

# getting reA dy

The 2010-2011 Maryland School Readiness Report



Children Entering School Ready to Learn



ready a five

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Dear Colleague:

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

That is why I am excited to share with you Children Entering School Ready to Learn: The 2010-2011 Maryland School Readiness Report, which was developed in partnership with Ready At Five. It lays out the critical importance of children starting school fully prepared to succeed in kindergarten. Most importantly, the report shares what we have learned from the 2010-2011 Maryland Model for School Readiness (MMSR) data about the school readiness of Maryland's children: statewide, by subgroups, and for each of Maryland's 24 local jurisdictions. Some of the highlights are:

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

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

When our children succeed, so does Maryland.

Sincerely,

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

Nancy S. Grasmick  
*Maryland State Superintendent of Schools*

# introduction

## the early years: a window for learning

The years from birth to age five are the most crucial period of learning in a child's life. This is the "window" in which a child's greatest brain development takes place. In fact, nearly 90% of a child's brain development – in response to the stimulation the child receives – happens by age 5. Early experiences lay the groundwork for a child's lifelong learning and behavior.

That is why school readiness – a child's ability to successfully carry out kindergarten work – depends so heavily on a child's birth-to-five learning experiences. It is also why, as experts point out and as Maryland's 2010-2011 school readiness data affirm, children's early learning affects their school success well beyond kindergarten. The data show, for instance, that as kindergarten school readiness results improve, third-grade reading and math scores rise correspondingly. A child's readiness to start kindergarten is the most important educational milestone in his or her life.



## more than worth the investment

The school readiness of Maryland's children has a powerful impact not only on the quality of future adults' lives but also on our economy itself. Nobel-Prize-winning economist James J. Heckman's research shows that effective early care and education decreases the need for Special Education and remediation, and also reduces juvenile delinquency, teen pregnancy, and dropout rates.<sup>1</sup> Similarly, a Pew Center study by economist Mark Cohen and criminologists Alex Piquero and Wesley Jennings finds that the societal "pay now" price of supporting healthy prenatal care, sound parental skills, and quality PreK programs are a fraction of the "pay later" price associated with the problems of low birth weight babies, child abuse and neglect, and high school dropouts.<sup>2</sup>

## the MMSR: how Maryland assesses school readiness

To assure that we have an accurate understanding each year of the level of school readiness of every child entering kindergarten in Maryland, the Maryland State Department of Education developed the Maryland Model for School Readiness (MMSR), a kindergarten assessment<sup>3</sup> that evaluates what each child knows and is able to do in the seven Domains of Learning: Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, the Arts, Physical Development, and Social and Personal Development.

<sup>1</sup>James Warren, "Economist's Plan to Improve Schools Begins Before Kindergarten," *New York Times*, December 23, 2010. <sup>2</sup>Pew Center On the States, Issue Brief, "Paying Later: The High Costs of Failing to Invest in Young Children," January 2011. <sup>3</sup>The MMSR kindergarten assessment uses a modified Work Sampling System (WSS)<sup>TM</sup> as its assessment instrument.



Every year, kindergarten teachers use the MMSR to individually assess the readiness of each of their students in the seven essential areas of learning. Teachers are trained by the Maryland State Department of Education to effectively use the MMSR. The MMSR is not a “test,” but a set of systematic, carefully-defined daily observations, work samples, and age-appropriate guidelines by which a teacher assesses the skills of each entering kindergartener. The MMSR identifies three levels of school readiness:

- **Fully Ready:** The student consistently demonstrates the skills, behaviors, and abilities needed to meet kindergarten expectations.
- **Approaching Readiness:** The student inconsistently demonstrates the skills, behaviors, and abilities needed to meet kindergarten expectations successfully, and requires targeted instructional support in specific areas.
- **Developing Readiness:** The student does not demonstrate the skills, behaviors, and abilities needed to meet kindergarten expectations successfully, and requires considerable instructional support in several areas.

### using the MMSR

The MMSR is not just a tool to assess children’s skills and abilities. Kindergarten teachers use the findings to inform classroom instruction, provide appropriate support for individual students, and promote better communication with parents about children’s abilities. Local school systems use the findings to guide professional development opportunities for teachers, inform strategic planning, target resources, and successfully help children make the transition from early childhood to school.

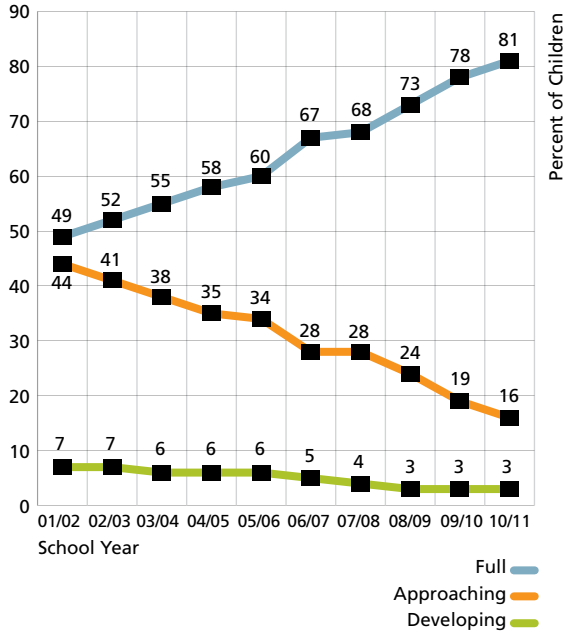
The compiled statewide and jurisdictional school readiness data released annually by the Maryland State Department of Education provide an invaluable source of information and insight for early educators, schools, legislators, public libraries, business leaders, and other community leaders for continuing to strengthen the school readiness of Maryland’s young children.

### Domains of Learning

- **Language and Literacy** - Talking, listening, speaking clearly, understanding stories, knowing some letters
- **Mathematical Thinking** - Counting, sorting, copying patterns, knowing some numbers and shapes
- **Physical Development** - Running, jumping, climbing, drawing, zipping, buttoning, using scissors
- **Scientific Thinking** - Exploring, asking questions, and using the five senses to get information
- **Social and Personal Development** - Getting along with others, following routines, finishing activities
- **Social Studies** - Following rules, knowing about the different jobs that people do, talking about how people are alike and different
- **The Arts** - Dancing, singing, making music, playing “make believe,” drawing, painting

# statewide school readiness data

## School Readiness Data



### Population Data, MD Dept of Planning, 2009

Children < 5 (age 0-4) 376,440

### School Enrollment MSDE, School Year 2010-2011

Kindergarten Students 62,701

#### Kindergarten Ethnicity

- American Indian 0.4%
- Asian 6.1%
- African American 33.1%
- Native Hawaiian/Pacific Islander 0.3%
- White 41.8%
- Hispanic 14.4%
- Two or More Races 4.0%

#### Kindergarteners by Subgroup

- Children with Disabilities 8.2%
- English Language Learners 14.0%
- Free/Reduced Priced Meals 42.3%

PreK Students 29,377

- Full-Day Program 42.9%
- Half-Day Program 57.1%

## we continue to make strong progress

More than 62,700 children entered Maryland's kindergarten classrooms this year, a 12% growth in enrollment since 2001-2002. With ever increasing enrollment and a rapidly diversifying population, Maryland continues to meet statistical school readiness improvement projections.

In 2010-2011, 81% of kindergarteners are fully school-ready, up from 49% in 2001-2002 and 78% last year. This latest rise in readiness represents a 65% growth (a 32-point increase) for Maryland in the past decade: extraordinary progress since 2001-2002.

The widespread increases in school readiness throughout Maryland's jurisdictions affirm our success to date. In fact, all of Maryland's 24 jurisdictions showed growth from 2001-2002. Eighteen jurisdictions reported higher school readiness from 2009-2010 and 17 jurisdictions exceeded the statewide average.

Our continued progress and strong success contributed to Maryland ranking #1 in the nation for the third year in a row. *Education Week* placed Maryland on the top of its list in 2010-2011, citing the state's long-term commitment to PreK – 12 education, curriculum alignment, state accountability, high standards, teacher effectiveness, and work in school readiness.

## achievement on the rise for all children

Several kindergarten subgroups have consistently had significantly lower school readiness than Maryland kindergarteners as a whole and are considered at risk of not being as successful in school as their peers.

The 2010-2011 data show that levels of school readiness are substantially improving for children entering kindergarten with risk factors:

- 76% of African-American children are fully school-ready, up from 37% in 2001-2002 and 71% in 2009-2010.
- 70% of Hispanic children are fully school-ready—a 31-point readiness gain from 2001-2002 and 4 points more than last year.
- 73% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) rose to full readiness, up from 34% in 2001-2002 and 69% in 2009-2010.
- 68% of English Language Learners (ELL – children whose first language is not English) are fully ready, up from 35% in 2001-2002 and 65% in 2009-2010.
- 56% of children with disabilities are fully ready, making a substantial 26-point gain from 2001-2002 and 5 points more than last year.

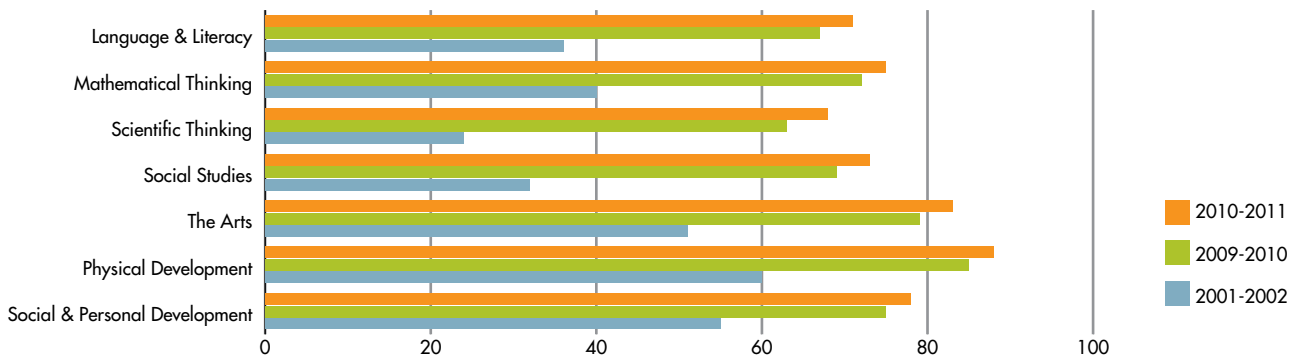
## substantial gains in school readiness

The 2010-2011 MMSR data show sizeable school readiness gains across all Domains of Learning. The statewide focus on Language & Literacy and STEM (Science, Technology, Engineering, and Mathematics) subjects resulted in tremendous progress in these areas. These areas experienced statistically significant increases since 2001-2002 of 35 points for Language and Literacy, 35 points for Mathematical Thinking, and 44 points for Scientific Thinking. Moreover, Language and Literacy readiness has the highest correlation to increases in overall full readiness levels.

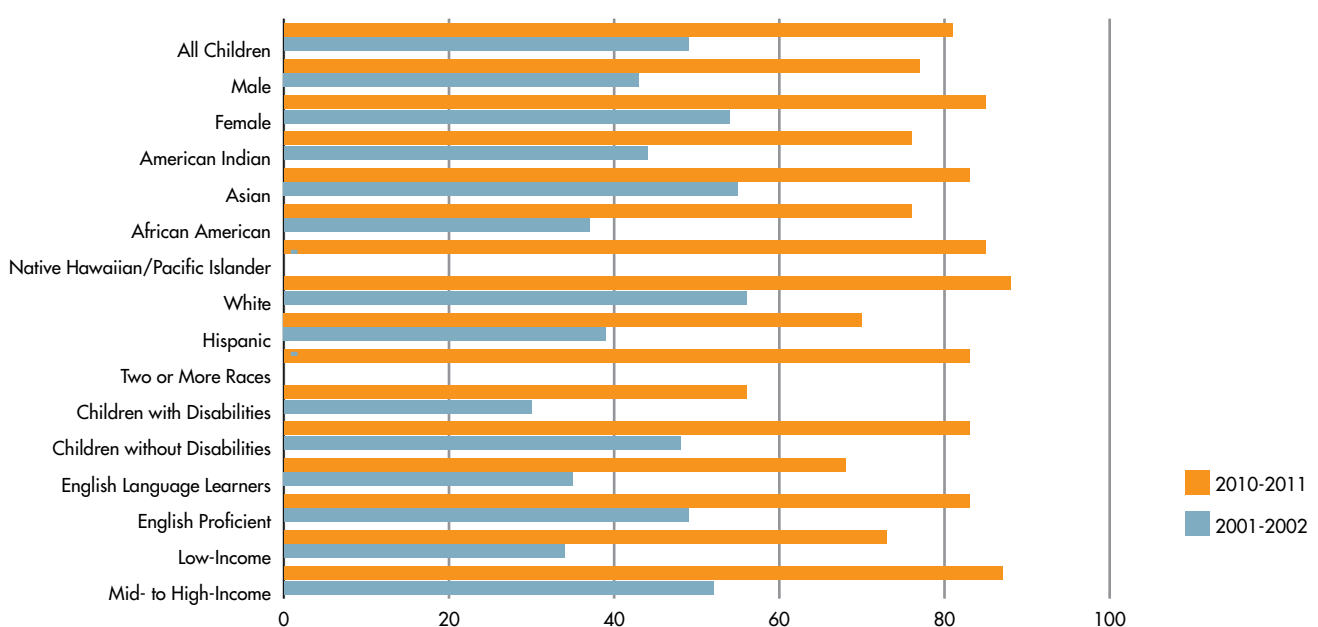


The improvements take on even greater significance now that the MMSR data show a strong link between kindergarten readiness and Grade 3 reading and math scores on the Maryland School Assessment (MSA). Children who enter kindergarten fully school-ready are 8 times more likely to be proficient in both reading and math by Grade 3. The data also show that of the jurisdictions ranking in the top quartile for 2010 on the Grade 3 MSA in Reading (advanced or proficient), 67% exhibited greater Language & Literacy school readiness than the statewide average for school year 2006-2007 (the year the third graders entered kindergarten).

**Full School Readiness by Domain**



**Full School Readiness by Subgroup**



### Prior Care and Attendance Make a Difference

The 2010-2011 MMSR data show that formal prior care (attending an early learning program one year prior to kindergarten, such as child care, Head Start, PreK, or non-public nursery school) impacts children’s school readiness. In 2010-2011, 79% of kindergarteners attended a formal early learning setting the year prior to starting school, with approximately 43% or 26,150 children attending public PreK programs in 2009-2010.<sup>4</sup>

#### According to the MMSR

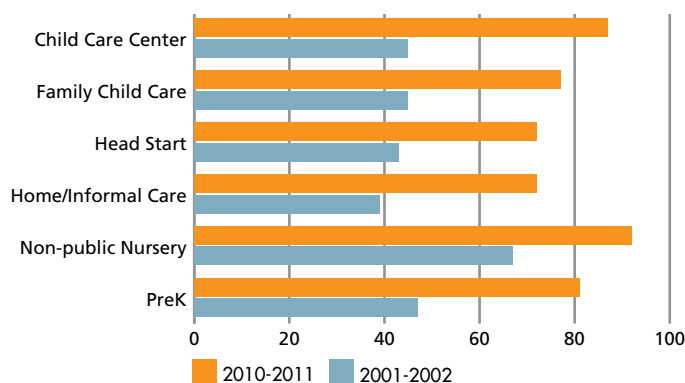
- Maryland’s young children showed school readiness gains across all prior care settings.
- There were significant gains among children who were enrolled in Head Start Centers (up 29 points from 2001-2002 to 72% fully-ready in 2010-2011).
- Children attending non-public nursery programs (92% fully-ready for 2010-2011), child care centers (87% fully-ready), public PreK programs (81% fully-ready), and family child care (77% fully-ready) experienced high readiness levels.
- Children attending public PreK programs were consistently better-prepared for school (81% fully-ready for 2010-2011) than those in home or informal care (72% fully-ready).

The amount of time a child spends per day in early learning, as well as the consistency of attendance, are also highly correlated with school readiness. A recent study by the Annie E. Casey Foundation links chronic absenteeism with an increased likelihood of poor academic performance, disengagement from school, and behavioral problems.<sup>5</sup> The National Center for Children in Poverty reports that chronic absenteeism among kindergarteners is associated with substantially lower academic performance, especially among Hispanic/Latino children.<sup>6</sup> And, a Montgomery County Public Schools report connects full-day PreK with increased kindergarten literacy skills.<sup>7</sup>

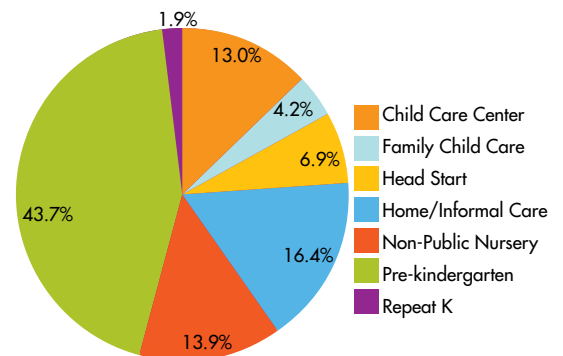
In Maryland:

- 42.9% of Maryland’s PreK children are in full-day programs, receiving, on average, three more hours of instruction per day than children in half-day programs.
- Jurisdictions that offer full-day programs to 100% of PreK students rank in the top quartile for overall school readiness, as well as for children from low-income households.
- Jurisdictions that serve the greatest percentage of 4-year-olds (more than 75%) through the public PreK program, exhibited higher school readiness than the statewide average.
- There is a 95.3% attendance rate statewide for elementary school children, with 6.2% of students chronically absent (more than 20 days of the 180-day school year).
- Jurisdictions with the fewest chronically absent elementary school children have the highest percentage kindergarteners who are fully school-ready.

Full School Readiness by Prior Care



Prior Care Enrollment,\* School Year 2009-2010



\* Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that consistently had significantly lower school readiness than Maryland kindergarteners as a whole, and are considered at risk.





## collaborative systems raise school readiness

The data demonstrate that creating a streamlined birth-to-Kindergarten continuum of support for young children measurably improves school readiness. Early childhood expert Dr. Sharon Lynn Kagan, Co-Director, National Center for Children and Families, Columbia University (keynoter at Ready At Five's December 2010 School Readiness Symposium) calls this a "system of services." Maryland has the necessary elements in place for such a collaborative system, including Head Start; public PreK; accredited early childhood services; credentialed early care and education professionals; and new statewide PreK curricula.

A case in point is the Judy P. Hoyer Early Child Care and Education Centers (Judy Centers), a network of 25 centers administered by the Maryland State Department of Education in 22 counties. Judy Center partnerships collaborate with child care centers, Head Start, family support centers, resource and referral agencies, early childhood programs serving children with disabilities, parents, and businesses to provide wide-ranging services for at-risk children, birth through 5, and their families. Judy Centers use the MMSR to assess school readiness outcomes.

As a result of their collaborative efforts, Judy Center partnerships, with a significantly larger proportion of children with school readiness risk factors (67% of Judy Center children receive Free and Reduced Priced Meals, are English Language Learners and/or have disabilities, compared with 45% statewide), are able to achieve higher levels of school readiness among attendees. A recent report, *An Analysis of Influence of Judy Center Services on the Maryland Model for School Readiness Kindergarten Assessment Outcomes*, highlights the impact of collaborative systems on school readiness:<sup>8</sup>

- Children who had Judy Center experiences in the year prior to kindergarten have higher readiness levels (71% fully-ready) than those who did not have such experiences (63%), performing better in all seven Domains of Learning.
- Of the children with significant risk factors (Free and Reduced Priced Meals, English Language Learners, and/or children with disabilities), those with prior Judy Center experience had higher school readiness scores (67% fully school-ready, compared with 64% statewide).

The strengths of the Judy Center partnership model, as substantiated by the data, are its providing and coordinating support for children's early learning on multiple fronts, creating broad efficacy and accountability. Such an approach, in Maryland's vibrant environment of services and advocacy for young children, carries vast potential.

<sup>4</sup>Figure reflects public PreK enrollment for school year 2009-10 (i.e., the year prior to enrollment in Kindergarten in school year 2010-2011).

<sup>5</sup>Sarah D. Sparks, "Districts Begin Looking Harder at Absenteeism," *Education Week*, October 6, 2010.

<sup>6</sup>Mariajosé Romero and Young-Sun Lee, "A National Portrait of Chronic Absenteeism in the Early Grades," National Center for Children in Poverty, October 2007.

<sup>7</sup>Laura Bornfreund, "Better Literacy Skills Linked to a Full Day of Pre-K," Early Education Initiative, New America Foundation, May 23, 2010.

<sup>8</sup>Maryland State Department of Education, "An Analysis of Influence of Judy Center Services on the Maryland Model for School Readiness Kindergarten Assessment Outcomes," January 2011. The report uses MMSR 2008-2009 school year data.

<sup>9</sup>National Institute for Early Education Research (NIEER), "The State of Preschool—2008," 2008.

# Allegany County



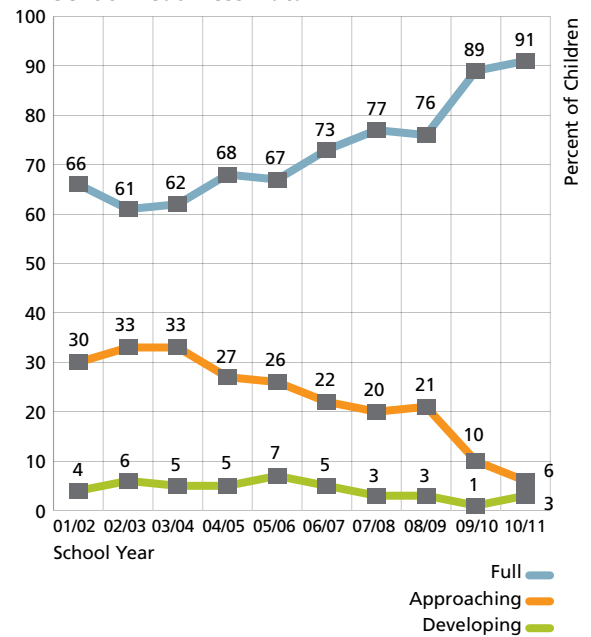
91% of kindergarteners are school-ready, up from 66% in 2001-2002 and 89% in 2009-2010.

## quick take on school readiness

- The County saw a 31-point increase from 2001-2002 in Language and Literacy (80% fully-ready for 2010-2011), a 22-point improvement in Mathematical Thinking (85% fully-ready), and a 53-point jump in Scientific Thinking (87% fully-ready).
- The percentage of African-American kindergarteners who are fully school-ready rose from 57% in 2001-2002 and 88% in 2009-2010 to 93% in 2010-2011.
- 79% of Hispanic children are now fully school-ready.
- 87% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) are school-ready, up from 55% in 2001-2002 and 84% last year.
- Children receiving special education services made substantial progress: 60% fully ready, a 21-point gain from 2001-2002 on par with last year.
- There were significant gains among children who were enrolled in Head Start (up 49 points from 2001-2002 to 90% fully-ready in 2010-2011) and child care centers (up 35 points to 100% fully ready) in the year prior to kindergarten.

Visit [www.MdSchoolReadiness.org](http://www.MdSchoolReadiness.org) or [www.readyatfive.org](http://www.readyatfive.org) for additional data, information, and resources.

School Readiness Data



**Population Data, MD Dept of Planning, 2009**

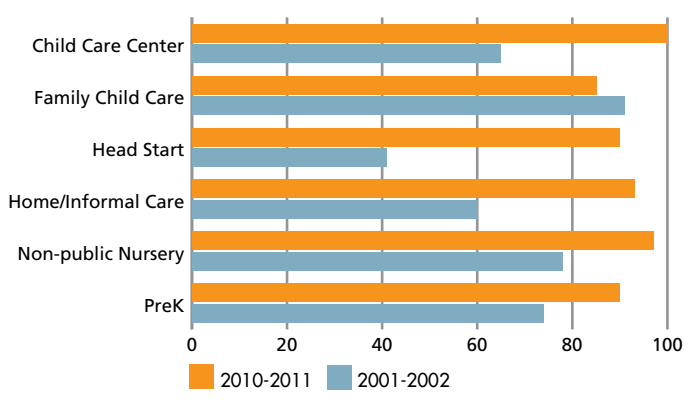
Children < 5 (age 0-4) 3,340

**School Enrollment MSDE, School Year 2010-2011**

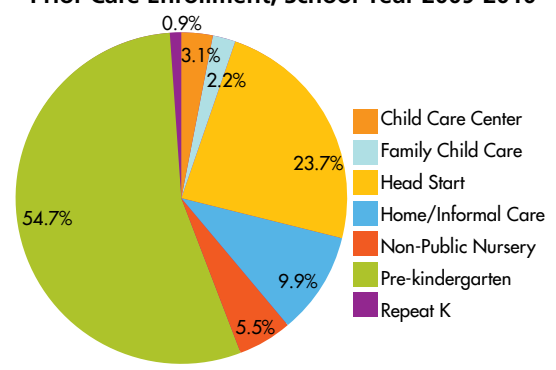
Kindergarten Students	588
Kindergarten Ethnicity	
• American Indian	0.2%
• Asian	0.5%
• African American	2.6%
• Native Hawaiian/Pacific Islander	0.0%
• White	89.7%
• Hispanic	2.1%
• Two or More Races	5.0%
Kindergarteners by Subgroup	
• Children with Disabilities	11.0%
• English Language Learners	0.0%
• Free/Reduced Priced Meals	61.7%
PreK Students	506
• Full-Day Program	0.0%
• Half-Day Program	100.0%

## Prior Care Data

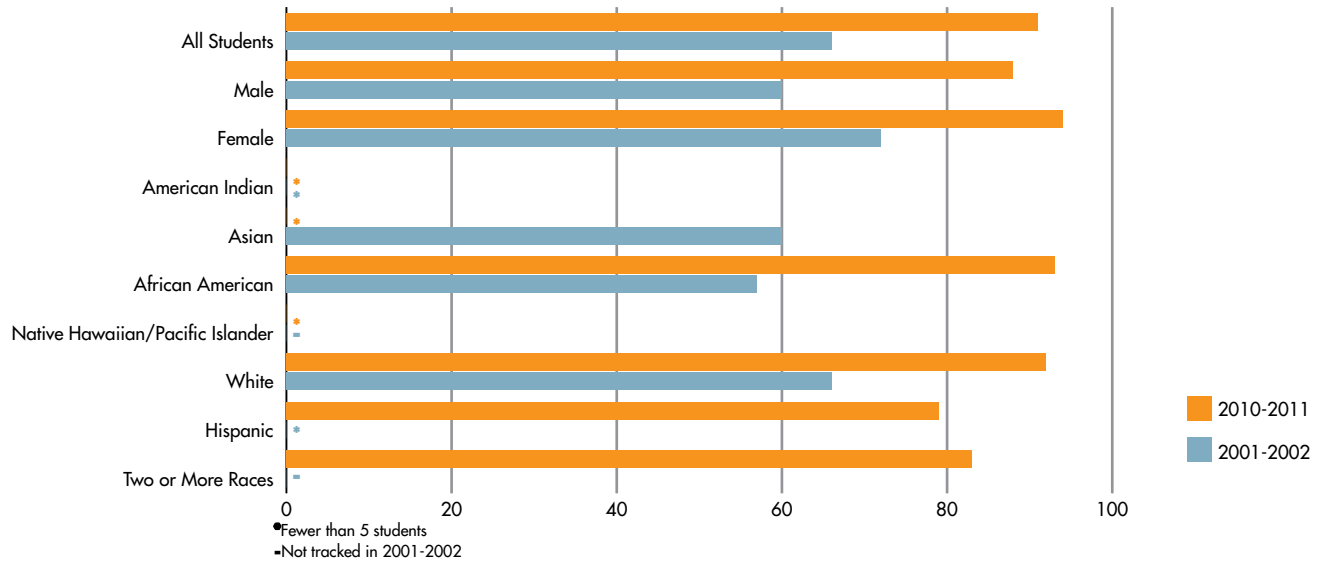
### Full School Readiness by Prior Care



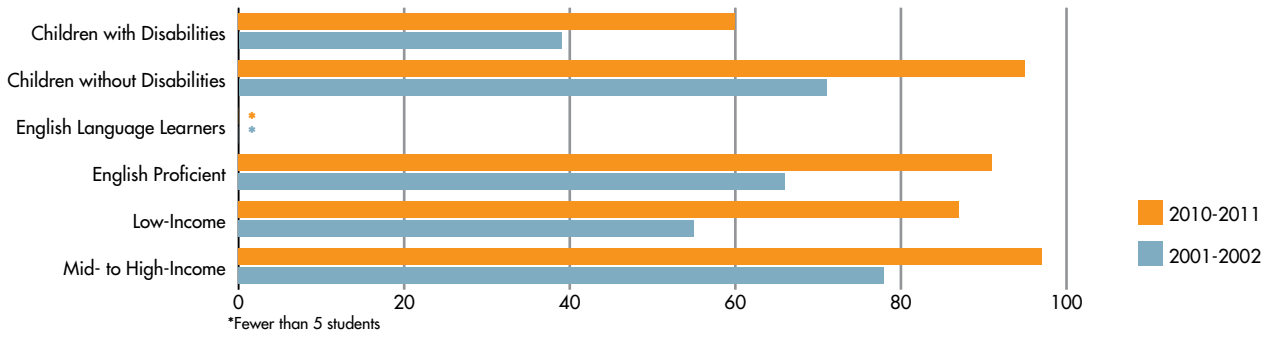
### Prior Care Enrollment, School Year 2009-2010



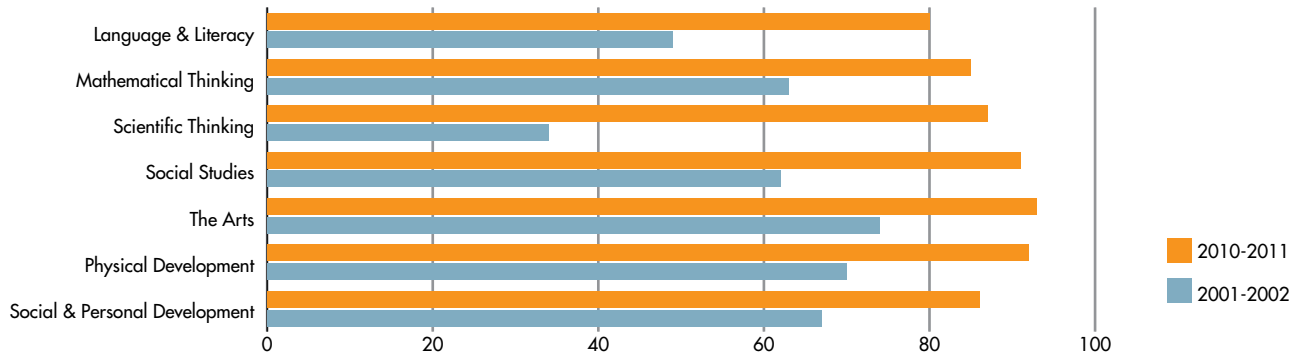
### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



### Full School Readiness by Domain



# Anne Arundel County



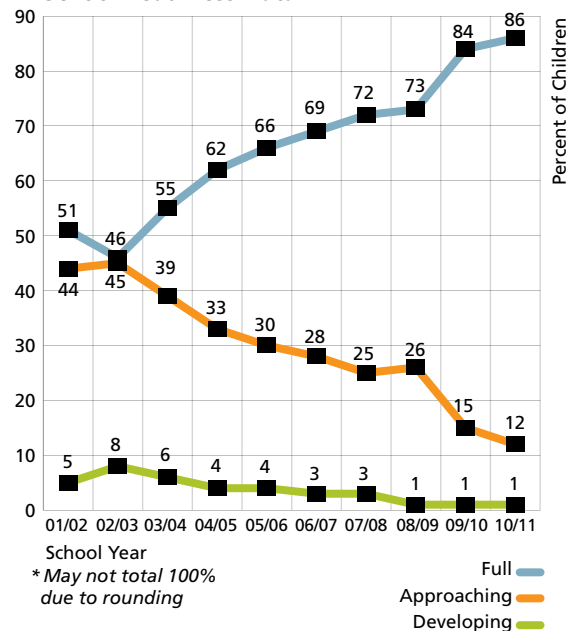
86% of kindergarteners are school-ready, up from 51% in 2001-2002 and 84% in 2009-2010.

## quick take on school readiness

- The County saw a 34-point increase from 2001-2002 in Language and Literacy (74% fully-ready for 2010-2011), a 38-point improvement in Mathematical Thinking (80% fully-ready), and a 54-point jump in Scientific Thinking (76% fully-ready).
- The percentage of African-American kindergarteners who are fully school-ready rose from 40% in 2001-2002 to 81% in 2010-2011.
- 73% of Hispanic children are now fully school-ready—a 36-point readiness gain from 2001-2002 and 1 point more than last year.
- 76% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) rose to full readiness, up from 36% in 2001-2002 and 73% last year.
- The percentage of English Language Learners who are fully school-ready grew from 32% for 2001-2002 to 68% in 2010-2011.
- Children with disabilities made substantial progress: 59% fully-ready, a 16-point gain from 2001-2002 and 7 points more than last year.
- There were significant gains among children who were enrolled in child care centers (up 46 points from 2001-2002 to 92% fully-ready), Head Start (up 43 points to 73% fully-ready in 2010-2011), family child care (up 39 points to 93% fully ready), and public PreK programs (up 33 points to 81% fully-ready) in the year prior to kindergarten.

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School Readiness Data



### Population Data, MD Dept of Planning, 2009

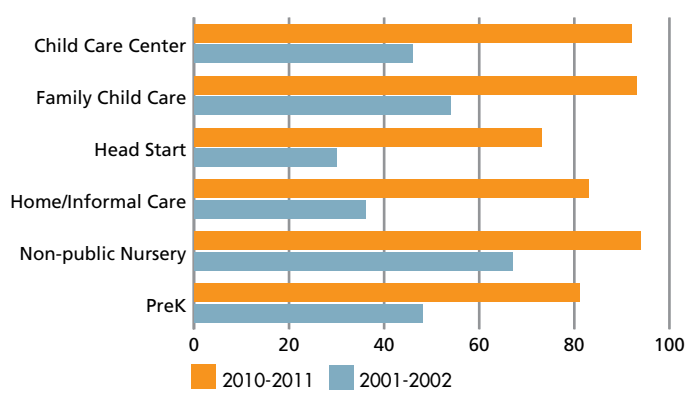
Children < 5 (age 0-4) 35,570

### School Enrollment MSDE, School Year 2010-2011

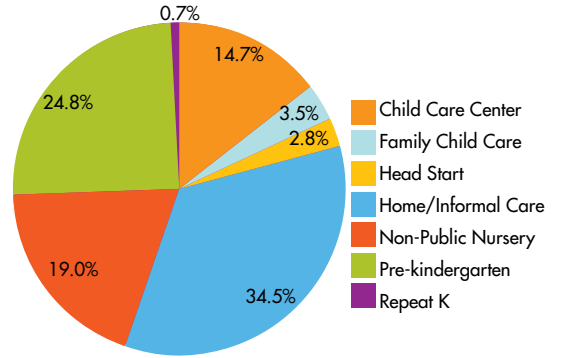
Kindergarten Students	5,737
Kindergarten Ethnicity	
• American Indian	0.3%
• Asian	3.8%
• African American	17.7%
• Native Hawaiian/Pacific Islander	0.4%
• White	60.3%
• Hispanic	11.4%
• Two or More Races	6.1%
Kindergarteners by Subgroup	
• Children with Disabilities	8.0%
• English Language Learners	9.3%
• Free/Reduced Priced Meals	15.8%
PreK Students	1,670
• Full-Day Program	24.9%
• Half-Day Program	75.1%

## Prior Care Data

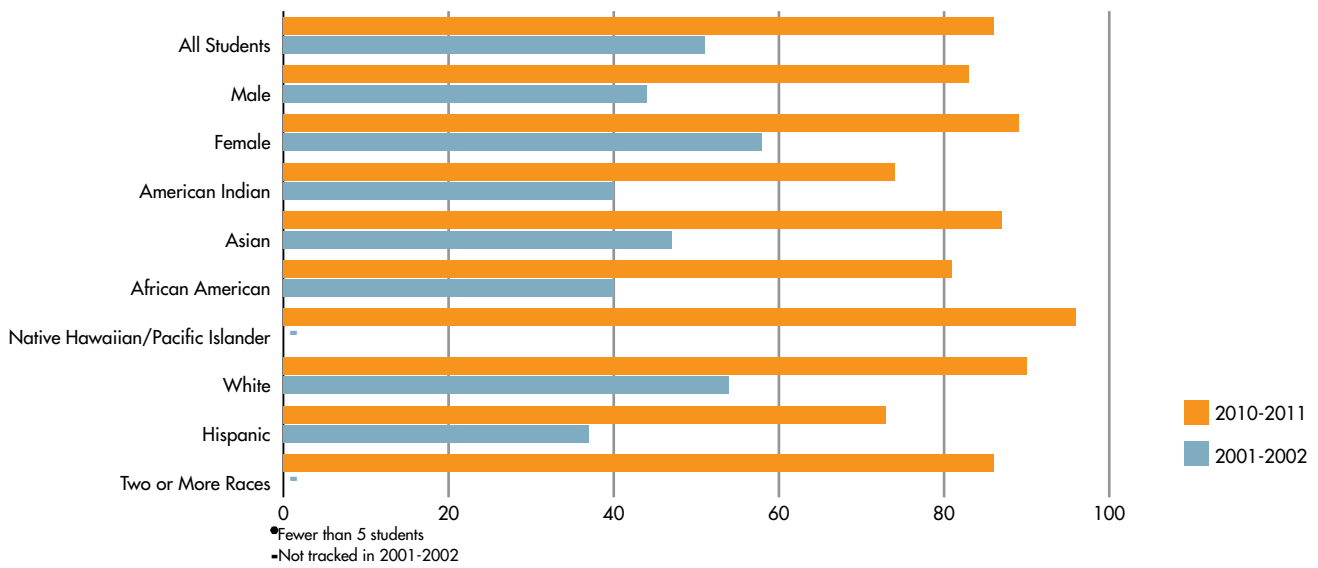
### Full School Readiness by Prior Care



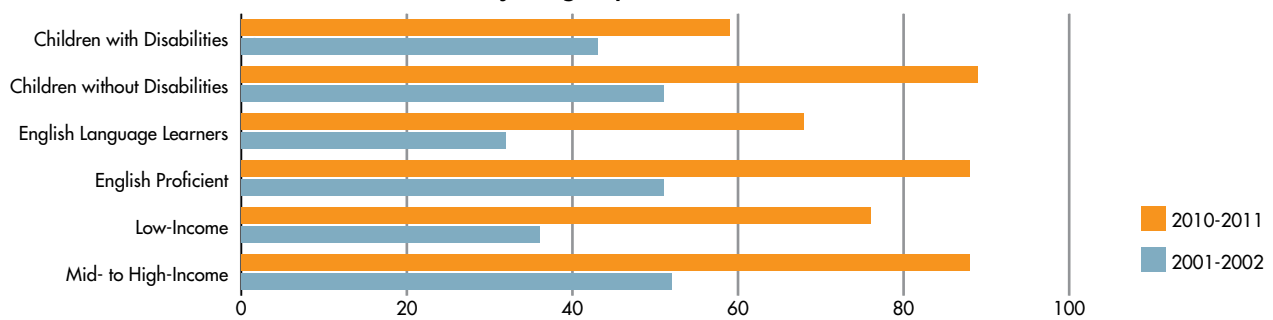
### Prior Care Enrollment, School Year 2009-2010



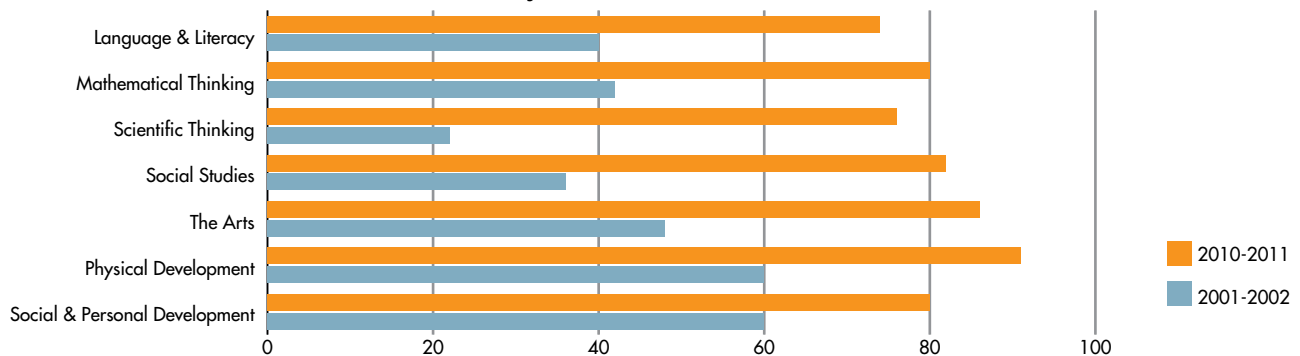
### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



### Full School Readiness by Domain



# Baltimore City



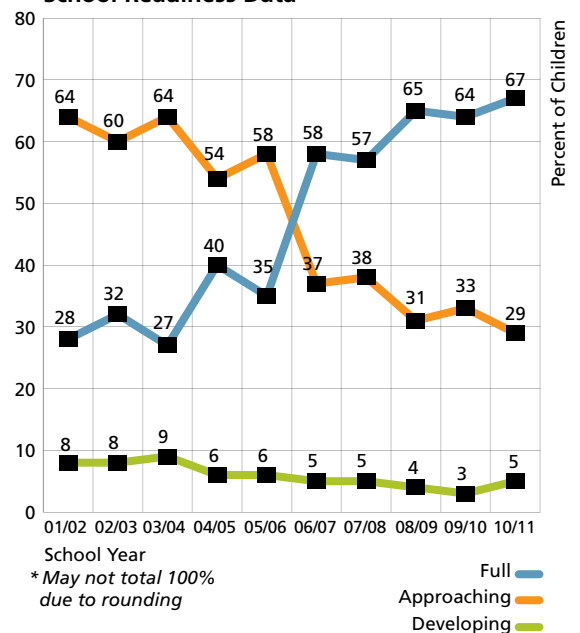
67% of kindergarteners are school-ready, up from 28% in 2001-2002 and 64% in 2009-2010.

## quick take on school readiness

- Baltimore City saw a 35-point increase from 2001-2002 in Language and Literacy (56% fully ready for 2010-2011), a 42-point improvement in Mathematical Thinking (60% fully ready), and a 34-point jump in Scientific Thinking (46% fully ready).
- The percentage of African-American kindergarteners who are fully school-ready rose from 27% in 2001-2002 and 65% last year to 67% in 2010-2011.
- 62% of Hispanic children are now fully school-ready—a 42-point readiness gain from 2001-2002 and 13 points more than last year.
- 65% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) rose to full readiness, up from 27% in 2001-2002 and 63% in 2009-2010.
- The percentage of English Language Learners who are fully school-ready grew from 26% for 2001-2002 and 51% for 2009-2010 to 60% in 2010-2011.
- Children with disabilities made substantial progress: 44% fully ready, a 31-point gain from 2001-2002 and 6 points more than last year.
- There were significant gains among children who were enrolled in Head Start (up 38 points from 2001-2002 to 61% fully ready in 2010-2011), public preK programs (up 43 points to 73% fully ready), and non-public nursery programs (up 55 points to 84% fully ready) in the year prior to kindergarten.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school (73% fully ready in 2010-2011) are better-prepared for school than their peers who were at home or in informal care (45% fully ready).

Visit [www.MdSchoolReadiness.org](http://www.MdSchoolReadiness.org) or [www.readyatfive.org](http://www.readyatfive.org) for additional data, information, and resources.

School Readiness Data



### Population Data, MD Dept of Planning, 2009

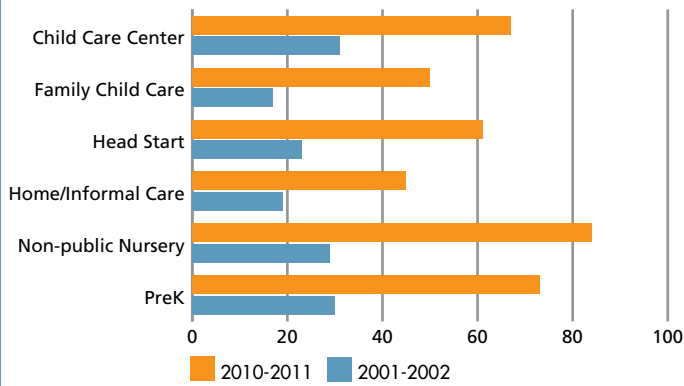
Children < 5 (age 0-4) 44,520

### School Enrollment MSDE, School Year 2010-2011

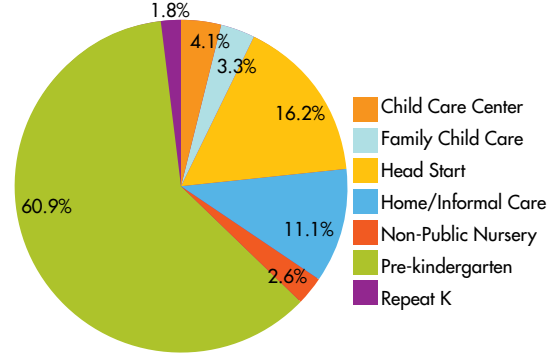
Kindergarten Students	6,722
Kindergarten Ethnicity	
• American Indian	0.2%
• Asian	1.2%
• African American	81.9%
• Native Hawaiian/Pacific Islander	0.2%
• White	9.5%
• Hispanic	6.4%
• Two or More Races	0.6%
Kindergarteners by Subgroup	
• Children with Disabilities	8.8%
• English Language Learners	5.4%
• Free/Reduced Priced Meals	85.5%
PreK Students	4,874
• Full-Day Program	91.8%
• Half-Day Program	8.2%

Prior Care Data

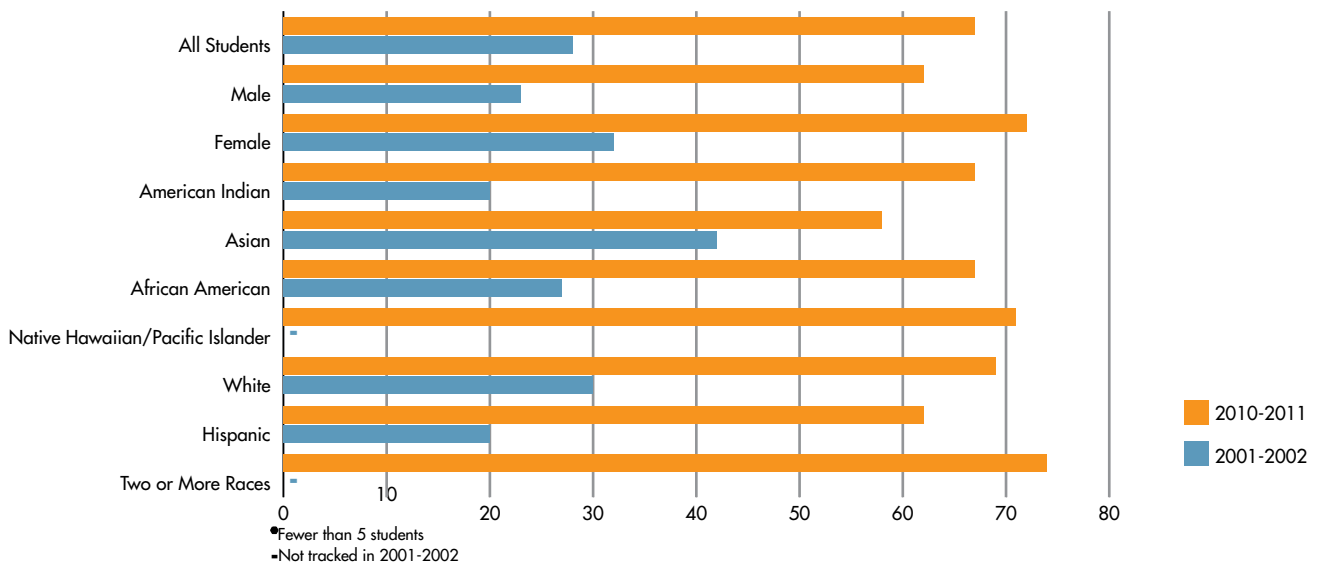
Full School Readiness by Prior Care



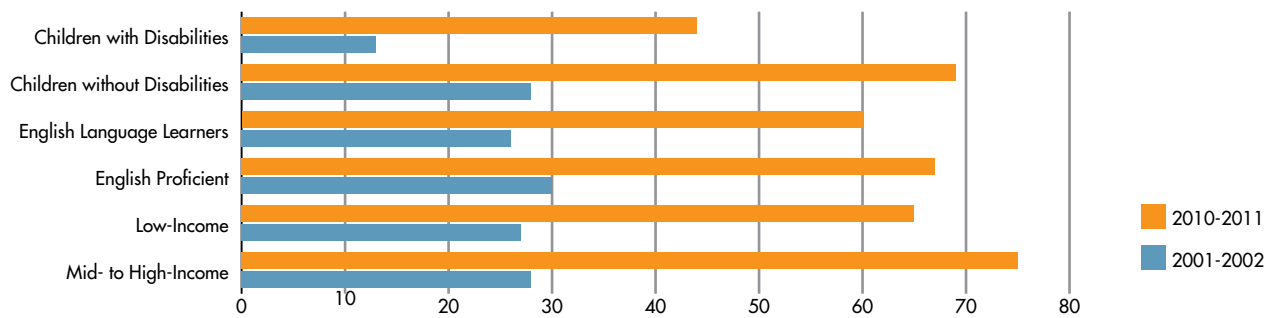
Prior Care Enrollment, School Year 2009-2010



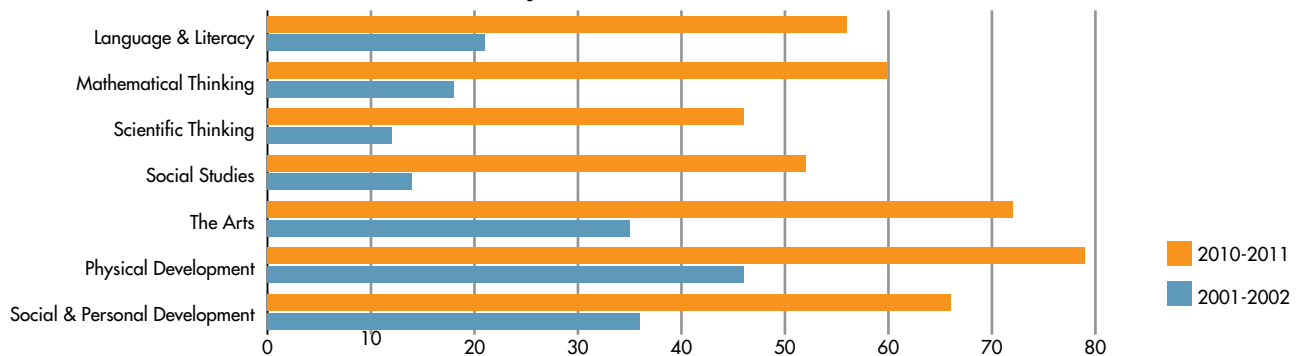
Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



Full School Readiness by Domain



# Baltimore County



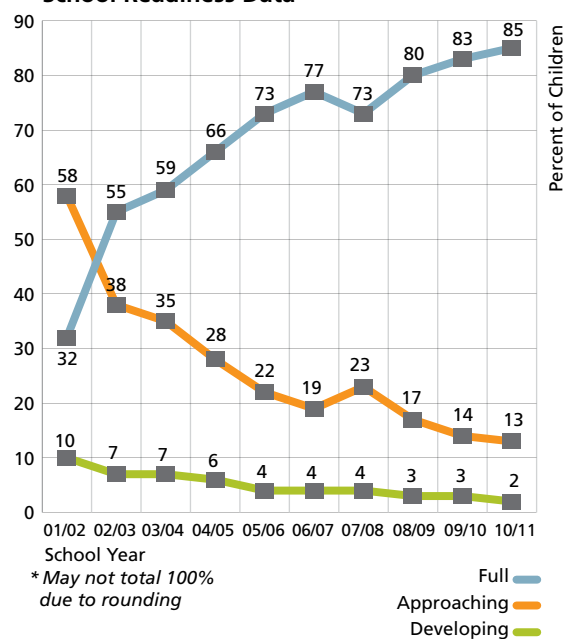
85% of kindergarteners are school-ready, up from 32% in 2001-2002 and 83% in 2009-2010.

## quick take on school readiness

- The County saw a 56-point increase from 2001-2002 in Language and Literacy (77% full-ready for 2010-2011), a 51-point improvement in Mathematical Thinking (79% fully-ready), and a 65-point jump in Scientific Thinking (76% fully-ready).
- The percentage of African-American kindergarteners who are fully school-ready rose from 32% in 2001-2002 and 78% last year to 83% in 2010-2011.
- 76% of Hispanic children are now fully school-ready—a 55-point readiness gain from 2001-2002 and 4 points more than last year.
- 80% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) rose to full readiness, up from 27% in 2001-2002 and 79% in 2009-2010.
- The percentage of English Language Learners who are fully school-ready grew from 18% for 2001-2002 to 74% in 2010-2011.
- Children with disabilities made substantial progress: 59% fully-ready, a 41-point gain from 2001-2002 and 1 point more than last year.
- There were significant gains among children who are enrolled in Head Start (up 58 points from 2001-2002 to 82% fully-ready in 2010-2011) and non-public nursery programs (up 56 points to 94% fully-ready) the year prior to kindergarten.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school (85% fully-ready in 2010-2011) are better-prepared for school than their peers who were at home or in informal care (71% fully-ready).

Visit [www.MdSchoolReadiness.org](http://www.MdSchoolReadiness.org) or [www.readyatfive.org](http://www.readyatfive.org) for additional data, information, and resources.

School Readiness Data



### Population Data, MD Dept of Planning, 2009

Children < 5 (age 0-4) 49,640

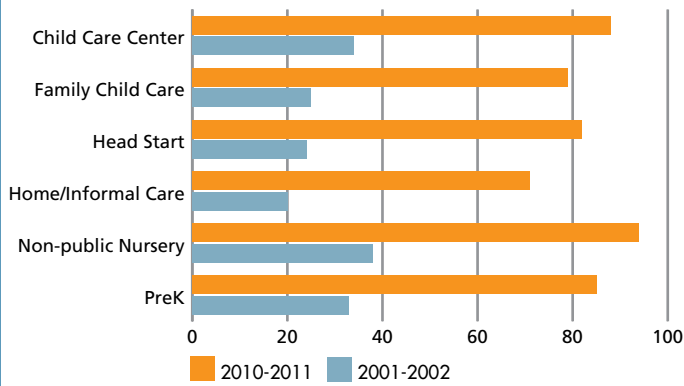
### School Enrollment MSDE, School Year 2010-2011

Kindergarten Students	7,787
Kindergarten Ethnicity	
• American Indian	0.5%
• Asian	6.6%
• African American	32.8%
• Native Hawaiian/Pacific Islander	0.1%
• White	47.4%
• Hispanic	7.6%
• Two or More Races	5.0%
Kindergarteners by Subgroup	
• Children with Disabilities	9.7%
• English Language Learners	7.5%
• Free/Reduced Priced Meals	38.1%
PreK Students	3,613
• Full-Day Program	0.0%
• Half-Day Program	100.0%

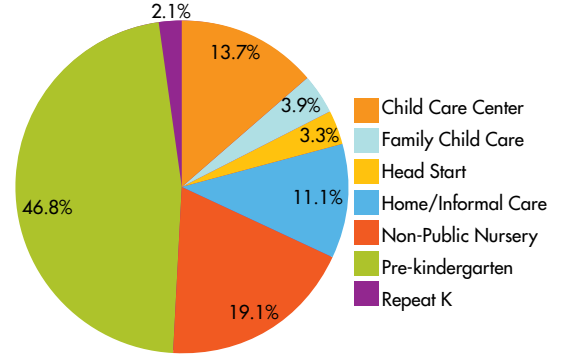


Prior Care Data

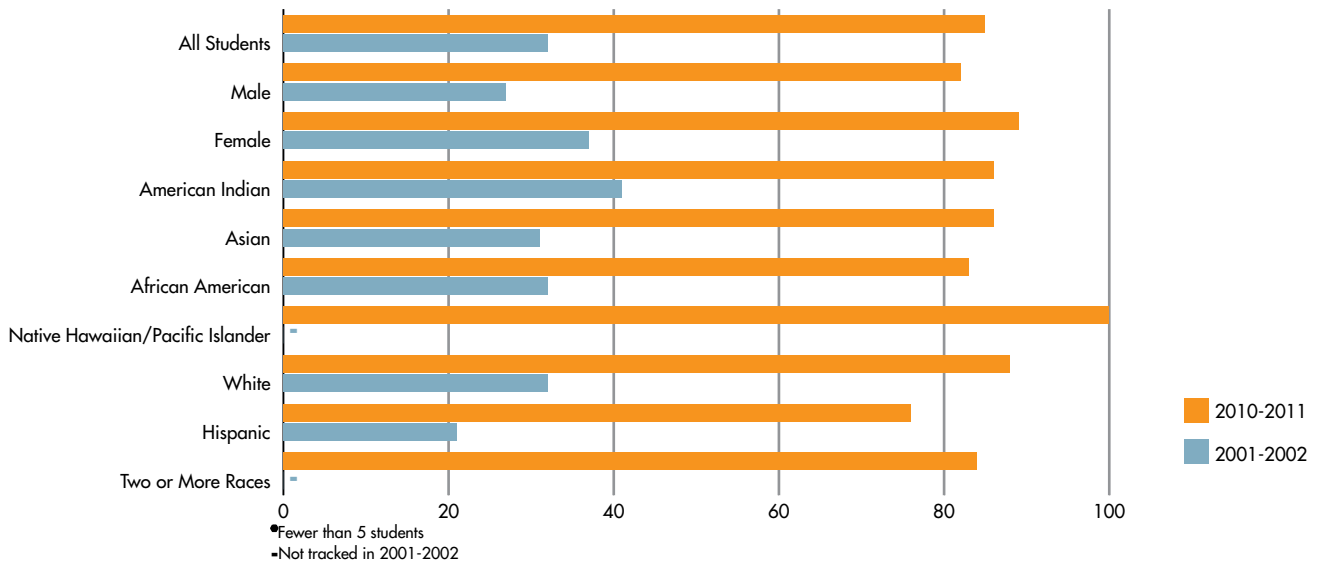
Full School Readiness by Prior Care



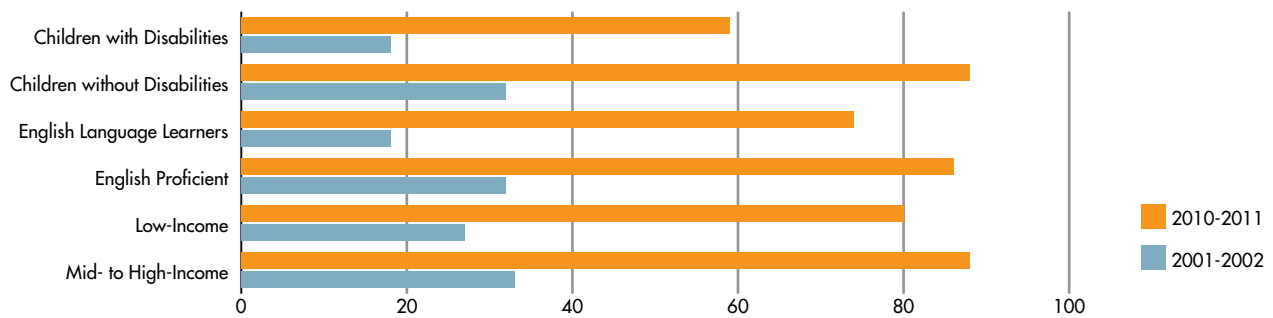
Prior Care Enrollment, School Year 2009-2010



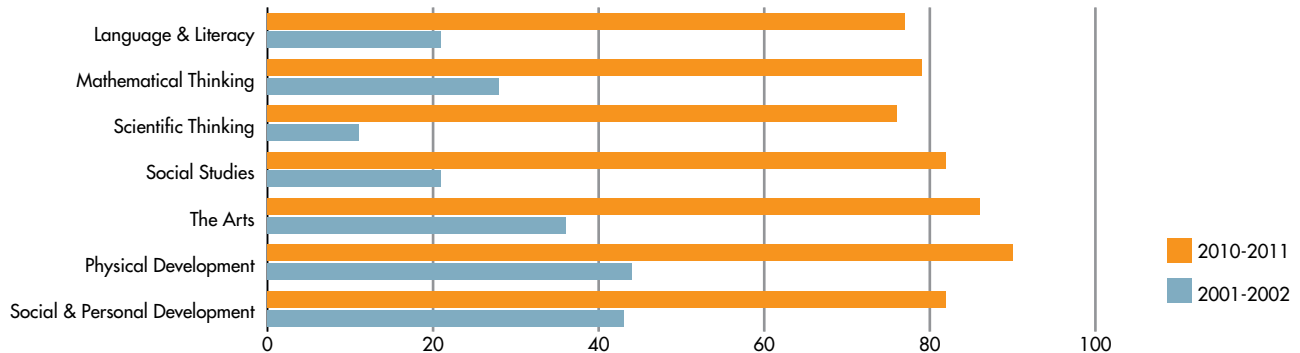
Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



Full School Readiness by Domain





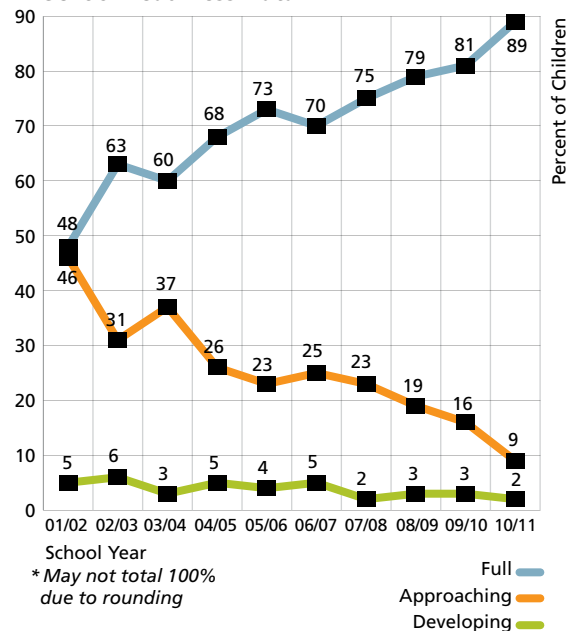
89% of kindergarteners are school-ready, up from 48% in 2001-2002 and 81% in 2009-2010.

## quick take on school readiness

- The County saw a 45-point increase from 2001-2002 in Language and Literacy (79% fully-ready for 2010-2011), a 45-point improvement in Mathematical Thinking (91% fully-ready), and a 55-point jump in Scientific Thinking (81% fully-ready).
- The percentage of African-American kindergarteners who are fully school-ready rose from 39% in 2001-2002 and 78% last year to 86% in 2010-2011.
- 90% of Hispanic children are now fully school-ready—a 52-point readiness gain from 2001-2002.
- 87% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) rose to full readiness, up from 25% in 2001-2002 and 75% 2009-2010.
- The percentage of English Language Learners who are fully school-ready grew from 70% for 2009-2010 to 100% in 2010-2011.
- Children with disabilities made substantial progress: 63% fully-ready, a 25-point gain from 2001-2002 and 3 points more than last year.
- There were significant gains among children who were enrolled in Head Start (up 53 points from 2001-2002 to 88% fully-ready in 2010-2011) and family child care (up 60 points to 92% fully-ready) in the year prior to kindergarten.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school (83% fully-ready in 2010-2011) are better-prepared for school than their peers who were at home or in informal care (82% fully-ready).

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School Readiness Data



### Population Data, MD Dept of Planning, 2009

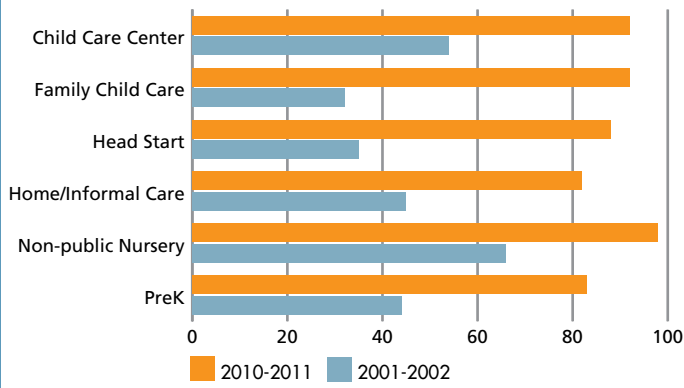
Children < 5 (age 0-4) 5,640

### School Enrollment MSDE, School Year 2010-2011

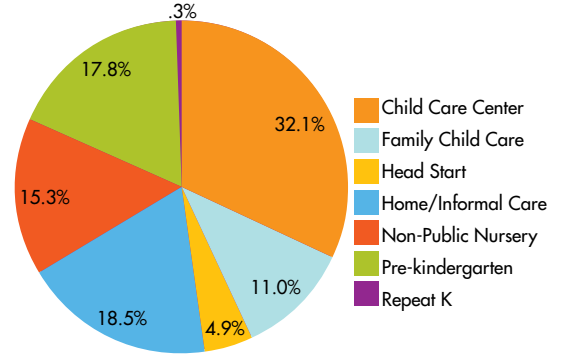
Kindergarten Students	1,049
Kindergarten Ethnicity	
• American Indian	0.5%
• Asian	1.7%
• African American	13.6%
• Native Hawaiian/Pacific Islander	0.1%
• White	74.2%
• Hispanic	3.8%
• Two or More Races	6.0%
Kindergarteners by Subgroup	
• Children with Disabilities	7.8%
• English Language Learners	2.5%
• Free/Reduced Priced Meals	24.3%
PreK Students	385
• Full-Day Program	0.0%
• Half-Day Program	100.0%

Prior Care Data

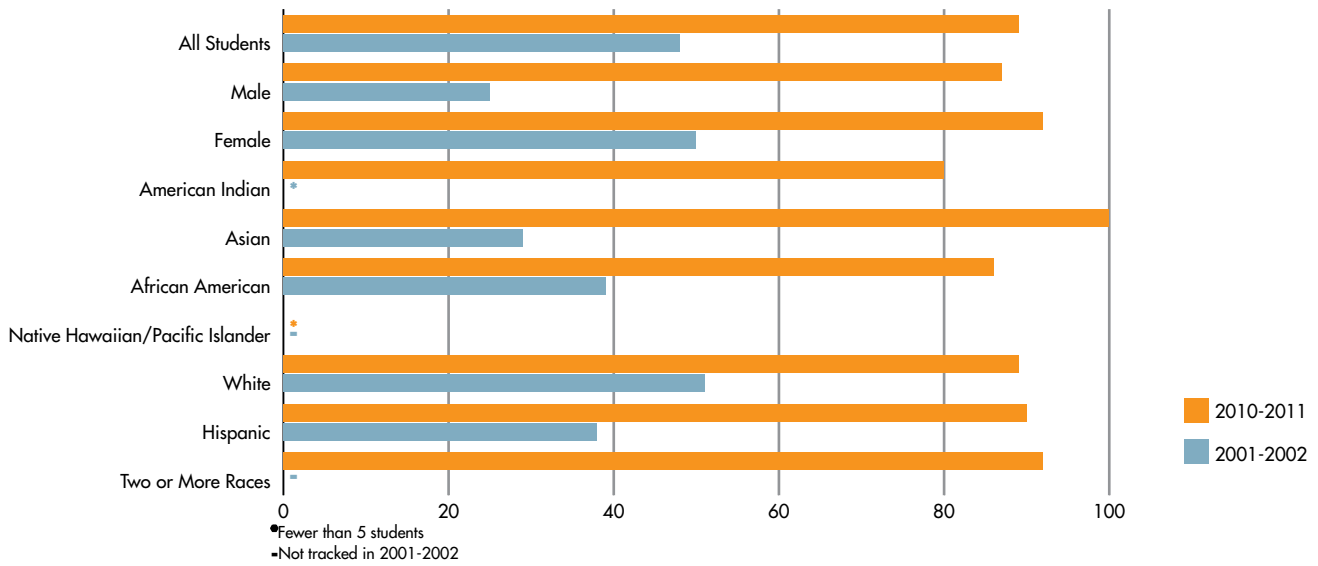
Full School Readiness by Prior Care



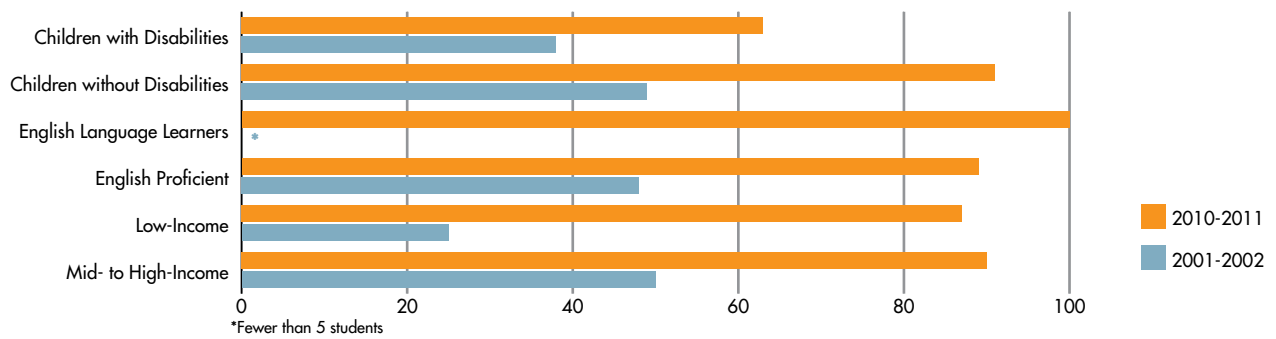
Prior Care Enrollment, School Year 2009-2010



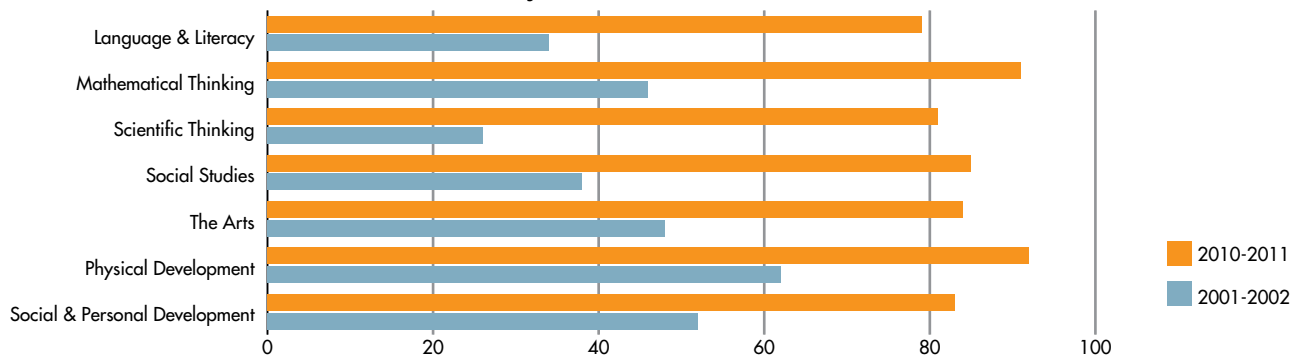
Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



Full School Readiness by Domain



# Caroline County



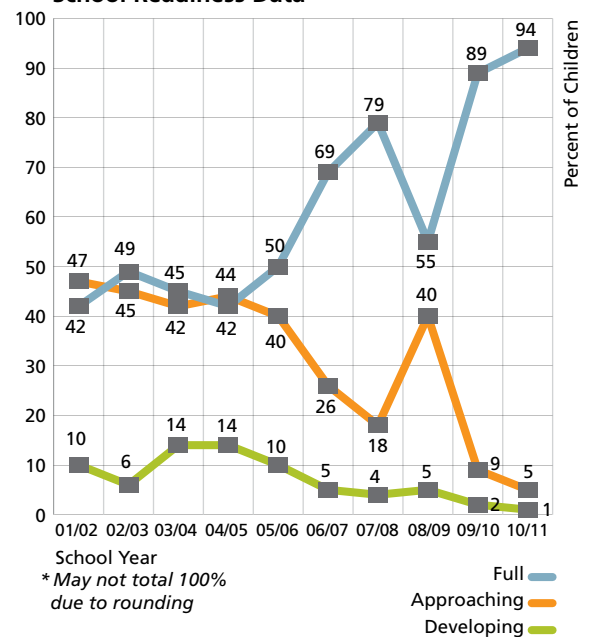
94% of kindergarteners are school-ready, up from 42% in 2001-2002 and 89% in 2009-2010.

## quick take on school readiness

- The County saw a 58-point increase from 2001-2002 in Language and Literacy (90% fully-ready for 2010-2011), a 50-point improvement in Mathematical Thinking (91% fully-ready), and a 68-point jump in Scientific Thinking (92% fully-ready).
- The percentage of African-American kindergarteners who are fully school-ready rose from 31% in 2001-2002 and 75% in 2009-2010 to 89% in 2010-2011.
- 94% of Hispanic children are now fully school-ready—an 80-point readiness gain from 2001-2002.
- 91% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) rose to full readiness, up from 39% in 2002-2003 and 85% 2009-2010.
- The percentage of English Language Learners who are fully school-ready grew from 11% for 2002-2003 and 91% last year to 94% in 2010-2011.
- Children with disabilities made substantial progress: 72% fully-ready, a 47-point gain from 2001-2002 and 13 points more than last year.
- There were significant gains among children who were enrolled in Head Start (up 46 points from 2001-2002 to 91% fully-ready in 2010-2011), family child care (up 55 points to 94% fully-ready), and public PreK programs (up 60 points to 94%) in the year prior to kindergarten.

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School Readiness Data



### Population Data, MD Dept of Planning, 2009

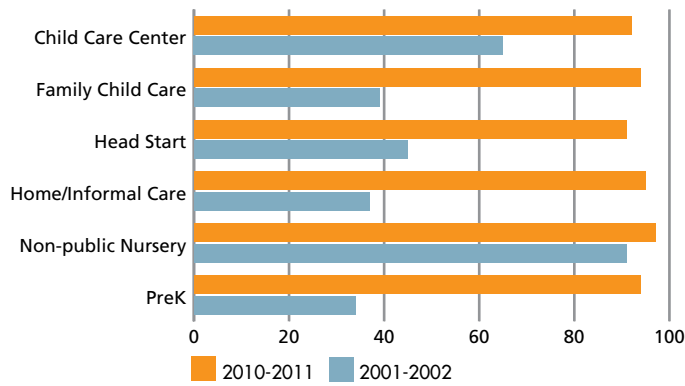
Children < 5 (age 0-4) 2,560

### School Enrollment MSDE, School Year 2010-2011

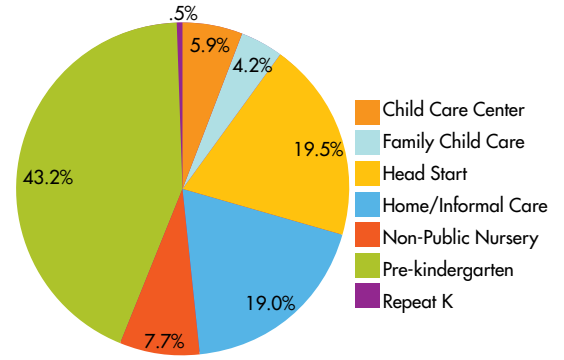
Kindergarten Students	409
Kindergarten Ethnicity	
• American Indian	0.0%
• Asian	0.2%
• African American	16.0%
• Native Hawaiian/Pacific Islander	0.0%
• White	69.4%
• Hispanic	8.9%
• Two or More Races	5.4%
Kindergarteners by Subgroup	
• Children with Disabilities	10.6%
• English Language Learners	8.4%
• Free/Reduced Priced Meals	55.1%
PreK Students	343
• Full-Day Program	0.0%
• Half-Day Program	100.0%

Prior Care Data

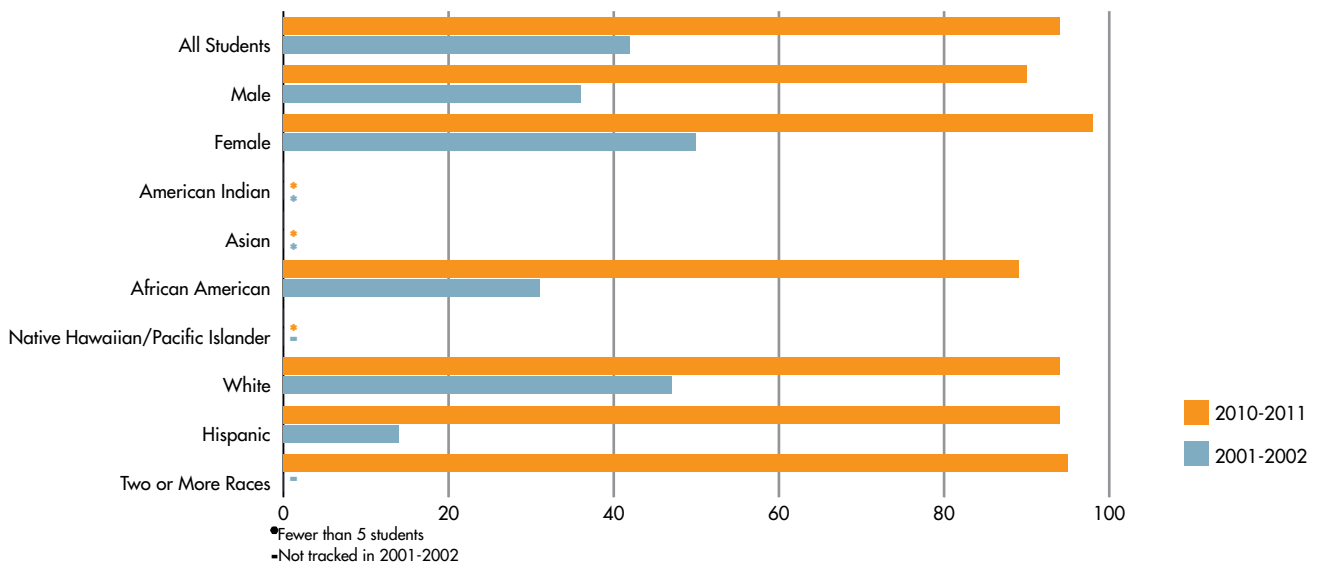
Full School Readiness by Prior Care



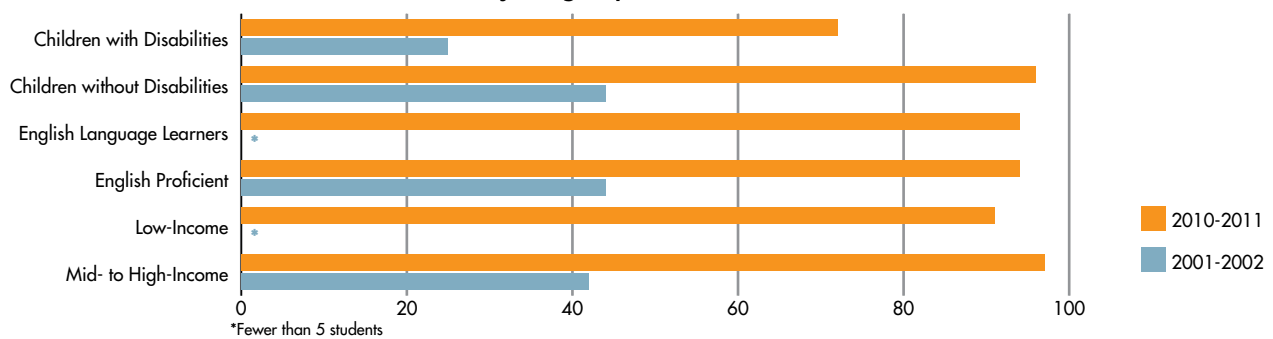
Prior Care Enrollment, School Year 2009-2010



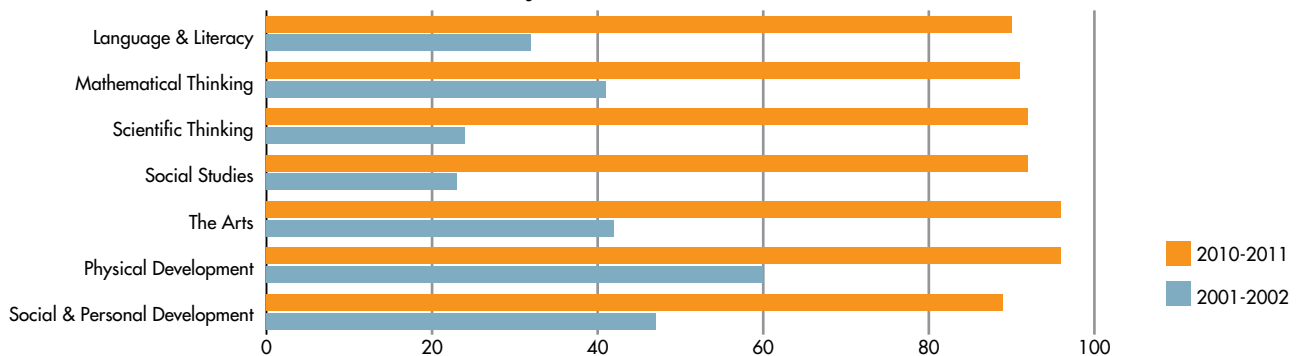
Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



Full School Readiness by Domain



# Carroll County



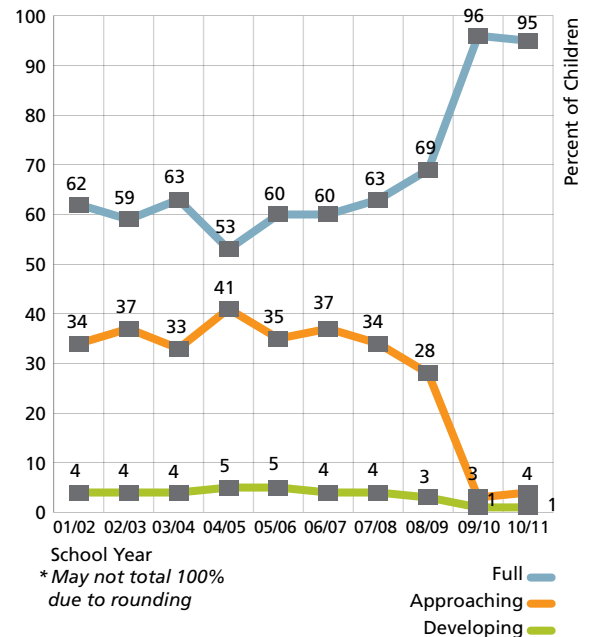
95% of kindergarteners are school-ready, up from 62% in 2001-2002.

## quick take on school readiness

- The County saw a 47-point increase from 2001-2002 in Language and Literacy (88% fully-ready for 2010-2011), a 37-point improvement in Mathematical Thinking (88% fully-ready), and a 52-point jump in Scientific Thinking (93% fully-ready).
- The percentage of African-American kindergarteners who are fully school-ready rose from 47% in 2001-2002 to 93% in 2010-2011.
- 96% of Hispanic children are now fully school-ready—a 38-point readiness gain from 2001-2002 and 4 points more than last year.
- 92% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) rose to full readiness, up from 44% in 2001-2002.
- The percentage of English Language Learners who are fully school-ready grew from 40% for 2001-2002 and 86% last year to 94% in 2010-2011.
- Children receiving special education services made substantial progress: 79% fully ready, a 35-point gain from 2001-2002.
- There were significant gains among children who were enrolled in Head Start (up 63 points from 2001-2002 to 93% fully-ready for 2010-2011), family child care programs (up 38 points to 96% fully-ready), child care centers (up 35 points 95% fully-ready) and public PreK (up 29 points to 92% fully-ready) in the year prior to kindergarten.

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School Readiness Data



### Population Data, MD Dept of Planning, 2009

Children < 5 (age 0-4) 10,270

### School Enrollment MSDE, School Year 2010-2011

Kindergarten Students 1,852

#### Kindergarten Ethnicity

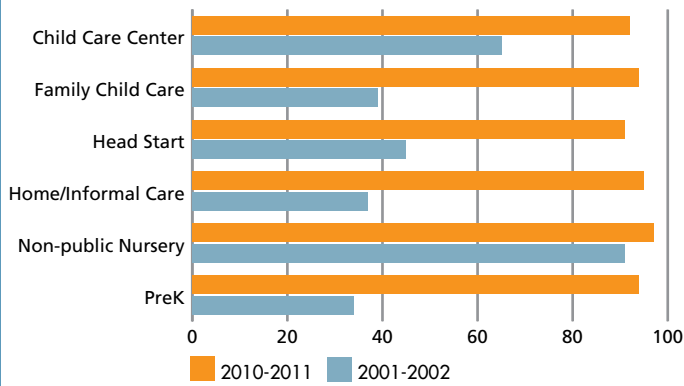
- American Indian 0.4%
- Asian 2.8%
- African American 4.0%
- Native Hawaiian/Pacific Islander 0.3%
- White 86.3%
- Hispanic 4.5%
- Two or More Races 1.6%

#### Kindergarteners by Subgroup

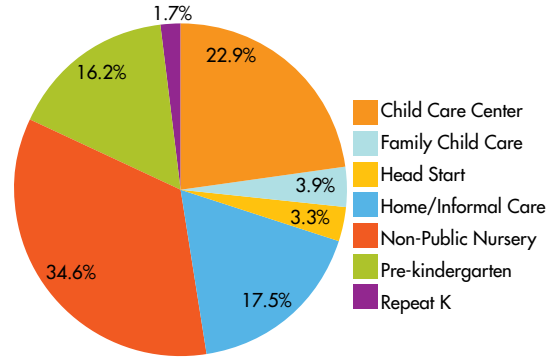
- Children with Disabilities 11.1%
  - English Language Learners 1.7%
  - Free/Reduced Priced Meals 20.5%
- PreK Students 271
- Full-Day Program 0.0%
  - Half-Day Program 100.0%

## Prior Care Data

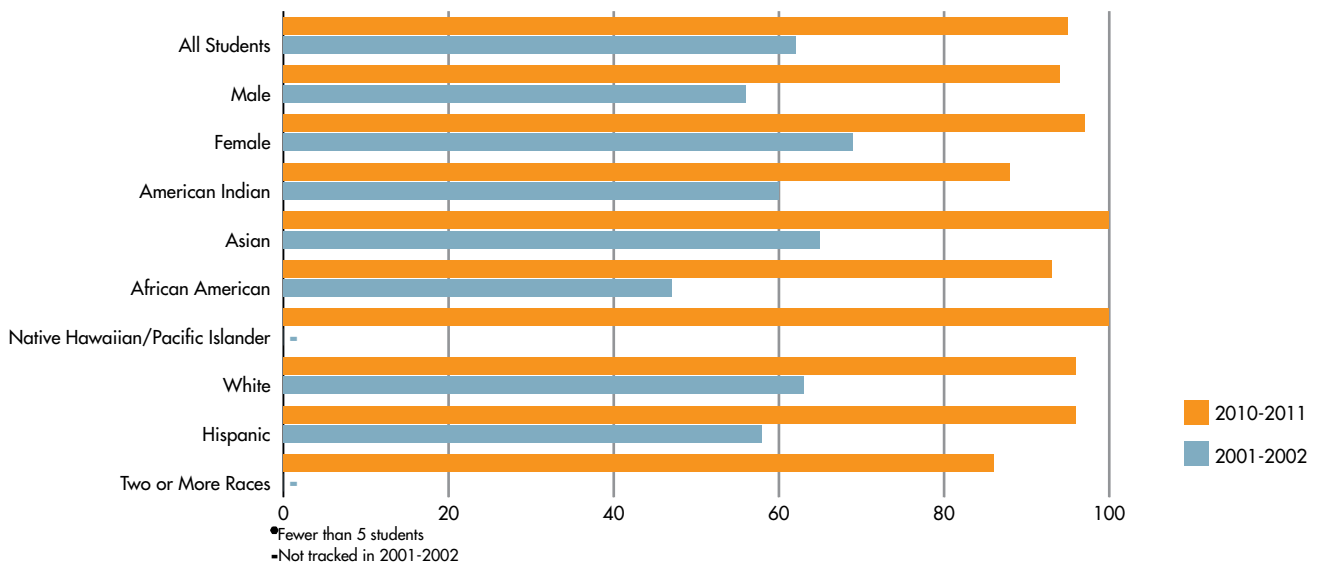
### Full School Readiness by Prior Care



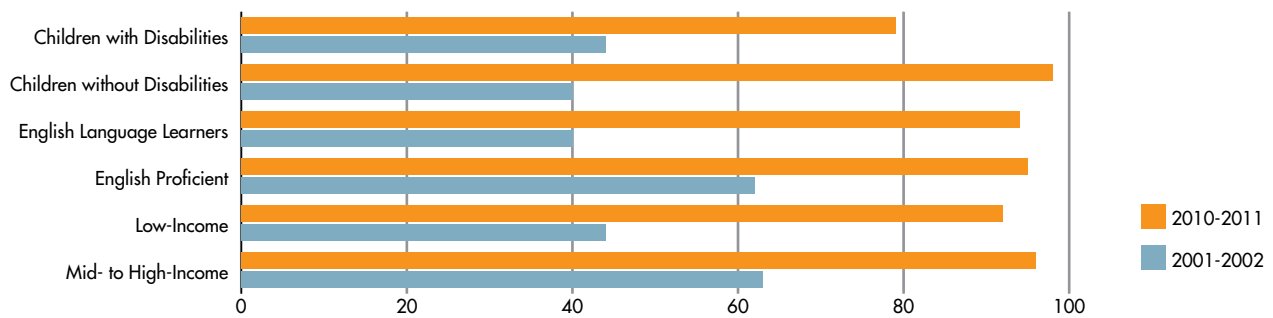
### Prior Care Enrollment, School Year 2009-2010



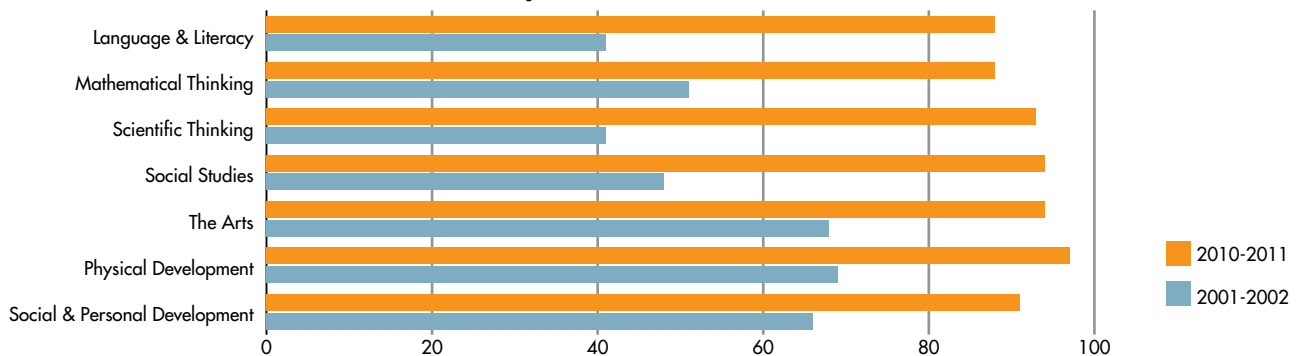
### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



### Full School Readiness by Domain





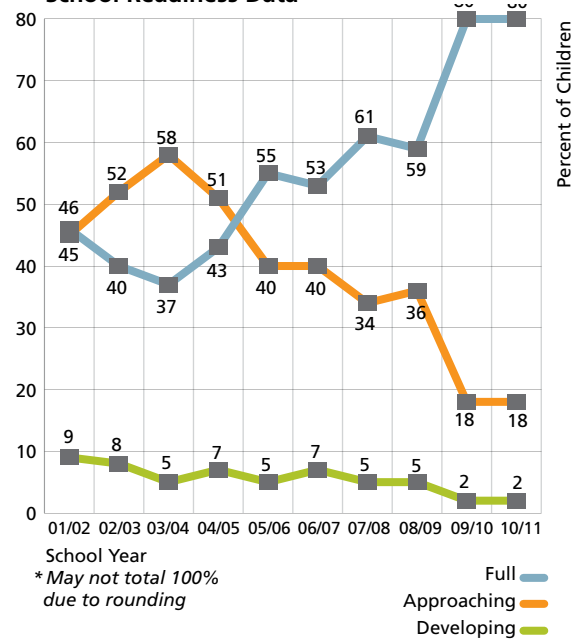
80% of kindergarteners are school-ready, up from 46% in 2001-2002 and on par with last year.

## quick take on school readiness

- The County saw a 32-point increase from 2001-2002 in Language and Literacy (66% fully-ready for 2010-2011), a 34-point improvement in Mathematical Thinking (72% fully-ready), and a 45-point jump in Scientific Thinking (73% fully-ready).
- The percentage of African-American kindergarteners who are fully school-ready rose from 39% in 2001-2002 and 66% last year to 67% in 2010-2011.
- 78% of Hispanic children are now fully school-ready—a 28-point readiness gain from 2001-2002 and 7 points more than last year.
- 71% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) rose to full readiness, up from 32% in 2001-2002.
- The percentage of English Language Learners who are fully school-ready grew from 14% for 2001-2002 to 69% in 2010-2011.
- Children with disabilities made substantial progress: 61% fully-ready, a 36-point gain from 2001-2002 and 2 points more than last year.
- There were significant gains among children who were enrolled in Head Start (up 38 points from 2001-2002 to 62% fully-ready in 2010-2011), family child care (up 38 points to 70% fully-ready), child care centers (up 49 points to 86% fully-ready), and non-public nursery programs (up 49 points to 89% fully-ready) in the year prior to kindergarten.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school (82% fully-ready in 2010-2011) are better-prepared for school than their peers who were at home or in informal care (74% fully-ready).

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School Readiness Data



### Population Data, MD Dept of Planning, 2009

Children < 5 (age 0-4) 6,476

### School Enrollment MSDE, School Year 2010-2011

Kindergarten Students 1,131

#### Kindergarten Ethnicity

- American Indian 0.6%
- Asian 0.7%
- African American 8.4%
- Native Hawaiian/Pacific Islander 0.0%
- White 78.1%
- Hispanic 6.9%
- Two or More Races 5.2%

#### Kindergarteners by Subgroup

- Children with Disabilities 10.5%
- English Language Learners 2.3%
- Free/Reduced Priced Meals 24.1%

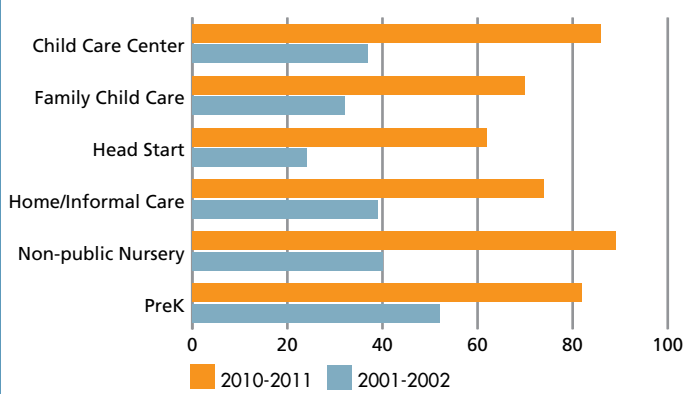
PreK Students 590

- Full-Day Program 0.0%
- Half-Day Program 100.0%

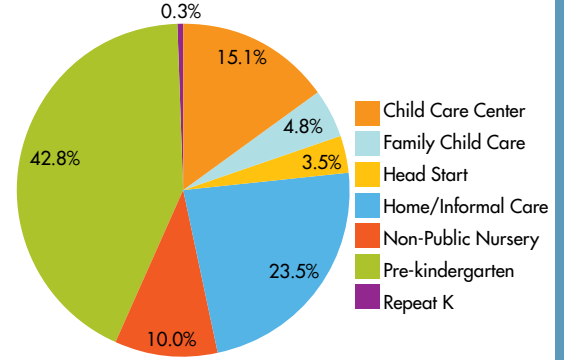


## Prior Care Data

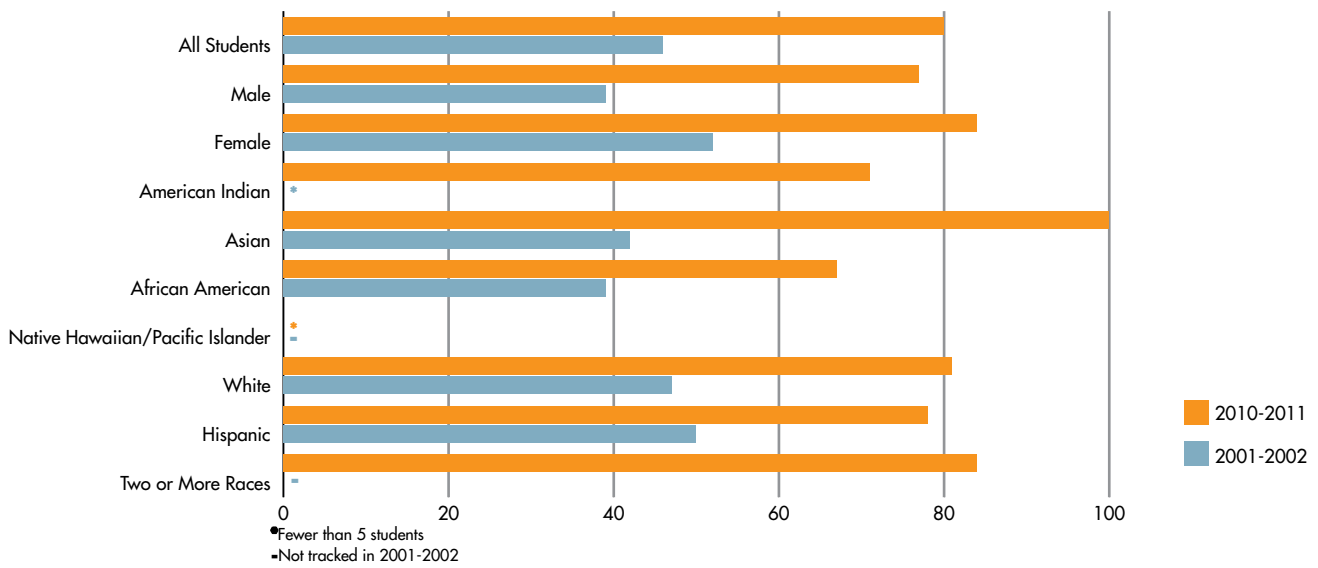
### Full School Readiness by Prior Care



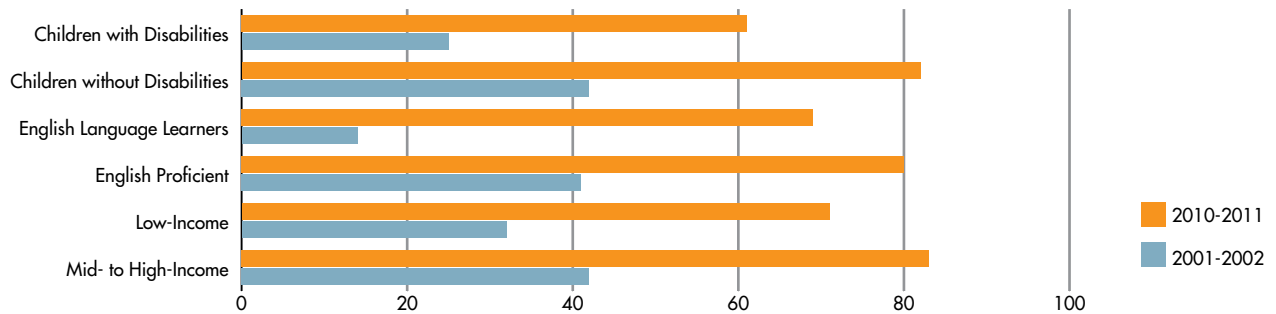
### Prior Care Enrollment, School Year 2009-2010



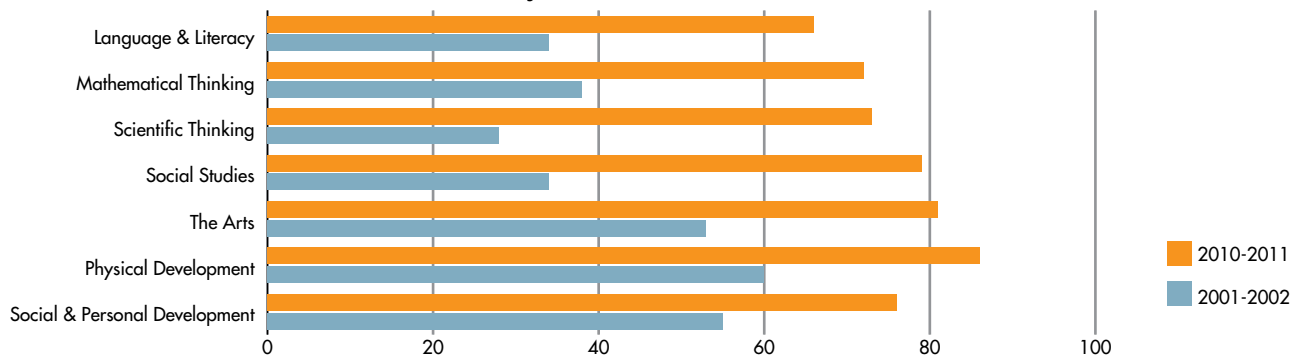
### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



### Full School Readiness by Domain



# Charles County



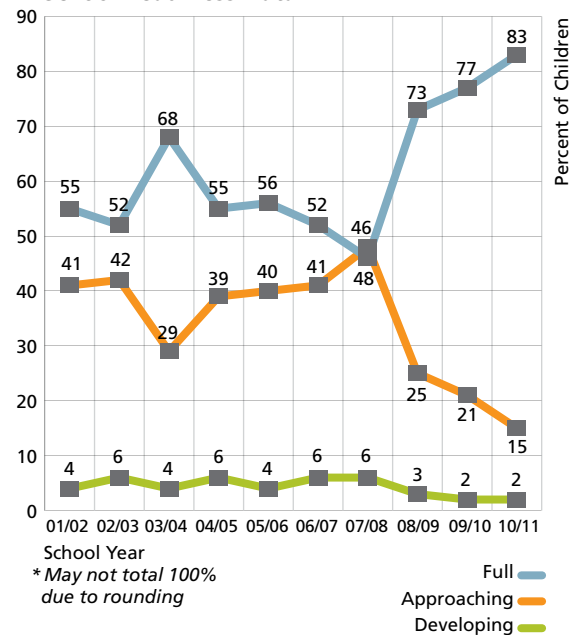
83% of kindergarteners are school-ready, up from 55% in 2001-2002 and 77% in 2009-2010.

## quick take on school readiness

- The County saw a 34-point increase from 2001-2002 in Language and Literacy (71% fully-ready for 2010-2011), a 33-point improvement in Mathematical Thinking (75% fully-ready), and a 40-point jump in Scientific Thinking (66% fully-ready).
- The percentage of African-American kindergarteners who are fully school-ready rose from 45% in 2001-2002 and 75% last year to 81% in 2010-2011.
- 78% of Hispanic children are now fully school-ready—a 33-point readiness gain from 2001-2002 and 16 points more than last year.
- 75% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) rose to full readiness, up from 39% in 2001-2002 and 67% in 2009-2010.
- 43% of English Language Learners are fully school-ready in 2010-2011.
- Children with disabilities made substantial progress: 56% fully-ready, a 13-point gain from 2001-2002 and 12 points more than last year.
- There were significant gains among children who were enrolled in Head Start (up 35 points from 2001-2002 to 82% fully-ready in 2010-2011) and child care centers (up 27-points to 85% fully-ready) in the year prior to kindergarten.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school (83% fully-ready in 2010-2011) are better-prepared for school than their peers who were at home or in informal care (70% fully-ready).

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School Readiness Data



### Population Data, MD Dept of Planning, 2009

Children < 5 (age 0-4) 10,720

### School Enrollment MSDE, School Year 2010-2011

Kindergarten Students 1,662

#### Kindergarten Ethnicity

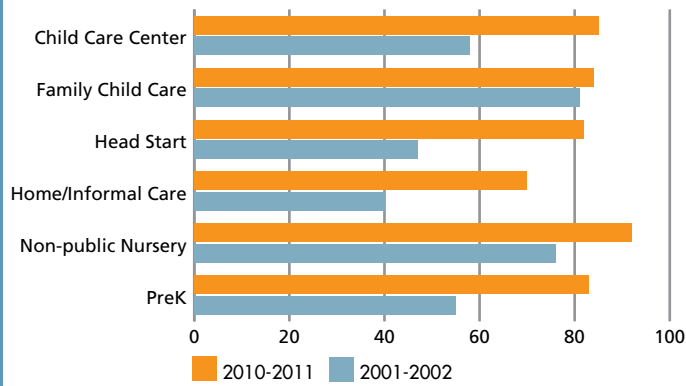
- American Indian 0.4%
- Asian 2.9%
- African American 48.3%
- Native Hawaiian/Pacific Islander 0.4%
- White 34.0%
- Hispanic 6.8%
- Two or More Races 7.3%

#### Kindergarteners by Subgroup

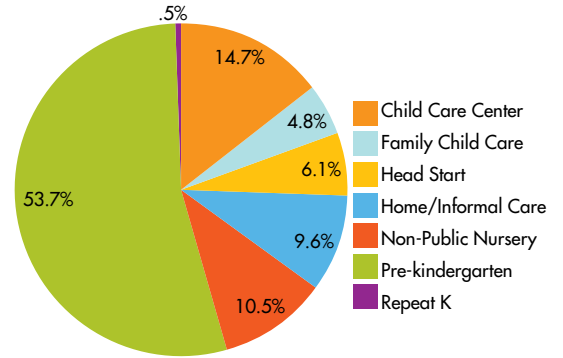
- Children with Disabilities 10.0%
  - English Language Learners 1.4%
  - Free/Reduced Priced Meals 36.2%
- PreK Students 858
- Full-Day Program 25.9%
  - Half-Day Program 74.1%

## Prior Care Data

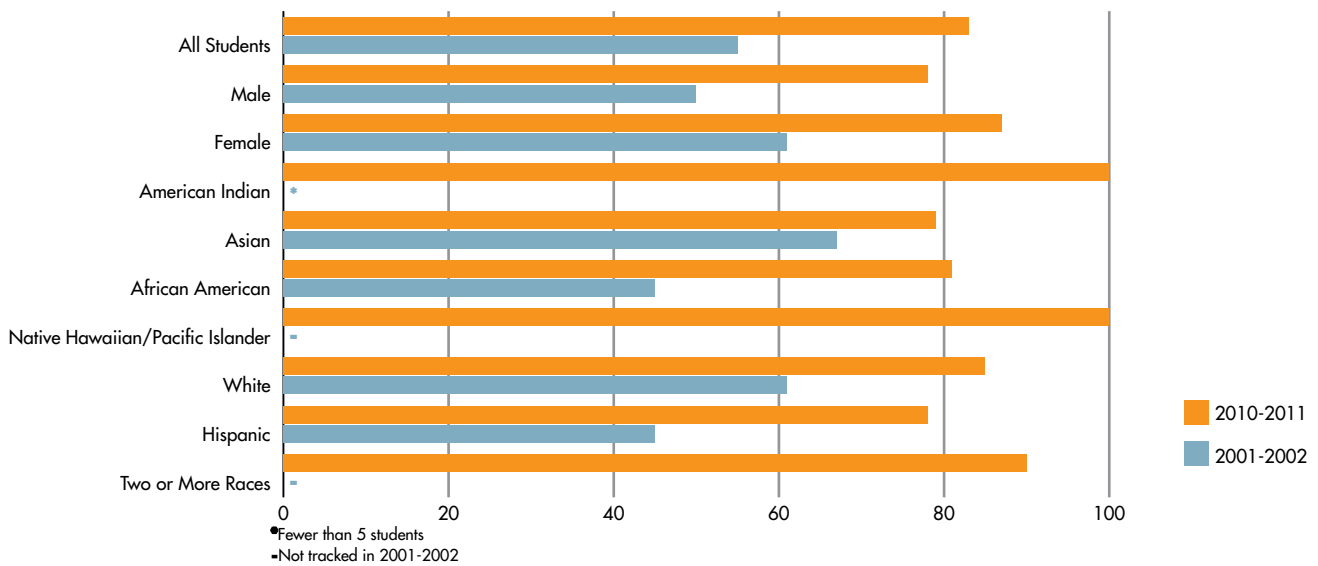
### Full School Readiness by Prior Care



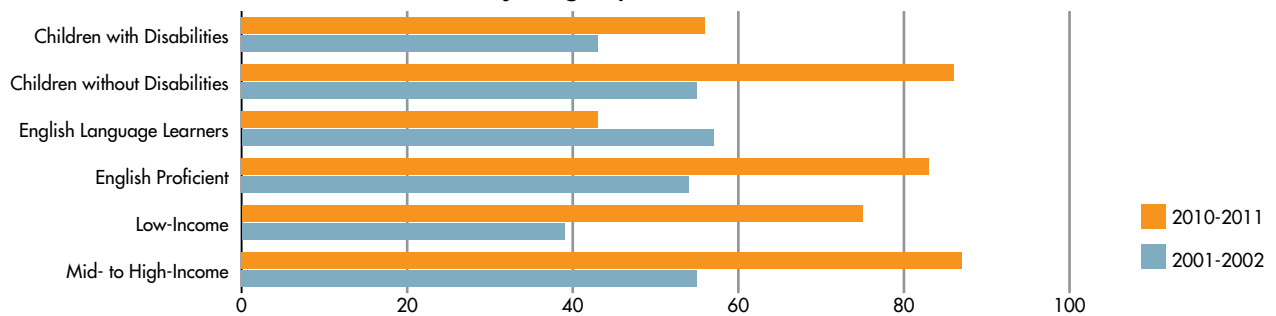
### Prior Care Enrollment, School Year 2009-2010



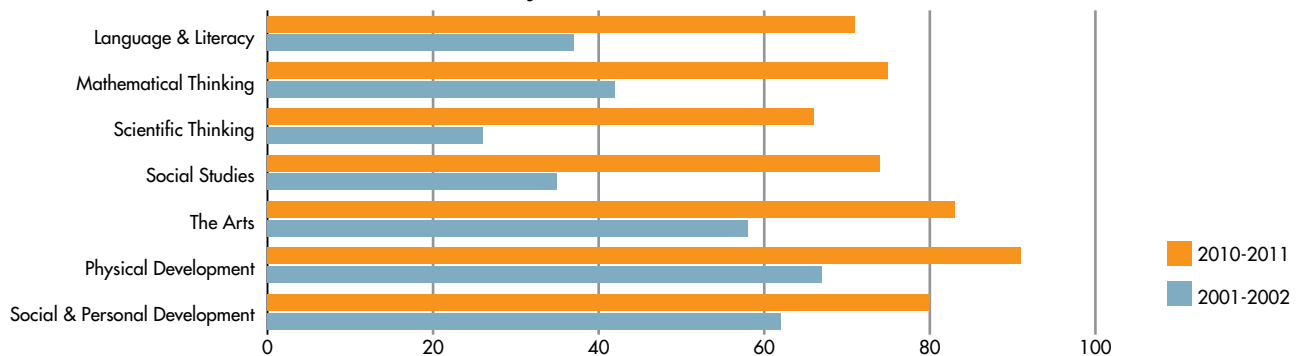
### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



### Full School Readiness by Domain



# Dorchester County



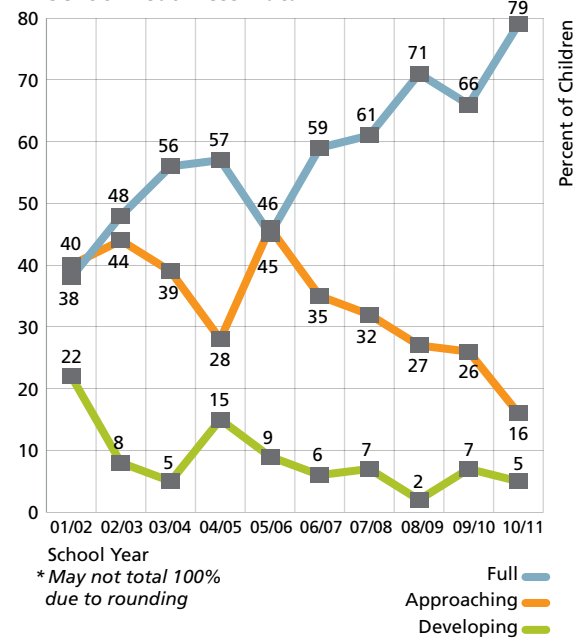
79% of kindergarteners are school-ready, up from 38% in 2001-2002 and 66% in 2009-2010.

## quick take on school readiness

- The County saw a 42-point increase from 2001-2002 in Language and Literacy (70% fully-ready for 2010-2011), a 50-point improvement in Mathematical Thinking (81% fully-ready), and a 61-point jump in Scientific Thinking (73% fully-ready).
- The percentage of African-American kindergarteners who are fully school-ready rose from 24% in 2001-2002 and 62% last year to 75% in 2010-2011.
- 65% of Hispanic children are now fully school-ready—a 20-point readiness gain from 2009-2010.
- 75% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) rose to full readiness, up from 39% in 2002-2003 and 55% in 2009-2010.
- The percentage of English Language Learners who are fully school-ready grew from 50% 2009-2010 to 58% in 2010-2011.
- Children with disabilities made substantial progress: 88% fully-ready, a 54-point gain from 2009-2010.
- There were significant gains among children who were enrolled in Head Start (up 60 points from 2001-2002 to 66% fully-ready in 2010-2011) and child care centers (up 40-points to 84% fully-ready) in the year prior to kindergarten.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school (90% fully-ready in 2010-2011) are better-prepared for school than their peers who were at home or in informal care (80% fully-ready).

Visit [www.MdSchoolReadiness.org](http://www.MdSchoolReadiness.org) or [www.readyatfive.org](http://www.readyatfive.org) for additional data, information, and resources.

**School Readiness Data**



### Population Data, MD Dept of Planning, 2009

Children < 5 (age 0-4) 2,220

### School Enrollment MSDE, School Year 2010-2011

Kindergarten Students 331

#### Kindergarten Ethnicity

- American Indian 0.3%
- Asian 0.3%
- African American 36.8%
- Native Hawaiian/Pacific Islander 0.0%
- White 47.1%
- Hispanic 6.1%
- Two or More Races 9.4%

#### Kindergarteners by Subgroup

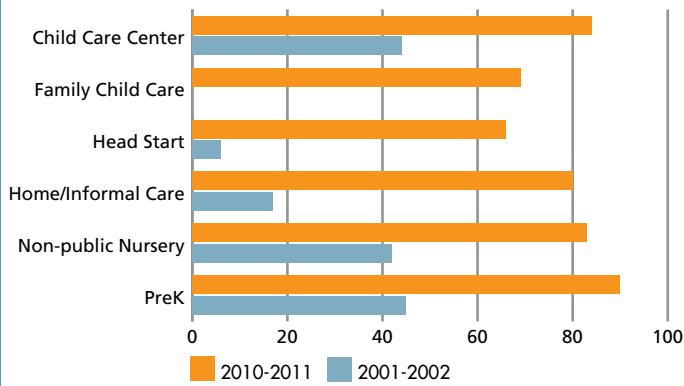
- Children with Disabilities 5.2%
- English Language Learners 3.6%
- Free/Reduced Priced Meals 31.6%

PreK Students 268

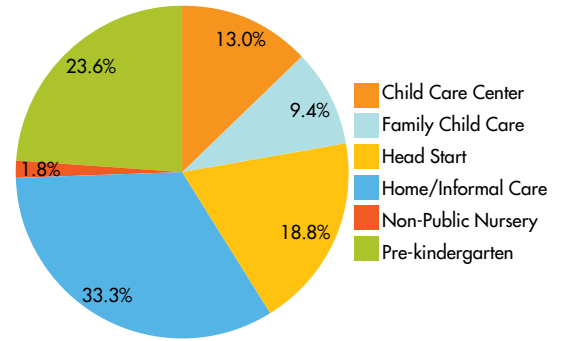
- Full-Day Program 0.0%
- Half-Day Program 100.0%

## Prior Care Data

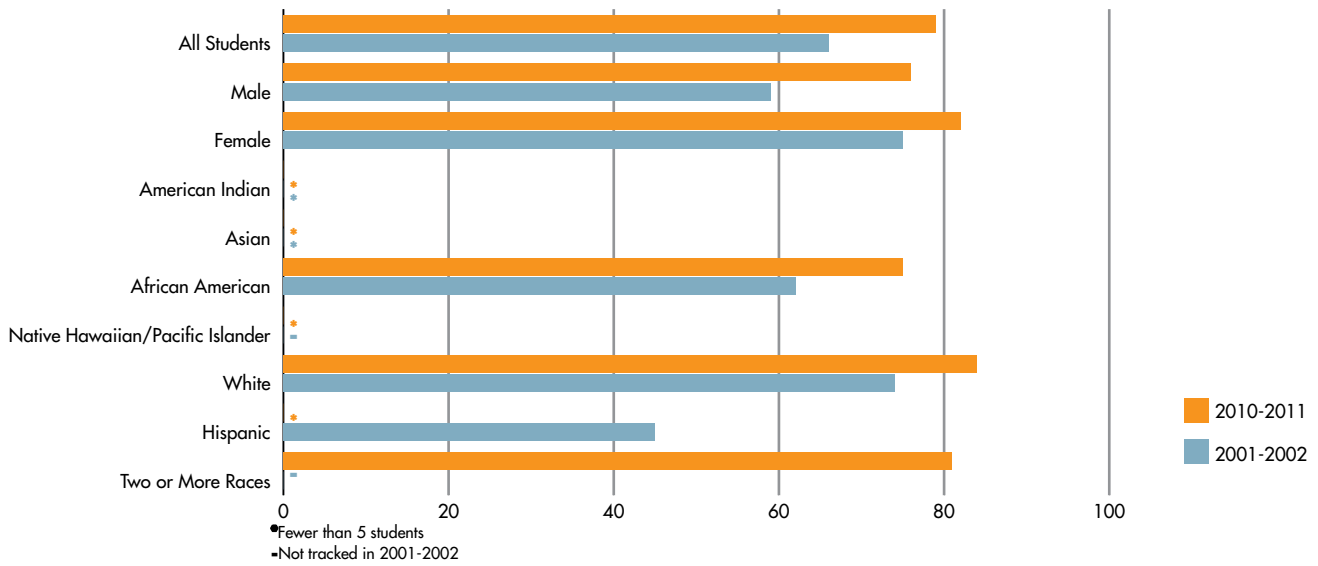
### Full School Readiness by Prior Care



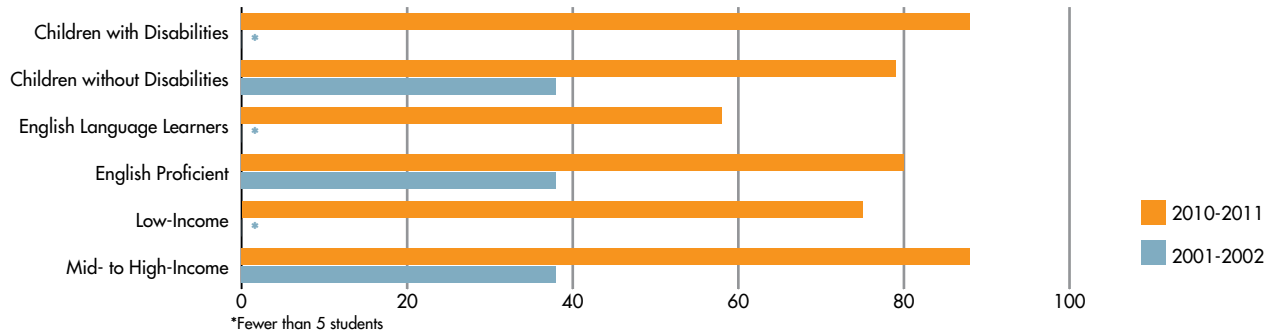
### Prior Care Enrollment, School Year 2009-2010



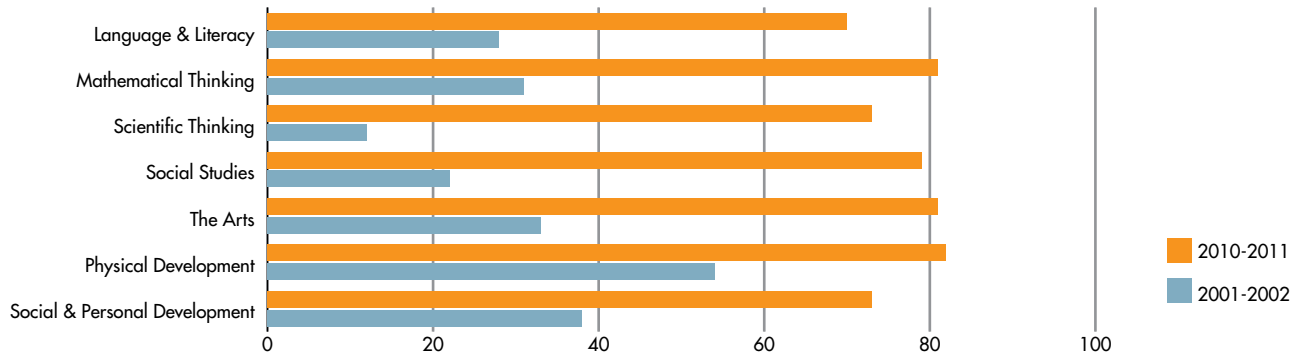
### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



### Full School Readiness by Domain



# Frederick County



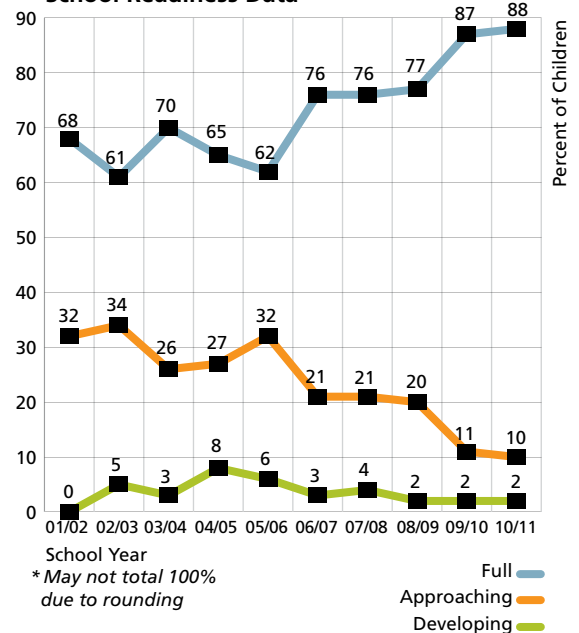
88% of kindergarteners are school-ready, up from 68% in 2001-2002 and 87% in 2009-2010.

## quick take on school readiness

- The County saw a 26-point increase from 2001-2002 in Language and Literacy (81% fully-ready for 2010-2011), a 21-point improvement in Mathematical Thinking (83% fully-ready), and a 45-point jump in Scientific Thinking (79% fully-ready).
- The percentage of African-American kindergarteners who are fully school-ready rose from 44% in 2001-2002 to 84% in 2010-2011.
- 78% of Hispanic children are now fully school-ready—a 26-point readiness gain from 2001-2002 and 4 points more than last year.
- 81% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) rose to full readiness, up from 30% in 2001-2002 and 76% in 2009-2010.
- The percentage of English Language Learners who are fully school-ready grew from 13% for 2001-2002 to 74% in 2010-2011.
- Children with disabilities made good progress: 63% fully-ready, a 13-point gain from 2001-2002.
- There were significant gains among children who were enrolled in Head Start (up 44 points from 2001-2002 to 86% fully-ready in 2010-2011) and public PreK programs (up 30-points to 85% fully-ready) in the year prior to kindergarten.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school (85% fully-ready in 2010-2011) are better-prepared for school than their peers who were at home or in informal care (82% fully-ready).

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School Readiness Data



### Population Data, MD Dept of Planning, 2009

Children < 5 (age 0-4) 15,960

### School Enrollment MSDE, School Year 2010-2011

Kindergarten Students 2,986

#### Kindergarten Ethnicity

- American Indian 0.2%
- Asian 5.7%
- African American 10.9%
- Native Hawaiian/Pacific Islander 0.2%
- White 64.1%
- Hispanic 13.8%
- Two or More Races 5.1%

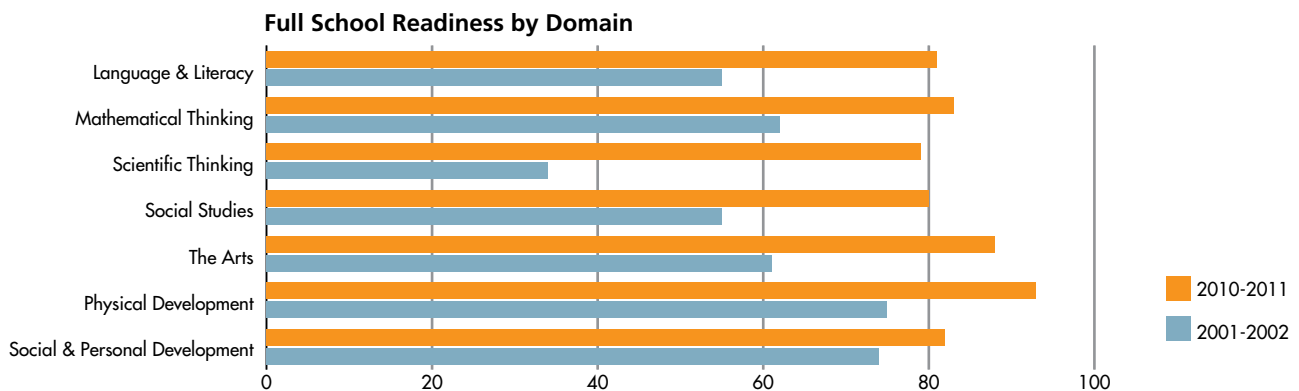
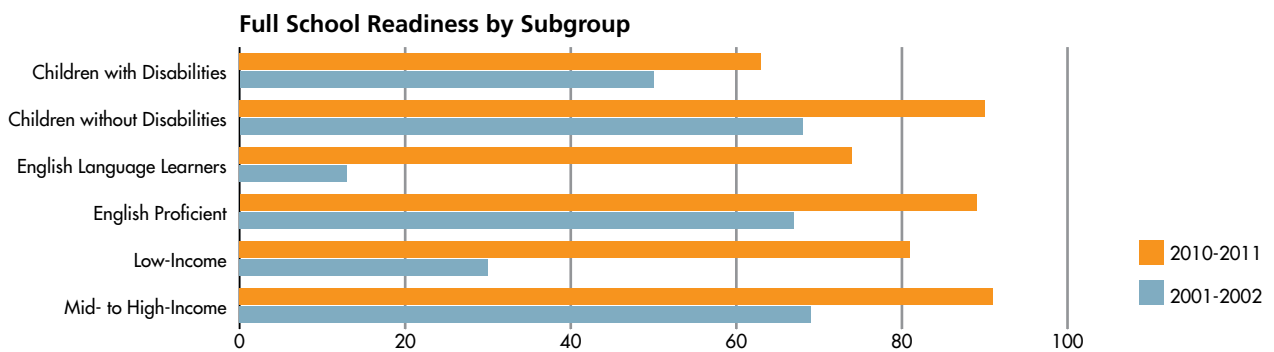
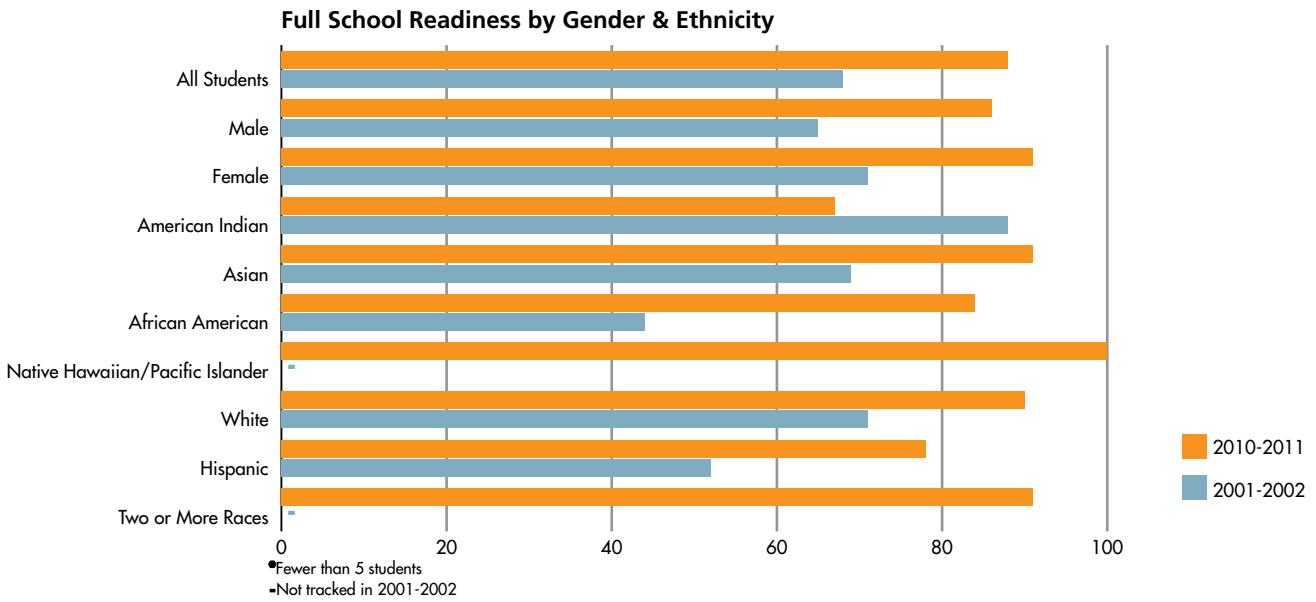
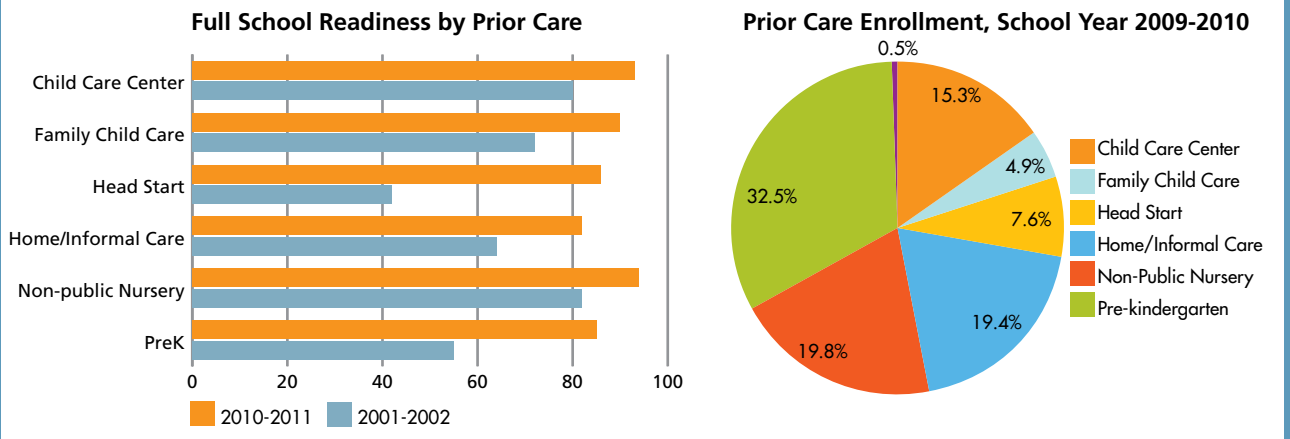
#### Kindergarteners by Subgroup

- Children with Disabilities 7.9%
- English Language Learners 9.9%
- Free/Reduced Priced Meals 27.8%

PreK Students 984

- Full-Day Program 0.0%
- Half-Day Program 100.0%

Prior Care Data





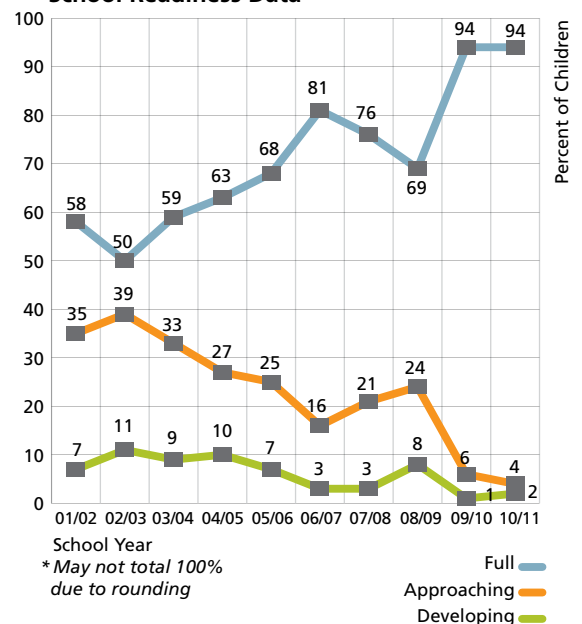
94% of kindergarteners are school-ready, up from 58% in 2001-2002 and on par with last year.

## quick take on school readiness

- The County saw a 43-point increase from 2001-2002 in Language and Literacy (90% fully-ready for 2010-2011), a 45-point improvement in Mathematical Thinking (91% fully-ready), and a 47-point jump in Scientific Thinking (92% fully-ready).
- 91% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) rose to full readiness, up from 46% in 2001-2002.
- Children with disabilities made substantial progress: 89% fully-ready, a 60-point gain from 2001-2002 and 28 points more than last year.
- There were significant gains among children who were enrolled in Head Start (up 49 points from 2001-2002 to 92% fully-ready in 2010-2011) in the year prior to kindergarten.
- Kindergarteners who were enrolled in public PreK programs (94% fully-ready in 2010-2011) and child care centers (97% fully-ready) in the year prior to starting school also experienced high readiness levels.

Visit [www.MdSchoolReadiness.org](http://www.MdSchoolReadiness.org) or [www.readyatfive.org](http://www.readyatfive.org) for additional data, information, and resources.

School Readiness Data



### Population Data, MD Dept of Planning, 2009

Children < 5 (age 0-4) 1,500

### School Enrollment MSDE, School Year 2010-2011

Kindergarten Students 302

#### Kindergarten Ethnicity

- American Indian 0.3%
- Asian 0.0%
- African American 0.3%
- Native Hawaiian/Pacific Islander 0.0%
- White 98.3%
- Hispanic 0.3%
- Two or More Races 0.7%

#### Kindergarteners by Subgroup

- Children with Disabilities 6.0%
- English Language Learners 0.0%
- Free/Reduced Priced Meals 50.0%

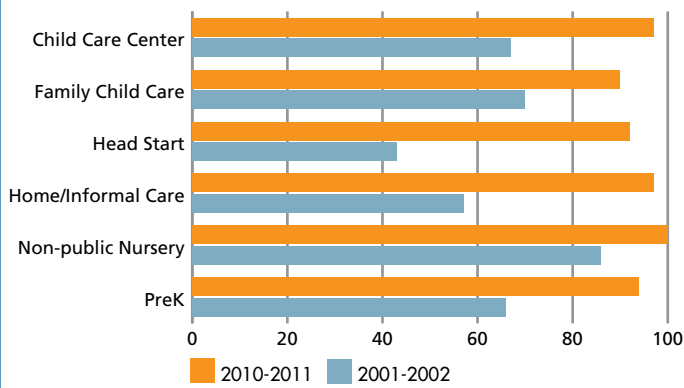
PreK Students 122

- Full-Day Program 100.0%
- Half-Day Program 0.0%

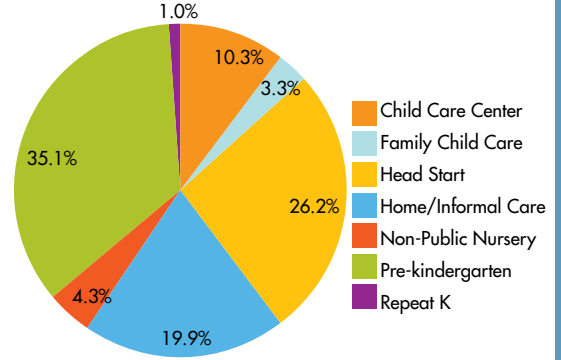


## Prior Care Data

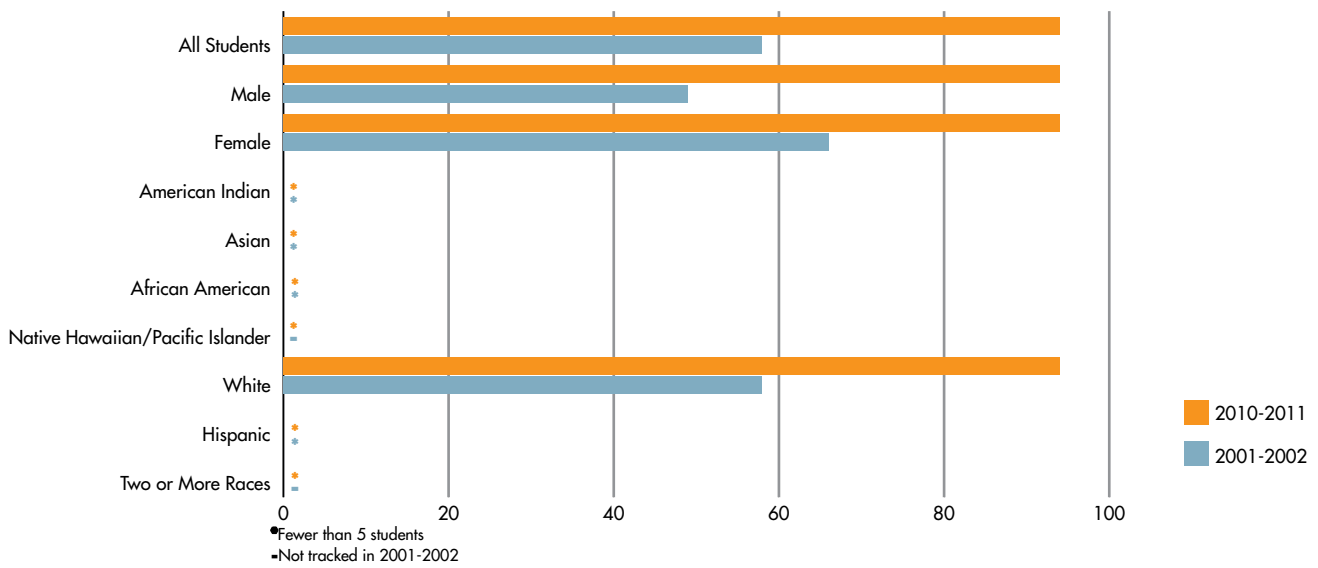
### Full School Readiness by Prior Care



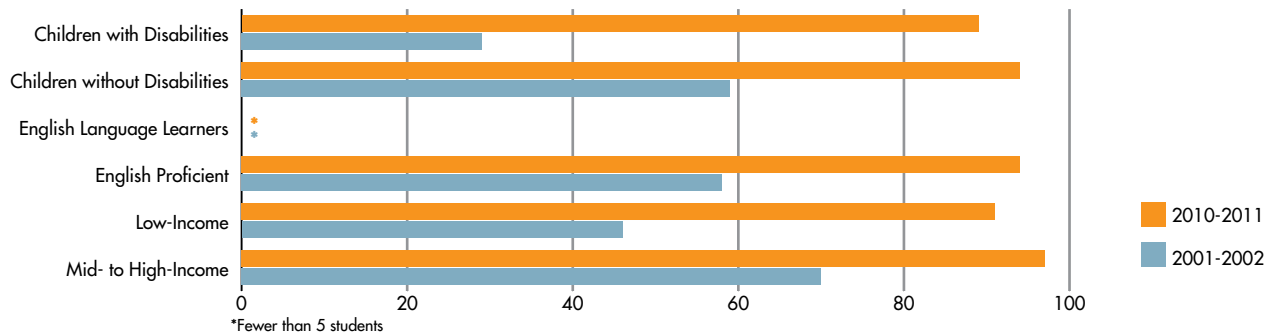
### Prior Care Enrollment, School Year 2009-2010



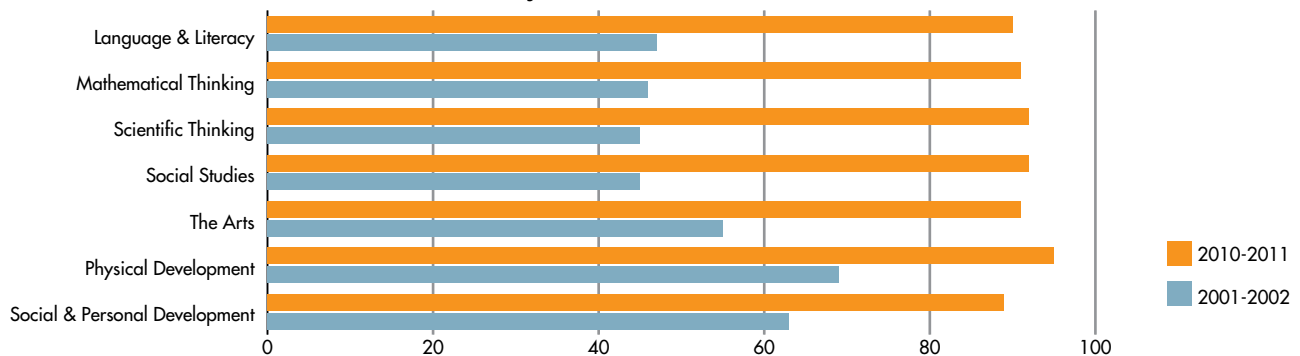
### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



### Full School Readiness by Domain



# Harford County



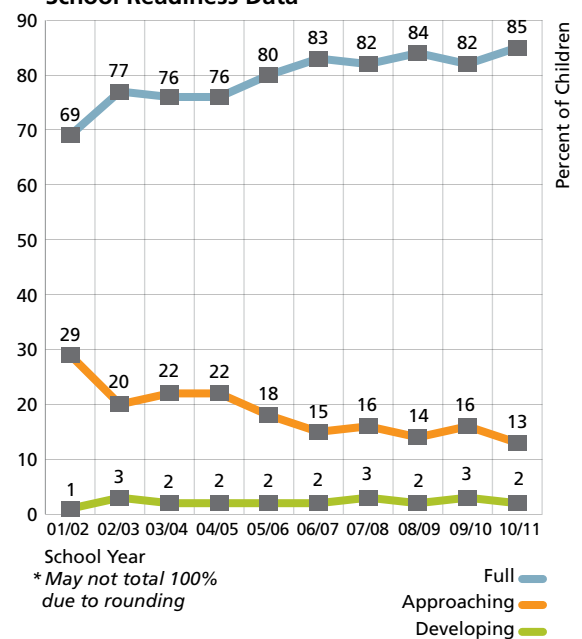
85% of kindergarteners are school-ready, up from 69% in 2001-2002 and 82% in 2009-2010.

## quick take on school readiness

- The County saw a 21-point increase from 2001-2002 in Language and Literacy (73% fully-ready for 2010-2011), a 68-point improvement in Mathematical Thinking (80% fully-ready), and a 22-point jump in Scientific Thinking (72% fully-ready).
- The percentage of African-American kindergarteners who are fully school-ready rose from 54% in 2001-2002 and 72% last year to 78% in 2010-2011.
- 80% of Hispanic children are now fully school-ready—a 27-point readiness gain from 2001-2002 and 7 points more than last year.
- 73% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) rose to full readiness, up from 54% in 2001-2002 and 67% in 2009-2010.
- The percentage of English Language Learners who are fully school-ready grew from 48% for 2001-2002 and 57% for 2009-2010 to 81% in 2010-2011.
- Children with disabilities made substantial progress: 59% fully-ready, a 17-point gain from 2001-2002 and 10 points more than last year.
- There were significant gains among children who were enrolled in Head Start (up 28 points from 2001-2002 to 66% fully-ready in 2010-2011) and child care centers (up 20 points to 91% fully-ready) in the year prior to kindergarten.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school (84% fully-ready in 2010-2011) are better-prepared for school than their peers who were at home or in informal care (71% fully-ready).

Visit [www.MdSchoolReadiness.org](http://www.MdSchoolReadiness.org) or [www.readyatfive.org](http://www.readyatfive.org) for additional data, information, and resources.

School Readiness Data



### Population Data, MD Dept of Planning, 2009

Children < 5 (age 0-4) 17,150

### School Enrollment MSDE, School Year 2010-2011

Kindergarten Students 2,684

#### Kindergarten Ethnicity

- American Indian 0.3%
- Asian 3.1%
- African American 17.4%
- Native Hawaiian/Pacific Islander 0.3%
- White 68.6%
- Hispanic 5.2%
- Two or More Races 5.1%

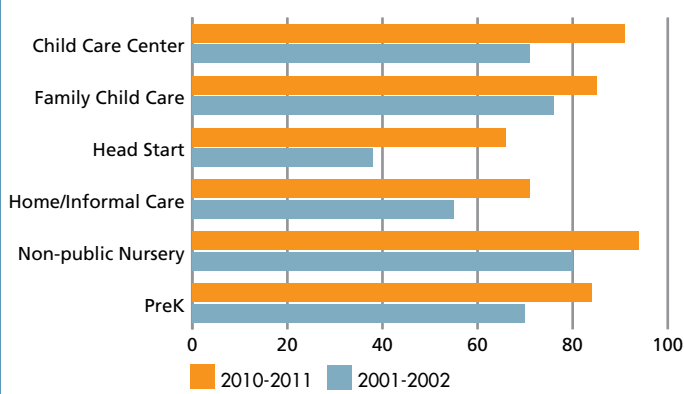
#### Kindergarteners by Subgroup

- Children with Disabilities 8.1%
  - English Language Learners 2.2%
  - Free/Reduced Priced Meals 30.3%
- PreK Students 782
- Full-Day Program 0.0%
  - Half-Day Program 100.0%

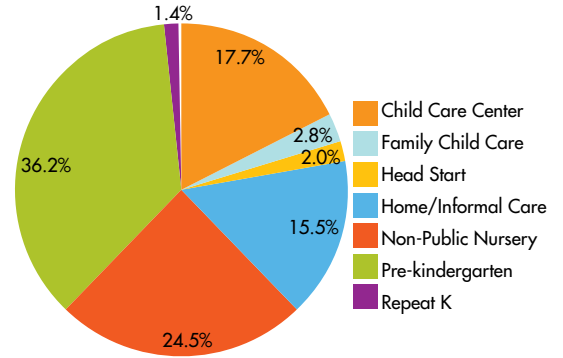


## Prior Care Data

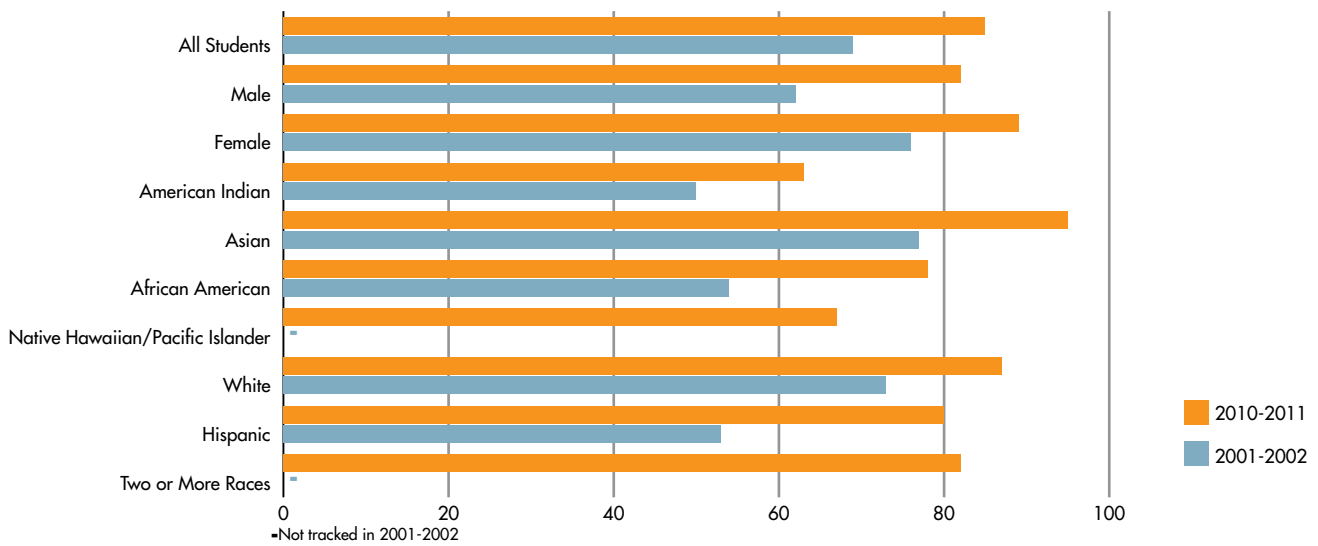
### Full School Readiness by Prior Care



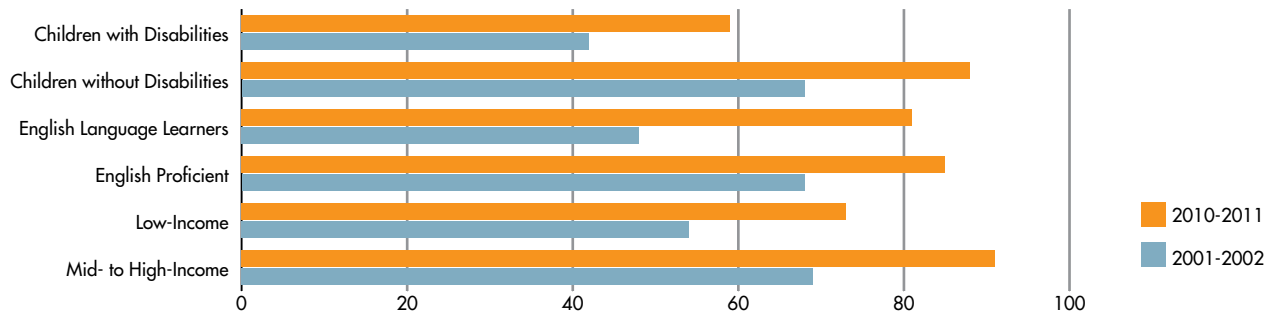
### Prior Care Enrollment, School Year 2009-2010



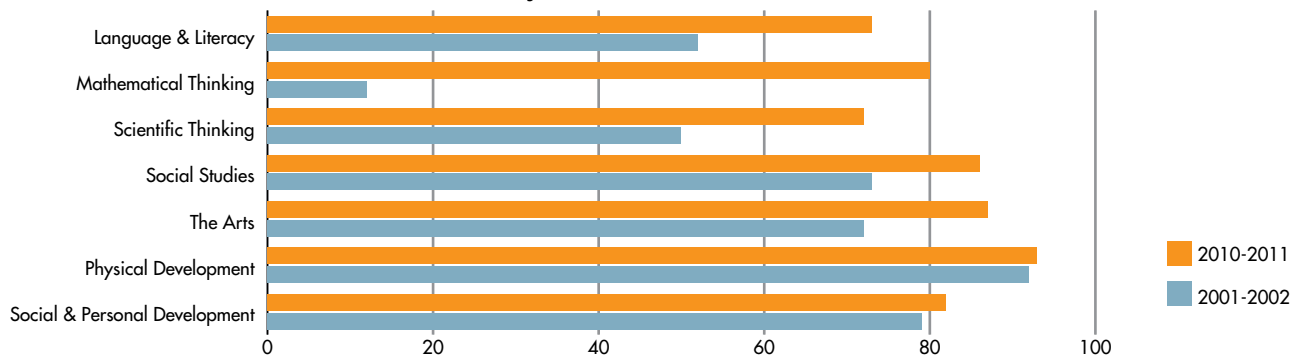
### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



### Full School Readiness by Domain



# Howard County



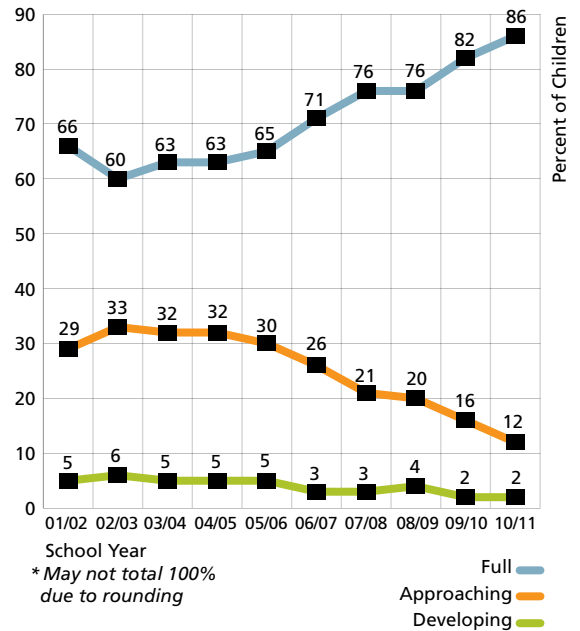
86% of kindergarteners are school-ready, up from 66% in 2001-2002 and 82% in 2009-2010.

## quick take on school readiness

- The County saw a 28-point increase from 2001-2002 in Language and Literacy (81% fully-ready for 2010-2011), a 22-point improvement in Mathematical Thinking (83% fully-ready), and a 47-point jump in Scientific Thinking (85% fully-ready).
- The percentage of African-American kindergarteners who are fully school-ready rose from 48% in 2001-2002 and 72% last year to 80% in 2010-2011.
- 77% of Hispanic children are now fully school-ready—a 25-point readiness gain from 2001-2002 and 3 points more than last year.
- 75% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) rose to full readiness, up from 24% in 2001-2002 and 68% in 2009-2010.
- The percentage of English Language Learners who are fully school-ready grew from 72% for 2009-2010 to 77% in 2010-2011.
- Children with disabilities made substantial progress: 59% fully-ready, a 33-point gain from 2001-2002 and 8 points more than last year.
- There were significant gains among children who were enrolled in Head Start (up 39 points from 2001-2002 to 77% fully-ready in 2010-2011) and child care centers (up 32 points to 91% fully-ready) in the year prior to kindergarten.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school (77% fully-ready in 2010-2011) are better-prepared for school than their peers who were at home or in informal care (72% fully-ready).

Visit [www.MdSchoolReadiness.org](http://www.MdSchoolReadiness.org) or [www.readyatfive.org](http://www.readyatfive.org) for additional data, information, and resources.

School Readiness Data



### Population Data, MD Dept of Planning, 2009

Children < 5 (age 0-4) 18,020

### School Enrollment MSDE, School Year 2010-2011

Kindergarten Students 3,393

#### Kindergarten Ethnicity

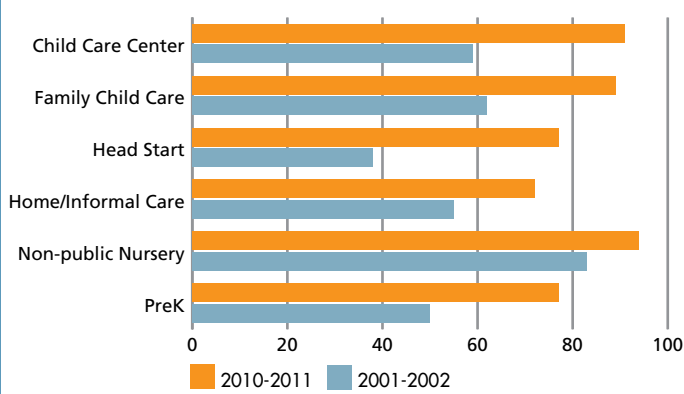
- American Indian 0.4%
- Asian 18.4%
- African American 19.8%
- Native Hawaiian/Pacific Islander 0.2%
- White 45.8%
- Hispanic 9.5%
- Two or More Races 5.9%

#### Kindergarteners by Subgroup

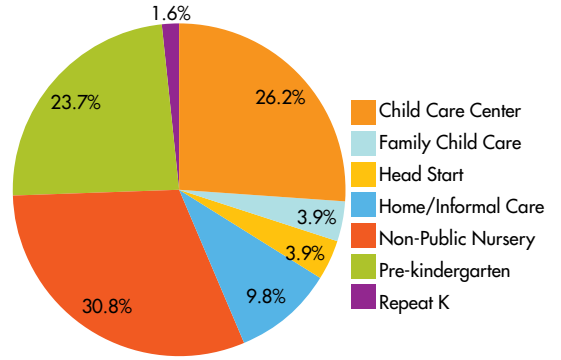
- Children with Disabilities 7.7%
  - English Language Learners 10.5%
  - Free/Reduced Priced Meals 18.6%
- PreK Students 1,003
- Full-Day Program 0.0%
  - Half-Day Program 100.0%

## Prior Care Data

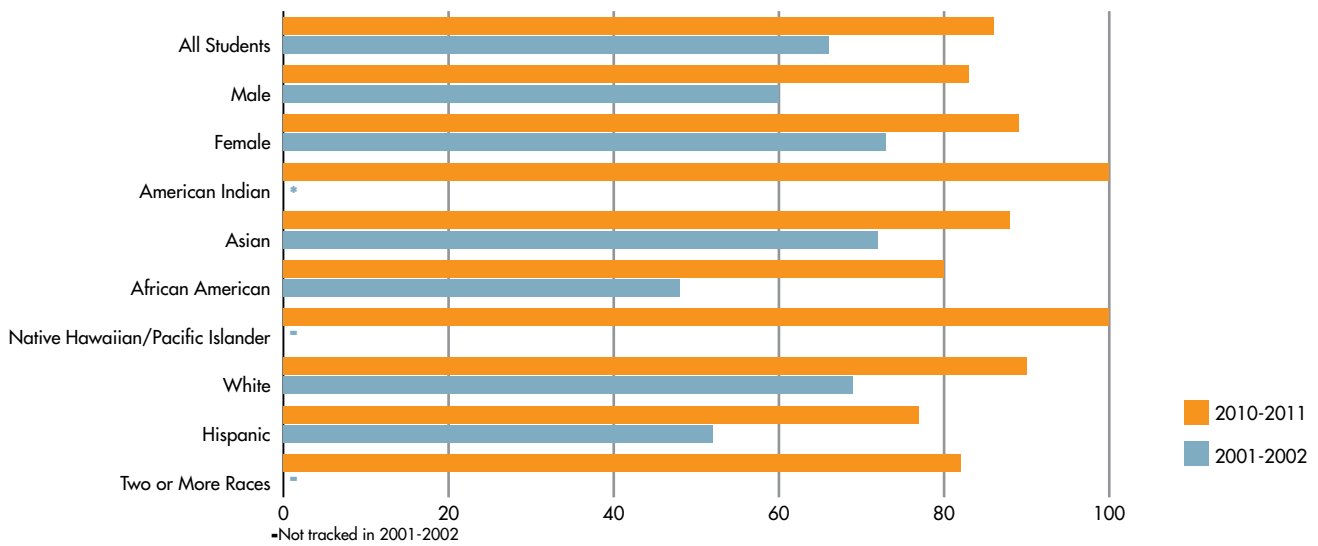
### Full School Readiness by Prior Care



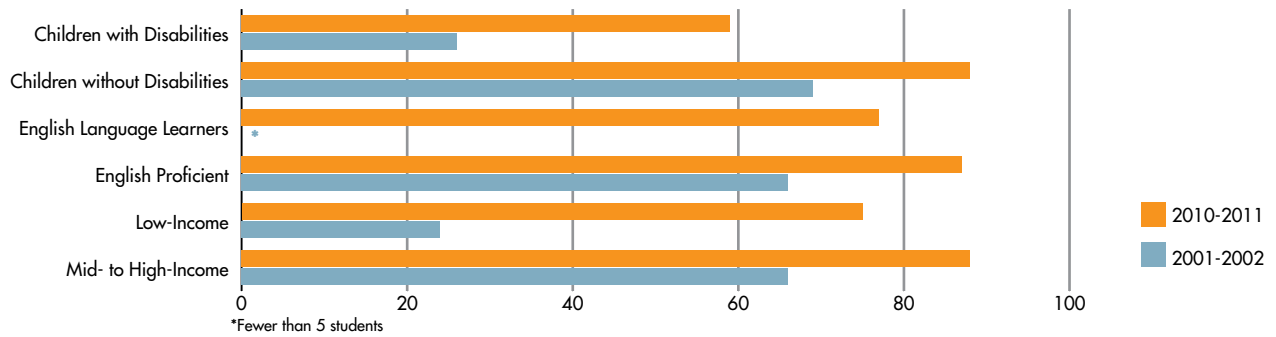
### Prior Care Enrollment, School Year 2009-2010



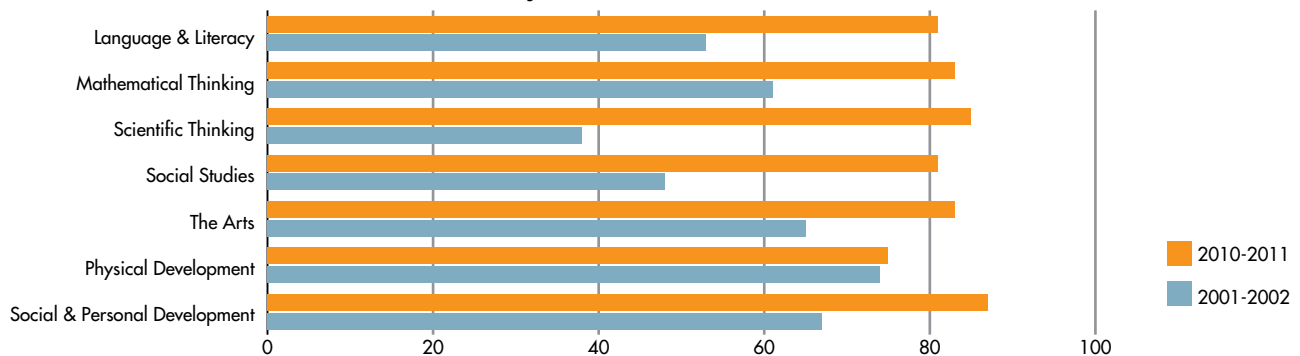
### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



### Full School Readiness by Domain





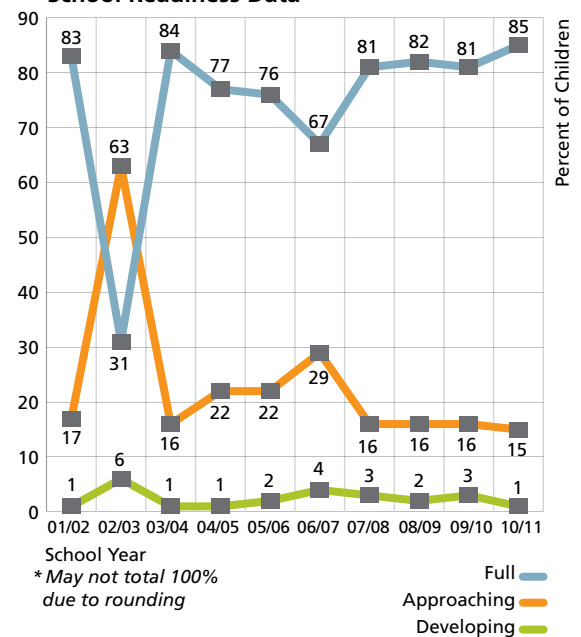
85% of kindergarteners are school-ready, up from 83% in 2001-2002.

## quick take on school readiness

- The County saw a 22-point increase from 2001-2002 in Language and Literacy (72% fully-ready for 2010-2011), an 11-point improvement in Mathematical Thinking (75% fully-ready), and a 42-point jump in Scientific Thinking (79% fully-ready).
- The percentage of African-American kindergarteners who are fully school-ready rose from 74% in 2009-2010 to 76% in 2010-2011.
- 75% of Hispanic children are now fully school-ready—an 11-point readiness gain from 2009-2010.
- 78% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) rose to full readiness, up from 72% last year.
- The percentage of English Language Learners who are fully school-ready grew from 64% for 2009-2010 to 75% in 2010-2011.
- Children receiving special education services made good progress: 62% fully ready, a 9-point jump from last year's increase.
- Children who were enrolled in public PreK programs (85% fully-ready) and non-public nursery programs (90% fully-ready) in the year prior to kindergarten had the highest readiness levels for 2010-2011.

Visit [www.MdSchoolReadiness.org](http://www.MdSchoolReadiness.org) or [www.readyatfive.org](http://www.readyatfive.org) for additional data, information, and resources.

School Readiness Data



### Population Data, MD Dept of Planning, 2009

Children < 5 (age 0-4) 940

### School Enrollment MSDE, School Year 2010-2011

Kindergarten Students 156

#### Kindergarten Ethnicity

- American Indian 0.0%
- Asian 0.0%
- African American 21.3%
- Native Hawaiian/Pacific Islander 0.0%
- White 71.0%
- Hispanic 7.7%
- Two or More Races 0.0%

#### Kindergarteners by Subgroup

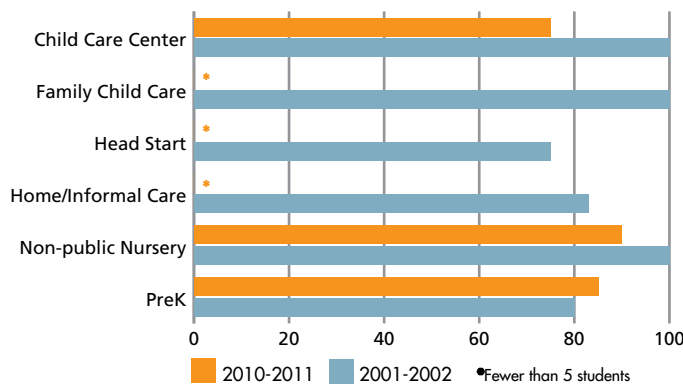
- Children with Disabilities 8.4%
- English Language Learners 7.7%
- Free/Reduced Priced Meals 51.0%

PreK Students 148

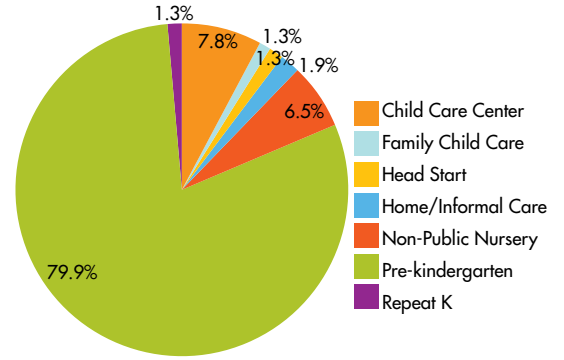
- Full-Day Program 29.1%
- Half-Day Program 70.9%

## Prior Care Data

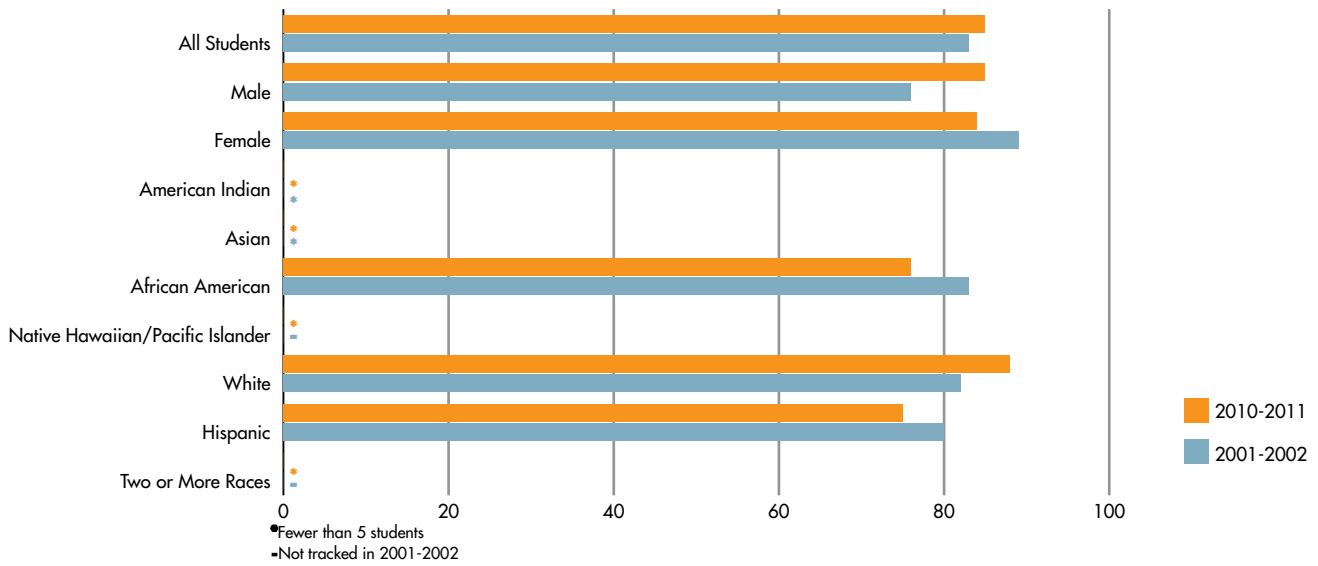
### Full School Readiness by Prior Care



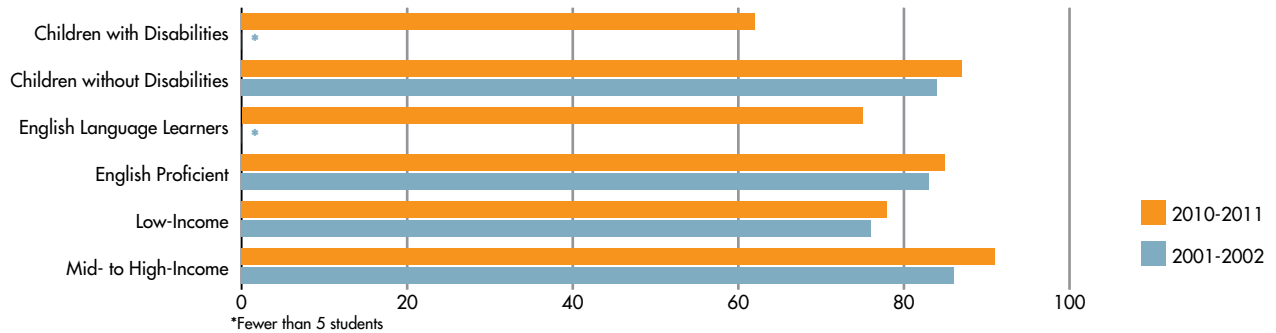
### Prior Care Enrollment, School Year 2009-2010



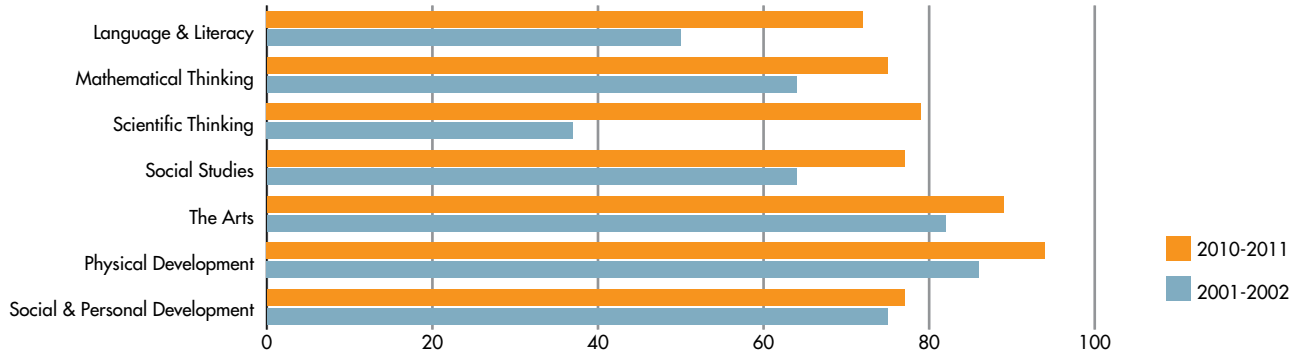
### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



### Full School Readiness by Domain



# Montgomery County



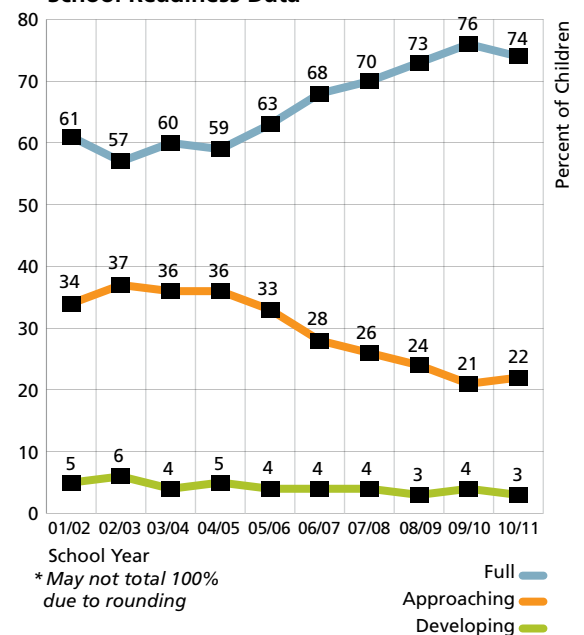
74% of kindergarteners are school-ready, up from 61% in 2001-2002.

## quick take on school readiness

- The County saw an 18-point increase from 2001-2002 in Language and Literacy (65% fully-ready for 2010-2011), a 16-point improvement in Mathematical Thinking (69% fully-ready), and a 20-point jump in Scientific Thinking (52% fully-ready).
- The percentage of African-American kindergarteners who are fully school-ready rose from 54% in 2001-2002 to 69% in 2010-2011.
- 63% of Hispanic children are now fully school-ready—a 17-point readiness gain from 2001-2002.
- 63% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) rose to full readiness, up from 46% in 2001-2002.
- The percentage of English Language Learners who are fully school-ready grew from 51% for 2001-2002 to 61% in 2010-2011.
- Children with disabilities made substantial progress: 47% fully-ready, a 23-point gain from 2001-2002.
- There were significant gains among children who were enrolled in Head Start (up 15 points from 2001-2002 to 67% fully-ready in 2010-2011) and public PreK programs (up 20 points to 75% fully-ready) in the year prior to kindergarten.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school (75% fully-ready in 2010-2011) are better-prepared for school than their peers who were at home or in informal care (67% fully-ready).

Visit [www.MdSchoolReadiness.org](http://www.MdSchoolReadiness.org) or [www.readyatfive.org](http://www.readyatfive.org) for additional data, information, and resources.

School Readiness Data



### Population Data, MD Dept of Planning, 2009

Children < 5 (age 0-4) 67,040

### School Enrollment MSDE, School Year 2010-2011

Kindergarten Students 10,954

#### Kindergarten Ethnicity

- American Indian 0.3%
- Asian 14.5%
- African American 19.4%
- Native Hawaiian/Pacific Islander 0.0%
- White 33.1%
- Hispanic 27.8%
- Two or More Races 4.9%

#### Kindergarteners by Subgroup

- Children with Disabilities 7.3%
- English Language Learners 32.3%
- Free/Reduced Priced Meals 35.0%

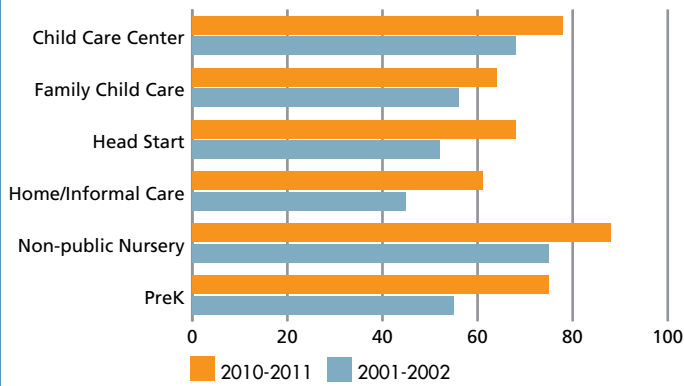
PreK Students 3,503

- Full-Day Program 3.6%
- Half-Day Program 96.4%

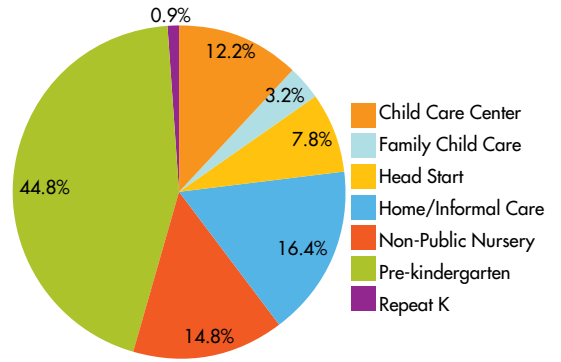


## Prior Care Data

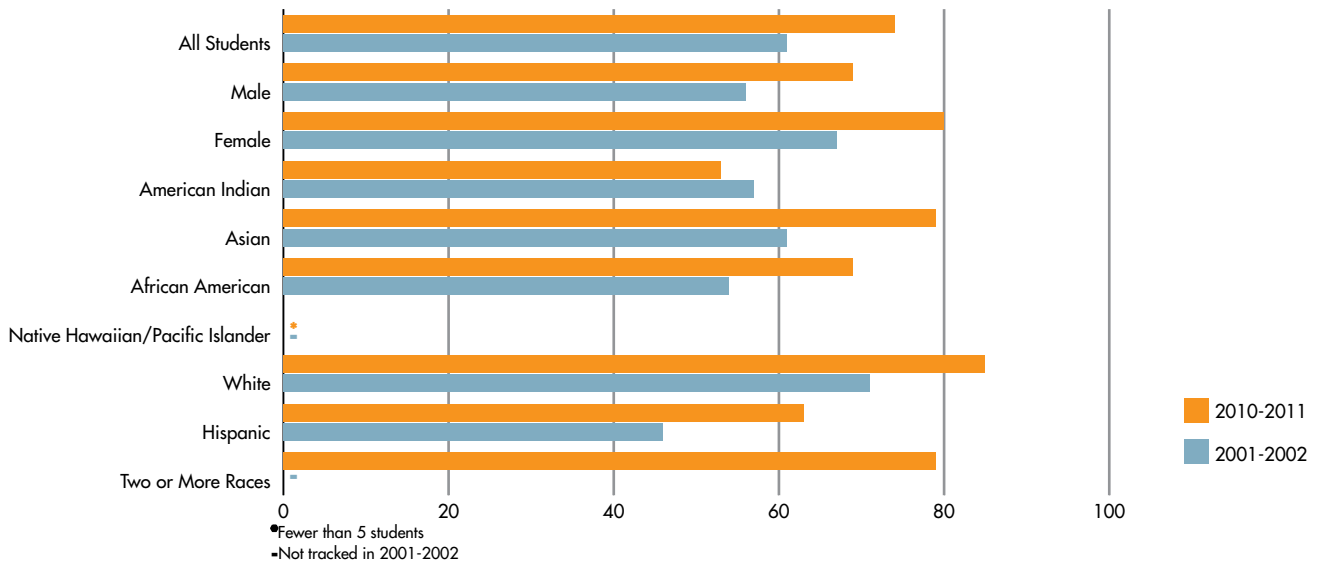
### Full School Readiness by Prior Care



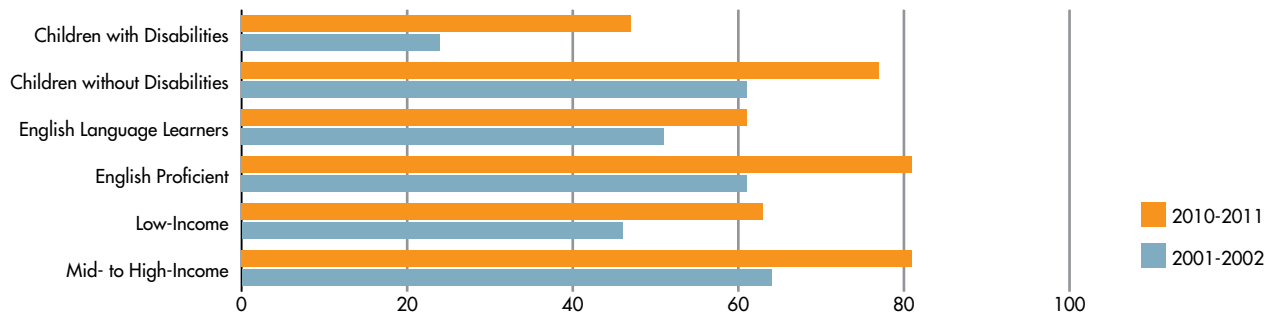
### Prior Care Enrollment, School Year 2009-2010



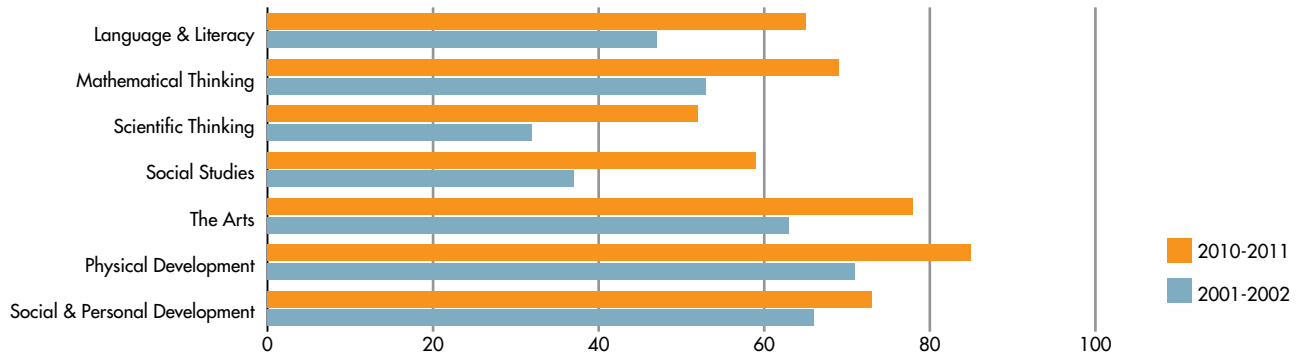
### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



### Full School Readiness by Domain



# Prince George's County



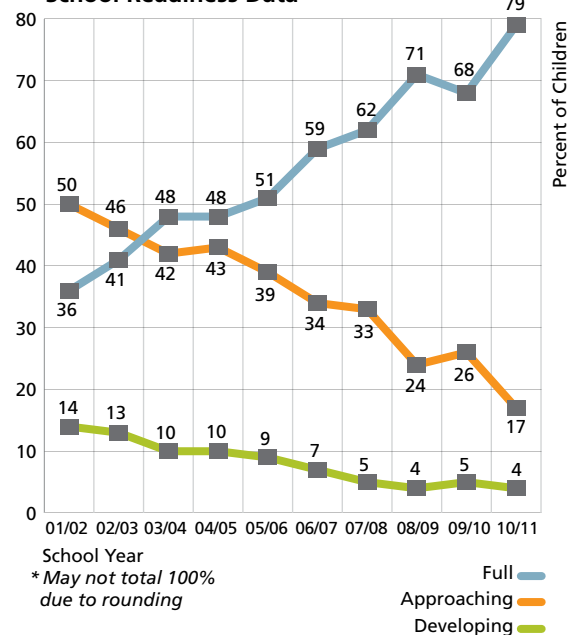
79% of kindergarteners are school-ready, up from 36% in 2001-2002 and 68% in 2009-2010.

## quick take on school readiness

- The County saw an 41-point increase from 2001-2002 in Language and Literacy (70% fully-ready for 2010-2001), a 45-point improvement in Mathematical Thinking (73% fully-ready), and a 55-point jump in Scientific Thinking (70% fully-ready).
- The percentage of African-American kindergarteners who are fully school-ready rose from 36% in 2001-2002 and 70% last year to 82% in 2010-2011.
- 73% of Hispanic children are now fully school-ready—a 46-point readiness gain from 2001-2002 and 10 points more than last year.
- 77% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) rose to full readiness, up from 30% in 2001-2002 and 66% in 2009-2010.
- The percentage of English Language Learners who are fully school-ready grew from 25% for 2001-2002 and 62% for 2009-2010 to 72% in 2010-2011.
- Children with disabilities made substantial progress: 54% fully-ready, a 37-point gain from 2001-2002 and 14 points more than last year.
- There were significant gains among children who were enrolled in Head Start (up 41 points from 2001-2002 to 78% fully-ready in 2010-2011), child care centers (up 46 points to 85% fully-ready), and non-public nursery programs (up 47 points to 92% fully-ready) in the year prior to kindergarten.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school (83% fully-ready in 2010-2011) are better prepared for school than their peers who were at home or in informal care (61% fully-ready).

Visit [www.MdSchoolReadiness.org](http://www.MdSchoolReadiness.org) or [www.readyatfive.org](http://www.readyatfive.org) for additional data, information, and resources.

School Readiness Data



### Population Data, MD Dept of Planning, 2009

Children < 5 (age 0-4) 62,890

### School Enrollment MSDE, School Year 2010-2011

Kindergarten Students 9,276

#### Kindergarten Ethnicity

- American Indian 0.8%
- Asian 3.0%
- African American 61.2%
- Native Hawaiian/Pacific Islander 0.8%
- White 5.8%
- Hispanic 28.4%
- Two or More Races 0.0%

#### Kindergarteners by Subgroup

- Children with Disabilities 6.5%
- English Language Learners 27.8%
- Free/Reduced Priced Meals 60.2%

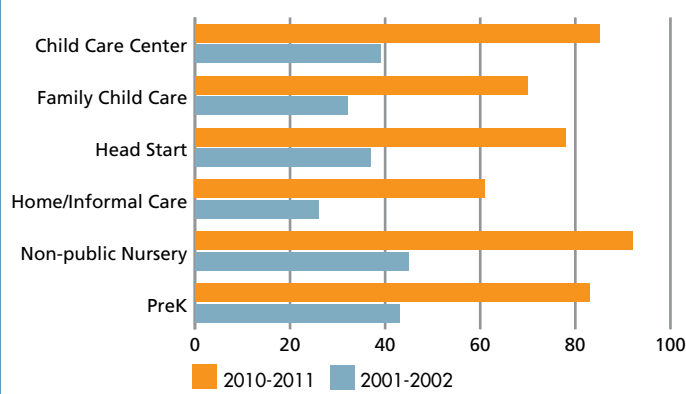
#### PreK Students 6,424

- Full-Day Program 90.9%
- Half-Day Program 9.1%

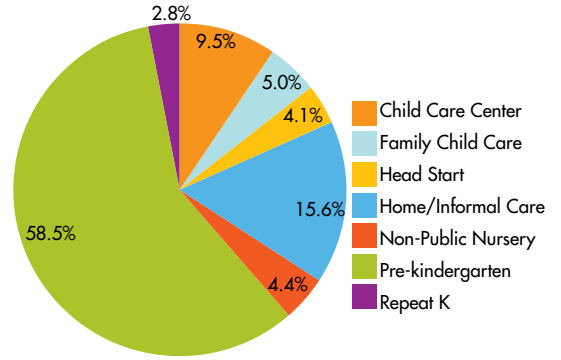


## Prior Care Data

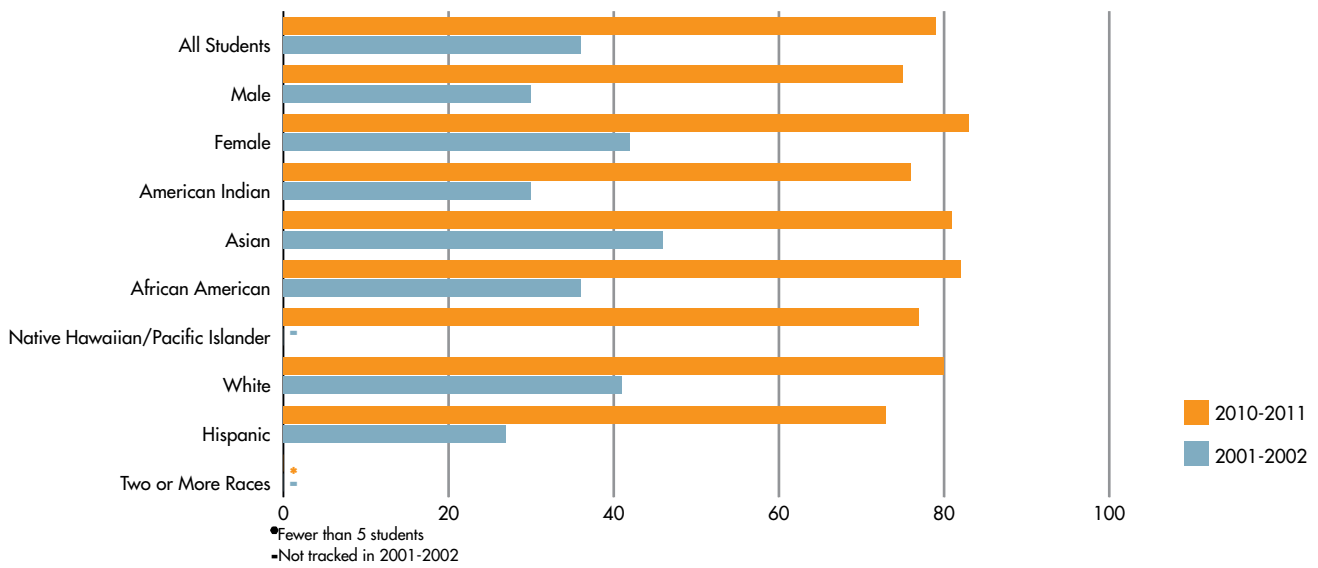
### Full School Readiness by Prior Care



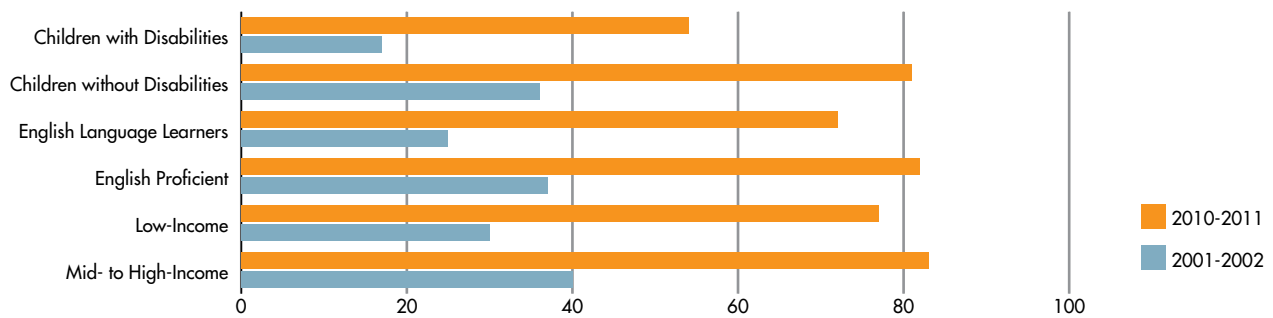
### Prior Care Enrollment, School Year 2009-2010



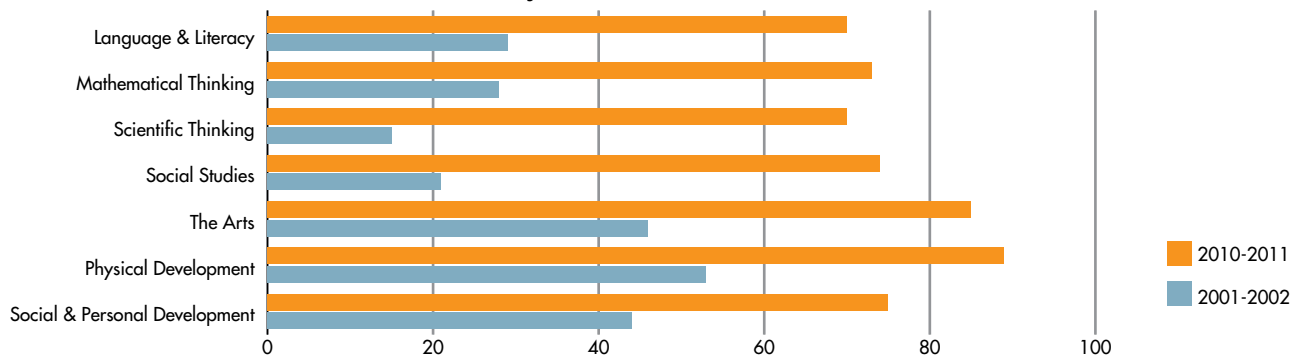
### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



### Full School Readiness by Domain



# Queen Anne's County



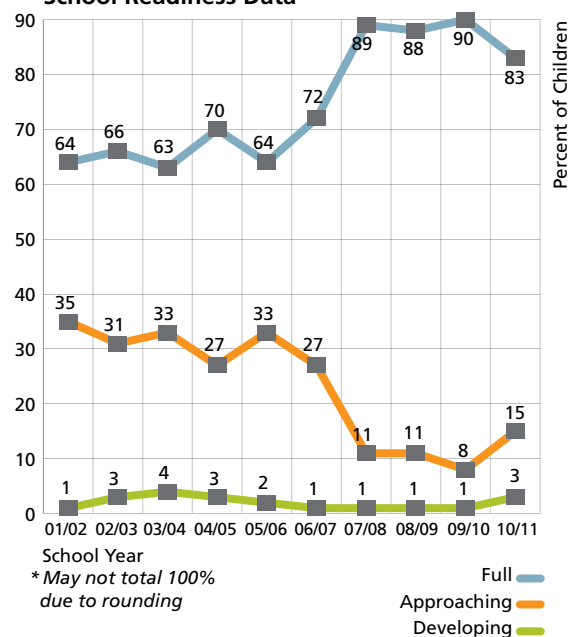
83% of kindergarteners are school-ready, up from 64% in 2001-2002.

## quick take on school readiness

- The County saw a 26-point increase from 2001-2002 in Language and Literacy (67% fully-ready for 2010-2011), a 22-point improvement in Mathematical Thinking (72% fully-ready), and a 44-point jump in Scientific Thinking (81% fully-ready).
- The percentage of African-American kindergarteners who are fully school-ready rose from 38% in 2001-2002 to 60% in 2010-2011.
- 78% of Hispanic children are now fully school-ready, up from 40% in 2002-2003.
- 72% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) rose to full readiness, up from 33% in 2001-2002.
- The percentage of English Language Learners who are fully school-ready grew from 55% for 2002-2003 to 80% in 2010-2011.
- 35% of children with disabilities are school-ready in 2010-2011.
- There were significant gains among children who were enrolled in family child care (up 52 points from 2001-2002 to 94% fully-ready in 2010-2011), Head Start centers (up 22 points to 58% fully-ready), and public PreK programs (up 14 points to 80% fully-ready) in the year prior to kindergarten.

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School Readiness Data



### Population Data, MD Dept of Planning, 2009

Children < 5 (age 0-4) 2,970

### School Enrollment MSDE, School Year 2010-2011

Kindergarten Students 556

#### Kindergarten Ethnicity

- American Indian 0.2%
- Asian 1.3%
- African American 5.5%
- Native Hawaiian/Pacific Islander 0.5%
- White 84.0%
- Hispanic 5.8%
- Two or More Races 2.7%

#### Kindergarteners by Subgroup

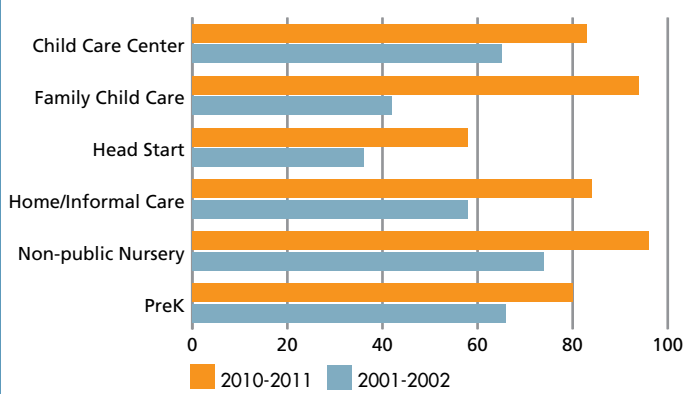
- Children with Disabilities 9.3%
- English Language Learners 4.5%
- Free/Reduced Priced Meals 73.8%

PreK Students 288

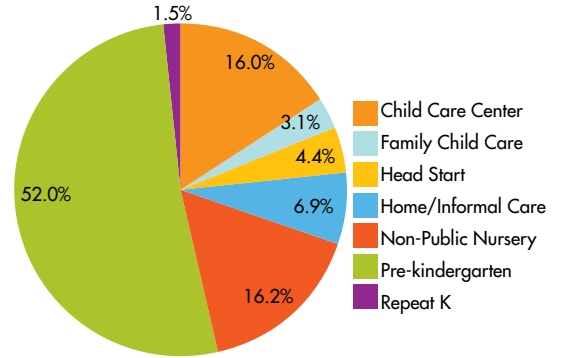
- Full-Day Program 13.9%
- Half-Day Program 86.1%

Prior Care Data

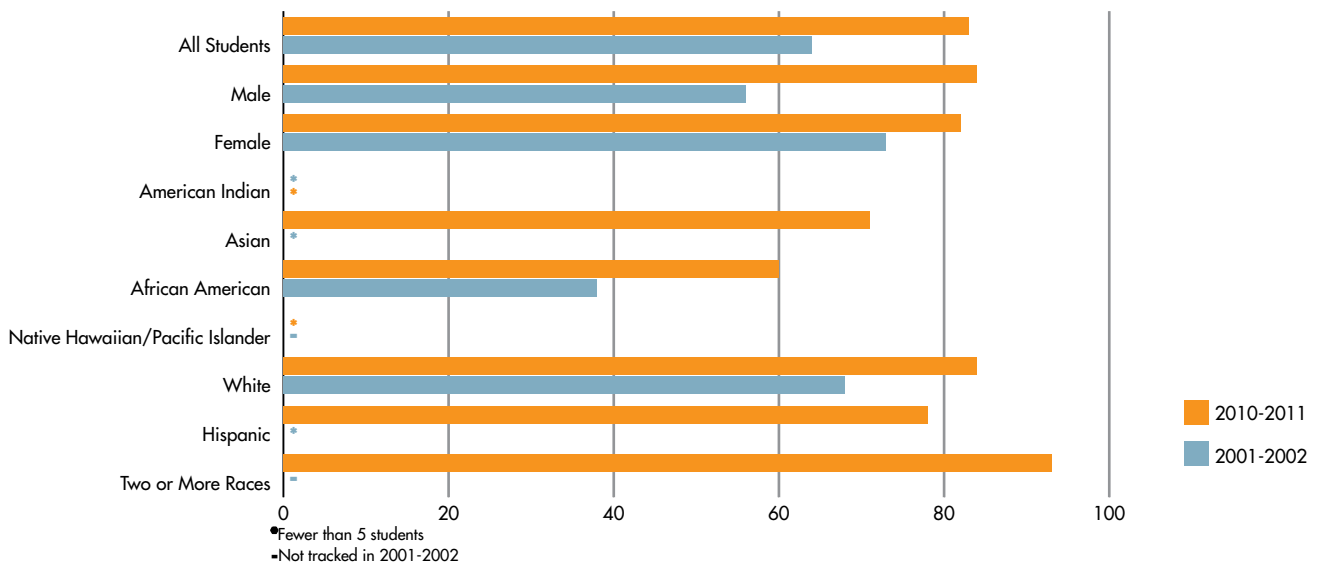
Full School Readiness by Prior Care



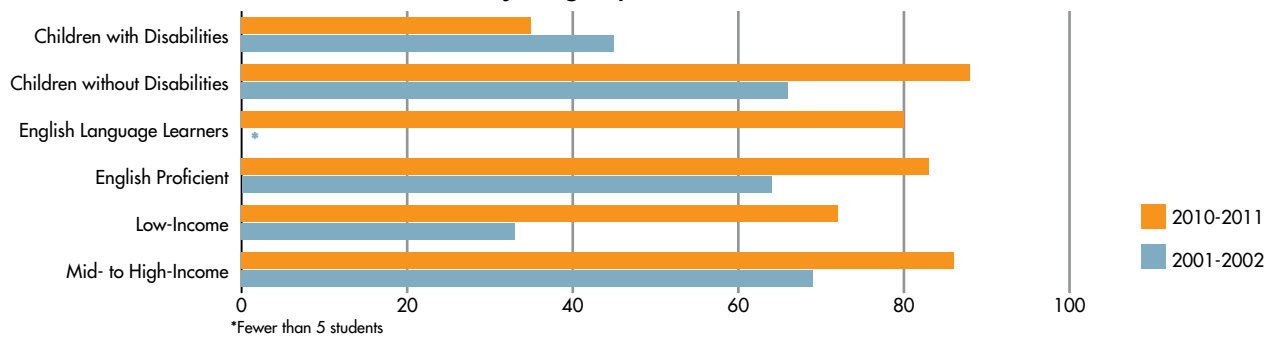
Prior Care Enrollment, School Year 2009-2010



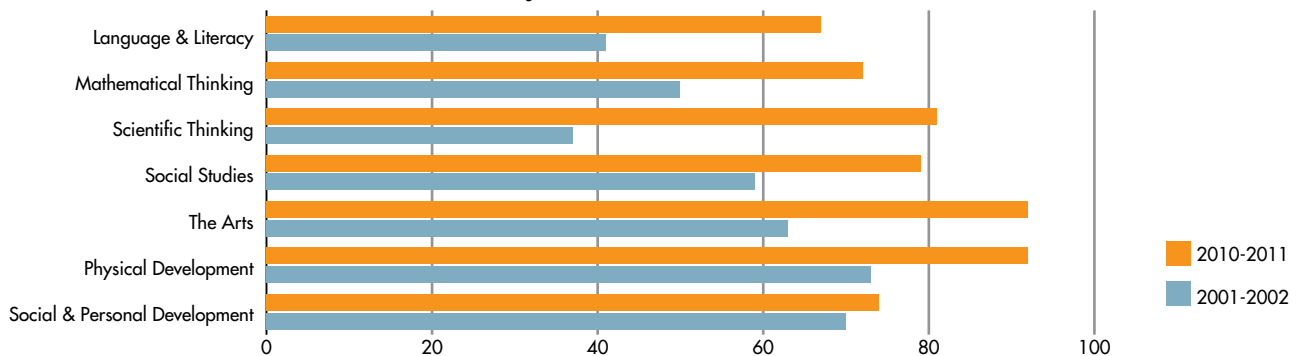
Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



Full School Readiness by Domain



# Somerset County



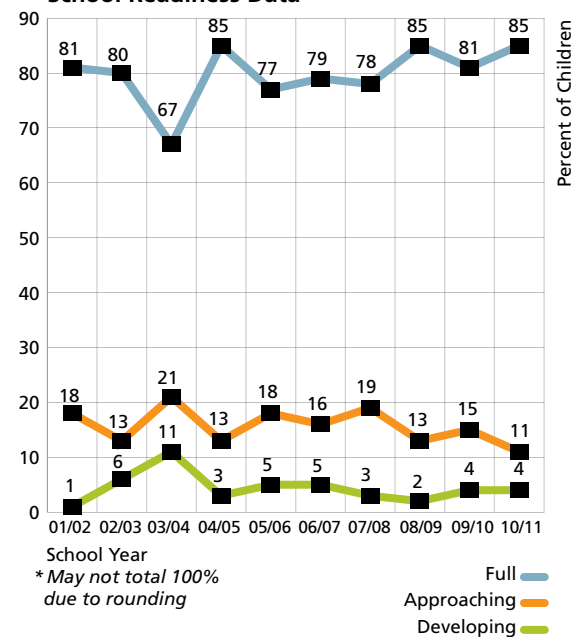
85% of kindergarteners are school-ready, up from 81% in 2001-2002 and 2009-2010.

## quick take on school readiness

- The County saw a 5-point increase from 2001-2002 in Language and Literacy (76% fully-ready for 2010-2011), a 4-point improvement in Mathematical Thinking (79% fully-ready), and a 15-point jump in Scientific Thinking (77% fully-ready).
- The percentage of African-American kindergarteners who are fully school-ready rose from 86% in 2001-2002 and 76% last year to 87% in 2010-2011.
- 85% of Hispanic children are now fully school-ready—a 40-point readiness gain from 2001-2002.
- 85% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) rose to full readiness, up from 80% in 2001-2002 and 76% last year.
- The percentage of English Language Learners who are fully school-ready grew from 54% for 2001-2002 to 82% in 2010-2011.
- Children with disabilities made good progress: 52% fully-ready, a 5-point gain from 2009-2010.
- There were significant gains among children who were enrolled in Head Start (up 28 points from 2001-2002 to 90% fully-ready in 2010-2011) and child care centers (up 25 points to 100% fully-ready) in the year prior to kindergarten.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school (87% fully-ready in 2010-2011) are better-prepared for school than their peers who were at home or in informal care (33% fully-ready).

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School Readiness Data



### Population Data, MD Dept of Planning, 2009

Children < 5 (age 0-4) 1,270

### School Enrollment MSDE, School Year 2010-2011

Kindergarten Students 226

#### Kindergarten Ethnicity

- American Indian 0.0%
- Asian 0.5%
- African American 34.7%
- Native Hawaiian/Pacific Islander 0.0%
- White 47.0%
- Hispanic 11.9%
- Two or More Races 5.9%

#### Kindergarteners by Subgroup

- Children with Disabilities 10.5%
- English Language Learners 10.0%
- Free/Reduced Priced Meals 74.0%

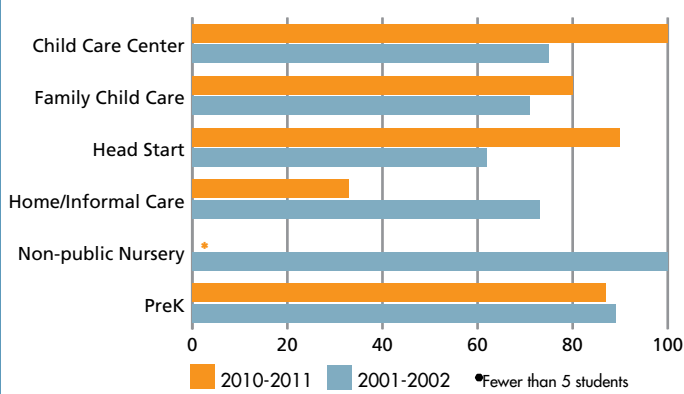
PreK Students 214

- Full-Day Program 0.0%
- Half-Day Program 100.0%

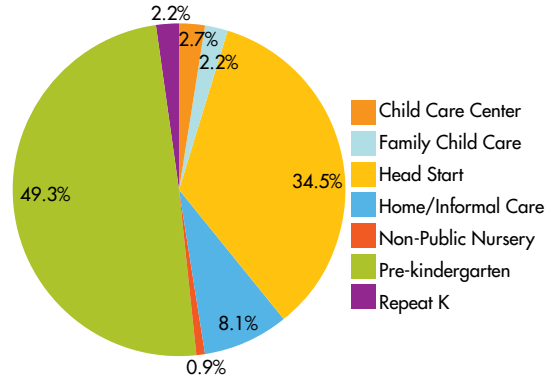


## Prior Care Data

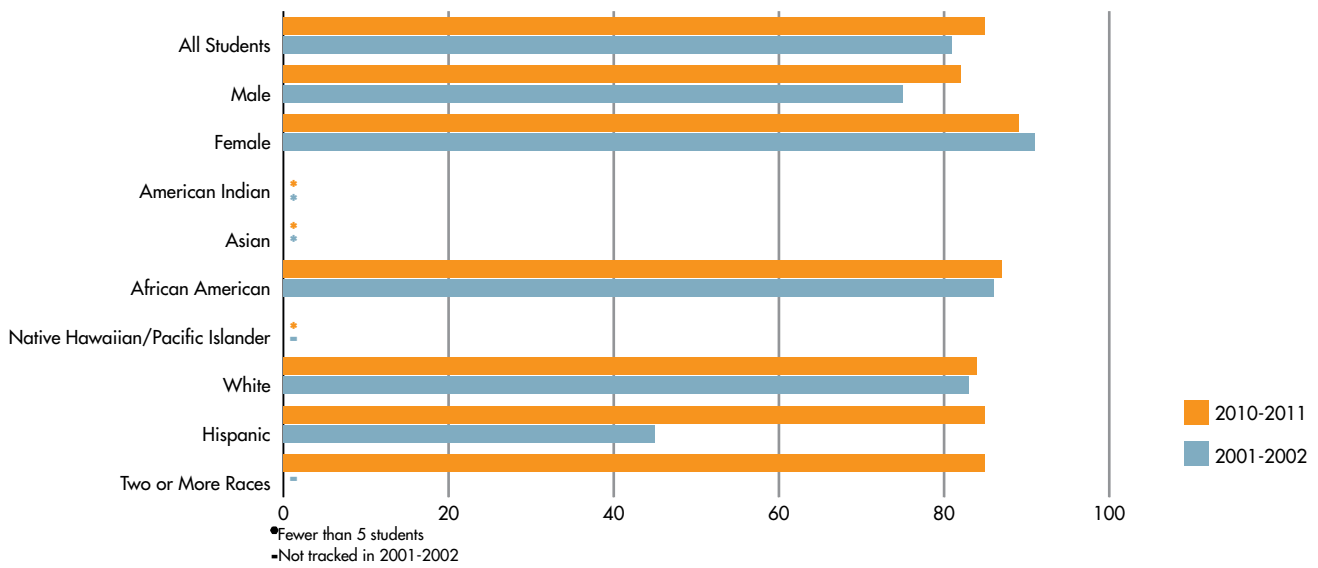
### Full School Readiness by Prior Care



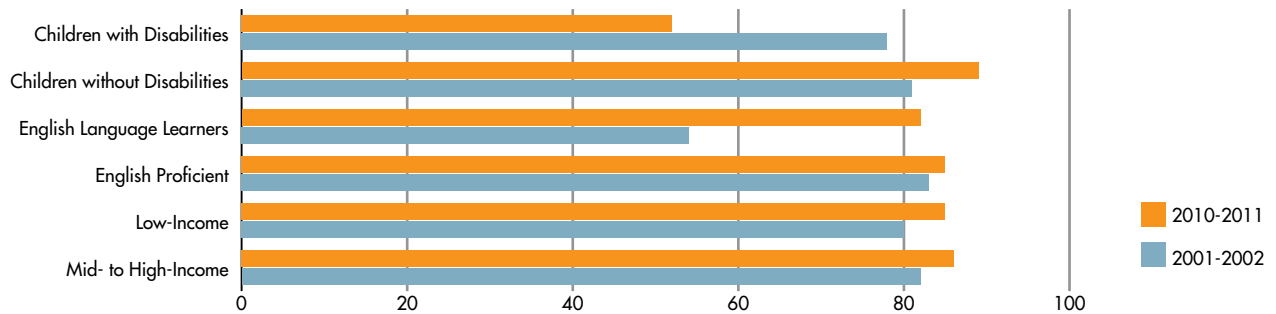
### Prior Care Enrollment, School Year 2009-2010



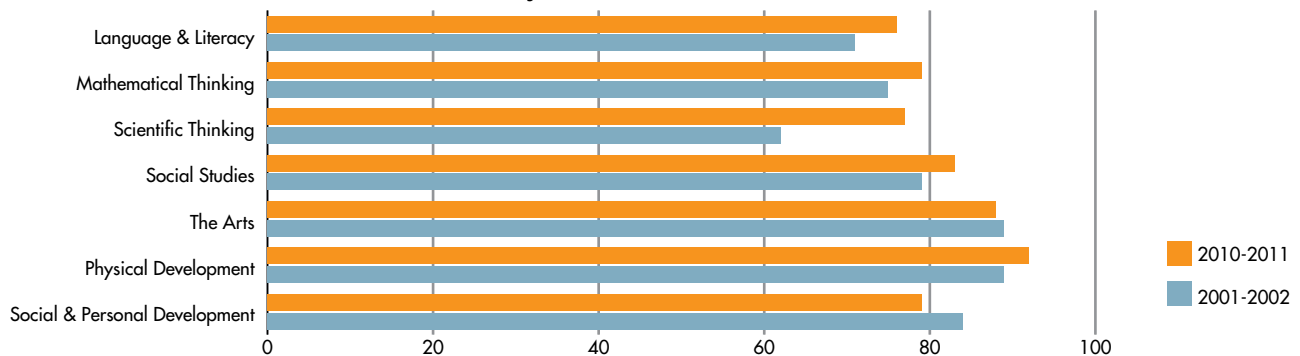
### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



### Full School Readiness by Domain



# St. Mary's County



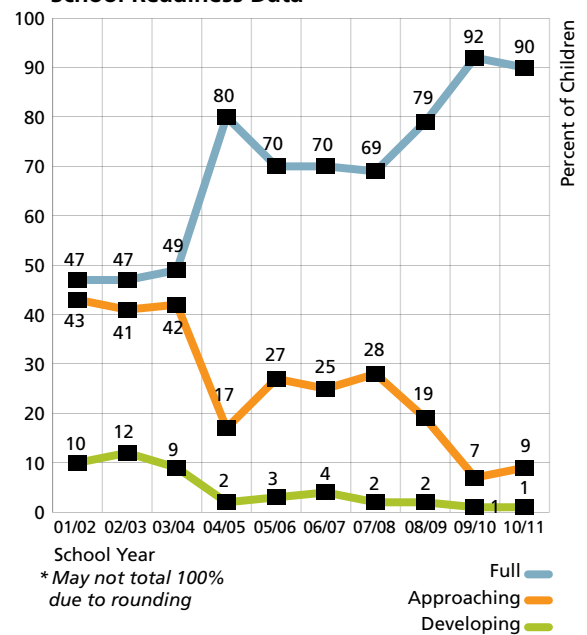
90% of kindergarteners are school-ready, up from 47% in 2001-2002.

## quick take on school readiness

- The County saw a 37-point increase from 2001-2002 in Language and Literacy (76% fully-ready in 2010-2011), a 38-point improvement in Mathematical Thinking (79% fully-ready), and a 58-point jump in Scientific Thinking (84% fully-ready).
- The percentage of African-American kindergarteners who are fully school-ready rose from 30% in 2001-2002 to 84% in 2010-2011.
- 84% of Hispanic children are now fully school-ready—a 55-point readiness gain from 2001-2002.
- 85% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) rose to full readiness, up from 74% in 2004-2005 and on par with last year.
- The percentage of English Language Learners who are fully school-ready grew from 57% for 2001-2002 and 73% for 2009-2010 to 88% in 2010-2011.
- Children with disabilities made substantial progress: 69% fully-ready, a 41-point gain from 2001-2002.
- There were significant gains among children who were enrolled in public PreK programs (up 40 points from 2001-2002 to 88% fully-ready in 2010-2011), child care centers (up 45 points to 94% fully-ready), and family child care (up 54 points to 94% fully-ready) in the year prior to kindergarten.

Visit [www.MdSchoolReadiness.org](http://www.MdSchoolReadiness.org) or [www.readyatfive.org](http://www.readyatfive.org) for additional data, information, and resources.

School Readiness Data



### Population Data, MD Dept of Planning, 2009

Children < 5 (age 0-4) 7,860

### School Enrollment MSDE, School Year 2010-2011

Kindergarten Students 1,290

#### Kindergarten Ethnicity

- American Indian 0.3%
- Asian 2.3%
- African American 18.0%
- Native Hawaiian/Pacific Islander 0.2%
- White 68.7%
- Hispanic 6.0%
- Two or More Races 4.4%

#### Kindergarteners by Subgroup

- Children with Disabilities 10.4%
- English Language Learners 2.5%
- Free/Reduced Priced Meals 35.6%

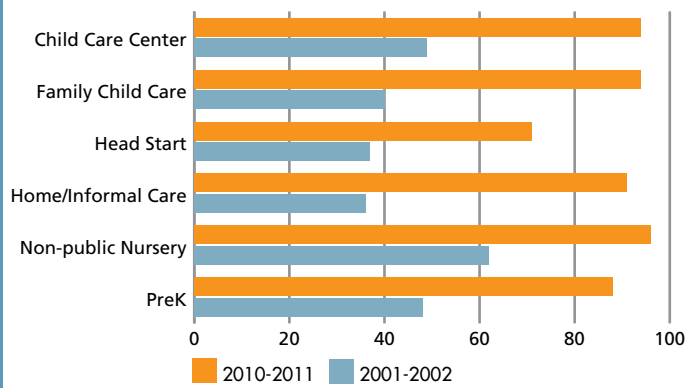
#### PreK Students 807

- Full-Day Program 100.0%
- Half-Day Program 0.0%

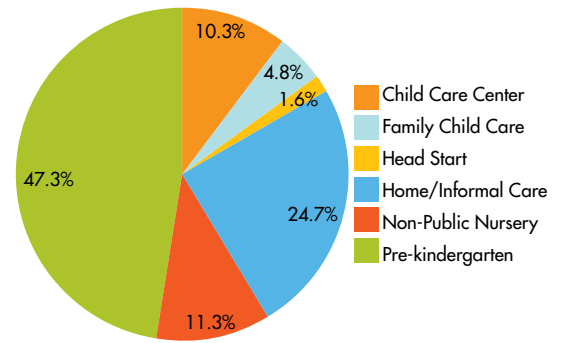


## Prior Care Data

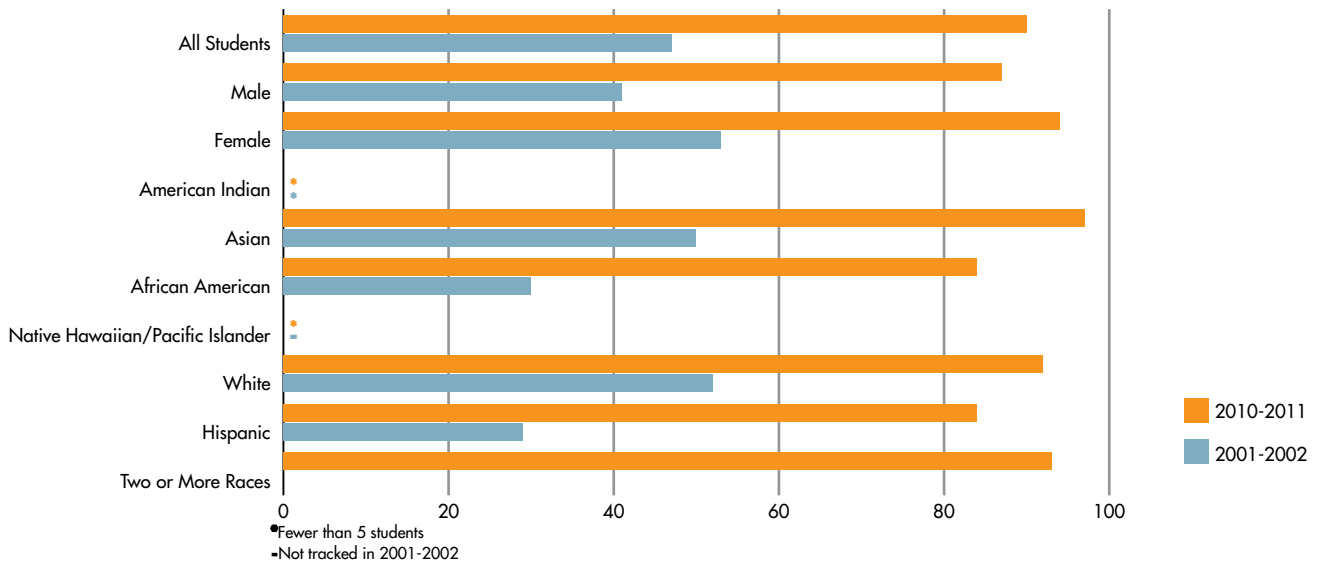
### Full School Readiness by Prior Care



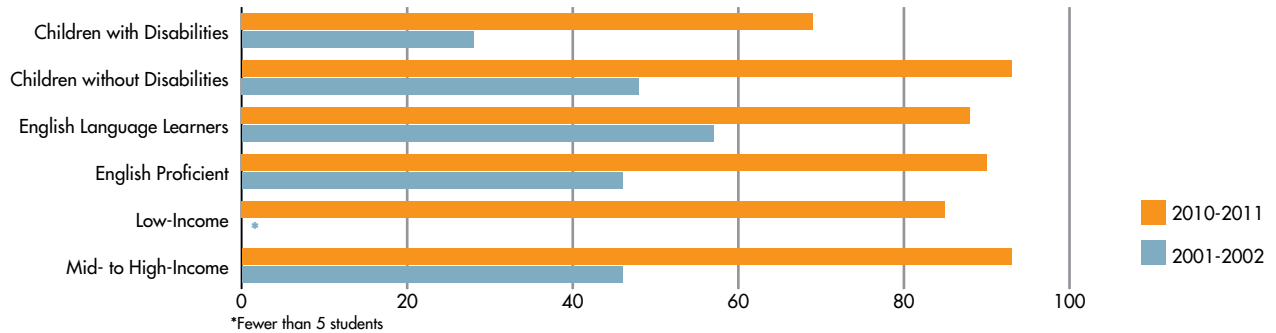
### Prior Care Enrollment, School Year 2009-2010



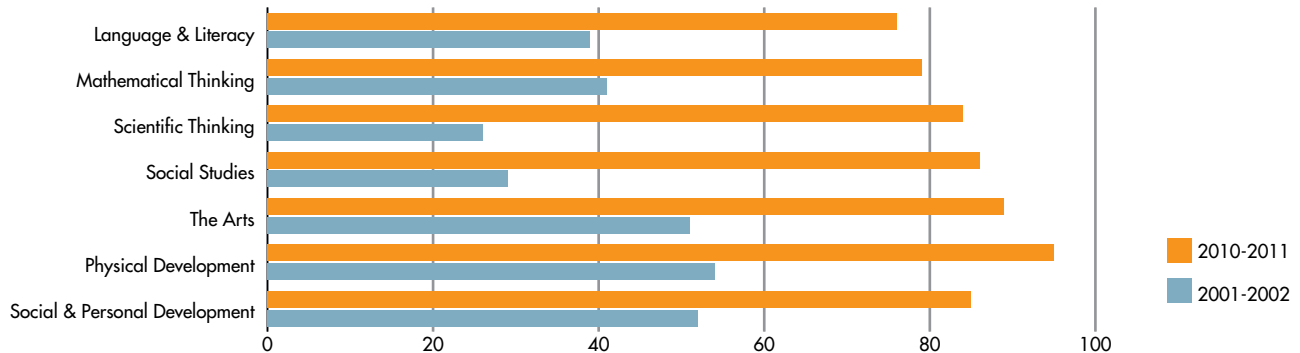
### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



### Full School Readiness by Domain



# Talbot County



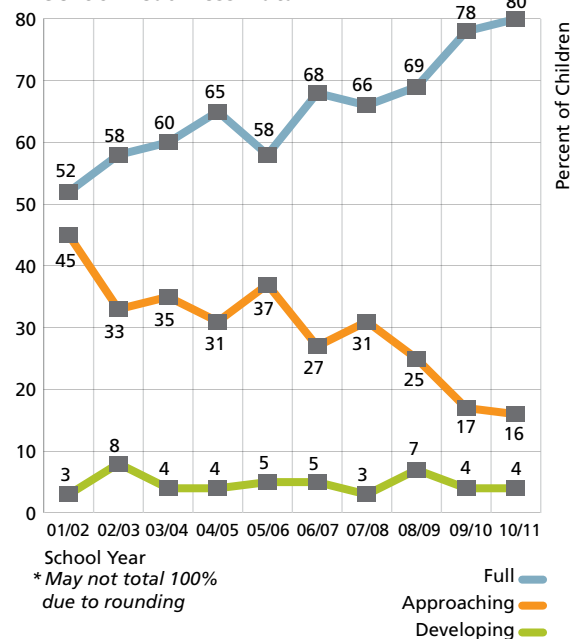
80% of kindergarteners are school-ready, up from 52% in 2001-2002 and 78% in 2009-2010.

## quick take on school readiness

- The County saw a 32-point increase from 2001-2002 in Language and Literacy (72% fully-ready for 2010-2011), a 39-point improvement in Mathematical Thinking (78% fully-ready), and a 37-point jump in Scientific Thinking (64% fully-ready).
- The percentage of African-American kindergarteners who are fully school-ready rose from 29% in 2001-2002 and 54% last year to 75% in 2010-2011.
- 78% of Hispanic children are now fully school-ready—a 45-point readiness gain from 2001-2002.
- 70% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) rose to full readiness, up from 29% in 2001-2002 and 66% last year.
- The percentage of English Language Learners who are fully school-ready grew from 33% for 2001-2002 to 77% in 2010-2011.
- Children with disabilities made progress: 33% fully-ready, a 6-point gain from 2001-2002.
- There were significant gains among children who were enrolled in Head Start (up 34 points from 2001-2002 to 63% fully-ready in 2010-2011) and child care centers (up 46 points to 90% fully-ready) in the year prior to kindergarten.
- Children previously enrolled in public PreK programs (78% fully-ready in 2010-2011) and non-public nursery programs (88% fully-ready) also experienced high readiness levels.

Visit [www.MdSchoolReadiness.org](http://www.MdSchoolReadiness.org) or [www.readyatfive.org](http://www.readyatfive.org) for additional data, information, and resources.

School Readiness Data



### Population Data, MD Dept of Planning, 2009

Children < 5 (age 0-4) 1,850

### School Enrollment MSDE, School Year 2010-2011

Kindergarten Students 321

#### Kindergarten Ethnicity

- American Indian 0.6%
- Asian 1.6%
- African American 13.8%
- Native Hawaiian/Pacific Islander 0.3%
- White 61.3%
- Hispanic 15.9%
- Two or More Races 6.6%

#### Kindergarteners by Subgroup

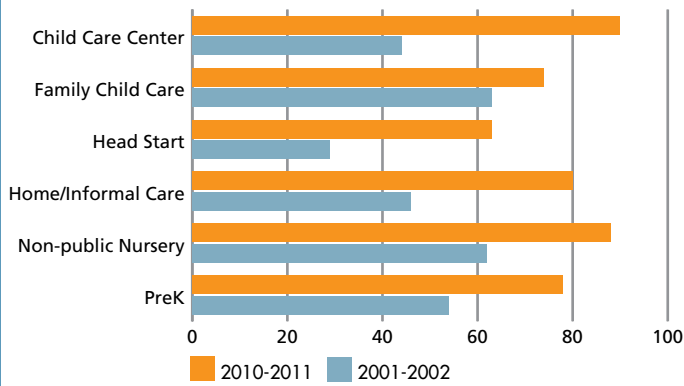
- Children with Disabilities 7.8%
- English Language Learners 13.8%
- Free/Reduced Priced Meals 46.6%

PreK Students 246

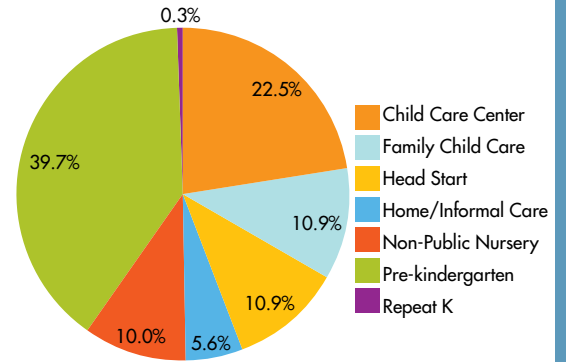
- Full-Day Program 0.0%
- Half-Day Program 100.0%

## Prior Care Data

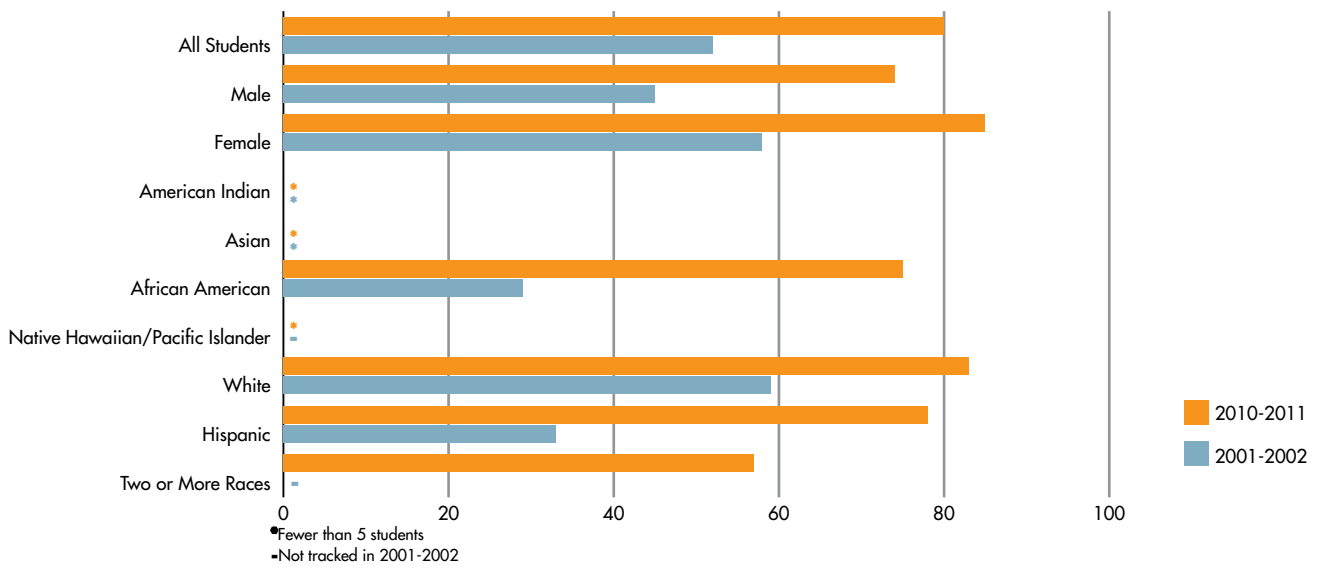
### Full School Readiness by Prior Care



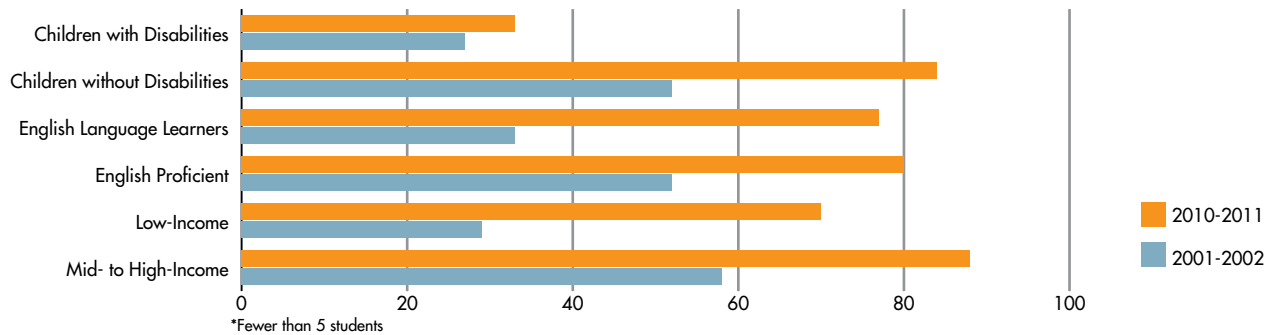
### Prior Care Enrollment, School Year 2009-2010



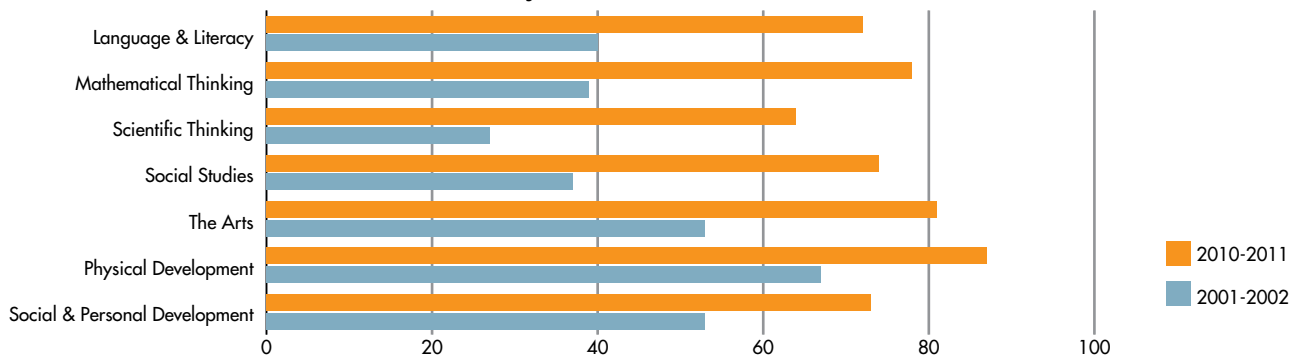
### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



### Full School Readiness by Domain



# Washington County



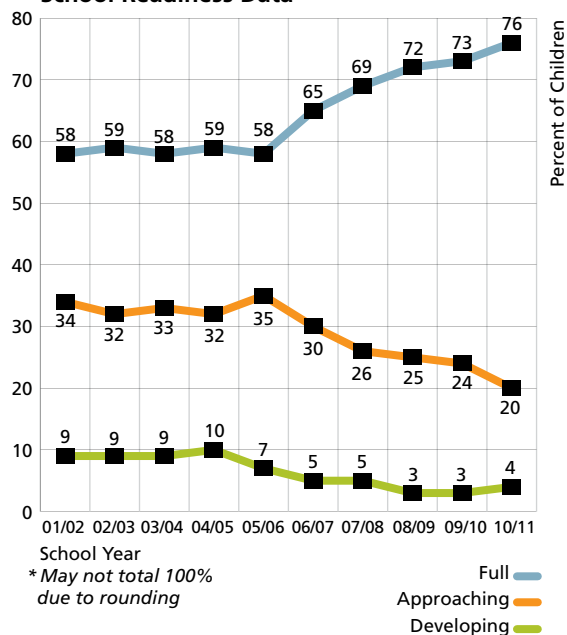
76% of kindergarteners are school-ready, up from 58% in 2001-2002 and 73% in 2009-2010.

## quick take on school readiness

- The County saw a 24-point increase from 2001-2002 in Language and Literacy (65% fully-ready for 2010-2011), an 18-point improvement in Mathematical Thinking (67% fully-ready), and a 20-point jump in Scientific Thinking (55% fully-ready).
- The percentage of African-American kindergarteners who are fully school-ready rose from 37% in 2001-2002 and 62% last year to 69% in 2010-2011.
- 75% of Hispanic children are now fully school-ready—a 33-point readiness gain from 2001-2002 and 11 points more than last year.
- 67% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) rose to full readiness, up from 38% in 2001-2002 and 64% in 2009-2010.
- The percentage of English Language Learners who are fully school-ready grew from 30% for 2001-2002 and 57% for 2009-2010 to 64% in 2010-2011.
- Children with disabilities made good progress: 49% fully-ready, a 21-point gain from 2001-2002.
- There were significant gains among children who were enrolled in Head Start (up 26 points from 2001-2002 to 55% fully-ready in 2010-2011) in the year prior to kindergarten.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school (79% fully-ready in 2010-2011) are better-prepared for school than their peers who were at home or in informal care (72% fully-ready).

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School Readiness Data



### Population Data, MD Dept of Planning, 2009

Children < 5 (age 0-4) 9,320

### School Enrollment MSDE, School Year 2010-2011

Kindergarten Students 1,631

#### Kindergarten Ethnicity

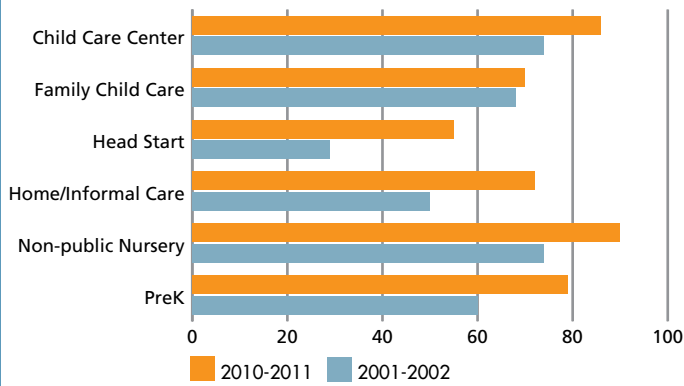
- American Indian 0.0%
- Asian 2.0%
- African American 10.1%
- Native Hawaiian/Pacific Islander 0.0%
- White 74.5%
- Hispanic 5.5%
- Two or More Races 8.0%

#### Kindergarteners by Subgroup

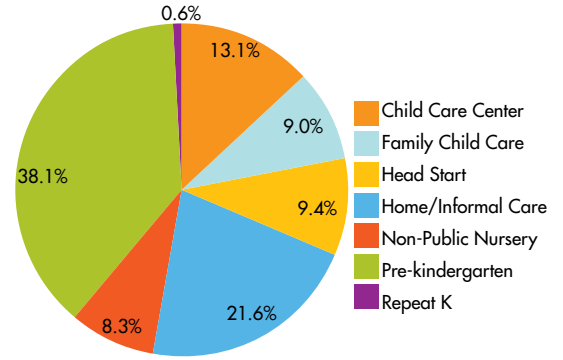
- Children with Disabilities 6.6%
  - English Language Learners 2.7%
  - Free/Reduced Priced Meals 47.5%
- PreK Students 538
- Full-Day Program 15.6%
  - Half-Day Program 84.4%

Prior Care Data

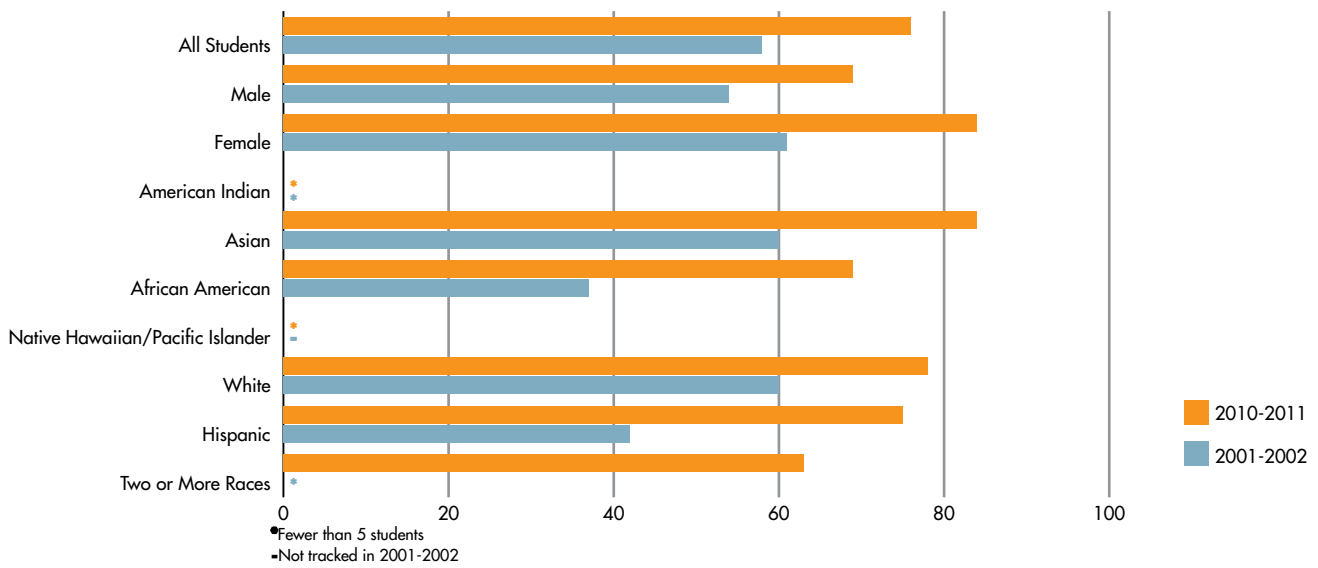
Full School Readiness by Prior Care



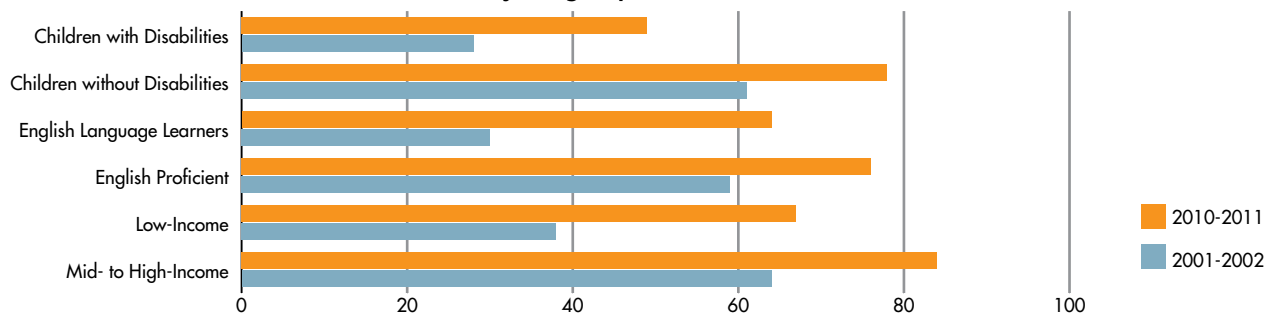
Prior Care Enrollment, School Year 2009-2010



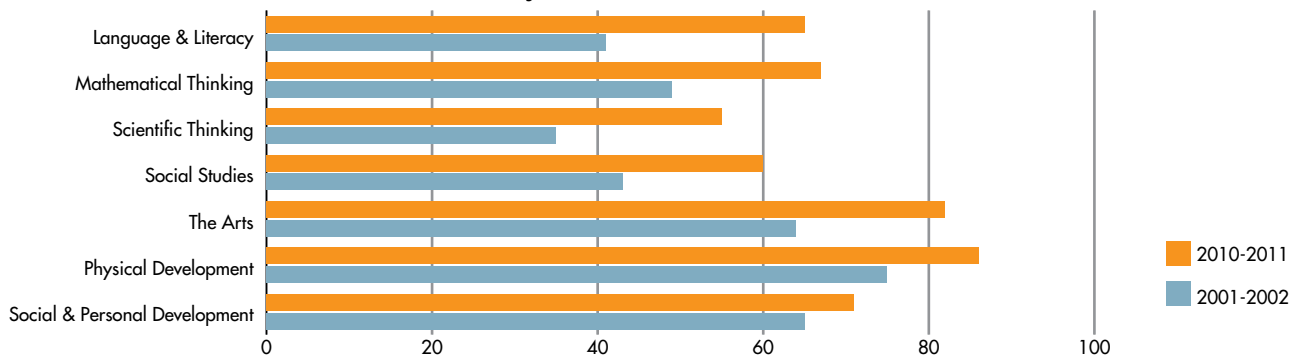
Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



Full School Readiness by Domain



# Wicomico County



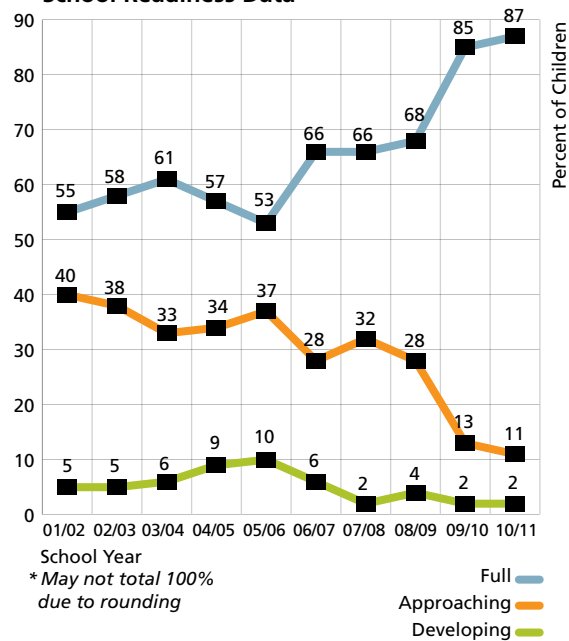
87% of kindergarteners are school-ready, up from 55% in 2001-2002 and 85% in 2009-2010.

## quick take on school readiness

- The County saw a 33-point increase from 2001-2002 in Language and Literacy (73% fully-ready for 2010-2011), a 38-point improvement in Mathematical Thinking (80% fully-ready), and a 49-point jump in Scientific Thinking (71% fully-ready).
- The percentage of African-American kindergarteners who are fully school-ready rose from 53% in 2001-2002 and 81% last year to 83% in 2010-2011.
- 84% of Hispanic children are now fully school-ready—an 11-point readiness gain from 2001-2002 and 12 points more than last year.
- 84% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) rose to full readiness, up from 59% in 2001-2002 and 81% in 2009-2010.
- The percentage of English Language Learners who are fully school-ready grew from 47% for 2001-2002 and 62% for 2009-2010 to 76% in 2010-2011.
- Children with disabilities made substantial progress: 63% fully-ready, a 24-point gain from 2001-2002 and 7 points more than last year.
- There were significant gains among children who were enrolled in Head Start (up 38 points from 2002-2003 to 81% fully-ready in 2010-2011) and child care centers (up 38 points to 96% fully-ready) in the year prior to kindergarten.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school (89% fully-ready in 2010-2011) are better-prepared for school than their peers who were at home or in informal care (81% fully-ready).

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School Readiness Data



### Population Data, MD Dept of Planning, 2009

Children < 5 (age 0-4) 6,610

### School Enrollment MSDE, School Year 2010-2011

Kindergarten Students 1,174

#### Kindergarten Ethnicity

- American Indian 0.6%
- Asian 2.9%
- African American 33.6%
- Native Hawaiian/Pacific Islander 0.1%
- White 48.3%
- Hispanic 9.1%
- Two or More Races 5.4%

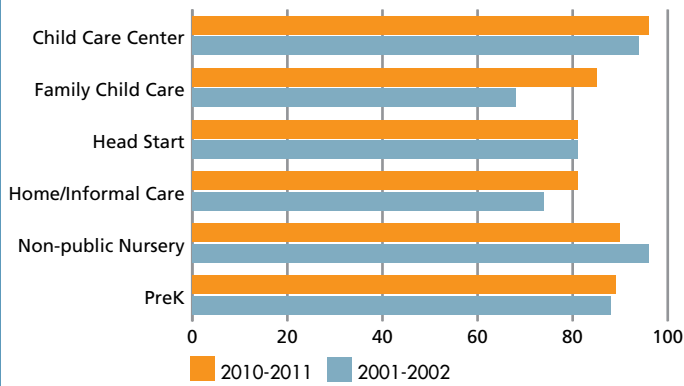
#### Kindergarteners by Subgroup

- Children with Disabilities 8.6%
  - English Language Learners 6.7%
  - Free/Reduced Priced Meals 65.4%
- PreK Students 572
- Full-Day Program 6.6%
  - Half-Day Program 93.4%

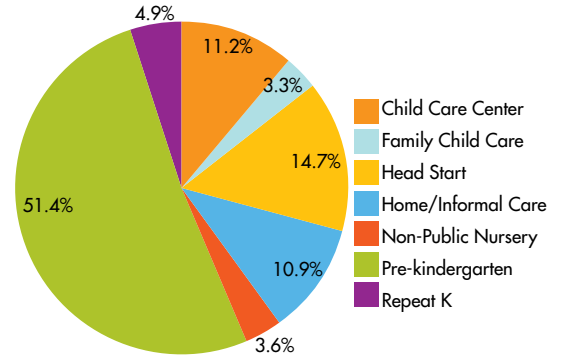


## Prior Care Data

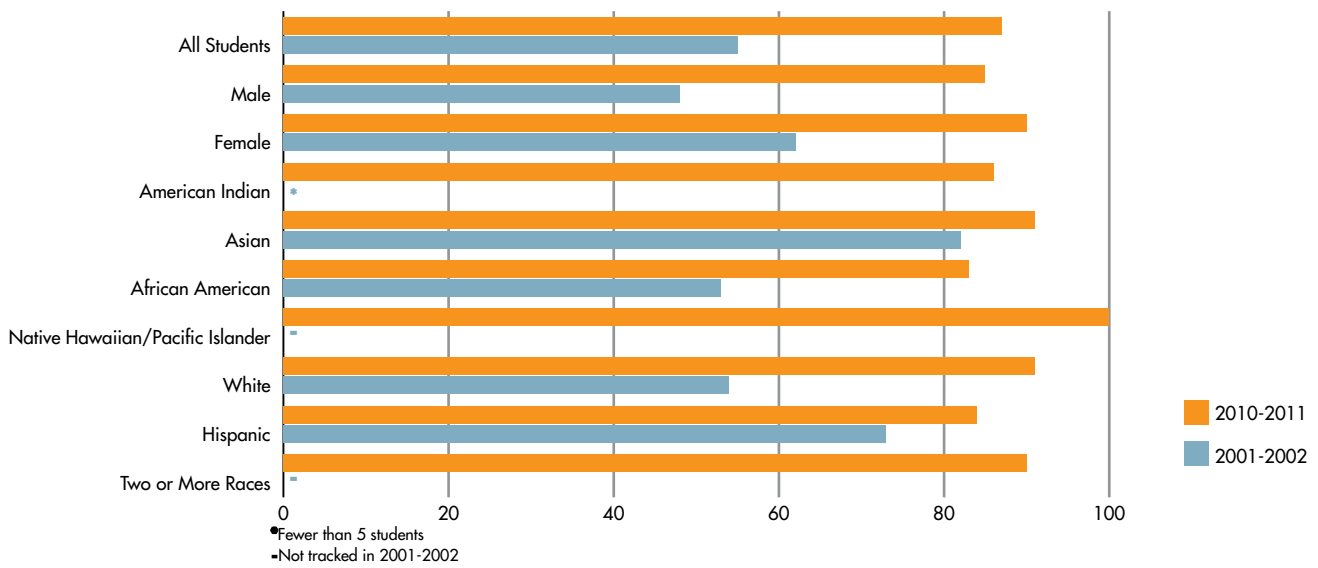
### Full School Readiness by Prior Care



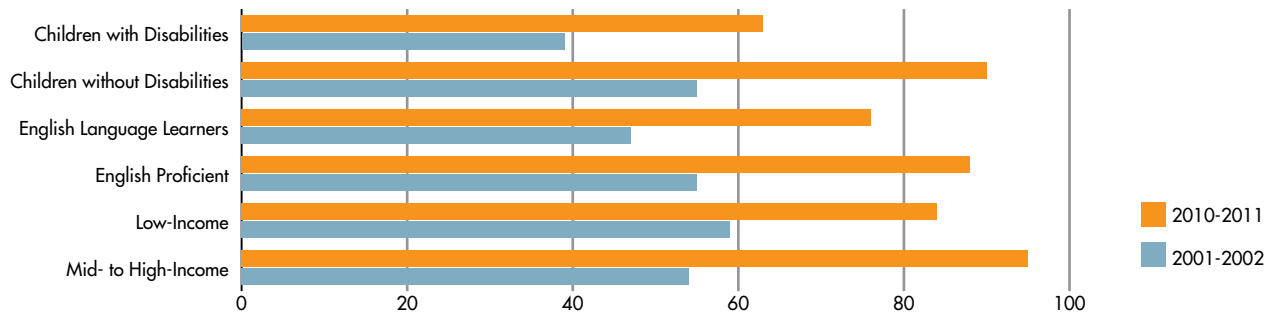
### Prior Care Enrollment, School Year 2009-2010



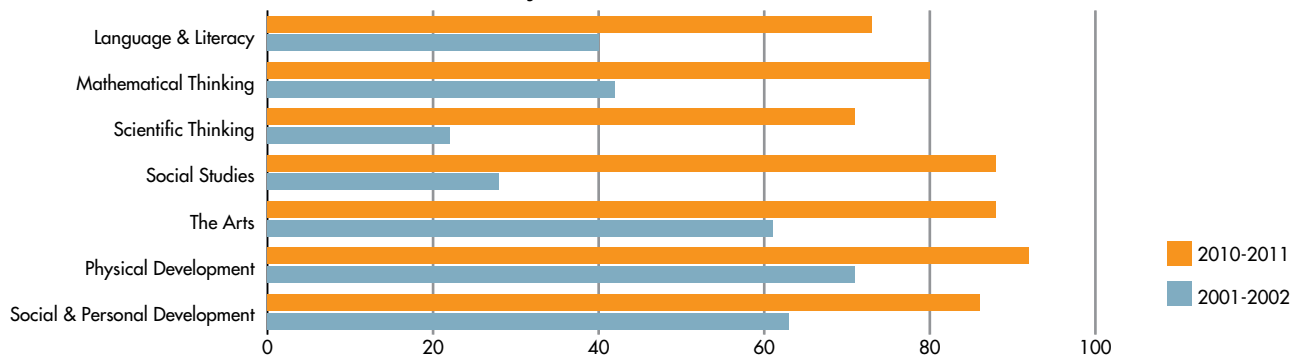
### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



### Full School Readiness by Domain



# Worcester County



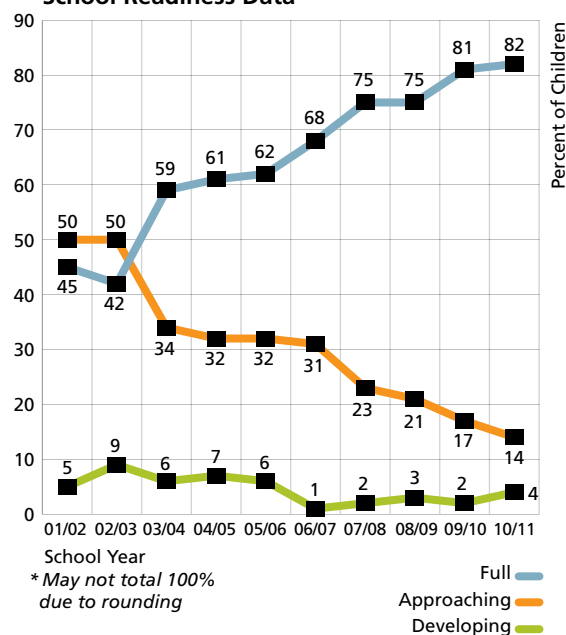
82% of kindergarteners are school-ready, up from 45% in 2001-2002 and 81% in 2009-2010.

## quick take on school readiness

- The County saw a 42-point increase from 2001-2002 in Language and Literacy (70% fully-ready in 2010-2011), a 44-point improvement in Mathematical Thinking (76% fully-ready), and a 49-point jump in Scientific Thinking (64% fully-ready).
- The percentage of African-American kindergarteners who are fully school-ready rose from 32% in 2001-2002 and 64% last year to 70% in 2010-2011.
- 69% of Hispanic children are now fully school-ready—a 58-point readiness gain from 2001-2002 and 17 points more than last year.
- 74% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) rose to full readiness, up from 49% in 2001-2002 and 71% in 2009-2010.
- The percentage of English Language Learners who are fully school-ready grew from 39% for 2009-2010 to 72% in 2010-2011.
- 45% of children with disabilities are fully school-ready.
- There were significant gains among children who were enrolled in Head Start (up 66 points from 2001-2002 to 75% fully-ready in 2010-2011) in the year prior to kindergarten.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school (87% fully-ready in 2010-2011) are better-prepared for school than their peers who were at home or in informal care (57% fully-ready).

Visit [www.MdSchoolReadiness.org](http://www.MdSchoolReadiness.org) or [www.readyatfive.org](http://www.readyatfive.org) for additional data, information, and resources.

School Readiness Data



### Population Data, MD Dept of Planning, 2009

Children < 5 (age 0-4) 2,450

### School Enrollment MSDE, School Year 2010-2011

Kindergarten Students 484

#### Kindergarten Ethnicity

- American Indian 0.2%
- Asian 1.7%
- African American 20.7%
- Native Hawaiian/Pacific Islander 0.0%
- White 66.7%
- Hispanic 7.2%
- Two or More Races 3.5%

#### Kindergarteners by Subgroup

- Children with Disabilities 6.6%
- English Language Learners 6.6%
- Free/Reduced Priced Meals 45.8%

PreK Students 368

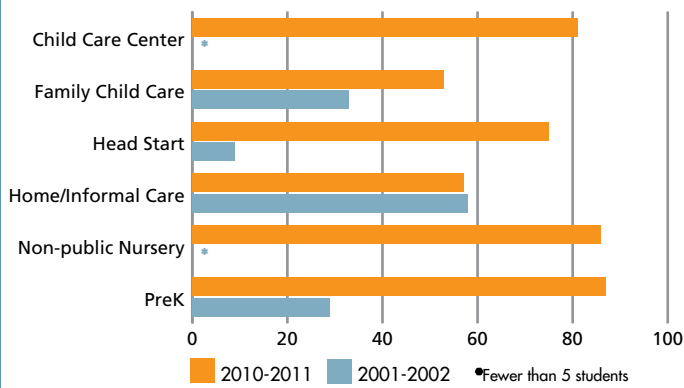
- Full-Day Program 3.3%
- Half-Day Program 96.7%



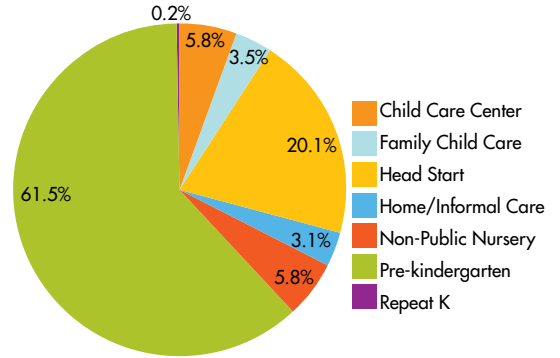


## Prior Care Data

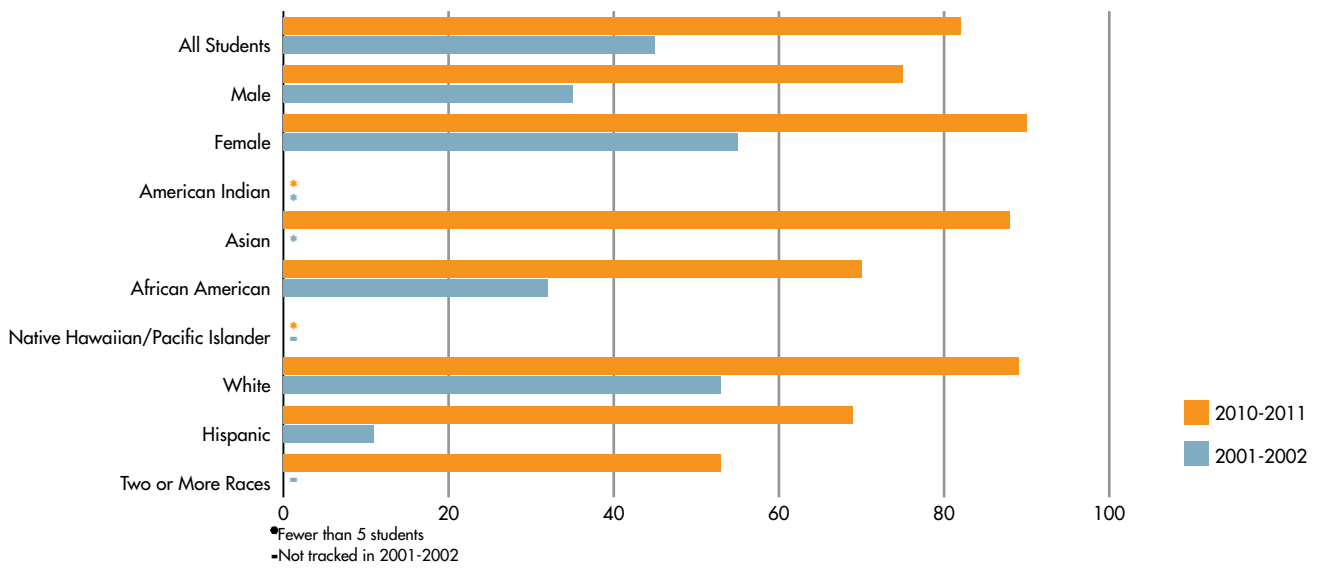
### Full School Readiness by Prior Care



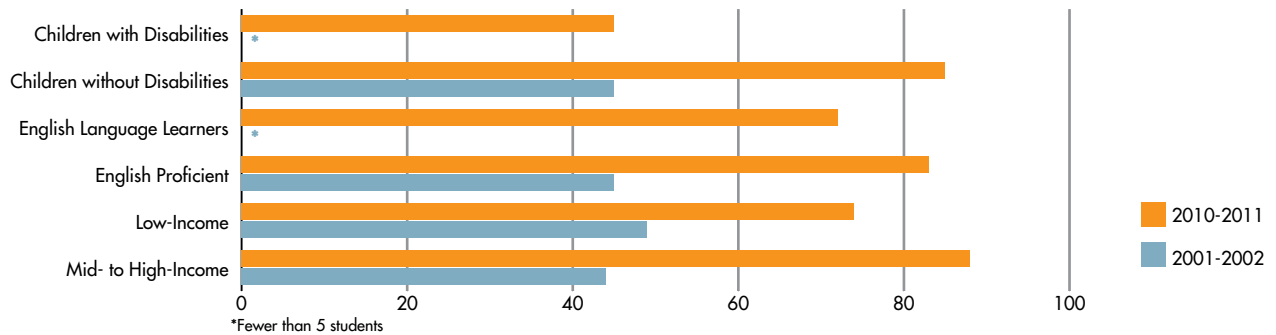
### Prior Care Enrollment, School Year 2009-2010



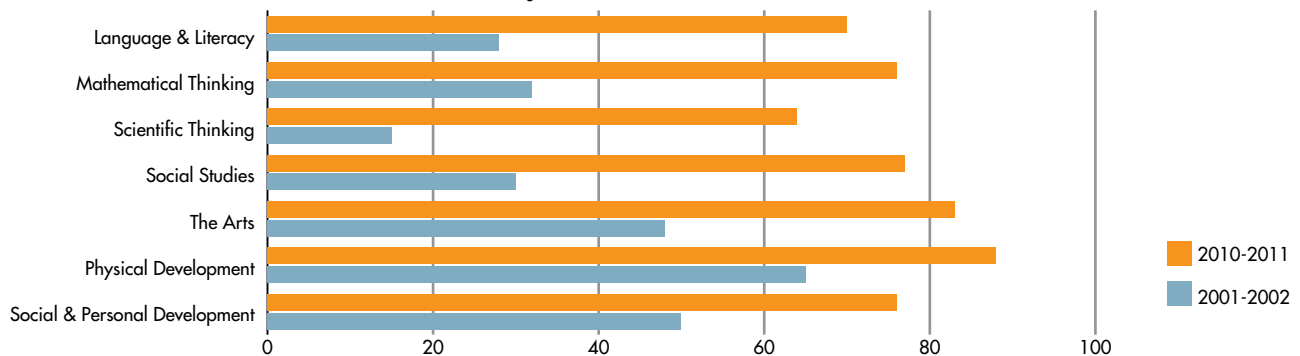
### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



### Full School Readiness by Domain



## behind the data

Many factors contributed to Maryland's across-the-board improvement in school readiness. The Maryland State Department of Education is working in partnership with local school systems, early educators, public libraries, and the broader community to improve the quality and reach of early education programs. Key initiatives include:

- **PreK Expansion.** Maryland capitalizes on the reality that early learning environments the year prior to kindergarten and the time spent at the setting strengthens school readiness. In school year 2010-2011, Maryland served 29,377 children in its state-funded PreK program or approximately 40% of the state's 4-year-olds; this represents a 47% increase in the number of children served since 2001-2002.
- **The Governor's Advisory Council on Early Care and Education.** This body provides strategic planning to improve the quality of early childhood services and outcomes for young children based on Maryland's three-year-action plan.
- **Accreditation and Credentialing.** The accreditation of early education programs and improved credentials of early educators are crucial steps in strengthening school readiness. Currently, there are 587 accredited child care programs in Maryland (400 center-based programs with MSDE, regional or national accreditation and 187 accredited family child care home providers with national accreditation), a dramatic increase from approximately 120 programs in 2002. Participation in the Maryland Child Care Credential program has also increased exponentially from 480 in 2002 to 6,396 in 2010.
- **Early Childhood Curriculum Project.** This project offers guidance for child care, Head Start, and other non-public early childhood programs about curricular resources for three-, four-, and five-year-olds. The recommended curriculum is aligned with the State Curriculum's PreK and kindergarten objectives, and provides early educators with very clear information about what specific learning should occur.

Maryland is poised to add the following new initiatives to enhance the existing system:

- **Maryland's Quality Rating and Improvement System (QRIS).** QRIS is a voluntary program designed to increase awareness of the elements of high quality early care and education, to recognize and support providers who are meeting those standards, and to educate families and community about what high quality care is and why it is so important. The system awards ratings to early care and education programs who achieve increasingly higher standards in the areas of: Licensing Compliance, Program Rating and Accreditation, Developmentally Appropriate Learning and Practice, Staffing and Professional Development (Credentialing), and Administrative Practices and Policies.
- **Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.** This resource is designed for caregivers of infants and toddlers from birth through age three. It provides information on typical child growth and development and offers fun, developmentally appropriate activities that build young children's skills and promote learning.

It is, however, the steadfast effort by and dedication of parents and early educators throughout the state that has made the greatest impact on improving the school readiness of Maryland's young children.



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