2009-2010 Maryland School Readiness Report
children entering school ready to learn
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Dear Colleague:

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

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

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

• More children are starting kindergarten better prepared for school than last year. Seventy-eight percent (78%) of the entering kindergarten students were evaluated by their teachers as “fully” ready for kindergarten, a five percent (5%) increase over the previous year and a twenty-nine percent (29%) increase since 2001-02. This statistically significant increase occurred for both the composite score for Language and Literacy and Mathematical Thinking from 2001-02. The increase in Language and Literacy since 2001-02 is thirty-one percent (31%) and the increase in Mathematical Thinking is thirty-two percent (32%).

• English Language Learners are making significant progress compared to last year. The number of English Language Learners who were evaluated by their teachers as fully ready increased by five percent (5%) compared to last year’s data and thirty percent (30%) since 2001-02.

• African American children are continuing to make progress as well. The number of African American children who were evaluated by their teachers as fully ready increased by two percent (2%) compared to last year’s data and thirty-four percent (34%) since 2001-02.

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

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

Sincerely,

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

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

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

An important tool in communicating this common goal and belief is the Maryland Model for School Readiness (MMSR). The MMSR is a research-based and strategic framework for how families, the early care and education community, and teachers can work together to help our earliest learners enter school ready to learn. The MMSR has five components which define standards for curriculum and instruction; assessment of young children’s learning; effective communication between early childhood programs and families; and ways to successfully help children make the transition from early childhood to school.

Think of MMSR in terms of school readiness like a group of children working on a puzzle—some may be working on the edges; some are grouping the same color(s); and some are looking at the image on the box, trying to put all the bits together. A positive result for the puzzle group is that they worked with each other to fit all the pieces of the puzzle together. Using the MMSR results, families; early childhood program and service providers; school staff; and administrators work together to help prepare children to be successful in school.
The Maryland State Department of Education defines school readiness as:

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

The Seven Domains are:

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

What does school readiness look like?

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

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

Building Blocks

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

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

The MMSR Kindergarten Assessment differs from what we typically think of as a test in that each domain defines specific skills and abilities, or indicators, a teacher should look for to determine whether the child has successfully learned the specified skill or ability. The Maryland State Department of Education has trained kindergarten teachers how to document their daily observations, collect work samples of their students, and use age-appropriate guidelines to determine if children are proficient in these skills.
The RAND Corporation, a California-based research institute, found in their study that “early childhood intervention programs have been shown to yield benefits in academic achievement, behavior, educational progression and attainment, delinquency and crime, and labor market success....”

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

The MMSR makes good sense as it effectively helps families, early childcare community, and teachers build a child’s skills and knowledge in the early years, but the MMSR also makes good cents. Referring again to The Science of Early Childhood Development report, “When we fail to provide children with what they need to build a strong foundation for healthy and productive lives, we put our future prosperity and security at risk.”
Strong, effective early childhood programs, like the MMSR, yield positive results in terms of school readiness and are essential for continued strong academic performance in the school years that follow. In fact, the benefits of early childhood education programs reach well past childhood and school. In his book *The Sandbox Investment: The Preschool Movement and Kids-First Politics*, New York Times journalist David Kirp wrote “Economists…perceived [preschool] as the best strategy for maintaining America’s competitive position in the world market...” In today’s world, not having strong early childhood education programs ensures that we will not prosper as a nation in the future.

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

MMSR Seven Domains

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

Indicators

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

What does language and literacy look like?
The child talks and listens to others; speaks clearly; understands stories; loves books; identifies letter-sound connections; and begins to write letters and words.

Activities to do with a child to help in this domain

• **Age 0-2**
  Read to the child, even in a store or walking down the street.

• **Age 3-4**
  Have the child pick a book then ask him/her to draw a picture from the book on paper with crayons. Or ask the child to describe a scene from a favorite book, then draw the scene on paper with crayons.

• **Age 3-4**
  When reading a book, make the sounds of what is happening in the book. For instance, the vroom of a car or splash of water. Have the child make the sounds with you.

• **Age 3-4**
  Have the child pick out letters from a word. For instance, ask the child to say the first letter on a cereal box or book title.

personal and social development

Indicators

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

What does personal and social development look like?
The child gets along with others; follows rules; and starts, works on, and finishes an activity.

Activities to do with a child to help in this domain

• **Age 0-2**
  Let the child interact with children of all ages in a supervised setting.

• **Age 3-4**
  Let the child have a party and invite friends, which can be real children or stuffed animals. Set out plates and cups, and serve special treats.

• **Age 3-4**
  When a friend or relative is sick, help the child make a get well card.

• **Age 3-4**
  When reading to the child, stop and ask how he/she thinks a character in the story feels. Ask what the child might do or feel in the same situation.
scientific thinking

Indicators

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

What does scientific thinking look like?
The child starts to explore natural and physical phenomenon; talks about how things are alike or different; and is able to observe and describe properties of objects (texture, weight, temperature, etc.).

Age 0-2
Give the child different shapes to play with (squares, triangles, circles, stars, hearts, etc.).

Age 0-2
Count with the child whenever possible (walking up or down stairs, on fingers and toes, etc.)

Age 3-4
Have the child group shapes together and then count how many are in each group.

Age 3-4
Give the child a measuring spoon or cup and let him/her put water from one bowl to another.

mathematical thinking

Indicators

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

What does mathematical thinking look like?
The child sorts things by color and shape; can count; recognizes simple patterns; and can describe shapes.

Age 0-2
Give the child different shapes to play with (squares, triangles, circles, stars, hearts, etc.).

Age 0-2
Count with the child whenever possible (walking up or down stairs, on fingers and toes, etc.)

Age 3-4
Have the child group shapes together and then count how many are in each group.

Age 3-4
Give the child a measuring spoon or cup and let him/her put water from one bowl to another.

Activities to do with a child to help in this domain

Age 3-4
Go on a leaf or flower hunt with the child. Ask the child about the different shapes, sizes, colors, and textures of the leaves or flowers.
social studies

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

What does social studies look like?
The child talks about him/her self, family, and/or the community; recognizes that people are similar or different; and understands why there are rules.

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

the arts

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

What does the arts look like?
The child learns skills and appreciation for drawings and paintings, dance, and music; and creates “make-believe” characters and scenes.

Activities to do with a child to help in this domain
- **Age 0-2**
  Sing to or play different kinds of music for your child.
- **Age 0-2**
  Play Clap, Snap, Stomp with your child.
- **Age 3-4**
  Draw, paint, or color with your child.
- **Age 3-4**
  Dance with your child.

For more activities to support children in this domain, go to www.readyatfive.org for Parent Tips.
physical development

Activities to do with a child to help in this domain

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

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

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

For complete report data, go to www.MdSchoolReadiness.org. For more activities to support children in this domain, go to www.readyatfive.org for Parent Tips.
The Prior Care Enrollment chart shows each county’s number and percentage of children in six categories of care facilities, which are described as follows:

- **Child Care Center**: care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Maryland State Department of Education/Office of Child Care.

- **Family Child Care**: regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day; in a residences other than the child’s residence; and for which the provider is paid. Regulated by Maryland State Department of Education/Office of Child Care.

- **Head Start**: pre-school programs for 2 to 5 year olds from low-income families. Licensed by Maryland State Department of Education/Collaboration and Program Development Branch, and/or local boards of education.

- **Home/Informal Care**: care by parent(s) or a relative.

- **Non-Pubic Nursery School**: Pre-school programs with an educational focus for 3 and 4 year olds that are usually part day for nine months of the year. Approved or exempted by the Maryland State Department of Education.

- **Pre-kindergarten**: public school pre-kindergarten education for 4 year olds. Administered by local boards of education and regulated by the Maryland State Department of Education.

The Fully Ready Composite Results chart shows the total number of children “fully ready” in each county in comparison to the total number of children “fully ready” across the state.

The Percentage of Kindergarten Students Assessed as Fully Ready chart shows a 2001-2002 and 2009-2010 comparison of the number of students fully ready in each county by race, gender, and the three educational subgroups as follows:

- **Special Education**: students who are designated as having an IEP (Individualized Education Program) or 504 Plan.

- **ELL**: students who are designated as English Language Learners.

- **FARMS**: students who are designated as receiving Free and Reduced Meals.

The MMSR Kindergarten Assessments Results chart shows a 2001-2002 and 2009-2010 comparison of each county’s MMSR Kindergarten Assessment results in each of the seven MMSR domains. A student will be assigned to a readiness category based on how the teacher assessed the student's ability to demonstrate appropriate knowledge and skills using the MMSR Kindergarten Assessment.

The readiness categories are as follows:

- **Full**: the student consistently demonstrates skills, behaviors, and abilities which are needed to meet kindergarten expectations.

- **Approaching**: the student inconsistently demonstrates skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully, and requires targeted instructional support in specific domains or specific indicators.

- **Developing**: the student does not demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully, and requires considerable instructional support in several domains or many indicators.
Maryland Prior Care Enrollment (SY 2009-2010)

Child Care Center 6,393
Family Child Care 1,898
Head Start 2,239
Home/Informal Care 6,765
Non-Public Nursery 7,036
Pre-kindergarten 18,381

Maryland Statewide "Fully Ready" Composite Results

Percent of Children

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

All Students
American Indian/Alaskan Native
Asian/Pacific Islander
African American
White
Hispanic
English Language Learners
Free & Reduced Price Meals
Special Education
Male
Female

2001-2002
2009-2010

Maryland MMSR Kindergarten Assessment Results

Percent of Children

2001-2002
Fully ready
Approaching
Developing

2009-2010
Fully ready
Approaching
Developing

May not total 100% due to rounding.

For complete report data, go to www.MdSchoolReadiness.org
Allegany County and Statewide “Fully Ready” Composite Results

Allegany County and Statewide “Fully Ready” Composite Results

02/03 03/04 04/05 05/06 06/07 07/08 08/09 09/10
School Year (SY)

0 10 20 30 40 50 60 70 80 90 100
Percent of Children

Allegany
Maryland

52 53 58 60 67 68 73 76 78 89
0 10 20 30 40 50 60 70 80 90 100

Allegany County Prior Care Enrollment (SY 2009-2010)

Child Care Center
Family Child Care
Head Start
Home/Informal Care
Non-Public Nursery
Pre-kindergarten

522

All Students
American Indian/Alaskan Native
Asian/Pacific Islander
African American
White
Hispanic
English Language Learners
Free & Reduced Price Meals
Special Education
Male
Female

2009-2010
2001-2002

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

Allegany County MMSR Kindergarten Assessment Results

2001-2002

Fully ready
Approaching
Developing

2009-2010

Fully ready
Approaching
Developing

May not total 100% due to rounding.
Anne Arundel County and Statewide "Fully Ready" Composite Results

School Year (SY) 02/03 03/04 04/05 05/06 06/07 07/08 08/09 09/10

Percent of Children

Anne Arundel
Maryland

Anne Arundel County Prior Care Enrollment (SY 2009-2010)

- Child Care Center: 1,084
- Family Child Care: 699
- Head Start: 118
- Home/Informal Care: 118
- Non-Public Nursery: 1,037
- Pre-kindergarten: 1,515

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

- All Students
- American Indian/Alaskan Native
- Asian/Pacific Islander
- African American
- White
- Hispanic
- English Language Learners
- Free & Reduced Price Meals
- Special Education
- Male
- Female

Anne Arundel County MMSR Kindergarten Assessment Results

- 2001-2002
- 2009-2010

- Social & Personal
- Language & Literacy
- Mathematical Thinking
- Scientific Thinking
- Social Studies
- The Arts
- Physical Development
- Composite

May not total 100% due to rounding.
Baltimore City and Statewide "Fully Ready" Composite Results

Baltimore City County Prior Care Enrollment (SY 2009-2010)

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

Baltimore City MMSR Kindergarten Assessment Results

For complete report data, go to www.MdSchoolReadiness.org
### Baltimore County Prior Care Enrollment (SY 2009-2010)

- Child Care Center: 1,452
- Family Child Care: 449
- Head Start: 116
- Home/Informal Care: 112
- Non-Public Nursery: 276
- Pre-kindergarten: 568

### Baltimore County and Statewide "Fully Ready" Composite Results

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

- All Students
- American Indian/Alaskan Native
- Asian/Pacific Islander
- African American
- White
- Hispanic
- English Language Learners
- Free & Reduced Price Meals
- Special Education
- Male
- Female

### Baltimore County MMSR Kindergarten Assessment Results

- **Social & Personal Development**
- **Language & Literacy**
- **Mathematical Thinking**
- **Scientific Thinking**
- **Social Studies**
- **The Arts**
- **Physical Development**
- **Composite**

For complete report data, go to www.MdSchoolReadiness.org
Calvert County

Calvert County and Statewide "Fully Ready" Composite Results

02/03 03/04 04/05 05/06 06/07 07/08 08/09 09/10
School Year (SY)

Calvert County and Statewide "Fully Ready" Composite Results

Calvert County Prior Care Enrollment (SY 2009-2010)

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

Calvert County MMSR Kindergarten Assessment Results

May not total 100% due to rounding.
Caroline County Percent of Children
Caroline County and Statewide "Fully Ready" Composite Results

Caroline County Prior Care Enrollment (SY 2009-2010)

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

Caroline County MMSR Kindergarten Assessment Results

For complete report data, go to www.MdSchoolReadiness.org
Cecil County

Cecil County and Statewide "Fully Ready" Composite Results

Cecil County Prior Care Enrollment (SY 2009-2010)

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

Cecil County MMSR Kindergarten Assessment Results

For complete report data, go to www.MdSchoolReadiness.org
Charles County

Charles County and Statewide "Fully Ready" Composite Results

Percent of Children

Charles County
Maryland

02/03 03/04 04/05 05/06 06/07 07/08 08/09 09/10
School Year (SY)

Charles County Prior Care Enrollment (SY 2009-2010)

Child Care Center
Family Child Care
Head Start
Home/Informal Care
Non-Public Nursery
Pre-kindergarten

Charles County and Statewide "Fully Ready" Composite Results

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

All Students
American Indian/Alaskan Native
Asian/Pacific Islander
African American
White
Hispanic
English Language Learners
Free & Reduced Price Meals
Special Education
Male
Female

Charles County MMSR Kindergarten Assessment Results

2001-2002
2009-2010

May not total 100% due to rounding.
Frederick County Percentage of Kindergarten Students Assessed as "Fully Ready" by Subgroup

All Students
American Indian/Alaskan Native
Asian/Pacific Islander
African American
White
Hispanic
English Language Learners
Free & Reduced Price Meals
Special Education
Male
Female

2009-2010
2001-2002

May not total 100% due to rounding.

Frederick County MMSR Kindergarten Assessment Results

2001-2002
2009-2010

Fully ready
Approaching
Developing

May not total 100% due to rounding.

For complete report data, go to www.MdSchoolReadiness.org
Harford County and Statewide “Fully Ready” Composite Results

Harford County and Statewide “Fully Ready” Composite Results

Harford County Prior Care Enrollment (SY 2009-2010)

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

Harford County MMSR Kindergarten Assessment Results

For complete report data, go to www.MdSchoolReadiness.org
### Kent County

**Kent County and Statewide "Fully Ready" Composite Results**

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Kent County and Statewide "Fully Ready" Composite Results

**Kent County Prior Care Enrollment (SY 2009-2010)**

- Child Care Center: 7
- Home/Informal Care: 5
- Non-Public Nursery: 7
- Pre-kindergarten: 106

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

- All Students
- American Indian/Alaskan Native
- Asian/Pacific Islander
- African American
- White
- Hispanic
- English Language Learners
- Free & Reduced Price Meals
- Special Education
- Male
- Female

**Kent County MMSR Kindergarten Assessment Results**

<table>
<thead>
<tr>
<th>Subject</th>
<th>2001-2002</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social &amp; Personal</td>
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<tr>
<td>Language &amp; Literacy</td>
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<tr>
<td>Mathematical Thinking</td>
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<td>Scientific Thinking</td>
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<tr>
<td>Social Studies</td>
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<tr>
<td>The Arts</td>
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<tr>
<td>Physical Development</td>
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<tr>
<td>Composite</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**For complete report data, go to www.MdSchoolReadiness.org**
Montgomery County and Statewide "Fully Ready" Composite Results

- Child Care Center: 3,346
- Family Child Care: 1,367
- Head Start: 1,109
- Home/Informal Care: 538
- Non-Public Nursery: 222
- Pre-kindergarten: 1,073

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

- All Students
- American Indian/Alaskan Native
- Asian/Pacific Islander
- African American
- White
- Hispanic
- English Language Learners
- Free & Reduced Price Meals
- Special Education
- Male
- Female

2001-2002
- Fully ready
- Approaching
- Developing

2009-2010
- Fully ready
- Approaching
- Developing

Montgomery County MMSR Kindergarten Assessment Results

- Social & Personal
- Language & Literacy
- Mathematical Thinking
- Scientific Thinking
- Social Studies
- The Arts
- Physical Development
- Composite

May not total 100% due to rounding.

For complete report data, go to www.MdSchoolReadiness.org
Somerset County

Percent of Children

Somerset County and Statewide "Fully Ready" Composite Results

Maryland

Somerset County and Statewide "Fully Ready" Composite Results

School Year (SY)

02/03 03/04 04/05 05/06 06/07 07/08 08/09 09/10

Child Care Center
Family Child Care
Head Start
Home/Informal Care
Pre-kindergarten
Non-Public Nursery: 0

Somerset County Prior Care Enrollment (SY 2009-2010)

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

All Students
American Indian/Alaskan Native
Asian/Pacific Islander
African American
White
Hispanic
English Language Learners
Free & Reduced Price Meals
Special Education
Male
Female

Somerset County MMSR Kindergarten Assessment Results

2001-2002

2009-2010

Fully ready
Approaching
Developing

For complete report data, go to www.MdSchoolReadiness.org
St. Mary’s County

Percent of Children

St. Mary’s County and Statewide “Fully Ready” Composite Results

<table>
<thead>
<tr>
<th>School Year (SY)</th>
<th>02/03</th>
<th>03/04</th>
<th>04/05</th>
<th>05/06</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>47</td>
<td>49</td>
<td>58</td>
<td>70</td>
<td>70</td>
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<td>68</td>
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<tr>
<td>2009-2010</td>
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<td>80</td>
<td>70</td>
<td>79</td>
<td>78</td>
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</table>

Percent of Children

St. Mary’s County Percentage of Kindergarten Students Assessed as “Fully Ready” by Subgroup

- All Students
- American Indian/Alaskan Native
- Asian/Pacific Islander
- African American
- White
- Hispanic
- English Language Learners
- Free & Reduced Price Meals
- Special Education
- Male
- Female

2009-2010
- 2001-2002
- Fewer than 5 students

St. Mary’s County MMSR Kindergarten Assessment Results

<table>
<thead>
<tr>
<th>2001-2002</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully ready</td>
<td>Fully ready</td>
</tr>
<tr>
<td>Approaching</td>
<td>Approaching</td>
</tr>
<tr>
<td>Developing</td>
<td>Developing</td>
</tr>
</tbody>
</table>

May not total 100% due to rounding.

For complete report data, go to www.MdSchoolReadiness.org
Worcester County and Statewide "Fully Ready" Composite Results

Worcester County Prior Care Enrollment (SY 2009-2010)

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

Worcester County MMSR Kindergarten Assessment Results

2001-2002
- Fully ready
- Approaching
- Developing

2009-2010
- Fully ready
- Approaching
- Developing

May not total 100% due to rounding.
online resources

- Ready at Five - readyatfive.org
- Maryland Family Network - marylandfamilynetwork.org
- Annie E. Casey Foundation (KidsCount and Maryland Kids Count!) - www.aecf.org
- National Institute for Early Education Research (NIEER) – www.nieer.org
- Judith P. Hoyer Early Child Care and Family Education Centers (Judy Centers) - www.judycenter.com
- MSDE Early Learning Branch - www.MarylandPublicSchools.org/MSDE/divisions/child_care/early_learning/
- PBS Kids! – www.pbskids.org
- Take 15! - www.MarylandPublicSchools.org /MSDE/programs/familylit/Take15/activities
- Maryland Parental Information Resource Center (PIRC) - www.Mdpirc.org