



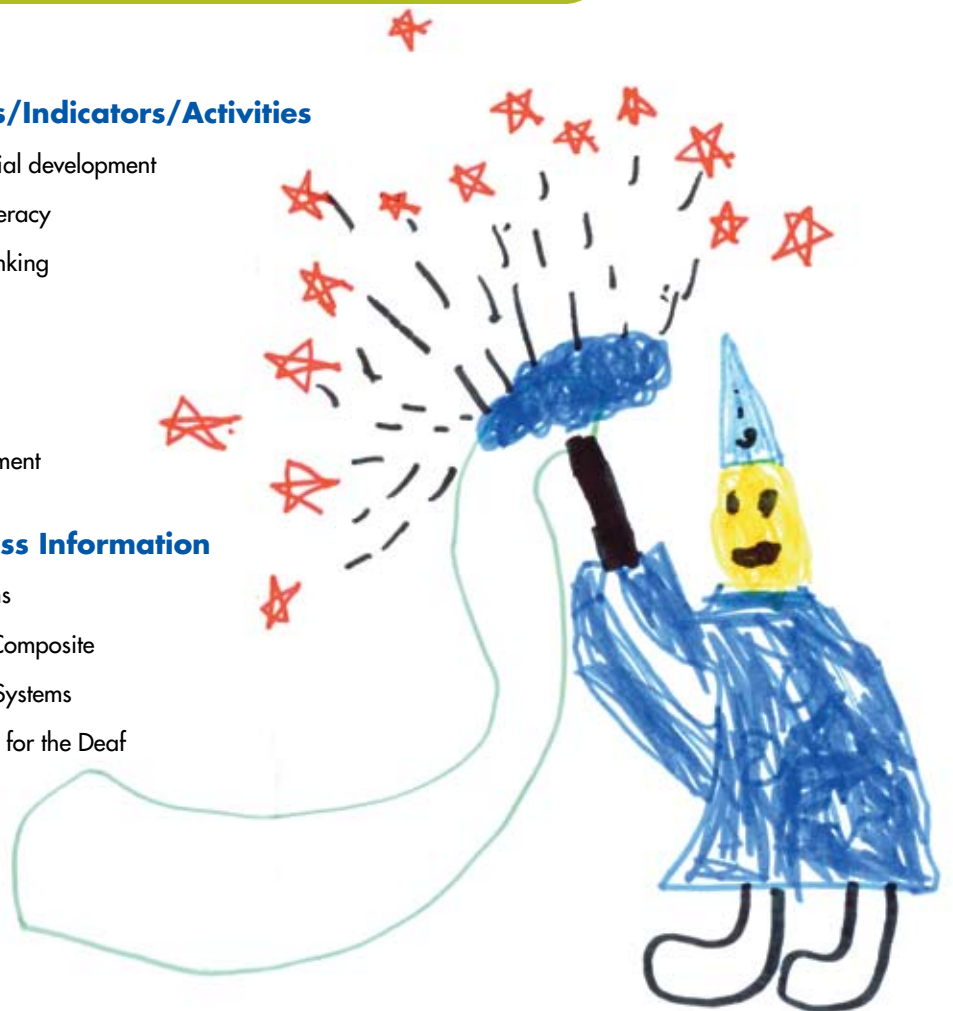
2008-2009 Maryland School Readiness Information
children entering school ready to learn



2008-2009 Maryland School Readiness Information children entering school ready to learn

The Maryland Model for School Readiness (MMSR) table of contents

- 4 Introduction**
- 10 MMSR Domains/Indicators/Activities**
 - Personal and social development
 - Language and literacy
 - Mathematical thinking
 - Scientific thinking
 - Social studies
 - The arts
 - Physical development
- 14 School Readiness Information**
 - Chart Descriptions
 - Maryland State Composite
 - 24 Local School Systems
 - Maryland School for the Deaf



If you have any questions or comments about this publication, contact 410.767.0335.

Maryland State Board of Education

James H. DeGraffenreidt, Jr.
President

Blair Ewing
Vice President

Dunbar Brooks
Charlene M. Dukes
Mary Kay Finan
Rosa M. Garcia
Richard L. Goodall
Karabelle Pizzigati
Kate Walsh
Ivan C.A. Walks, M.D.
D. Derek Wu (student member)

Nancy S. Grasmick
Secretary-Treasurer of the Board
State Superintendent of Schools

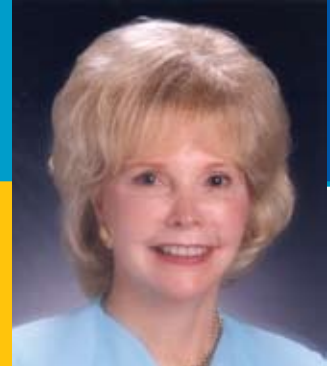
Rolf Grafwaller
Assistant State Superintendent
Division of Early Childhood Development

Martin O'Malley
Governor

The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, disability, or sexual orientation in matters affecting employment or in providing access to programs. For inquiries related to departmental policy, contact the Equity Assurance and Compliance Branch, Maryland State Department of Education, 200 W. Baltimore Street, Baltimore, Maryland 21201. Phone: 410.767.0425 TTY/TTD: 410.333.6442 Fax: 410.333.2226



Letter from State Superintendent of School Nancy S. Grasmick



Dear Colleague:

The first day of kindergarten is an exciting time as our youngest students begin on their path to learning. However, as more research is done on how and when children learn, we are finding that children begin learning well before kindergarten. Because of this, we must provide our children with strong early care and learning opportunities, beginning at birth.

I am thrilled to bring you this year's Children Entering School Ready to Learn: School Readiness Report. We have change the format slightly from previous years to provide you with an overview of early learning research and how Maryland uses the research to help develop programs for early child care. The report also provides a profile of the Maryland Model for School Readiness (MMSR), which is used by every kindergarten teacher to assess how well a child is doing in kindergarten, and whether or not the child is ready to continue on their educational path.

The report includes valuable trend data about the school readiness levels of specific groups of children for the state and each of the 24 jurisdictions in Maryland. The major results of the report are:

- More children are starting kindergarten better prepared for school than last year. Seventy-three percent (73%) of the entering kindergarten students were evaluated by their teachers as “fully” ready for kindergarten, a five percent (5%) increase over the previous year and a twenty-four percent (24%) increase since 2001-02. This statistically significant increase occurred for both the composite score for Language and Literacy and Mathematical Thinking from 2001-02. The increase in Language and Literacy since 2001-02 is twenty-six percent (26%) and the increase in Mathematical Thinking is twenty-seven percent (27%).
- English Language Learners are making significant progress compared to last year. The number of English Language Learners who were evaluated by their teachers as fully ready increased by five percent (5%) compared to last year's data and twenty-five percent (25%) since 2001-02.
- African American children are making significant progress as well compared to last year. The number of African American children who were evaluated by their teachers as fully ready increased by seven percent (7%) compared to last year's data and thirty-two percent (32%) since 2001-02.

These increases could only happen due to the hard work of the early childhood community to improve the early learning opportunities for all our children.

Our youngest learners are the key to the future. I encourage you to read this report and work with your constituencies in promoting school readiness skills among our youngest learners.

Sincerely,

A handwritten signature in black ink that reads "Nancy S. Grasmick". The signature is written in a cursive, flowing style.

Nancy S. Grasmick



In a chapter of his 1989 book, Robert Fulghum wrote, “All I really need to know about how to live and what to do and how to be I learned in kindergarten.” He goes on to list simple concepts, his Kindergarten Credo, like Play fair, Put things back where you found them, Don’t take things that aren’t yours, Wash your hands before you eat, and Wonder. In making this statement, Mr. Fulghum is pinpointing the period of time he believes a person develops the essential skills and knowledge to navigate life.

In recent decades, much of the research devoted to brain and child development concludes that the most critical learning—that is, the core learning that shapes each person’s understanding of and ability to function in the world—actually happens prior to kindergarten, from birth through six years. The first core concept listed in The Science of Early Childhood Development report released by the National Scientific Council on the Developing Child states “The early development of cognitive skills, emotional well-being, social competence, and sound physical and mental health builds a strong foundation for success well into the adult years.” In other words, everything that happens to us from the day we are born— every word we hear, every activity we do, every relationship we have—builds the foundation for future learning and living.

introduction

The Maryland State Department of Education, in partnership with the Ready At 5 organization, knows that our children need to be well prepared and cared for so they are ready to learn before they start school. We believe that early childhood programs and schools need to be able to provide a support structure that is well coordinated and results-oriented. This belief is confirmed by research, which shows the earlier children begin having meaningful and enriching experiences and interactions, the more likely they are to have meaningful and enriching experiences and interactions throughout their lives. For this reason, the Maryland State Department of Education has collaborated with a wide variety of early care and education programs, parent advocacy groups, and local agencies to develop a common understanding of what children will be expected to know and do once they enter kindergarten so early childhood programs and schools can provide the experiences and interactions necessary to help children be successful.

An important tool in communicating this common goal and belief is the Maryland Model for School Readiness (MMSR). The MMSR is a research-based and strategic framework for how families, the early care and education community, and teachers can work together to help our earliest

learners enter school ready to learn. The MMSR has five components which define standards for curriculum and instruction; assessment of young children's learning; effective communication between early childhood programs and families; and ways to successfully help children make the transition from early childhood to school.

The core belief of the MMSR is to provide those entrusted with working with our young children the knowledge and resources to help each individual learner become ready for school.

Think of MMSR in terms of school readiness like a group of children working on a puzzle—some may be working on the edges; some are grouping the same color(s); and some are looking at the image on the box, trying to put all the bits together. A positive result for the puzzle group is that they worked with each other to fit all the pieces of the puzzle together. Using the MMSR results, parents and early childhood program and school providers work together to help prepare a child to successfully move on from kindergarten.



The Maryland State Department of Education defines school readiness as:



“... the state of early development that enables an individual child to engage in and benefit from early learning experiences. As a result of family nurturing and interactions with others, a young child in this stage has reached certain levels of social and emotional development, cognition and general knowledge, language development, and physical well-being and motor development. School readiness acknowledges individual approaches toward learning as well as the unique experiences and backgrounds of each child. ”

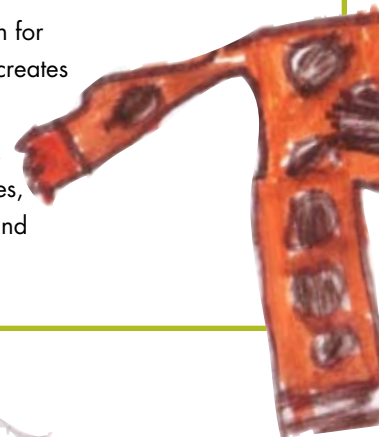
The Maryland State Department of Education knows a child is ready for school success through the assessment component of the MMSR. Each year since 2001, Maryland's kindergarten teachers have evaluated each incoming kindergarten student using the MMSR Kindergarten Assessment. This assessment is a customized version of the Work Sampling System®, a state-of-the-art assessment system for young children, which is grouped in seven domains.

The Seven Domains are:

- Personal and Social Development
- Language and literacy
- Mathematical thinking
- Scientific thinking
- Social studies
- The arts
- Physical development

What does school readiness look like?

- **Personal and social development:** The child gets along with others; follows rules; and starts, works on, and finishes an activity.
- **Language and literacy:** The child talks and listens to others; speaks clearly; understands stories; loves books; identifies letter-sound connections; and begins to write letters and words.
- **Mathematical thinking:** The child sorts things by color and shape; can count; recognizes simple patterns; and can describe shapes.
- **Scientific thinking:** The child starts to understand rules and reasons for them; likes to explore natural and physical phenomenon; talks about how things are alike or different; and is able to observe and describe properties of objects (texture, weight, temperature, etc.).
- **Social studies:** The child talks about him/her self, family, and/or the community; recognizes that people are similar or different; and understands why there are rules.
- **The arts:** The child learns skills and appreciation for drawings and paintings, dance, and music; and creates “make-believe” characters and scenes.
- **Physical development:** The child runs, jumps, and/or climbs; uses buttons and/or zippers; traces, draws, and uses scissors; and uses good health and safety skills (i.e. washes hands, etc.).





MSSR Kindergarten Assessment

The MSSR Kindergarten Assessment differs from what we typically think of as a test in that each domain defines specific skills and abilities, or indicators, a teacher should look for to determine whether the child has successfully learned the specified skill or ability. The Maryland State Department of Education has trained kindergarten teachers how to document their daily observations, collect work samples of their students, and use age-appropriate guidelines to determine if children are proficient in these skills.

Throughout each school day, the kindergarten teacher is observing students in a wide range of activities and keeping a record of each student's skills and abilities. The information collected from the observations becomes the basis for individualized support that will help a child develop more complex skills and abilities (see Building Blocks). This kind of teacher-student relationship is designed to focus on identifying a student's strengths and weaknesses and supporting the areas of weakness so a child can become fully prepared for the school years to follow.

Building Blocks

In a typical kindergarten classroom, you may see a group of children playing with building blocks. Using the MSSR Kindergarten Assessment, a teacher could be looking for the following skills in their students:

- Interacting and cooperating with others in the group (social and personal)
- Talking and sharing ideas with others in the group (language and literacy)
- Sorting blocks by color and shapes, or creating patterns with the blocks (mathematical thinking)
- Using an assortment of shapes in building a structure or stacking the blocks to see when the tower might fall (scientific thinking)
- Using the blocks to create a pretend fire station, doctor's office, or grocery store, and adding costumes (social studies)
- Creating pictures and signs with crayons, markers or paint (the arts; physical development [fine motor])





MMSR Kindergarten Assessment

While teachers use the MMSR Kindergarten Assessment information for instructional purposes, they also create an evaluation at the end of the first quarter of the school year and submit the data to the Maryland State Department of Education. The Maryland State Department of Education collects and analyzes the information submitted on all students and subgroups of children and produces the Entering School Ready to Learn Report. The report is given to the early childhood community, such as child care or Head Start, each year to help inform programmatic decisions about early learning for children before they come school.

The MMSR makes good sense as it effectively helps families, the early care and education community, and teachers build a child's skills and knowledge in the early years, but the MMSR also makes good cents. Referring again to The Science of Early Childhood Development report, en we fail to provide children with what they need to build a strong foundation for healthy and productive lives, we put our future prosperity and security at risk."

"Whthe RAND Corporation, a California-based research institute, found in their study that "early childhood intervention programs have been shown to yield benefits in academic achievement, behavior, educational progression and attainment, delinquency and crime, and labor market success...."



Strong, effective early childhood education programs, like the MMSR, yield positive results in terms of school readiness and are essential for continued strong academic performance in the school years that follow. In fact, the benefits of early childhood education programs reach well past childhood and school. In his book *The Sandbox Investment: The Preschool Movement and Kids-First Politics*, New York Times journalist David Kirp wrote “Economists...perceived [preschool] as the best strategy for maintaining America’s competitive position in the world market...” In today’s world, not having strong early childhood education programs ensures that we will not prosper as a nation in the future.

The MMSR Kindergarten Assessment is a customized version of the Work Sampling System®, a state-of-the-art assessment system for young children. The assessment is broken into the seven MMSR domains with indicators of learning expectations for each domain. Teachers, care givers, and parents can help build a child’s skills and abilities in each domain through a variety of simple activities. The pages that follow provide a snapshot of what the MMSR Kindergarten Assessment looks for each domain and what kind of activities help children learn the skills and knowledge in that domain.

MMSR Seven Domains

- Social and personal development
- Language and literacy
- Mathematical thinking
- Scientific thinking
- Social studies
- The arts
- Physical development

personal and social development

Indicators

- Shows initiative and self-direction
- Follows classroom rules and routines
- Uses classroom materials purposefully and respectfully
- Interacts easily with one or more children

What does personal and social development look like?

The child gets along with others; follows rules; and starts, works on, and finishes an activity.

Activities to do with a child to help in this domain

- **Age 0-2**
Hold the child in front of the mirror and make different faces. Encourage the child to do the same.
- **Age 3-4**
Let the child have a party and invite friends, which can be real children or stuffed animals. Set out plates and cups, and serve special treats.
- **Age 3-4**
When a friend or relative is sick, help the child make a get well card.
- **Age 3-4**
When reading to the child, stop and ask how he/she thinks a character in the story feels. Ask what the child might do or feel in the same situation.

language and literacy

Indicators

- Gains meaning by listening
- Demonstrates beginning phonemic awareness
- Speaks clearly and conveys ideas effectively
- Shows some understanding of concepts about print
- Comprehends and responds to fiction and non-fiction
- Uses letter-like shapes, symbols, letters, and words to convey meaning

What does language and literacy look like?

The child talks and listens to others; speaks clearly; understands stories; loves books; identifies letter-sound connections; and begins to write letters and words.

Activities to do with a child to help in this domain

- **Age 0-2**
Read to the child, even in a store or walking down the street.
- **Age 3-4**
Have the child pick a book then ask him/her to draw a picture from the book on paper with crayons. Or ask the child to describe a scene from a favorite book, then draw the scene on paper with crayons.
- **Age 3-4**
When reading a book, make the sounds of what is happening in the book. For instance, the vroom of a car or splash of water. Have the child make the sounds with you.
- **Age 3-4**
Have the child pick out letters from a word. For instance, ask the child to say the first letter on a cereal box or book title.

work sampling system[®]

mathematical thinking

Activities to do with a child to help in this domain

- **Age 0-2**
Give the child different shapes to play with (squares, triangles, circles, stars, hearts, etc.).
- **Age 0-2**
Count with the child whenever possible (walking up or down stairs, on fingers and toes, etc.).
- **Age 3-4**
Have the child group shapes together and then count how many are in each group.
- **Age 3-4**
Give the child a measuring spoon or cup and let him/her put water from one bowl to another.

Indicators

- Begins to use and explain strategies to solve
- Shows understanding of number and quantity
- Recognizes, duplicates, and extends patterns
- Recognizes and describes some attributes of shapes

What does mathematical thinking look like?

The child sorts things by color and shape; can count; recognizes simple patterns; and can describe shapes.

scientific thinking

Activities to do with a child to help in this domain

Indicators

- Seeks information through observation, exploration, and descriptive investigations
- Uses simple tools and equipment to extend the senses and gather data
- Identifies, describes, and compares properties of objects
- Observes and describes characteristics, basic needs, and life cycles of living things

What does scientific thinking look like?

The child starts to understand rules and reasons for them; likes to explore natural and physical phenomenon; talks about how things are alike or different; and is able to observe and describe properties of objects (texture, weight, temperature, etc.).

- **Age 0-2**
Read a fabric book or touch-and-feel book with your child.
- **Age 0-2**
Let the child bang on different sized plastic containers with a wooden spoon.
- **Age 3-4**
Take a walk with the child and let him/her collect things they find interesting in a bag. At home, take the things out of the bag and let the child tell you about them.
- **Age 3-4**
Go on a leaf or flower hunt with the child. Ask the child about the different shapes, sizes, colors, and textures of the leaves or flowers.

work sampling system[®]

social studies

Indicators

- Identifies similarities and differences in people's characteristics, habits, and living patterns
- Describes some people's jobs and what is required
- Begins to be aware of technology and how it affects life
- Demonstrates awareness of the reasons for rules

What does social studies look like?

The child talks about him/her self, family, and/or the community; recognizes that people are similar or different; and understands why there are rules.

Activities to do with a child to help in this domain

- **Age 0-2**
Play a body part game or peek-a-boo with the child.
- **Age 0-2**
Hold the child in front of the mirror and make different faces. Encourage him/her to do the same.
- **Age 0-2**
Play a body part game or peek-a-boo with the child.
- **Age 0-2**
Hold the child in front of the mirror and make different faces. Encourage him/her to do the same.
- **Age 3-4**
Play games with the child and help him/her learn the rules of the game.
- **Age 3-4**
Look at or make maps with the child.

the arts

Activities to do with a child to help in this domain

- **Age 0-2**
Read to the child, even in a store or walking
- **Age 0-2**
Sing to or play different kinds of music for your child.
- **Age 0-2**
Play Clap, Snap, Stomp with your child.
- **Age 3-4**
Draw, paint, or color with your child.
- **Age 3-4**
Dance with your child.

Indicators

- Participates in group music experiences
- Participates in creative movement, dance, and drama
- Uses a variety of art materials to explore and express ideas and emotions
- Responds to artistic creations or events

What does the arts look like?

The child learns skills and appreciation for drawings and paintings, dance, and music; and creates "make-believe" characters and scenes.



physical development

Activities to do with a child to help in this domain

Indicators

- Moves with balance and control
- Uses eye-hand coordination to perform tasks effectively
- Performs self-care tasks competently
- Shows beginning understanding of and follows health and safety rules

What does physical development look like?

The child runs, jumps, and/or climbs; uses buttons and/or zippers; traces, draws, and uses scissors; and uses good health and safety skills (i.e. washes hands, etc.).

- **Age 0-2**
Roll a ball back and forth with the child.
- **Age 0-2**
Teach the child to jump.
- **Age 3-4**
Teach the child how to wash his/her hands.
- **Age 3-4**
Have the child use safety scissors to cut shapes out of paper.





school readiness chart descriptions

The **Prior Care Enrollment** chart shows each county's number and percentage of children in six categories of care facilities, which are described as follows:

- Child Care Center: care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.
- 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 residences other than the child's residence; and for which the provider is paid. Regulated by Child Care Administration.
- Head Start: pre-school programs for 2 to 5 year-olds from low-income families. Licensed by Child Care Administration and/or local boards of education.
- Home/Informal Care: care by parent(s) or a relative.
- Non-Public Nursery School: Pre-school programs with an educational focus for 3 and 4 year-olds that are usually part day for nine months of the year. Approved or exempted by the Maryland State Department of Education.
- Pre-kindergarten: public school pre-kindergarten education for 4 year-olds. Administered by local boards of education and regulated by the Maryland State Department of Education.

The **County and Statewide Fully Ready Composite Results** chart shows the total number of children "fully ready" in each county in comparison to the total number of children "fully ready" across the state.

The **Percentage of Kindergarten Students Assessed as Fully Ready by Domain and Subgroup** chart shows a 2001-2002 and 2008-2009 comparison of the number of students fully ready in each county by race, gender, and the three educational subgroups as follows:

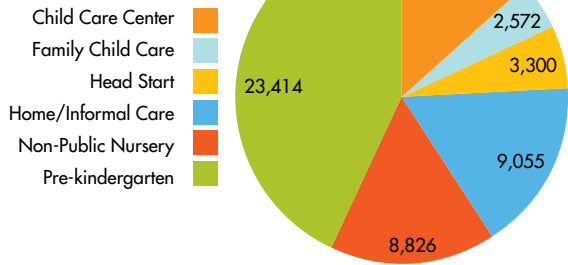
- Special Education: students who are designated as having an IEP (Individualized Education Program) or 504 Plan.
- LEP: students who are designated as having Limited English Proficiency
- FARMS: students who are designated as receiving Free and Reduced Meals.

The **County MMSR Kindergarten Assessments Results** chart shows a 2007-2008 and 2008-2009 comparison of each county's MMSR Kindergarten Assessment results in each of the seven MMSR domains. A student will be assigned to a readiness category based on how the teacher assessed the student's ability to demonstrate appropriate knowledge and skills using the MMSR Kindergarten Assessment.

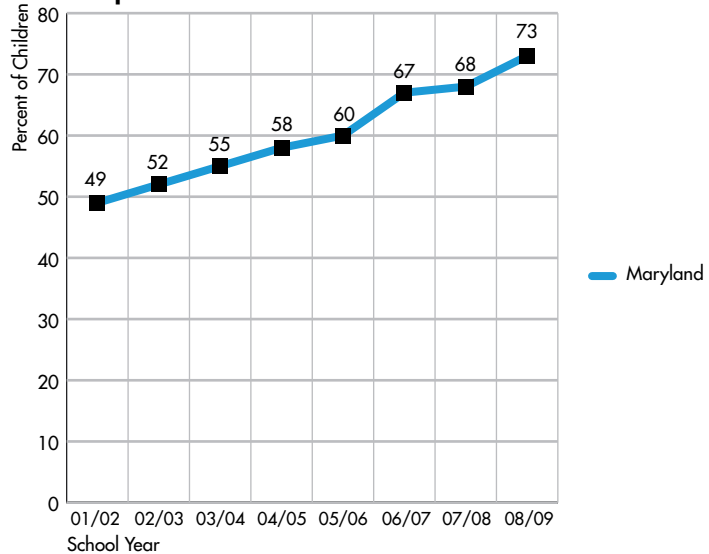
The readiness categories are as follows:

- Full: the student consistently demonstrates skills, behaviors, and abilities which are needed to meet kindergarten expectations.
- Approaching: the student inconsistently demonstrates skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully, and requires targeted instructional support in specific domains or specific indicators.
- Developing: the student does not demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully, and requires considerable instructional support in several domains or many indicators.

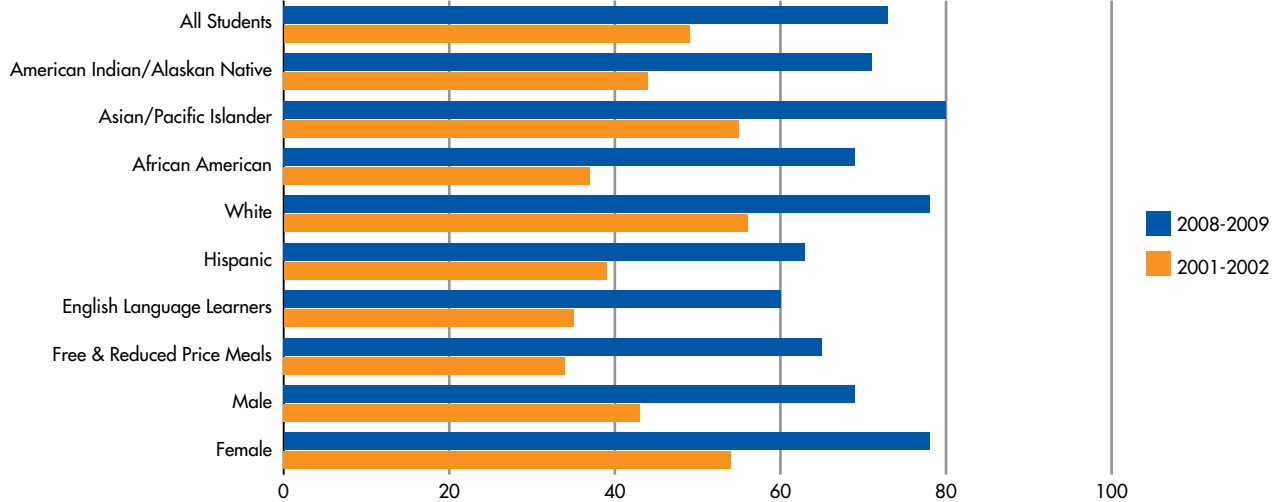
Maryland Prior Care Enrollment (SY 2008-2009)



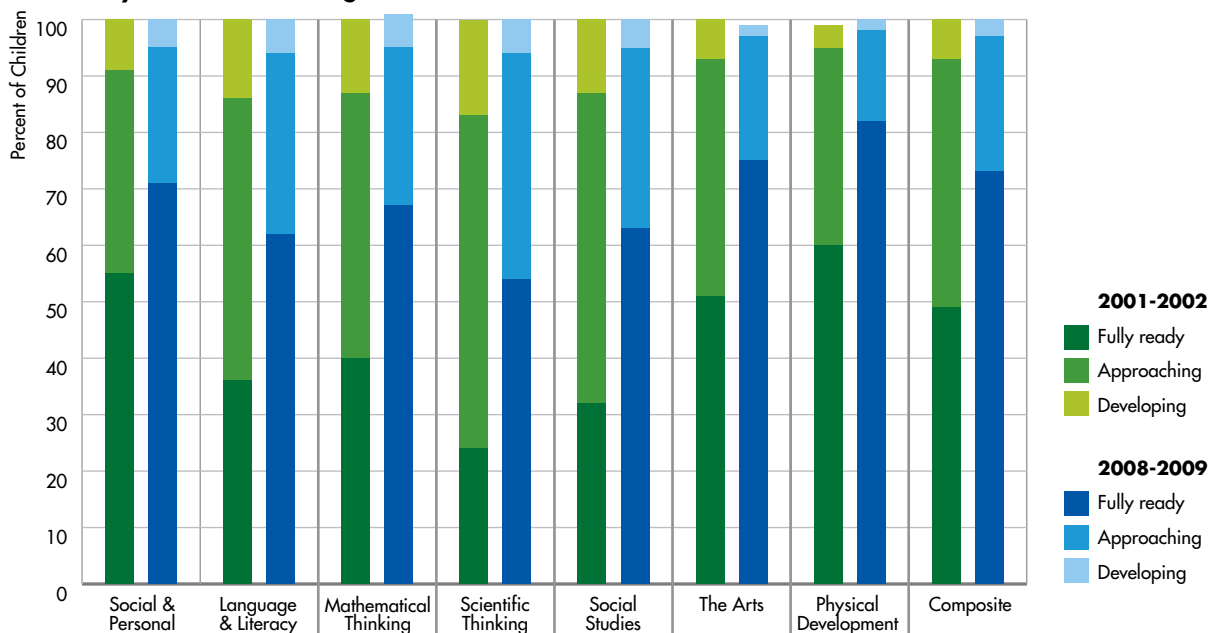
Statewide "Fully Ready" Composite Results



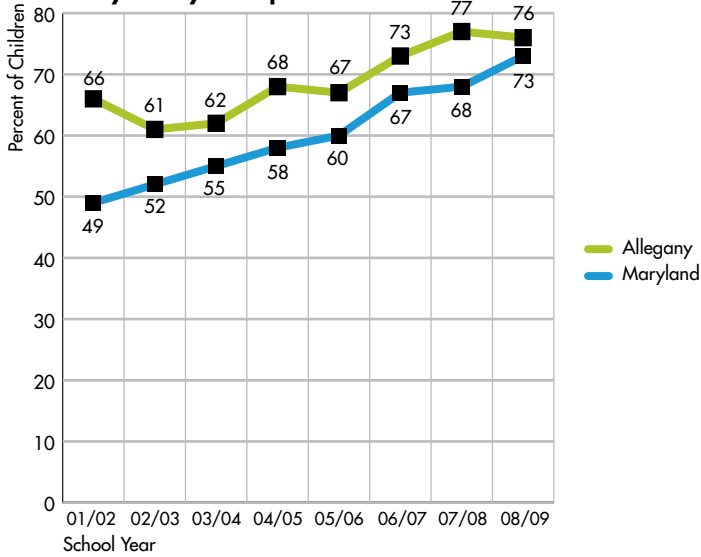
Maryland Percentage of Kindergarten Students Assessed as "Fully Ready" by Subgroup



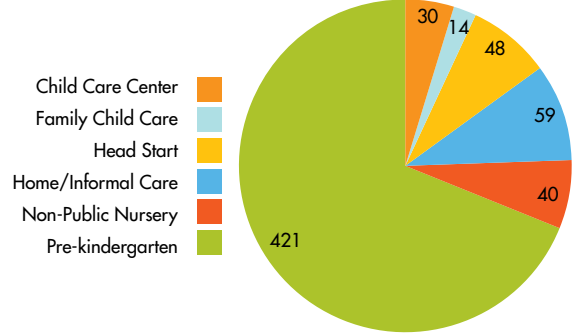
Maryland MMSR Kindergarten Assessment Results



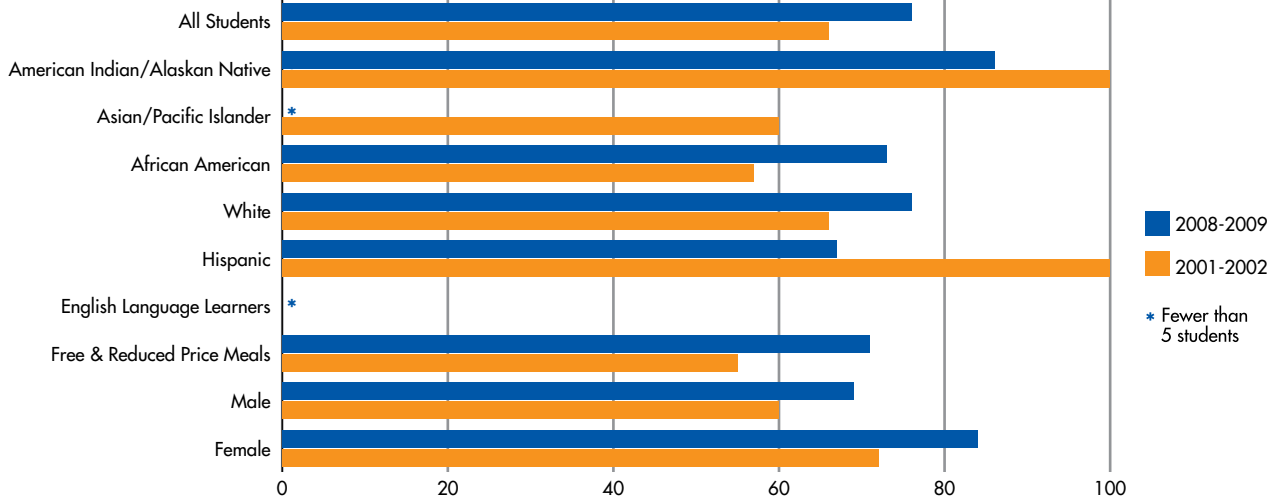
Allegany County and Statewide "Fully Ready" Composite Results



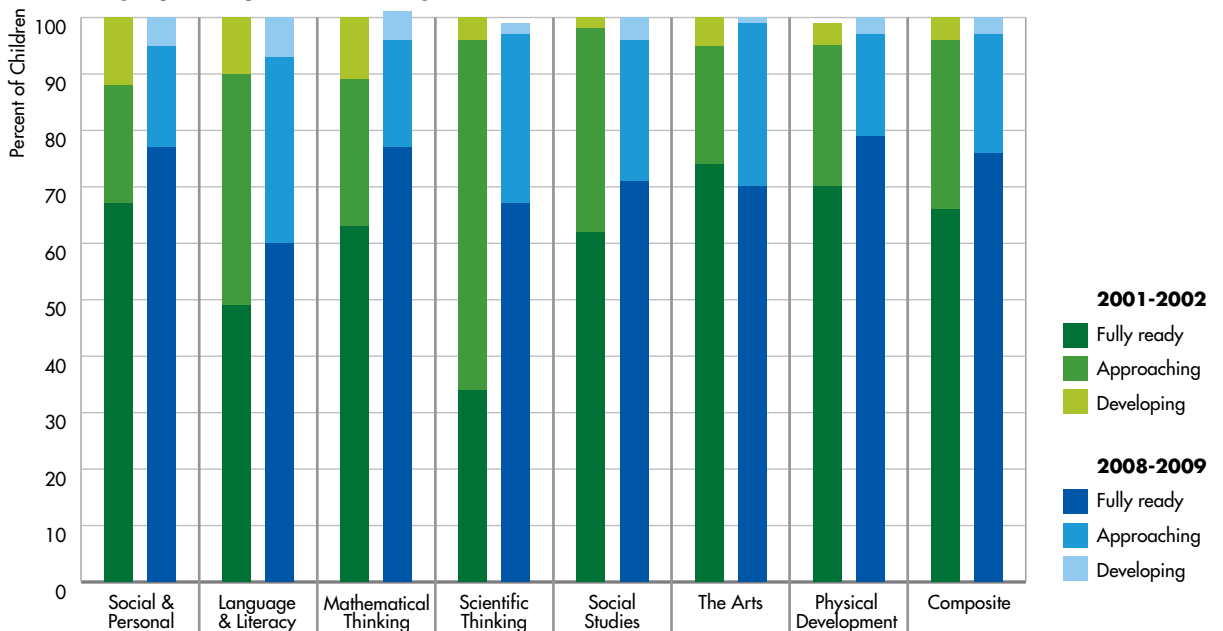
Allegany County Prior Care Enrollment (SY 2008-2009)



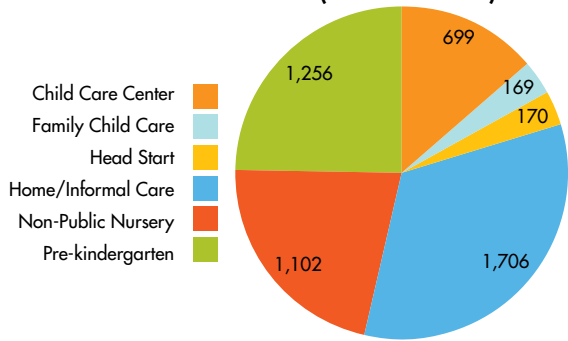
Allegany County Percentage of Kindergarten Students Assessed as "Fully Ready" by Subgroup



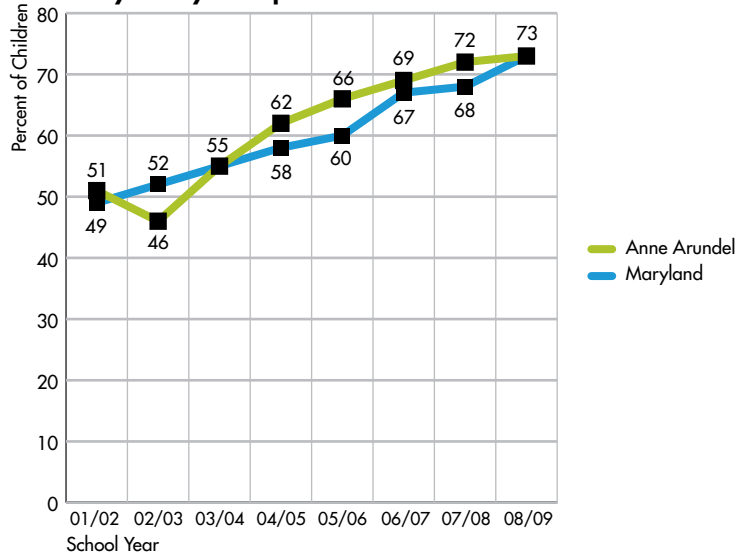
Allegany County MMSR Kindergarten Assessment Results



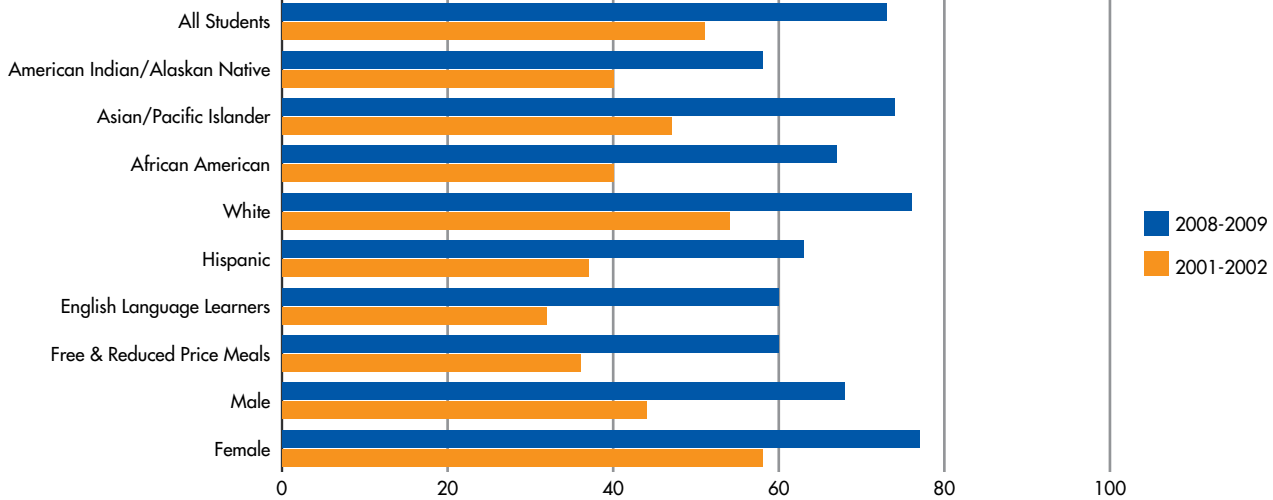
Anne Arundel County Prior Care Enrollment (SY 2008-2009)



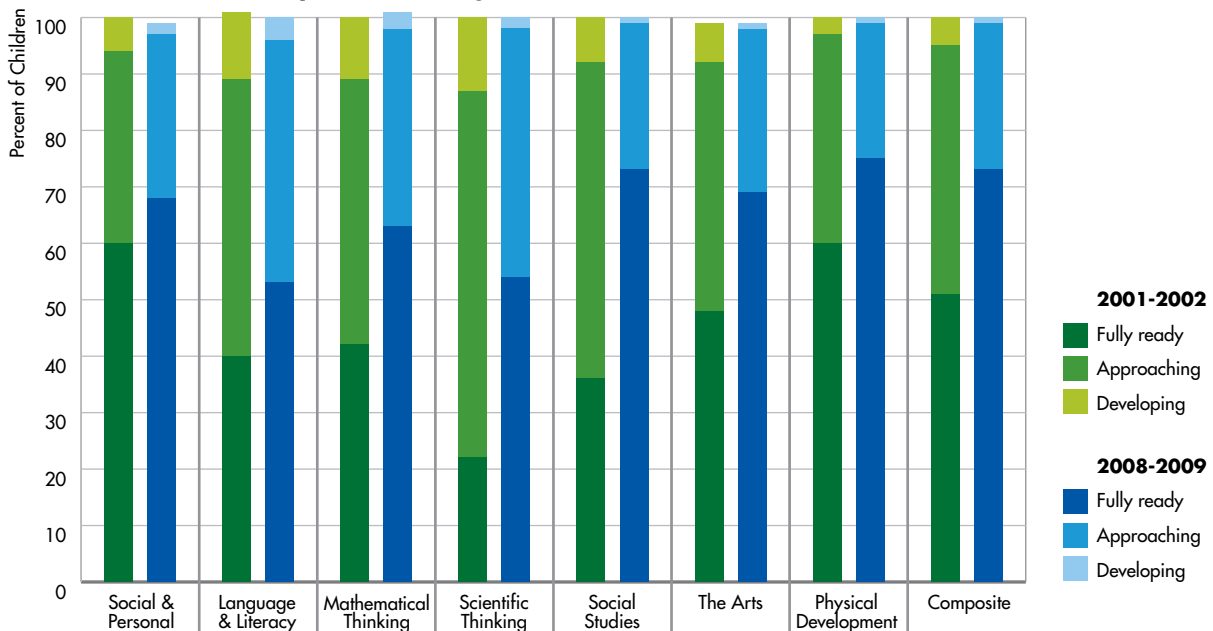
Anne Arundel County and Statewide "Fully Ready" Composite Results



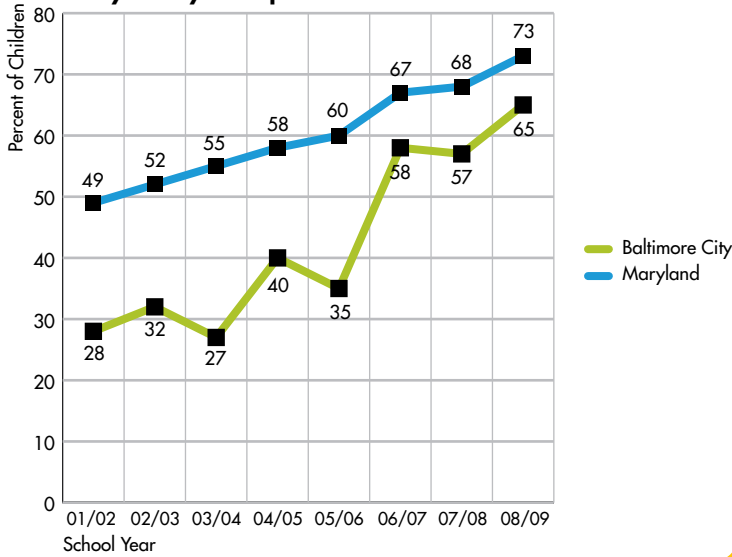
Anne Arundel County Percentage of Kindergarten Students Assessed as "Fully Ready" by Subgroup



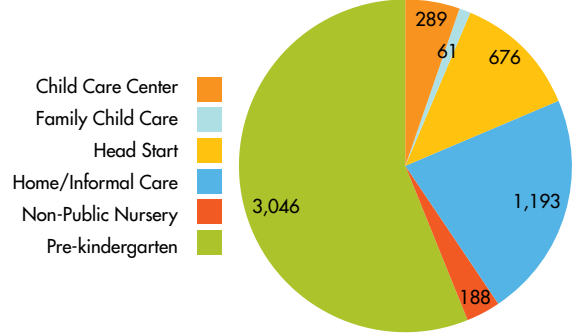
Anne Arundel County MMSR Kindergarten Assessment Results



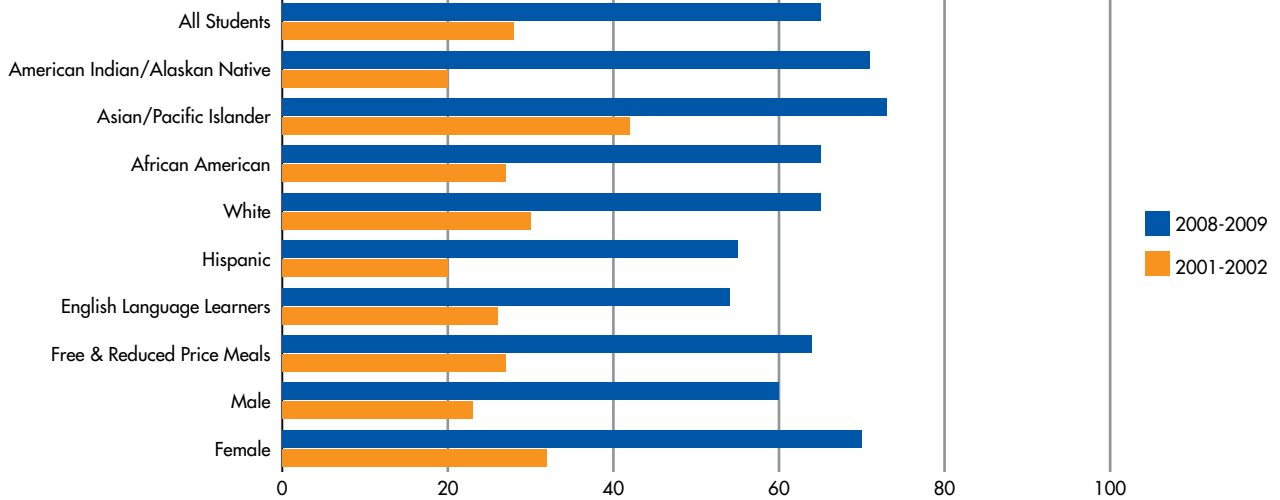
Baltimore City and Statewide "Fully Ready" Composite Results



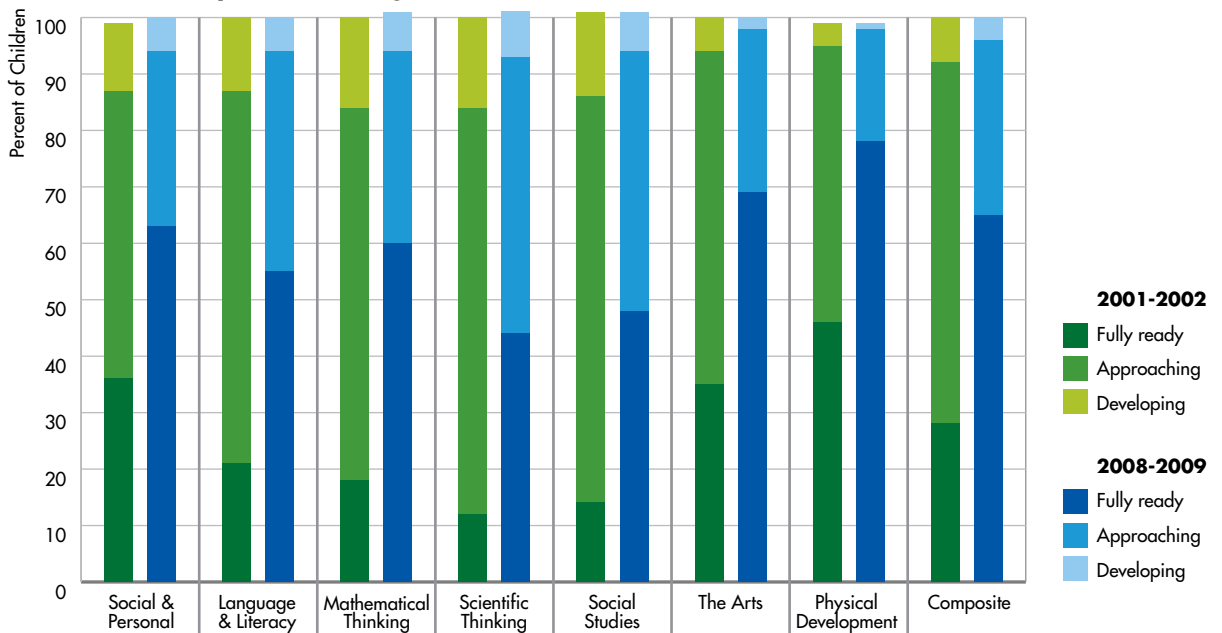
Baltimore City County Prior Care Enrollment (SY 2008-2009)



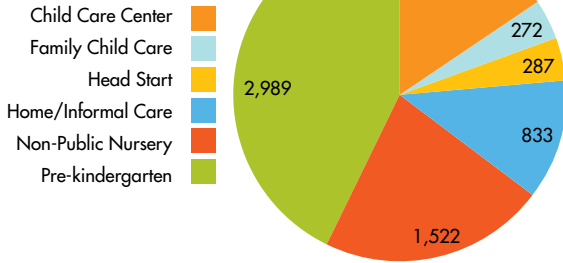
Baltimore City Percentage of Kindergarten Students Assessed as "Fully Ready" by Subgroup



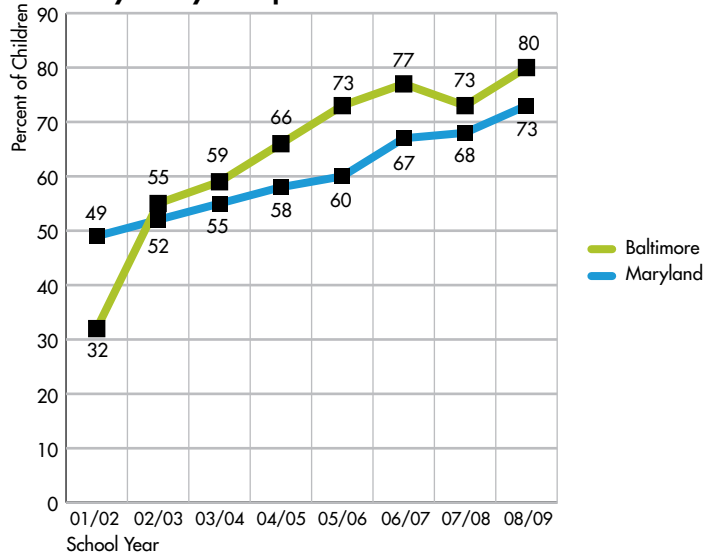
Baltimore City MMSR Kindergarten Assessment Results



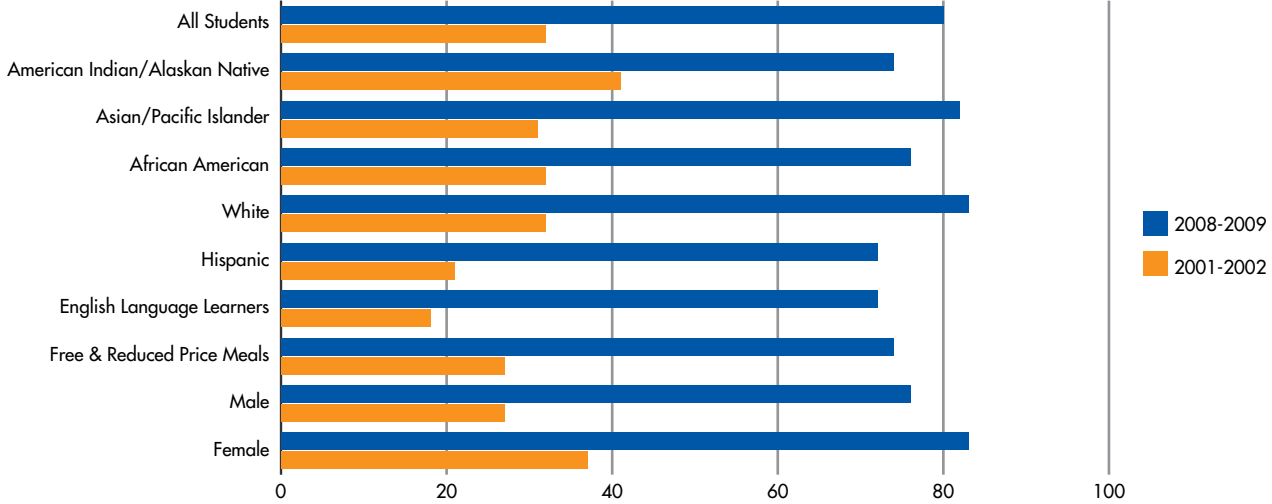
Baltimore County Prior Care Enrollment (SY 2008-2009)



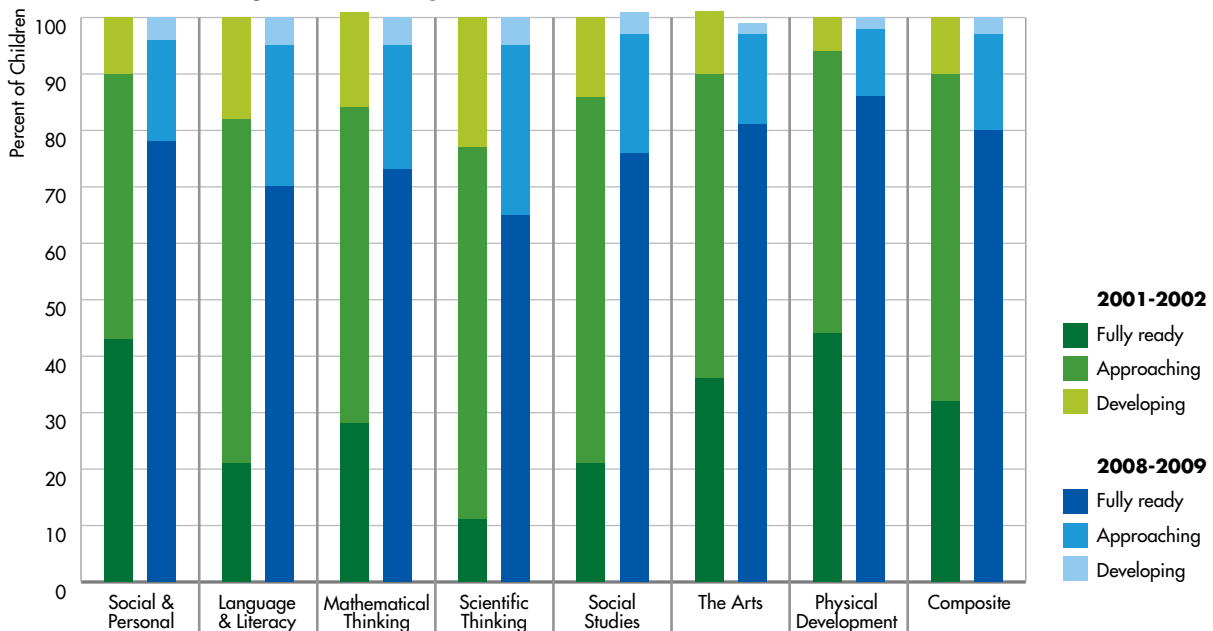
Baltimore County and Statewide "Fully Ready" Composite Results



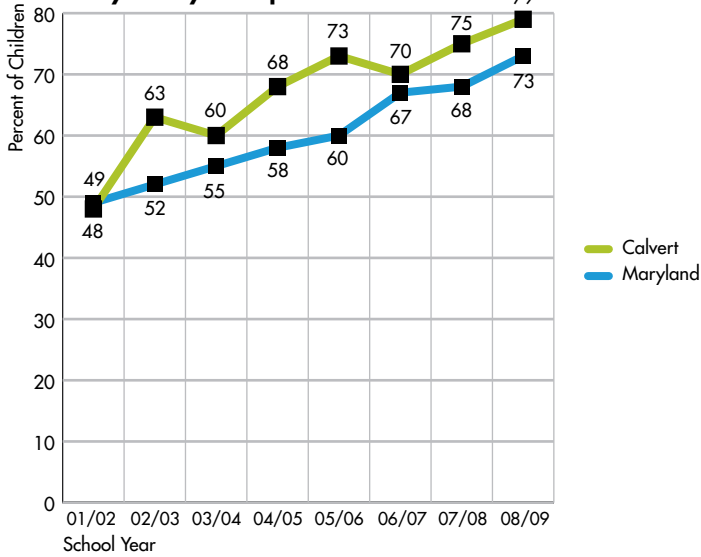
Baltimore County Percentage of Kindergarten Students Assessed as "Fully Ready" by Subgroup



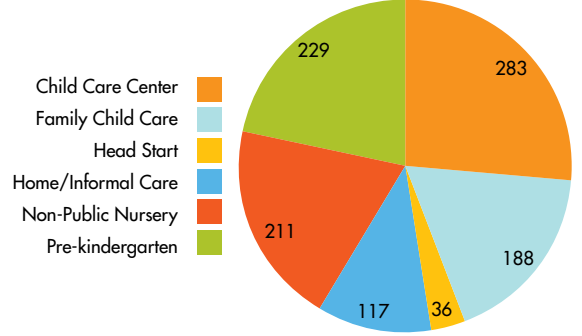
Baltimore County MMSR Kindergarten Assessment Results



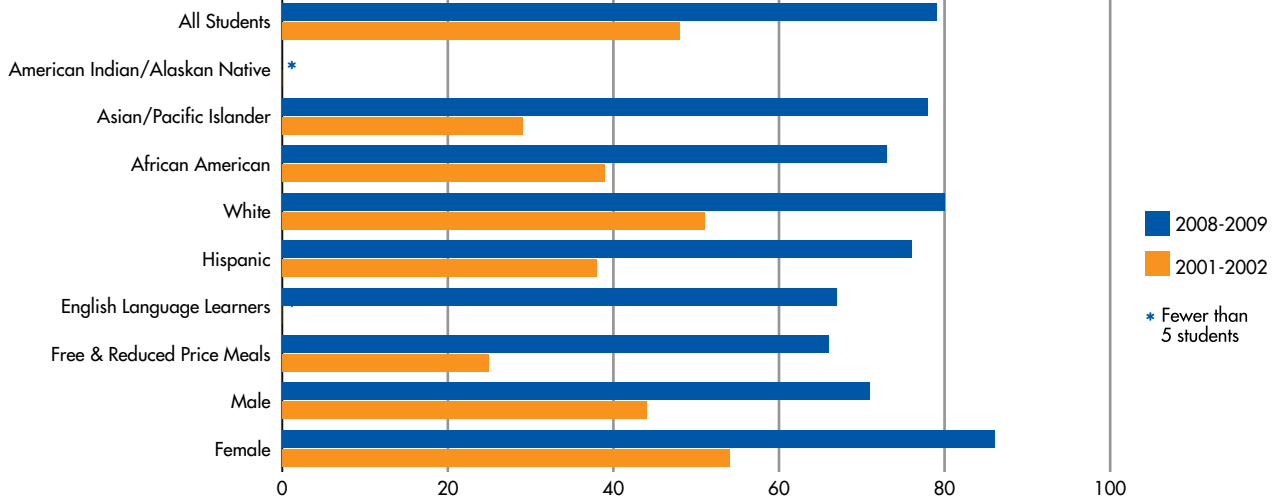
Calvert County and Statewide "Fully Ready" Composite Results



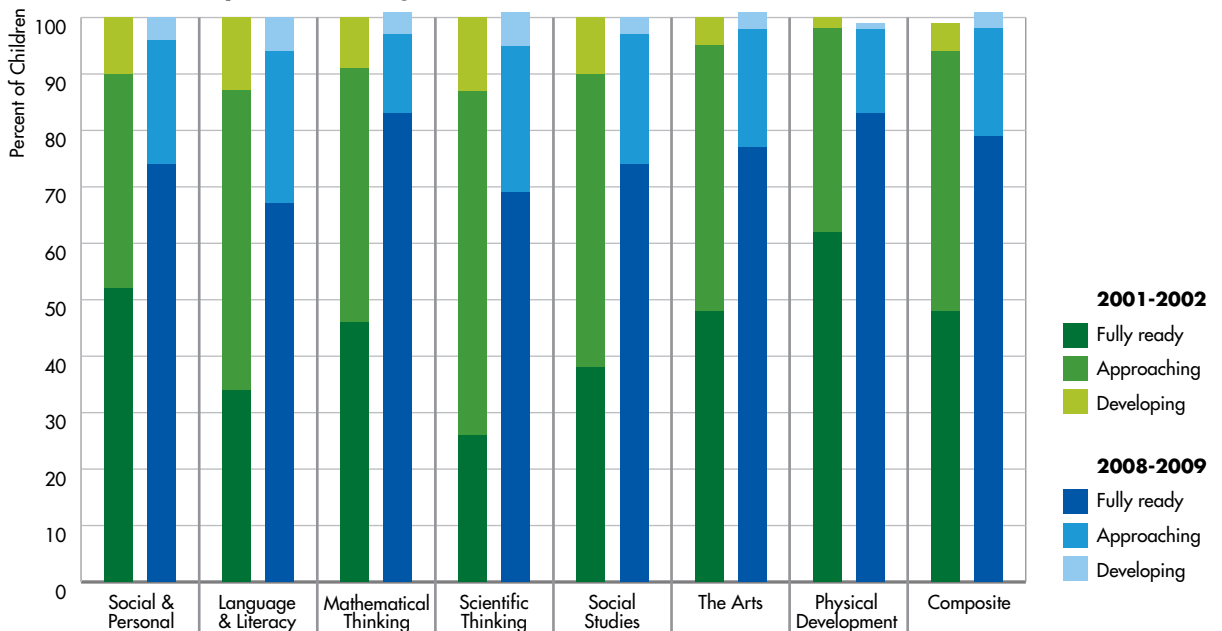
Calvert County Prior Care Enrollment (SY 2008-2009)



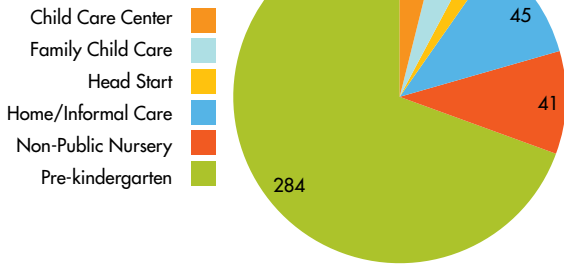
Calvert County Percentage of Kindergarten Students Assessed as "Fully Ready" by Subgroup



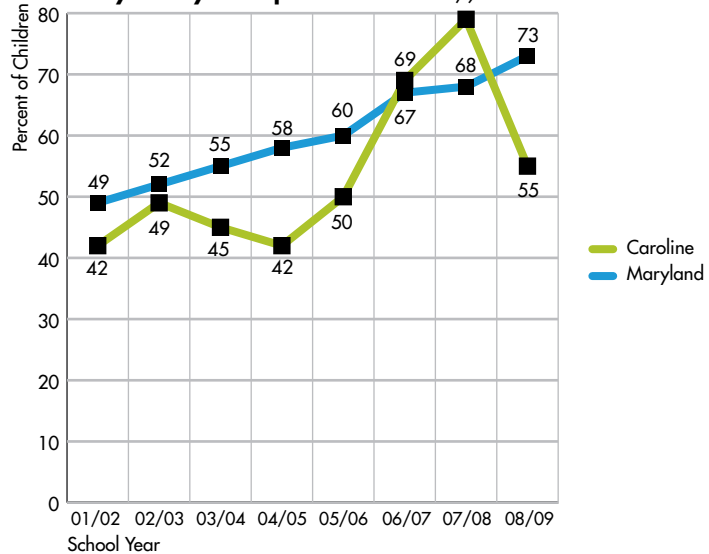
Calvert County MMSR Kindergarten Assessment Results



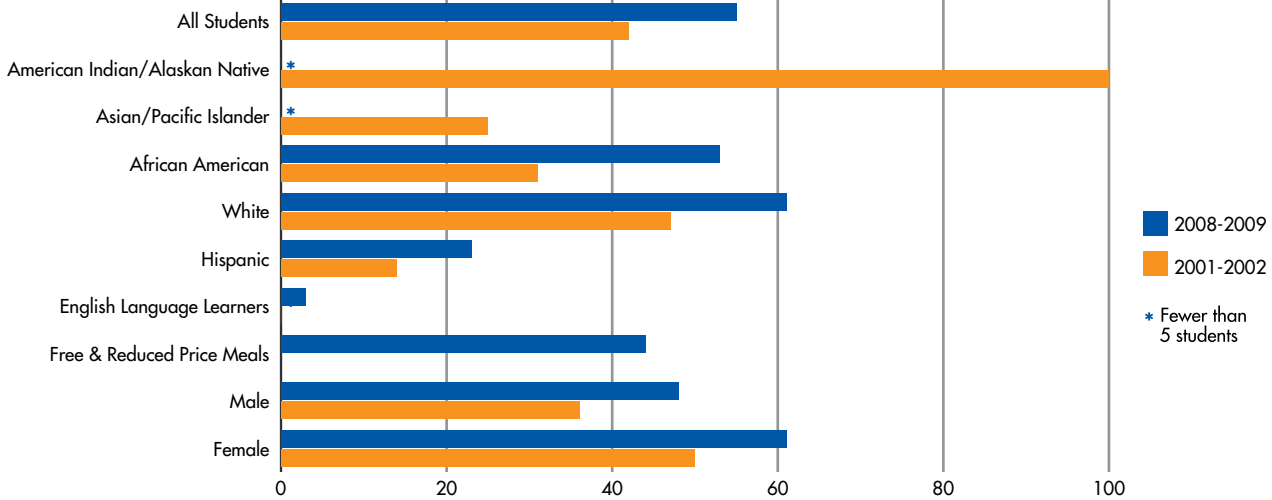
Caroline County Prior Care Enrollment (SY 2008-2009)



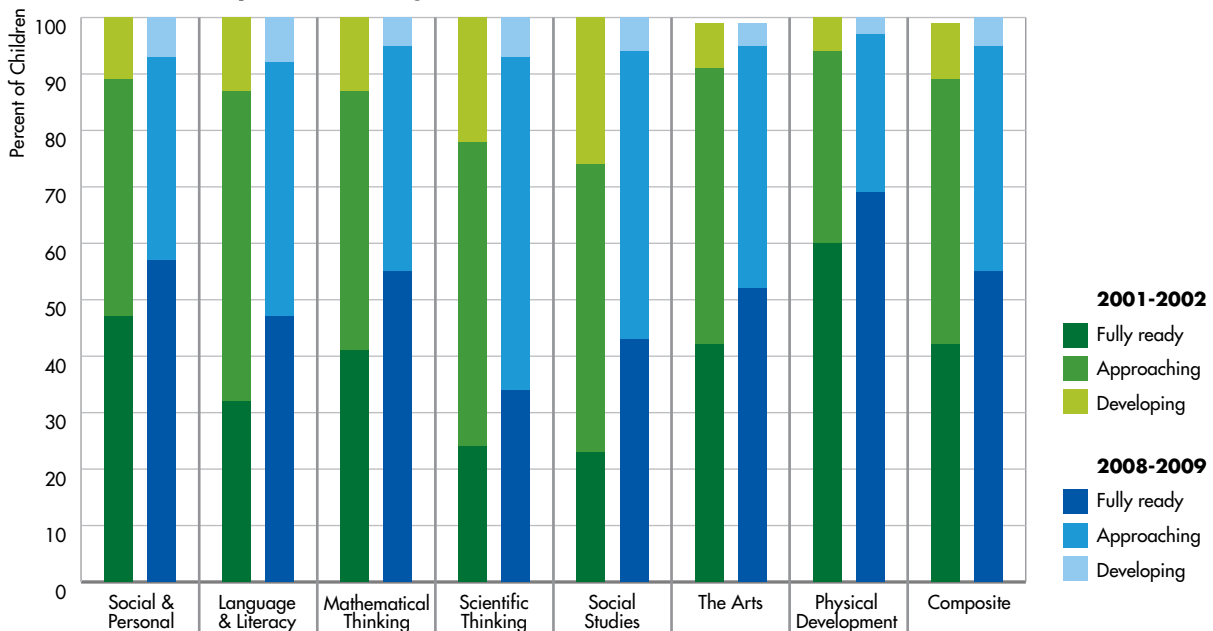
Caroline County and Statewide "Fully Ready" Composite Results



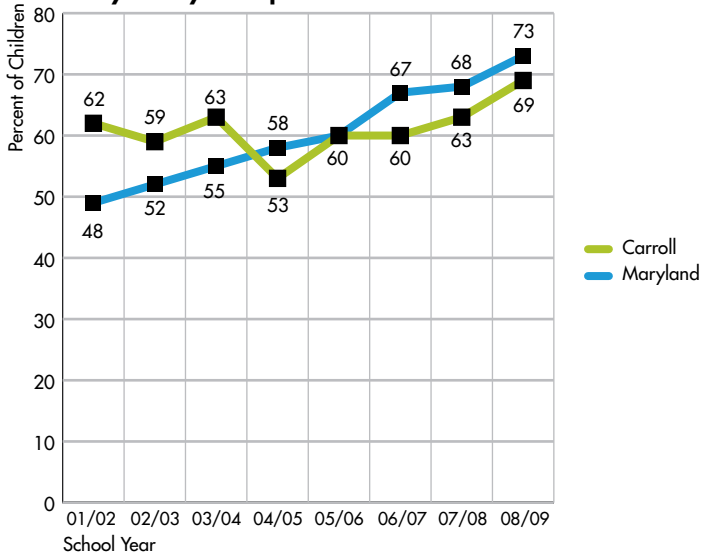
Caroline County Percentage of Kindergarten Students Assessed as "Fully Ready" by Subgroup



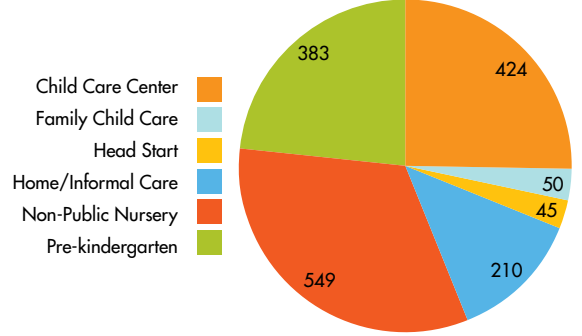
Caroline County MMSR Kindergarten Assessment Results



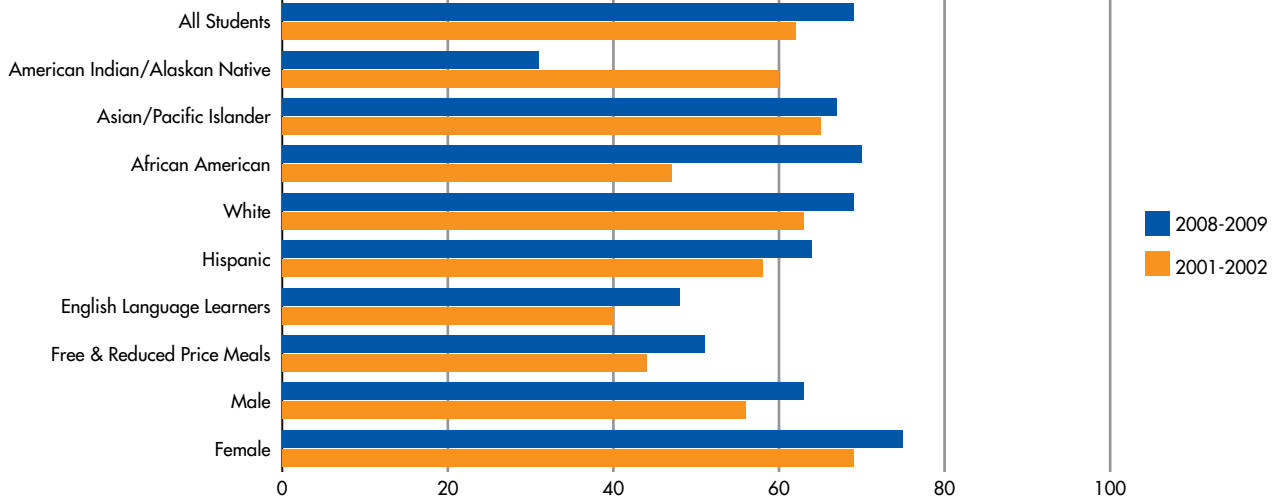
Carroll County and Statewide "Fully Ready" Composite Results



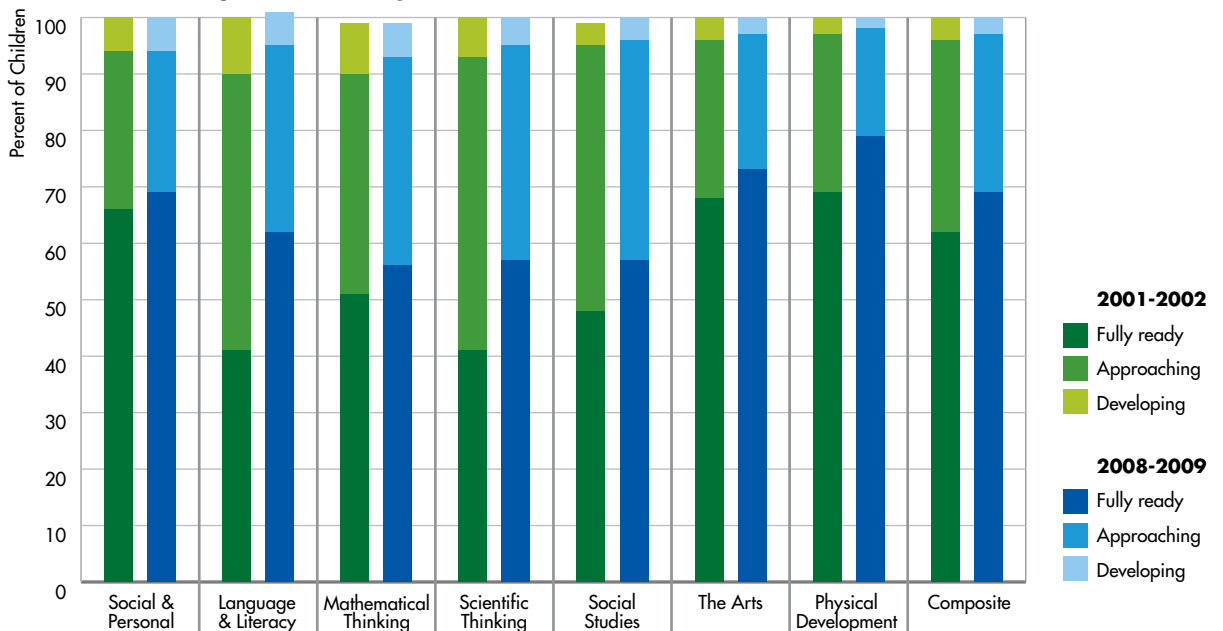
Carroll County Prior Care Enrollment (SY 2008-2009)



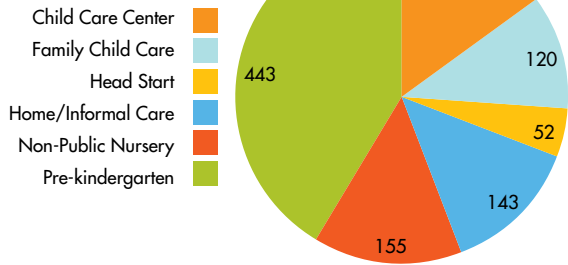
Carroll County Percentage of Kindergarten Students Assessed as "Fully Ready" by Subgroup



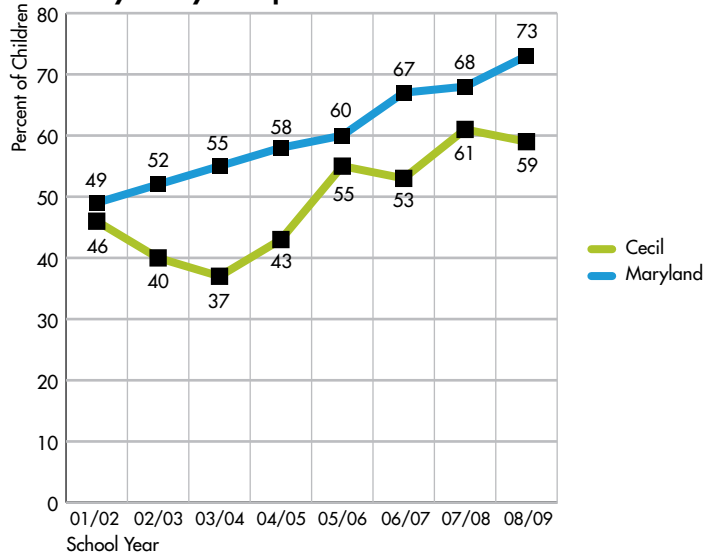
Carroll County MMSR Kindergarten Assessment Results



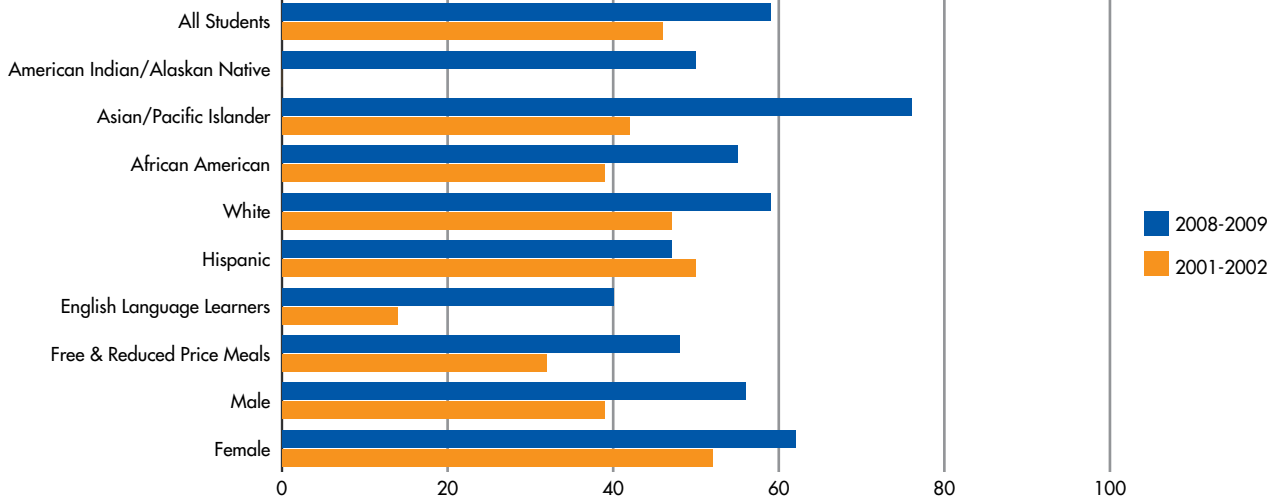
Cecil County Prior Care Enrollment (SY 2008-2009)



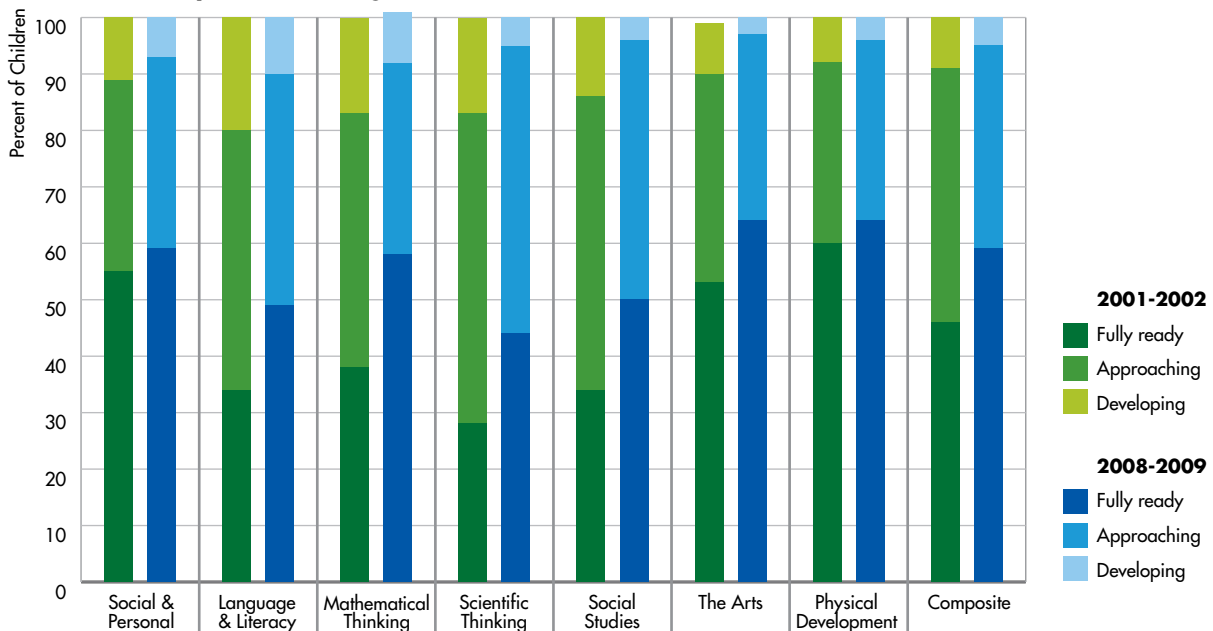
Cecil County and Statewide "Fully Ready" Composite Results



Cecil County Percentage of Kindergarten Students Assessed as "Fully Ready" by Subgroup

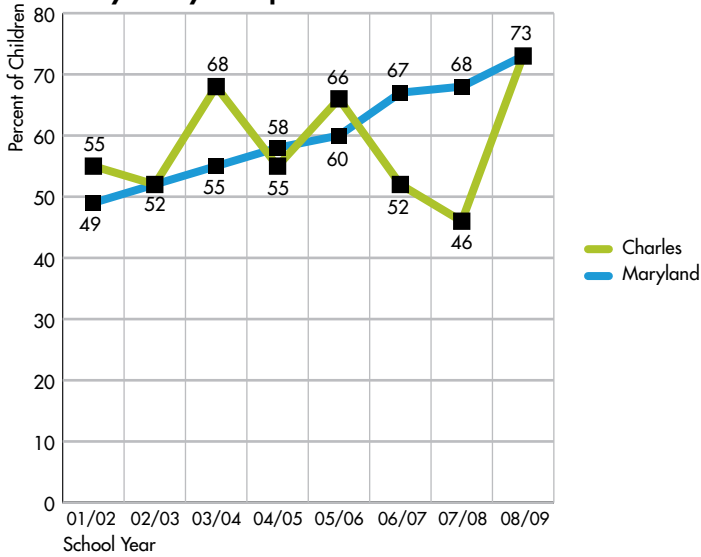


Cecil County MMSR Kindergarten Assessment Results

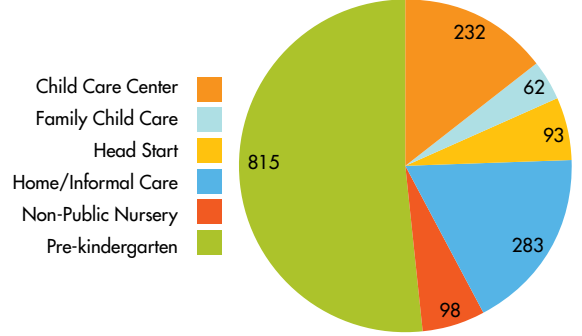


Charles County

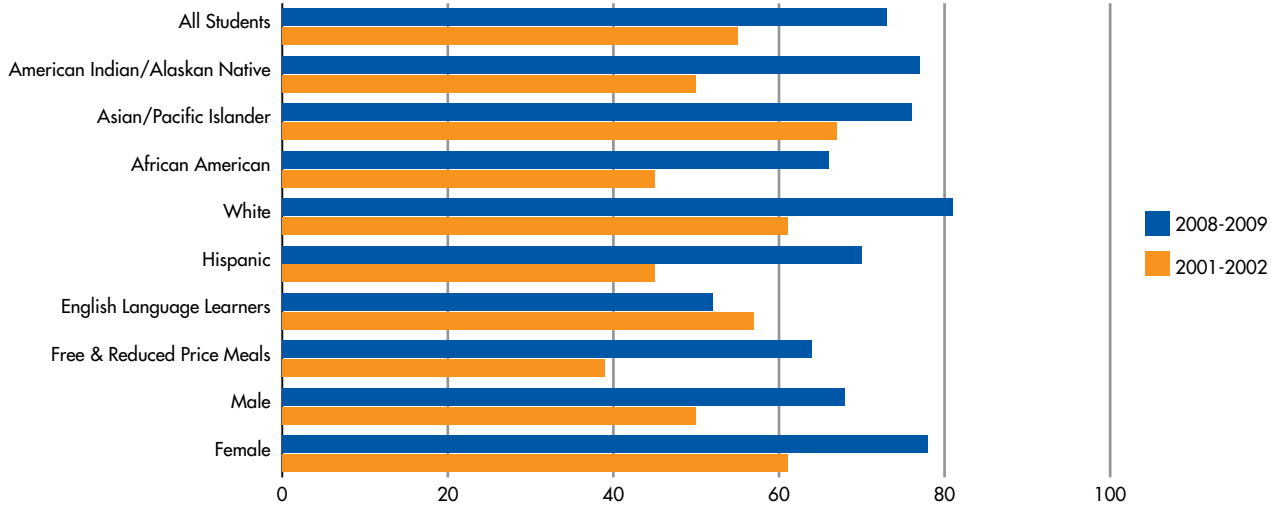
Charles County and Statewide "Fully Ready" Composite Results



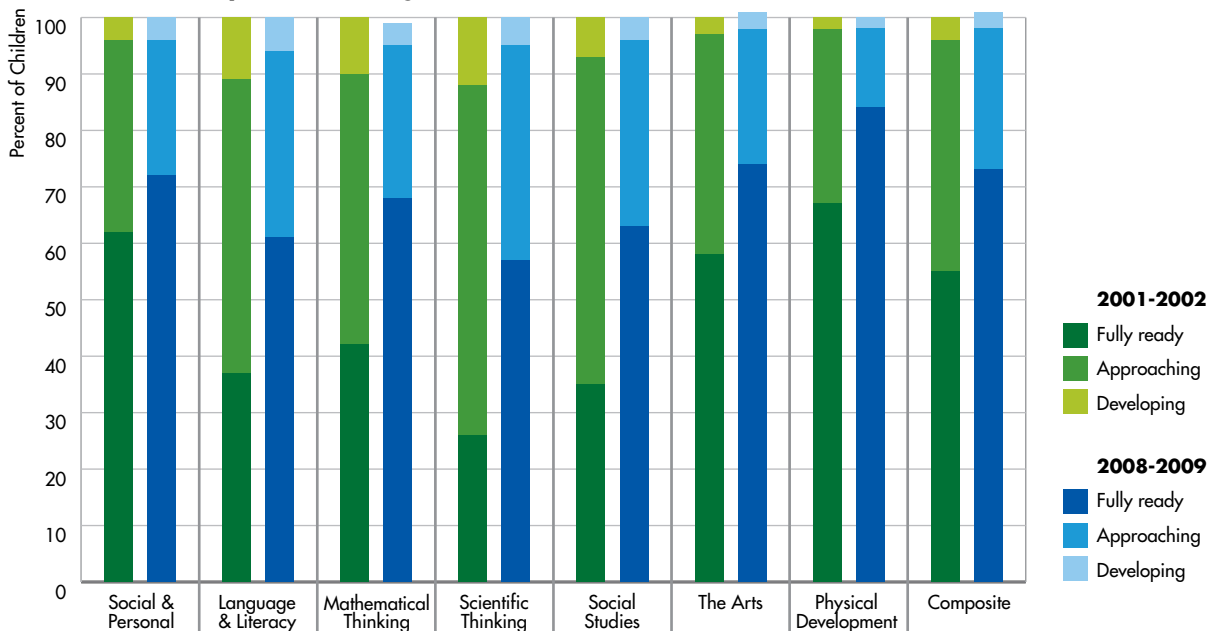
Charles County Prior Care Enrollment (SY 2008-2009)



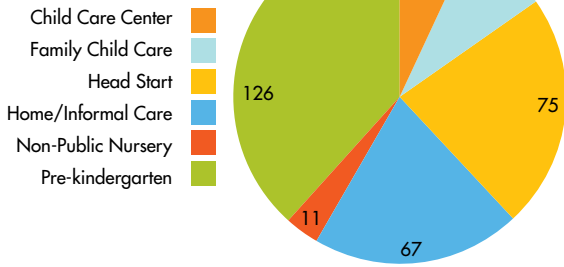
Charles County Percentage of Kindergarten Students Assessed as "Fully Ready" by Subgroup



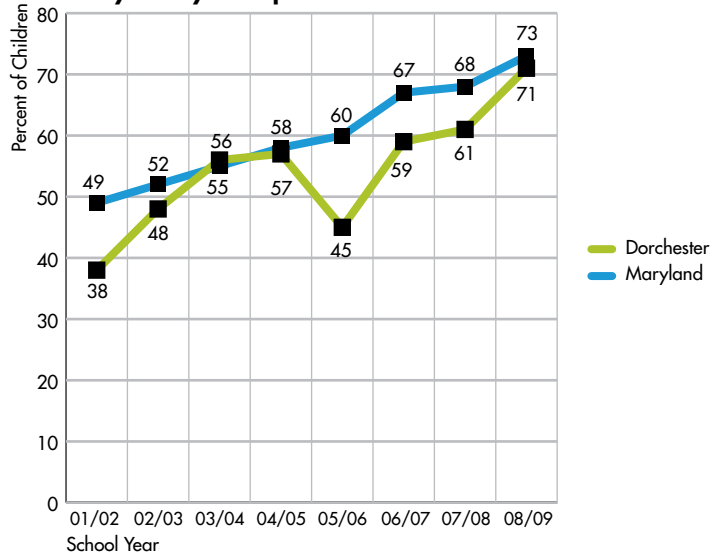
Charles County MMSR Kindergarten Assessment Results



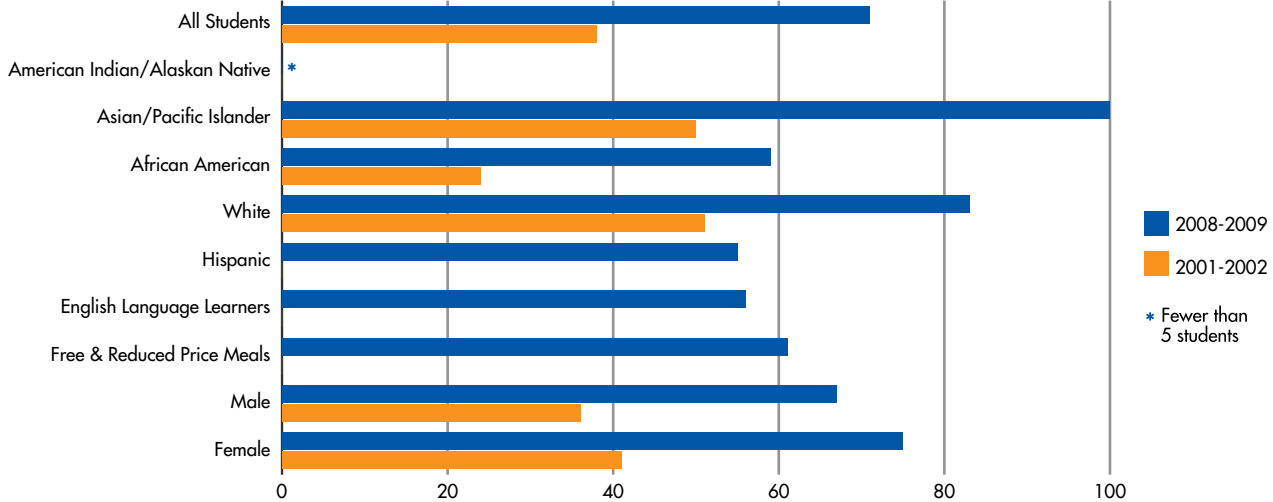
Dorchester County Prior Care Enrollment (SY 2008-2009)



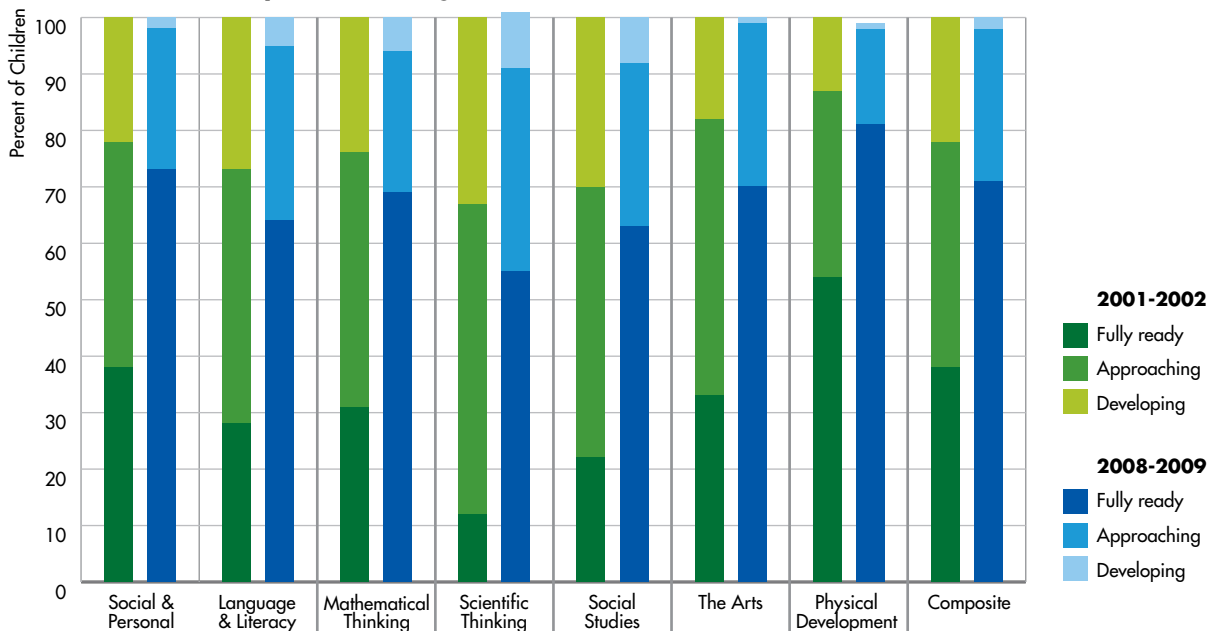
Dorchester County and Statewide "Fully Ready" Composite Results



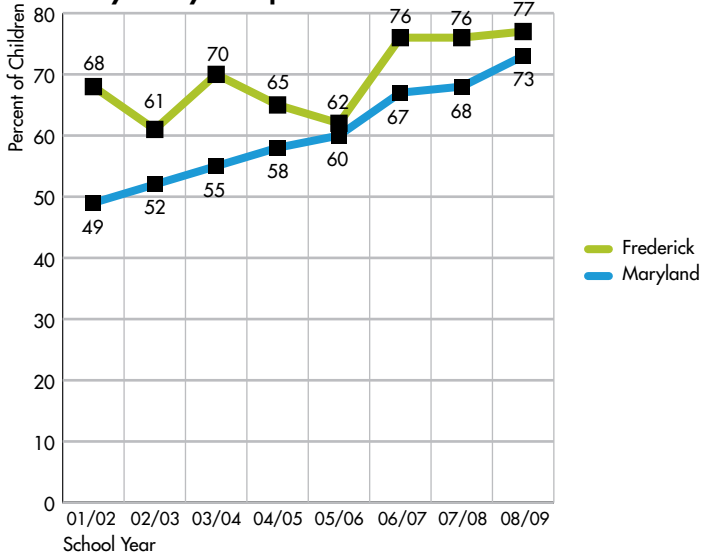
Dorchester County Percentage of Kindergarten Students Assessed as "Fully Ready" by Subgroup



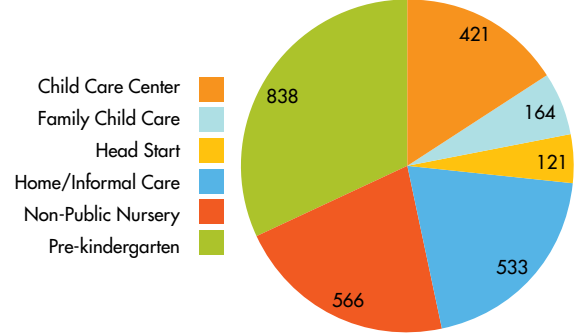
Dorchester County MMSR Kindergarten Assessment Results



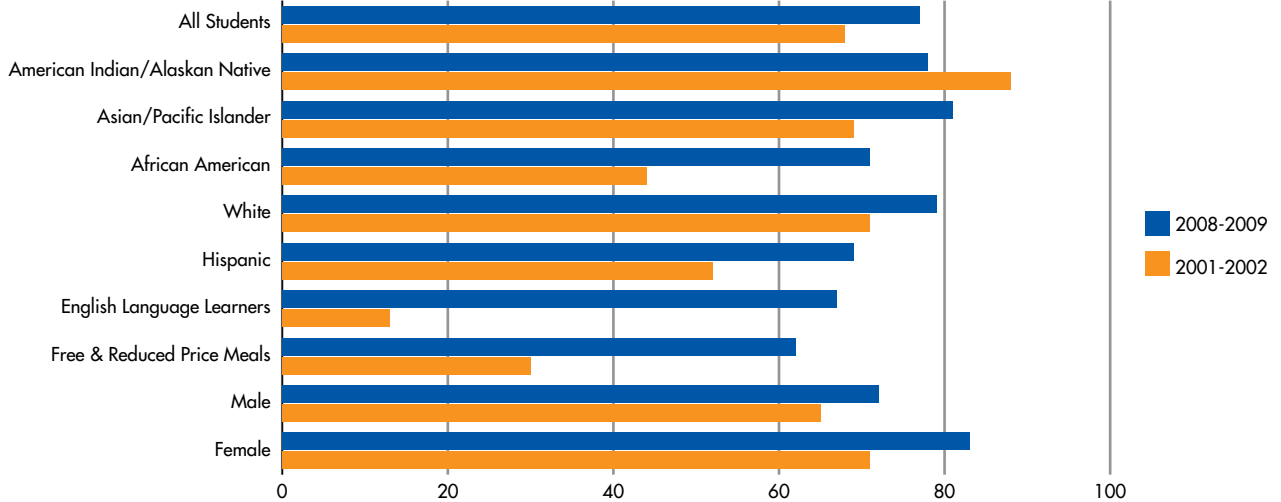
Frederick County and Statewide "Fully Ready" Composite Results



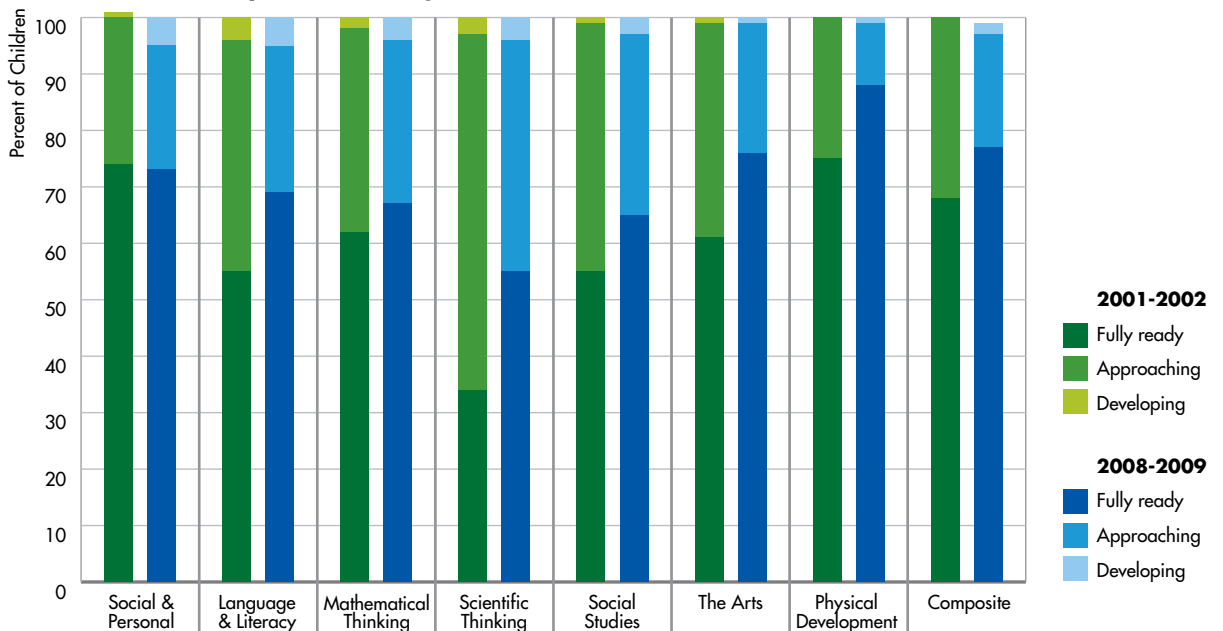
Frederick County Prior Care Enrollment (SY 2008-2009)



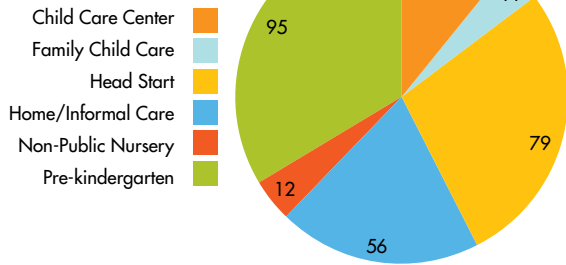
Frederick County Percentage of Kindergarten Students Assessed as "Fully Ready" by Subgroup



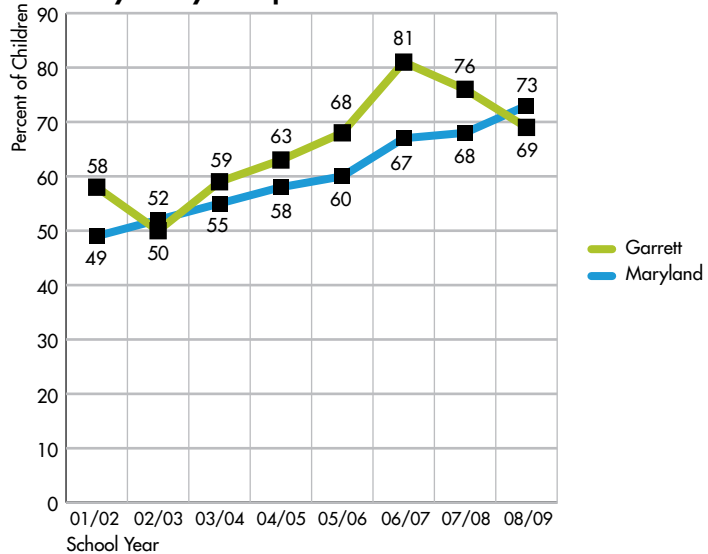
Frederick County MMSR Kindergarten Assessment Results



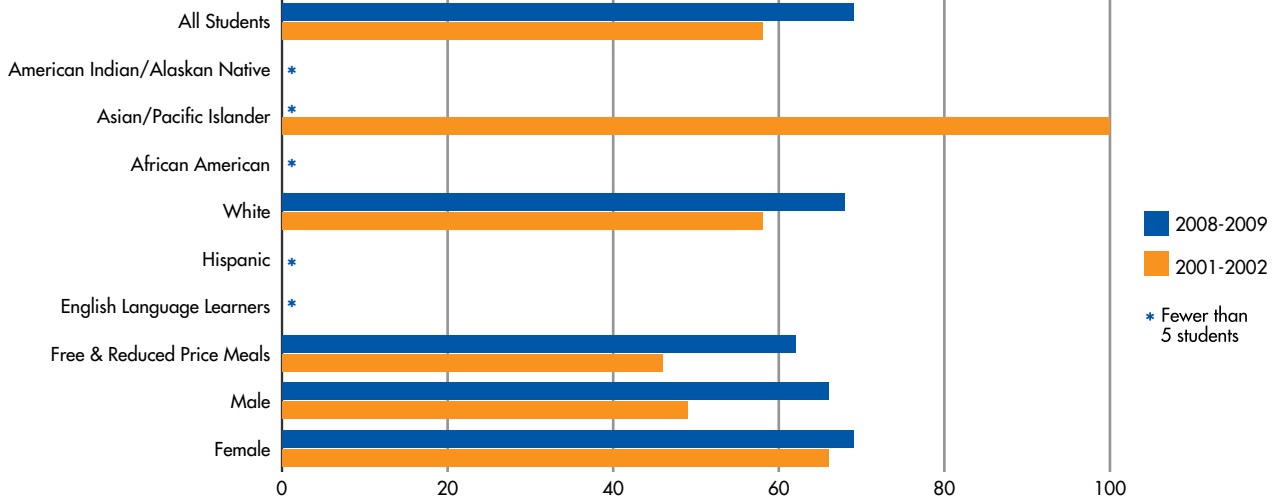
Garrett County Prior Care Enrollment (SY 2008-2009)



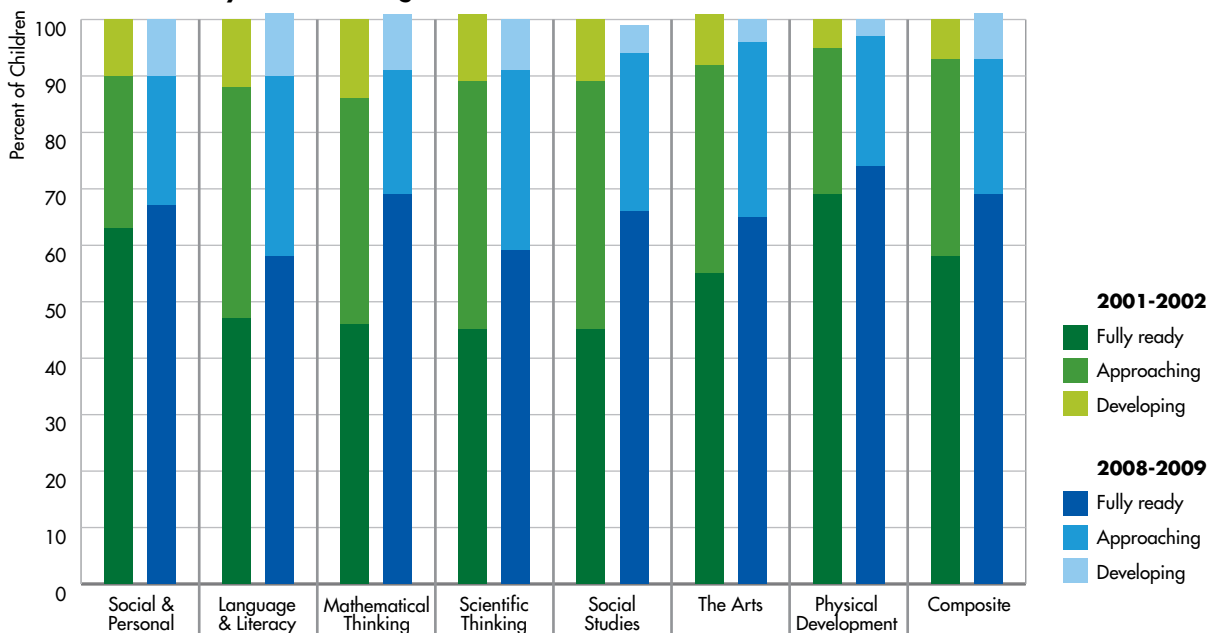
Garrett County and Statewide "Fully Ready" Composite Results



Garrett County Percentage of Kindergarten Students Assessed as "Fully Ready" by Subgroup

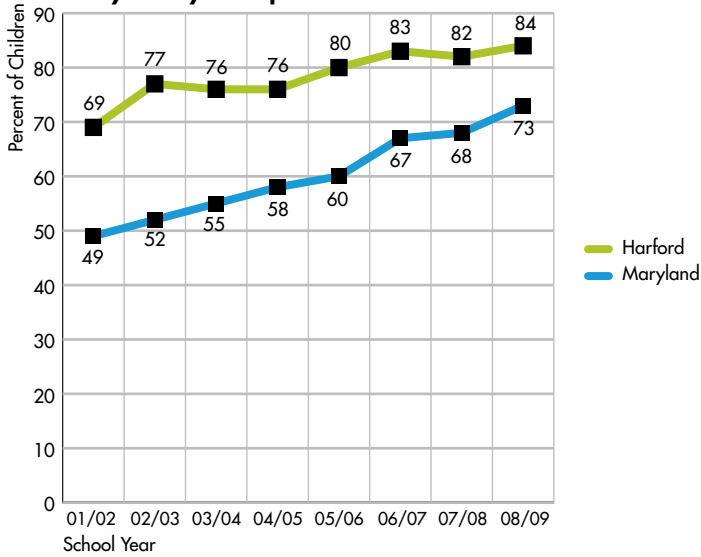


Garrett County MMSR Kindergarten Assessment Results

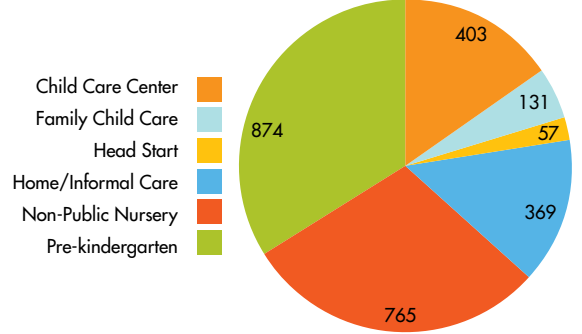


Harford County

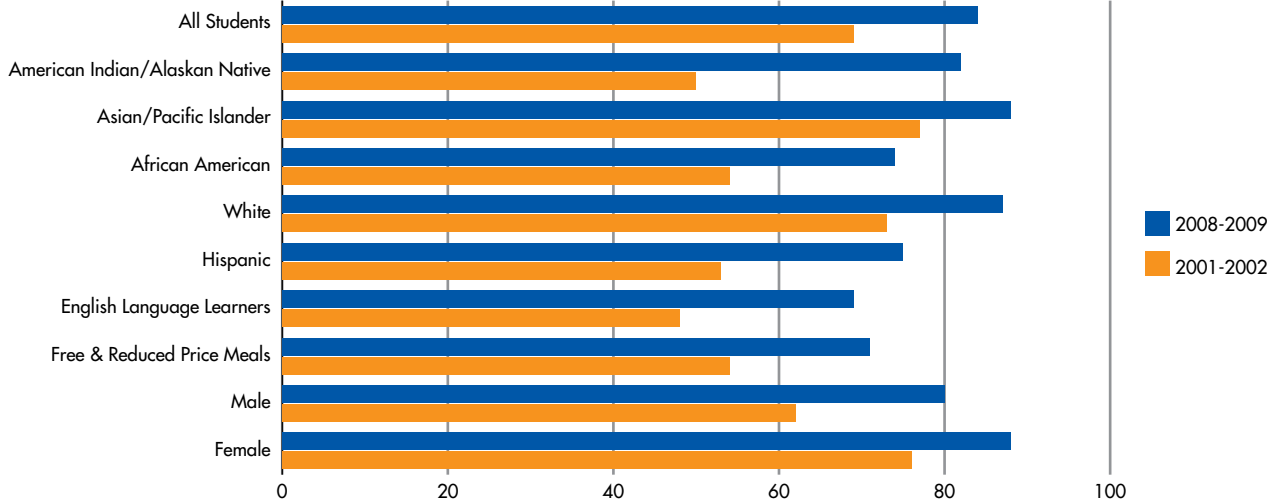
Harford County and Statewide "Fully Ready" Composite Results



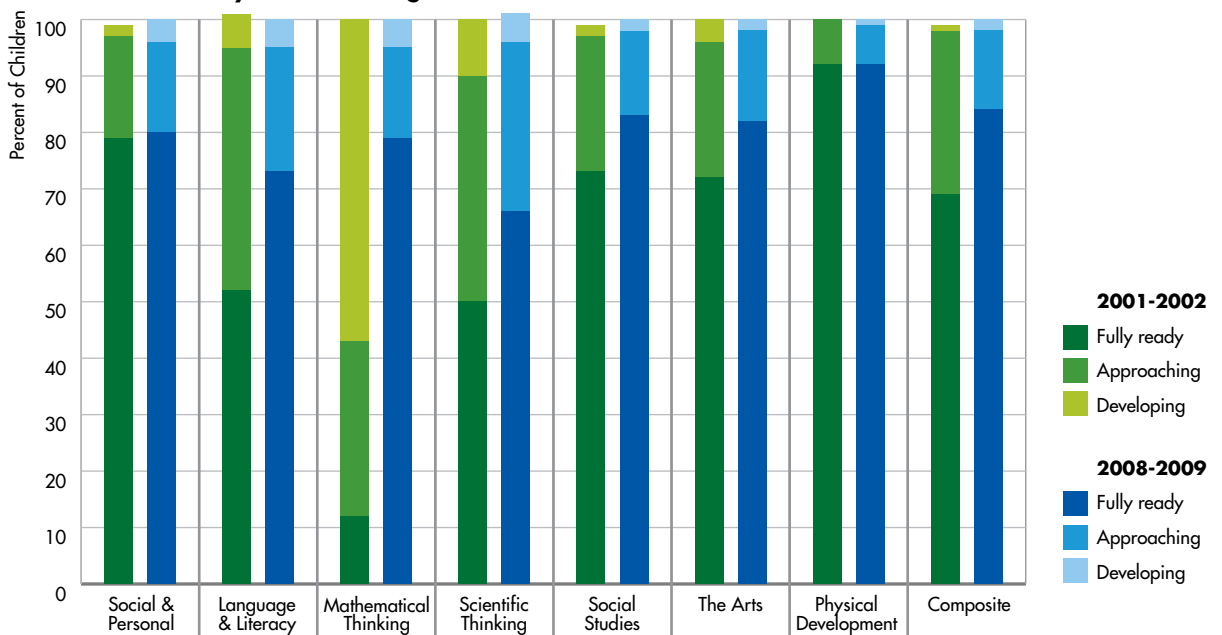
Harford County Prior Care Enrollment (SY 2008-2009)



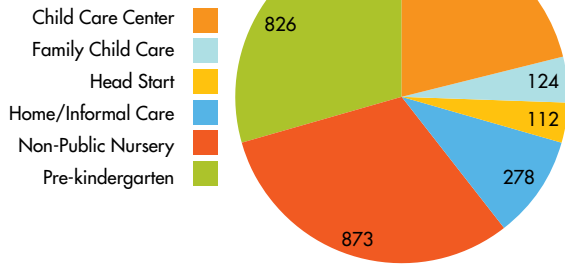
Harford County Percentage of Kindergarten Students Assessed as "Fully Ready" by Subgroup



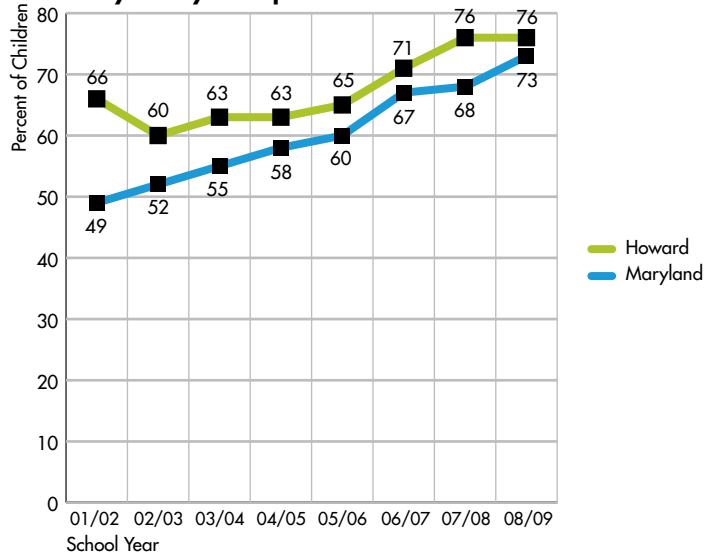
Harford County MMSR Kindergarten Assessment Results



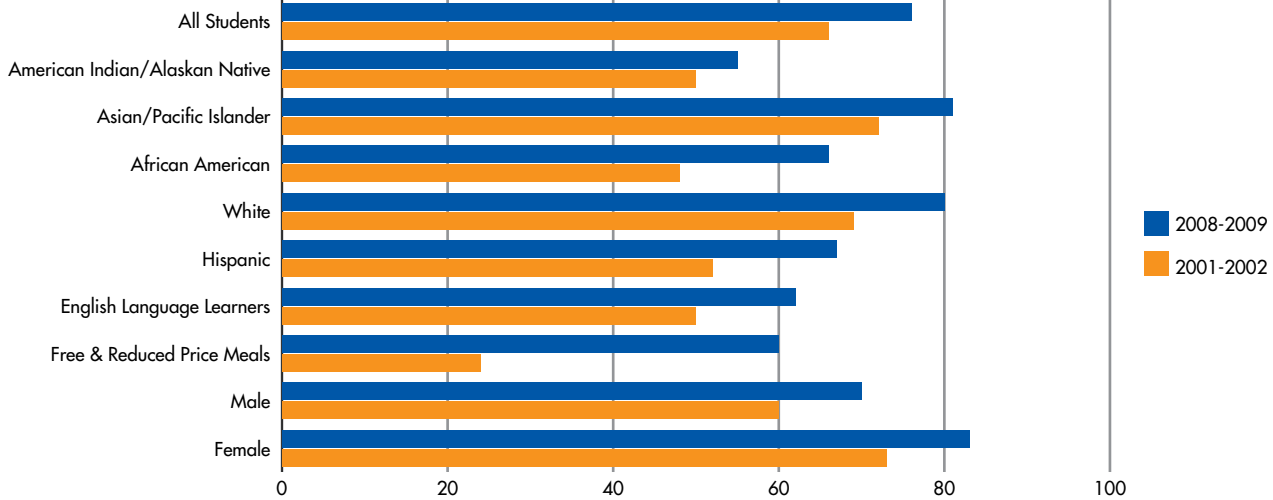
Howard County Prior Care Enrollment (SY 2008-2009)



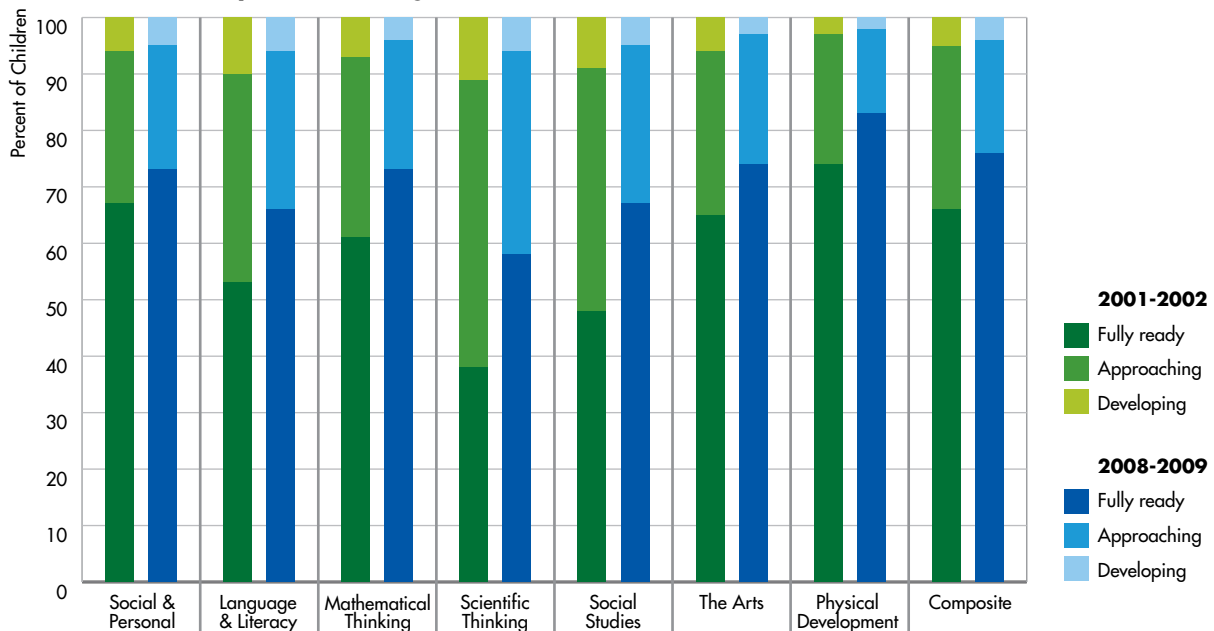
Howard County and Statewide "Fully Ready" Composite Results



Howard County Percentage of Kindergarten Students Assessed as "Fully Ready" by Subgroup

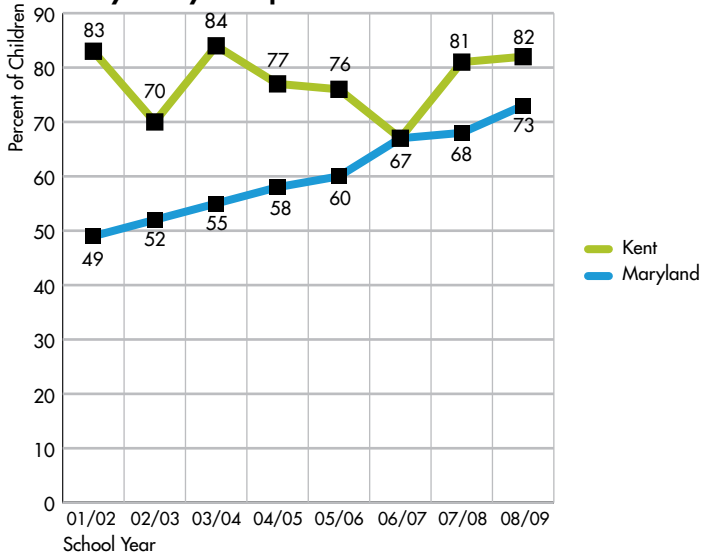


Howard County MMSR Kindergarten Assessment Results

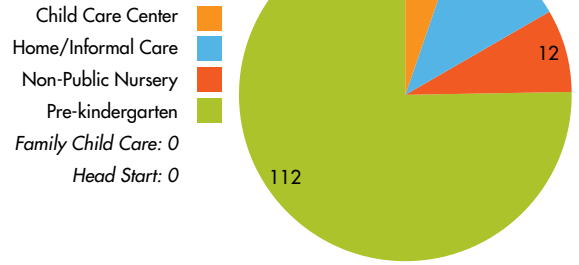


Kent County

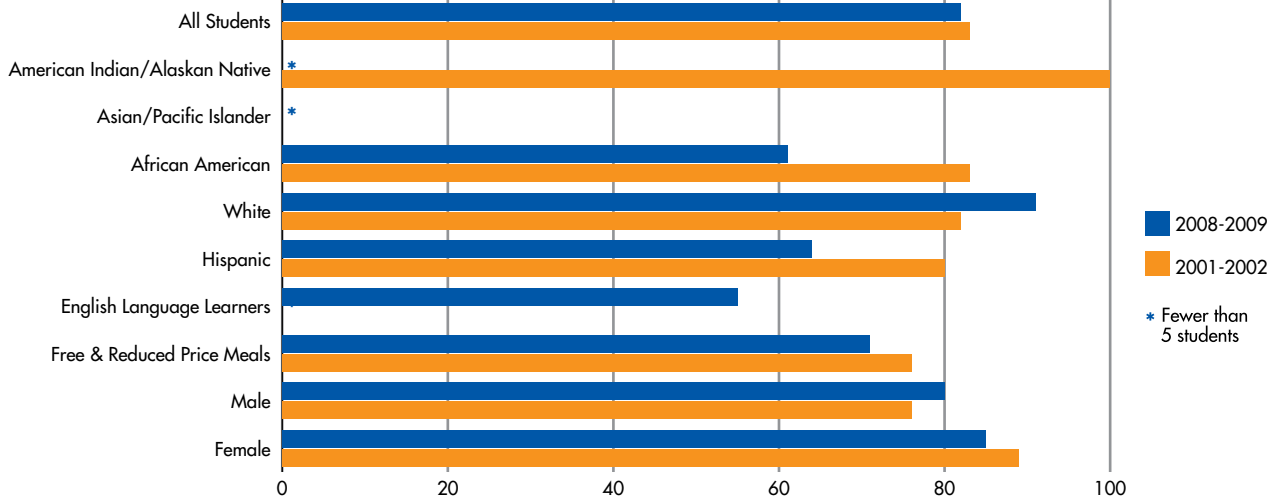
Kent County and Statewide "Fully Ready" Composite Results



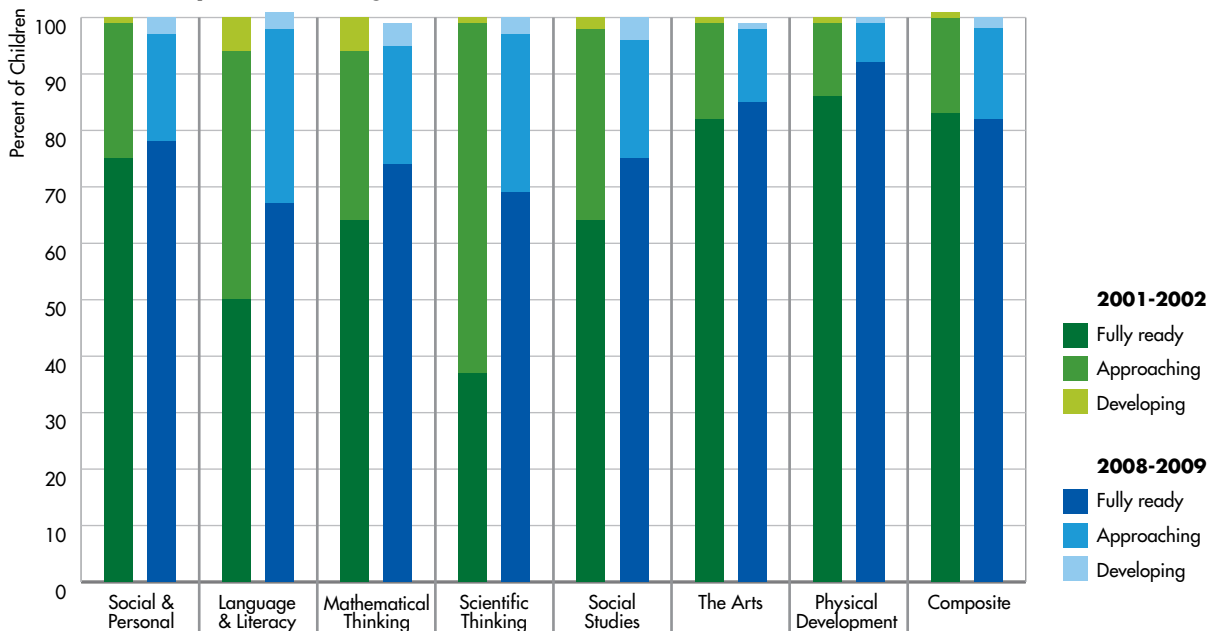
Kent County Prior Care Enrollment (SY 2008-2009)



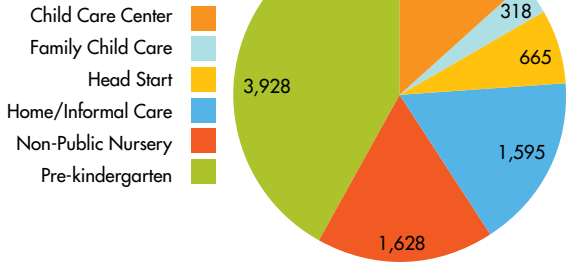
Kent County Percentage of Kindergarten Students Assessed as "Fully Ready" by Subgroup



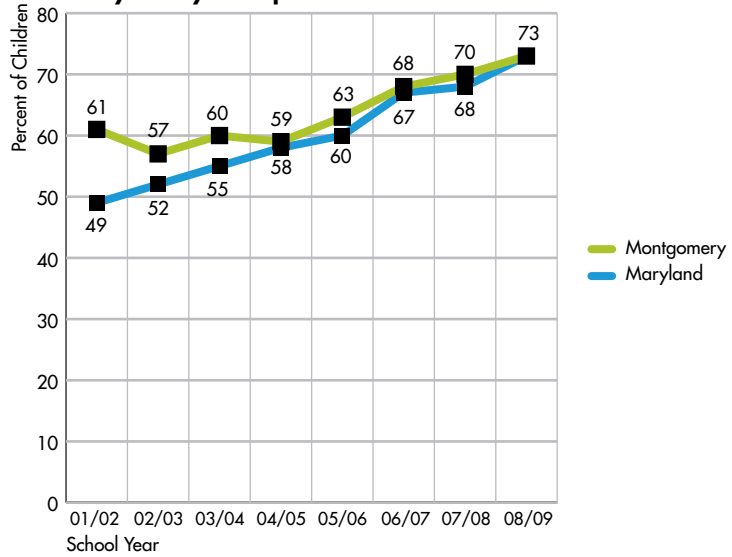
Kent County MMSR Kindergarten Assessment Results



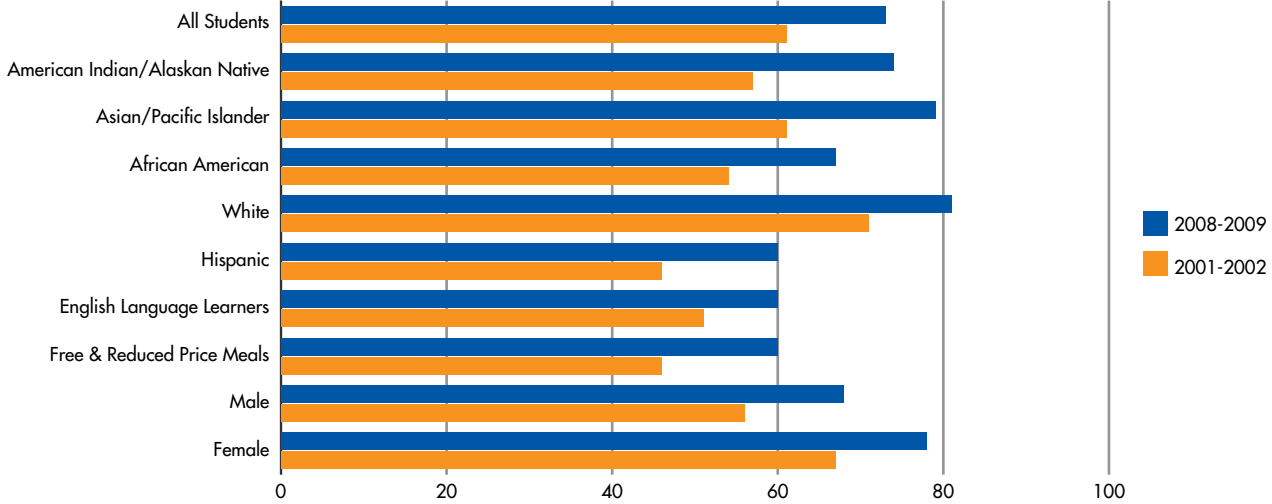
Montgomery County Prior Care Enrollment (SY 2008-2009)



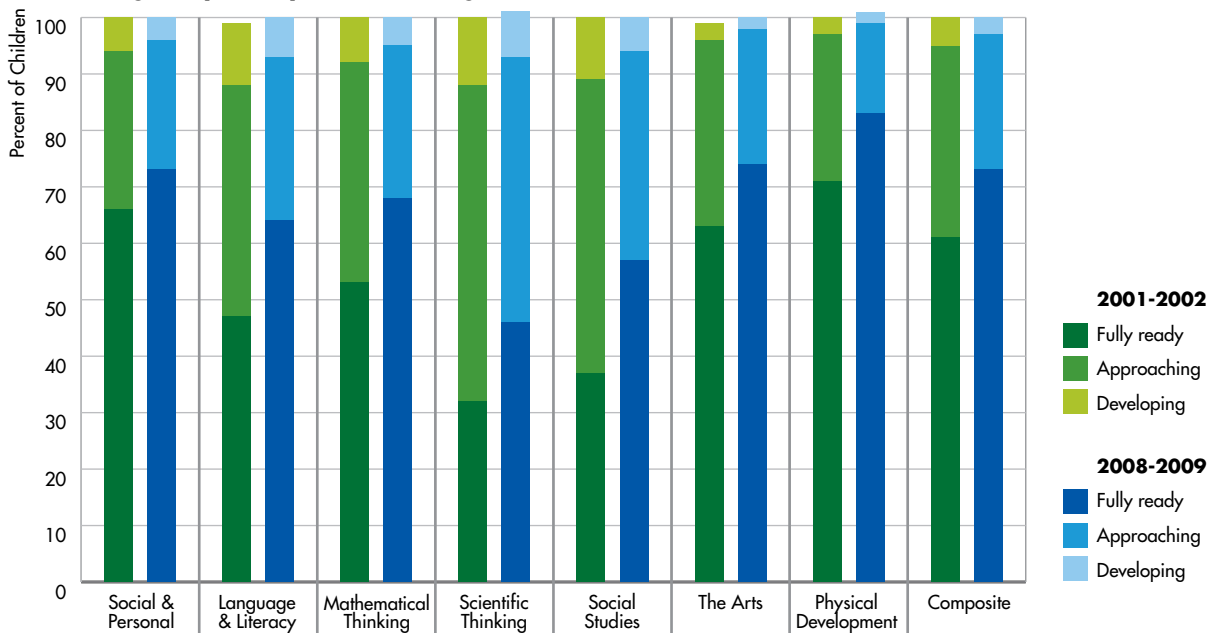
Montgomery County and Statewide "Fully Ready" Composite Results



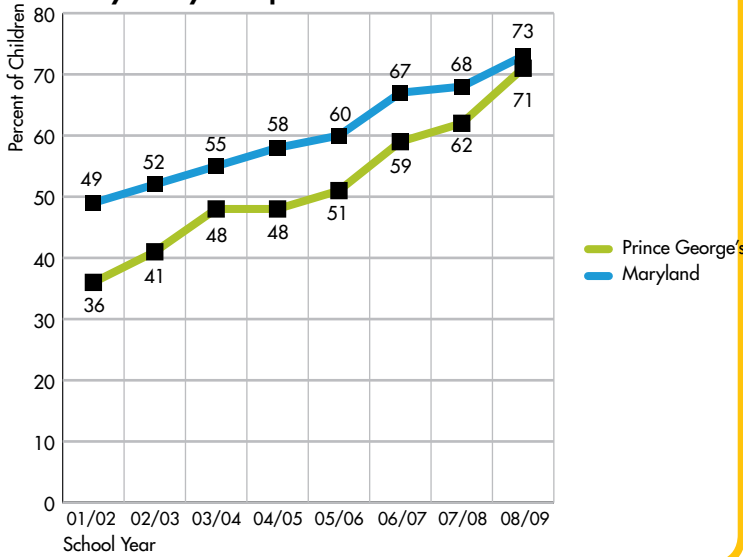
Montgomery County Percentage of Kindergarten Students Assessed as "Fully Ready" by Subgroup



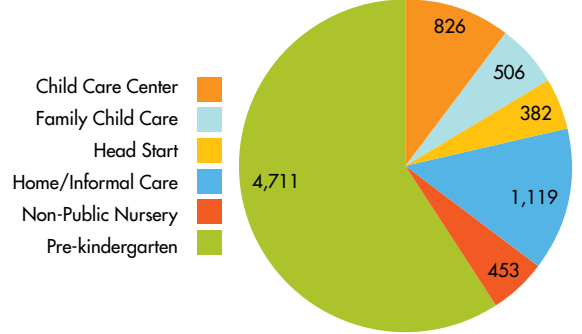
Montgomery County MMSR Kindergarten Assessment Results



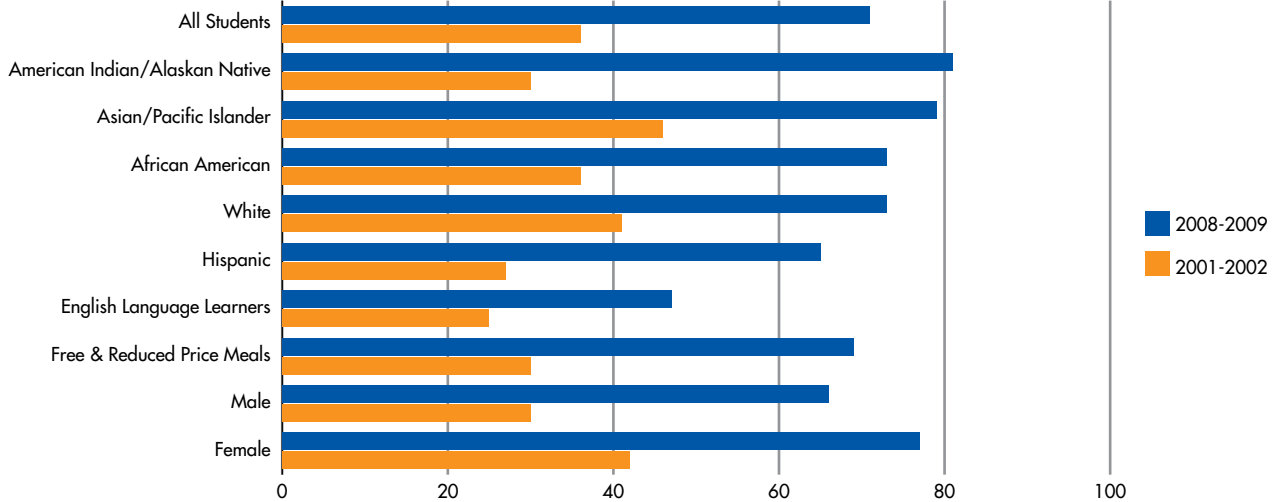
Prince George's County and Statewide "Fully Ready" Composite Results



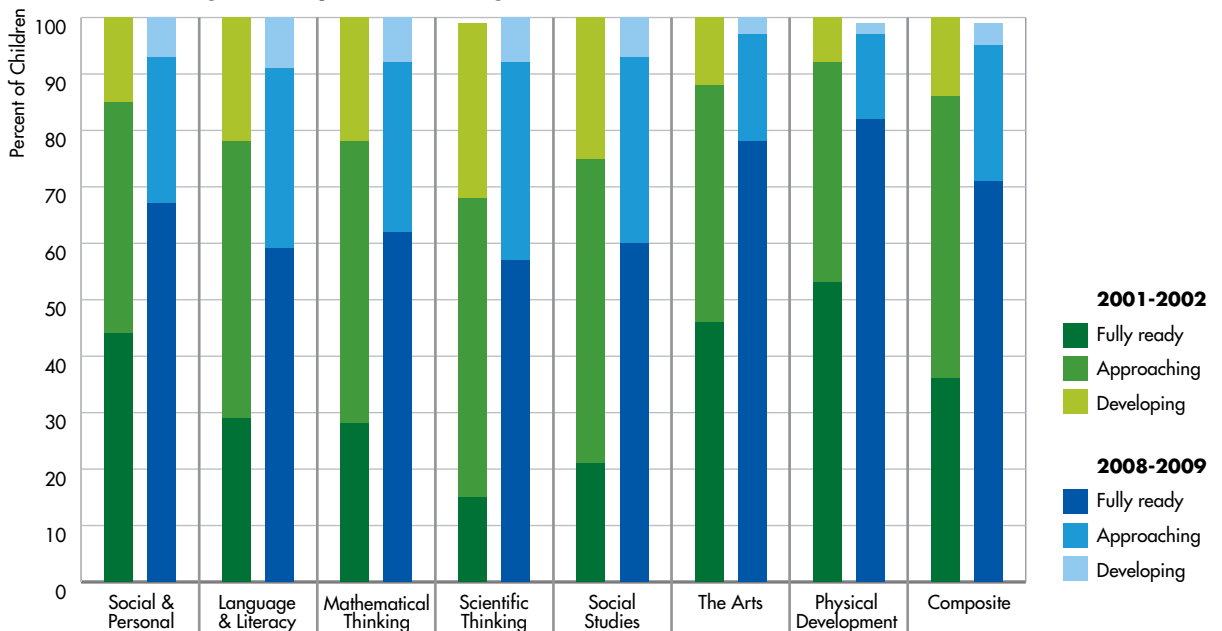
Prince George's County Prior Care Enrollment (SY 2008-2009)



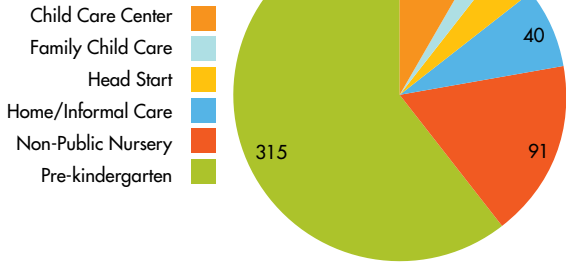
Prince George's County Percentage of Kindergarten Students Assessed as "Fully Ready" by Subgroup



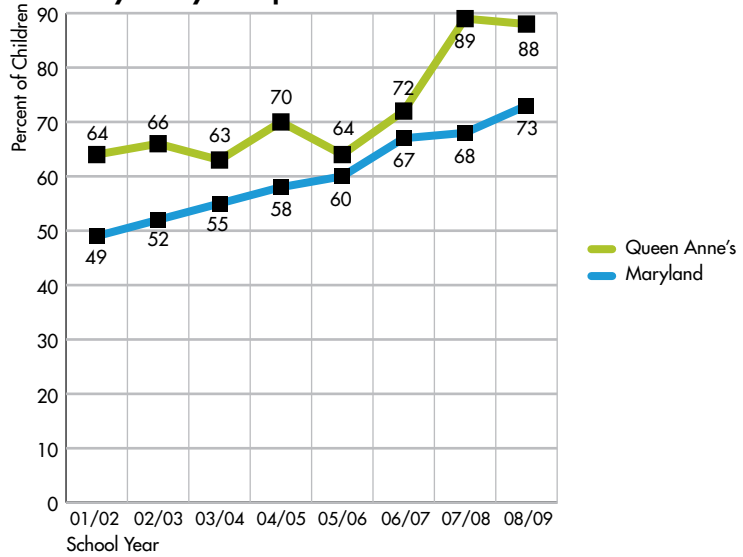
Prince George's County MMSR Kindergarten Assessment Results



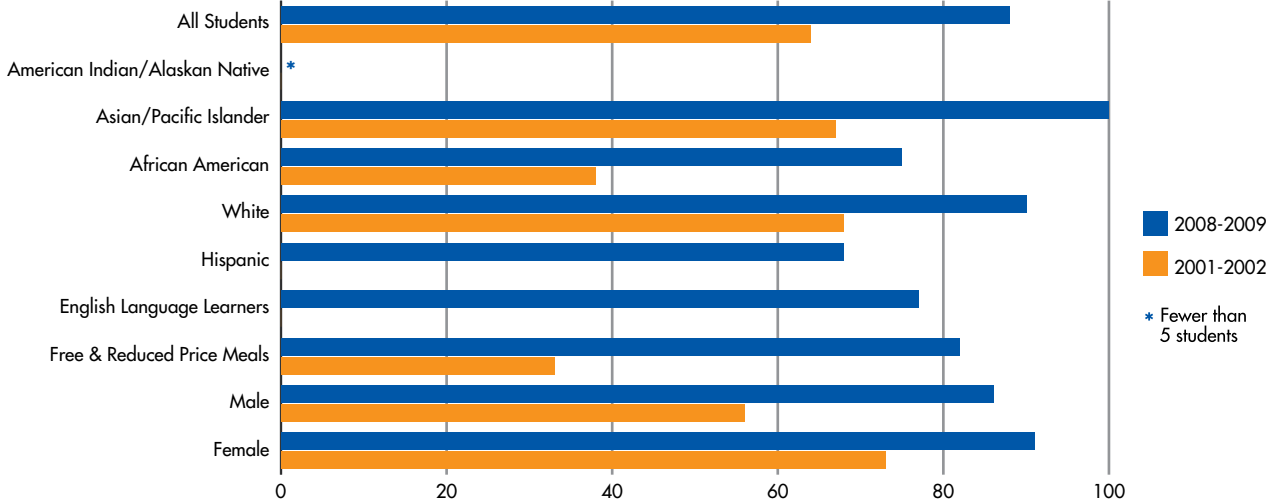
Queen Anne's County Prior Care Enrollment (SY 2008-2009)



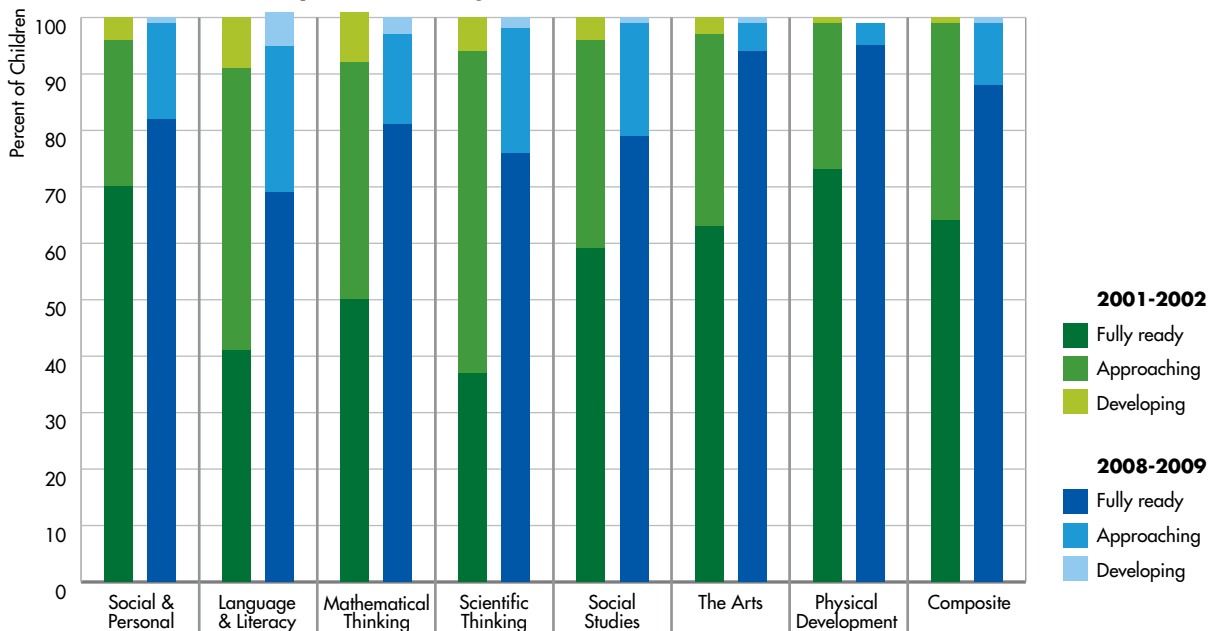
Queen Anne's County and Statewide "Fully Ready" Composite Results



Queen Anne's County Percentage of Kindergarten Students Assessed as "Fully Ready" by Subgroup

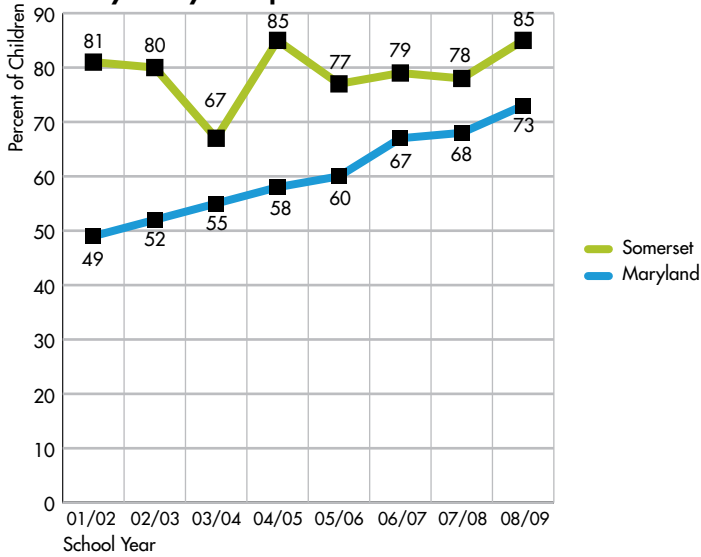


Queen Anne's County MMSR Kindergarten Assessment Results

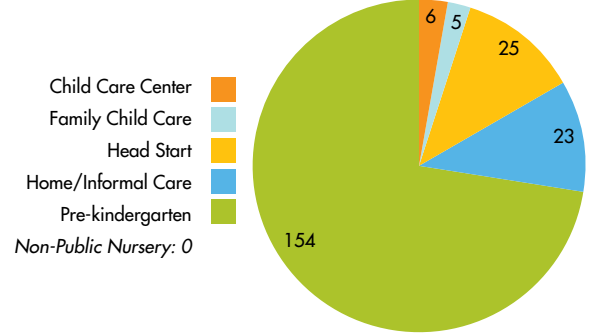


Somerset County

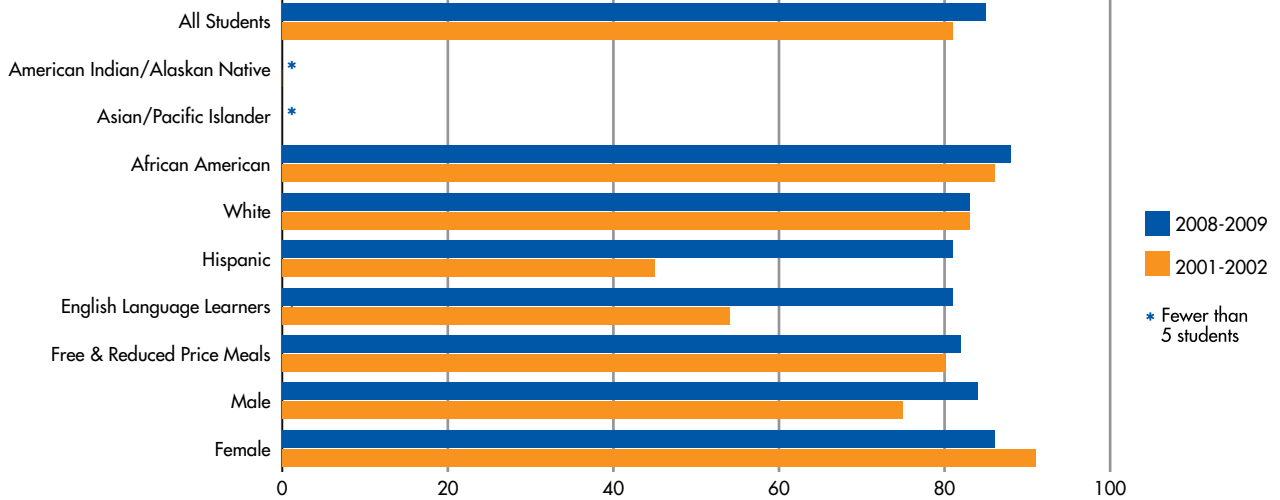
Somerset County and Statewide "Fully Ready" Composite Results



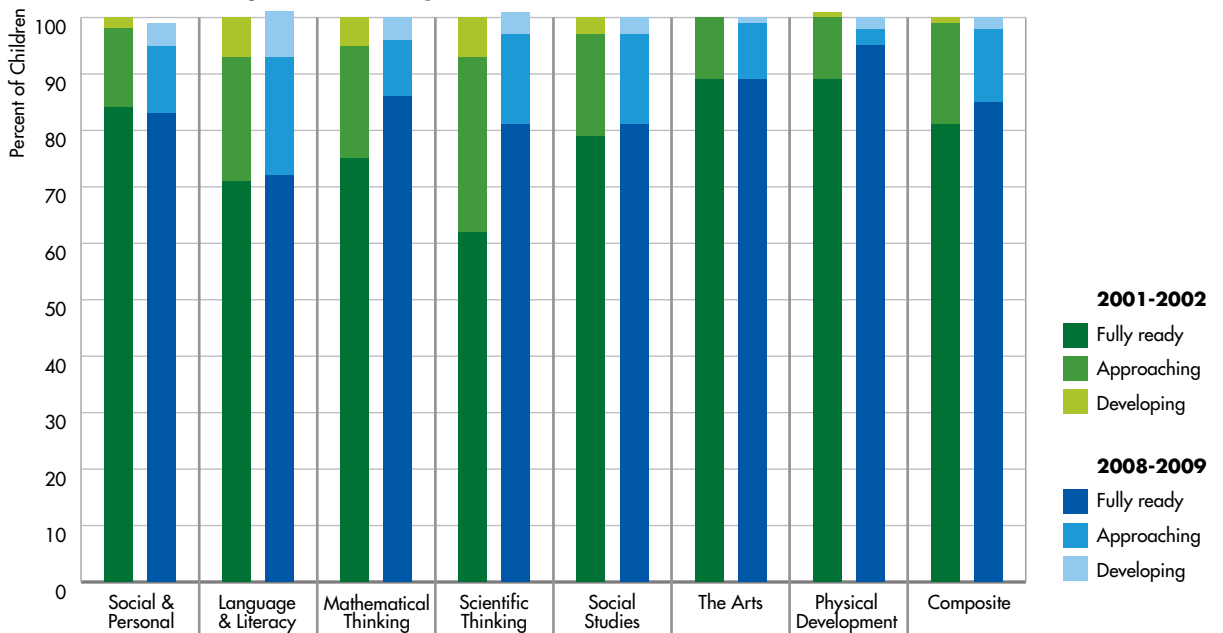
Somerset County Prior Care Enrollment (SY 2008-2009)



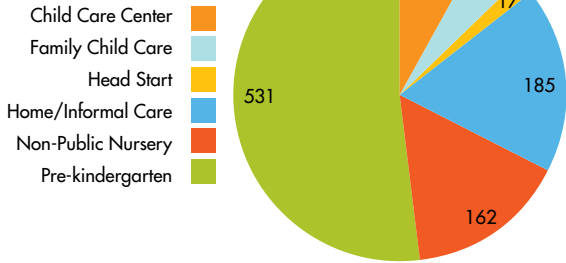
Somerset County Percentage of Kindergarten Students Assessed as "Fully Ready" by Subgroup



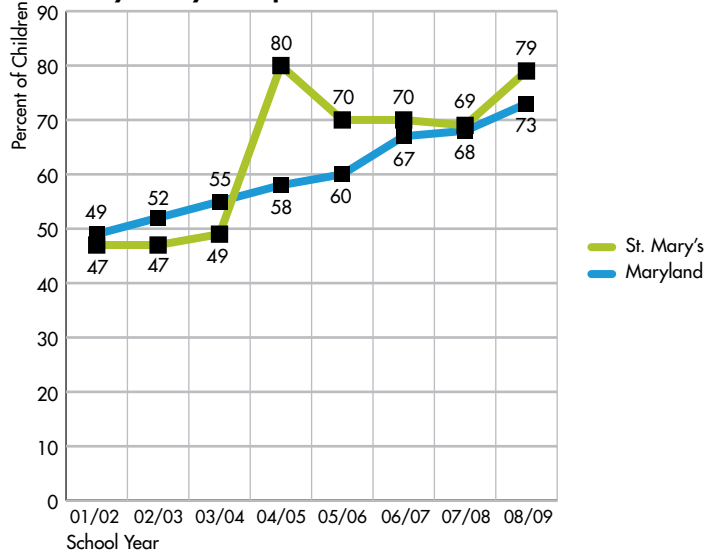
Somerset County MMSR Kindergarten Assessment Results



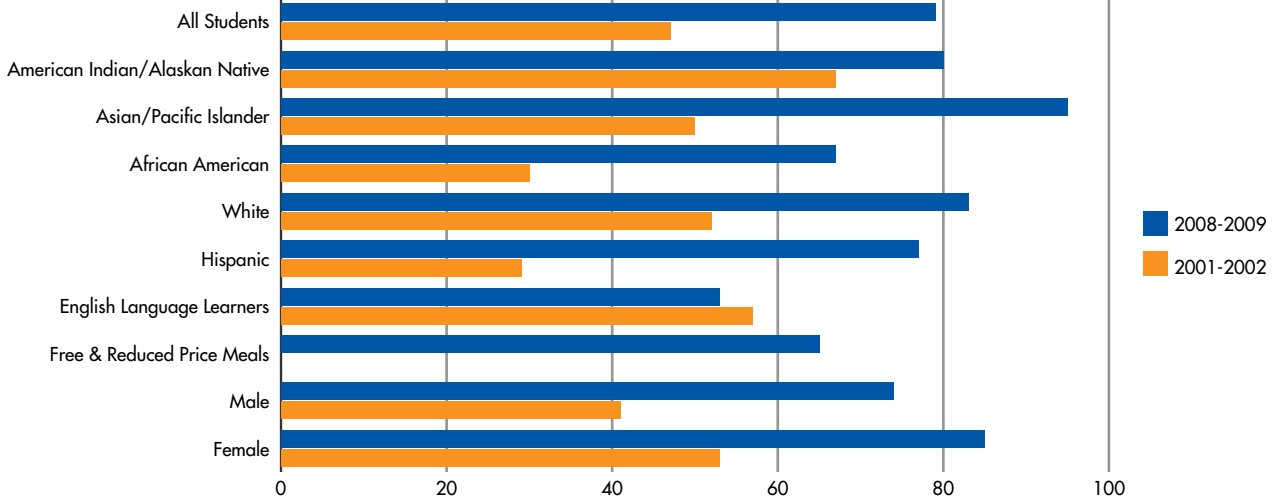
St. Mary's County Prior Care Enrollment (SY 2008-2009)



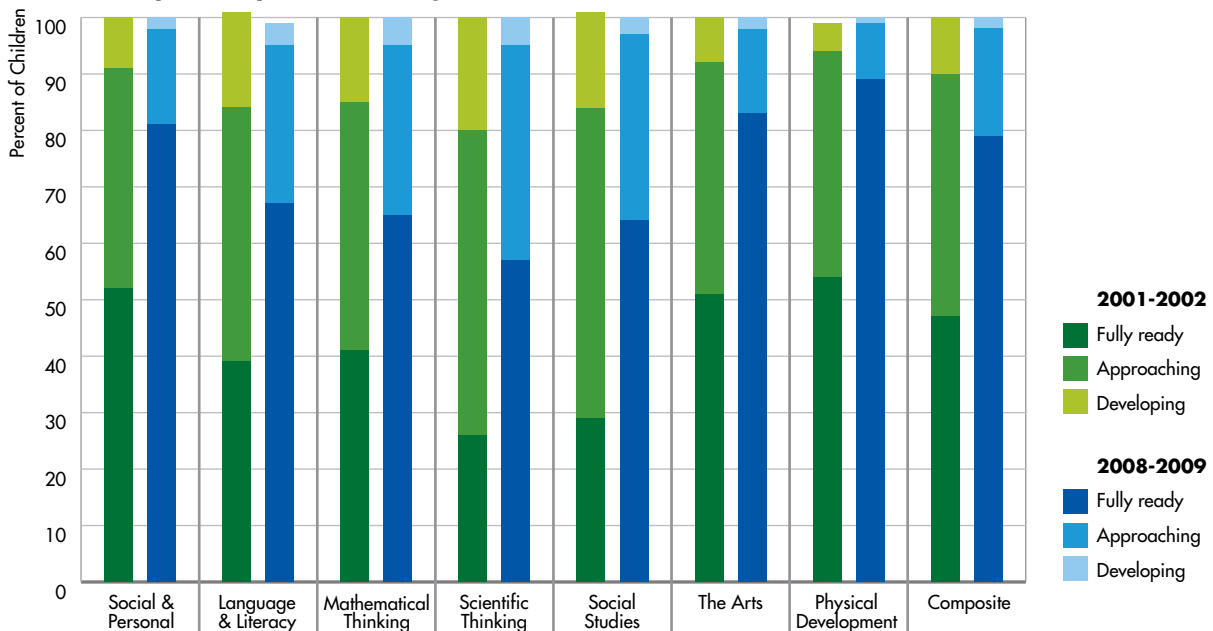
St. Mary's County and Statewide "Fully Ready" Composite Results



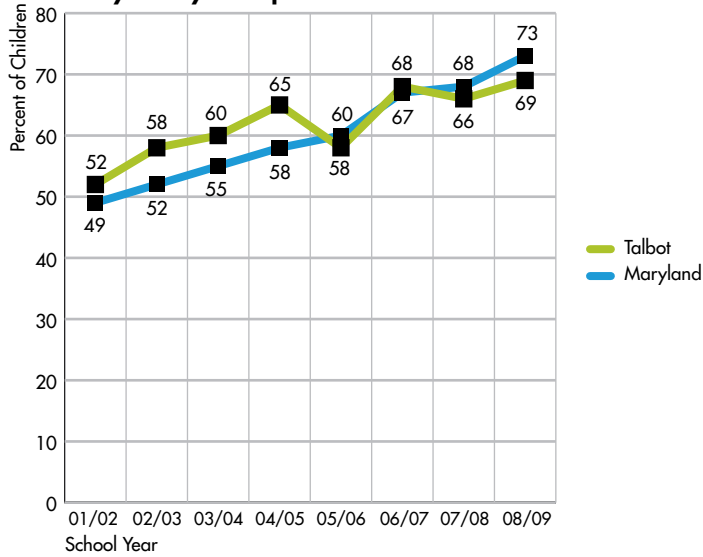
St. Mary's County Percentage of Kindergarten Students Assessed as "Fully Ready" by Subgroup



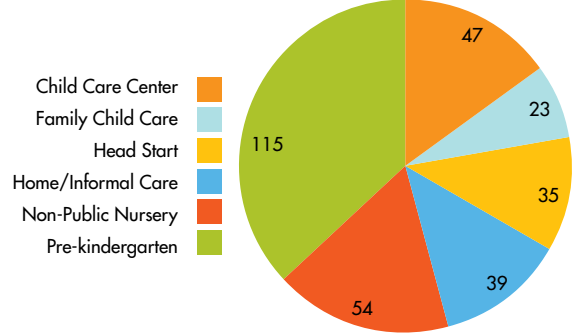
St. Mary's County MMSR Kindergarten Assessment Results



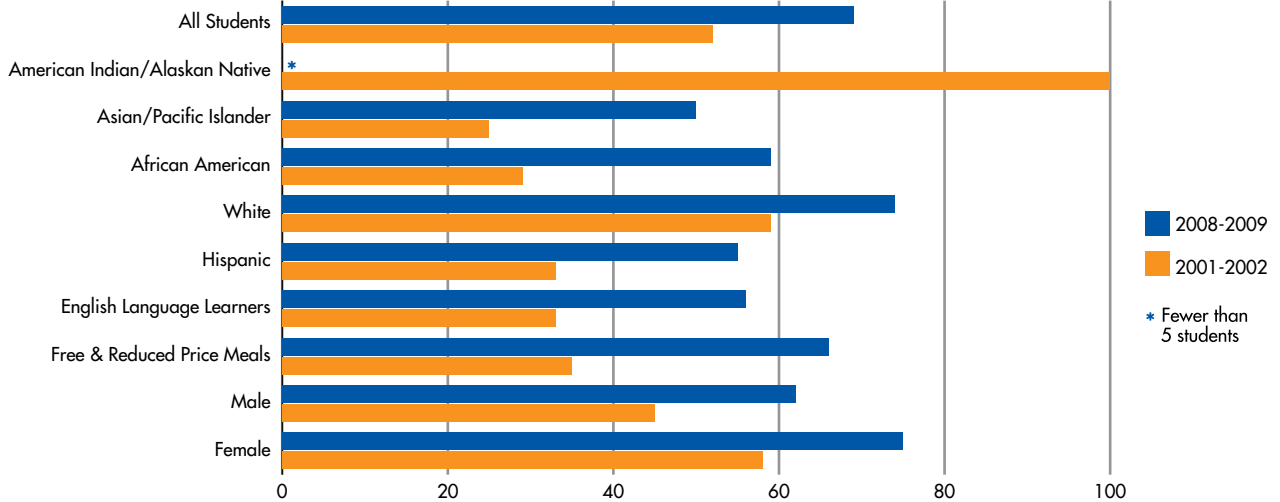
Talbot County and Statewide "Fully Ready" Composite Results



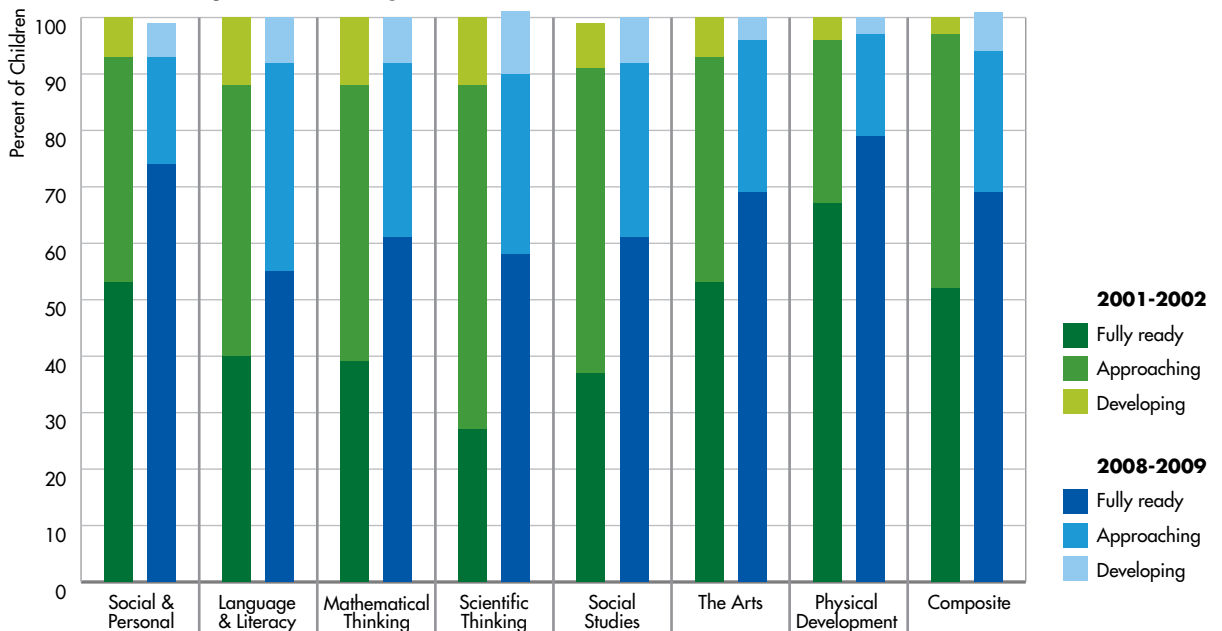
Talbot County Prior Care Enrollment (SY 2008-2009)



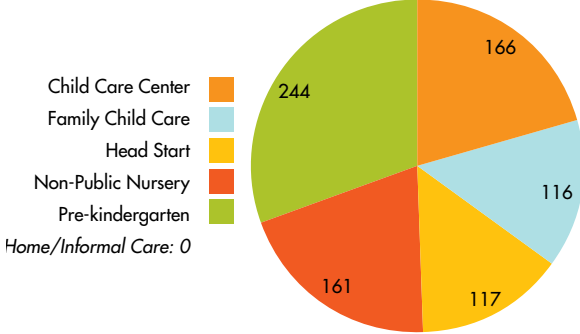
Talbot County Percentage of Kindergarten Students Assessed as "Fully Ready" by Subgroup



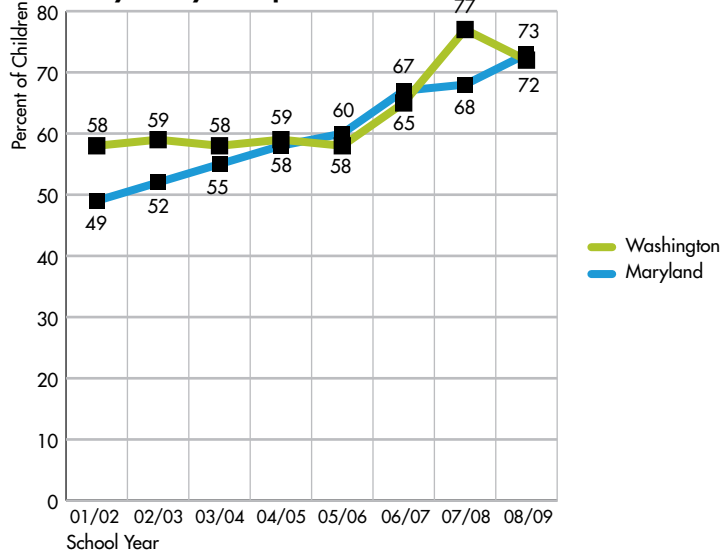
Talbot County MMSR Kindergarten Assessment Results



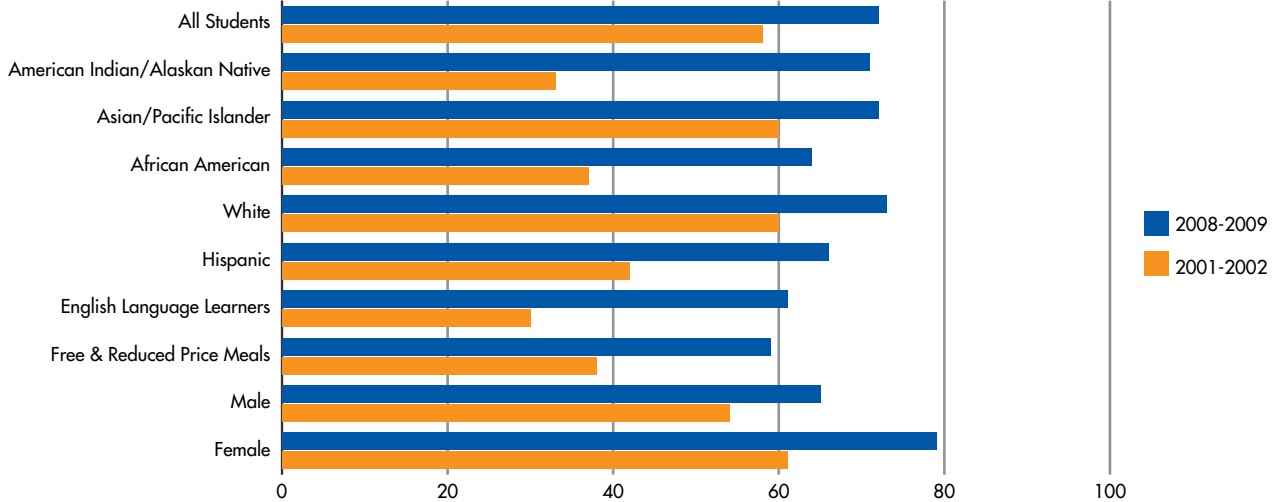
Washington County Prior Care Enrollment (SY 2008-2009)



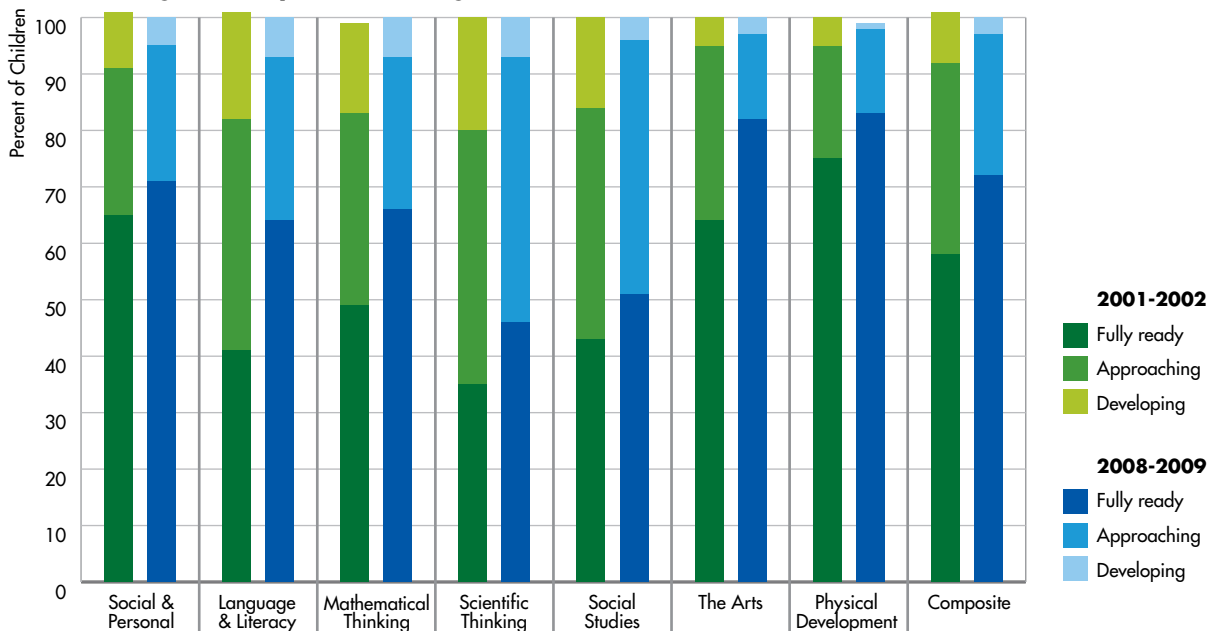
Washington County and Statewide "Fully Ready" Composite Results



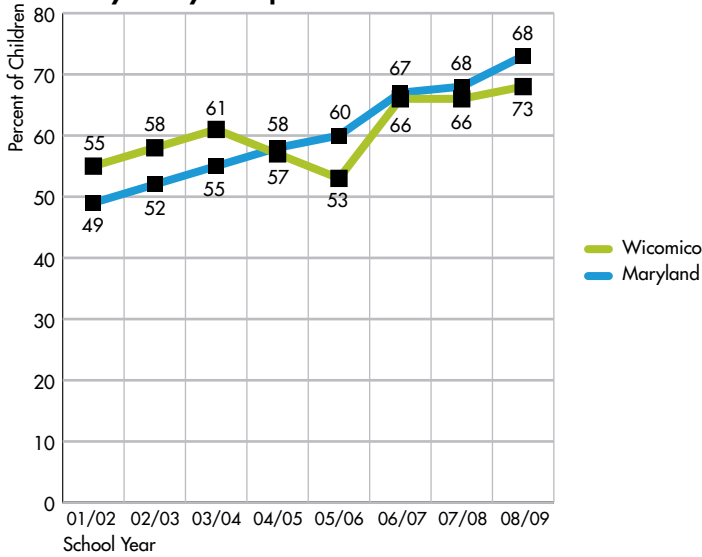
Washington County Percentage of Kindergarten Students Assessed as "Fully Ready" by Subgroup



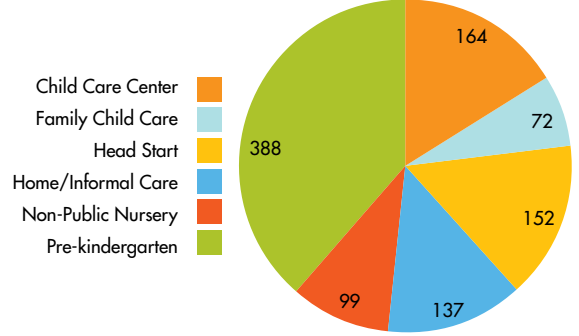
Washington County MMSR Kindergarten Assessment Results



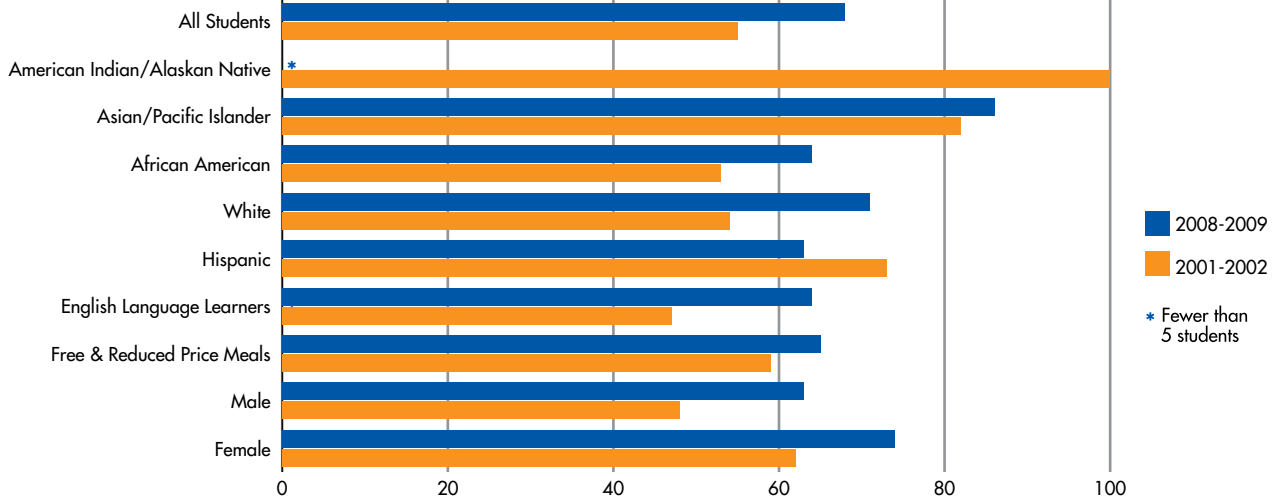
Wicomico County and Statewide "Fully Ready" Composite Results



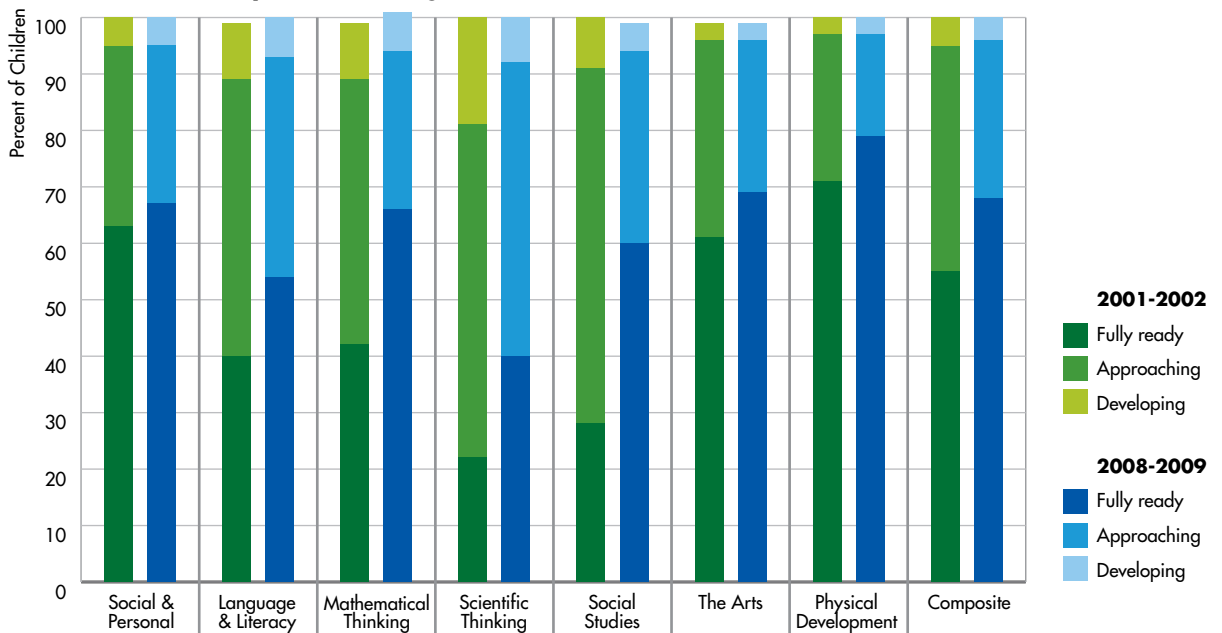
Wicomico County Prior Care Enrollment (SY 2008-2009)



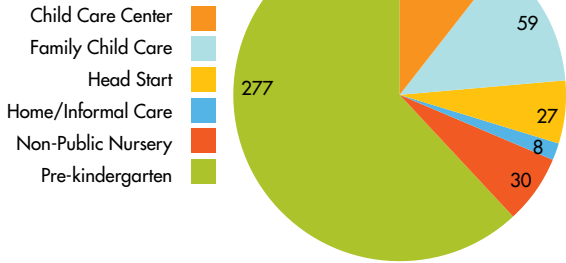
Wicomico County Percentage of Kindergarten Students Assessed as "Fully Ready" by Subgroup



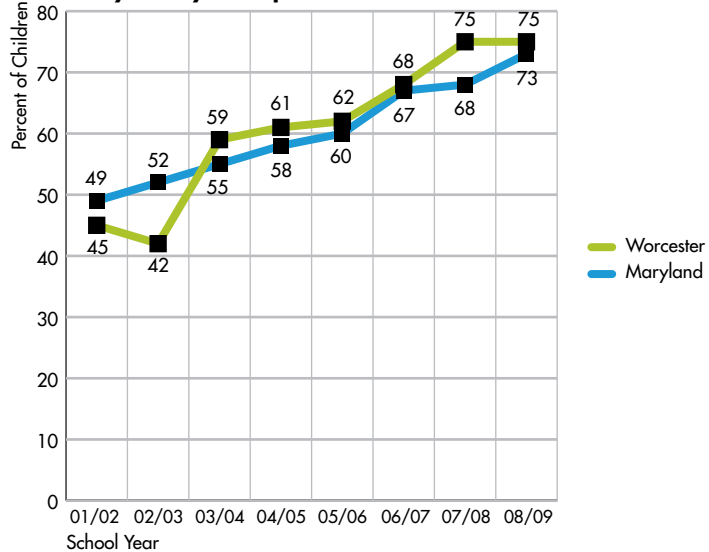
Wicomico County MMSR Kindergarten Assessment Results



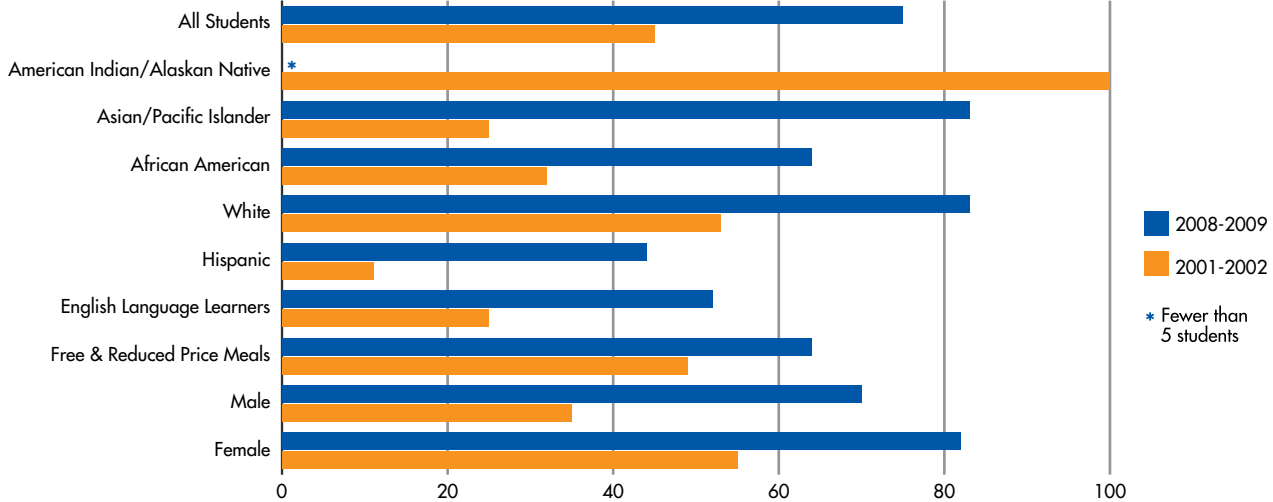
Worcester County Prior Care Enrollment (SY 2008-2009)



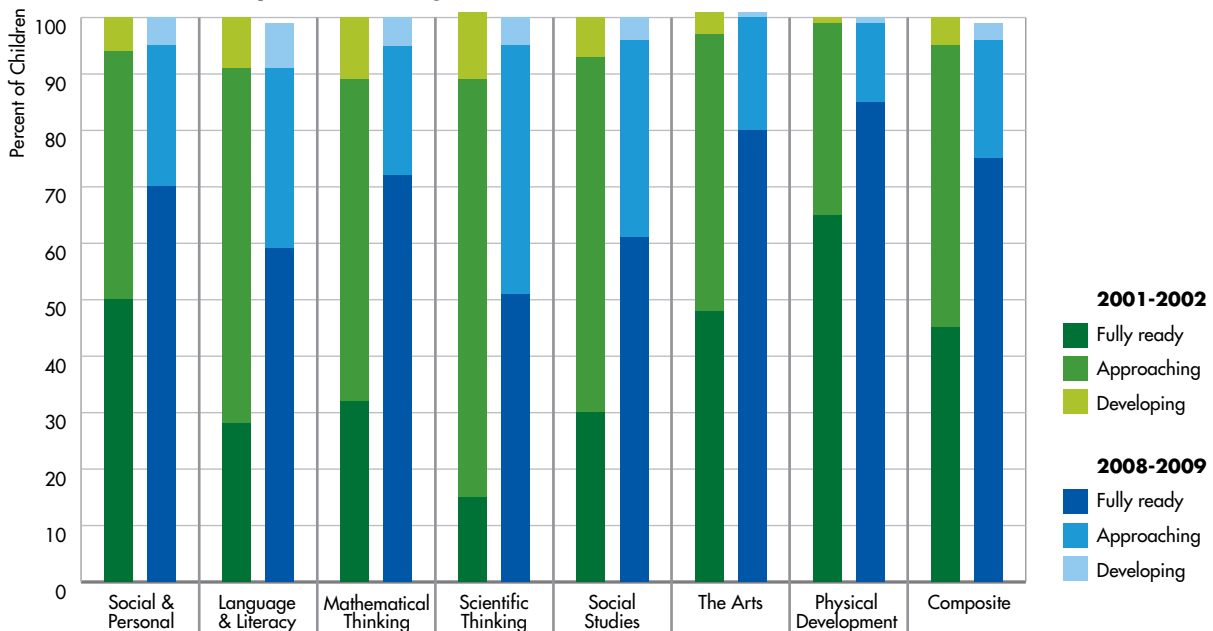
Worcester County and Statewide "Fully Ready" Composite Results

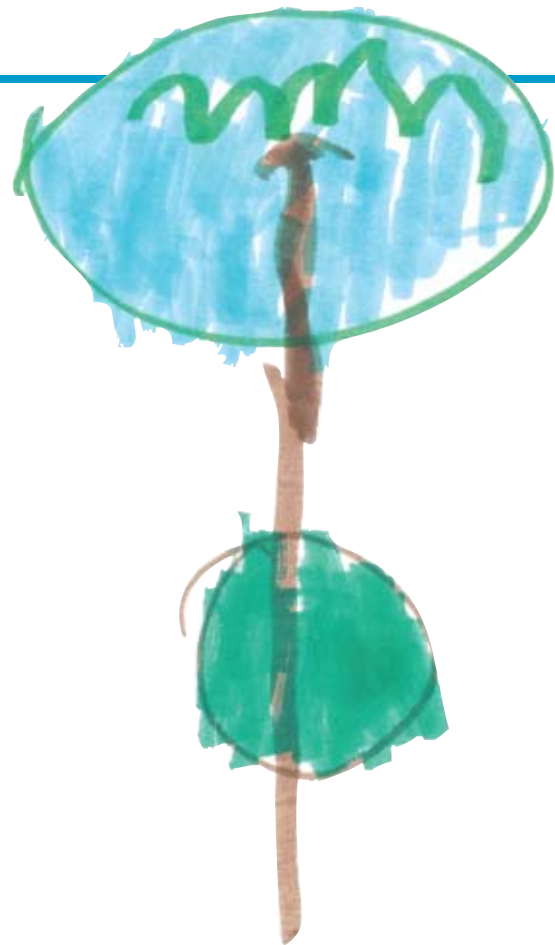


Worcester County Percentage of Kindergarten Students Assessed as "Fully Ready" by Subgroup



Worcester County MMSR Kindergarten Assessment Results





200 W. Baltimore Street
Baltimore, Maryland 21201
Phone: 410.767.0425
TTY/TTD: 410.333.6442
Fax: 410.333.2226