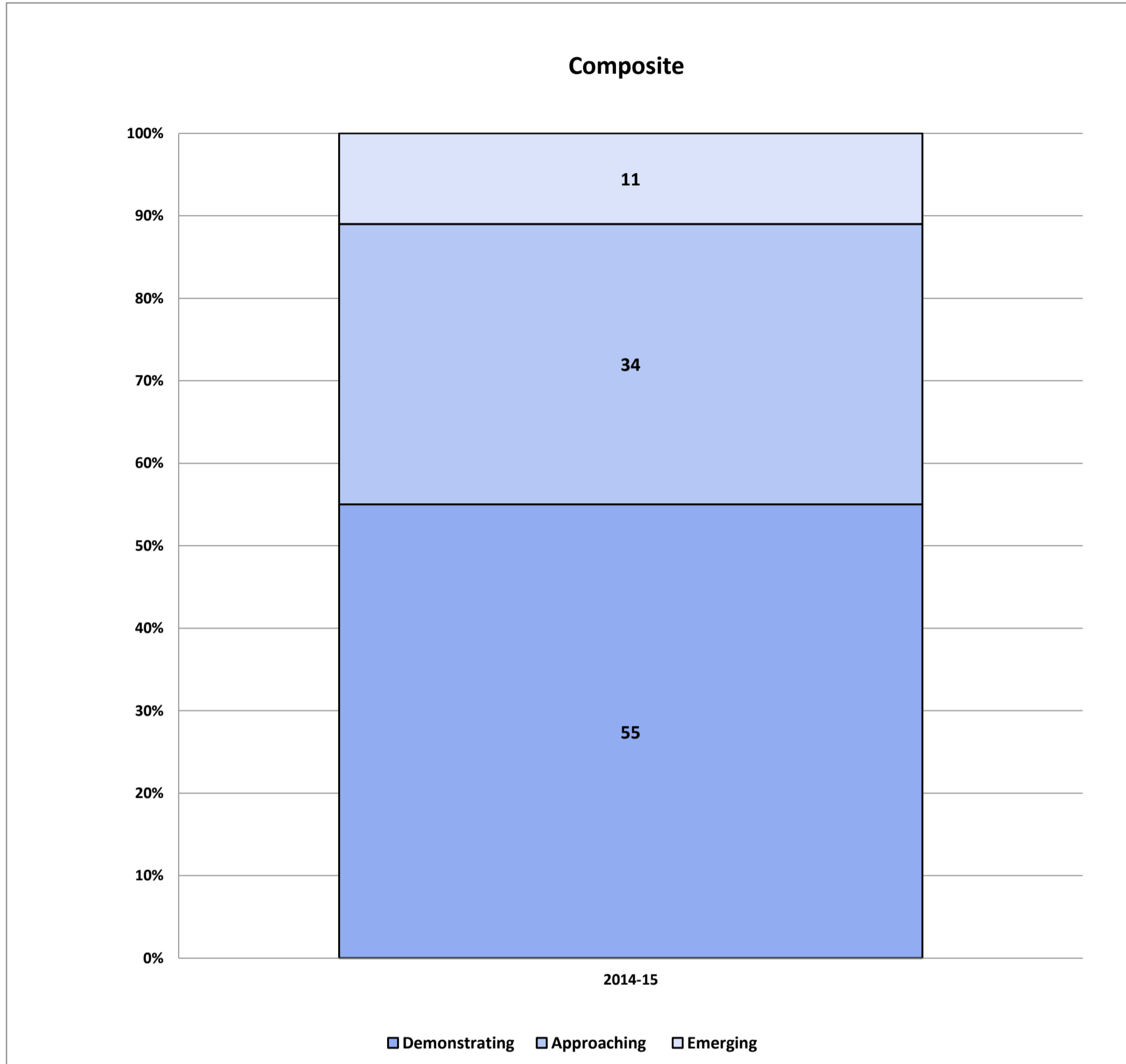
\* = Group size fewer than 5

## Frederick County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	50	50	57	43	36	64	36	64	43	50	7
Asian	58	42	46	54	66	34	70	30	59	31	10
African American	51	49	25	75	47	53	51	49	40	46	14
Native Hawaiian/Pacific Islander	42	58	17	83	33	67	55	45	18	64	18
White	62	38	48	52	60	40	65	35	62	30	8
Hispanic	36	64	24	76	46	54	58	42	38	41	22
Two or More Races (Non-Hispanic/Latino)	59	41	37	63	63	37	63	37	59	33	8
<b>Gender</b>											
Male	52	48	36	64	49	51	51	49	48	36	16
Female	61	39	47	53	64	36	74	26	62	32	6
<b>Prior Care</b>											
Child Care Center	64	36	50	50	62	38	69	31	64	28	7
Family Child Care	40	60	31	69	47	53	51	49	39	46	14
Head Start	55	45	35	65	54	46	59	41	48	42	10
Home / Informal Care	37	63	28	72	49	51	52	48	38	41	21
Non-public Nursery	70	30	57	43	68	32	70	30	71	25	4
Pre-Kindergarten	51	49	32	68	50	50	59	41	47	38	15
<b>Special Education</b>											
No	59	41	43	57	59	41	65	35	58	33	9
Yes	26	74	20	80	27	73	29	71	21	42	37
<b>English Language Learners</b>											
No	60	40	44	56	59	41	63	37	59	32	9
Yes	23	77	16	84	39	61	54	46	25	46	29
<b>Free and Reduced Price Meals</b>											
No	63	37	48	52	63	37	66	34	63	30	8
Yes	39	61	25	75	43	57	53	47	37	44	19
Aggregated Data	56	44	41	59	57	43	62	38	55	34	11

\* = Percentage could not be reported due to group size fewer than 5

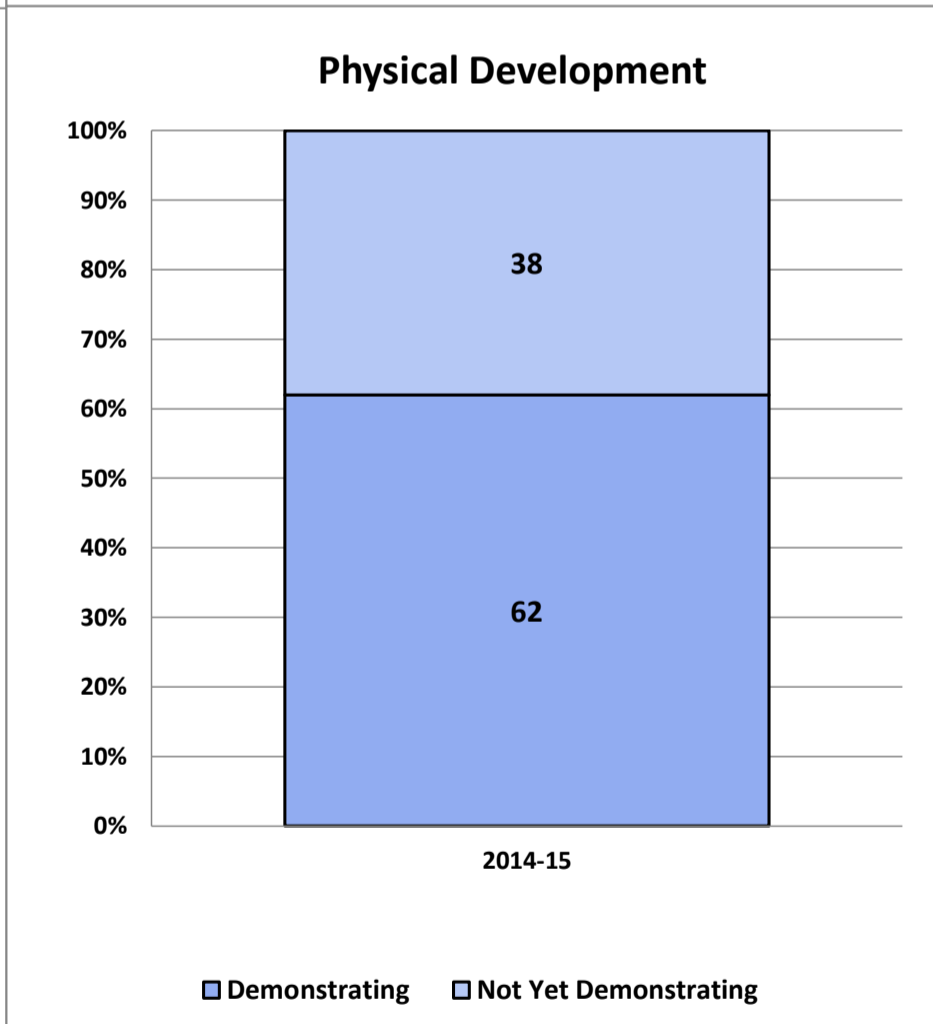
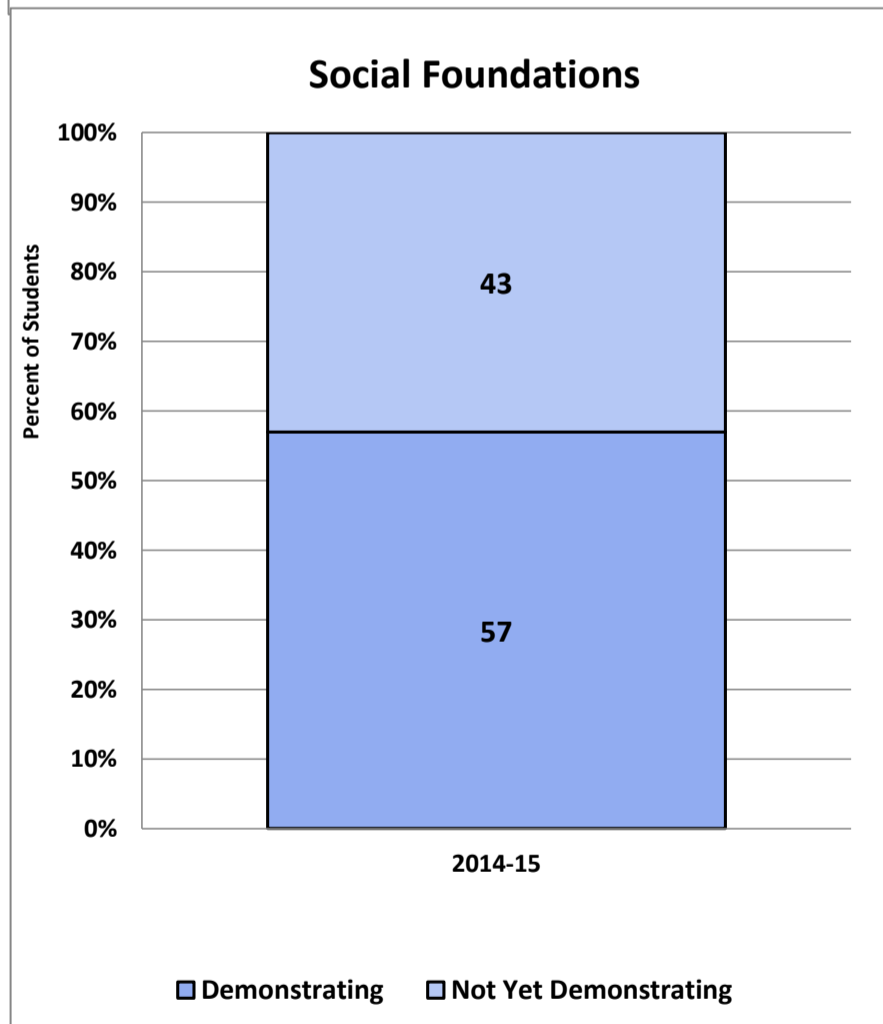
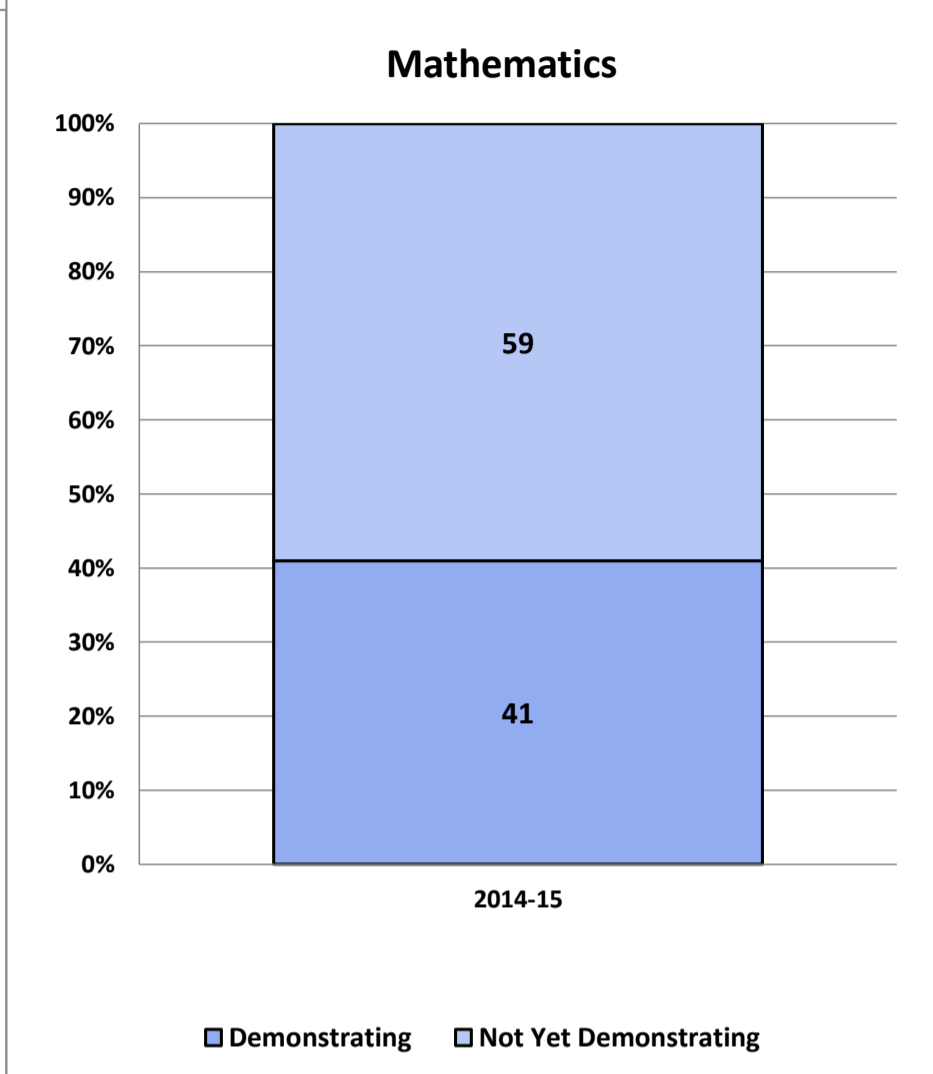
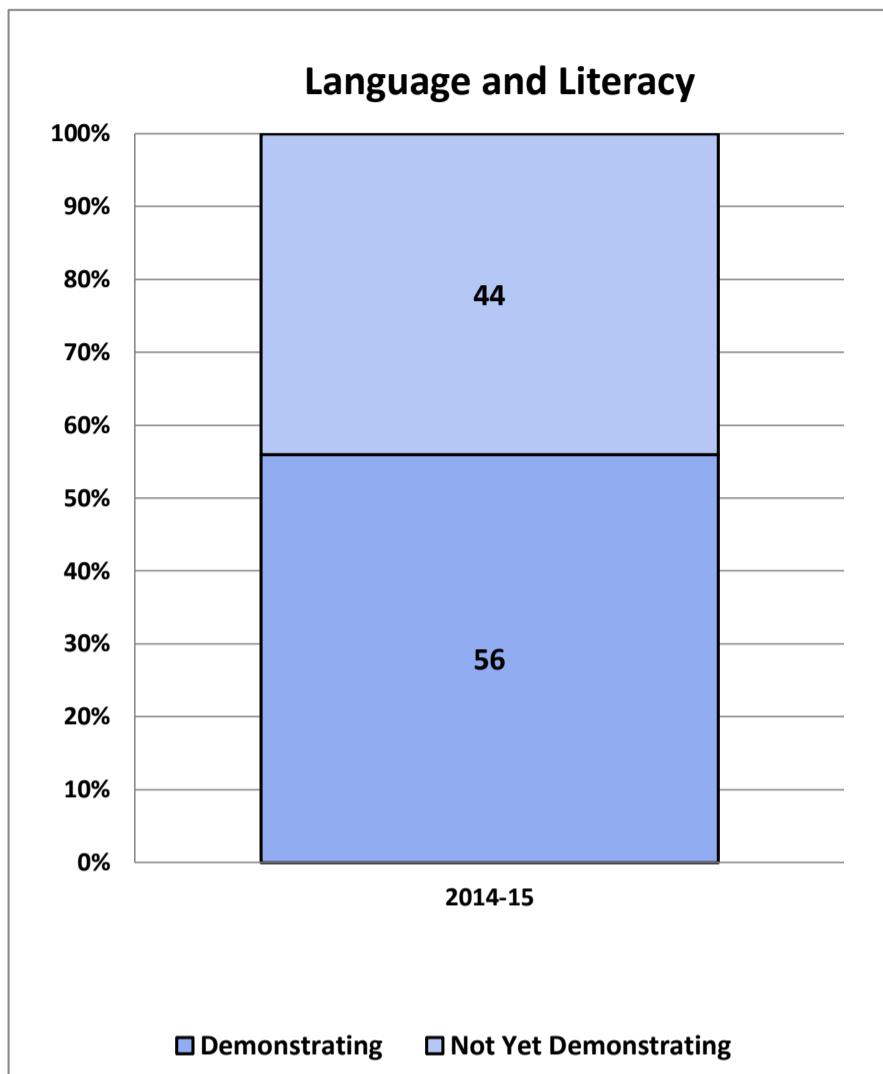
**Kindergarten Readiness Assessment 2014-2015  
Composite Results  
Frederick County**



	"Other" Scores - LEA 10	
	Number of Students	Percent of Students
English Language Learners	9	0.31%
Special Education Students	12	0.42%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2014-2015**  
**Domain Results**  
**Frederick County**



<b>Kindergarten Readiness Assessment</b>		
<b>Garrett County Data File Summary 2014-2015</b>		
Final Record Count for KRA Data File		<b>273</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	138	50.55
Females	135	49.45
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	0	0.00
Black/African American	2	0.73
Native Hawaiian/Other Pacific Islander	0	0.00
White	269	98.53
Hispanic/Latino	1	0.37
Two or More Races (Non-Hispanic/Latino)	1	0.37
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	121	44.32
Yes	152	55.68
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	258	94.51
Yes	15	5.49
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	273	100.00
Yes	0	0.00
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	72	26.37
Prekindergarten	99	36.26
Child Care Center	31	11.36
Family Child Care	7	2.56
Home/Informal Care	47	17.22
Non-Public Nursery School	11	4.03
Repeated Kindergarten	6	2.20

**Garrett County - Number of Kindergarten Students**

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite			
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging	
<b>Race/Ethnicity</b>												
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
White	156	113	138	131	165	104	173	96	148	94	27	
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	*
<b>Gender</b>												
Male	72	66	73	65	72	66	77	61	65	56	17	
Female	84	51	66	69	94	41	99	36	84	40	11	
<b>Prior Care</b>												
Child Care Center	21	10	18	13	18	13	20	11	20	8	3	
Family Child Care	6	1	6	1	6	1	6	1	6	1	0	
Head Start	31	41	30	42	37	35	39	33	29	31	12	
Home / Informal Care	20	27	21	26	26	21	28	19	21	21	5	
Non-public Nursery	6	5	6	5	6	5	8	3	5	5	1	
Pre-Kindergarten	70	29	56	43	71	28	74	25	66	28	5	
<b>Special Education</b>												
No	149	109	134	124	159	99	172	86	144	90	24	
Yes	7	8	5	10	7	8	4	11	5	6	4	
<b>English Language Learners</b>												
No	156	117	139	134	166	107	176	97	149	96	28	
Yes	*	*	*	*	*	*	*	*	*	*	*	
<b>Free and Reduced Price Meals</b>												
No	83	38	73	48	83	38	87	34	81	34	6	
Yes	73	79	66	86	83	69	89	63	68	62	22	
Aggregated Data	156	117	139	134	166	107	176	97	149	96	28	

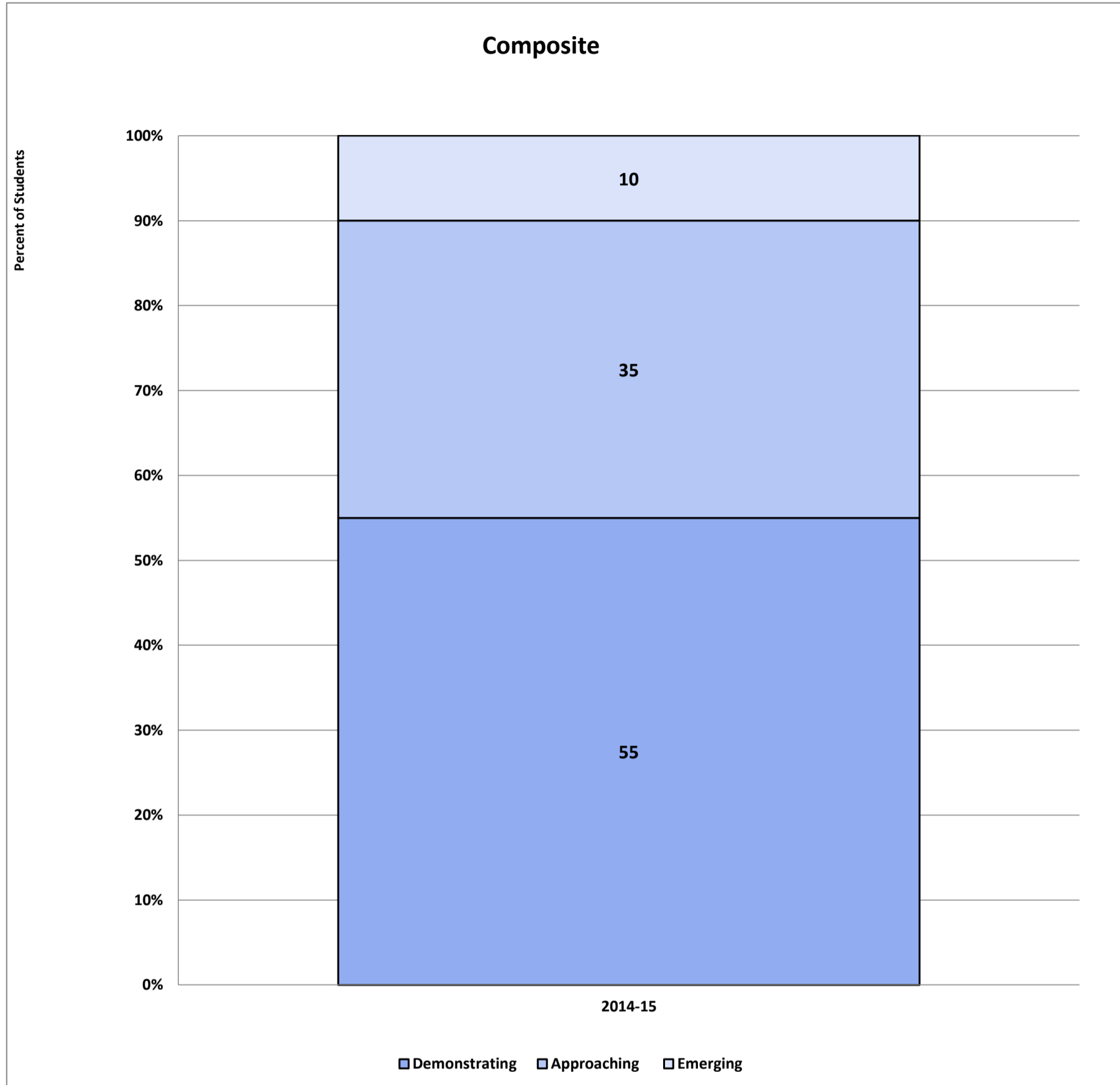
\* = Group size fewer than 5

### Garrett County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite			
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging	
<b>Race/Ethnicity</b>												
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
White	58	42	51	49	61	39	64	36	55	35	10	
Hispanic	*	*	*	*	*	*	*	*	*	*	*	
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	
<b>Gender</b>												
Male	52	48	53	47	52	48	56	44	47	41	12	
Female	62	38	49	51	70	30	73	27	62	30	8	
<b>Prior Care</b>												
Child Care Center	68	32	58	42	58	42	65	35	65	26	10	
Family Child Care	86	14	86	14	86	14	86	14	86	14	0	
Head Start	43	57	42	58	51	49	54	46	40	43	17	
Home / Informal Care	43	57	45	55	55	45	60	40	45	45	11	
Non-public Nursery	55	45	55	45	55	45	73	27	45	45	9	
Pre-Kindergarten	71	29	57	43	72	28	75	25	67	28	5	
<b>Special Education</b>												
No	58	42	52	48	62	38	67	33	56	35	9	
Yes	47	53	33	67	47	53	27	73	33	40	27	
<b>English Language Learners</b>												
No	57	43	51	49	61	39	64	36	55	35	10	
Yes	*	*	*	*	*	*	*	*	*	*	*	
<b>Free and Reduced Price Meals</b>												
No	69	31	60	40	69	31	72	28	67	28	5	
Yes	48	52	43	57	55	45	59	41	45	41	14	
Aggregated Data	57	43	51	49	61	39	64	36	55	35	10	

\* = Percentage could not be reported due to group size fewer than 5

**Kindergarten Readiness Assessment 2014-2015  
Composite Results  
Garrett County**

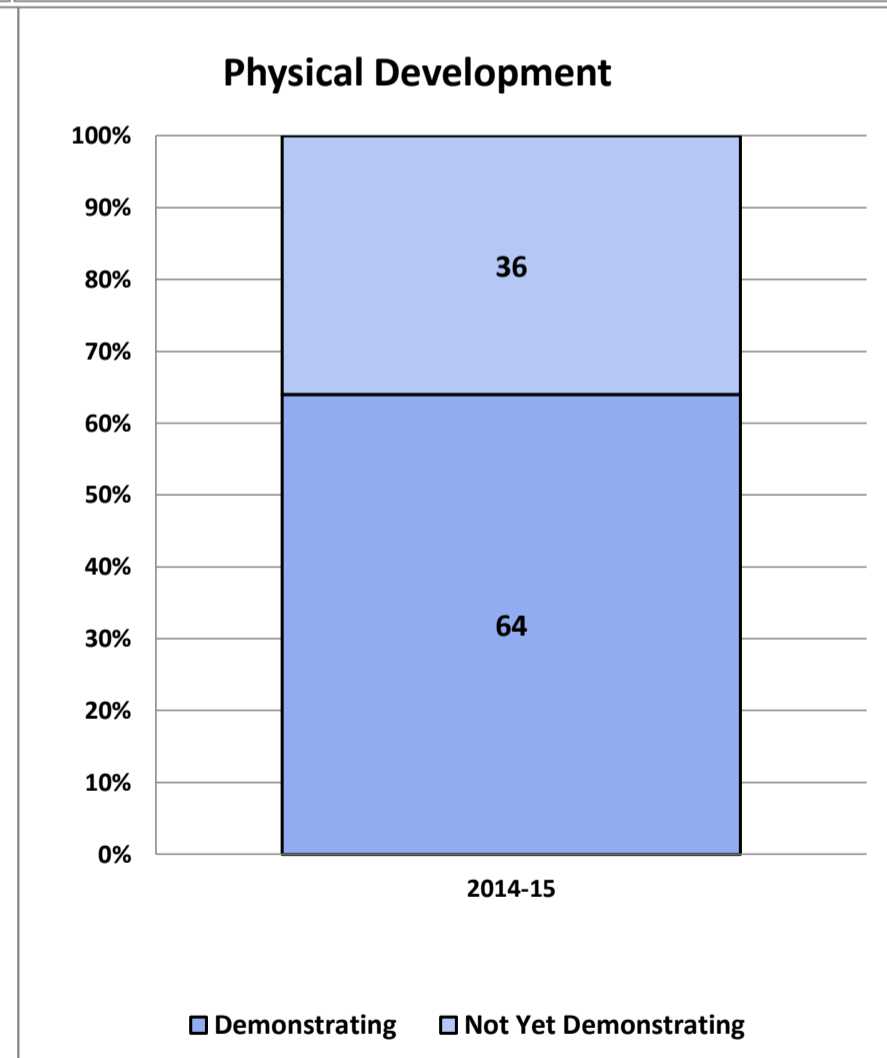
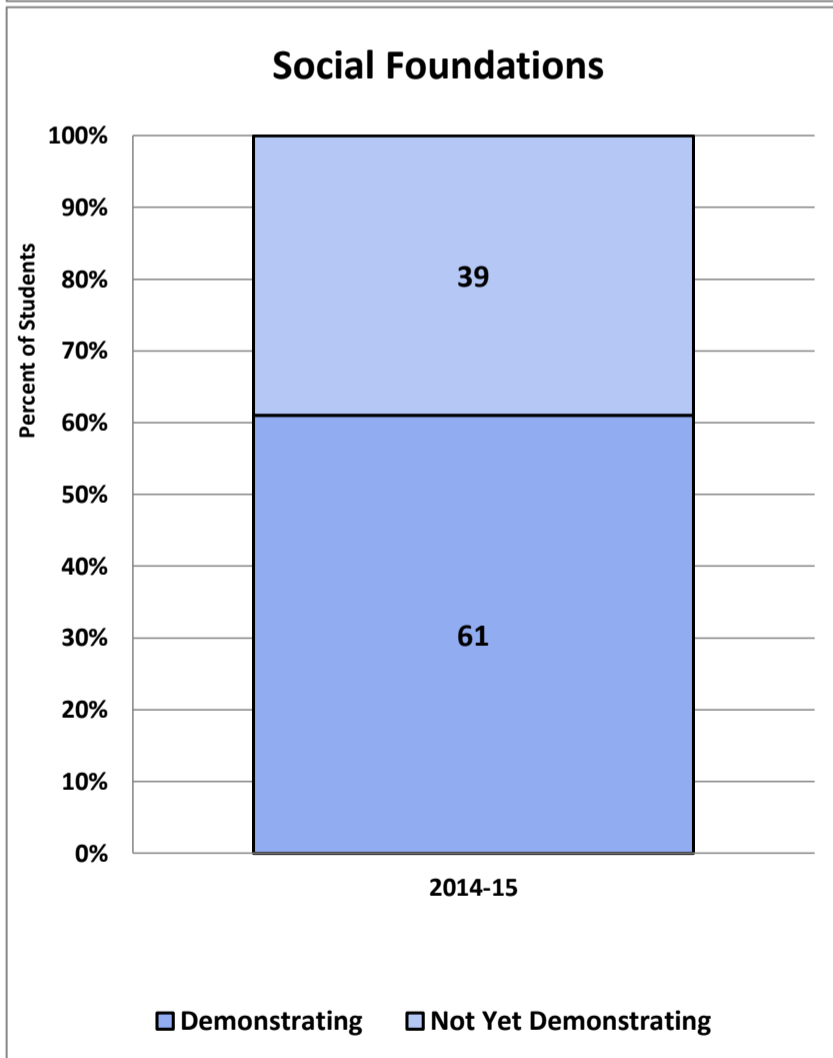
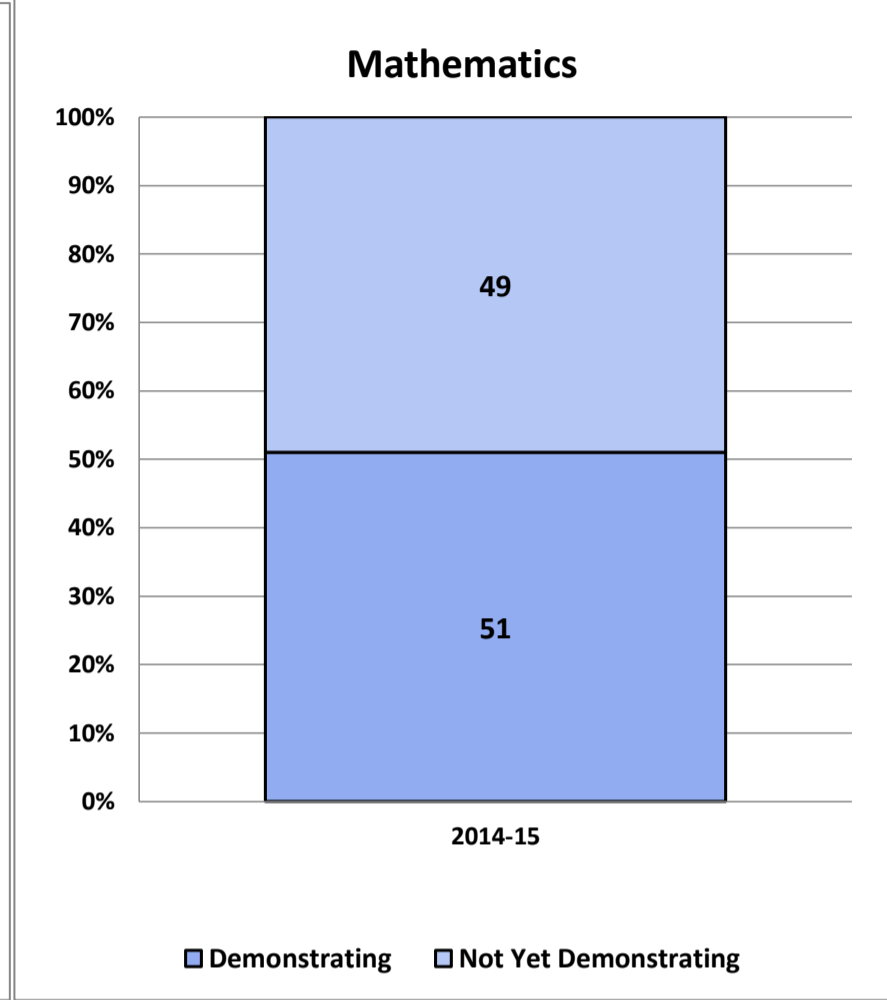
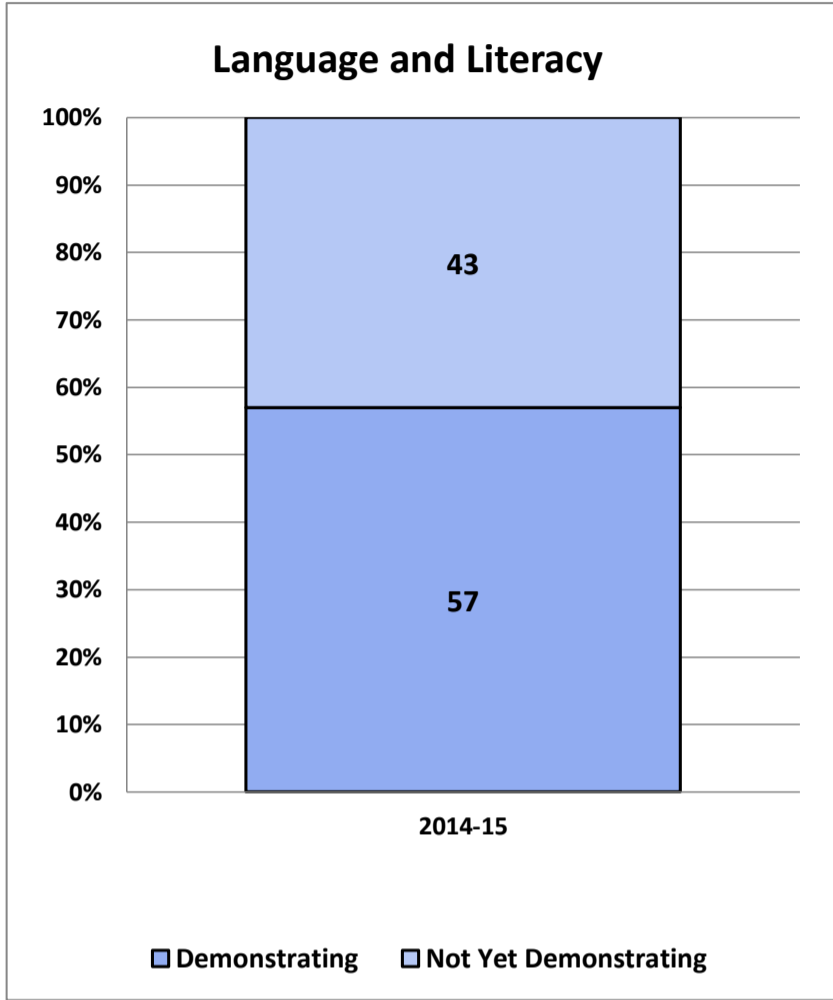


	"Other" Scores - LEA 11	
	Number of Students	Percent of Students
English Language Learners	0	0%
Special Education Students	0	0%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.



**Kindergarten Readiness Assessment 2014-2015**  
**Domain Results**  
**Garrett County**



<b>Kindergarten Readiness Assessment</b>		
<b>Harford County Data File Summary 2014-2015</b>		
Final Record Count for KRA Data File		<b>2647</b>
<b>Gender</b>		
	<b>Frequency</b>	<b>Percent</b>
Males	1357	51.27
Females	1290	48.73
<b>Ethnicity/Race</b>		
	<b>Frequency</b>	<b>Percent</b>
American Indian/Alaska Native	4	0.15
Asian	79	2.98
Black/African American	446	16.85
Native Hawaiian/Other Pacific Islander	7	0.26
White	1730	65.36
Hispanic/Latino	180	6.80
Two or More Races (Non-Hispanic/Latino)	201	7.59
<b>Free &amp; Reduced Priced Meals</b>		
	<b>Frequency</b>	<b>Percent</b>
No	1736	65.58
Yes	911	34.42
<b>Special Education</b>		
	<b>Frequency</b>	<b>Percent</b>
No	2446	92.41
Yes	201	7.59
<b>English Language Learners</b>		
	<b>Frequency</b>	<b>Percent</b>
No	2579	97.43
Yes	68	2.57
<b>Predominant Prior Care</b>		
	<b>Frequency</b>	<b>Percent</b>
Head Start	65	2.46
Prekindergarten	1073	40.54
Child Care Center	430	16.24
Family Child Care	136	5.14
Home/Informal Care	469	17.72
Non-Public Nursery School	457	17.26
Repeated Kindergarten	34	1.28

## Harford County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite			
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging	
<b>Race/Ethnicity</b>												
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*
Asian	30	46	45	33	36	42	45	33	34	28	14	
African American	153	291	165	278	159	284	176	268	152	178	112	
Native Hawaiian/Pacific Islander	2	5	2	5	0	7	2	5	1	3	3	
White	873	845	1,064	642	834	887	881	841	908	600	193	
Hispanic	57	118	76	99	69	109	76	101	63	75	34	
Two or More Races (Non-Hispanic/Latino)	83	118	100	100	81	120	98	103	85	89	26	
<b>Gender</b>												
Male	565	780	702	637	505	844	515	833	540	546	247	
Female	634	646	751	523	675	608	766	519	704	429	136	
<b>Prior Care</b>												
Child Care Center	230	197	267	160	185	244	207	222	221	158	46	
Family Child Care	61	69	67	62	53	77	59	71	61	43	25	
Head Start	23	42	28	37	29	36	31	34	25	28	12	
Home / Informal Care	132	332	182	285	162	306	187	282	148	193	121	
Non-public Nursery	246	210	312	140	253	204	258	199	277	142	32	
Pre-Kindergarten	499	566	584	471	490	575	530	537	502	404	145	
<b>Special Education</b>												
No	1,161	1,270	1,393	1,027	1,135	1,304	1,239	1,201	1,205	921	285	
Yes	38	156	60	133	45	148	42	151	39	54	98	
<b>English Language Learners</b>												
No	1194	1368	1438	1108	1165	1399	1257	1308	1234	949	356	
Yes	5	58	15	52	15	53	24	44	10	26	27	
<b>Free and Reduced Price Meals</b>												
No	887	837	1,053	660	834	895	894	836	912	602	192	
Yes	312	589	400	500	346	557	387	516	332	373	191	
Aggregated Data	1,199	1,426	1,453	1,160	1,180	1,452	1,281	1,352	1,244	975	383	

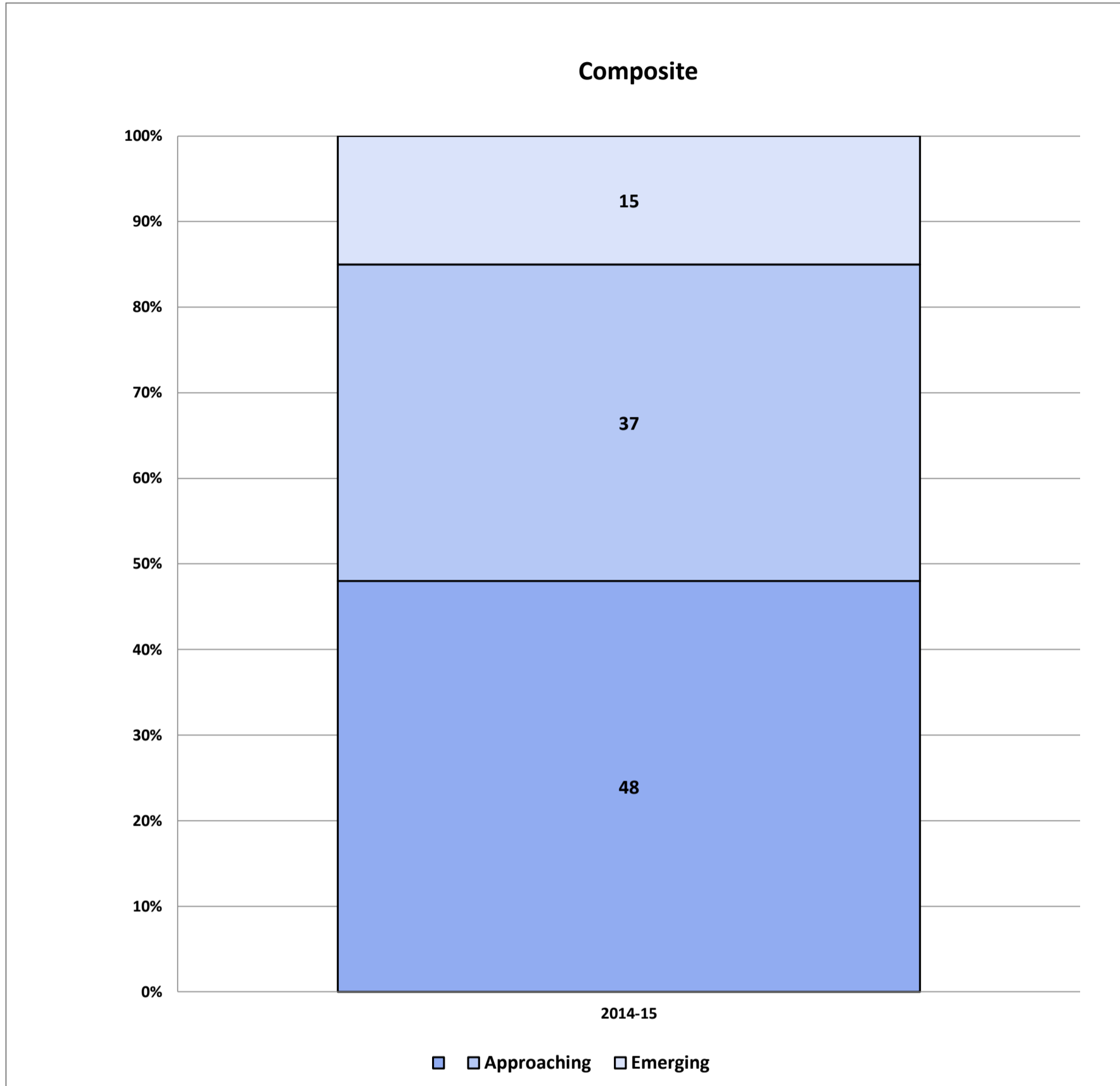
\* = Group size fewer than 5

### Harford County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*
Asian	39	61	58	42	46	54	58	42	45	37	18
African American	34	66	37	63	36	64	40	60	34	40	25
Native Hawaiian/Pacific Islander	29	71	29	71	0	100	29	71	14	43	43
White	51	49	62	38	48	52	51	49	53	35	11
Hispanic	33	67	43	57	39	61	43	57	37	44	20
Two or More Races (Non-Hispanic/Latino)	41	59	50	50	40	60	49	51	43	45	13
<b>Gender</b>											
Male	42	58	52	48	37	63	38	62	41	41	19
Female	50	50	59	41	53	47	60	40	55	34	11
<b>Prior Care</b>											
Child Care Center	54	46	63	37	43	57	48	52	52	37	11
Family Child Care	47	53	52	48	41	59	45	55	47	33	19
Head Start	35	65	43	57	45	55	48	52	38	43	18
Home / Informal Care	28	72	39	61	35	65	40	60	32	42	26
Non-public Nursery	54	46	69	31	55	45	56	44	61	31	7
Pre-Kindergarten	47	53	55	45	46	54	50	50	48	38	14
<b>Special Education</b>											
No	48	52	58	42	47	53	51	49	50	38	12
Yes	20	80	31	69	23	77	22	78	20	28	51
<b>English Language Learners</b>											
No	47	53	56	44	45	55	49	51	49	37	14
Yes	8	92	22	78	22	78	35	65	16	41	43
<b>Free and Reduced Price Meals</b>											
No	51	49	61	39	48	52	52	48	53	35	11
Yes	35	65	44	56	38	62	43	57	37	42	21
Aggregated Data	46	54	56	44	45	55	49	51	48	37	15

\* = Percentage could not be reported due to group size fewer than 5

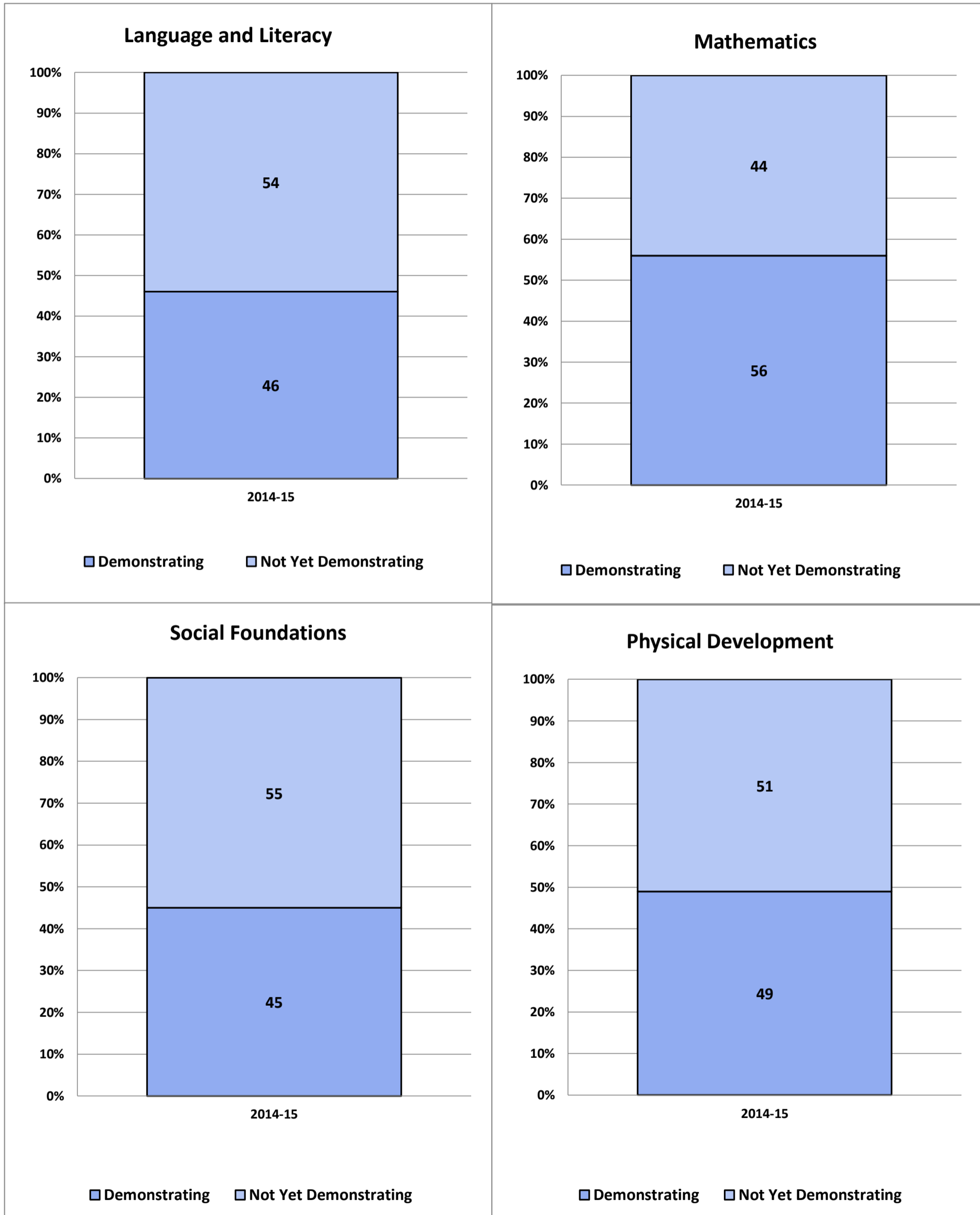
**Kindergarten Readiness Assessment 2014-2015  
Composite Results  
Harford County**



	"Other" Scores - LEA 12	
	Number of Students	Percent of Students
English Language Learners	5	0.19%
Special Education Student	6	0.23%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2014-2015**  
**Domain Results**  
**Harford County**



<b>Kindergarten Readiness Assessment</b>		
<b>Howard County Data File Summary 2014-2015</b>		
Final Record Count for KRA Data File		<b>3638</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	1871	51.43
Females	1767	48.57
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	7	0.19
Asian	813	22.35
Black/African American	753	20.70
Native Hawaiian/Other Pacific Islander	8	0.22
White	1423	39.11
Hispanic/Latino	367	10.09
Two or More Races (Non-Hispanic/Latino)	267	7.34
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	2774	76.25
Yes	863	23.72
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	3338	91.75
Yes	299	8.22
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	3206	88.13
Yes	431	11.85
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	139	3.82
Prekindergarten	944	25.95
Child Care Center	896	24.63
Family Child Care	100	2.75
Home/Informal Care	397	10.91
Non-Public Nursery School	994	27.32
Repeated Kindergarten	40	1.10

## Howard County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	2	5	3	4	2	5	5	2	1	5	1
Asian	439	357	470	320	461	326	531	253	448	240	80
African American	342	394	301	417	338	378	358	370	310	285	102
Native Hawaiian/Pacific Islander	6	2	5	3	5	2	4	3	4	2	1
White	940	460	954	428	850	545	851	536	905	380	79
Hispanic	121	236	112	246	152	208	190	171	129	128	93
Two or More Races (Non-Hispanic/Latino)	153	109	147	114	152	111	154	108	153	75	30
<b>Gender</b>											
Male	978	853	983	823	880	940	873	944	884	642	243
Female	1,025	710	1,009	709	1,080	635	1,220	499	1,066	473	143
<b>Prior Care</b>											
Child Care Center	594	293	571	297	518	356	532	333	543	259	50
Family Child Care	52	44	50	46	53	45	54	43	50	35	10
Head Start	46	93	44	91	60	73	72	64	46	59	27
Home / Informal Care	135	255	143	240	190	190	192	189	144	140	82
Non-public Nursery	716	269	710	273	637	344	668	316	708	229	37
Pre-Kindergarten	381	534	397	510	420	496	485	435	376	347	161
<b>Special Education</b>											
No	1,937	1,356	1,915	1,336	1,892	1,356	2,026	1,222	1,892	1,015	280
Yes	66	206	77	195	68	218	67	220	58	100	105
<b>English Language Learners</b>											
No	1920	1234	1881	1231	1812	1311	1881	1240	1855	937	265
Yes	83	328	111	300	148	263	212	202	95	178	120
<b>Free and Reduced Price Meals</b>											
No	1,731	988	1,742	946	1,620	1,085	1,693	1,004	1,691	754	196
Yes	272	574	250	585	340	489	400	438	259	361	189
Aggregated Data	2,003	1,563	1,992	1,532	1,960	1,575	2,093	1,443	1,950	1,115	386

\* = Group size fewer than 5

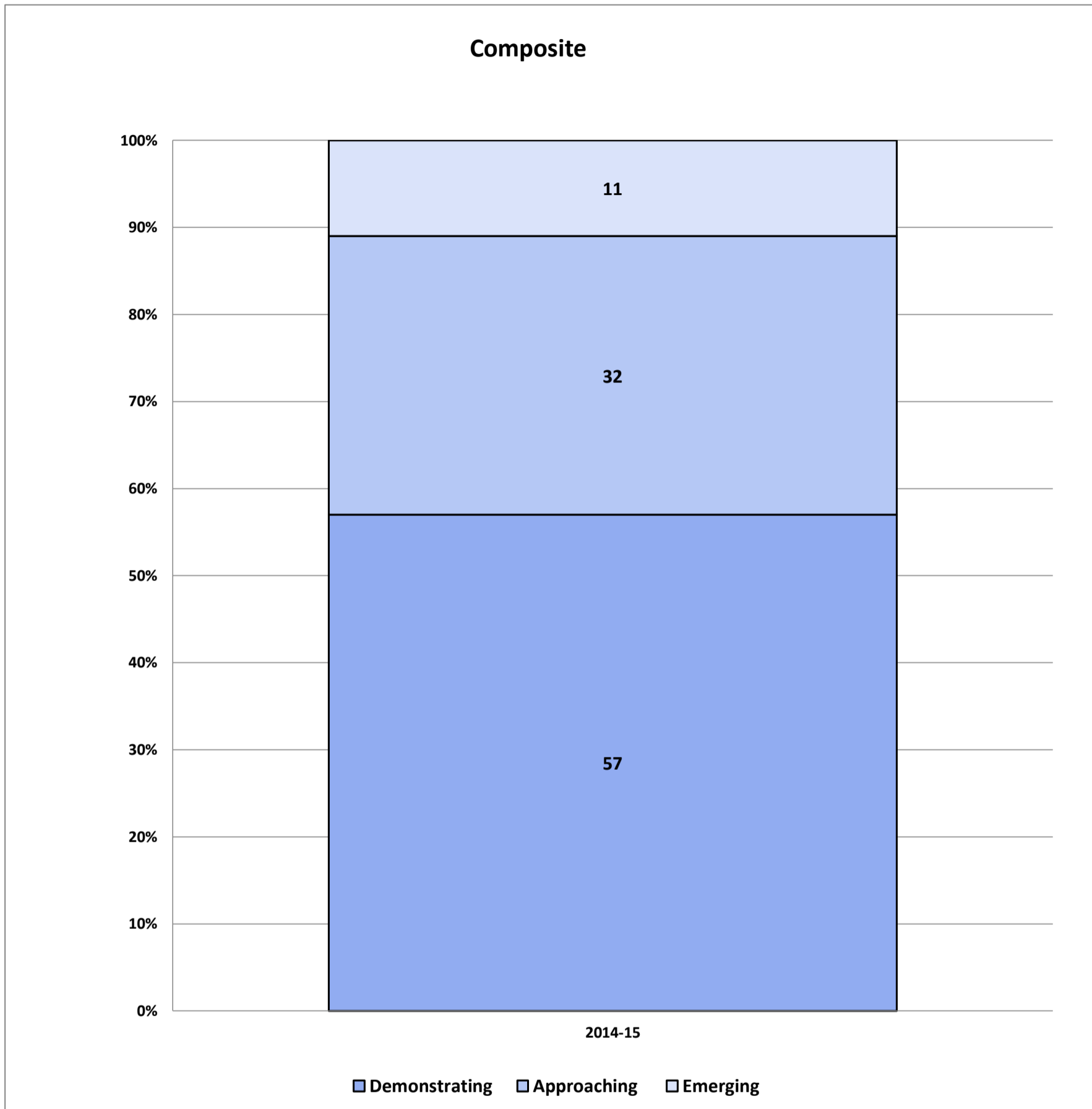


## Howard County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	29	71	43	57	29	71	71	29	14	71	14
Asian	55	45	59	41	59	41	68	32	58	31	10
African American	46	54	42	58	47	53	49	51	44	41	15
Native Hawaiian/Pacific Islander	75	25	63	38	71	29	57	43	57	29	14
White	67	33	69	31	61	39	61	39	66	28	6
Hispanic	34	66	31	69	42	58	53	47	37	37	27
Two or More Races (Non-Hispanic/Latino)	58	42	56	44	58	42	59	41	59	29	12
<b>Gender</b>											
Male	53	47	54	46	48	52	48	52	50	36	14
Female	59	41	59	41	63	37	71	29	63	28	9
<b>Prior Care</b>											
Child Care Center	67	33	66	34	59	41	62	38	64	30	6
Family Child Care	54	46	52	48	54	46	56	44	53	37	11
Head Start	33	67	33	67	45	55	53	47	35	45	20
Home / Informal Care	35	65	37	63	50	50	50	50	39	38	22
Non-public Nursery	73	27	72	28	65	35	68	32	73	24	4
Pre-Kindergarten	42	58	44	56	46	54	53	47	43	39	18
<b>Special Education</b>											
No	59	41	59	41	58	42	62	38	59	32	9
Yes	24	76	28	72	24	76	23	77	22	38	40
<b>English Language Learners</b>											
No	61	39	60	40	58	42	60	40	61	31	9
Yes	20	80	27	73	36	64	51	49	24	45	31
<b>Free and Reduced Price Meals</b>											
No	64	36	65	35	60	40	63	37	64	29	7
Yes	32	68	30	70	41	59	48	52	32	45	23
Aggregated Data	56	44	57	43	55	45	59	41	57	32	11

\* = Percentage could not be reported due to group size fewer than 5

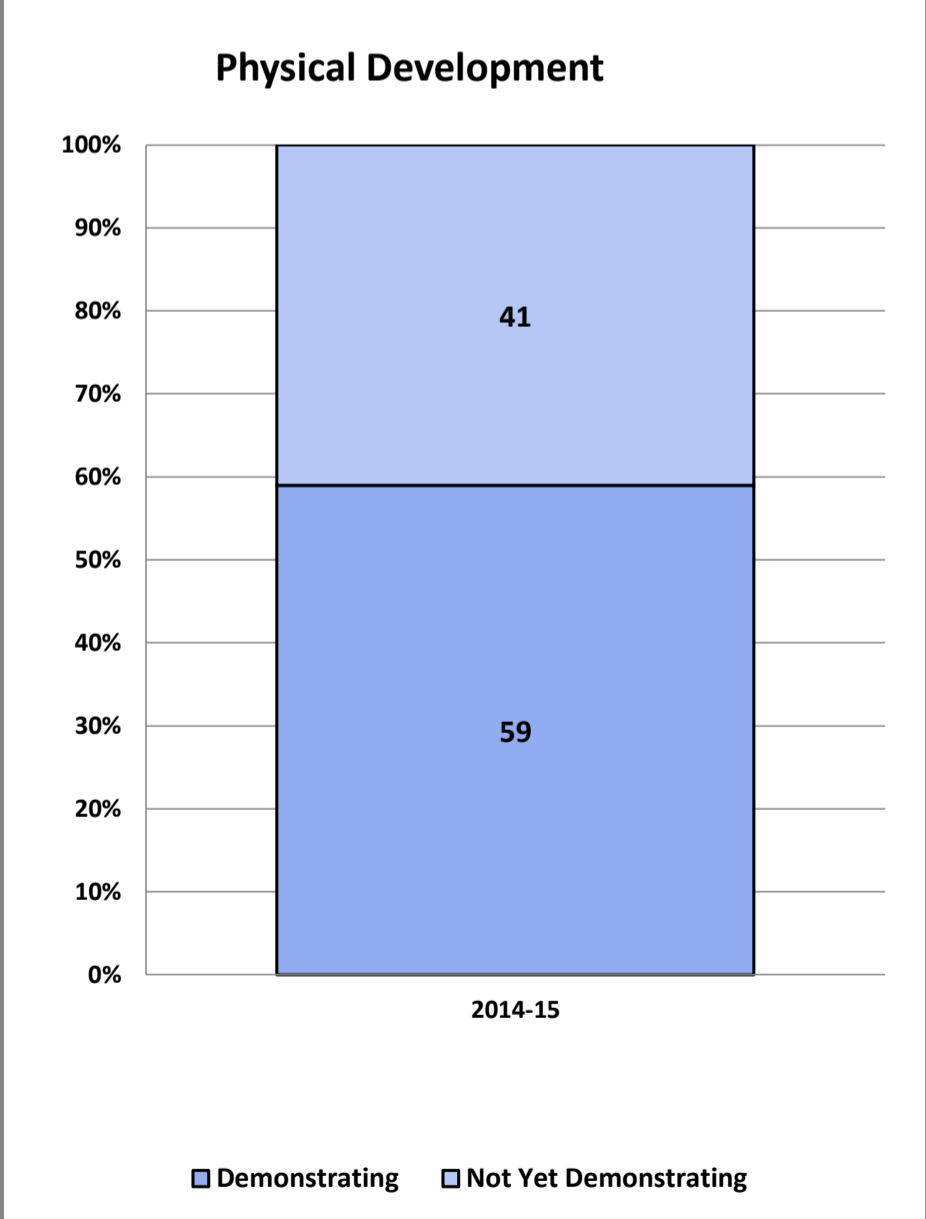
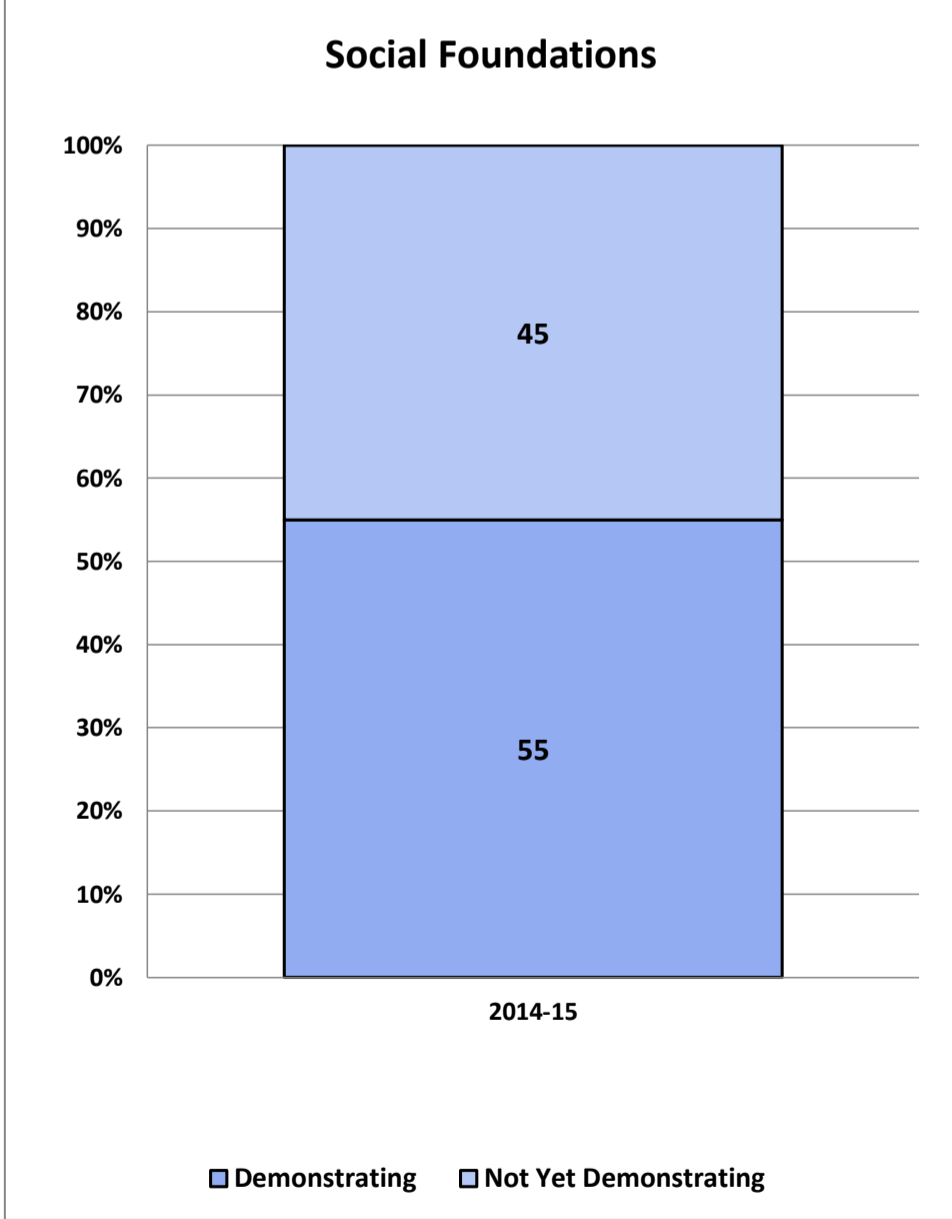
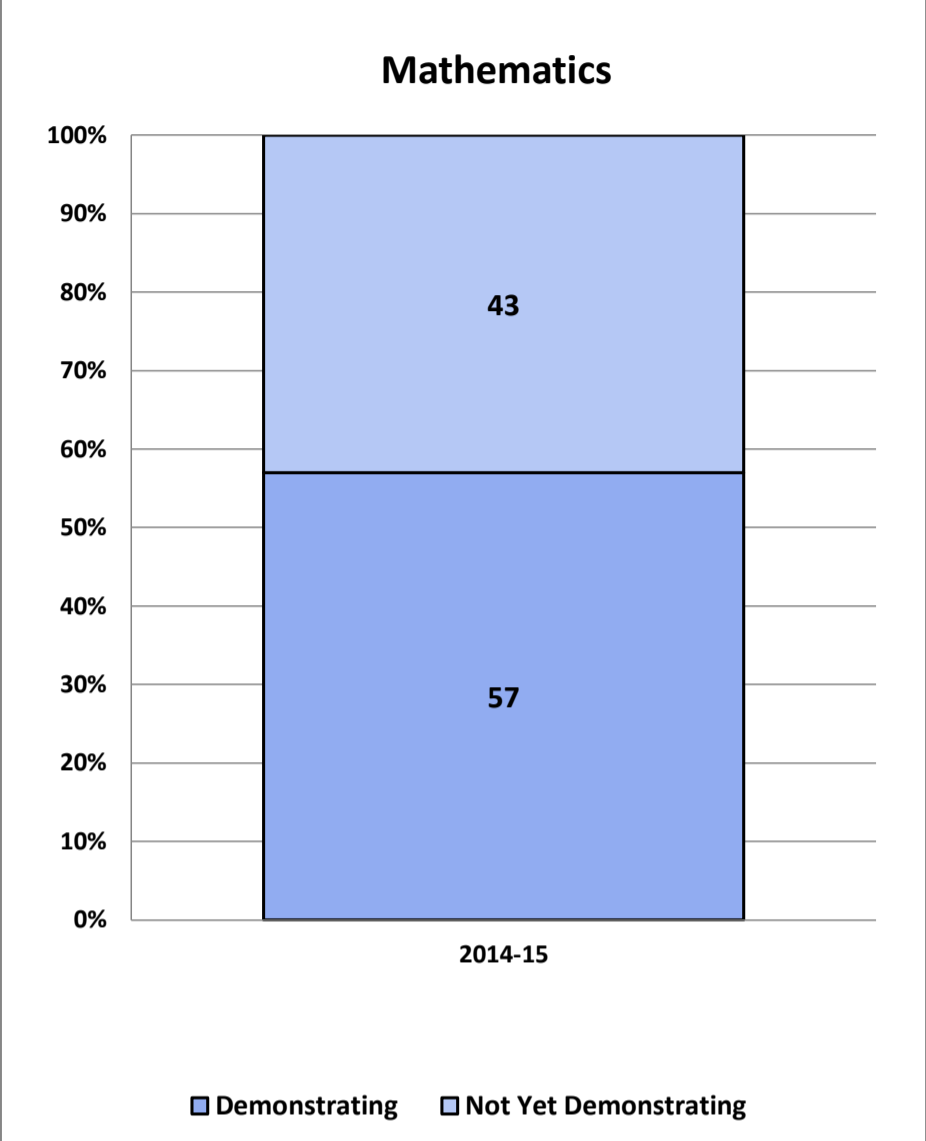
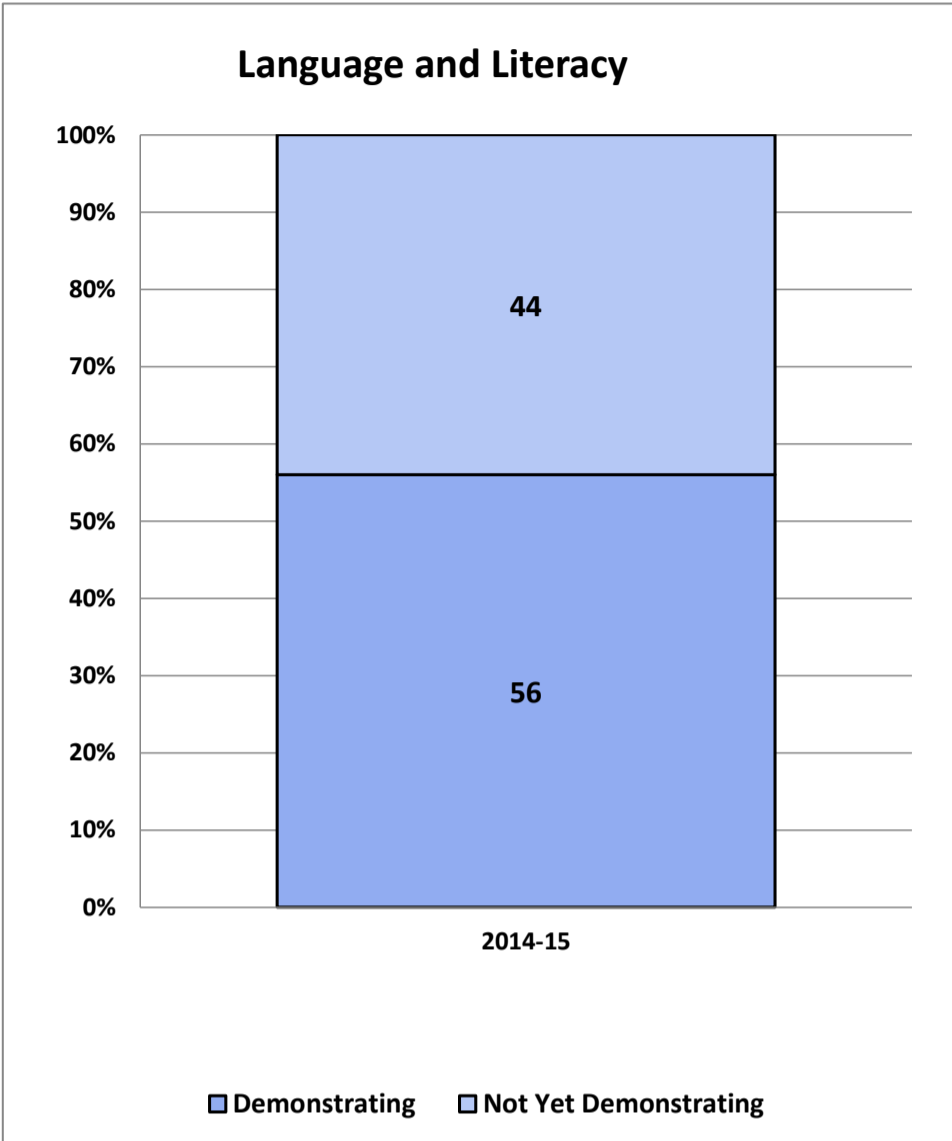
**Kindergarten Readiness Assessment 2014-2015  
Composite Results  
Howard County**



	"Other" Scores - LEA 13	
	Number of Students	Percent of Students
English Language Learners	23	0.63%
Special Education Students	23	0.63%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2014-2015**  
**Domain Results**  
**Howard County**



<b>Kindergarten Readiness Assessment</b>		
<b>Kent County Data File Summary 2014-2015</b>		
Final Record Count for KRA Data File	<b>146</b>	
<b>Gender</b>		
	<i><b>Frequency</b></i>	<i><b>Percent</b></i>
Males	75	51.37
Females	71	48.63
<b>Ethnicity/Race</b>		
	<i><b>Frequency</b></i>	<i><b>Percent</b></i>
American Indian/Alaska Native	2	1.37
Asian	1	0.68
Black/African American	39	26.71
Native Hawaiian/Other Pacific Islander	0	0.00
White	86	58.90
Hispanic/Latino	14	9.59
Two or More Races (Non-Hispanic/Latino)	4	2.74
<b>Free &amp; Reduced Priced Meals</b>		
	<i><b>Frequency</b></i>	<i><b>Percent</b></i>
No	70	47.95
Yes	76	52.05
<b>Special Education</b>		
	<i><b>Frequency</b></i>	<i><b>Percent</b></i>
No	122	83.56
Yes	24	16.44
<b>English Language Learners</b>		
	<i><b>Frequency</b></i>	<i><b>Percent</b></i>
No	135	92.47
Yes	11	7.53
<b>Predominant Prior Care</b>		
	<i><b>Frequency</b></i>	<i><b>Percent</b></i>
Head Start	3	2.05
Prekindergarten	120	82.19
Child Care Center	8	5.48
Family Child Care	8	5.48
Home/Informal Care	1	0.68
Non-Public Nursery School	6	4.11
Repeated Kindergarten	0	0.00

### Kent County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite			
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging	
<b>Race/Ethnicity</b>												
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*
African American	15	24	16	23	19	20	20	19	18	13	8	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
White	59	27	58	28	53	33	58	28	59	22	5	
Hispanic	5	9	8	6	7	7	10	4	7	5	2	
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	*
<b>Gender</b>												
Male	41	34	38	37	39	36	44	31	40	23	12	
Female	40	31	45	26	42	29	46	25	46	21	4	
<b>Prior Care</b>												
Child Care Center	6	2	6	2	1	7	3	5	5	2	1	
Family Child Care	3	6	2	6	3	5	5	3	3	1	4	
Head Start	*	*	*	*	*	*	*	*	*	*	*	*
Home / Informal Care	*	*	*	*	*	*	*	*	*	*	*	*
Non-public Nursery	4	2	3	3	4	2	3	3	4	2	0	
Pre-Kindergarten	67	53	71	49	72	48	78	42	73	38	9	
<b>Special Education</b>												
No	76	46	76	46	75	47	84	38	82	31	9	
Yes	5	19	7	17	6	18	6	18	4	13	7	
<b>English Language Learners</b>												
No	80	55	79	56	77	58	83	52	83	38	14	
Yes	1	10	4	7	4	7	7	4	3	6	2	
<b>Free and Reduced Price Meals</b>												
No	40	30	37	33	35	35	41	29	38	22	10	
Yes	41	35	46	30	46	30	49	27	48	22	6	
Aggregated Data	81	65	83	63	81	65	90	56	86	44	16	

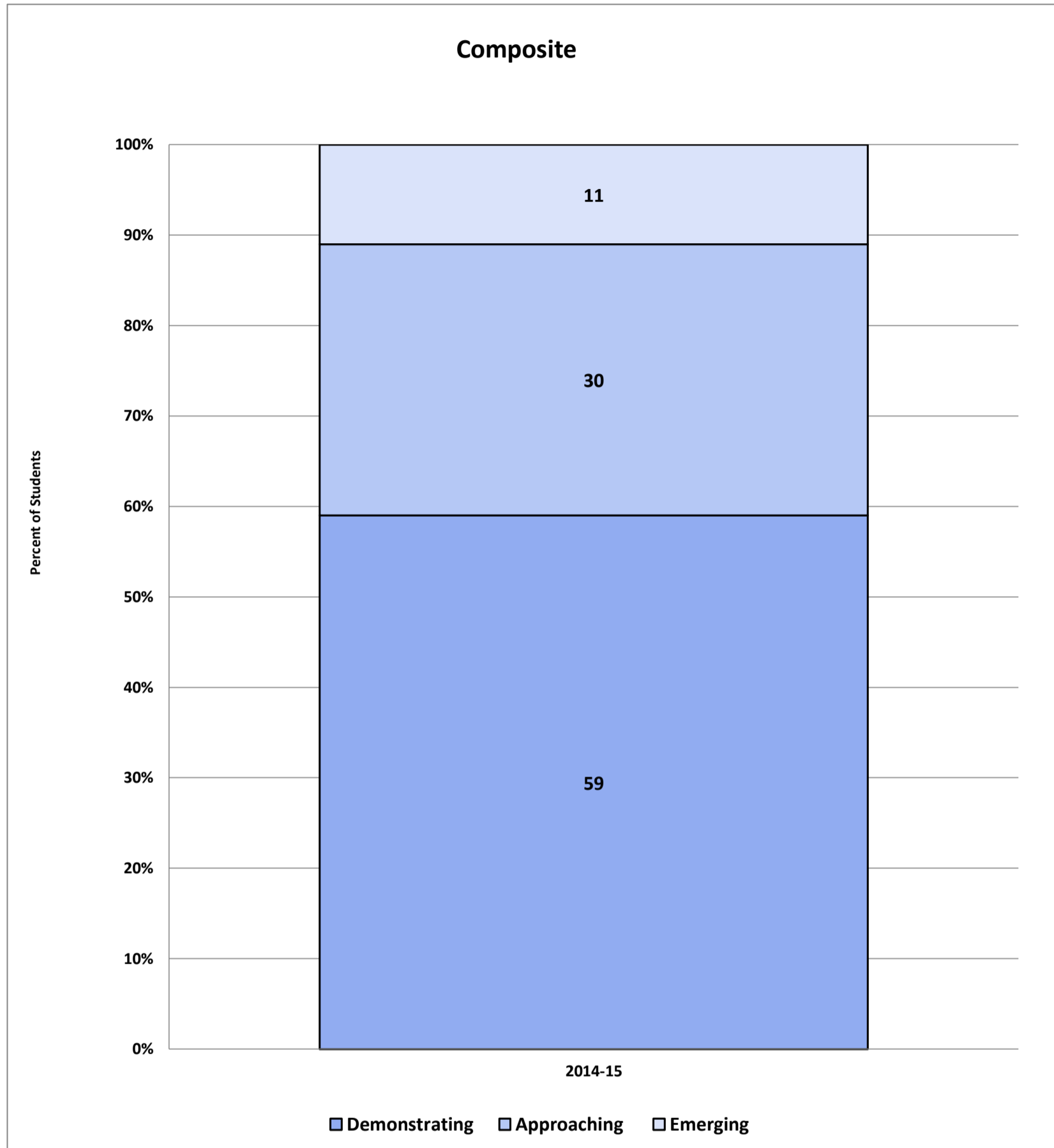
\* = Group size fewer than 5

### Kent County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite			
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging	
<b>Race/Ethnicity</b>												
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*
African American	38	62	41	59	49	51	51	49	46	33	21	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	
White	69	31	67	33	62	38	67	33	69	26	6	
Hispanic	36	64	57	43	50	50	71	29	50	36	14	
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*	
<b>Gender</b>												
Male	55	45	51	49	52	48	59	41	53	31	16	
Female	56	44	63	37	59	41	65	35	65	30	6	
<b>Prior Care</b>												
Child Care Center	75	25	75	25	13	88	38	63	63	25	13	
Family Child Care	38	75	25	75	38	63	63	38	38	13	50	
Head Start	*	*	*	*	*	*	*	*	*	*	*	
Home / Informal Care	*	*	*	*	*	*	*	*	*	*	*	
Non-public Nursery	67	33	50	50	67	33	50	50	67	33	0	
Pre-Kindergarten	56	44	59	41	60	40	65	35	61	32	8	
<b>Special Education</b>												
No	62	38	62	38	61	39	69	31	67	25	7	
Yes	21	79	29	71	25	75	25	75	17	54	29	
<b>English Language Learners</b>												
No	59	41	59	41	57	43	61	39	61	28	10	
Yes	9	91	36	64	36	64	64	36	27	55	18	
<b>Free and Reduced Price Meals</b>												
No	57	43	53	47	50	50	59	41	54	31	14	
Yes	54	46	61	39	61	39	64	36	63	29	8	
Aggregated Data	55	45	57	43	55	45	62	38	59	30	11	

\* = Percentage could not be reported due to group size fewer than 5

**Kindergarten Readiness Assessment 2014-2015  
Composite Results  
Kent County**

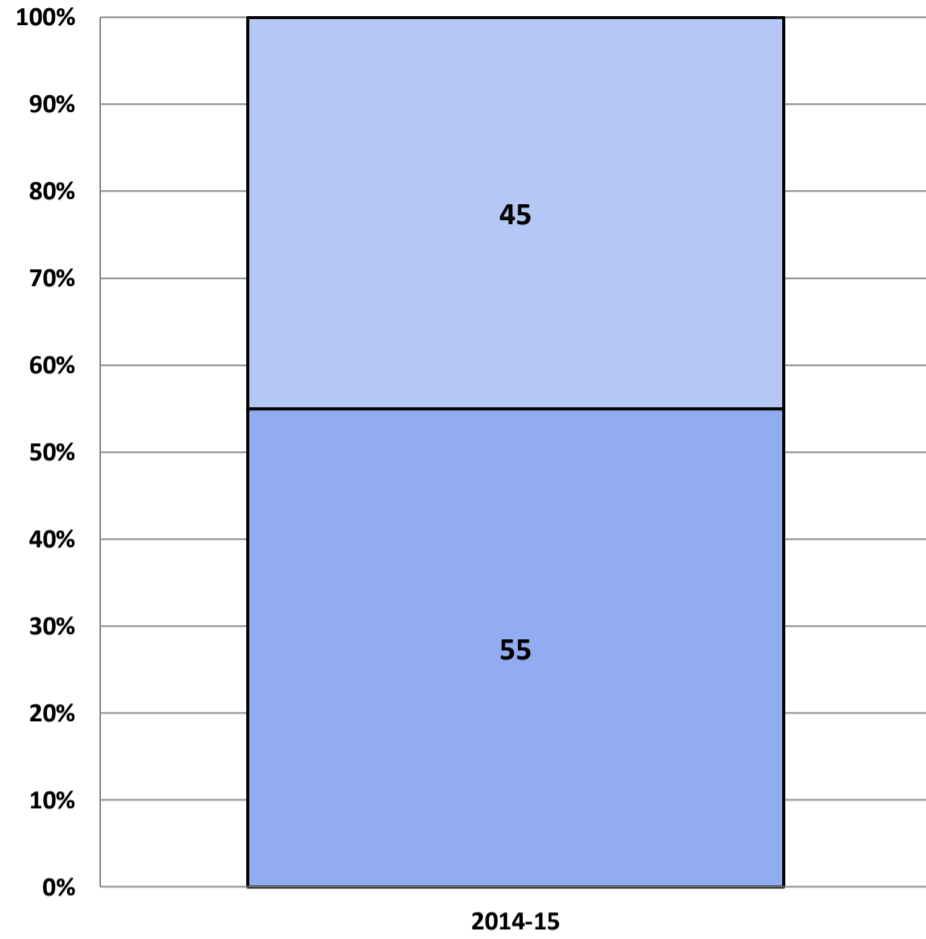


	"Other" Scores - LEA 14	
	Number of Students	Percent of Students
English Language Learners	0	0%
Special Education Students	0	0%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

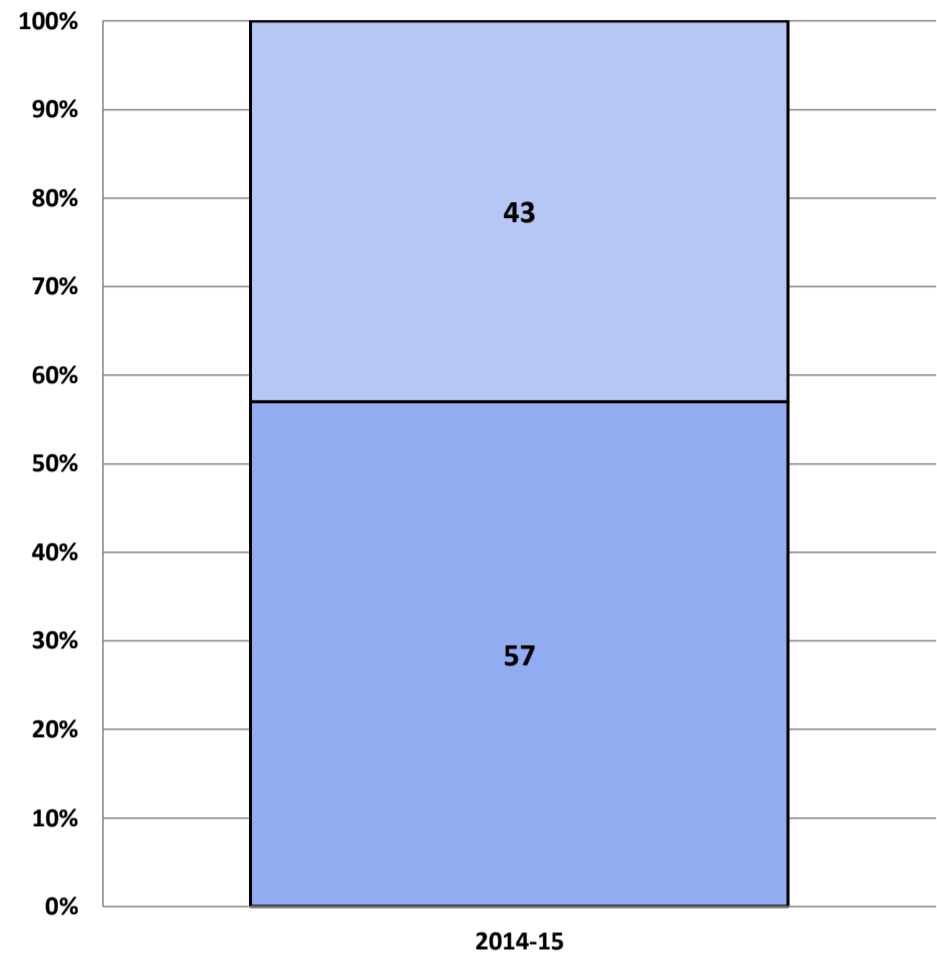
**Kindergarten Readiness Assessment 2014-2015**  
**Domain Results**  
**Kent County**

**Language and Literacy**



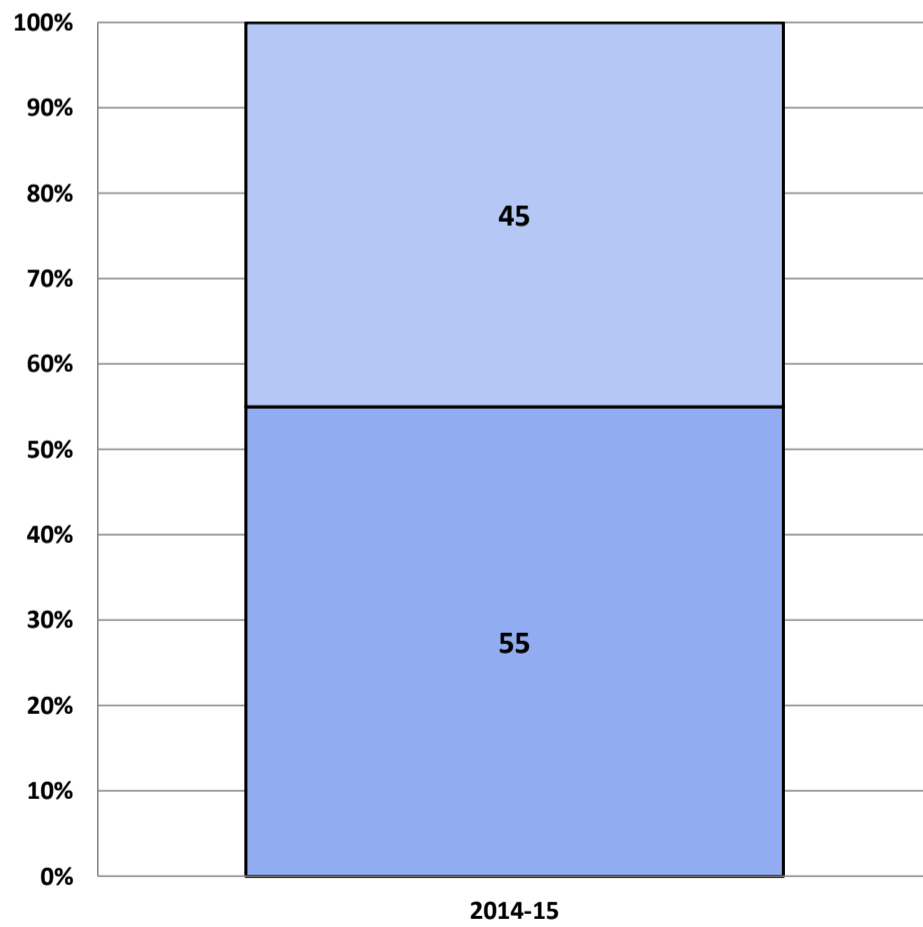
■ Demonstrating   ■ Not Yet Demonstrating

**Mathematics**



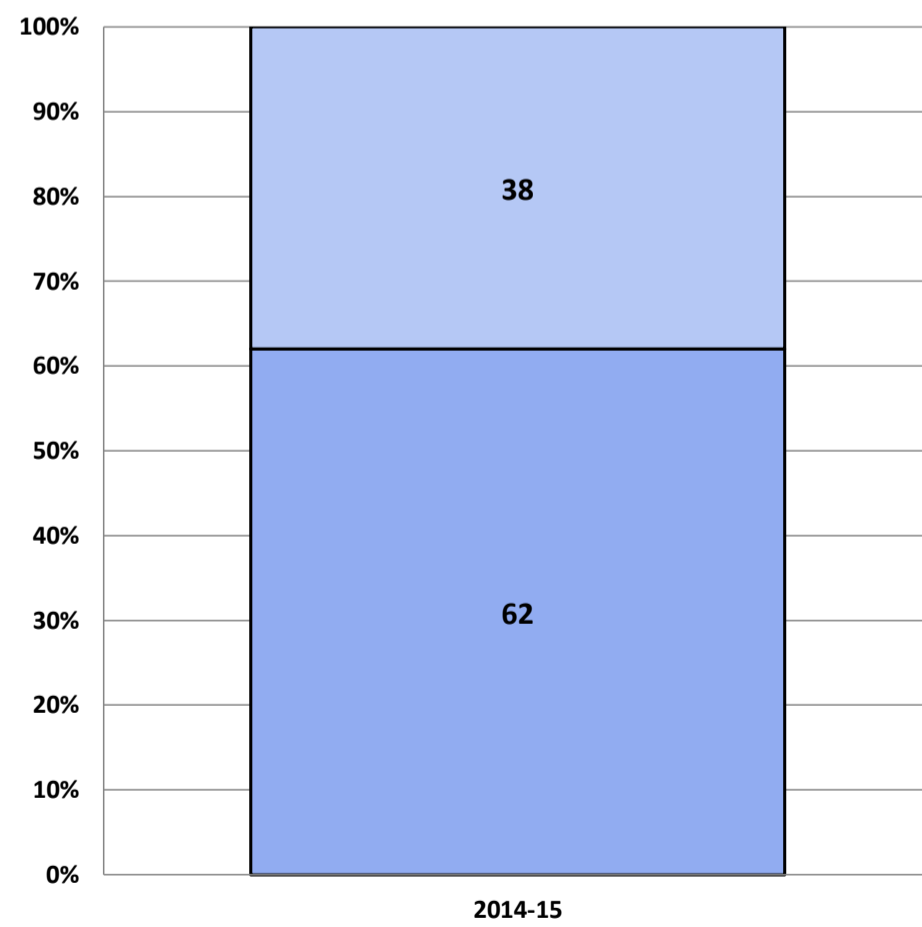
■ Demonstrating   ■ Not Yet Demonstrating

**Social Foundations**



■ Demonstrating   ■ Not Yet Demonstrating

**Physical Development**



■ Demonstrating   ■ Not Yet Demonstrating



<b>Kindergarten Readiness Assessment</b>		
<b>Montgomery County Data File Summary 2014-2015</b>		
Final Record Count for KRA Data File		<b>11756</b>
<b>Gender</b>		
	<b>Frequency</b>	<b>Percent</b>
Males	6031	51.30
Females	5725	48.70
<b>Ethnicity/Race</b>		
	<b>Frequency</b>	<b>Percent</b>
American Indian/Alaska Native	30	0.26
Asian	1527	12.99
Black/African American	2417	20.56
Native Hawaiian/Other Pacific Islander	2	0.02
White	3377	28.73
Hispanic/Latino	3754	31.93
Two or More Races (Non-Hispanic/Latino)	649	5.52
<b>Free &amp; Reduced Priced Meals</b>		
	<b>Frequency</b>	<b>Percent</b>
No	7045	59.93
Yes	4711	40.07
<b>Special Education</b>		
	<b>Frequency</b>	<b>Percent</b>
No	10694	90.97
Yes	1062	9.03
<b>English Language Learners</b>		
	<b>Frequency</b>	<b>Percent</b>
No	7591	64.57
Yes	4165	35.43
<b>Predominant Prior Care</b>		
	<b>Frequency</b>	<b>Percent</b>
Head Start	1056	8.98
Prekindergarten	1719	14.62
Child Care Center	1542	13.12
Family Child Care	334	2.84
Home/Informal Care	3819	32.49
Non-Public Nursery School	2935	24.97
Repeated Kindergarten	351	2.99

### Montgomery County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	11	18	10	19	12	17	11	18	10	12	7
Asian	715	739	925	521	785	650	882	590	808	408	183
African American	909	1,387	1,058	1,235	1,032	1,227	1,040	1,268	974	850	392
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	2,123	1,163	2,439	852	1,851	1,418	1,885	1,408	2,113	880	234
Hispanic	792	2,742	1,045	2,518	1,394	2,165	1,632	1,973	966	1,449	1,055
Two or More Races (Non-Hispanic/Latino)	388	240	431	196	351	269	382	247	385	171	54
<b>Gender</b>											
Male	2,322	3,406	2,942	2,808	2,324	3,389	2,346	3,444	2,316	2,085	1,187
Female	2,617	2,884	2,967	2,533	3,103	2,357	3,487	2,061	2,941	1,685	738
<b>Prior Care</b>											
Child Care Center	886	635	1,013	502	822	673	870	652	912	451	121
Family Child Care	105	215	131	188	129	195	139	189	118	112	79
Head Start	296	702	354	650	396	606	438	587	335	400	239
Home / Informal Care	1,054	2,458	1,368	2,163	1,438	2,076	1,557	2,000	1,172	1,244	1,000
Non-public Nursery	1,867	1,023	2,144	742	1,674	1,193	1,727	1,172	1,874	789	170
Pre-Kindergarten	502	1,146	642	1,015	747	886	865	801	599	708	294
<b>Special Education</b>											
No	4,725	5,553	5,628	4,658	5,203	5,010	5,600	4,750	5,059	3,444	1,528
Yes	214	737	281	683	224	736	233	755	198	326	397
<b>English Language Learners</b>											
No	4196	3085	4796	2490	3973	3236	4086	3227	4276	2148	678
Yes	743	3205	1113	2851	1454	2510	1747	2278	981	1622	1247
<b>Free and Reduced Price Meals</b>											
No	3,875	2,910	4,520	2,253	3,670	3,045	3,829	2,996	3,967	1,946	687
Yes	1,064	3,380	1,389	3,088	1,757	2,701	2,004	2,509	1,290	1,824	1,238
Aggregated Data	4,939	6,290	5,909	5,341	5,427	5,746	5,833	5,505	5,257	3,770	1,925

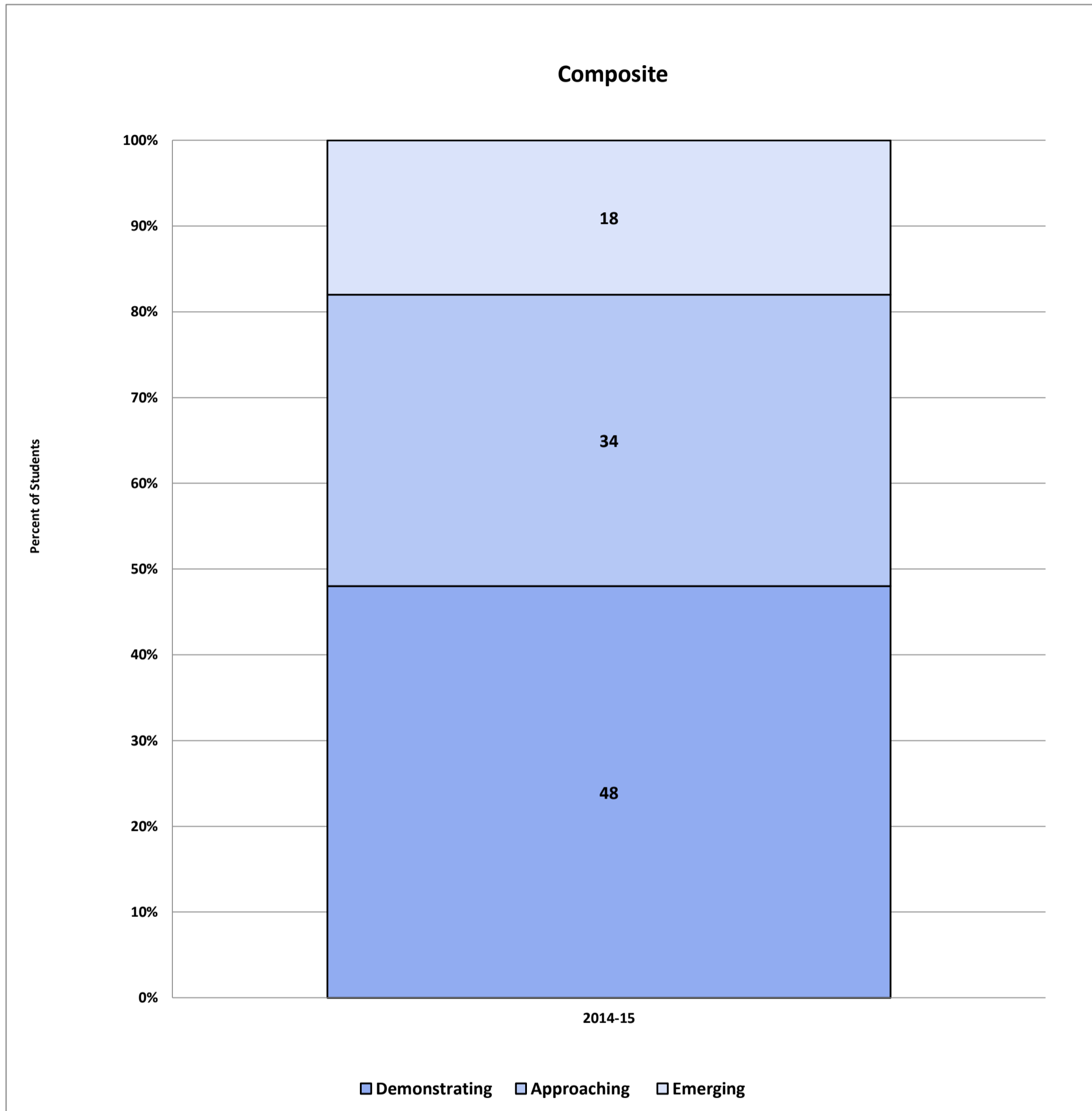
\* = Group size fewer than 5

### Montgomery County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	38	62	34	66	41	59	38	62	34	41	24
Asian	49	51	64	36	55	45	60	40	58	29	13
African American	40	60	46	54	46	54	45	55	44	38	18
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	65	35	74	26	57	43	57	43	65	27	7
Hispanic	22	78	29	71	39	61	45	55	28	42	30
Two or More Races (Non-Hispanic/Latino)	62	38	69	31	57	43	61	39	63	28	9
<b>Gender</b>											
Male	41	59	51	49	41	59	41	59	41	37	21
Female	48	52	54	46	57	43	63	37	55	31	14
<b>Prior Care</b>											
Child Care Center	58	42	67	33	55	45	57	43	61	30	8
Family Child Care	33	67	41	59	40	60	42	58	38	36	26
Head Start	30	70	35	65	40	60	43	57	34	41	25
Home / Informal Care	30	70	39	61	41	59	44	56	34	36	29
Non-public Nursery	65	35	74	26	58	42	60	40	66	28	6
Pre-Kindergarten	30	70	39	61	46	54	52	48	37	44	18
<b>Special Education</b>											
No	46	54	55	45	51	49	54	46	50	34	15
Yes	23	77	29	71	23	77	24	76	21	35	43
<b>English Language Learners</b>											
No	58	42	66	34	55	45	56	44	60	30	10
Yes	19	81	28	72	37	63	43	57	25	42	32
<b>Free and Reduced Price Meals</b>											
No	57	43	67	33	55	45	56	44	60	29	10
Yes	24	76	31	69	39	61	44	56	30	42	28
Aggregated Data	44	56	53	47	49	51	51	49	48	34	18

\* = Percentage could not be reported due to group size fewer than 5

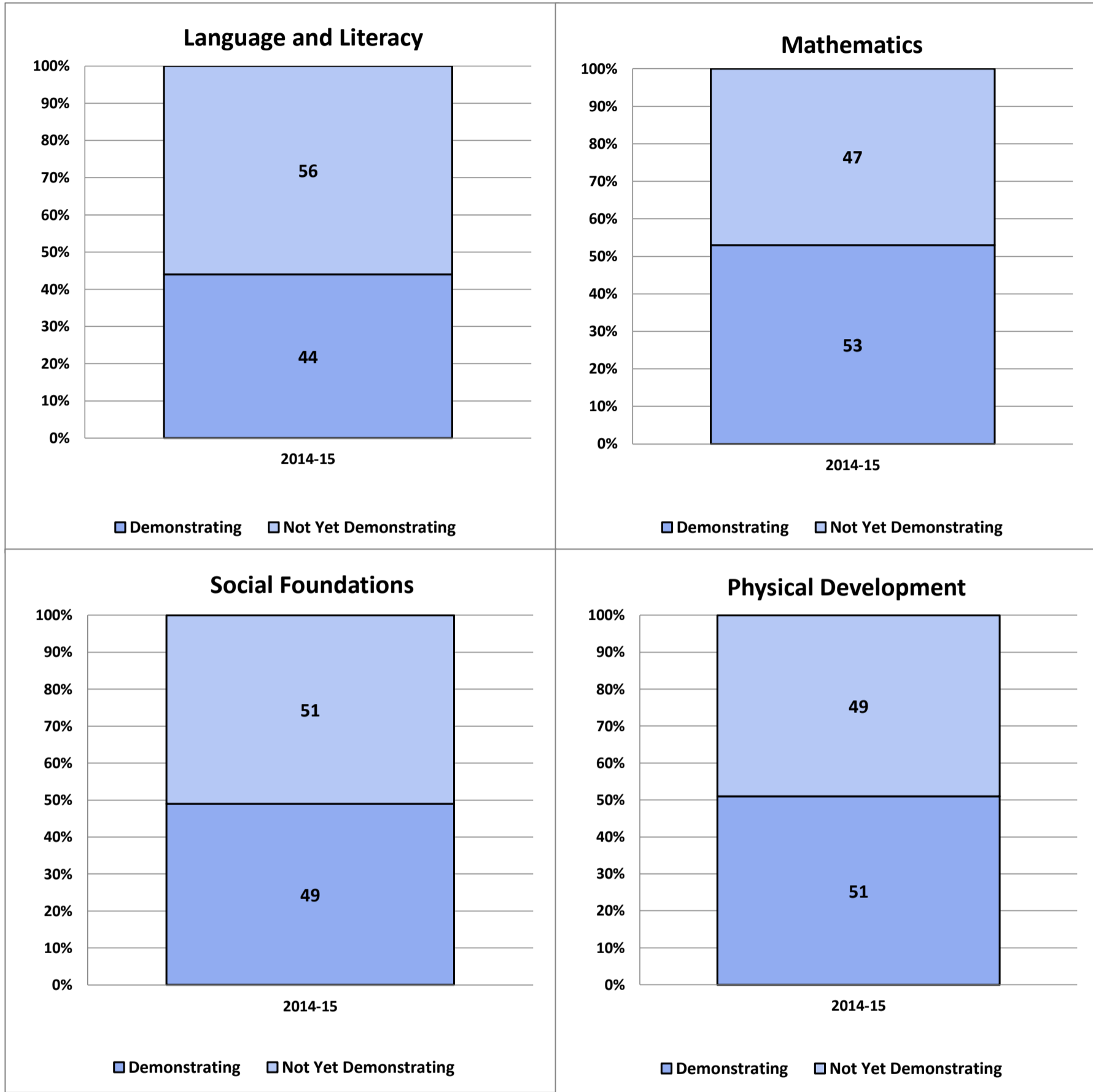
**Kindergarten Readiness Assessment 2014-2015  
Composite Results  
Montgomery County**



"Other" Scores - LEA 16		
	Number of Students	Percent of Students
English Language Learners	165	1.40%
Special Education Students	85	0.72%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2014-2015**  
**Domain Results**  
**Montgomery County**



<b>Kindergarten Readiness Assessment</b>		
<b>Prince George's County Data File Summary 2014-2015</b>		
Final Record Count for KRA Data File		<b>10289</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	5210	50.64
Females	5079	49.36
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	39	0.38
Asian	290	2.82
Black/African American	5768	56.06
Native Hawaiian/Other Pacific Islander	30	0.29
White	623	6.06
Hispanic/Latino	3539	34.40
Two or More Races (Non-Hispanic/Latino)	0	0.00
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	2732	26.55
Yes	7557	73.45
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	9530	92.62
Yes	759	7.38
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	7073	68.74
Yes	3216	31.26
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	544	5.29
Prekindergarten	4874	47.37
Child Care Center	1156	11.24
Family Child Care	570	5.54
Home/Informal Care	2702	26.26
Non-Public Nursery School	284	2.76
Repeated Kindergarten	182	1.77

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

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	13	24	9	28	13	24	17	20	15	17	5
Asian	93	178	88	183	135	142	154	124	111	104	54
African American	2,504	3,000	1,848	3,729	2,509	3,021	2,740	2,793	2,275	2,178	1,007
Native Hawaiian/Pacific Islander	10	20	6	24	14	16	18	12	9	16	5
White	292	307	268	336	326	276	304	296	285	199	111
Hispanic	532	2,793	505	2,889	1,160	2,224	1,347	2,035	637	1,352	1,309
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
<b>Gender</b>											
Male	1,570	3,364	1,273	3,733	1,800	3,186	1,846	3,137	1,427	1,949	1,510
Female	1,874	2,958	1,451	3,456	2,357	2,517	2,734	2,143	1,905	1,917	981
<b>Prior Care</b>											
Child Care Center	549	553	369	745	522	590	555	562	491	446	156
Family Child Care	168	373	125	420	218	326	247	297	168	206	162
Head Start	221	286	143	379	231	277	247	262	191	219	96
Home / Informal Care	579	1,938	519	2,047	883	1,677	995	1,570	584	910	998
Non-public Nursery	173	106	136	143	171	108	162	117	168	79	31
Pre-Kindergarten	1,717	2,949	1,400	3,334	2,078	2,624	2,307	2,386	1,701	1,920	1,014
<b>Special Education</b>											
No	3,334	5,756	2,626	6,595	4,015	5,138	4,445	4,711	3,250	3,626	2,144
Yes	110	566	98	594	142	565	135	569	82	240	347
<b>English Language Learners</b>											
No	3080	3664	2346	4482	3179	3607	3408	3379	2872	2627	1195
Yes	364	2658	378	2707	978	2096	1172	1901	460	1239	1296
<b>Free and Reduced Price Meals</b>											
No	1,326	1,294	1,075	1,569	1,330	1,306	1,404	1,231	1,269	910	422
Yes	2,118	5,028	1,649	5,620	2,827	4,397	3,176	4,049	2,063	2,956	2,069
Aggregated Data	3,444	6,322	2,724	7,189	4,157	5,703	4,580	5,280	3,332	3,866	2,491

\* = Group size fewer than 5

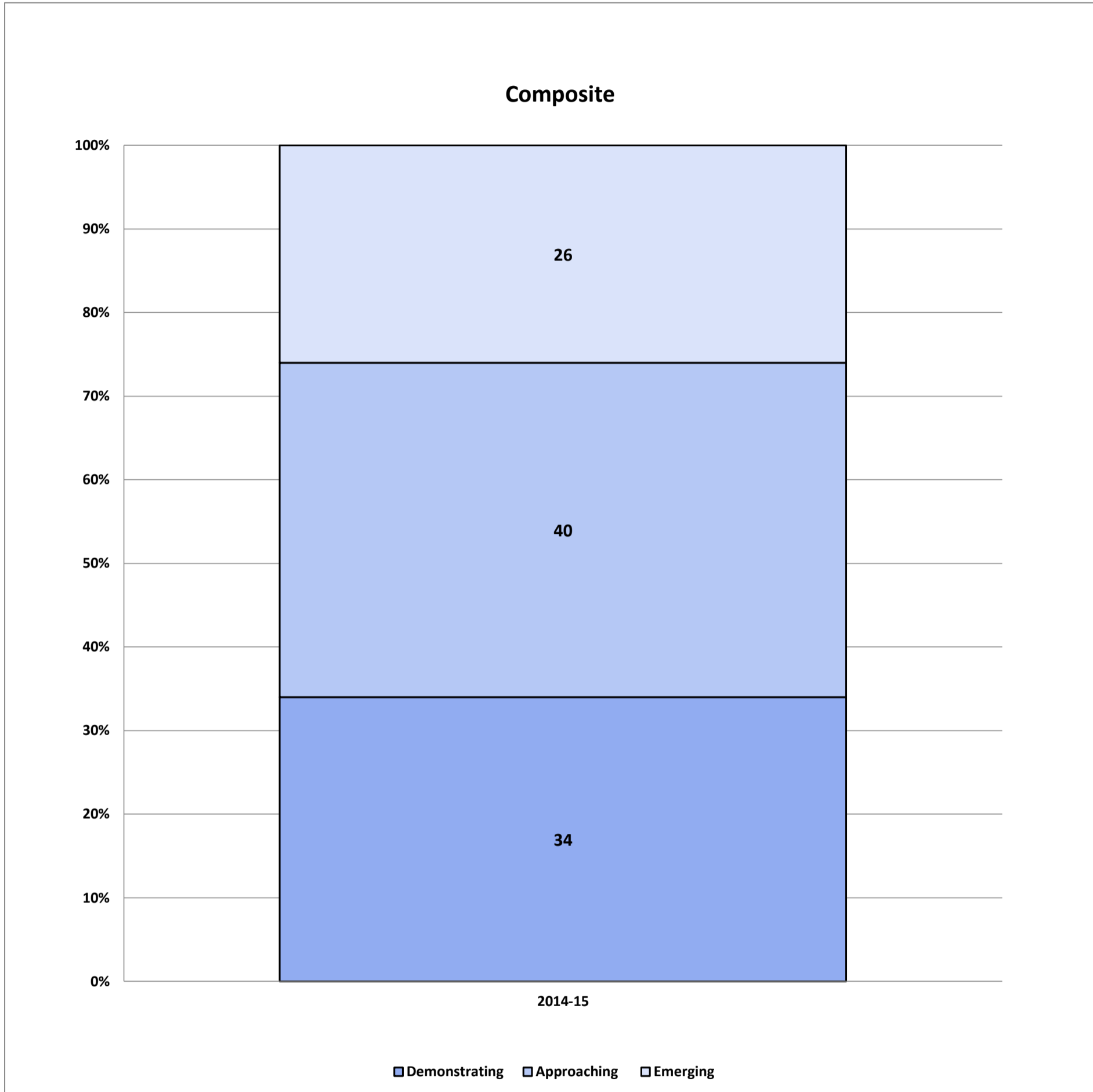
### Prince George's County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	35	65	24	76	35	65	46	54	41	46	14
Asian	34	66	32	68	49	51	55	45	41	39	20
African American	45	55	33	67	45	55	50	50	42	40	18
Native Hawaiian/Pacific Islander	33	67	20	80	47	53	60	40	30	53	17
White	49	51	44	56	54	46	51	49	48	33	19
Hispanic	16	84	15	85	34	66	40	60	19	41	40
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
<b>Gender</b>											
Male	32	68	25	75	36	64	37	63	29	40	31
Female	39	61	30	70	48	52	56	44	40	40	20
<b>Prior Care</b>											
Child Care Center	50	50	33	67	47	53	50	50	45	41	14
Family Child Care	31	69	23	77	40	60	45	55	31	38	30
Head Start	44	56	27	73	45	55	49	51	38	43	19
Home / Informal Care	23	77	20	80	34	66	39	61	23	37	40
Non-public Nursery	62	38	49	51	61	39	58	42	60	28	11
Pre-Kindergarten	37	63	30	70	44	56	49	51	37	41	22
<b>Special Education</b>											
No	37	63	28	72	44	56	49	51	36	40	24
Yes	16	84	14	86	20	80	19	81	12	36	52
<b>English Language Learners</b>											
No	46	54	34	66	47	53	50	50	43	39	18
Yes	12	88	12	88	32	68	38	62	15	41	43
<b>Free and Reduced Price Meals</b>											
No	51	49	41	59	50	50	53	47	49	35	16
Yes	30	70	23	77	39	61	44	56	29	42	29
Aggregated Data	35	65	27	73	42	58	46	54	34	40	26

\* = Percentage could not be reported due to group size fewer than 5



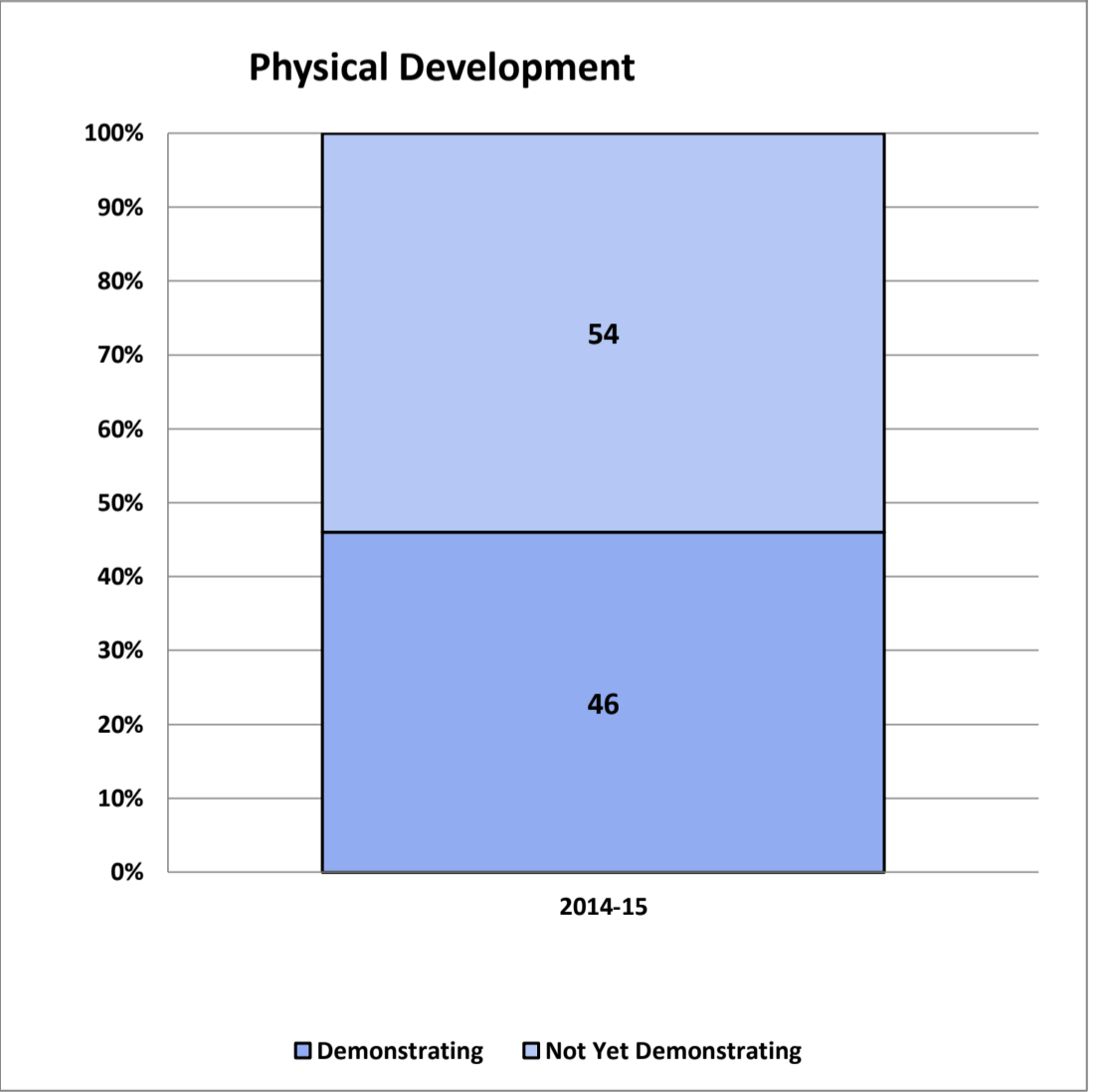
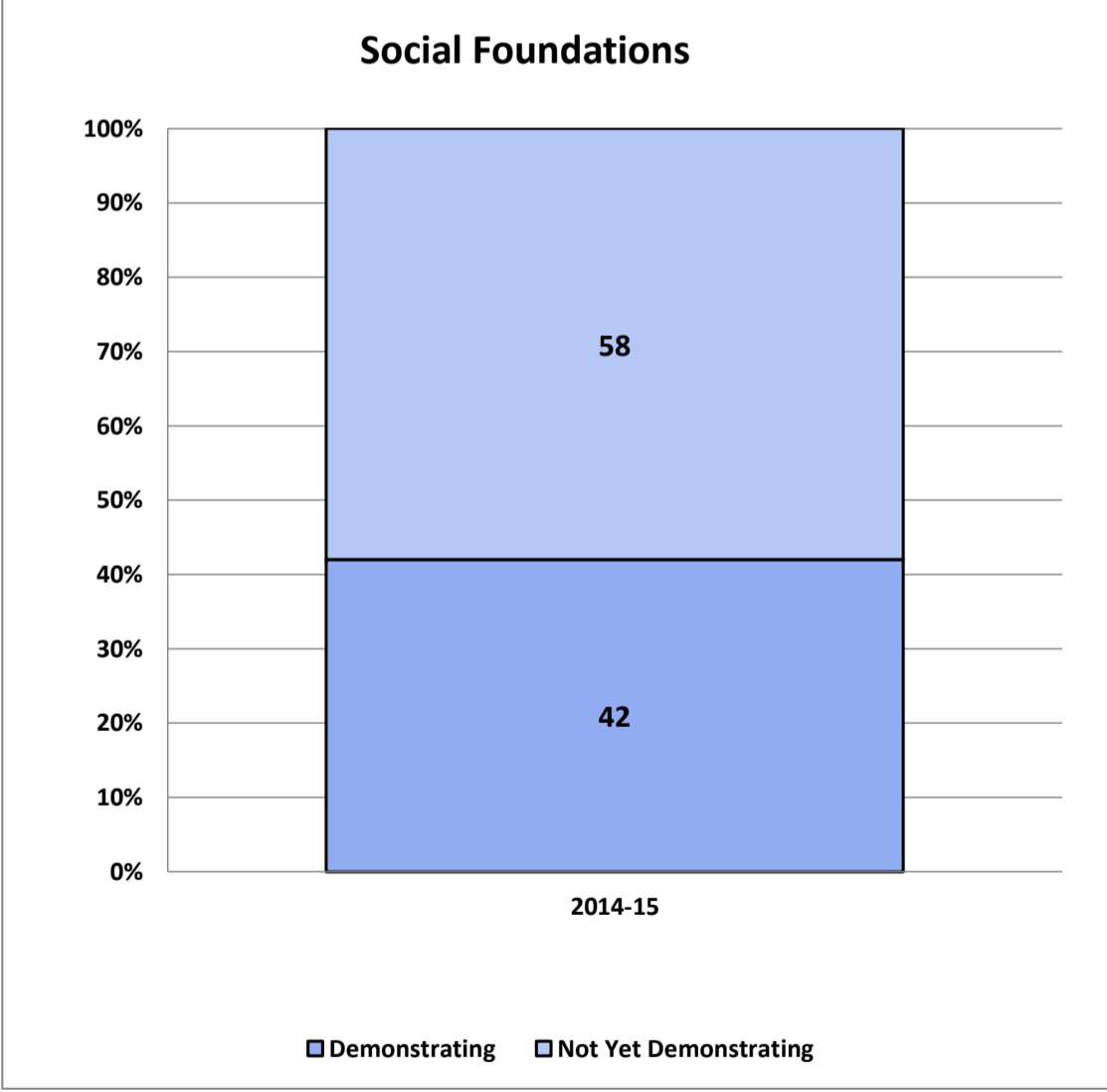
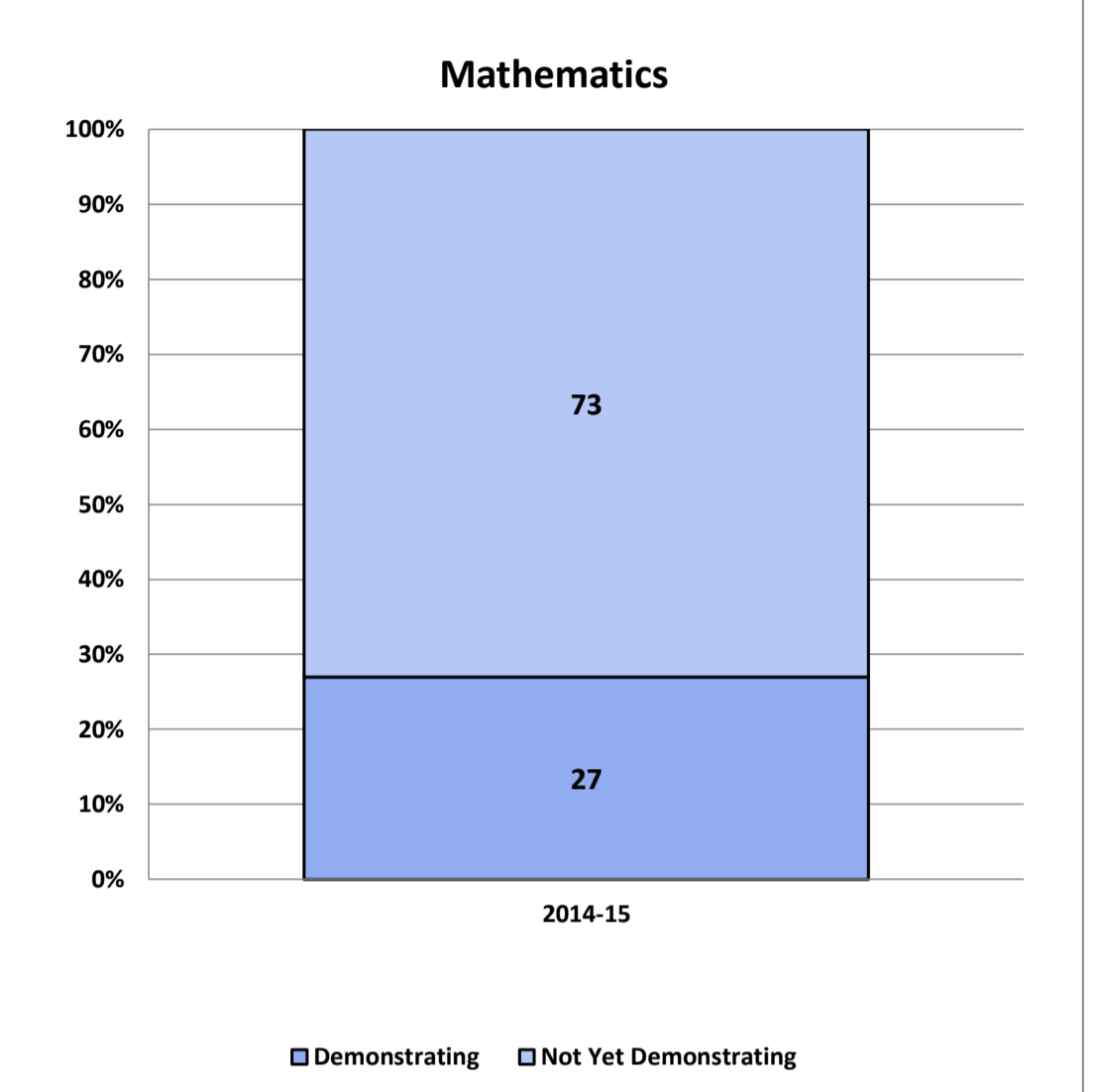
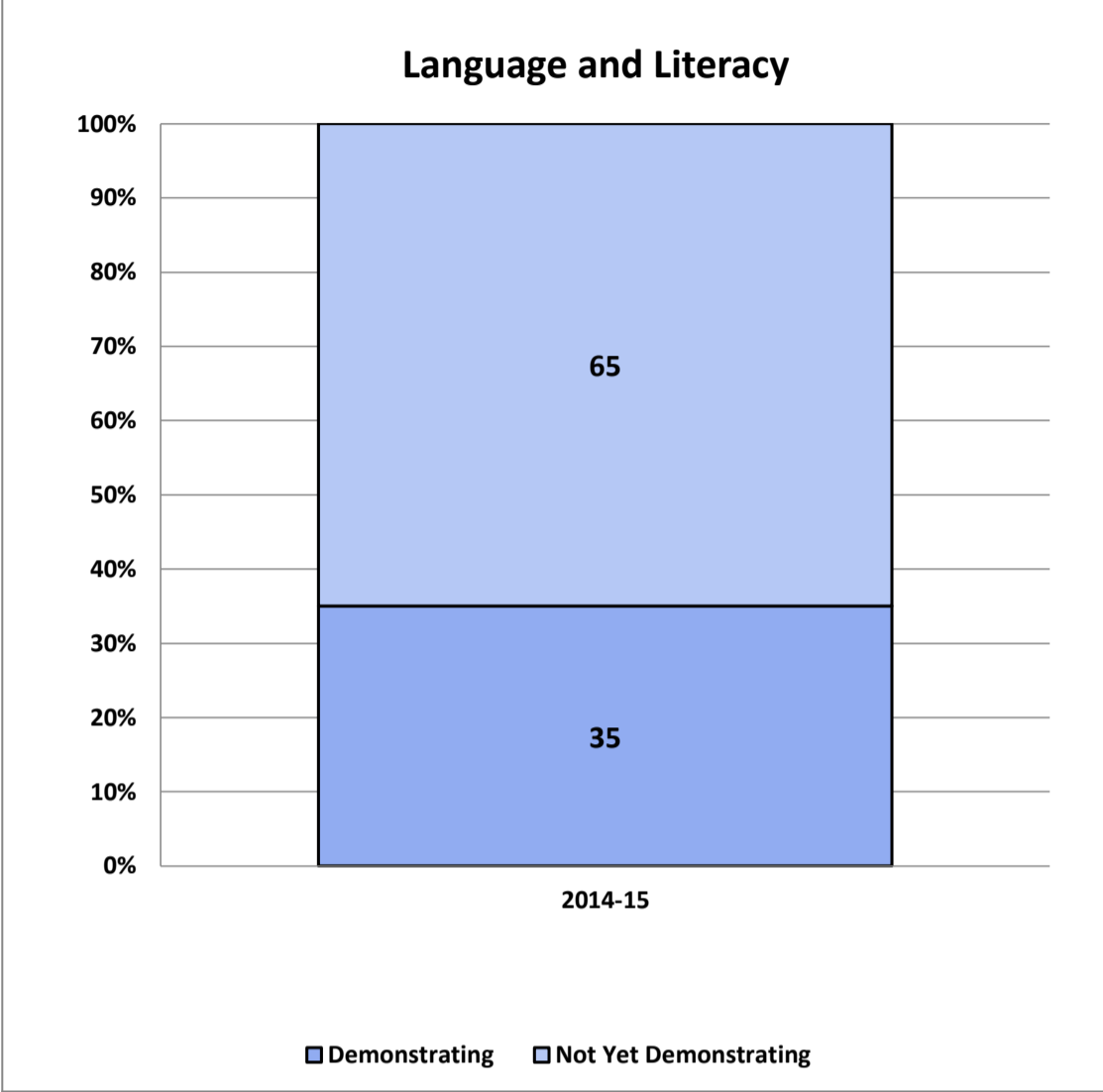
**Kindergarten Readiness Assessment 2014-2015  
Composite Results  
Prince George's County**



"Other" Scores - LEA 16		
	Number of Students	Percent of Students
English Language Learners	142	1.38%
Special Education Students	78	0.76%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2014-2015**  
**Domain Results**  
**Prince George's County**



<b>Kindergarten Readiness Assessment</b>		
<b>Queen Anne's County Data File Summary 2014-2015</b>		
Final Record Count for KRA Data File		<b>559</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	285	50.98
Females	274	49.02
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	7	1.25
Black/African American	44	7.87
Native Hawaiian/Other Pacific Islander	0	0.00
White	446	79.79
Hispanic/Latino	34	6.08
Two or More Races (Non-Hispanic/Latino)	28	5.01
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	402	71.91
Yes	157	28.09
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	523	93.56
Yes	36	6.44
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	533	95.35
Yes	26	4.65
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	5	0.89
Prekindergarten	260	46.51
Child Care Center	133	23.79
Family Child Care	41	7.33
Home/Informal Care	55	9.84
Non-Public Nursery School	62	11.09
Repeated Kindergarten	3	0.54

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

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite			
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging	
<b>Race/Ethnicity</b>												
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*
Asian	1	6	0	7	4	3	2	5	1	4	2	
African American	13	30	12	31	17	26	16	27	13	17	13	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	
White	270	174	205	239	296	150	282	164	262	139	43	
Hispanic	8	25	4	28	15	19	16	17	10	15	7	
Two or More Races (Non-Hispanic/Latino)	13	15	8	19	16	12	16	12	15	7	5	
<b>Gender</b>												
Male	139	144	109	173	159	126	143	141	132	109	41	
Female	166	106	120	151	189	84	189	84	169	73	29	
<b>Prior Care</b>												
Child Care Center	89	44	68	65	92	41	96	37	94	30	9	
Family Child Care	27	14	19	22	36	5	33	8	30	10	1	
Head Start	2	3	0	5	2	3	2	3	2	1	2	
Home / Informal Care	19	35	17	37	26	29	23	31	17	25	12	
Non-public Nursery	45	17	36	26	45	17	42	20	42	17	3	
Pre-Kindergarten	123	134	87	168	145	114	134	125	114	99	42	
<b>Special Education</b>												
No	296	225	221	298	335	187	321	200	294	169	56	
Yes	9	25	8	26	13	23	11	25	7	13	14	
<b>English Language Learners</b>												
No	301	229	226	303	339	193	322	210	297	169	63	
Yes	4	21	3	21	9	17	10	15	4	13	7	
<b>Free and Reduced Price Meals</b>												
No	255	146	193	207	277	125	260	142	252	118	30	
Yes	50	104	36	117	71	85	72	83	49	64	40	
Aggregated Data	305	250	229	324	348	210	332	225	301	182	70	

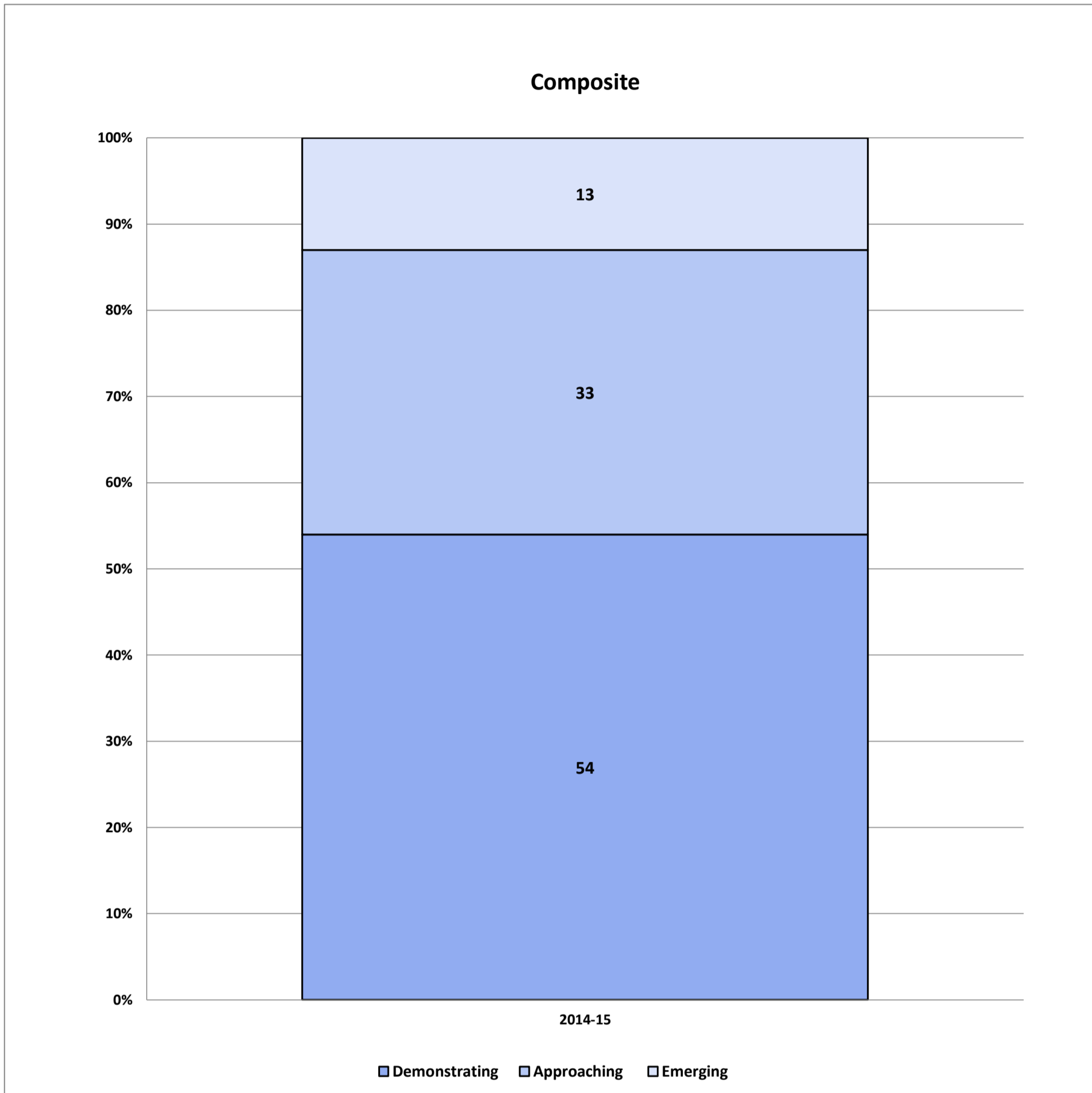
\* = Group size fewer than 5

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

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*
Asian	14	86	0	100	57	43	29	71	14	57	29
African American	30	70	28	72	40	60	37	63	30	40	30
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	61	39	46	54	66	34	63	37	59	31	10
Hispanic	24	76	13	88	44	56	48	52	31	47	22
Two or More Races (Non-Hispanic/Latino)	46	54	30	70	57	43	57	43	56	26	19
<b>Gender</b>											
Male	49	51	39	61	56	44	50	50	47	39	15
Female	61	39	44	56	69	31	69	31	62	27	11
<b>Prior Care</b>											
Child Care Center	67	33	51	49	69	31	72	28	71	23	7
Family Child Care	66	34	46	54	88	12	80	20	73	24	2
Head Start	40	60	0	100	40	60	40	60	40	20	40
Home / Informal Care	35	65	31	69	47	53	43	57	31	46	22
Non-public Nursery	73	27	58	42	73	27	68	32	68	27	5
Pre-Kindergarten	48	52	34	66	56	44	52	48	45	39	16
<b>Special Education</b>											
No	57	43	43	57	64	36	62	38	57	33	11
Yes	26	74	24	76	36	64	31	69	21	38	41
<b>English Language Learners</b>											
No	57	43	43	57	64	36	61	39	56	32	12
Yes	16	84	13	88	35	65	40	60	17	54	29
<b>Free and Reduced Price Meals</b>											
No	64	36	48	52	69	31	65	35	63	30	8
Yes	32	68	24	76	46	54	46	54	32	42	26
Aggregated Data	55	45	41	59	62	38	60	40	54	33	13

\* = Percentage could not be reported due to group size fewer than 5

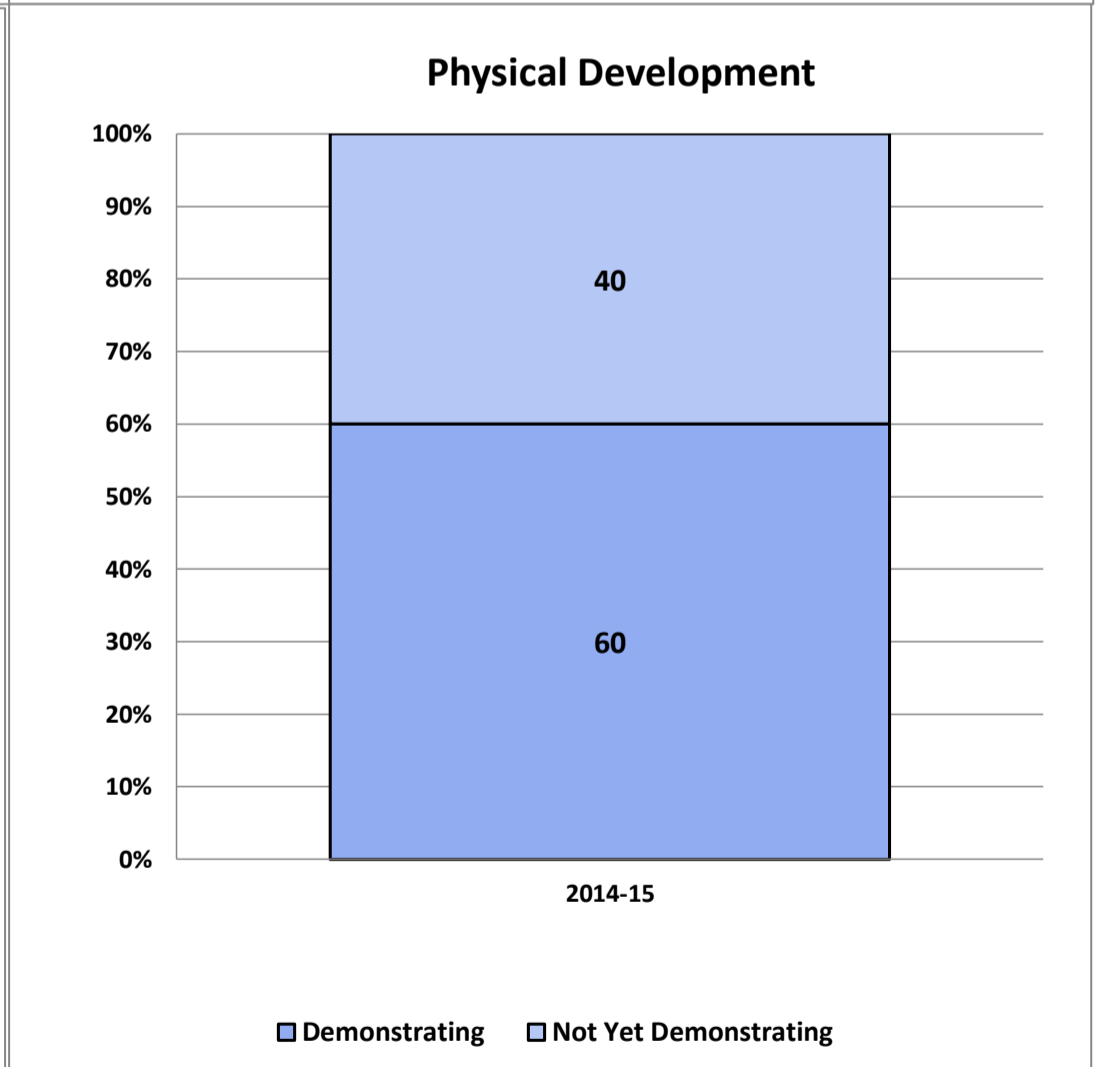
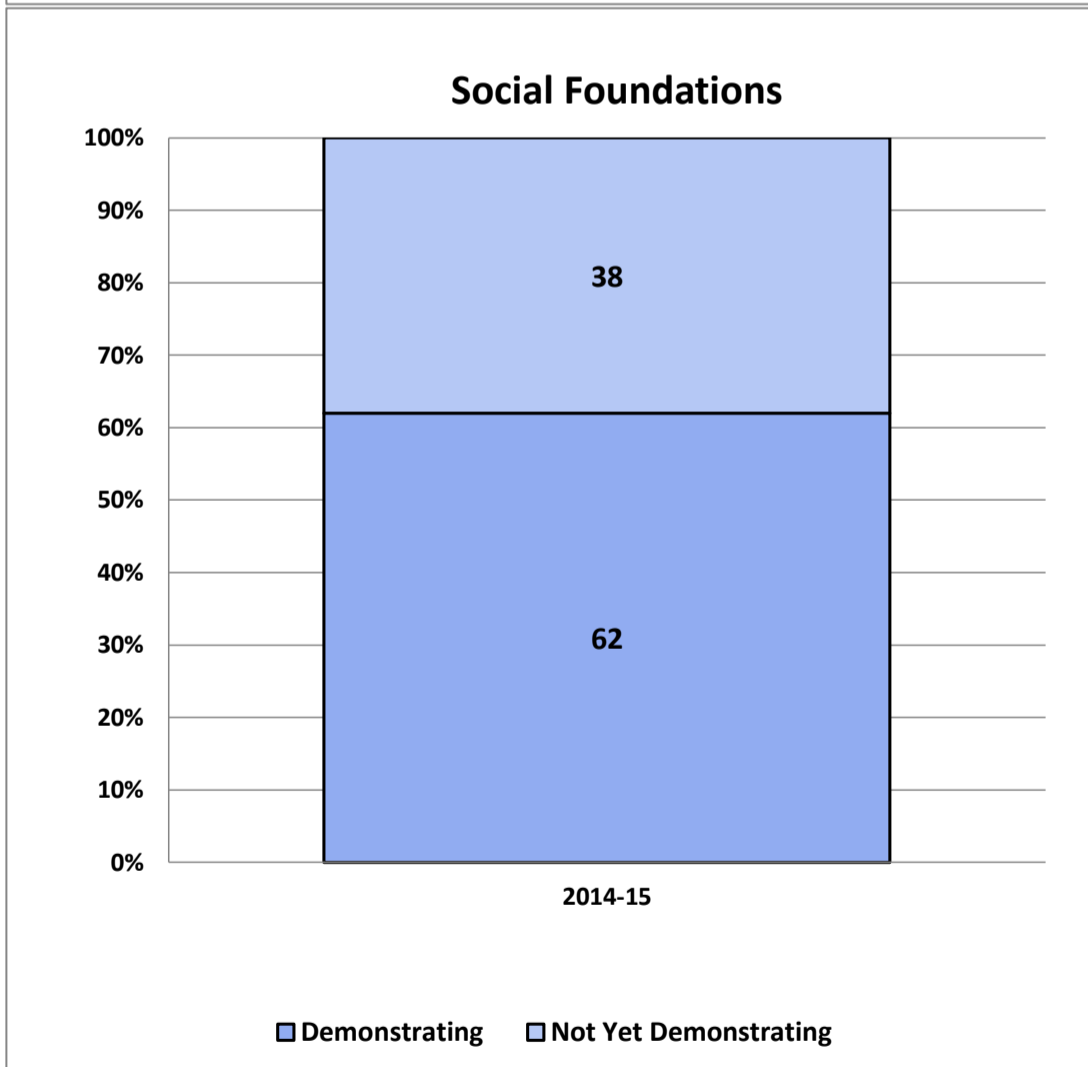
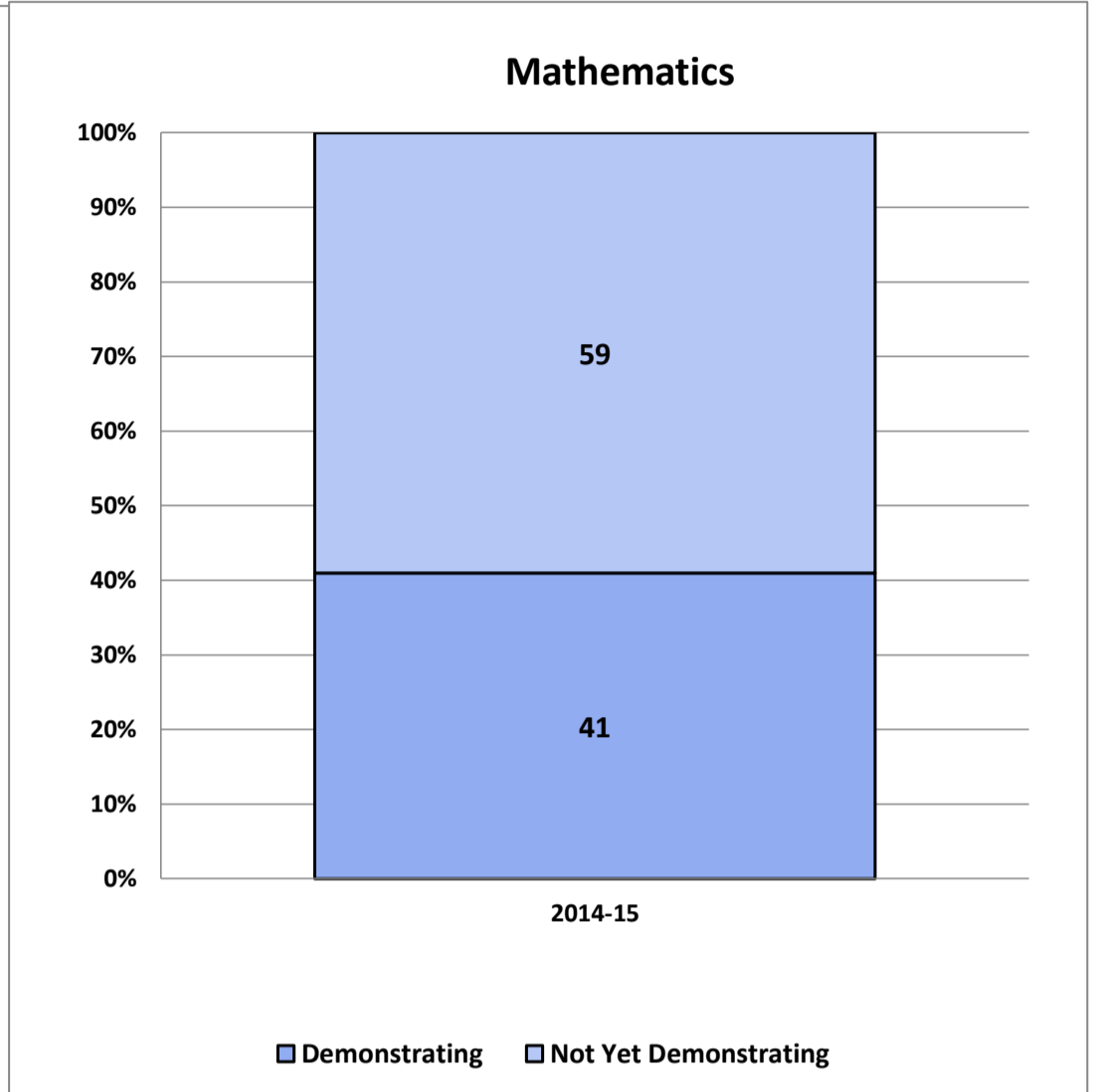
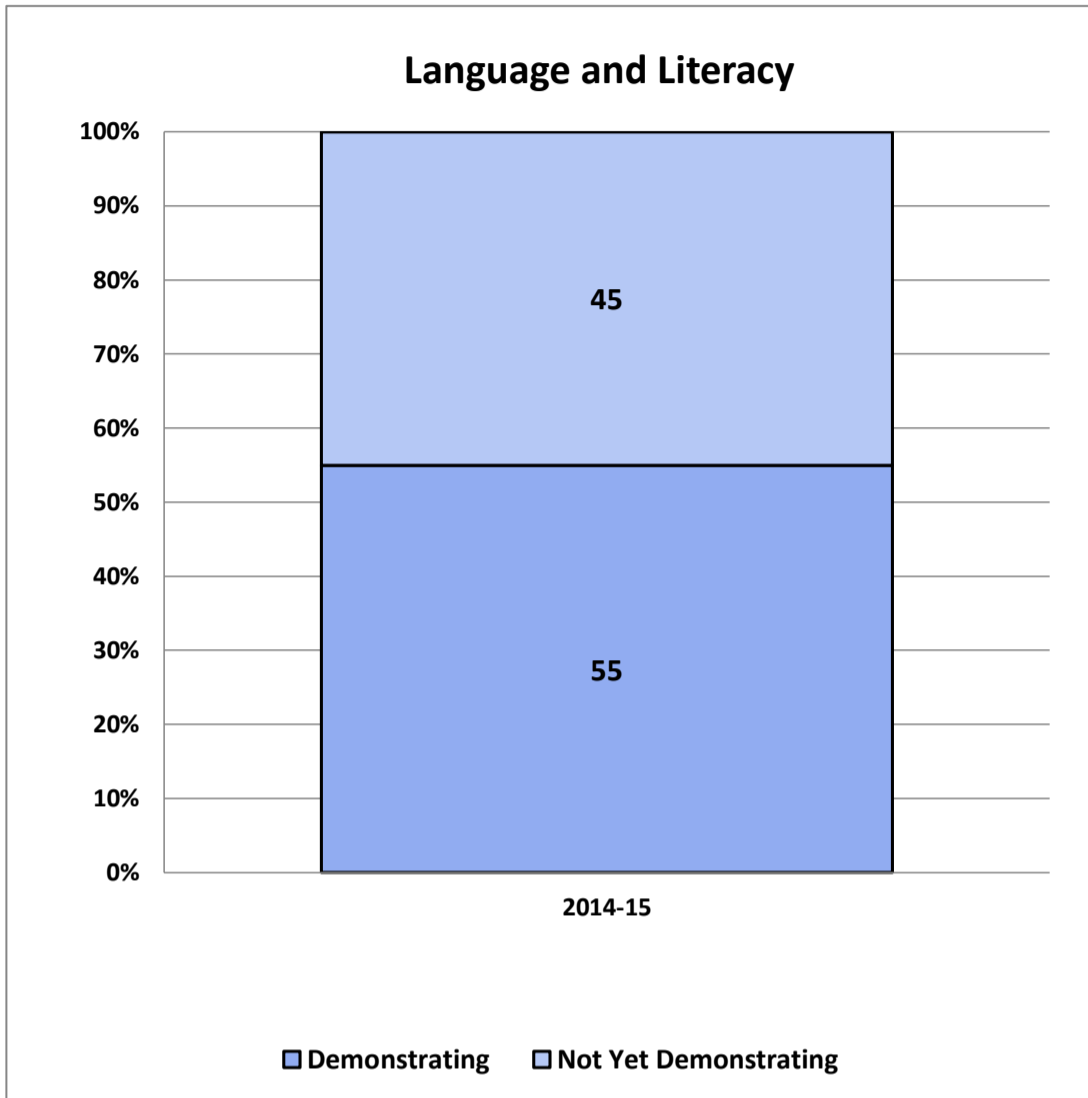
**Kindergarten Readiness Assessment 2014-2015  
Composite Results  
Queen Anne's County**



	"Other" Scores - LEA17	
	Number of Students	Percent of Students
English Language Learners	1	0.18%
Special Education Students	2	0.36%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2014-2015**  
**Domain Results**  
**Queen Anne's County**



<b>Kindergarten Readiness Assessment</b>		
<b>Saint Mary's County Data File Summary 2014-2015</b>		
Final Record Count for KRA Data File		<b>1316</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	662	50.30
Females	654	49.70
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	6	0.46
Asian	30	2.28
Black/African American	232	17.63
Native Hawaiian/Other Pacific Islander	3	0.23
White	843	64.06
Hispanic/Latino	93	7.07
Two or More Races (Non-Hispanic/Latino)	109	8.28
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	765	58.13
Yes	551	41.87
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	1222	92.86
Yes	94	7.14
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	1298	98.63
Yes	18	1.37
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	29	2.20
Prekindergarten	664	50.46
Child Care Center	55	4.18
Family Child Care	42	3.19
Home/Informal Care	485	36.85
Non-Public Nursery School	41	3.12
Repeated Kindergarten	0	0.00



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

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	4	2	3	3	3	3	3	3	3	1	2
Asian	12	17	10	20	21	8	18	12	16	10	3
African American	83	139	35	192	107	116	119	104	80	101	38
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	459	371	389	442	542	288	513	316	499	258	71
Hispanic	35	48	23	69	55	29	52	31	41	22	19
Two or More Races (Non-Hispanic/Latino)	44	60	38	68	65	40	62	43	51	39	14
<b>Gender</b>											
Male	301	339	233	415	354	287	330	311	304	233	101
Female	338	299	267	380	441	198	440	198	389	198	46
<b>Prior Care</b>											
Child Care Center	28	26	23	31	35	19	31	23	29	21	4
Family Child Care	28	14	24	17	32	10	28	14	29	10	2
Head Start	4	22	6	22	10	16	12	14	7	13	6
Home / Informal Care	212	254	162	312	259	208	266	201	219	182	64
Non-public Nursery	29	12	26	15	38	3	30	11	35	5	1
Pre-Kindergarten	338	310	259	398	421	229	403	246	374	200	70
<b>Special Education</b>											
No	621	572	488	724	769	426	750	445	676	406	108
Yes	18	66	12	71	26	59	20	64	17	25	39
<b>English Language Learners</b>											
No	639	621	500	777	791	472	760	502	692	425	137
Yes	0	17	0	18	4	13	10	7	1	6	10
<b>Free and Reduced Price Meals</b>											
No	426	329	365	393	522	234	492	262	473	226	53
Yes	213	309	135	402	273	251	278	247	220	205	94
Aggregated Data	639	638	500	795	795	485	770	509	693	431	147

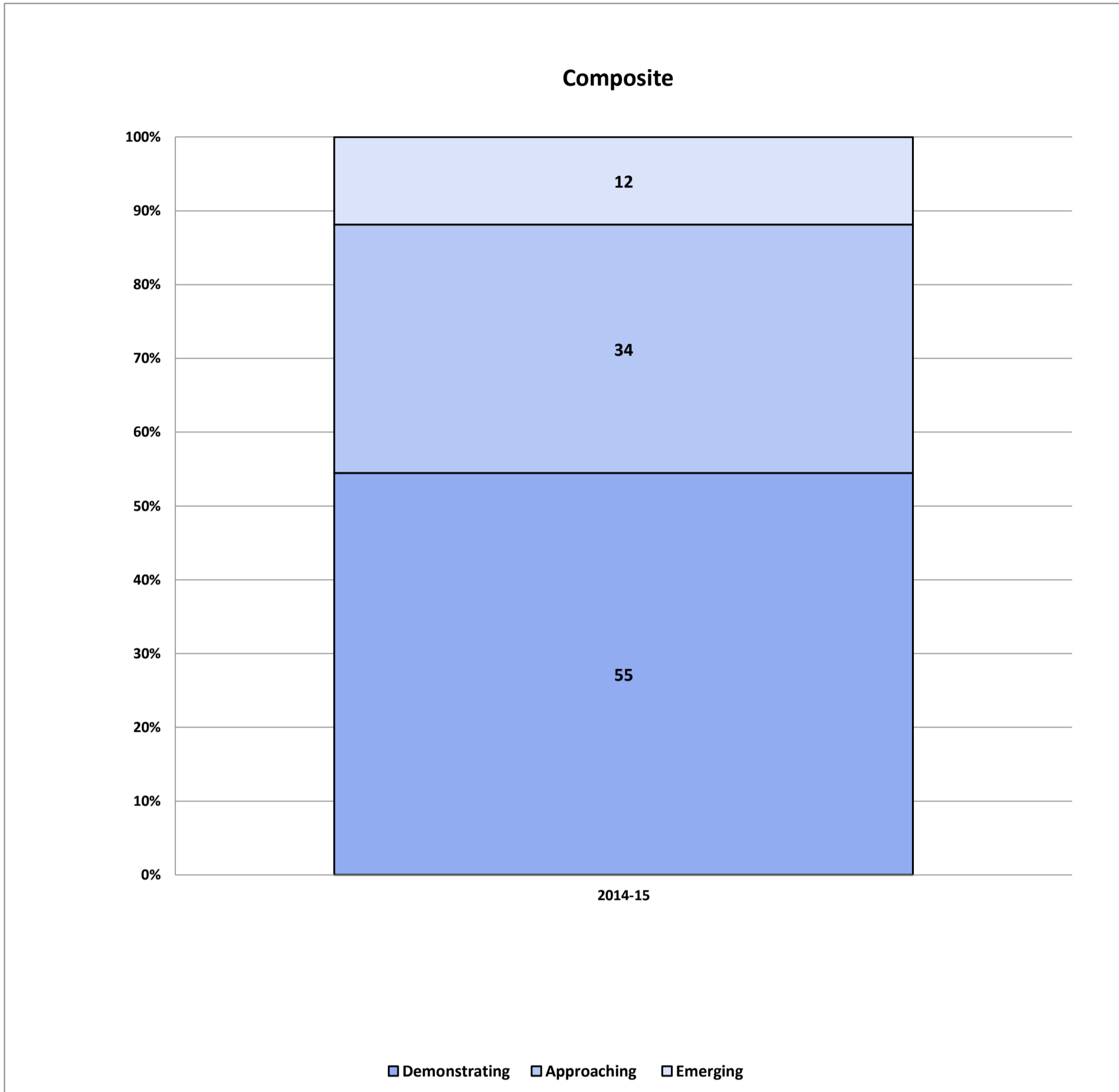
\* = Group size fewer than 5

### Saint Mary's County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	67	33	50	50	50	50	50	50	50	17	33
Asian	41	59	33	67	72	28	60	40	55	34	10
African American	37	63	15	85	48	52	53	47	37	46	17
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	55	45	47	53	65	35	62	38	60	31	9
Hispanic	42	58	25	75	65	35	63	37	50	27	23
Two or More Races (Non-Hispanic/Latino)	42	58	36	64	62	38	59	41	49	38	13
<b>Gender</b>											
Male	47	53	36	64	55	45	51	49	48	37	16
Female	53	47	41	59	69	31	69	31	61	31	7
<b>Prior Care</b>											
Child Care Center	52	48	43	57	65	35	57	43	54	39	7
Family Child Care	67	33	59	41	76	24	67	33	71	24	5
Head Start	15	85	21	79	38	62	46	54	27	50	23
Home / Informal Care	45	55	34	66	55	45	57	43	47	39	14
Non-public Nursery	71	29	63	37	93	7	73	27	85	12	2
Pre-Kindergarten	52	48	39	61	65	35	62	38	58	31	2
<b>Special Education</b>											
No	52	48	40	60	64	36	63	37	57	34	9
Yes	21	79	14	86	31	69	24	76	21	31	48
<b>English Language Learners</b>											
No	51	49	39	61	63	37	60	40	55	34	11
Yes	0	100	0	100	24	76	59	41	6	35	59
<b>Free and Reduced Price Meals</b>											
No	56	44	48	52	69	31	65	35	63	30	7
Yes	41	59	25	75	52	48	53	47	42	39	18
Aggregated Data	50	50	39	61	62	38	60	40	55	34	12

\* = Percentage could not be reported due to group size fewer than 5

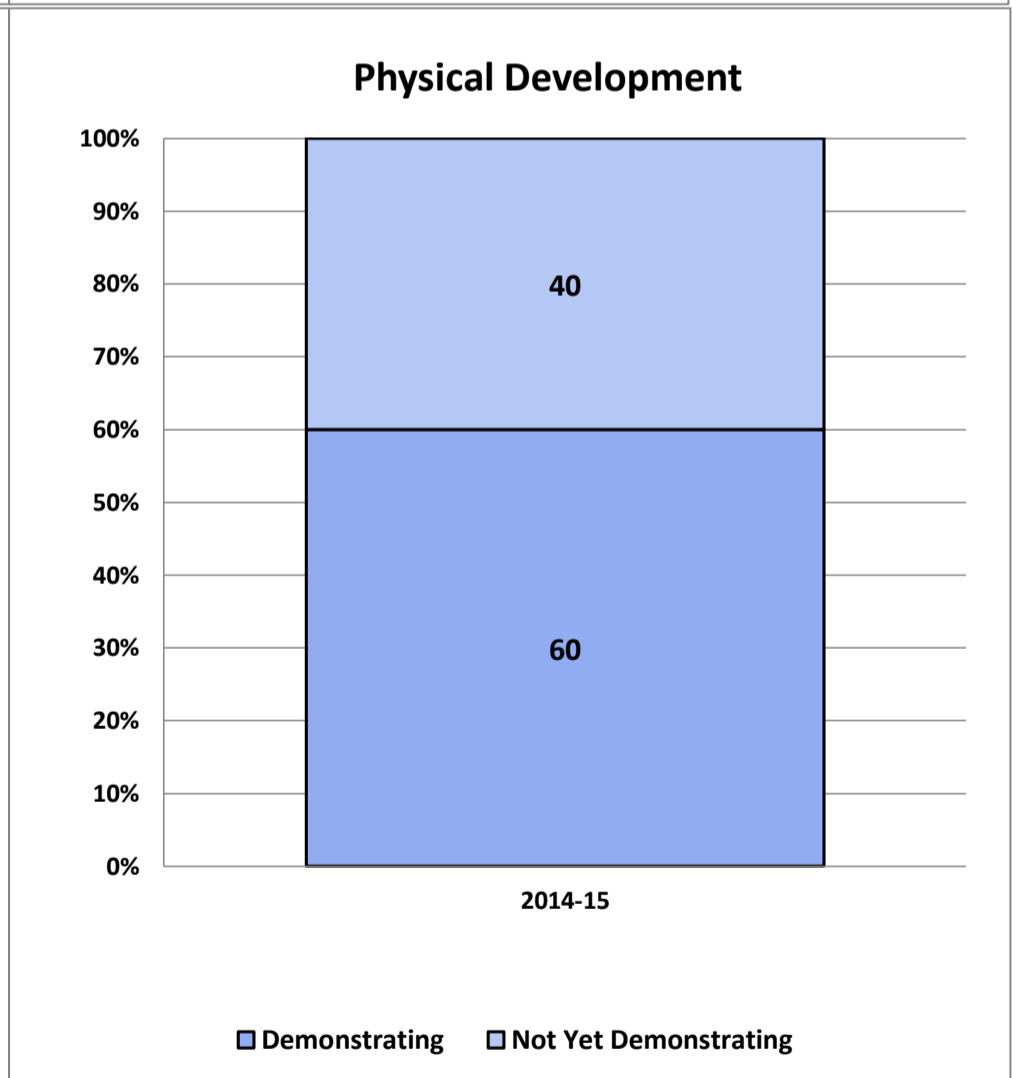
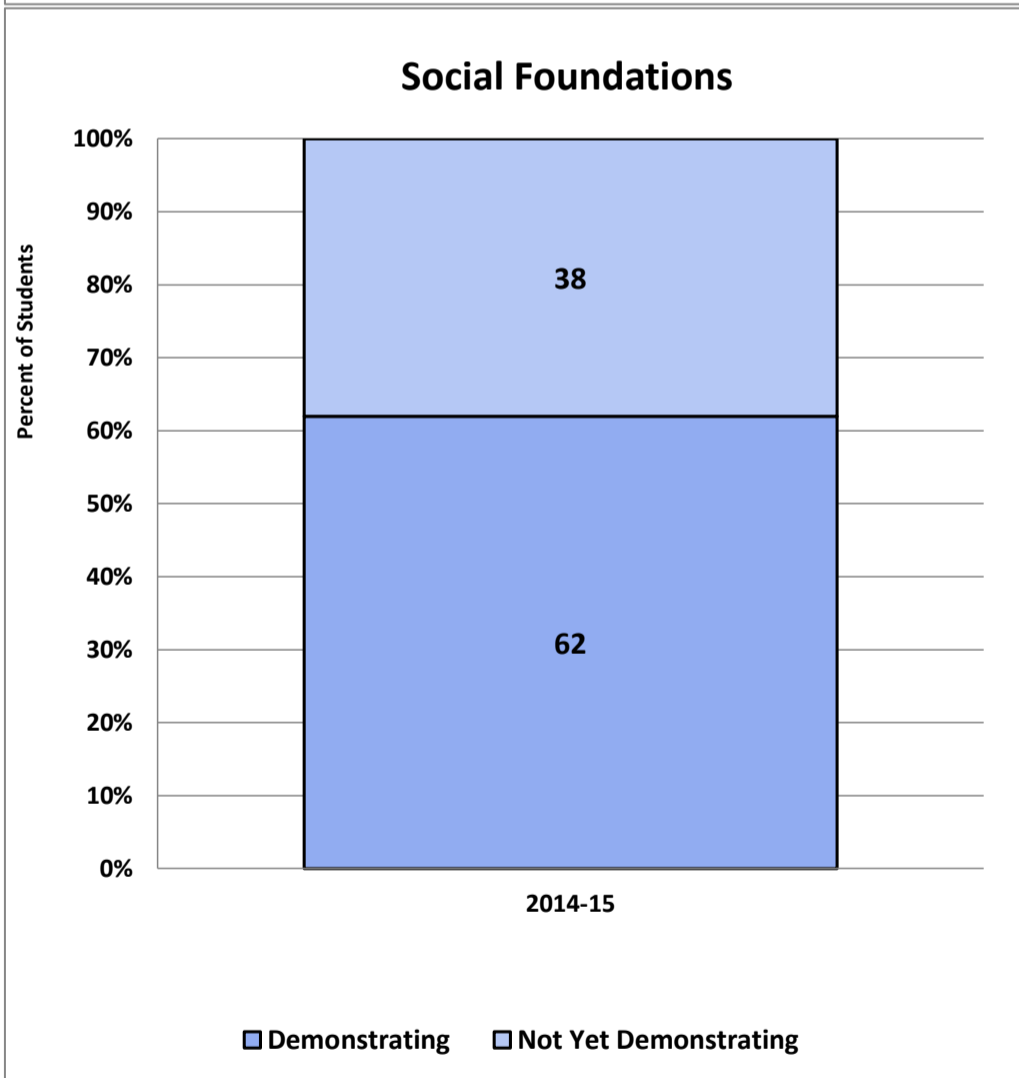
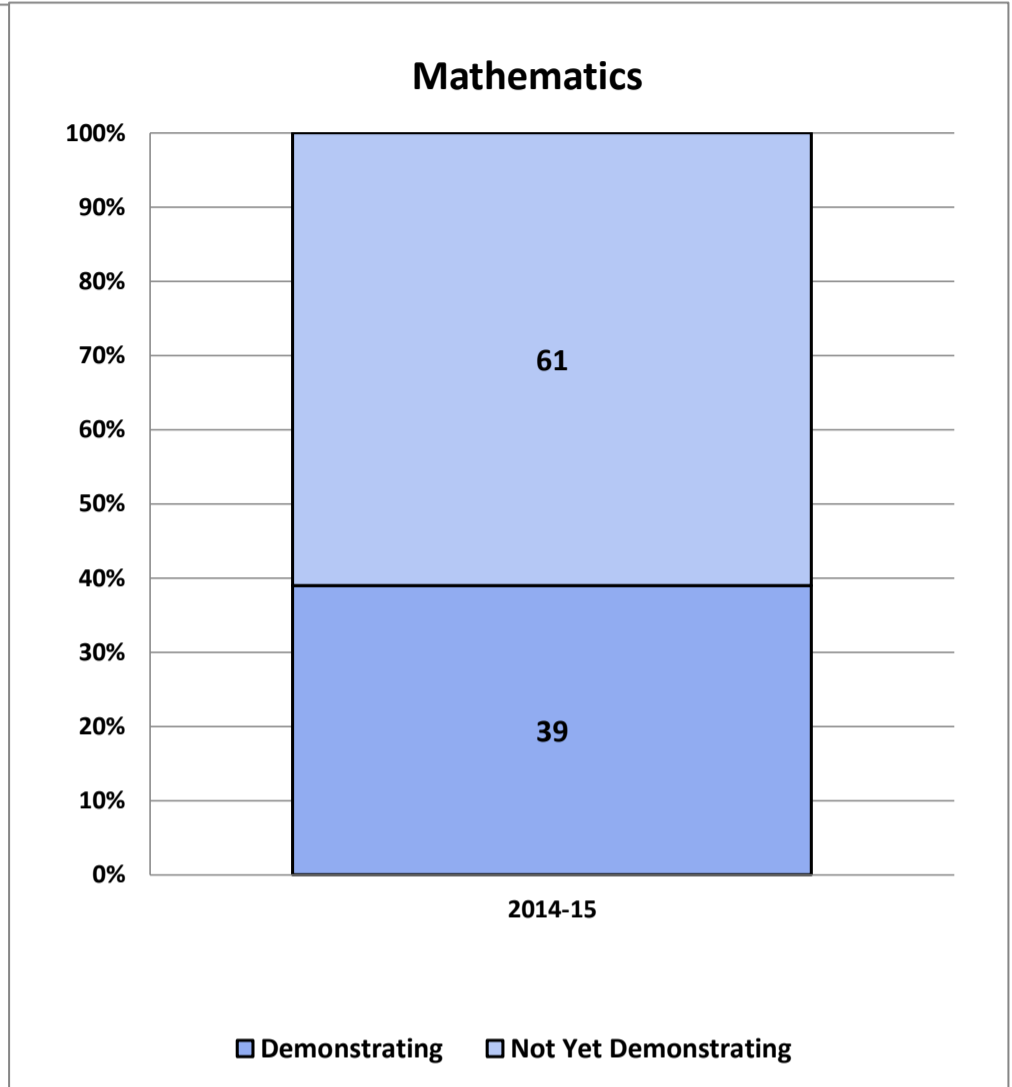
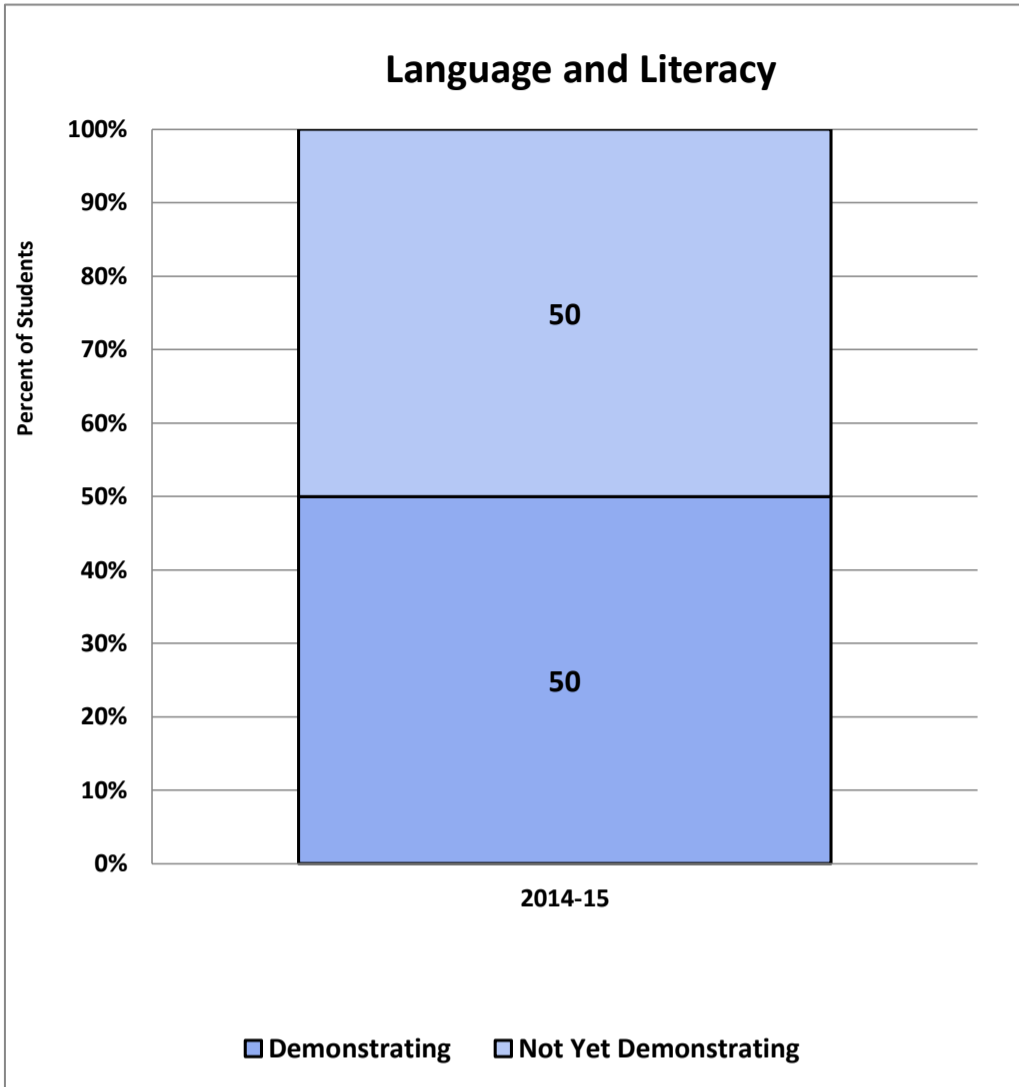
**Kindergarten Readiness Assessment 2014-2015  
Composite Results  
Saint Mary's County**



"Other" Scores - LEA 01		
	Number of Students	Percent of all KRA
English Language Learners	0	0.00%
Special Education Students	7	0.53%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2014-2015**  
**Domain Results**  
**Saint Mary's County**



<b>Kindergarten Readiness Assessment</b>		
<b>Somerset County Data File Summary 2014-2015</b>		
Final Record Count for KRA Data File		<b>243</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	129	53.09
Females	114	46.91
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	3	1.23
Asian	4	1.65
Black/African American	111	45.68
Native Hawaiian/Other Pacific Islander	0	0.00
White	88	36.21
Hispanic/Latino	24	9.88
Two or More Races (Non-Hispanic/Latino)	13	5.35
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	48	19.75
Yes	195	80.25
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	217	89.30
Yes	26	10.70
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	229	94.24
Yes	14	5.76
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	12	4.94
Prekindergarten	199	81.89
Child Care Center	6	2.47
Family Child Care	0	0.00
Home/Informal Care	10	4.12
Non-Public Nursery School	0	0.00
Repeated Kindergarten	16	6.58

### Somerset County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite			
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging	
<b>Race/Ethnicity</b>												
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*
African American	50	59	35	73	55	53	64	45	46	46	16	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	
White	51	37	48	40	54	34	52	36	49	30	9	
Hispanic	7	14	4	17	8	13	10	11	6	14	1	
Two or More Races (Non-Hispanic/Latino)	7	6	7	6	9	4	10	3	7	5	1	
<b>Gender</b>												
Male	61	66	45	81	61	65	64	63	51	56	19	
Female	56	54	50	60	68	42	75	35	60	40	10	
<b>Prior Care</b>												
Child Care Center	2	4	2	4	3	3	2	4	2	3	1	
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	
Head Start	2	10	4	8	3	9	5	7	3	5	4	
Home / Informal Care	2	8	4	6	4	6	5	5	3	4	3	
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*	
Pre-Kindergarten	105	88	80	112	112	80	121	72	100	73	19	
<b>Special Education</b>												
No	109	103	89	123	124	88	134	78	107	86	19	
Yes	8	17	6	18	5	19	5	20	4	10	10	
<b>English Language Learners</b>												
No	116	107	93	129	126	96	135	88	109	87	26	
Yes	1	13	2	12	3	11	4	10	2	9	3	
<b>Free and Reduced Price Meals</b>												
No	30	17	26	21	30	17	31	16	29	13	5	
Yes	87	103	69	120	99	90	108	82	82	83	24	
Aggregated Data	117	120	95	141	129	107	139	98	111	96	29	

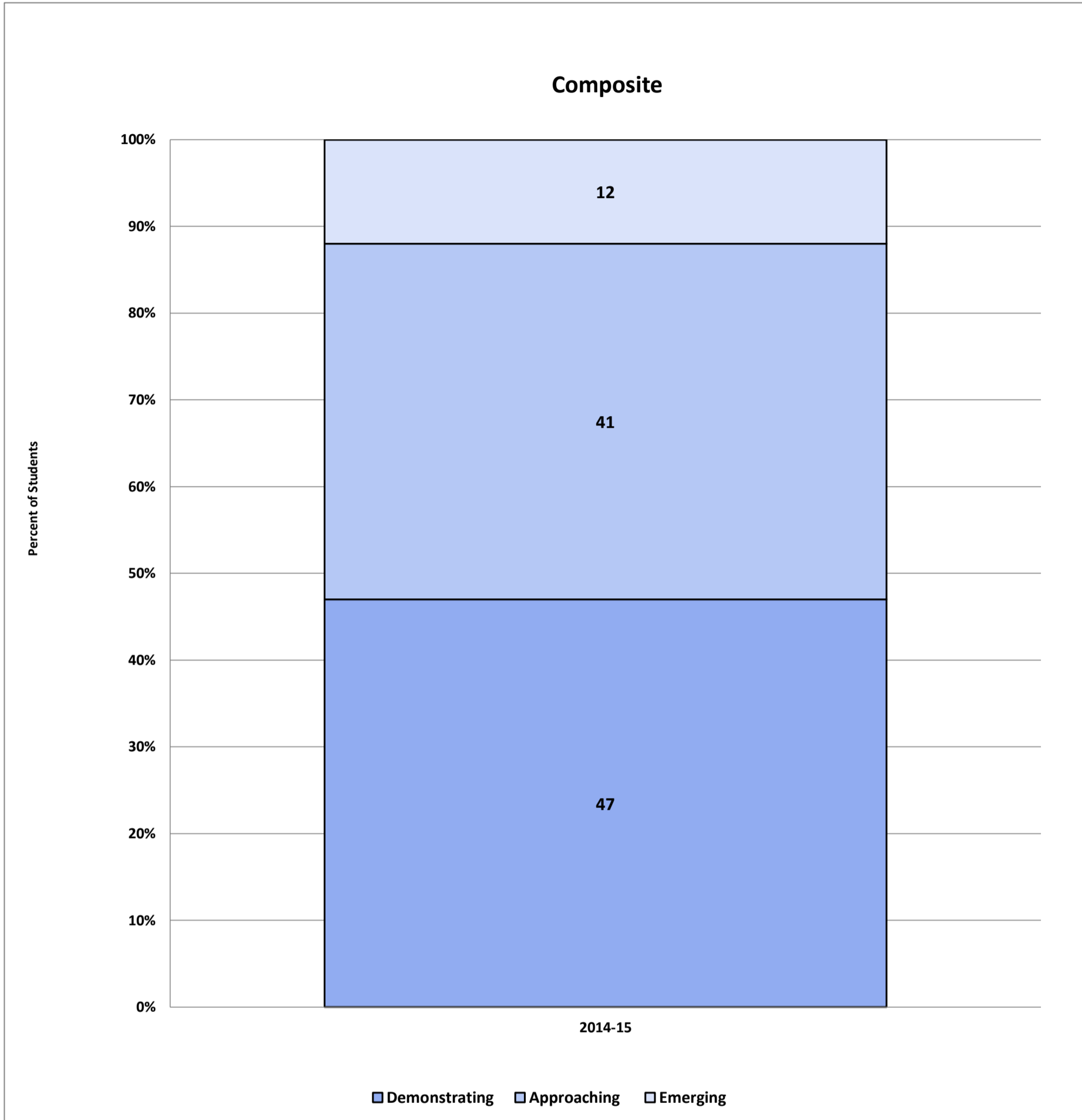
\* = Group size fewer than 5

### Somerset County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
African American	46	54	32	68	51	49	59	41	43	43	15
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	58	42	55	45	61	39	59	41	56	34	10
Hispanic	33	67	19	81	38	62	48	52	29	67	5
Two or More Races (Non-Hispanic/Latino)	54	46	54	46	69	31	77	23	54	38	8
<b>Gender</b>											
Male	48	52	36	64	48	52	50	50	40	44	15
Female	51	49	45	55	62	38	68	32	55	36	9
<b>Prior Care</b>											
Child Care Center	33	67	33	67	50	50	33	67	33	50	17
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	17	83	33	67	25	75	42	58	25	42	33
Home / Informal Care	20	80	40	60	40	60	5	5	30	40	30
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	54	46	42	58	58	42	63	37	52	38	10
<b>Special Education</b>											
No	51	49	42	58	58	42	63	37	50	41	9
Yes	32	68	25	75	21	79	20	80	17	42	42
<b>English Language Learners</b>											
No	52	48	42	58	57	43	61	39	49	39	12
Yes	7	93	14	86	21	79	29	71	14	64	21
<b>Free and Reduced Price Meals</b>											
No	64	36	55	45	64	36	66	34	62	28	11
Yes	46	54	37	63	52	48	57	43	43	44	13
Aggregated Data	49	51	40	60	55	45	59	41	47	41	12

\* = Percentage could not be reported due to group size fewer than 5

**Kindergarten Readiness Assessment 2014-2015  
Composite Results  
Somerset County**



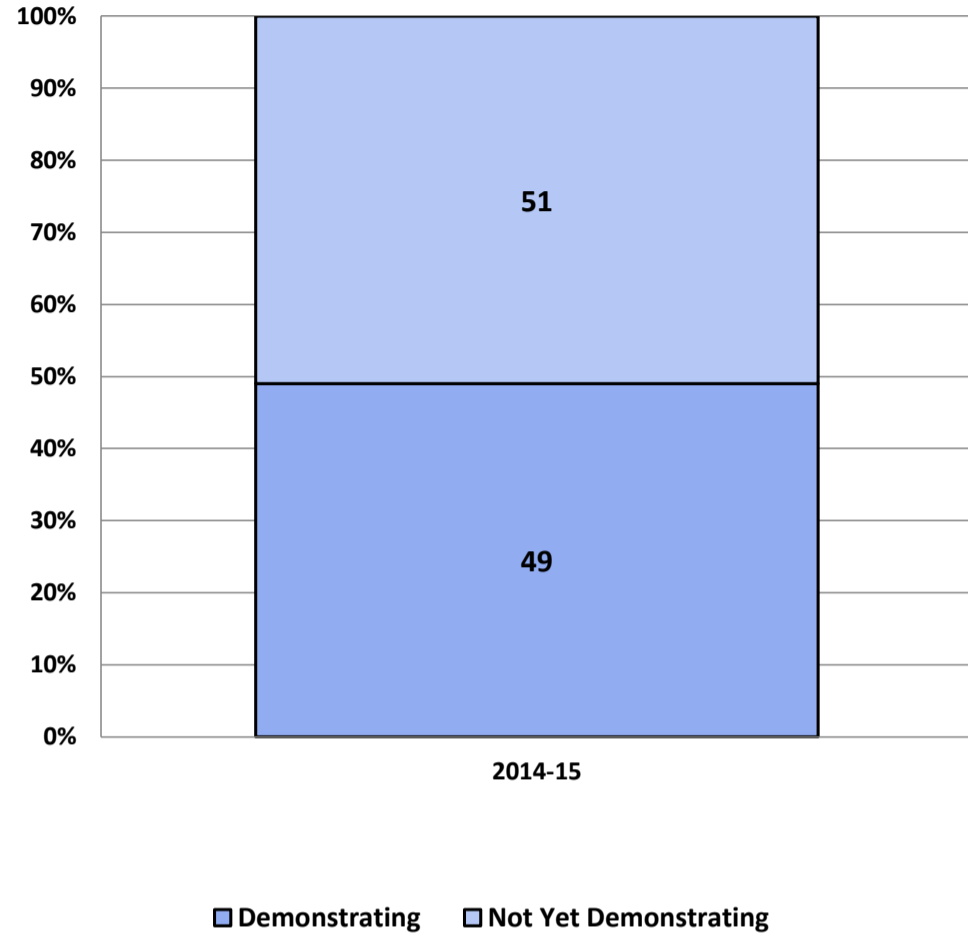
	"Other" Scores - LEA 19	
	Number of Students	Percent of all KRA
English Language Learners	1	0.41%
Special Education Students	0	0.00%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

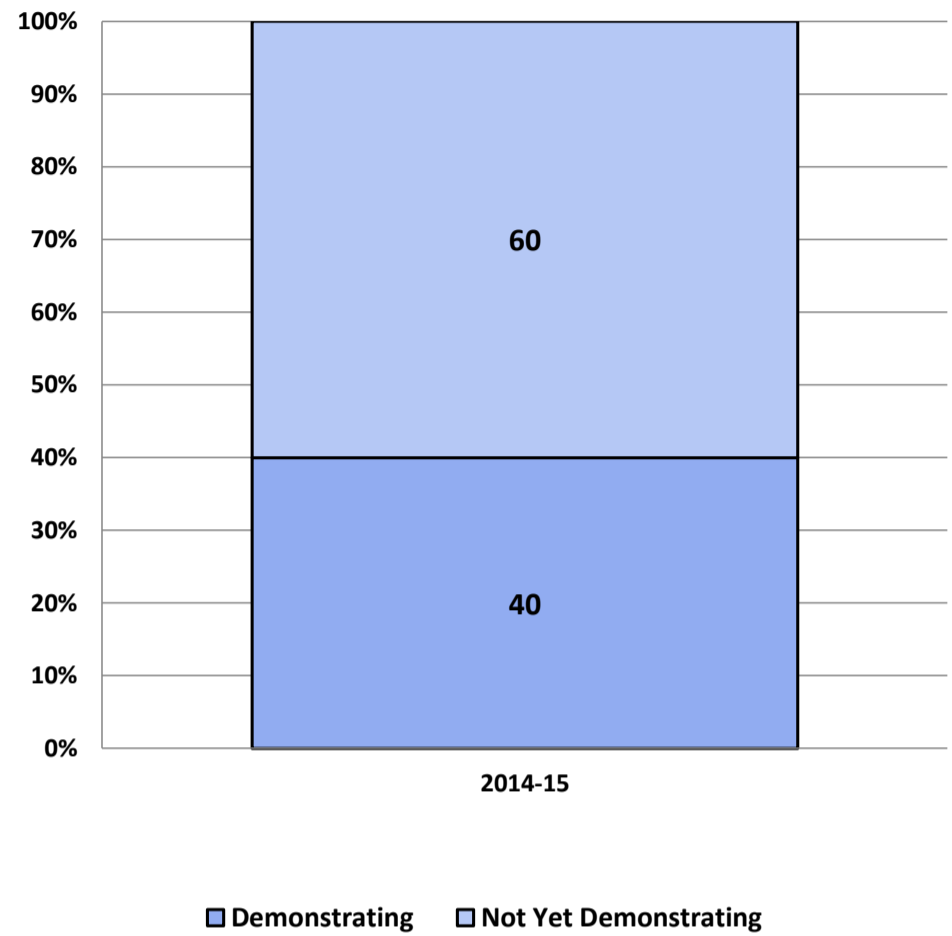


**Kindergarten Readiness Assessment 2014-2015**  
**Domain Results**  
**Somerset County**

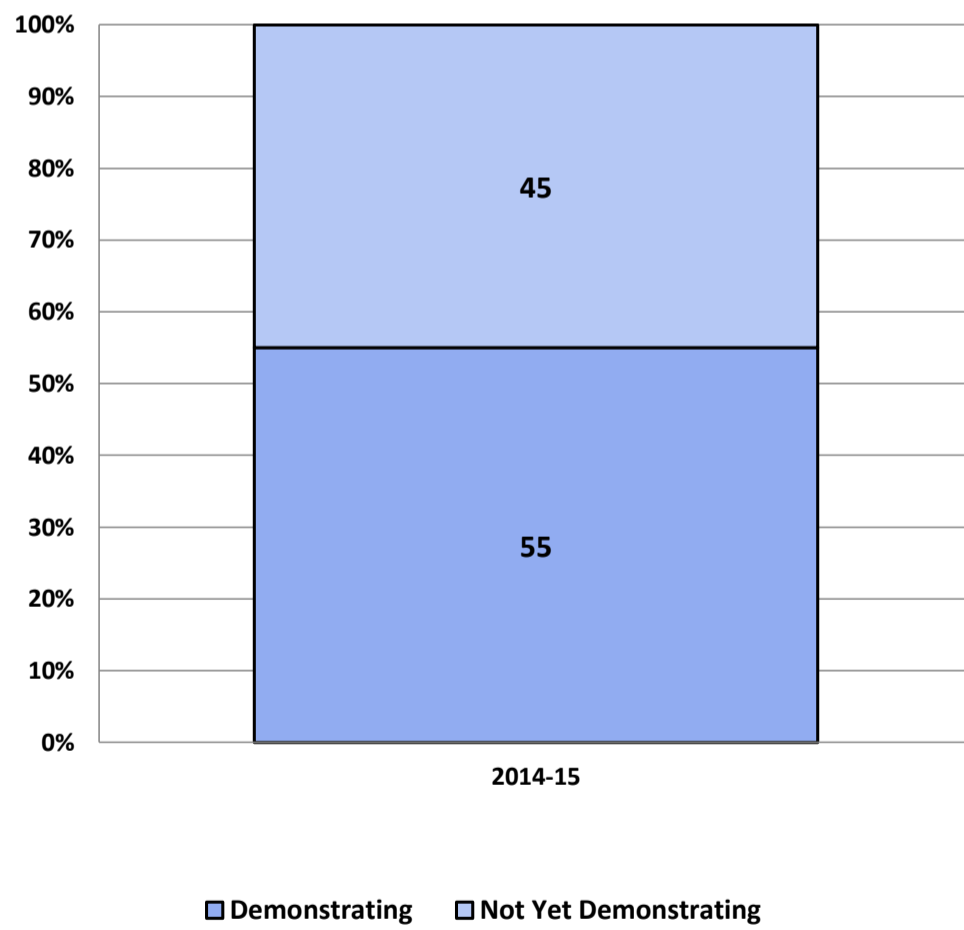
**Language and Literacy**



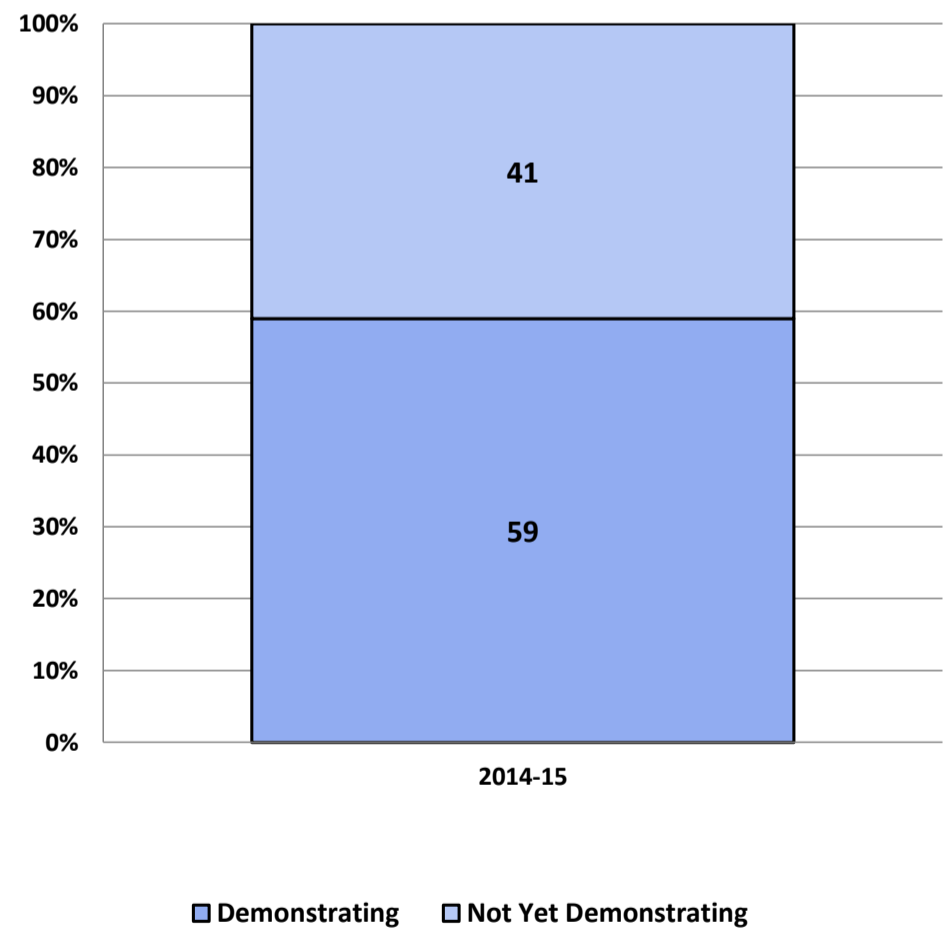
**Mathematics**



**Social Foundations**



**Physical Development**



<b>Kindergarten Readiness Assessment</b>		
<b>Talbot County Data File Summary 2014-2015</b>		
Final Record Count for KRA Data File		<b>324</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	158	48.77
Females	166	51.23
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	10	3.09
Black/African American	54	16.67
Native Hawaiian/Other Pacific Islander	0	0.00
White	197	60.80
Hispanic/Latino	42	12.96
Two or More Races (Non-Hispanic/Latino)	22	6.79
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	170	52.47
Yes	154	47.53
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	304	93.83
Yes	20	6.17
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	290	89.51
Yes	34	10.49
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	18	5.56
Prekindergarten	174	53.70
Child Care Center	72	22.22
Family Child Care	20	6.17
Home/Informal Care	20	6.17
Non-Public Nursery School	22	6.79
Repeated Kindergarten	0	0.00

### Talbot County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite			
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging	
<b>Race/Ethnicity</b>												
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*
Asian	4	6	3	7	3	7	5	5	4	2	4	
African American	26	27	10	43	27	26	26	27	25	21	7	
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	
White	122	72	83	112	124	71	104	91	118	61	14	
Hispanic	7	29	0	41	10	26	19	17	7	18	10	
Two or More Races (Non-Hispanic/Latino)	13	9	10	12	16	6	14	8	13	8	1	
<b>Gender</b>												
Male	90	64	64	93	76	78	64	90	77	55	22	
Female	82	79	42	122	104	58	104	58	90	55	14	
<b>Prior Care</b>												
Child Care Center	43	29	30	42	38	34	37	35	42	24	6	
Family Child Care	11	9	7	12	12	8	10	10	9	9	1	
Head Start	6	9	3	15	5	10	8	7	4	10	1	
Home / Informal Care	7	11	3	15	13	5	11	7	8	7	2	
Non-public Nursery	14	8	12	10	13	9	12	10	22	91	8	
Pre-Kindergarten	92	77	50	123	100	70	91	79	91	56	22	
<b>Special Education</b>												
No	164	136	101	201	170	131	159	142	161	103	34	
Yes	7	7	4	14	9	5	8	6	5	7	2	
<b>English Language Learners</b>												
No	167	119	105	182	171	116	153	134	163	98	24	
Yes	4	24	0	33	8	20	14	14	3	12	12	
<b>Free and Reduced Price Meals</b>												
No	112	57	77	91	116	53	96	73	112	42	14	
Yes	59	86	28	124	63	83	71	75	54	68	22	
Aggregated Data	172	143	106	215	180	136	168	148	167	110	36	

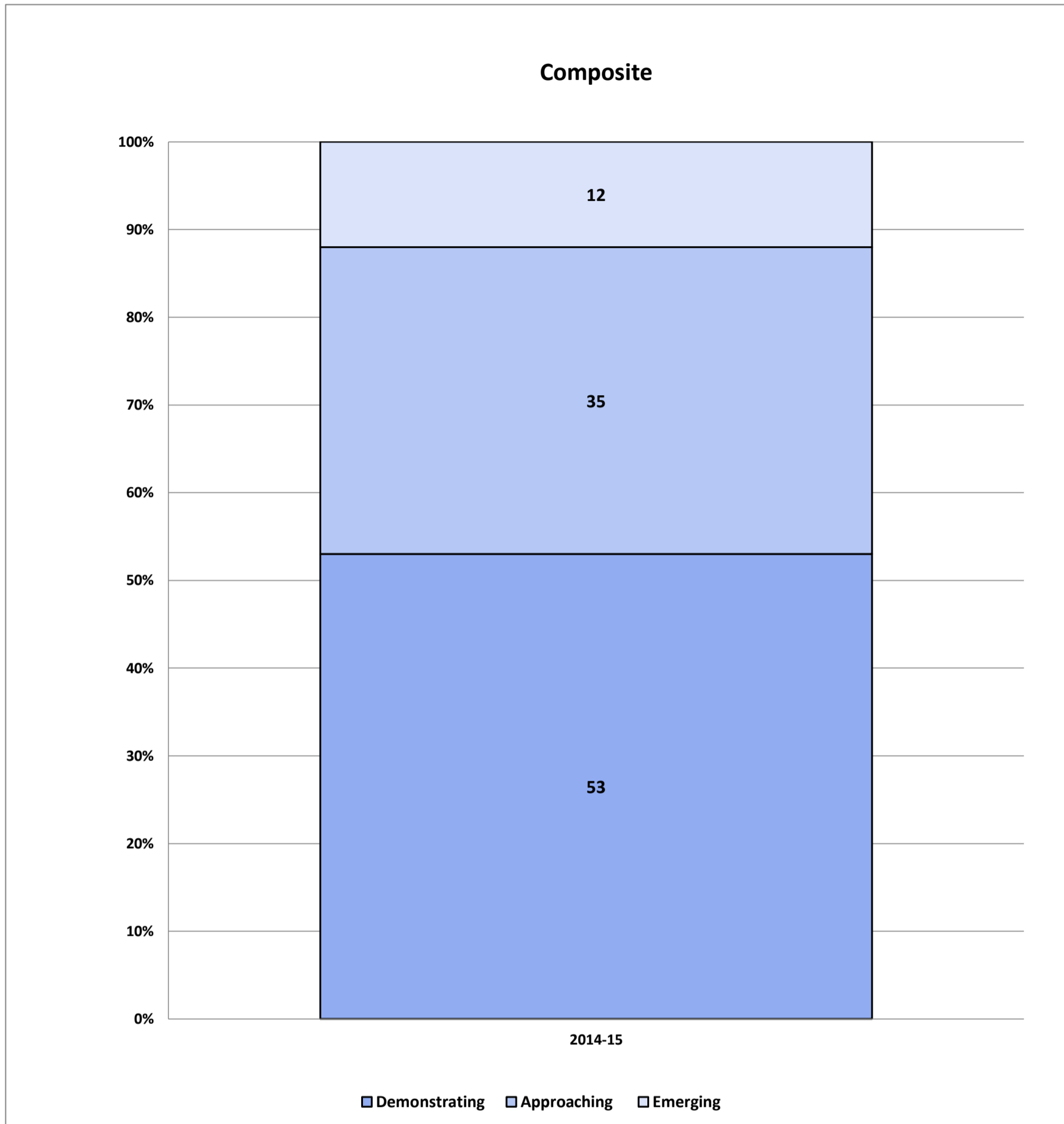
\* = Group size fewer than 5

### Talbot County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*
Asian	40	60	30	70	30	70	50	50	40	20	40
African American	49	51	19	81	51	49	49	51	47	40	13
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	63	37	43	57	64	36	53	47	61	32	7
Hispanic	19	81	0	100	28	72	53	47	20	51	29
Two or More Races (Non-Hispanic/Latino)	59	41	45	55	73	27	64	36	59	36	5
<b>Gender</b>											
Male	58	42	41	59	49	51	42	58	50	36	14
Female	51	49	26	74	64	36	64	36	57	35	9
<b>Prior Care</b>											
Child Care Center	60	40	42	58	53	47	51	49	58	33	8
Family Child Care	55	45	37	63	60	40	50	50	47	47	5
Head Start	40	60	17	83	33	67	53	47	27	67	7
Home / Informal Care	39	61	17	83	72	28	61	39	47	41	12
Non-public Nursery	64	36	55	45	59	41	55	45	13	54	47
Pre-Kindergarten	54	46	29	71	59	41	54	46	54	33	13
<b>Special Education</b>											
No	55	45	33	67	56	44	53	47	54	35	11
Yes	50	50	22	78	64	36	57	43	36	50	14
<b>English Language Learners</b>											
No	58	42	37	63	60	40	53	47	57	34	8
Yes	14	86	0	100	29	71	50	50	11	44	44
<b>Free and Reduced Price Meals</b>											
No	66	34	46	54	69	31	57	43	67	25	8
Yes	41	59	18	82	43	57	49	51	38	47	15
Aggregated Data	55	45	33	67	57	43	53	47	53	35	12

\* = Percentage could not be reported due to group size fewer than 5

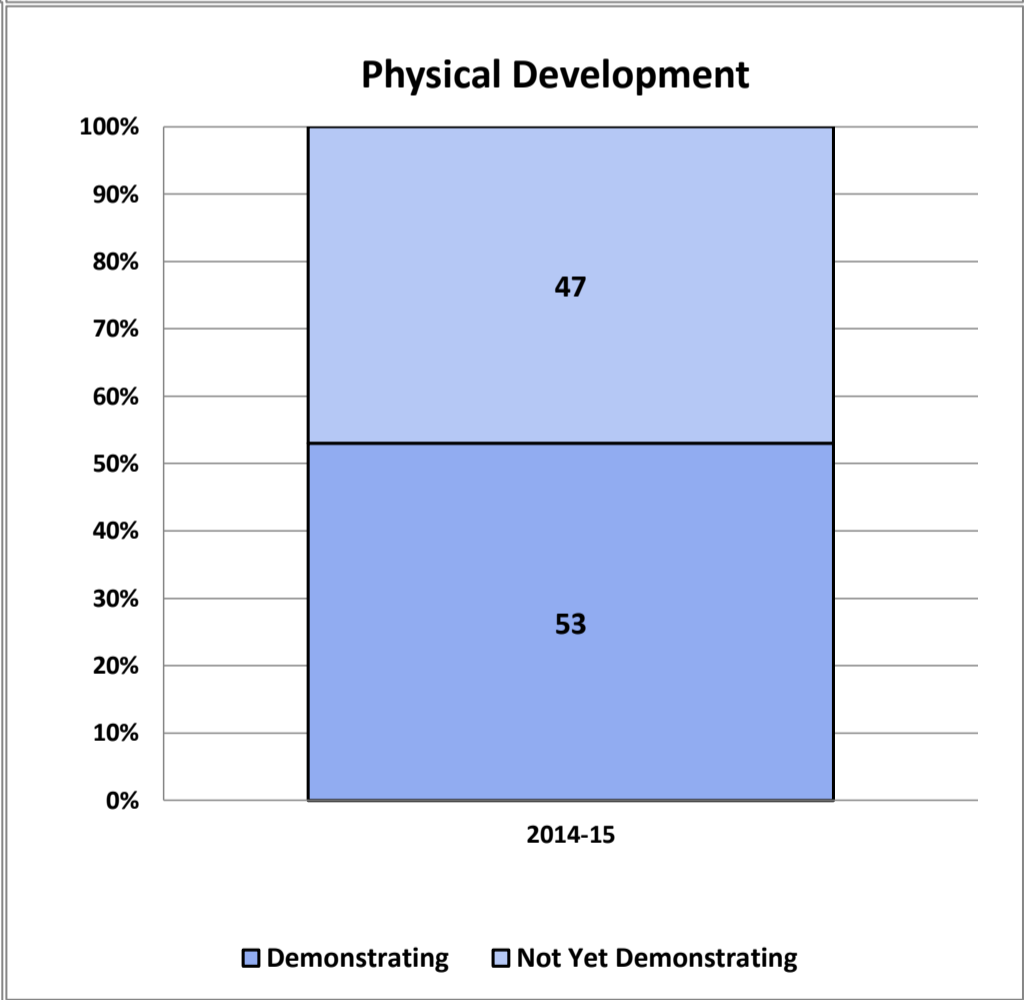
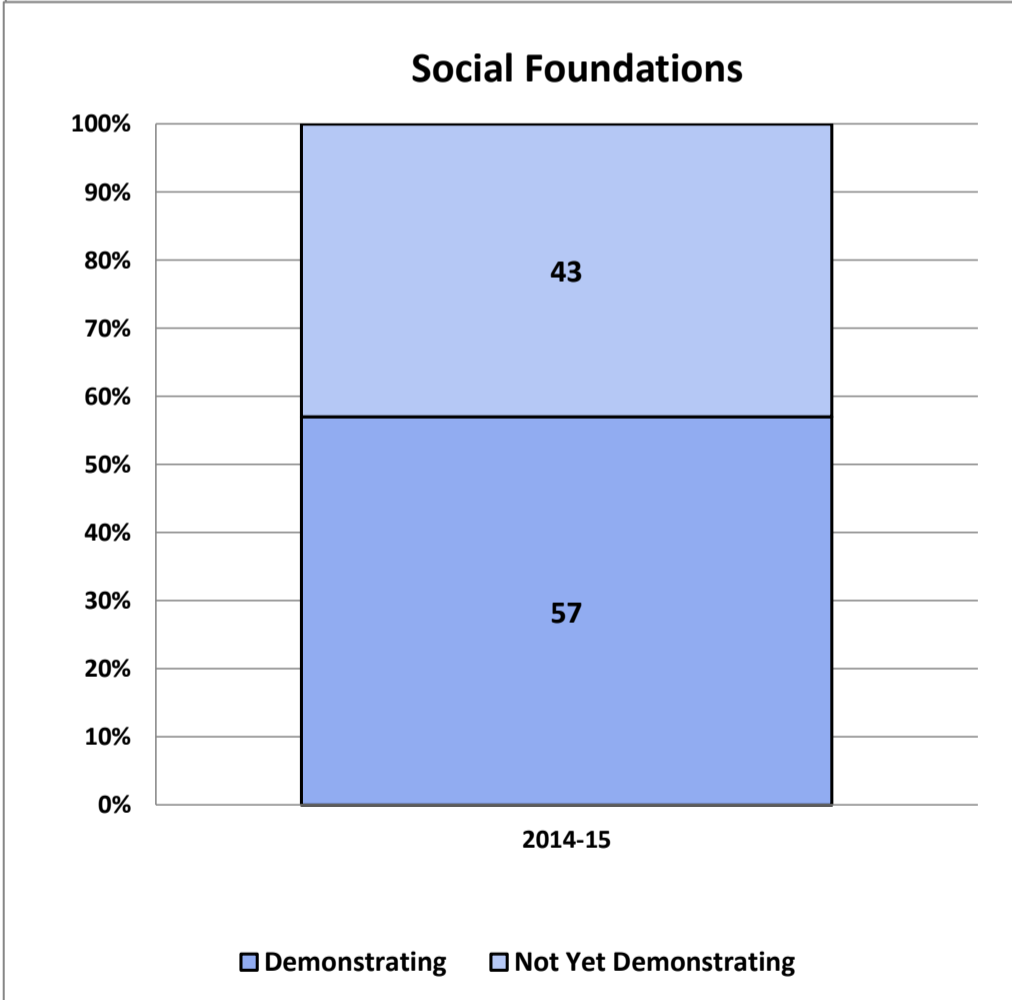
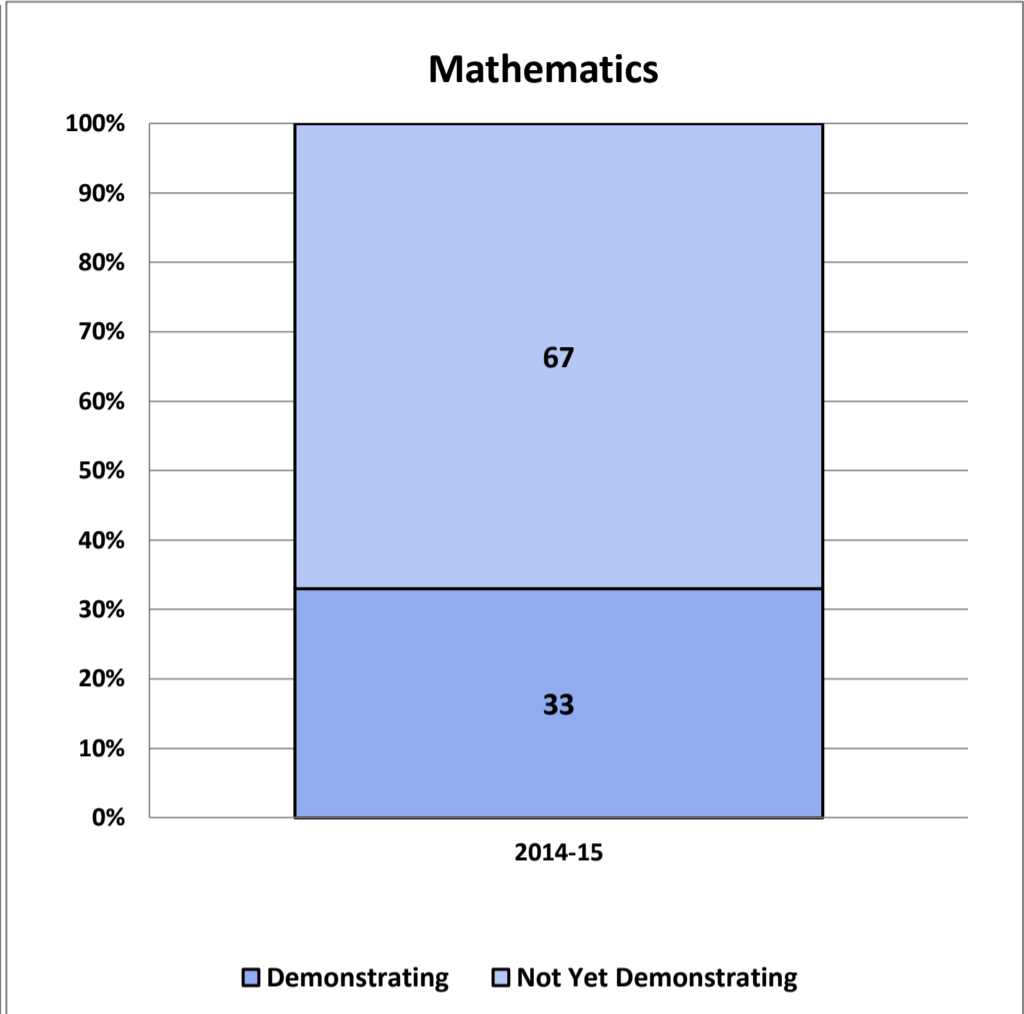
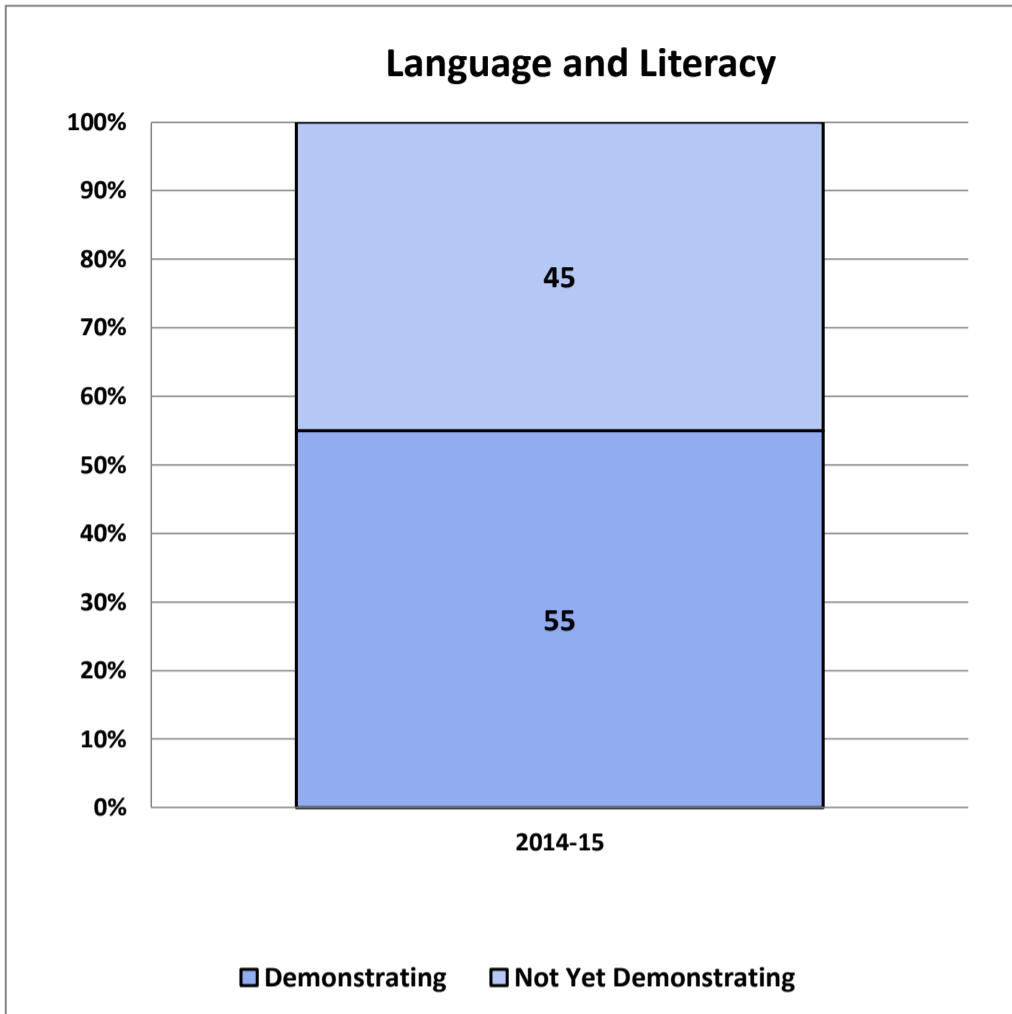
**Kindergarten Readiness Assessment 2014-2015  
Composite Results  
Talbot County**



	"Other" Scores - LEA 20	
	Number of Students	Percent of all KRA
English Language Learners	6	1.85%
Special Education Students	4	1.23%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2014-2015**  
**Domain Results**  
**Talbot County**



<b>Kindergarten Readiness Assessment</b>		
<b>Washington County Data File Summary 2014-2015</b>		
Final Record Count for KRA Data File		<b>1565</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	776	49.58
Females	789	50.42
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	4	0.26
Asian	31	1.98
Black/African American	191	12.20
Native Hawaiian/Other Pacific Islander	2	0.13
White	1064	67.99
Hispanic/Latino	118	7.54
Two or More Races (Non-Hispanic/Latino)	155	9.90
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	661	42.24
Yes	904	57.76
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	1481	94.63
Yes	84	5.37
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	1514	96.74
Yes	51	3.26
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	151	9.65
Prekindergarten	592	37.83
Child Care Center	192	12.27
Family Child Care	142	9.07
Home/Informal Care	388	24.79
Non-Public Nursery School	93	5.94
Repeated Kindergarten	7	0.45

## Washington County - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*
Asian	18	12	9	20	18	12	20	10	15	10	4
African American	65	118	45	140	70	117	80	102	56	72	51
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	536	518	423	635	518	540	588	460	495	362	187
Hispanic	43	73	28	88	35	81	43	68	33	42	34
Two or More Races (Non-Hispanic/Latino)	65	89	48	106	57	97	73	77	55	59	36
<b>Gender</b>											
Male	338	425	257	508	301	466	322	432	274	285	191
Female	392	388	296	487	397	387	483	290	380	263	124
<b>Prior Care</b>											
Child Care Center	121	70	77	114	101	91	120	69	105	55	27
Family Child Care	72	70	58	84	69	73	74	67	65	44	32
Head Start	47	101	37	112	38	110	52	92	32	60	50
Home / Informal Care	126	258	106	278	162	223	176	200	124	144	107
Non-public Nursery	62	29	53	39	58	34	62	29	60	25	5
Pre-Kindergarten	301	279	221	362	268	317	320	259	267	218	90
<b>Special Education</b>											
No	713	751	538	931	677	794	783	664	639	523	276
Yes	17	62	15	64	21	59	22	58	15	25	39
<b>English Language Learners</b>											
No	719	773	546	951	684	816	780	696	643	529	294
Yes	11	40	7	44	14	37	25	26	11	19	21
<b>Free and Reduced Price Meals</b>											
No	503	442	377	569	478	470	522	410	455	302	169
Yes	227	371	176	426	220	383	283	312	199	246	146
Aggregated Data	730	813	553	995	698	853	805	722	654	548	315

\* = Group size fewer than 5

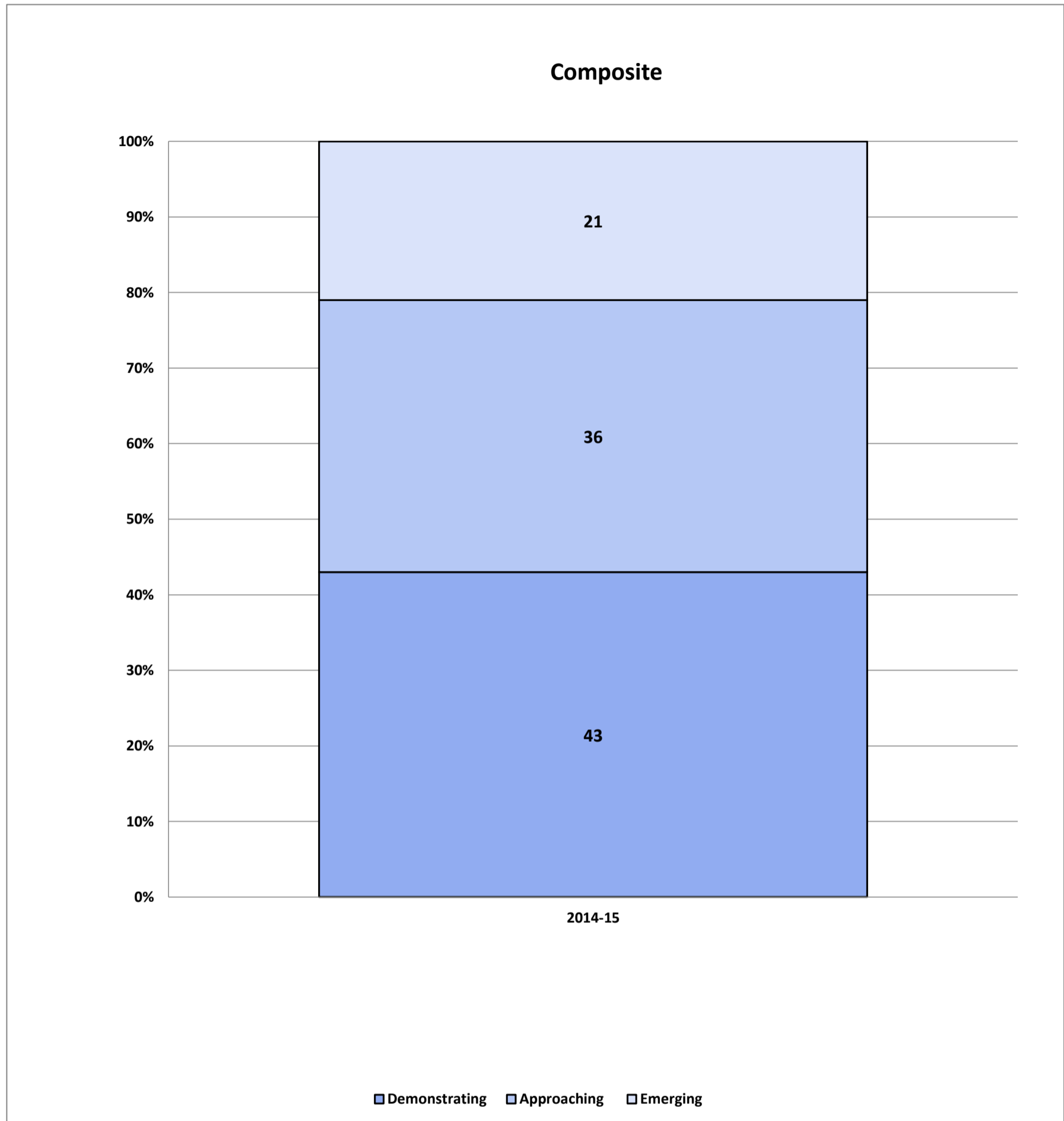


## Washington County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*
Asian	60	40	31	69	60	40	67	33	52	34	14
African American	36	64	24	76	37	63	44	56	31	40	28
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	51	49	40	60	49	51	56	44	47	35	18
Hispanic	37	63	24	76	30	70	39	61	30	39	31
Two or More Races (Non-Hispanic/Latino)	42	58	31	69	37	63	49	51	37	39	24
<b>Gender</b>											
Male	44	56	34	66	39	61	43	57	37	38	25
Female	50	50	38	62	51	49	62	38	50	34	16
<b>Prior Care</b>											
Child Care Center	63	37	40	60	53	47	63	37	56	29	14
Family Child Care	51	49	41	59	49	51	52	48	46	31	23
Head Start	32	68	25	75	26	74	36	64	23	42	35
Home / Informal Care	33	67	28	72	42	58	47	53	33	38	29
Non-public Nursery	68	32	58	42	63	37	68	32	67	28	6
Pre-Kindergarten	52	48	38	62	46	54	55	45	46	38	16
<b>Special Education</b>											
No	49	51	37	63	46	54	54	46	44	36	19
Yes	22	78	19	81	26	74	28	73	19	32	49
<b>English Language Learners</b>											
No	48	52	36	64	46	54	53	47	44	36	20
Yes	22	78	14	86	27	73	49	51	22	37	41
<b>Free and Reduced Price Meals</b>											
No	53	47	40	60	50	50	56	44	49	33	18
Yes	38	62	29	71	36	64	48	52	34	42	25
Aggregated Data	47	53	36	64	45	55	53	47	43	36	21

\* = Percentage could not be reported due to group size fewer than 5

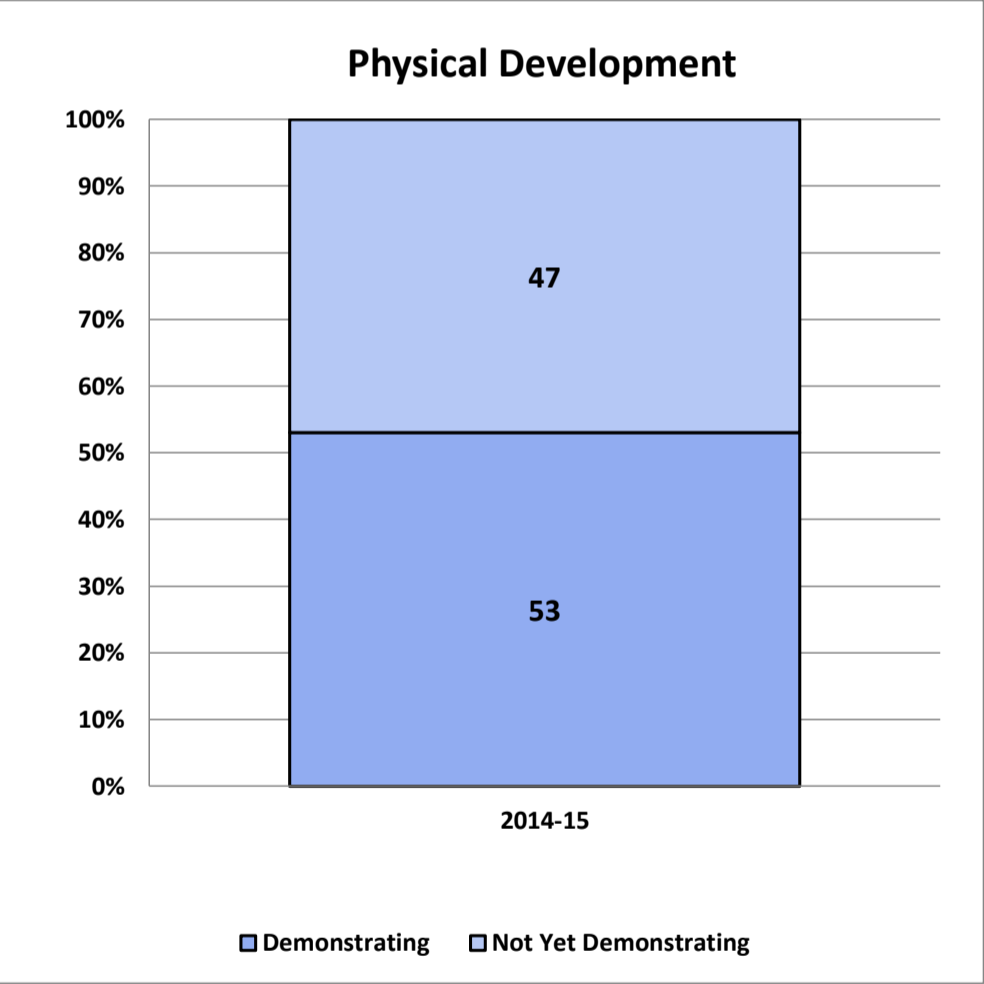
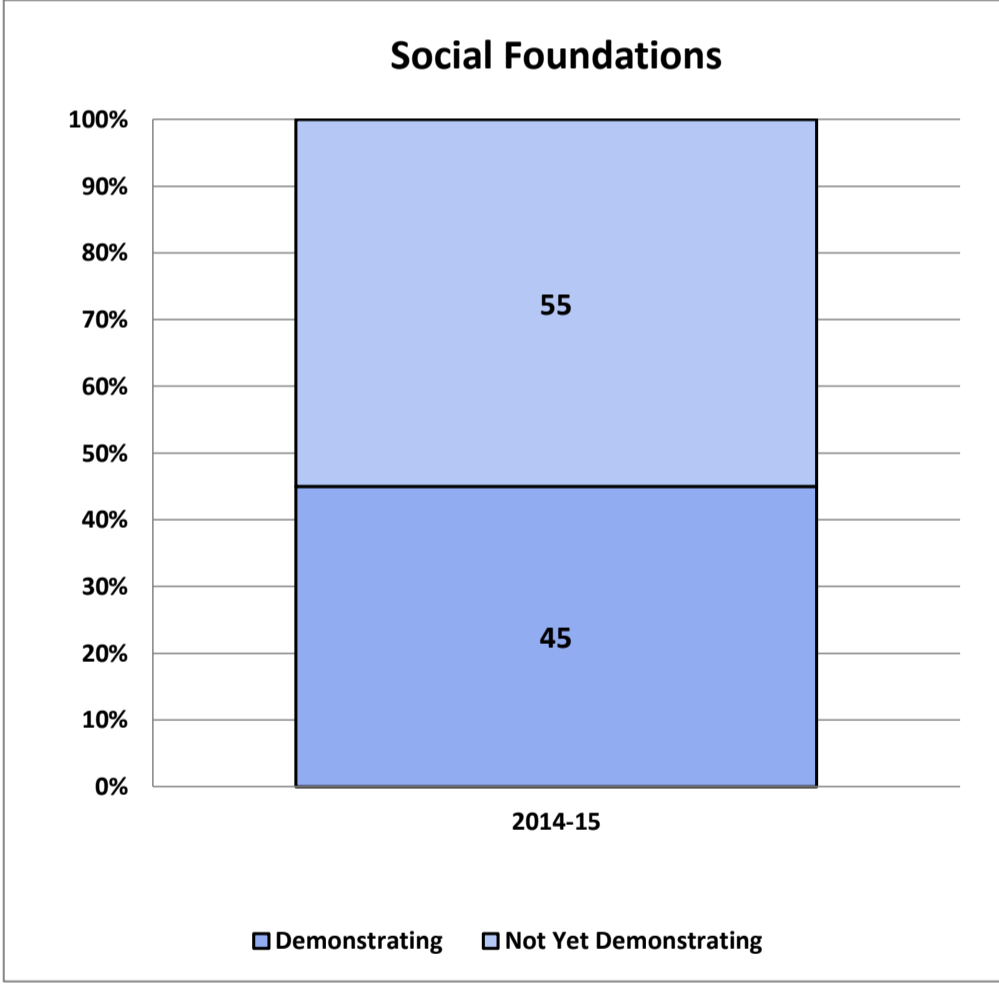
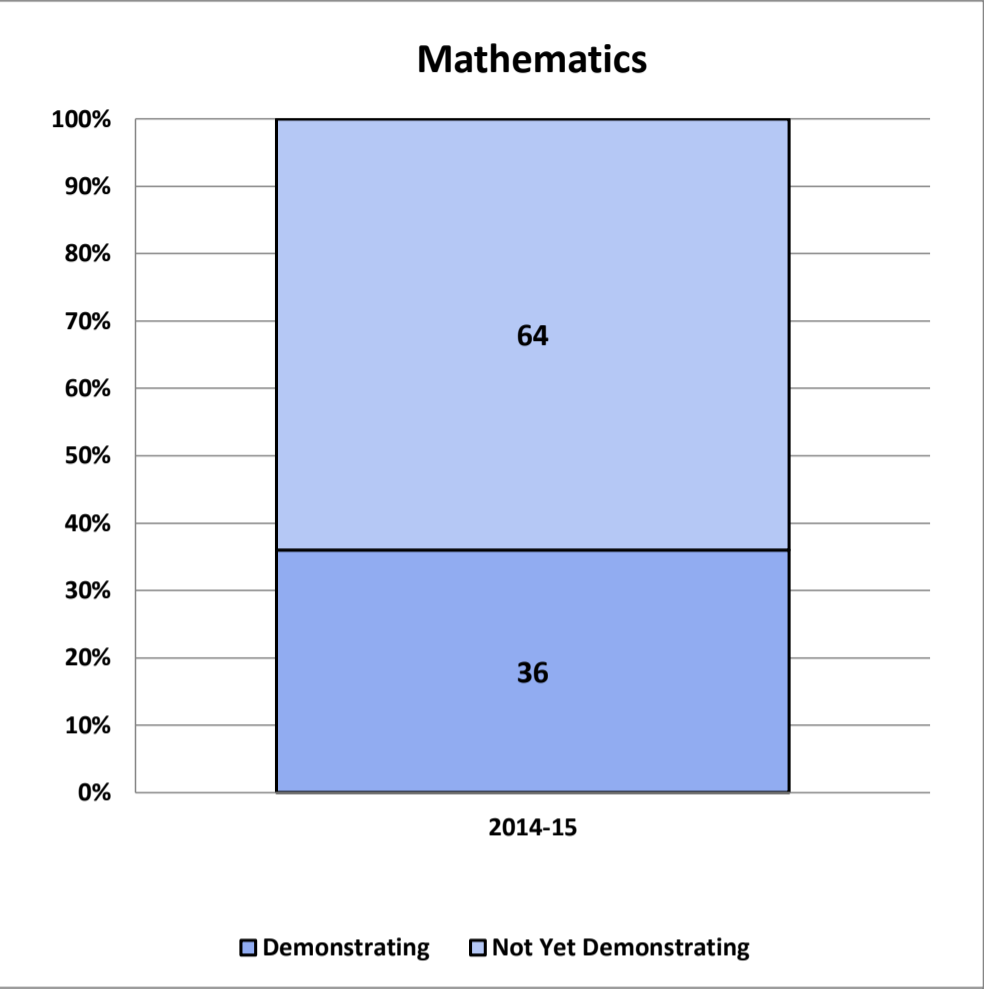
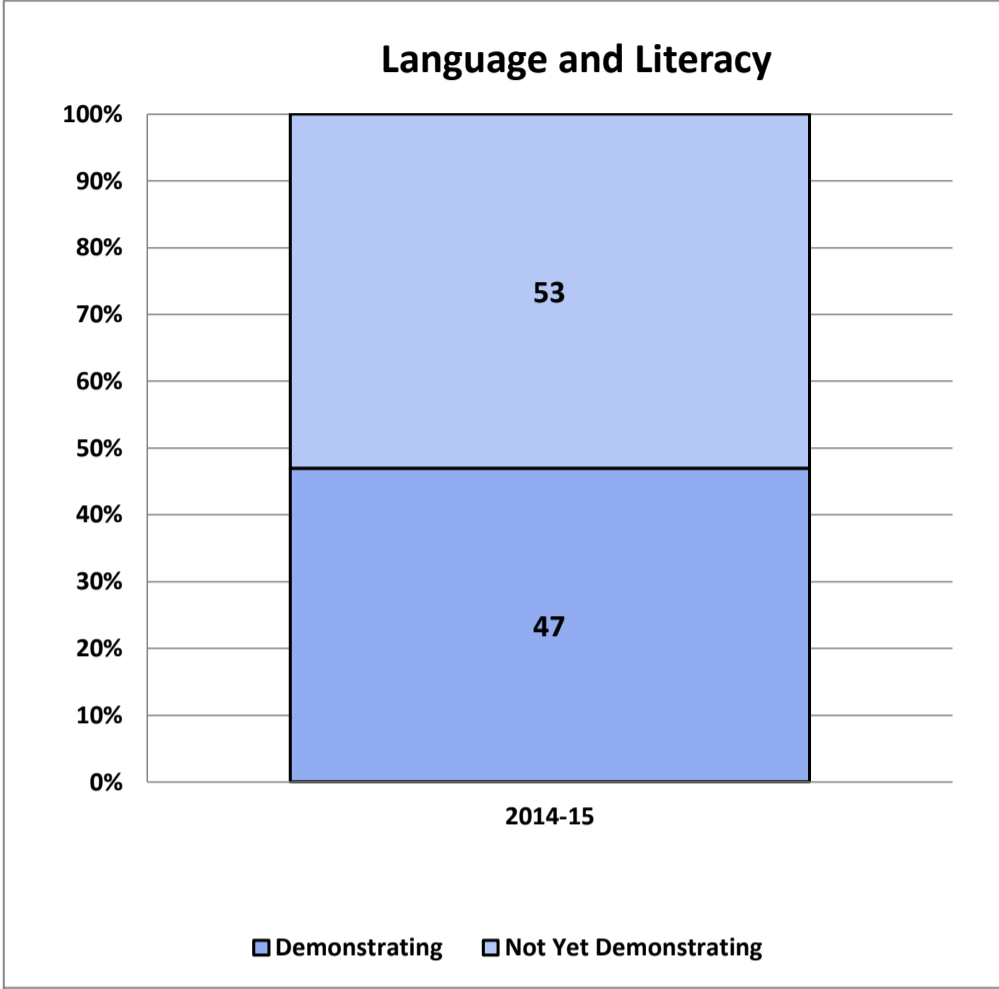
**Kindergarten Readiness Assessment 2014-2015  
Composite Results  
Washington County**



	"Other" Scores - LEA 21	
	Number of Students	Percent of all KRA
English Language Learners	0	0%
Special Education Students	0	0%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2014-2015**  
**Domain Results**  
**Washington County**



<b>Kindergarten Readiness Assessment</b>		
<b>Wicomico County Data File Summary 2014-2015</b>		
Final Record Count for KRA Data File		<b>1216</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	636	52.30
Females	580	47.70
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	10	0.82
Asian	28	2.30
Black/African American	401	32.98
Native Hawaiian/Other Pacific Islander	0	0.00
White	510	41.94
Hispanic/Latino	138	11.35
Two or More Races (Non-Hispanic/Latino)	129	10.61
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	373	30.67
Yes	843	69.33
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	1102	90.63
Yes	114	9.38
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	1100	90.46
Yes	116	9.54
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	153	12.58
Prekindergarten	637	52.38
Child Care Center	127	10.44
Family Child Care	49	4.03
Home/Informal Care	170	13.98
Non-Public Nursery School	23	1.89
Repeated Kindergarten	58	4.77

**Wicomico County - Number of Kindergarten Students**

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	2	8	2	8	6	4	7	3	4	4	2
Asian	8	19	9	18	17	11	17	11	12	10	5
African American	129	266	73	320	180	214	220	169	128	191	68
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	268	237	190	314	281	225	312	190	269	174	58
Hispanic	28	106	22	113	67	68	87	48	35	61	38
Two or More Races (Non-Hispanic/Latino)	63	64	33	94	73	54	79	47	61	50	15
<b>Gender</b>											
Male	243	382	152	472	270	356	320	305	230	268	123
Female	255	318	177	395	354	220	402	163	279	222	63
<b>Prior Care</b>											
Child Care Center	74	53	49	78	71	56	78	48	71	43	12
Family Child Care	17	32	13	36	21	28	27	22	18	24	7
Head Start	40	113	19	133	68	85	86	67	40	77	35
Home / Informal Care	49	119	29	139	70	98	80	87	53	65	49
Non-public Nursery	13	10	10	13	14	9	16	7	14	8	1
Pre-Kindergarten	289	333	191	430	352	272	399	217	292	245	75
<b>Special Education</b>											
No	478	615	308	785	587	508	675	410	482	450	150
Yes	20	85	21	82	37	68	47	58	27	40	36
<b>English Language Learners</b>											
No	484	601	316	766	573	512	656	419	488	439	145
Yes	14	99	13	101	51	64	66	49	21	51	41
<b>Free and Reduced Price Meals</b>											
No	211	155	143	221	220	147	241	124	215	124	24
Yes	287	545	186	646	404	429	481	344	294	366	162
Aggregated Data	498	700	329	867	624	576	722	468	509	490	186

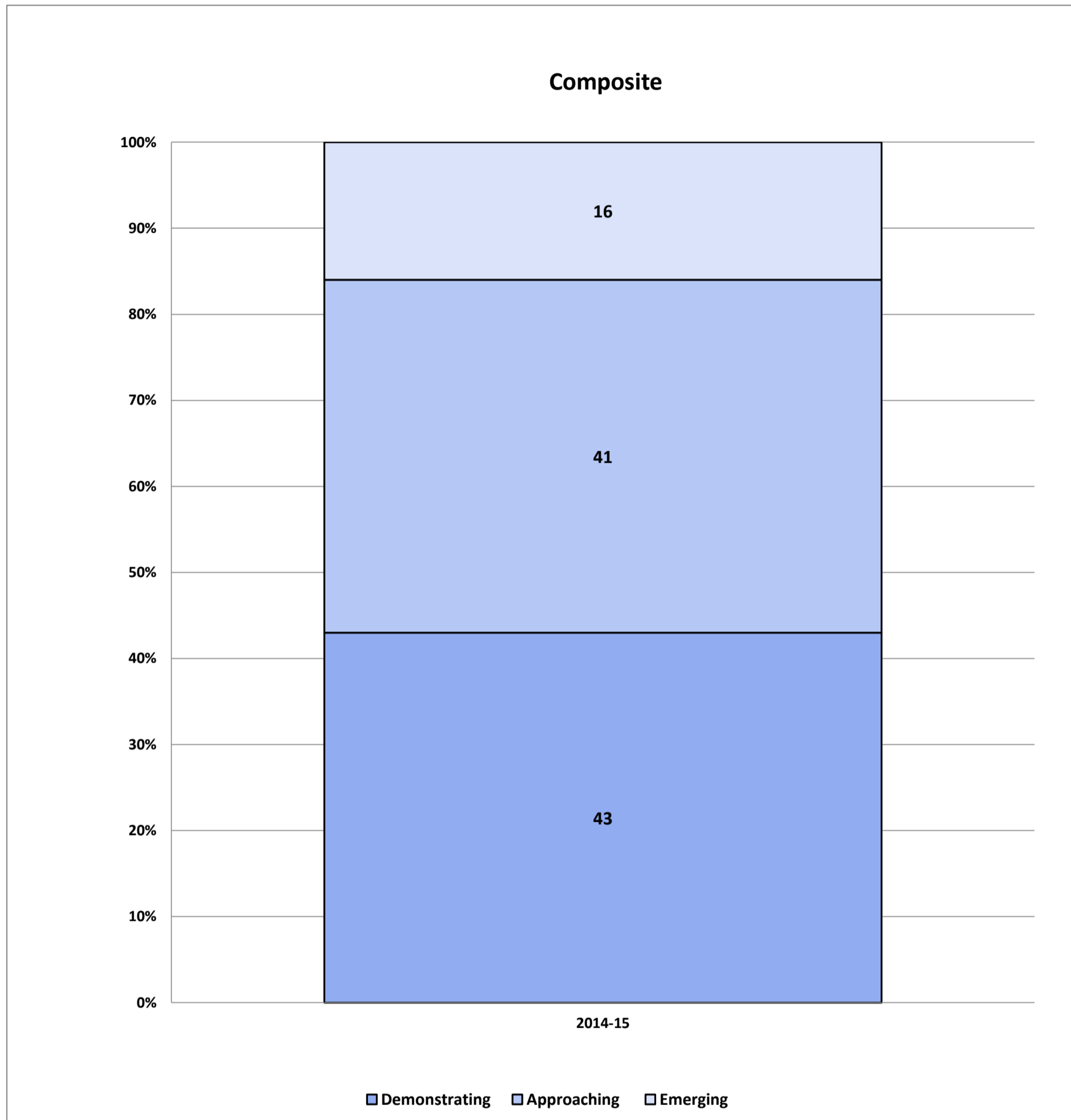
\* = fewer than 5

### Wicomico County - Percentage of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	20	80	20	80	60	40	70	30	40	40	20
Asian	30	70	33	67	61	39	61	39	44	37	19
African American	33	67	19	81	46	54	57	43	33	49	18
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	53	47	38	62	56	44	62	38	54	35	12
Hispanic	21	79	16	84	50	50	64	36	26	46	28
Two or More Races (Non-Hispanic/Latino)	50	50	26	74	57	43	63	37	48	40	12
<b>Gender</b>											
Male	39	61	24	76	43	57	51	49	37	43	20
Female	45	55	31	69	62	38	71	29	49	39	11
<b>Prior Care</b>											
Child Care Center	58	42	39	61	56	44	62	38	56	34	10
Family Child Care	35	65	27	73	43	57	55	45	37	49	14
Head Start	26	74	13	88	44	56	56	44	26	51	23
Home / Informal Care	29	71	17	83	42	58	48	52	32	39	29
Non-public Nursery	57	43	43	57	61	39	70	30	61	35	4
Pre-Kindergarten	46	54	31	69	56	44	65	35	48	40	12
<b>Special Education</b>											
No	44	56	28	72	54	46	62	38	45	42	14
Yes	19	81	20	80	35	65	45	55	26	39	35
<b>English Language Learners</b>											
No	45	55	29	71	53	47	61	39	46	41	14
Yes	12	88	11	89	44	56	57	43	19	45	36
<b>Free and Reduced Price Meals</b>											
No	58	42	39	61	60	40	66	34	59	34	7
Yes	34	66	22	78	48	52	58	42	36	45	20
Aggregated Data	42	58	28	72	52	48	61	39	43	41	16

\* = fewer than 5

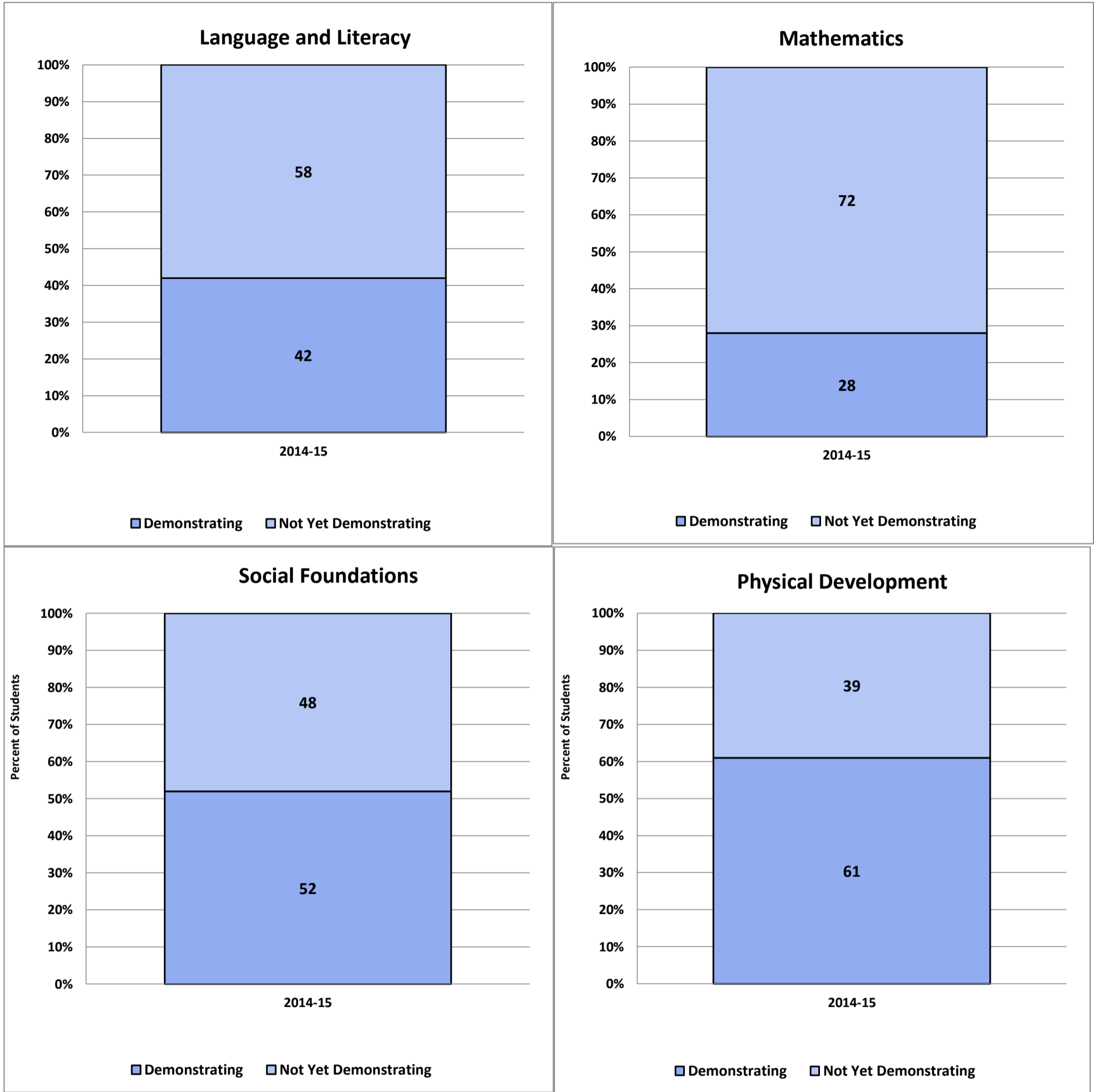
**Kindergarten Readiness Assessment 2014-2015  
Composite Results  
Wicomico County**



"Other" Scores - LEA 22		
	Number of Students	Percent of all KRA
English Language Learners	2	0.16%
Special Education Students	3	0.25%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2014-2015**  
**Domain Results**  
**Wicomico County**





<b>Kindergarten Readiness Assessment</b>		
<b>Worcester County Data File Summary 2014-2015</b>		
Final Record Count for KRA Data File		<b>453</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	239	52.76
Females	214	47.24
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	1	0.22
Asian	12	2.65
Black/African American	94	20.75
Native Hawaiian/Other Pacific Islander	0	0.00
White	285	62.91
Hispanic/Latino	33	7.28
Two or More Races (Non-Hispanic/Latino)	28	6.18
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	242	53.42
Yes	211	46.58
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	425	93.82
Yes	28	6.18
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	432	95.36
Yes	21	4.64
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	4	0.88
Prekindergarten	343	75.72
Child Care Center	41	9.05
Family Child Care	5	1.10
Home/Informal Care	35	7.73
Non-Public Nursery School	24	5.30
Repeated Kindergarten	1	0.22

**Worcester County - Number of Kindergarten Students**

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*
Asian	7	5	6	6	9	3	10	2	7	5	0
African American	38	52	27	66	27	63	23	67	22	52	16
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	169	109	133	151	166	113	156	123	158	95	25
Hispanic	13	18	8	25	15	16	19	12	10	15	6
Two or More Races (Non-Hispanic/Latino)	14	12	7	20	14	12	14	13	15	9	2
<b>Gender</b>											
Male	128	106	97	141	113	121	101	134	107	96	31
Female	113	91	84	128	118	87	121	84	105	81	18
<b>Prior Care</b>											
Child Care Center	25	14	13	28	26	13	21	18	21	13	5
Family Child Care	4	1	3	2	3	2	3	2	4	1	0
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home / Informal Care	4	29	8	25	10	23	12	22	6	19	8
Non-public Nursery	15	8	12	12	19	4	15	8	17	5	1
Pre-Kindergarten	193	140	145	197	173	161	171	163	164	136	33
<b>Special Education</b>											
No	232	180	174	250	226	187	215	198	208	167	37
Yes	9	17	7	19	5	21	7	20	4	10	12
<b>English Language Learners</b>											
No	236	183	178	251	221	199	210	211	209	163	47
Yes	5	14	3	18	10	9	12	7	3	14	2
<b>Free and Reduced Price Meals</b>											
No	152	84	125	116	159	77	153	84	150	71	15
Yes	89	113	56	153	72	131	69	134	62	106	34
Aggregated Data	241	197	181	269	231	208	222	218	212	177	49

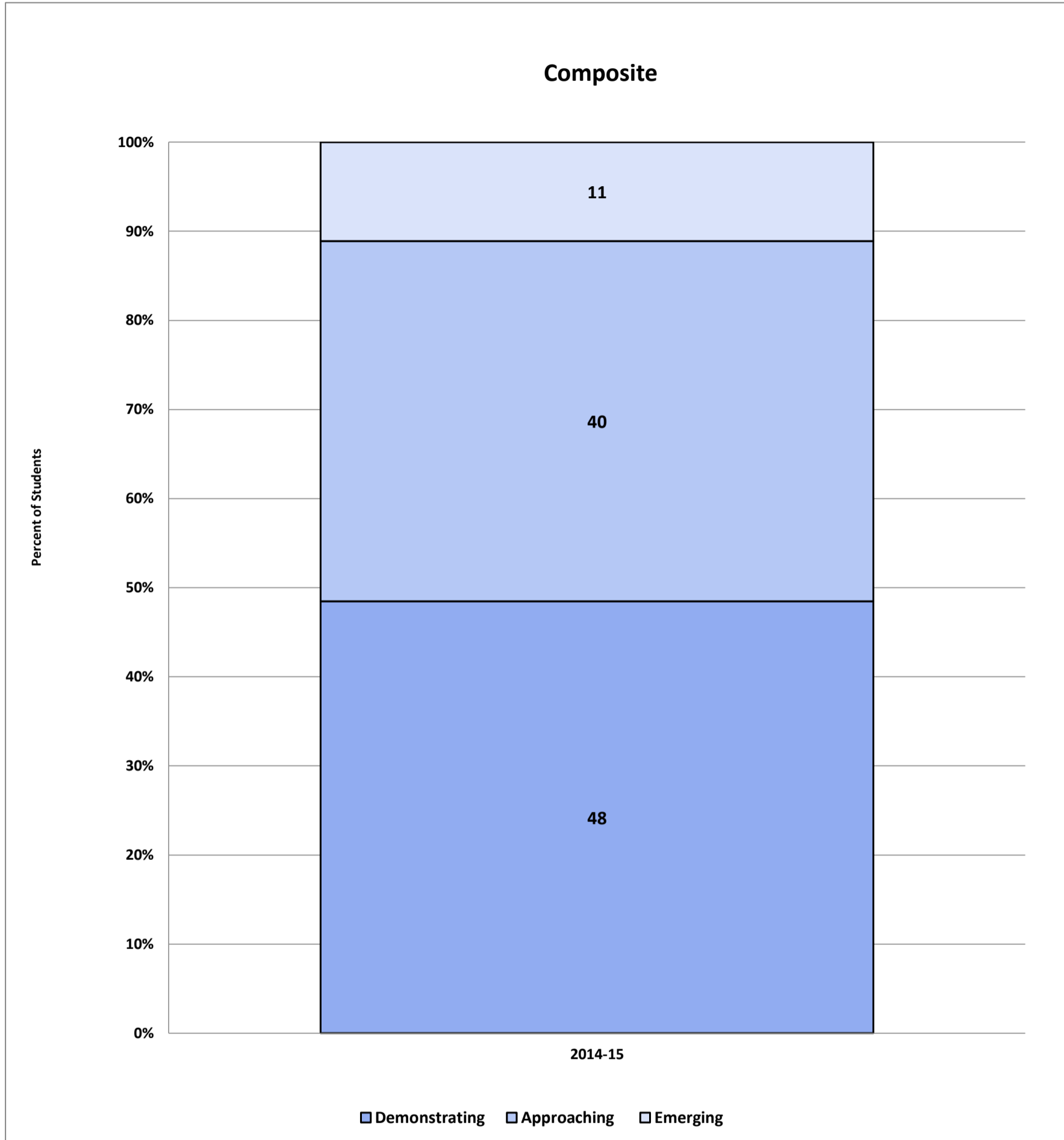
\* = Group size fewer than 5

**Worcester County - Percentage of Kindergarten Students**

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*
Asian	58	42	50	50	75	25	83	17	58	42	0
African American	42	58	29	71	30	70	26	74	24	58	18
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	61	39	47	53	59	41	56	44	57	34	9
Hispanic	42	58	24	76	48	52	61	39	32	48	19
Two or More Races (Non-Hispanic/Latino)	54	46	26	74	54	46	52	48	58	35	8
<b>Gender</b>											
Male	55	45	41	59	48	52	43	57	46	41	13
Female	55	45	40	60	58	42	59	41	51	40	9
<b>Prior Care</b>											
Child Care Center	64	36	32	68	67	33	54	46	54	33	13
Family Child Care	80	20	60	40	60	40	60	40	80	20	0
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home / Informal Care	12	88	24	76	30	70	35	65	18	58	24
Non-public Nursery	65	35	50	50	83	17	65	35	74	22	4
Pre-Kindergarten	58	42	42	58	52	48	51	49	49	41	10
<b>Special Education</b>											
No	56	44	41	59	55	45	52	48	50	41	9
Yes	35	65	27	73	19	81	26	74	15	38	46
<b>English Language Learners</b>											
No	56	44	41	59	53	47	50	50	50	39	11
Yes	26	74	14	86	53	47	63	37	16	74	11
<b>Free and Reduced Price Meals</b>											
No	64	36	52	48	67	33	65	35	64	30	6
Yes	44	56	27	73	35	65	34	66	31	52	17
Aggregated Data	55	45	40	60	53	47	50	50	48	40	11

\* = Percentage could not be reported due to group size fewer than 5

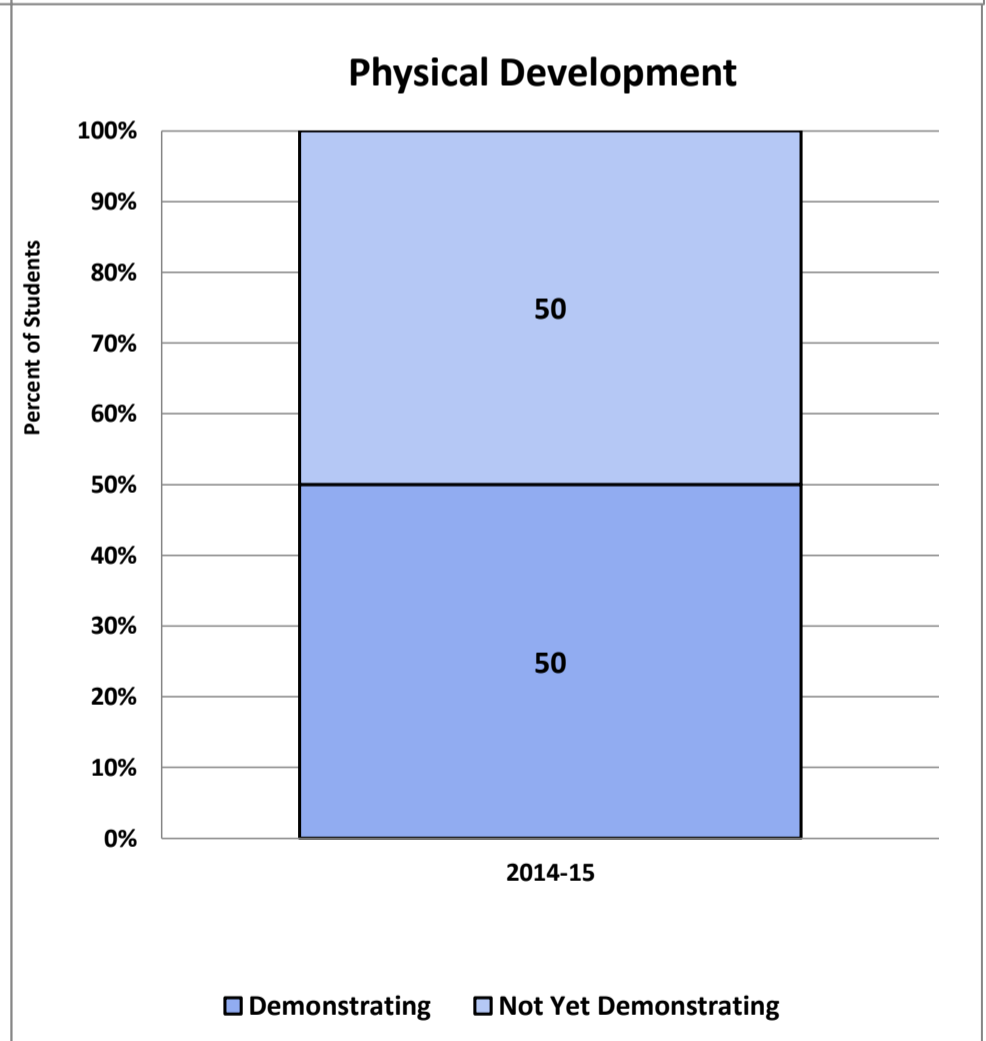
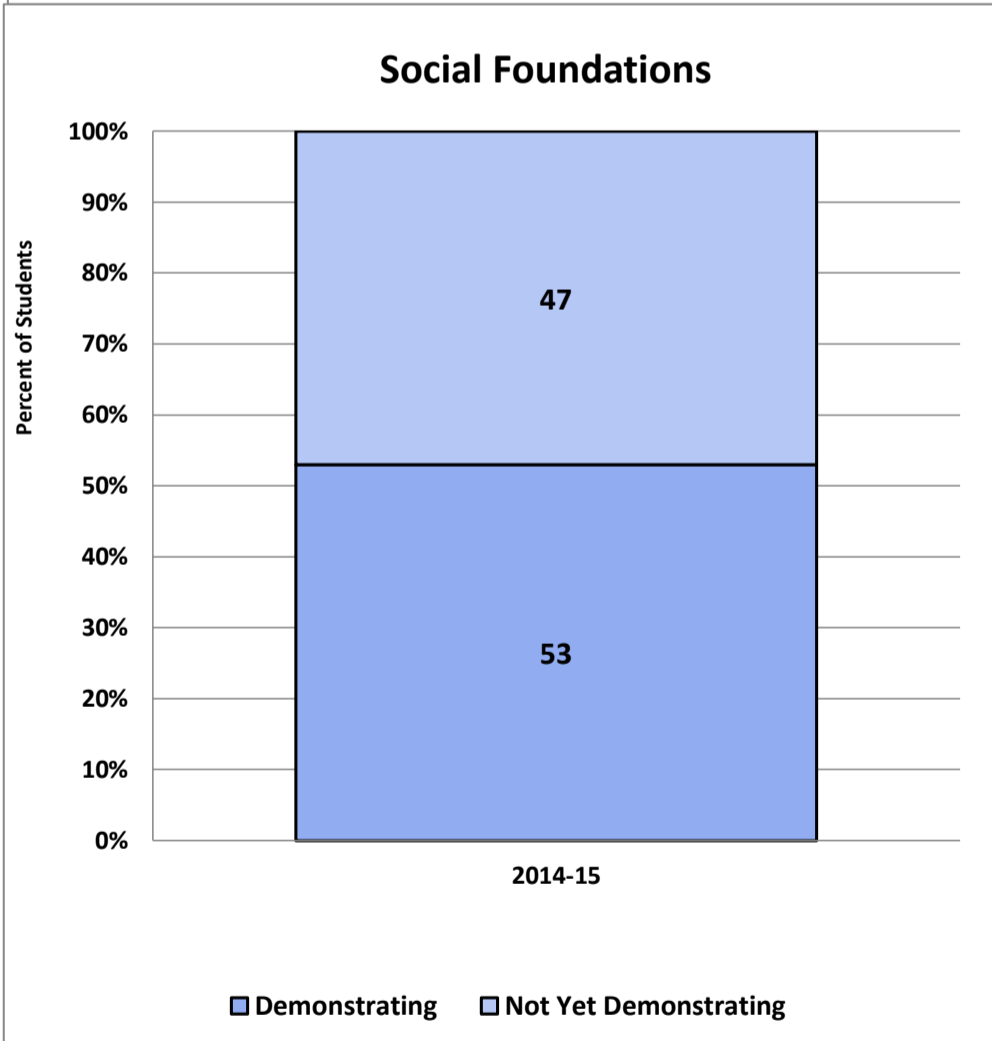
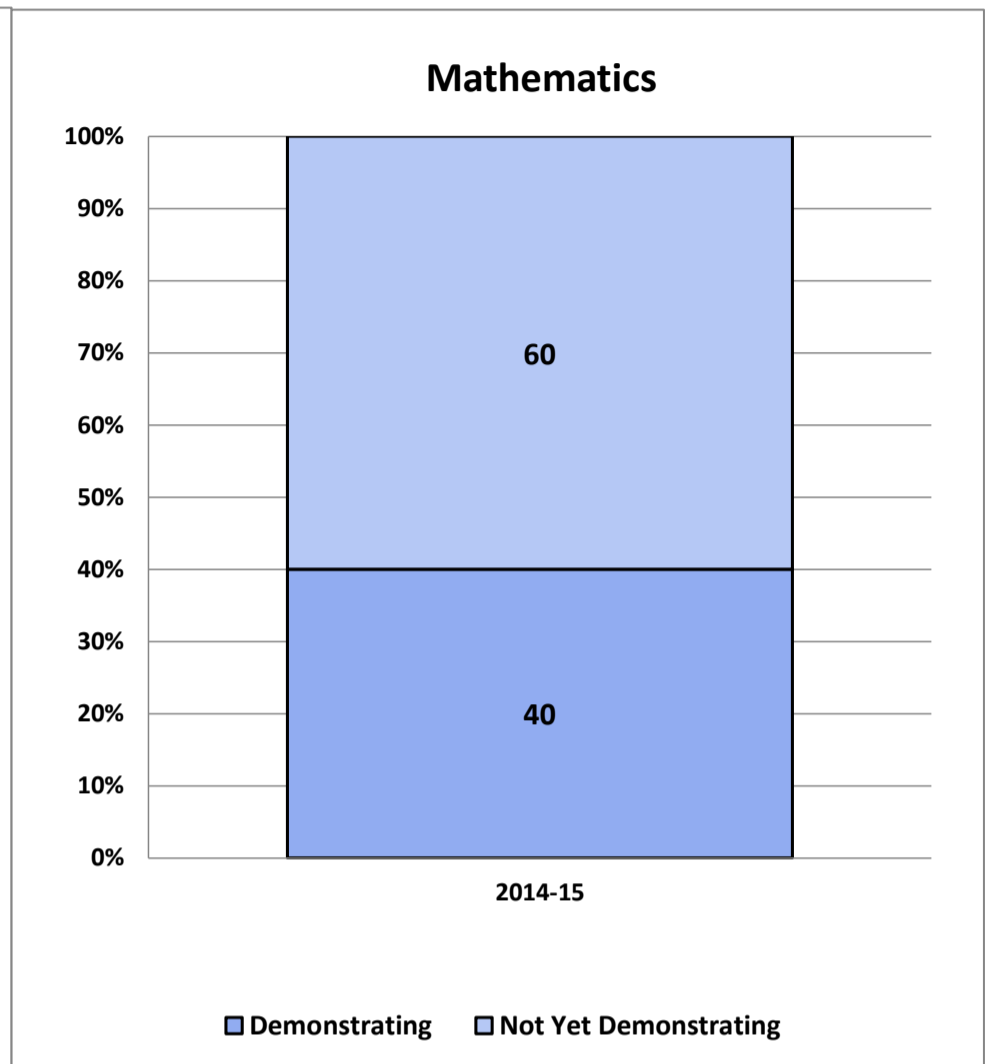
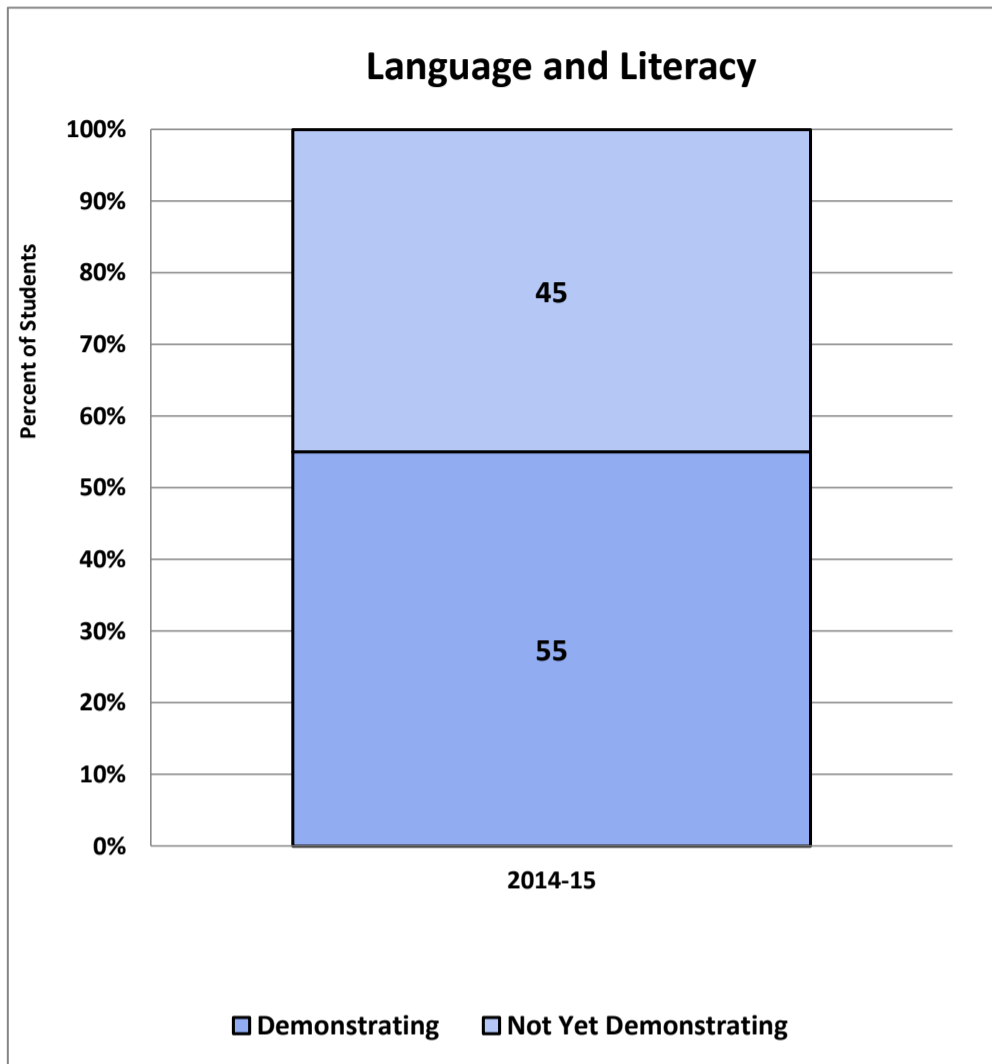
**Kindergarten Readiness Assessment 2014-2015  
Composite Results  
Worcester County**



"Other" Scores - LEA 23		
	Number of Students	Percent of all KRA
English Language Learners	0	0.00%
Special Education Students	1	0.22%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2014-2015**  
**Domain Results**  
**Worcester County**



<b>Kindergarten Readiness Assessment</b>		
<b>Maryland School for the Deaf Data File Summary 2014-2015</b>		
Final Record Count for KRA Data File		<b>16</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	13	81.25
Females	3	18.75
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	0	0.00
Black/African American	4	25.00
Native Hawaiian/Other Pacific Islander	0	0.00
White	9	56.25
Hispanic/Latino	2	12.50
Two or More Races (Non-Hispanic/Latino)	1	6.25
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	10	62.50
Yes	6	37.50
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	0	0.00
Yes	16	100.00
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	16	100.00
Yes	0	0.00
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	0	0.00
Prekindergarten	16	100.00
Child Care Center	0	0.00
Family Child Care	0	0.00
Home/Informal Care	0	0.00
Non-Public Nursery School	0	0.00
Repeated Kindergarten	0	0.00

### Maryland School for the Deaf - Number of Kindergarten Students

	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	*	*	2	7	1	8	6	3	*	*	*
Hispanic	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
<b>Gender</b>											
Male	*	*	2	11	1	12	8	5	*	*	*
Female	*	*	*	*	*	*	*	*	*	*	*
<b>Prior Care</b>											
Child Care Center	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home / Informal Care	*	*	*	*	*	*	*	*	*	*	*
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	*	*	3	13	2	14	11	5	*	*	*
<b>Special Education</b>											
No	*	*	*	*	*	*	*	*	*	*	*
Yes	*	*	3	13	2	14	11	5	*	*	*
<b>English Language Learners</b>											
No	*	*	3	13	2	14	11	5	*	*	*
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	*	*	3	7	2	8	7	3	*	*	*
Yes	*	*	0	6	0	6	4	2	*	*	*
Aggregated Data	*	*	3	13	2	14	11	5	*	*	*

\* = Group size fewer than 5

### Maryland School for the Deaf - Percentage of Kindergarten Students

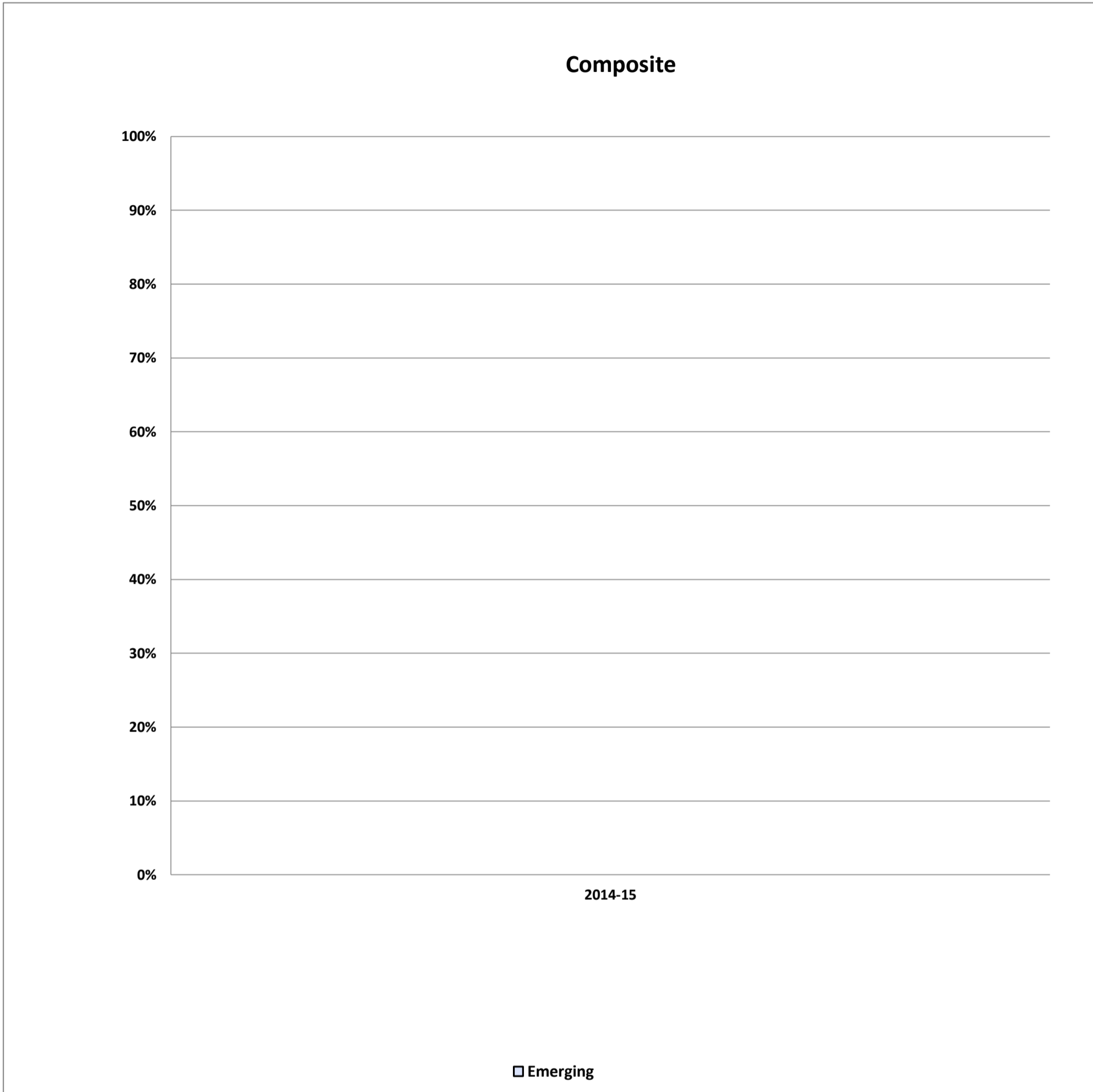
	Language and Literacy		Mathematics		Social Foundations		Physical Development		Composite		
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Approaching	Emerging
<b>Race/Ethnicity</b>											
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	*	*	22	78	11	89	67	33	*	*	*
Hispanic	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
<b>Gender</b>											
Male	*	*	15	85	8	92	62	38	*	*	*
Female	*	*	*	*	*	*	*	*	*	*	*
<b>Prior Care</b>											
Child Care Center	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home / Informal Care	*	*	*	*	*	*	*	*	*	*	*
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	*	*	19	81	13	88	69	31	*	*	*
<b>Special Education</b>											
No	*	*	*	*	*	*	*	*	*	*	*
Yes	*	*	19	81	13	88	69	31	*	*	*
<b>English Language Learners</b>											
No	*	*	*	*	*	*	*	*	*	*	*
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	*	*	30	70	20	80	70	30	*	*	*
Yes	*	*	0	100	0	100	67	33	*	*	*
Aggregated Data	*	*	19	81	13	88	69	31	*	*	*

\* = Percentage could not be reported due to group size fewer than 5



**Kindergarten Readiness Assessment 2014-2015  
Composite Results  
Maryland School for the Deaf**

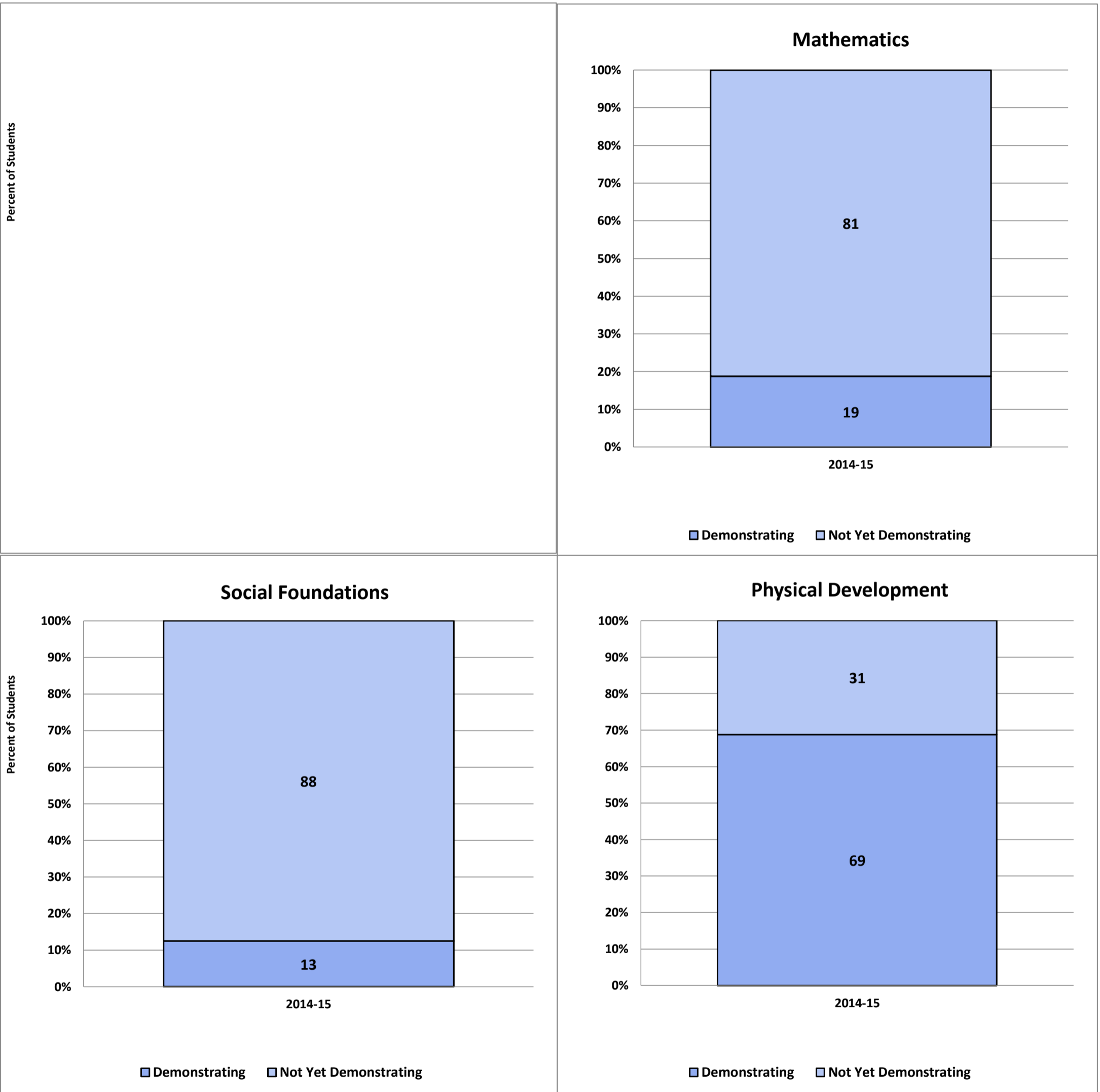
16



	"Other" Scores - LEA 30	
	Number of Students	Percent of all KRA
English Language Learners	0	0.00%
Special Education Students	16	100.00%

Other: A child was not able to access one or more assessment items during assessment administration due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition, resulting in a "Not Scorable" for those items.

**Kindergarten Readiness Assessment 2014-2015**  
**Domain Results**  
**Maryland School for the Deaf**



## **Appendix C**

### **Individual Stakeholders, Group Participants and Testing Sites**



**National Technical Advisory Committee (facilitated by the Council of Chief State School Officers):**

**Jerry West, Ph.D., TAC Chair**

Senior Fellow, Mathematica Policy Research

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Steinhardt School of Culture Education and Human Development

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Lead Consultant, Best practices for young dual language learners  
California State Department of Education

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University of Miami

**Dr. Ilonca Hardy**

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**Kathleen Hebbeler, Ph.D.**

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SRI International

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Co-Director of the National Center for Children and Families,  
Teachers College, Columbia University

**Robert Lissitz, Ph.D.**

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**Catherine Scott-Little, Ph.D.**

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**C. Cybele Raver, Ph.D.**

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Steinhardt School of Culture Education and Human Development

**Ross Thompson, Ph.D.**

Distinguished Professor  
University of California, Davis

**State and Local Advisory Council Members:**

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Albertsen, Randi	Owner, Innovations in Education LLC
Bacquie, Janine	Director of Early Childhood, Montgomery County Public Schools
Blank, Dee	Supervisor of Early Childhood, Allegany County Public Schools
Bonanni, Diane	Coordinating Supervisor, Early Childhood, Prince George's County Public Schools
Brown, Laura	MMSR Trainer
Burroughs-Campbell, Shannon	Executive Director, Baltimore City Head Start Mayor's Office of Human Services
Claros, Renata	Executive Director, Centronia
Clark, Georgia	Executive Director for Elementary School Education, Cecil County Public Schools
Cockey, Michael	Independent Consultant
Coleman, Leslie	Kiddie Academy
Corwin, Louise	Ready At Five
Davis, Lisa	Coordinator, Early Childhood Programs, Howard County Public School system
Franklin, Althea	MMSR Trainer
Gee, Flora	Director, Greenbelt Children's Center
Grafwallner, Rolf (Dr.)	MSDE, Assistant State Superintendent, DECD
Holman, Kay (Dr.)	Assistant Professor, Department of Special Education, Towson University
Huffman, Sharon	Director, Project ACT, Abilities Network
Hussey-Gardner, Brenda (Dr.)	Assistant Professor, School of Medicine, University of Maryland
Iannone-Campbell, Charlene	Director of Early Learning, Baltimore City Public Schools

NAME	ORGANIZATION
Jones, Vanessa	MSDE/Credentialing Branch
Jost, Tracy	MD Association for the Education of Young Children
McGinnity, Mark	Licensing Supervisor, Office of Child Care
Nelson, Cathy	EC Consultant – ELL
Nizer, Jennifer	Director, Child Development Center, Johns Hopkins Bayview Medical Center
Otto, Tamara	Sr. Program Coordinator/Instructor, JHU/CTE
Owens-Burton, Nadine	Acting Executive Director, Maryland Head Start Association
Rice-Doran, Patricia (Dr.)	Assistant Professor of Special Education, College of Education, Towson University
Richman, Laila (Dr.)	Assistant Professor, Department of Special Education, Towson University
Rohde, Steve	Deputy Director, Maryland Family Network
Schultz , David (Dr.)	Associate Professor, University of Maryland Baltimore County
Singleton, Alicia	MSDE/DECD, Research Analyst
Smith, Jena	MSDE/Credentialing Branch
Smith, Jenaya	MSDE/Early Learning Branch, Early Learning Specialist
Suguiyama, Laura	Director, Calvary Weekday School
Taru, Nira C. (Dr.)	<i>Associate Professor, Morgan State University</i>
Teat, Regina	Early Childhood/Elementary Supervisor, Dorchester County Public Schools
Treakle, Janice	MSDE/Early Learning Branch, MMSR Coordinator
Vacca, Monica	MMSR Trainer
Vorobey, Nancy	Section Chief, Early Education, Division of Special Education/Early Intervention Services
Walker, Judy	MSDE/Early Learning Branch, Early Learning Specialist

## **Multi-partner Leadership Teams:**

Sophie Hubbell	Asst. Director, Early Learning	Ohio State Dept. of Education
Wendy Grove	Director, Early Learning	Ohio State Dept. of Education
Stephanie Siddens	Senior Executive Director	Ohio State Dept. of Education
Rolf Grafwallner	Assist. State Superintendent	Maryland State Dept. of Education
Judy Walker	Early Learning Branch Chief	Maryland State Dept. of Education
Candy Miller	Assessment Specialist	Maryland State Dept. of Education
Robert Wagner	Education Program Specialist	Maryland State Dept. of Education
Marcella Franczkowski	Assist. State Superintendent	Maryland State Dept. of Education
Nancy Vorobey	Section Chief	Maryland State Dept. of Education
Jackie Nunn	Director, JHU-CTE	John's Hopkins University, CTE
Christopher Sessums	R4K Program Manager	John's Hopkins University, CTE
Tamara Swanson-Otto	Research Coordinator	John's Hopkins University, CTE
Angela Vann	Program Administrator, Prof. Dev.	John's Hopkins University, CTE
Dave Peloff	Senior Program Director, Tech	John's Hopkins University, CTE
Linda Carling	Program Director, Online Learning	John's Hopkins University, CTE
Kristen Thompson	Technology Program Coordinator	John's Hopkins University, CTE
Andrew Latham	Director (WestEd – ASDS)	WestEd
Matt Brunetti	Project Manager (WestEd – ASDS)	WestEd
Joanne Jensen	Associate Director of Assessment	WestEd
Ann Appert	Associate Director, Planning & Resource	WestEd
Jessica Goldstein	Assistant Professor in Residence	Connecticut Depart. of Education
Harriet Feldlaufer	Director, CT Office of Early Childhood	Connecticut Depart. of Education
Michelle Levy	Consultant, CT Office of Early Childhood	Connecticut Depart. of Education

## **Accessibility and Accommodations Workgroups for Special Populations:**

### **Students with Disabilities**

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Amy Nicholas (John's Hopkins University, Center for Technology in Education)

Kristie Pretti-Frontczak (John's Hopkins University, Center for Technology in Education Consultant)

Marcella Franczkowski (Maryland State Department of Education)

Nancy Vorobey (Maryland State Department of Education)

Trinell Bowman (Maryland State Department of Education)

Karen Andrews (former Maryland State Department of Education)

Sophie Hubbell (Ohio State Department of Education)



Barbara Weinberg (former Ohio State Department of Education)

Katrina Bush (Ohio DODD)

Cathy Nelson (Maryland State Department of Education Consultant ELL Specialist)

**Stakeholder and Expert Ad Hoc Committee Members:**

**Maryland Bias and Sensitivity Review Committee Members**

Ellen Abramson (MMSR, VIOLETS, SEFEL, Preschool Sp Ed Trainer)

Margo Sipes, Downtown Baltimore Child Care, Inc.

Diane Bonanni, Prince George's County Public Schools

Fiora Gee, Greenbelt Children's Center

Cathy Nelson, Maryland State Department of Education Consultant ELL Specialist

Michelle Daley, Maryland State Department of Education

Sharon Huffman, Abilities Network

Maria del Rosario Bastera, The Mid Atlantic Equity Center

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Lisa Davis, Howard County Public Schools

Tina Diaduk, the Promise Resource Center, Previous Preschool Teacher

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Brad Weiner, Prince George's County

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**Maryland KRA Pilot Test Schools:**

Baltimore Montessori Public Charter School	Baltimore
Moravia Park Elementary	Baltimore City
Cool Spring Elementary	Prince George’s
Rose Valley Elementary	Prince George’s
Clinton Grove Elementary	Prince George’s
Glenn Dale Elementary	Prince George’s
Funkstown Elementary	Washington
Waverly Elementary	Howard
Talbot County Judy Center Easton Elementary	Talbot
Accident Elementary	Garrett
Broad Ford Elementary	Garrett
Crellin Elementary	Garrett
Friendsville Elementary	Garrett
Grantsville Elementary	Garrett

Route 40 Elementary	Garrett
Yough Glades Elementary	Garrett

**Maryland KRA Field Test Schools:**

Beall Elementary (Title 1)	Allegany
Beaver Run Elementary (Title 1)	Wicomico
Bester Elementary (Title 1)	Washington
Bradbury Heights ES	Prince George's
Carter G Woodson Elementary (Title 1)	Somerset
Cecil Elementary (Title 1)	Baltimore City
Centennial Lane	Howard
Centreville Elementary	Queen Anne's
Deal Island Elementary (Title 1)	Somerset
Deep Run Elementary (Title 1)	Howard
Eva Turner Elementary (Title 1)	Charles
Ferndale Early Education Center (Title 1)	Anne Arundel
Grasonville Elementary (Title 1)	Queen Anne's
Greensboro Elementary (Title 1)	Caroline
Greenwood Elementary (Title 1)	Somerset
Hawthorne Elementary (Title 1)	Baltimore County
Hurlock Elementary (Title 1)	Dorchester
Lexington Park Elementary (Title 1)	St. Mary's
Mary Ann Winterling Elementary (Title 1)	Baltimore City
Park Hall Elementary (Title 1)	St. Mary's
Parr's Ridge Elementary	Carroll
Prince Street Elementary (Title 1)	Wicomico
Rockledge ES	Prince George's
South Penn Elementary (Title 1)	Allegany
Spring Ridge Elementary	Frederick
Villa Cresta Elementary	Baltimore County
Waverly Elementary	Howard
Winter Street Elementary (Title 1)	Washington

**Maryland KRA VPA Field Test Sites:**

Villa Cresta	Baltimore County
Hurlock Elementary	Dorchester
Park Hall Elementary	St. Mary's
Rockledge Elementary	Prince George's
Waverly Elementary	Howard
Bester Elementary	Washington
Beall Elementary	Allegany
Spring Ridge Elementary	Frederick
Eva Turner Elementary	Charles

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Sharon Mattoon (Anne Arundel County) – Kindergarten teacher  
Rachel Pasko (Baltimore City) – Kindergarten teacher  
April Terrell (Baltimore City) – Academic Content Liaison  
Jacqueline Dye (Baltimore County) – Kindergarten teacher  
Allyson Sealfon (Carroll County) – Kindergarten teacher  
Donna Greenleaf (Dorchester County) – Early Childhood Supervisor  
Laura Brown (Howard County) – Kindergarten teacher  
Carol Cavanaugh (Howard County) – Kindergarten teacher  
Kendra Sarris (Prince George's County) – Kindergarten teacher  
Andreia Searcy (Prince George's County) – Early Childhood Supervisor

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Carol Cavanaugh (Howard County) – Kindergarten teacher  
Erinn Eifler Hull (Baltimore City) – Educational Associate  
April Terrell (Baltimore City) – Academic Content Liaison

Emmajane Olinde (Wicomico County) – Lead Teacher for Early Childhood Programs  
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Bonnie Belsinger (Baltimore County) – Language Arts Resource Teacher  
Andreia Searcy (Prince George’s County) – Early Childhood Supervisor  
Robert Wagner (Maryland State Department of Education) – Education Program Specialist

# **Appendix D**

## **Frequently Asked Questions**



## FREQUENTLY ASKED QUESTIONS

### Kindergarten Readiness Assessment (KRA) Q&A

#### ASSESSMENT OVERVIEW

##### *Why is assessment important?*

Understanding children's developmental characteristics as they enter school, and the types of early experiences that are linked to school success, is vital to all of Maryland's education stakeholders, including early care and education providers, teachers, policymakers, community leaders, and families, among others. Assessing students at the start of kindergarten is one way to understand children's individual developmental strengths and challenges. It can also help stakeholders strategically address the preparedness of all children for the challenges of subsequent grades.

##### *Who is assessed with the Kindergarten Readiness Assessment?*

Maryland is requiring all kindergarten students in public schools to participate. (COMAR 13A.08.01.02-3)

##### *Who can be trained to administer the KRA?*

All public elementary schools in Maryland are responsible for administering the KRA. It is required that the KRA be administered by teachers who are employees of the school system and hold a teaching license/certificate/permit issued by the MSDE. The following categories of teachers are trained (certified) to administer the KRA:

- **General education K educators:** General education kindergarten educators.
- **Self-contained specialized educators:** Specialized educators who teach in self-contained classrooms exclusive to kindergarten students or may contain kindergarten students.
- **K inclusion specialized educators:** Specialized educators who co-teach in a kindergarten classroom the entire day.

It is important to note that specialized educators who provide supports to Kindergarten students on an IEP are not being certified in the administration of the KRA for Fall 2014.

##### *What training is required to administer the KRA?*

Prior to the administration of the KRA Field Test, every teacher that administered the test participated in professional development that reviewed the administration procedures, including a review of the item types, navigation and use of the Online Reporting System (ORS), and use of the allowable student supports for administration. Further, the Electronic Learning Community (ELC), developed by JHU-CTE, and Help Desk were available throughout the administration window to provide additional support to the teachers, if needed.



Any teacher who assesses children using the KRA must participate in the required MSDE training. The required training consists of the following components:

- 2 days of face-to-face training or blended face-to-face training with online modules;
- Additional online training modules that may include technology updates;
- Access to the <http://maryland.kready.org>

After completion of the required training components, teachers must take two assessments, one related to content and one related directly to administration and delivered via simulation activities. Teachers must pass both assessments with a score of 80 percent or better to be certified to administer the KRA to students.

***When is the KRA administered?***

The assessment window begins at the beginning of the school year and closes November 1<sup>st</sup>.<sup>1</sup>

***Can parents opt out of having their child take the KRA?***

No. This is a statewide assessment given to all kindergarten students as part of the instructional program.

***What is the purpose of the Kindergarten Readiness Assessment (KRA)?***

The purpose of the KRA is to support and advance children’s early learning and academic achievement. The data collected will be used to:

- Inform prior education and care stakeholders
- Identify individual children’s needs and direct teachers recommended supports for children
- Assist teachers in data-driven instructional decision making at the school and classroom level
- Provide families with information about their children’s learning and development

***How many standards are assessed in the KRA?***

The KRA assesses 28 standards in four domains of learning: Social Foundations, Language and Literacy, Mathematics, and Physical Development and Well-Being.

***How does the KRA compare with the prior kindergarten assessment used in the State (MMSR – Maryland)?***

The KRA is based on a set of common language standards which are aligned with the Maryland College and Career-Ready Standards for kindergarten. The MMSR was based on the Maryland

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<sup>1</sup> Due to delays in the beginning of the school year, the test window for the 2014-2015 administration was moved to November 8<sup>th</sup>.

State Curriculum. The new standards are more challenging and hold higher curricular expectations compared to the old standards.

**How does the KRA differ from the MMSR?**

The KRA builds on the strengths of the MMSR – namely observations and portfolios of children’s work but also incorporates direct or performance-based assessments. It includes child-friendly technologies, such as touchscreen technology, with the intent to make the activities as appealing to young children as possible. Teachers also have flexibility about when they carry out KRA assessments as long as they do so during the assessment window.

***What type of assessment formats are included in the KRA?***

There are three item types on the KRA: selected response, performance tasks, and observational rubrics. Teachers have the ability to add comments and upload artifacts to document students’ growth in learning and to facilitate communication with parents and families.

***With a seven to eight week assessment window for the KRA, does it matter when teachers assess the students?***

The assumption of an assessment window is that the first day of assessment equals the last one. The need for incoming kindergarteners’ adjustment to the school routine, their developmental range, and the nature of the assessment are the main reasons for such a long assessment window.

***Will schools be held accountable for children who do poorly on the KRA?***

No. School systems receive kindergartners with a variety of previous learning experiences. The KRA results will inform not only teachers, but also policymakers and program administrators about general trends of incoming kindergarteners’ school readiness skills and help create policies and programs that support children before they start kindergarten. The information will be part of the state’s longitudinal data system.

**TECHNOLOGY**

***What was used to administer the KRA?***

All data entry is electronic. The assessment can be accessed through wired internet connections on [Maryland.kready.org/olms/R4K](http://Maryland.kready.org/olms/R4K).

A hard copy version of the assessment was made available, via kits, to teachers who had no computer or similar devices for internet access. While the hard copy versions could be used with students in the classroom, all teachers were responsible for entering data electronically, including transferring data from hard copy versions of the assessment to the KRA system online.

## IMPLEMENTATION

### ***Who administers the KRA?***

The KRA is a standardized assessment that requires a qualified teacher to administer the assessment to students. The teacher must be fully trained by someone who successfully completed the training given by Johns Hopkins University-Center for Technology in Education.

### ***How long does the KRA take to administer?***

The KRA takes approximately one (1) hour per student to administer over a 7-8 week period.

### ***What type of data will teachers, schools, and districts receive from the KRA?***

The assessment technology features a reporting system that provides teachers with in Individual Student Report (ISR). Assessment information is being reported overall and by domain at the school, class, student level.

### ***How are teachers trained to administer the KRA?***

Teachers receive online and/or face-to-face training on the administration of the KRA. The training modules are organized around pre-administration, administration, and post-administration topics.

### ***How will teachers find out what students know and are able to do?***

Interpreting assessment data is included in the administration and post-administration training modules. Teachers receive information and resources on using the Online site to gather student performance data as part of the administration module. Using the data to inform instruction forms the basis of the post-administration module.

### ***How will teachers share assessment information with parents?***

Post-administration training modules will guide teachers in communicating assessment results to parents and families, including helping families understand their child's performance on the KRA.<sup>2</sup>

### ***Observations can be subjective. How does the KRA fix that?***

With the KRA, the assessment information of groups of students is shared with others and requires, therefore, a set of objective criteria for observing. The KRA includes three features that increase the objectivity of rating items in accordance with standard assessment practices:

- A required simulation test as part of the teacher training to establish inter-rater reliability;
- Selective response and performance task items;
- Observational rubrics that define learning situations.

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<sup>2</sup> Teachers inform parents about the KRA during the regular parent-teacher conferences. This process is more streamlined after standard setting is completed.

## SPECIAL EDUCATION

### ***Does Maryland require the participation of all students with disabilities on the Kindergarten Readiness Assessment (KRA)?***

Yes. Maryland is requiring all students to participate, following the decision-making process, to be implemented by the child's instructional team, for item administration outlined in the *Guidelines on Allowable Supports (Guidelines)* document. A quick guide version of the *Guidelines* document is also included in the KRA kit.

### ***Will all items be administered to students with disabilities?***

When following the decision-making process for administering the KRA to a student with a disability, there may be instances when the teacher is advised to pause the administration of a domain. This is advised when the student is not able to access three items in a domain given allowable supports (e.g., three items are "Not Scorable;" not necessarily three consecutive items). In such cases, the student's instructional team should review the remaining items in the domain and determine whether or not any of them could be administered with allowable supports (e.g., UDAs or "Level the Field" supports) that would result in a score.

### ***Which members of the student's instructional team can be trained on the KRA to provide input on decision-making?***

Currently, the following categories of teachers are being certified in administering the Kindergarten Readiness Assessment (KRA). KRA online modules will be made available for the student's instructional team to access for additional information related to administration procedures and the *Guidelines* document.

- General education Kindergarten educators.
- Self-contained specialized educators: Specialized educators who teach in self-contained classrooms exclusive to Kindergarten students or may contain Kindergarten students.
- K inclusion specialized educators: Specialized educators who co-teach in a Kindergarten classroom the entire day.

It is important to note that specialized educators who provide supports to Kindergarten students on an IEP are not being certified in the administration of the KRA for Fall 2014.

### ***Are supports available to all students? Which supports are unique to students with disabilities?***

All students, including students with disabilities and English language learners (ELL), can benefit from accessing Universally Designed Allowances (UDAs). The basic premise of the UDAs is to support all learners accessing and responding to the KRA, and to eliminate the greatest number of barriers possible, while maintaining valid and reliable results that can be interpreted confidently. These allowances are aligned to best practices for access to instruction and assessment for all young learners.

Even with the use of UDAs, a student's instructional team may decide to provide additional individualized supports to students with disabilities. For the purposes of the KRA administration,

the use of such individualized strategies has been identified as “Level the Field” supports. “Level the Field” supports provide equal access and opportunity for participation in the assessment without substantially altering what the student is expected to do or impacting the validity or reliability of assessment results. “Level the Field” supports are unique to students with disabilities and ELLs.

***What constitutes "not within a student's abilities" to access the KRA items?***

Some items may not be within a student’s abilities given any allowable support. Therefore, the item is “Not Scorable.”

***Will the “Not Scorable” option be available to observational items?***

Yes, a student can receive a score of “Not Scorable” on all items, including observational items.

***What is the difference between the score of “0” and “Not Scorable”?***

“No Score” means the teacher was not able to score the item because the student could not access it given allowable supports. A score of “0” means the student was able to access the item, but did not demonstrate the skill according to the scoring criteria. Teachers are not advised to pause administration of a domain after three scores of “0,” unless there are other reasons to do so (e.g., student fatigue, scheduling/time constraints).

## **ENGLISH LANGUAGE LEARNERS**

***How are entering kindergarten students identified as English language learners (ELLs)?***

If a language other than or in addition to English is spoken in the home, the student’s English proficiency is measured based on the results of the listening and speaking portions of the KWAPT created by the WIDA Consortium. Typically, the KWAPT is the screening instrument used for kindergarten students as they were registered in order to identify students who potentially qualify for ESOL services in kindergarten.

- If the student attended a public pre-K during the previous school year, he/she may have been screened during the spring of their pre-K year.
- If you do not know who your ESOL teacher or contact is, check with your school’s principal, testing coordinator, or the person in the school systems ESOL Office.
- If you are an ESOL teacher assigned to an elementary school, collaborate with the school’s staff to schedule the administration of the listening and speaking portions of the KWAPT to potential ELLs. Meet with the kindergarten teacher(s) in order to share the KWAPT results.

***Who should receive Level the Field support? (Level the Field supports should be considered for each student and each assessment item separately. It is quite possible that a student may need the support in some but not all items.)***

- **ELLs with Beginning (Low) English Language Proficiency** –corresponds to a raw score of 0-10 on the KWAPT Listening and Speaking Conversion Table that is used for

screening to determine a student’s eligibility for ESOL services. ELLs at the beginning (low) level of English language proficiency tend to have the greatest need for supports. These students may be able to respond with gestures to songs, chants, or stories modeled by teachers and typically are able, at most, to answer questions with only one or two words in English.

- **ELLs with Intermediate (Mid) English Language Proficiency** –corresponds to a raw score of 11-18 on the KWAPT Listening and Speaking Conversion Table. ELLs at the intermediate (mid)level typically have developed some proficiency in English (e.g., able to act out songs and stories using gestures and possibly retell short narrative stories through pictures; repeat sentences from rhymes and patterned stories).

**Who should not receive Level the Field supports?**

- **ELLs with Advanced (High) English Language Proficiency** -corresponds to a raw score of 19-28 on the KWAPT Listening and Speaking Conversion Table. ELLs at the advanced (high) English language proficiency level would be expected to have less of a need for assistance with understanding the assessment items. For example, these students are able to order pictures of events using sequential language, arrange objects or pictures according to descriptive oral discourse, and tell original stories with emerging detail.

***How does the KWAPT raw score relate to the Oral Proficiency Score?***

<b>Listening and Speaking Conversion Table on the KWAPT</b>	
<b>Raw Score</b>	<b>Oral Proficiency Score</b>
0 – 10	Low - Beginning
11 – 18	Mid - Intermediate
19 – 28	High - Advanced
29 – 30	Exceptional – Not considered an ELL

***How should we interpret the results of the KRA for an ELL?***

It is important to consider the results of the KRA in the context of each ELL’s English proficiency level at the time the assessment is given. The lower the student’s proficiency in English the more difficult it is to measure what skills the student may already have acquired in his or her home language. If a school team determines the need for an ELL to be placed in an intervention, it is important that it is appropriate for his/her level of English proficiency level and the student has sufficient English skills to benefit from the intervention. Decisions can be addressed by a team of educators that includes the student’s teacher and an ESOL professional as well as the student’s family.

***Should the student's family be involved?***

It would be very helpful to have input from the student's family regarding the development of the student's home language as well as input from the classroom teacher on how the student is adapting to the kindergarten setting. Many families of ELLs are not familiar with the United States' educational system; it's critical to provide outreach to these families so they understand what the assessment is measuring and how the results will be used.

***Can an ESOL teacher administer the KRA?***

Yes, an ESOL teacher can administer the KRA as long as he/she has received training by the local school system's staff trained by Johns Hopkins University Center for Technology in Education. This training provides all details necessary for administering, scoring, and interpreting the KRA's results.