

# readiness matters!

The 2015-2016  
Kindergarten Readiness  
Assessment Report



ready  at five™





# MARYLAND STATE BOARD OF EDUCATION

**Larry Hogan**  
Governor

**Guffrie M. Smith, Jr.**  
President, Maryland State Board of Education

**Dr. S. James Gates, Jr.**  
Vice-President, Maryland State Board of Education

## **Board Members**

James H. DeGraffenreidt, Jr.  
Linda Eberhart  
Chester E. Finn, Jr.  
Larry Giammo  
Dr. Michele Jenkins Guyton  
Stephanie R. Iszard, M.Ed.  
Madhu Sidhu  
Andrew R. Smarick  
Laura E. Weeldreyer  
Quinn M. Wandalowski

**Jack R. Smith, Ph.D.**  
Interim Superintendent of Schools

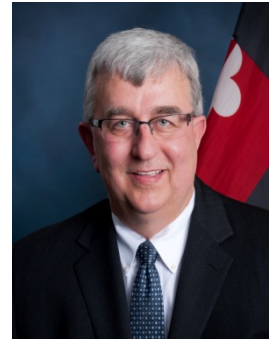
**Rolf Grafwallner, Ph.D.**  
Assistant State Superintendent  
Division of Early Childhood Development

**Marcella Franczkowski**  
Assistant State Superintendent  
Division of Special Education and Early Intervention Services

*The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, or disability in matters affecting employment or in providing access to programs. For inquiries related to departmental policy, contact the Equity Assurance and Compliance Office, Maryland State Department of Education, 200 W. Baltimore Street, Baltimore, MD 21201. 410.767.0433 (voice) 410.767.0431 (fax) 410.333.6442 (TTY/TDD)*

*For more information about the contents of this document, contact 410.767.0335*  
**©2015 Maryland State Department of Education**





**Jack R. Smith, Ph.D.**

***Interim State Superintendent of Schools***

200 West Baltimore Street, Baltimore, MD 21201

410-767-0100 410-333-6442 TTY/TDD

Dear Colleagues, Community Leaders, and Parents:

We all own the responsibility for the critical needs of young children. We must reach children when they are young to instill in them curiosity, enthusiasm, and a love of learning. The Maryland State Department of Education (MSDE) is striving to ensure that all children have the foundational skills needed for success in school 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 second 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 fourteen years, Maryland has shared the school readiness results of our children. These results are used to:

- **Help teachers** by providing them rich information about each child's skills, abilities, and any learning gaps that will be used to guide their instruction and intervention with students.
- **Advise early childhood programs and school leaders** so they can address the achievement gaps of children, inform professional development, and make curricula enhancements.
- **Inform families** by providing them with an Individual Student Report with suggestions on ways to support their child's strengths and areas of need.
- **Instruct community leaders and policy makers** on how well-prepared children in their communities are for kindergarten, which helps them make well-informed programmatic, policy, and funding decisions.

**Readiness Matters**, the **2015-2016** 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 second year are:

- Nearly half of entering kindergarteners in school year 2015-2016 (45%) 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.
- 52% of females are demonstrating readiness compared to 39% of the males.
- More than half of Asian kindergartners (52%), white kindergartners (56%), and Native Hawaiian/Pacific Islander kindergartners (51%) are demonstrating this new level of readiness. American Indian/Alaska Native (44%), African American (41%), and Hispanic (27%) kindergartners are below the state average of kindergartners (45%) demonstrating 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 (54%) and non-public nursery schools (66%) 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.

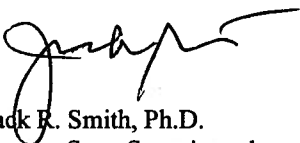
I firmly believe that we can close the school readiness gap and prepare our children for world-class achievement through high-quality early learning experiences. That is why Maryland is making such substantial investments in

early care and education. Through the federal Race to the Top Early Learning Challenge (RTT-ELC) and Preschool Development 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,

A handwritten signature in black ink, appearing to read "Jack R. Smith". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Jack R. Smith, Ph.D.  
Interim State Superintendent of Schools

# Table of Contents

School Readiness Results for School Year 2015-2016.....	1
Reporting and Interpreting of KRA Results .....	6
What do the KRA Results Represent? .....	8
Availability of the 2015-2016 School Readiness Report.....	8
Background of Maryland’s School Readiness Initiative.....	9
Maryland’s Assessment System of Measuring School Readiness .....	9
Alignment of KRA Standards with the Maryland College and Career-Ready Standards.....	10
KRA Item Types .....	11
Administration of the KRA.....	12
Use of Data and Accountability .....	13
Accessibility for Special Populations: Guidelines on Allowable Supports .....	14
Teacher Professional Development .....	14
Validity and Reliability of Data.....	16
Measurement of the Internal Consistency of the KRA – Cronbach’s Alpha ( $\alpha$ ) .....	17
KRA Item Reduction and Standard Setting .....	18
Standard Setting Validation .....	20
<b>Appendix A:</b>	
Ready for Kindergarten: Maryland’s Kindergarten Readiness Assessment Common Language Standards Assessed.....	A2
<b>Appendix B:</b>	
Definitions.....	B3
Presentation of School Readiness Information .....	B4
• State of Maryland	
• 24 Local School Systems	
• Maryland School for the Deaf	
<b>Appendix C:</b>	
Individual Stakeholders, Group Participants and Testing Sites .....	C3
<b>Appendix D</b>	
Frequently Asked Questions .....	D3
• Assessment Overview	
• Technology	
• Implementation	
• Special Education	
• English Language Learners	

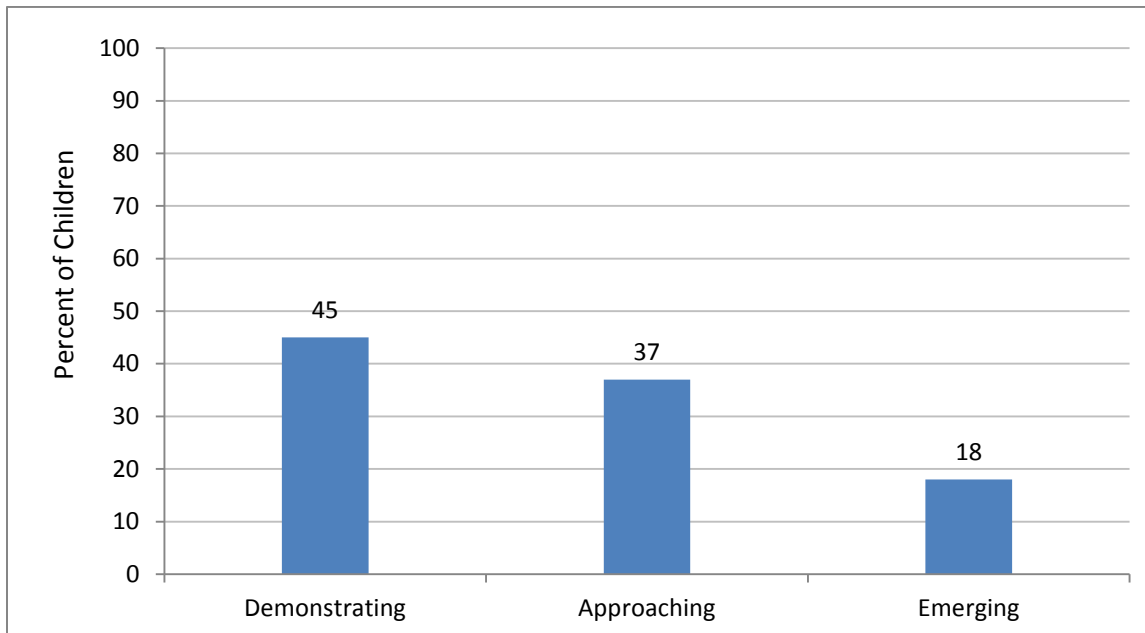




## School Readiness Results for School Year 2015-2016

Based on the 2015-2016 Kindergarten Readiness Assessment (KRA) results, nearly half (45%) of all entering kindergarten children in Maryland displayed the foundational skills indicating they are fully ready for kindergarten. More than a third (37%) are approaching readiness. Eighteen percent of children are assessed with emerging readiness skills (Graph 1). The school readiness results for the 2015-2016 school year are very similar to the first census administration of the KRA in 2014-2015 with 47 percent being assessed as fully ready.

**Graph 1:** School Readiness Results for School Year 2015-2016



### 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 is only the second year of implementation of the new KRA. Interpretation of this year's results and last years do not represent kindergarteners that are less prepared than the groups from previous years who were assessed using the MMSR. Similar to census administration of the KRA in 2014 – 2015, the results of the 2015-2016 administration

should be reviewed in the context of an assessment with more rigorous standards. These standards provide a measure of school readiness giving us valuable information to prepare children entering kindergarten for 21<sup>st</sup> century learning.

### School Readiness based on Demographic Categories

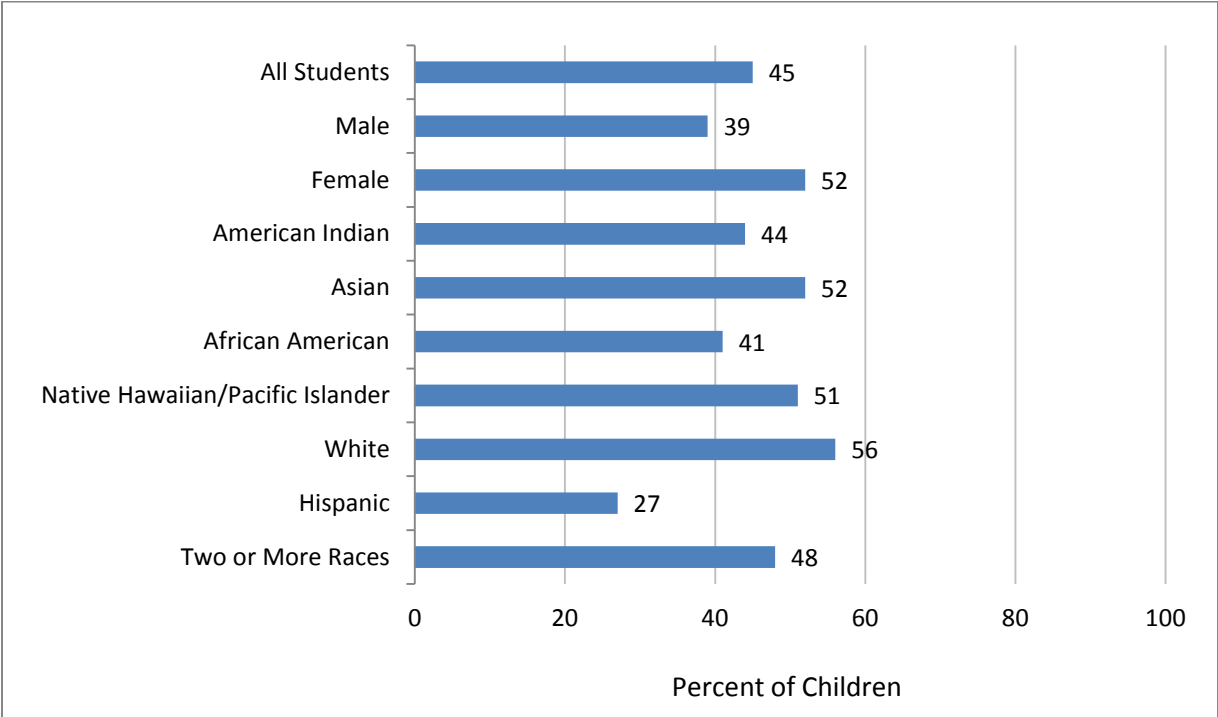
Table 1 provides a breakdown of the percentage of children entering kindergarten in Maryland based on demographic data for both census administration in 2014-2015 and 2015-2016. Graphs 2 and 3 show the percentage of students demonstrating readiness in Maryland based on the demographic subgroups.

**Table 1:** School Readiness by Demographic Categories

<b>Population Data</b>	
<b>Maryland Department of Planning, 2013</b>	
Children < 5 (age 0-4)	367,586
<b>School Demographics Maryland State Department of Education</b>	
<b>2015-2016</b>	
Kindergarten Students	65,070
Gender	
<i>Male</i>	51.3%
<i>Female</i>	48.7%
Kindergarten Ethnicity	
<i>American Indian</i>	0.3%
<i>Asian</i>	6.2%
<i>African American</i>	32.8%
<i>Native Hawaiian/Pacific Islander</i>	0.1%
<i>White</i>	38.0%
<i>Hispanic</i>	17.4%
<i>Two or More Races</i>	5.1%
Kindergarteners by Risk Status	
<i>Children with Disabilities</i>	8.7%
<i>English Language Learners (ELL)</i>	15.7%
<i>Free and Reduced-Priced Meals (FARM)</i>	45.4%
PreK Students	31,033
<i>Full-Day</i>	35.1%
<i>Half-Day</i>	64.9%

More than half of females (52%) demonstrated full readiness, compared to 39 percent of males. Likewise, slightly more than half of Asian children (52%), White children (56%) and Native Hawaiian/Pacific Islander children (51%), and slightly less than half (48%) of children endorsing two or more races reached full readiness. Forty-one percent of African American children, forty-four percent of American Indian, and just over a quarter of all Hispanic children (27%) were assessed as demonstrating 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 in kindergarten through grade 3.

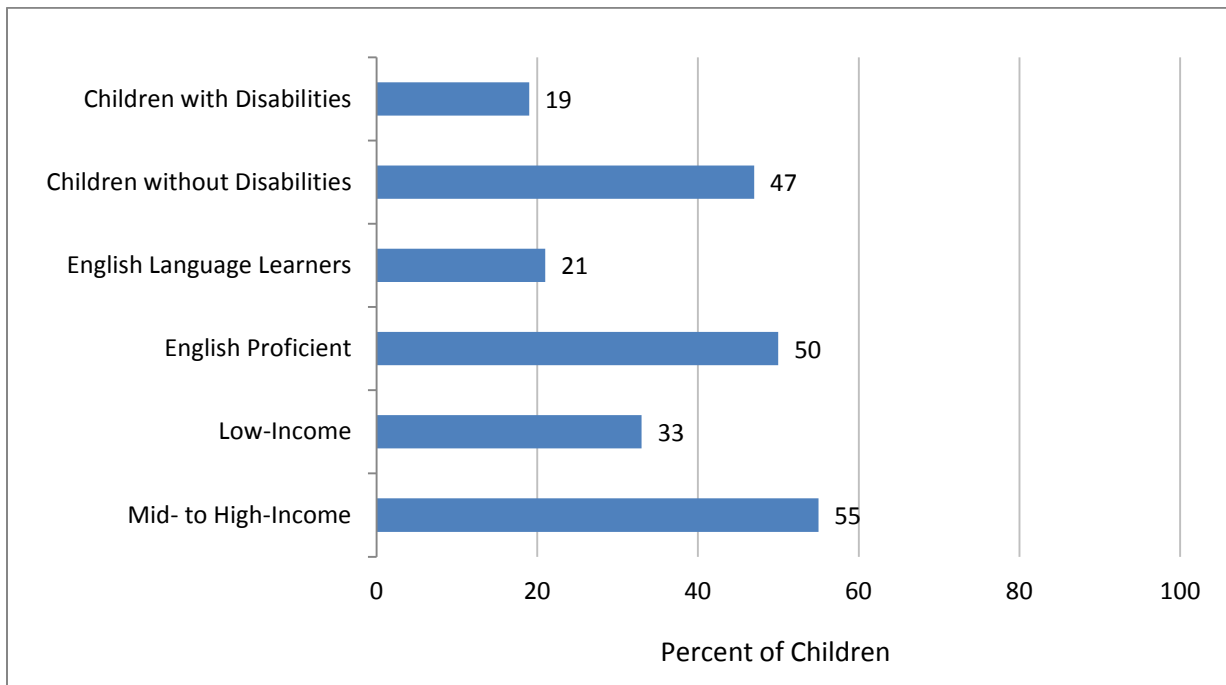
Children from these subgroups comprise a large proportion of the kindergarten population across both school years. In 2015-2016, MSDE enrollment data indicate that

- 8.7% of kindergartners (5,661 children) have a disability;
- 15.7% (10,200 children) are English Language Learners (ELL);

- 45.4% (29,557 children) come from low-income households, as indicated by Free and Reduced-Price Meals (FARM) guidelines.

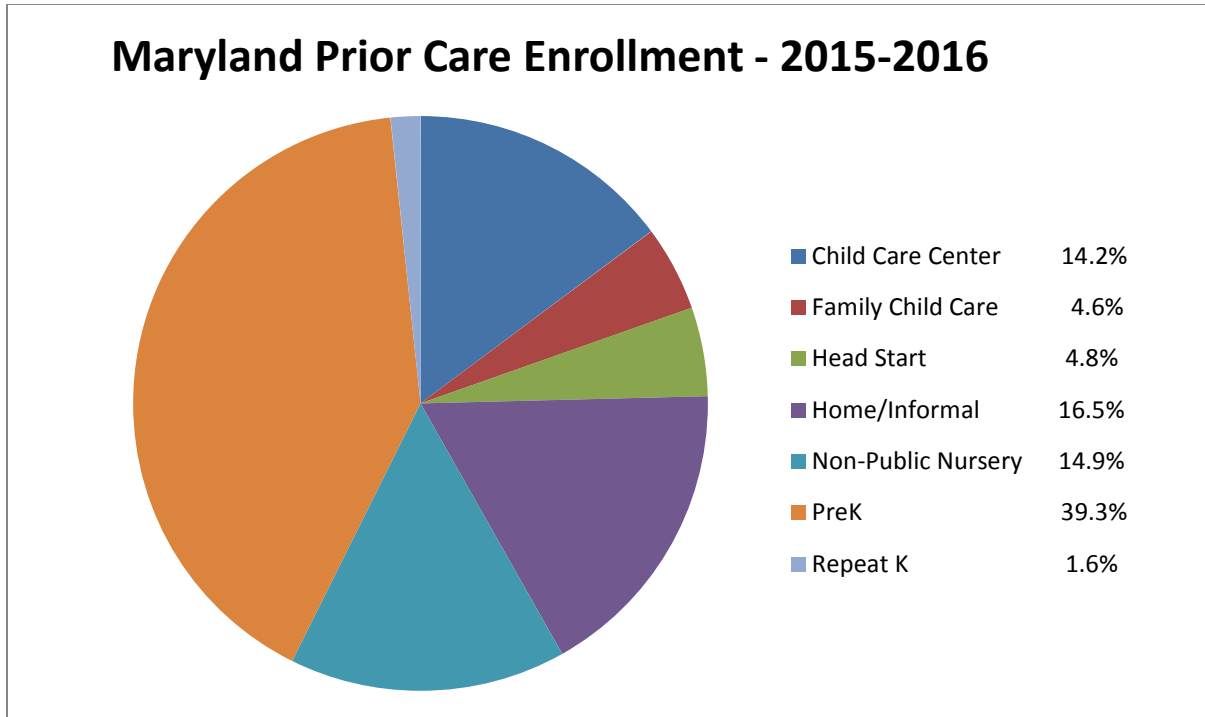
Almost a quarter of children with disabilities (19%), compared to 47 percent of children without disabilities demonstrated full school readiness. Twenty-one percent of English Language Learners reached full readiness compared to 50 percent of children who are English proficient. A third (33%) of children from low-income households showed full school readiness compared to 55 percent of children who are not.

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



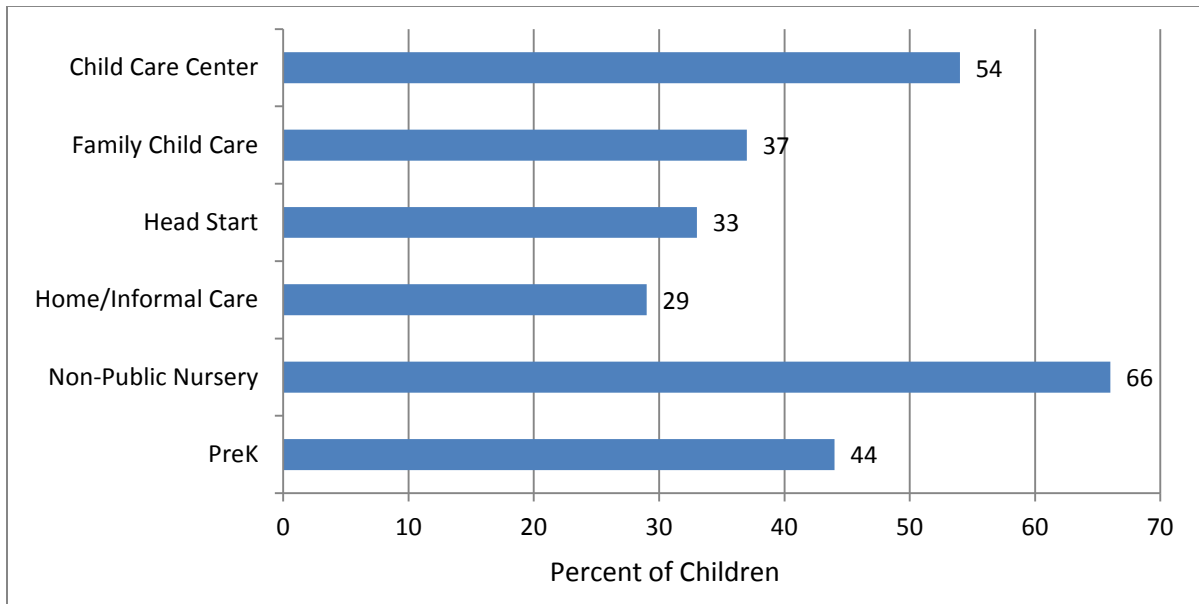
Graphs 4 shows the demographic breakdown of kindergarten children in 2015-2016 based on prior care arrangements, defined as early learning experiences as four-year olds. The highest percentage of children entering kindergarten came from Pre-K (39%) and Home/Informal (16.5%) prior care arrangements followed by Non-public Nursery (14.9%) and Child Care Centers (14.2%).

**Graph 4: Maryland Kindergarten Children - Prior Care Arrangements as Four-year Olds**



Graph 5 shows the percentage of entering kindergarten children assessed as demonstrating readiness disaggregated by their prior care arrangements. Similar to the results from the census administration in 2014-2015, a higher percentage of children who came from Non-public Nursery schools (66%), Child Care Centers (54%), and public Pre-K programs (44%) demonstrated full readiness when compared to children from Home/Informal care (29%), Family Child Care (37%), and Head Start (32%).

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



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

### **Reporting and Interpreting KRA Results**

For the 2015-2016 school year, 3,600 teachers administered the KRA v1.5 to over 65,000 children in Maryland, determining the readiness level of each kindergartener. The fall 2015 administration of the KRA was the second census administration. However, it was the first administration of KRA v1.5 as the shortened version. Also, the fall 2015 administration included numerous improvements to the overall administration, including enhancements to the technology system and professional development. Because this was the first administration of the shorter version of the assessment and the enhancements and improvements to the administration process, the administration in 2015-16 was different from the first administration in the 2014-2015. However, the results in 2015-16 confirmed the level of demonstrated school readiness from last year for the state and most counties.

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. It also establishes results for demographically defined subgroups of students such as:

- 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 Maryland College and Career-Ready 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 Maryland College and Career-Ready kindergarten standards in this domain.

Reporting of the KRA scores as a Composite 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 Maryland College and Career-Ready kindergarten standards.
- Approaching Readiness: Student demonstrates some foundational skills and behaviors that prepare [him/her] for curriculum based on Maryland College and Career-Ready kindergarten standards.

- Emerging Readiness: Student demonstrates limited foundational skills and behaviors that prepare [him/her] for curriculum based on Maryland College and Career-Ready 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 consider school readiness based on the Maryland College and Career-Ready 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 incoming kindergarten students’ set of skills and behaviors as expressed in the Composite score. The subset of skills and behaviors are research based, 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 Well-Being and Motor 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 the performance level 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 2015-2016 School Readiness Report**

On April 26, 2016, the school readiness information for school year 2015-2016 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. The MMSR Kindergarten Assessment was administered the last time in school year 2013-14.

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. Assessing entering kindergarteners is the hallmark of Maryland's reform efforts in early education. It informs teachers, parents, early childhood programs, school administrators, and policymakers about the status of school readiness in the State, by county, school and classroom. This information is essential in addressing emerging achievement gaps or programmatic needs in early education programs. It is also a vital tool to gauge progress of child outcomes over time.

### **Maryland's Assessment System of Measuring School Readiness**

As part of the Race to the Top - Early Learning Challenge grant, the MSDE's 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 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 several 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. The Early Learning Assessment (ELA) is based on developmental learning progressions that 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

---

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

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 it 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.

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-rubrics items are worth up to two points.

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

---

<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.

## **Administration of the KRA**

The Ready for Kindergarten Online system consists of two key components: 1) the Ready for Kindergarten (R4K) Online website, which is the primary teacher interface, and the 2) the KRA app for delivering a subset of the KRA items directly to children using child-friendly technologies. Both of these technology components were Field Tested (November 4 – December 20, 2013) and the results and feedback informed the development.

Launched on August 18, 2014, the R4K site is the primary system interface for teachers. Upon login, teachers are taken to a dashboard page that includes customized information pertaining to the teacher's professional development (PD enrollments and the status of any required PD assessments) and their KRA completion percentage. From the dashboard, teachers can enter directly into the PD resources/assessments, or enter the KRA to continue assessing the children in their classroom.

Originally referred to as the Virtual Performance Assessment (VPA) application, the KRA App was initially developed to allow for 12 items (now the App includes 17 items) to be delivered directly to children. The items selected are all performance tasks, which reduces the burden on teachers in two key ways: a) No physical manipulatives are needed to administer the items if the teacher uses the KRA app, and b) the items are scored automatically based on the child's selection, reducing the amount of data entry required of the teacher and thus speeding up the assessment delivery time.

Teachers receive an Administration Guide which includes procedures of administering the KRA and how to provide levels of allowable supports to dual language learners and students with disabilities. Teacher dashboards and customized professional development provide contextualized resources to support instruction and the use of best practices in the classroom. Data from the *Ready for Kindergarten Online* system generates information and recommendations for instructional groupings, as well as targeted instruction based on individual child and class performance. To allow for consistent and meaningful reporting, the system is

supported by a technology infrastructure that supports data collection, user management, professional development and reporting of student results.

The assessment window is defined as beginning on the first day of school until November 1 of that school year. Dashboard access provides teachers the immediate use of student assessment results and Individual Student Reports (ISRs) are available directly within the system by November 15<sup>th</sup> of the year of administration. The ISR's for parents are available in multiple languages including: English, Spanish, Chinese, and French.

### **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 provides 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. Customizable views and Individual Student Reports (ISRs) can be created for families, teachers, and administrators at the school, district, or state levels. 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.

### **Teacher Professional Development**

The professional development of teachers is the key to successful administration of the KRA, as the quality of the assessment data depends on how well teachers implement the assessment. Professional development activities were organized around three stages of assessment, including pre-administration, administration, and post-assessment analysis and use of data to inform instruction.

A Trainer-of-Trainer (ToT) model is used statewide in Maryland. The ToT training session consists of a blended approach of three face-to-face meeting days with a set of online activities in between meetings. The ToT model is designed to:

- Build capacity for trainers to deliver training in online, blended, and face-to-face formats.
- Engage trainers in an online community for ongoing support from JHU CTE and fellow trainers.
- Model facilitation of online learning experiences.
- Model research-based coaching techniques.
- Incorporate time for reflection, planning, and practice.
- Provide customizable training materials to meet local needs.

- Provide clear expectations and accountability measures.

Trainers are provided with customizable training materials for online, blended, and face-to-face full and half day teacher trainings. They receive training agendas, PowerPoint files with detailed notes as well as optional scripts, activity handouts, video clips, practice assessment items with scenarios, and additional resources. During the ToT session, trainers become part of an online community where they access and share resources, communicate with other trainers and PD team members, and receive guidance and coaching as they implement teacher trainings and support teachers through the KRA administration.

Online Learning Communities. Community Exchange sites, as part of the *Ready for Kindergarten Online* system, provide a password-protected, user friendly online environment that encourages community members' collaboration, enhanced content delivery, and allows for file sharing for trainers and teachers through the assessment process.

The trainer community includes a repository of training resources and a forum for sharing knowledge, insights, observations, and questions. JHU-CTE staff facilitates and disseminates content for trainers through this site, who then work directly with teachers who participate in their local training sessions. The Community Exchange sites in Maryland (98 sites) serve teachers as they complete their training. Teachers participating in online and blended trainings can use the community space to engage in ongoing discussion based on specific prompts presented in the training modules. Trainers use these sites to post assessment-related tips, local updates, and to respond to teachers' questions or needs.

Validation by Simulation and Content Assessment. Upon completion of the assessment administration training, all teachers conducting the KRA are required to fulfill reliability qualifications through the successful completion of a simulation and a content assessment. The multimedia-rich simulation, accessed through the web, provides "real life" hands-on experience and practice for administering assessment items. Participants navigate through a kindergarten classroom and observe children engaging in classroom and outdoor activities as well as completing performance tasks. Participants then provide scores for the children on these items.

The content assessment contains twenty multiple-choice questions that address key concepts from the training. Total scores are calculated for both the simulation and content assessment, and a minimum satisfactory score is required for successful completion. Follow-up coaching and the ability to retake the assessment(s) are provided to teachers as needed.

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

A three step development process (i.e., pre-pilot, pilot, and field test), following research and best practice in assessment development, was used to thoroughly evaluate the items developed for the KRA and ensure the KRA has the psychometric properties of 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 the testing of the online assessment 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 or TAC (facilitated by the Council of Chief State School Officers.)** The TAC is comprised of 13 national scientists in the field of early childhood education and assessment.
- **State and Local Advisory Councils.** The State Councils represent the stakeholder groups impacted by the assessment.
- **Stakeholder and Expert Ad Hoc Committees.** Ad Hoc Groups conducted item content analysis and bias and sensitivity reviews and sub-groups reviewed the content of the assessment system’s professional development and technology.
- **Multi-partner Leadership Teams.** Accessibility and accommodations workgroups for special populations reviewed *Guidelines on Allowable Supports for Administration of the Kindergarten Readiness Assessment*.

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 ( $\alpha$ )**

After census administration of the KRA in the fall of 2015, 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 found to be strong. The Alpha of .93 for the KRA overall is considered in the “Excellent” range and alpha’s by domain are considered “Good” or “Excellent” ranging from .77 for Mathematics to .91 for Social Foundations. The Cronbach Alpha’s of the 2015-16 administration confirm the results from the administration in 2014-15.

**Table 3:**

	<u>Cronbach’s Alpha (<math>\alpha</math>)</u>	<u>Internal Consistency</u>
KRA Overall	.93	Excellent (High-stakes testing)
Language & Literacy	.83	Good (Low-stakes testing)
Mathematics	.77	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 census 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, was the version administered in the fall of 2015 and results represented in this report.

After the window for the second year of administration of the KRA closed, John's Hopkins University, Center for Technology in Education (JHU-CTE), with state input, revised the previous survey to gather feedback from teachers in Maryland regarding administration of the KRA v1.5. Survey respondents were asked to rate their experience with administering the KRA in 2014 and 2015. The results indicated higher satisfaction with implementation since the length of the assessment was reduced. In 2014, a third (33%) of respondents reported an experience that was "good" or better (i.e., "excellent" or "very good"). Results were more positive among 2015 respondents, with nearly two thirds (63%) of respondents reporting a "good" or better experience.

The standard setting process immediately followed the item reduction decision making process in early 2015. 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 kindergarten 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 by kindergarten teachers for incoming kindergarteners. 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 and respond well to the kindergarten curriculum. These students are ready to begin with instruction based on the kindergarten content standards in the beginning of the school year. The approaching readiness students are those who fall in between the other two performance levels.

The purpose of the KRA is to measure students' readiness to engage with kindergarten instruction at the start of school. Therefore, the focus of the performance level descriptors (PLDs) was placed on whether students demonstrate the skills and behaviors that reflect their readiness to engage in instruction based on kindergarten content standards.

- **Demonstrating Readiness**: The child demonstrates foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.
- **Approaching Readiness**: The child demonstrates some foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.
- **Emerging Readiness**: The child demonstrates minimal foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.

These PLDs are critical to establishing a common understanding of readiness and for supporting the standard setting activities that determine the cut scores for each of these levels. The process of standard setting establishes the aforementioned performance levels by setting two cut scores on the overall KRA scale.

### **Standard Setting Validation**

The fall 2015 administration of the KRA was the second complete census administration. However, it was the first administration that included only 50 items. (The fall 2014 administration included 63 items.) Also, the fall 2015 administration included numerous improvements to the overall administration, including enhancements to the technology system and professional development. Because this is the first administration of the 50-item version of the assessment and the enhancements and improvements to the administration process, a standard setting validation was conducted in early 2016 to ensure that the cut scores from the original standard setting were still appropriate.

A similar procedure (i.e., Bookmark method) was used for the standard setting validation. The goal of the validation process was for panelists to review the ordered item booklet and cut scores that were established during the original standard setting in order to determine if the cut scores needed to be adjusted. The panelists for this process were a group of 13 educators from Maryland and Ohio who had not participated in the original standard setting.

At the start of the meeting, the panelists were provided an overview of standard setting and its purpose, and they were trained on the process of placing bookmarks within the ordered item booklet. In this case, the training explained how each panelist would place two bookmarks within the ordered item booklet (i.e., cut scores) in order to establish the three performance levels. The first bookmark would be used to identify the items that separate students from the emerging to approaching readiness levels, and the second bookmark would be used to identify the items that separate students who are approaching readiness from those who are demonstrating readiness.

After the overview and training, the panelists spent the remainder of the first day reviewing the ordered item booklet in detail in order to familiarize themselves with the content. Specifically, the panelists used an aligned item map to take notes and document the accumulation of skills and behaviors that a student needed to possess in order to correctly answer the items that appeared later in the booklet (later items are more difficult than those that precede them.) The panelists were split into two groups for this review.

Following the thorough review of the ordered item booklet, the whole group of panelists discussed the skills and knowledge, as described by the ordered item booklet and the previously established cut scores, that a student who is just entering a particular performance level is expected to master. The key distinction between the performance levels focused on the degree of remediation or support that a student required. Students in the approaching readiness level were described as those who could often demonstrate skills and behaviors with some adult assistance or support. Students in the demonstrating readiness were described as those who could demonstrate skills and behaviors independently and fluently, requiring little to no remediation. These students were characterized as “target students” for the approaching readiness and demonstrating readiness levels. Upon conclusion of the whole-group discussion about the target students, the panelists independently set their bookmarks for round one. Each panelist submitted their recommendations for the cut scores,

and the median of the bookmark placements was determined for each table and for the overall group. (The median is selected as the best indicator of the group because it is not sensitive to extreme values, as is the mean.) The results of the first round were presented, and then the panelists engaged in discussions about the outcomes at their respective tables.

Once the table discussions were completed, the panelists set their second set of bookmarks (Round 2). They were encouraged to consider the group discussion when making their second selections, but still submitted their Round 2 bookmarks independently. During this discussion, the panelists were encouraged to consider the relationship to the original cut scores in order to determine if the original cut scores needed to be adjusted. Upon completion of the whole-group discussion, the panelists independently set their final recommendations for the cut scores.

## Results

The results of the final round aligned with the originally established cut scores (i.e., the median cut scores for approaching readiness and demonstrating readiness corresponded to the original cut scores). Table 3.3.3 includes a summary of the median, minimum, and maximum cut scores for all three rounds.

**Table 3.3.3 – Summary of Cut Scores for All Standard Setting Validation Rounds**

	Approaching Readiness			Demonstrating Readiness		
	Minimum	Median	Maximum	Minimum	Median	Maximum
Round 1	253	257	260	265	270	273
Round 2	257	257	260	267	270	273
Round 3	257	257	258	269	270	270

This approach ensured the validity of the assessment system regarding its interpretation of measuring kindergarten readiness, i.e., the degree to which students have the necessary skills to meet Maryland College and Career-Ready Standards by the time they matriculate into kindergarten.

# **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
Social Foundations (SF)	Social Emotional	<b>Recognize and identify emotions of self and others.</b>	Awareness and Expression of Emotion
		Express, understand, and respond to feelings (emotions) of self and others.	
		<b>Look to adults for emotional support and guidance.</b>	Relationships with Adults
		Seek security and support from familiar adults in anticipation of challenging situations. Request and accept guidance from familiar adults.	
	Approaches to Learning / Executive Functioning	<b>Manage the expression of feelings, thoughts, impulses, and behaviors.</b>	Self Control
		Demonstrate the ability to delay gratification for short periods of time.	
		<b>Demonstrate the ability to persist with a task.</b>	Persistence
		Focus on an activity with deliberate concentration despite distractions and/or temptations.	
		<b>Demonstrate the ability to retain and apply information.</b>	Working Memory
		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>	Initiative
		Express a desire to learn by asking questions and seeking new information.	
	Social Studies	<b>Demonstrate understanding of rules and responsible behavior.</b>	Responsible Behavior
		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
Language and Literacy (LL)	Reading	<b>Comprehend and respond to interactive read-alouds of literary and informational text.</b>	Story/Text Comprehension
		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>	Phonological Awareness
		Identify initial and final sounds in spoken words.	
		Identify, blend, and segment syllables in spoken words.	
		Recognize rhyming words in spoken language.	Phonics and Letter Recognition
		<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.	Communication	
	Speaking and Listening		<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.
		Participate in conversations with adults and peers, staying on topic through multiple exchanges and adding appropriate ideas to support or extend the conversation.	
	Writing	<b>Produce letter-like shapes, symbols, letters, and words to convey meaning.</b>	Emergent Writing
		With modeling and support, print letters of own name.	
With modeling and support, print meaningful words with letters and letter approximations.			
Language	<b>Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities.</b>	Grammar	
	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>	Vocabulary	
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
<b>Mathematics (MA)</b>	<b>Counting and Cardinality</b>	<b>Know number name, count sequence, and relationships among number, numeral, and quantity.</b>	<b>Number Sense</b>
		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.	
	<b>Operations and Algebraic Thinking</b>	<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>	<b>Number Operations</b>
		Use manipulatives to find the amount needed to complete the set.	
	<b>Measurement and Data</b>	<b>Sort, classify, and compare objects.</b>	<b>Classification</b>
		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”).	
		<b>Describe and compare measurable attributes.</b>	<b>Measurement</b>
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).		
<b>Geometry</b>	<b>Describe two- and three-dimensional shapes.</b>	<b>Shapes</b>	
	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>	Coordination–Large Motor
		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>	Coordination–Small Motor
	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>	Safety and Injury Prevention
		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>		Personal Care Tasks	
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***





## Kindergarten Readiness Assessment

### Maryland State Data File Summary 2015-2016

Final Record Count for KRA Data File		<b>65,070</b>
Gender		
	<i>Frequency</i>	<i>Percent</i>
Males	33,410	51.34
Females	31,660	48.66
Ethnicity/Race		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	211	0.32
Asian	4,043	6.21
Black/African American	21,366	32.84
Native Hawaiian/Other Pacific Islander	93	0.14
White	24,718	37.99
Hispanic/Latino	11,346	17.44
Two or More Races (Non-Hispanic/Latino)	3,311	5.09
Free & Reduced Priced Meals		
	<i>Frequency</i>	<i>Percent</i>
No	35,448	54.48
Yes	29,640	45.55
Special Education		
	<i>Frequency</i>	<i>Percent</i>
No	59,427	91.33
Yes	5,661	8.70
English Language Learners		
	<i>Frequency</i>	<i>Percent</i>
No	54,882	84.34
Yes	10,200	15.68
Predominant Prior Care		
	<i>Frequency</i>	<i>Percent</i>
Head Start	3,088	4.75
Prekindergarten	25,600	39.34
Child Care Center	9,205	14.15
Family Child Care	3,019	4.64
Home/Informal Care	10,747	16.52
Non-Public Nursery School	9,698	14.90
Repeated Kindergarten	1,017	1.56

## 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	76	130	83	123	108	98	113	94	87	77	36
Asian	1,728	2108	1962	1,933	2,290	1,583	2,546	1,351	1,951	1,250	568
African American	8,321	12,286	6,919	13,878	10,631	10,101	11,361	9,429	8,115	7,913	3,997
Native Hawaiian/Pacific Islander	43	46	37	54	55	35	55	33	45	25	18
White	12,695	11494	12,712	11,592	14,927	9,310	14,986	9,255	13,203	7,829	2,664
Hispanic	2,427	8302	2,486	8,386	4,983	5,937	5,529	5,452	2,814	4,489	3,114
Two or More Races (Non-Hispanic/Latino)	1,487	1,707	1,461	1,764	1,798	1,443	1,897	1,347	1,506	1,144	484
<b>Gender</b>											
Male	12,565	19,589	12,305	20,164	15,613	16,778	15,499	16,998	12,226	12,324	6,750
Female	14,206	4043	13,352	17,559	19,176	11,716	20,982	9,954	15,491	10,399	4,125
<b>Prior Care</b>											
Child Care Center	4,812	4228	4,512	4,569	5,483	3,592	5,664	3,413	4,779	3,181	906
Family Child Care	1,007	1907	992	1,951	1,461	1,503	1,517	1,458	1,059	1,142	656
Head Start	943	2075	887	2,151	1,403	1,633	1,562	1,487	973	1,283	705
Home / Informal Care	2,718	7436	2,808	7,466	4,573	5,737	4,735	5,622	2,905	3,888	3,055
Non-public Nursery	5,881	3,678	5,917	3,687	6,624	2,960	6,715	2,871	6,168	2,693	541
Pre-Kindergarten	10,121	14,650	9,311	15,697	13,546	11,332	14,464	10,492	10,507	9,303	4,274
<b>Special Education</b>											
No	25,788	32,022	24,538	33,668	33,366	24,740	35,003	23,192	26,807	20,987	8,711
Yes	989	4,051	1,122	4,062	1,426	3,767	1,484	3,769	914	1,740	2,170
<b>English Language Learners</b>											
No	25262	28046	23773	29899	30823	22718	31837	21783	25791	18663	7635
Yes	1514	8023	1887	7826	3967	5785	4648	5174	1928	4064	3243
<b>Free and Reduced Price Meals</b>											
No	17,927	16,492	17,644	17,017	21,064	13,581	21,614	13,060	18,570	11,114	4,065
Yes	8,850	19581	8,016	20,713	13,728	14,926	14,873	13,901	9,151	11,613	6,816
Aggregated Data	26,777	36073	25,660	37,730	34,792	28,507	36,487	26,961	27,721	22,727	10,881

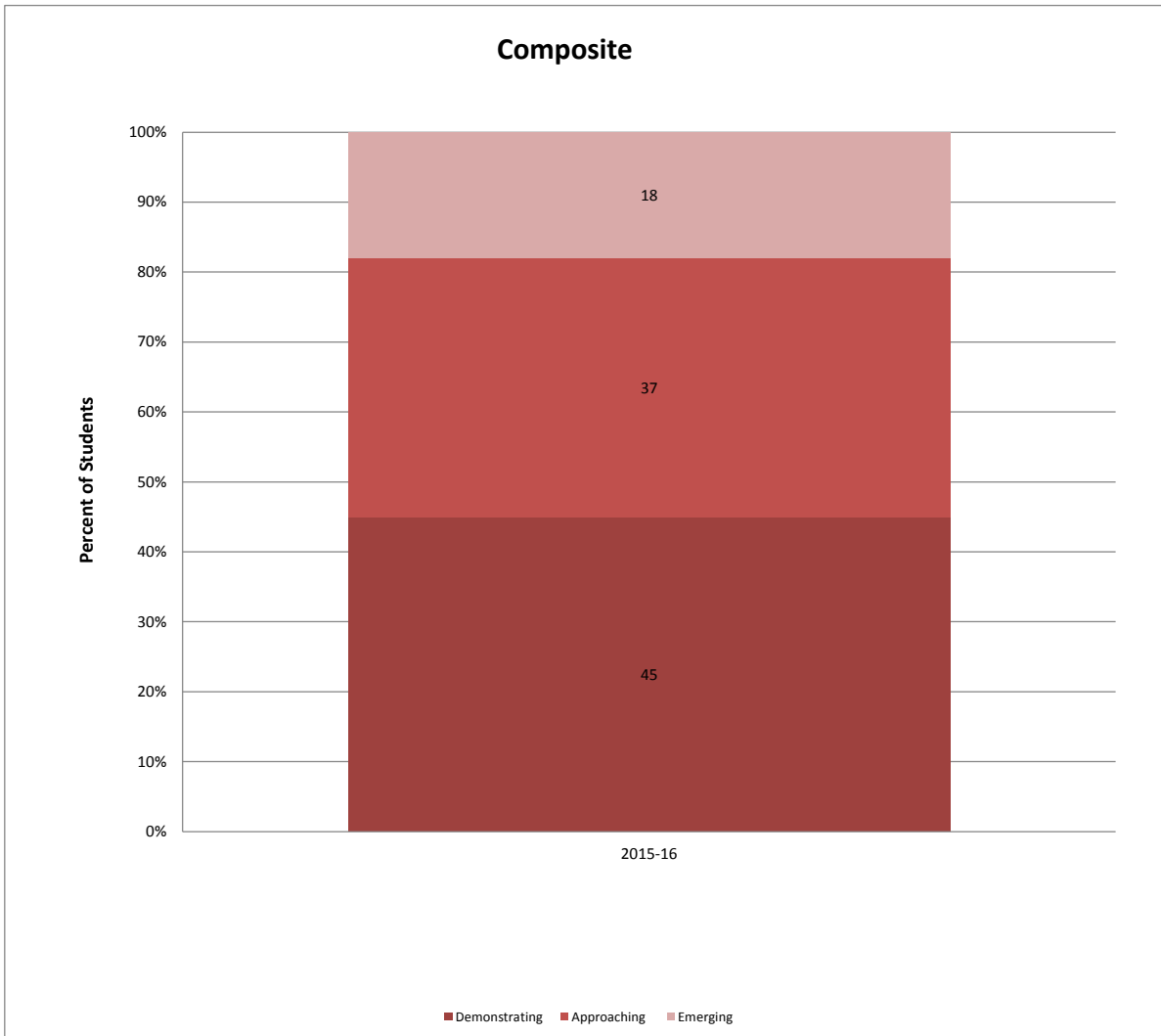
\* = Group size fewer than 5

## 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	37	63	40	60	52	48	55	45	44	39	18
Asian	45	55	50	50	59	41	65	35	52	33	15
African American	40	60	33	67	51	49	55	45	41	40	20
Native Hawaiian/Pacific Islander	48	52	41	59	61	39	63	38	51	28	20
White	52	48	52	48	62	38	62	38	56	33	11
Hispanic	23	77	23	77	46	54	50	50	27	43	30
Two or More Races (Non-Hispanic/Latino)	47	53	45	55	55	45	58	42	48	37	15
<b>Gender</b>											
Male	39	61	38	62	48	52	48	52	39	39	22
Female	46	54	43	57	62	38	68	32	52	35	14
<b>Prior Care</b>											
Child Care Center	53	47	50	50	60	40	62	38	54	36	10
Family Child Care	35	65	34	66	49	51	51	49	37	40	23
Head Start	31	69	29	71	46	54	51	49	33	43	24
Home / Informal Care	27	73	27	73	44	56	46	54	29	39	31
Non-public Nursery	62	38	62	38	69	31	70	30	66	29	6
Pre-Kindergarten	41	59	37	63	54	46	58	42	44	39	18
<b>Special Education</b>											
No	45	55	42	58	57	43	60	40	47	37	15
Yes	20	80	22	78	27	73	28	72	19	36	45
<b>English Language Learners</b>											
No	47	53	44	56	58	42	59	41	50	36	15
Yes	16	84	19	81	41	59	47	53	21	44	35
<b>Free and Reduced Price Meals</b>											
No	52	48	51	49	61	39	62	38	55	33	12
Yes	31	69	28	72	48	52	52	48	33	42	25
Aggregated Data	43	57	40	60	55	45	58	42	45	37	18

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

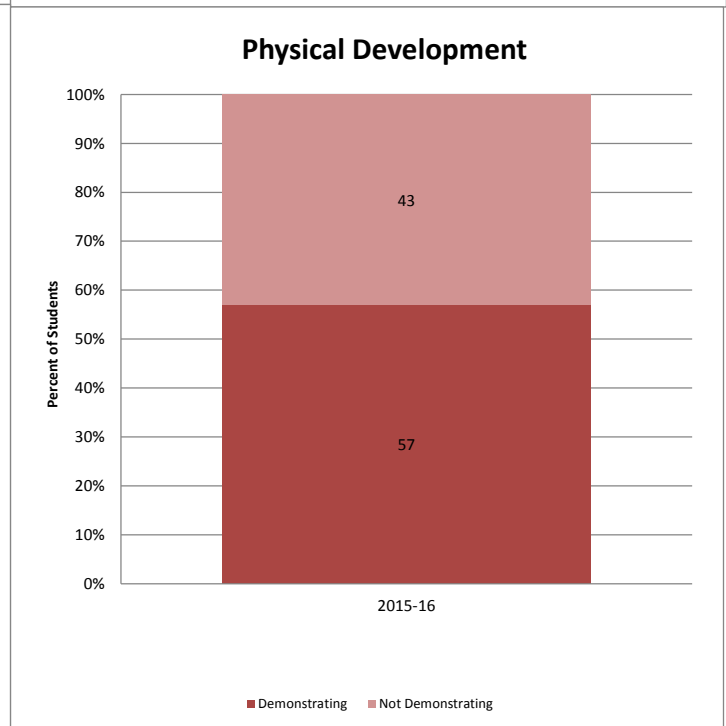
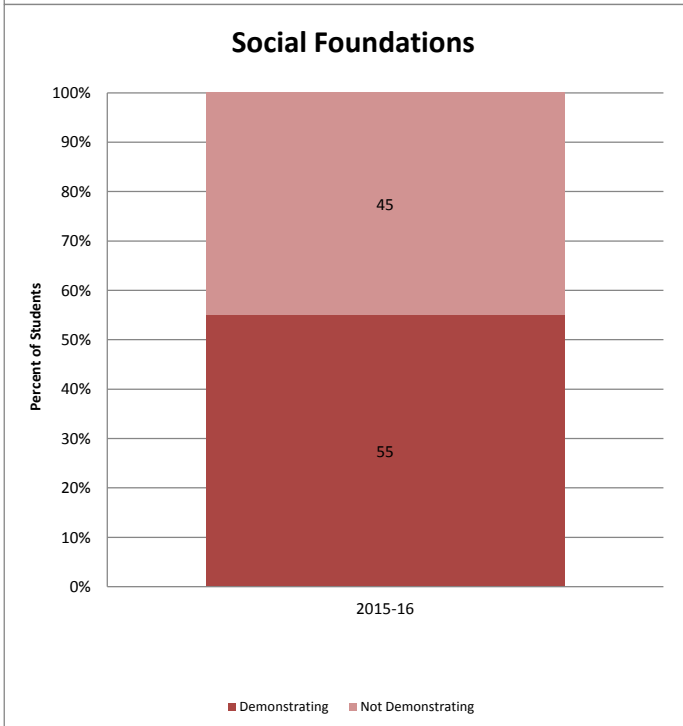
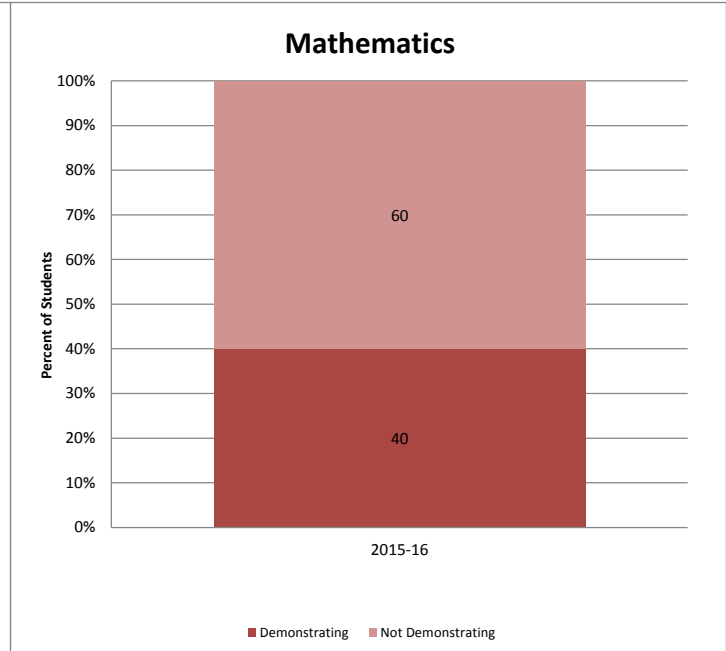
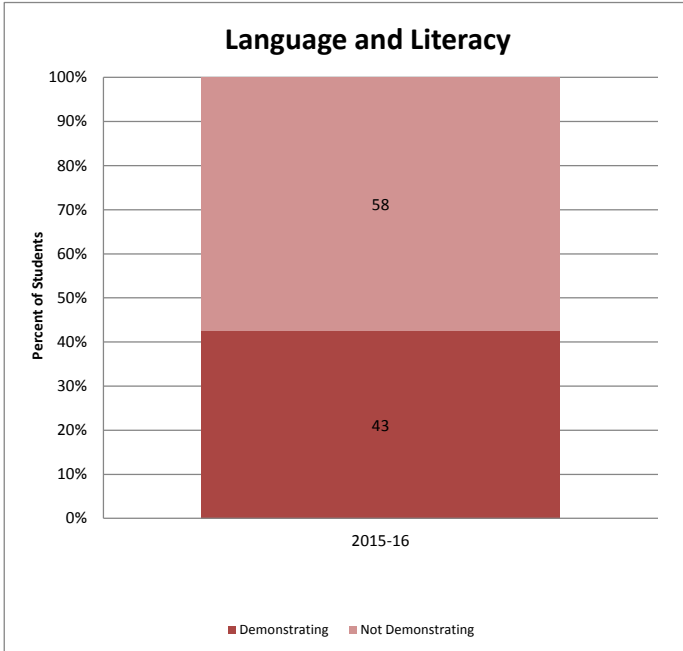
**Kindergarten Readiness Assessment 2015-2016  
Composite Results  
Maryland State**



	"Other" Scores - LEA 99	
	Number of Students	Percent of Students
English Language Learners	750	1.15%
Special Education Students	662	1.02%

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 2015-2016**  
**Domain Results**  
**Maryland State**



<b>Kindergarten Readiness Assessment</b>		
<b>Allegany County Data File Summary 2015-2016</b>		
Final Record Count for KRA Data File		<b>662</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	341	51.51
Females	321	48.49
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	2	0.30
Asian	5	0.76
Black/African American	14	2.11
Native Hawaiian/Other Pacific Islander	0	0.00
White	580	87.61
Hispanic/Latino	8	1.21
Two or More Races (Non-Hispanic/Latino)	53	8.01
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	239	36.10
Yes	423	63.90
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	583	88.07
Yes	79	11.93
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	662	100.00
Yes	0	0.00
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	36	5.44
Prekindergarten	466	70.39
Child Care Center	23	3.47
Family Child Care	20	3.02
Home/Informal Care	66	9.97
Non-Public Nursery School	31	4.68
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	1	4	3	2	2	3	2	3	3	0	2
African American	6	8	5	9	9	5	3	11	7	4	3
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	298	268	286	282	368	200	320	248	310	190	64
Hispanic	4	4	4	3	6	2	3	5	4	3	0
Two or More Races (Non-Hispanic/Latino)	16	36	15	37	29	24	33	19	21	19	11
<b>Gender</b>											
Male	154	178	152	181	200	134	160	173	159	117	53
Female	172	143	161	154	214	102	201	114	186	100	27
<b>Prior Care</b>											
Child Care Center	12	11	10	13	18	5	15	8	13	8	2
Family Child Care	6	14	5	15	12	8	9	11	6	12	2
Head Start	17	19	18	18	21	15	19	17	20	13	3
Home / Informal Care	15	49	20	45	27	38	25	39	19	24	20
Non-public Nursery	20	11	19	12	19	12	17	14	19	9	3
Pre-Kindergarten	251	208	238	221	310	150	272	187	264	145	46
<b>Special Education</b>											
No	304	269	296	280	390	186	344	230	330	185	55
Yes	22	52	17	55	24	50	17	57	15	32	25
<b>English Language Learners</b>											
No	326	321	313	335	414	236	361	287	345	217	80
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	151	87	146	92	177	61	158	80	164	61	13
Yes	175	234	167	243	237	175	203	207	181	156	67
Aggregated Data	326	321	313	335	414	236	361	287	345	217	80

\* = Group size fewer than 5

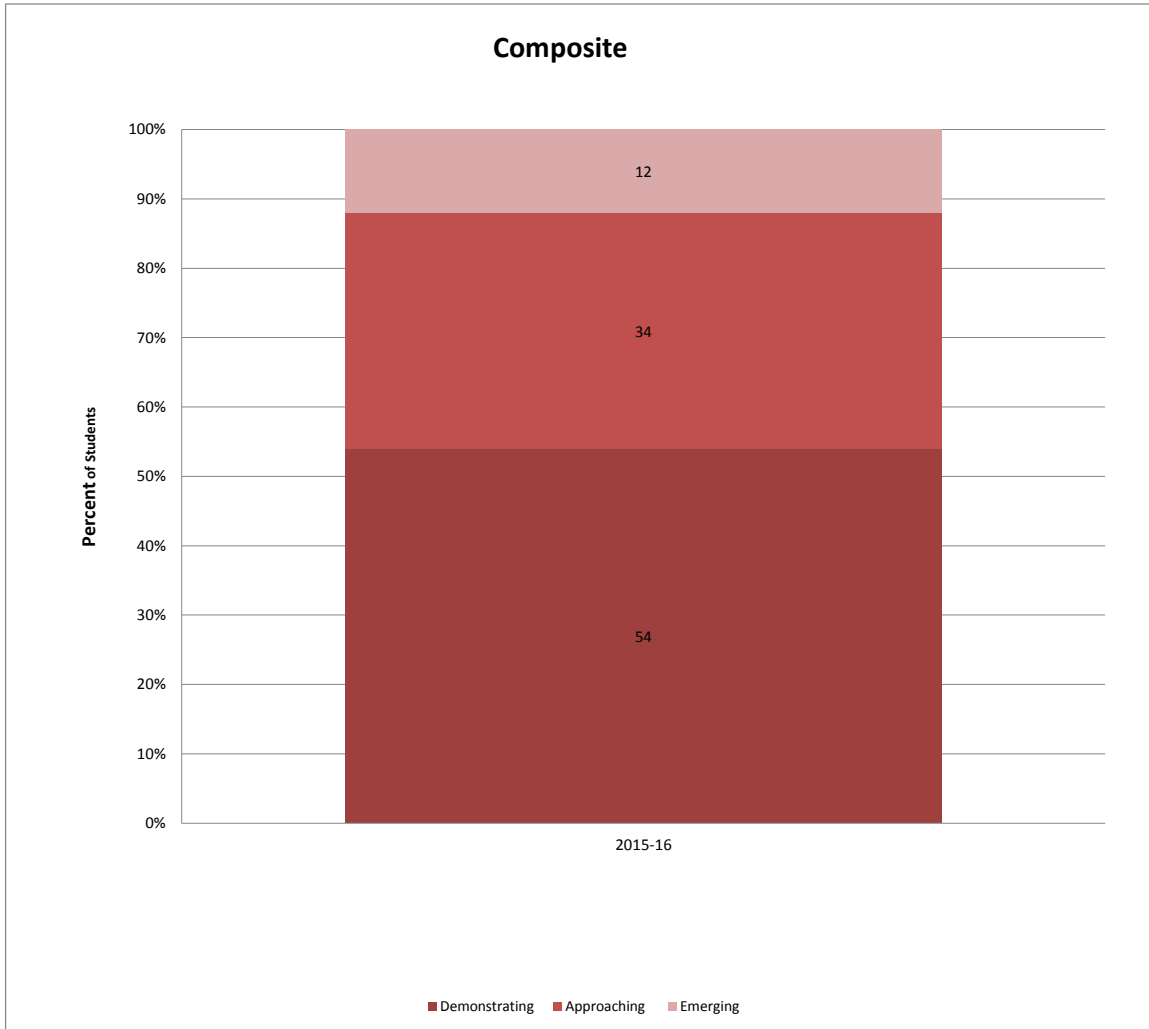
## Allegany County - Percentage of Kindergarten Students

	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	20	80	60	40	40	60	40	60	60	0	40
African American	43	57	36	64	64	36	21	79	50	29	21
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	53	47	50	50	65	35	56	44	55	34	11
Hispanic	50	50	57	43	75	25	38	63	57	43	0
Two or More Races (Non-Hispanic/Latino)	31	69	29	71	55	45	63	37	41	37	22
<b>Gender</b>											
Male	46	54	46	54	60	40	48	52	48	36	16
Female	55	45	51	49	68	32	64	36	59	32	9
<b>Prior Care</b>											
Child Care Center	52	48	43	57	78	22	65	35	57	35	9
Family Child Care	30	70	25	75	60	40	45	55	30	60	10
Head Start	47	53	50	50	58	42	53	47	56	36	8
Home / Informal Care	23	77	31	69	42	58	39	61	30	38	32
Non-public Nursery	65	35	61	39	61	39	55	45	61	29	10
Pre-Kindergarten	55	45	52	48	67	33	59	41	58	32	10
<b>Special Education</b>											
No	53	47	51	49	68	32	60	40	58	32	10
Yes	30	70	24	76	32	68	23	77	21	44	35
<b>English Language Learners</b>											
No	50	50	48	52	64	36	56	44	54	34	12
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	63	37	61	39	74	26	66	34	69	26	5
Yes	43	57	41	59	58	42	50	50	45	39	17
Aggregated Data	50	50	48	52	64	36	56	44	54	34	12

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



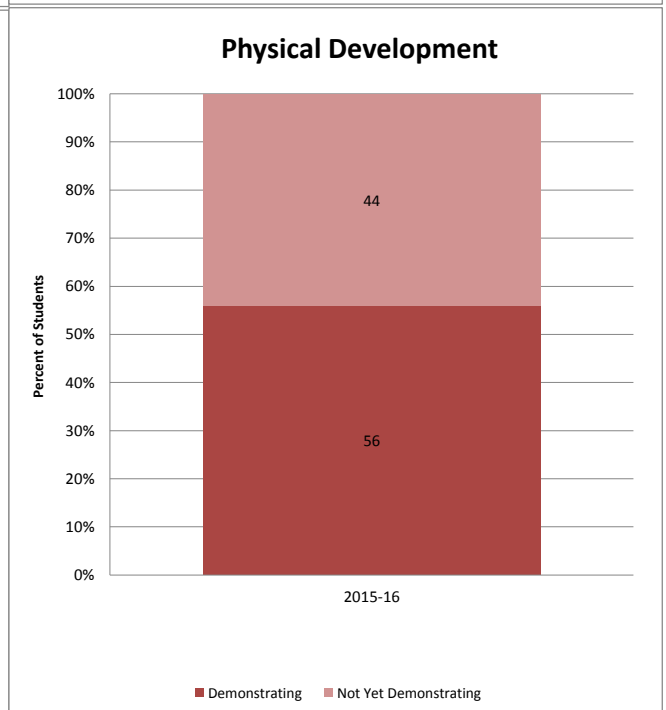
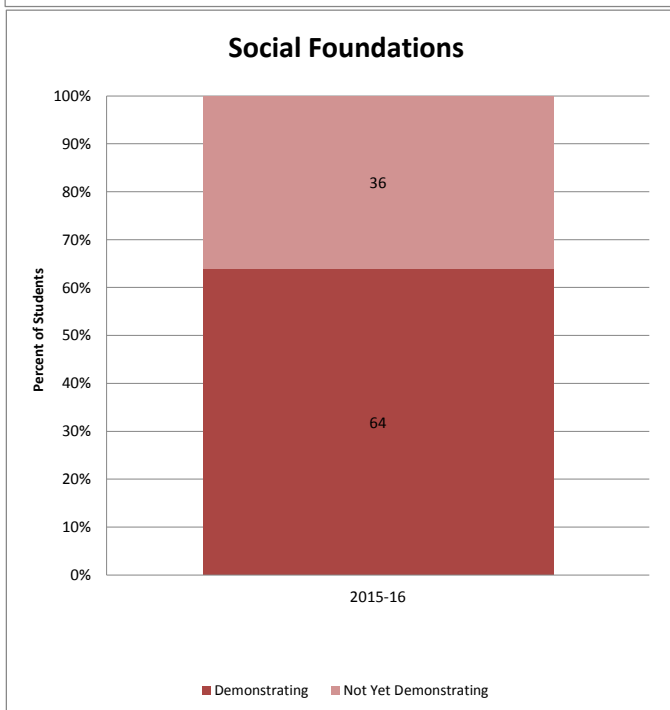
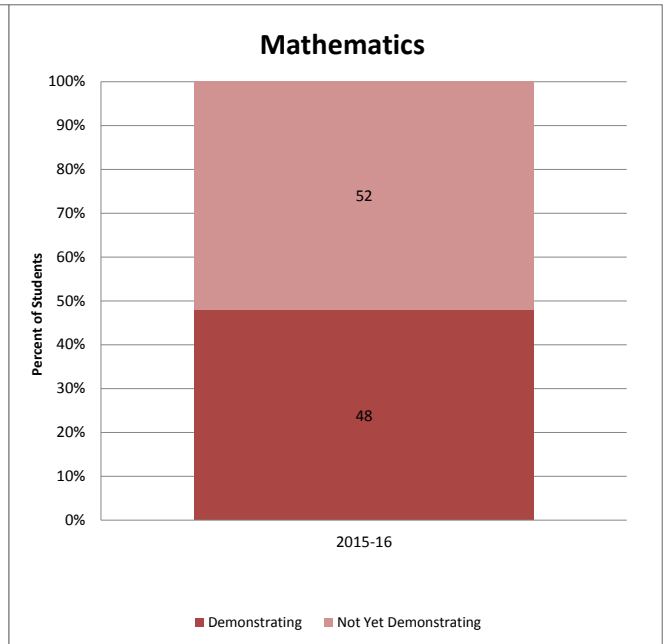
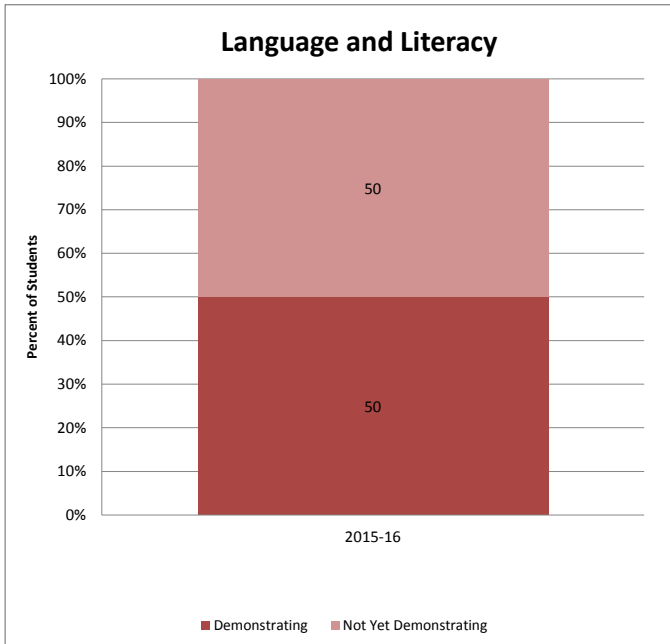
**Kindergarten Readiness Assessment 2015-2016  
Composite Results  
Allegheny County**



	"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 2015-2016**  
**Domain Results**  
**Allegheny County**



<b>Kindergarten Readiness Assessment</b>		
<b>Anne Arundel County Data File Summary 2015-2016</b>		
Final Record Count for KRA Data File		<b>6300</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	3217	51.06
Females	3083	48.94
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	15	0.24
Asian	225	3.57
Black/African American	1140	18.10
Native Hawaiian/Other Pacific Islander	6	0.10
White	3566	56.60
Hispanic/Latino	914	14.51
Two or More Races (Non-Hispanic/Latino)	434	6.89
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	5415	85.95
Yes	885	14.05
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	5827	92.49
Yes	473	7.51
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	5620	89.21
Yes	680	10.79
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	225	3.57
Prekindergarten	1400	22.22
Child Care Center	1036	16.44
Family Child Care	481	7.63
Home/Informal Care	178	2.83
Non-Public Nursery School	1320	20.95
Repeated Kindergarten	46	0.73

## 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>Race/Ethnicity</b>											
American Indian/Alaskan Native	3	12	5	10	6	9	5	10	4	7	4
Asian	92	130	99	122	120	101	140	79	103	90	25
African American	431	698	301	824	515	613	585	540	393	457	255
Native Hawaiian/Pacific Islander	3	3	4	2	4	2	4	2	4	2	0
White	1,854	1,672	1,704	1,824	2,060	1,460	2,112	1,401	1,829	1,215	421
Hispanic	250	616	230	654	407	475	482	401	263	365	219
Two or More Races (Non-Hispanic/Latino)	178	250	169	261	203	229	213	220	171	169	84
<b>Gender</b>											
Male	1,280	1,866	1,175	1,985	1,426	1,730	1,441	1,718	1,186	1,246	654
Female	1,531	1,515	1,337	1,712	1,889	1,159	2,100	935	1,581	1,059	354
<b>Prior Care</b>											
Child Care Center	575	458	499	534	599	432	645	383	530	400	93
Family Child Care	195	279	181	294	254	223	244	234	198	197	74
Head Start	65	157	58	164	83	140	106	117	64	91	63
Home / Informal Care	53	111	51	116	66	100	73	102	56	62	45
Non-public Nursery	790	522	718	595	853	454	905	396	774	439	74
Pre-Kindergarten	542	825	457	917	680	699	748	630	544	516	280
<b>Special Education</b>											
No	2,738	3,028	2,436	3,344	3,207	2,562	3,421	2,329	2,700	2,176	802
Yes	73	353	76	353	108	327	120	324	67	129	206
<b>English Language Learners</b>											
No	2710	2847	2402	3157	3062	2490	3226	2316	2641	2030	791
Yes	101	534	110	540	253	399	315	337	126	275	217
<b>Free and Reduced Price Meals</b>											
No	2,561	2,780	2,290	3,059	2,954	2,386	3,106	2,229	2,519	1,941	783
Yes	250	601	222	638	361	503	435	424	248	364	225
Aggregated Data	2,811	3,381	2,512	3,697	3,315	2,889	3,541	2,653	2,767	2,305	1,008

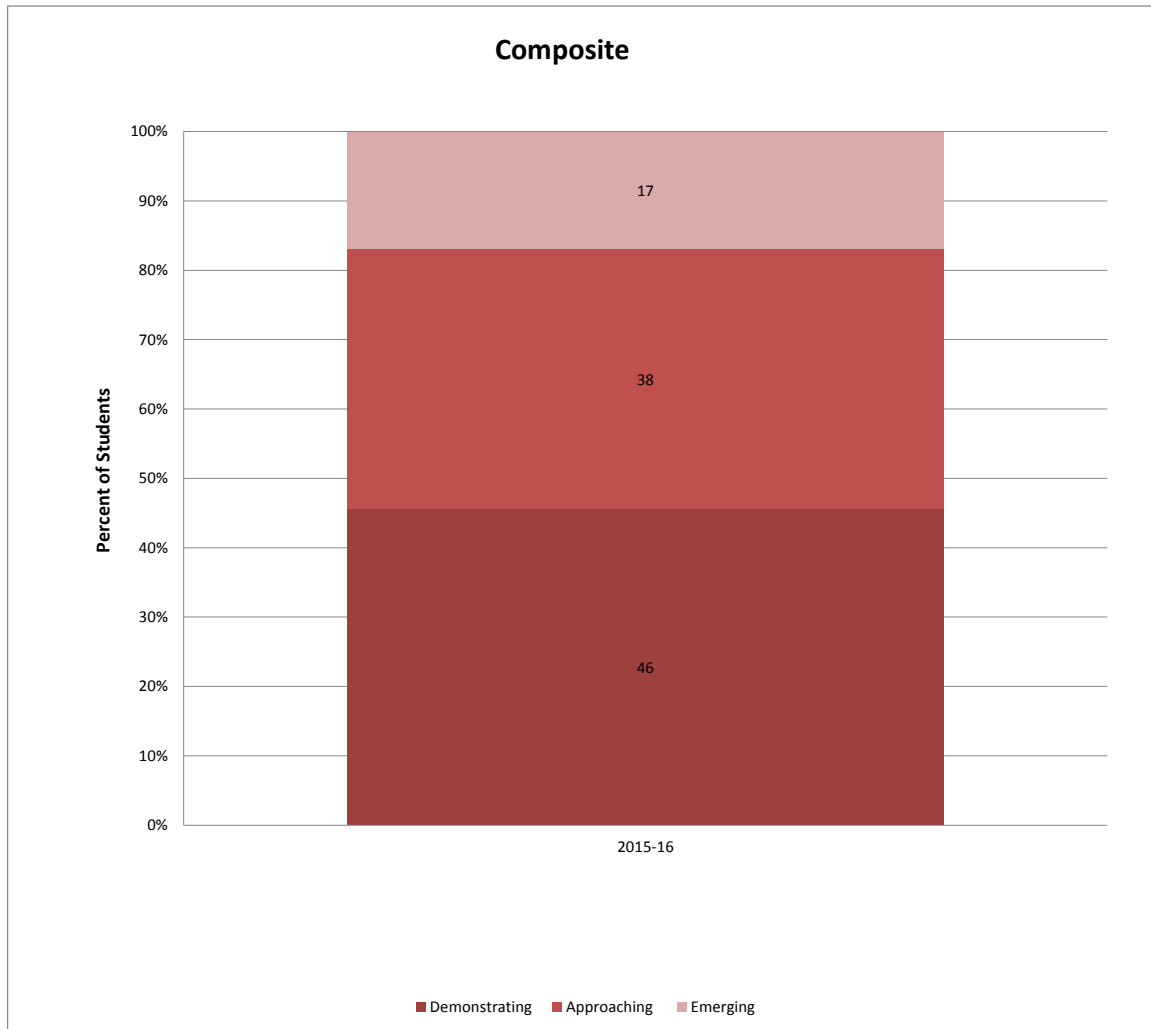
\* = Group size fewer than 5

## 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>Race/Ethnicity</b>											
American Indian/Alaskan Native	20	80	33	67	40	60	33	67	27	47	27
Asian	41	59	45	55	54	46	64	36	47	41	11
African American	38	62	27	73	46	54	52	48	36	41	23
Native Hawaiian/Pacific Islander	50	50	67	33	67	33	67	33	67	33	0
White	53	47	48	52	59	41	60	40	53	35	12
Hispanic	29	71	26	74	46	54	55	45	31	43	26
Two or More Races (Non-Hispanic/Latino)	42	58	39	61	47	53	49	51	40	40	20
<b>Gender</b>											
Male	41	59	37	63	45	55	46	54	38	40	21
Female	50	50	44	56	62	38	69	31	53	35	12
<b>Prior Care</b>											
Child Care Center	56	44	48	52	58	42	63	37	52	39	9
Family Child Care	41	59	38	62	53	47	51	49	42	42	16
Head Start	29	71	26	74	37	63	48	52	29	42	29
Home / Informal Care	32	68	31	69	40	60	42	58	34	38	28
Non-public Nursery	60	40	55	45	65	35	70	30	60	34	6
Pre-Kindergarten	40	60	33	67	49	51	54	46	41	39	21
<b>Special Education</b>											
No	47	53	42	58	56	44	59	41	48	38	14
Yes	17	83	18	82	25	75	27	73	17	32	51
<b>English Language Learners</b>											
No	49	51	43	57	55	45	58	42	48	37	14
Yes	16	84	17	83	39	61	48	52	20	44	35
<b>Free and Reduced Price Meals</b>											
No	48	52	43	57	55	45	58	42	48	37	15
Yes	29	71	26	74	42	58	51	49	30	43	27
Aggregated Data	45	55	40	60	53	47	57	43	46	38	17

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

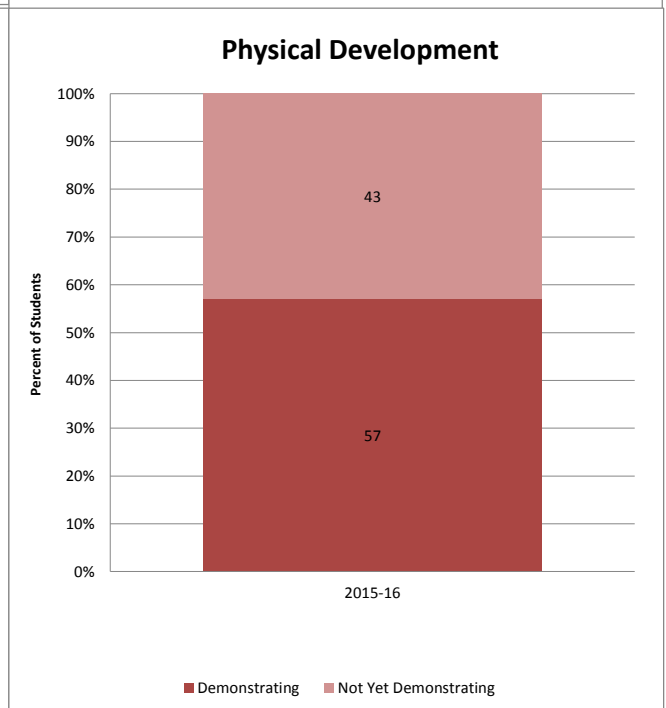
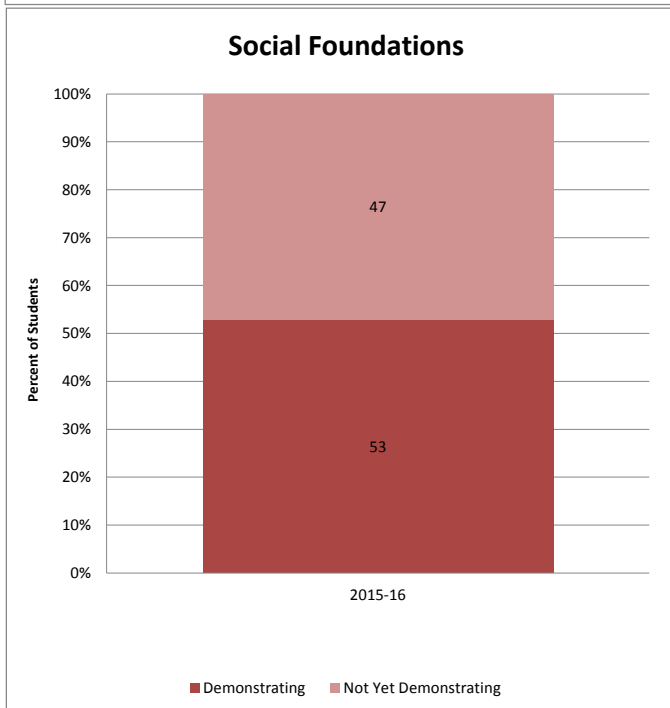
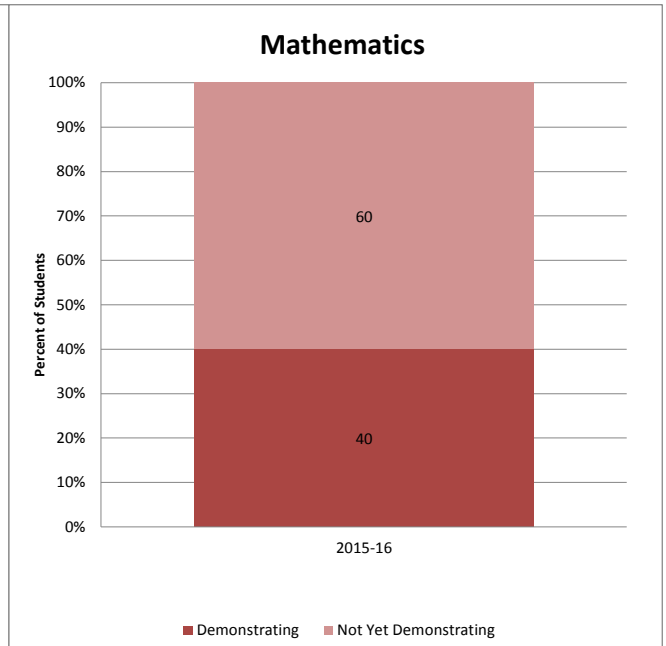
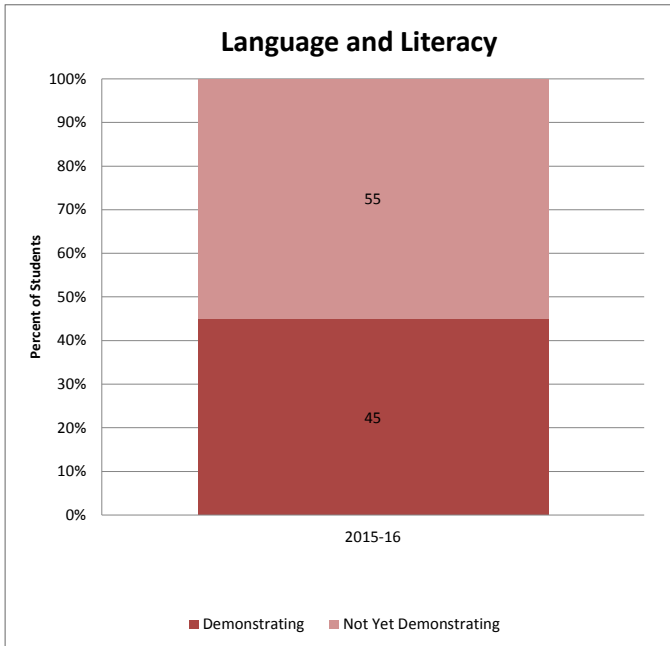
**Kindergarten Readiness Assessment 2015-2016  
Composite Results  
Anne Arundel County**



	"Other" Scores - LEA 02	
	Number of Students	Percent of Students
English Language Learners	58	0.92%
Special Education Students	66	1.05%

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 2015-2016**  
**Domain Results**  
**Anne Arundel County**



<b>Kindergarten Readiness Assessment</b>		
<b>Baltimore City Data File Summary 2015-2016</b>		
Final Record Count for KRA Data File	<b>6,740</b>	
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	3452	51.22
Females	3288	48.78
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	11	0.16
Asian	61	0.91
Black/African American	5247	77.85
Native Hawaiian/Other Pacific Islander	17	0.25
White	650	9.64
Hispanic/Latino	702	10.42
Two or More Races (Non-Hispanic/Latino)	52	0.77
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	1491	22.12
Yes	5249	77.88
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	6210	92.14
Yes	530	7.86
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	6242	92.61
Yes	498	7.39
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	576	8.55
Prekindergarten	4445	65.95
Child Care Center	237	3.52
Family Child Care	158	2.34
Home/Informal Care	958	14.21
Non-Public Nursery School	114	1.69
Repeated Kindergarten	196	2.91



## 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	4	7	3	7	7	4	9	2	5	5	0
Asian	23	30	22	33	24	28	29	26	24	18	8
African American	2,259	2,822	1,806	3,314	2,642	2,405	2,832	2,281	2,069	1,728	1,095
Native Hawaiian/Pacific Islander	6	9	7	9	7	9	7	8	6	2	7
White	324	300	331	307	354	280	365	269	324	187	106
Hispanic	144	522	133	541	270	402	310	359	172	250	222
Two or More Races (Non-Hispanic/Latino)	28	21	29	21	24	26	30	20	27	14	8
<b>Gender</b>											
Male	1,283	2,038	1,118	2,243	1,493	1,824	1,539	1,810	1,134	1,195	872
Female	1,505	1,673	1,213	1,989	1,835	1,330	2,043	1,155	1,493	1,009	574
<b>Prior Care</b>											
Child Care Center	85	140	72	155	104	121	105	122	81	80	60
Family Child Care	31	117	32	119	54	98	64	91	35	45	65
Head Start	185	372	164	397	253	303	286	276	176	197	170
Home / Informal Care	213	691	174	745	322	590	322	594	191	289	384
Non-public Nursery	87	25	82	31	90	23	89	24	88	20	4
Pre-Kindergarten	2,123	2,193	1,754	2,595	2,413	1,874	2,601	1,732	1,994	1,468	700
<b>Special Education</b>											
No	2,693	3,340	2,243	3,840	3,205	2,803	3,448	2,612	2,550	2,059	1,226
Yes	95	371	88	392	123	351	134	353	77	145	220
<b>English Language Learners</b>											
No	2735	3299	2268	3822	3165	2845	3394	2686	2553	2026	1252
Yes	53	412	63	410	163	309	188	279	74	178	194
<b>Free and Reduced Price Meals</b>											
No	650	759	587	841	747	674	780	648	642	400	332
Yes	2,138	2,952	1,744	3,391	2,581	2,480	2,802	2,317	1,985	1,804	1,114
Aggregated Data	2,788	3,711	2,331	4,232	3,328	3,154	3,582	2,965	2,627	2,204	1,446

\* = Group size fewer than 5

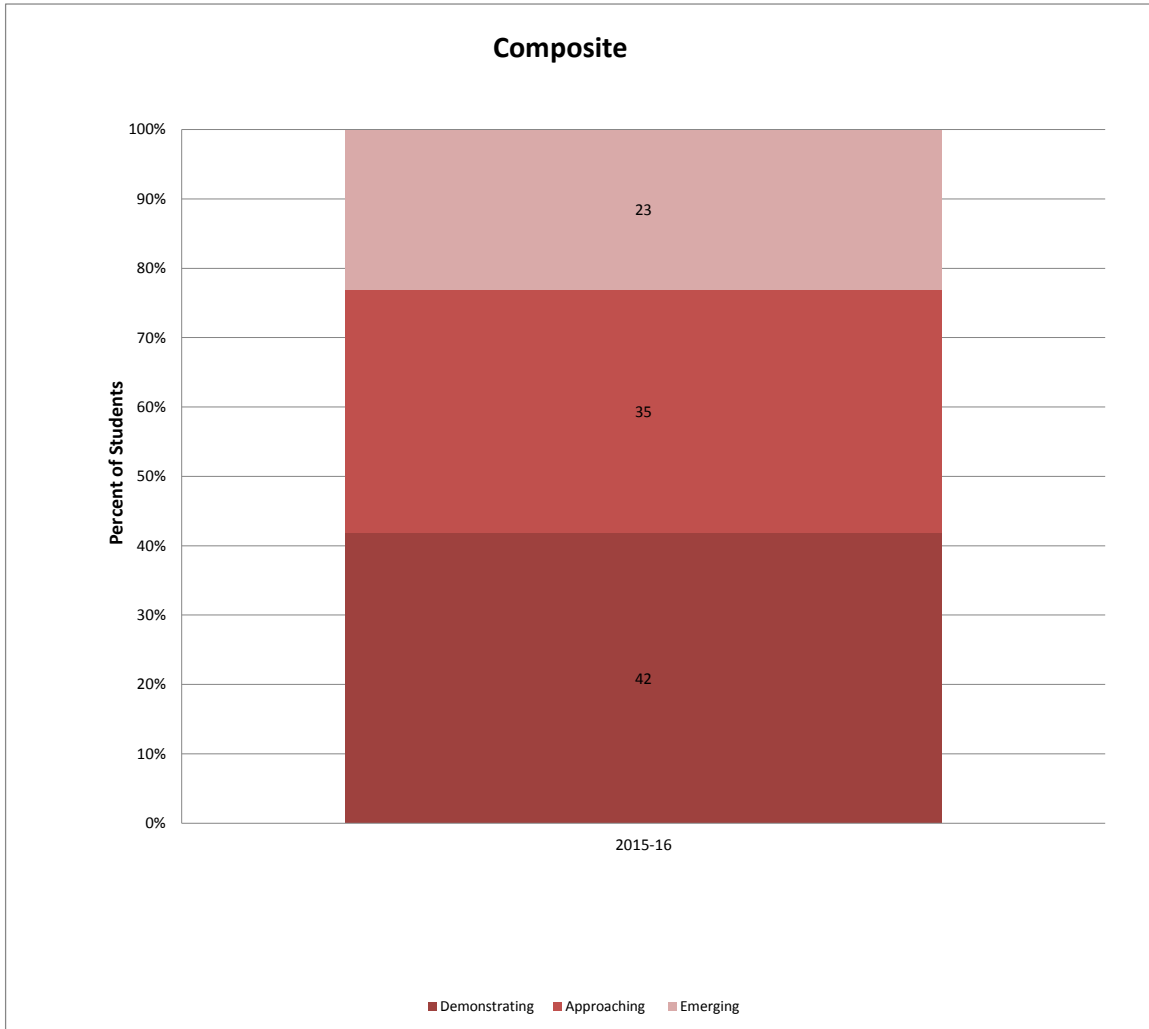
## Baltimore City - Percentage of Kindergarten Students

	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	36	64	30	70	64	36	82	18	50	50	0
Asian	43	57	40	60	46	54	53	47	48	36	16
African American	44	56	35	65	52	48	55	45	42	35	22
Native Hawaiian/Pacific Islander	40	60	44	56	44	56	47	53	40	13	47
White	52	48	52	48	56	44	58	42	53	30	17
Hispanic	22	78	20	80	40	60	46	54	27	39	34
Two or More Races (Non-Hispanic/Latino)	57	43	58	42	48	52	60	40	55	29	16
<b>Gender</b>											
Male	39	61	33	67	45	55	46	54	35	37	27
Female	47	53	38	62	58	42	64	36	49	33	19
<b>Prior Care</b>											
Child Care Center	38	62	32	68	46	54	46	54	37	36	27
Family Child Care	21	79	21	79	36	64	41	59	24	31	45
Head Start	33	67	29	71	46	54	51	49	32	36	31
Home / Informal Care	24	76	19	81	35	65	35	65	22	33	44
Non-public Nursery	78	22	73	27	80	20	79	21	79	18	4
Pre-Kindergarten	49	51	40	60	56	44	60	40	48	35	17
<b>Special Education</b>											
No	45	55	37	63	53	47	57	43	44	35	21
Yes	20	80	18	82	26	74	28	72	17	33	50
<b>English Language Learners</b>											
No	45	55	37	63	53	47	56	44	44	35	21
Yes	11	89	13	87	35	65	40	60	17	40	43
<b>Free and Reduced Price Meals</b>											
No	46	54	41	59	53	47	55	45	47	29	24
Yes	42	58	34	66	51	49	55	45	40	37	23
Aggregated Data	43	57	36	64	51	49	55	45	42	35	23

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

**Kindergarten Readiness Assessment 2015-2016  
Composite Results  
Baltimore City**

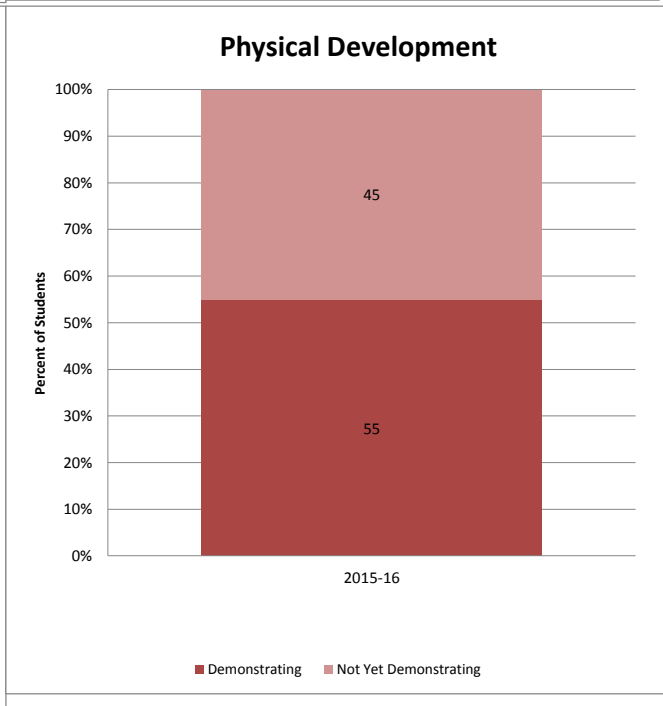
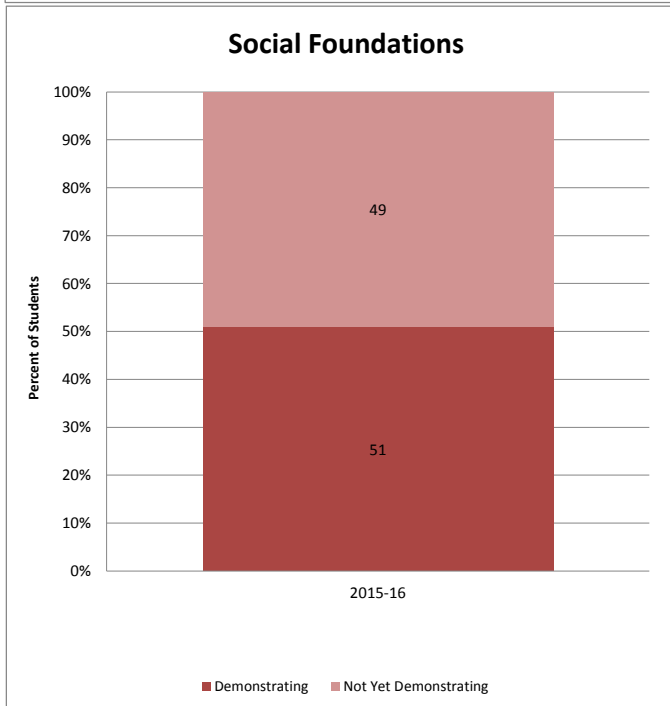
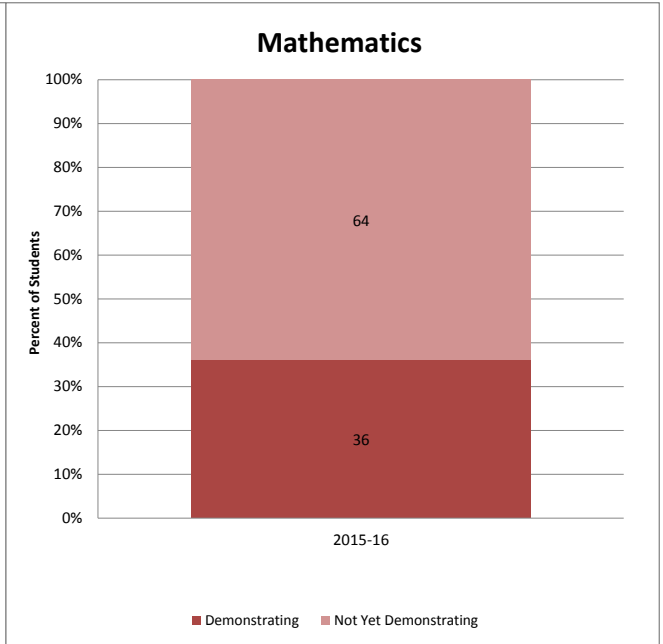
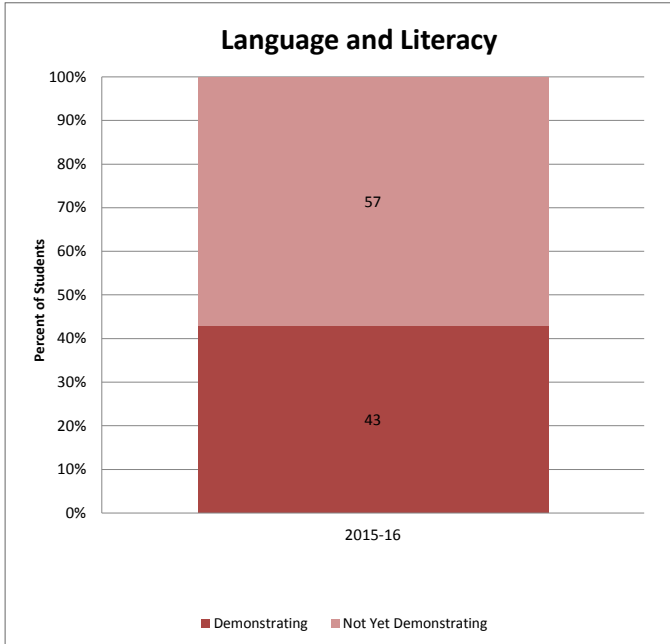
0



	"Other" Scores - LEA 30	
	Number of Students	Percent of Students
English Language Learners	47	0.70%
Special Education Students	66	1.0%

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 2015-2016**  
**Domain Results**  
**Baltimore City**



<b>Kindergarten Readiness Assessment</b>		
<b>Baltimore County Data File Summary 2015-2016</b>		
Final Record Count for KRA Data File		<b>8454</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	4424	52.33
Females	4030	47.67
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	48	0.57
Asian	628	7.43
Black/African American	2828	33.45
Native Hawaiian/Other Pacific Islander	5	0.06
White	3643	43.09
Hispanic/Latino	795	9.40
Two or More Races (Non-Hispanic/Latino)	522	6.17
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	4455	52.70
Yes	4014	47.48
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	7643	90.41
Yes	826	9.77
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	7778	92.00
Yes	691	8.17
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	188	2.22
Prekindergarten	3860	45.66
Child Care Center	1260	14.90
Family Child Care	365	4.32
Home/Informal Care	1160	13.72
Non-Public Nursery School	1401	16.57
Repeated Kindergarten	139	1.64

## 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	32	13	33	27	19	28	19	15	21	6
Asian	182	401	199	398	337	256	386	213	220	209	133
African American	875	1,787	686	2,019	1,327	1,385	1,432	1,261	877	1,071	584
Native Hawaiian/Pacific Islander	2	3	1	4	3	2	3	1	1	2	1
White	1,623	1,864	1,575	1,948	2,241	1,275	2,142	1,362	1,754	1,137	453
Hispanic	118	604	107	631	335	406	400	345	144	302	239
Two or More Races (Non-Hispanic/Latino)	198	301	170	334	295	213	287	220	220	170	96
<b>Gender</b>											
Male	1,414	2,759	1,303	2,939	2,065	2,160	2,012	2,213	1,429	1,601	963
Female	1,592	2,225	1,448	2,428	2,491	1,391	2,659	1,201	1,795	1,307	548
<b>Prior Care</b>											
Child Care Center	600	616	519	709	794	444	761	468	606	426	138
Family Child Care	112	239	109	246	193	166	177	178	126	133	76
Head Start	48	133	27	156	73	114	87	99	43	79	54
Home / Informal Care	217	849	225	868	491	609	501	597	255	393	365
Non-public Nursery	781	570	765	612	1,022	345	992	373	865	365	76
Pre-Kindergarten	1,201	2,466	1,056	2,648	1,912	1,783	2,054	1,637	1,278	1,444	767
<b>Special Education</b>											
No	2,900	4,368	2,629	4,746	4,368	3,009	4,482	2,867	3,126	2,671	1,176
Yes	111	624	122	621	197	547	196	554	105	241	336
<b>English Language Learners</b>											
No	2970	4429	2695	4786	4328	3159	4355	3102	3169	2669	1247
Yes	41	563	56	581	237	397	323	319	62	243	265
<b>Free and Reduced Price Meals</b>											
No	2,040	2,209	1,933	2,365	2,808	1,503	2,742	1,548	2,206	1,358	524
Yes	971	2,783	818	3,002	1,757	2,053	1,936	1,873	1,025	1,554	988
Aggregated Data	3,011	4,992	2,751	5,367	4,565	3,556	4,678	3,421	3,231	2,912	1,512

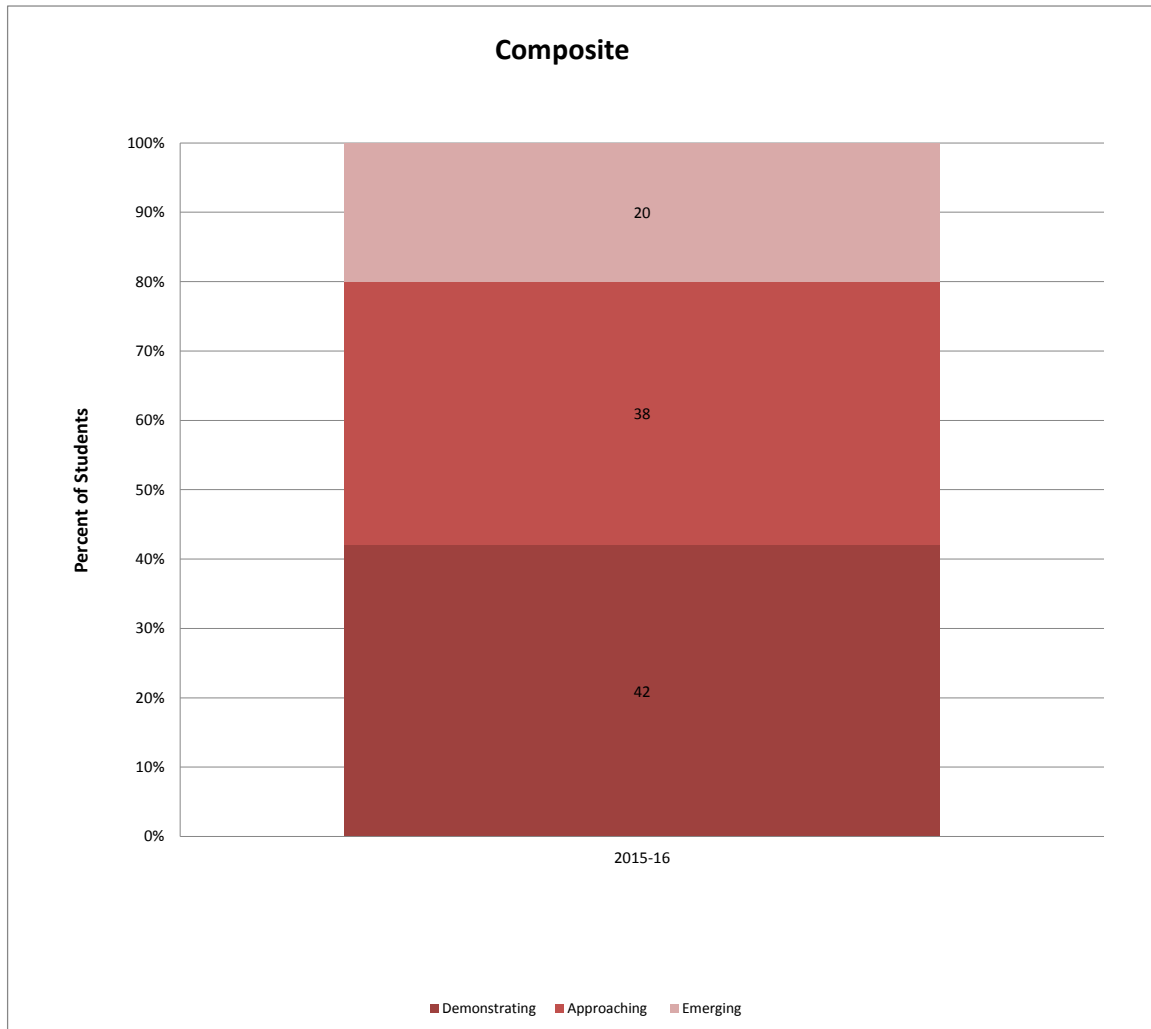
\* = Group size fewer than 5

## 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	29	71	28	72	59	41	60	40	36	50	14
Asian	31	69	33	67	57	43	64	36	39	37	24
African American	33	67	25	75	49	51	53	47	35	42	23
Native Hawaiian/Pacific Islander	40	60	20	80	60	40	75	25	25	50	25
White	47	53	45	55	64	36	61	39	52	34	14
Hispanic	16	84	14	86	45	55	54	46	21	44	35
Two or More Races (Non-Hispanic/Latino)	40	60	34	66	58	42	57	43	45	35	20
<b>Gender</b>											
Male	34	66	31	69	49	51	48	52	36	40	24
Female	42	58	37	63	64	36	69	31	49	36	15
<b>Prior Care</b>											
Child Care Center	49	51	42	58	64	36	62	38	52	36	12
Family Child Care	32	68	31	69	54	46	50	50	38	40	23
Head Start	27	73	15	85	39	61	47	53	24	45	31
Home / Informal Care	20	80	21	79	45	55	46	54	25	39	36
Non-public Nursery	58	42	56	44	75	25	73	27	66	28	6
Pre-Kindergarten	33	67	29	71	52	48	56	44	37	41	22
<b>Special Education</b>											
No	40	60	36	64	59	41	61	39	45	38	17
Yes	15	85	16	84	26	74	26	74	15	35	49
<b>English Language Learners</b>											
No	40	60	36	64	58	42	58	42	45	38	18
Yes	7	93	9	91	37	63	50	50	11	43	46
<b>Free and Reduced Price Meals</b>											
No	48	52	45	55	65	35	64	36	54	33	13
Yes	26	74	21	79	46	54	51	49	29	44	28
Aggregated Data	38	62	34	66	56	44	58	42	42	38	20

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

**Kindergarten Readiness Assessment 2015-2016  
Composite Results  
Baltimore County**

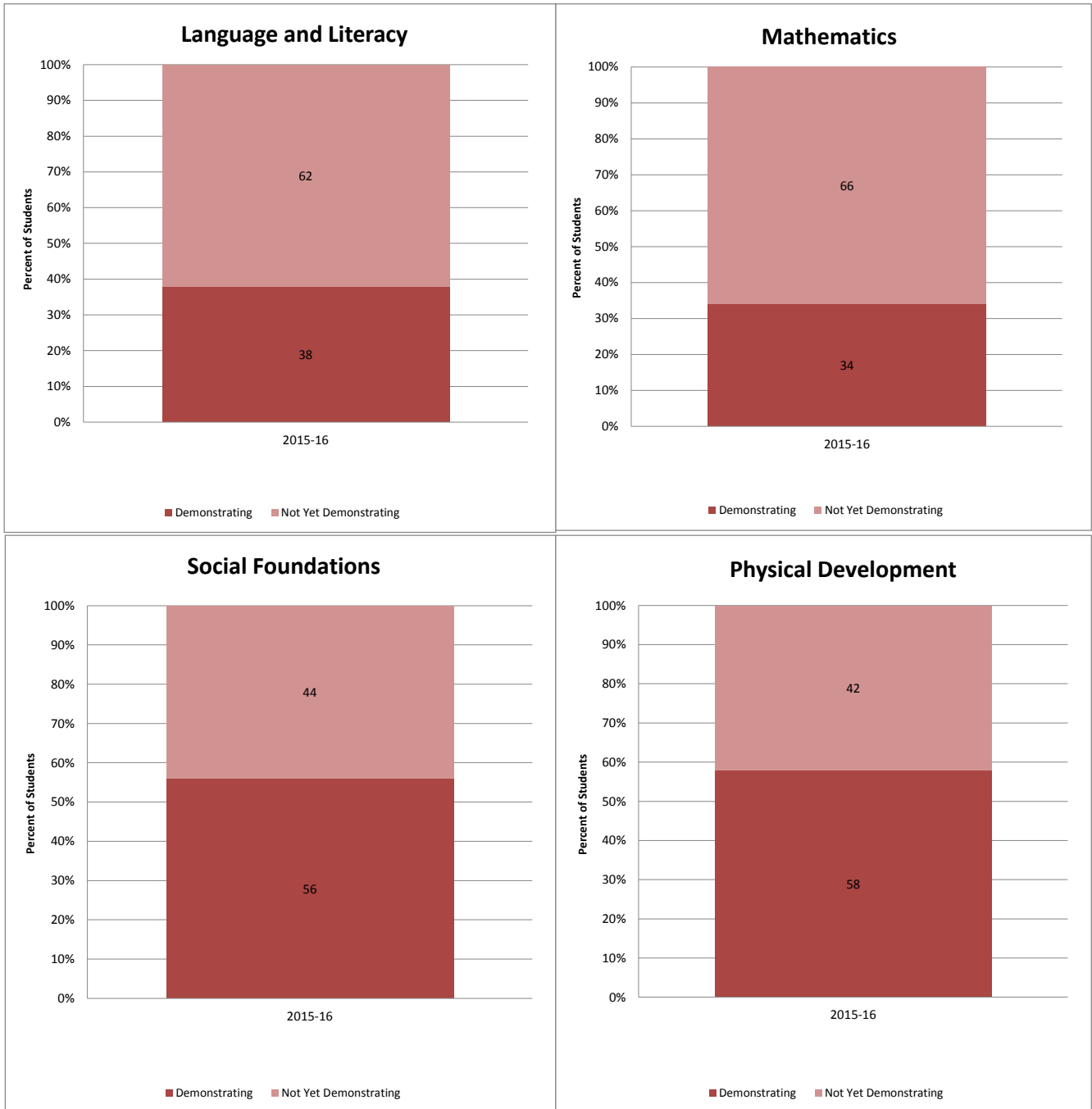


	"Other" Scores - LEA 03	
	Number of Students	Percent of Students
English Language Learners	78	0.92%
Special Education Students	63	0.75%

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 2015-2016  
Domain Results  
Baltimore County**



## Kindergarten Readiness Assessment

### Calvert County Data File Summary 2015-2016

Final Record Count for KRA Data File		<b>985</b>
Gender		
	<i>Frequency</i>	<i>Percent</i>
Males	507	51.47
Females	478	48.53
Ethnicity/Race		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	8	0.81
Black/African American	126	12.79
Native Hawaiian/Other Pacific Islander	0	0.00
White	666	67.61
Hispanic/Latino	60	6.09
Two or More Races (Non-Hispanic/Latino)	125	12.69
Free & Reduced Priced Meals		
	<i>Frequency</i>	<i>Percent</i>
No	728	73.91
Yes	257	26.09
Special Education		
	<i>Frequency</i>	<i>Percent</i>
No	890	90.36
Yes	95	9.64
English Language Learners		
	<i>Frequency</i>	<i>Percent</i>
No	967	98.17
Yes	18	1.83
Predominant Prior Care		
	<i>Frequency</i>	<i>Percent</i>
Head Start	17	1.73
Prekindergarten	156	15.84
Child Care Center	296	30.05
Family Child Care	105	10.66
Home/Informal Care	286	29.04
Non-Public Nursery School	102	10.36
Repeated Kindergarten	2	0.20

## 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	5	3	4	4	5	3	3	4	1
African American	43	80	37	86	58	66	77	48	45	50	28
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	314	343	305	354	348	313	414	249	315	255	85
Hispanic	20	38	15	43	32	27	35	24	25	25	7
Two or More Races (Non-Hispanic/Latino)	59	62	58	66	65	58	80	43	58	49	14
<b>Gender</b>											
Male	198	300	203	299	225	277	254	250	184	213	100
Female	242	227	217	253	282	191	357	117	262	170	35
<b>Prior Care</b>											
Child Care Center	144	150	137	158	150	146	197	99	145	114	34
Family Child Care	50	51	47	55	63	41	68	37	55	32	13
Head Start	7	10	6	11	6	11	6	11	5	10	2
Home / Informal Care	112	168	104	177	157	125	176	107	118	114	47
Non-public Nursery	50	51	54	47	64	37	67	34	53	40	8
Pre-Kindergarten	68	84	65	89	60	93	87	67	62	65	25
<b>Special Education</b>											
No	414	465	397	484	485	400	581	305	424	351	101
Yes	26	62	23	68	22	68	30	62	22	32	34
<b>English Language Learners</b>											
No	437	512	418	537	500	457	605	355	442	375	130
Yes	3	15	2	15	7	11	6	12	4	8	5
<b>Free and Reduced Price Meals</b>											
No	339	373	330	389	383	337	467	254	344	283	84
Yes	101	154	90	163	124	131	144	113	102	100	51
Aggregated Data	440	527	420	552	507	468	611	367	446	383	135

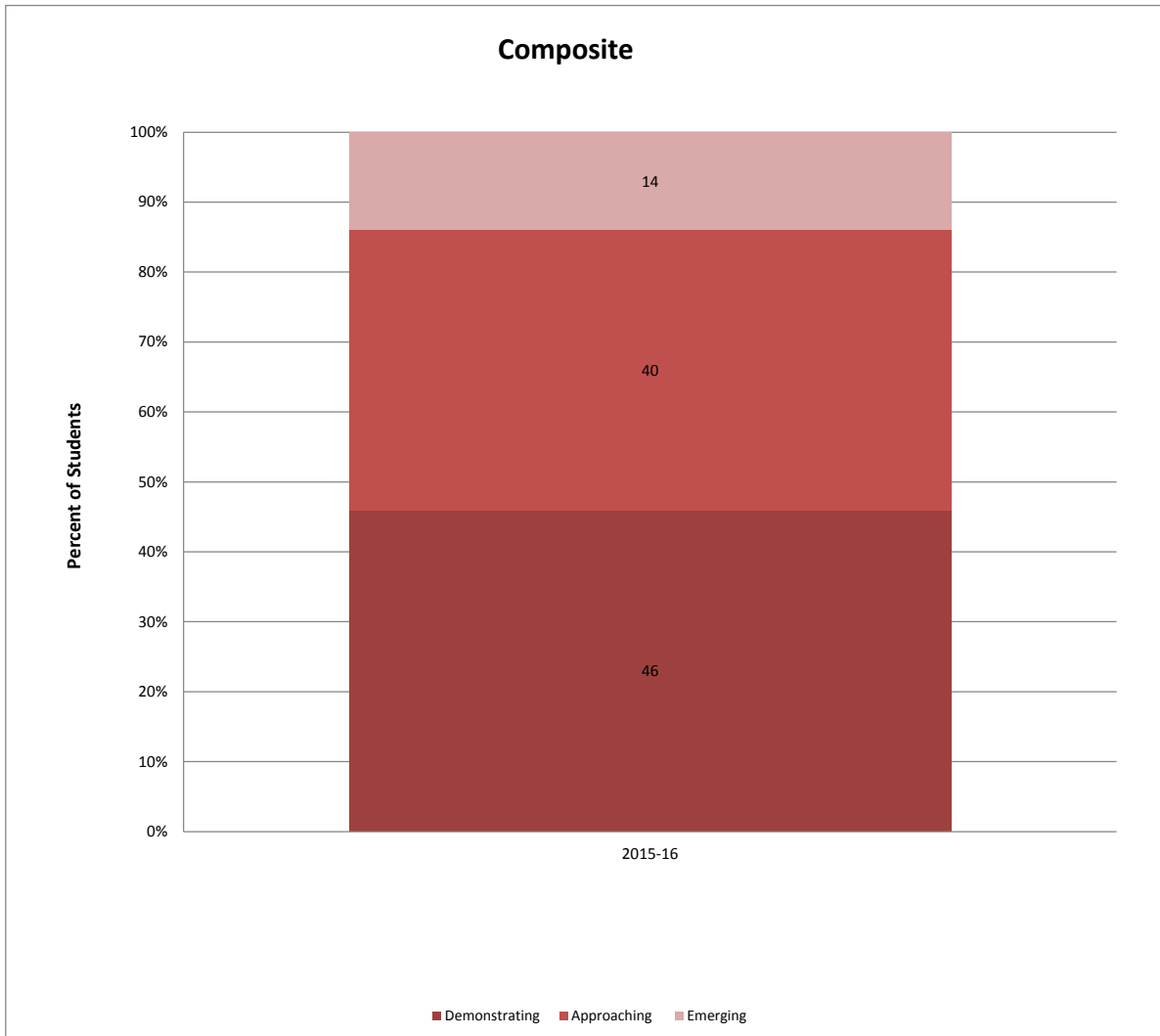
\* = Group size fewer than 5

## 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	63	38	50	50	63	38	38	50	13
African American	35	65	30	70	47	53	62	38	37	41	23
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	48	52	46	54	53	47	62	38	48	39	13
Hispanic	34	66	26	74	54	46	59	41	44	44	12
Two or More Races (Non-Hispanic/Latino)	49	51	47	53	53	47	65	35	48	40	12
<b>Gender</b>											
Male	40	60	40	60	45	55	50	50	37	43	20
Female	52	48	46	54	60	40	75	25	56	36	7
<b>Prior Care</b>											
Child Care Center	49	51	46	54	51	49	67	33	49	39	12
Family Child Care	50	50	46	54	61	39	65	35	55	32	13
Head Start	41	59	35	65	35	65	35	65	29	59	12
Home / Informal Care	40	60	37	63	56	44	62	38	42	41	17
Non-public Nursery	50	50	53	47	63	37	66	34	52	40	8
Pre-Kindergarten	45	55	42	58	39	61	56	44	41	43	16
<b>Special Education</b>											
No	47	53	45	55	55	45	66	34	48	40	12
Yes	30	70	25	75	24	76	33	67	25	36	39
<b>English Language Learners</b>											
No	46	54	44	56	52	48	63	37	47	40	14
Yes	17	83	12	88	39	61	33	67	24	47	29
<b>Free and Reduced Price Meals</b>											
No	48	52	46	54	53	47	65	35	48	40	12
Yes	40	60	36	64	49	51	56	44	40	40	20
Aggregated Data	46	54	43	57	52	48	62	38	46	40	14

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

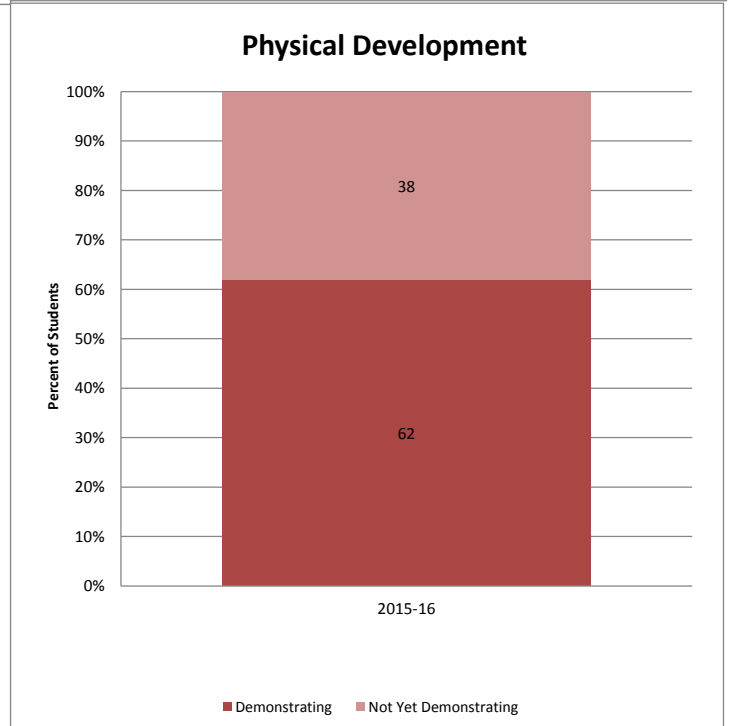
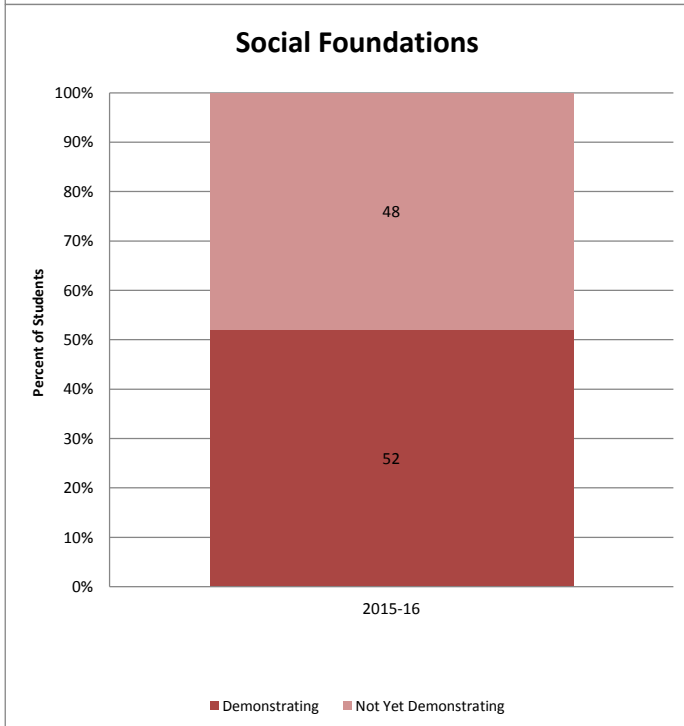
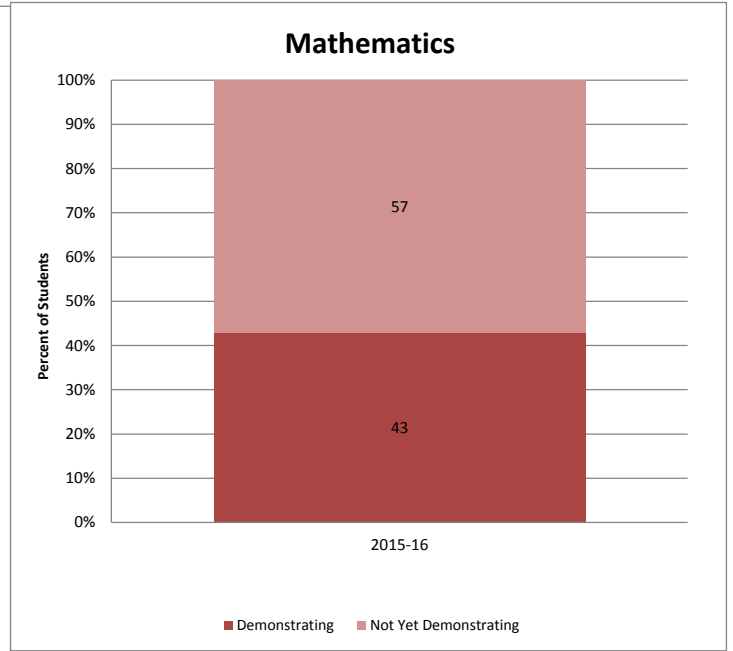
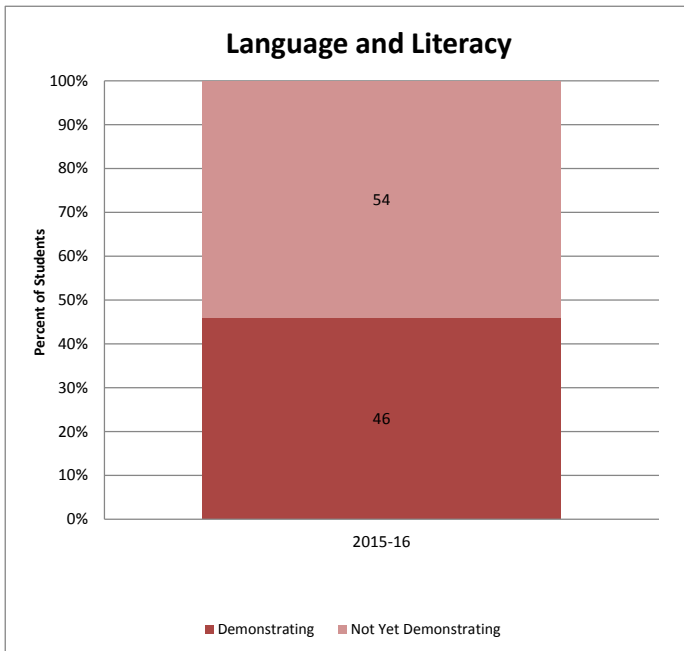
**Kindergarten Readiness Assessment 2015-2016  
Composite Results  
Calvert County Data File Summary 2015-2016**



	"Other" Scores - LEA 04	
	Number of Students	Percent of Students
English Language Learners	1	0.10%
Special Education Students	7	0.71%

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 2015-2016**  
**Domain Results**  
**Calvert County**



## Kindergarten Readiness Assessment

### Caroline County Data File Summary 2015-2016

Final Record Count for KRA Data File		<b>401</b>
Gender		
	<i>Frequency</i>	<i>Percent</i>
Males	197	49.13
Females	204	50.87
Ethnicity/Race		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	1	0.25
Asian	5	1.25
Black/African American	56	13.97
Native Hawaiian/Other Pacific Islander	0	0.00
White	252	62.84
Hispanic/Latino	59	14.71
Two or More Races (Non-Hispanic/Latino)	31	7.73
Free & Reduced Priced Meals		
	<i>Frequency</i>	<i>Percent</i>
No	173	43.14
Yes	231	57.61
Special Education		
	<i>Frequency</i>	<i>Percent</i>
No	368	91.77
Yes	36	8.98
English Language Learners		
	<i>Frequency</i>	<i>Percent</i>
No	347	86.53
Yes	57	14.21
Predominant Prior Care		
	<i>Frequency</i>	<i>Percent</i>
Head Start	12	2.99
Prekindergarten	228	56.86
Child Care Center	17	4.24
Family Child Care	16	3.99
Home/Informal Care	99	24.69
Non-Public Nursery School	27	6.73
Repeated Kindergarten	2	0.50

## 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>Caroline County Data File Summary 2015-2016</b>											
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*
Asian	1	4	3	2	2	3	2	3	1	4	0
African American	21	33	18	34	33	20	36	18	21	22	8
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	145	104	126	124	186	63	167	81	156	81	11
Hispanic	9	49	14	44	37	20	35	23	16	27	14
Two or More Races (Non-Hispanic/Latino)	9	18	10	18	19	8	20	7	11	14	2
<b>Gender</b>											
Male	83	110	85	107	128	63	105	88	90	80	19
Female	103	98	87	115	150	51	155	45	116	68	16
<b>Prior Care</b>											
Child Care Center	13	3	11	11	13	3	11	5	13	3	0
Family Child Care	8	8	9	11	12	4	11	5	10	4	2
Head Start	4	8	9	16	5	7	9	3	3	5	2
Home / Informal Care	34	61	13	22	62	33	46	49	36	45	14
Non-public Nursery	17	10	11	14	22	5	22	5	18	9	0
Pre-Kindergarten	110	116	119	148	162	62	160	65	125	81	17
<b>Special Education</b>											
No	173	187	161	199	263	95	242	118	195	132	29
Yes	13	21	11	23	15	19	18	15	11	16	6
<b>English Language Learners</b>											
No	179	158	158	179	243	92	228	108	194	118	21
Yes	7	50	14	43	35	22	32	25	12	30	14
<b>Free and Reduced Price Meals</b>											
No	107	60	94	72	133	33	115	51	112	47	5
Yes	79	148	78	150	145	81	145	82	94	101	30
Aggregated Data	186	208	172	222	278	114	260	133	206	148	35

\* = Group size fewer than 5

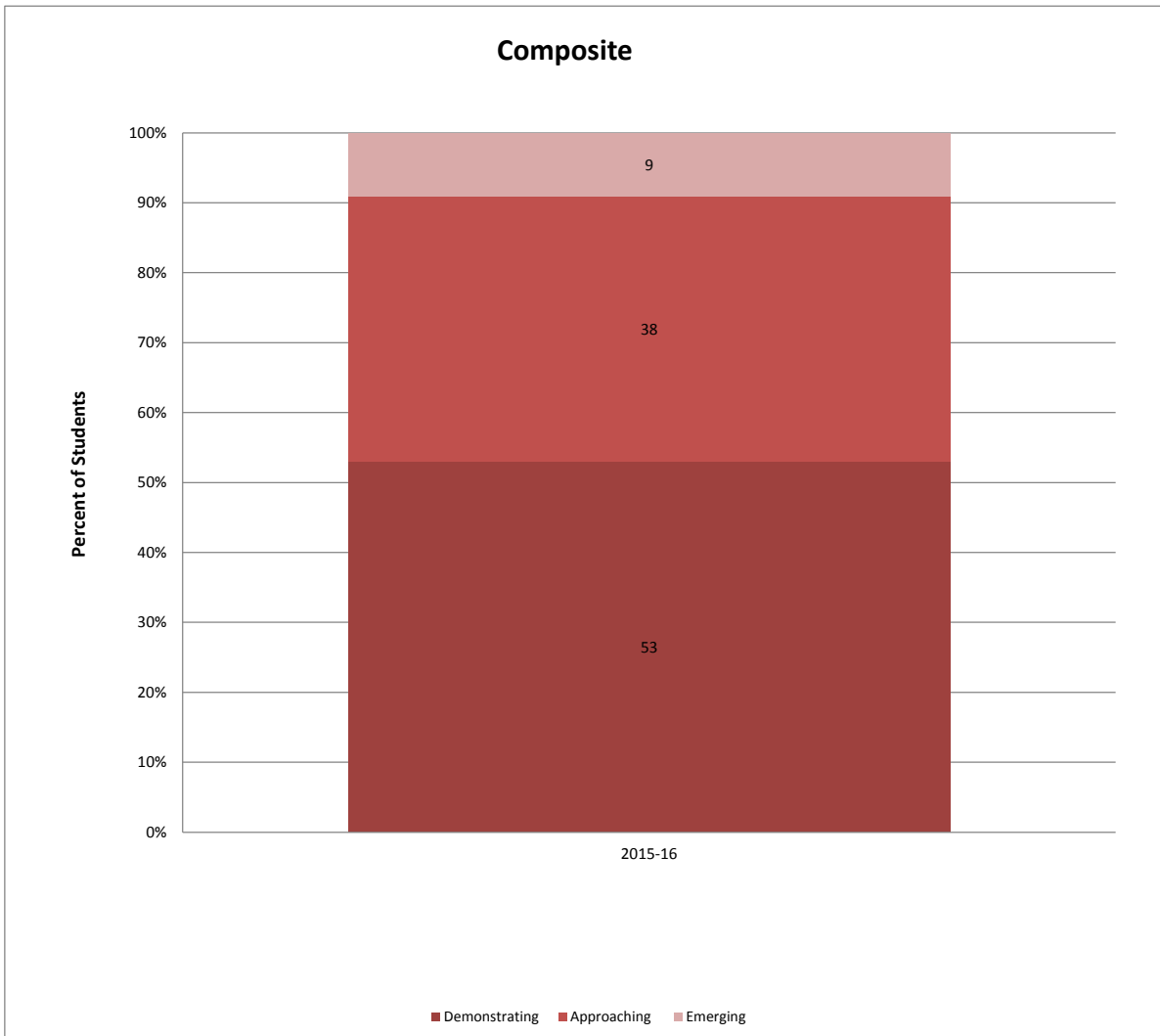


## Caroline County - Percentage of Kindergarten Students

	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>Caroline County Data File Summary 2015-2016</b>											
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*
Asian	20	80	60	40	40	60	40	60	20	80	0
African American	39	61	35	65	62	38	67	33	41	43	16
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	58	42	50	50	75	25	67	33	63	33	4
Hispanic	16	84	24	76	65	35	60	40	28	47	25
Two or More Races (Non-Hispanic/Latino)	33	67	36	64	70	30	74	26	41	52	7
<b>Gender</b>											
Male	43	57	44	56	67	33	54	46	48	42	10
Female	51	49	43	57	75	25	78	23	58	34	8
<b>Prior Care</b>											
Child Care Center	81	19	50	50	81	19	69	31	81	19	0
Family Child Care	50	50	45	55	75	25	69	31	63	25	13
Head Start	33	67	36	64	42	58	75	25	30	50	20
Home / Informal Care	36	64	37	63	65	35	48	52	38	47	15
Non-public Nursery	63	37	44	56	81	19	81	19	67	33	0
Pre-Kindergarten	49	51	45	55	72	28	71	29	56	36	8
<b>Special Education</b>											
No	48	52	45	55	73	27	67	33	55	37	8
Yes	38	62	32	68	44	56	55	45	33	48	18
<b>English Language Learners</b>											
No	53	47	47	53	73	27	68	32	58	35	6
Yes	12	88	25	75	61	39	56	44	21	54	25
<b>Free and Reduced Price Meals</b>											
No	64	36	57	43	80	20	69	31	68	29	3
Yes	35	65	34	66	64	36	64	36	42	45	13
Aggregated Data	47	53	44	56	71	29	66	34	53	38	9

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

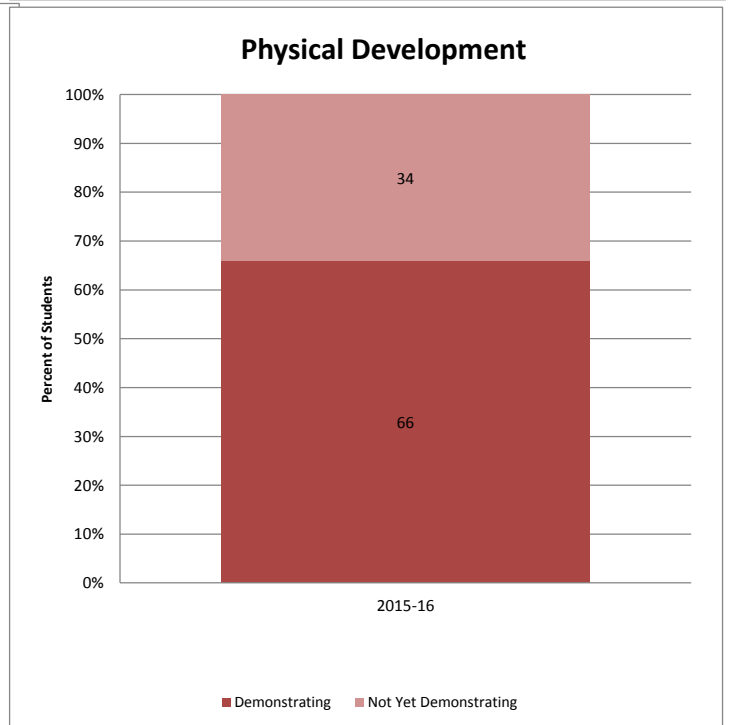
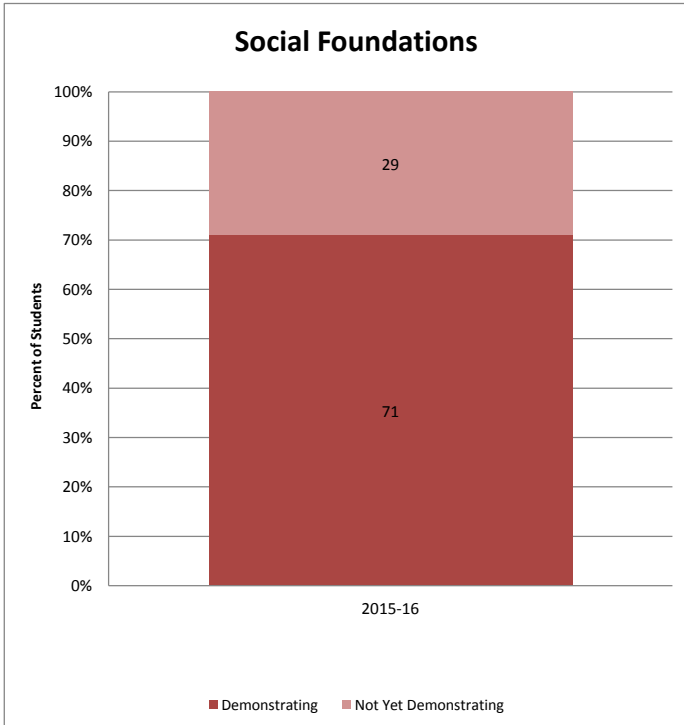
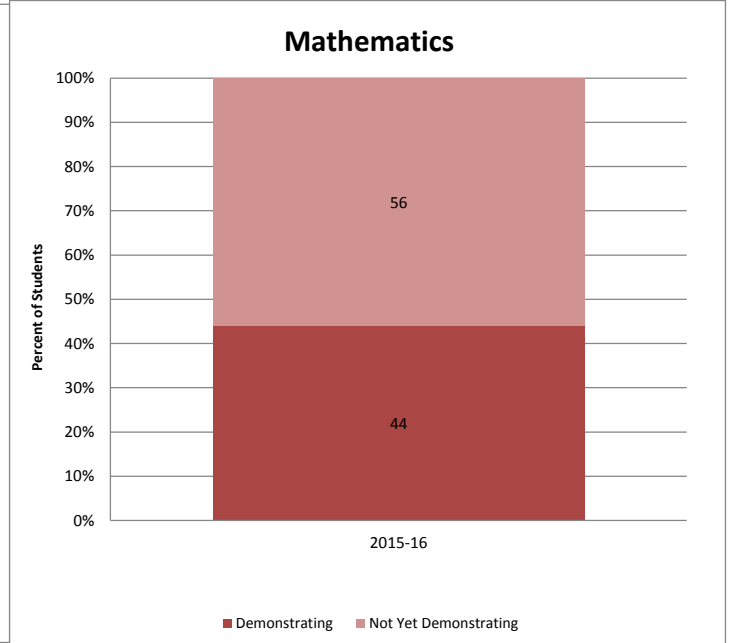
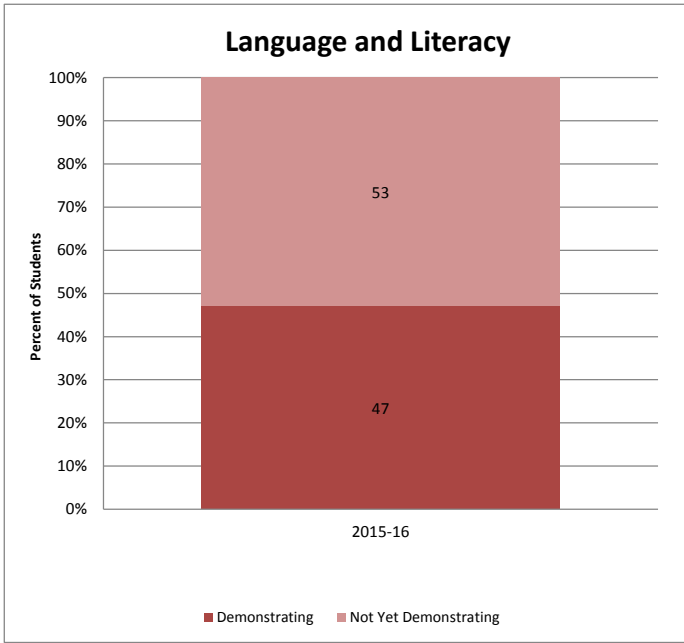
**Kindergarten Readiness Assessment 2015-2016  
Composite Results  
Caroline County Data File Summary 2015-2016**



"Other" Scores - LEA 05		
	Number of Students	Percent of Students
English Language Learners	1	0.25%
Special Education Students	3	0.75%

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 2015-2016**  
**Domain Results**  
**Caroline County**



## Kindergarten Readiness Assessment

### Carroll County Data File Summary 2015-2016

Final Record Count for KRA Data File		<b>1680</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	892	53.10
Females	788	46.90
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	3	0.18
Asian	30	1.79
Black/African American	62	3.69
Native Hawaiian/Other Pacific Islander	3	0.18
White	1406	83.69
Hispanic/Latino	109	6.49
Two or More Races (Non-Hispanic/Latino)	67	3.99
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	1429	85.06
Yes	251	14.94
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	1532	91.19
Yes	148	8.81
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	1644	97.86
Yes	36	2.14
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	52	3.10
Prekindergarten	338	20.12
Child Care Center	433	25.77
Family Child Care	78	4.64
Home/Informal Care	157	9.35
Non-Public Nursery School	576	34.29
Repeated Kindergarten	19	1.13

## 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	12	16	16	14	17	11	19	10	13	11	3
African American	27	33	18	42	36	24	44	16	27	27	6
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	705	673	754	629	904	486	892	493	783	449	111
Hispanic	26	81	34	75	63	43	61	46	34	49	22
Two or More Races (Non-Hispanic/Latino)	19	47	26	40	23	43	37	29	20	39	7
<b>Gender</b>											
Male	386	485	438	436	506	370	477	396	412	337	95
Female	406	368	413	367	541	239	581	199	469	239	55
<b>Prior Care</b>											
Child Care Center	238	191	251	182	291	141	292	140	253	155	16
Family Child Care	35	43	39	39	50	28	56	22	40	29	8
Head Start	12	40	19	32	23	29	24	28	19	18	15
Home / Informal Care	44	105	55	97	74	76	73	76	47	65	32
Non-public Nursery	335	236	342	230	408	164	400	171	362	168	28
Pre-Kindergarten	113	217	129	201	178	155	193	139	146	124	49
<b>Special Education</b>											
No	758	750	813	697	998	515	1,011	502	849	527	99
Yes	34	103	38	106	49	94	47	93	32	49	51
<b>English Language Learners</b>											
No	791	823	844	775	1036	588	1042	578	879	556	142
Yes	1	30	7	28	11	21	16	17	2	20	8
<b>Free and Reduced Price Meals</b>											
No	713	686	762	648	921	488	915	492	784	479	110
Yes	79	167	89	155	126	121	143	103	97	97	40
Aggregated Data	792	853	851	803	1,047	609	1,058	595	881	576	150

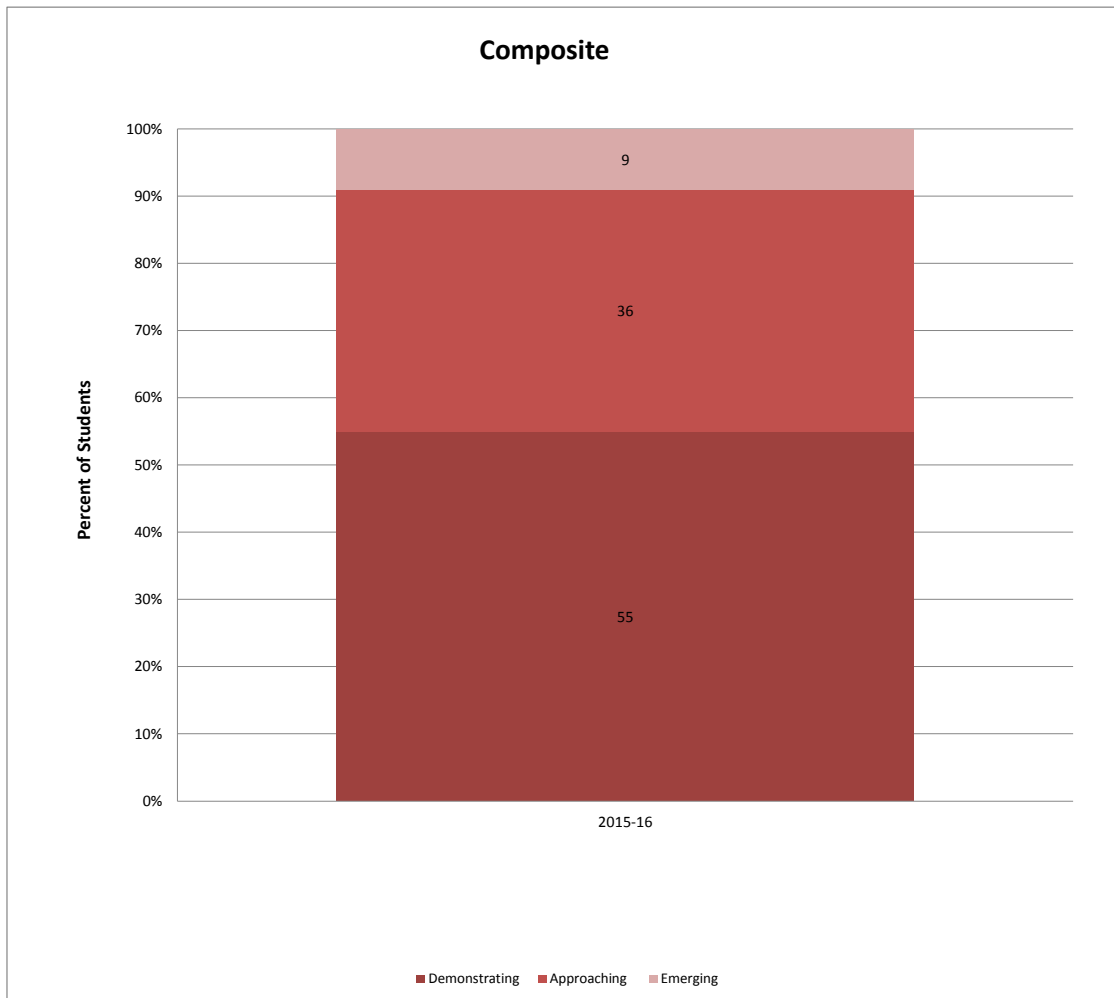
\* = Group size fewer than 5

## 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	43	57	53	47	61	39	66	34	48	41	11
African American	45	55	30	70	60	40	73	27	45	45	10
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	51	49	55	45	65	35	64	36	58	33	8
Hispanic	24	76	31	69	59	41	57	43	32	47	21
Two or More Races (Non-Hispanic/Latino)	29	71	39	61	35	65	56	44	30	59	11
<b>Gender</b>											
Male	44	56	50	50	58	42	55	45	49	40	11
Female	52	48	53	47	69	31	74	26	61	31	7
<b>Prior Care</b>											
Child Care Center	55	45	58	42	67	33	68	32	60	37	4
Family Child Care	45	55	50	50	64	36	72	28	52	38	10
Head Start	23	77	37	63	44	56	46	54	37	35	29
Home / Informal Care	30	70	36	64	49	51	49	51	33	45	22
Non-public Nursery	59	41	60	40	71	29	70	30	65	30	5
Pre-Kindergarten	34	66	39	61	53	47	58	42	46	39	15
<b>Special Education</b>											
No	50	50	54	46	66	34	67	33	58	36	7
Yes	25	75	26	74	34	66	34	66	24	37	39
<b>English Language Learners</b>											
No	49	51	52	48	64	36	64	36	56	35	9
Yes	3	97	20	80	34	66	48	52	7	67	27
<b>Free and Reduced Price Meals</b>											
No	51	49	54	46	65	35	65	35	57	35	8
Yes	32	68	36	64	51	49	58	42	41	41	17
Aggregated Data	48	52	51	49	63	37	64	36	55	36	9

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

**Kindergarten Readiness Assessment 2015-2016  
Composite Results  
Carroll County Data File Summary 2015-2016**



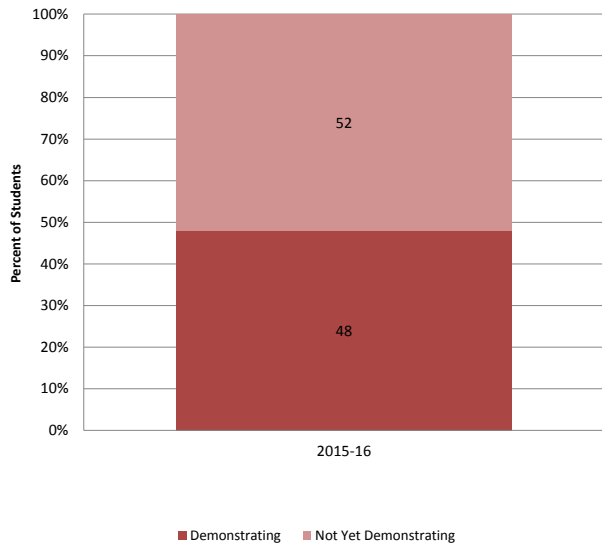
	"Other" Scores - LEA 06	
	Number of Students	Percent of Students
English Language Learners	6	0.36%
Special Education Students	13	0.77%

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.

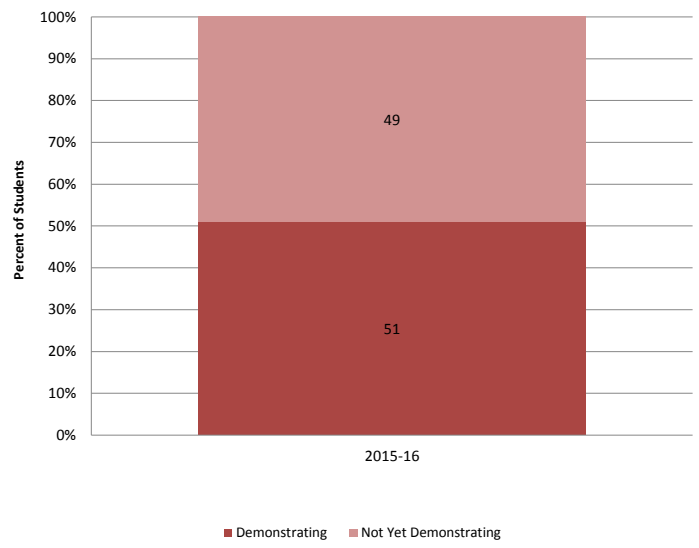
**Domain Results  
Carroll County**

# Kindergarten Readiness Assessment 2015-2016

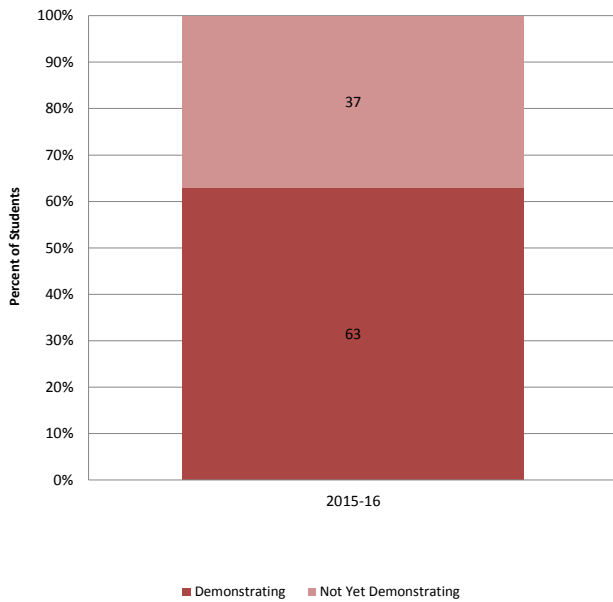
## Language and Literacy



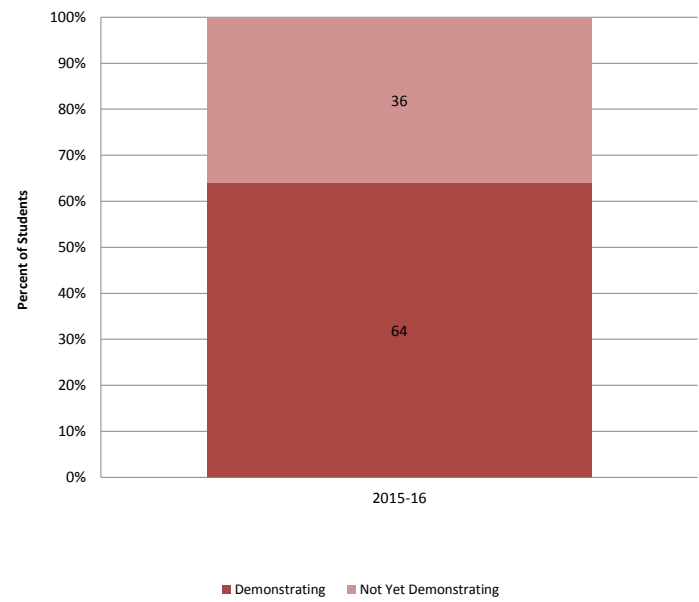
## Mathematics



## Social Foundations



## Physical Development





## Kindergarten Readiness Assessment

### Cecil County Data File Summary 2015-2016

Final Record Count for KRA Data File		<b>1046</b>
Gender		
	<i>Frequency</i>	<i>Percent</i>
Males	558	53.35
Females	488	46.65
Ethnicity/Race		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	1	0.10
Asian	7	0.67
Black/African American	89	8.51
Native Hawaiian/Other Pacific Islander	1	0.10
White	817	78.11
Hispanic/Latino	66	6.31
Two or More Races (Non-Hispanic/Latino)	65	6.21
Free & Reduced Priced Meals		
	<i>Frequency</i>	<i>Percent</i>
No	522	49.90
Yes	524	50.10
Special Education		
	<i>Frequency</i>	<i>Percent</i>
No	933	89.20
Yes	113	10.80
English Language Learners		
	<i>Frequency</i>	<i>Percent</i>
No	1016	97.13
Yes	30	2.87
Predominant Prior Care		
	<i>Frequency</i>	<i>Percent</i>
Head Start	41	3.92
Prekindergarten	522	49.90
Child Care Center	104	9.94
Family Child Care	38	3.63
Home/Informal Care	187	17.88
Non-Public Nursery School	80	7.65
Repeated Kindergarten	3	0.29

## 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	5	2	4	3	3	3	4	3	3	2	1
African American	29	54	23	58	35	45	35	46	28	30	19
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	361	440	362	433	420	340	430	345	351	290	99
Hispanic	18	42	16	46	27	32	26	33	16	25	14
Two or More Races (Non-Hispanic/Latino)	23	40	30	29	29	30	29	32	18	32	6
<b>Gender</b>											
Male	212	327	218	314	246	267	233	288	187	215	87
Female	224	253	217	257	269	184	292	172	229	166	52
<b>Prior Care</b>											
Child Care Center	45	55	48	49	58	35	55	40	42	35	11
Family Child Care	19	19	19	19	21	15	23	14	22	7	7
Head Start	15	23	12	25	15	23	20	18	11	19	7
Home / Informal Care	57	124	75	107	76	100	72	105	59	76	36
Non-public Nursery	45	34	43	33	47	27	48	28	42	28	2
Pre-Kindergarten	227	286	216	294	263	223	274	225	216	186	69
<b>Special Education</b>											
No	418	494	412	487	491	376	493	391	400	337	105
Yes	18	86	23	84	24	75	32	69	16	44	34
<b>English Language Learners</b>											
No	433	555	431	546	508	429	517	439	415	368	126
Yes	3	25	4	25	7	22	8	21	1	13	13
<b>Free and Reduced Price Meals</b>											
No	265	243	272	232	289	192	300	197	255	168	42
Yes	171	337	163	339	226	259	225	263	161	213	97
Aggregated Data	436	580	435	571	515	451	525	460	416	381	139

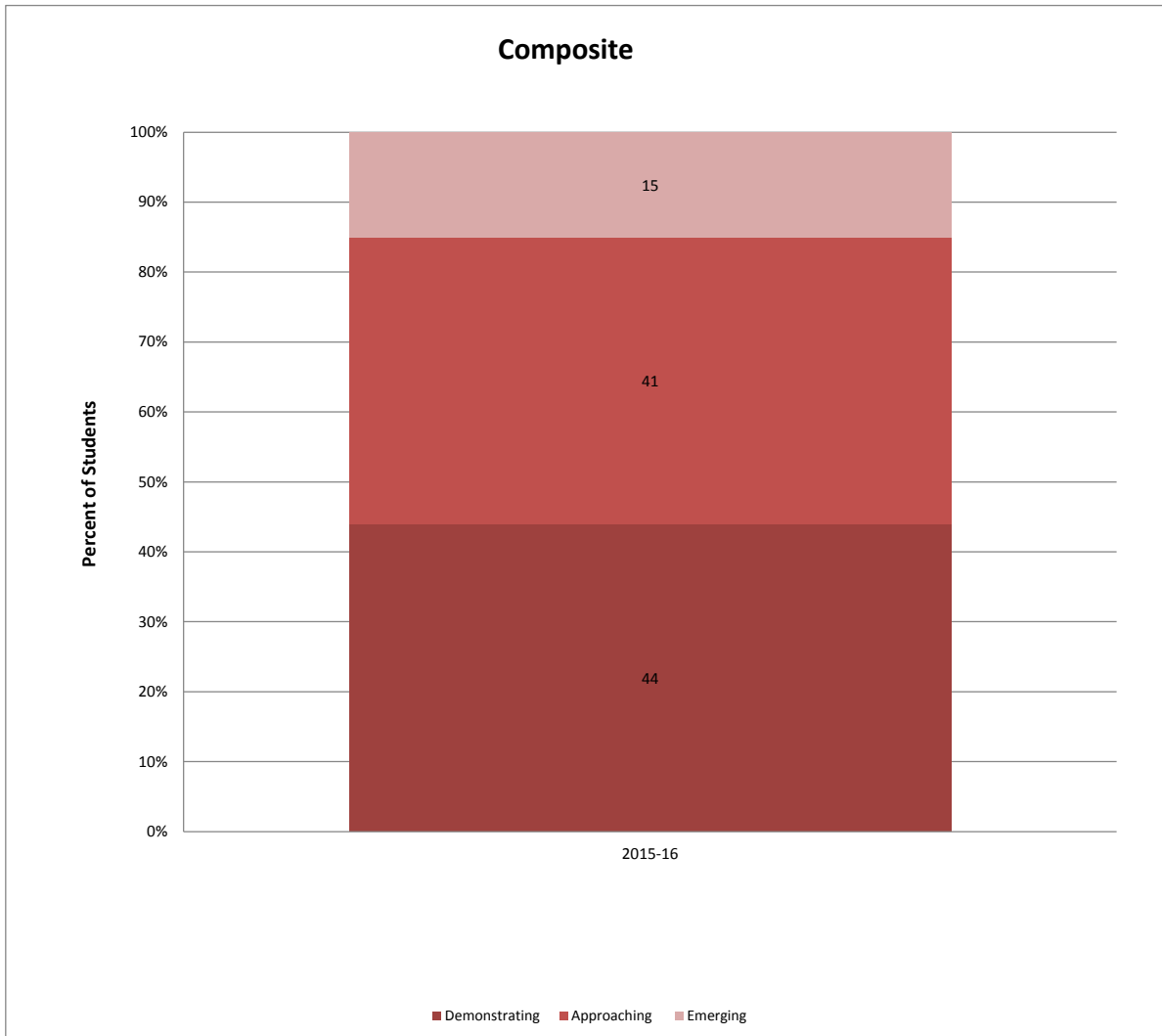
\* = Group size fewer than 5

## 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	71	29	57	43	50	50	57	43	50	33	17
African American	35	65	28	72	44	56	43	57	36	39	25
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	45	55	46	54	55	45	55	45	47	39	13
Hispanic	30	70	26	74	46	54	44	56	29	45	25
Two or More Races (Non-Hispanic/Latino)	37	63	51	49	49	51	48	52	32	57	11
<b>Gender</b>											
Male	39	61	41	59	48	52	45	55	38	44	18
Female	47	53	46	54	59	41	63	37	51	37	12
<b>Prior Care</b>											
Child Care Center	45	55	49	51	62	38	58	42	48	40	13
Family Child Care	50	50	50	50	58	42	62	38	61	19	19
Head Start	39	61	32	68	39	61	53	47	30	51	19
Home / Informal Care	31	69	41	59	43	57	41	59	35	44	21
Non-public Nursery	57	43	57	43	64	36	63	37	58	39	3
Pre-Kindergarten	44	56	42	58	54	46	55	45	46	39	15
<b>Special Education</b>											
No	46	54	46	54	57	43	56	44	48	40	12
Yes	17	83	21	79	24	76	32	68	17	47	36
<b>English Language Learners</b>											
No	44	56	44	56	54	46	54	46	46	40	14
Yes	11	89	14	86	24	76	28	72	4	48	48
<b>Free and Reduced Price Meals</b>											
No	52	48	54	46	60	40	60	40	55	36	9
Yes	34	66	32	68	47	53	46	54	34	45	21
Aggregated Data	43	57	43	57	53	47	53	47	44	41	15

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

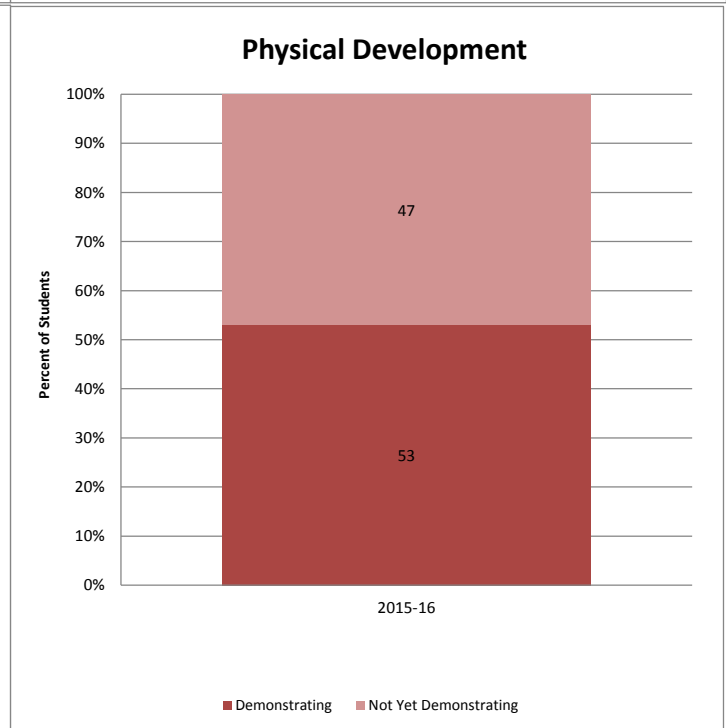
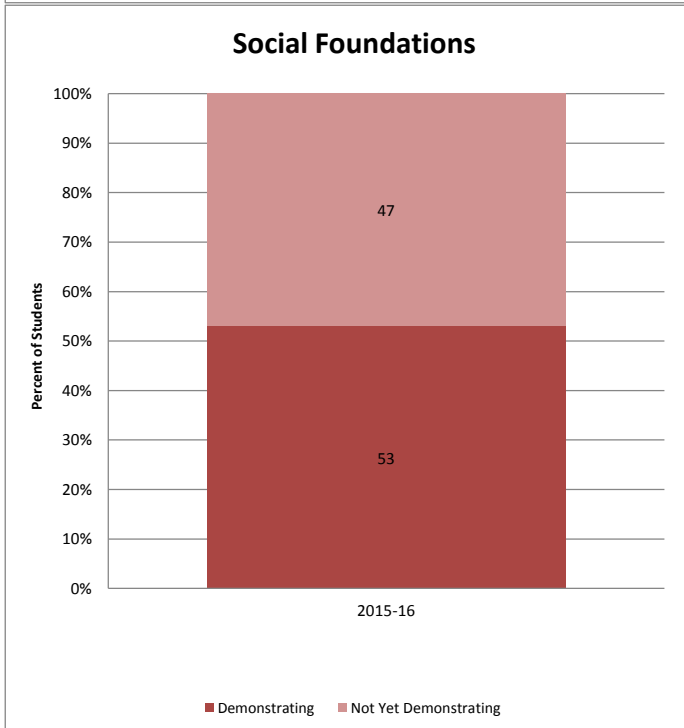
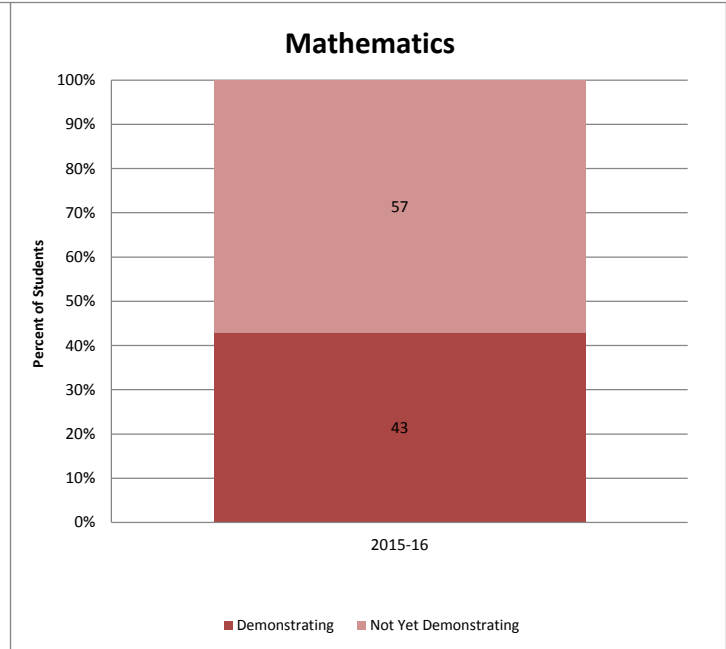
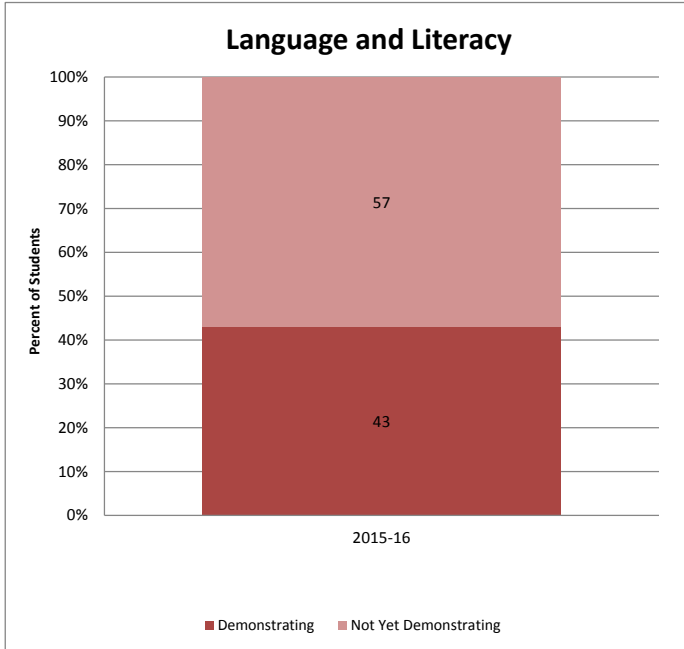
**Kindergarten Readiness Assessment 2015-2016  
Composite Results  
Cecil County Data File Summary 2015-2016**



	"Other" Scores - LEA 07	
	Number of Students	Percent of Students
English Language Learners	2	0.19%
Special Education Students	9	0.86%

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 2015-2016**  
**Domain Results**  
**Cecil County**



## Kindergarten Readiness Assessment

### Charles County Data File Summary 2015-2016

Final Record Count for KRA Data File		<b>1762</b>
Gender		
	<i>Frequency</i>	<i>Percent</i>
Males	946	53.69
Females	816	46.31
Ethnicity/Race		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	8	0.45
Asian	47	2.67
Black/African American	898	50.96
Native Hawaiian/Other Pacific Islander	3	0.17
White	496	28.15
Hispanic/Latino	146	8.29
Two or More Races (Non-Hispanic/Latino)	164	9.31
Free & Reduced Priced Meals		
	<i>Frequency</i>	<i>Percent</i>
No	993	56.36
Yes	769	43.64
Special Education		
	<i>Frequency</i>	<i>Percent</i>
No	1608	91.26
Yes	154	8.74
English Language Learners		
	<i>Frequency</i>	<i>Percent</i>
No	1713	97.22
Yes	49	2.78
Predominant Prior Care		
	<i>Frequency</i>	<i>Percent</i>
Head Start	33	1.87
Prekindergarten	843	47.84
Child Care Center	333	18.90
Family Child Care	71	4.03
Home/Informal Care	274	15.55
Non-Public Nursery School	184	10.44
Repeated Kindergarten	21	1.19

## 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	3	5	5	3	5	3	4	4	5	1	2
Asian	15	29	12	33	24	22	26	20	19	15	10
African American	335	536	291	598	448	438	460	418	332	378	140
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	233	251	240	252	299	192	293	195	243	174	59
Hispanic	40	104	40	105	65	79	72	73	37	74	31
Two or More Races (Non-Hispanic/Latino)	73	83	66	95	90	70	94	67	69	66	20
<b>Gender</b>											
Male	324	595	308	627	429	504	411	516	308	413	178
Female	376	415	348	460	504	301	540	262	399	296	84
<b>Prior Care</b>											
Child Care Center	140	187	130	202	167	163	177	151	139	135	49
Family Child Care	26	44	21	50	37	34	32	39	21	34	15
Head Start	13	20	13	20	16	17	19	14	14	15	4
Home / Informal Care	86	185	88	183	129	141	119	153	80	132	49
Non-public Nursery	99	78	90	93	119	63	117	62	102	58	15
Pre-Kindergarten	329	482	309	521	456	373	477	346	346	325	125
<b>Special Education</b>											
No	672	898	626	972	889	701	908	675	682	659	198
Yes	28	112	30	115	44	104	43	103	25	50	64
<b>English Language Learners</b>											
No	692	971	646	1049	920	770	928	752	698	691	244
Yes	8	39	10	38	13	35	23	26	9	18	18
<b>Free and Reduced Price Meals</b>											
No	450	516	416	565	559	422	564	413	450	372	128
Yes	250	494	240	522	374	383	387	365	257	337	134
Aggregated Data	700	1,010	656	1,087	933	805	951	778	707	709	262

\* = Group size fewer than 5

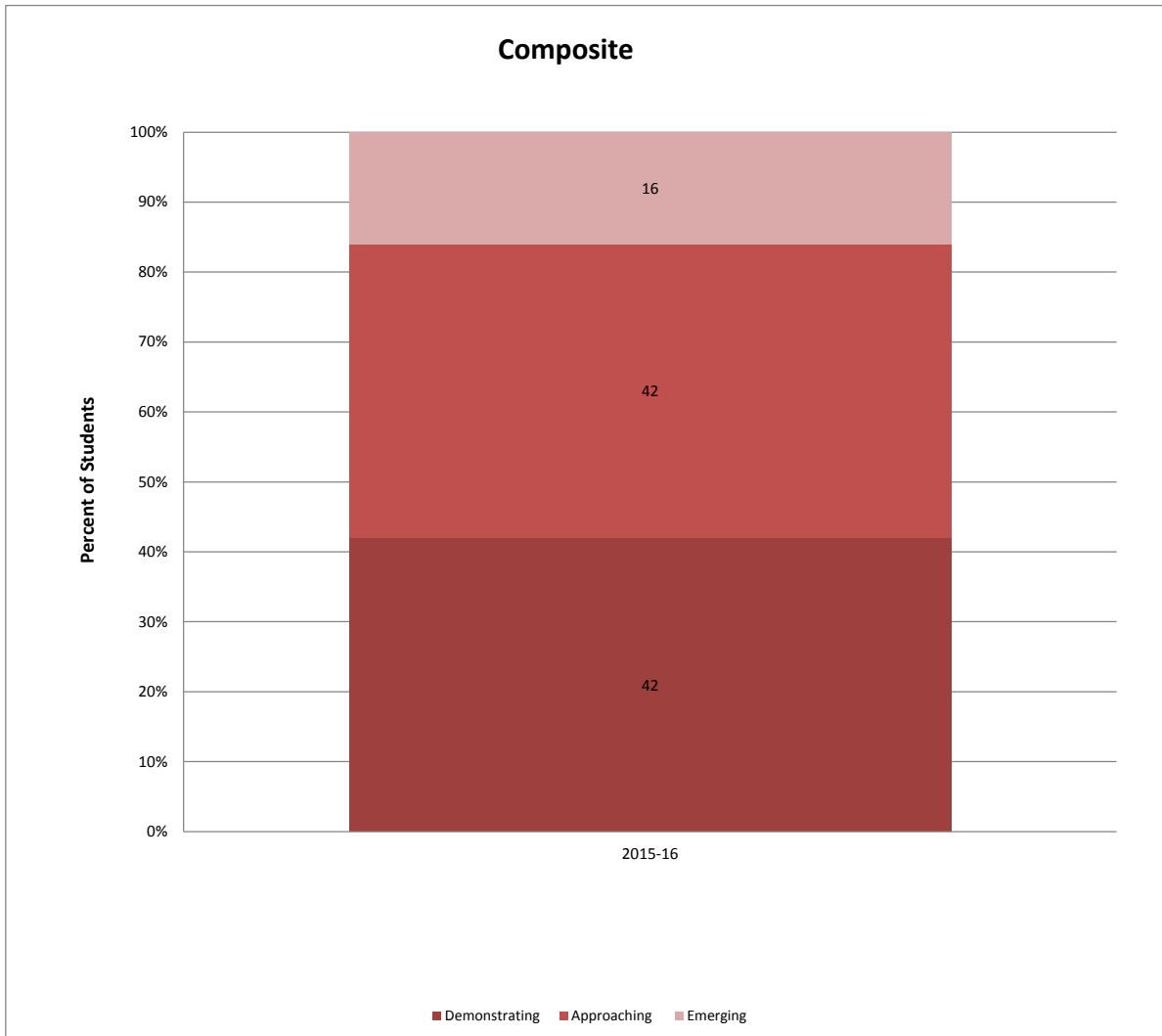
## Charles County - Percentage of Kindergarten Students

	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	38	63	63	38	63	38	50	50	63	13	25
Asian	34	66	27	73	52	48	57	43	43	34	23
African American	38	62	33	67	51	49	52	48	39	44	16
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	48	52	49	51	61	39	60	40	51	37	12
Hispanic	28	72	28	72	45	55	50	50	26	52	22
Two or More Races (Non-Hispanic/Latino)	47	53	41	59	56	44	58	42	45	43	13
<b>Gender</b>											
Male	35	65	33	67	46	54	44	56	34	46	20
Female	48	52	43	57	63	37	67	33	51	38	11
<b>Prior Care</b>											
Child Care Center	43	57	39	61	51	49	54	46	43	42	15
Family Child Care	37	63	30	70	52	48	45	55	30	49	21
Head Start	39	61	39	61	48	52	58	42	42	45	12
Home / Informal Care	32	68	32	68	48	52	44	56	31	51	19
Non-public Nursery	56	44	49	51	65	35	65	35	58	33	9
Pre-Kindergarten	41	59	37	63	55	45	58	42	43	41	16
<b>Special Education</b>											
No	43	57	39	61	56	44	57	43	44	43	13
Yes	20	80	21	79	30	70	29	71	18	36	46
<b>English Language Learners</b>											
No	42	58	38	62	54	46	55	45	43	42	15
Yes	17	83	21	79	27	73	47	53	20	40	40
<b>Free and Reduced Price Meals</b>											
No	47	53	42	58	57	43	58	42	47	39	13
Yes	34	66	31	69	49	51	51	49	35	46	18
Aggregated Data	41	59	38	62	54	46	55	45	42	42	16

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



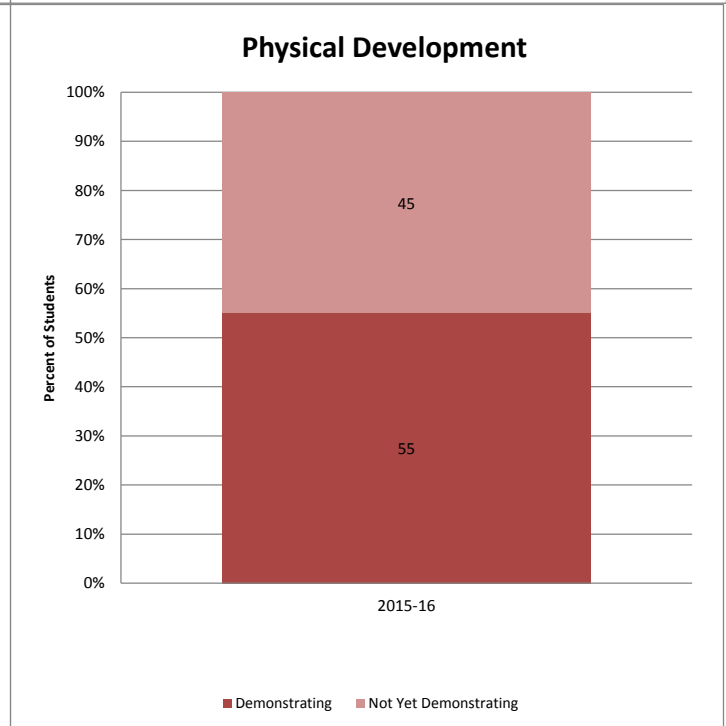
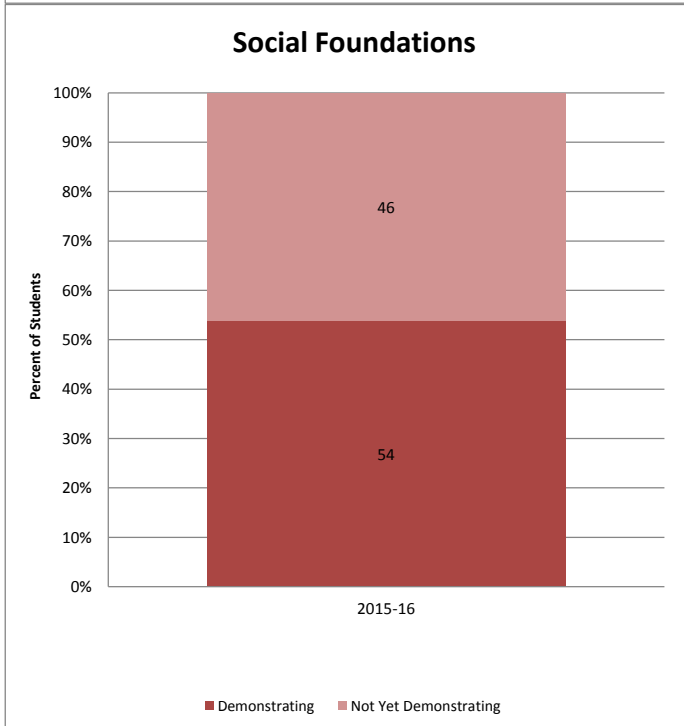
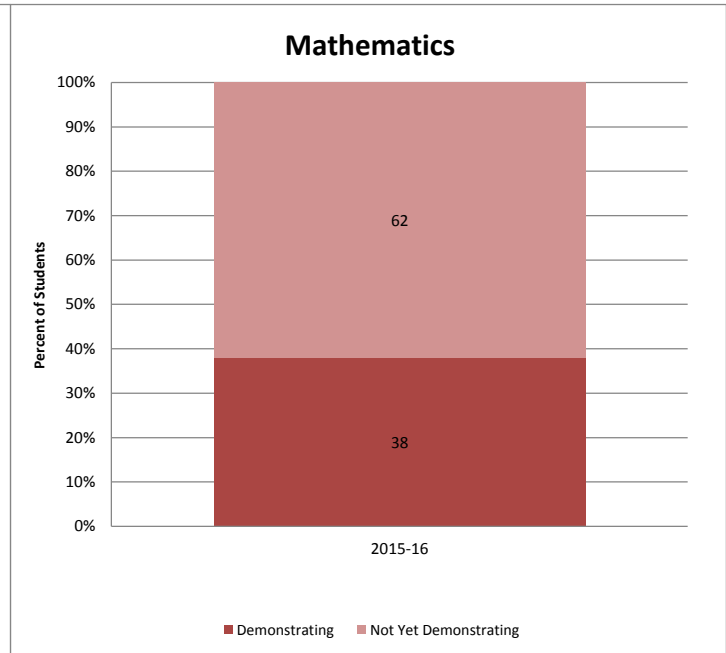
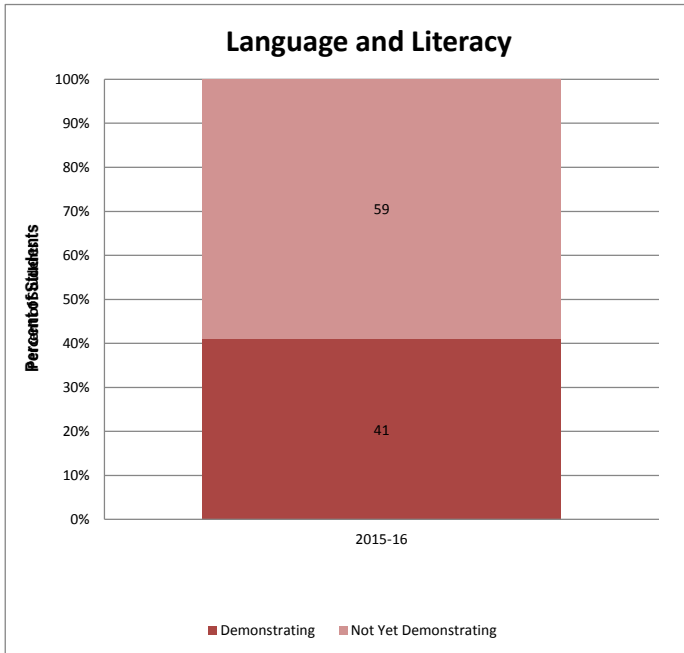
**Kindergarten Readiness Assessment 2015-2016  
Composite Results  
Charles County Data File Summary 2015-2016**



	"Other" Scores - LEA 08	
	Number of Students	Percent of Students
English Language Learners	2	0.11%
Special Education Students	5	0.28%

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 2015-2016**  
**Domain Results**  
**Charles County**



## Kindergarten Readiness Assessment

### Dorchester County Data File Summary 2015-2016

Final Record Count for KRA Data File		<b>337</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	173	51.34
Females	164	48.66
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	5	1.48
Black/African American	138	40.95
Native Hawaiian/Other Pacific Islander	0	0.00
White	131	38.87
Hispanic/Latino	37	10.98
Two or More Races (Non-Hispanic/Latino)	26	7.72
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	87	25.82
Yes	250	74.18
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	334	99.11
Yes	3	0.89
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	335	99.41
Yes	2	0.59
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	27	8.01
Prekindergarten	200	59.35
Child Care Center	27	8.01
Family Child Care	19	5.64
Home/Informal Care	2	0.59
Non-Public Nursery School	2	0.59
Repeated Kindergarten	2	0.59

## 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	1	4	2	3	3	2	3	2	1	3	1
African American	38	97	20	116	57	78	59	78	32	55	48
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	62	67	55	74	88	40	82	46	70	44	14
Hispanic	9	27	8	29	18	18	19	17	9	14	13
Two or More Races (Non-Hispanic/Latino)	9	17	6	20	17	9	17	9	10	11	5
<b>Gender</b>											
Male	52	116	35	135	75	92	73	96	47	63	57
Female	67	96	56	107	108	55	107	56	75	64	24
<b>Prior Care</b>											
Child Care Center	9	18	11	16	19	8	17	10	13	11	3
Family Child Care	4	15	3	16	11	8	8	11	6	5	8
Head Start	5	21	1	26	9	17	8	18	4	10	12
Home / Informal Care	*	*	*	*	*	*	*	*	*	*	*
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	84	113	63	135	115	81	120	78	81	76	39
<b>Special Education</b>											
No	119	209	91	239	183	144	180	149	122	127	78
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>English Language Learners</b>											
No	119	210	91	240	183	145	180	150	122	127	79
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	44	41	39	46	58	26	56	28	48	26	10
Yes	75	171	52	196	125	121	124	124	74	101	71
Aggregated Data	119	212	91	242	183	147	180	152	122	127	81

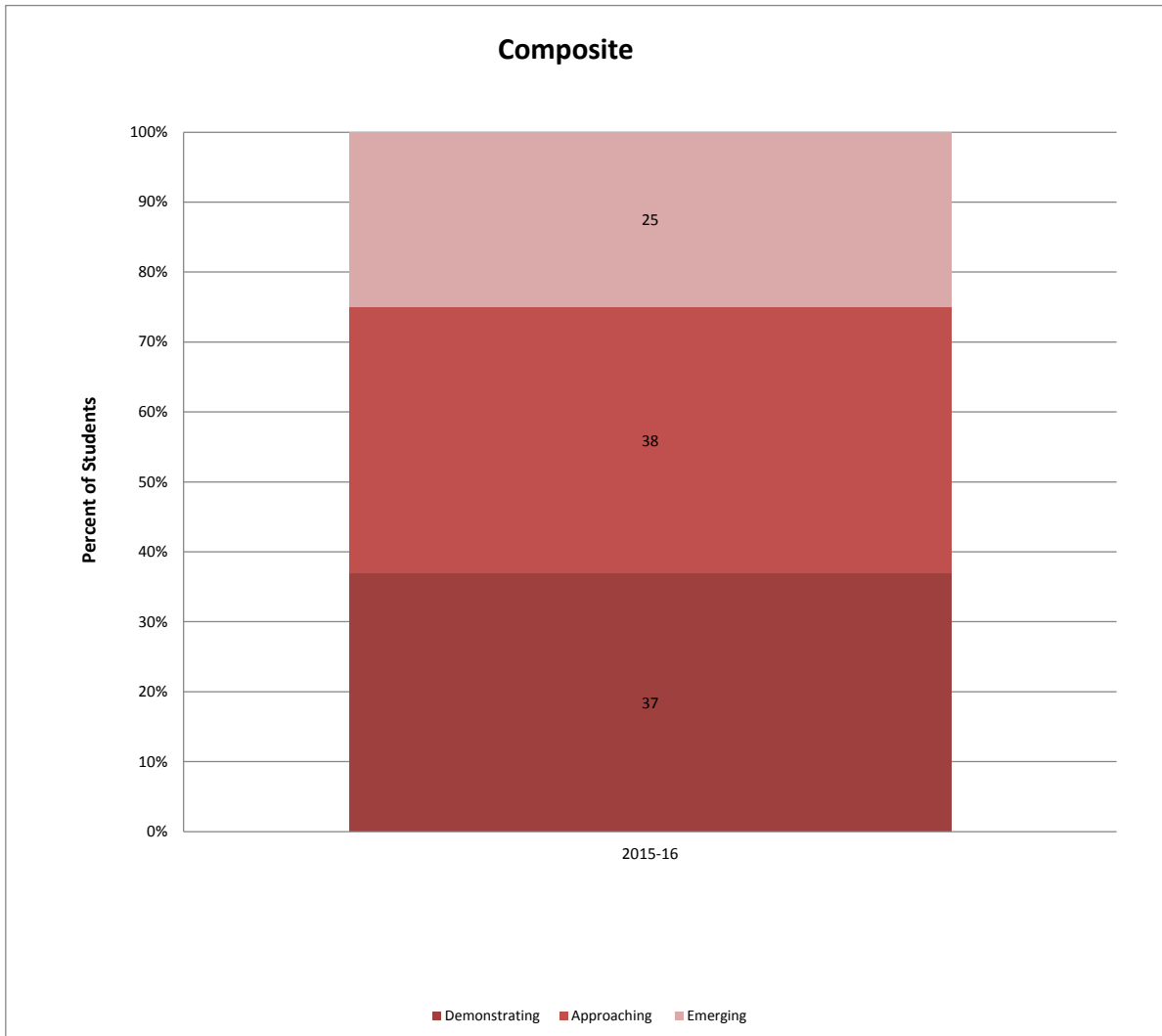
\* = Group size fewer than 5

## 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	20	80	40	60	60	40	60	40	20	60	20
African American	28	72	15	85	42	58	43	57	24	41	36
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	48	52	43	57	69	31	64	36	55	34	11
Hispanic	25	75	22	78	50	50	53	47	25	39	36
Two or More Races (Non-Hispanic/Latino)	35	65	23	77	65	35	65	35	38	42	19
<b>Gender</b>											
Male	31	69	21	79	45	55	43	57	28	38	34
Female	41	59	34	66	66	34	66	34	46	39	15
<b>Prior Care</b>											
Child Care Center	33	67	41	59	70	30	63	37	48	41	11
Family Child Care	21	79	16	84	58	42	42	58	32	26	42
Head Start	19	81	4	96	35	65	31	69	15	38	46
Home / Informal Care	*	*	*	*	*	*	*	*	*	*	*
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	43	57	32	68	59	41	61	39	41	39	20
<b>Special Education</b>											
No	36	64	28	72	56	44	55	45	37	39	24
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>English Language Learners</b>											
No	36	64	27	73	56	44	55	45	37	39	24
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	52	48	46	54	69	31	67	33	57	31	12
Yes	30	70	21	79	51	49	50	50	30	41	29
Aggregated Data	36	64	27	73	55	45	54	46	37	38	25

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

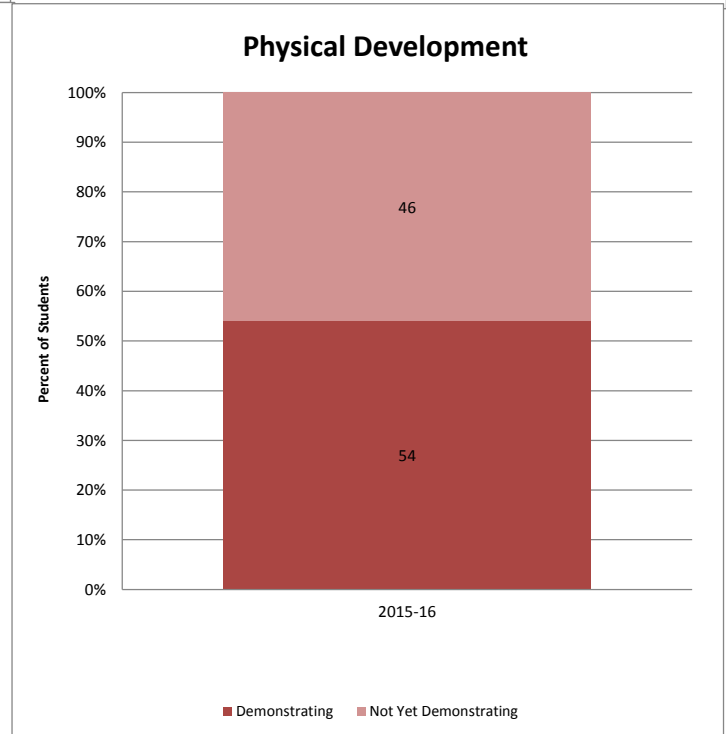
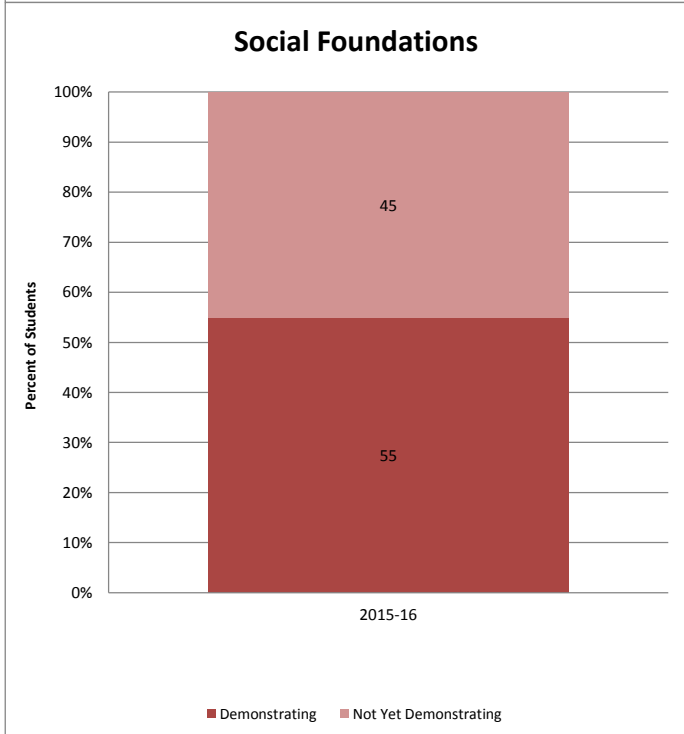
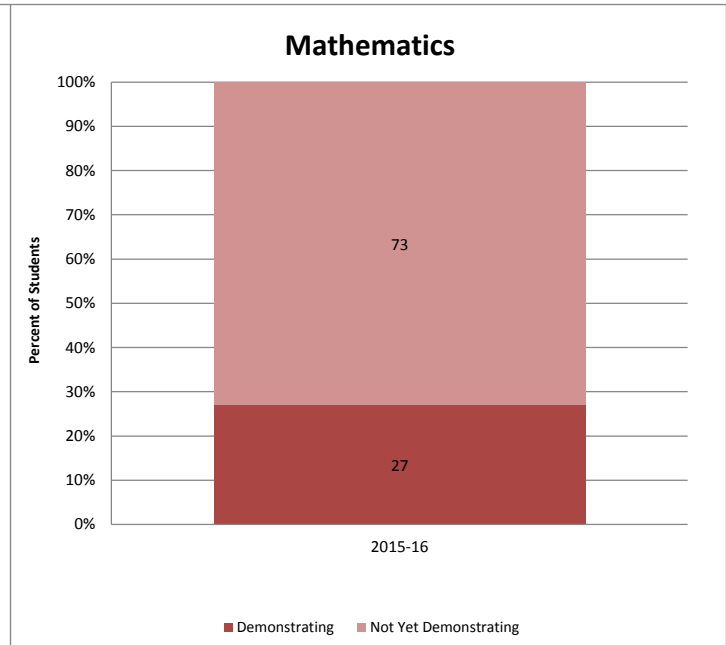
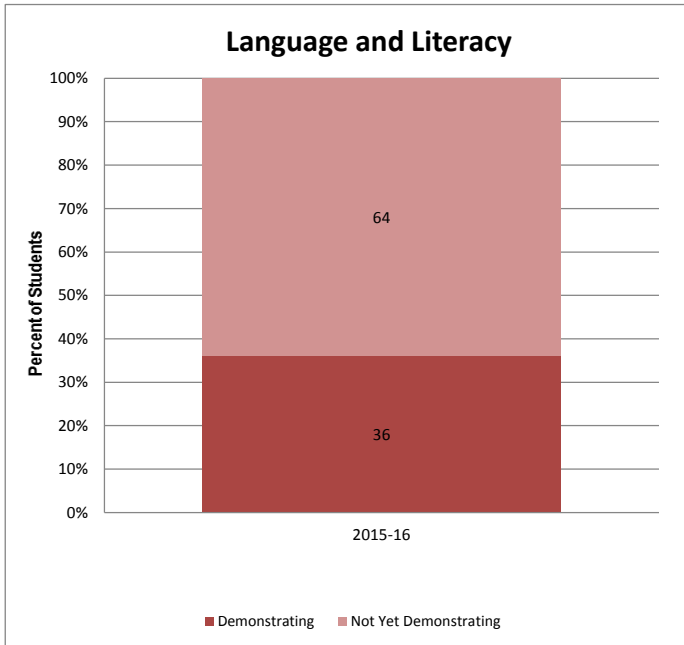
**Kindergarten Readiness Assessment 2015-2016  
Composite Results  
Dorchester County Data File Summary 2015-2016**



	"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 2015-2016**  
**Domain Results**  
**Dorchester County**



## Kindergarten Readiness Assessment

### Frederick County Data File Summary 2015-2016

Final Record Count for KRA Data File		<b>2757</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	1426	51.72
Females	1331	48.28
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	12	0.44
Asian	128	4.64
Black/African American	335	12.15
Native Hawaiian/Other Pacific Islander	7	0.25
White	1706	61.88
Hispanic/Latino	443	16.07
Two or More Races (Non-Hispanic/Latino)	127	4.61
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	1875	68.01
Yes	883	32.03
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	2490	90.32
Yes	268	9.72
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	2435	88.32
Yes	323	11.72
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	79	2.87
Prekindergarten	1075	38.99
Child Care Center	578	20.96
Family Child Care	48	1.74
Home/Informal Care	328	11.90
Non-Public Nursery School	637	23.10
Repeated Kindergarten	11	0.40



## 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	6	6	7	5	5	7	6	6	7	3	2
Asian	64	61	57	68	77	49	90	37	68	34	22
African American	135	192	118	213	158	173	193	140	131	122	71
Native Hawaiian/Pacific Islander	3	4	2	5	3	4	3	4	3	3	1
White	999	679	941	738	1,098	595	1,146	551	1,015	486	152
Hispanic	133	284	123	309	214	207	259	164	143	192	75
Two or More Races (Non-Hispanic/Latino)	69	54	55	67	72	54	89	38	65	42	12
<b>Gender</b>											
Male	682	707	628	774	755	649	786	622	661	496	211
Female	727	572	675	630	872	439	1,000	317	771	386	123
<b>Prior Care</b>											
Child Care Center	337	233	318	249	353	221	393	183	333	188	37
Family Child Care	21	25	16	30	25	21	32	15	19	19	6
Head Start	33	44	35	44	41	38	48	31	37	30	10
Home / Informal Care	106	208	102	216	170	150	172	151	115	123	72
Non-public Nursery	416	218	395	234	464	169	473	162	433	157	32
Pre-Kindergarten	490	545	429	627	568	483	659	394	488	360	177
<b>Special Education</b>											
No	1,340	1,100	1,237	1,212	1,538	919	1,692	775	1,364	805	237
Yes	69	180	66	193	89	170	94	165	68	77	98
<b>English Language Learners</b>											
No	1348	1044	1255	1141	1503	913	1617	806	1370	732	255
Yes	61	236	48	264	124	176	169	134	62	150	80
<b>Free and Reduced Price Meals</b>											
No	1,107	739	1,030	814	1,233	631	1,306	561	1,142	529	149
Yes	302	541	273	591	394	458	480	379	290	353	186
Aggregated Data	1,409	1,280	1,303	1,405	1,627	1,089	1,786	940	1,432	882	335

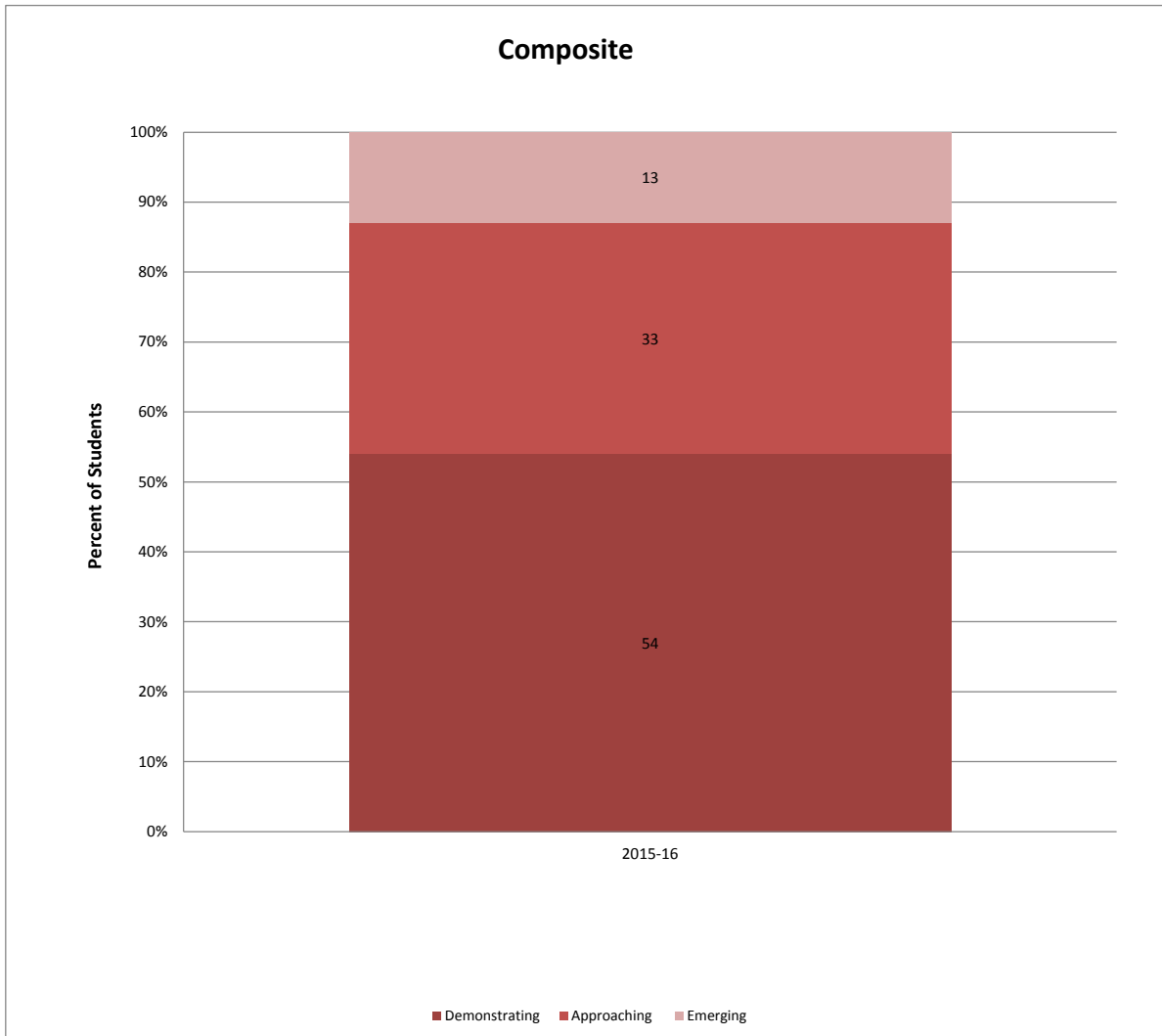
\* = Group size fewer than 5

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

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

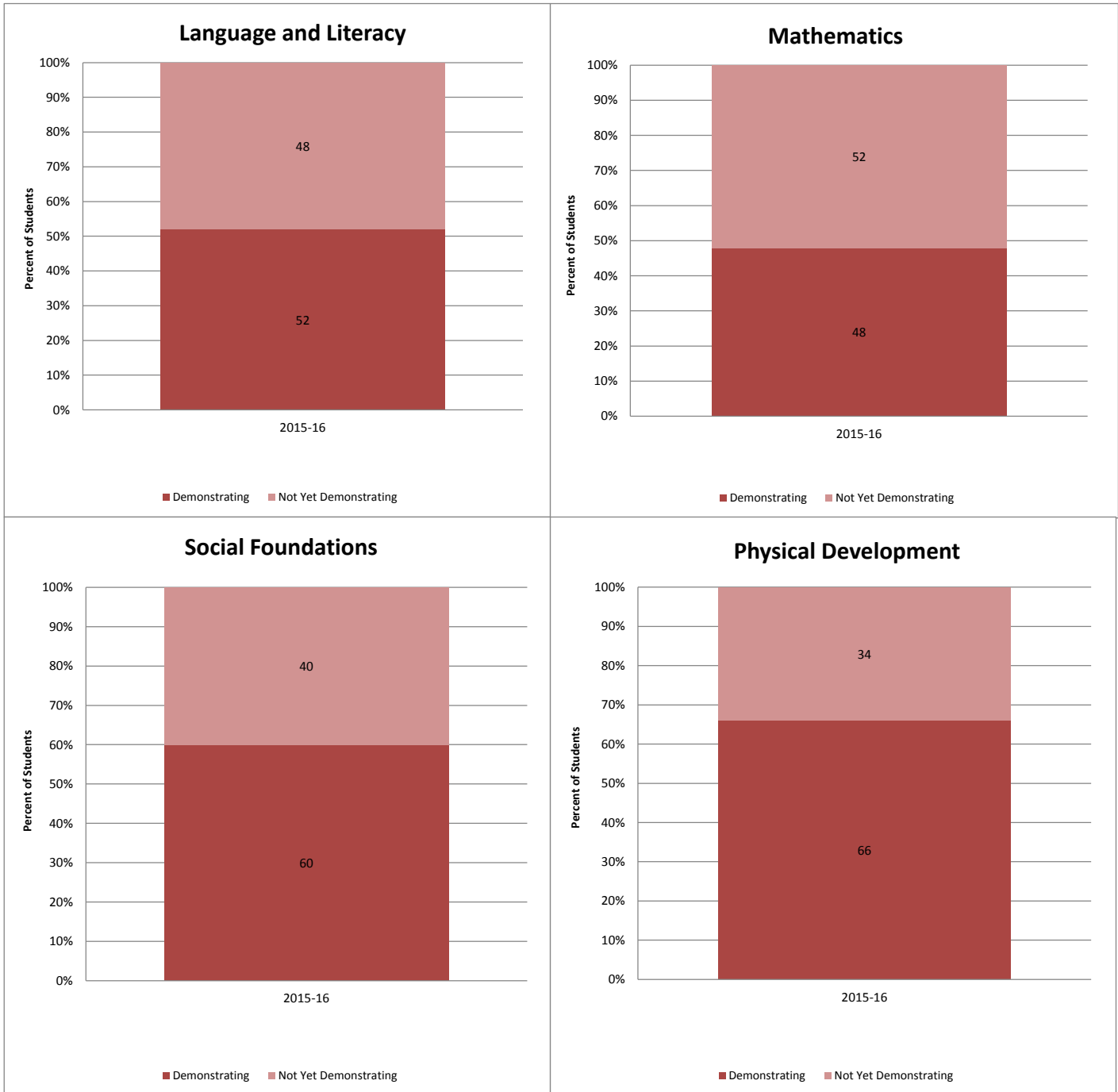
**Kindergarten Readiness Assessment 2015-2016**  
**Composite Results**  
**Frederick County Data File Summary 2015-2016**



	"Other" Scores - LEA 10	
	Number of Students	Percent of Students
English Language Learners	8	0.29%
Special Education Students	22	0.80%

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 2015-2016**  
**Domain Results**  
**Frederick County**



## Kindergarten Readiness Assessment

### Garrett County Data File Summary 2015-2016

Final Record Count for KRA Data File	<b>288</b>
--------------------------------------	------------

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Males	148	51.39
Females	140	48.61

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	0	0.00
Black/African American	3	1.04
Native Hawaiian/Other Pacific Islander	0	0.00
White	281	97.57
Hispanic/Latino	3	1.04
Two or More Races (Non-Hispanic/Latino)	1	0.35

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	147	51.04
Yes	141	48.96

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	259	89.93
Yes	29	10.07

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	288	100.00
Yes	0	0.00

#### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Head Start	40	13.89
Prekindergarten	156	54.17
Child Care Center	22	7.64
Family Child Care	16	5.56
Home/Informal Care	38	13.19
Non-Public Nursery School	7	2.43
Repeated Kindergarten	7	2.43

## 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	162	119	151	130	185	96	190	91	166	76	39
Hispanic	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
<b>Gender</b>											
Male	78	70	74	74	85	63	83	65	74	46	28
Female	87	53	80	60	105	35	112	28	96	31	13
<b>Prior Care</b>											
Child Care Center	12	10	12	10	18	4	14	8	14	7	1
Family Child Care	13	3	11	5	15	1	14	2	14	2	0
Head Start	13	27	13	27	20	20	18	22	14	13	13
Home / Informal Care	18	20	18	20	25	13	26	12	19	13	6
Non-public Nursery	4	3	6	1	5	2	6	1	5	2	0
Pre-Kindergarten	101	55	92	64	101	55	110	46	100	37	19
<b>Special Education</b>											
No	156	103	148	111	176	83	183	76	161	69	29
Yes	9	20	6	23	14	15	12	17	9	8	12
<b>English Language Learners</b>											
No	165	123	154	134	190	98	195	93	170	77	41
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	105	42	95	52	108	39	109	38	106	27	14
Yes	60	81	59	82	82	59	86	55	64	50	27
Aggregated Data	165	123	154	134	190	98	195	93	170	77	41

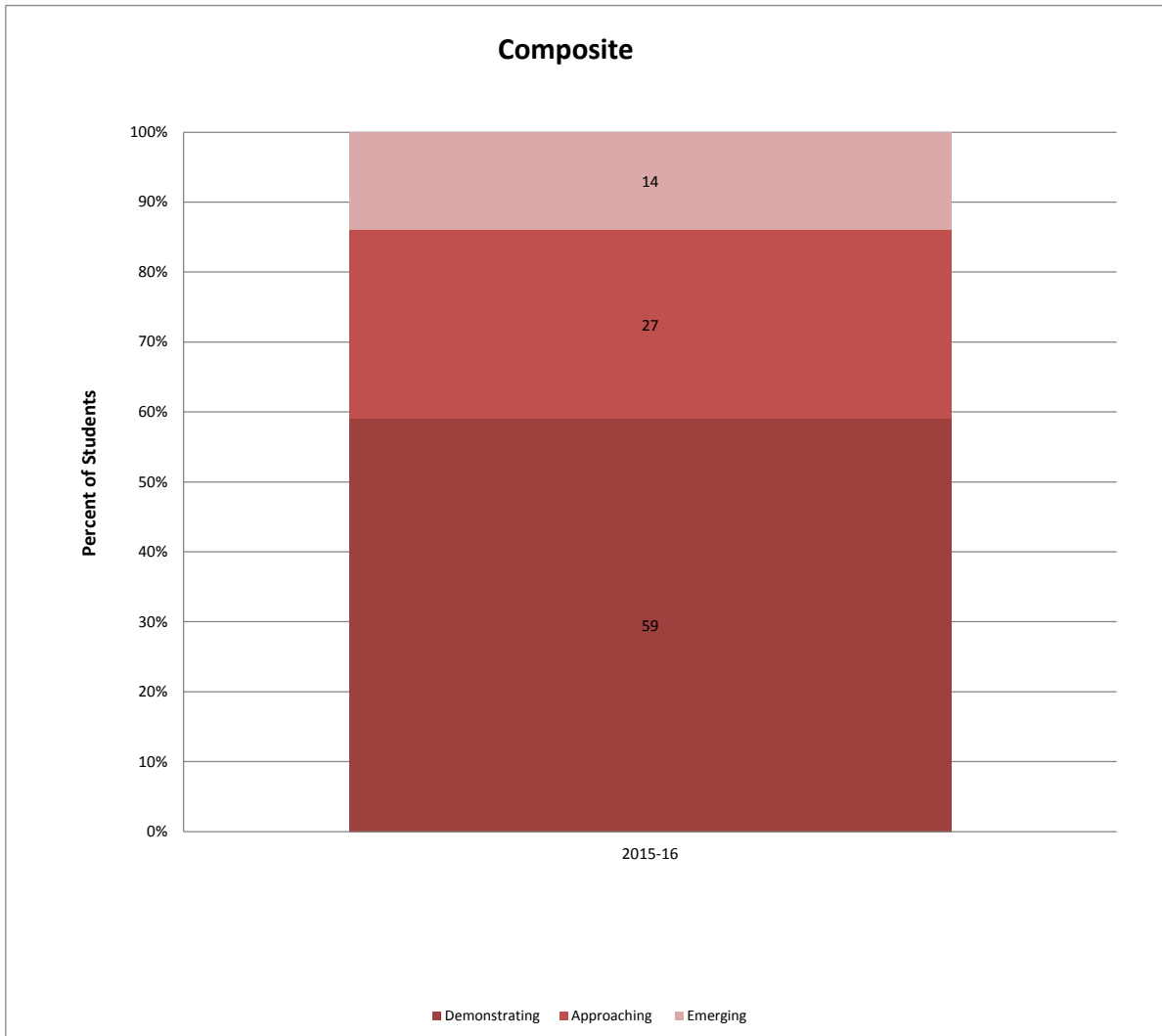
\* = Group size fewer than 5

## 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	54	46	66	34	68	32	59	27	14
Hispanic	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	*	*	*	*	*	*	*	*	*
<b>Gender</b>											
Male	53	47	50	50	57	43	56	44	50	31	19
Female	62	38	57	43	75	25	80	20	69	22	9
<b>Prior Care</b>											
Child Care Center	55	45	55	45	82	18	64	36	64	32	5
Family Child Care	81	19	69	31	94	6	88	13	88	13	0
Head Start	33	68	33	68	50	50	45	55	35	33	33
Home / Informal Care	47	53	47	53	66	34	68	32	50	34	16
Non-public Nursery	57	43	86	14	71	29	86	14	71	29	0
Pre-Kindergarten	65	35	59	41	65	35	71	29	64	24	12
<b>Special Education</b>											
No	60	40	57	43	68	32	71	29	62	27	11
Yes	31	69	21	79	48	52	41	59	31	28	41
<b>English Language Learners</b>											
No	57	43	53	47	66	34	68	32	59	27	14
Yes	0	0	0	0	0	0	0	0	0	0	0
<b>Free and Reduced Price Meals</b>											
No	71	29	65	35	73	27	74	26	72	18	10
Yes	43	57	42	58	58	42	61	39	45	35	19
Aggregated Data	57	43	53	47	66	34	68	32	59	27	14

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

**Kindergarten Readiness Assessment 2015-2016  
Composite Results  
Garrett County Data File Summary 2015-2016**

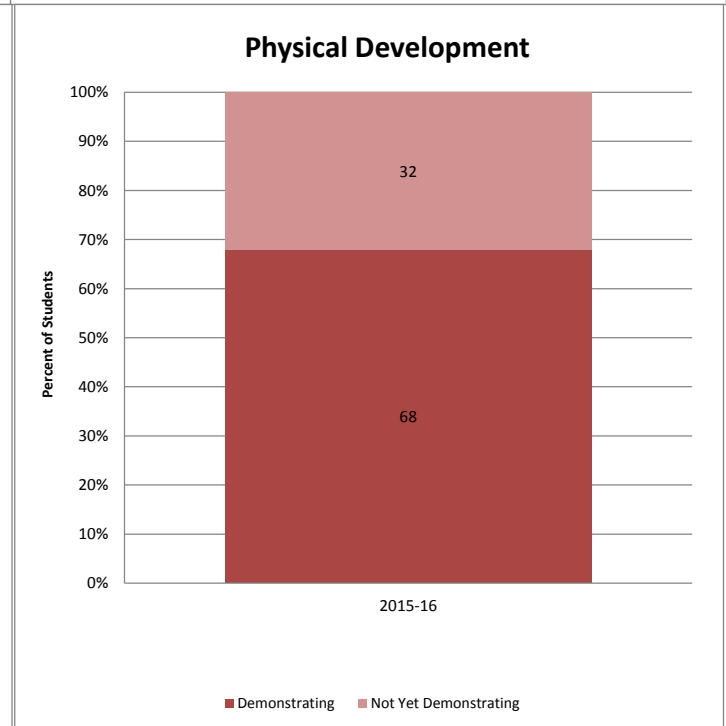
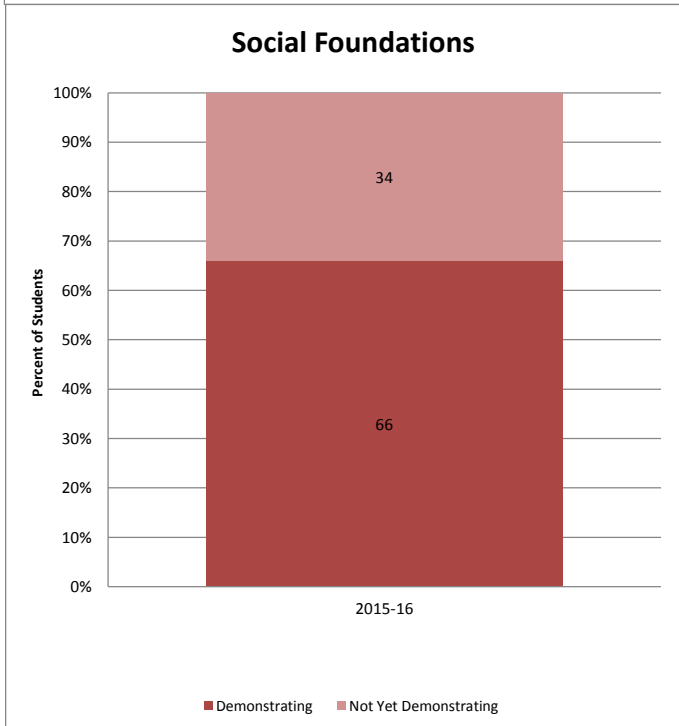
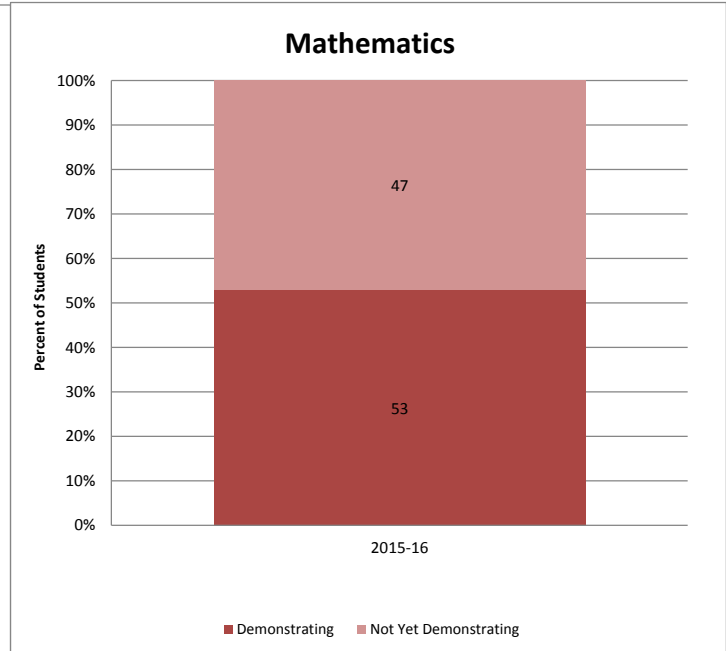
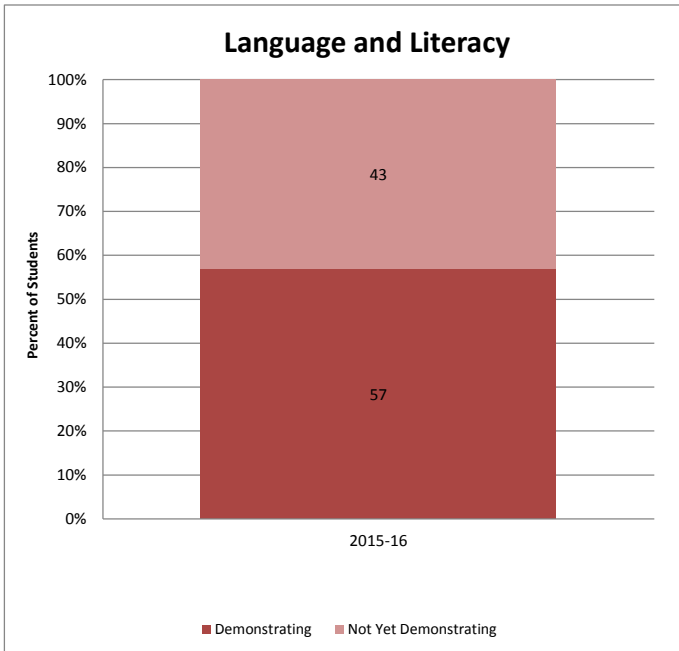


	"Other" Scores - LEA 11	
	Number of Students	Percent of Students
English Language Learners	0	0%
Special Education Students	0	0%

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 2015-2016**  
**Domain Results**  
**Garrett County**



## Kindergarten Readiness Assessment

### Harford County Data File Summary 2015-2016

Final Record Count for KRA Data File		<b>2,593</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	1,358	52.37
Females	1,235	47.63
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	10	0.39
Asian	54	2.08
Black/African American	412	15.89
Native Hawaiian/Other Pacific Islander	5	0.19
White	1756	67.72
Hispanic/Latino	184	7.10
Two or More Races (Non-Hispanic/Latino)	172	6.63
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	1769	68.22
Yes	824	31.78
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	2400	92.56
Yes	193	7.44
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	2531	97.61
Yes	62	2.39
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	51	1.97
Prekindergarten	941	36.29
Child Care Center	518	19.98
Family Child Care	127	4.90
Home/Informal Care	366	14.11
Non-Public Nursery School	529	20.40
Repeated Kindergarten	35	1.35

## 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	6	4	5	5	6	4	5	5	6	2	2
Asian	19	31	18	35	25	27	30	23	19	20	11
African American	119	279	121	282	187	218	202	205	136	164	95
Native Hawaiian/Pacific Islander	2	3	2	3	3	2	3	2	2	2	1
White	785	953	901	842	944	800	967	775	835	686	203
Hispanic	56	123	61	119	79	101	81	101	60	62	56
Two or More Races (Non-Hispanic/Latino)	50	116	72	95	75	95	73	97	60	75	30
<b>Gender</b>											
Male	512	816	578	757	597	742	589	752	507	558	249
Female	525	693	602	624	722	505	772	456	611	453	149
<b>Prior Care</b>											
Child Care Center	248	267	292	223	286	231	302	215	258	209	44
Family Child Care	30	94	45	80	56	69	53	73	33	65	25
Head Start	20	31	18	33	25	26	18	33	19	19	13
Home / Informal Care	82	268	81	276	129	230	123	237	81	148	117
Non-public Nursery	266	261	299	229	310	218	321	207	287	207	33
Pre-Kindergarten	369	553	425	504	491	439	516	414	420	342	153
<b>Special Education</b>											
No	1,005	1,365	1,134	1,250	1,279	1,107	1,312	1,077	1,088	949	318
Yes	32	144	46	131	40	140	49	131	30	62	80
<b>English Language Learners</b>											
No	1036	1453	1174	1326	1309	1198	1346	1162	1114	993	363
Yes	1	56	6	55	10	49	15	46	4	18	35
<b>Free and Reduced Price Meals</b>											
No	834	913	951	801	975	781	1,011	743	877	682	175
Yes	203	596	229	580	344	466	350	465	241	329	223
Aggregated Data	1,037	1,509	1,180	1,381	1,319	1,247	1,361	1,208	1,118	1,011	398

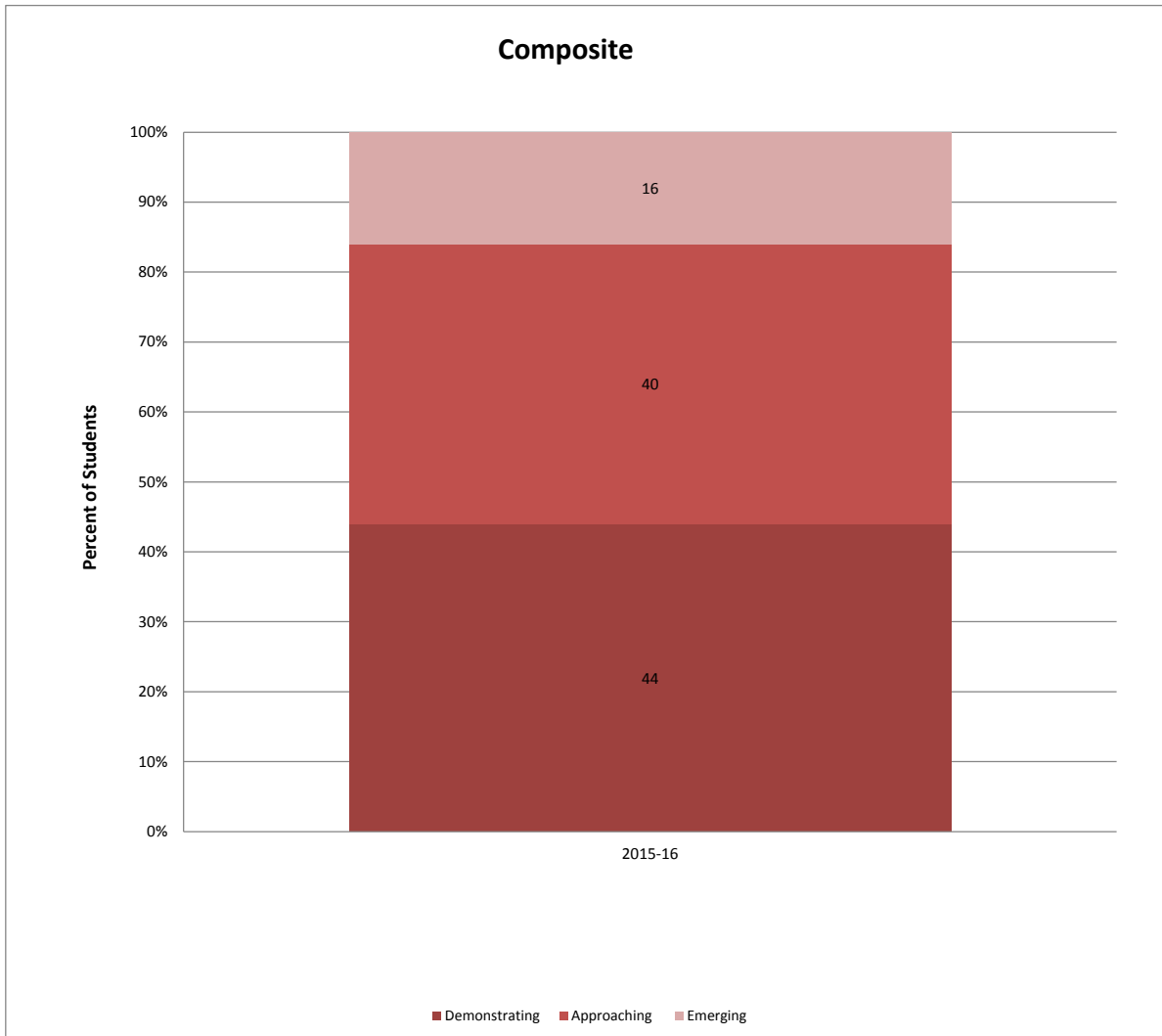
\* = Group size fewer than 5

## 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	60	40	50	50	60	40	50	50	60	20	20
Asian	38	62	34	66	48	52	57	43	38	40	22
African American	30	70	30	70	46	54	50	50	34	42	24
Native Hawaiian/Pacific Islander	40	60	40	60	60	40	60	40	40	40	20
White	45	55	52	48	54	46	56	44	48	40	12
Hispanic	31	69	34	66	44	56	45	55	34	35	31
Two or More Races (Non-Hispanic/Latino)	30	70	43	57	44	56	43	57	36	45	18
<b>Gender</b>											
Male	39	61	43	57	45	55	44	56	39	42	19
Female	43	57	49	51	59	41	63	37	50	37	12
<b>Prior Care</b>											
Child Care Center	48	52	57	43	55	45	58	42	50	41	9
Family Child Care	24	76	36	64	45	55	42	58	27	53	20
Head Start	39	61	35	65	49	51	35	65	37	37	25
Home / Informal Care	23	77	23	77	36	64	34	66	23	43	34
Non-public Nursery	50	50	57	43	59	41	61	39	54	39	6
Pre-Kindergarten	40	60	46	54	53	47	55	45	46	37	17
<b>Special Education</b>											
No	42	58	48	52	54	46	55	45	46	40	14
Yes	18	82	26	74	22	78	27	73	17	36	47
<b>English Language Learners</b>											
No	42	58	47	53	52	48	54	46	45	40	15
Yes	2	98	10	90	17	83	25	75	7	32	61
<b>Free and Reduced Price Meals</b>											
No	48	52	54	46	56	44	58	42	51	39	10
Yes	25	75	28	72	42	58	43	57	30	41	28
Aggregated Data	41	59	46	54	51	49	53	47	44	40	16

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

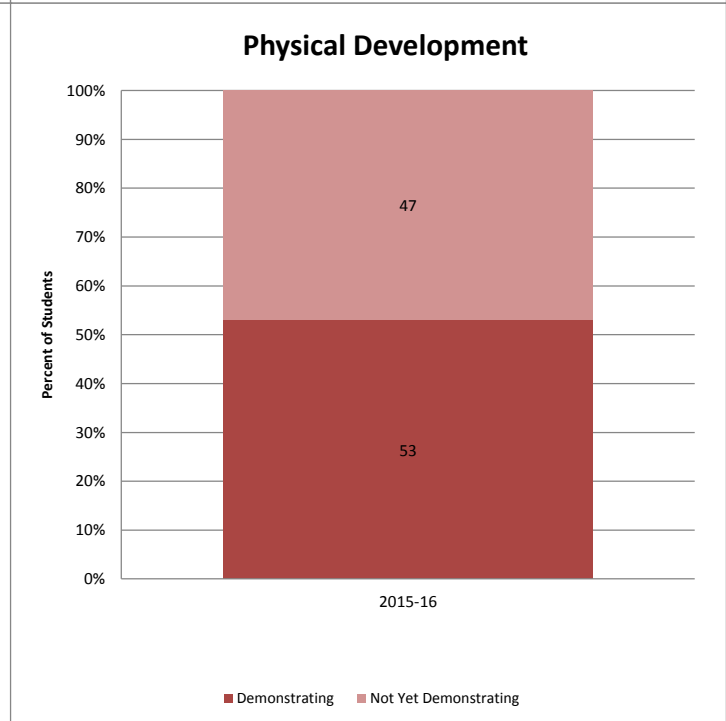
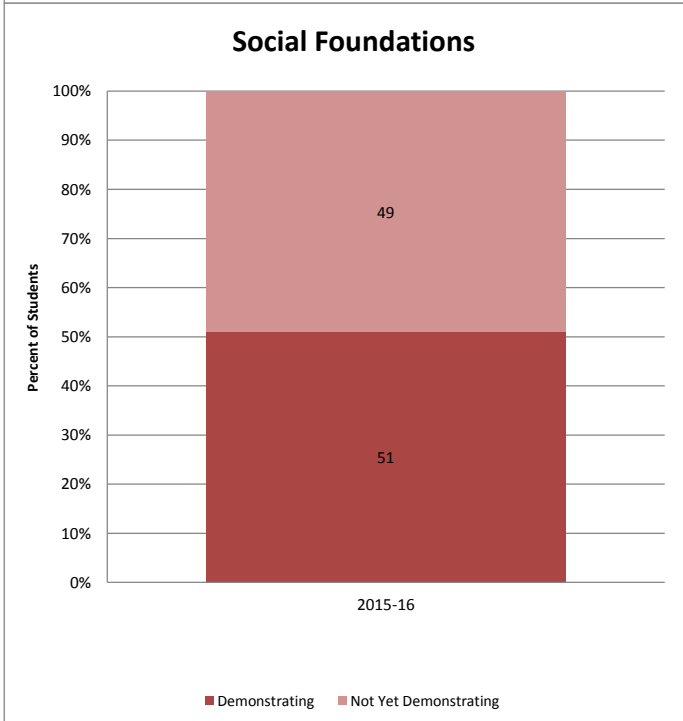
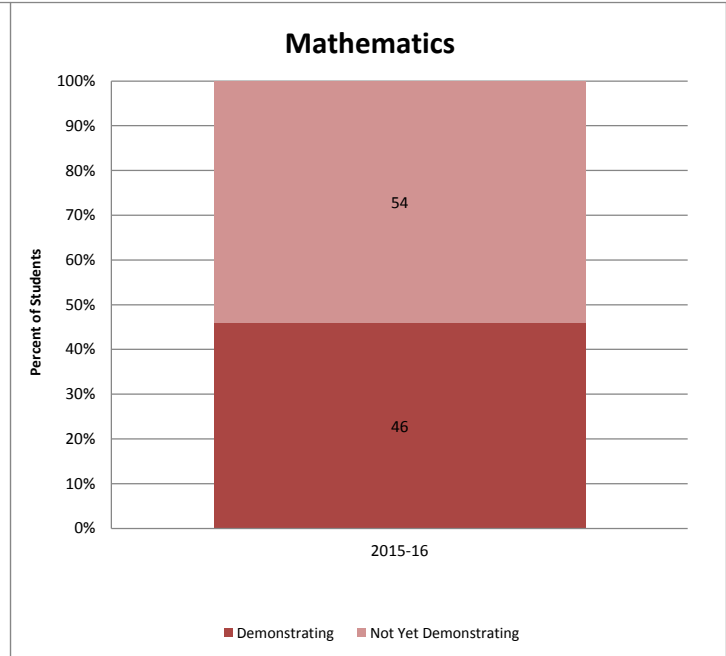
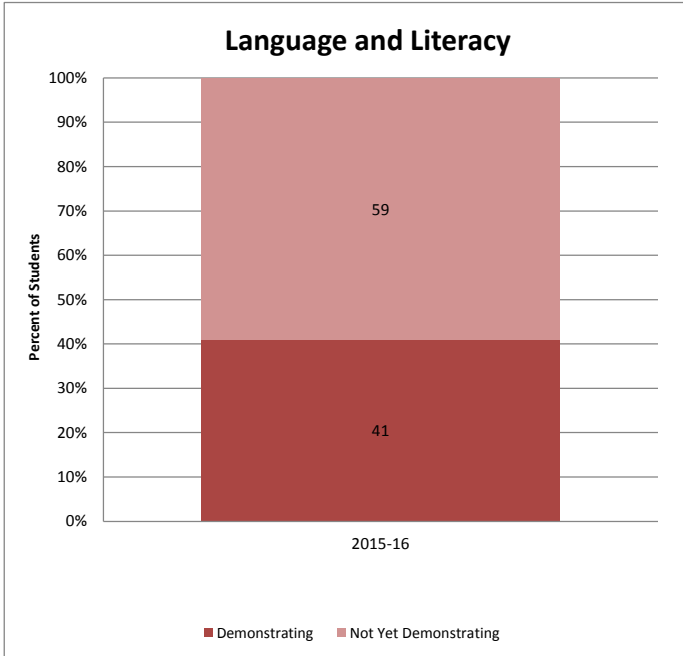
**Kindergarten Readiness Assessment 2015-2016  
Composite Results  
Harford County**



	"Other" Scores - LEA 12	
	Number of Students	Percent of Students
English Language Learners	5	0.19%
Special Education Students	21	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 2015-2016**  
**Domain Results**  
**Harford County**



## Kindergarten Readiness Assessment

### Howard County Data File Summary 2015-2016

Final Record Count for KRA Data File		<b>3804</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	1927	50.66
Females	1877	49.34
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	11	0.29
Asian	855	22.48
Black/African American	804	21.14
Native Hawaiian/Other Pacific Islander	14	0.37
White	1457	38.30
Hispanic/Latino	425	11.17
Two or More Races (Non-Hispanic/Latino)	240	6.31
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	2965	77.94
Yes	841	22.11
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	3483	91.56
Yes	323	8.49
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	3331	87.57
Yes	475	12.49
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	111	2.92
Prekindergarten	925	24.32
Child Care Center	899	23.63
Family Child Care	113	2.97
Home/Informal Care	475	12.49
Non-Public Nursery School	969	25.47
Repeated Kindergarten	30	0.79

## 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	4	7	4	7	5	6	5	6	5	3	3
Asian	391	437	463	376	491	345	549	288	446	283	96
African American	316	463	234	552	407	381	441	343	315	328	131
Native Hawaiian/Pacific Islander	10	3	7	7	11	2	11	2	9	4	0
White	909	526	901	538	951	489	900	536	921	396	108
Hispanic	129	281	127	287	197	219	222	193	143	166	97
Two or More Races (Non-Hispanic/Latino)	134	97	133	100	151	84	148	88	141	66	22
<b>Gender</b>											
Male	890	975	883	1,001	975	909	950	930	865	683	304
Female	1,003	839	986	866	1,238	617	1,326	526	1,115	563	153
<b>Prior Care</b>											
Child Care Center	562	330	524	368	573	317	584	306	545	288	51
Family Child Care	58	52	56	56	63	50	62	50	54	43	12
Head Start	32	77	19	92	50	61	49	62	32	47	30
Home / Informal Care	147	314	167	302	232	232	243	221	160	182	117
Non-public Nursery	622	341	616	350	673	291	665	300	659	252	47
Pre-Kindergarten	369	516	377	521	482	419	528	368	416	332	132
<b>Special Education</b>											
No	1,815	1,614	1,785	1,664	2,130	1,313	2,190	1,248	1,910	1,136	361
Yes	78	200	84	203	83	213	86	208	70	110	96
<b>English Language Learners</b>											
No	1822	1436	1766	1510	2039	1239	2055	1217	1881	1045	314
Yes	71	378	103	357	174	287	221	239	99	201	143
<b>Free and Reduced Price Meals</b>											
No	1,670	1,223	1,682	1,234	1,826	1,088	1,858	1,052	1,735	890	253
Yes	223	591	187	633	387	438	418	404	245	356	204
Aggregated Data	1,893	1,814	1,869	1,867	2,213	1,526	2,276	1,456	1,980	1,246	457

\* = Group size fewer than 5

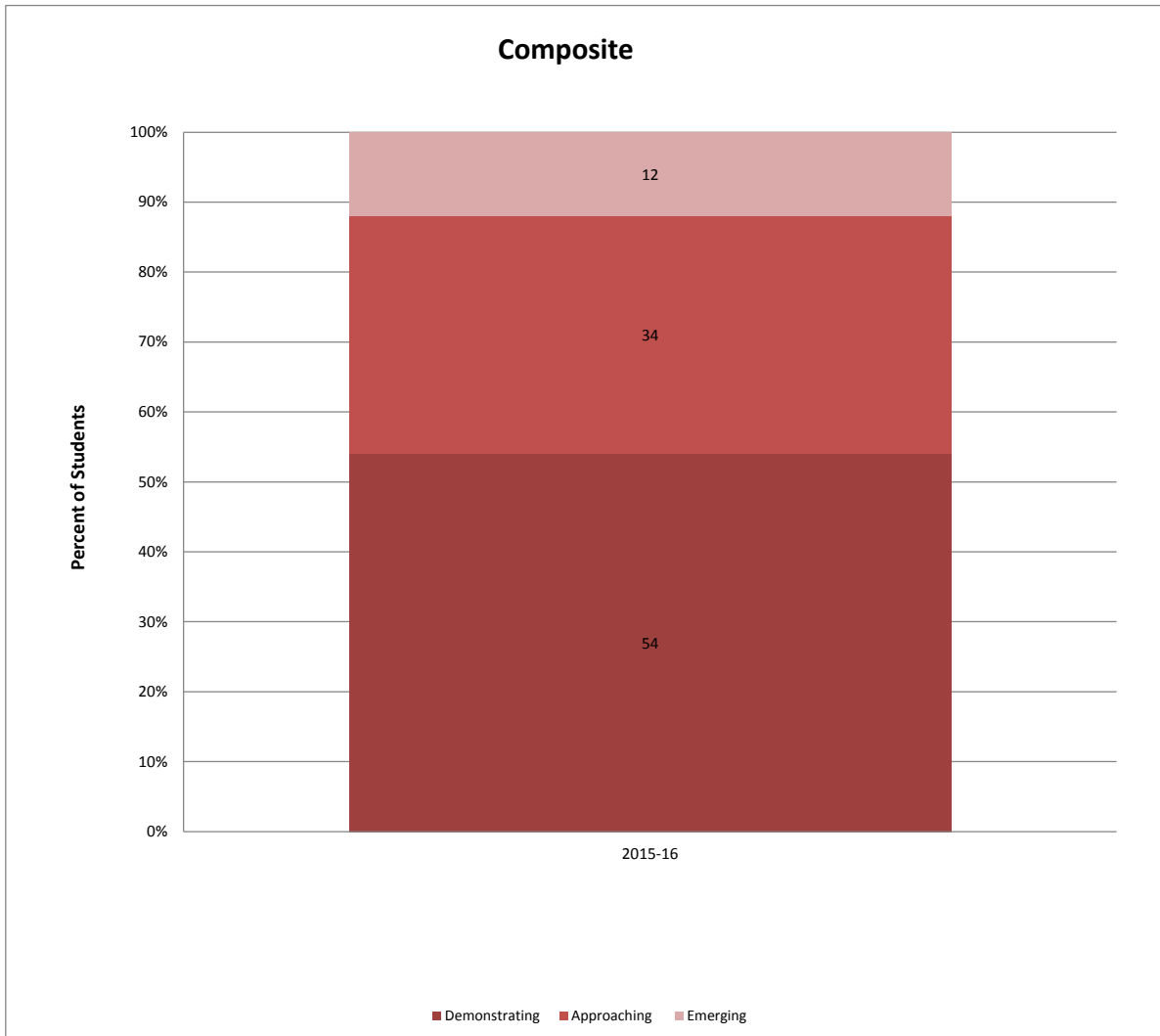


## Howard County - Percentage of Kindergarten Students

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

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

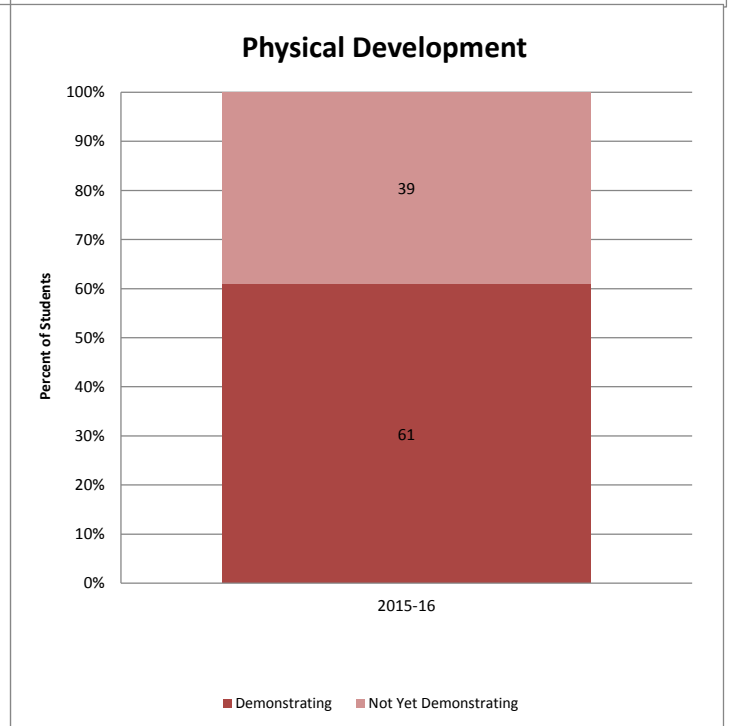
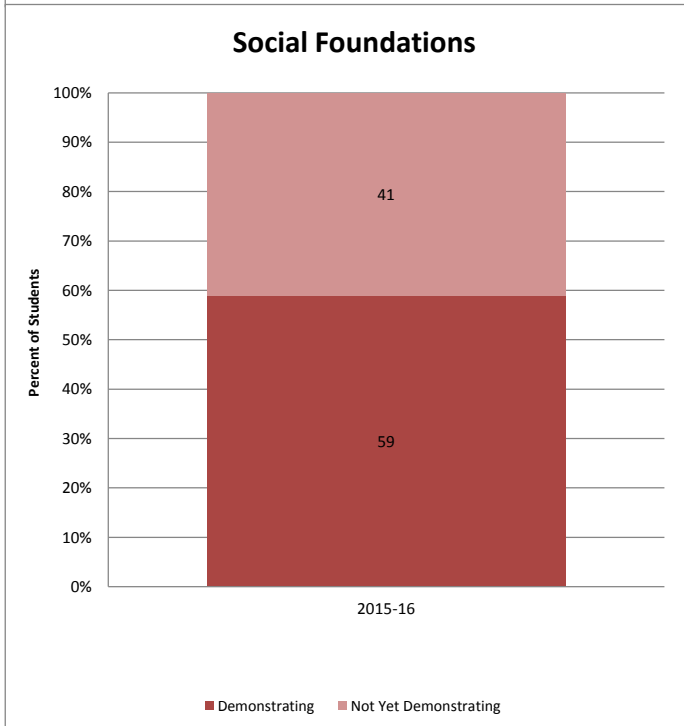
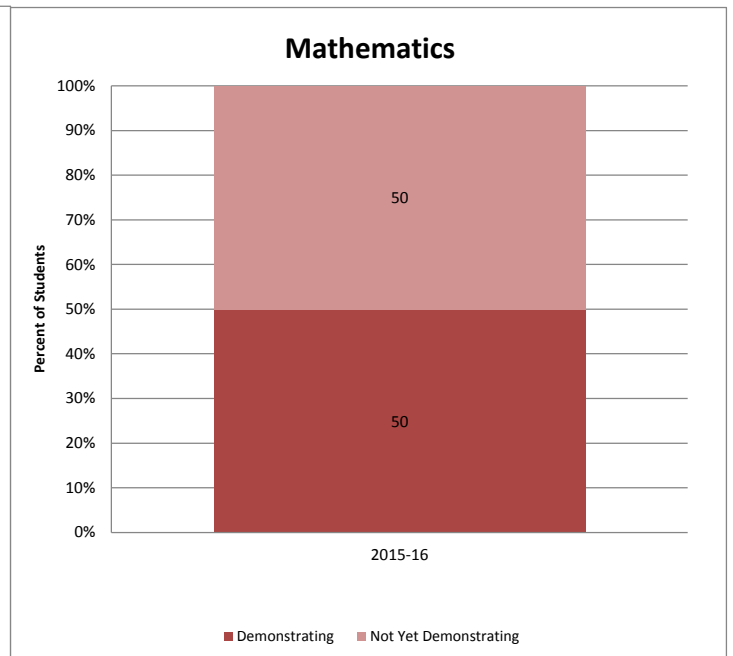
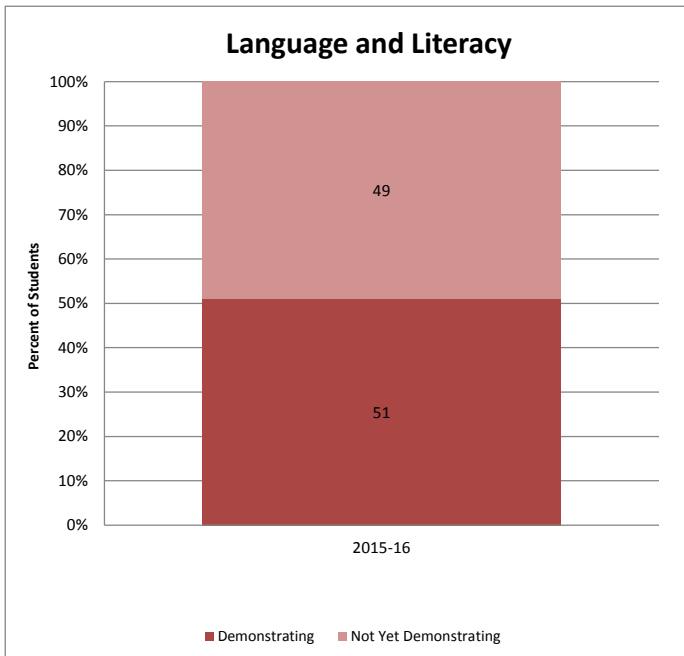
**Kindergarten Readiness Assessment 2015-2016  
Composite Results  
Howard County Data File Summary 2015-2016**



	"Other" Scores - LEA 13	
	Number of Students	Percent of Students
English Language Learners	0	0.00%
Special Education Students	44	1.16%

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 2015-2016**  
**Domain Results**  
**Howard County**



## Kindergarten Readiness Assessment

### Kent County Data File Summary 2015-2016

Final Record Count for KRA Data File	<b>158</b>
--------------------------------------	------------

#### Gender

	<i>Frequency</i>	<i>Percent</i>
Males	70	44.30
Females	88	55.70

#### Ethnicity/Race

	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	4	2.53
Black/African American	36	22.78
Native Hawaiian/Other Pacific Islander	0	0.00
White	91	57.59
Hispanic/Latino	11	6.96
Two or More Races (Non-Hispanic/Latino)	16	10.13

#### Free & Reduced Priced Meals

	<i>Frequency</i>	<i>Percent</i>
No	61	38.61
Yes	97	61.39

#### Special Education

	<i>Frequency</i>	<i>Percent</i>
No	145	91.77
Yes	13	8.23

#### English Language Learners

	<i>Frequency</i>	<i>Percent</i>
No	149	94.30
Yes	9	5.70

#### Predominant Prior Care

	<i>Frequency</i>	<i>Percent</i>
Head Start	1	0.63
Prekindergarten	136	86.08
Child Care Center	14	8.86
Family Child Care	0	0.00
Home/Informal Care	6	3.80
Non-Public Nursery School	1	0.63
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>American Indian/Alaskan Native</b>											
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*
<b>Asian</b>											
Asian	*	*	*	*	*	*	*	*	*	*	*
<b>African American</b>											
African American	17	17	18	18	13	17	20	10	16	11	3
<b>Native Hawaiian/Pacific Islander</b>											
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
<b>White</b>											
White	58	31	64	25	57	25	60	22	60	13	8
<b>Hispanic</b>											
Hispanic	4	7	2	9	4	7	6	5	4	4	3
<b>Two or More Races (Non-Hispanic/Latino)</b>											
Two or More Races (Non-Hispanic/Latino)	7	8	6	10	5	8	5	8	6	4	3
<b>Gender</b>											
Male	34	34	39	31	33	31	36	28	38	16	10
Female	53	31	53	32	47	28	57	18	49	18	7
<b>Prior Care</b>											
Child Care Center	4	10	5	9	2	9	6	5	2	7	2
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home / Informal Care	0	4	0	5	0	4	1	3	0	1	3
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	82	51	86	48	77	46	85	38	84	26	12
<b>Special Education</b>											
No	83	58	89	55	77	51	90	38	82	33	12
Yes	4	7	3	8	3	8	3	8	5	1	5
<b>English Language Learners</b>											
No	85	58	92	54	79	51	88	42	85	30	14
Yes	2	7	0	9	1	8	5	4	2	4	3
<b>Free and Reduced Price Meals</b>											
No	41	18	41	18	36	17	36	17	37	9	6
Yes	46	47	51	45	44	42	57	29	50	25	11
Aggregated Data	87	65	92	63	80	59	93	46	87	34	17

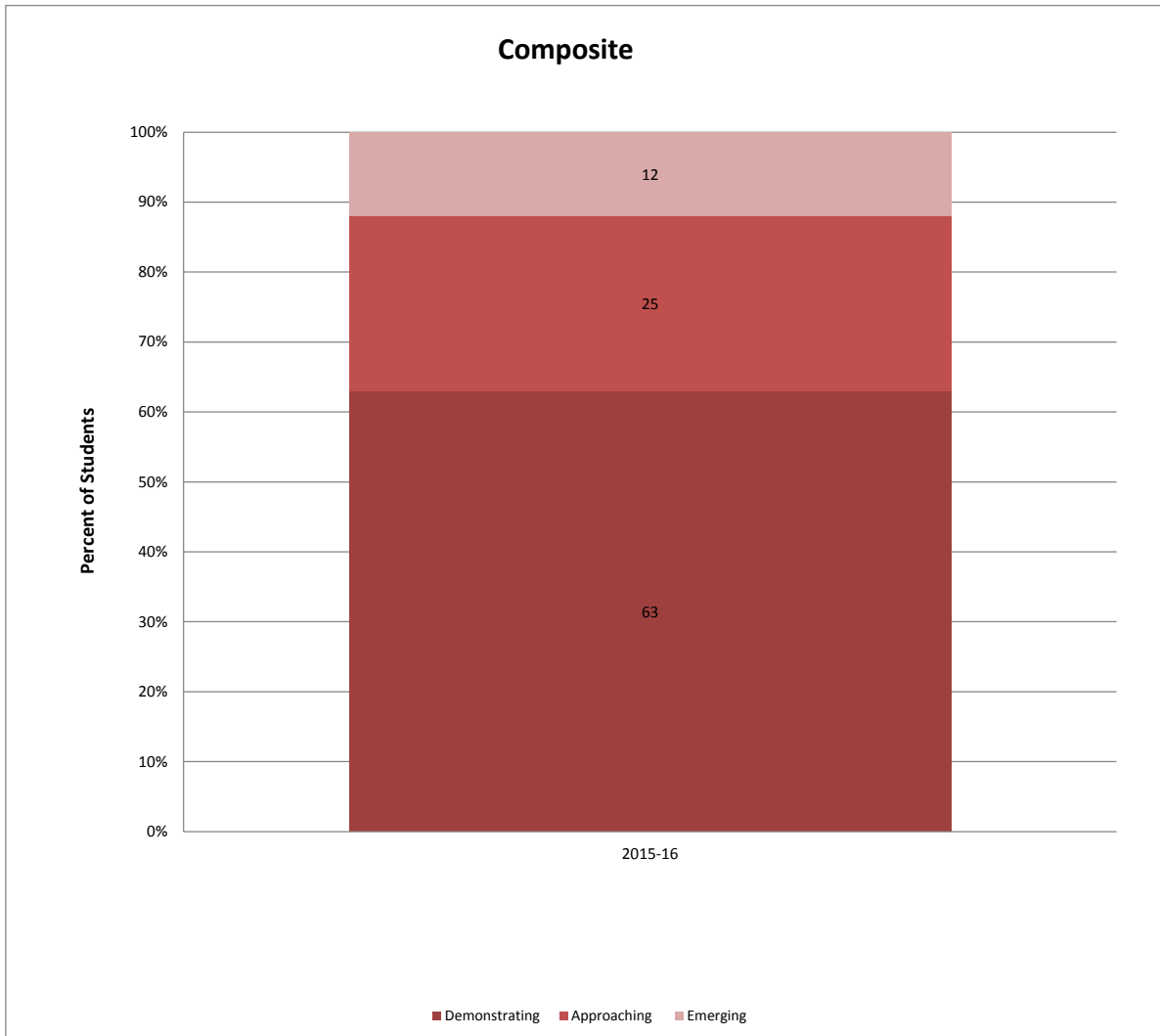
\* = Group size fewer than 5

## 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>American Indian/Alaskan Native</b>											
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*
<b>Asian</b>											
Asian	*	*	*	*	*	*	*	*	*	*	*
<b>African American</b>											
African American	50	50	50	50	43	57	67	33	53	37	10
<b>Native Hawaiian/Pacific Islander</b>											
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
<b>White</b>											
White	65	35	72	28	70	30	73	27	74	16	10
<b>Hispanic</b>											
Hispanic	36	64	18	82	36	64	55	45	36	36	27
<b>Two or More Races (Non-Hispanic/Latino)</b>											
Two or More Races (Non-Hispanic/Latino)	47	53	38	63	38	62	38	62	46	31	23
<b>Gender</b>											
<b>Male</b>											
Male	50	50	56	44	52	48	56	44	59	25	16
<b>Female</b>											
Female	63	37	62	38	63	37	76	24	66	24	9
<b>Prior Care</b>											
<b>Child Care Center</b>											
Child Care Center	29	71	36	64	18	82	55	45	18	64	18
<b>Family Child Care</b>											
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
<b>Head Start</b>											
Head Start	*	*	*	*	*	*	*	*	*	*	*
<b>Home / Informal Care</b>											
Home / Informal Care	0	100	0	100	0	100	25	75	0	25	75
<b>Non-public Nursery</b>											
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*
<b>Pre-Kindergarten</b>											
Pre-Kindergarten	62	38	64	36	63	37	69	31	69	21	10
<b>Special Education</b>											
<b>No</b>											
No	59	41	62	38	60	40	70	30	65	26	9
<b>Yes</b>											
Yes	36	64	27	73	27	73	27	73	45	9	45
<b>English Language Learners</b>											
<b>No</b>											
No	59	41	63	37	61	39	68	32	66	23	11
<b>Yes</b>											
Yes	22	78	0	100	11	89	56	44	22	44	33
<b>Free and Reduced Price Meals</b>											
<b>No</b>											
No	69	31	69	31	68	32	68	32	71	17	12
<b>Yes</b>											
Yes	49	51	53	47	51	49	66	34	58	29	13
<b>Aggregated Data</b>											
Aggregated Data	57	43	59	41	58	42	67	33	63	25	12

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

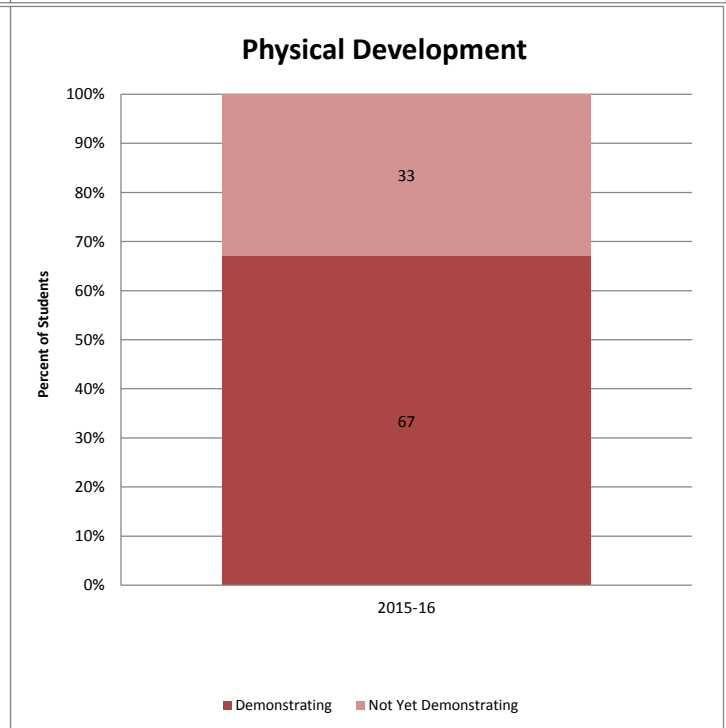
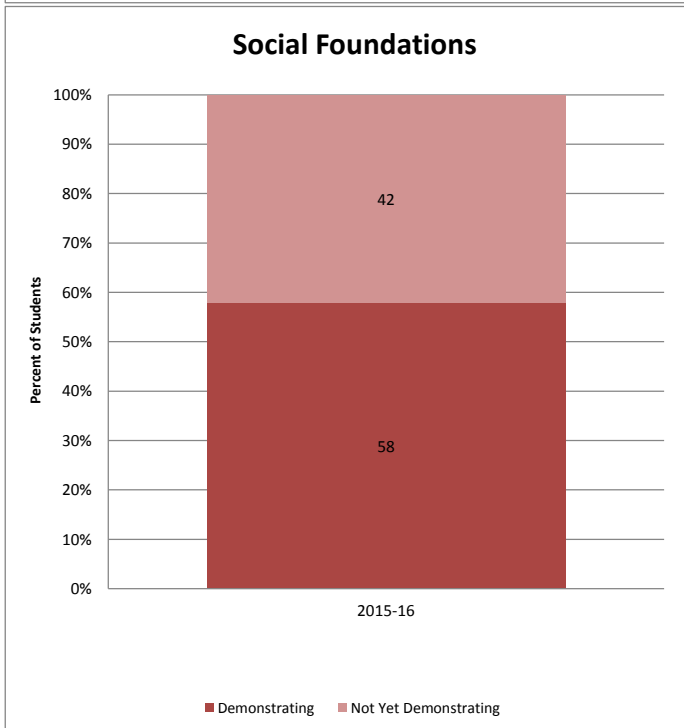
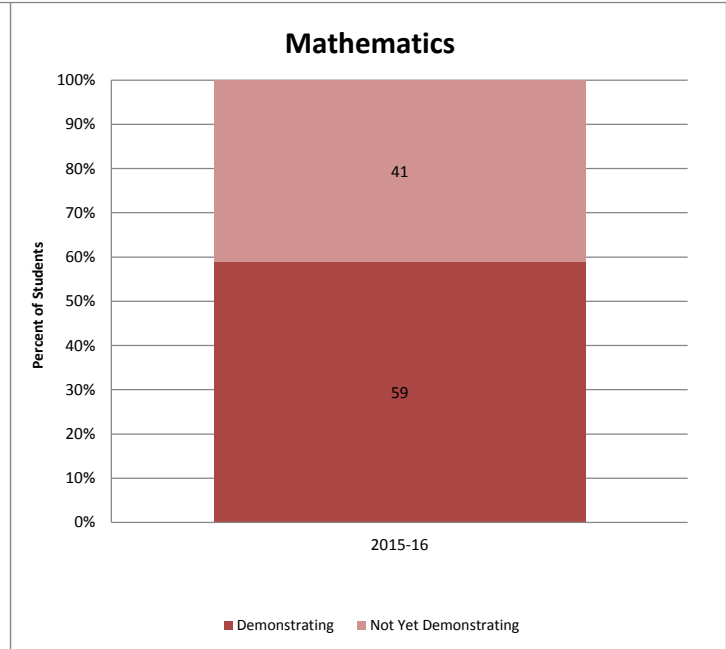
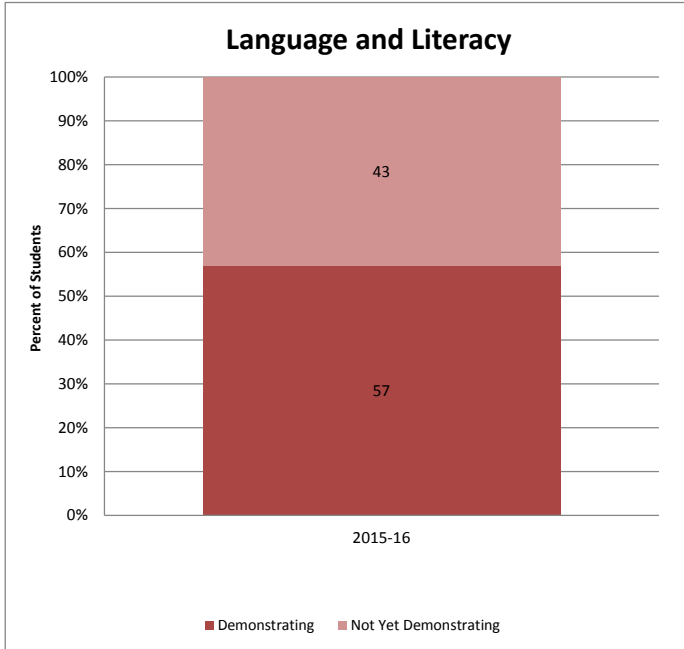
**Kindergarten Readiness Assessment 2015-2016  
Composite Results  
Kent County Data File Summary 2015-2016**



	"Other" Scores - LEA 14	
	Number of Students	Percent of Students
English Language Learners	0	0.00%
Special Education Students	2	1.27%

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 2015-2016**  
**Domain Results**  
**Kent County**





## Kindergarten Readiness Assessment

### Montgomery County Data File Summary 2015-2016

Final Record Count for KRA Data File		<b>11,615</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	5,939	51.13
Females	5,676	48.87
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	25	0.22
Asian	1,602	13.79
Black/African American	2,431	20.93
Native Hawaiian/Other Pacific Islander	6	0.05
White	3,292	28.34
Hispanic/Latino	3,547	30.54
Two or More Races (Non-Hispanic/Latino)	713	6.14
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	6,999	60.26
Yes	4,617	39.75
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	10,422	89.73
Yes	1,194	10.28
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	7,635	65.73
Yes	3,981	34.27
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	627	5.40
Prekindergarten	2,034	17.51
Child Care Center	1,524	13.12
Family Child Care	346	2.98
Home/Informal Care	3,417	29.42
Non-Public Nursery School	3,182	27.40
Repeated Kindergarten	368	3.17

## 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	8	16	11	13	11	13	12	12	9	9	6
Asian	771	751	911	623	941	560	1,009	501	871	435	192
African American	900	1,414	906	1,417	1,096	1,225	1,164	1,159	913	911	438
Native Hawaiian/Pacific Islander	2	4	2	4	2	4	2	4	2	0	4
White	2,082	1,135	2,238	994	2,088	1,119	2,113	1,104	2,154	804	217
Hispanic	790	2,550	902	2,484	1,533	1,861	1,669	1,743	924	1,369	950
Two or More Races (Non-Hispanic/Latino)	425	270	439	259	424	261	455	233	421	194	68
<b>Gender</b>											
Male	2,374	3,287	2,639	3,075	2,740	2,945	2,707	2,999	2,374	2,010	1,149
Female	2,604	2,853	2,770	2,719	3,355	2,098	3,717	1,757	2,920	1,712	726
<b>Prior Care</b>											
Child Care Center	872	622	917	584	894	582	929	554	899	424	146
Family Child Care	123	215	141	197	159	180	167	174	130	120	83
Head Start	188	422	225	394	299	312	341	275	228	267	110
Home / Informal Care	946	2,238	1,040	2,174	1,456	1,773	1,575	1,671	1,017	1,198	863
Non-public Nursery	2,031	1,102	2,176	969	2,136	977	2,191	932	2,137	780	179
Pre-Kindergarten	569	1,386	649	1,329	896	1,069	948	1,015	631	834	447
<b>Special Education</b>											
No	4,764	5,268	5,113	4,990	5,798	4,246	6,125	3,951	5,088	3,329	1,431
Yes	214	872	296	804	297	797	299	805	206	393	444
<b>English Language Learners</b>											
No	4247	3133	4439	2967	4503	2847	4612	2754	4380	2138	740
Yes	731	3007	970	2827	1592	2196	1812	2002	914	1584	1135
<b>Free and Reduced Price Meals</b>											
No	3,912	2,847	4,220	2,570	4,166	2,565	4,316	2,441	4,086	1,854	716
Yes	1,066	3,293	1,189	3,224	1,929	2,478	2,108	2,315	1,208	1,868	1,159
Aggregated Data	4,978	6,140	5,409	5,794	6,095	5,043	6,424	4,756	5,294	3,722	1,875

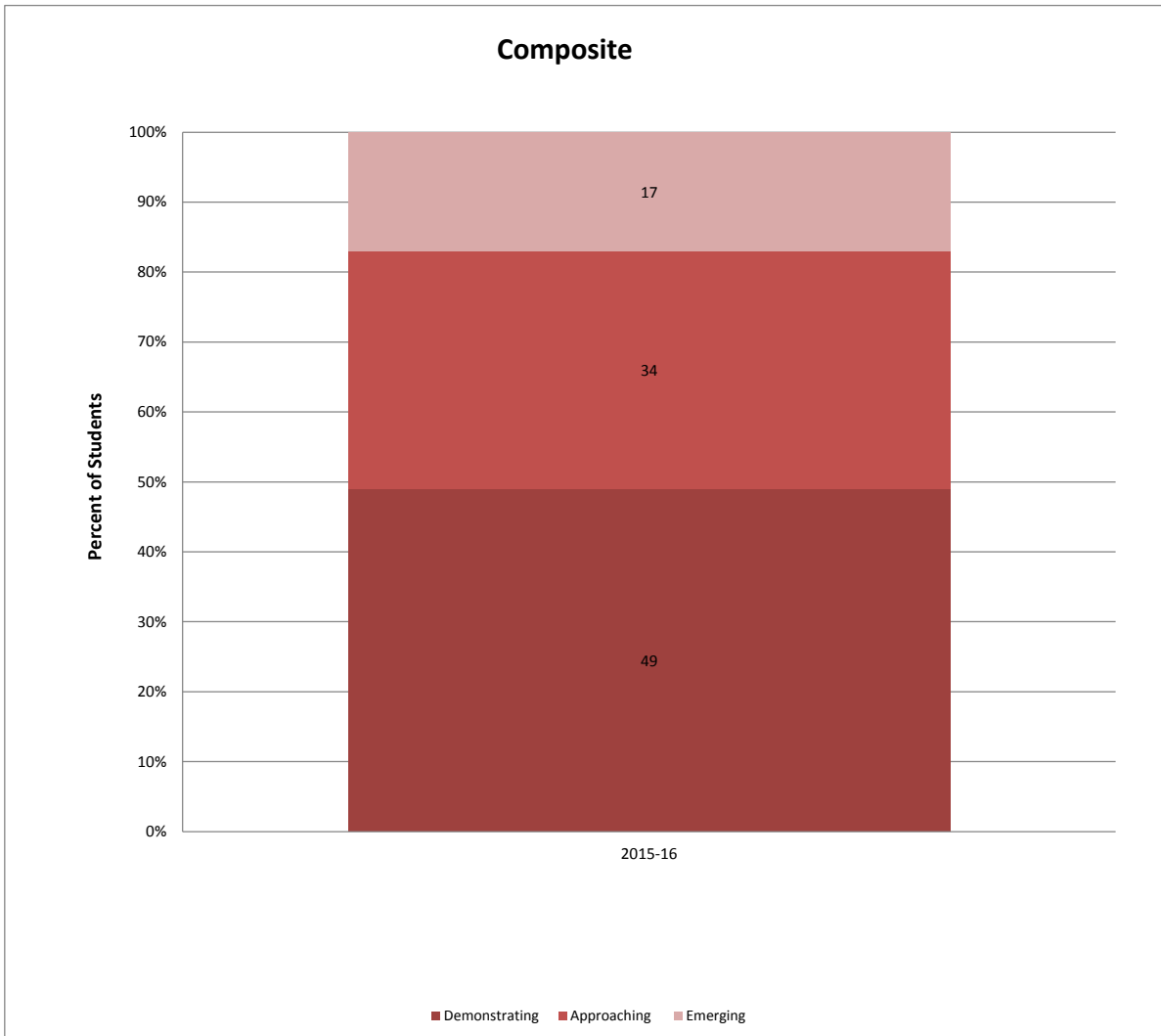
\* = Group size fewer than 5

## 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	33	67	46	54	46	54	50	50	38	38	25
Asian	51	49	59	41	63	37	67	33	58	29	13
African American	39	61	39	61	47	53	50	50	40	40	19
Native Hawaiian/Pacific Islander	33	67	33	67	33	67	33	67	33	0	67
White	65	35	69	31	65	35	66	34	68	25	7
Hispanic	24	76	27	73	45	55	49	51	28	42	29
Two or More Races (Non-Hispanic/Latino)	61	39	63	37	62	38	66	34	62	28	10
<b>Gender</b>											
Male	42	58	46	54	48	52	47	53	43	36	21
Female	48	52	50	50	62	38	68	32	54	32	14
<b>Prior Care</b>											
Child Care Center	58	42	61	39	61	39	63	37	61	29	10
Family Child Care	36	64	42	58	47	53	49	51	39	36	25
Head Start	31	69	36	64	49	51	55	45	38	44	18
Home / Informal Care	30	70	32	68	45	55	49	51	33	39	28
Non-public Nursery	65	35	69	31	69	31	70	30	69	25	6
Pre-Kindergarten	29	71	33	67	46	54	48	52	33	44	23
<b>Special Education</b>											
No	47	53	51	49	58	42	61	39	52	34	15
Yes	20	80	27	73	27	73	27	73	20	38	43
<b>English Language Learners</b>											
No	58	42	60	40	61	39	63	37	60	29	10
Yes	20	80	26	74	42	58	48	52	25	44	31
<b>Free and Reduced Price Meals</b>											
No	58	42	62	38	62	38	64	36	61	28	11
Yes	24	76	27	73	44	56	48	52	29	44	27
Aggregated Data	45	55	48	52	55	45	57	43	49	34	17

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

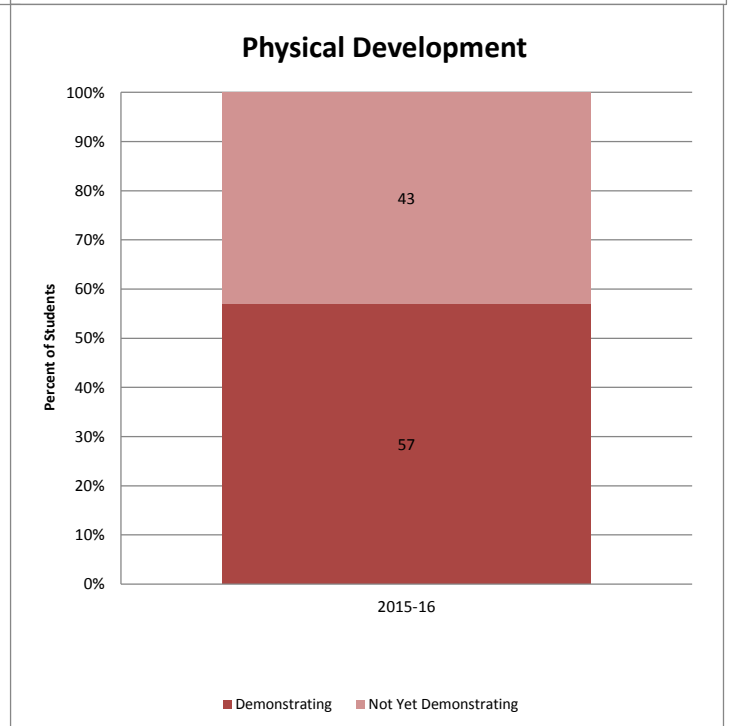
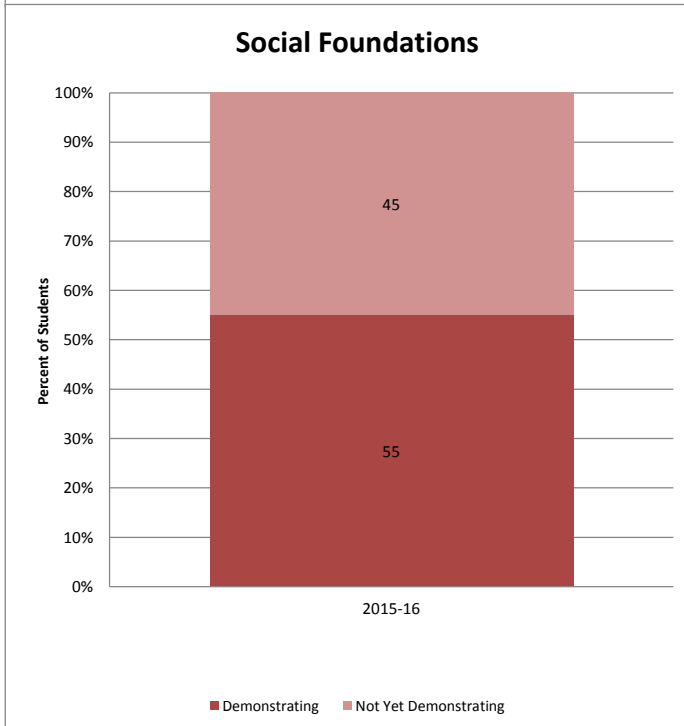
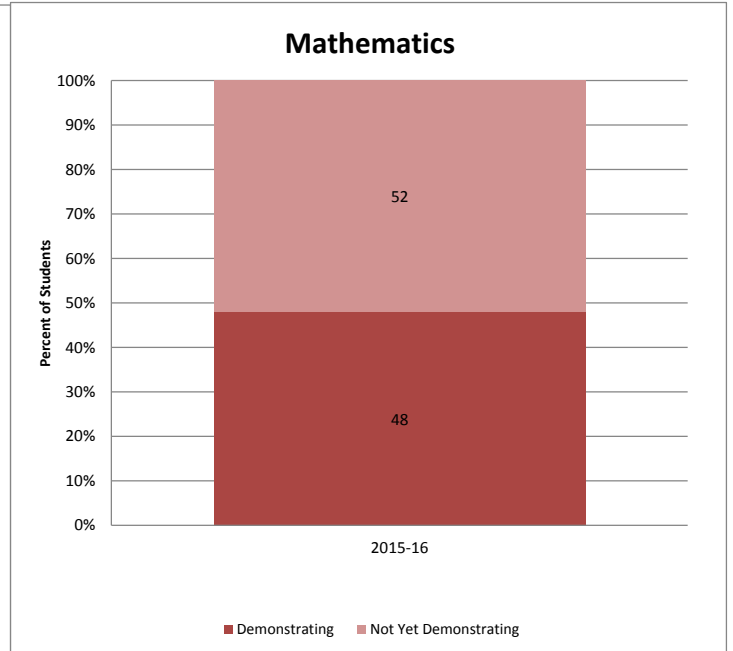
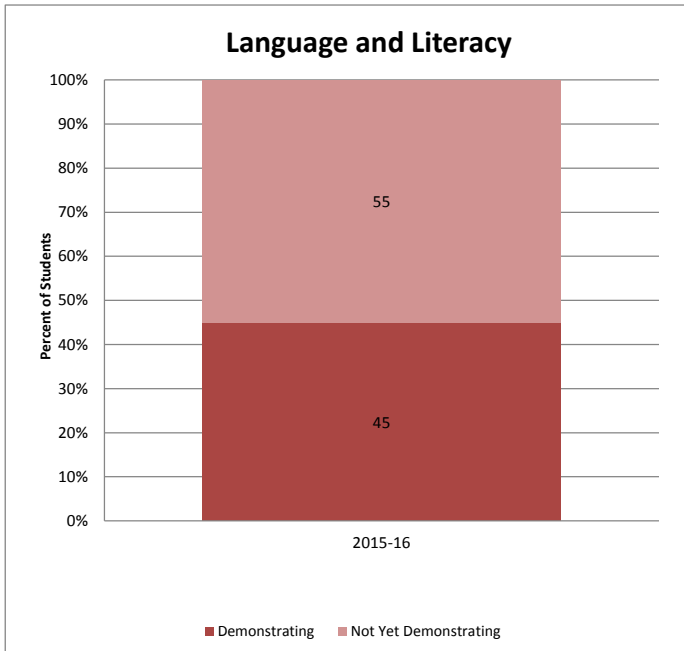
**Kindergarten Readiness Assessment 2015-2016  
Composite Results  
Montgomery County Data File Summary 2015-2016**



	"Other" Scores - LEA 15	
	Number of Students	Percent of Students
English Language Learners	259	2.23%
Special Education Students	135	1.16%

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 2015-2016**  
**Domain Results**  
**Montgomery County**



## Kindergarten Readiness Assessment

### Prince George's County Data File Summary 2015-2016

Final Record Count for KRA Data File		<b>9907</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	5043	50.90
Females	4864	49.10
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	46	0.46
Asian	278	2.81
Black/African American	5637	56.90
Native Hawaiian/Other Pacific Islander	23	0.23
White	558	5.63
Hispanic/Latino	3364	33.96
Two or More Races (Non-Hispanic/Latino)	16	0.16
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	3228	32.58
Yes	6694	67.57
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	9195	92.81
Yes	727	7.34
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	6873	69.38
Yes	3049	30.78
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	500	5.05
Prekindergarten	4905	49.51
Child Care Center	1244	12.56
Family Child Care	796	8.03
Home/Informal Care	2009	20.28
Non-Public Nursery School	227	2.29
Repeated Kindergarten	67	0.68

## 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	20	26	20	26	24	21	23	23	20	17	8
Asian	101	155	111	154	137	124	157	107	115	85	48
African American	2,431	3,030	2,039	3,481	3,020	2,486	3,152	2,376	2,401	2,084	854
Native Hawaiian/Pacific Islander	10	12	6	16	15	7	14	8	11	8	3
White	289	250	293	255	369	176	367	180	314	154	64
Hispanic	568	2,620	568	2,645	1,468	1,787	1,587	1,702	687	1,356	1,034
Two or More Races (Non-Hispanic/Latino)	6	8	3	6	4	11	7	7	5	4	4
<b>Gender</b>											
Male	1,611	3,208	1,464	3,412	2,241	2,639	2,264	2,658	1,559	1,932	1,181
Female	1,808	2,886	1,573	3,166	2,793	1,962	3,037	1,738	1,990	1,772	830
<b>Prior Care</b>											
Child Care Center	588	623	468	759	716	506	735	489	557	475	153
Family Child Care	197	553	185	577	323	453	380	400	208	310	217
Head Start	182	309	152	339	266	227	269	227	182	209	87
Home / Informal Care	409	1,501	375	1,549	844	1,099	863	1,091	450	741	662
Non-public Nursery	136	88	127	98	158	67	157	67	147	52	20
Pre-Kindergarten	1,838	2,902	1,674	3,123	2,627	2,151	2,794	2,022	1,935	1,854	824
<b>Special Education</b>											
No	3,345	5,576	2,935	6,051	4,886	4,118	5,153	3,891	3,472	3,507	1,722
Yes	80	525	105	532	151	494	154	512	81	201	293
<b>English Language Learners</b>											
No	3017	3632	2574	4150	3795	2907	3922	2810	3029	2484	992
Yes	408	2469	466	2433	1242	1705	1385	1593	524	1224	1023
<b>Free and Reduced Price Meals</b>											
No	1,538	1,567	1,399	1,739	1,853	1,284	1,895	1,255	1,565	1,054	414
Yes	1,887	4,534	1,641	4,844	3,184	3,328	3,412	3,148	1,988	2,654	1,601
Aggregated Data	3,425	6,101	3,040	6,583	5,037	4,612	5,307	4,403	3,553	3,708	2,015

\* = Group size fewer than 5

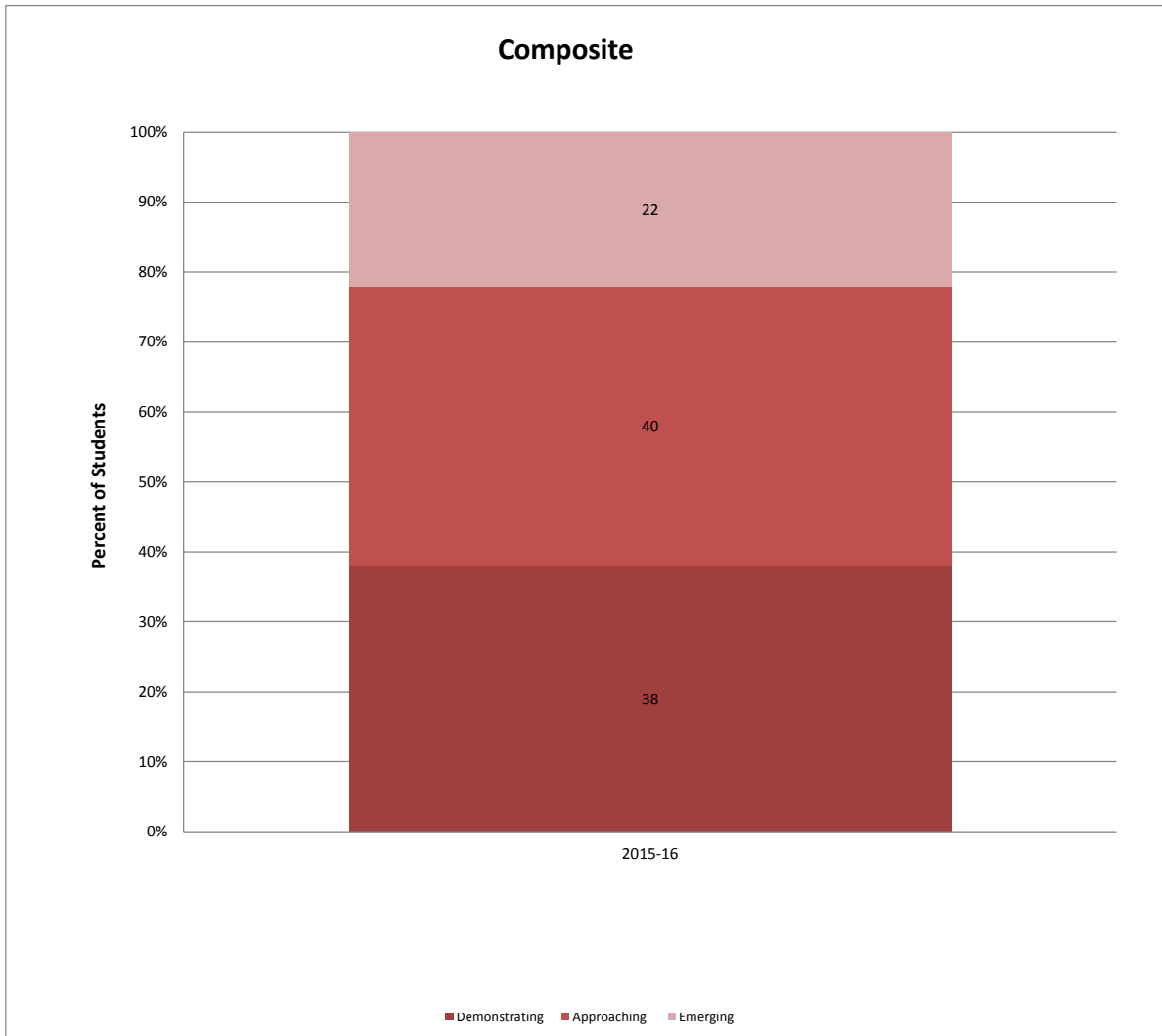
## Prince George's County - Percentage of Kindergarten Students

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

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



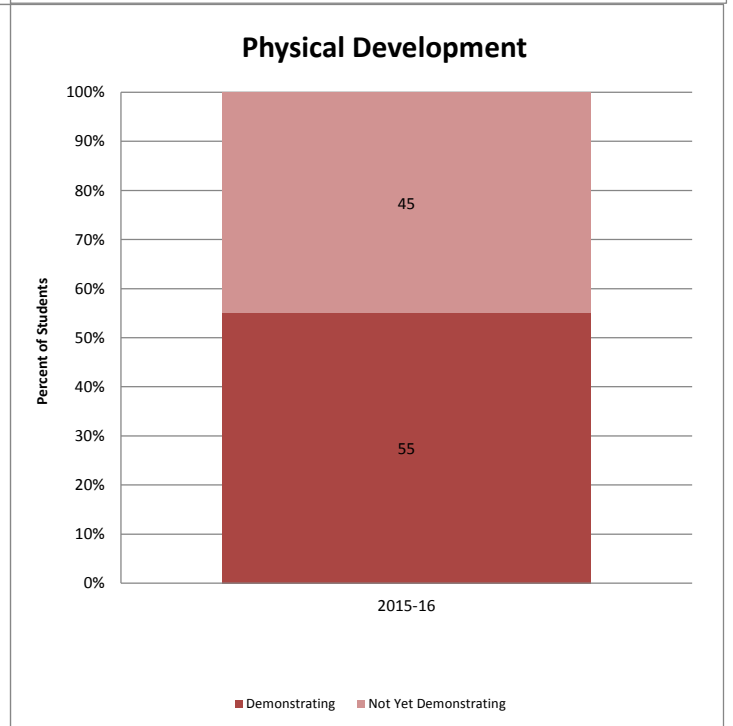
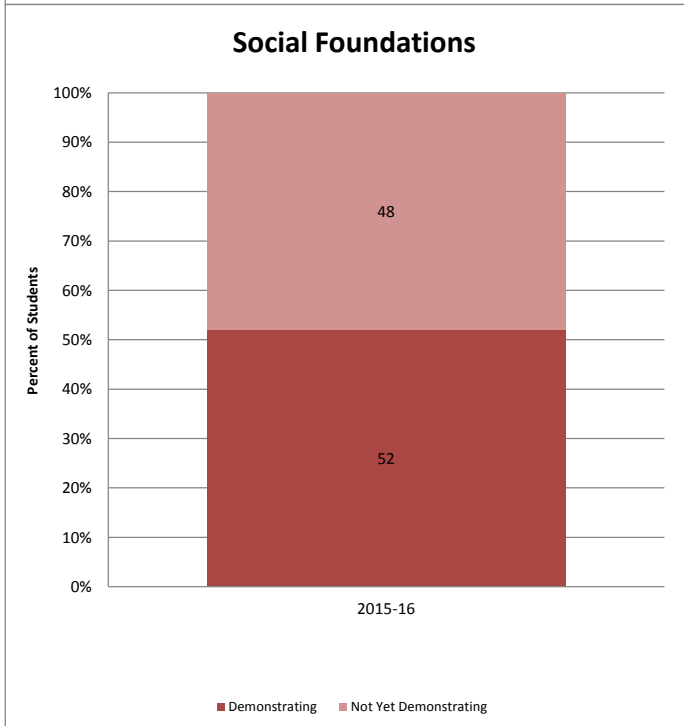
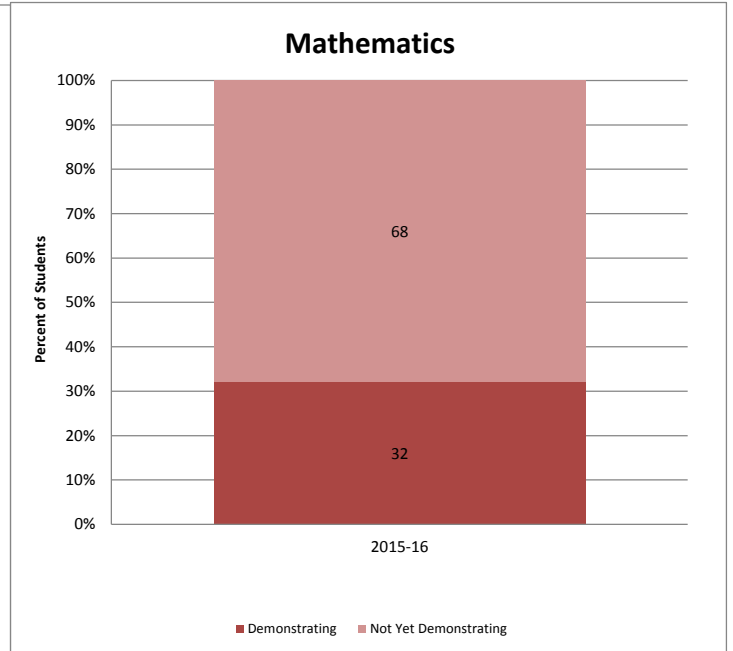
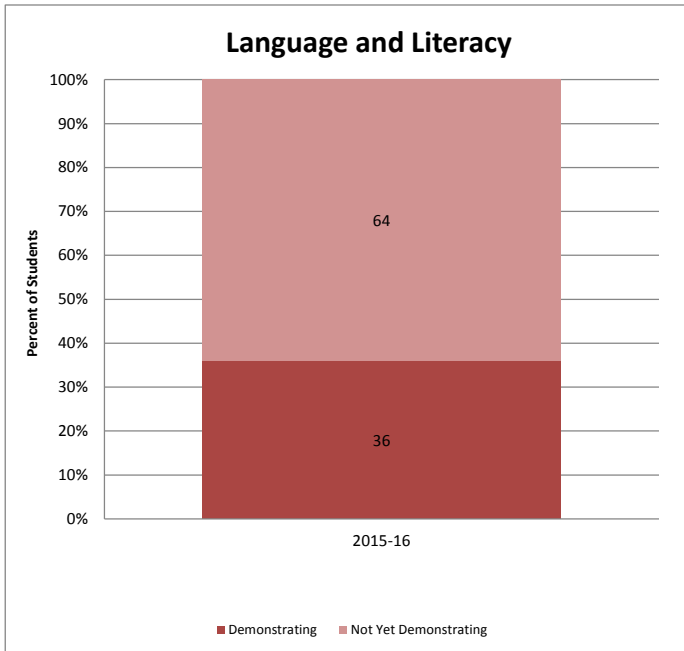
**Kindergarten Readiness Assessment 2015-2016  
Composite Results  
Prince George's County Data File Summary 2015-2016**



	"Other" Scores - LEA 16	
	Number of Students	Percent of Students
English Language Learners	238	2.40%
Special Education Students	141	1.42%

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 2015-2016**  
**Domain Results**  
**Prince George's County**



## Kindergarten Readiness Assessment

### Queen Anne's County Data File Summary 2015-2016

Final Record Count for KRA Data File		<b>486</b>
Gender		
	<i>Frequency</i>	<i>Percent</i>
Males	244	50.21
Females	242	49.79
Ethnicity/Race		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	4	0.82
Black/African American	38	7.82
Native Hawaiian/Other Pacific Islander	0	0.00
White	368	75.72
Hispanic/Latino	42	8.64
Two or More Races (Non-Hispanic/Latino)	35	7.20
Free & Reduced Priced Meals		
	<i>Frequency</i>	<i>Percent</i>
No	345	70.99
Yes	142	29.22
Special Education		
	<i>Frequency</i>	<i>Percent</i>
No	443	91.15
Yes	44	9.05
English Language Learners		
	<i>Frequency</i>	<i>Percent</i>
No	459	94.44
Yes	28	5.76
Predominant Prior Care		
	<i>Frequency</i>	<i>Percent</i>
Head Start	6	1.23
Prekindergarten	216	44.44
Child Care Center	121	24.90
Family Child Care	14	2.88
Home/Informal Care	37	7.61
Non-Public Nursery School	38	7.82
Repeated Kindergarten	6	1.23

## 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	*	*	*	*	*	*	*	*	*	*	*
African American	10	27	8	29	19	18	23	14	12	17	7
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	174	190	170	192	250	113	243	120	199	121	28
Hispanic	7	34	9	32	21	19	20	20	9	20	11
Two or More Races (Non-Hispanic/Latino)	10	25	14	19	17	18	21	14	13	12	6
<b>Gender</b>											
Male	94	148	96	142	140	100	138	102	100	92	33
Female	108	130	105	133	171	67	173	65	135	79	19
<b>Prior Care</b>											
Child Care Center	72	49	70	49	92	27	90	29	79	25	6
Family Child Care	5	9	5	9	6	8	9	5	4	10	0
Head Start	1	5	1	5	2	3	2	3	0	3	2
Home / Informal Care	6	30	8	28	18	19	12	25	9	17	9
Non-public Nursery	21	17	21	16	29	8	28	9	24	10	1
Pre-Kindergarten	80	134	79	134	136	79	144	71	99	85	25
<b>Special Education</b>											
No	195	243	190	245	296	139	293	142	229	149	39
Yes	7	36	11	31	15	29	18	26	6	22	14
<b>English Language Learners</b>											
No	199	254	196	253	294	157	292	159	229	158	44
Yes	3	25	5	23	17	11	19	9	6	13	9
<b>Free and Reduced Price Meals</b>											
No	168	176	165	175	244	97	233	108	193	111	24
Yes	34	103	36	101	67	71	78	60	42	60	29
Aggregated Data	202	279	201	276	311	168	311	168	235	171	53

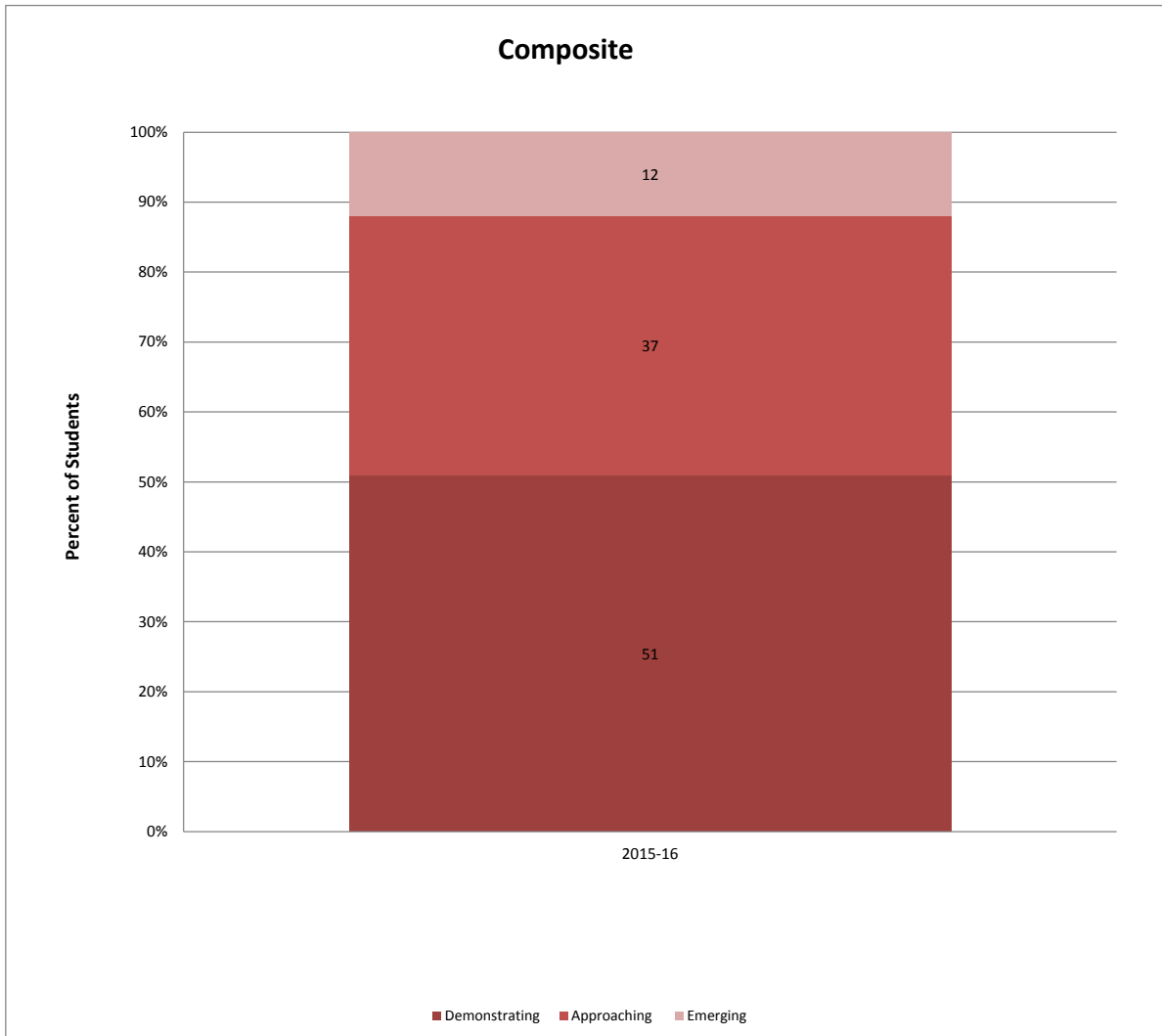
\* = Group size fewer than 5

## 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	*	*	*	*	*	*	*	*	*	*	*
African American	27	73	22	78	51	49	62	38	33	47	19
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	48	52	47	53	69	31	67	33	57	35	8
Hispanic	17	83	22	78	53	48	50	50	23	50	28
Two or More Races (Non-Hispanic/Latino)	29	71	42	58	49	51	60	40	42	39	19
<b>Gender</b>											
Male	39	61	40	60	58	42	58	43	44	41	15
Female	45	55	44	56	72	28	73	27	58	34	8
<b>Prior Care</b>											
Child Care Center	60	40	59	41	77	23	76	24	72	23	5
Family Child Care	36	64	36	64	43	57	64	36	29	71	0
Head Start	17	83	17	83	40	60	40	60	0	60	40
Home / Informal Care	17	83	22	78	49	51	32	68	26	49	26
Non-public Nursery	55	45	57	43	78	22	76	24	69	29	3
Pre-Kindergarten	37	63	37	63	63	37	67	33	47	41	12
<b>Special Education</b>											
No	45	55	44	56	68	32	67	33	55	36	9
Yes	16	84	26	74	34	66	41	59	14	52	33
<b>English Language Learners</b>											
No	44	56	44	56	65	35	65	35	53	37	10
Yes	11	89	18	82	61	39	68	32	21	46	32
<b>Free and Reduced Price Meals</b>											
No	49	51	49	51	72	28	68	32	59	34	7
Yes	25	75	26	74	49	51	57	43	32	46	22
Aggregated Data	42	58	42	58	65	35	65	35	51	37	12

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

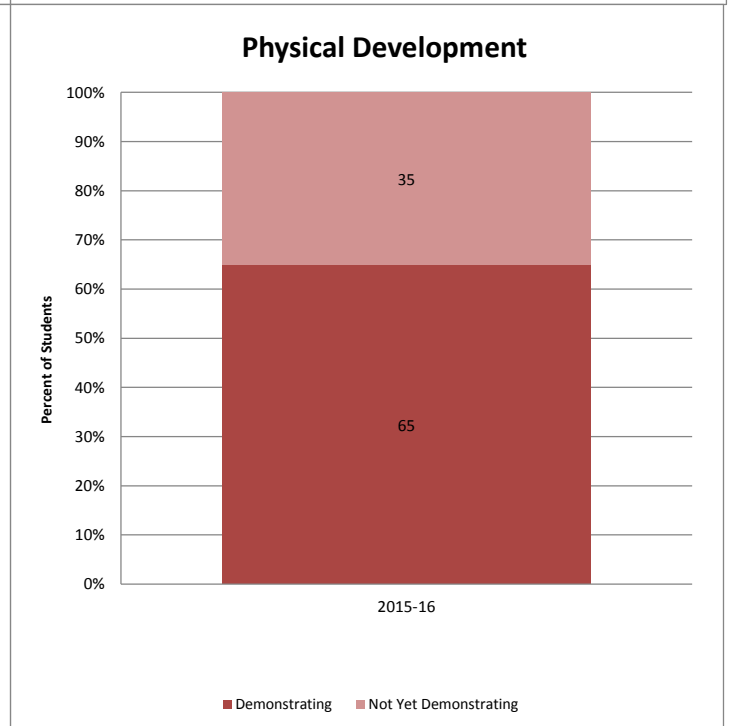
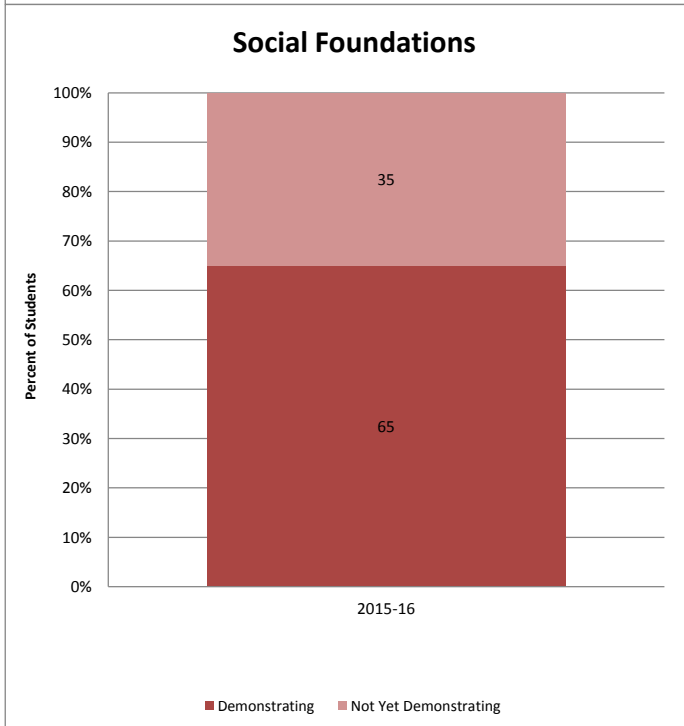
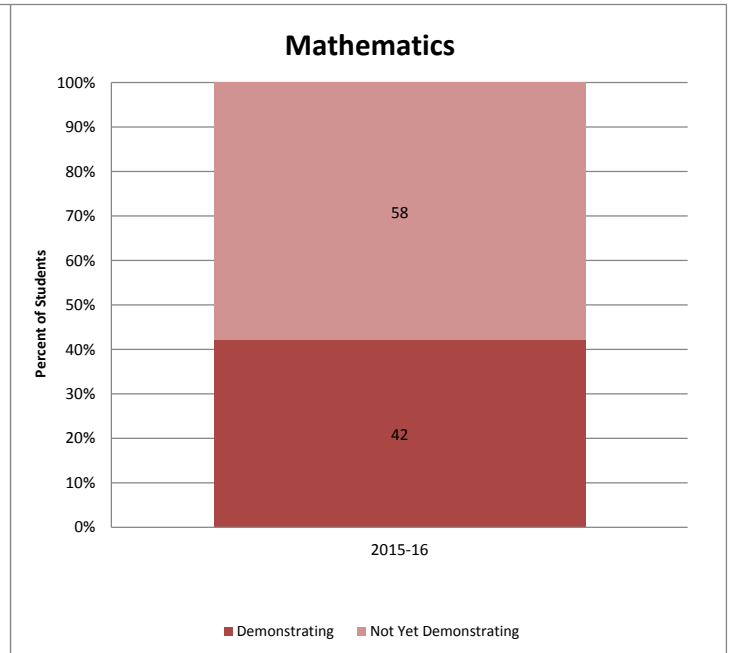
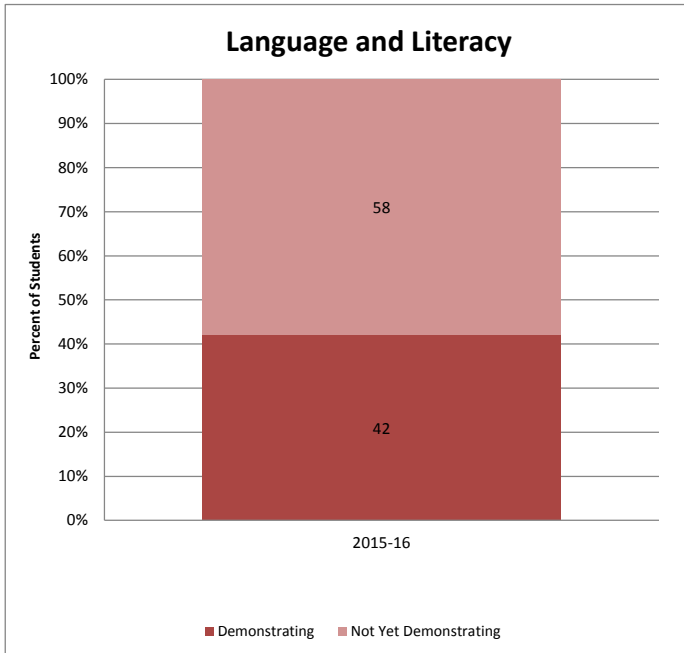
**Kindergarten Readiness Assessment 2015-2016  
Composite Results  
Queen Anne's County Data File Summary 2015-2016**



	"Other" Scores - LEA 17	
	Number of Students	Percent of Students
English Language Learners	0	0.00%
Special Education Students	1	0.21%

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 2015-2016**  
**Domain Results**  
**Queen Anne's County**



## Kindergarten Readiness Assessment

### Saint Mary's County File Summary 2015-2016

Final Record Count for KRA Data File		<b>1303</b>
Gender		
	<i>Frequency</i>	<i>Percent</i>
Males	656	50.35
Females	647	49.65
Ethnicity/Race		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	4	0.31
Asian	21	1.61
Black/African American	220	16.88
Native Hawaiian/Other Pacific Islander	2	0.15
White	860	66.00
Hispanic/Latino	85	6.52
Two or More Races (Non-Hispanic/Latino)	111	8.52
Free & Reduced Priced Meals		
	<i>Frequency</i>	<i>Percent</i>
No	797	61.17
Yes	506	38.83
Special Education		
	<i>Frequency</i>	<i>Percent</i>
No	1198	91.94
Yes	105	8.06
English Language Learners		
	<i>Frequency</i>	<i>Percent</i>
No	1288	98.85
Yes	15	1.15
Predominant Prior Care		
	<i>Frequency</i>	<i>Percent</i>
Head Start	117	8.98
Prekindergarten	740	56.79
Child Care Center	106	8.14
Family Child Care	82	6.29
Home/Informal Care	136	10.44
Non-Public Nursery School	106	8.14
Repeated Kindergarten	13	1.00



## 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	*	*	*	*	*	*	*	*	*	*	*
Asian	8	13	10	11	15	6	16	5	10	7	3
African American	68	148	66	153	116	102	106	103	80	71	51
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	406	442	426	428	529	319	554	294	437	282	96
Hispanic	28	56	27	58	46	39	48	37	36	29	19
Two or More Races (Non-Hispanic/Latino)	47	63	44	67	57	53	60	48	43	50	12
<b>Gender</b>											
Male	253	389	259	395	332	313	320	322	252	247	115
Female	308	335	317	325	436	207	469	166	359	192	67
<b>Prior Care</b>											
Child Care Center	53	52	48	58	65	41	68	38	55	37	11
Family Child Care	29	48	27	54	40	38	40	39	28	27	17
Head Start	34	82	38	79	43	72	55	59	31	61	18
Home / Informal Care	50	85	48	88	77	59	69	64	52	51	29
Non-public Nursery	59	46	65	41	82	24	86	19	67	32	4
Pre-Kindergarten	330	401	345	389	454	277	461	263	370	226	100
<b>Special Education</b>											
No	542	645	553	640	744	447	759	417	592	407	139
Yes	19	79	23	80	24	73	30	71	19	32	43
<b>English Language Learners</b>											
No	559	712	571	710	763	510	780	482	608	434	176
Yes	2	12	5	10	5	10	9	6	3	5	6
<b>Free and Reduced Price Meals</b>											
No	403	380	407	385	534	253	546	242	442	240	73
Yes	158	344	169	335	234	267	243	246	169	199	109
Aggregated Data	561	724	576	720	768	520	789	488	611	439	182

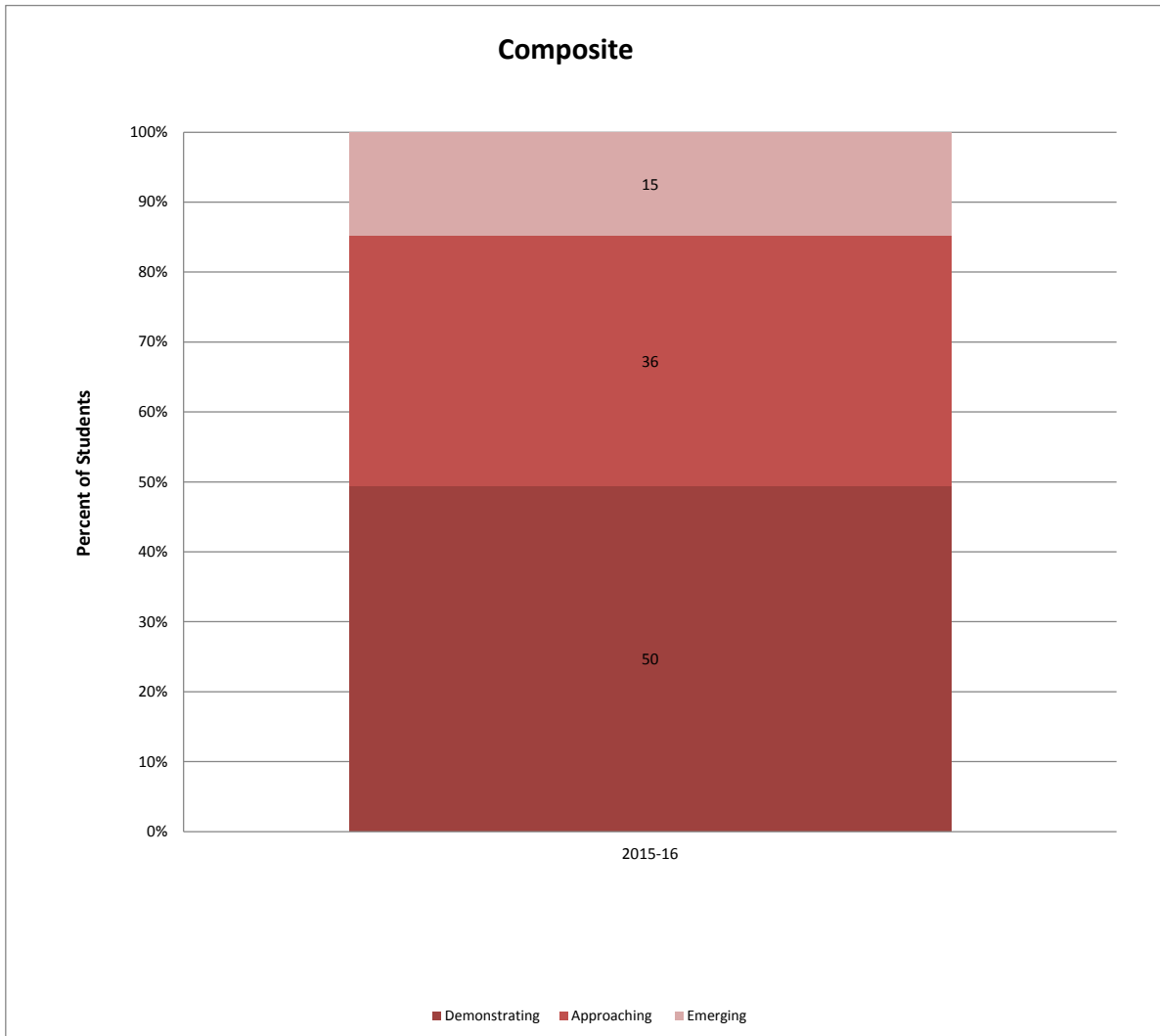
\* = Group size fewer than 5

## 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	*	*	*	*	*	*	*	*	*	*	*
Asian	38	62	48	52	71	29	76	24	50	35	15
African American	31	69	30	70	53	47	51	49	40	35	25
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	48	52	50	50	62	38	65	35	54	35	12
Hispanic	33	67	32	68	54	46	56	44	43	35	23
Two or More Races (Non-Hispanic/Latino)	43	57	40	60	52	48	56	44	41	48	11
<b>Gender</b>											
Male	39	61	40	60	51	49	50	50	41	40	19
Female	48	52	49	51	68	32	74	26	58	31	11
<b>Prior Care</b>											
Child Care Center	50	50	45	55	61	39	64	36	53	36	11
Family Child Care	38	62	33	67	51	49	51	49	39	38	24
Head Start	29	71	32	68	37	63	48	52	28	55	16
Home / Informal Care	37	63	35	65	57	43	52	48	39	39	22
Non-public Nursery	56	44	61	39	77	23	82	18	65	31	4
Pre-Kindergarten	45	55	47	53	62	38	64	36	53	32	14
<b>Special Education</b>											
No	46	54	46	54	62	38	65	35	52	36	12
Yes	19	81	22	78	25	75	30	70	20	34	46
<b>English Language Learners</b>											
No	44	56	45	55	60	40	62	38	50	36	14
Yes	14	86	33	67	33	67	60	40	21	36	43
<b>Free and Reduced Price Meals</b>											
No	51	49	51	49	68	32	69	31	59	32	10
Yes	31	69	34	66	47	53	50	50	35	42	23
Aggregated Data	44	56	44	56	60	40	62	38	50	36	15

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

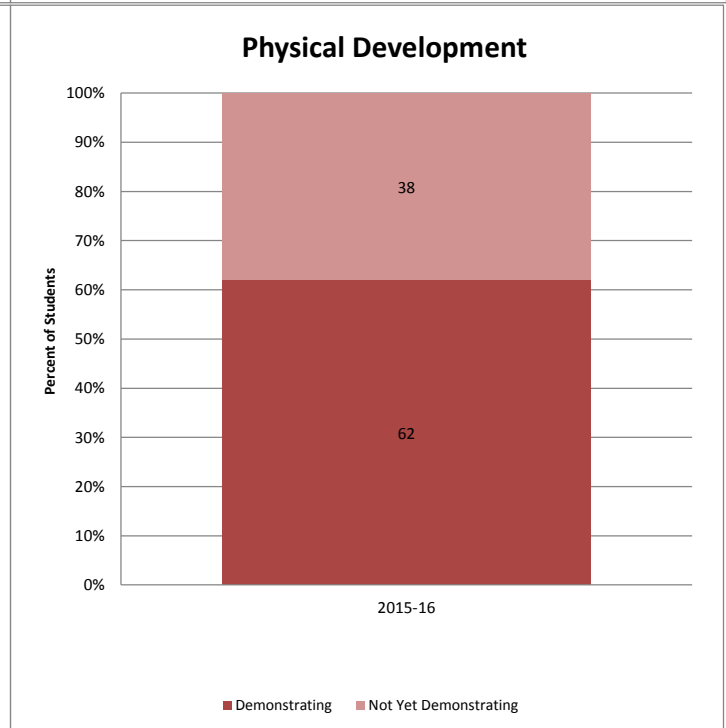
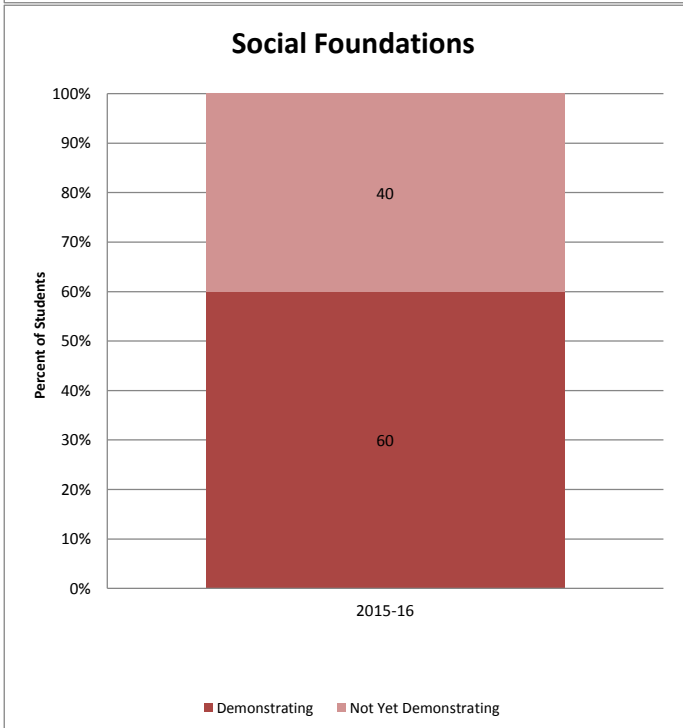
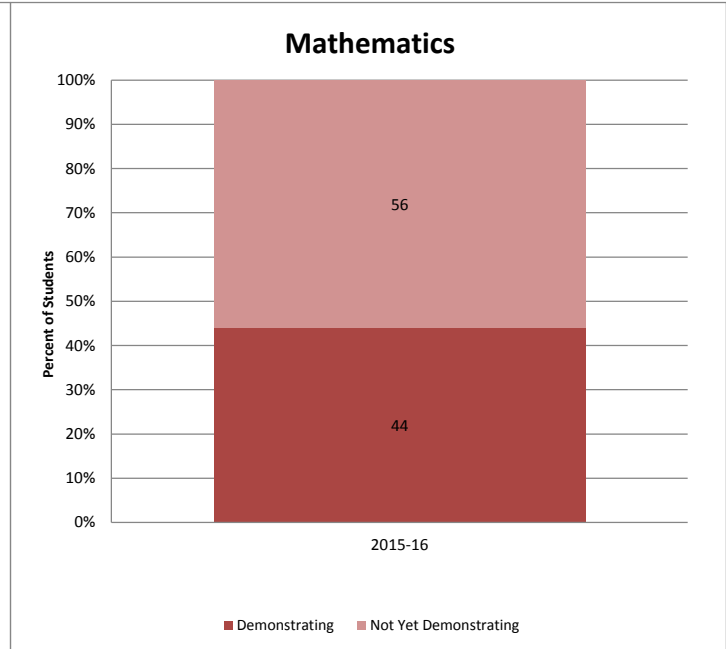
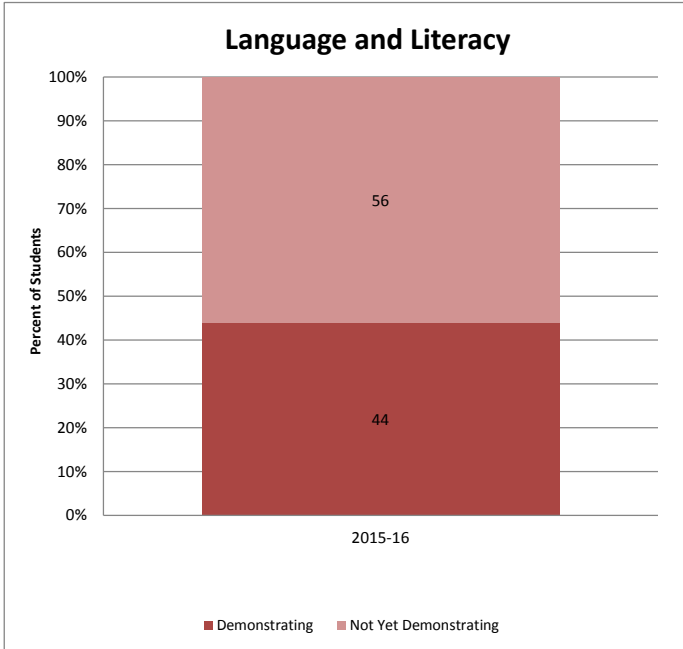
**Kindergarten Readiness Assessment 2015-2016**  
**Composite Results**  
**Saint Mary's County File Summary 2015-2016**



	"Other" Scores - LEA 18	
	Number of Students	Percent of Students
English Language Learners	0	0.00%
Special Education Students	8	0.61%

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 2015-2016**  
**Domain Results**  
**Saint Mary's County**



## Kindergarten Readiness Assessment

### Somerset County File Summary 2015-2016

Final Record Count for KRA Data File		<b>204</b>
Gender		
	<i>Frequency</i>	<i>Percent</i>
Males	98	48.04
Females	106	51.96
Ethnicity/Race		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	2	0.98
Asian	2	0.98
Black/African American	94	46.08
Native Hawaiian/Other Pacific Islander	0	0.00
White	75	36.76
Hispanic/Latino	16	7.84
Two or More Races (Non-Hispanic/Latino)	15	7.35
Free & Reduced Priced Meals		
	<i>Frequency</i>	<i>Percent</i>
No	67	32.84
Yes	137	67.16
Special Education		
	<i>Frequency</i>	<i>Percent</i>
No	190	93.14
Yes	14	6.86
English Language Learners		
	<i>Frequency</i>	<i>Percent</i>
No	194	95.10
Yes	10	4.90
Predominant Prior Care		
	<i>Frequency</i>	<i>Percent</i>
Head Start	9	4.41
Prekindergarten	174	85.29
Child Care Center	4	1.96
Family Child Care	0	0.00
Home/Informal Care	11	5.39
Non-Public Nursery School	0	0.00
Repeated Kindergarten	6	2.94

## 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	44	49	36	58	64	28	65	29	50	30	12
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	43	31	34	40	47	27	50	23	42	22	9
Hispanic	3	13	5	11	11	5	14	2	8	7	1
Two or More Races (Non-Hispanic/Latino)	9	6	8	7	12	3	12	3	10	4	1
<b>Gender</b>											
Male	44	53	34	64	60	37	60	37	45	37	14
Female	57	48	52	53	77	27	84	21	68	26	10
<b>Prior Care</b>											
Child Care Center	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	1	7	2	7	1	7	1	8	0	8	0
Home / Informal Care	1	9	3	7	3	7	3	7	3	1	6
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	94	80	79	95	125	48	132	41	107	48	17
<b>Special Education</b>											
No	98	90	86	103	132	56	139	49	111	59	17
Yes	3	11	0	14	5	8	5	9	2	4	7
<b>English Language Learners</b>											
No	100	92	84	109	134	57	138	54	111	58	21
Yes	1	9	2	8	3	7	6	4	2	5	3
<b>Free and Reduced Price Meals</b>											
No	40	26	29	38	43	23	47	19	38	19	8
Yes	61	75	57	79	94	41	97	39	75	44	16
Aggregated Data	101	101	86	117	137	64	144	58	113	63	24

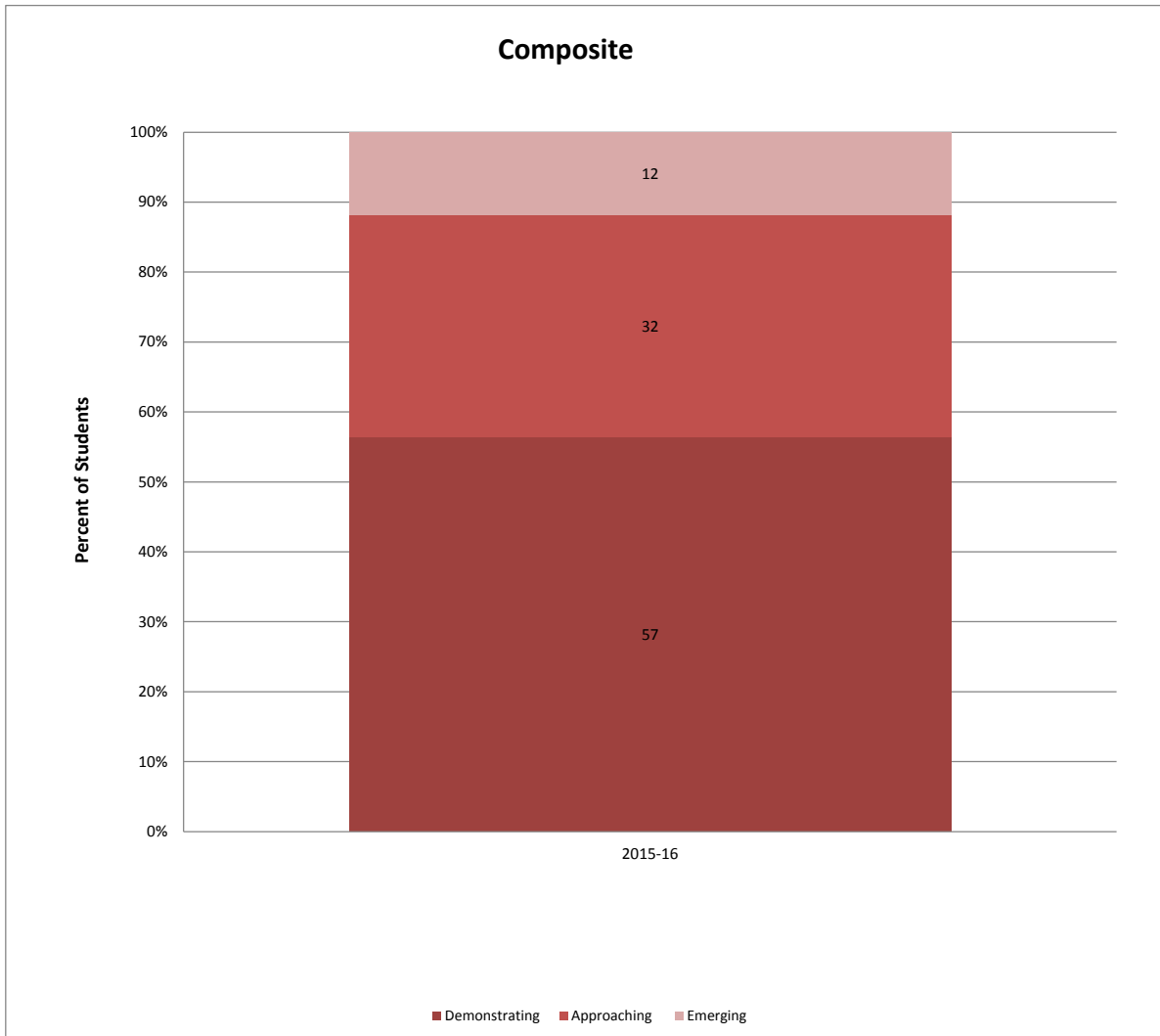
\* = Group size fewer than 5

## 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	47	53	38	62	70	30	69	31	54	33	13
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	58	42	46	54	64	36	68	32	58	30	12
Hispanic	19	81	31	69	69	31	88	13	50	44	6
Two or More Races (Non-Hispanic/Latino)	60	40	53	47	80	20	80	20	67	27	7
<b>Gender</b>											
Male	45	55	35	65	62	38	62	38	47	39	15
Female	54	46	50	50	74	26	80	20	65	25	10
<b>Prior Care</b>											
Child Care Center	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	13	88	22	78	13	88	11	89	0	100	0
Home / Informal Care	10	90	30	70	30	70	30	70	30	10	60
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	54	46	45	55	72	28	76	24	62	28	10
<b>Special Education</b>											
No	52	48	46	54	70	30	74	26	59	32	9
Yes	21	79	0	100	38	62	36	64	15	31	54
<b>English Language Learners</b>											
No	52	48	44	56	70	30	72	28	58	31	11
Yes	10	90	20	80	30	70	60	40	20	50	30
<b>Free and Reduced Price Meals</b>											
No	61	39	43	57	65	35	71	29	58	29	12
Yes	45	55	42	58	70	30	71	29	56	33	12
Aggregated Data	50	50	42	58	68	32	71	29	57	32	12

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

**Kindergarten Readiness Assessment 2015-2016  
Composite Results  
Somerset County File Summary 2015-2016**

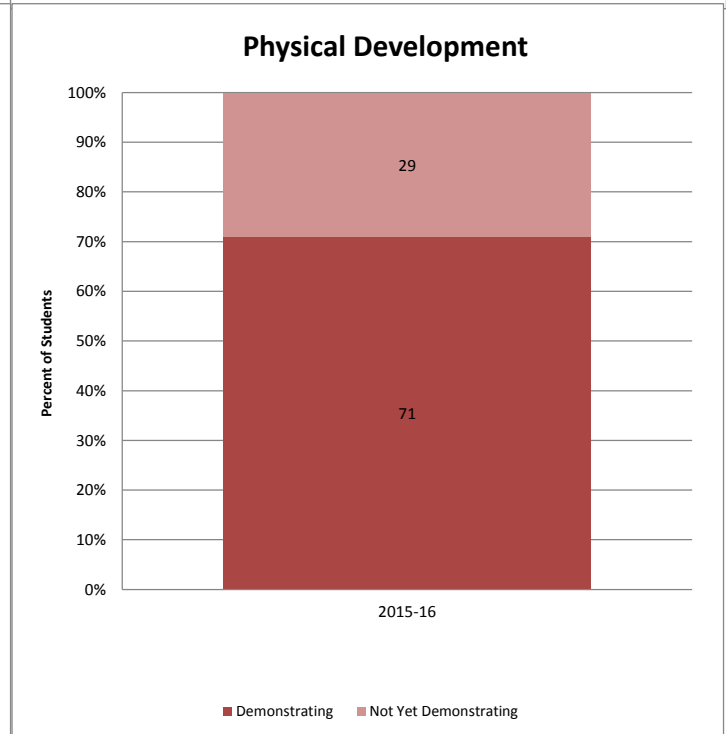
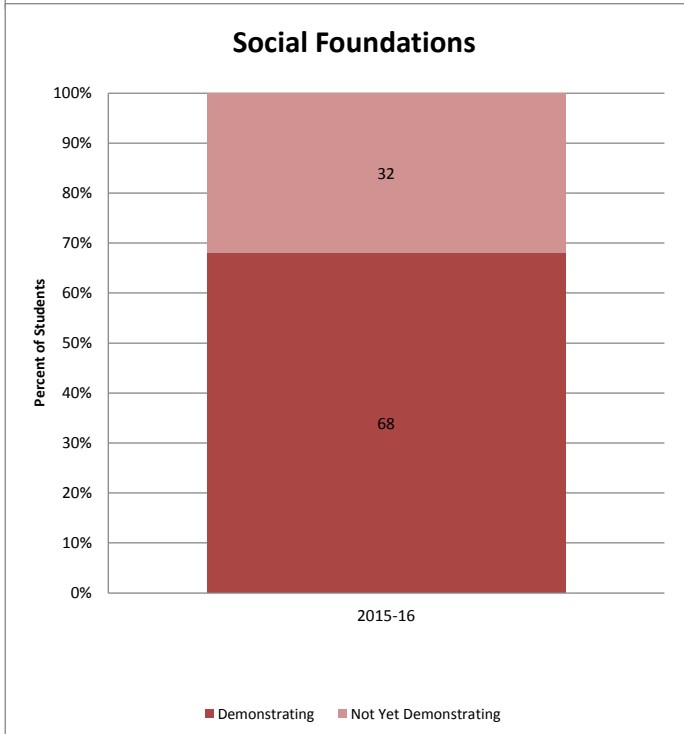
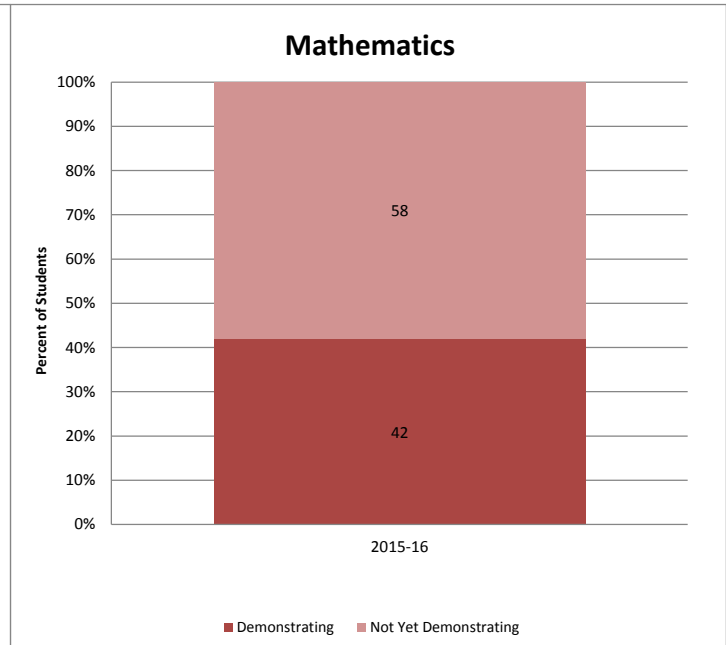
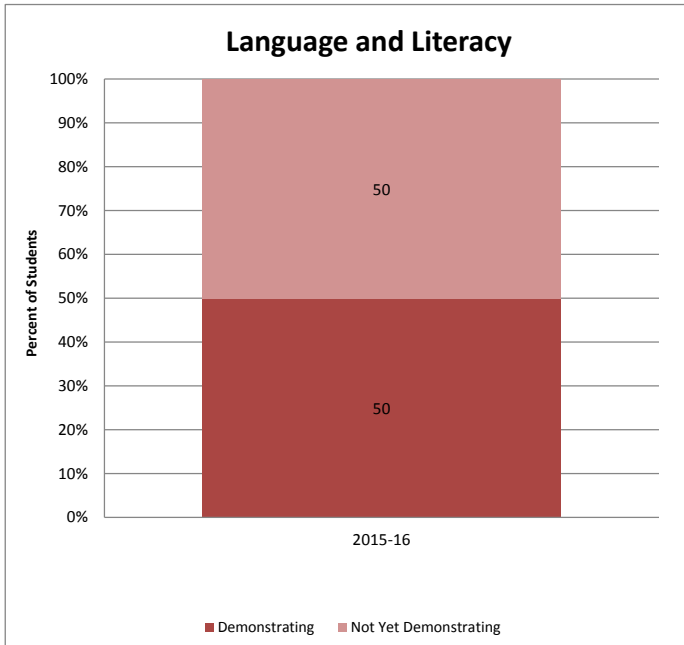


	"Other" Scores - LEA 19	
	Number of Students	Percent of Students
English Language Learners	0	0.00%
Special Education Students	1	0.49%

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 2015-2016**  
**Domain Results**  
**Somerset County**



## Kindergarten Readiness Assessment

### Talbot County File Summary 2015-2016

Final Record Count for KRA Data File		<b>322</b>
Gender		
	<i>Frequency</i>	<i>Percent</i>
Males	158	49.07
Females	164	50.93
Ethnicity/Race		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	6	1.86
Black/African American	52	16.15
Native Hawaiian/Other Pacific Islander	0	0.00
White	186	57.76
Hispanic/Latino	53	16.46
Two or More Races (Non-Hispanic/Latino)	25	7.76
Free & Reduced Priced Meals		
	<i>Frequency</i>	<i>Percent</i>
No	162	50.31
Yes	160	49.69
Special Education		
	<i>Frequency</i>	<i>Percent</i>
No	295	91.61
Yes	27	8.39
English Language Learners		
	<i>Frequency</i>	<i>Percent</i>
No	287	89.13
Yes	35	10.87
Predominant Prior Care		
	<i>Frequency</i>	<i>Percent</i>
Head Start	20	6.21
Prekindergarten	157	48.76
Child Care Center	80	24.84
Family Child Care	22	6.83
Home/Informal Care	15	4.66
Non-Public Nursery School	23	7.14
Repeated Kindergarten	4	1.24

## 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	2	4	1	5	4	2	4	2	3	2	1
African American	16	34	12	39	28	21	27	23	15	27	6
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	101	84	83	103	114	61	104	71	95	70	8
Hispanic	10	42	4	48	24	26	25	24	9	29	11
Two or More Races (Non-Hispanic/Latino)	9	16	8	17	9	13	12	10	8	8	6
<b>Gender</b>											
Male	62	95	52	106	70	79	58	91	47	81	19
Female	76	85	56	106	109	44	114	39	83	55	13
<b>Prior Care</b>											
Child Care Center	42	37	36	43	43	29	39	33	37	28	6
Family Child Care	8	14	6	16	12	7	12	7	9	8	2
Head Start	6	14	5	15	10	9	12	7	4	12	3
Home / Informal Care	4	11	1	14	6	7	5	8	2	7	4
Non-public Nursery	11	12	11	12	14	7	11	10	10	10	1
Pre-Kindergarten	66	88	47	109	90	63	88	65	65	69	16
<b>Special Education</b>											
No	131	160	100	193	168	109	165	112	124	124	25
Yes	7	20	8	19	11	14	7	18	6	12	7
<b>English Language Learners</b>											
No	135	148	107	178	167	102	157	112	126	116	23
Yes	3	32	1	34	12	21	15	18	4	20	9
<b>Free and Reduced Price Meals</b>											
No	92	68	71	90	104	52	96	60	88	59	8
Yes	46	112	37	122	75	71	76	70	42	77	24
Aggregated Data	138	180	108	212	179	123	172	130	130	136	32

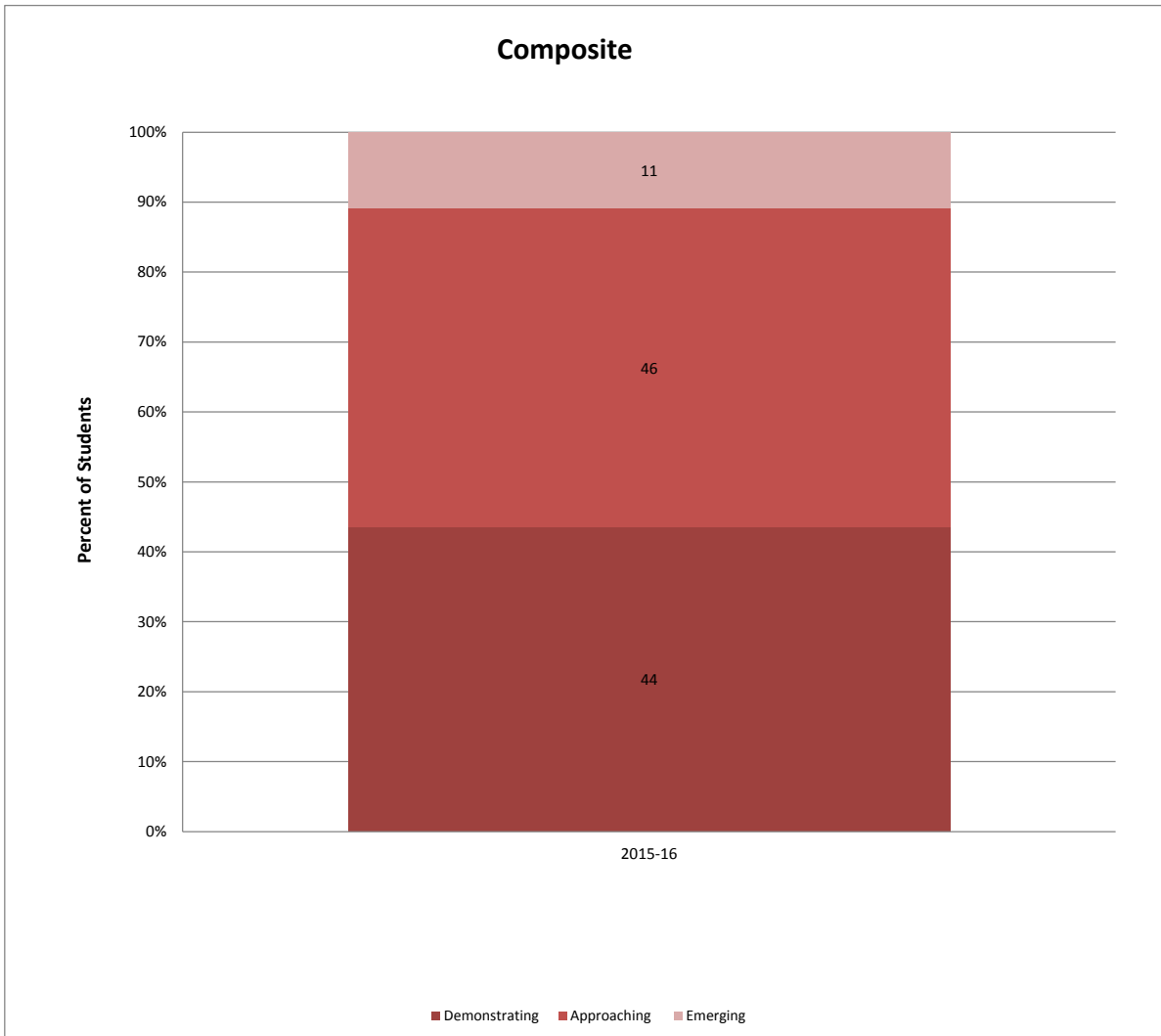
\* = Group size fewer than 5

## 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	33	67	17	83	67	33	67	33	50	33	17
African American	32	68	24	76	57	43	54	46	31	56	13
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	55	45	45	55	65	35	59	41	55	40	5
Hispanic	19	81	8	92	48	52	51	49	18	59	22
Two or More Races (Non-Hispanic/Latino)	36	64	32	68	41	59	55	45	36	36	27
<b>Gender</b>											
Male	39	61	33	67	47	53	39	61	32	55	13
Female	47	53	35	65	71	29	75	25	55	36	9
<b>Prior Care</b>											
Child Care Center	53	47	46	54	60	40	54	46	52	39	8
Family Child Care	36	64	27	73	63	37	63	37	47	42	11
Head Start	30	70	25	75	53	47	63	37	21	63	16
Home / Informal Care	27	73	7	93	46	54	38	62	15	54	31
Non-public Nursery	48	52	48	52	67	33	52	48	48	48	5
Pre-Kindergarten	43	57	30	70	59	41	58	42	43	46	11
<b>Special Education</b>											
No	45	55	34	66	61	39	60	40	45	45	9
Yes	26	74	30	70	44	56	28	72	24	48	28
<b>English Language Learners</b>											
No	48	52	38	62	62	38	58	42	48	44	9
Yes	9	91	3	97	36	64	45	55	12	61	27
<b>Free and Reduced Price Meals</b>											
No	58	43	44	56	67	33	62	38	57	38	5
Yes	29	71	23	77	51	49	52	48	29	54	17
Aggregated Data	43	57	34	66	59	41	57	43	44	46	11

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

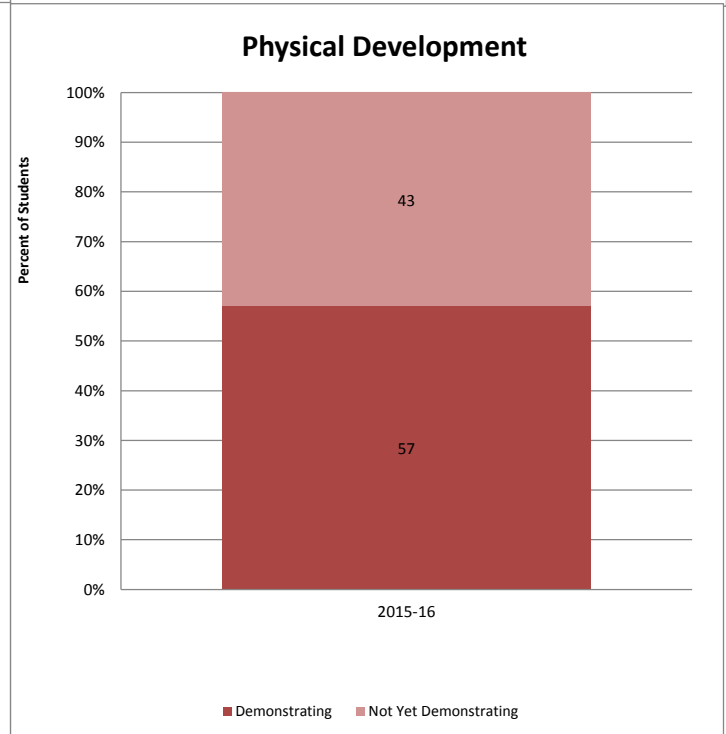
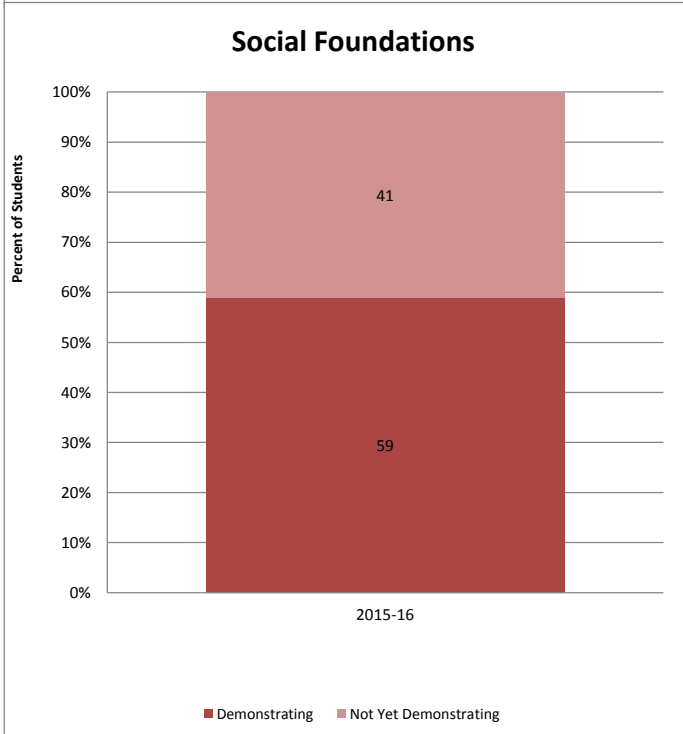
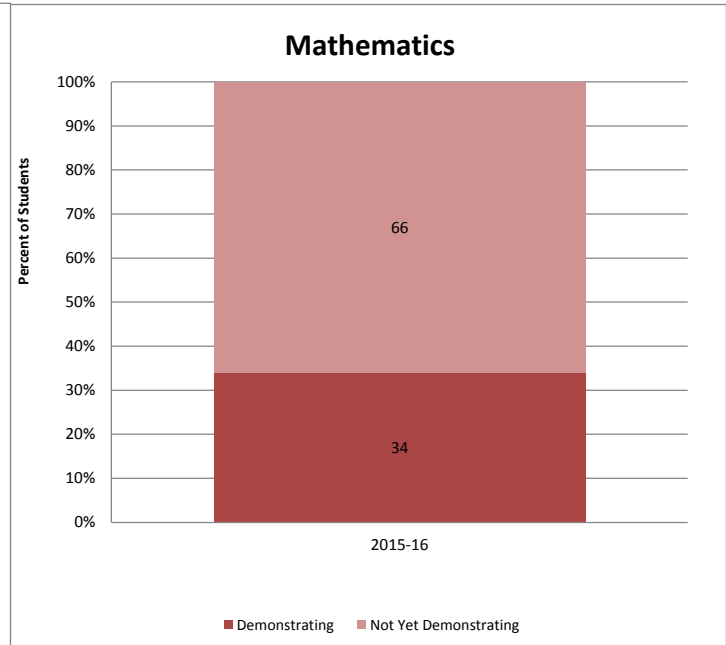
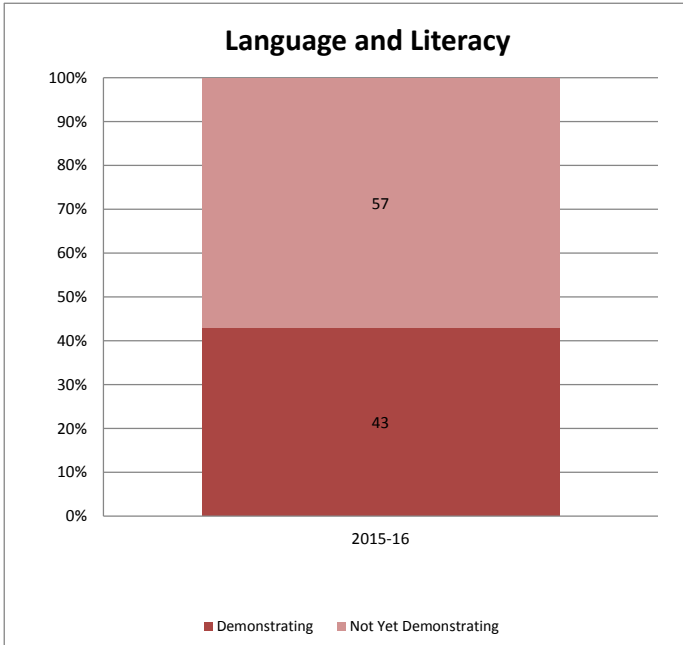
**Kindergarten Readiness Assessment 2015-2016  
Composite Results  
Talbot County File Summary 2015-2016**



	"Other" Scores - LEA 20	
	Number of Students	Percent of Students
English Language Learners	2	0.62%
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 2015-2016**  
**Domain Results**  
**Talbot County**



## Kindergarten Readiness Assessment

### Washington County Data File Summary 2015-2016

Final Record Count for KRA Data File		<b>1,583</b>
Gender		
	<i>Frequency</i>	<i>Percent</i>
Males	758	47.88
Females	825	52.12
Ethnicity/Race		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	3	0.19
Asian	35	2.21
Black/African American	210	13.27
Native Hawaiian/Other Pacific Islander	1	0.06
White	1062	67.09
Hispanic/Latino	125	7.90
Two or More Races (Non-Hispanic/Latino)	147	9.29
Free & Reduced Priced Meals		
	<i>Frequency</i>	<i>Percent</i>
No	824	52.05
Yes	759	47.95
Special Education		
	<i>Frequency</i>	<i>Percent</i>
No	1491	94.19
Yes	92	5.81
English Language Learners		
	<i>Frequency</i>	<i>Percent</i>
No	1530	96.65
Yes	47	2.97
Predominant Prior Care		
	<i>Frequency</i>	<i>Percent</i>
Head Start	166	10.49
Prekindergarten	642	40.56
Child Care Center	183	11.56
Family Child Care	54	3.41
Home/Informal Care	439	27.73
Non-Public Nursery School	96	6.06
Repeated Kindergarten	2	0.13

## 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	7	27	12	23	20	14	22	13	11	16	6
African American	47	160	41	167	78	129	100	107	46	99	60
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	392	653	414	636	501	542	559	488	418	407	208
Hispanic	26	92	31	90	36	83	54	67	29	50	39
Two or More Races (Non-Hispanic/Latino)	37	103	45	97	62	79	69	73	39	58	42
<b>Gender</b>											
Male	226	514	246	501	286	453	315	430	233	294	202
Female	285	523	299	514	414	395	492	319	312	337	154
<b>Prior Care</b>											
Child Care Center	75	104	76	103	103	76	105	74	81	71	26
Family Child Care	19	35	19	35	23	31	29	25	20	17	17
Head Start	30	134	31	133	55	107	70	92	28	71	61
Home / Informal Care	116	307	122	306	177	246	199	229	123	164	129
Non-public Nursery	41	54	49	47	53	41	61	34	48	37	9
Pre-Kindergarten	230	400	248	388	289	344	343	292	245	270	112
<b>Special Education</b>											
No	494	966	530	939	670	789	778	687	530	596	319
Yes	17	71	15	76	30	59	29	62	15	35	37
<b>English Language Learners</b>											
No	510	994	540	973	690	814	789	719	539	624	327
Yes	0	39	5	37	8	30	16	26	4	7	26
<b>Free and Reduced Price Meals</b>											
No	347	460	363	448	432	378	469	343	374	303	126
Yes	164	577	182	567	268	470	338	406	171	328	230
Aggregated Data	511	1,037	545	1,015	700	848	807	749	545	631	356

\* = Group size fewer than 5

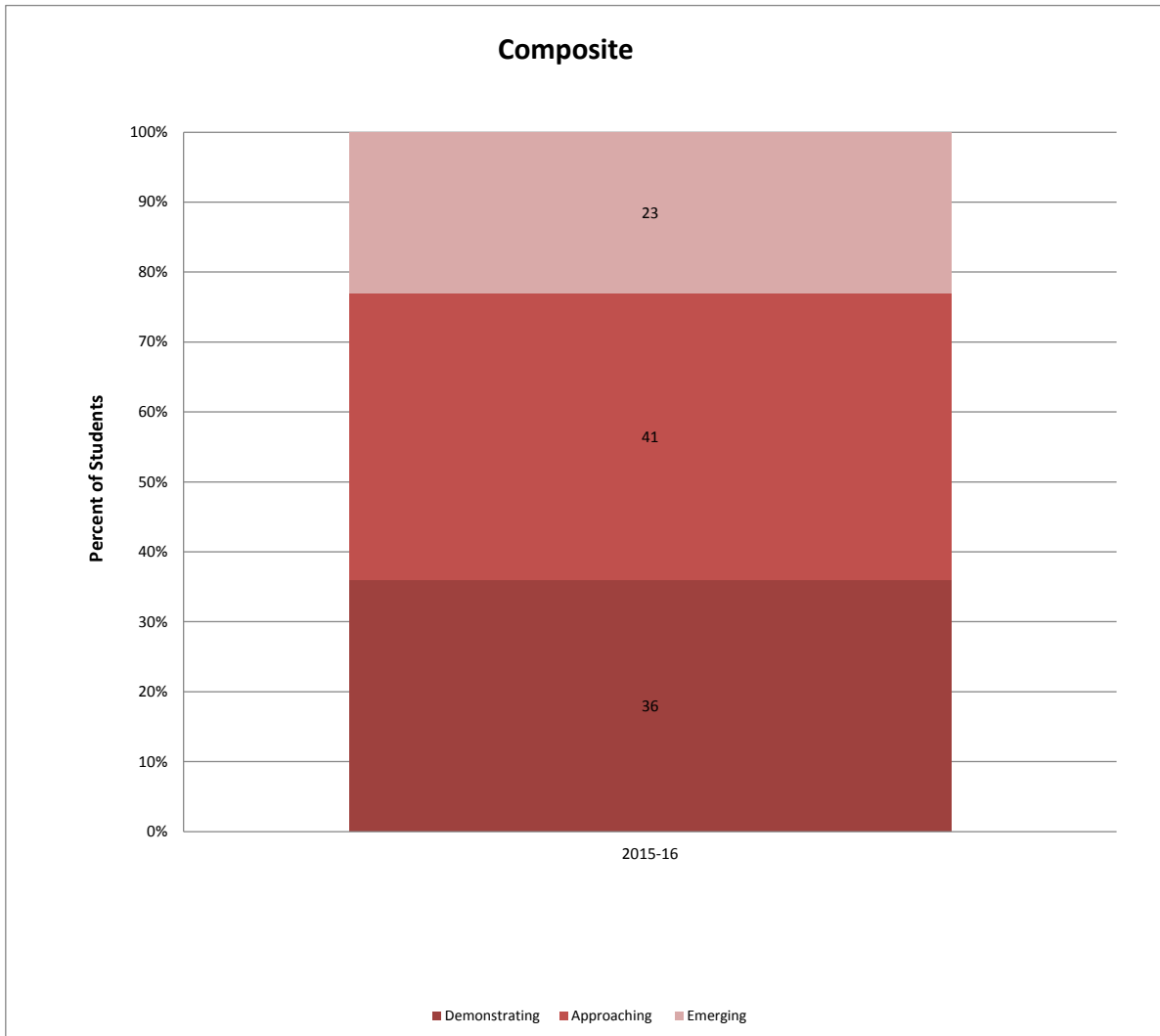


## Washington County - Percentage of Kindergarten Students

	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	21	79	34	66	59	41	63	37	33	48	18
African American	23	77	20	80	38	62	48	52	22	48	29
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	38	62	39	61	48	52	53	47	40	39	20
Hispanic	22	78	26	74	30	70	45	55	25	42	33
Two or More Races (Non-Hispanic/Latino)	26	74	32	68	44	56	49	51	28	42	30
<b>Gender</b>											
Male	31	69	33	67	39	61	42	58	32	40	28
Female	35	65	37	63	51	49	61	39	39	42	19
<b>Prior Care</b>											
Child Care Center	42	58	42	58	58	42	59	41	46	40	15
Family Child Care	35	65	35	65	43	57	54	46	37	31	31
Head Start	18	82	19	81	34	66	43	57	18	44	38
Home / Informal Care	27	73	29	71	42	58	46	54	30	39	31
Non-public Nursery	43	57	51	49	56	44	64	36	51	39	10
Pre-Kindergarten	37	63	39	61	46	54	54	46	39	43	18
<b>Special Education</b>											
No	34	66	36	64	46	54	53	47	37	41	22
Yes	19	81	16	84	34	66	32	68	17	40	43
<b>English Language Learners</b>											
No	34	66	36	64	46	54	52	48	36	42	22
Yes	0	100	12	88	21	79	38	62	11	19	70
<b>Free and Reduced Price Meals</b>											
No	43	57	45	55	53	47	58	42	47	38	16
Yes	22	78	24	76	36	64	45	55	23	45	32
Aggregated Data	33	67	35	65	45	55	52	48	36	41	23

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

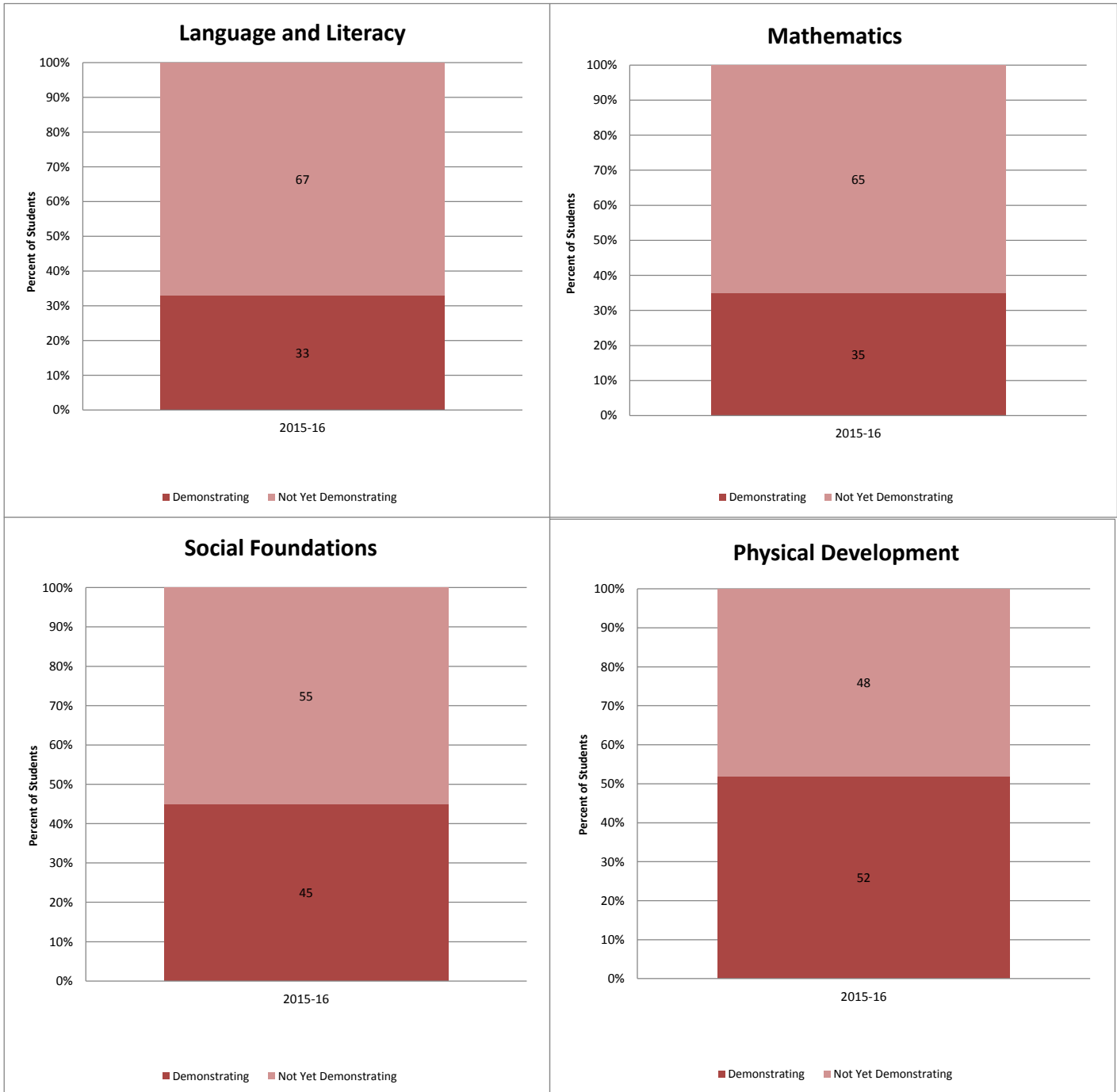
**Kindergarten Readiness Assessment 2015-2016  
Composite Results  
Washington County Data File Summary 2015-2016**



	"Other" Scores - LEA 21	
	Number of Students	Percent of Students
English Language Learners	0	0.00%
Special Education Students	4	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 2015-2016**  
**Domain Results**  
**Washington County**



## Kindergarten Readiness Assessment

### Wicomico County Summary 2015-2016

Final Record Count for KRA Data File		<b>1165</b>
Gender		
	<i>Frequency</i>	<i>Percent</i>
Males	617	52.96
Females	548	47.04
Ethnicity/Race		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	7	0.60
Asian	23	1.97
Black/African American	398	34.16
Native Hawaiian/Other Pacific Islander	0	0.00
White	523	44.89
Hispanic/Latino	111	9.53
Two or More Races (Non-Hispanic/Latino)	103	8.84
Free & Reduced Priced Meals		
	<i>Frequency</i>	<i>Percent</i>
No	394	33.82
Yes	771	66.18
Special Education		
	<i>Frequency</i>	<i>Percent</i>
No	1067	91.59
Yes	98	8.41
English Language Learners		
	<i>Frequency</i>	<i>Percent</i>
No	1080	92.70
Yes	85	7.30
Predominant Prior Care		
	<i>Frequency</i>	<i>Percent</i>
Head Start	134	11.50
Prekindergarten	627	53.82
Child Care Center	109	9.36
Family Child Care	40	3.43
Home/Informal Care	134	11.50
Non-Public Nursery School	28	2.40
Repeated Kindergarten	39	3.35

## 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	0	7	2	5	1	6	5	2	1	5	1
Asian	9	12	9	12	14	8	17	5	11	7	3
African American	119	275	86	308	233	162	247	148	138	187	67
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	236	283	215	306	331	188	336	185	260	190	66
Hispanic	23	84	17	90	60	49	68	41	31	50	25
Two or More Races (Non-Hispanic/Latino)	43	57	35	66	68	32	59	40	49	31	19
<b>Gender</b>											
Male	210	395	184	423	343	267	344	265	233	257	112
Female	220	323	180	364	364	178	388	156	257	213	69
<b>Prior Care</b>											
Child Care Center	53	55	43	65	75	34	77	32	56	39	13
Family Child Care	13	26	14	25	23	16	21	19	17	16	6
Head Start	26	106	21	111	69	65	80	54	32	75	23
Home / Informal Care	15	118	29	103	56	77	54	79	30	59	43
Non-public Nursery	18	10	16	12	22	6	23	5	18	7	3
Pre-Kindergarten	283	334	215	406	410	208	424	194	303	241	69
<b>Special Education</b>											
No	405	656	349	711	676	386	693	370	469	441	146
Yes	25	62	15	76	31	59	39	51	21	29	35
<b>English Language Learners</b>											
No	422	647	354	718	670	400	690	381	478	431	154
Yes	8	71	10	69	37	45	42	40	12	39	27
<b>Free and Reduced Price Meals</b>											
No	194	196	185	208	266	125	279	114	223	128	37
Yes	236	522	179	579	441	320	453	307	267	342	144
Aggregated Data	430	718	364	787	707	445	732	421	490	470	181

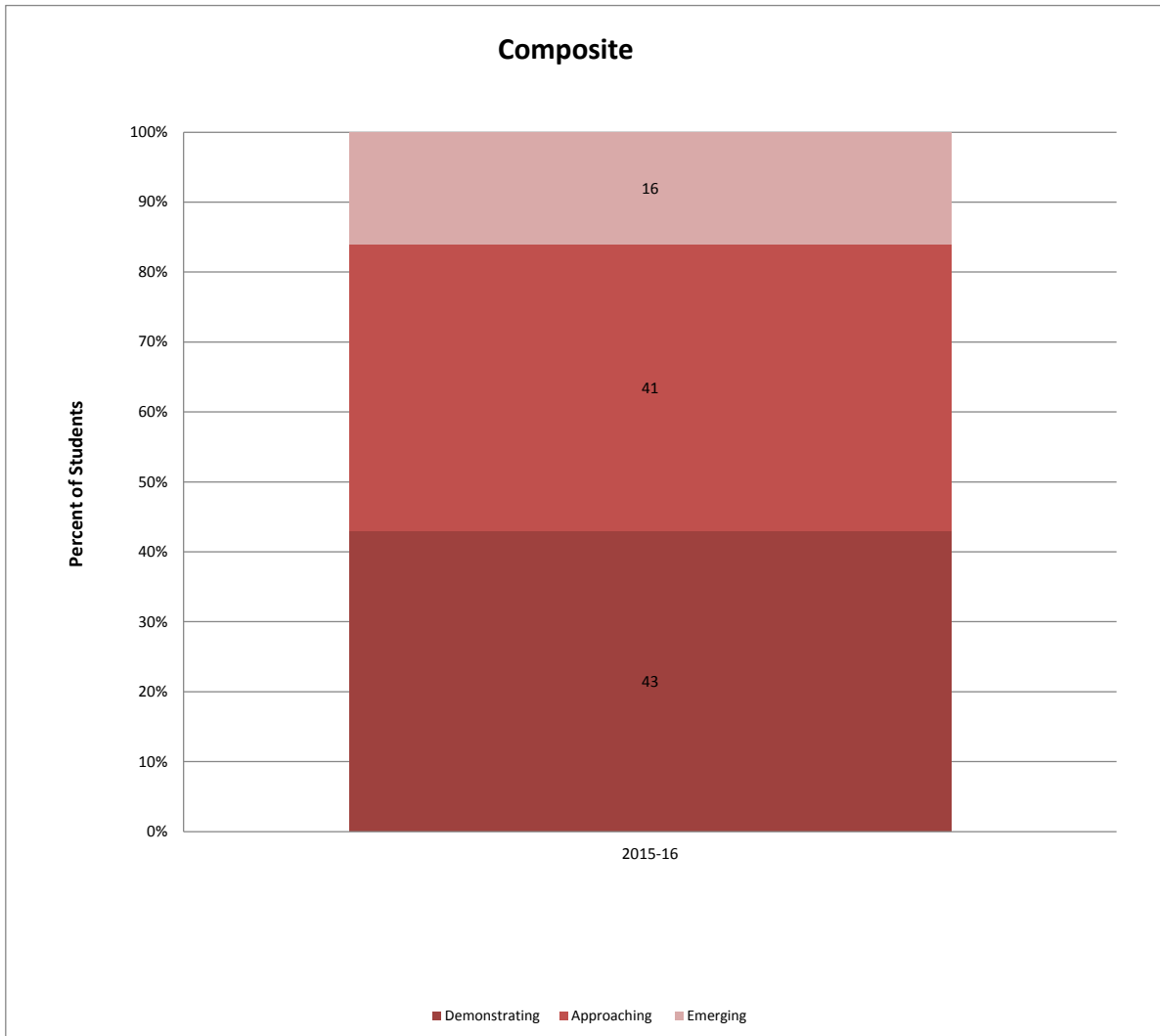
\* = Group size fewer than 5

## 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	0	100	29	71	14	86	71	29	14	71	14
Asian	43	57	43	57	64	36	77	23	52	33	14
African American	30	70	22	78	59	41	63	37	35	48	17
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	45	55	41	59	64	36	64	36	50	37	13
Hispanic	21	79	16	84	55	45	62	38	29	47	24
Two or More Races (Non-Hispanic/Latino)	43	57	35	65	68	32	60	40	49	31	19
<b>Gender</b>											
Male	35	65	30	70	56	44	56	44	39	43	19
Female	41	59	33	67	67	33	71	29	48	40	13
<b>Prior Care</b>											
Child Care Center	49	51	40	60	69	31	71	29	52	36	12
Family Child Care	33	67	36	64	59	41	53	48	44	41	15
Head Start	20	80	16	84	51	49	60	40	25	58	18
Home / Informal Care	11	89	22	78	42	58	41	59	23	45	33
Non-public Nursery	64	36	57	43	79	21	82	18	64	25	11
Pre-Kindergarten	46	54	35	65	66	34	69	31	49	39	11
<b>Special Education</b>											
No	38	62	33	67	64	36	65	35	44	42	14
Yes	29	71	16	84	34	66	43	57	25	34	41
<b>English Language Learners</b>											
No	39	61	33	67	63	37	64	36	45	41	14
Yes	10	90	13	87	45	55	51	49	15	50	35
<b>Free and Reduced Price Meals</b>											
No	50	50	47	53	68	32	71	29	57	33	10
Yes	31	69	24	76	58	42	60	40	35	45	19
Aggregated Data	37	63	32	68	61	39	63	37	43	41	16

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

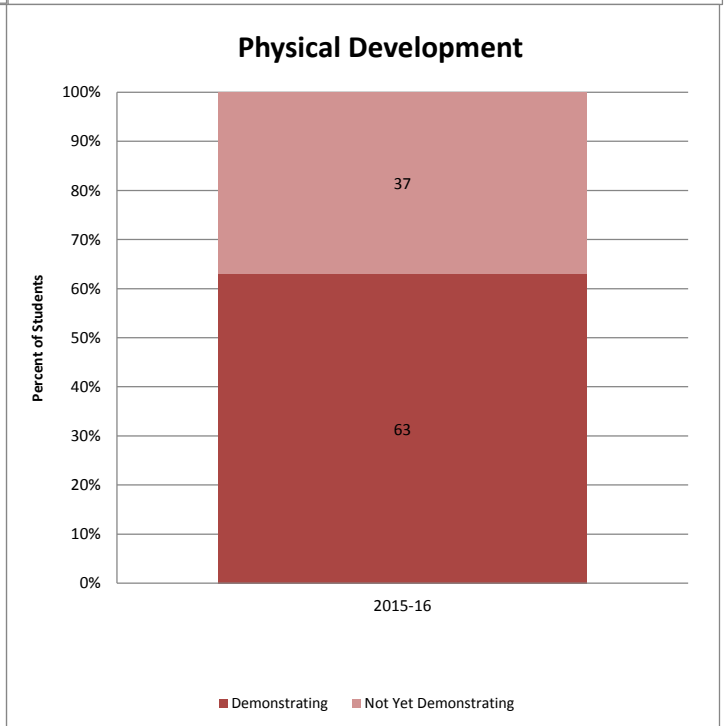
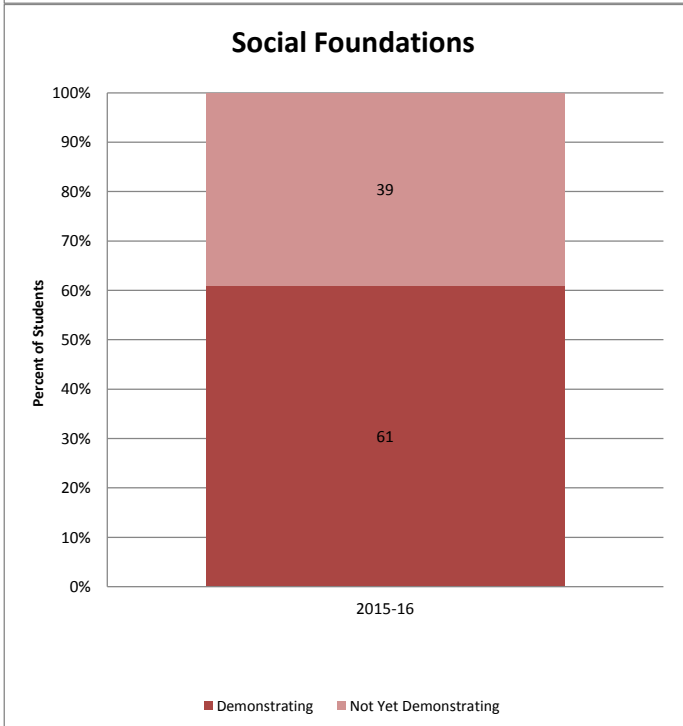
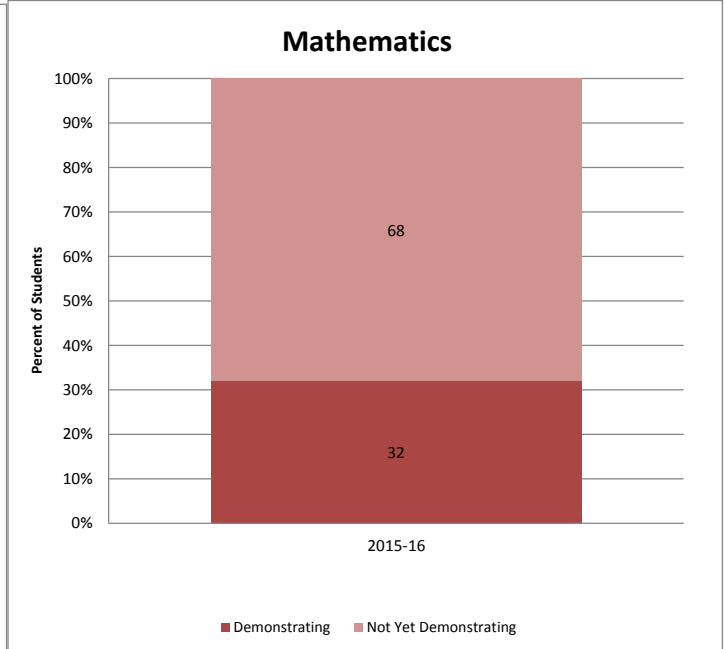
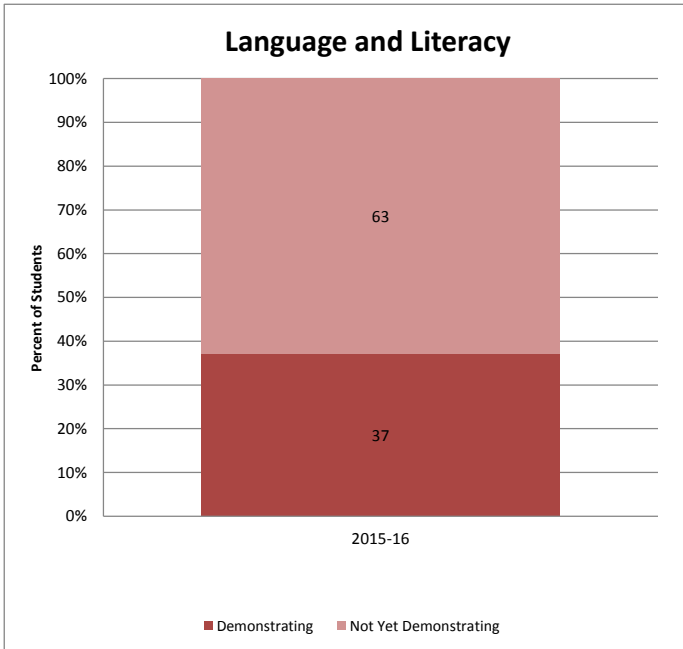
**Kindergarten Readiness Assessment 2015-2016  
Composite Results  
Wicomico County Summary 2015-2016**



	"Other" Scores - LEA 22	
	Number of Students	Percent of Students
English Language Learners	6	0.52%
Special Education Students	11	0.94%

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 2015-2016**  
**Domain Results**  
**Wicomico County**





## Kindergarten Readiness Assessment

### Worcester County Data File Summary 2015-2016

Final Record Count for KRA Data File		<b>469</b>
Gender		
	<i>Frequency</i>	<i>Percent</i>
Males	239	50.96
Females	230	49.04
Ethnicity/Race		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	2	0.43
Asian	6	1.28
Black/African American	89	18.98
Native Hawaiian/Other Pacific Islander	0	0.00
White	293	62.47
Hispanic/Latino	39	8.32
Two or More Races (Non-Hispanic/Latino)	40	8.53
Free & Reduced Priced Meals		
	<i>Frequency</i>	<i>Percent</i>
No	256	54.58
Yes	213	45.42
Special Education		
	<i>Frequency</i>	<i>Percent</i>
No	425	90.62
Yes	44	9.38
English Language Learners		
	<i>Frequency</i>	<i>Percent</i>
No	451	96.16
Yes	18	3.84
Predominant Prior Care		
	<i>Frequency</i>	<i>Percent</i>
Head Start	6	1.28
Prekindergarten	373	79.53
Child Care Center	31	6.61
Family Child Care	6	1.28
Home/Informal Care	30	6.40
Non-Public Nursery School	20	4.26
Repeated Kindergarten	1	0.21

## 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	1	4	1	4	3	2	4	1	3	2	0
African American	26	55	28	53	40	42	44	39	30	37	13
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	130	144	142	137	177	102	166	114	144	97	32
Hispanic	4	33	7	30	19	18	20	17	9	18	10
Two or More Races (Non-Hispanic/Latino)	18	18	14	22	24	13	23	14	19	11	6
<b>Gender</b>											
Male	82	141	91	134	123	103	112	115	94	87	42
Female	97	114	102	112	140	75	146	70	112	78	19
<b>Prior Care</b>											
Child Care Center	16	15	14	17	22	8	21	10	20	8	2
Family Child Care	1	4	2	3	3	2	3	2	2	2	1
Head Start	1	5	0	6	2	4	3	3	1	3	2
Home / Informal Care	5	21	8	17	5	21	6	20	7	9	9
Non-public Nursery	4	16	9	11	10	10	9	11	6	12	2
Pre-Kindergarten	152	193	160	191	221	132	215	139	170	130	45
<b>Special Education</b>											
No	176	219	185	215	251	150	250	151	202	150	42
Yes	3	36	8	31	12	28	8	34	4	15	19
<b>English Language Learners</b>											
No	178	239	193	229	257	167	248	178	204	157	54
Yes	1	16	0	17	6	11	10	7	2	8	7
<b>Free and Reduced Price Meals</b>											
No	117	121	129	114	153	91	148	96	136	73	29
Yes	62	134	64	132	110	87	110	89	70	92	32
Aggregated Data	179	255	193	246	263	178	258	185	206	165	61

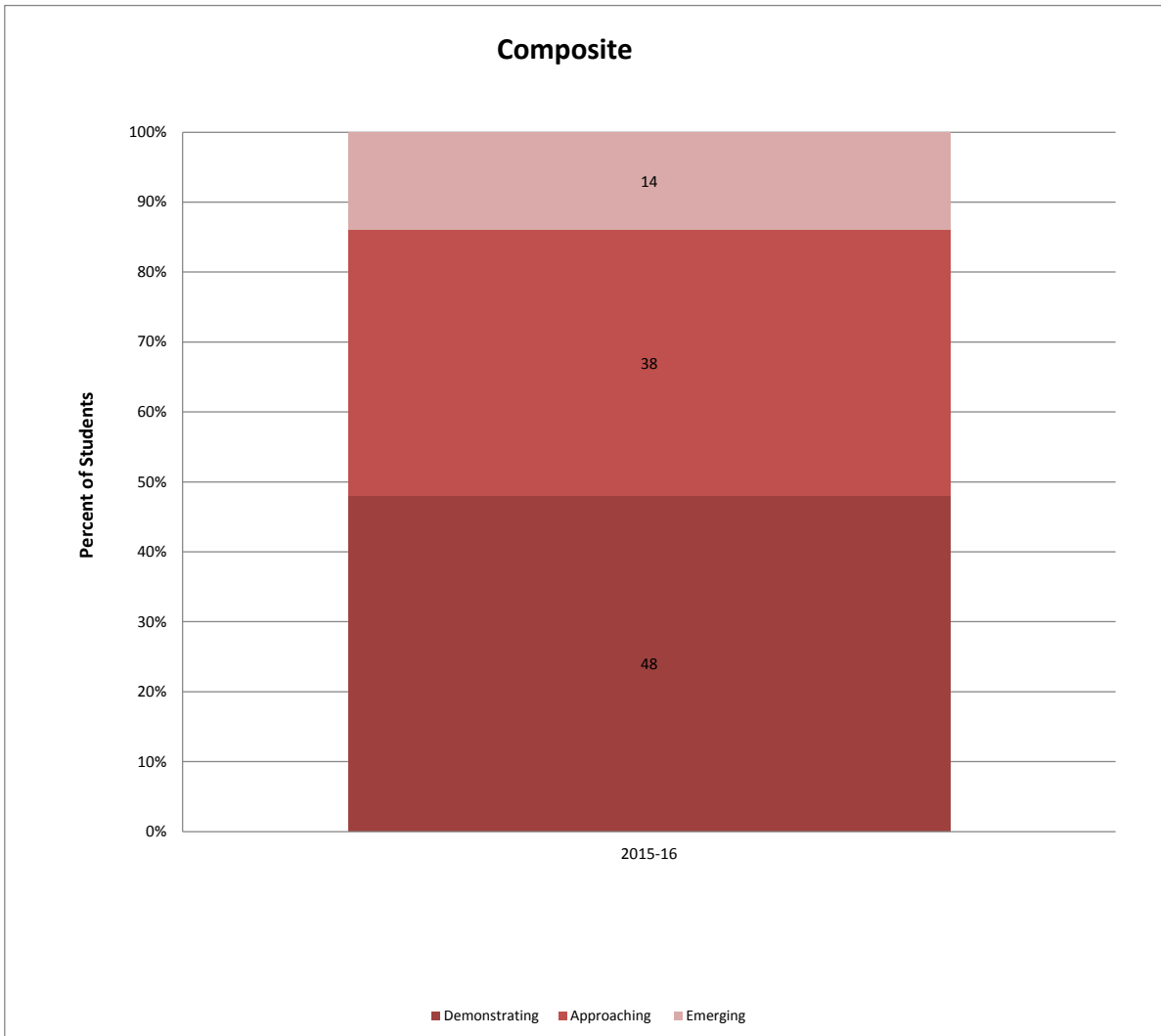
\* = Group size fewer than 5

## 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	20	80	20	80	60	40	80	20	60	40	0
African American	32	68	35	65	49	51	53	47	38	46	16
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	47	53	51	49	63	37	59	41	53	36	12
Hispanic	11	89	19	81	51	49	54	46	24	49	27
Two or More Races (Non-Hispanic/Latino)	50	50	39	61	65	35	62	38	53	31	17
<b>Gender</b>											
Male	37	63	40	60	54	46	49	51	42	39	19
Female	46	54	48	52	65	35	68	32	54	37	9
<b>Prior Care</b>											
Child Care Center	52	48	45	55	73	27	68	32	67	27	7
Family Child Care	20	80	40	60	60	40	60	40	40	40	20
Head Start	17	83	0	100	33	67	50	50	17	50	33
Home / Informal Care	19	81	32	68	19	81	23	77	28	36	36
Non-public Nursery	20	80	45	55	50	50	45	55	30	60	10
Pre-Kindergarten	44	56	46	54	63	37	61	39	49	38	13
<b>Special Education</b>											
No	45	55	46	54	63	37	62	38	51	38	11
Yes	8	92	21	79	30	70	19	81	11	39	50
<b>English Language Learners</b>											
No	43	57	46	54	61	39	58	42	49	38	13
Yes	6	94	0	100	35	65	59	41	12	47	41
<b>Free and Reduced Price Meals</b>											
No	49	51	53	47	63	37	61	39	57	31	12
Yes	32	68	33	67	56	44	55	45	36	47	16
Aggregated Data	41	59	44	56	60	40	58	42	48	38	14

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

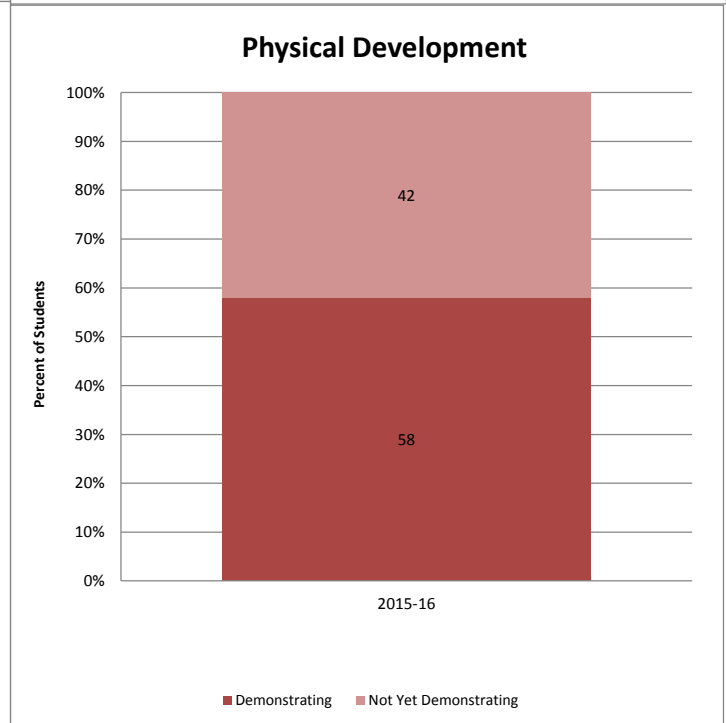
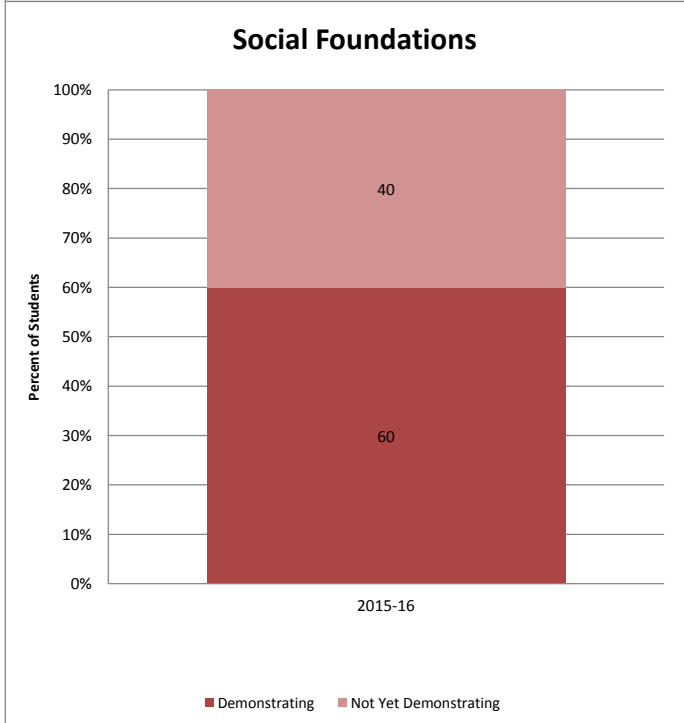
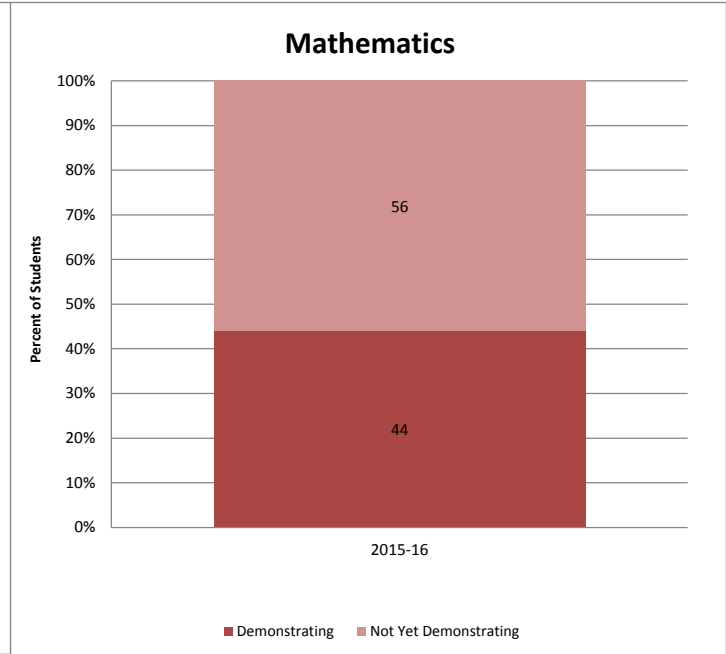
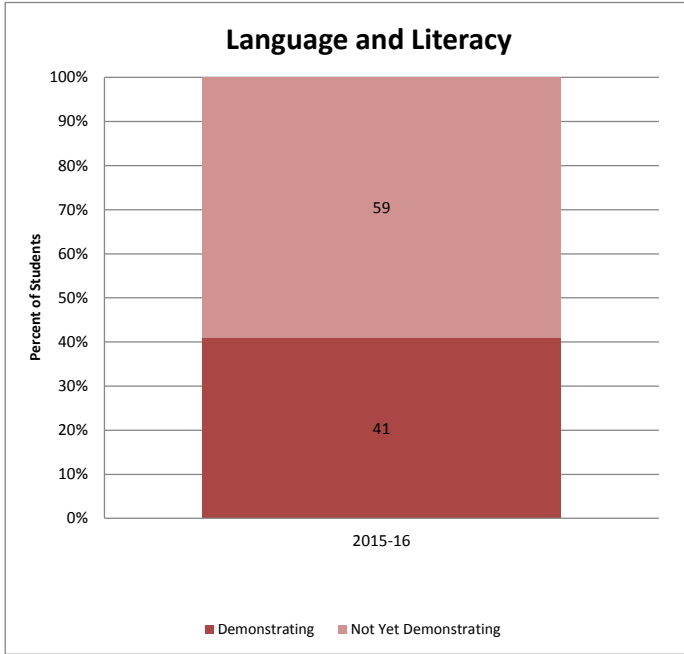
**Kindergarten Readiness Assessment 2015-2016  
Composite Results  
Worcester County Data File Summary 2015-2016**



	"Other" Scores - LEA 23	
	Number of Students	Percent of Students
English Language Learners	0	0.00%
Special Education Students	5	1.07%

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 2015-2016**  
**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>25</b>
<b>Gender</b>		
	<i>Frequency</i>	<i>Percent</i>
Males	10	40.00
Females	15	60.00
<b>Ethnicity/Race</b>		
	<i>Frequency</i>	<i>Percent</i>
American Indian/Alaska Native	0	0.00
Asian	3	12.00
Black/African American	5	20.00
Native Hawaiian/Other Pacific Islander	0	0.00
White	0	0.00
Hispanic/Latino	2	8.00
Two or More Races (Non-Hispanic/Latino)	15	60.00
<b>Free &amp; Reduced Priced Meals</b>		
	<i>Frequency</i>	<i>Percent</i>
No	25	100.00
Yes	0	0.00
<b>Special Education</b>		
	<i>Frequency</i>	<i>Percent</i>
No	0	0.00
Yes	25	100.00
<b>English Language Learners</b>		
	<i>Frequency</i>	<i>Percent</i>
No	25	100.00
Yes	0	0.00
<b>Predominant Prior Care</b>		
	<i>Frequency</i>	<i>Percent</i>
Head Start	0	0.00
Prekindergarten	25	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	*	*	0	4	1	4	1	4	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	*	*	0	0	0	0	0	0	*	*	*
Hispanic	*	*	*	*	*	*	*	*	*	*	*
Two or More Races (Non-Hispanic/Latino)	*	*	5	10	10	5	9	6	*	*	*
<b>Gender</b>											
Male	*	*	2	8	5	5	4	6	*	*	*
Female	*	*	5	9	7	8	9	6	*	*	*
<b>Prior Care</b>											
Child Care Center	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*
Home / Informal Care	*	*	*	*	*	*	*	*	*	*	*
Non-public Nursery	*	*	*	*	*	*	*	*	*	*	*
Pre-Kindergarten	*	*	7	17	12	13	13	12	*	*	*
<b>Special Education</b>											
No	*	*	*	*	*	*	*	*	*	*	*
Yes	*	*	7	17	12	13	13	12	*	*	*
<b>English Language Learners</b>											
No	*	*	7	17	12	13	13	12	*	*	*
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	*	*	7	17	12	13	13	12	*	*	*
Yes	*	*	*	*	*	*	*	*	*	*	*
Aggregated Data	*	*	7	17	12	13	13	12	*	*	*

\* = Group size fewer than 5

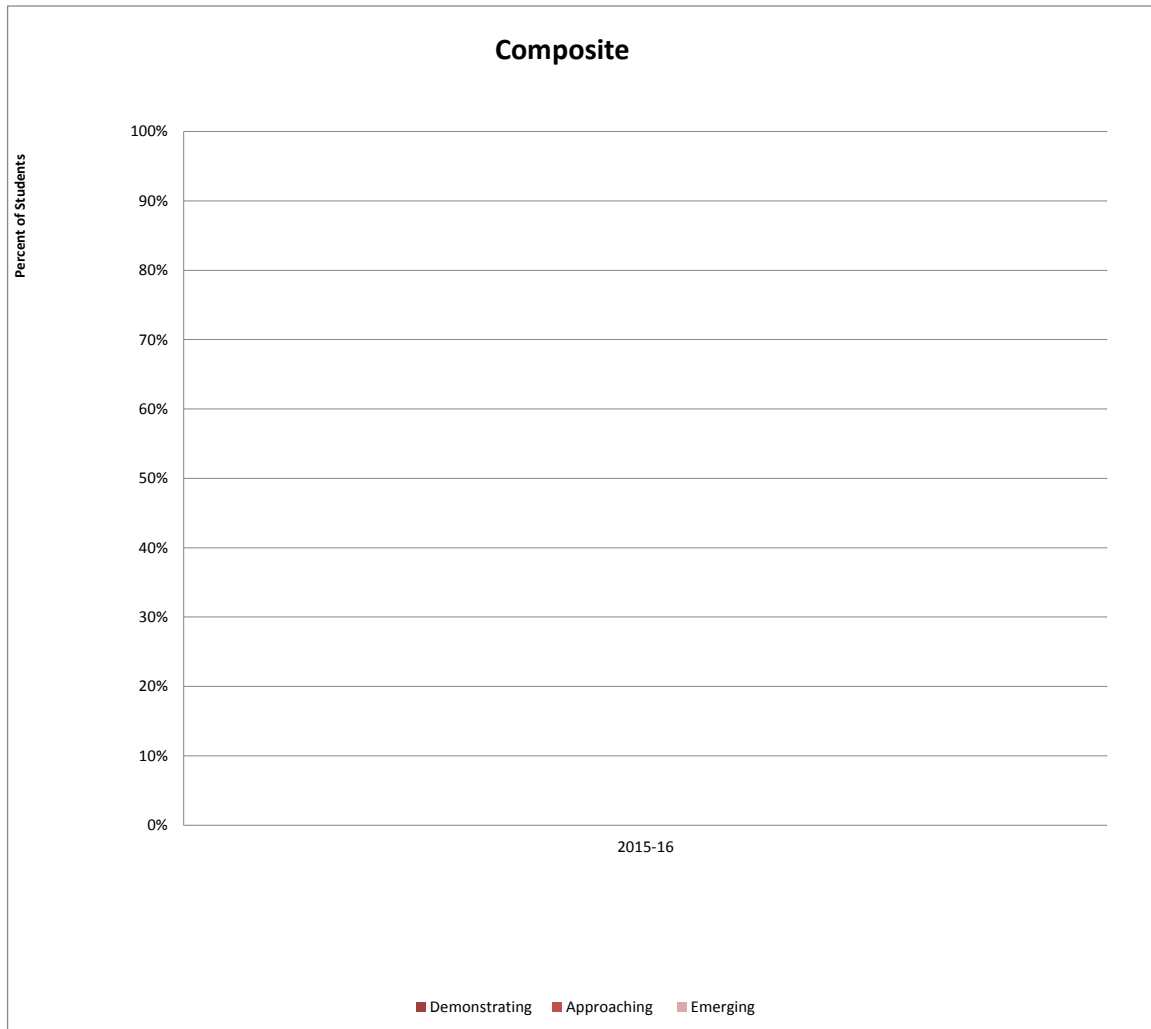
### Maryland School for the Deaf - Percentage of Kindergarten Students

	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	*	*	*	*	*	*	*	*	0	0	0
African American	*	*	0	100	20	80	20	80	0	0	0
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
White	*	*	0	0	0	0	0	0	0	0	0
Hispanic	*	*	*	*	*	*	*	*	0	0	0
Two or More Races (Non-Hispanic/Latino)	*	*	33	67	67	33	60	40	0	0	0
<b>Gender</b>											
Male	*	*	20	80	50	50	40	60	100	100	0
Female	*	*	36	64	47	53	60	40	100	100	0
<b>Prior Care</b>											
Child Care Center	*	*	*	*	*	*	*	*	0	0	0
Family Child Care	*	*	*	*	*	*	*	*	0	0	0
Head Start	*	*	*	*	*	*	*	*	0	0	0
Home / Informal Care	*	*	*	*	*	*	*	*	0	0	0
Non-public Nursery	*	*	*	*	*	*	*	*	0	0	0
Pre-Kindergarten	*	*	29	71	48	52	52	48	0	0	0
<b>Special Education</b>											
No	*	*	*	*	*	*	*	*	0	0	0
Yes	*	*	29	71	48	52	52	48	0	0	0
<b>English Language Learners</b>											
No	*	*	29	71	48	52	52	48	0	0	0
Yes	*	*	*	*	*	*	*	*	*	*	*
<b>Free and Reduced Price Meals</b>											
No	*	*	29	71	48	52	52	48	0	0	0
Yes	*	*	*	*	*	*	*	*	0	0	0
Aggregated Data	*	*	29	71	48	52	52	48	*	*	*

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



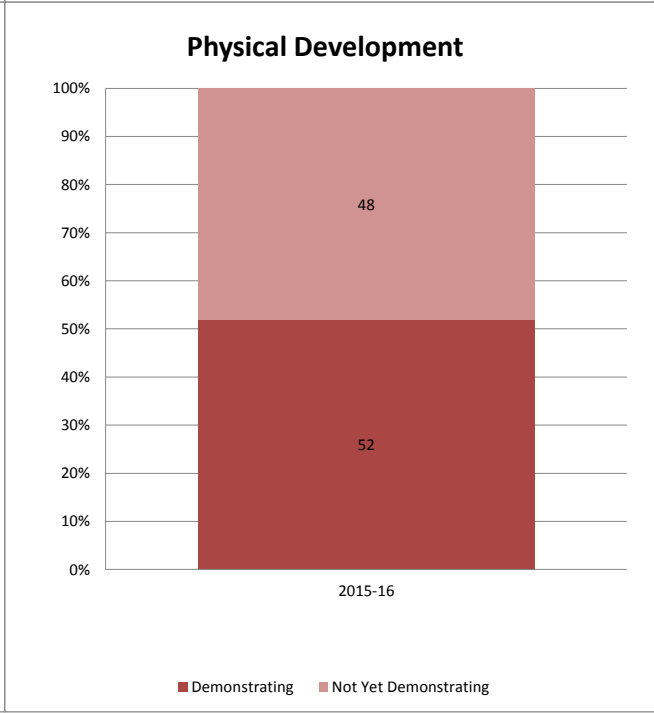
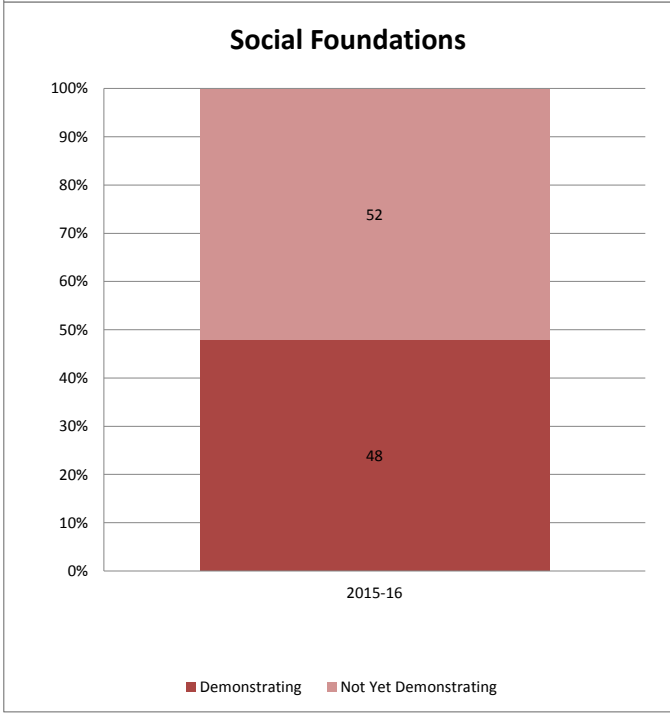
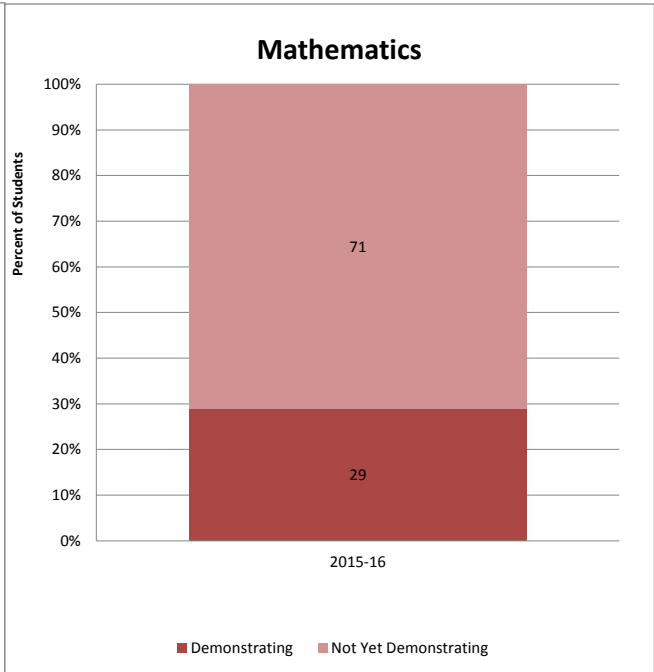
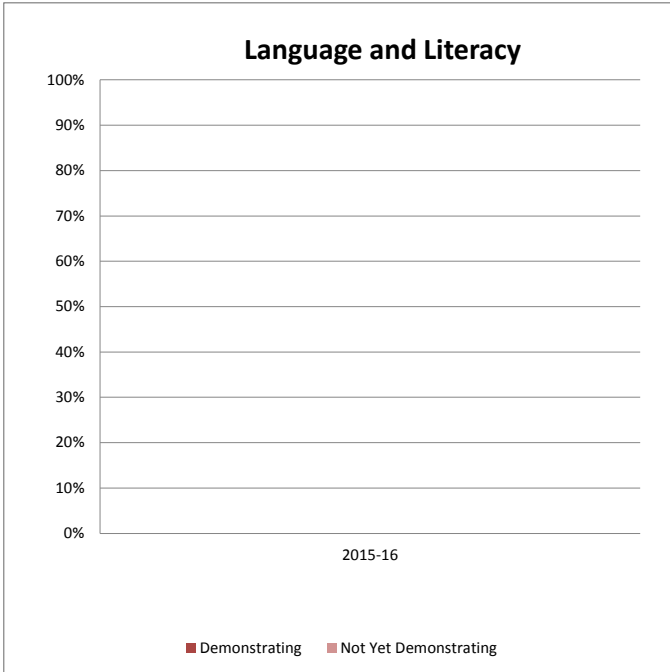
**Kindergarten Readiness Assessment 2014-2015  
Composite Results  
Maryland School for the Deaf**



	"Other" Scores - LEA 34	
	Number of Students	Percent of Students
English Language Learners	0	0%
Special Education Students	24	96%

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

**Clancy Blair, Ph.D.**

Professor of Applied Psychology,  
Steinhardt School of Culture Education and Human Development

**Linda Espinosa, Ph.D.**

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

**Daryl B. Greenfield, Ph.D**

Professor of Psychology & Pediatrics, Department of Psychology  
University of Miami

**Dr. Ilonca Hardy**

Department of Education, Goethe University

**Kathleen Hebbeler, Ph.D.**

Program Manager, Community Services and Strategies  
SRI International

**Nancy Jordan, Ed.D.**

Professor of Education, University of Delaware

**Laura Justice, Ph.D.**

Lab Director, Preschool Language and Literacy Research Lab  
Ohio State University

**Sharon Lynn Kagan, Ed.D.**

Professor of Early Childhood and Family Policy  
Co-Director of the National Center for Children and Families,  
Teachers College, Columbia University

**Robert Lissitz, Ph.D.**

Professor of Education, University of Maryland

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

Associate Professor, Human Development and Family Studies  
School of Human and Environmental Sciences, University of North Carolina at Greensboro

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

Professor of Applied Psychology  
Steinhardt School of Culture Education and Human Development

**Ross Thompson, Ph.D.**

Distinguished Professor  
University of California, Davis

**State and Local Advisory Council Members:**

NAME	ORGANIZATION
Ader-Soto, Chris	Vice President , Children & Family Services & Community Development YMCA of Central Maryland
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.)	Associate Professor, Morgan State University
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**

Jackie Nunn (John's Hopkins University, Center for Technology in Education)

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  
Flora 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 Basterra, The Mid Atlantic Equity Center

**Maryland Item Content Review Committee Members**

Diana Latane, Carroll County Public Schools, Kindergarten Teacher  
Lisa Davis, Howard County Public Schools  
Tina Diaduk, the Promise Resource Center, Previous Preschool Teacher  
Bonnie Belsinger, Baltimore County Public Schools, Early Childhood Resource Teacher  
Laura Brown, Howard County Public Schools, Kindergarten Teacher  
Tracy Jost. MDAEYC, President/Owner Kid’s Campus Early Learning  
Laila Richman, Towson University  
Amy Nicholas, John’s Hopkins/CTE  
Mike Mason, Maryland State Department of Education  
Brad Weiner, Prince George’s County  
Beth Chalk, St. Mary’s County, Pre-K Teacher

**Assessment Implementation, Professional Development, & Technology Subgroup Committee**

**Members**

Laura Brown, Howard County Public Schools, Kindergarten Teacher & MMSR Trainer  
Bonnie Belsinger, Baltimore Co. EL, Resource Teacher & MMSR Trainer  
Dianne Hann, Robert Mot. Elementary  
Flora Gee, Director, Greenbelt Children’s Center  
Stacie Burch, Assistant Director TEACH Institute,  
Karla Bressant, Division of Assessment, Maryland State Department of Education  
Christina Peusch, MSCA  
Terry Bridger, Prince George’s County Community College  
Kathleen Mooney, Division of Instruction, Maryland State Department of Education  
Jenaya Smith, Division of Early Childhood Development, Maryland State Department of Education

**Maryland Special Populations Committee Subgroup Members**

Cathy Nelson, MSDE, Specialist ELL, Division of Instruction  
Diana Latane, Kindergarten Teacher, Carroll County Public Schools  
Maria del Rosario Basterra, Deputy Director, The Mid Atlantic Equity Center  
Pam Mesta, Carroll County  
Michelle Daley, MSDE, Special Education  
Nancy Vorobey, MSDE, Special Education  
Amy Nicholas, John’s-Hopkins Center for Technology in Education  
Diane Bonanni, Coordinating Supervisor, Early Childhood, PGCPs  
Sonia Hernandez, Montgomery County Community College  
Candy Miller, Assessment Specialist, MSDE, Division of Early Childhood Development

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

**Maryland KRA Teacher Standard Setting and Focus Group Members (Spring 2015):**

Chelsea Massa (Anne Arundel County) – Kindergarten teacher  
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

**Maryland KRA Teacher Standard Setting Validation Group (Spring 2016):**

Ann Blonkowi (Carroll County) – Supervisor of Elementary Education  
Jennifer Branham (Queen Anne’s County) – Centreville Elementary School  
Lisa Davie (Howard County) – Coordinator of Early Childhood Programs  
Cherisse Dotson (Baltimore County) – Henderson-Hopkins Partnership School  
Kaitlin Moore (Frederick County) – Hillcrest Elementary School  
Kendal Moss (Washington County) – Smithsburg Elementary School  
Maria Wood (Prince George’s County) – William Hall Academy

**Maryland KRA Work Group:**

Lauren Blackmon (Frederick County) – Kindergarten teacher  
Kember Kane (Montgomery County) – Kindergarten teacher  
Sandy Grulich (Cecil County) – Early Childhood Supervisor  
Cathy Nusbaum (Frederick County) – Early Childhood Supervisor  
Michele Baisey (Frederick County) – Teacher Specialist for Early Childhood  
Kathy Griffin (Harford County) – Early Childhood Supervisor  
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  
Allyson Sealfon (Carroll County) – Kindergarten teacher  
Chelsea Massa (Anne Arundel County) – Kindergarten teacher  
Jackie Dye (Baltimore County) – Kindergarten teacher  
Sharon Mattoon (Anne Arundel County) – Kindergarten teacher  
Deborah Marquez (Maryland School for the Deaf) – Early Childhood Supervisor  
Kendra Sarris (Prince George’s County) – Kindergarten teacher  
Laura Brown (Howard County) – Kindergarten teacher

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

**KRA Accessibility Project for English Learners Workgroup Participants (Summer 2015):**

Chelsea Massa	Kindergarten Teacher	Anne Arundel County
Sharon Mattoon	Kindergarten Teacher	Anne Arundel County
Jacqueline Dye	Kindergarten Teacher	Baltimore County
Allyson Sealfon	Kindergarten Teacher	Carroll County
Donna Greenleaf	Early Childhood Supervisor	Dorchester County
Laura Brown	Kindergarten Teacher	Howard County
Carol Cavanaugh	Kindergarten Teacher	Howard County
Andreia Searcy	Early Childhood Supervisor	Prince George’s County
Adriana Brown	ESOL Teacher	Anne Arundel County
Cheri Nier	ESOL Teacher	Caroline County
Kaitlin Moore	Kindergarten, DL program	Frederick County
Knetha Wallace	ESOL Teacher	Howard County
Shana Grossman	ESOL Teacher	Montgomery County
Tamara Stuckey	ESOL Teacher	Montgomery County
Izabela Sweeney	ESOL Teacher	Prince George's County
Michelle Loving	Sped. Teacher	Prince George's County
Susan Matthews	Sped. Teacher	Baltimore City
Kristina Carr	Sped. Teacher	Baltimore City

**KRA v1.5 User Acceptance Testing (UAT) Participants (Summer 2015):**

Janelle Harris	Teacher	Charles County
Kristina Carr	Teacher	Baltimore City
Dana Levitt	Teacher	Baltimore County
Emily Chase	Teacher	Baltimore County
Sarah Chapman	Teacher	Baltimore City
Bonnie Belsinger	Data Manager	Baltimore County
Amy Walstrum	Teacher	Talbot County
Susan Matthews	Teacher	Baltimore City
Janeen Koller	Teacher	Baltimore County
Amber Chenoweth	Teacher	Carroll County
Monica Moreno	Teacher	Carroll County
Jennifer Miller	Data Manager	Talbot County
Erinn Eifler Hull	Data Manager	Baltimore City
Ashlie Hill	Teacher	Cecil County
Shirley Smith	Teacher	Caroline County
Cheryl Lawrence	Data Manager	Caroline County

Donna Bedell  
Carole Manley  
Liz Haslup

Teacher  
Teacher  
Teacher

Kent County  
Kent County  
Talbot County

# **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 and resource-based specialized educators:** Specialized educators who teach in self-contained classrooms exclusive to kindergarten students or may contain kindergarten students and specialized educators who provide interventions or supports to kindergarten students.
- **K inclusion specialized educators:** Specialized educators who co-teach in a kindergarten classroom the entire day.
- **Specialized educators, such as math or reading specialists, can also be certified to assist K teachers in the administration of the KRA beginning Fall 2015.**

#### *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 opens in mid-August and school systems can have the option to have teachers begin administration prior to the first day of school. The window closes November 1<sup>st</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 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 option 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*.

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, content assessment, and simulator given by Johns Hopkins University-Center for Technology in Education.

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

The KRA takes approximately 40 minutes 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. Individual Student Reports (ISR) are to be shared with parents and are now available in English, Spanish, Chinese, and French languages.<sup>1</sup>

***Observations can be subjective. How does the KRA address 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.

---

<sup>1</sup> Teachers inform parents about the KRA during the regular parent-teacher conferences.

## 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.
- General education content specialists or resource teachers.
- Self-contained and resource specialized educators: Specialized educators who teach in self-contained classrooms exclusive to Kindergarten students or may contain Kindergarten students and specialized educators who provide services to Kindergarten students
- K inclusion specialized educators: Specialized educators who co-teach in a Kindergarten classroom the entire day.

### ***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.