

Children Entering School
Ready to Learn

getting
reAdy



Welcome



Maryland State Board of Education

James H. DeGraffenreidt, Jr.
President

Dr. Charlene M. Dukes
Vice President

Dr. Mary Kay Finan

Dr. S. James Gates, Jr.

Luisa Montero-Diaz

Sayed M. Naved

Madhu Sidhu

Guffrie M. Smith, Jr.

Donna Hill Staton, Esq.

Ivan C.A. Walks, M.D.

Kate Walsh

Nina E. Marks, Student Member

Bernard J. Sadusky, Ed.D
Secretary-Treasurer of the Board
Interim State Superintendent of Schools

Dr. Rolf Grafwallner
Assistant State Superintendent
Division of Early Childhood Development

Martin O'Malley
Governor

contents

Introduction	2
birth to 5: a once-in-a-lifetime opportunity	
the MMSR: Maryland's measurement of school readiness	
Maryland Statewide School Readiness Data	3
Why has Maryland Improved? Investments	6
Jurisdictional School Readiness Data	8
24 local school systems	
Looking Ahead	56





Dear Colleague:

A young child's earliest years carry endless promise. As researchers tell us, it is 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 pleased to share with you Children Entering School Ready to Learn: The 2011-2012 Maryland School Readiness Report. The report shares what we have learned from the 2011-2012 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 83% in 2011-2012, up 2 points from 2010-2011. This exceeds expectations for this year's gain, and it continues the remarkable 34-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 37-point increase from 2001-2002 in Language & Literacy (73% fully ready for 2011-2012), a 37-point improvement in Mathematical Thinking (77% fully ready), and a 47-point jump in Scientific Thinking (71% fully ready).
- African-American kindergarteners made big strides: 79% of African-American children are fully school-ready in 2011-2012, up from 37% in 2001-2002 and 76% in 2010-2011.
- 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 73% in 2010-2011 to 76% in 2011-2012.
- Significantly more English Language Learners (ELL) are fully school-ready, up from 35% in 2001-2002 and 68% in 2010-2011 to 72% in 2011-2012.
- Children with disabilities made substantial progress: 59% are fully ready, gaining 29 points from 2001-2002 and 3 points more than last year.
- Kindergarteners attending public PreK the year prior to entering school continue to be well-prepared: 83% fully school-ready in 2011-2012, up from 47% in 2001-2002 and 81% 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 vigorously promote school readiness for all of Maryland's young children. When our children succeed, so does Maryland.

Sincerely,

Bernard J. Sadusky, Ed.D

Interim State Superintendent of Schools

6



introduction

birth to five: a once-in-a-lifetime opportunity

The time from birth to age five offers children their greatest opportunity for learning. Since most brain development happens during this period, and the brain depends on the experiences a child receives, these years of stimulation are the most important in a child's life.

Children's school readiness – their ability to successfully perform kindergarten work – hinges on their birth-to-five learning experiences. For our investment in early care and education during children's most powerful learning years, we reap far greater lifetime rewards for students and for society: measurably higher reading and math skills by grade three; less need for Special Education and remediation; lower rates of delinquency, teen pregnancy, and dropping out of school; more successful young adults in our communities and workforce.



D E



the MMSR: Maryland's measurement of school readiness

Maryland was first in the nation to create a tool for assessing children's school readiness: the Maryland Model for School Readiness, or MMSR, developed by the Maryland State Department of Education. The MMSR¹ evaluates what each kindergartener knows and is able to do in the seven Domains of Learning: Social & Personal Development, Language & Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, the Arts, and Physical Development.



¹The MMSR kindergarten assessment uses a modified Work Sampling System (WSS)[™] as its assessment instrument.



Maryland statewide school readiness data

**strong gains in the short term,
and stunning improvement in
the long term**

In 2011-2012, 83% of Maryland kindergarteners are fully school-ready, up from 81% in 2010-2011. Maryland's school readiness has now increased by a stunning 34 points – a 69% improvement – since 2001-2002. This is borne out by robust increases in school readiness in jurisdictions across Maryland. All of Maryland's 24 jurisdictions showed growth from 2001-2002. Thirteen jurisdictions reported higher levels of school readiness than 2010-2011, and five jurisdictions are on par with last year's readiness levels. Sixteen jurisdictions exceeded the statewide average.

Population Data, MD Dept of Planning, 2010

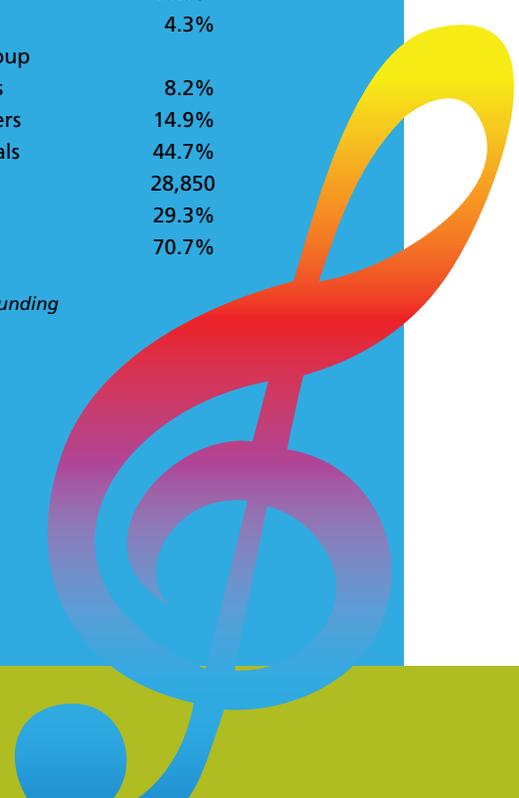
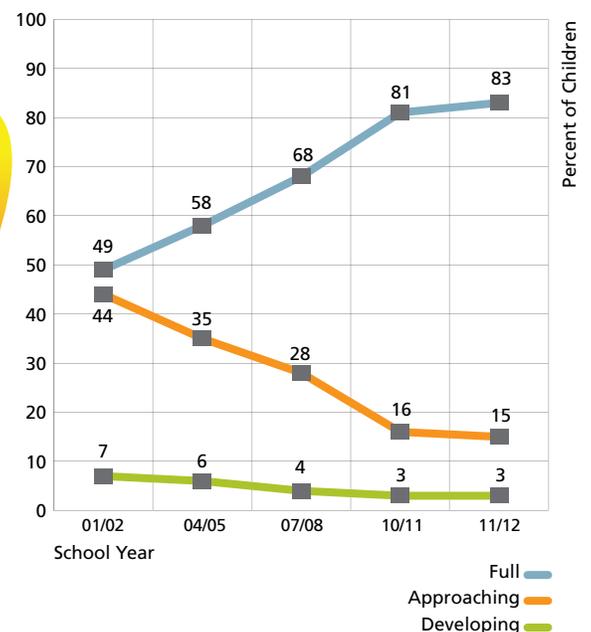
Children < 5 (age 0-4) 364,488

School Demographics Maryland Department of Education, School Year 2011-2012

Kindergarten Students	64,726
Kindergarten Ethnicity	
• American Indian	0.4%
• Asian	5.9%
• African American	32.7%
• Native Hawaiian/Pacific Islander	0.2%
• White	41.0%
• Hispanic	15.5%
• Two or More Races	4.3%
Kindergarteners by Subgroup	
• Children with Disabilities	8.2%
• English Language Learners	14.9%
• Free/Reduced Priced Meals	44.7%
PreK Students	28,850
• Full-Day Program	29.3%
• Half-Day Program	70.7%

May not total 100% due to rounding

Maryland School Readiness Data



all children show higher achievement

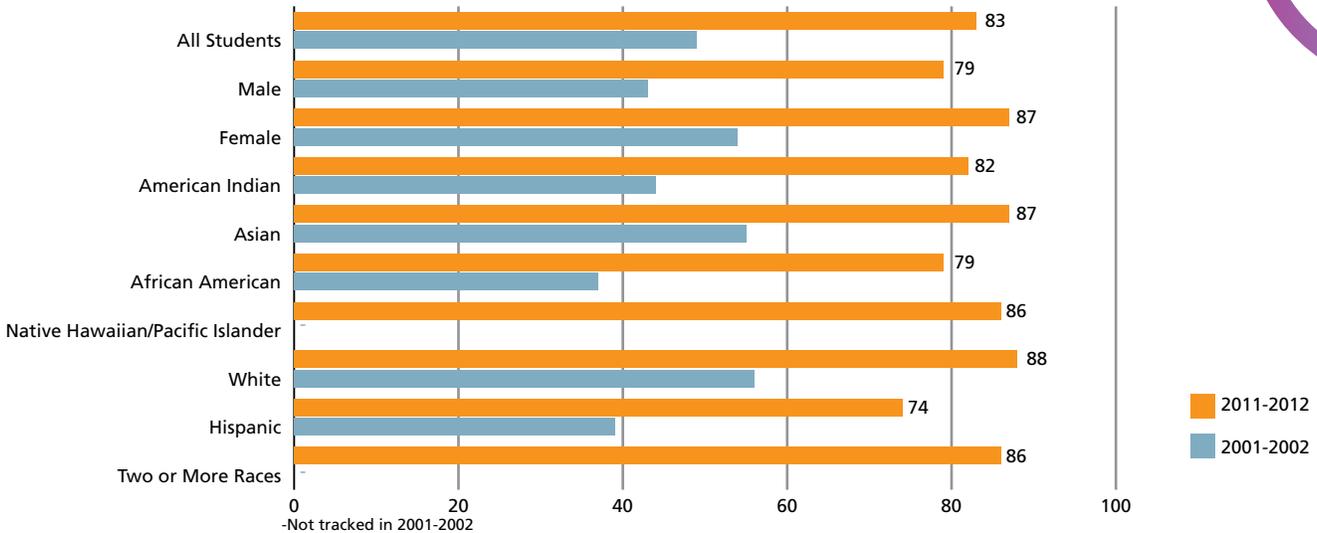
Across the state, there were improvements in school readiness in all subgroups of Maryland kindergarteners. This includes tremendous gains in those subgroups whose school readiness has consistently been lower than that of Maryland kindergarteners as a whole and who are considered to be at risk of not being as successful in school as their peers. Although the disparities remain challenges for Maryland schools, the gaps are narrowing.

The 2011-2012 data show:

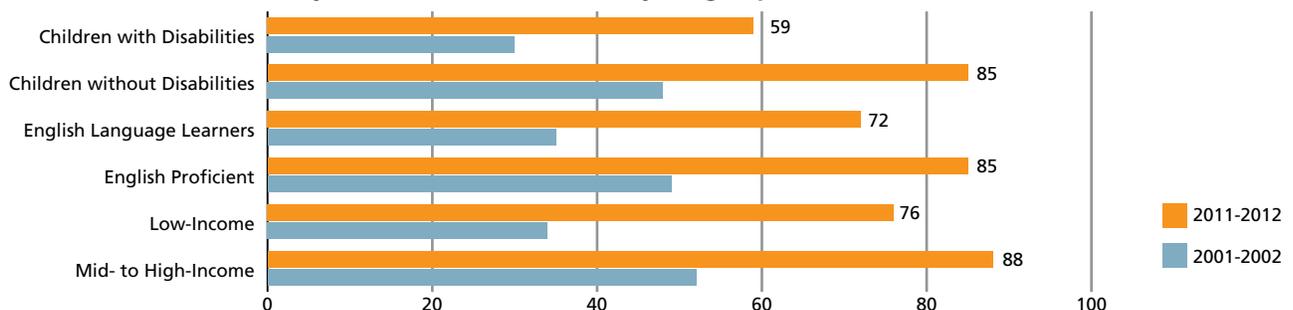
- 79% of African-American children are fully school-ready – a 42-point readiness gain from 2001-2002 and 3 points more than last year. These gains are substantially higher than the overall statewide gains.
- 74% of Hispanic children are fully school-ready, up from 39% in 2001-2002 and 70% in 2010-2011.

- 76% 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 73% in 2010-2011. The 42-point increase from 2001-2002 brings children from low-income households to within 7 points of the statewide average.
- 72% of English Language Learners (ELL – children whose first language is not English) are fully ready, up from 35% in 2001-2002 and 68% in 2010-2011. These gains bring ELL within 11 points of the statewide average and are significant because of the rapidly increasing number of kindergarteners who are not English-proficient (over 9,500 kindergarteners in 2011-2012 are ELL – a 9% one-year gain).
- 59% of children with disabilities are fully ready, a substantial 29-point gain from 2001-2002 and 3 points more than last year.

Maryland Full School Readiness by Gender & Ethnicity



Maryland Full School Readiness by Subgroup





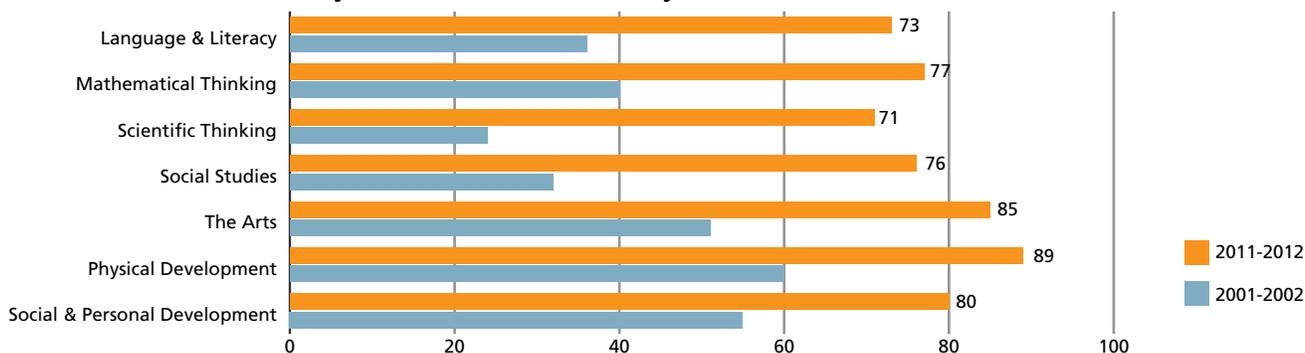
the MMSR predicts higher achievement to grade three

A 2010 Johns Hopkins University study indicated conclusively that kindergarteners who were fully ready for school tend to show higher achievement on the grade three Maryland School Assessment (MSA). This confirms earlier correlations between MMSR and MSA results, and it provides additional evidence that early care and education experiences contribute significantly to children’s later success in school.

the focus on Language & Literacy is paying off

There is a direct correlation between increases in children’s Language & Literacy skills and improvements in their MMSR composite scores. Not only have Maryland kindergarteners made substantial gains in Language & Literacy in 2011-2012 (a 37-point gain since 2001-2002), but overall school readiness has improved as a result of these gains. Of the seven Domains of Learning, Language & Literacy is the most closely linked to overall school readiness. This tells us that Maryland’s emphasis on Language & Literacy in early care and education is productive and needs to be sustained and strengthened to see further gains in school readiness.

Maryland Full School Readiness by Domain



enrollment in early education programs is essential

3
A

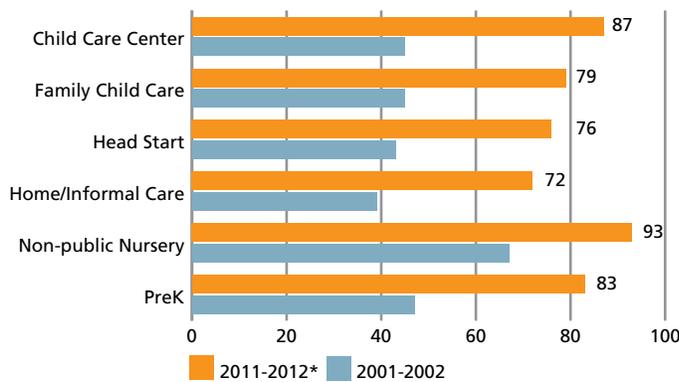
Children enrolled in formal early education programs tend to be better prepared for school. In fact, the data show programs like PreK are extremely beneficial. In 2011-2012:

- 83% of kindergarteners who were enrolled in public PreK programs the year prior to starting school are fully ready, up from 47% in 2001-2002 and 81% last year.
- Kindergarteners previously enrolled in PreK programs are on par with the statewide readiness average.

- Kindergarteners previously enrolled in PreK programs show greater long-term improvements (a 36-point gain from 2001-2002, compared with the 34-point Statewide gain).

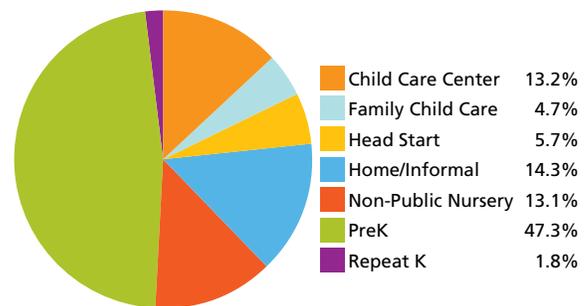
Because public PreK programs serve a high percentage of children with risk factors (low income, ELL, and children with disabilities), these data are significant for addressing the achievement gaps.

Maryland Full School Readiness by Prior Care*



**Statewide Prior Care data does not include Anne Arundel County due to an AACPS system error.

**Maryland Prior Care Enrollment*
School Year 2010-2011**



* 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 have consistently had significantly lower school readiness than Maryland kindergarteners as a whole, and that are considered at risk.

why has Maryland improved? investments

Maryland's long-term improvements in children's school readiness stem from a variety of investments:

- **PreK:** State spending on PreK increased by 28% from \$3,207 per child in 2007, the year that Bridge to Excellence was fully implemented, to \$4,116 in 2010.² In school year 2010-2011, Maryland served 29,377 children in its state-funded PreK program (approximately 47% of four-year-olds who matriculated to kindergarten in 2011-2012). This year, 28,850 children are enrolled in PreK -- a 42% increase from 2001-2002. Twenty-nine percent of PreK children participate in full-day programs, with 10 jurisdictions currently offering full-day programs for some or all PreK children.

Additionally, early education programs are aligning their work with state PreK standards and curricula. This has exposed many more children to the educational advantages of PreK.

- **Full-day Kindergarten:** In 2001-2002, about half of all kindergarteners participated in a full-day program, compared with 100% of children in 2011-2012. This tremendous growth, which is a result of the 2007 Bridge to Excellence mandate for full-day kindergarten, means children have increased instructional time. Through full-day kindergarten, young children obtain the foundation for long-term academic achievement and success.



- **Race to the Top.** The latest validation of Maryland’s national leadership in education is our being one of only nine states to receive the competitive federal Race to the Top Early Learning Challenge Grant funds.

- **Accreditation & Credentialing:** The number of accredited early education programs and family child care homes increased from 120 in 2002 to 970 in 2012 – a spectacular growth of 708% in the last 10 years. In addition, the number of early educators participating in the Maryland Child Care Credential Program rose 17% in one year and 1630% over the last ten years.

Increases in accreditation and credentialing mean higher-quality programs that benefit more of Maryland’s children.

- **Judy Center Partnerships:** Maryland created 25 “Judy Centers” or public school/early childhood partnerships for children birth to age six, which currently serve 12,000 children in 40 (out of 412) Title I attendance areas.

- **Research and Policy:** Researchers are studying data to identify trends and best practices that have the greatest impact. Policy makers are making school readiness a more highly-visible public priority.

School Enrollment	2001-2002	2010-2011	2011-2012	10-Year Gain
Kindergarten				
• Full-day	56,384	62,701	64,726	+ 15%
	50%	100%	100%	+ 130%
PreK	20,314	29,377	28,850	+ 42%
Early Childhood Accreditation	FY 2002	FY 2011	FY 2012	
Center-based Programs and Family Child Care Homes	120	763	970	+ 708%
MD Child Care Credential Program (MCCCP)	FY 2002	FY 2010	FY 2011	
Participating Providers (Levels 1-6)	358	5,291	6,195	+ 1630%

- **Jurisdictional Actions:** Individual jurisdictions are carrying out initiatives to raise school readiness:
 - Districts are requesting disaggregated MMSR data in order to analyze and act on particular local school readiness issues.
 - Administrators and educational leaders are reviewing and tracking trends, defining areas of need, and monitoring their school readiness investments.
 - Schools are supporting teachers’ classroom instruction by providing targeted professional development and curriculum implementation assistance.
 - Teachers are making greater use of the MMSR to support student learning by identifying areas where children need to strengthen their skills.

- **Community Commitment:** Maryland has reached out to parents to increase family awareness of school readiness skills. As a result, parents know more about how to build children’s school readiness. Throughout the State, early education professionals, schools, and parents are collaborating and implementing proven best practices that focus on the areas of greatest need. And business leaders are promoting and supporting school readiness as a smart investment for their employees and colleagues.
- **Monetary Support:** Foundations and businesses in Maryland recognize the importance of young children starting kindergarten fully ready to succeed, and are investing more in early care and education.



Allegany COUNTY

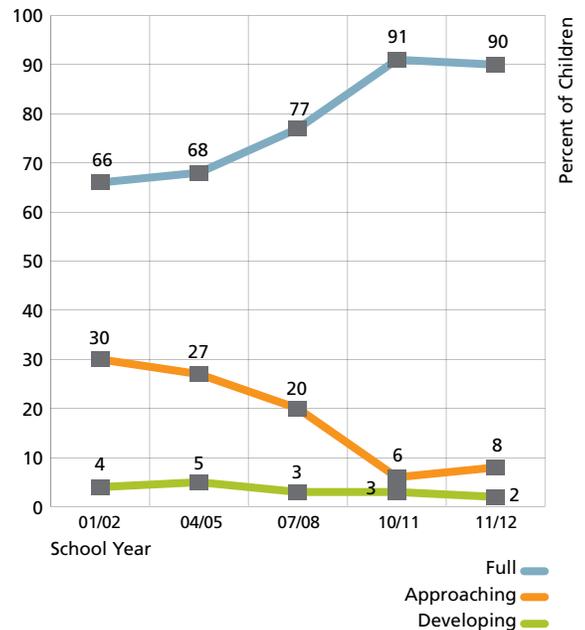


90% of kindergarteners are school-ready, up from 66% in 2001-2002.

quick take on school readiness

- Allegany County saw a 31-point increase from 2001-2002 in Language and Literacy (80% fully ready for 2011-2012), a 24-point improvement in Mathematical Thinking (87% fully ready), and a 50-point jump in Scientific Thinking (84% fully ready).
- 87% of African-American children are now fully school-ready, up from 57% in 2001-2002.
- The percentage of Hispanic children who are school-ready rose from 79% last year to 100% in 2011-2012.
- 86% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready – up from 55% in 2001-2002.
- Children with disabilities made substantial progress: 69% fully ready, a 30-point gain from 2001-2002 and 9 points more than last year.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school are highly prepared (91% fully ready, up from 74% in 2001-2002).

School Readiness Data



Population Data, MD Dept of Planning, 2010

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

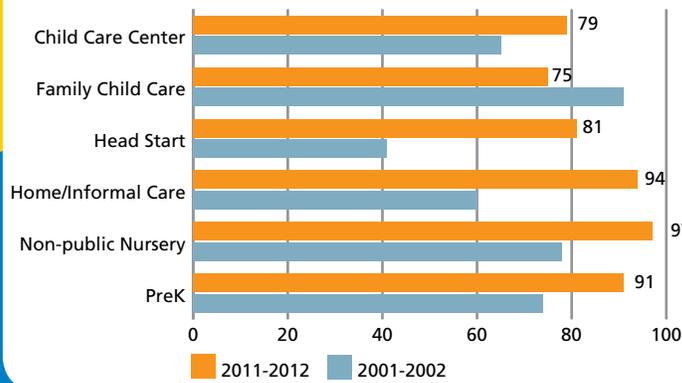
School Enrollment MSDE, School Year 2011-2012

Kindergarten Students	629
Kindergarten Ethnicity	
• American Indian	0.0%
• Asian	0.6%
• African American	2.4%
• Native Hawaiian/Pacific Islander	0.0%
• White	88.8%
• Hispanic	2.1%
• Two or More Races	6.1%
Kindergarteners by Subgroup	
• Children with Disabilities	13.1%
• English Language Learners	0.0%
• Free/Reduced Priced Meals	61.9%
PreK Students	499
• Full-Day Program	0.0%
• Half-Day Program	100.0%

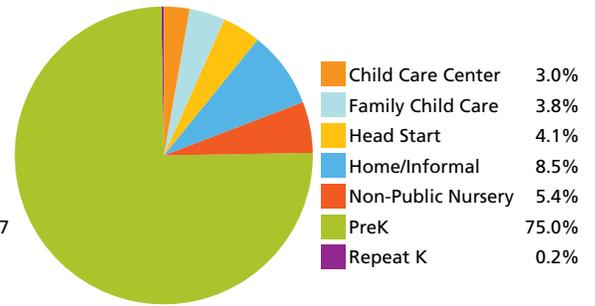
Note: May not total 100% due to rounding.

Prior Care Data

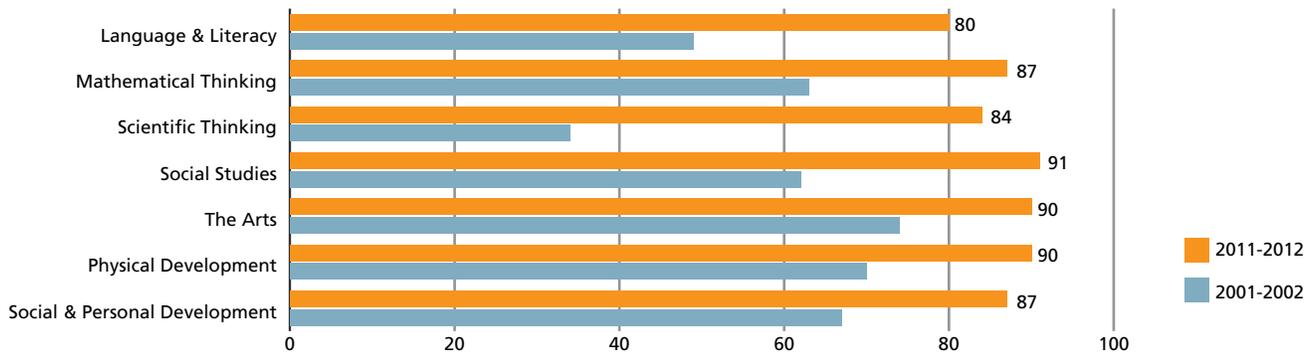
Full School Readiness by Prior Care



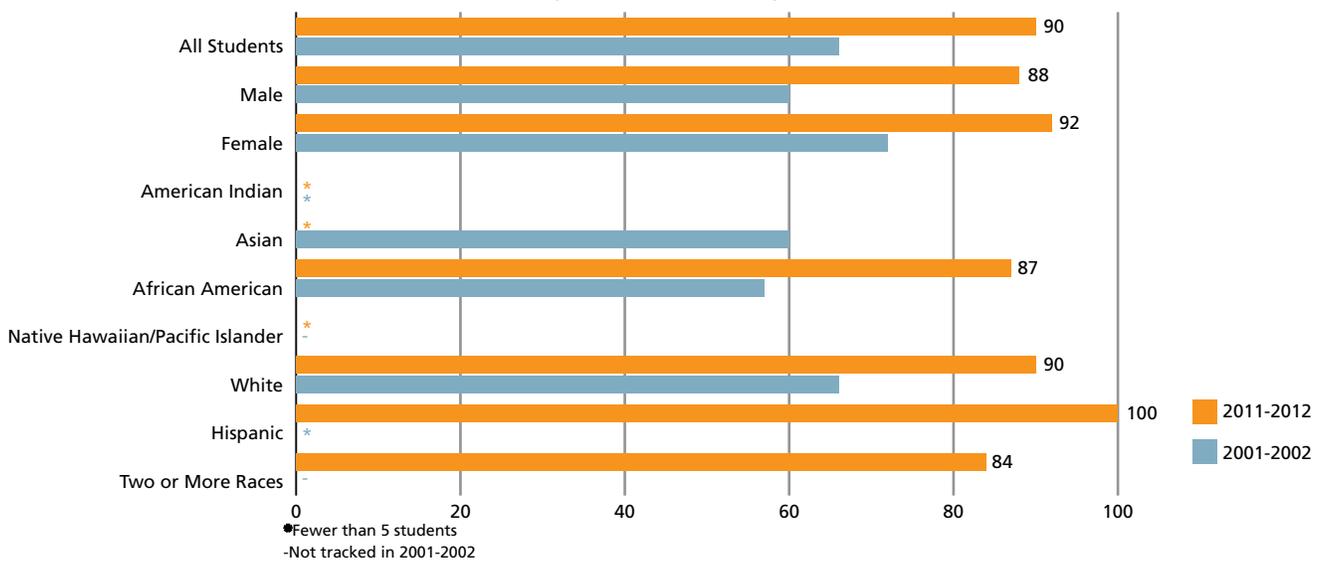
Prior Care Enrollment, School Year 2010-2011



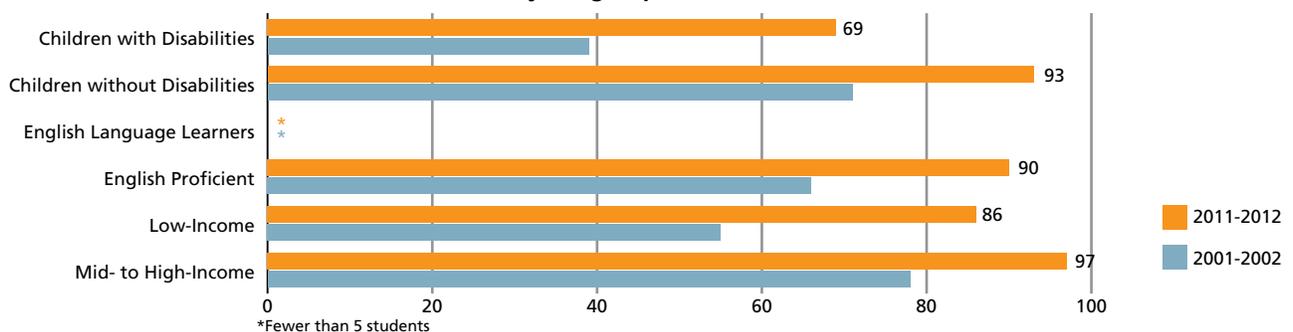
Full School Readiness by Domain



Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



Anne Arundel COUNTY

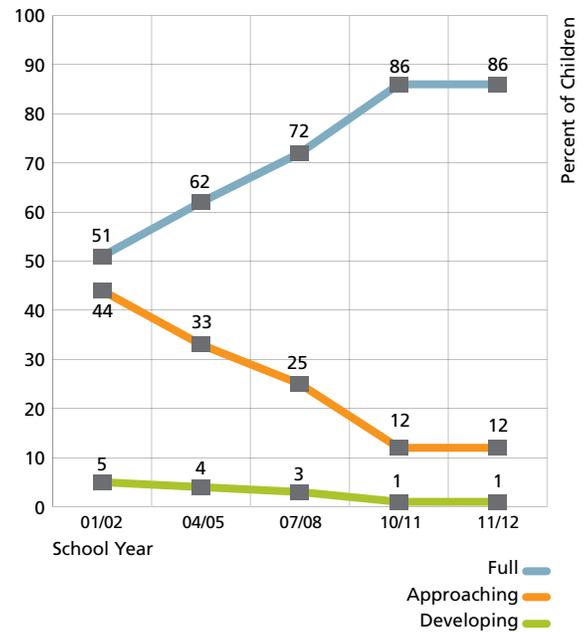


86% of kindergarteners are school-ready, up from 51% in 2001-2002 and on par with last year.

quick take on school readiness

- Anne Arundel County saw a 34-point increase from 2001-2002 in Language and Literacy (74% fully ready for 2011-2012), a 37-point improvement in Mathematical Thinking (79% fully ready), and a 57-point jump in Scientific Thinking (79% fully ready).
- 84% of African-American children are now fully school-ready – a 44-point readiness gain from 2001-2002 and 3 points more than last year.
- The percentage of Hispanic children who are school-ready rose from 37% in 2001-2002 and 73% last year to 77% in 2011-2012.
- 79% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready – up from 36% in 2001-2002 and 76% in 2010-2011.
- The percentage of English Language Learners who are fully school-ready grew from 32% for 2001-2002 and 68% for 2010-2011 to 73% in 2011-2012.
- Children with disabilities made substantial progress: 59% fully ready, a 16-point gain from 2001-2002.

School Readiness Data



Population Data, MD Dept of Planning, 2010

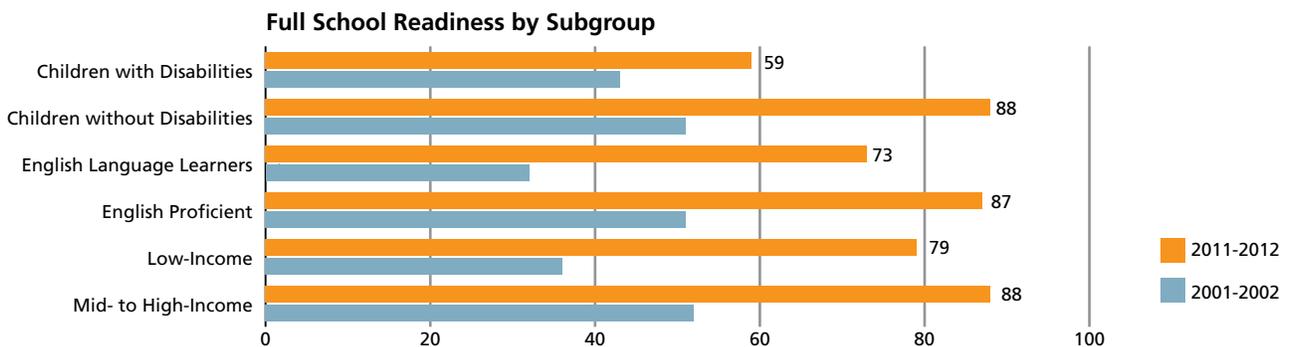
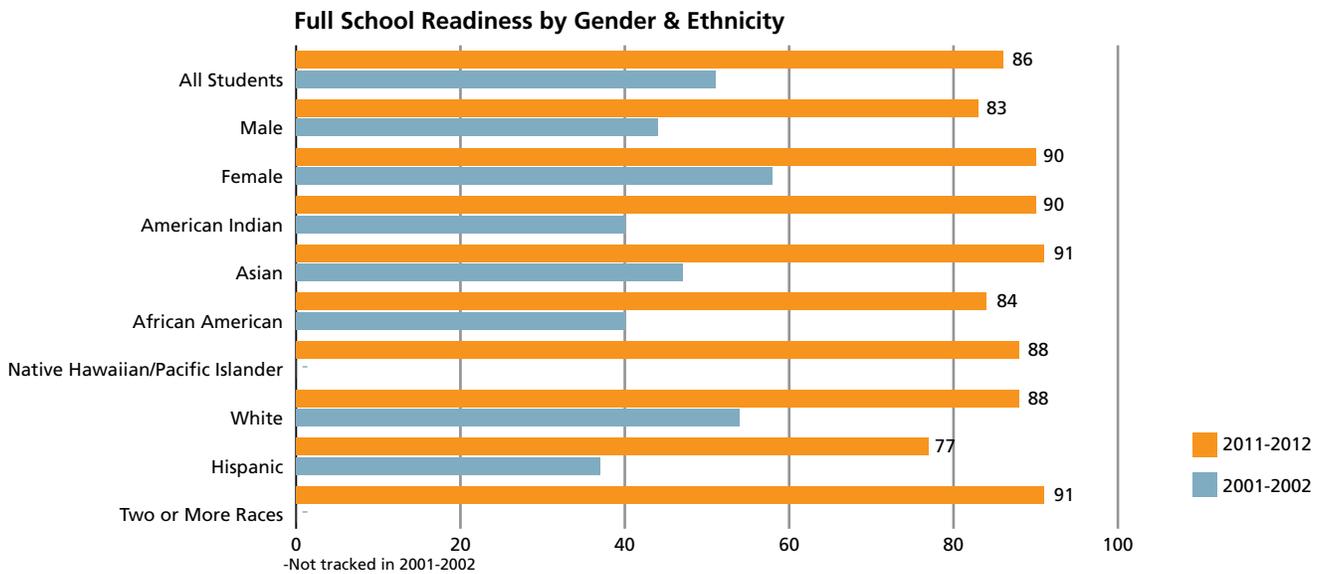
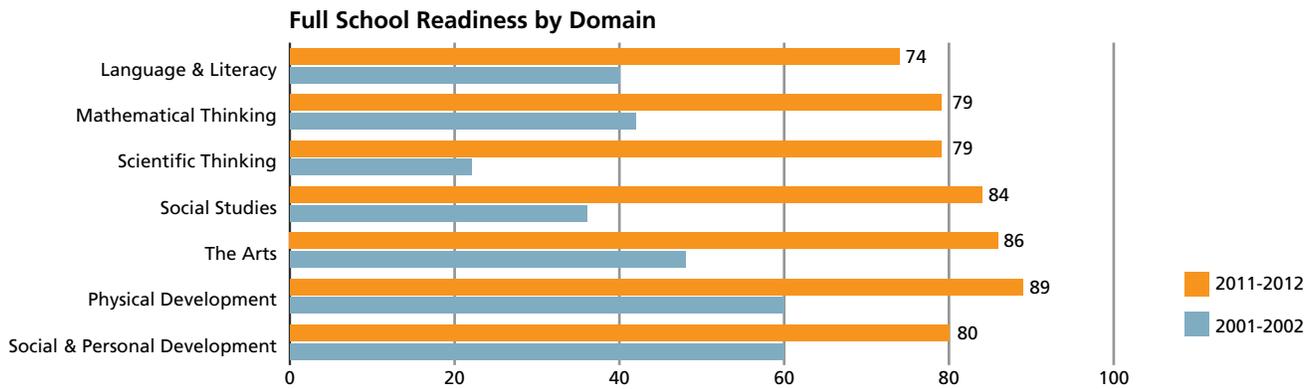
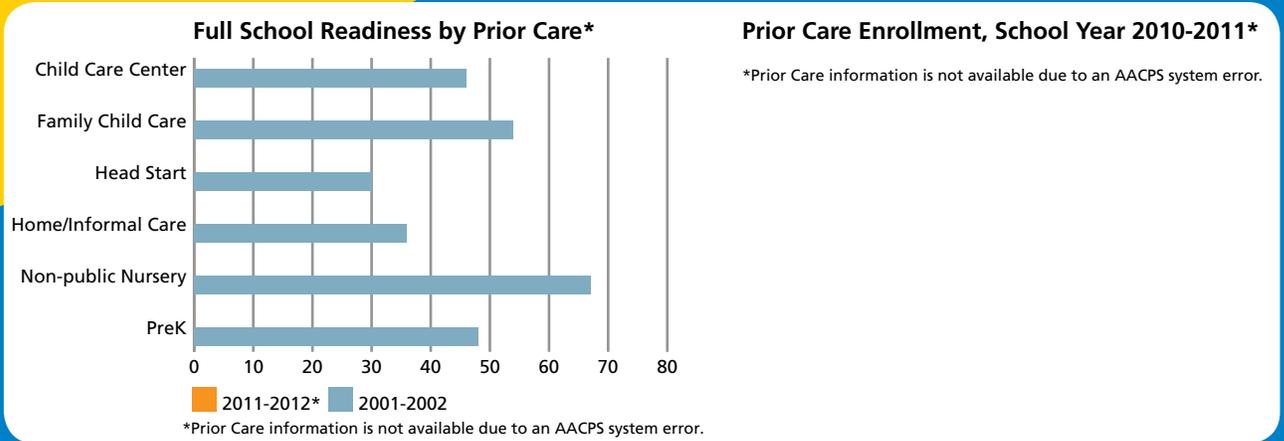
Children < 5 (age 0-4) 35,570

School Enrollment MSDE, School Year 2011-2012

Kindergarten Students	5,931
Kindergarten Ethnicity	
• American Indian	0.3%
• Asian	3.6%
• African American	18.1%
• Native Hawaiian/Pacific Islander	0.3%
• White	60.0%
• Hispanic	12.2%
• Two or More Races	5.6%
Kindergarteners by Subgroup	
• Children with Disabilities	7.5%
• English Language Learners	9.3%
• Free/Reduced Priced Meals	16.2%
PreK Students	1,892
• Full-Day Program	47.9%
• Half-Day Program	52.1%

Note: May not total 100% due to rounding.

Prior Care Data



Baltimore City

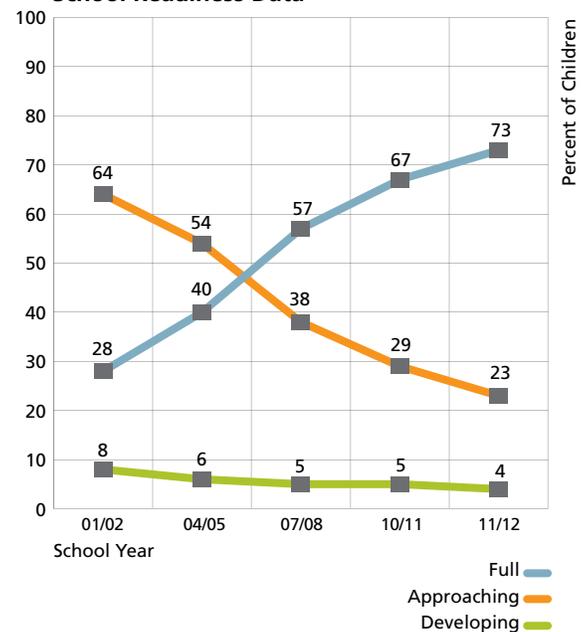


73% of kindergarteners are school-ready, up from 28% in 2001-2002 and 67% in 2010-2011.

quick take on school readiness

- Baltimore City saw a 43-point increase from 2001-2002 in Language and Literacy (64% fully ready for 2011-2012), a 47-point improvement in Mathematical Thinking (65% fully ready), and a 45-point jump in Scientific Thinking (57% fully ready).
- 73% of African-American children are now fully school-ready – a 46-point readiness gain from 2001-2002 and 6 points more than last year.
- The percentage of Hispanic children who are school-ready rose from 20% in 2001-2002 and 62% last year to 70% in 2011-2012.
- 72% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready – up from 27% in 2001-2002 and 65% in 201-2011.
- The percentage of English Language Learners who are fully school-ready grew from 26% for 2001-2002 and 60% for 2010-2011 to 68% in 2011-2012.
- Children with disabilities made substantial progress: 49% fully ready, a 36-point gain from 2001-2002 and 5 points more than last year.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school are highly prepared (77% fully ready, up from 30% in 2001-2002).

School Readiness Data



Population Data, MD Dept of Planning, 2010

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

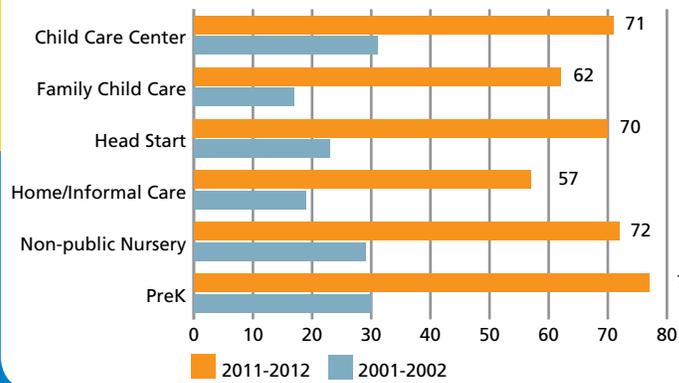
School Enrollment MSDE, School Year 2011-2012

Kindergarten Students	7,064
Kindergarten Ethnicity	
• American Indian	0.2%
• Asian	1.0%
• African American	78.1%
• Native Hawaiian/Pacific Islander	0.3%
• White	10.3%
• Hispanic	9.1%
• Two or More Races	1.0%
Kindergarteners by Subgroup	
• Children with Disabilities	8.7%
• English Language Learners	7.9%
• Free/Reduced Priced Meals	85.8%
PreK Students	4,852
• Full-Day Program	100.0%
• Half-Day Program	0.0%

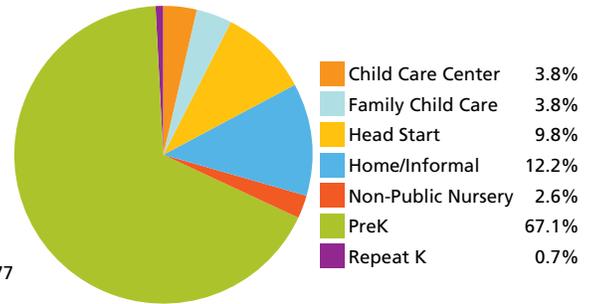
Note: May not total 100% due to rounding.

Prior Care Data

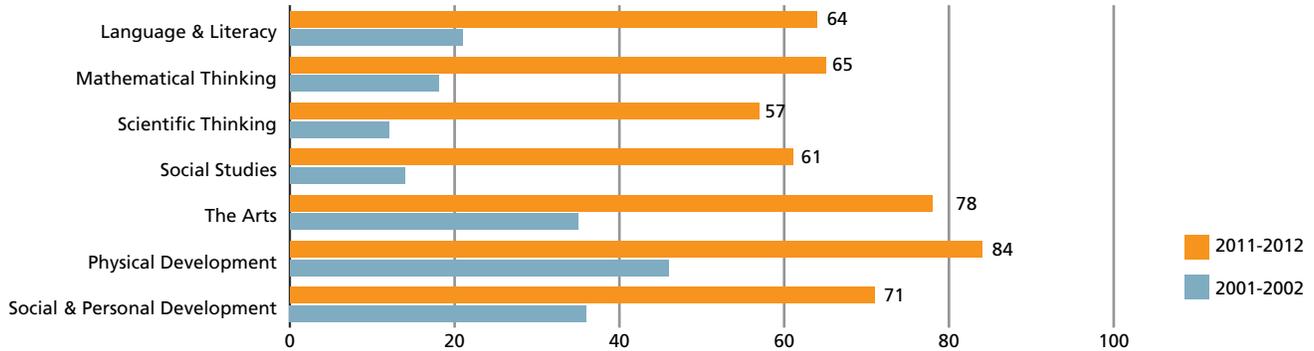
Full School Readiness by Prior Care



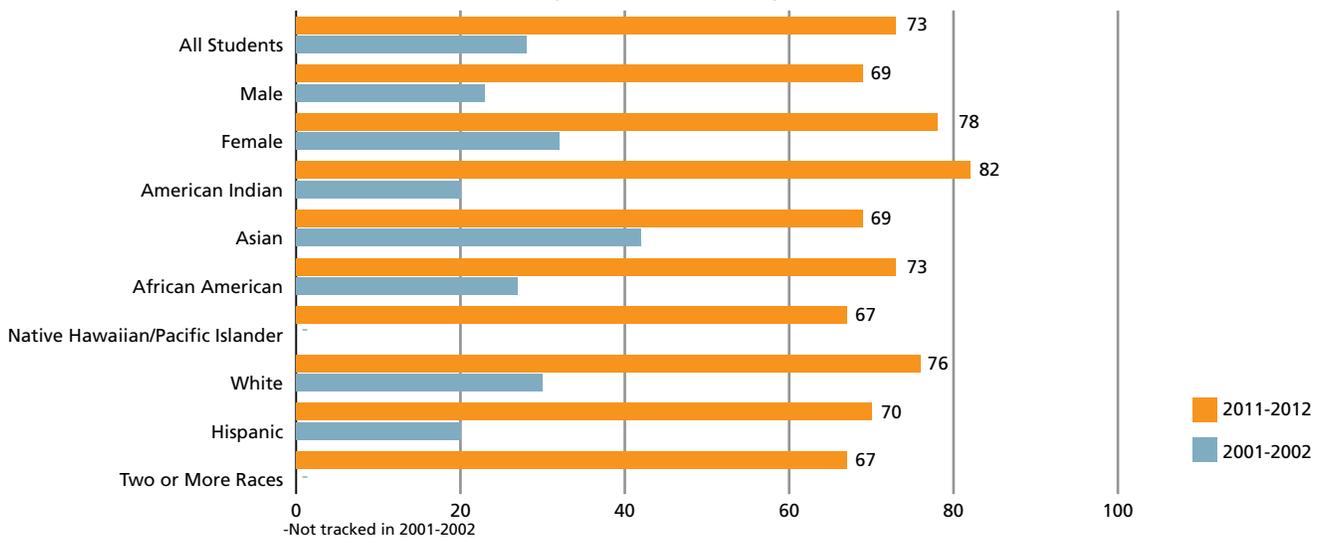
Prior Care Enrollment, School Year 2010-2011



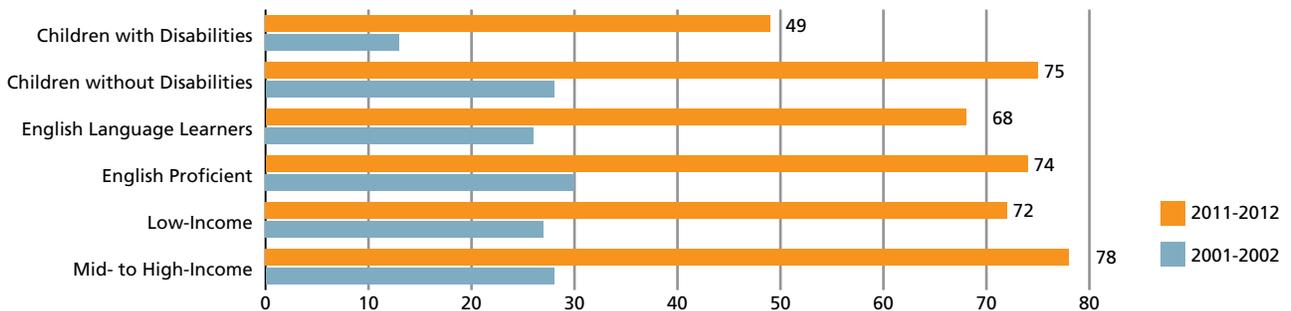
Full School Readiness by Domain



Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



Baltimore

COUNTY

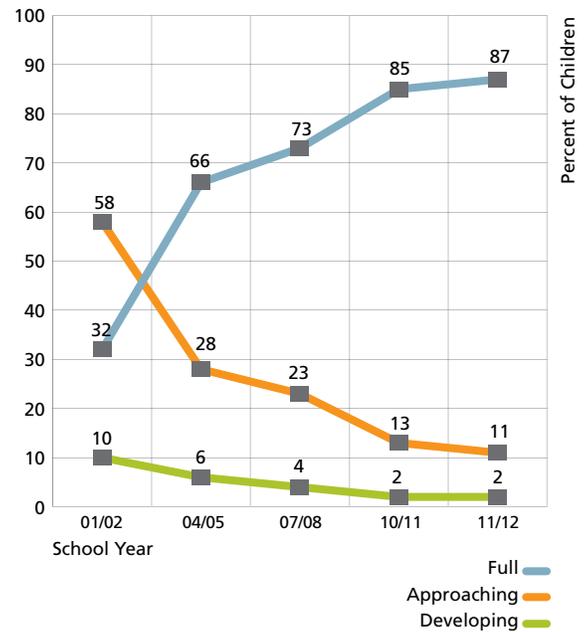


87% of kindergarteners are school-ready, up from 32% in 2001-2002 and 85% in 2010-2011.

quick take on school readiness

- Baltimore County saw a 58-point increase from 2001-2002 in Language and Literacy (79% fully ready for 2011-2012), a 53-point improvement in Mathematical Thinking (81% fully ready), and a 68-point jump in Scientific Thinking (79% fully ready).
- 85% of African-American children are now fully school-ready – a 53-point readiness gain from 2001-2002 and 2 points more than last year.
- The percentage of Hispanic children who are school-ready rose from 21% in 2001-2002 and 76% last year to 80% in 2011-2012.
- 82% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready – up from 27% in 2001-2002 and 80% in 2010-2011.
- The percentage of English Language Learners who are fully school-ready grew from 18% for 2001-2002 to 73% in 2011-2012.
- Children with disabilities made substantial progress: 63% fully ready, a 45-point gain from 2001-2002 and 4 point more than last year.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school are highly prepared (86% fully ready, up from 33% in 2001-2002).

School Readiness Data



Population Data, MD Dept of Planning, 2010

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

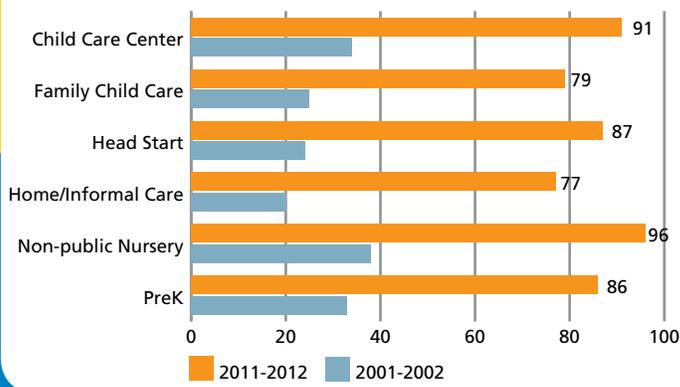
School Enrollment MSDE, School Year 2011-2012

Kindergarten Students	8,181
Kindergarten Ethnicity	
• American Indian	0.5%
• Asian	6.7%
• African American	33.7%
• Native Hawaiian/Pacific Islander	0.1%
• White	45.6%
• Hispanic	8.3%
• Two or More Races	5.1%
Kindergarteners by Subgroup	
• Children with Disabilities	9.7%
• English Language Learners	7.6%
• Free/Reduced Priced Meals	46.3%
PreK Students	3,631
• Full-Day Program	0.0%
• Half-Day Program	100.0%

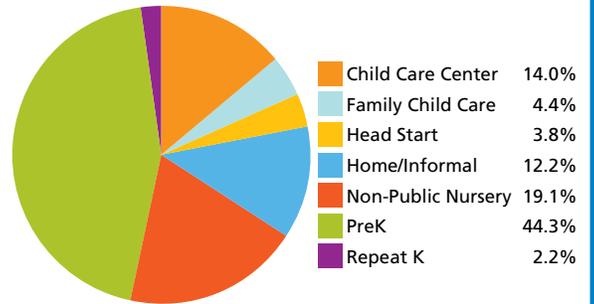
Note: May not total 100% due to rounding.

Prior Care Data

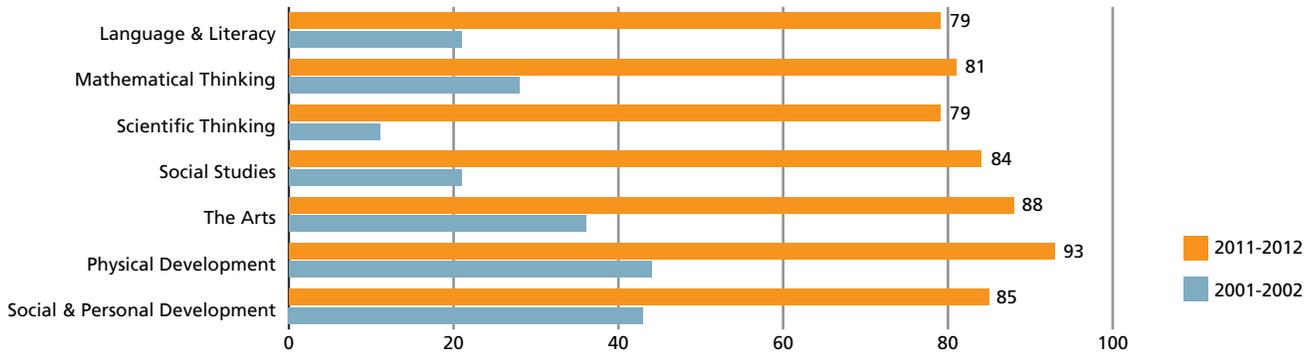
Full School Readiness by Prior Care



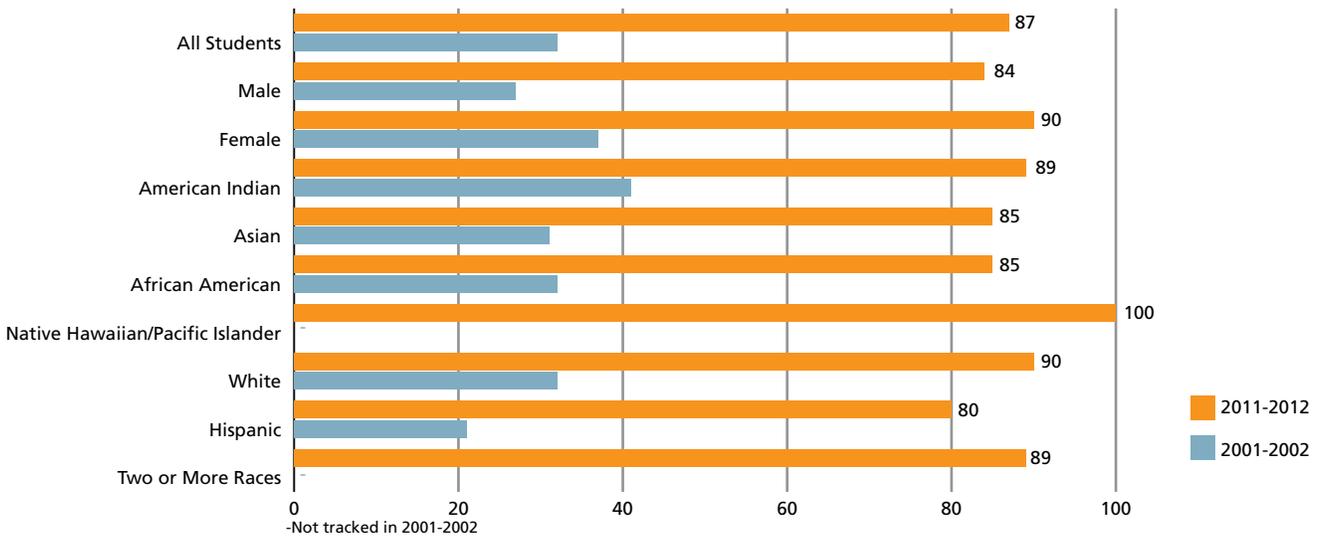
Prior Care Enrollment, School Year 2010-2011



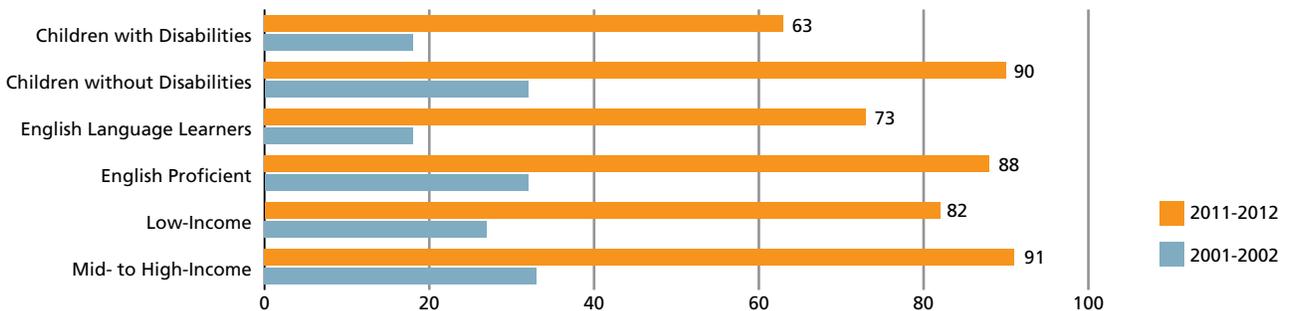
Full School Readiness by Domain



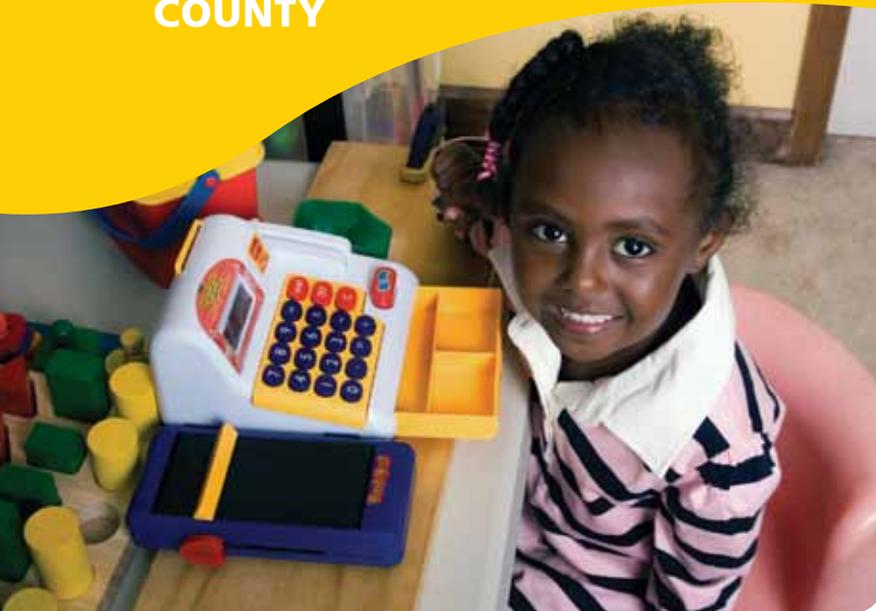
Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



Calvert COUNTY

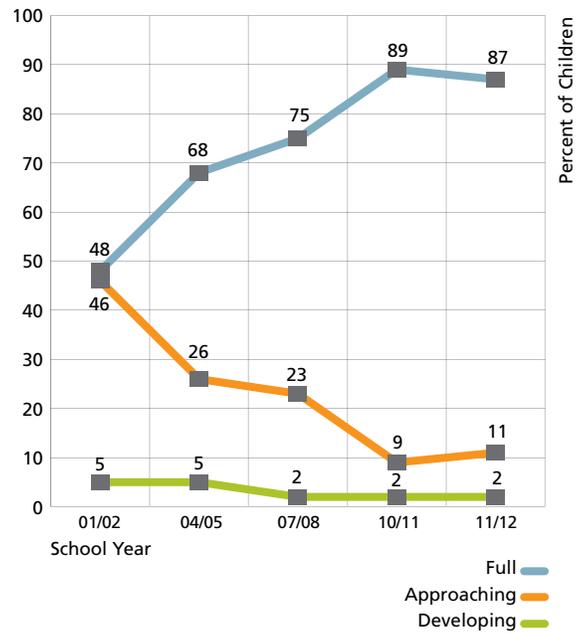


87% of kindergarteners are school-ready, up from 48% in 2001-2002.

quick take on school readiness

- Calvert County saw a 45-point increase from 2001-2002 in Language and Literacy (79% fully ready for 2011-2012), a 39-point improvement in Mathematical Thinking (85% fully ready), and a 54-point jump in Scientific Thinking (80% fully ready).
- 87% of African-American children are now fully school-ready – a 48-point readiness gain from 2001-2002 and 1 point more than last year.
- The percentage of Hispanic children who are school-ready rose from 38% in 2001-2002 to 87% in 2011-2012.
- 83% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready – up from 25% in 2001-2002.
- 86% of English Language Learners are fully school-ready, within 1 point of the countywide average.
- Children with disabilities made substantial progress: 64% fully ready, a 26-point gain from 2001-2002 and 1 point more than last year.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school are highly prepared (82% fully ready, up from 44% in 2001-2002).

School Readiness Data



Population Data, MD Dept of Planning, 2010

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

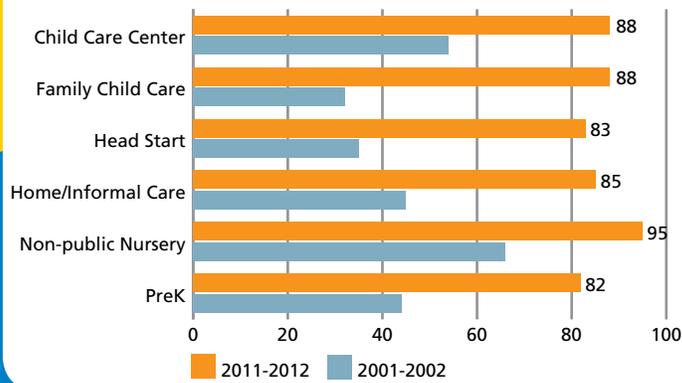
School Enrollment MSDE, School Year 2011-2012

Kindergarten Students	1,040
Kindergarten Ethnicity	
• American Indian	0.3%
• Asian	1.8%
• African American	13.1%
• Native Hawaiian/Pacific Islander	0.0%
• White	73.0%
• Hispanic	3.7%
• Two or More Races	8.1%
Kindergarteners by Subgroup	
• Children with Disabilities	10.5%
• English Language Learners	3.6%
• Free/Reduced Priced Meals	27.1%
PreK Students	386
• Full-Day Program	0.0%
• Half-Day Program	100.0%

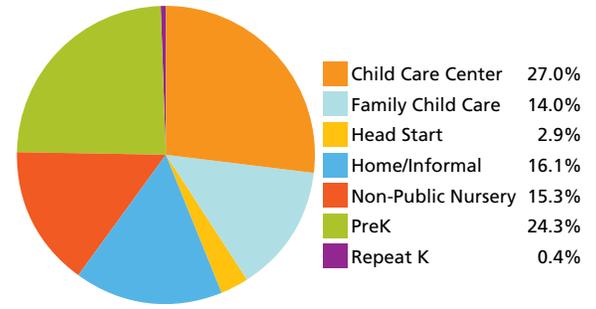
Note: May not total 100% due to rounding.

Prior Care Data

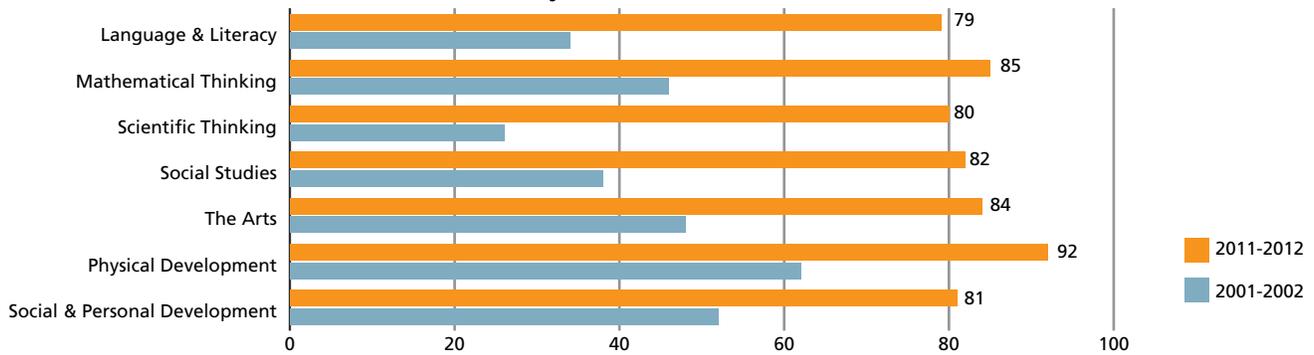
Full School Readiness by Prior Care



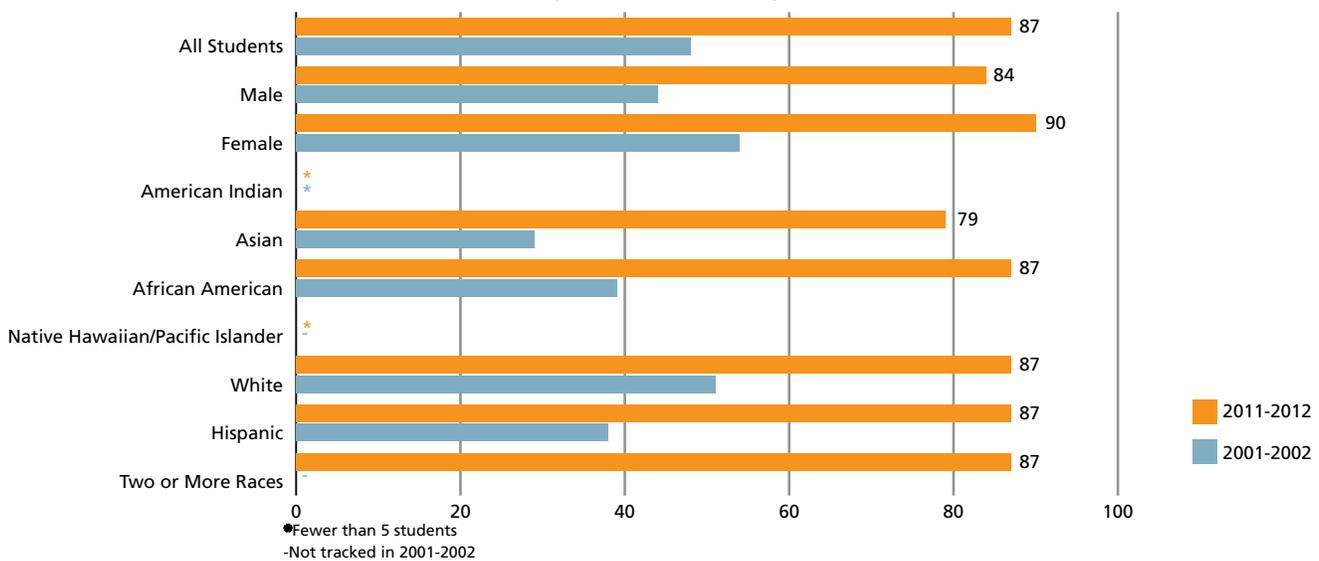
Prior Care Enrollment, School Year 2010-2011



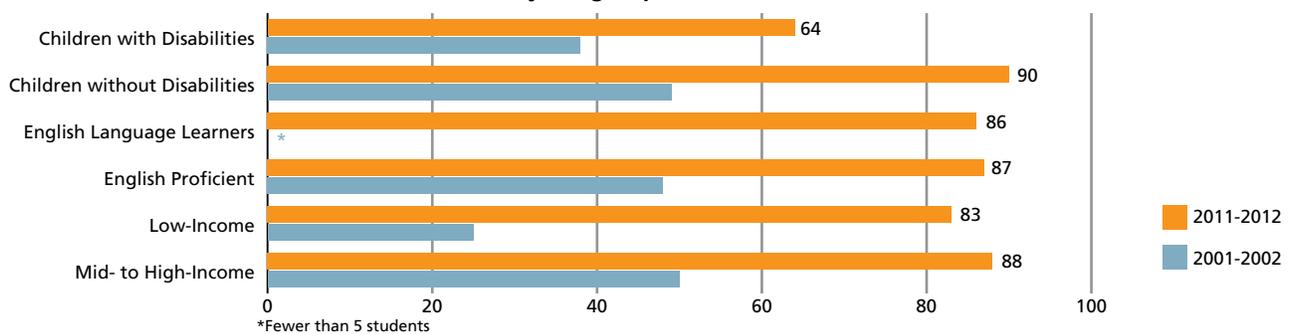
Full School Readiness by Domain



Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



Caroline COUNTY

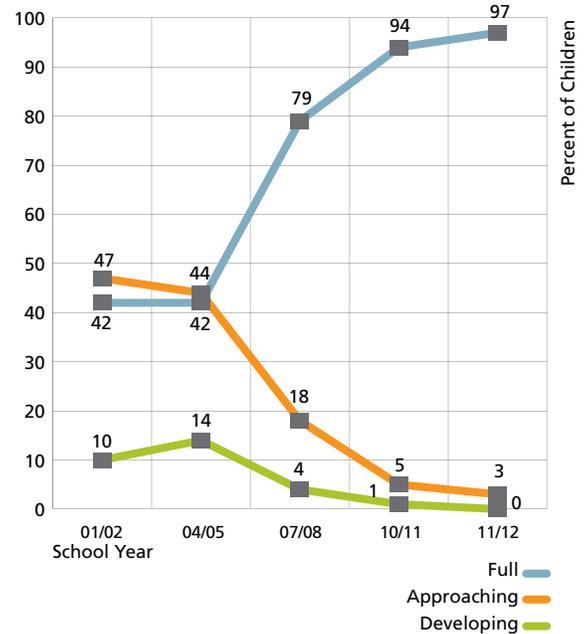


97% of kindergarteners are school-ready, up from 42% in 2001-2002 and 94% in 2010-2011.

quick take on school readiness

- Caroline County saw a 60-point increase from 2001-2002 in Language and Literacy (92% fully ready for 2011-2012), a 53-point improvement in Mathematical Thinking (94% fully ready), and a 68-point jump in Scientific Thinking (92% fully ready).
- 94% of African-American children are now fully school-ready – a 63-point readiness gain from 2001-2002 and 5 points more than last year.
- The percentage of Hispanic children who are school-ready rose from 14% in 2001-2002 and 94% last year to 97% in 2011-2012.
- 97% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready – up from 91% in 2010-2011.
- The percentage of English Language Learners who are fully school-ready grew from 94% for 2010-2011 to 100% in 2011-2012.
- Children with disabilities made substantial progress: 86% fully ready, a 61-point gain from 2001-2002 and 14 points more than last year.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school are highly prepared (97% fully ready, up from 34% in 2001-2002).

School Readiness Data



Population Data, MD Dept of Planning, 2010

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

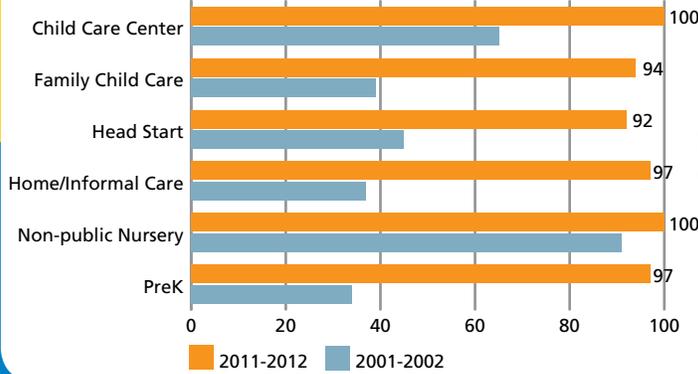
School Enrollment MSDE, School Year 2011-2012

Kindergarten Students	447
Kindergarten Ethnicity	
• American Indian	0.0%
• Asian	1.4%
• African American	10.8%
• Native Hawaiian/Pacific Islander	0.7%
• White	68.0%
• Hispanic	13.5%
• Two or More Races	5.6%
Kindergarteners by Subgroup	
• Children with Disabilities	7.9%
• English Language Learners	10.4%
• Free/Reduced Priced Meals	61.5%
PreK Students	324
• Full-Day Program	0.0%
• Half-Day Program	100.0%

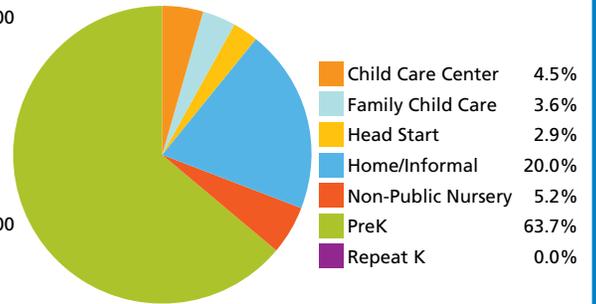
Note: May not total 100% due to rounding.

Prior Care Data

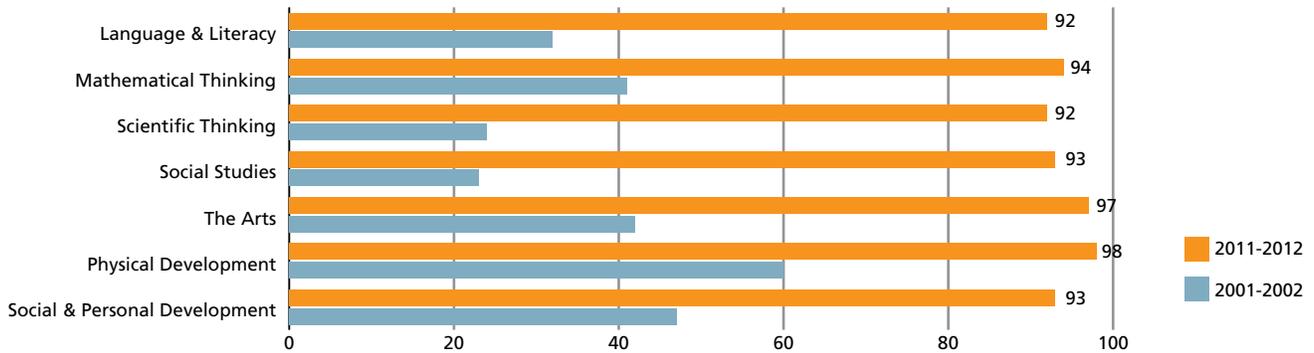
Full School Readiness by Prior Care



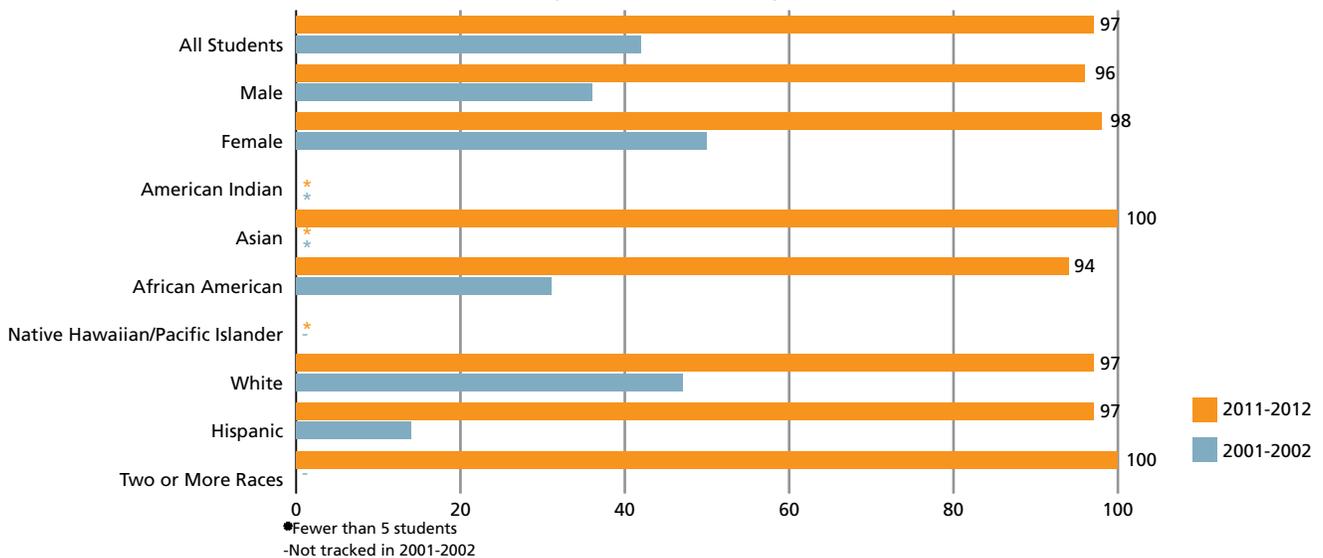
Prior Care Enrollment, School Year 2010-2011



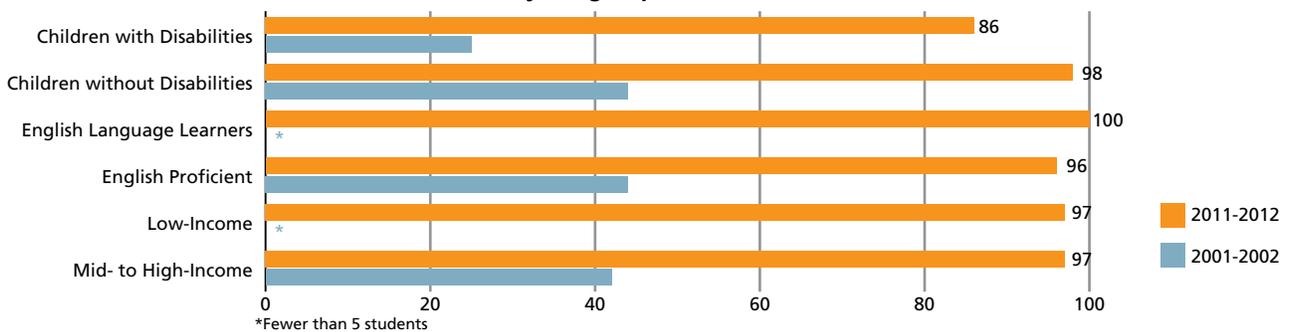
Full School Readiness by Domain



Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



Carroll

COUNTY

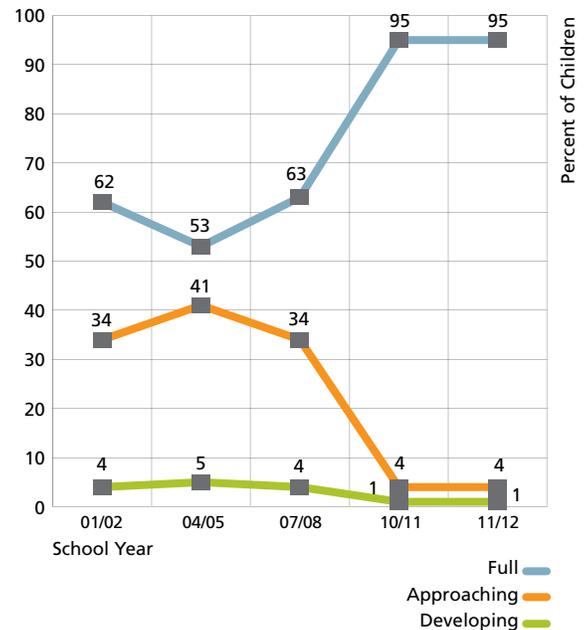


95% of kindergarteners are school-ready, up from 62% in 2001-2002 and on par with last year.

quick take on school readiness

- Carroll County saw a 46-point increase from 2001-2002 in Language and Literacy (87% fully ready for 2011-2012), a 37-point improvement in Mathematical Thinking (88% fully ready), and a 50-point jump in Scientific Thinking (91% fully ready).
- 92% of African-American children are now fully school-ready – a 45-point readiness gain from 2001-2002.
- The percentage of Hispanic children who are school-ready rose from 58% in 2001-2002 to 92% in 2011-2012.
- 89% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready – up from 44% in 2001-2002.
- The percentage of English Language Learners who are fully school-ready grew from 40% for 2001-2002 to 92% in 2011-2012.
- Children with disabilities made substantial progress: 82% fully ready, a 38-point gain from 2001-2002 and 3 points more than last year.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school are highly prepared (90% fully ready, up from 63% in 2001-2002).

School Readiness Data



Population Data, MD Dept of Planning, 2010

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

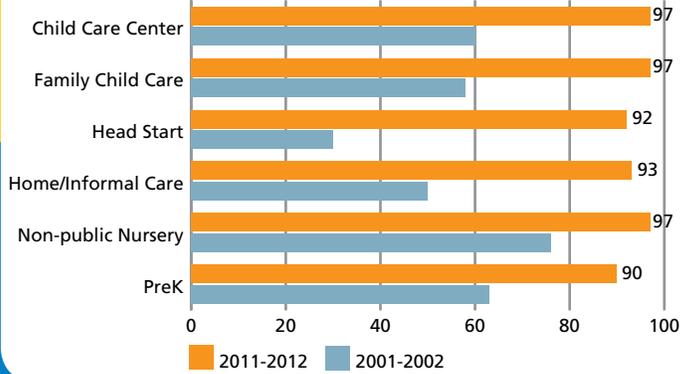
School Enrollment MSDE, School Year 2011-2012

Kindergarten Students	1,782
Kindergarten Ethnicity	
• American Indian	0.2%
• Asian	2.3%
• African American	2.7%
• Native Hawaiian/Pacific Islander	0.3%
• White	86.4%
• Hispanic	4.8%
• Two or More Races	3.3%
Kindergarteners by Subgroup	
• Children with Disabilities	9.9%
• English Language Learners	1.5%
• Free/Reduced Priced Meals	23.3%
PreK Students	296
• Full-Day Program	0.0%
• Half-Day Program	100.0%

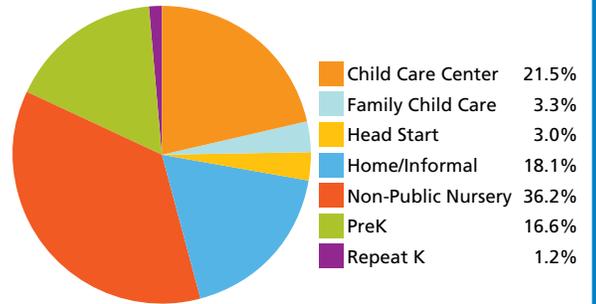
Note: May not total 100% due to rounding.

Prior Care Data

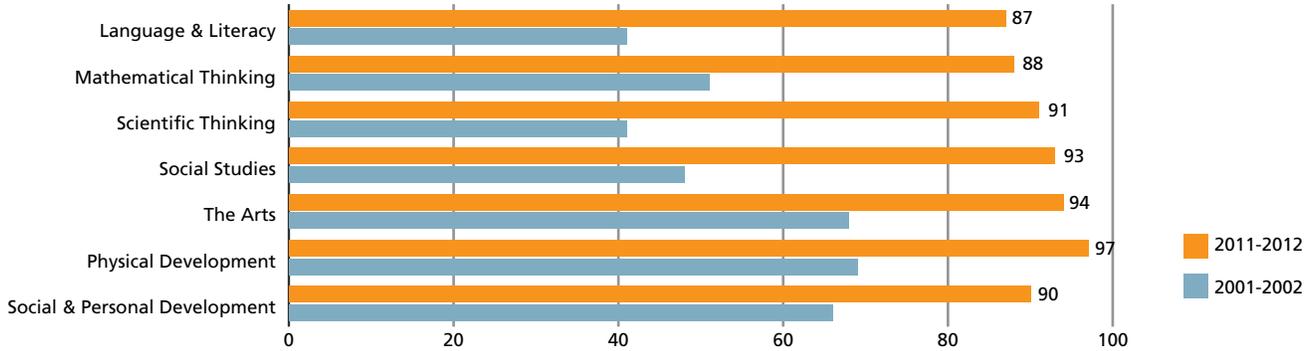
Full School Readiness by Prior Care



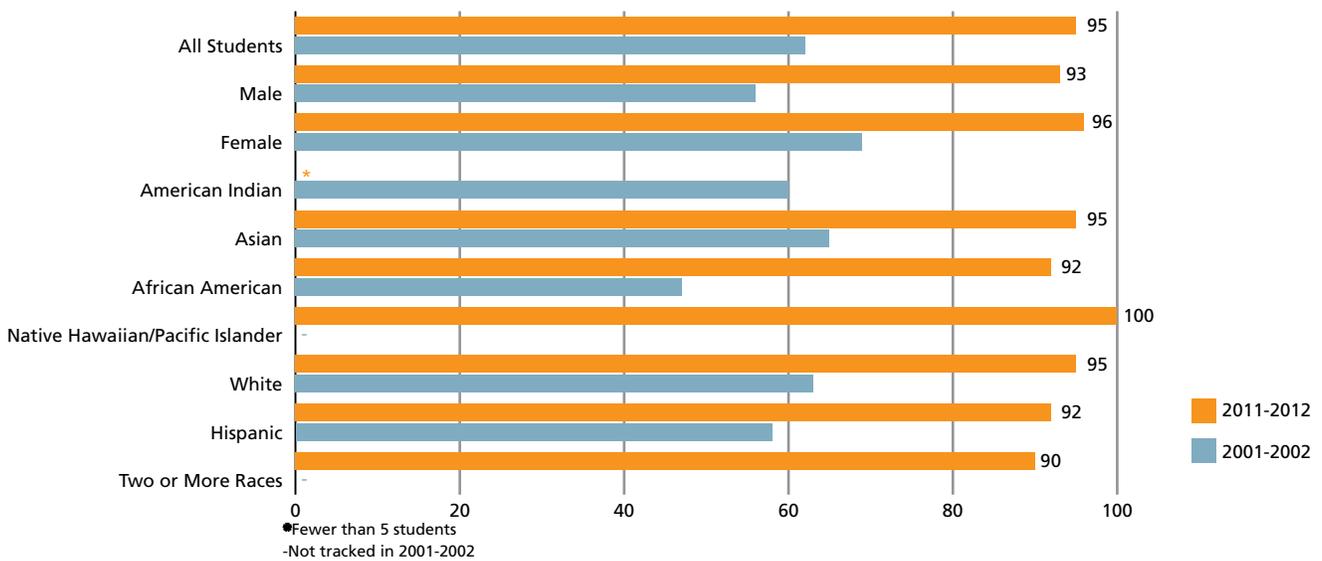
Prior Care Enrollment, School Year 2010-2011



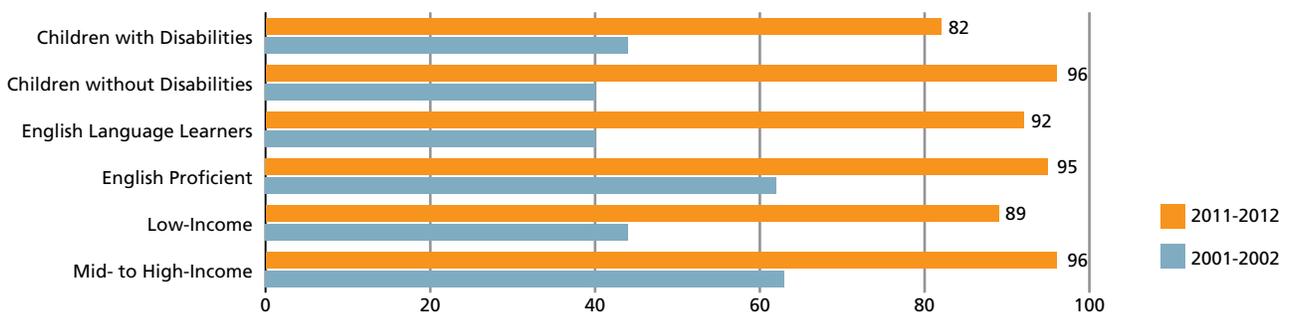
Full School Readiness by Domain



Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



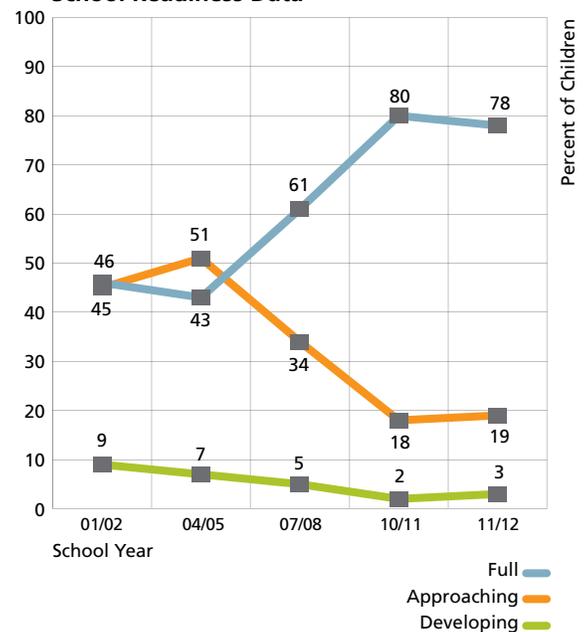


78% of kindergarteners are school-ready, up from 46% in 2001-2002.

quick take on school readiness

- Cecil County saw a 32-point increase from 2001-2002 in Language and Literacy (66% fully ready for 2011-2012), a 32-point improvement in Mathematical Thinking (70% fully ready), and a 44-point jump in Scientific Thinking (72% fully ready).
- 65% of African-American children are now fully school-ready — a 26-point readiness gain from 2001-2002.
- The percentage of Hispanic children who are school-ready rose from 50% in 2001-2002 to 69% in 2011-2012.
- 68% 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 64% in 2011-2012.
- Children with disabilities made substantial progress: 62% fully ready, a 37-point gain from 2001-2002 and 1 point more than last year.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school are highly prepared (78% fully ready, up from 52% in 2001-2002).

School Readiness Data



Population Data, MD Dept of Planning, 2010

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

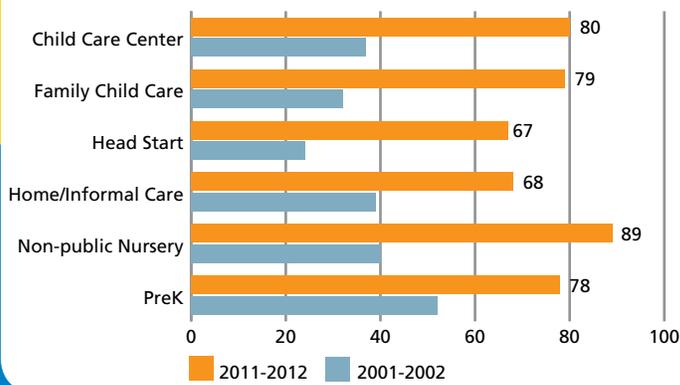
School Enrollment MSDE, School Year 2011-2012

Kindergarten Students	1,142
Kindergarten Ethnicity	
• American Indian	0.3%
• Asian	0.5%
• African American	6.9%
• Native Hawaiian/Pacific Islander	0.1%
• White	80.8%
• Hispanic	5.7%
• Two or More Races	5.7%
Kindergarteners by Subgroup	
• Children with Disabilities	9.4%
• English Language Learners	2.2%
• Free/Reduced Priced Meals	11.7%
PreK Students	590
• Full-Day Program	7.6%
• Half-Day Program	92.4%

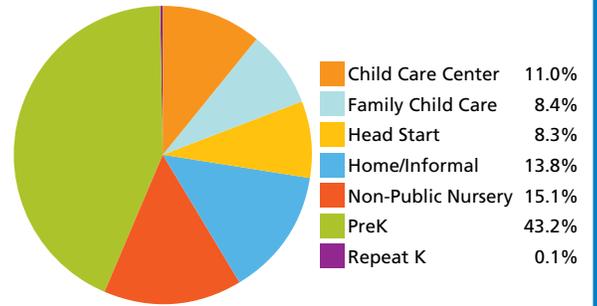
Note: May not total 100% due to rounding.

Prior Care Data

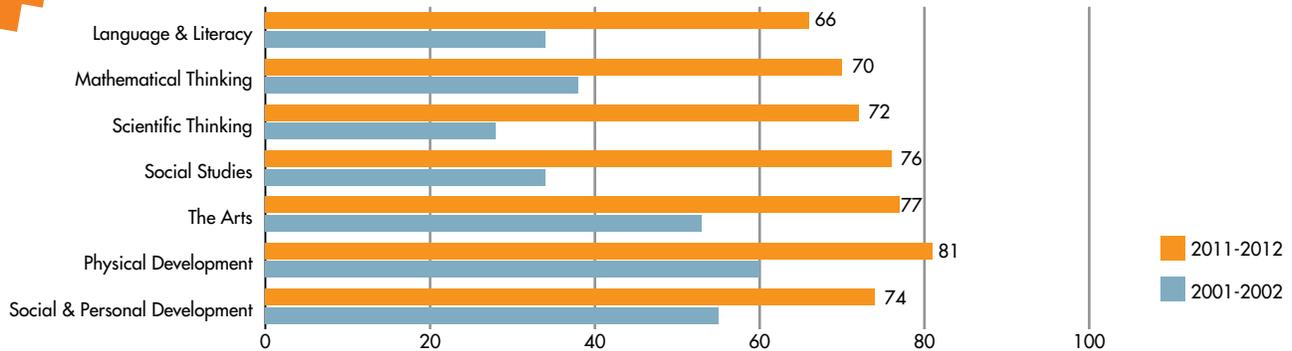
Full School Readiness by Prior Care



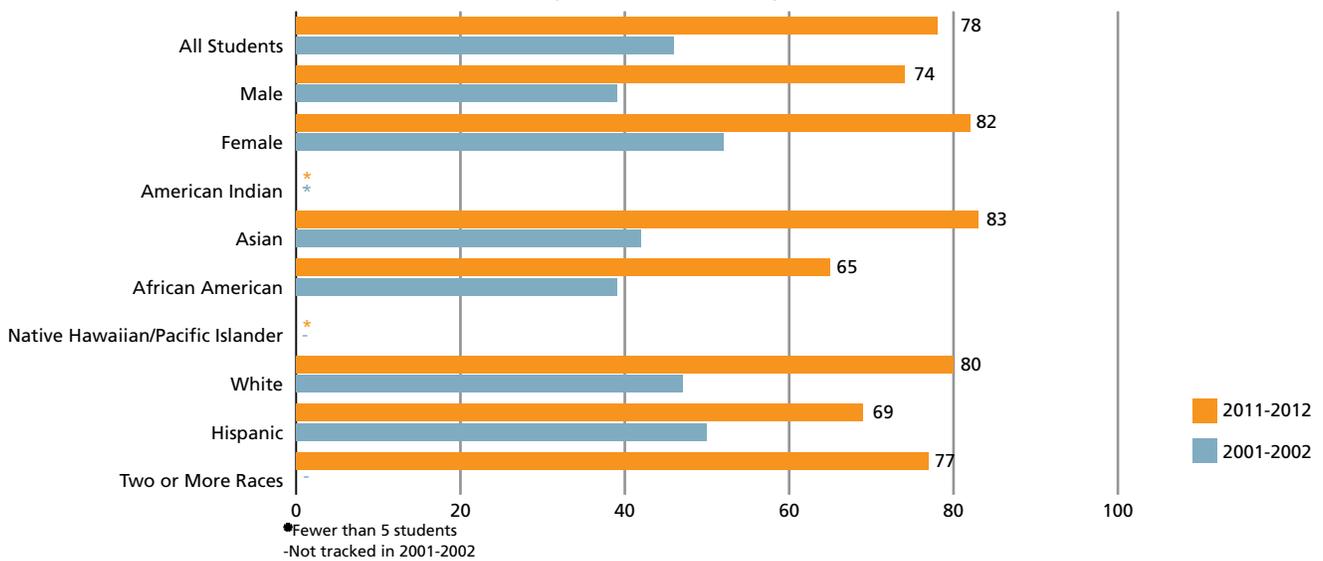
Prior Care Enrollment, School Year 2010-2011



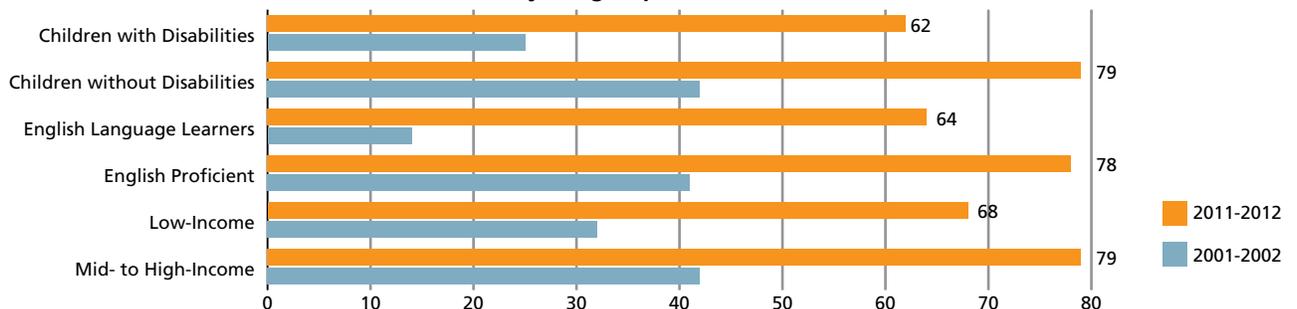
Full School Readiness by Domain



Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



5
4

Charles

COUNTY

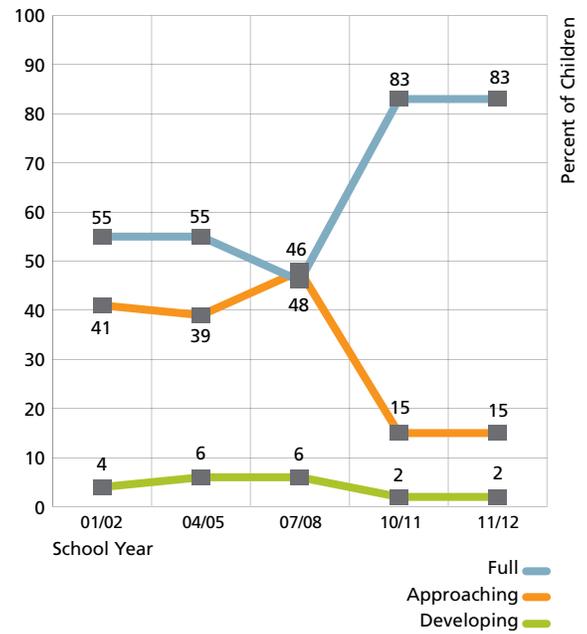


83% of kindergarteners are school-ready, up from 55% in 2001-2002 and on par with last year.

quick take on school readiness

- Charles County saw a 35-point increase from 2001-2002 in Language and Literacy (72% fully ready for 2011-2012), a 36-point improvement in Mathematical Thinking (78% fully ready), and a 38-point jump in Scientific Thinking (64% fully ready).
- 79% of African-American children are now fully school-ready — a 34-point readiness gain from 2001-2002.
- The percentage of Hispanic children who are school-ready rose from 45% in 2001-2002 and 78% last year to 82% in 2011-2012.
- 77% 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 75% in 2010-2011.
- The percentage of English Language Learners who are fully school-ready grew from 57% for 2001-2002 and 43% for 2010-2011 to 68% in 2011-2012.
- Children with disabilities made substantial progress: 56% fully ready, a 13-point gain from 2001-2002.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school are highly prepared (82% fully ready, up from 55% in 2001-2002).

School Readiness Data



Population Data, MD Dept of Planning, 2010

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

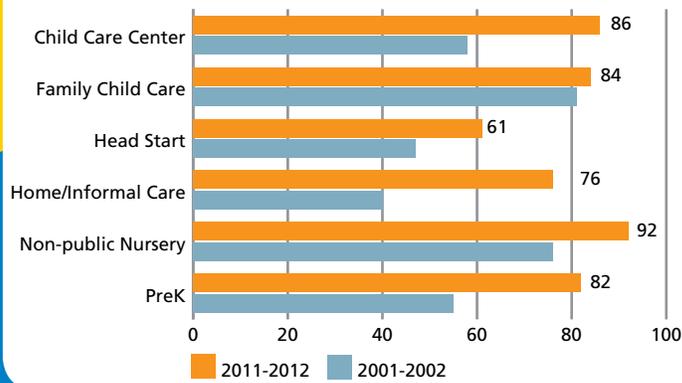
School Enrollment MSDE, School Year 2011-2012

Kindergarten Students	1,691
Kindergarten Ethnicity	
• American Indian	0.6%
• Asian	3.6%
• African American	44.7%
• Native Hawaiian/Pacific Islander	0.1%
• White	35.2%
• Hispanic	7.3%
• Two or More Races	8.6%
Kindergarteners by Subgroup	
• Children with Disabilities	8.2%
• English Language Learners	1.7%
• Free/Reduced Priced Meals	35.0%
PreK Students	891
• Full-Day Program	0.0%
• Half-Day Program	100.0%

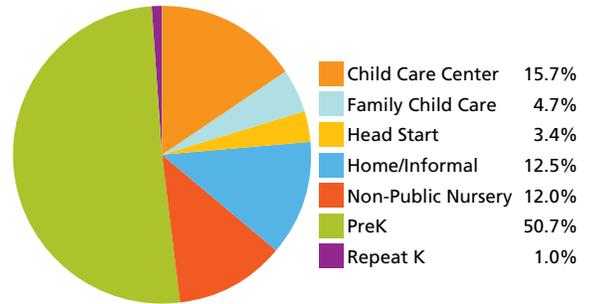
Note: May not total 100% due to rounding.

Prior Care Data

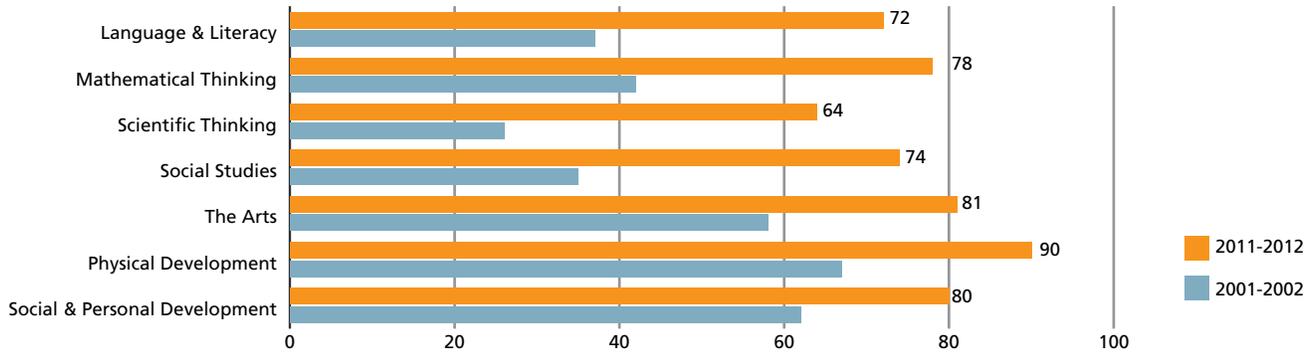
Full School Readiness by Prior Care



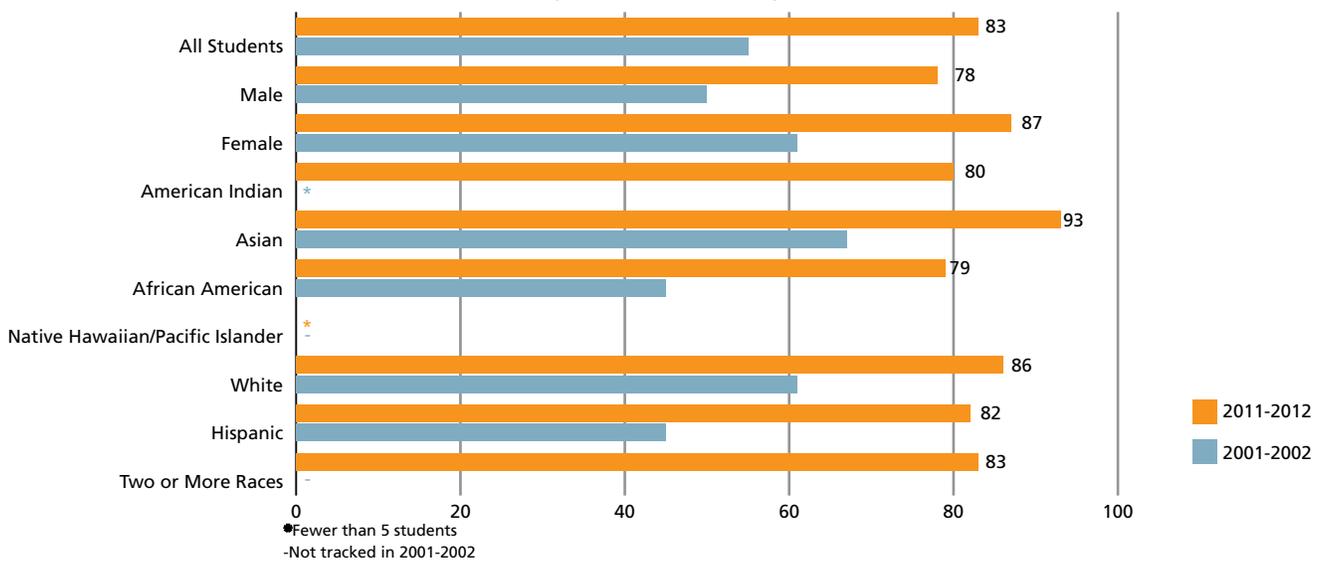
Prior Care Enrollment, School Year 2010-2011



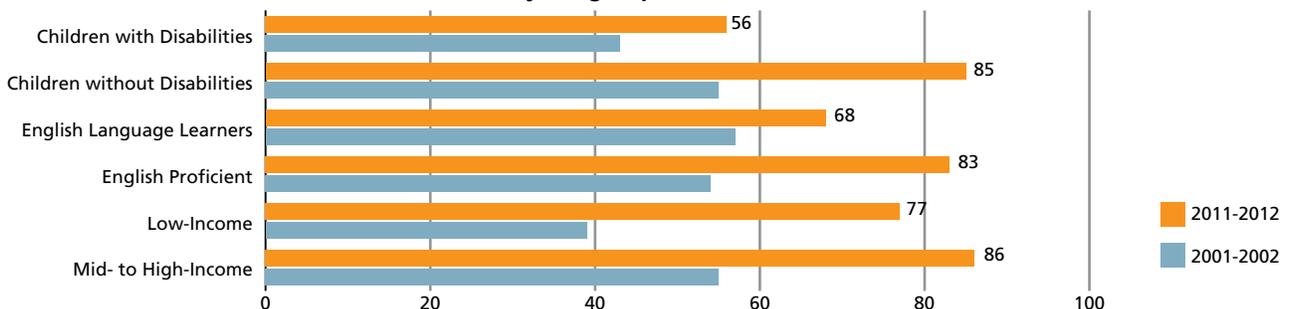
Full School Readiness by Domain



Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



Dorchester

COUNTY

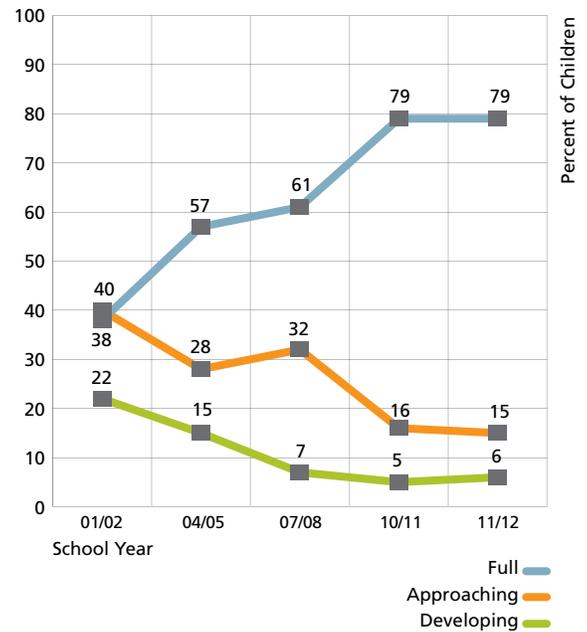


79% of kindergarteners are school-ready, up from 38% in 2001-2002 and on par with last year.

quick take on school readiness

- Dorchester County saw a 36-point increase from 2001-2002 in Language and Literacy (64% fully ready for 2011-2012), a 45-point improvement in Mathematical Thinking (76% fully ready), and a 61-point jump in Scientific Thinking (73% fully ready).
- 72% of African-American children are now fully school-ready — a 48-point readiness gain from 2001-2002.
- The percentage of Hispanic children who are school-ready rose from 65% in 2010-2011 to 70% in 2011-2012.
- 73% 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.
- The percentage of English Language Learners who are fully school-ready grew from 50% for 2003-2004 to 53% in 2011-2012.
- Children with disabilities made substantial progress: 52% fully ready, a 28-point gain from 2002-2003.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school are highly prepared (77% fully ready, up from 45% in 2001-2002).

School Readiness Data



Population Data, MD Dept of Planning, 2010
Children < 5 (age 0-4) 2,220

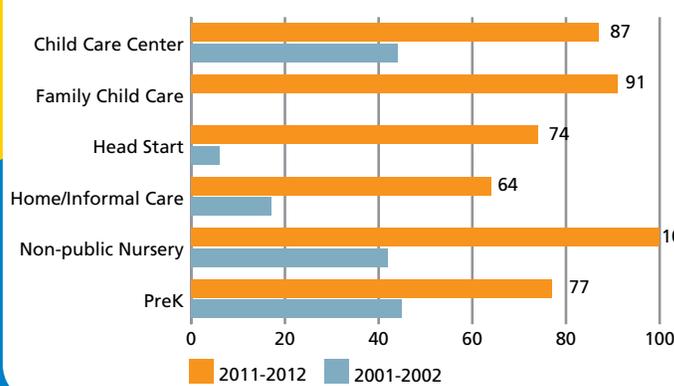
School Enrollment MSDE, School Year 2011-2012

Kindergarten Students	383
Kindergarten Ethnicity	
• American Indian	0.3%
• Asian	1.4%
• African American	44.6%
• Native Hawaiian/Pacific Islander	0.0%
• White	46.2%
• Hispanic	6.5%
• Two or More Races	1.1%
Kindergarteners by Subgroup	
• Children with Disabilities	8.9%
• English Language Learners	4.9%
• Free/Reduced Priced Meals	69.3%
PreK Students	256
• Full-Day Program	0.0%
• Half-Day Program	100.0%

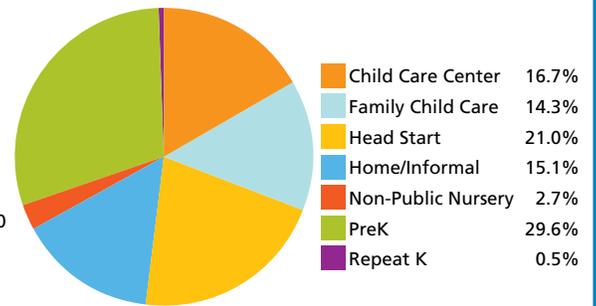
Note: May not total 100% due to rounding

Prior Care Data

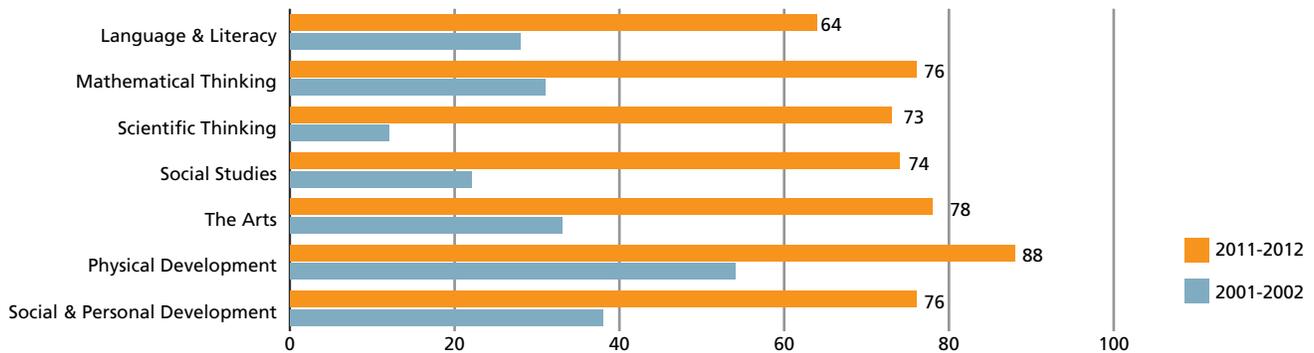
Full School Readiness by Prior Care



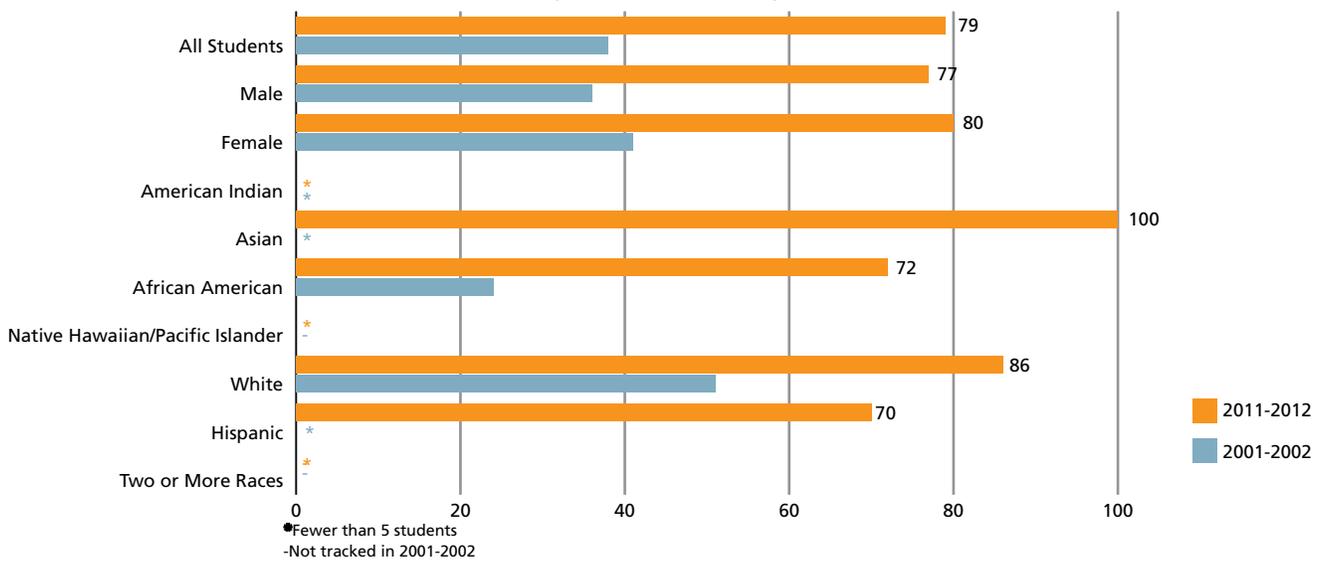
Prior Care Enrollment, School Year 2010-2011



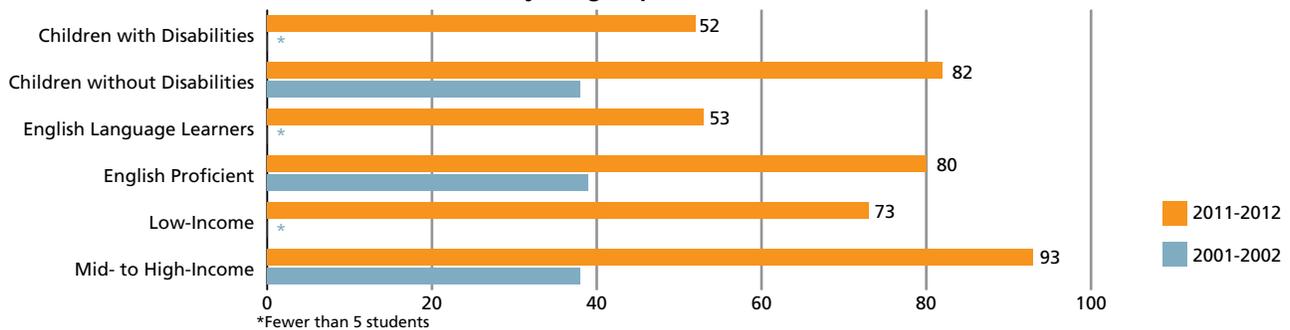
Full School Readiness by Domain



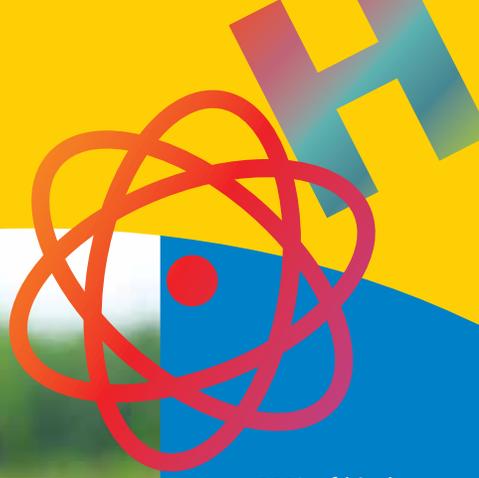
Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



Frederick COUNTY



2

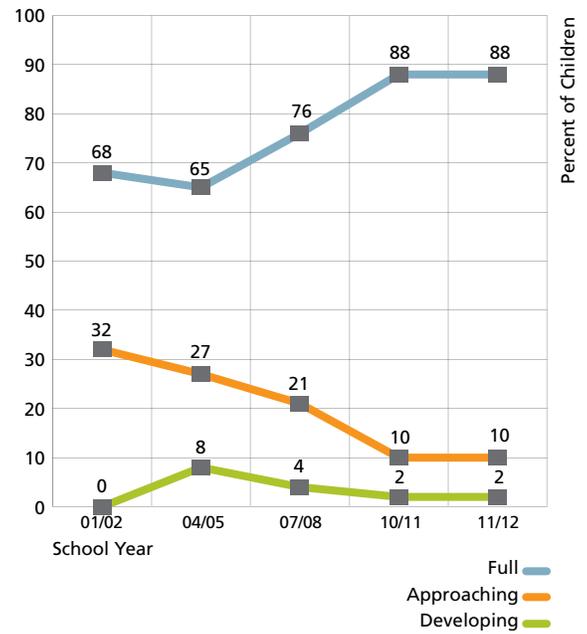


88% of kindergarteners are school-ready, up from 68% in 2001-2002 and on par with last year.

quick take on school readiness

- Frederick County saw a 27-point increase from 2001-2002 in Language and Literacy (82% fully ready for 2011-2012), a 21-point improvement in Mathematical Thinking (83% fully ready), and a 47-point jump in Scientific Thinking (81% fully ready).
- 87% of African-American children are now fully school-ready – a 43-point readiness gain from 2001-2002 and 3 points more than last year.
- The percentage of Hispanic children who are school-ready rose from 52% in 2001-2002 and 78% last year to 84% in 2011-2012.
- 84% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready – up from 30% in 2001-2002 and 81% in 2010-2011.
- The percentage of English Language Learners who are fully school-ready grew from 13% for 2001-2002 and 74% for 2010-2011 to 81% in 2011-2012.
- Children with disabilities made substantial progress: 59% fully ready, a 9-point gain from 2001-2002.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school are highly prepared (86% fully ready, up from 55% in 2001-2002).

School Readiness Data



Population Data, MD Dept of Planning, 2010

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

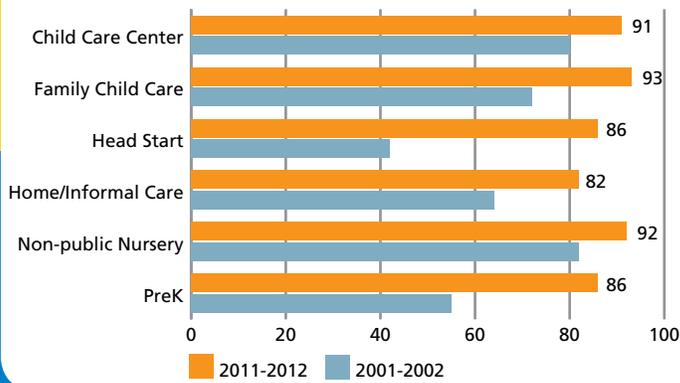
School Enrollment MSDE, School Year 2011-2012

Kindergarten Students	2,947
Kindergarten Ethnicity	
• American Indian	0.6%
• Asian	5.9%
• African American	11.0%
• Native Hawaiian/Pacific Islander	0.2%
• White	64.9%
• Hispanic	13.0%
• Two or More Races	4.3%
Kindergarteners by Subgroup	
• Children with Disabilities	7.2%
• English Language Learners	10.1%
• Free/Reduced Priced Meals	28.7%
PreK Students	1,063
• Full-Day Program	0.0%
• Half-Day Program	100.0%

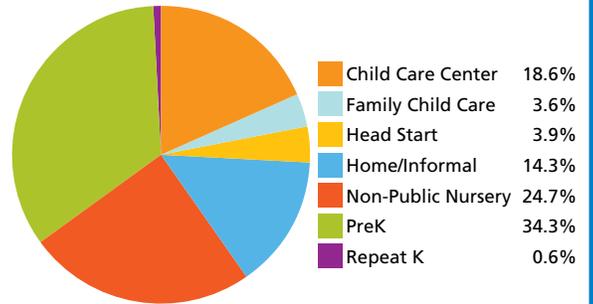
Note: May not total 100% due to rounding.

Prior Care Data

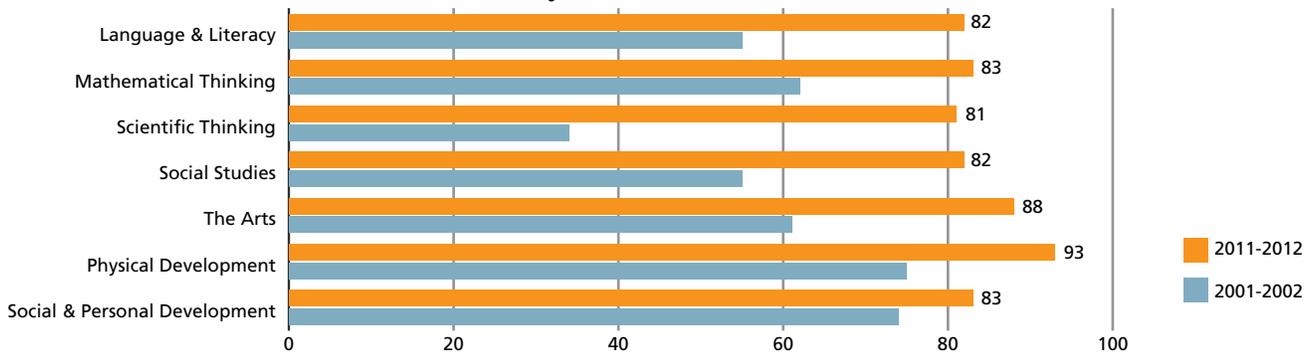
Full School Readiness by Prior Care



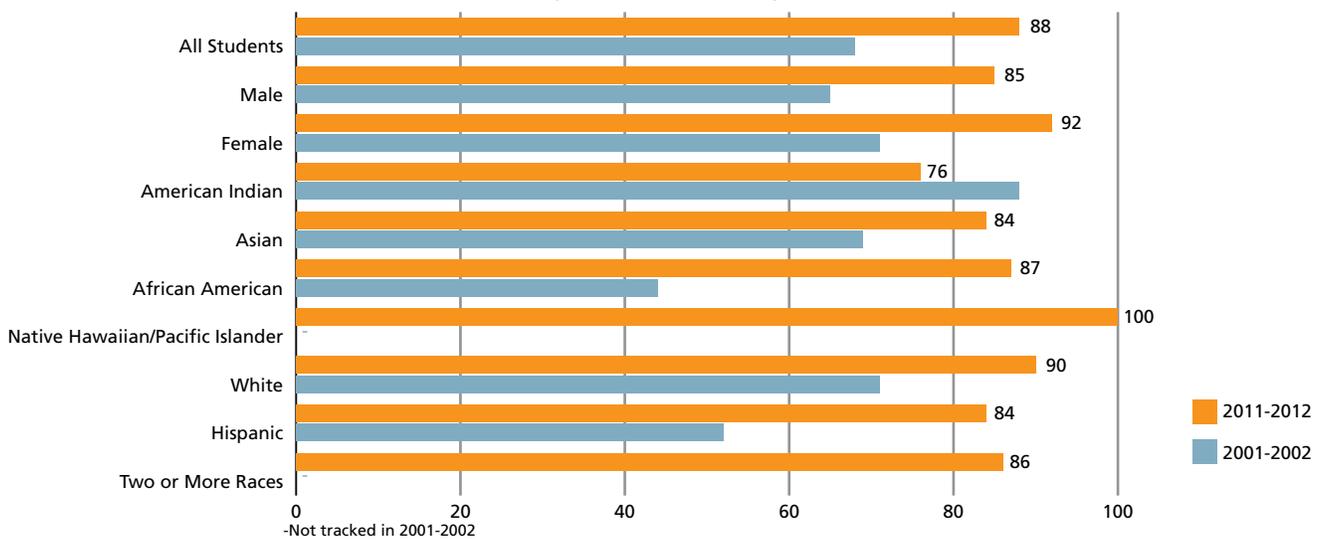
Prior Care Enrollment, School Year 2010-2011



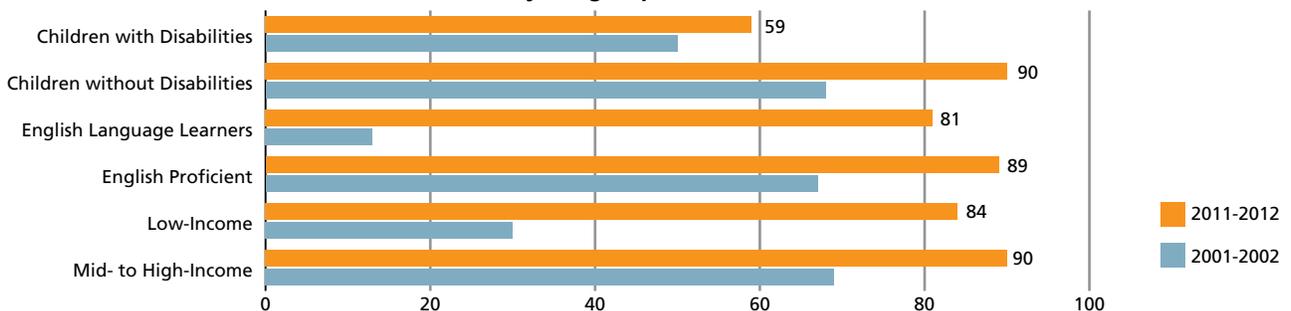
Full School Readiness by Domain



Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



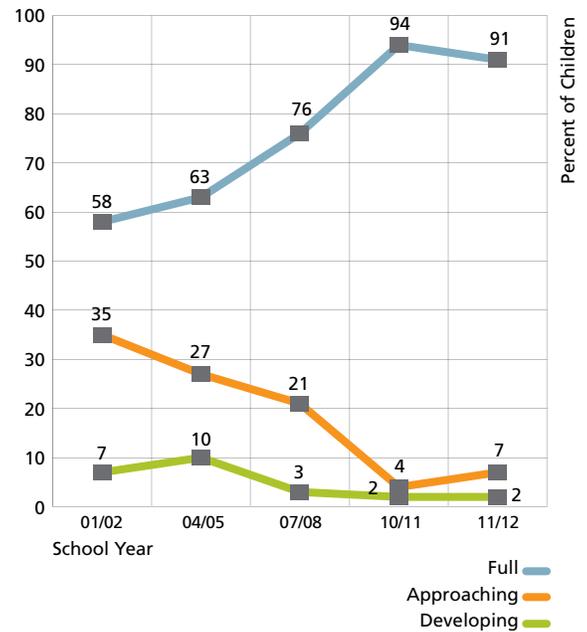


91% of kindergarteners are school-ready, up from 58% in 2001-2002.

quick take on school readiness

- Garrett County saw a 37-point increase from 2001-2002 in Language and Literacy (84% fully ready for 2011-2012), a 40-point improvement in Mathematical Thinking (86% fully ready), and a 44-point jump in Scientific Thinking (89% fully ready).
- 94% 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 and 91% in 2010-2011.
- Children with disabilities made substantial progress: 80% fully ready, a 51-point gain from 2001-2002.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school are highly prepared (92% fully ready, up from 66% in 2001-2002).

School Readiness Data



Population Data, MD Dept of Planning, 2010

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

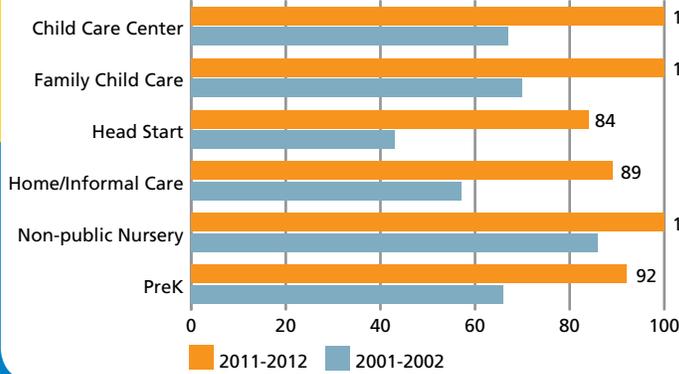
School Enrollment MSDE, School Year 2011-2012

Kindergarten Students	288
Kindergarten Ethnicity	
• American Indian	0.0%
• Asian	0.0%
• African American	0.3%
• Native Hawaiian/Pacific Islander	0.0%
• White	98.6%
• Hispanic	0.3%
• Two or More Races	0.7%
Kindergarteners by Subgroup	
• Children with Disabilities	8.7%
• English Language Learners	0.0%
• Free/Reduced Priced Meals	25.1%
PreK Students	131
• Full-Day Program	100.0%
• Half-Day Program	0.0%

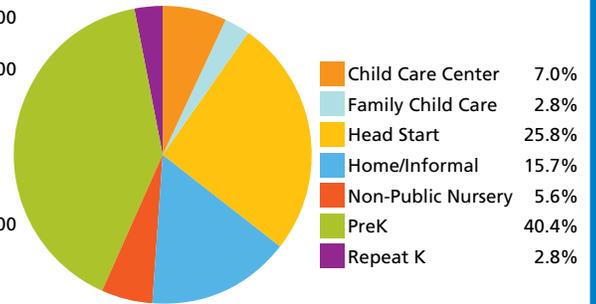
Note: May not total 100% due to rounding.

Prior Care Data

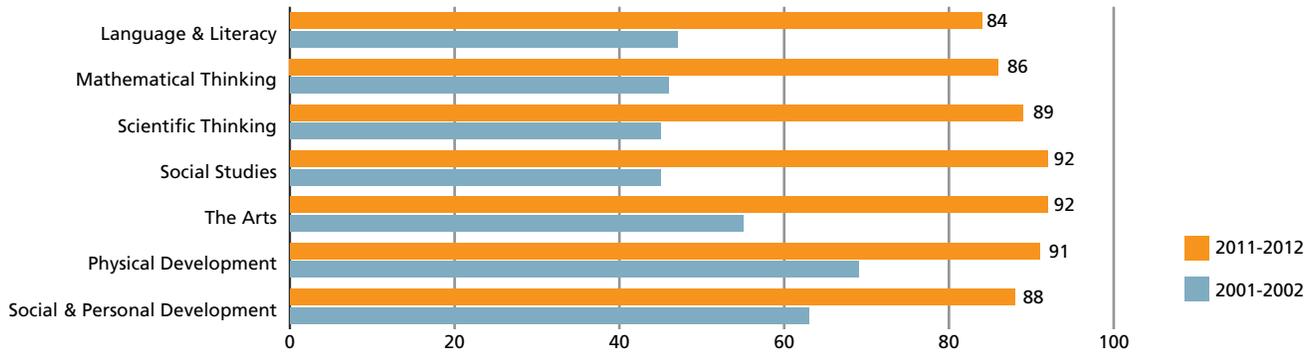
Full School Readiness by Prior Care



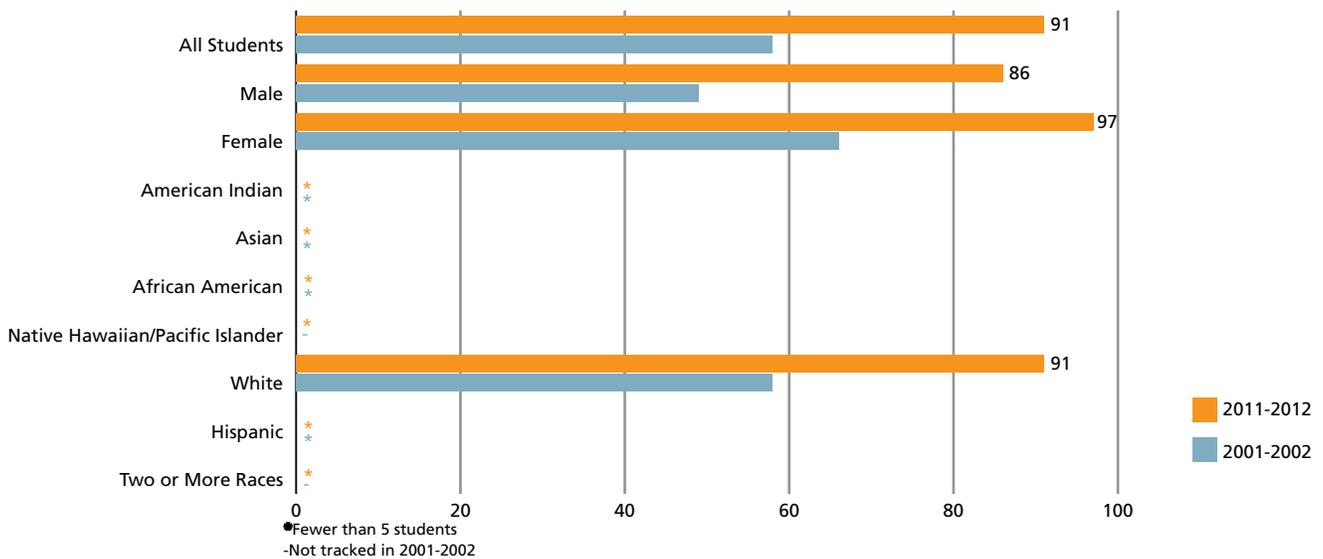
Prior Care Enrollment, School Year 2010-2011



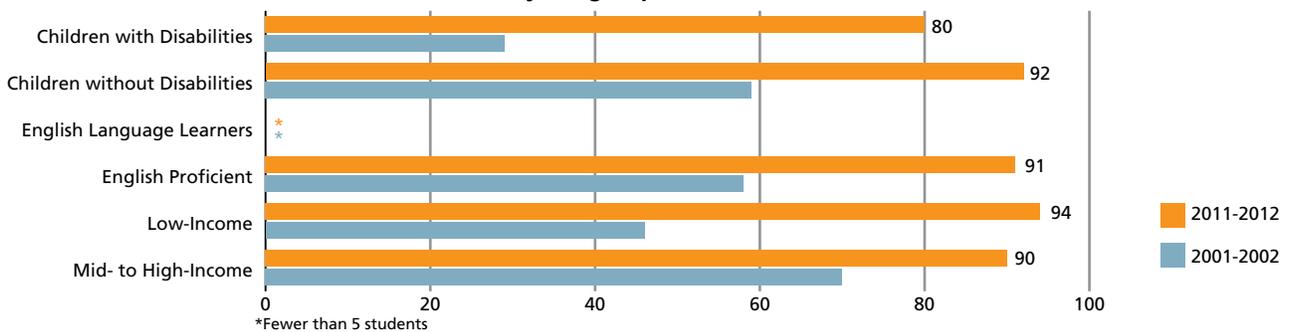
Full School Readiness by Domain



Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



Harford

COUNTY

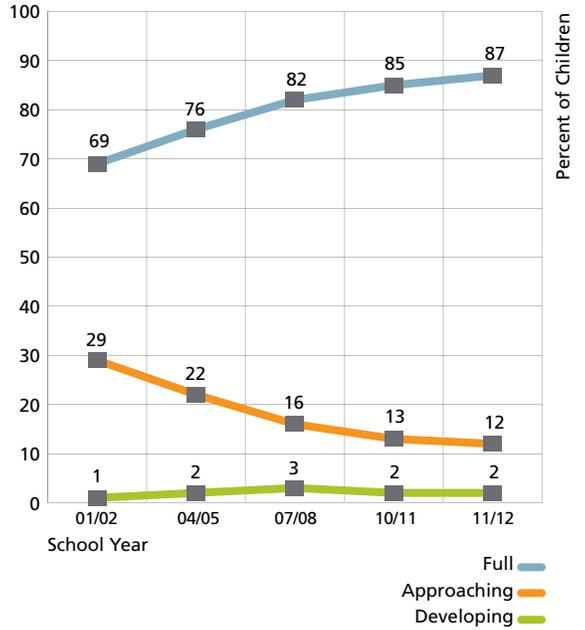


87% of kindergarteners are school-ready, up from 69% in 2001-2002 and 85% in 2010-2011.

quick take on school readiness

- Harford County saw a 25-point increase from 2001-2002 in Language and Literacy (77% fully ready for 2011-2012), a 72-point improvement in Mathematical Thinking (84% fully ready), and a 20-point jump in Scientific Thinking (70% fully ready).
- 81% of African-American children are now fully school-ready – a 27-point readiness gain from 2001-2002 and 3 points more than last year.
- The percentage of Hispanic children who are school-ready rose from 53% in 2001-2002 and 80% last year to 85% in 2011-2012.
- 79% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready – up from 54% in 2001-2002 and 73% in 2010-2011.
- The percentage of English Language Learners who are fully school-ready grew from 48% for 2001-2002 to 80% in 2011-2012.
- Children with disabilities made substantial progress: 60% fully ready, an 18-point gain from 2001-2002 and 1 point more than last year.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school are highly prepared (85% fully ready, up from 70% in 2001-2002).

School Readiness Data



Population Data, MD Dept of Planning, 2010

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

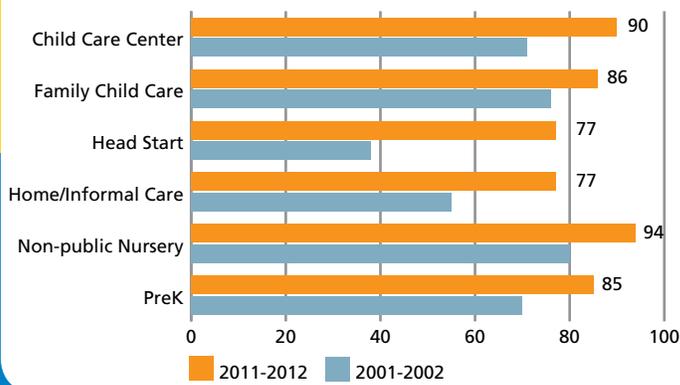
School Enrollment MSDE, School Year 2011-2012

Kindergarten Students	2,794
Kindergarten Ethnicity	
• American Indian	0.4%
• Asian	2.7%
• African American	15.6%
• Native Hawaiian/Pacific Islander	0.1%
• White	68.2%
• Hispanic	5.4%
• Two or More Races	7.6%
Kindergarteners by Subgroup	
• Children with Disabilities	8.9%
• English Language Learners	1.8%
• Free/Reduced Priced Meals	29.9%
PreK Students	779
• Full-Day Program	0.0%
• Half-Day Program	100.0%

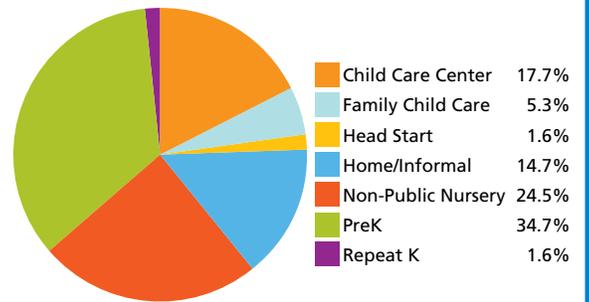
Note: May not total 100% due to rounding.

Prior Care Data

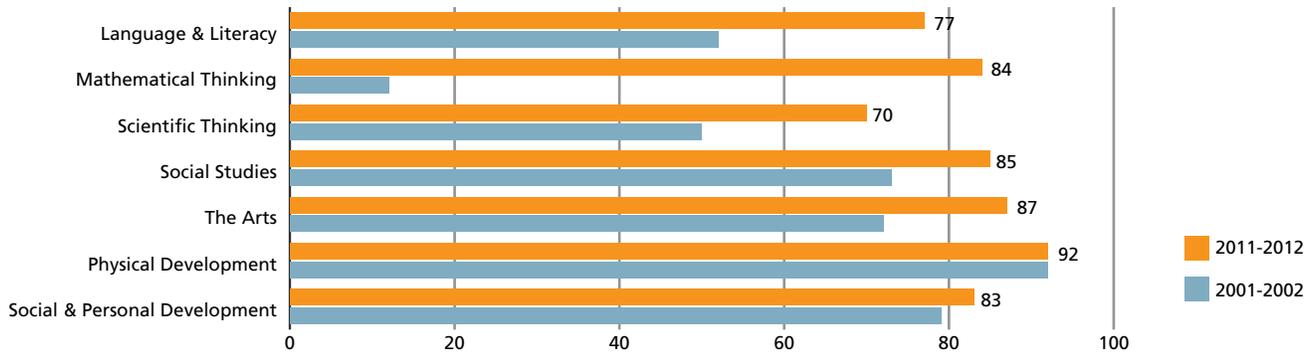
Full School Readiness by Prior Care



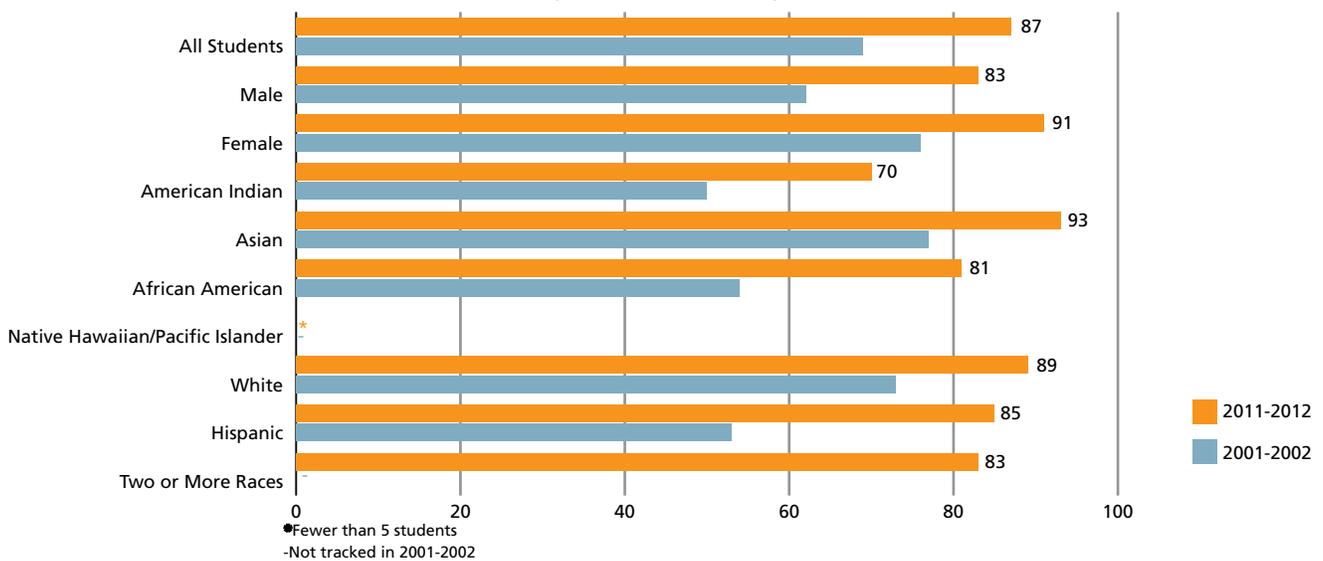
Prior Care Enrollment, School Year 2010-2011



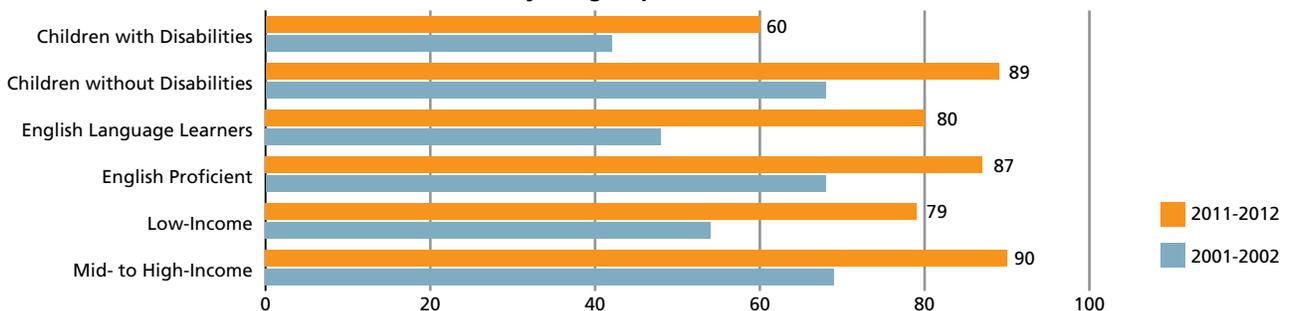
Full School Readiness by Domain



Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



Howard COUNTY

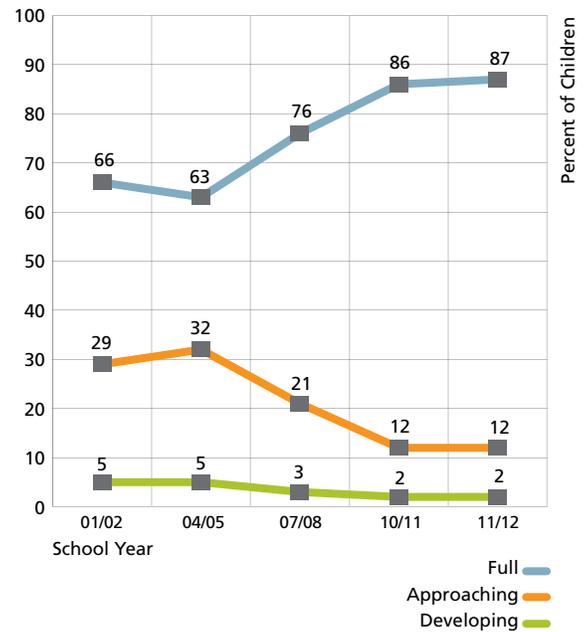


87% of kindergarteners are school-ready, up from 66% in 2001-2002 and 86% in 2010-2011.

quick take on school readiness

- Howard County saw 29-point increase from 2001-2002 in Language and Literacy (82% fully ready for 2011-2012), a 24-point improvement in Mathematical Thinking (85% fully ready), and a 48-point jump in Scientific Thinking (86% fully ready).
- 85% of African-American children are now fully school-ready – a 37-point readiness gain from 2001-2002 and 5 points more than last year.
- The percentage of Hispanic children who are school-ready rose from 52% in 2001-2002 to 74% in 2011-2012.
- 77% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready – up from 24% in 2001-2002 and 75% in 2010-2011.
- The percentage of English Language Learners who are fully school-ready grew from 59% for 2002-2003 to 71% in 2011-2012.
- Children with disabilities made substantial progress: 63% fully ready, a 37-point gain from 2001-2002 and 4 points more than last year.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school are highly prepared (81% fully ready, up from 50% in 2001-2002).

School Readiness Data



Population Data, MD Dept of Planning, 2010

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

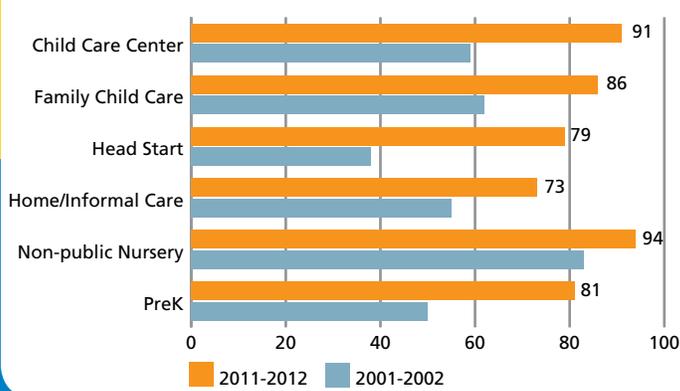
School Enrollment MSDE, School Year 2011-2012

Kindergarten Students	3,497
Kindergarten Ethnicity	
• American Indian	0.2%
• Asian	18.4%
• African American	19.5%
• Native Hawaiian/Pacific Islander	0.1%
• White	45.7%
• Hispanic	9.7%
• Two or More Races	6.3%
Kindergarteners by Subgroup	
• Children with Disabilities	7.2%
• English Language Learners	11.3%
• Free/Reduced Priced Meals	20.3%
PreK Students	1,066
• Full-Day Program	0.0%
• Half-Day Program	100.0%

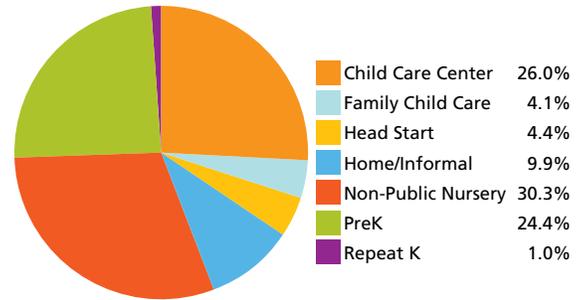
Note: May not total 100% due to rounding.

Prior Care Data

Full School Readiness by Prior Care

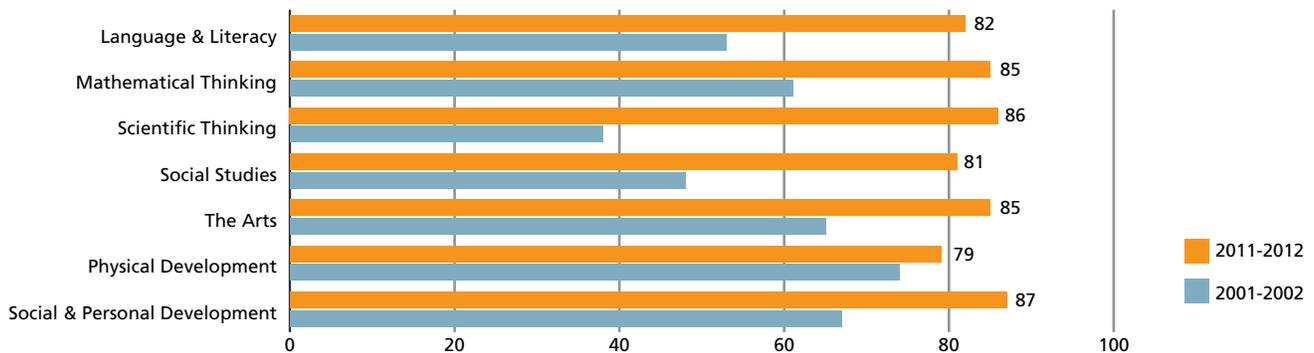


Prior Care Enrollment, School Year 2010-2011

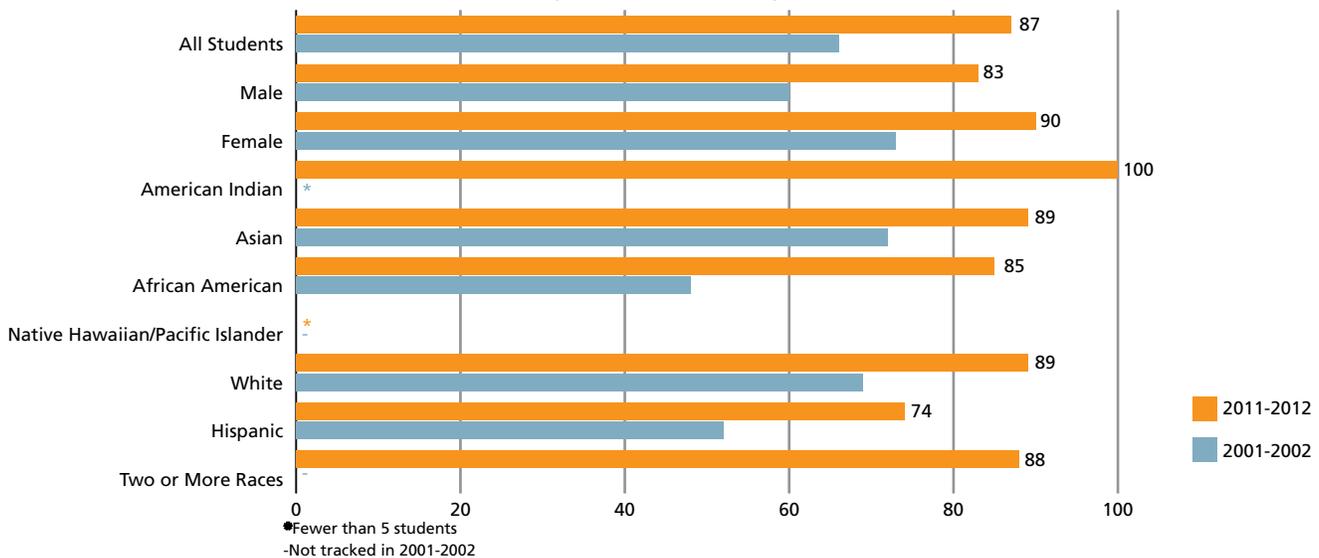


10

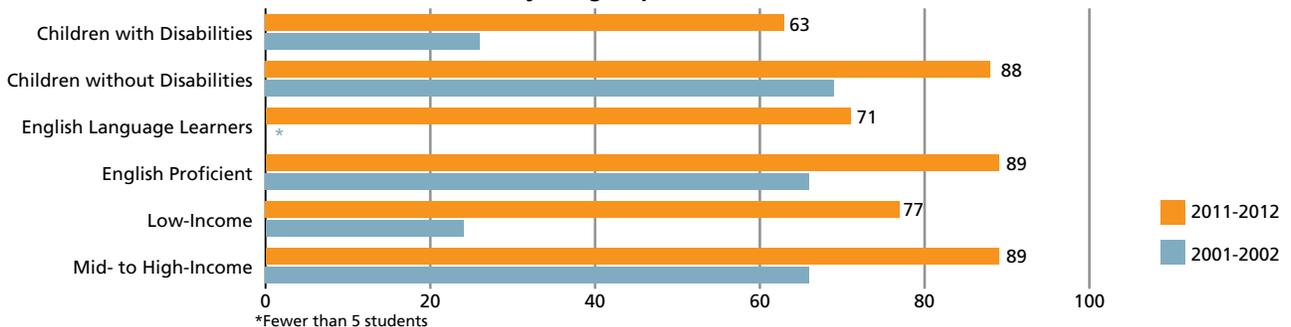
Full School Readiness by Domain



Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



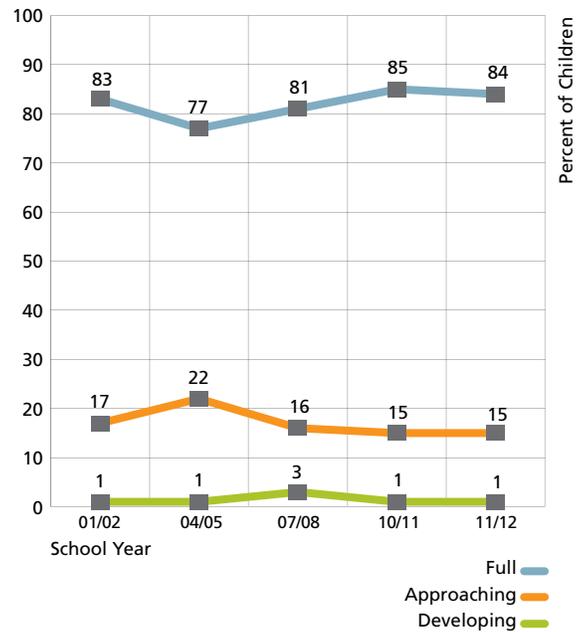


84% of kindergarteners are school-ready, up from 83% in 2001-2002.

quick take on school readiness

- Kent County saw a 25-point increase from 2001-2002 in Language and Literacy (75% fully ready for 2011-2012), a 15-point improvement in Mathematical Thinking (79% fully ready), and a 42-point jump in Scientific Thinking (79% fully ready).
- 71% of African-American children and 75% of Hispanic children entered kindergarten fully school-ready.
- 81% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready – up from 76% in 2001-2002 and 78% in 2010-2011.
- The percentage of English Language Learners who are fully school-ready grew from 50% for 2005-2006 to 74% in 2011-2012.
- Children with disabilities made substantial progress: 63% fully ready, a 41-point gain from 2002-2003 and 1 point more than last year.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school are highly prepared (85% fully ready, up from 80% in 2001-2002).

School Readiness Data



Population Data, MD Dept of Planning, 2010

Children < 5 (age 0-4) 940

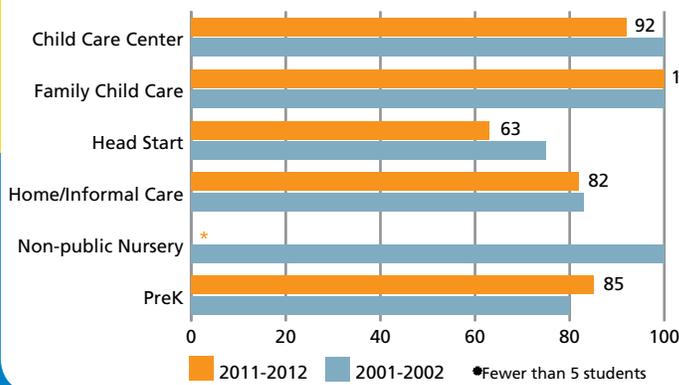
School Enrollment MSDE, School Year 2011-2012

Kindergarten Students	181
Kindergarten Ethnicity	
• American Indian	1.7%
• Asian	1.1%
• African American	25.1%
• Native Hawaiian/Pacific Islander	0.0%
• White	58.7%
• Hispanic	13.4%
• Two or More Races	0.0%
Kindergarteners by Subgroup	
• Children with Disabilities	4.5%
• English Language Learners	10.6%
• Free/Reduced Priced Meals	67.6%
PreK Students	122
• Full-Day Program	19.7%
• Half-Day Program	80.3%

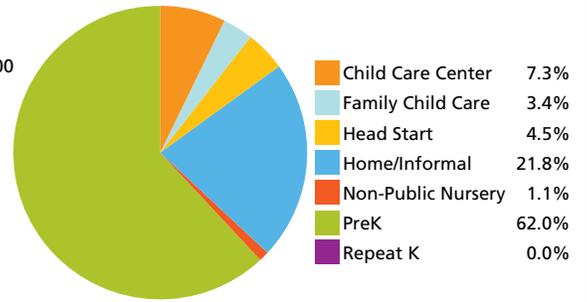
Note: May not total 100% due to rounding.

Prior Care Data

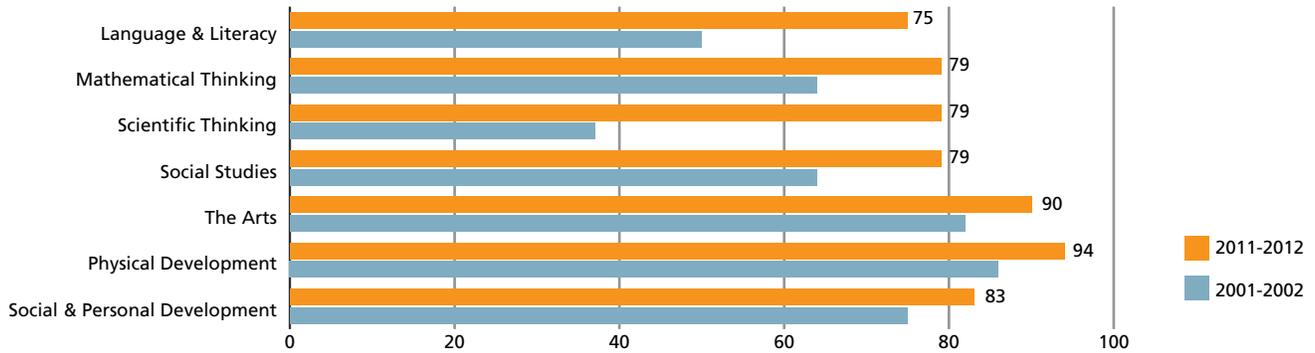
Full School Readiness by Prior Care



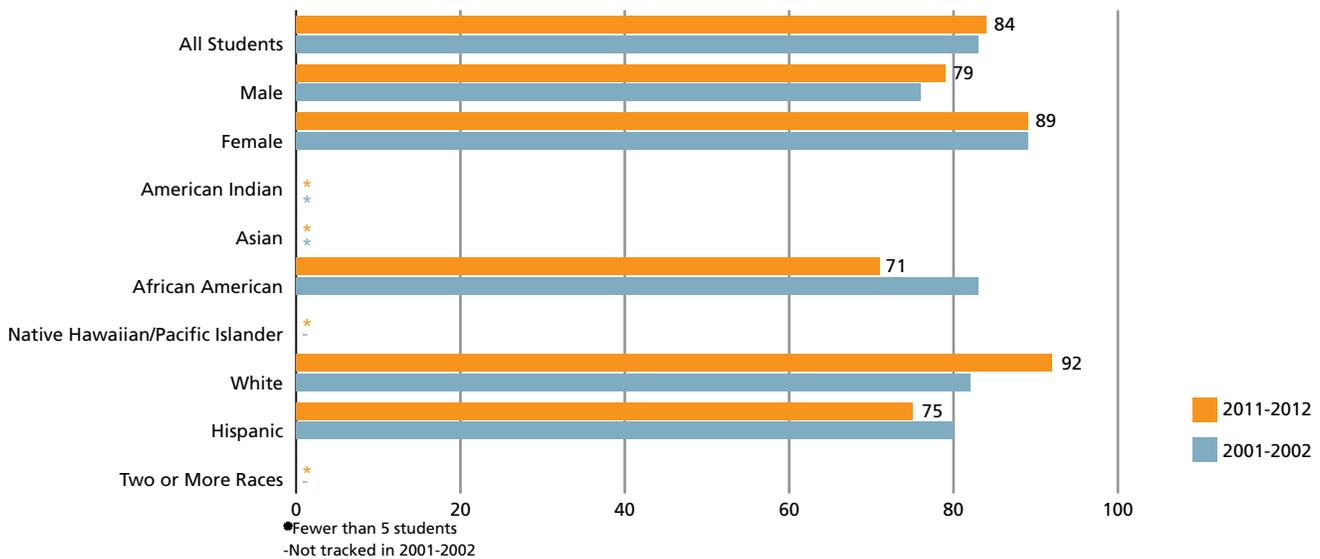
Prior Care Enrollment, School Year 2010-2011



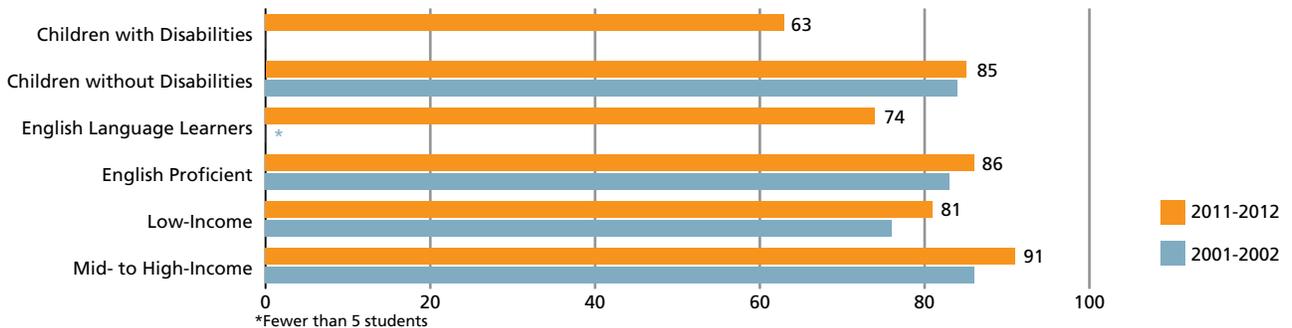
Full School Readiness by Domain



Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



Montgomery COUNTY

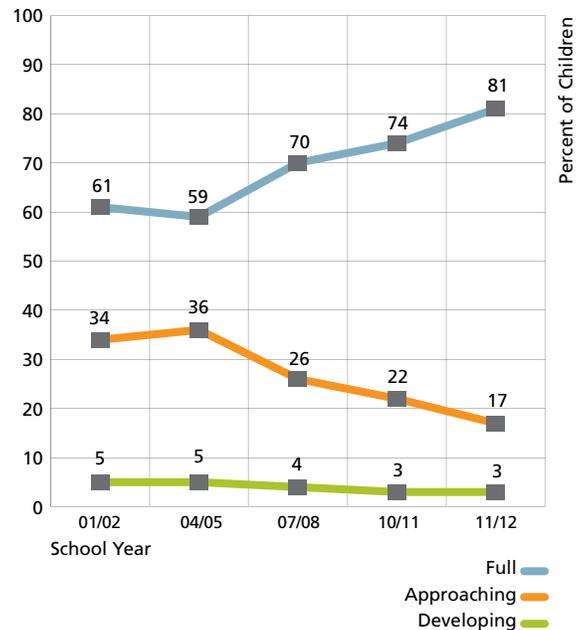


81% of kindergarteners are school-ready, up from 61% in 2001-2002 and 74% in 2010-2011.

quick take on school readiness

- Montgomery County saw a 25-point increase from 2001-2002 in Language and Literacy (72% fully ready for 2011-2012), a 23-point improvement in Mathematical Thinking (76% fully ready), and a 31-point jump in Scientific Thinking (63% fully ready).
- 77% of African-American children are now fully school-ready — a 23-point readiness gain from 2001-2002 and 8 points more than last year.
- The percentage of Hispanic children who are school-ready rose from 46% in 2001-2002 and 63% last year to 71% in 2011-2012.
- 71% 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 and 63% in 2010-2011.
- The percentage of English Language Learners who are fully school-ready grew from 51% for 2001-2002 and 61% for 2010-2011 to 71% in 2011-2012.
- Children with disabilities made substantial progress: 52% fully ready, a 28-point gain from 2001-2002 and 5 points more than last year.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school are highly prepared (82% fully ready, up from 55% in 2001-2002).

School Readiness Data



Population Data, MD Dept of Planning, 2010

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

School Enrollment MSDE, School Year 2011-2012

Kindergarten Students 11,419

Kindergarten Ethnicity

- American Indian 0.3%
- Asian 13.5%
- African American 19.1%
- Native Hawaiian/Pacific Islander 0.1%
- White 31.2%
- Hispanic 30.6%
- Two or More Races 5.2%

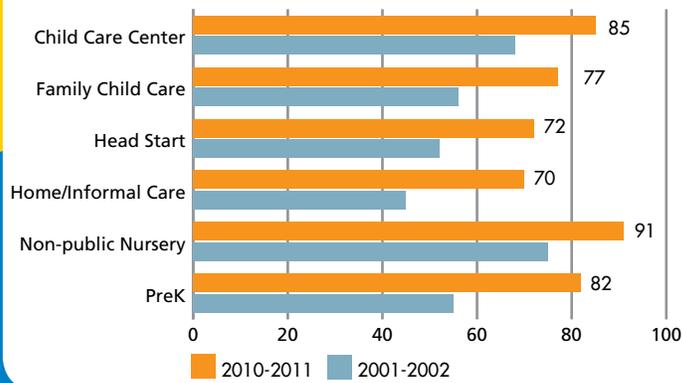
Kindergarteners by Subgroup

- Children with Disabilities 7.9%
 - English Language Learners 34.5%
 - Free/Reduced Priced Meals 37.8%
- PreK Students 3,627
- Full-Day Program 13.8%
 - Half-Day Program 86.2%

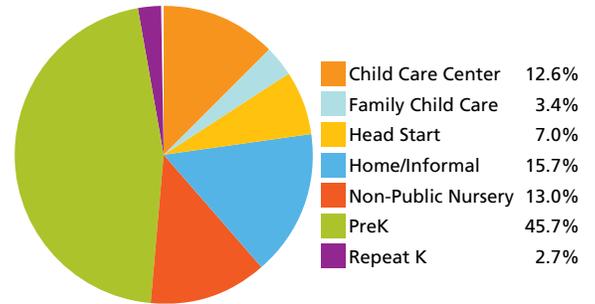
Note: May not total 100% due to rounding.

Prior Care Data

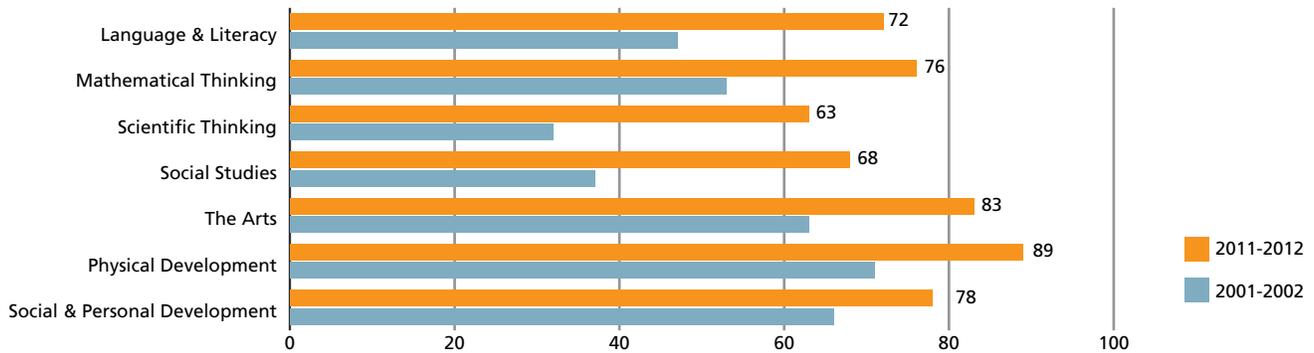
Full School Readiness by Prior Care



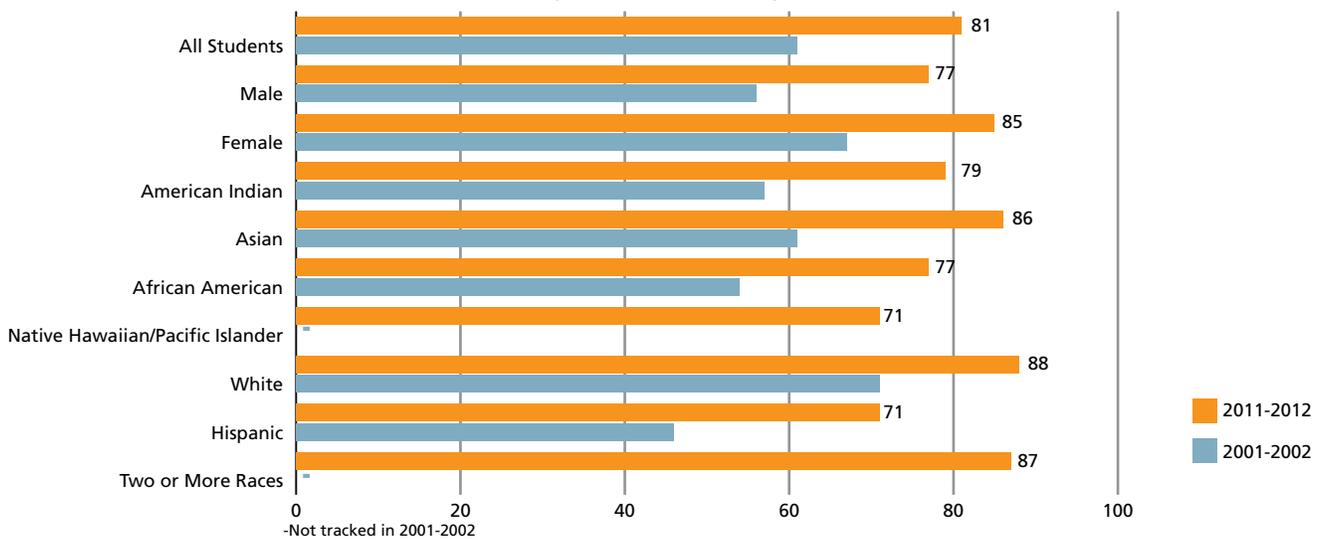
Prior Care Enrollment, School Year 2010-2011



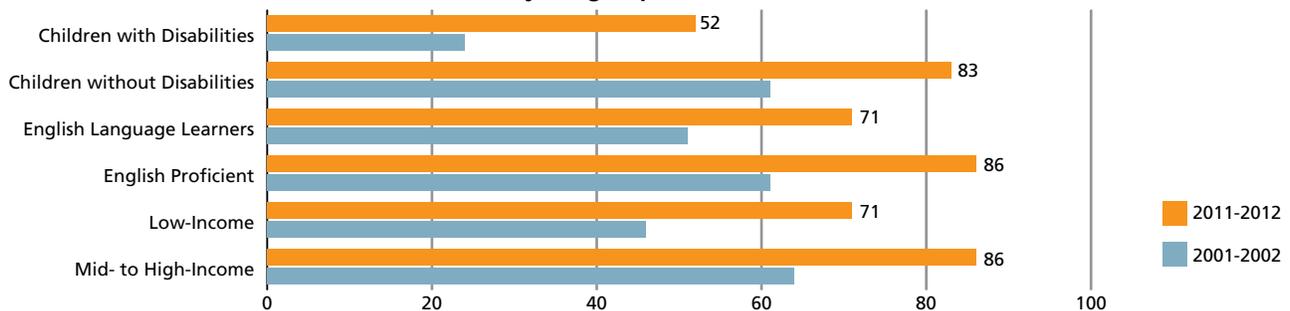
Full School Readiness by Domain



Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



Prince George's COUNTY

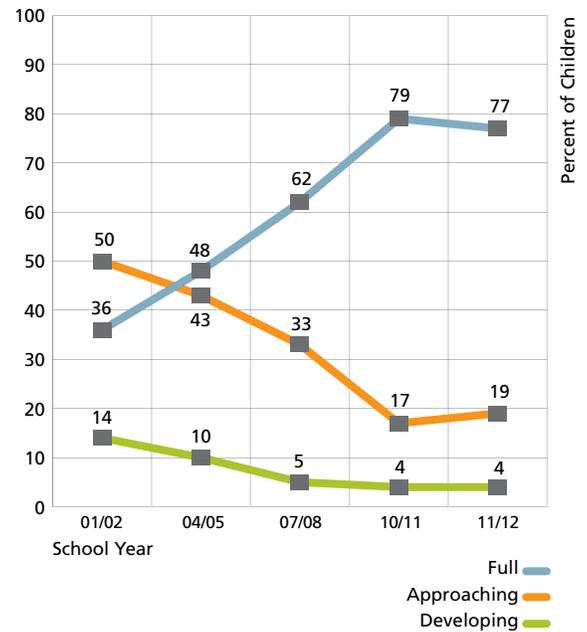


77% of kindergarteners are school-ready, up from 36% in 2001-2002.

quick take on school readiness

- Prince George's County saw a 36-point increase from 2001-2002 in Language and Literacy (65% fully ready for 2011-2012), a 41-point improvement in Mathematical Thinking (69% fully ready), and a 51-point jump in Scientific Thinking (66% fully ready).
- 79% of African-American children are now fully school-ready — a 43-point readiness gain from 2001-2002.
- The percentage of Hispanic children who are school-ready rose from 27% in 2001-2002 to 70% in 2011-2012.
- 74% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready – up from 30% in 2001-2002.
- The percentage of English Language Learners who are fully school-ready grew from 25% for 2001-2002 to 70% in 2011-2012.
- Children with disabilities made substantial progress: 52% fully ready, a 35-point gain from 2001-2002.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school are highly prepared (81% fully ready, up from 43% in 2001-2002).

School Readiness Data



Population Data, MD Dept of Planning, 2010

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

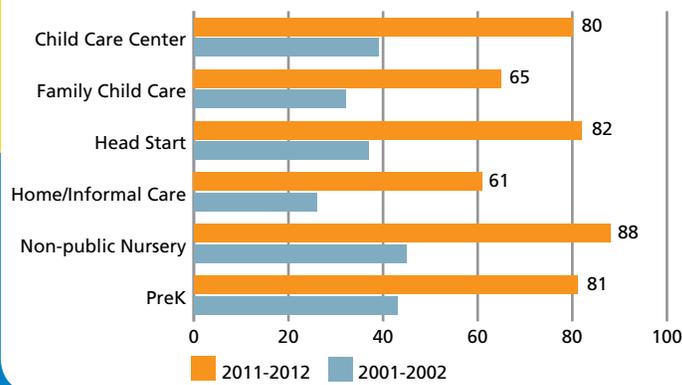
School Enrollment MSDE, School Year 2011-2012

Kindergarten Students	9,568
Kindergarten Ethnicity	
• American Indian	0.5%
• Asian	3.0%
• African American	60.7%
• Native Hawaiian/Pacific Islander	0.5%
• White	6.3%
• Hispanic	29.1%
• Two or More Races	0.0%
Kindergarteners by Subgroup	
• Children with Disabilities	6.7%
• English Language Learners	28.6%
• Free/Reduced Priced Meals	62.4%
PreK Students	5,495
• Full-Day Program	30.8%
• Half-Day Program	69.2%

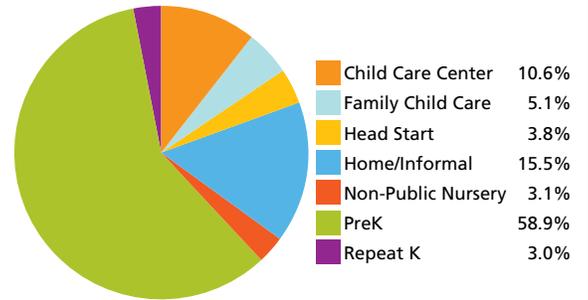
Note: May not total 100% due to rounding.

Prior Care Data

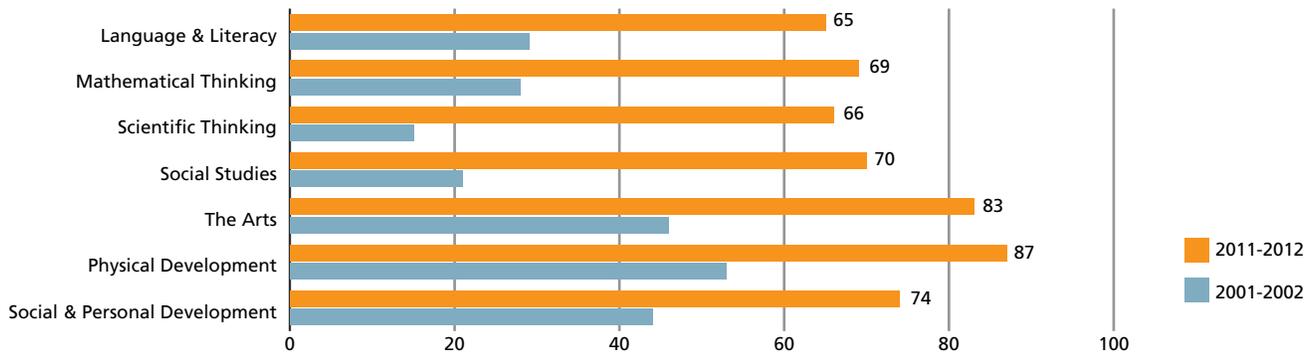
Full School Readiness by Prior Care



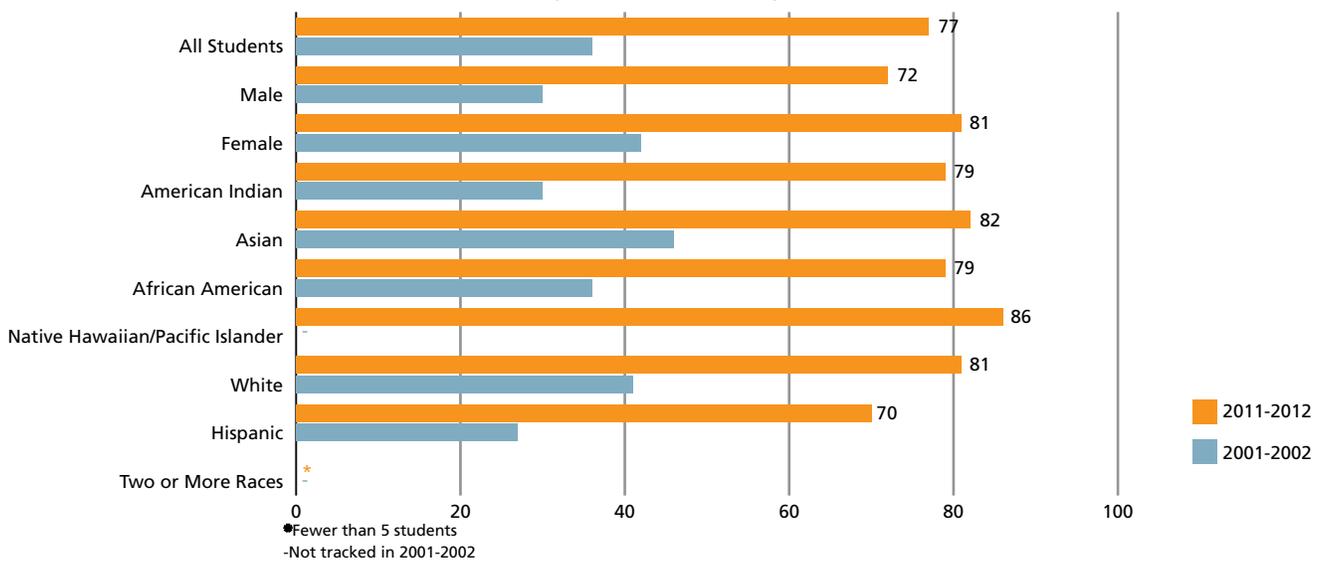
Prior Care Enrollment, School Year 2010-2011



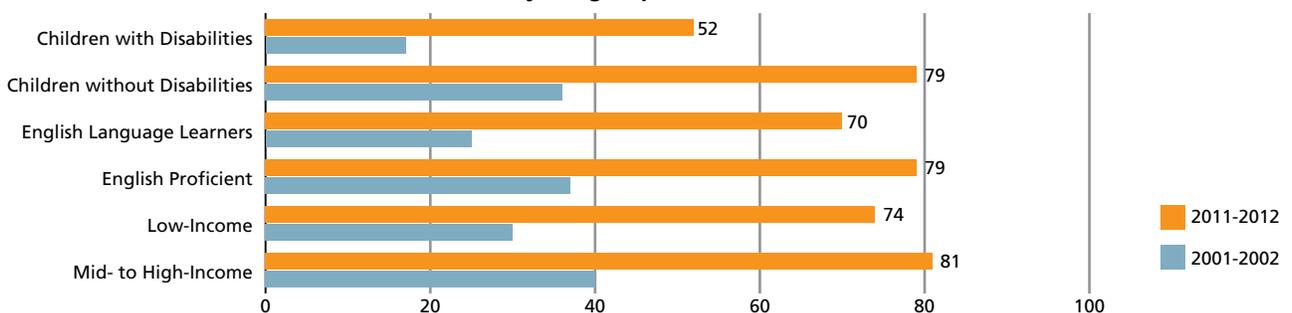
Full School Readiness by Domain



Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



Queen Anne's COUNTY

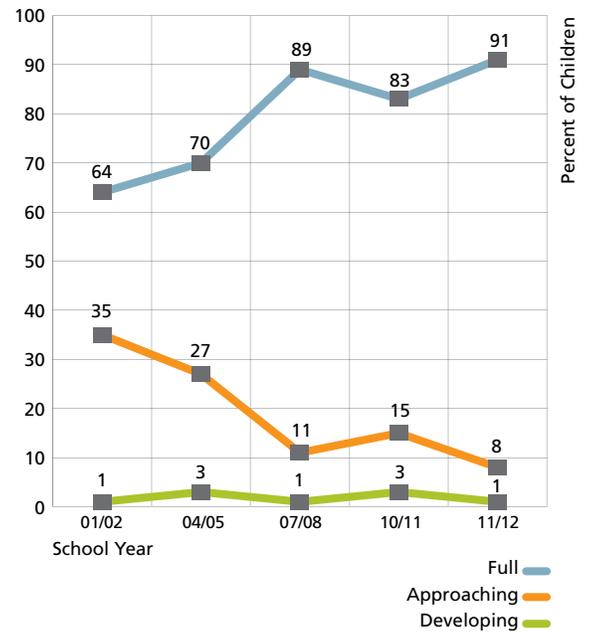


91% of kindergarteners are school-ready, up from 64% in 2001-2002 and 83% in 2010-2011.

quick take on school readiness

- Queen Anne's County saw a 34-point increase from 2001-2002 in Language and Literacy (75% fully ready for 2011-2012), a 31-point improvement in Mathematical Thinking (81% fully ready), and a 50-point jump in Scientific Thinking (87% fully ready).
- 86% of African-American children are now fully school-ready — a 48-point readiness gain from 2001-2002 and 26 points more than last year.
- The percentage of Hispanic children who are school-ready rose from 40% in 2002-2003 to 69% in 2011-2012.
- 84% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready – up from 33% in 2001-2002 and 72% in 2010-2011.
- The percentage of English Language Learners who are fully school-ready grew from 55% for 2002-2003 to 61% in 2011-2012.
- Children with disabilities made substantial progress: 76% fully ready, a 31-point gain from 2001-2002 and 41 points more than last year.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school are highly prepared (91% fully ready, up from 66% in 2001-2002).

School Readiness Data



Population Data, MD Dept of Planning, 2010

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

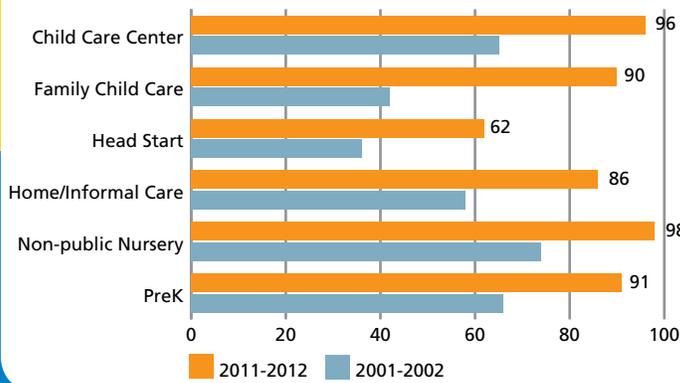
School Enrollment MSDE, School Year 2011-2012

Kindergarten Students	555
Kindergarten Ethnicity	
• American Indian	0.4%
• Asian	1.3%
• African American	7.5%
• Native Hawaiian/Pacific Islander	0.0%
• White	82.1%
• Hispanic	4.7%
• Two or More Races	4.1%
Kindergarteners by Subgroup	
• Children with Disabilities	9.1%
• English Language Learners	4.1%
• Free/Reduced Priced Meals	31.5%
PreK Students	252
• Full-Day Program	0.0%
• Half-Day Program	100.0%

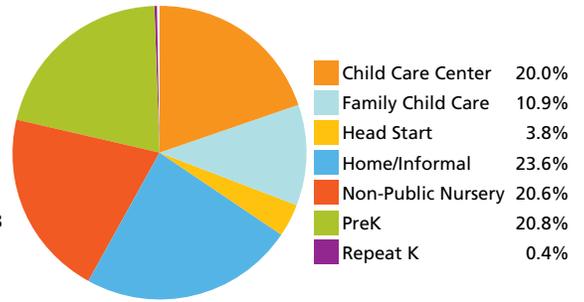
Note: May not total 100% due to rounding.

Prior Care Data

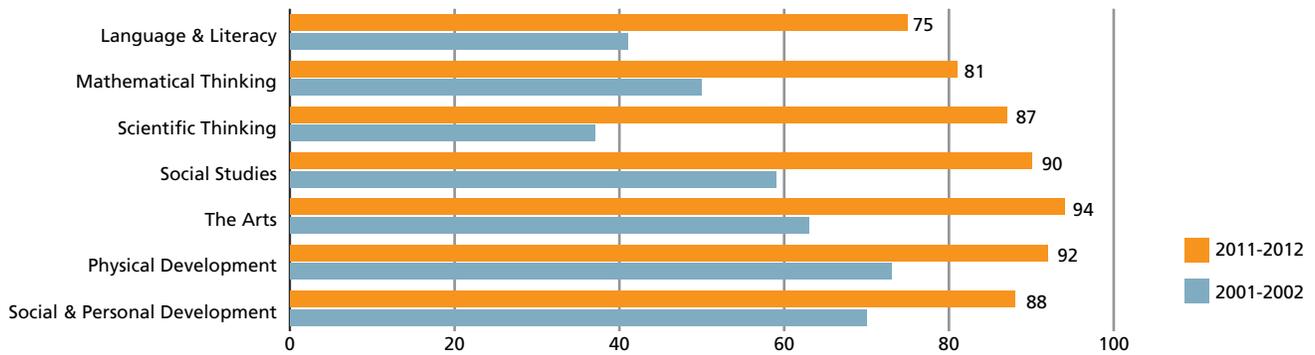
Full School Readiness by Prior Care



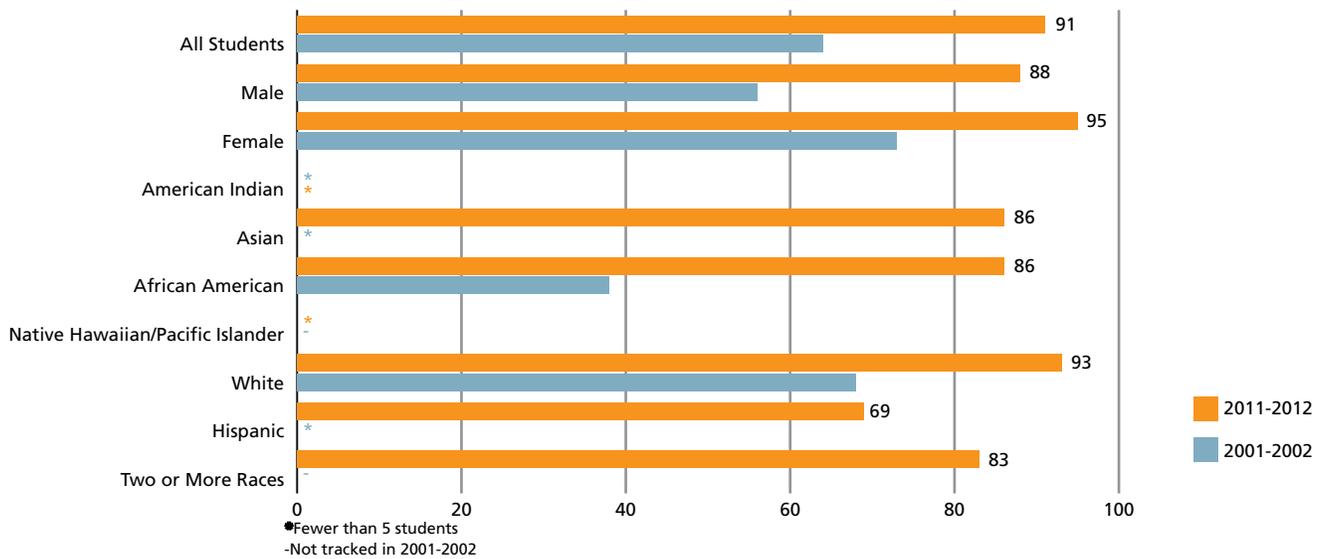
Prior Care Enrollment, School Year 2010-2011



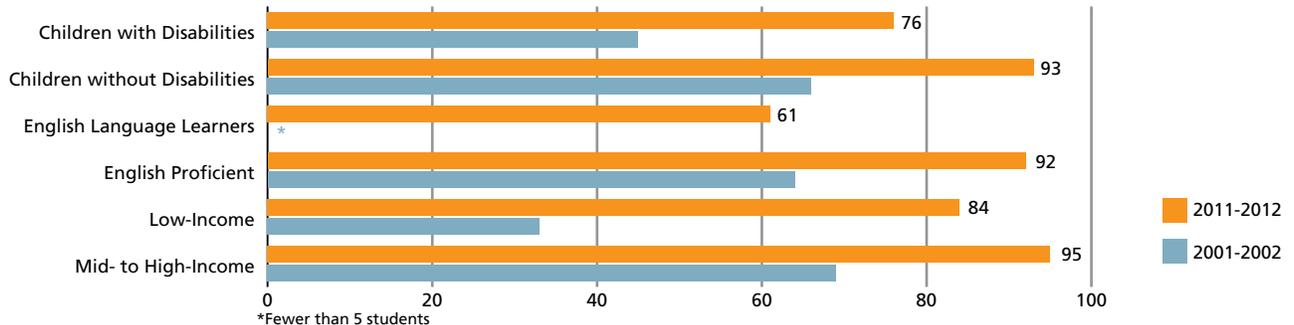
Full School Readiness by Domain



Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



Somerset COUNTY

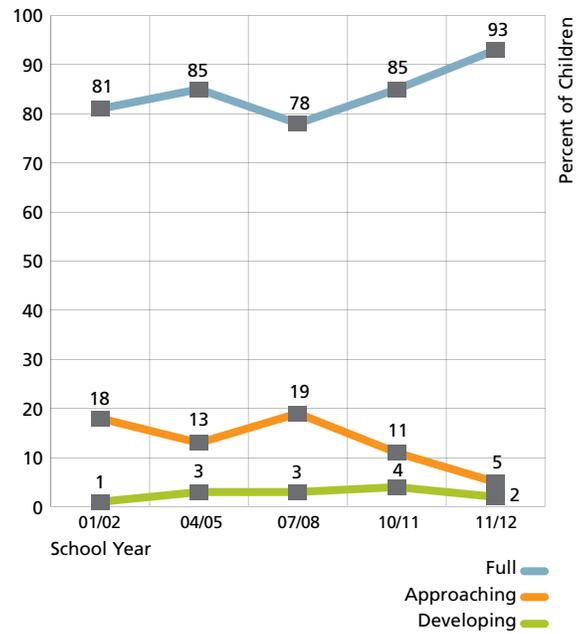


93% of kindergarteners are school-ready, up from 81% in 2001-2002 and 85% in 2010-2011.

quick take on school readiness

- Somerset County saw a 12-point increase from 2001-2002 in Language and Literacy (83% fully ready for 2011-2012), an 11-point improvement in Mathematical Thinking (86% fully ready), and a 25-point jump in Scientific Thinking (87% fully ready).
- 94% of African-American children are now fully school-ready – an 8-point readiness gain from 2001-2002 and 7 points more than last year.
- The percentage of Hispanic children who are school-ready rose from 45% in 2001-2002 and 85% last year to 95% in 2011-2012.
- 93% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready – up from 80% in 2001-2002 and 85% in 2010-2011.
- The percentage of English Language Learners who are fully school-ready grew from 54% for 2001-2002 and 82% for 2010-2011 to 93% in 2011-2012.
- Children with disabilities made substantial progress: 89% fully ready, an 11-point gain from 2001-2002 and 37 points more than last year.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school are highly prepared (95% fully ready, up from 89% in 2001-2002).

School Readiness Data



Population Data, MD Dept of Planning, 2010

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

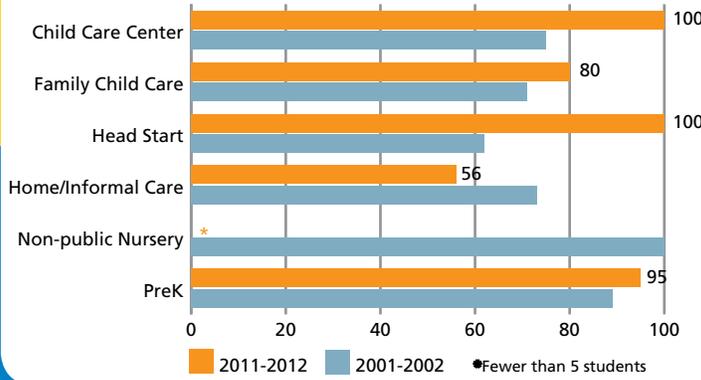
School Enrollment MSDE, School Year 2011-2012

Kindergarten Students	244
Kindergarten Ethnicity	
• American Indian	0.0%
• Asian	1.6%
• African American	46.3%
• Native Hawaiian/Pacific Islander	0.4%
• White	38.9%
• Hispanic	9.0%
• Two or More Races	3.7%
Kindergarteners by Subgroup	
• Children with Disabilities	7.8%
• English Language Learners	6.1%
• Free/Reduced Priced Meals	79.1%
PreK Students	201
• Full-Day Program	0.0%
• Half-Day Program	100.0%

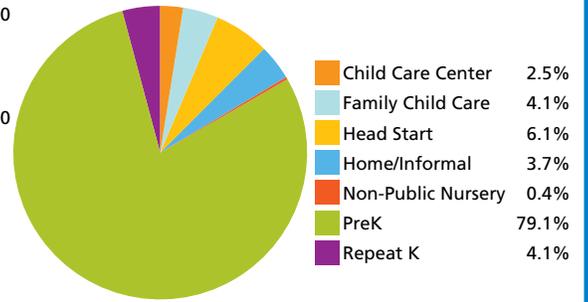
Note: May not total 100% due to rounding.

Prior Care Data

Full School Readiness by Prior Care

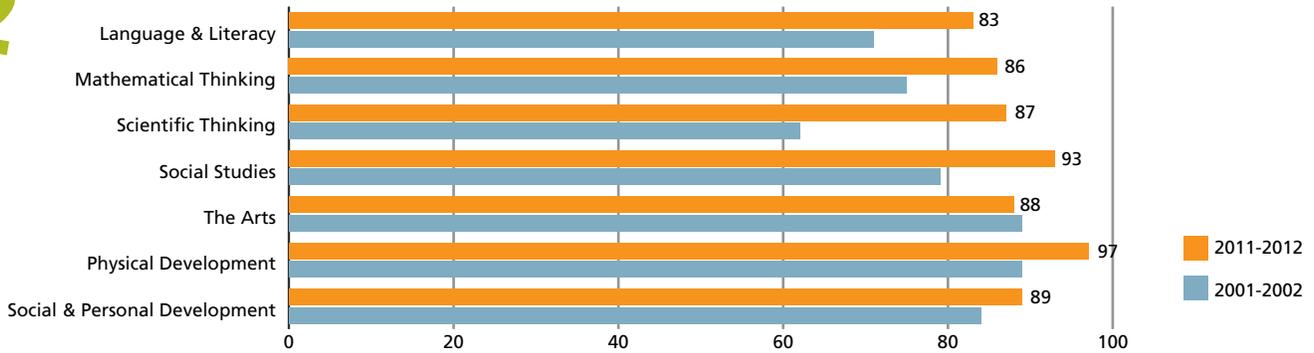


Prior Care Enrollment, School Year 2010-2011

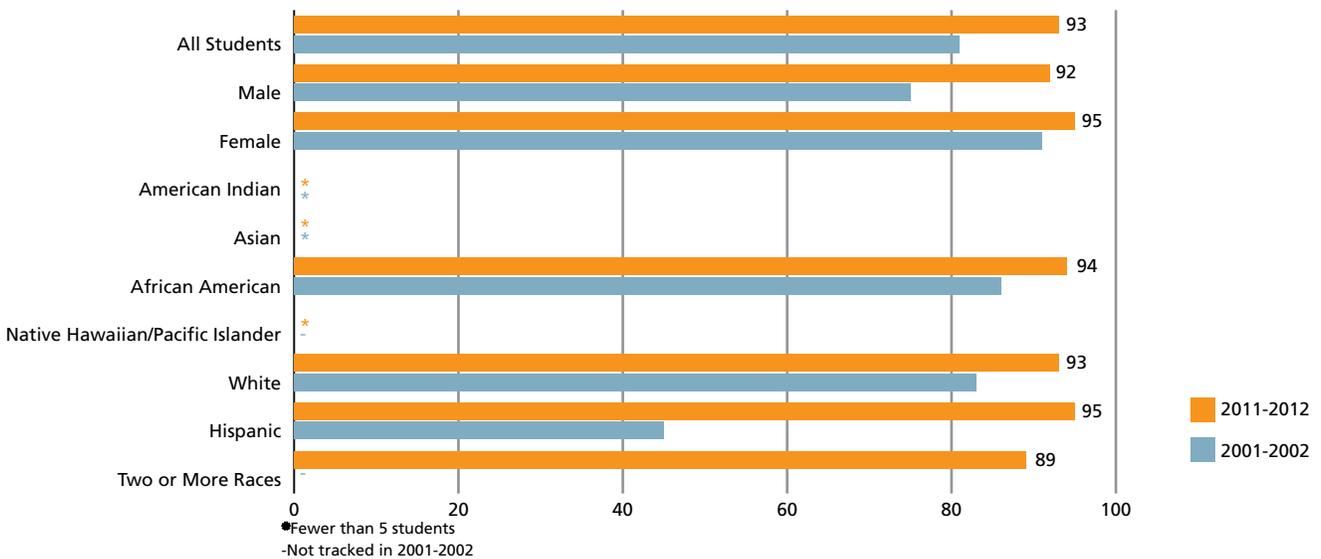


2

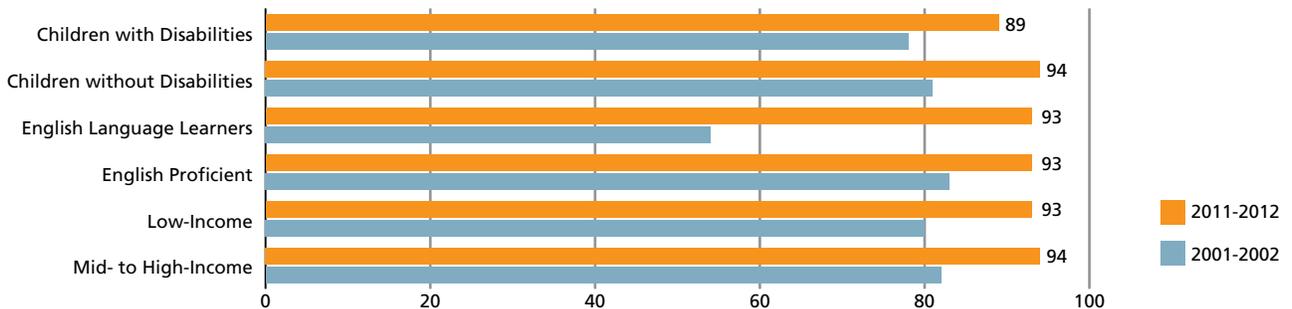
Full School Readiness by Domain



Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



St. Mary's COUNTY

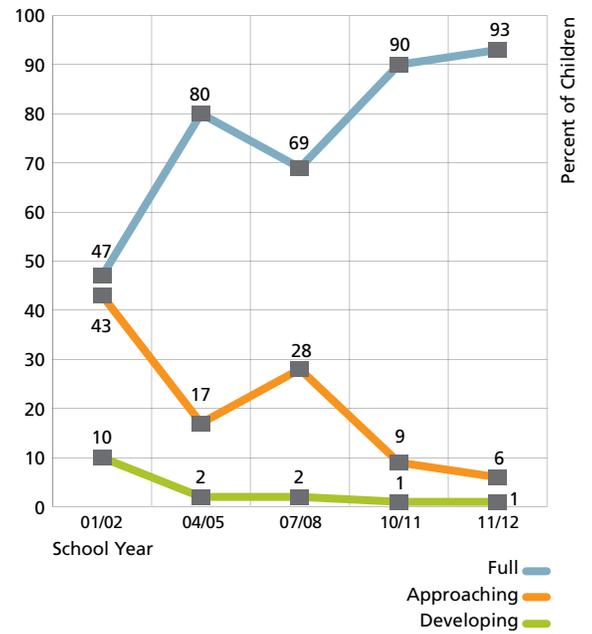


93% of kindergarteners are school-ready, up from 47% in 2001-2002 and 90% in 2010-2011.

quick take on school readiness

- St. Mary's County saw a 41-point increase from 2001-2002 in Language and Literacy (80% fully ready for 2011-2012), a 39-point improvement in Mathematical Thinking (80% fully ready), and a 62-point jump in Scientific Thinking (88% fully ready).
- 88% of African-American children are now fully school-ready — a 58-point readiness gain from 2001-2002 and 4 points more than last year.
- The percentage of Hispanic children who are school-ready rose from 29% in 2001-2002 and 84% last year to 90% in 2011-2012.
- 89% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) rose to full readiness – up from 85% in 2010-2011.
- The percentage of English Language Learners who are fully school-ready grew from 57% for 2001-2002 to 75% in 2011-2012.
- Children with disabilities made substantial progress: 78% fully ready, a 50-point gain from 2001-2002 and 9 points more than last year.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school are highly prepared (93% fully ready, up from 48% in 2001-2002).

School Readiness Data



Population Data, MD Dept of Planning, 2010

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

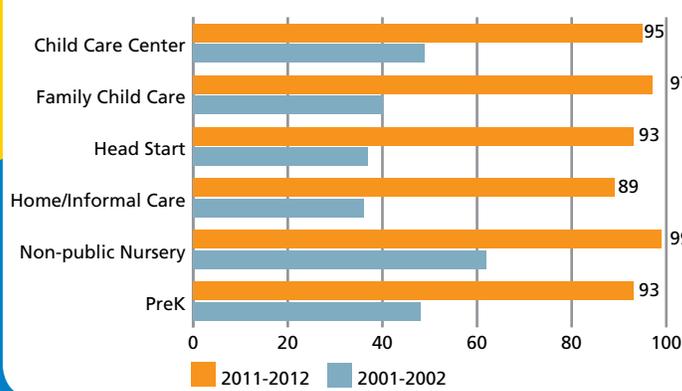
School Enrollment MSDE, School Year 2011-2012

Kindergarten Students	1,327
Kindergarten Ethnicity	
• American Indian	0.4%
• Asian	2.2%
• African American	19.2%
• Native Hawaiian/Pacific Islander	0.4%
• White	65.7%
• Hispanic	6.2%
• Two or More Races	5.9%
Kindergarteners by Subgroup	
• Children with Disabilities	8.9%
• English Language Learners	1.5%
• Free/Reduced Priced Meals	39.2%
PreK Students	701
• Full-Day Program	0.0%
• Half-Day Program	100.0%

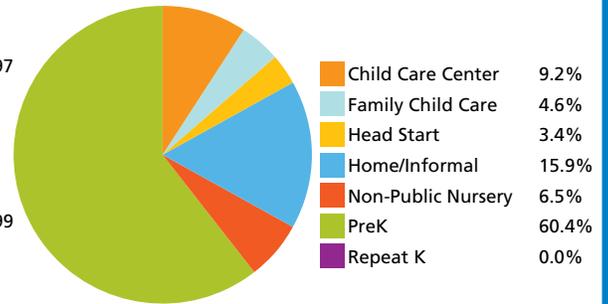
Note: May not total 100% due to rounding.

Prior Care Data

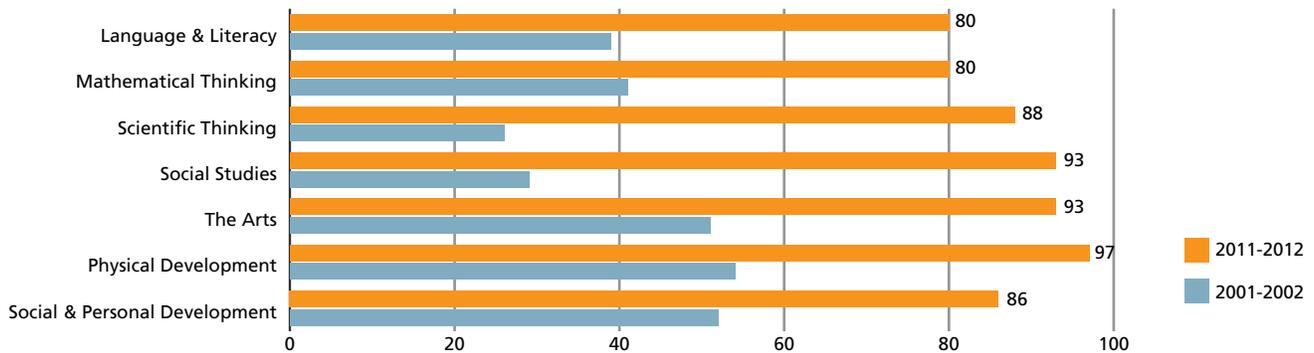
Full School Readiness by Prior Care



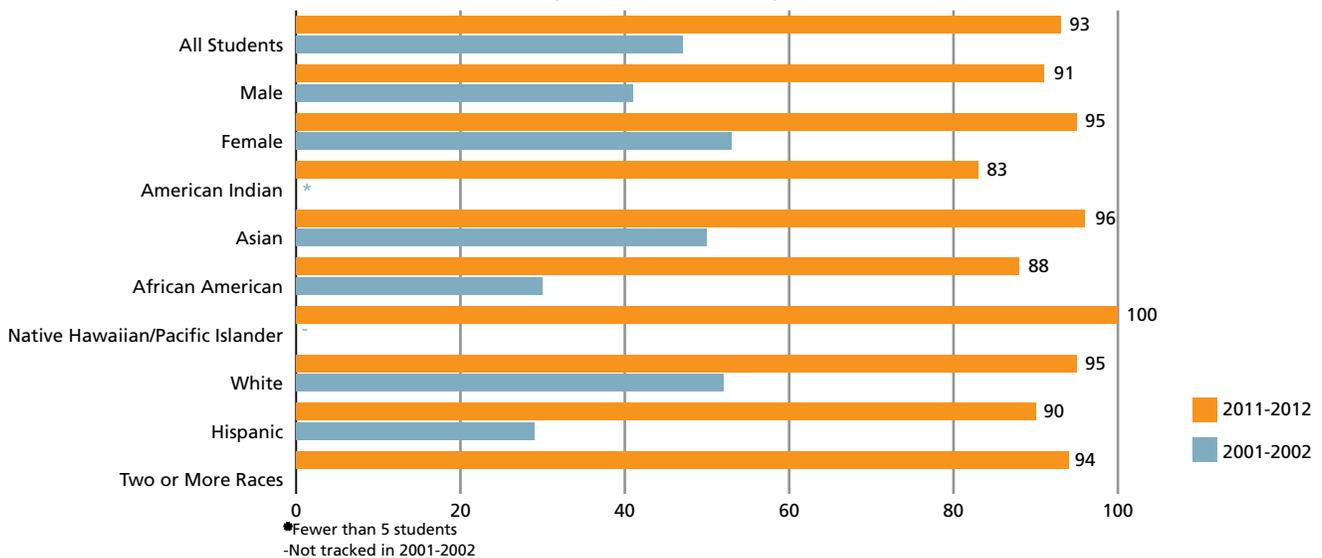
Prior Care Enrollment, School Year 2010-2011



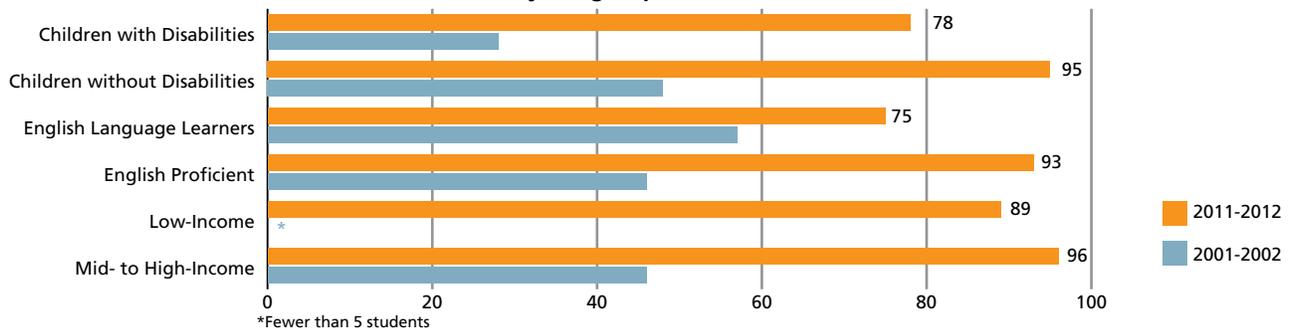
Full School Readiness by Domain

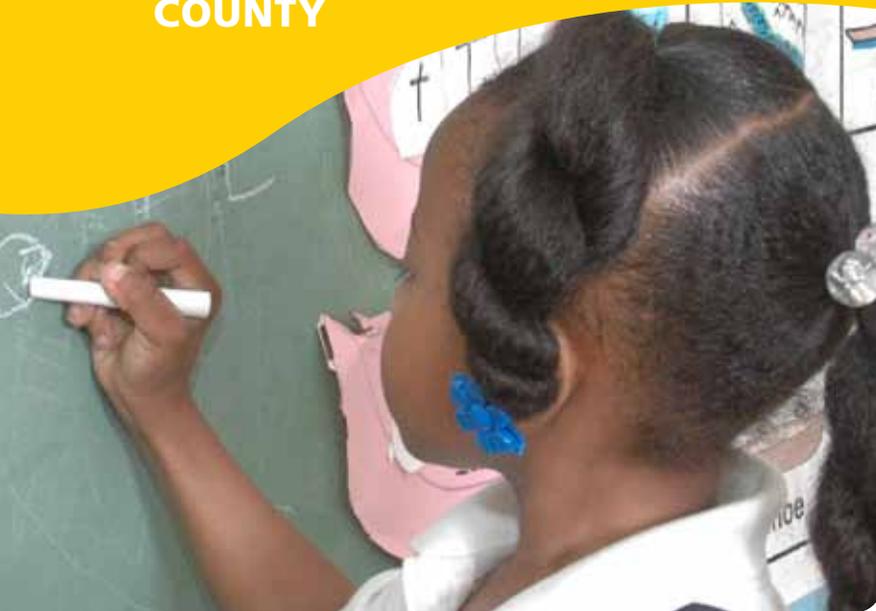


Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



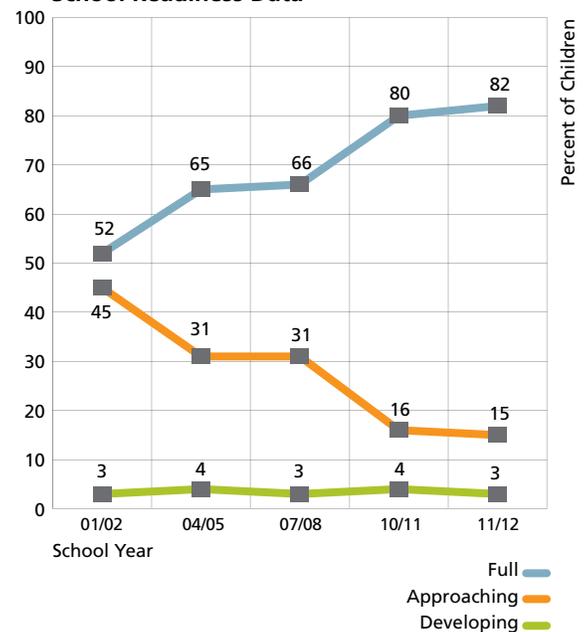


82% of kindergarteners are school-ready, up from 52% in 2001-2002 and 80% in 2010-2011.

quick take on school readiness

- Talbot County saw a 25-point increase from 2001-2002 in Language and Literacy (65% fully ready for 2011-2012), a 35-point improvement in Mathematical Thinking (74% fully ready), and a 33-point jump in Scientific Thinking (60% fully ready).
- 70% of African-American children are now fully school-ready — a 41-point readiness gain from 2001-2002.
- The percentage of Hispanic children who are school-ready rose from 33% in 2001-2002 and 78% last year to 79% in 2011-2012.
- 74% 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 70% in 2010-2011.
- The percentage of English Language Learners who are fully school-ready grew from 33% for 2001-2002 to 76% in 2011-2012.
- Children with disabilities made substantial progress: 47% fully ready, a 20-point gain from 2001-2002 and 14 points more than last year.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school are highly prepared (82% fully ready, up from 54% in 2001-2002).

School Readiness Data



Population Data, MD Dept of Planning, 2010

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

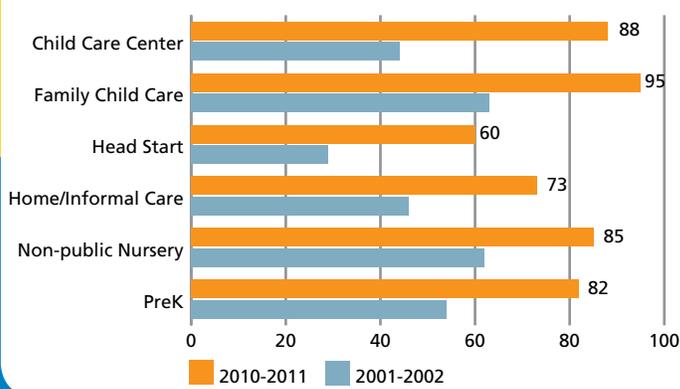
School Enrollment MSDE, School Year 2011-2012

Kindergarten Students	352
Kindergarten Ethnicity	
• American Indian	0.0%
• Asian	2.3%
• African American	15.3%
• Native Hawaiian/Pacific Islander	0.0%
• White	63.1%
• Hispanic	13.9%
• Two or More Races	5.4%
Kindergarteners by Subgroup	
• Children with Disabilities	9.1%
• English Language Learners	11.9%
• Free/Reduced Priced Meals	44.9%
PreK Students	268
• Full-Day Program	0.0%
• Half-Day Program	100.0%

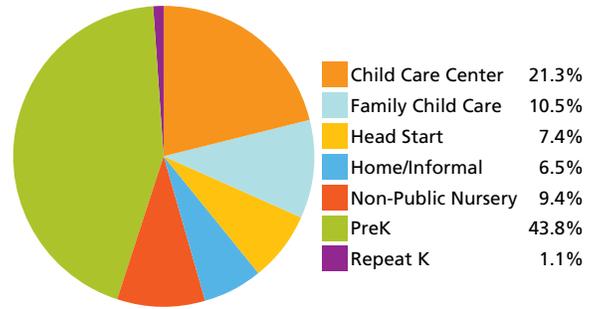
Note: May not total 100% due to rounding.

Prior Care Data

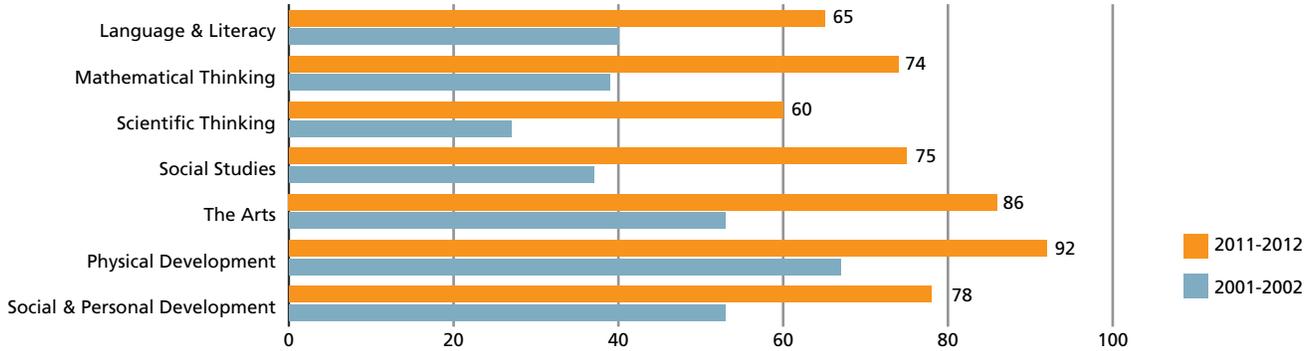
Full School Readiness by Prior Care



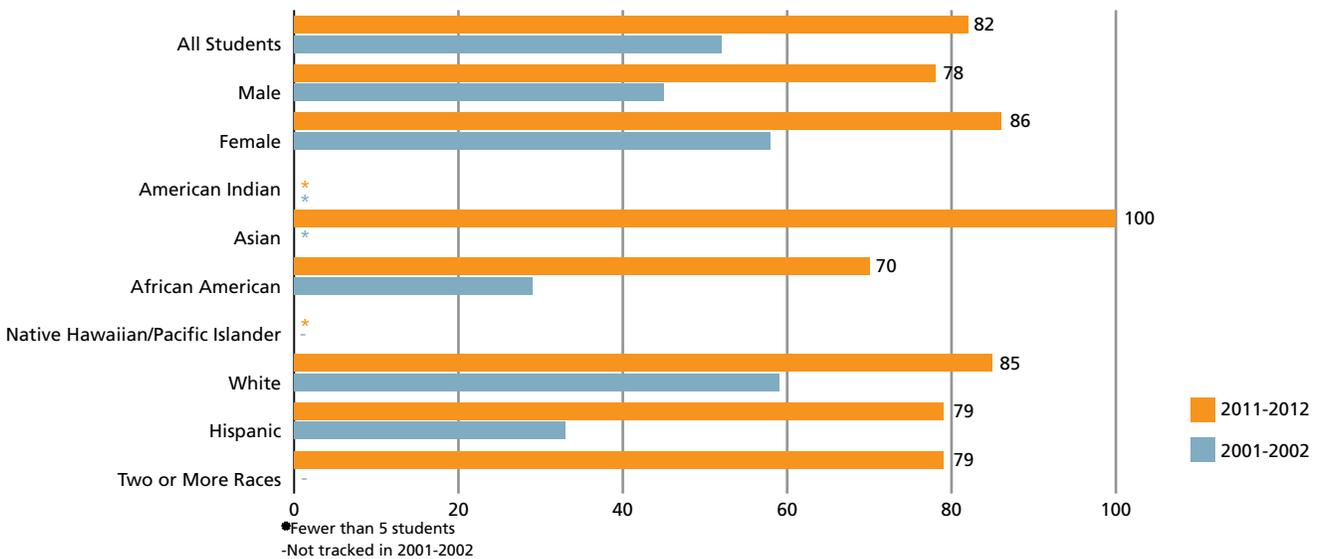
Prior Care Enrollment, School Year 2010-2011



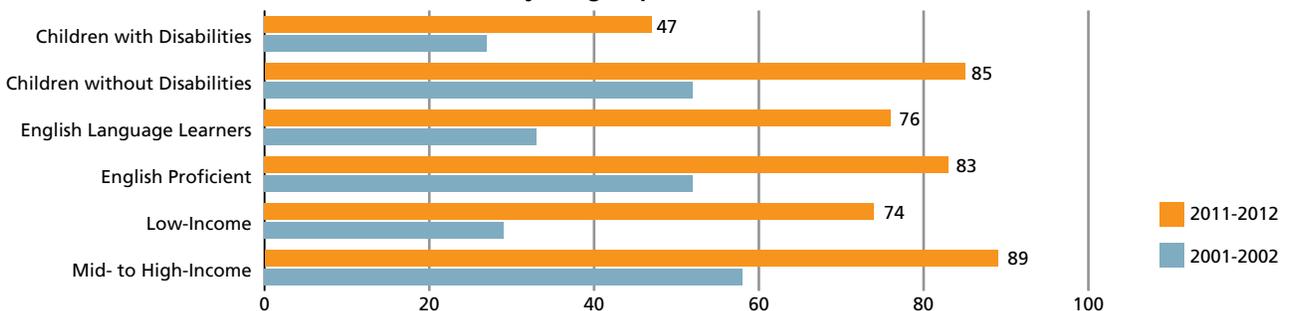
Full School Readiness by Domain



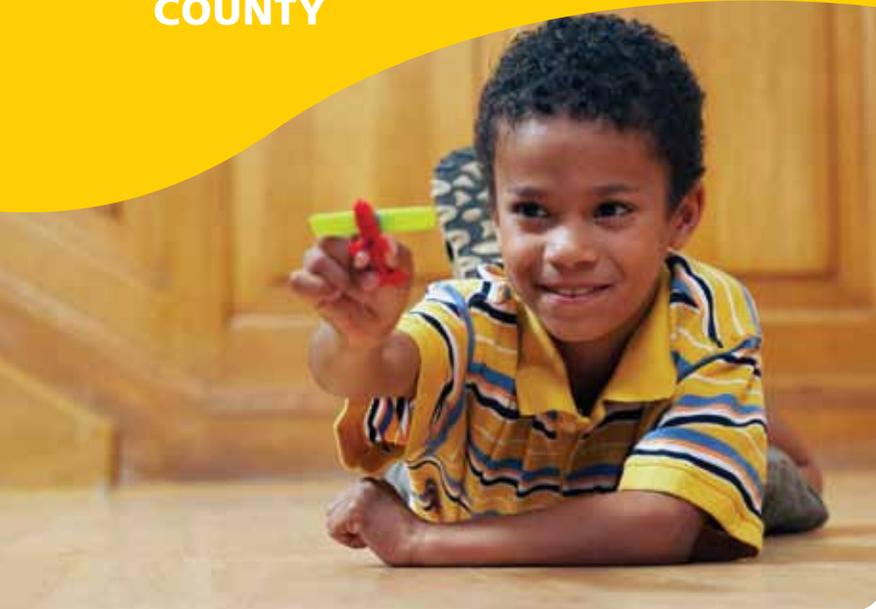
Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



Washington COUNTY

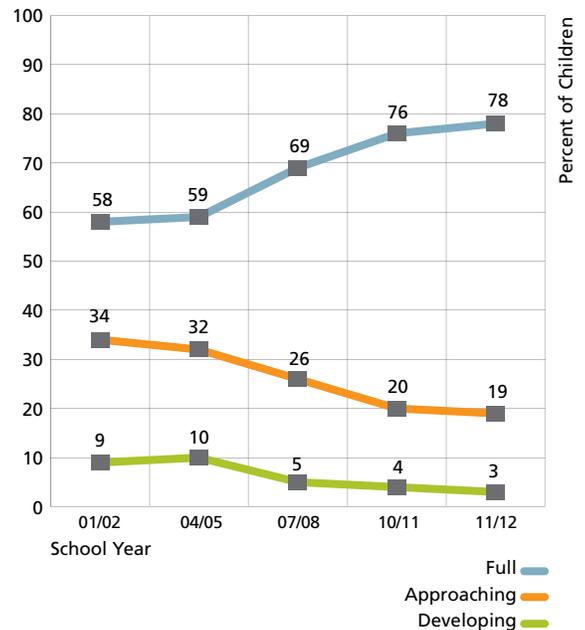


78% of kindergarteners are school-ready, up from 58% in 2001-2002 and 76% in 2010-2011.

quick take on school readiness

- Washington County saw a 24-point increase from 2001-2002 in Language and Literacy (65% fully ready for 2011-2012), a 19-point improvement in Mathematical Thinking (68% fully ready), and an 18-point jump in Scientific Thinking (53% fully ready).
- 66% of African-American children are now fully school-ready – a 29-point gain from 2001-2002.
- The percentage of Hispanic children who are school-ready rose from 42% in 2001-2002 to 72% in 2011-2012.
- 70% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready – up from 38% in 2001-2002 and 67% in 2010-2011.
- The percentage of English Language Learners who are fully school-ready grew from 30% for 2001-2002 to 63% in 2011-2012.
- Children with disabilities made substantial progress: 59% fully ready, a 31-point gain from 2001-2002 and 10 points more than last year.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school are highly prepared (81% fully ready, up from 60% in 2001-2002).

School Readiness Data



Population Data, MD Dept of Planning, 2010

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

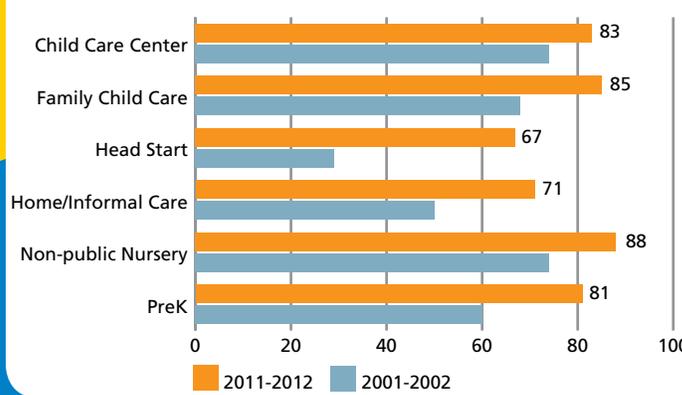
School Enrollment MSDE, School Year 2011-2012

Kindergarten Students	1,686
Kindergarten Ethnicity	
• American Indian	0.2%
• Asian	1.6%
• African American	11.7%
• Native Hawaiian/Pacific Islander	0.0%
• White	71.7%
• Hispanic	6.8%
• Two or More Races	8.0%
Kindergarteners by Subgroup	
• Children with Disabilities	6.5%
• English Language Learners	3.1%
• Free/Reduced Priced Meals	53.3%
PreK Students	485
• Full-Day Program	11.8%
• Half-Day Program	88.2%

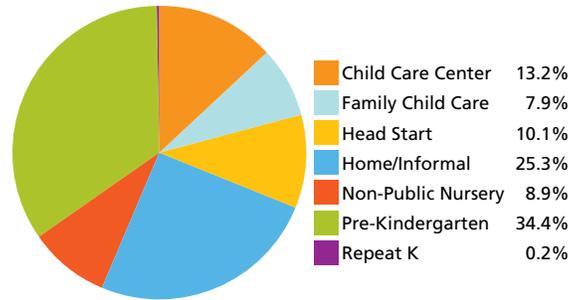
Note: May not total 100% due to rounding.

Prior Care Data

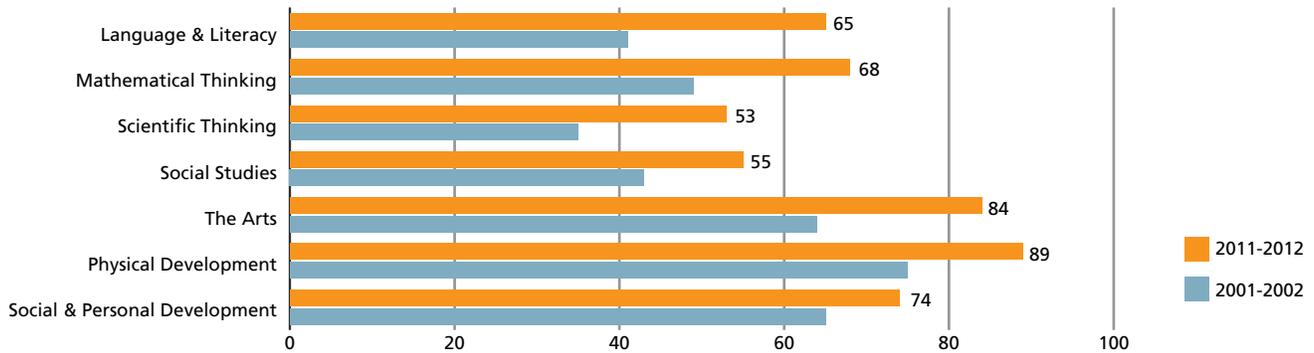
Full School Readiness by Prior Care



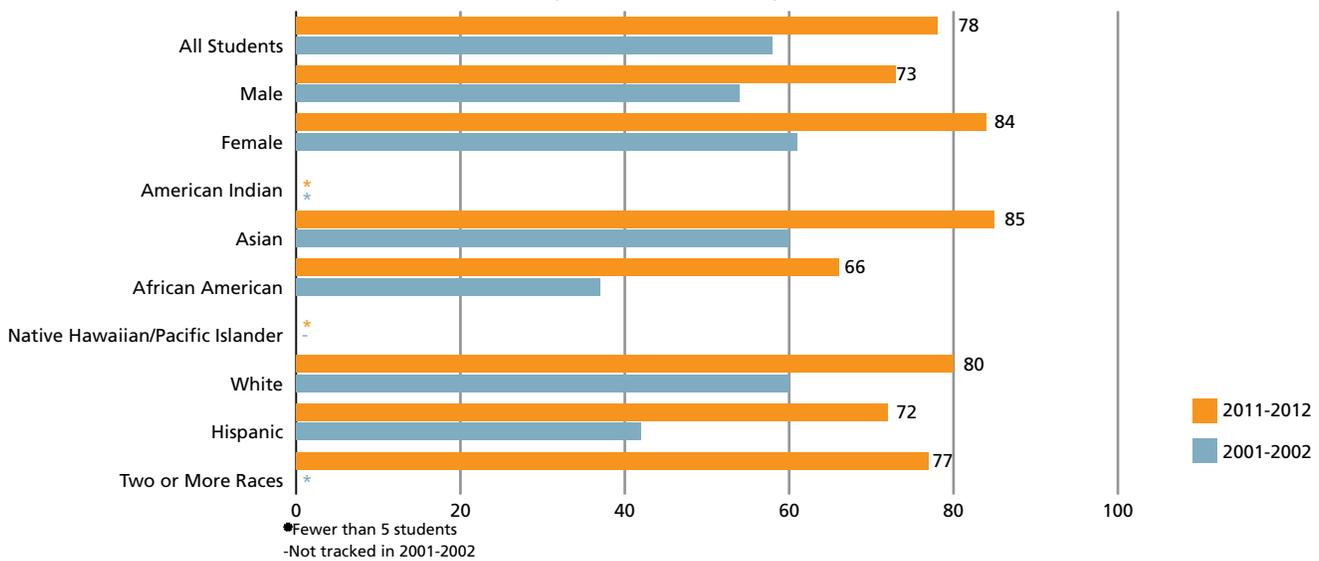
Prior Care Enrollment, School Year 2010-2011



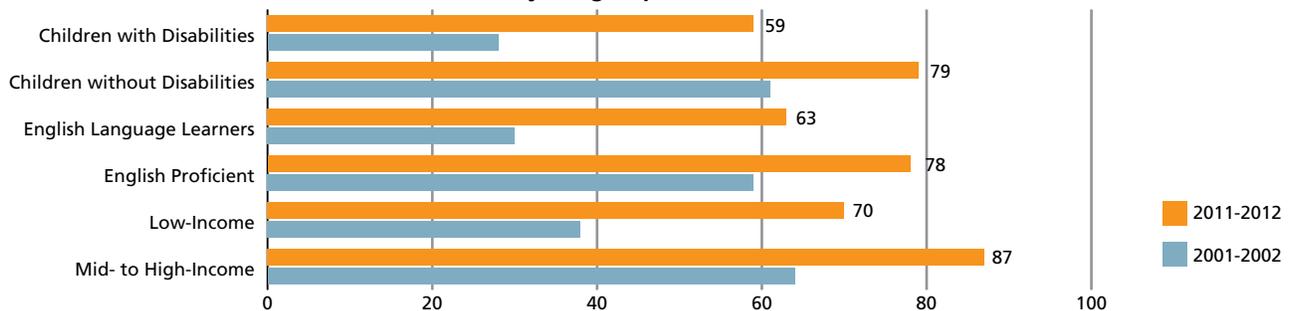
Full School Readiness by Domain



Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



Wicomico COUNTY

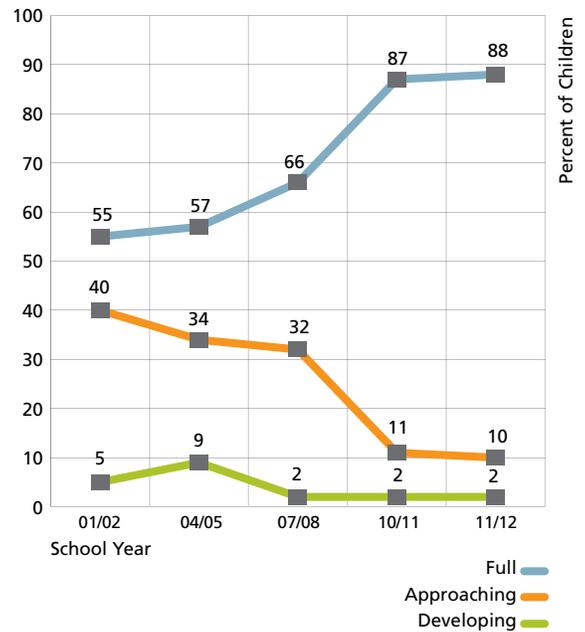


88% of kindergarteners are school-ready, up from 55% in 2001-2002 and 87% in 2010-2011.

quick take on school readiness

- Wicomico County saw a 37-point increase from 2001-2002 in Language and Literacy (77% fully ready for 2011-2012), a 33-point improvement in Mathematical Thinking (75% fully ready), and a 48-point jump in Scientific Thinking (70% fully ready).
- 84% of African-American children are now fully school-ready – a 31-point readiness gain from 2001-2002 and 1 point more than last year.
- The percentage of Hispanic children who are school-ready rose from 73% in 2001-2002 to 78% in 2011-2012.
- 85% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready – up from 59% in 2001-2002 and 84% in 2010-2011.
- The percentage of English Language Learners who are fully school-ready grew from 47% for 2001-2002 and 76% for 2010-2011 to 82% in 2011-2012.
- Children with disabilities made substantial progress: 64% fully ready, a 25-point gain from 2001-2002 and 1 point more than last year.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school are highly prepared (89% fully ready, up from 59% in 2001-2002).

School Readiness Data



Population Data, MD Dept of Planning, 2010

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

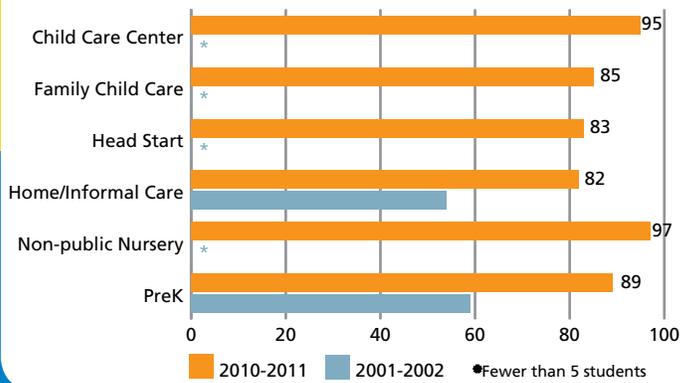
School Enrollment MSDE, School Year 2011-2012

Kindergarten Students	1,149
Kindergarten Ethnicity	
• American Indian	1.1%
• Asian	2.5%
• African American	33.9%
• Native Hawaiian/Pacific Islander	0.0%
• White	47.0%
• Hispanic	8.7%
• Two or More Races	6.6%
Kindergarteners by Subgroup	
• Children with Disabilities	8.9%
• English Language Learners	7.6%
• Free/Reduced Priced Meals	69.2%
PreK Students	654
• Full-Day Program	34.7%
• Half-Day Program	65.3%

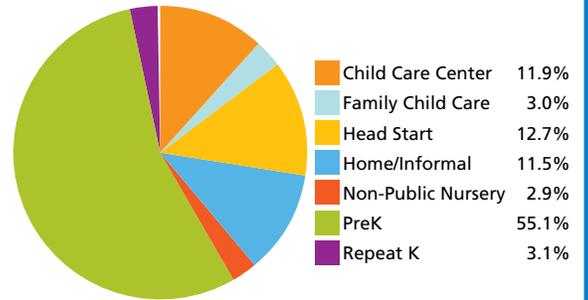
Note: May not total 100% due to rounding.

Prior Care Data

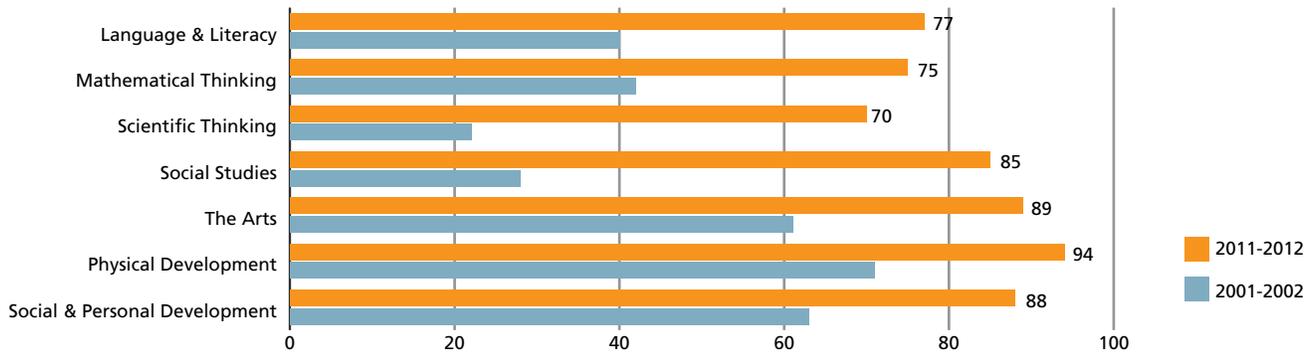
Full School Readiness by Prior Care



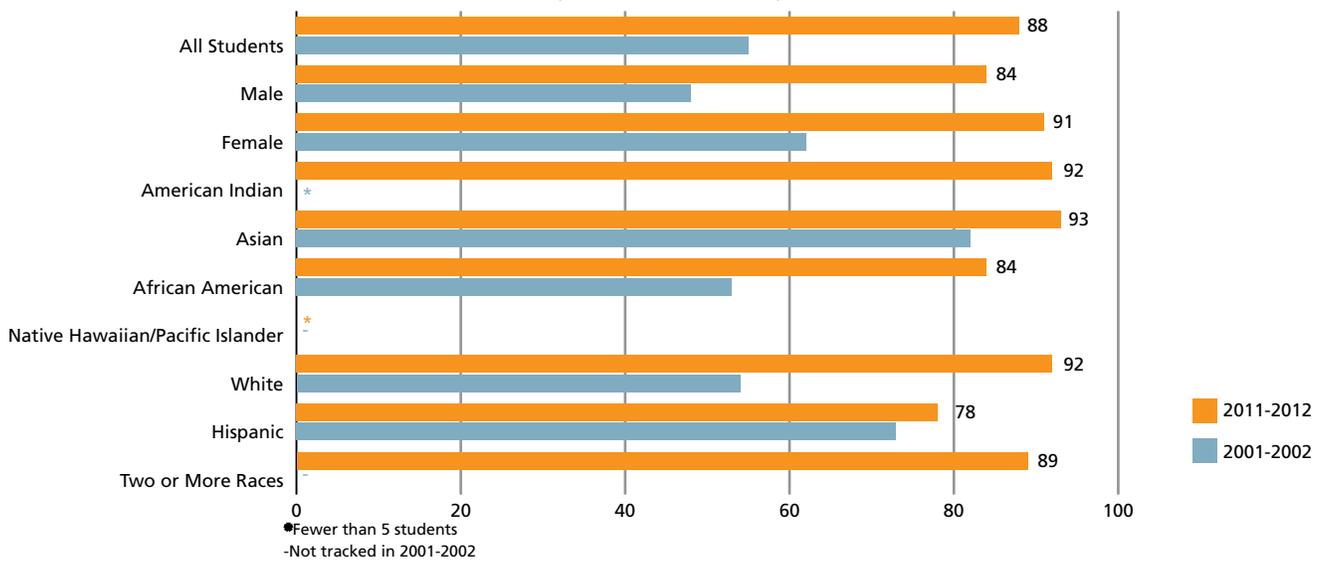
Prior Care Enrollment, School Year 2010-2011



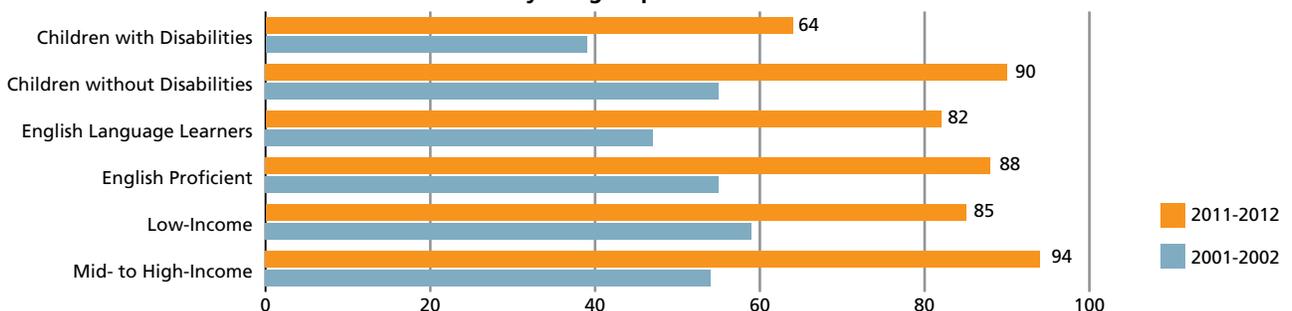
Full School Readiness by Domain



Full School Readiness by Gender & Ethnicity



Full School Readiness by Subgroup



Worcester COUNTY

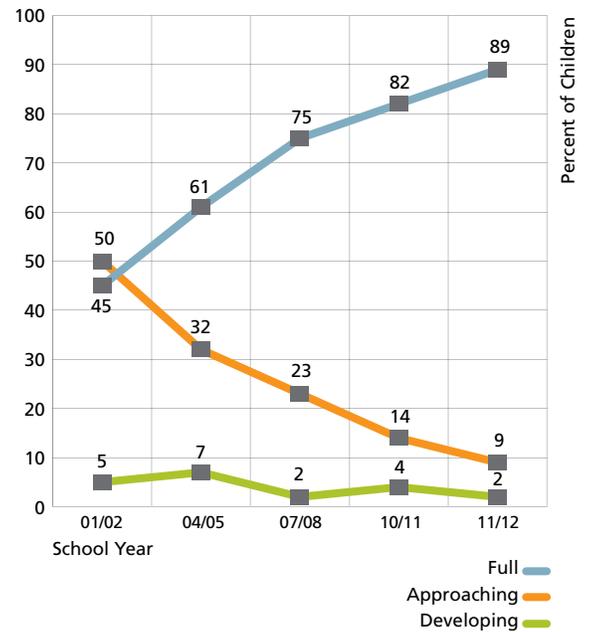


89% of kindergarteners are school-ready, up from 45% in 2001-2002 and 82% in 2010-2011.

quick take on school readiness

- Worcester County saw a 49-point increase from 2001-2002 in Language and Literacy (77% fully ready for 2011-2012), a 55-point improvement in Mathematical Thinking (87% fully ready), and a 63-point jump in Scientific Thinking (78% fully ready).
- 77% of African-American children are now fully school-ready – a 45-point readiness gain from 2001-2002 and 7 points more than last year.
- The percentage of Hispanic children who are school-ready rose from 11% in 2001-2002 and 69% last year to 91% in 2011-2012.
- 82% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready – up from 49% in 2001-2002 and 74% in 2010-2011.
- The percentage of English Language Learners who are fully school-ready grew from 72% for 2010-2011 to 91% in 2011-2012.
- Children with disabilities made substantial progress: 77% fully ready, a 32-point gain from last year.
- Kindergarteners who were enrolled in public PreK programs in the year prior to starting school are highly prepared (89% fully ready, up from 29% in 2001-2002).

School Readiness Data



Population Data, MD Dept of Planning, 2010

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

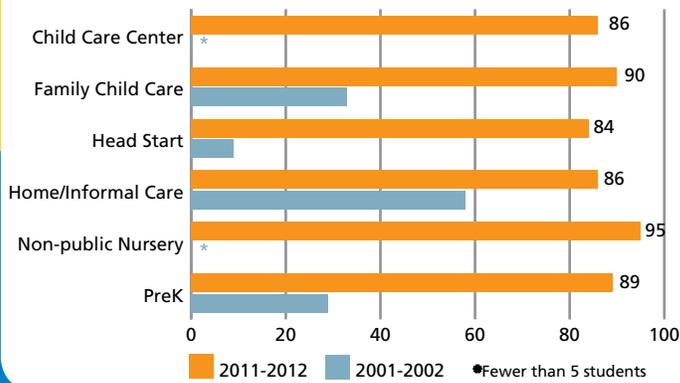
School Enrollment MSDE, School Year 2011-2012

Kindergarten Students	431
Kindergarten Ethnicity	
• American Indian	0.5%
• Asian	1.2%
• African American	18.3%
• Native Hawaiian/Pacific Islander	0.0%
• White	67.4%
• Hispanic	7.7%
• Two or More Races	4.9%
Kindergarteners by Subgroup	
• Children with Disabilities	8.2%
• English Language Learners	5.2%
• Free/Reduced Priced Meals	47.2%
PreK Students	389
• Full-Day Program	2.8%
• Half-Day Program	97.2%

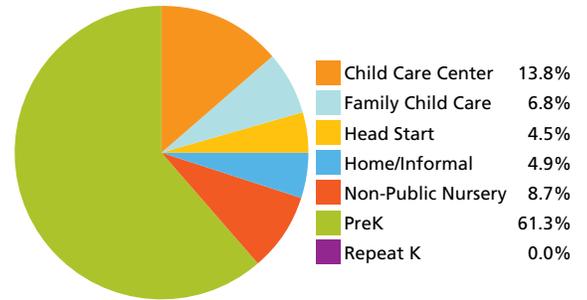
Note: May not total 100% due to rounding.

Prior Care Data

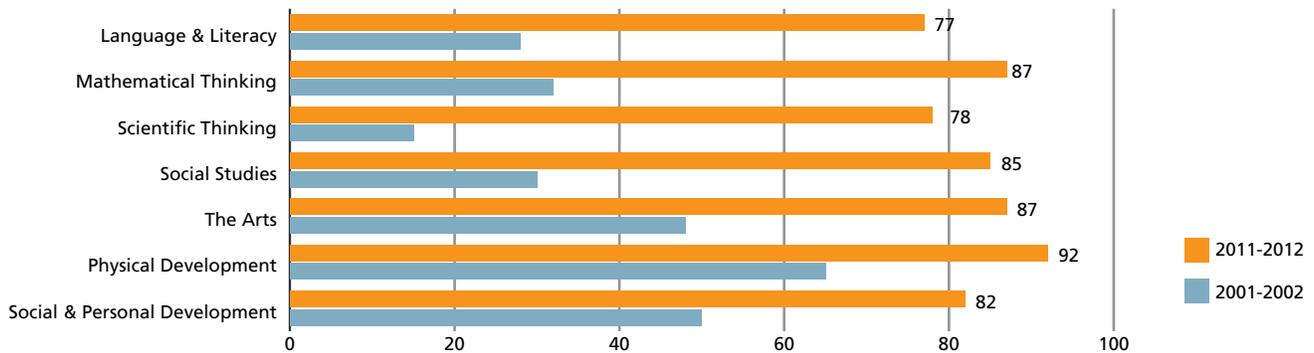
Full School Readiness by Prior Care



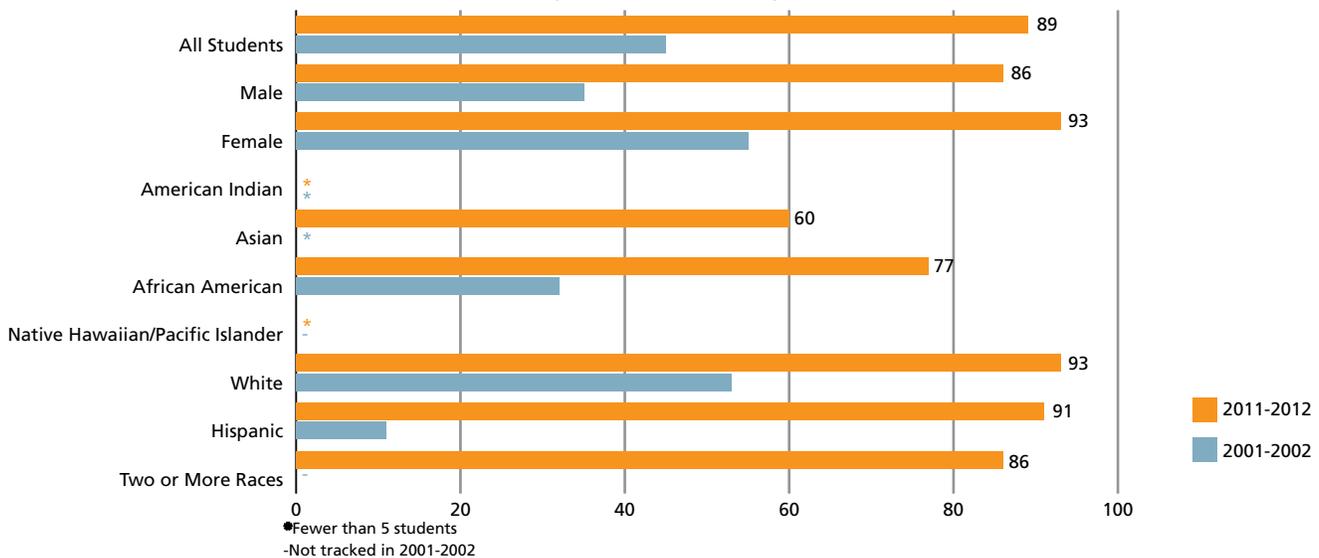
Prior Care Enrollment, School Year 2010-2011



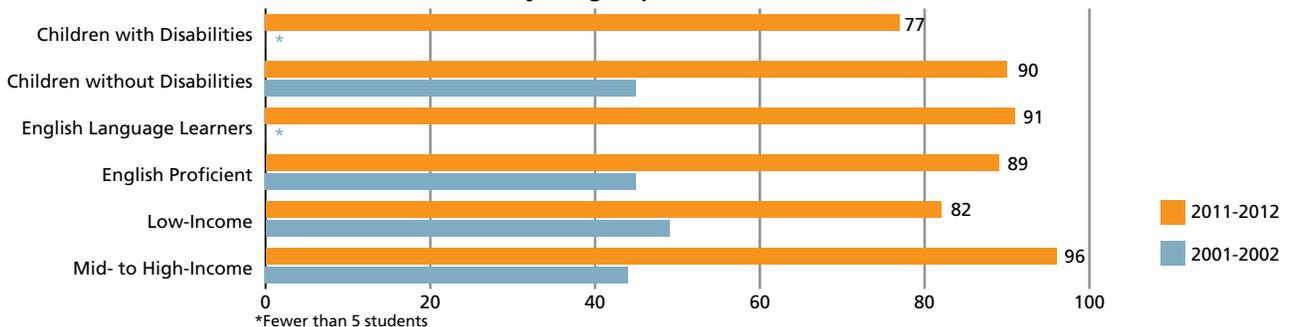
Full School Readiness by Domain



Full School Readiness by Gender & Ethnicity



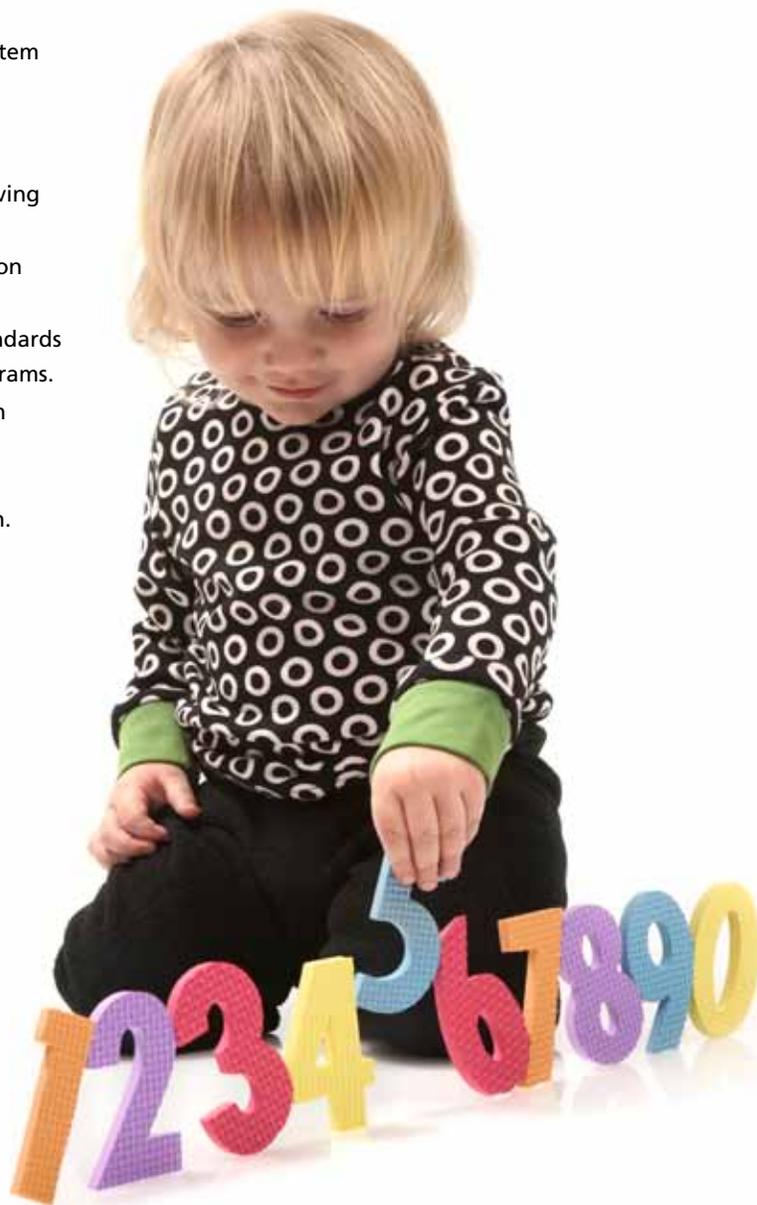
Full School Readiness by Subgroup



Looking Ahead

What does the future hold? A great deal is happening in Maryland in the coming years:

- **New Benchmarks.** Within its Race to the Top Early Learning Challenge grant, Maryland set an ambitious goal – 92% of kindergarteners fully school-ready by 2015 – and emphasized the narrowing of school readiness gaps among at-risk populations. With 83% of children fully school ready in 2011-2012 (higher than the 82% statewide full-readiness levels projected in the Race to the Top Early Learning Challenge application), Maryland is on track to achieve all of its goals.
- **\$50 million in Race to the Top Early Learning Challenge funds for four years.** Through the Early Learning Challenge funds, Maryland is poised to make an extraordinary impact on school readiness and its early education system. Our innovations targeting young children birth to age five will involve:
 - Creating 24 Local Early Childhood Councils
 - Launching a Tiered Quality Rating and Improvement System for all learning and development programs, named Maryland EXCELS.
 - Establishing Early Childhood Breakthrough Centers that provide a variety of support services to the lowest-achieving elementary school communities.
 - Aligning early learning standards with statewide Common Core Standards.
 - Carrying out professional development to put these standards into practice in all early learning and development programs.
 - Refining Maryland’s comprehensive assessment system in early childhood.
 - Fostering early intervention and prevention programs that address the health and behavioral needs of children.
 - Establishing a Coalition of Family Engagement and statewide outreach programs to promote family engagement and support parents’ role as children’s first teachers.
 - Creating Leadership in Early Learning Academies for educators from school and early childhood programs to promote rigorous, yet developmentally appropriate, teaching practices for PreK through grade two.
 - Linking early childhood data with Maryland’s longitudinal data system.





The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, disability, or sexual orientation in matters affecting employment or in providing access to programs. For inquiries related to departmental policy, please contact:

**Equality Assurance and Compliance Branch
Maryland State Department of Education**
200 W. Baltimore Street
Baltimore, Maryland 21201
Phone: 410/767.0425
TTY/TTD: 410/333.6442
Fax: 410/333.2226
Website: www.mdpublicschools.org

For more information about this publication, contact:

**Division of Early Childhood Development
Maryland State Department of Education**
200 W. Baltimore Street
Baltimore, Maryland 21201
Phone: 410/767.0335
Website: www.mdpublicschools.org

For more information about improving school readiness in Maryland, contact:

Ready At Five
5520 Research Park Drive, Suite 150
Baltimore, MD 21228-4791
Phone: 410/788.5725
Email: info@readyatfive.org
Website: www.readyatfive.org

Visit www.MdSchoolReadiness.org for the technical report. Jurisdictional Leaders and Early Learning Coordinators can request additional data analysis by contacting: phil.koshkin@msde.state.md.us.

Visit www.readyatfive.org for Getting Ready 2012 – statewide and jurisdictional issue briefs, customized PowerPoint presentations, a business leader issue brief, and a parent flyer.



ready at five

5520 Research Park Drive
Suite 150
Baltimore, MD 21228-4791
Phone: 410/788.5725
Fax: 410/788.0233
Email: info@readyatfive.org
www.readyatfive.org