

The 2012-2013 Maryland School Readiness Report

# Children Entering School Ready to Learn



getting  
reAdy

## CONTENTS

### 1 Introduction

A Message from Maryland's State Superintendent of Schools

The Early Years

MMSR: Maryland's Measurement of School Readiness

### 3 Maryland Statewide School Readiness Data

Compelling Long-term Gains

Making Significant Strides

Ensuring Long-term Success

Addressing the School-Readiness Gaps

Realizing the Benefits of Early Learning

### 6 Race to the Top

The Race to the Top Early Learning Challenge

### 7 Behind the Numbers

### 8 Jurisdictional School Readiness Data

Local school systems

### 56 What's Next?

## MARYLAND STATE BOARD OF EDUCATION

Charlene M. Dukes, Ph.D.  
*President*

Mary Kay Finan, Ed.D.  
*Vice President*

James H. DeGraffenreidt, Jr.

Linda Eberhart

S. James Gates, Jr., Ph.D.

Luisa Montero-Diaz

Sayed M. Naved

Madhu Sidhu

Guffrie M. Smith, Jr.

Donna Hill Staton, Esq.

Ivan C.A. Walks, M.D.

Ebehireme Inegbenebor, Student Member

Lillian M. Lowery, Ed.D.  
*Secretary-Treasurer of the Board*  
*Interim State Superintendent of Schools*

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

Martin O'Malley  
*Governor*



**Lillian M. Lowery, Ed.D.**

**State Superintendent of Schools**

200 West Baltimore Street, Baltimore, MD 21201

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

Dear Colleagues, Community Leaders, and Parents:

For the fifth straight year, Education Week ranked Maryland's public schools first in the nation. This achievement is due, in part, to Maryland's commitment to early learning and school readiness.

Together, we have experienced overall, long-term gains in Maryland's school readiness. Extraordinary numbers of children are entering school fully ready to succeed and, as a result, meeting Maryland's rigorous state standards.

*Children Entering School Ready to Learn: The 2012-2013 Maryland School Readiness Report* showcases the school readiness results of Maryland's children – statewide, by subgroups, and for each of Maryland's 24 local jurisdictions. Encouraging results for 2012-2013 are:

- 82% of entering kindergarteners in school year 2012-2013 are fully school-ready, up from 49% in 2001-2002. Although there was a slight (1 point) decline from last year in full readiness, the State exhibits an overall upward trend in the percent of kindergarteners fully ready.
- Maryland retains high readiness levels in all Domains of Learning, including: Language & Literacy (72% fully ready for 2012-2013), Mathematical Thinking (75% fully ready) and Scientific Thinking (70% fully ready).
- African-American kindergarteners made big strides: 79% of African-American children are fully school-ready in 2012-2013, up from 37% in 2001-2002 and on par with last year. The 42-point jump is substantially higher than the State's overall readiness gain and reduces the school-readiness gap between African-American and white children from 19 points to 9 points.
- Children also made progress in the face of economic obstacles. 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 to 76% in 2011-2012 and 2012-2013. The 42-point increase from 2001-2002 reduced the school-readiness gap between children from low-income households and their peers from 18 points to 11 points in 2012-2013.
- Children attending public pre-kindergarten (PreK) the year prior to entering kindergarten continue to be well prepared: 83% of these children are fully school-ready in 2012-2013, up from 47% in 2001-2002 and on par with 2011-2012. These children exceed the statewide readiness average and show greater long-term improvements.

I am inspired by our state's advances to date. But we have more work to do – especially among children most at risk, including English Language Learners and children with disabilities. The 2012-2013 data show that the one-year readiness decline did not narrow the school-readiness gaps between these subgroups of children and their Maryland peers.

I firmly believe that we can close the school-readiness gap and prepare our children for world-class achievement through high-quality early learning experiences. That is why Maryland is making such substantial investments in early care and education. Through the federal Race to the Top Early Learning Challenge (RTT-ELC) grant funding, we are able to widen and deepen statewide investments in our young children and our future.

These are both exciting and challenging times. Please join me in taking proactive measures to focus on what works: enhancing teacher quality, implementing cutting-edge curriculum, improving access to first-rate early education opportunities, such as Prekindergarten, increasing family involvement, and fostering connections with Local Early Childhood Advisory Councils, to name a few. Together, we can ensure future readiness gains and close the existing achievement gaps.

On behalf of Maryland's young children, thank you for being a key partner in our progress.

Sincerely,

Lillian M. Lowery, Ed.D.

State Superintendent of Schools





## THE EARLY YEARS

School readiness – the ability to successfully do kindergarten work – is essential for all children. It is one of the most important factors in, and has a powerful impact on, the educational and life success of every young child in Maryland. In fact, “investments in high-quality early learning are among the most cost-effective of any investment along the educational pipeline, returning as high as 15-17 percent on the investment each year,” according to the U.S. Department of Education<sup>1</sup>. When children have a wide variety of high quality, early learning experiences, they are well on their way to being fully ready for school.

### MMSR: MARYLAND’S MEASUREMENT OF SCHOOL READINESS

The kindergarten assessment known as the Maryland Model for School Readiness, or MMSR, developed by the Maryland State Department of Education, 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.

#### Population Data, MD Dept of Planning, 2010

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

#### School Demographics, Maryland Department of Education, School Year 2012-2013

Kindergarten Students	66,896
Kindergarten Ethnicity	
• American Indian	0.3%
• Asian	5.7%
• African American	33.0%
• Native Hawaiian/Pacific Islander	0.2%
• White	40.0%
• Hispanic	16.4%
• Two or More Races	4.4%
Kindergarteners by Subgroup	
• Children with Disabilities	8.0%
• English Language Learners	14.7%
• Free/Reduced Priced Meals	46.4%
PreK Students (4-year-olds)	24,296
• Full-Day Program	24.5%
• Half-Day Program	75.5%

<sup>1</sup>Transforming Early Learning In Grades Pre-K – 3.” Early Childhood Task Force. National Association of Elementary School Principals.

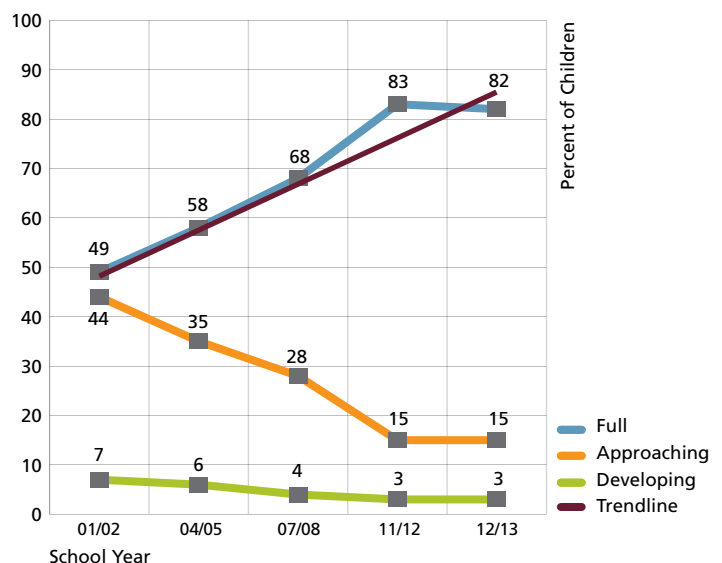
## MARYLAND STATEWIDE SCHOOL READINESS DATA

### COMPELLING LONG-TERM GAINS

An extraordinary number of students are meeting Maryland’s State Standards: 82% of children entering kindergarten in school year 2012-2013 are fully school-ready, up from 49% in 2001-2002. This represents a 67% improvement in overall school readiness.

More kindergarteners are fully school-ready than ever before – an additional 1,400 students are fully ready in 2012-2013 compared with last year. Maryland continues to exhibit an overall upward trend and maintain high readiness levels even with the one-point decline from 2011-2012.

#### Maryland School Readiness Data



Source: Maryland State Department of Education

Notes: Figures may not total 100% due to rounding. The “Trendline” indicates the overall upward progression of Maryland’s composite full readiness levels.

## MAKING SIGNIFICANT STRIDES

The 33-point, 11-year gain reflects the efforts of Maryland's 24 jurisdictions working to improve school readiness.

This year, 15 jurisdictions exceeded the statewide school readiness average, 5 jurisdictions reported higher school readiness than 2011-2012, and 4 jurisdictions preserved last year's readiness levels. Baltimore City exhibited the most significant gains (a 55-point gain from 2001-2002 and 5 points more than last year); the progress can partially be attributed to its commitment to universal PreK.

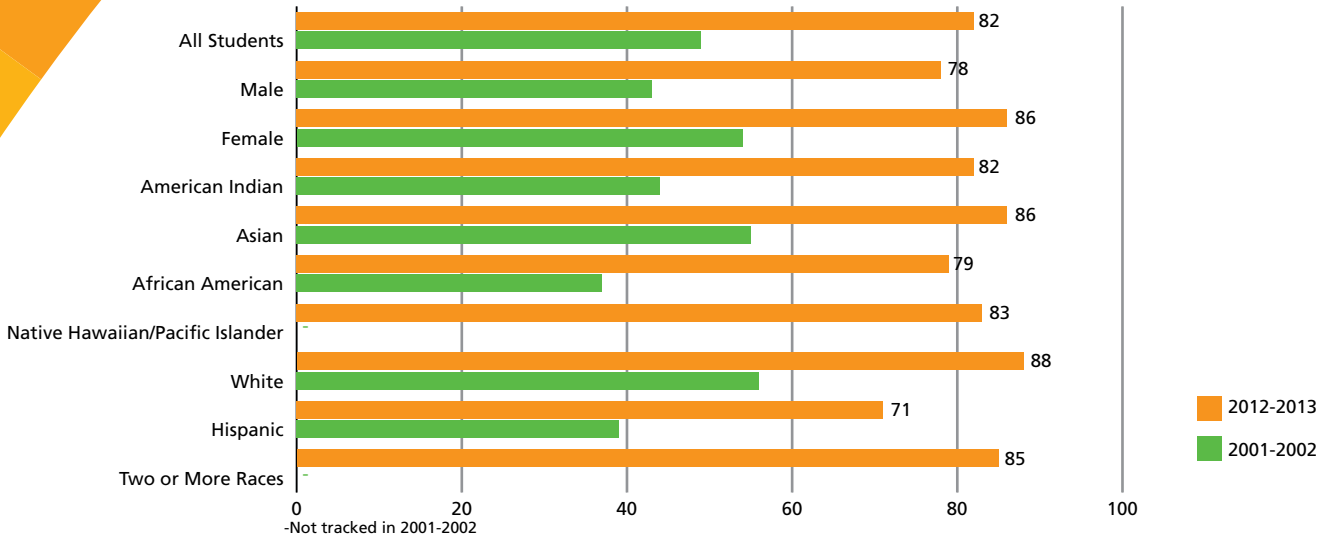
The upward trend from school year 2001-02 is evident for all subgroups of children. Considerable progress occurred among African-American children: 79% are now fully school-ready, up from 37% in 2001-2002 and on par with last year. This gain (a 42-point jump from 2001-2002) is substantially higher than the State's 33-point readiness gain.

## ENSURING LONG-TERM SUCCESS

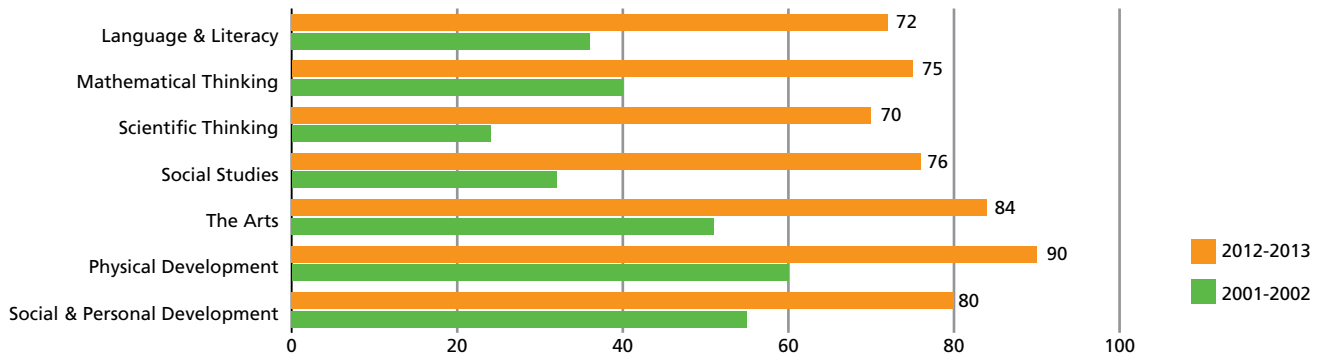
In the area of Language & Literacy – the Domain of Learning with the highest correlation to improvements in overall school readiness and most closely linked to proficiency on the subsequent Maryland State Assessment (MSA) in Grade 3 – the State saw a 36-point increase from 2001-2002 (72% fully ready for 2012-2013).

Maryland also saw overall gains in the STEM (Science, Technology, Engineering, and Math) domains: a 35-point improvement in Mathematical Thinking (75% fully ready), and a 46-point jump in Scientific Thinking (70% fully ready) from 2001-2002. STEM is a strong economic driver for Maryland, and it is essential that Maryland's children continue to achieve in these areas.

**Maryland Full School Readiness by Gender & Ethnicity**



**Maryland Full School Readiness by Domain**





### ADDRESSING THE SCHOOL-READINESS GAPS

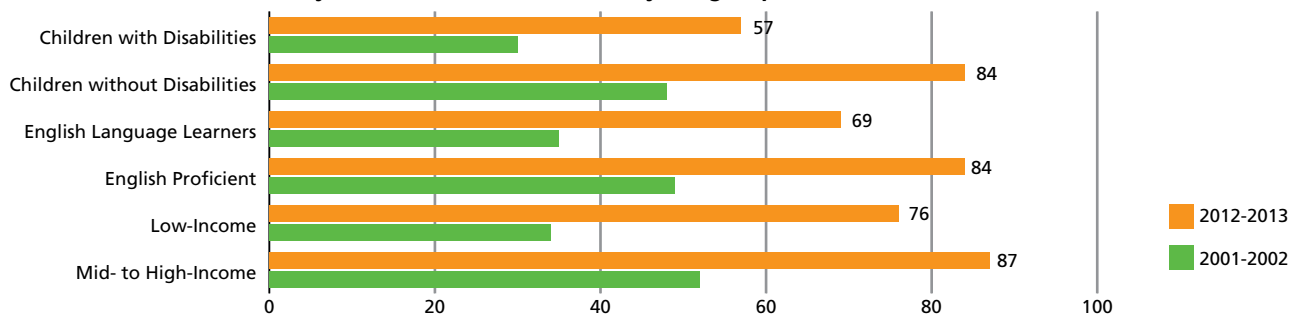
Children advanced in the face of economic obstacles. The percentage of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) who are fully school-ready rose from 34% in 2001-2002 to 76% in 2011-2012 and 2012-2013. The 42-point increase from 2001-2002 reduced the school-readiness gap between children from low-income households and their peers from 18 points to 11 points in 2012-2013. This is significant because of the increasing number of kindergarteners who are from low-income households (nearly 31,000 children or 46% of kindergarteners in 2012-2013 – an 8% one-year gain).

Children from other high-risk subgroups, including English Language Learners (ELL: children whose first language is not English) and children with disabilities,

made considerable overall progress (a 34-point gain and a 27-point gain from 2001-2002, respectively), but did not exhibit short-term gains. Readiness for these children declined slightly since 2001-2002, impacting the school-readiness gaps between these subgroups and their Maryland peers. The 2012-2013 data show:

- 69% of English Language Learners are fully school-ready, down from 72% in 2011-2012. The readiness gap between ELL and English-proficient children rose from 13 points in 2011-2012 to 15 points in 2012-2013.
- 57% of children with disabilities are fully school-ready, a 2-point decline from 2011-2012. The school-readiness gap between children with disabilities and their peers grew from 18 points in 2001-2002 to 26 points in 2011-2012 and 27 points this year.

**Maryland Full School Readiness by Subgroup**



## REALIZING THE BENEFITS OF EARLY LEARNING

Student performance has shown that children who have the benefit of high-quality early learning experiences, including public PreK, are better prepared to start kindergarten and are more successful thereafter in school. Research confirms that early care and education is one of the best ways to address the school-readiness gap and prepare children for academic and life success. In 2012-2013:

- 83% of children who were enrolled in public PreK programs the year prior to starting kindergarten are fully school-ready, up from 47% in 2001-2002 and on par with last year.
- Children enrolled in PreK programs the year prior to kindergarten exceed the statewide readiness average and show greater long-term improvements (a 36-point gain from 2001-2002, compared with the 33-point Statewide gain). Because public PreK programs serve a high percentage of children with academic risk factors (low income, ELL, and children with disabilities), the data are significant for addressing readiness gaps.
- Children enrolled in public PreK programs the year before kindergarten – a large portion of whom are from low-income households as indicated by Free and Reduced Price Meal status – outperform their peers at the same income level (83% of children previously enrolled in PreK are fully ready compared with 76% of kindergarteners from low-income households).
- Children enrolled in public PreK programs (83% fully ready) are better prepared for school than their peers who were at home or in informal care (71% fully ready).



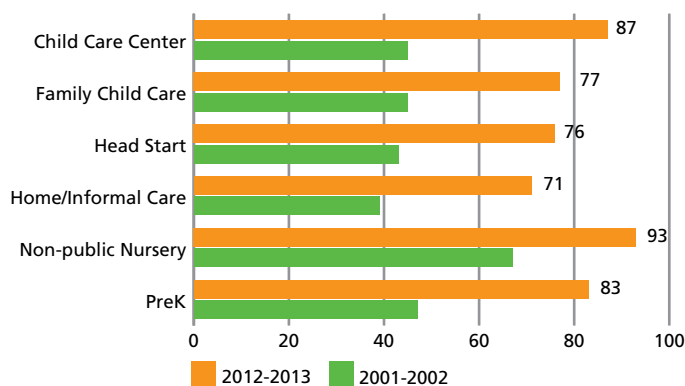
## RACE TO THE TOP

### The Race to the Top Early Learning Challenge

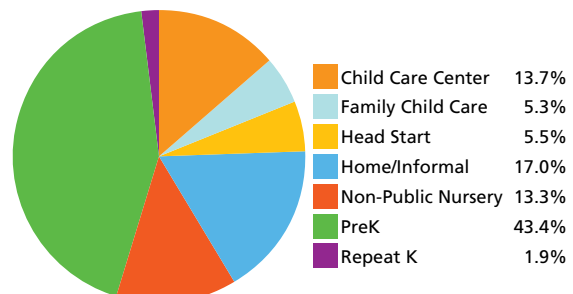
With the \$50 million four-year federal Race to the Top Early Learning Challenge (RTT-ELC) grant, Maryland is making comprehensive improvements to our PreK and kindergarten curricula, assessments, and accountability systems. Our investments seek to advance:

- State (and local level) governance structure
- High-quality, accountable programs
- Access to high-quality, early learning and development programs
- Early learning and development standards
- Alignment of standards with early learning curricula, activities, assessments, and professional development
- Comprehensive assessment systems
- Intervention and prevention programs
- Family engagement
- The early education workforce

### Maryland Full School Readiness by Prior Care



### Maryland Prior Care Enrollment\* School Year 2011-2012



\* 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 are considered at risk.



## BEHIND THE NUMBERS

Over the last decade, Maryland has succeeded dramatically in improving school readiness. With 82% of children entering our kindergarten classrooms fully ready to succeed in school, we are clearly doing a number of things right. Maryland's efforts through Race to the Top Early Learning Challenge (RTT-ELC) are only some of the many investments that account for the overall gains. Our innovations, targeting young children birth to five, are key to our success:

- **We are building the infrastructure.** Maryland has established a comprehensive, aligned, and highly effective early care and education system to steadily improve school readiness. To build on these statewide efforts, 24 local Early Childhood Advisory Councils (ECACs) are developing customized jurisdictional plans that meet their early childhood needs; all plans are aligned with the State's RTT-ELC strategies.
- **We are improving quality.** Maryland has created a seamless learning progression and improved the quality of early care and education by:
  - Using MMSR data to address particular school readiness issues.
  - Revising pre-kindergarten and kindergarten benchmarks to align with the State's Common Core.
  - Implementing new specialized curricula, such as the Preschool STEM program or Ready At Five's Vocabulary Improvement and Oral Language Enrichment Through Stories (VIOLETS) program, in Title I communities.
  - Promoting higher program standards in key early care and education areas: licensing, learning environments, staffing and professional development, developmentally appropriate learning and program practices, child assessments, program administration and policies, and accreditation. MSDE recognizes and supports family providers, center-based and public school child care programs, and before-/after-school programs that meet or exceed evidence-based criteria of quality through Excellence in Early Learning Standards (EXCELS).
  - Accrediting and credentialing more programs and professionals. Maryland dramatically increased the number of accredited early care and education programs (center-based, Head Start, and PreK) and family childcare homes from 123 in 2002 to 1,077 in 2012. The number of early educators participating in the Maryland Child Care Credential Program rose 11% in one year and 1,820% since 2001-2002 to 6,872 participants.
- **We are focusing on children with academic risk factors.** This year, nearly 28,500 children (3- and 4-year-olds) are enrolled in our state-funded PreK programs (about 36% of all four-year-olds) and reaping the benefits of high-quality early learning. The majority of enrolled children possess one or more academic risk factors – a disability, learning the English language, or from low-income families. Many of these children have the added benefit of full-day PreK: 25% of PreK children participated in full-day programs (11 jurisdictions currently offer a full-day option for some or all PreK children). Maryland expanded its comprehensive educational and family support services for children birth through kindergarten by establishing two new satellite Judy Centers (extensions of existing sites) in Baltimore City and Prince George's County. Judy Centers now serve more than 12,000 children in 39 Title I elementary school zones across Maryland.
- **We are engaging families and communities.** Maryland reaches out to and works with parents, families and community members, since they are the key to improving school readiness. For example, Ready At Five's parent-child Learning Parties are utilized by early learning programs in Title I communities, helping parents learn how to build their children's knowledge, skills, and abilities in key Domains of Learning. Currently, a Coalition of Family Engagement is developing a framework for how families can become engaged in learning, parenting and self-sufficiency.
- **We are supporting healthy beginnings.** A physically, mentally, and emotionally healthy child is a child who is ready to learn. Pediatricians routinely promote early literacy resources (i.e. Reach Out and Read) and other programs to parents during well-child visits, and encourage the families of children with disabilities to obtain appropriate services. Moreover, Maryland is promoting developmental screening efforts to ensure early detection of learning delays or disabilities – an essential first step for ensuring school readiness of children with disabilities.

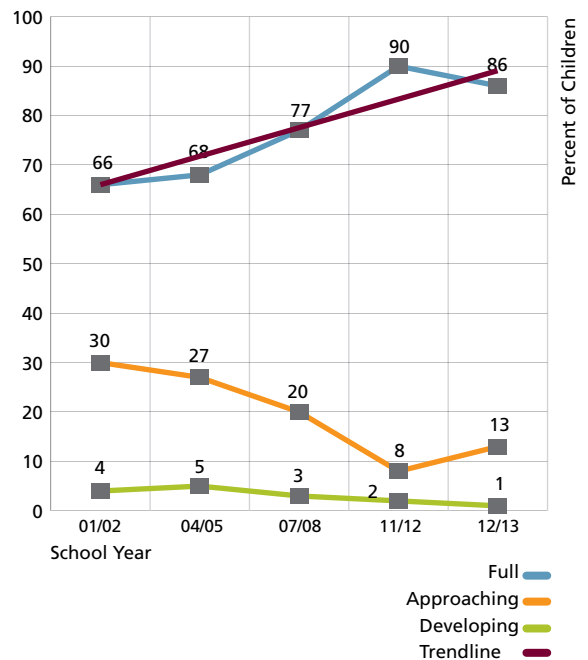


86% of kindergarteners are fully school-ready.

### QUICK TAKE ON SCHOOL READINESS

- Allegheny County experienced a 20-point gain in school readiness – a 30% improvement – from 2001-2002.
- Although there was a 4-point decline from 2011-2012 in the percentage of kindergarteners fully school-ready, the County exhibits an overall upward trend in readiness levels.
- The County saw high readiness levels in all Domains of Learning, including Language & Literacy (73% fully school-ready for 2012-2013), Mathematical Thinking (83%), and Scientific Thinking (87%).
- 91% of African-American children are fully school-ready in 2012-2013, up from 57% in 2001-2002. The 34-point jump is substantially higher than the County's overall readiness gains.
- 100% of Hispanic children are fully school-ready in 2012-2013.
- 83% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready. The 28-point increase from 2001-2002 reduced the readiness gap between children from low-income households and their peers from 23 points to 10 points in 2012-2013.
- Children with disabilities made substantial school readiness progress: 58% fully school-ready in 2012-2013 – a 19-point jump from 2001-2002.
- Kindergarteners attending public PreK the year prior to entering school continue to be well prepared (88% fully school-ready in 2012-2013, up from 74% in 2001-2002).

School Readiness Data



#### Population Data, MD Dept of Planning, 2010

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

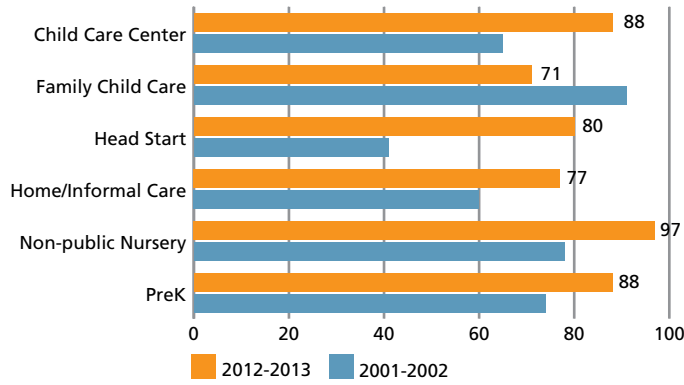
#### School Enrollment MSDE, School Year 2012-2013

Kindergarten Students	647
Kindergarten Ethnicity	
• American Indian	0.3%
• Asian	0.9%
• African American	1.7%
• Native Hawaiian/Pacific Islander	0.2%
• White	89.4%
• Hispanic	0.9%
• Two or More Races	6.5%
Kindergarteners by Subgroup	
• Children with Disabilities	11.2%
• English Language Learners	0.0%
• Free/Reduced Priced Meals	63.9%
PreK Students	497
• Full-Day Program	0.0%
• Half-Day Program	100.0%

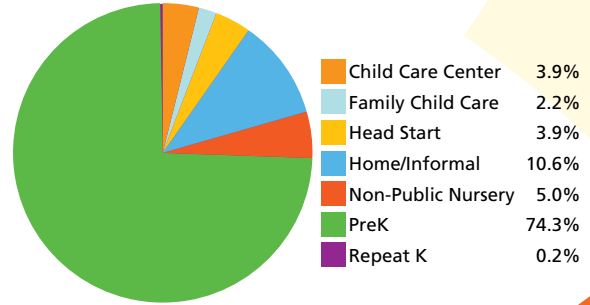
Figures may not total 100% due to rounding. The "Trendline" indicates the overall upward progression of the County's composite full readiness.

## Prior Care Data

### Full School Readiness by Prior Care

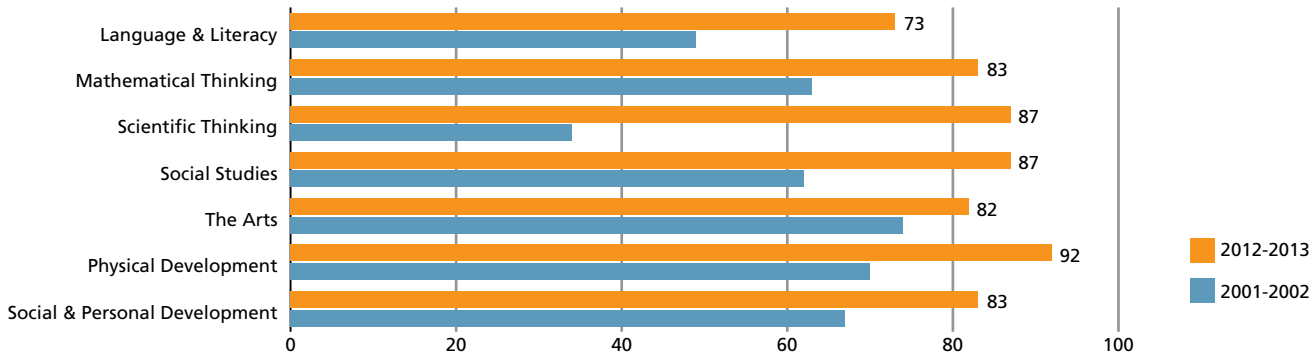


### Prior Care Enrollment, School Year 2011-2012

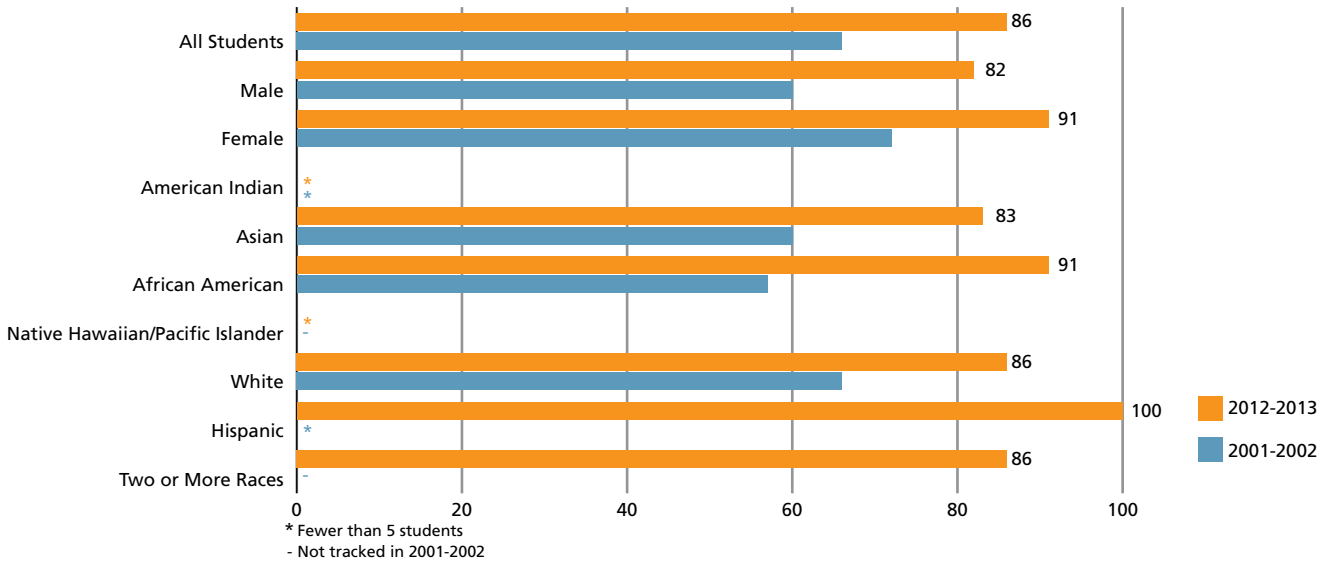


\* Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities -- two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as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

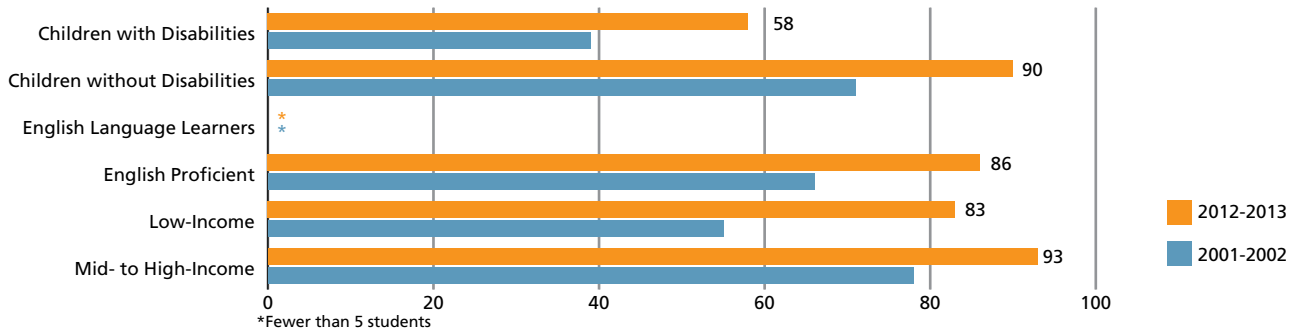
### Full School Readiness by Domain



### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



# Anne Arundel

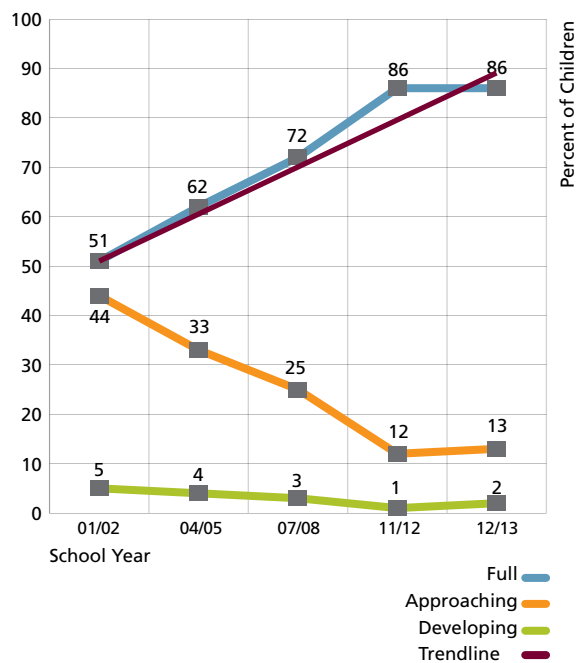
## COUNTY

86% of kindergarteners are fully school-ready.

### QUICK TAKE ON SCHOOL READINESS

- Anne Arundel County experienced a 35-point gain in school readiness – a 69% improvement – from 2001-2002 and is on par with last year.
- The County saw high readiness levels in all Domains of Learning, including Language & Literacy (73% fully school-ready for 2012-2013), Mathematical Thinking (78%), and Scientific Thinking (78%).
- 82% of African-American children are fully school-ready in 2012-2013, up from 40% in 2001-2002. The 42-point jump is substantially higher than the County's overall readiness gain.
- The percentage of Hispanic children who are fully school-ready rose from 37% in 2001-2002 to 79% in 2012-2013, narrowing the readiness gap between Hispanic and white children to 10 points.
- 78% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready. The 42-point increase from 2001-2002 reduced the readiness gap between children from low-income households and their peers from 16 points to 9 points in 2012-2013.
- More English Language Learners (ELL) are fully school-ready, up from 32% in 2001-2002 to 72% in 2012-2013. This gain decreased the readiness gap between ELL and their English-proficient peers from 19 points to 15 points and is significant because of the increasing number of ELL (575 kindergarteners in 2012-2013 – a 5% one-year gain).
- Children with disabilities made substantial school readiness progress: 58% fully school-ready in 2012-2013 – a 15-point jump from 2001-2002.
- Kindergarteners attending public PreK the year prior to entering school continue to be well prepared (83% fully school-ready in 2012-2013, up from 48% in 2001-2002).

School Readiness Data



#### Population Data, MD Dept of Planning, 2010

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

#### School Enrollment MSDE, School Year 2012-2013

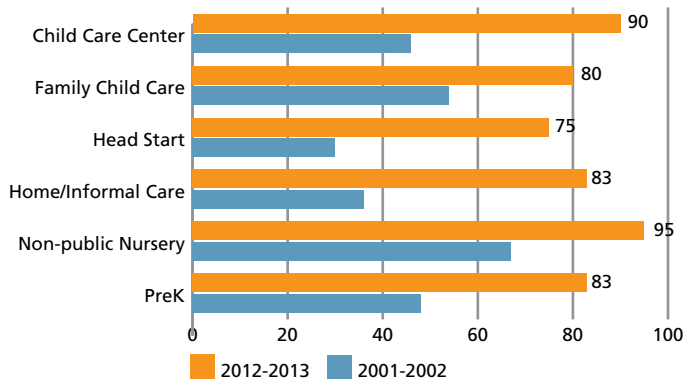
Kindergarten Students	6,345
Kindergarten Ethnicity	
• American Indian	0.4%
• Asian	3.2%
• African American	17.9%
• Native Hawaiian/Pacific Islander	0.3%
• White	58.9%
• Hispanic	13.0%
• Two or More Races	6.2%
Kindergarteners by Subgroup	
• Children with Disabilities	7.3%
• English Language Learners	9.1%
• Free/Reduced Priced Meals	17.5%
PreK Students	1,838
• Full-Day Program	34.0%
• Half-Day Program	66.0%

Figures may not total 100% due to rounding.  
The "Trendline" indicates the overall upward progression of the County's composite full readiness.

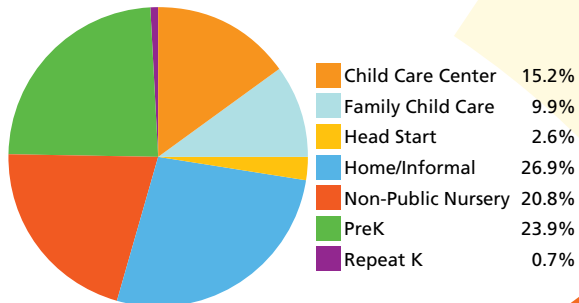


### Prior Care Data

#### Full School Readiness by Prior Care

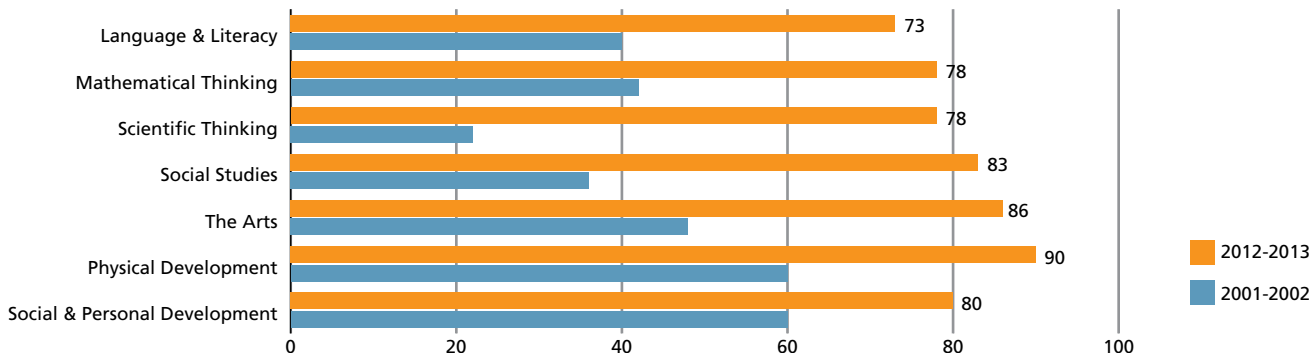


#### Prior Care Enrollment, School Year 2011-2012

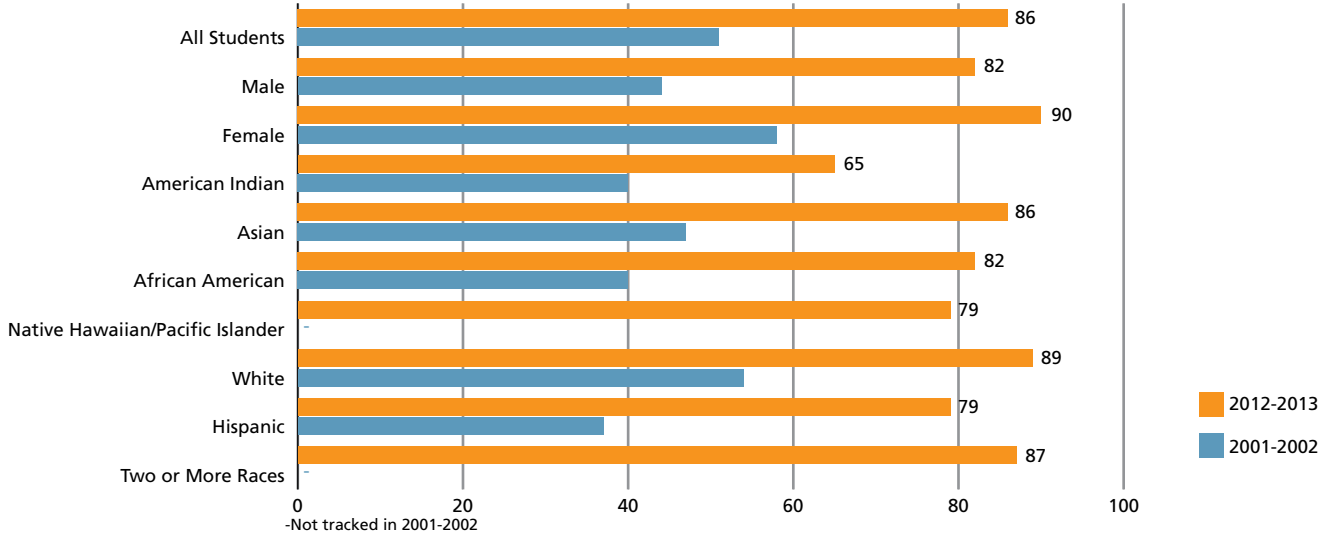


\* Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole,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

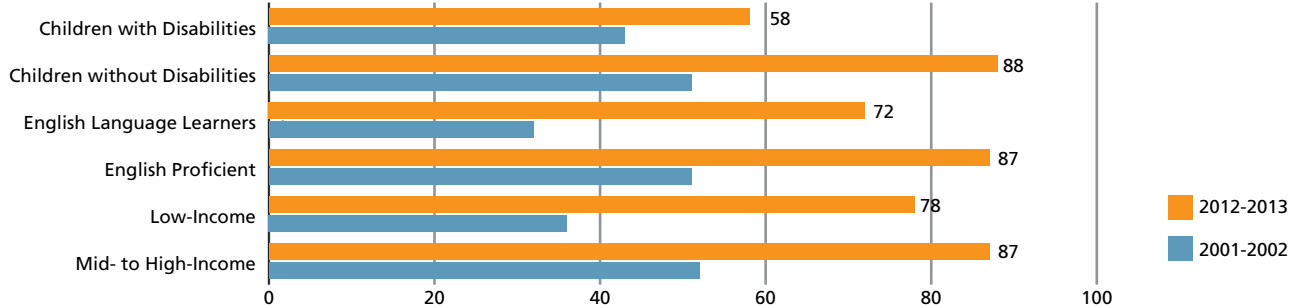
#### Full School Readiness by Domain



#### Full School Readiness by Gender & Ethnicity



#### Full School Readiness by Subgroup



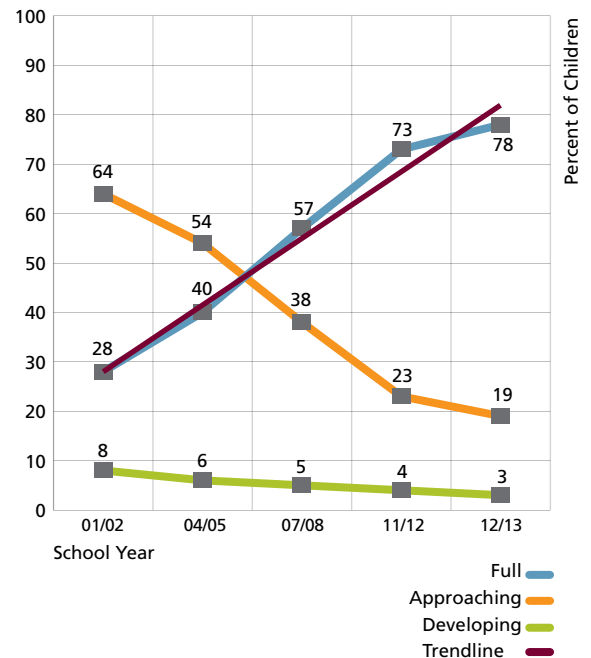
# Baltimore City

78% of kindergarteners are fully school-ready.

## QUICK TAKE ON SCHOOL READINESS

- Baltimore City experienced a 50-point gain in school readiness – a 179% improvement – from 2001-2002 and a 5-point increase from 2011-2012.
- The City exhibited high readiness levels in all Domains of Learning, including Language & Literacy (70% fully school-ready for 2012-2013), Mathematical Thinking (69%), and Scientific Thinking (62%).
- 77% of African-American children are fully school-ready in 2012-2013, up from 27% in 2001-2002 and on par with the City's overall readiness gain.
- The percentage of Hispanic children who are fully school-ready rose from 20% in 2001-2002 to 76% in 2012-2013, narrowing the school-readiness gap between Hispanic and white children to 5 points.
- 77% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready – a 50-point improvement from 2001-2002.
- More English Language Learners (ELL) are fully school-ready, up from 26% in 2001-2002 to 71% in 2012-2013.
- Children with disabilities made substantial school readiness progress: 54% fully school-ready in 2012-2013 – a 41-point jump from 2001-2002.
- Kindergarteners attending public PreK the year prior to entering school continue to be well prepared (83% fully school-ready in 2012-2013, up from 30% in 2001-2002).

School Readiness Data



### Population Data, MD Dept of Planning, 2010

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

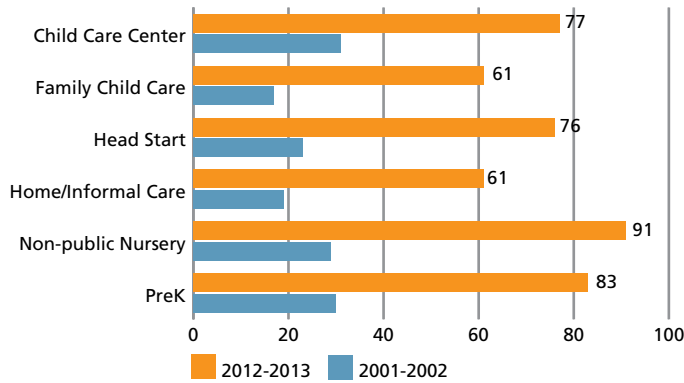
### School Enrollment MSDE, School Year 2012-2013

Kindergarten Students	7,271
Kindergarten Ethnicity	
• American Indian	0.3%
• Asian	1.0%
• African American	79.9%
• Native Hawaiian/Pacific Islander	0.2%
• White	9.2%
• Hispanic	8.9%
• Two or More Races	0.5%
Kindergarteners by Subgroup	
• Children with Disabilities	7.9%
• English Language Learners	5.7%
• Free/Reduced Priced Meals	87.4%
PreK Students	4,454
• Full-Day Program	100.0%
• Half-Day Program	0.0%

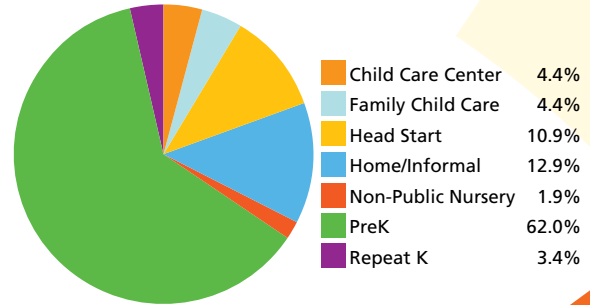
Figures may not total 100% due to rounding.  
The "Trendline" indicates the overall upward progression of the County's composite full readiness.

## Prior Care Data

### Full School Readiness by Prior Care

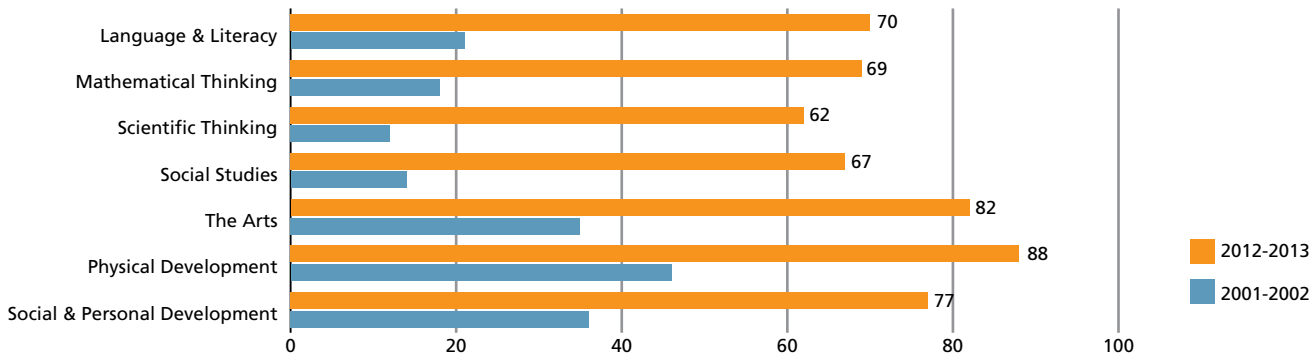


### Prior Care Enrollment, School Year 2011-2012

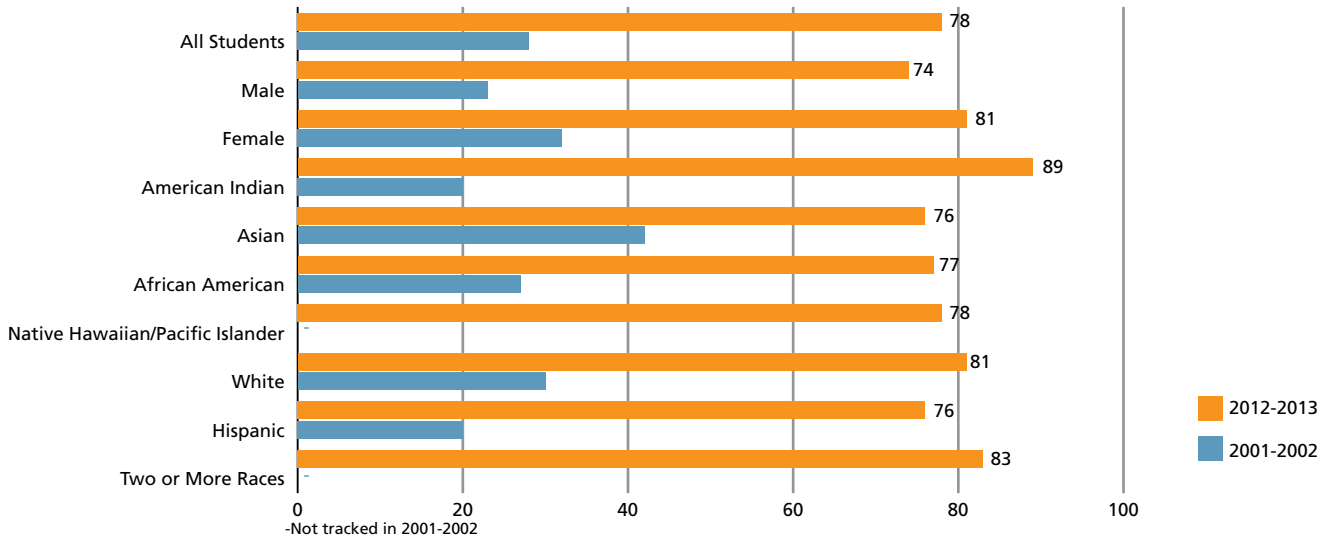


\* Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole,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

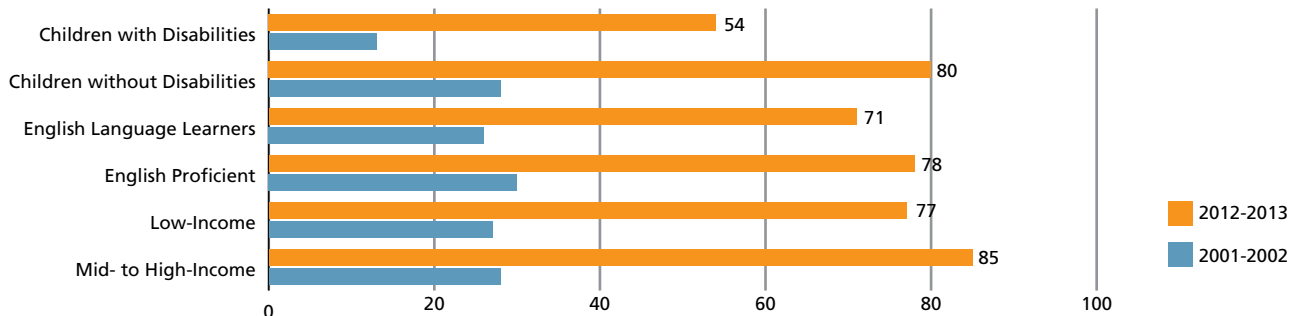
### Full School Readiness by Domain



### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



Baltimore City

# Baltimore

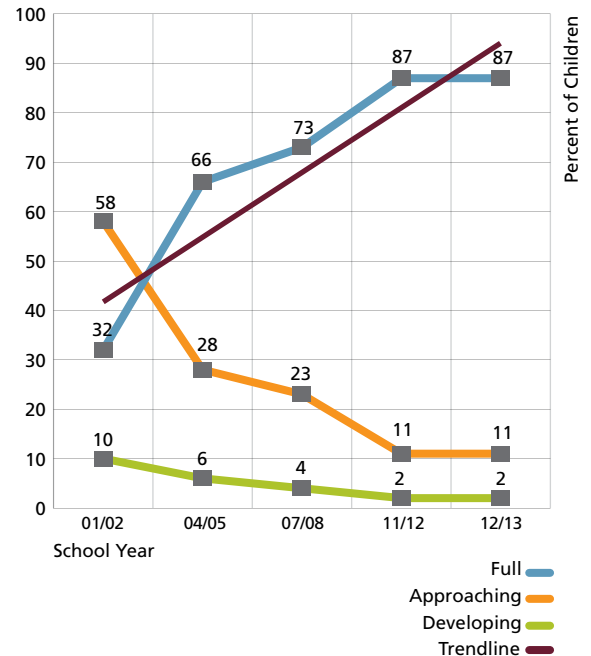
## COUNTY

87% of kindergarteners are fully school-ready.

### QUICK TAKE ON SCHOOL READINESS

- Baltimore County experienced a 55-point gain in school readiness – a 172% improvement – from 2001-2002 and is on par with last year.
- The County exhibited high readiness levels in all Domains of Learning, including Language & Literacy (77% fully school-ready for 2012-2013), Mathematical Thinking (81%), and Scientific Thinking (79%).
- 85% of African-American children are fully school-ready in 2012-2013, up from 32% in 2001-2002, and are within 2 points of the County's overall readiness level.
- The percentage of Hispanic children who are fully school-ready rose from 21% in 2001-2002 to 77% in 2012-2013. The 56-point gain is slightly higher than the County's overall gains.
- 82% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready, up from 27% in 2001-2002.
- More English Language Learners (ELL) are fully school-ready, up from 18% in 2001-2002 to 75% in 2012-2013. This gain narrowed the readiness gap between ELL and their English-proficient peers from 14 points to 13 points and is significant because of the increasing number of ELL (nearly 650 kindergarteners in 2012-2013 – a 7.5% one-year gain).
- Children with disabilities made substantial school readiness progress: 61% fully school-ready in 2012-2013 – 43-point jump from 2001-2002.
- Kindergarteners attending public PreK the year prior to entering school continue to be well prepared (87% fully school-ready in 2012-2013, 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 2012-2013

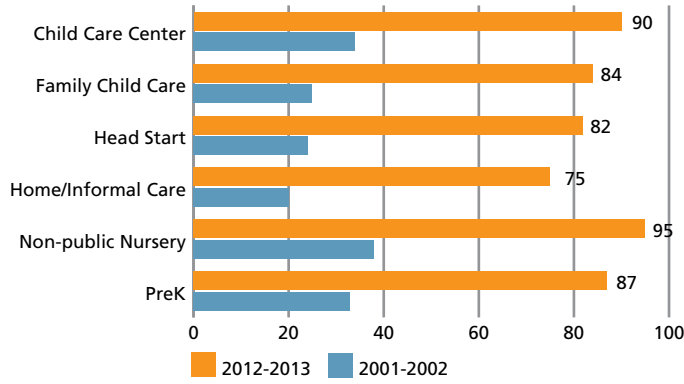
Kindergarten Students	8,580
Kindergarten Ethnicity	
• American Indian	0.4%
• Asian	6.3%
• African American	33.7%
• Native Hawaiian/Pacific Islander	0.2%
• White	46.1%
• Hispanic	8.2%
• Two or More Races	5.1%
Kindergarteners by Subgroup	
• Children with Disabilities	9.2%
• English Language Learners	7.5%
• Free/Reduced Priced Meals	46.0%
PreK Students	2,901
• Full-Day Program	0.0%
• Half-Day Program	100.0%

Figures may not total 100% due to rounding. The "Trendline" indicates the overall upward progression of the County's composite full readiness.

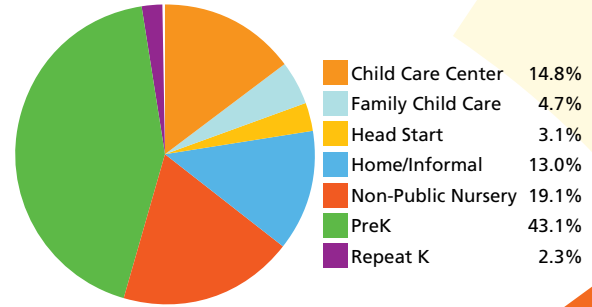


## Prior Care Data

### Full School Readiness by Prior Care



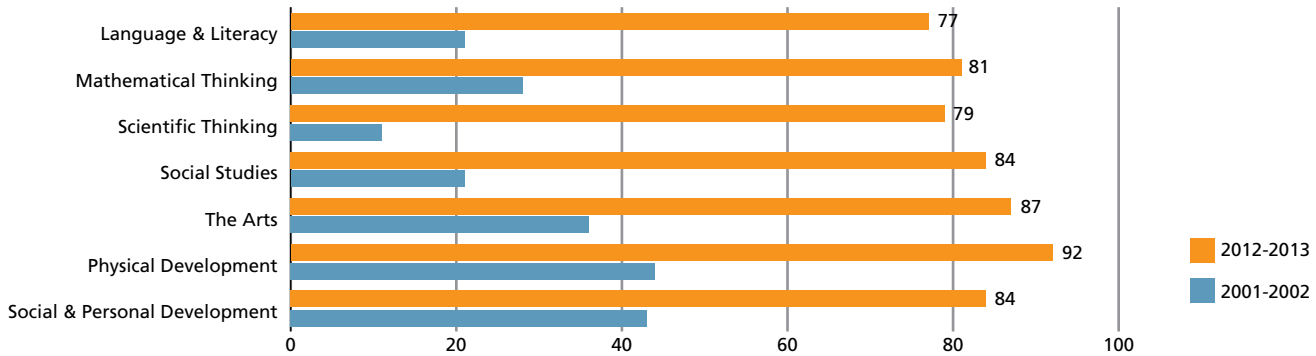
### Prior Care Enrollment, School Year 2011-2012



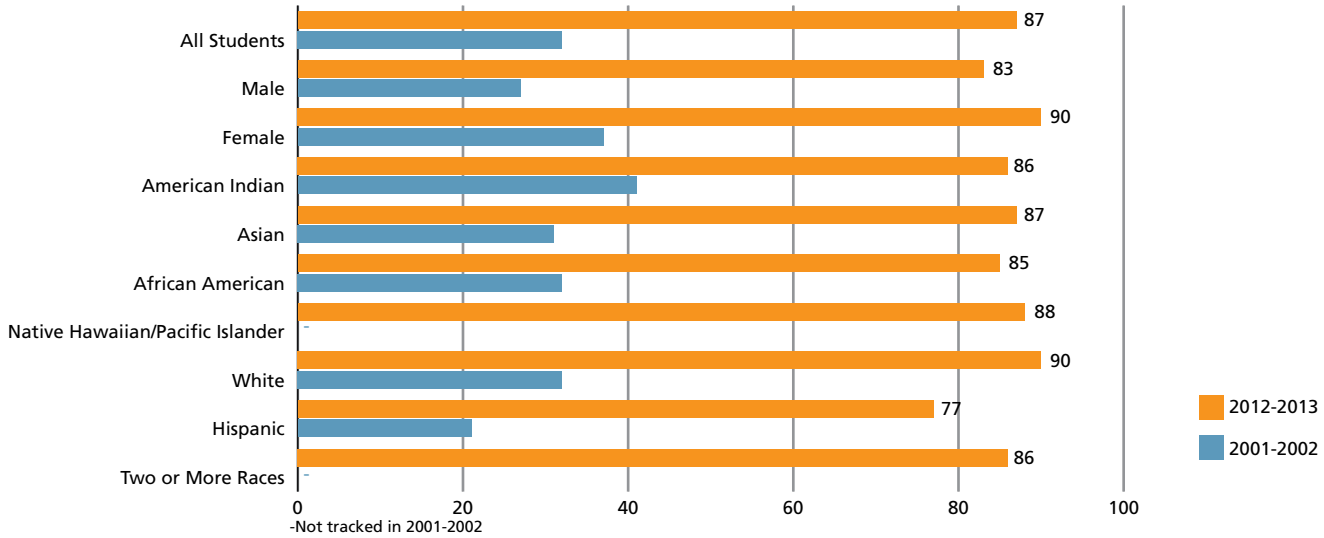
\* Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole,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

Baltimore County

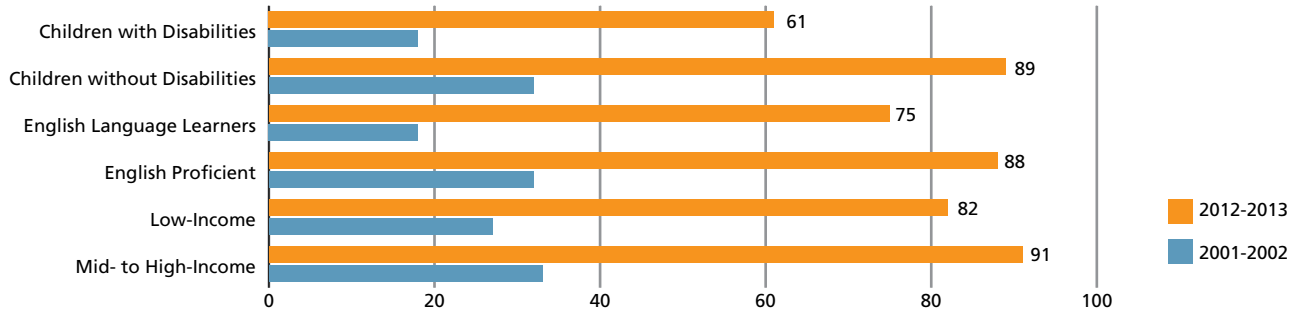
### Full School Readiness by Domain



### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



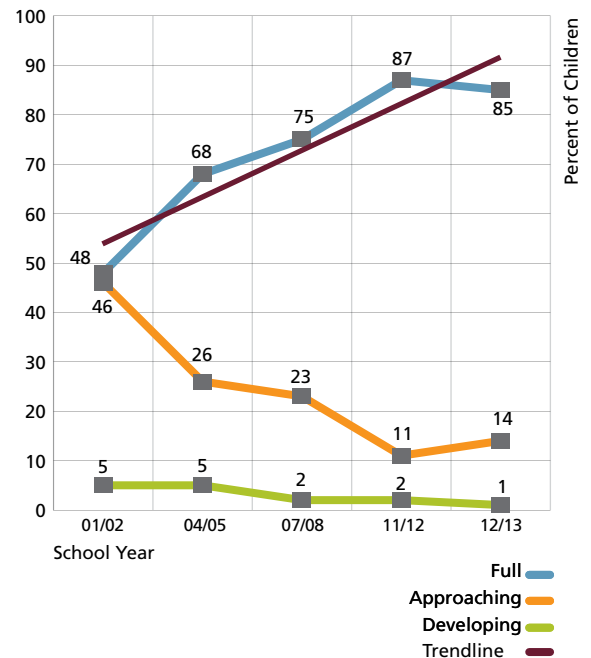


85% of kindergarteners are fully school-ready.

### QUICK TAKE ON SCHOOL READINESS

- Calvert County experienced a 37-point gain in school readiness – a 77% improvement – from 2001-2002.
- Although there was 2-point decline from 2011-2012 in the percentage of kindergarteners fully school-ready, the County exhibits an overall upward trend in readiness levels.
- The County saw high readiness levels in all Domains of Learning, including Language & Literacy (76% fully school-ready for 2012-2013), Mathematical Thinking (84%), and Scientific Thinking (80%).
- 84% of African-American children are fully school-ready in 2012-2013, up from 39% in 2001-2002. The 45-point jump is substantially higher than the County's overall readiness gains.
- The percentage of Hispanic children who are fully school-ready rose from 38% in 2001-2002 to 85% in 2012-2013, eliminating the school-readiness gap between Hispanic and white children.
- 83% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready. The 58-point increase from 2001-2002 narrowed the readiness gap between children from low-income households and their peers from 25 points to 2 points in 2012-2013.
- More English Language Learners (ELL) are fully school-ready, up from 50% in 2004-2005 (the first year with more than 5 ELL students) to 74% in 2012-2013. The gain reduced the readiness gap between ELL and their English proficient peers from 18 points to 11 points.
- Children with disabilities made substantial school readiness progress: 67% fully school-ready in 2012-2013 – a 29-point jump from 2001-2002.
- Kindergarteners attending public PreK the year prior to entering school continue to be well prepared (82% fully school-ready in 2012-2013, up from 44% in 2001-2002).

School Readiness Data



#### Population Data, MD Dept of Planning, 2010

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

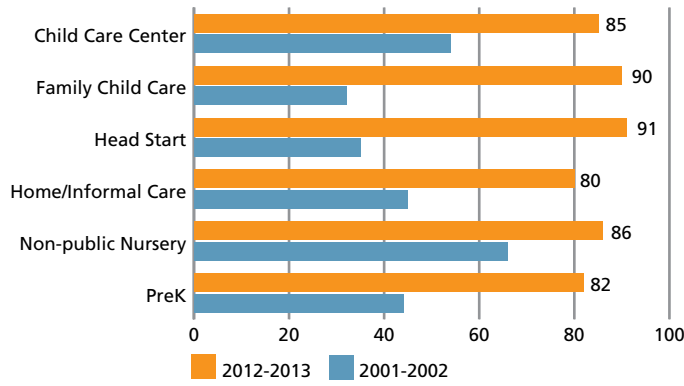
#### School Enrollment MSDE, School Year 2012-2013

Kindergarten Students	1,055
Kindergarten Ethnicity	
• American Indian	0.2%
• Asian	1.4%
• African American	11.0%
• Native Hawaiian/Pacific Islander	0.0%
• White	74.5%
• Hispanic	5.6%
• Two or More Races	7.3%
Kindergarteners by Subgroup	
• Children with Disabilities	9.4%
• English Language Learners	2.9%
• Free/Reduced Priced Meals	26.1%
PreK Students	323
• Full-Day Program	0.0%
• Half-Day Program	100.0%

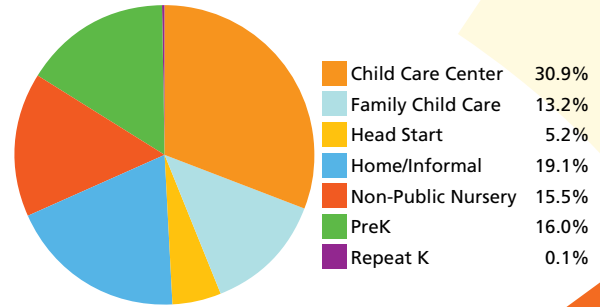
Figures may not total 100% due to rounding.  
The "Trendline" indicates the overall upward progression of the County's composite full readiness.

## Prior Care Data

### Full School Readiness by Prior Care

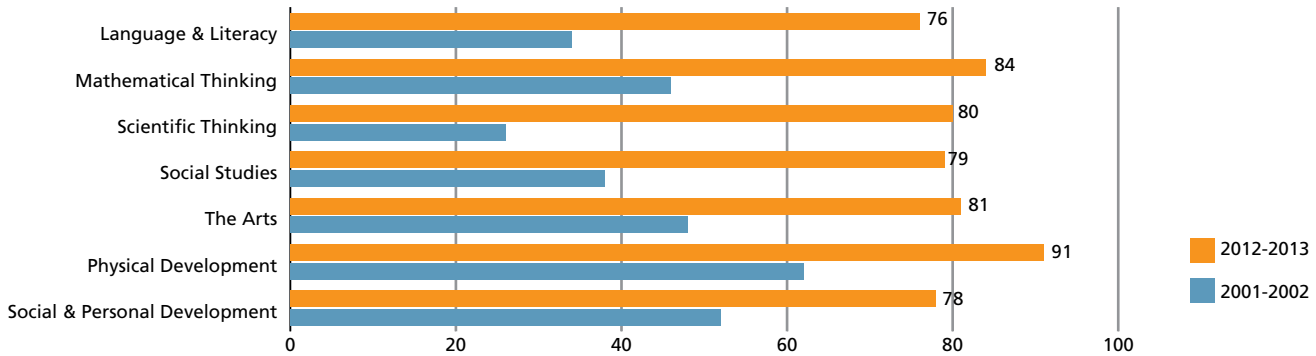


### Prior Care Enrollment, School Year 2011-2012

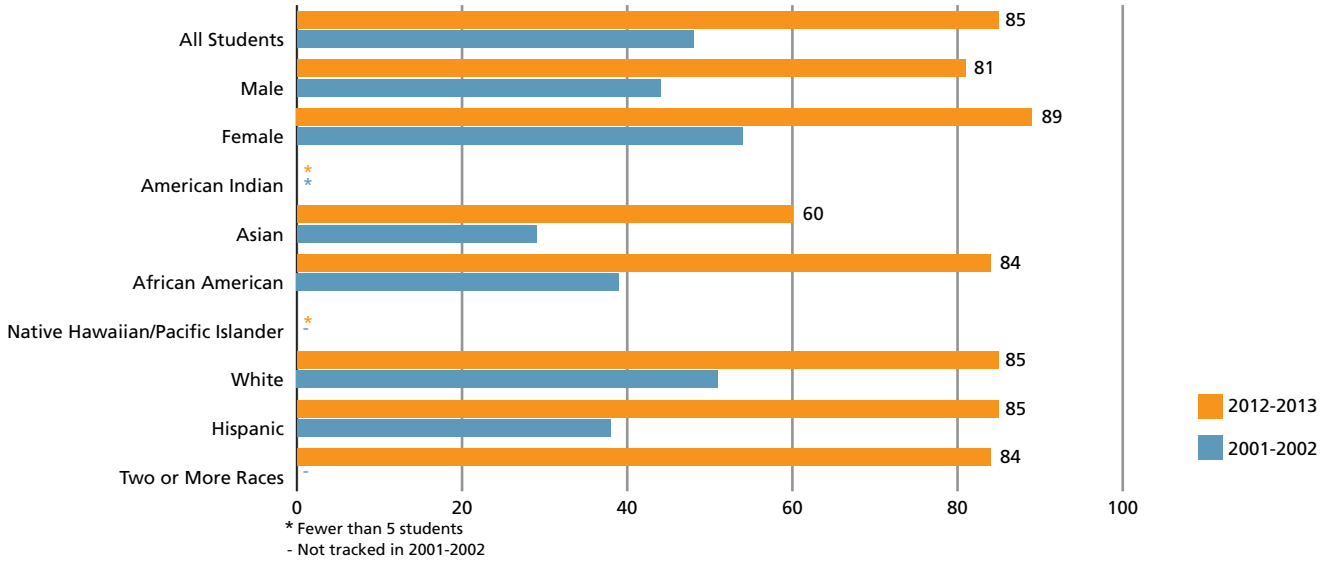


\* Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole,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

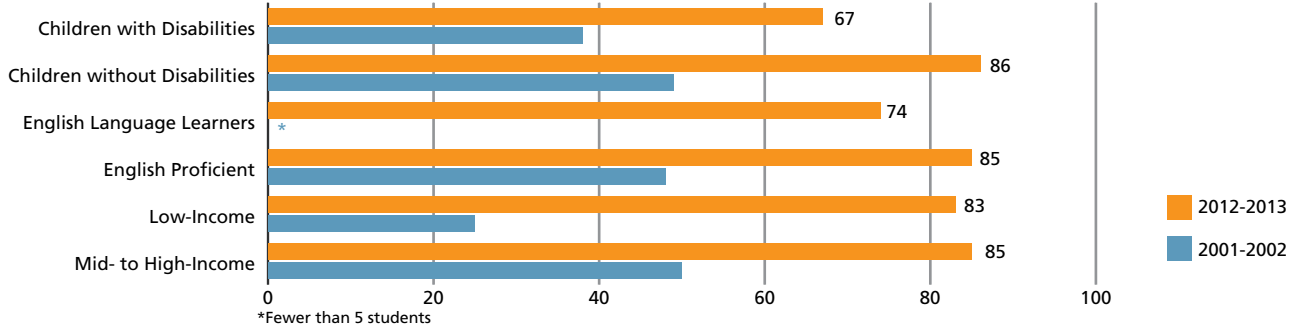
### Full School Readiness by Domain



### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



Calvert County

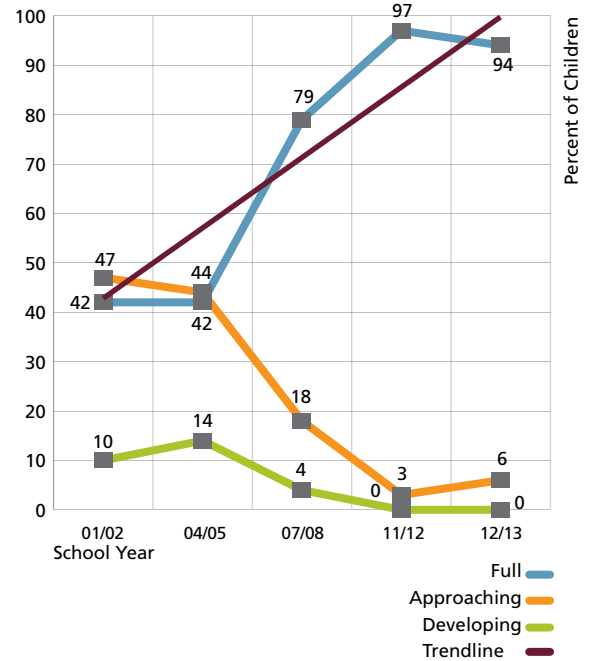


94% of kindergarteners are fully school-ready.

**QUICK TAKE ON SCHOOL READINESS**

- Caroline County experienced a 52-point gain in school readiness – a 124% improvement – from 2001-2002.
- Although there was a 3-point decline from 2011-2012 in the percentage of kindergarteners fully school-ready, the County exhibits an overall upward trend and maintains high readiness levels.
- The County saw high readiness levels in all Domains of Learning, including Language & Literacy (87% fully school-ready for 2012-2013), Mathematical Thinking (91%), and Scientific Thinking (91%).
- 87% of African-American children are fully school-ready in 2012-2013, up from 31% in 2001-2002. The 56-point jump is substantially higher than the County's overall readiness gains.
- The percentage of Hispanic children who are fully school-ready rose from 14% in 2001-2002 to 93% in 2012-2013, narrowing the school-readiness gap between Hispanic and white children to 2 points.
- 94% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready. The 55-point increase from 2002-2003 (the first year with more than 5 kindergarteners from low-income households) eliminated the school-readiness gap between children from low-income households and their mid- to high-income peers.
- More English Language Learners (ELL) are fully school-ready, up from 11% in 2002-2003 (the first year with more than 5 ELL students) to 95% in 2012-2013. This gain eliminated the readiness gap between ELL and their English-proficient peers.
- Children with disabilities made substantial school readiness progress: 80% fully school-ready in 2012-2013 – a 55-point jump from 2001-2002.
- Kindergarteners attending public PreK the year prior to entering school continue to be well prepared (94% fully school-ready in 2012-2013, up from 34% in 2001-2002).

**School Readiness Data**



Population Data, MD Dept of Planning, 2010	
Children < 5 (age 0-4)	2,560

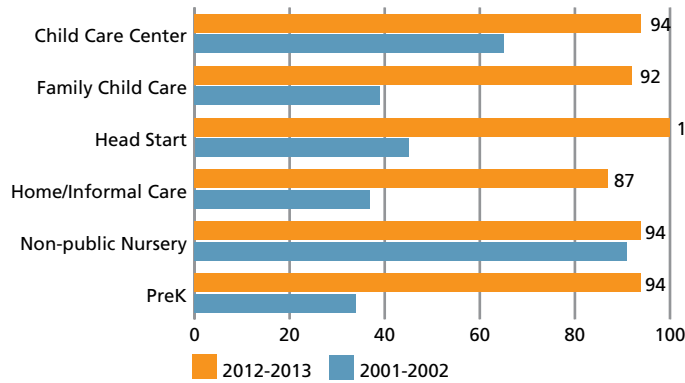
School Enrollment MSDE, School Year 2012-2013	
Kindergarten Students	440
Kindergarten Ethnicity	
• American Indian	0.0%
• Asian	0.9%
• African American	17.9%
• Native Hawaiian/Pacific Islander	0.2%
• White	65.8%
• Hispanic	9.6%
• Two or More Races	5.5%
Kindergarteners by Subgroup	
• Children with Disabilities	8.0%
• English Language Learners	9.4%
• Free/Reduced Priced Meals	62.4%
PreK Students	343
• Full-Day Program	5.5%
• Half-Day Program	94.5%

Figures may not total 100% due to rounding. The "Trendline" indicates the overall upward progression of the County's composite full readiness.

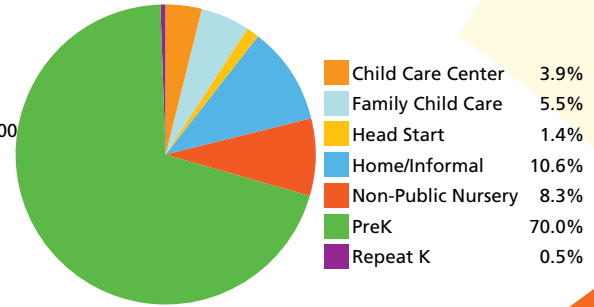


## Prior Care Data

### Full School Readiness by Prior Care

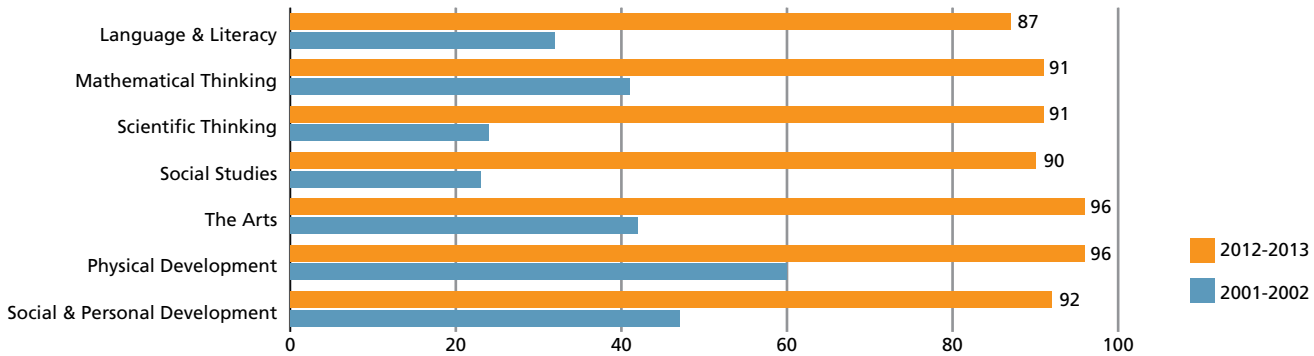


### Prior Care Enrollment, School Year 2011-2012

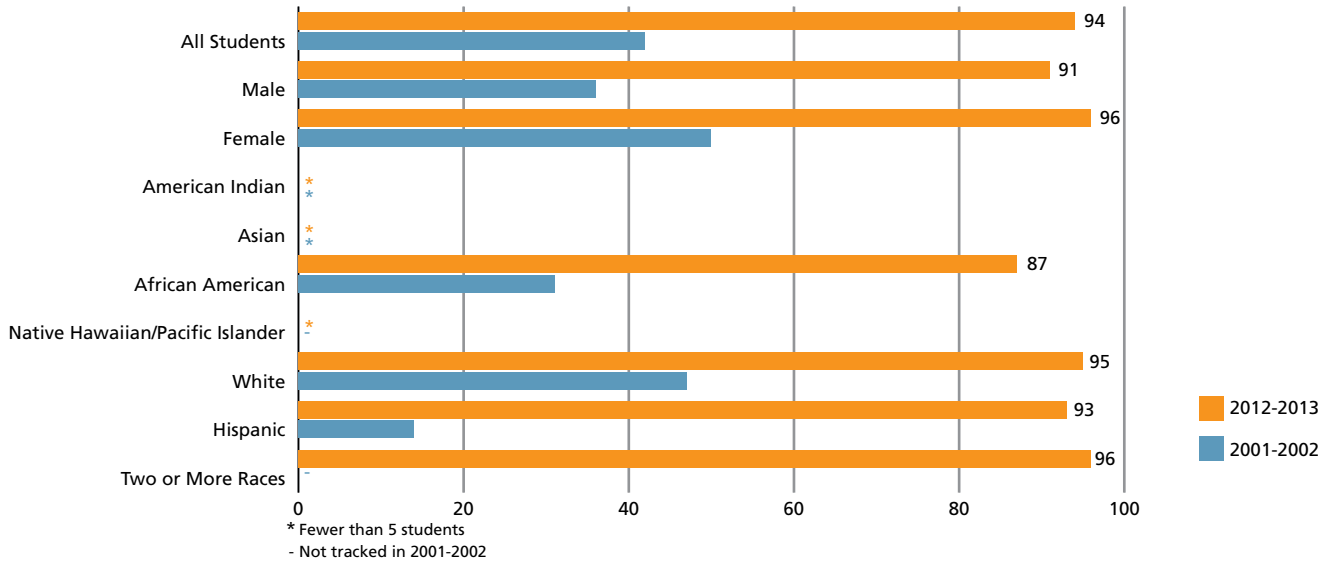


\* Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole,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

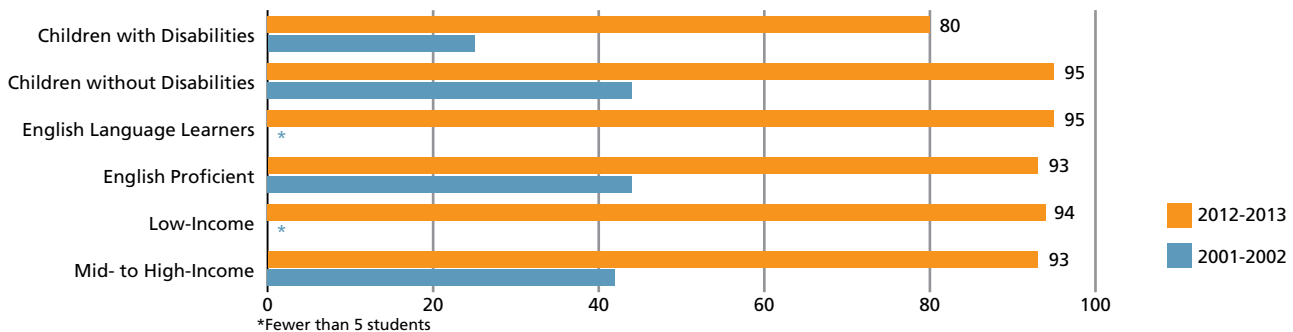
### Full School Readiness by Domain



### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



Caroline County

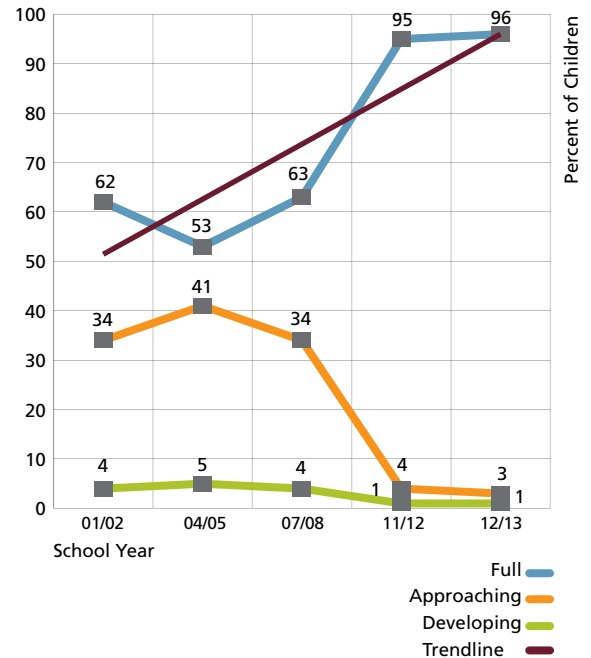


96% of kindergarteners are fully school-ready.

### QUICK TAKE ON SCHOOL READINESS

- Carroll County experienced a 34-point gain in school readiness – a 55% improvement – from 2001-2002 and a 1-point increase from 2011-2012.
- The County saw high readiness levels in all Domains of Learning, including Language & Literacy (87% fully school-ready for 2012-2013), Mathematical Thinking (91%), and Scientific Thinking (93%).
- 94% of African-American children are fully school-ready in 2012-2013, up from 47% in 2001-2002, narrowing the school-readiness gap between African-American and white children from 16 points to 2 points.
- The percentage of Hispanic children who are fully school-ready rose from 58% in 2001-2002 to 90% in 2012-2013.
- 88% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready. The 44-point increase from 2001-2002 reduced the readiness gap between children from low-income households and their peers from 19 points to 10 points in 2012-2013.
- More English Language Learners (ELL) are fully school-ready, up from 40% in 2001-2002 to 74% in 2012-2013. The 34-point gain is significant because of the increasing number of ELL (39 kindergarteners in 2012-2013 – a 50% one-year gain).
- Children with disabilities made substantial school readiness progress: 78% fully school-ready in 2012-2013 – a 34-point jump from 2001-2002.
- Kindergarteners attending public PreK the year prior to entering school continue to be well prepared (91% fully school-ready in 2012-2013, up from 63% in 2001-2002).

School Readiness Data



#### Population Data, MD Dept of Planning, 2010

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

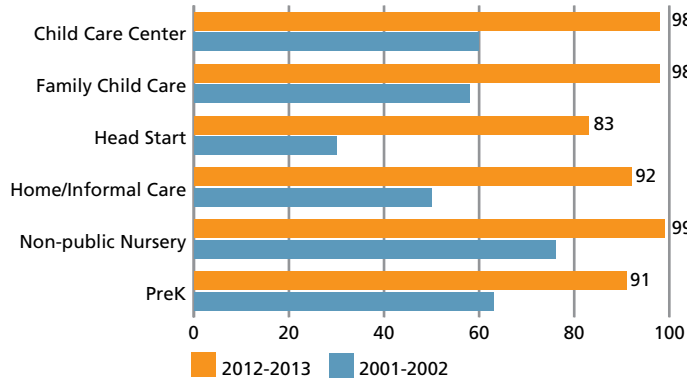
#### School Enrollment MSDE, School Year 2012-2013

Kindergarten Students	1,744
Kindergarten Ethnicity	
• American Indian	0.3%
• Asian	2.4%
• African American	3.1%
• Native Hawaiian/Pacific Islander	0.3%
• White	84.4%
• Hispanic	6.3%
• Two or More Races	3.2%
Kindergarteners by Subgroup	
• Children with Disabilities	10.1%
• English Language Learners	2.3%
• Free/Reduced Priced Meals	25.4%
PreK Students	310
• Full-Day Program	0.0%
• Half-Day Program	100.0%

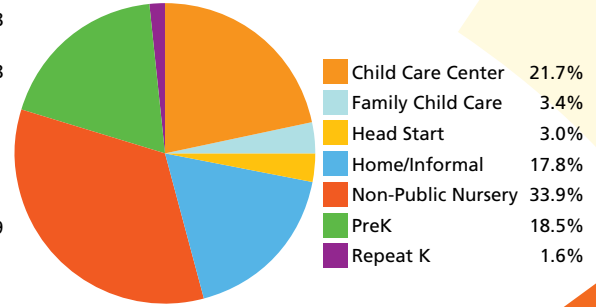
Figures may not total 100% due to rounding. The "Trendline" indicates the overall upward progression of the County's composite full readiness.

## Prior Care Data

### Full School Readiness by Prior Care

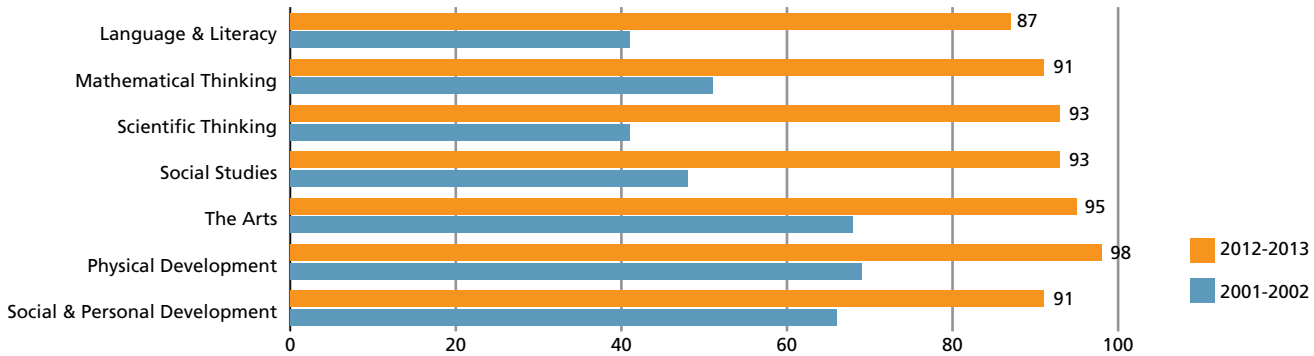


### Prior Care Enrollment, School Year 2011-2012

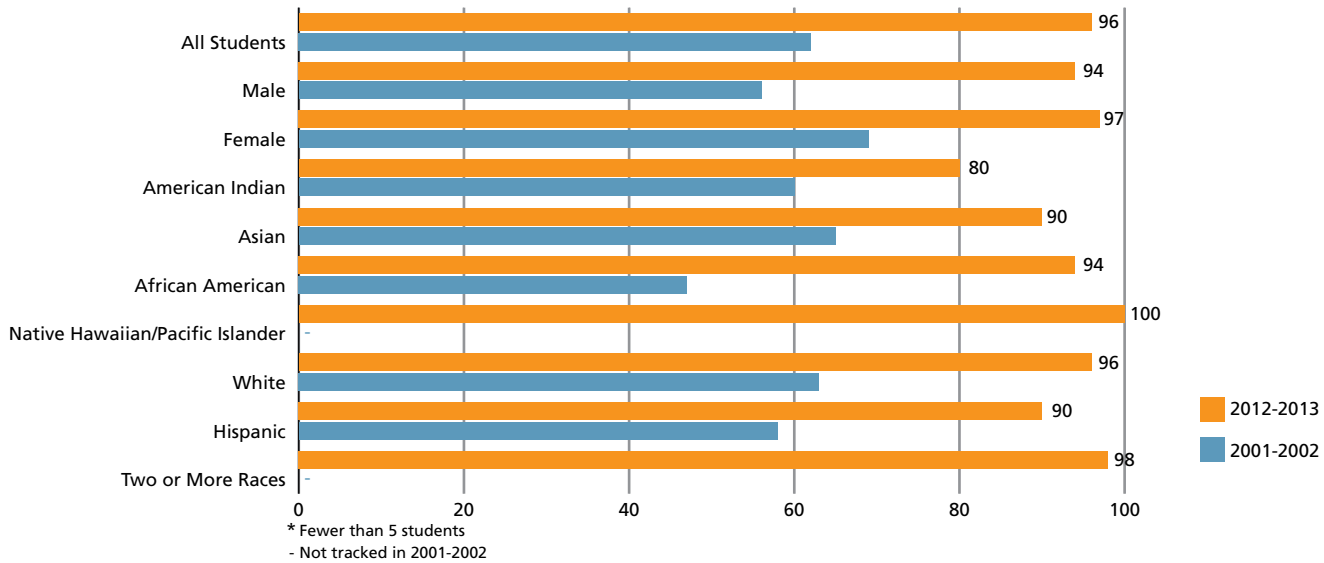


\* Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole,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

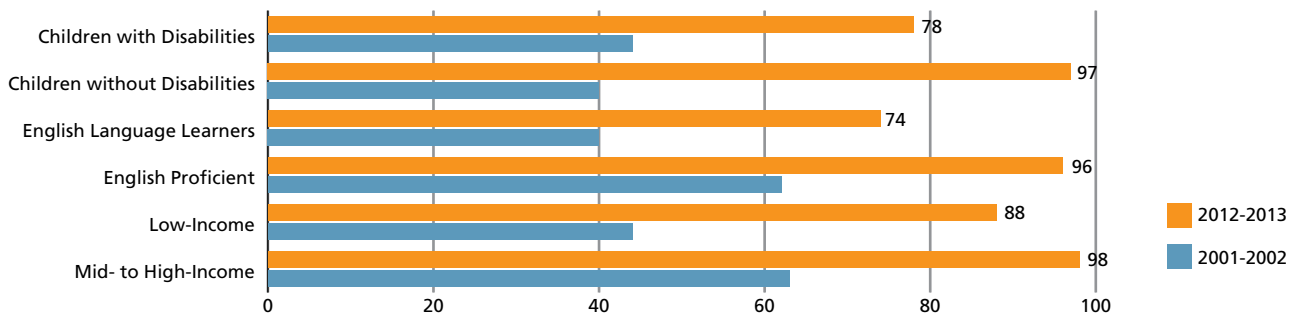
### Full School Readiness by Domain



### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



Carroll County

# Cecil COUNTY

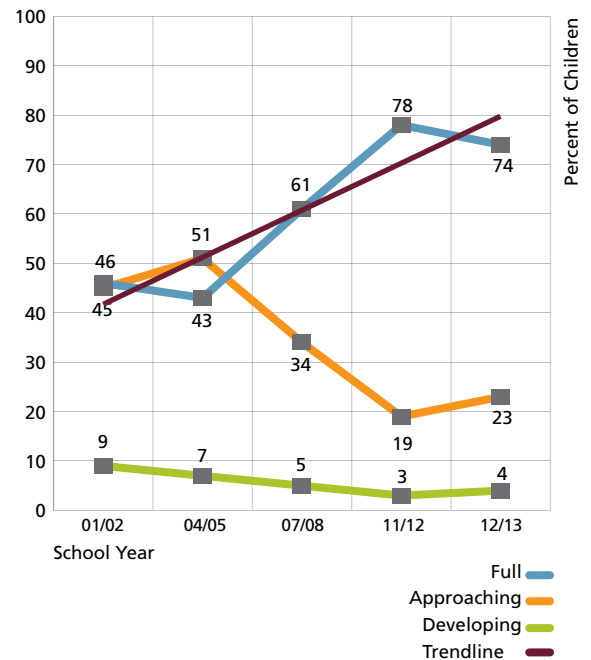


74% of kindergarteners are fully school-ready.

## QUICK TAKE ON SCHOOL READINESS

- Cecil County experienced a 28-point gain in school readiness – a 61% improvement – from 2001-2002.
- Although there was a 4-point decline from 2011-2012 in the percentage of kindergarteners fully school-ready, the County exhibits an overall upward trend in readiness levels.
- The County saw good readiness levels in all Domains of Learning, including Language & Literacy (59% fully school-ready for 2012-2013), Mathematical Thinking (65%), and Scientific Thinking (65%).
- 64% of African-American children are fully school-ready in 2012-2013, up from 39% in 2001-2002.
- The percentage of Hispanic children who are fully school-ready rose from 50% in 2001-2002 to 67% in 2012-2013.
- 65% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready. The 33-point jump is substantially higher than the County's overall readiness gain.
- More English Language Learners (ELL) are fully school-ready, up from 14% in 2001-2002 to 46% in 2012-2013.
- Children with disabilities made substantial school readiness progress: 50% fully school-ready in 2012-2013 – a 25-point jump from 2001-2002.
- Kindergarteners attending public PreK the year prior to entering school continue to be well prepared (74% fully school-ready in 2012-2013, up from 52% in 2001-2002).

## School Readiness Data



### Population Data, MD Dept of Planning, 2010

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

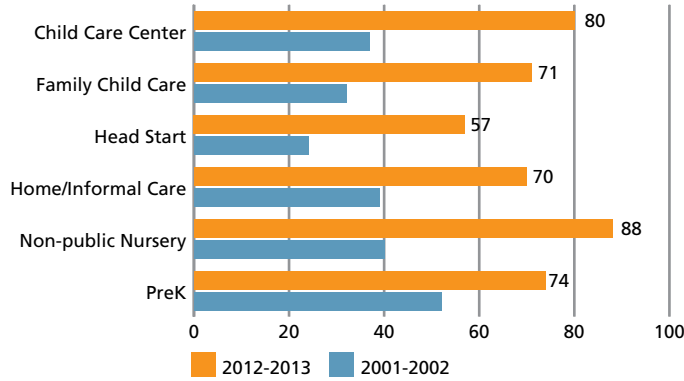
### School Enrollment MSDE, School Year 2012-2013

Kindergarten Students	1,183
Kindergarten Ethnicity	
• American Indian	0.2%
• Asian	0.5%
• African American	8.2%
• Native Hawaiian/Pacific Islander	0.1%
• White	80.9%
• Hispanic	5.5%
• Two or More Races	4.7%
Kindergarteners by Subgroup	
• Children with Disabilities	9.5%
• English Language Learners	2.0%
• Free/Reduced Priced Meals	46.1%
PreK Students	561
• Full-Day Program	6.8%
• Half-Day Program	93.2%

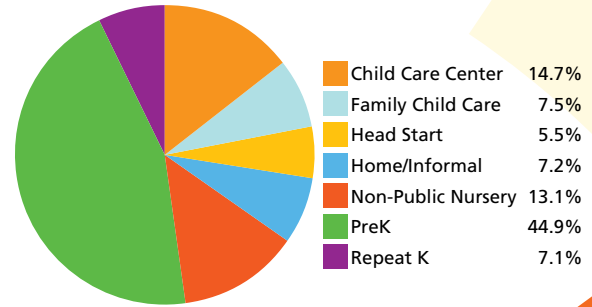
Figures may not total 100% due to rounding.  
The "Trendline" indicates the overall upward progression of the County's composite full readiness.

### Prior Care Data

#### Full School Readiness by Prior Care

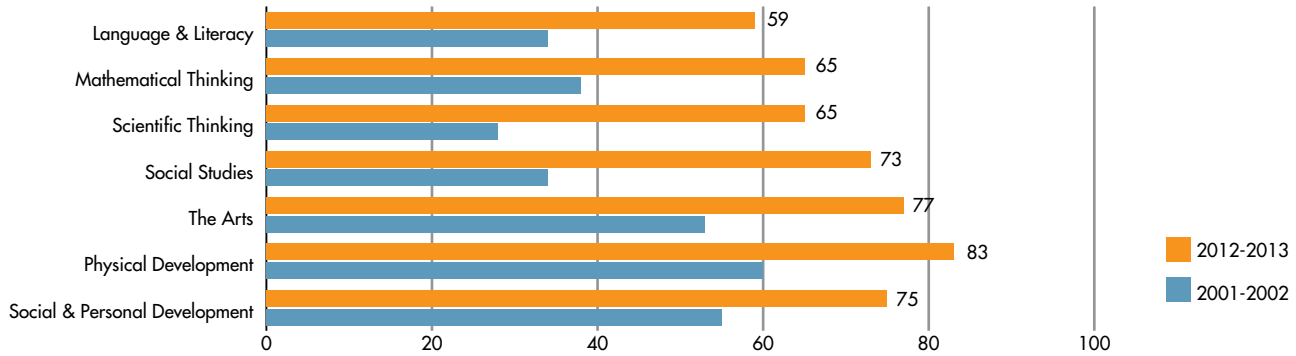


#### Prior Care Enrollment, School Year 2011-2012

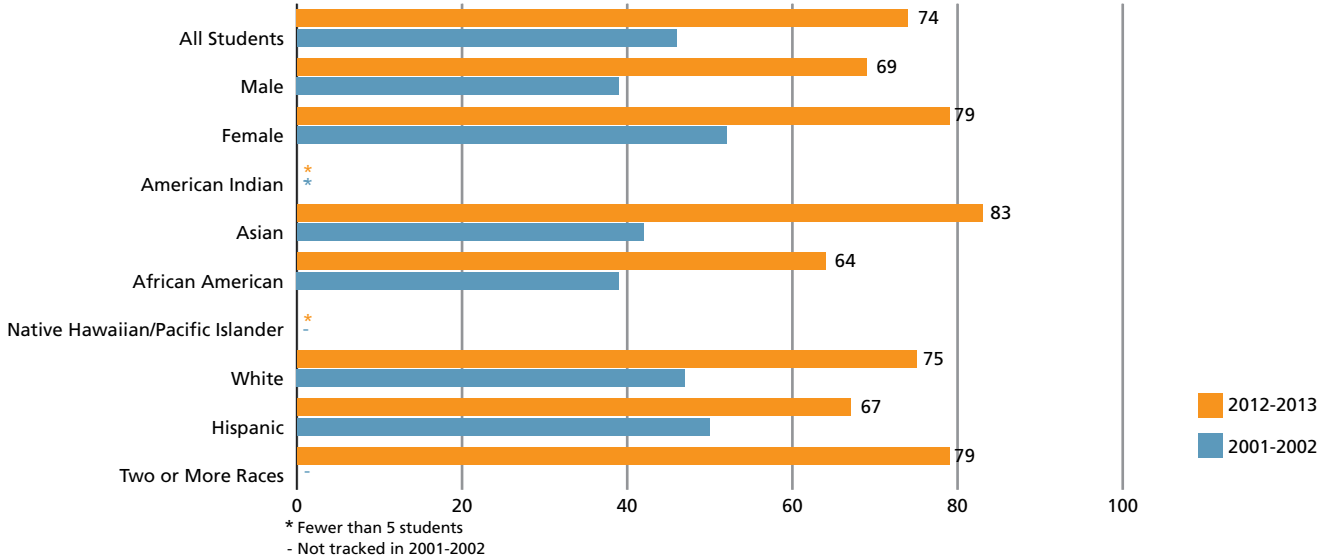


\* Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole,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

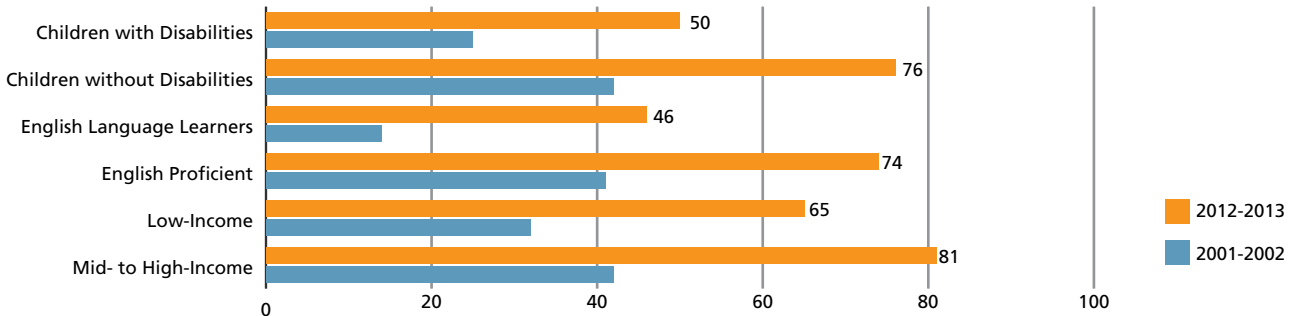
#### Full School Readiness by Domain



#### Full School Readiness by Gender & Ethnicity



#### Full School Readiness by Subgroup







# Charles

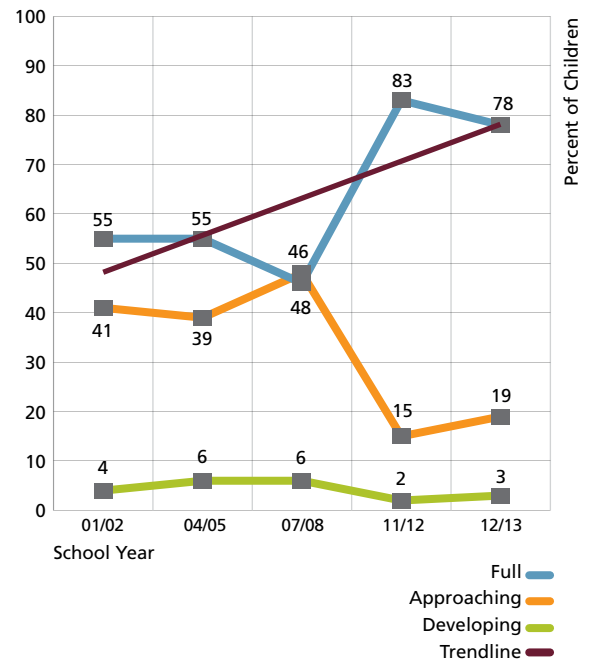
## COUNTY

78% of kindergarteners are fully school-ready.

### QUICK TAKE ON SCHOOL READINESS

- Charles County experienced 23-point gain school readiness – a 42% improvement – from 2001-2002.
- Although there was a 5-point decline from 2011-2012 in the percentage decline from 2011-2012 in the percent of kindergarteners fully school-ready, the County exhibits an overall upward trend in readiness levels.
- The County saw good readiness levels in all Domains of Learning, including Language & Literacy (68% fully school-ready for 2012-2013), Mathematical Thinking (72%), and Scientific Thinking (66%).
- 77% of African-American children are fully school-ready in 2012-2013, up from 45% in 2001-2002. The 32-point jump is substantially higher than the County's overall readiness gains.
- The percentage of Hispanic children who are fully school-ready rose from 45% in 2001-2002 to 68% in 2012-2013, narrowing the school-readiness gap between Hispanic and white children to 14 points.
- 71% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready. The 32-point increase from 2001-2002 reduced the readiness gap between children from low-income households and their peers from 16 points to 11 points in 2012-2013.
- 48% of English Language Learners (ELL) are fully school-ready in 2012-2013. Approximately 1% of the County's kindergarteners (23 children) are ELL.
- 44% of children with disabilities are fully ready for school in 2012-2013 – a 1-point increase from 2001-2002.
- Kindergarteners attending public PreK the year prior to entering school continue to be well prepared (78% fully school-ready in 2012-2013, up from 55% in 2001-2002).

School Readiness Data



#### Population Data, MD Dept of Planning, 2010

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

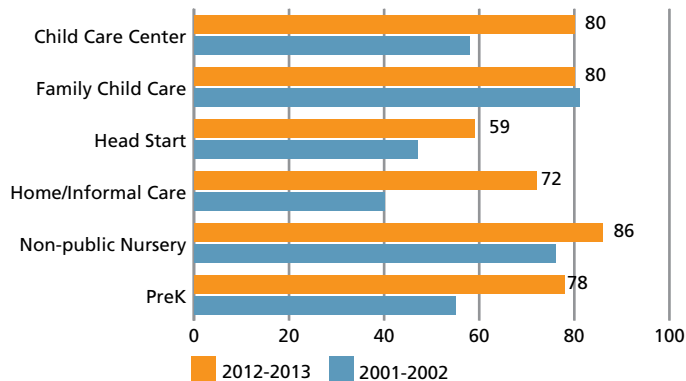
#### School Enrollment MSDE, School Year 2012-2013

Kindergarten Students	1,788
Kindergarten Ethnicity	
• American Indian	0.2%
• Asian	2.8%
• African American	48.7%
• Native Hawaiian/Pacific Islander	0.4%
• White	32.4%
• Hispanic	8.0%
• Two or More Races	7.6%
Kindergarteners by Subgroup	
• Children with Disabilities	8.1%
• English Language Learners	1.3%
• Free/Reduced Priced Meals	38.3%
PreK Students	911
• Full-Day Program	28.9%
• Half-Day Program	71.1%

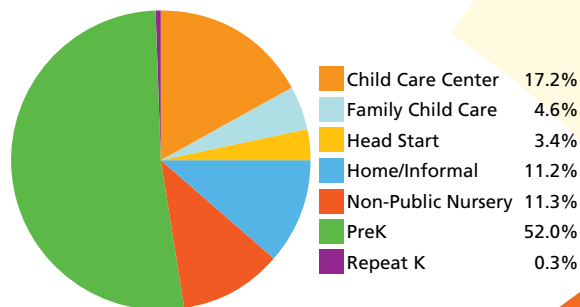
Figures may not total 100% due to rounding.  
The "Trendline" indicates the overall upward progression of the County's composite full readiness.

### Prior Care Data

#### Full School Readiness by Prior Care

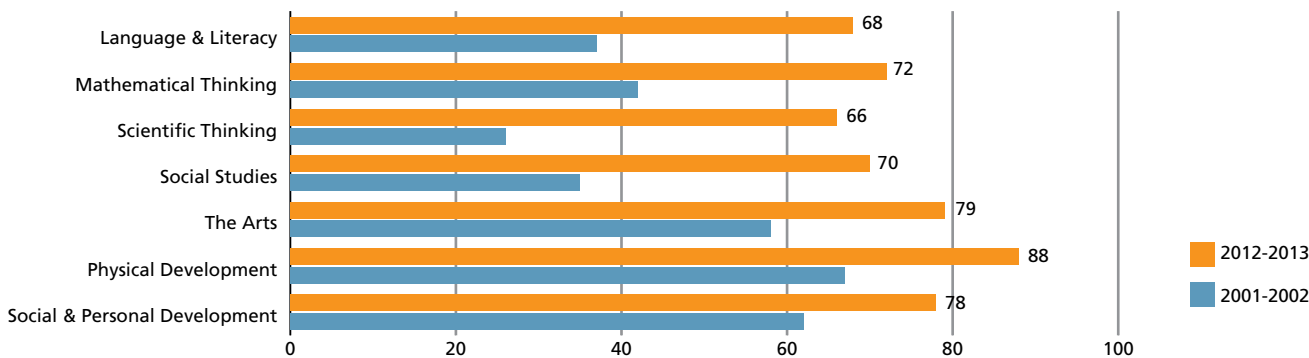


#### Prior Care Enrollment, School Year 2011-2012

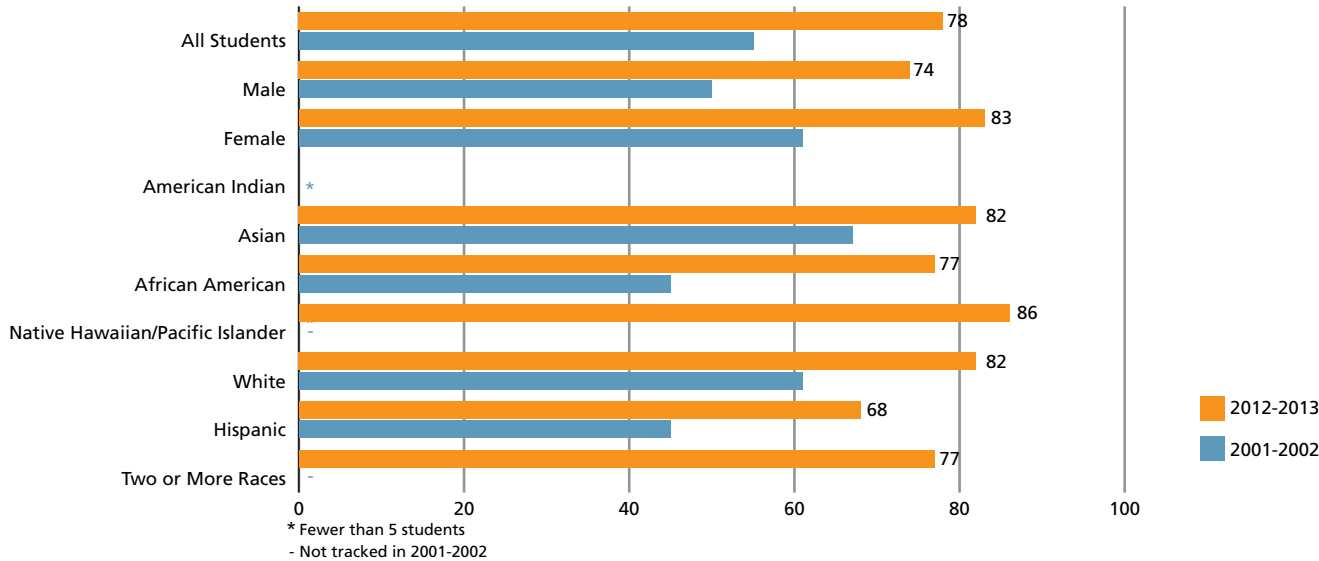


\* Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole,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

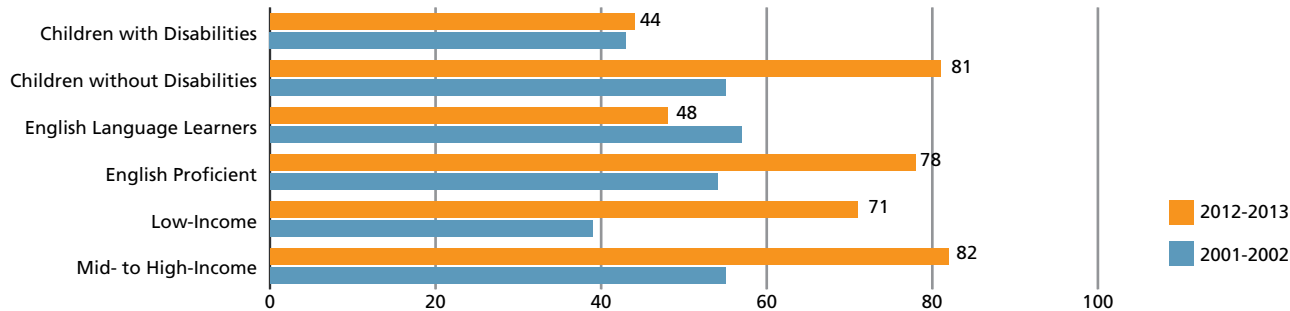
#### Full School Readiness by Domain



#### Full School Readiness by Gender & Ethnicity



#### Full School Readiness by Subgroup





# Dorchester

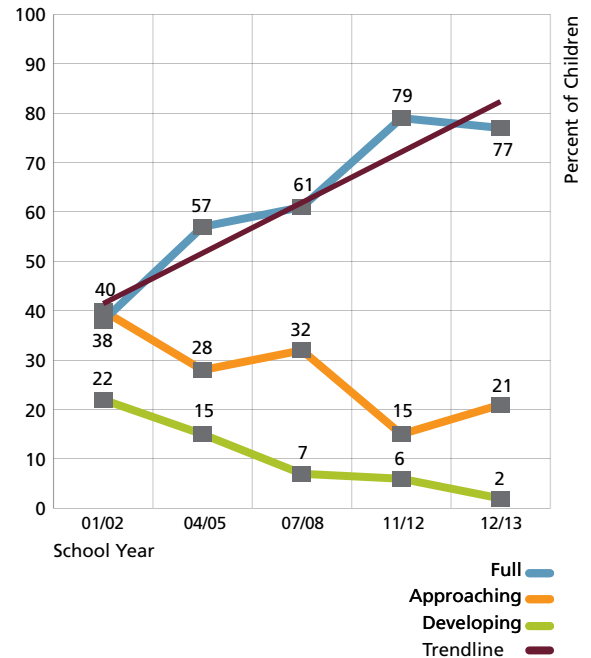
COUNTY

77% of kindergarteners are fully school-ready.

## QUICK TAKE ON SCHOOL READINESS

- Dorchester County experienced a 39-point gain in school readiness – a 103% improvement – from 2001-2002.
- Although there was a 2-point decline from 2011-2012 in the percentage of kindergarteners fully school-ready, the County exhibits an overall upward trend in readiness levels.
- The County saw good readiness levels in all Domains of Learning, including Language & Literacy (64% fully school-ready for 2012-2013), Mathematical Thinking (70%), and Scientific Thinking (64%).
- 69% of African-American children are fully school-ready in 2012-2013, up from 24% in 2001-2002. The 45-point jump is substantially higher than the County's overall readiness gain.
- The percentage of Hispanic children who are fully school-ready rose from 0% in 2001-2002 to 73% in 2012-2013, narrowing the school-readiness gap between Hispanic and white children to 14 points.
- 70% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready, up from 39% in 2002-2003 (the first year with more than 5 kindergarteners from low-income households).
- 50% of English Language Learners (ELL) are fully school-ready in 2012-2013.
- Children with disabilities made substantial school readiness progress: 40% fully school-ready in 2012-2013 – a 16-point jump from 2002-2003.
- Kindergarteners attending public PreK the year prior to entering school continue to be well prepared (76% fully school-ready in 2012-2013, up from 45% in 2001-2002).

School Readiness Data



### Population Data, MD Dept of Planning, 2010

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

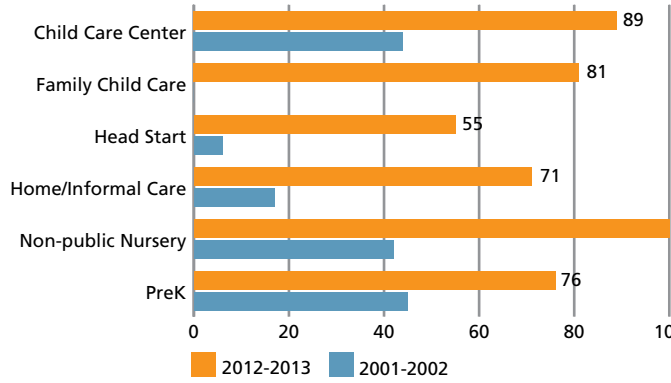
### School Enrollment MSDE, School Year 2012-2013

Kindergarten Students	403
Kindergarten Ethnicity	
• American Indian	0.3%
• Asian	1.3%
• African American	45.6%
• Native Hawaiian/Pacific Islander	0.5%
• White	40.6%
• Hispanic	3.8%
• Two or More Races	8.1%
Kindergarteners by Subgroup	
• Children with Disabilities	7.6%
• English Language Learners	3.5%
• Free/Reduced Priced Meals	70.8%
PreK Students	270
• Full-Day Program	0.0%
• Half-Day Program	100.0%

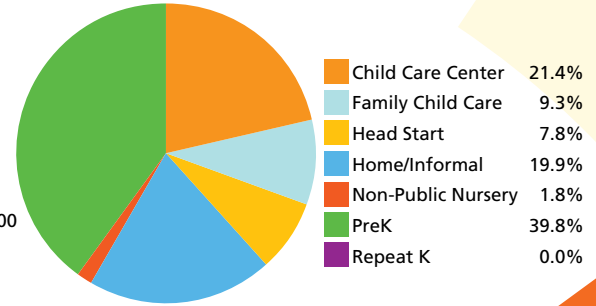
Figures may not total 100% due to rounding. The "Trendline" indicates the overall upward progression of the County's composite full readiness.

## Prior Care Data

### Full School Readiness by Prior Care

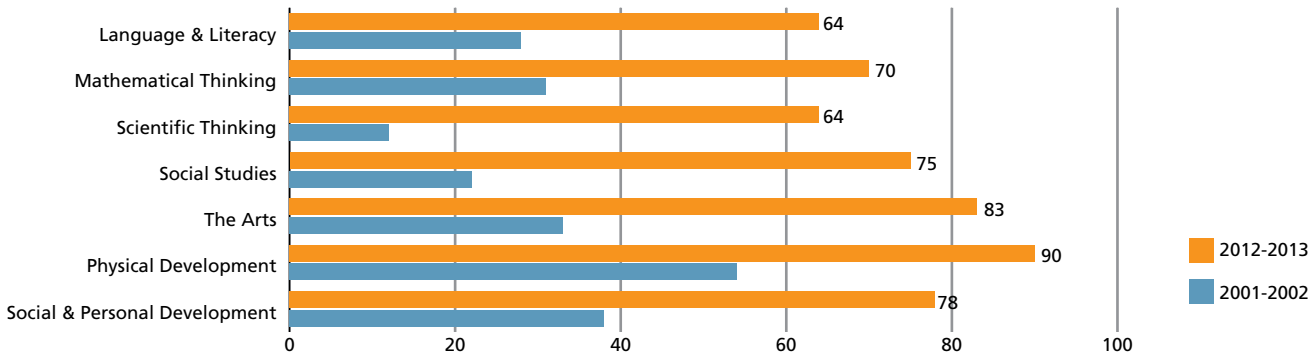


### Prior Care Enrollment, School Year 2011-2012

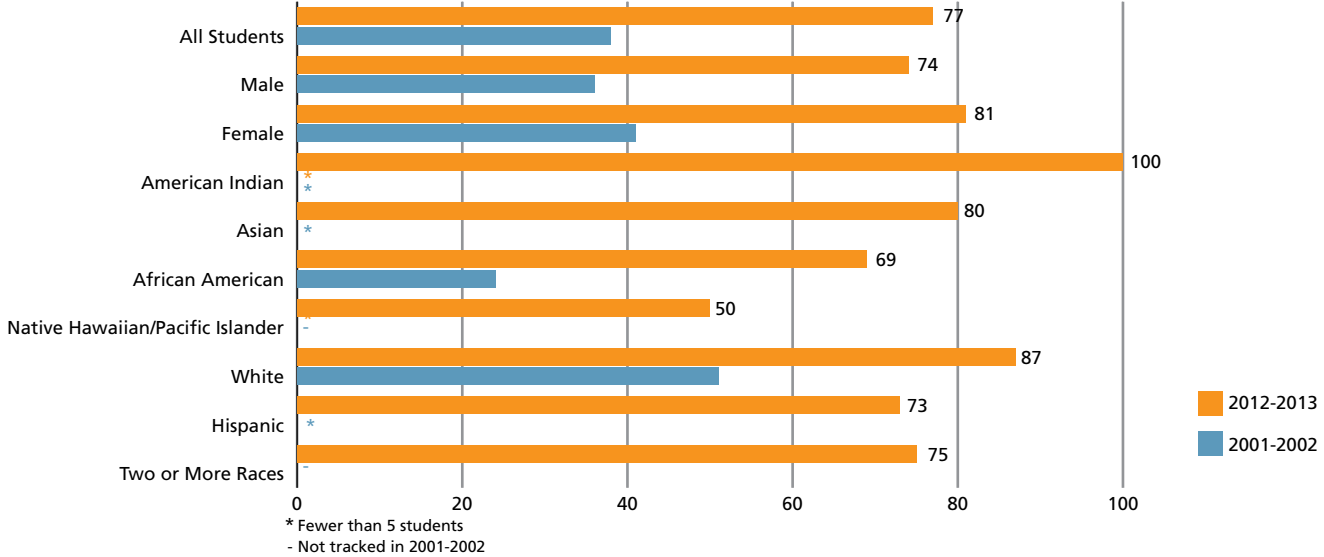


\* Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole,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

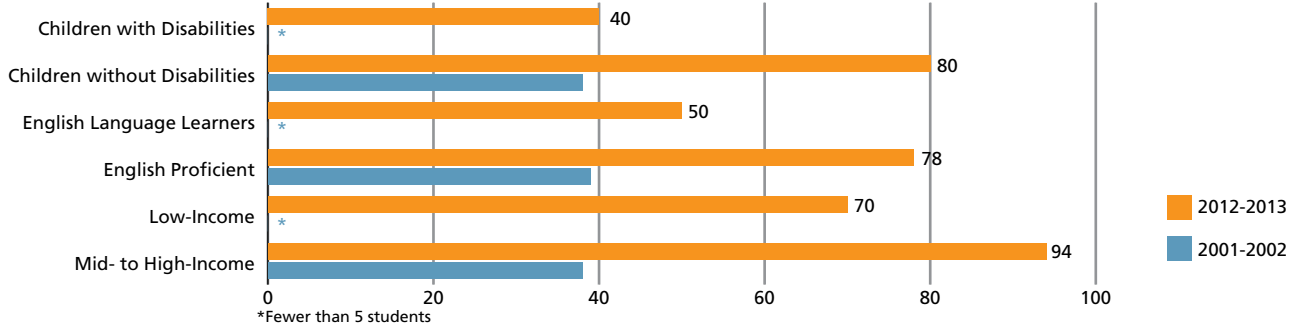
### Full School Readiness by Domain



### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



# Frederick

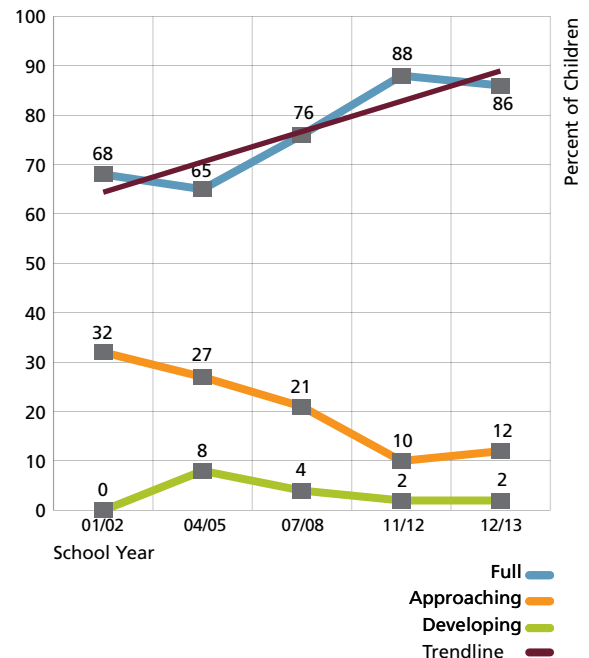
COUNTY

86% of kindergarteners are fully school-ready.

## QUICK TAKE ON SCHOOL READINESS

- Frederick County experienced an 18-point gain in school readiness – a 26% improvement – from 2001-2002.
- Although there was a 2-point decline from 2011-2012 in the percentage of kindergarteners fully school-ready, the County exhibits an overall upward trend in readiness levels.
- The County saw high readiness levels in all Domains of Learning, including Language & Literacy (78% fully school-ready for 2012-2013), Mathematical Thinking (79%), and Scientific Thinking (76%).
- 83% of African-American children are fully school-ready in 2012-2013, up from 44% in 2001-2002. The 39-point jump is substantially higher than the County's overall readiness gain.
- The percentage of Hispanic children who are fully school-ready rose from 52% in 2001-2002 to 77% in 2012-2013, narrowing the school-readiness gap between Hispanic and white children to 12 points.
- 79% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready. The 49-point increase from 2001-2002 reduced the readiness gap between children from low-income households and their peers from 39 points to 10 points in 2012-2013.
- More English Language Learners (ELL) are fully school-ready, up from 13% in 2001-2002 to 74% in 2012-2013. This gain narrowed the readiness gap between ELL and their English-proficient peers from 54 points to 13 points and is significant because of the increasing number of ELL (344 kindergarteners in 2012-2013 – a 16% one-year gain).
- Children with disabilities made school readiness progress: 55% fully school-ready in 2012-2013 – a 5-point jump from 2001-2002.
- Kindergarteners attending public PreK the year prior to entering school continue to be well prepared (82% fully school-ready in 2012-2013, 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 2012-2013

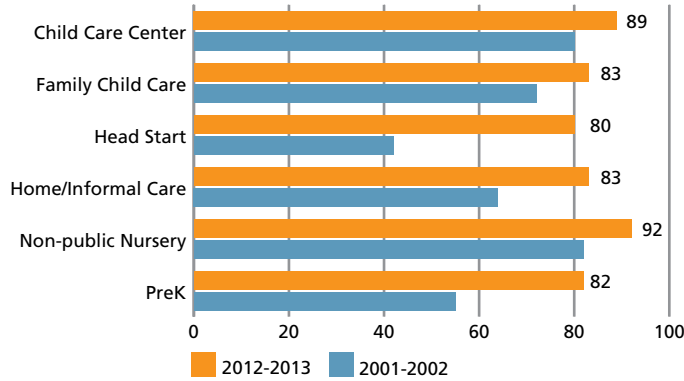
Kindergarten Students	3,031
Kindergarten Ethnicity	
• American Indian	0.4%
• Asian	4.8%
• African American	11.4%
• Native Hawaiian/Pacific Islander	0.2%
• White	62.0%
• Hispanic	16.0%
• Two or More Races	5.3%
Kindergarteners by Subgroup	
• Children with Disabilities	6.8%
• English Language Learners	11.4%
• Free/Reduced Priced Meals	32.3%
PreK Students	843
• Full-Day Program	0.0%
• Half-Day Program	100.0%

Figures may not total 100% due to rounding.  
The "Trendline" indicates the overall upward progression of the County's composite full readiness.

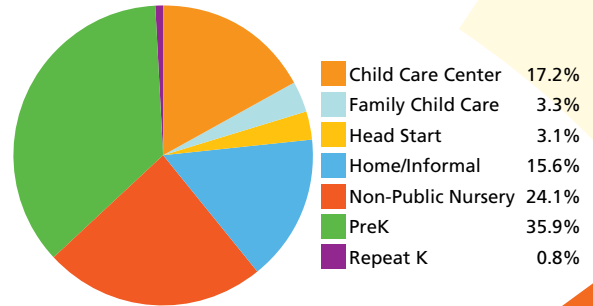


## Prior Care Data

### Full School Readiness by Prior Care

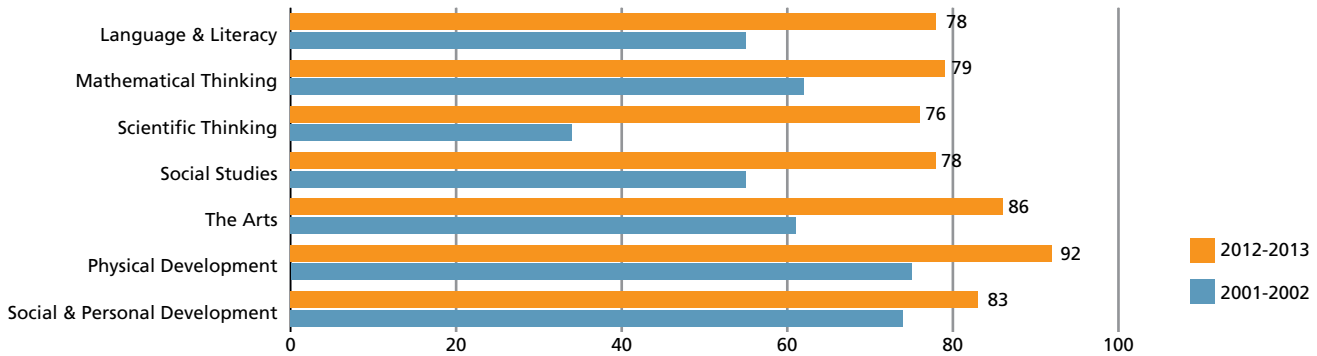


### Prior Care Enrollment, School Year 2011-2012

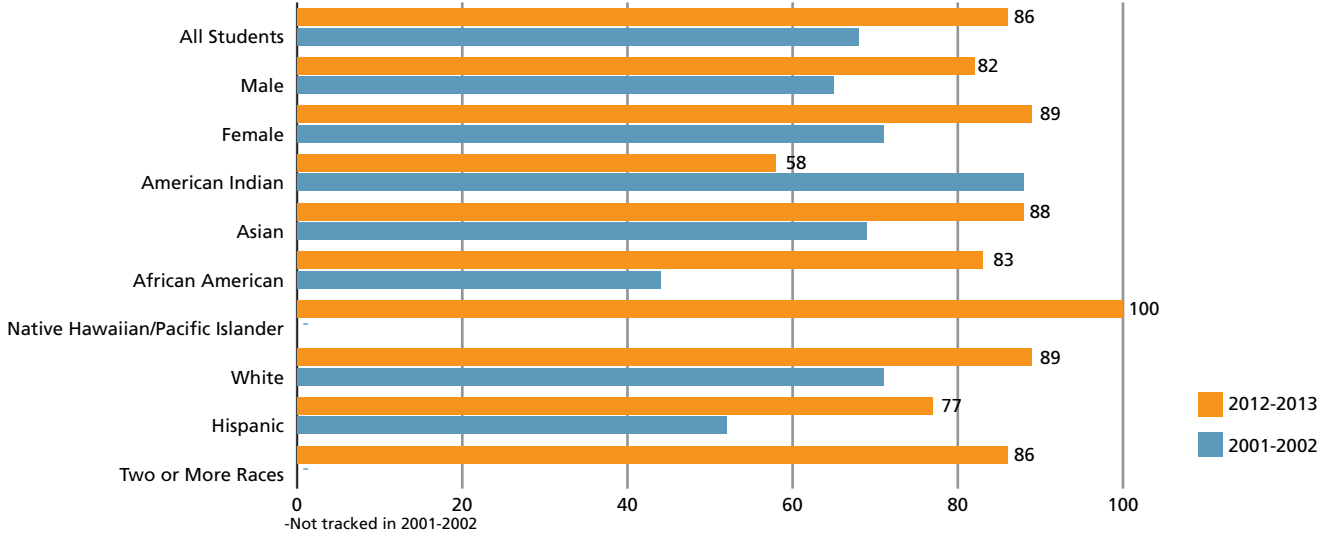


\* Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole,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

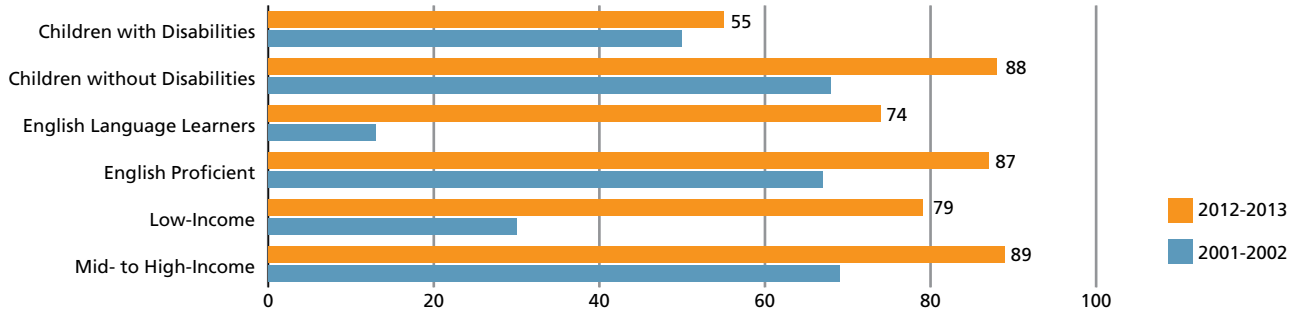
### Full School Readiness by Domain



### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



Frederick County

# Garrett

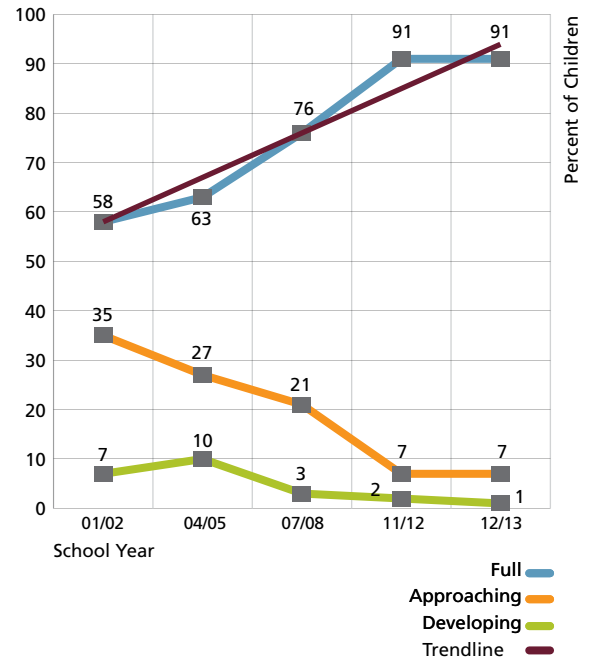
COUNTY

91% of kindergarteners are fully school-ready.

## QUICK TAKE ON SCHOOL READINESS

- Garrett County exhibited a 33-point gain in school readiness – a 57% improvement – from 2001-2002 and is on par with last year.
- The County experienced high readiness levels in all Domains of Learning, including Language & Literacy (84% fully school-ready for 2012-2013), Mathematical Thinking (85%), and Scientific Thinking (88%).
- 88% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready. The 42-point increase from 2001-2002 narrowed the readiness gap between children from low-income households and their peers from 24 points to 6 points in 2012-2013 and is significant because of the increasing number of children from low-income households (165 kindergarteners in 2012-2013 – a 129% one-year increase).
- Children with disabilities made substantial school readiness progress: 69% fully school-ready in 2012-2013 – a 40-point jump from 2001-2002.
- Kindergarteners attending public PreK the year prior to entering school continue to be well prepared (96% fully school-ready in 2012-2013, up from 66% in 2001-2002).

School Readiness Data



### Population Data, MD Dept of Planning, 2010

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

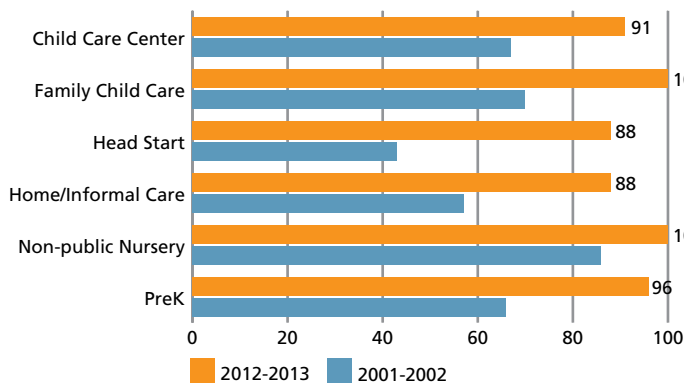
### School Enrollment MSDE, School Year 2012-2013

Kindergarten Students	323
Kindergarten Ethnicity	
• American Indian	0.0%
• Asian	0.0%
• African American	0.6%
• Native Hawaiian/Pacific Islander	0.0%
• White	96.3%
• Hispanic	2.2%
• Two or More Races	0.9%
Kindergarteners by Subgroup	
• Children with Disabilities	8.0%
• English Language Learners	0.0%
• Free/Reduced Priced Meals	51.1%
PreK Students	86
• Full-Day Program	100.0%
• Half-Day Program	0.0%

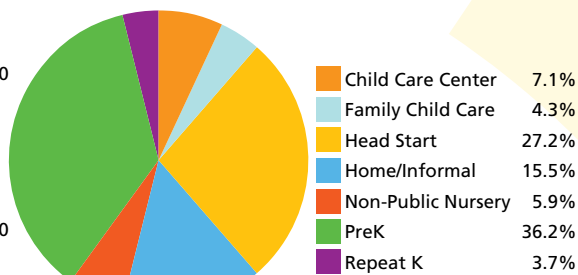
Figures may not total 100% due to rounding. The "Trendline" indicates the overall upward progression of the County's composite full readiness.

### Prior Care Data

#### Full School Readiness by Prior Care

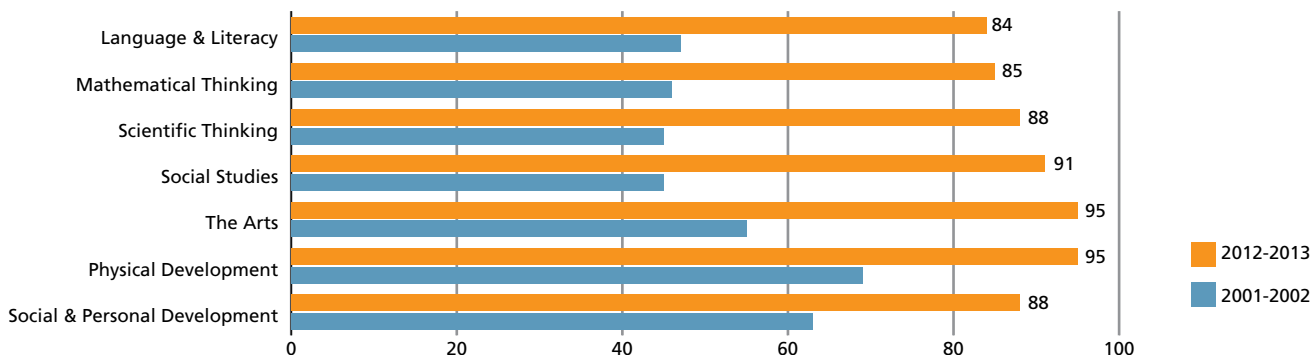


#### Prior Care Enrollment, School Year 2011-2012

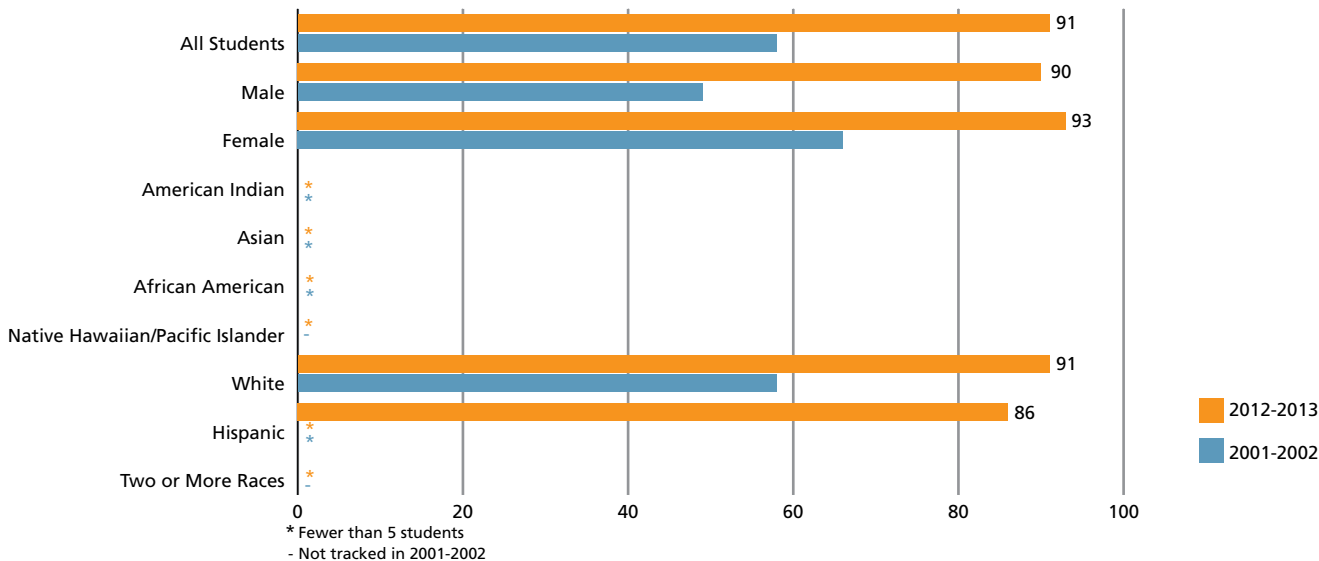


\* Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole,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

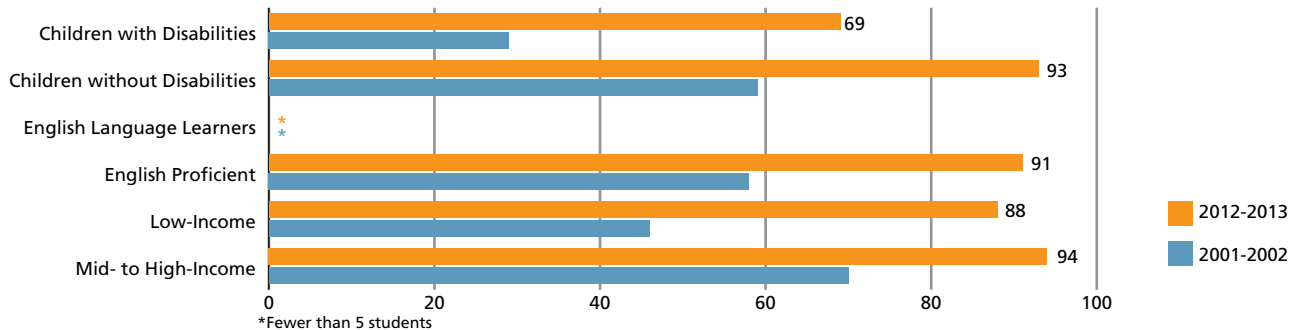
#### Full School Readiness by Domain



#### Full School Readiness by Gender & Ethnicity



#### Full School Readiness by Subgroup





# Harford

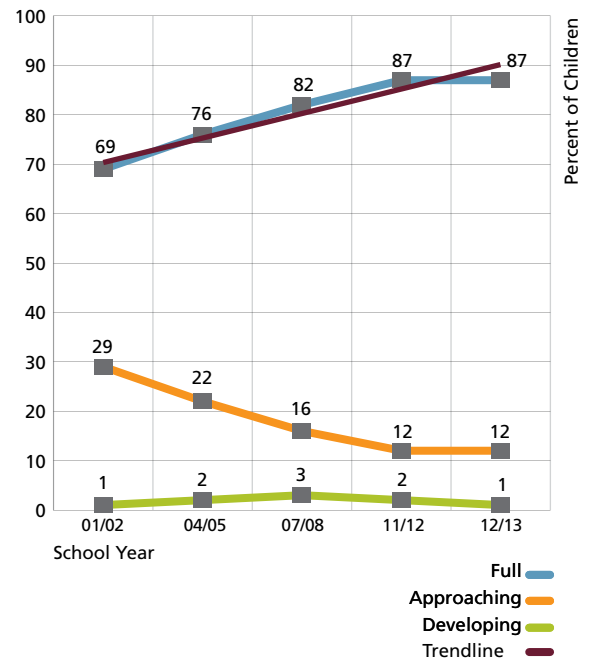
## COUNTY

87% of kindergarteners are fully school-ready.

### QUICK TAKE ON SCHOOL READINESS

- Harford County experienced an 18-point gain in school readiness – a 26% improvement – from 2001-2002 and is on par with last year.
- The County saw high readiness levels in all Domains of Learning, including Language & Literacy (77% fully school-ready for 2012-2013), Mathematical Thinking (83%), and Scientific Thinking (72%).
- 82% of African-American children are fully school-ready in 2012-2013, up from 54% in 2001-2002. The 28-point jump is substantially higher than the County's overall readiness gain.
- The percentage of Hispanic children who are fully school-ready rose from 53% in 2001-2002 to 80% in 2012-2013, narrowing the school-readiness gap between Hispanic and white children to 9 points.
- 80% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready. The 26-point increase from 2001-2002 reduced the readiness gap between children from low-income households and their peers from 15 points to 10 points in 2012-2013.
- More English Language Learners (ELL) are fully school-ready, up from 48% in 2001-2002 to 63% in 2012-2013. This gain is significant because of the increasing number of ELL entering kindergarten (a 2% one-year increase).
- Children with disabilities made substantial school readiness progress: 62% fully school-ready in 2012-2013 – a 20-point jump from 2001-2002.
- Kindergarteners attending public PreK the year prior to entering school continue to be well prepared (88% fully school-ready in 2012-2013, up from 70% in 2001-2002).

School Readiness Data



#### Population Data, MD Dept of Planning, 2010

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

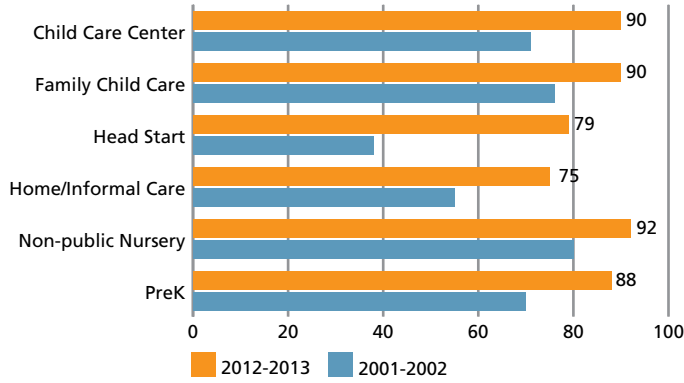
#### School Enrollment MSDE, School Year 2012-2013

Kindergarten Students	2,742
Kindergarten Ethnicity	
• American Indian	0.4%
• Asian	3.2%
• African American	16.5%
• Native Hawaiian/Pacific Islander	0.2%
• White	64.9%
• Hispanic	7.1%
• Two or More Races	7.7%
Kindergarteners by Subgroup	
• Children with Disabilities	9.3%
• English Language Learners	1.9%
• Free/Reduced Priced Meals	33.9%
PreK Students	671
• Full-Day Program	0.0%
• Half-Day Program	100.0%

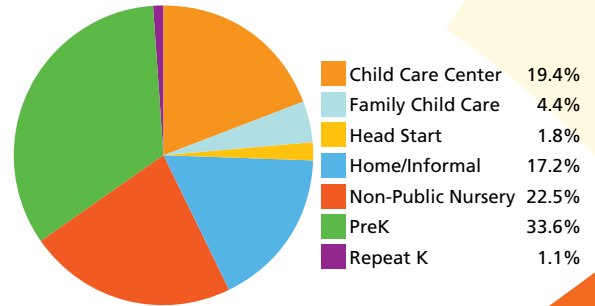
Figures may not total 100% due to rounding.  
The "Trendline" indicates the overall upward progression of the County's composite full readiness.

## Prior Care Data

### Full School Readiness by Prior Care

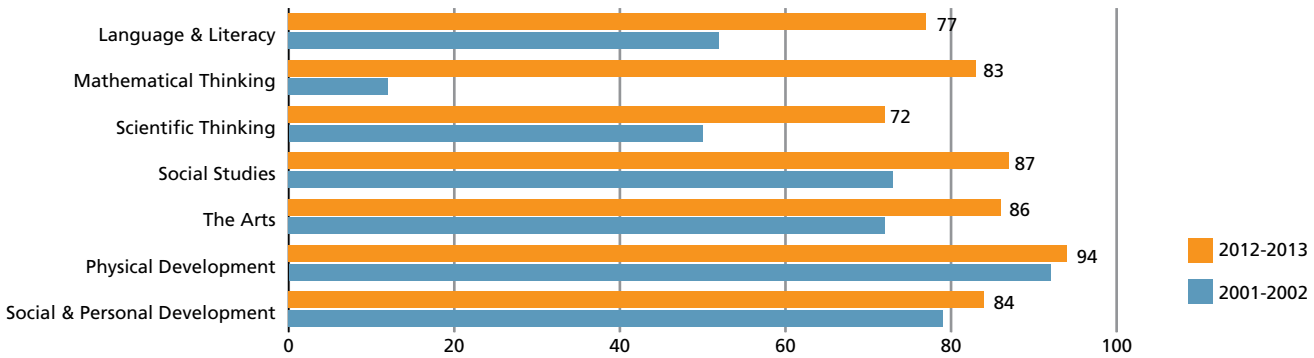


### Prior Care Enrollment, School Year 2011-2012

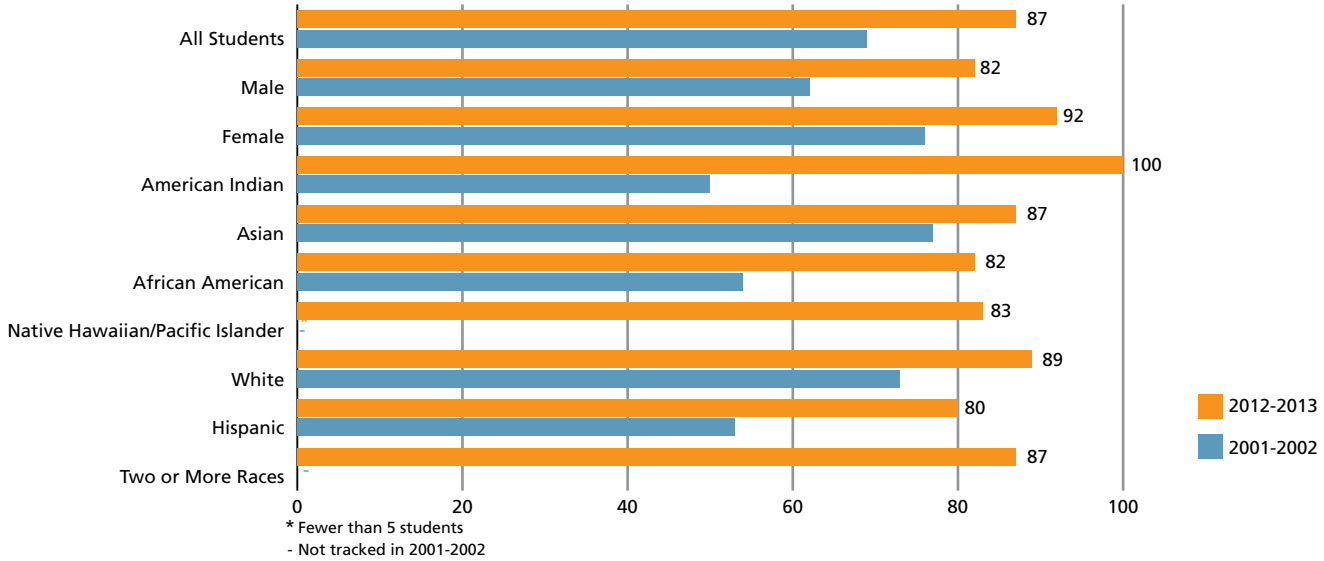


\* Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole,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

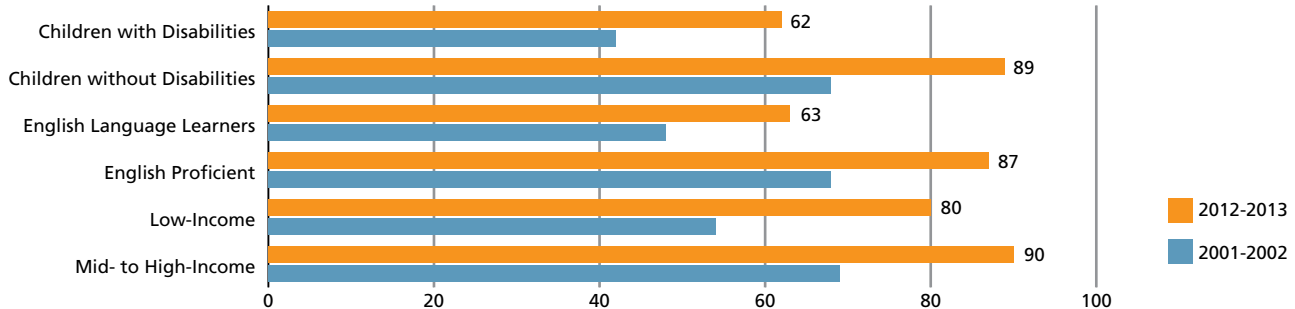
### Full School Readiness by Domain



### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



Harford County



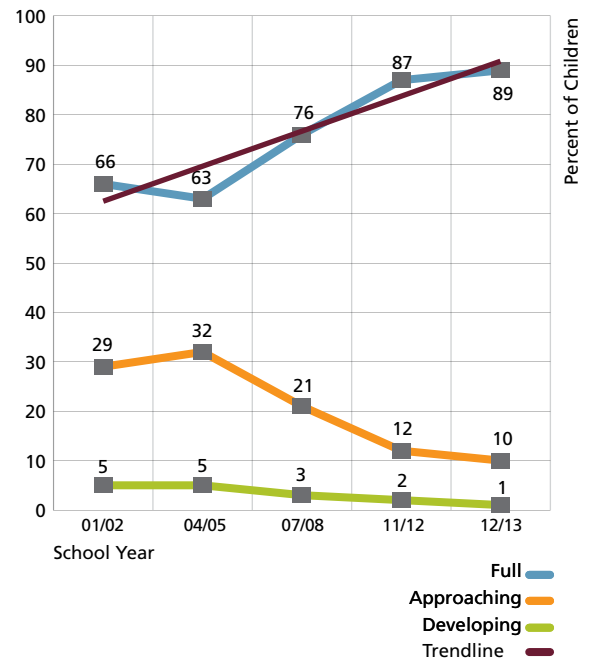
# Howard COUNTY

89% of kindergarteners are fully school-ready.

## QUICK TAKE ON SCHOOL READINESS

- Howard County experienced a 23-point gain in school readiness – a 35% improvement – from 2001-2002 and a 2-point gain from 2011-2012.
- The County saw high readiness levels in all Domains of Learning, including Language & Literacy (91% fully school-ready for 2012-2013), Mathematical Thinking (80%), and Scientific Thinking (81%).
- 85% of African-American children are fully school-ready in 2012-2013, up from 48% in 2001-2002. The 37-point jump is substantially higher than the County's overall readiness gain.
- The percentage of Hispanic children who are fully school-ready rose from 52% in 2001-2002 to 80% in 2012-2013, narrowing the school-readiness gap between Hispanic and white children to 12 points.
- 81% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready. The 57-point increase from 2001-2002 reduced the achievement gap between children from low-income households and their peers from 42 points to 10 points in 2012-2013.
- More English Language Learners (ELL) are fully school-ready, up from 71% in 2011-2012 to 77% in 2012-2013. This gain diminished the readiness gap between ELL and their English-proficient peers from 18 points to 13 points and is significant because of the increasing number of ELL (438 kindergarteners in 2012-2013 – an 11% one-year increase).
- Children with disabilities made substantial school readiness progress: 64% fully school-ready in 2012-2013. The 38-point jump from 2001-2002 reduced the readiness gap between children with disabilities and their peers from 43 points to 27 points.
- Kindergarteners attending public PreK the year prior to entering school continue to be well prepared (82% fully school-ready in 2012-2013, up from 50% in 2001-2002).

School Readiness Data



### Population Data, MD Dept of Planning, 2010

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

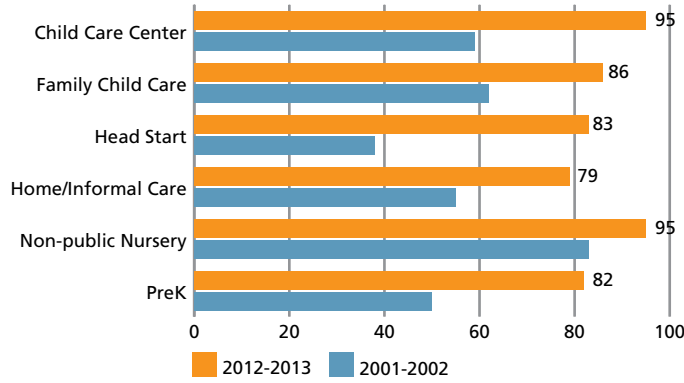
### School Enrollment MSDE, School Year 2012-2013

Kindergarten Students	3,518
Kindergarten Ethnicity	
• American Indian	0.3%
• Asian	19.5%
• African American	19.1%
• Native Hawaiian/Pacific Islander	0.1%
• White	44.6%
• Hispanic	10.4%
• Two or More Races	6.0%
Kindergarteners by Subgroup	
• Children with Disabilities	7.8%
• English Language Learners	12.5%
• Free/Reduced Priced Meals	21.7%
PreK Students	810
• Full-Day Program	7.7%
• Half-Day Program	92.3%

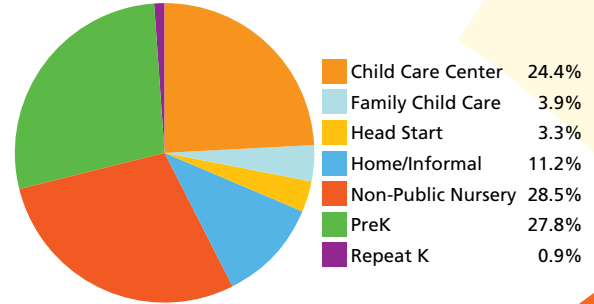
Figures may not total 100% due to rounding.  
The "Trendline" indicates the overall upward progression of the County's composite full readiness.

## Prior Care Data

### Full School Readiness by Prior Care



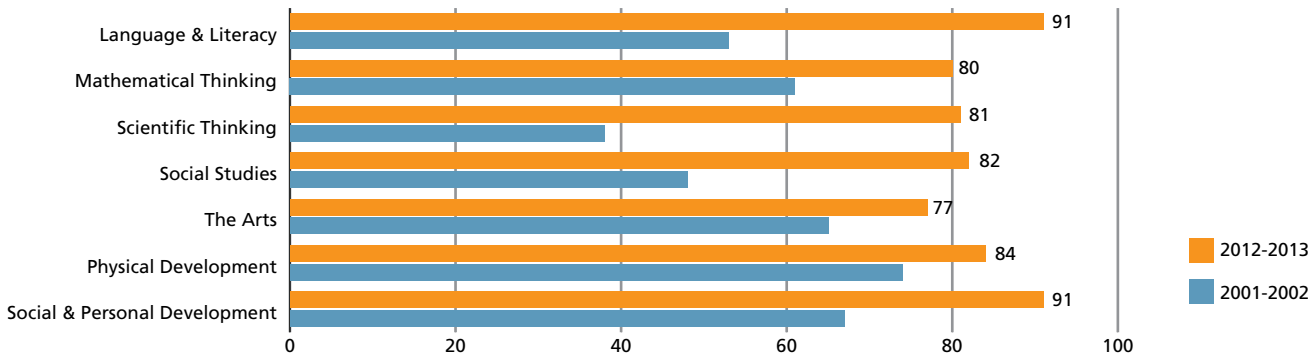
### Prior Care Enrollment, School Year 2011-2012



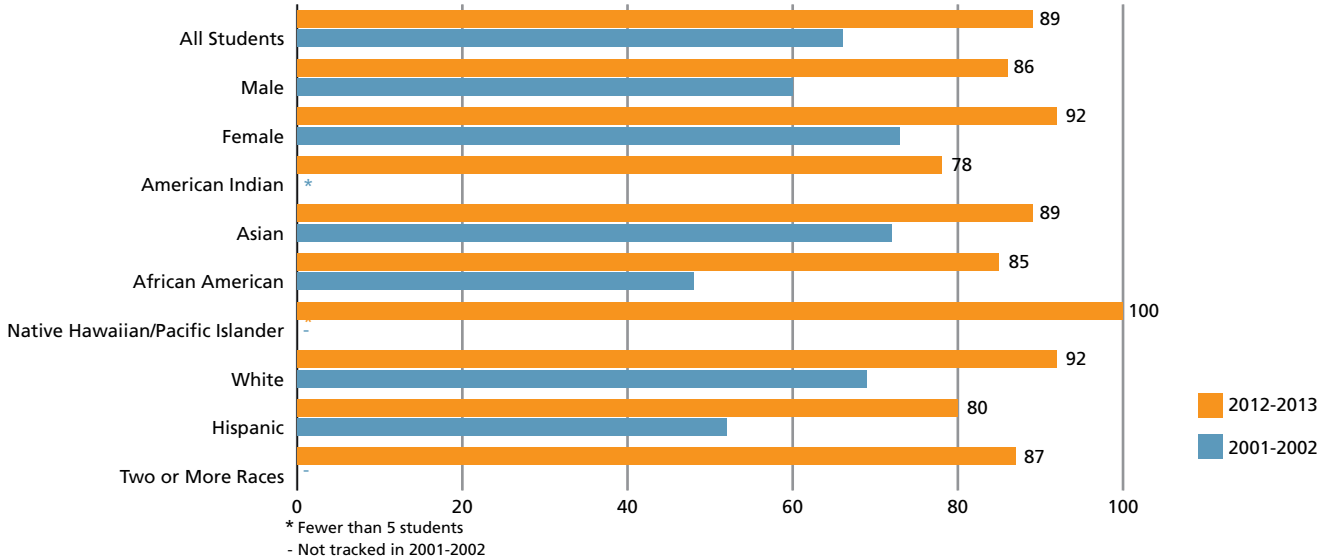
\* Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole,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

Howard County

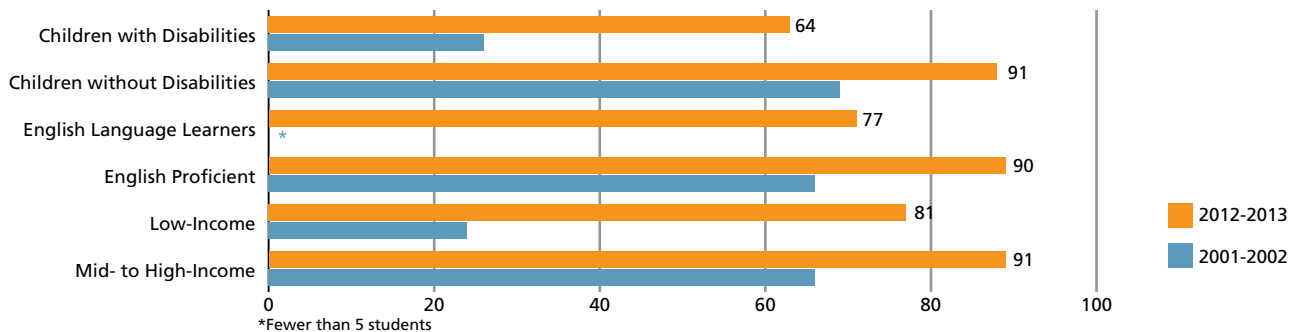
### Full School Readiness by Domain



### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



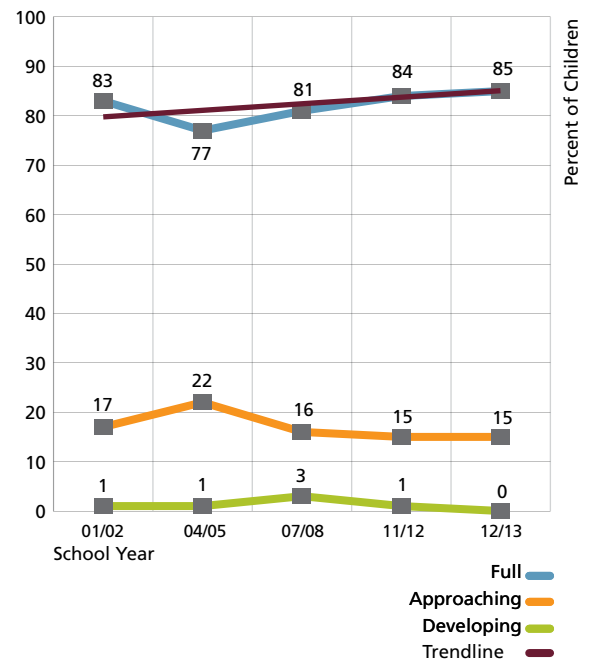


85% of kindergarteners are fully school-ready.

### QUICK TAKE ON SCHOOL READINESS

- Kent County experienced a 2-point gain in school readiness from 2001-2002 and a 1-point improvement from last year.
- The County saw good readiness levels in all Domains of Learning, including Language & Literacy (71% fully school-ready for 2012-2013), Mathematical Thinking (71%), and Scientific Thinking (79%).
- 73% of African-American children are fully school-ready in 2012-2013, up from 71% in 2011-2012. The 2-point, one-year increase is higher than the County's overall readiness gain.
- The percentage of Hispanic children who are fully school-ready rose from 75% in 2011-2012 to 86% in 2012-2013, narrowing the school-readiness gap between Hispanic and white children to 4 points.
- 81% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready in 2012-2013. The 5-point increase from 2001-2002 brings children from low-income households within 12 points of their mid- to high-income peers.
- More English Language Learners (ELL) are fully school-ready, up from 74% in 2011-2012 to 80% in 2012-2013. This gain reduced the readiness gap between ELL and their English-proficient peers from 12 points to 5 points.
- Children with disabilities made substantial school readiness progress: 62% fully school-ready in 2012-2013, up 40 points from 2002-2003 (the first year with more than 5 kindergarteners with an Individualized Education Program or IEP).
- Kindergarteners attending public PreK the year prior to entering school continue to be well prepared (84% fully school-ready in 2012-2013, up from 80% in 2001-2002).

### School Readiness Data



### Population Data, MD Dept of Planning, 2010

Children < 5 (age 0-4) 940

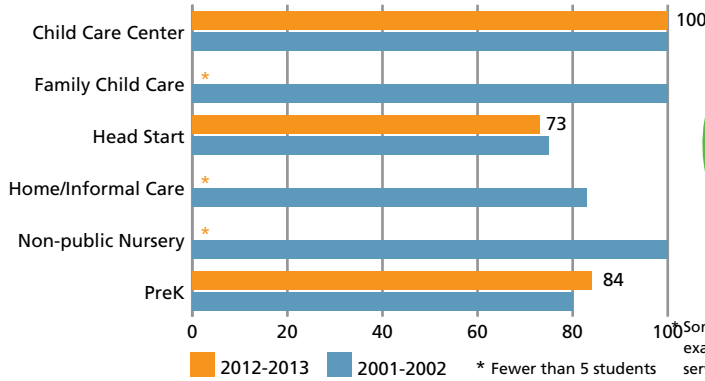
### School Enrollment MSDE, School Year 2012-2013

Kindergarten Students	146
Kindergarten Ethnicity	
• American Indian	0.0%
• Asian	1.4%
• African American	28.8%
• Native Hawaiian/Pacific Islander	0.0%
• White	65.1%
• Hispanic	4.8%
• Two or More Races	0.0%
Kindergarteners by Subgroup	
• Children with Disabilities	9.6%
• English Language Learners	3.4%
• Free/Reduced Priced Meals	61.6%
PreK Students	119
• Full-Day Program	100.0%
• Half-Day Program	0.0%

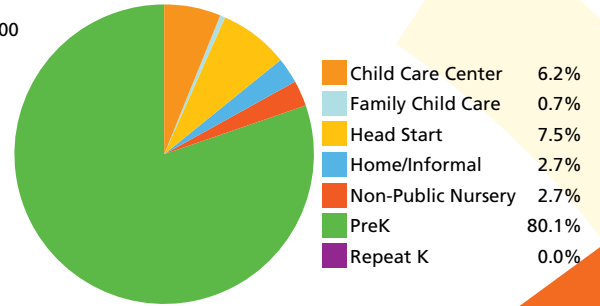
Figures may not total 100% due to rounding.  
The "Trendline" indicates the overall upward progression of the County's composite full readiness.

## Prior Care Data

### Full School Readiness by Prior Care

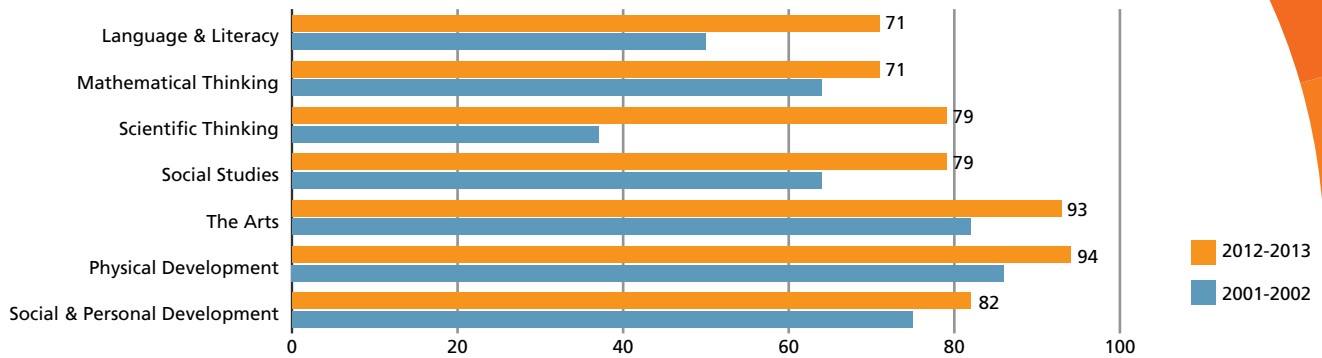


### Prior Care Enrollment, School Year 2011-2012

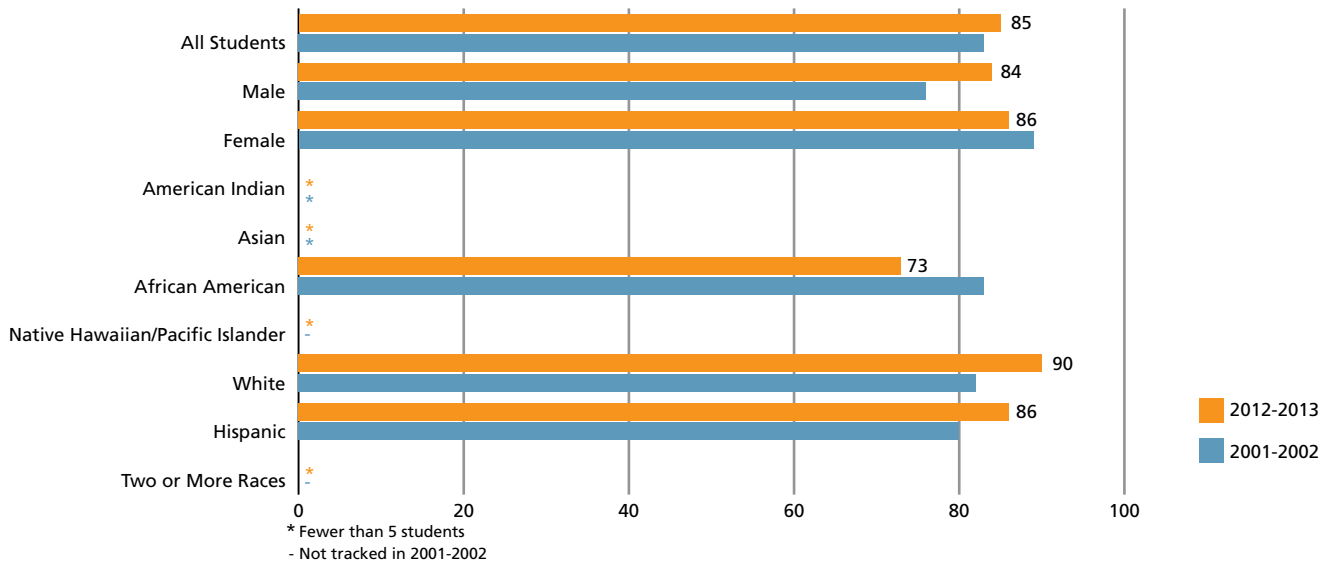


Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole,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

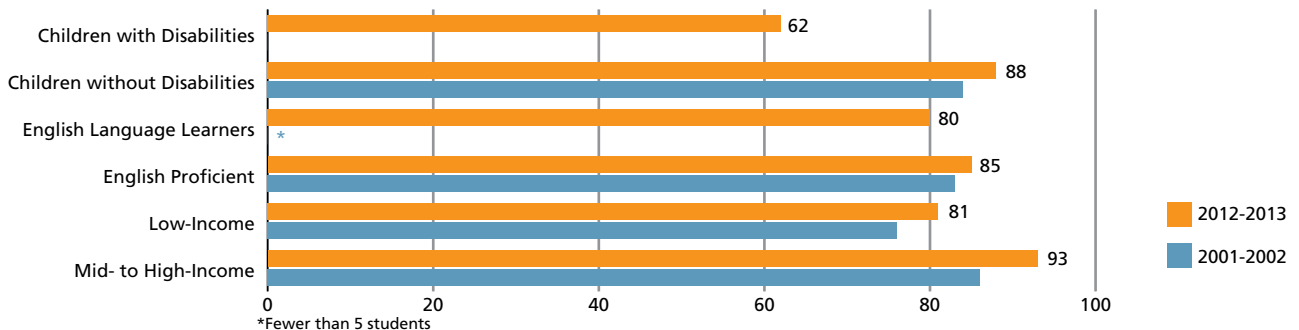
### Full School Readiness by Domain



### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



Kent County



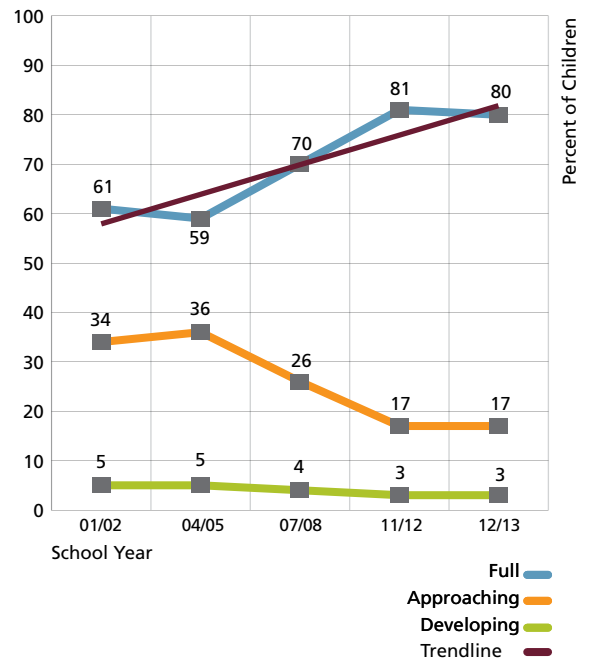


80% of kindergarteners are fully school-ready.

### QUICK TAKE ON SCHOOL READINESS

- Montgomery County experienced a 19-point gain in school readiness – a 31% improvement – from 2001-2002.
- Although there was a slight (1-point) decline from 2011-2012 in the percent of kindergarteners fully school-ready, the County exhibits an overall upward trend in readiness levels.
- The County saw high readiness levels in all Domains of Learning, including Language & Literacy (70% fully school-ready for 2012-2013), Mathematical Thinking (75%), and Scientific Thinking (63%).
- 76% of African-American children are fully school-ready in 2012-2013, up from 54% in 2001-2002. The 22-point jump is substantially higher than the County's overall readiness gain.
- The percentage of Hispanic children who are fully school-ready rose from 46% in 2001-2002 to 71% in 2012-2013, narrowing the school-readiness gap between Hispanic and white children to 17 points.
- 70% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready. The 24-point increase from 2001-2002 reduced the readiness gap between children from low-income households and their peers from 18 points to 16 points in 2012-2013.
- More English Language Learners (ELL) are fully school-ready, up from 51% in 2001-2002 to 70% in 2012-2013. This gain is significant because of the increasing number of ELL (over 4,000 kindergarteners in 2012-2013 – a 4% one-year increase).
- Children with disabilities made substantial school readiness progress: 52% fully school-ready in 2012-2013 – a 28-point jump from 2001-2002 that diminished the school-readiness gap between children with disabilities and their peers from 37 points to 30 points.
- Kindergarteners attending public PreK the year prior to entering school continue to be well prepared (81% fully school-ready in 2012-2013, 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 2012-2013

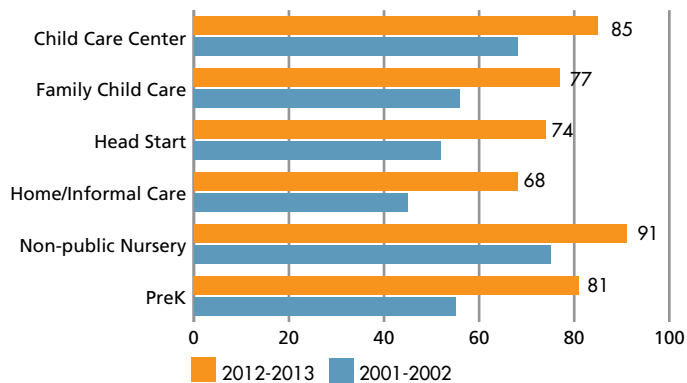
Kindergarten Students	11,650
Kindergarten Ethnicity	
• American Indian	0.2%
• Asian	13.2%
• African American	20.1%
• Native Hawaiian/Pacific Islander	0.1%
• White	30.7%
• Hispanic	30.8%
• Two or More Races	4.9%
Kindergarteners by Subgroup	
• Children with Disabilities	7.9%
• English Language Learners	34.8%
• Free/Reduced Priced Meals	38.4%
PreK Students	3,445
• Full-Day Program	0.0%
• Half-Day Program	100.0%

Figures may not total 100% due to rounding. The "Trendline" indicates the overall upward progression of the County's composite full readiness.

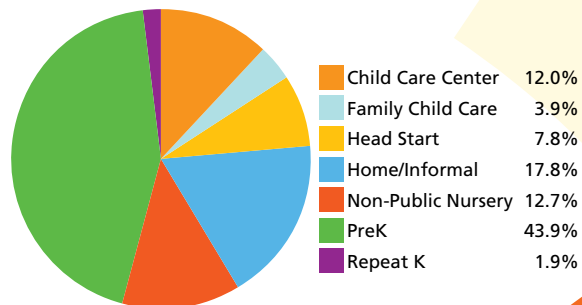


### Prior Care Data

#### Full School Readiness by Prior Care

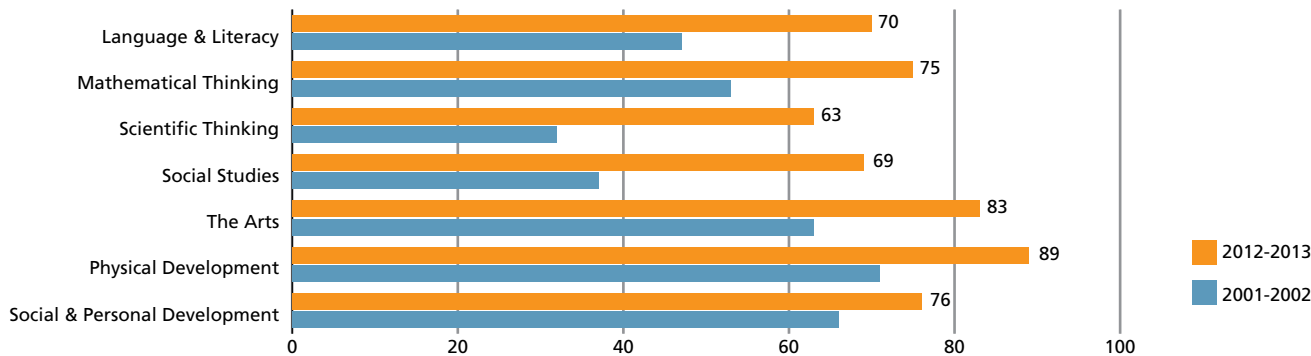


#### Prior Care Enrollment, School Year 2011-2012

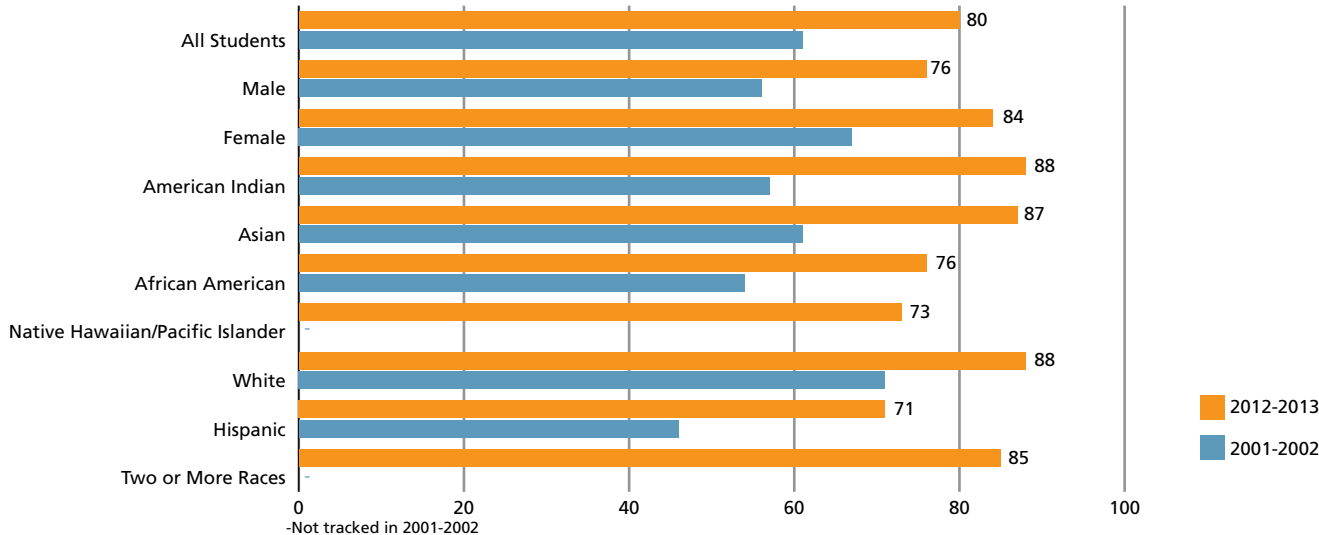


\* Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole,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

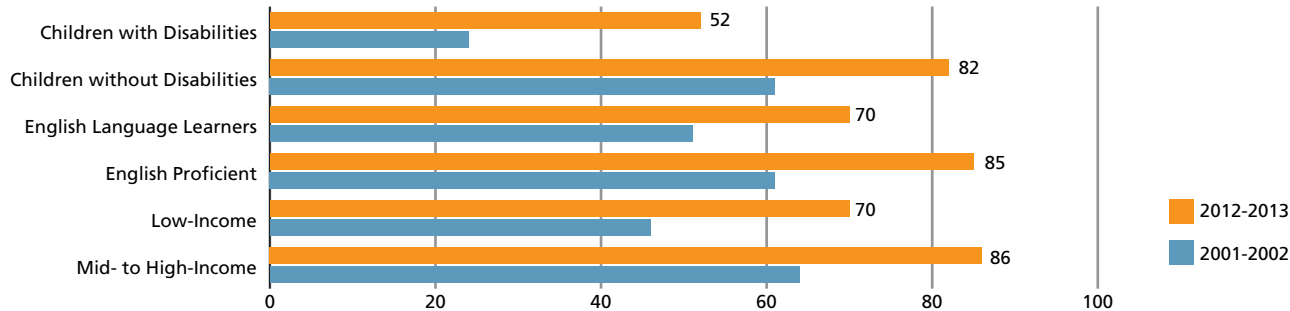
#### Full School Readiness by Domain



#### Full School Readiness by Gender & Ethnicity



#### Full School Readiness by Subgroup



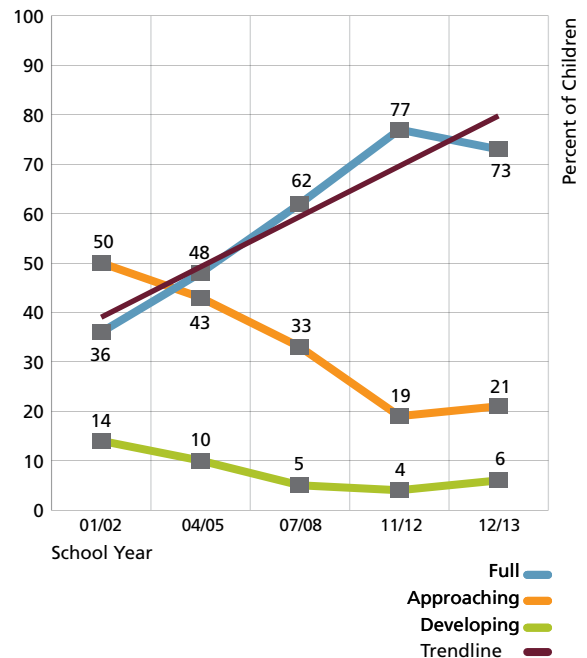
# Prince George's COUNTY

73% of kindergarteners are fully school-ready.

## QUICK TAKE ON SCHOOL READINESS

- Prince George's County experienced a 37-point gain in school readiness – a 103% improvement – from 2001-2002.
- Although there was a 4-point decline from 2011-2012 in the percentage of kindergarteners fully school-ready, the County exhibits an overall upward trend in readiness levels.
- The County maintained good readiness levels in all Domains of Learning, including Language & Literacy (62% fully school-ready for 2012-2013), Mathematical Thinking (64%), and Scientific Thinking (62%).
- 78% of African-American children are fully school-ready in 2012-2013, up from 36% in 2001-2002. The 42-point jump is substantially higher than the County's overall readiness gain.
- The percentage of Hispanic children who are fully school-ready rose from 27% in 2001-2002 to 63% in 2012-2013.
- 71% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready. The 41-point increase from 2001-2002 reduced the readiness gap between children from low-income households and their peers from 10 points to 7 points in 2012-2013.
- More English Language Learners (ELL) are fully school-ready, up from 25% in 2001-2002 to 63% in 2012-2013. This gain is significant because of the increasing number of ELL (2,797 kindergarteners in 2012-2013 – a 3% one-year increase).
- Children with disabilities made substantial school readiness progress: 50% fully school-ready in 2012-2013 – a 33-point jump from 2001-2002.
- Kindergarteners attending public PreK the year prior to entering school continue to be well prepared (79% fully school-ready in 2012-2013, up from 43% in 2001-2002).

## School Readiness Data



### Population Data, MD Dept of Planning, 2010

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

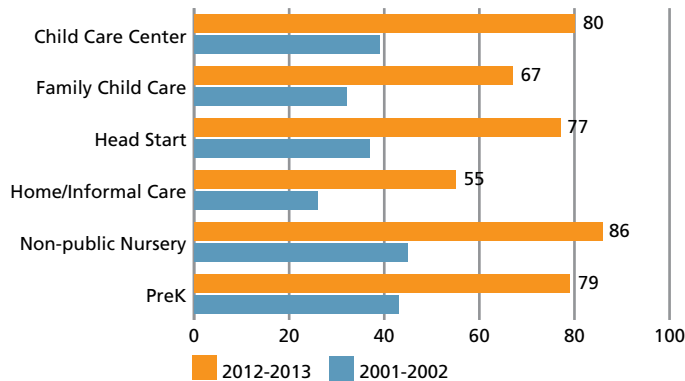
### School Enrollment MSDE, School Year 2012-2013

Kindergarten Students	9,982
Kindergarten Ethnicity	
• American Indian	0.5%
• Asian	3.0%
• African American	57.2%
• Native Hawaiian/Pacific Islander	0.2%
• White	6.3%
• Hispanic	32.1%
• Two or More Races	0.8%
Kindergarteners by Subgroup	
• Children with Disabilities	6.7%
• English Language Learners	28.3%
• Free/Reduced Priced Meals	61.7%
PreK Students	3,816
• Full-Day Program	0.5%
• Half-Day Program	99.5%

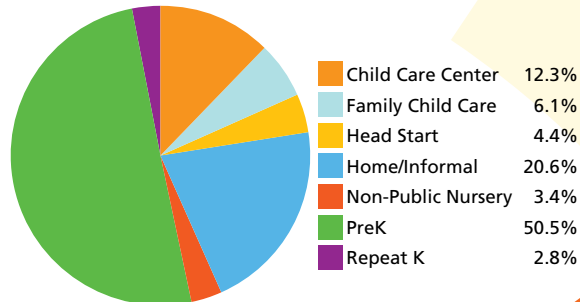
Figures may not total 100% due to rounding.  
The "Trendline" indicates the overall upward progression of the County's composite full readiness.

### Prior Care Data

#### Full School Readiness by Prior Care

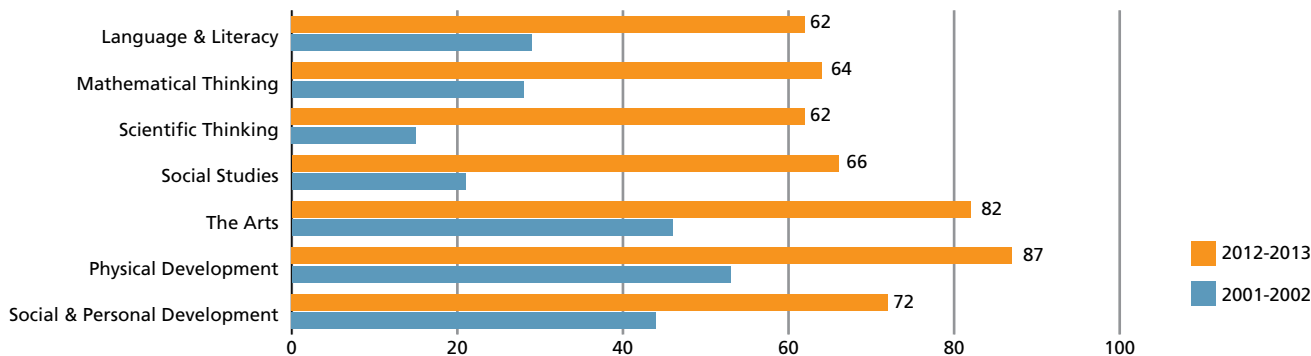


#### Prior Care Enrollment, School Year 2011-2012

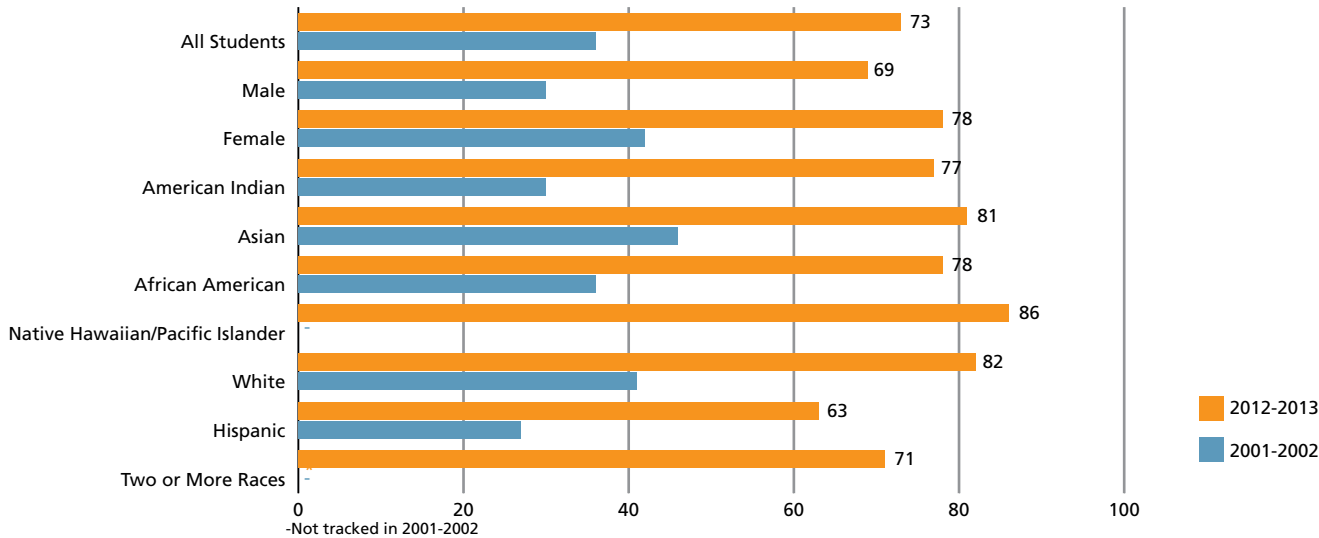


\* Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole,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

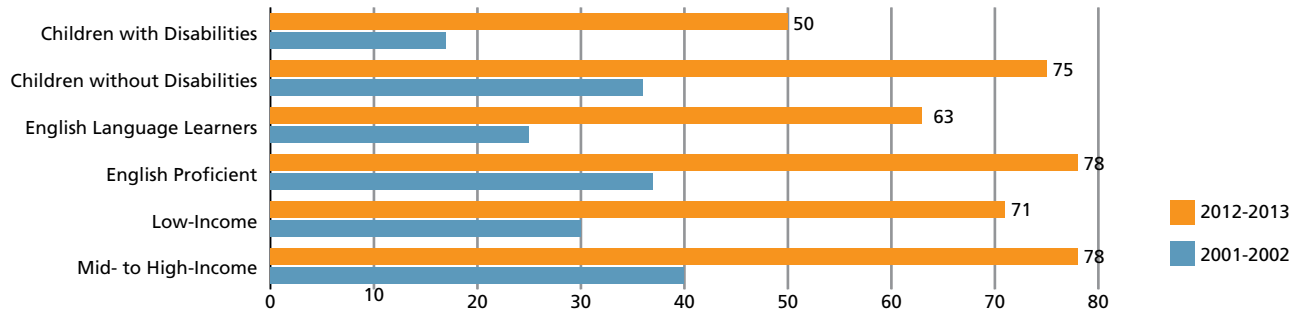
#### Full School Readiness by Domain



#### Full School Readiness by Gender & Ethnicity



#### Full School Readiness by Subgroup



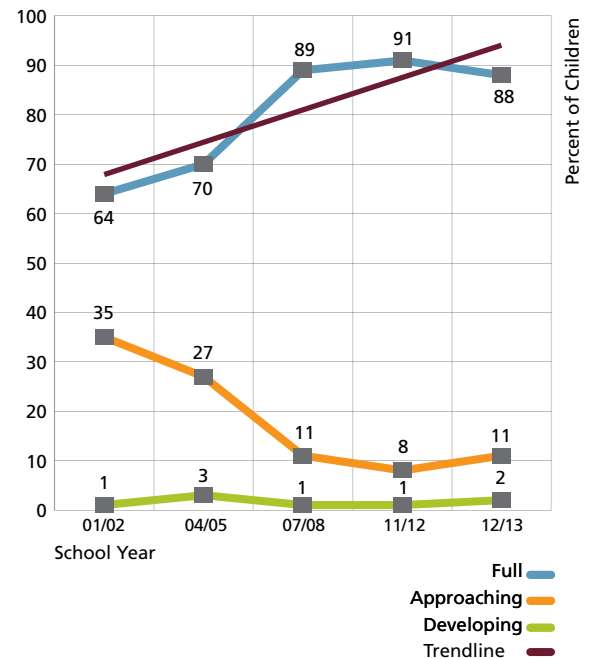
# Queen Anne's COUNTY

88% of kindergarteners are fully school-ready.

## QUICK TAKE ON SCHOOL READINESS

- Queen Anne's County experienced 24-point gain in school readiness – a 38% improvement – from 2001-2002.
- Although there was a 3-point decline from 2011-2012 in the percentage of kindergarteners fully school-ready, the County exhibits an overall upward trend in readiness levels.
- The County showed high readiness levels in all Domains of Learning, including Language & Literacy (73% fully school-ready for 2012-2013), Mathematical Thinking (79%), and Scientific Thinking (82%).
- 82% of African-American children are fully school-ready in 2012-2013, up from 38% in 2001-2002. The 44-point jump is substantially higher than the County's overall readiness gain.
- The percentage of Hispanic children who are fully school-ready rose from 40% in 2002-2003 (the first year with more than 5 Hispanic kindergarteners) to 64% in 2012-2013, narrowing the school-readiness gap between Hispanic and white children to 27 points.
- 80% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready. The 47-point increase from 2001-2002 reduced the readiness gap between children from low-income households and their peers from 36 points to 11 points in 2012-2013.
- More English Language Learners (ELL) are fully school-ready, up from 55% in 2002-2003 (the first year with more than 5 ELL students) to 59% in 2012-2013. This gain is significant because of the increasing number of ELL (a 39% one-year gain).
- Children with disabilities made substantial school readiness progress: 73% fully school-ready in 2012-2013 – a 28-point jump from 2001-2002 reduced the school-readiness gap between children with disabilities and their peers from 21 points to 16 points.
- Kindergarteners attending public PreK the year prior to entering school continue to be well prepared (86% fully school-ready in 2012-2013, up from 66% in 2001-2002).

School Readiness Data



### Population Data, MD Dept of Planning, 2010

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

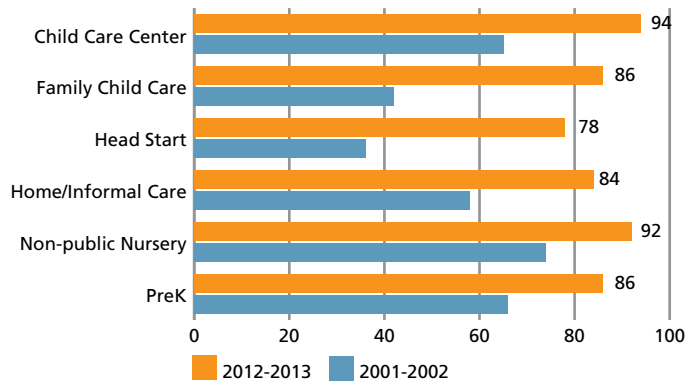
### School Enrollment MSDE, School Year 2012-2013

Kindergarten Students	544
Kindergarten Ethnicity	
• American Indian	0.4%
• Asian	1.7%
• African American	6.1%
• Native Hawaiian/Pacific Islander	0.0%
• White	79.9%
• Hispanic	7.7%
• Two or More Races	4.2%
Kindergarteners by Subgroup	
• Children with Disabilities	7.6%
• English Language Learners	5.9%
• Free/Reduced Priced Meals	32.7%
PreK Students	243
• Full-Day Program	0.0%
• Half-Day Program	100.0%

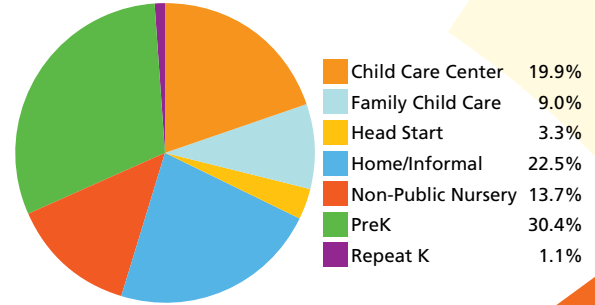
Figures may not total 100% due to rounding.  
The "Trendline" indicates the overall upward progression of the County's composite full readiness.

## Prior Care Data

### Full School Readiness by Prior Care

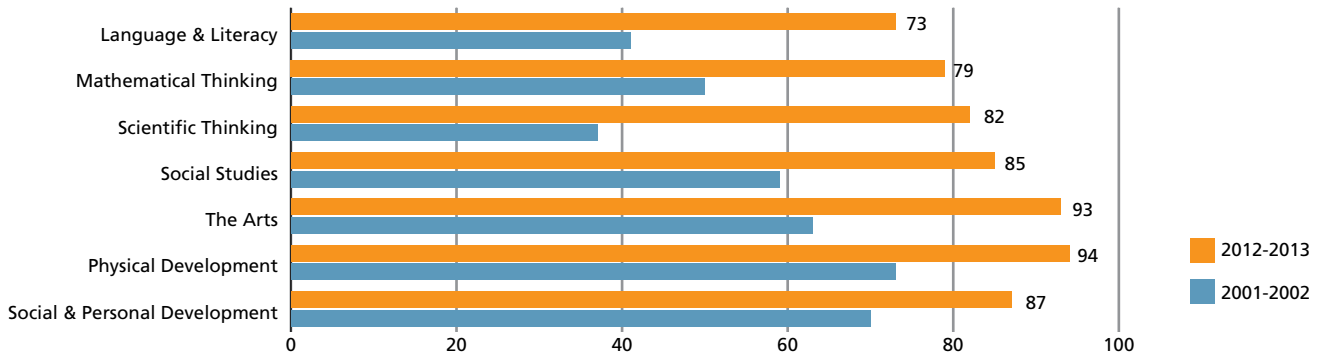


### Prior Care Enrollment, School Year 2011-2012

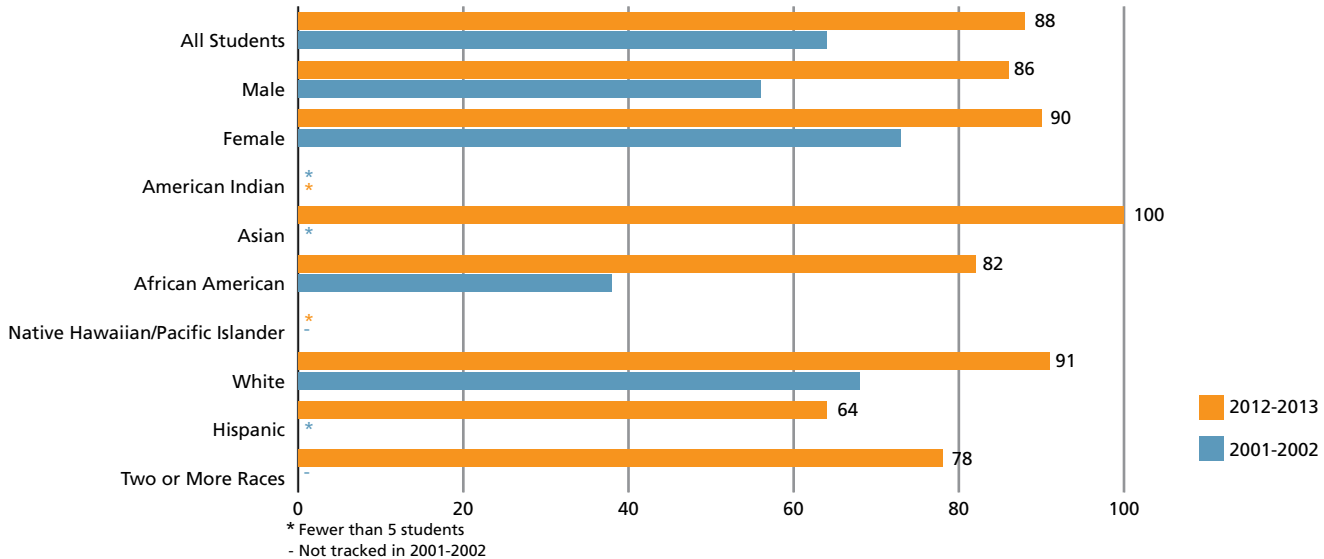


\* Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole,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

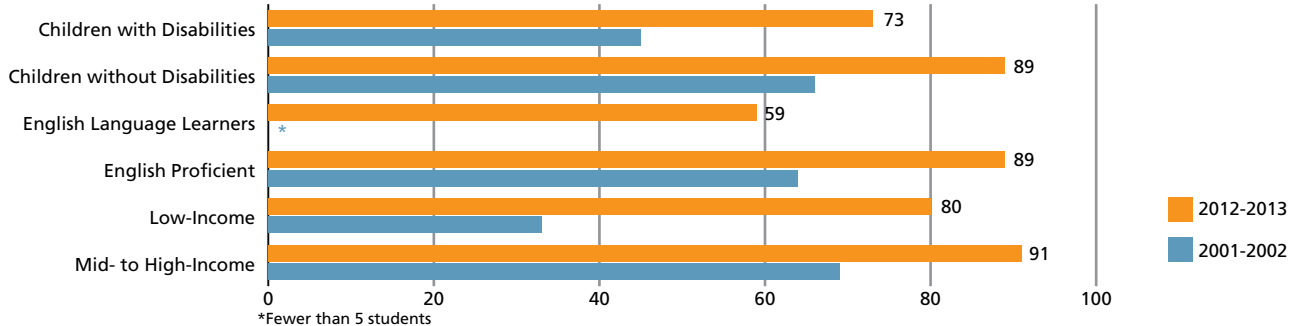
### Full School Readiness by Domain



### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup







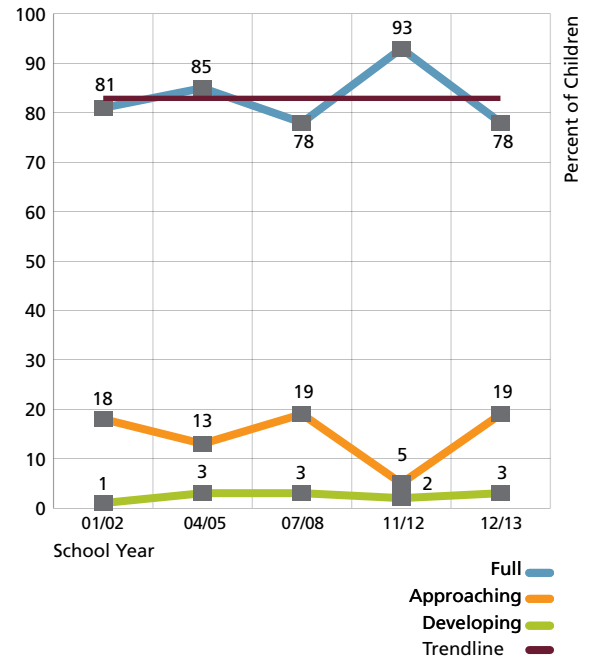
# Somerset COUNTY

78% of kindergarteners are fully school-ready.

### QUICK TAKE ON SCHOOL READINESS

- Somerset County experienced declines in school readiness (a 3-point decline from 2001-2002 and a 15-point decrease from 2011-2012).
- In key Domains of Learning, the County's readiness levels for 2012-2013 are: 70% fully school-ready in Language & Literacy, 72% in Mathematical Thinking, and 72% in Scientific Thinking.
- 76% of African-American children are fully school-ready in 2012-2013, down from 86% in 2001-2002.
- The percentage of Hispanic children who are fully school-ready rose from 45% in 2001-2002 to 55% in 2012-2013.
- 75% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready.
- More English Language Learners (ELL) are fully school-ready, up from 54% in 2001-2002 to 60% in 2012-2013. This gain reduced the readiness gap between ELL and their English-proficient peers from 29 points to 19 points.
- 50% of children with disabilities are fully school-ready in 2012-2013.
- Kindergarteners attending public PreK (79% fully school-ready in 2012-2013) or Head Start (83%) the year prior to entering school continue to be well prepared and exhibit higher readiness levels than the County average.

School Readiness Data



#### Population Data, MD Dept of Planning, 2010

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

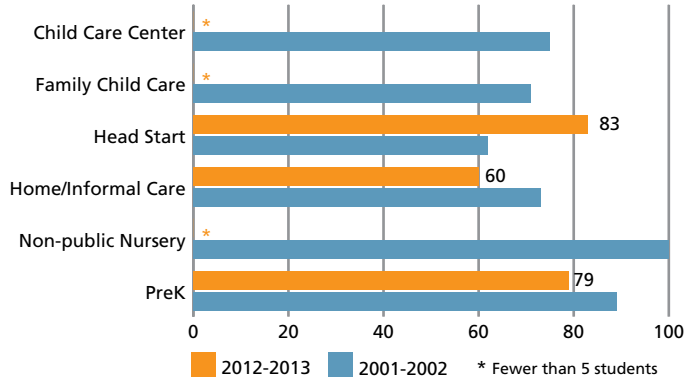
#### School Enrollment MSDE, School Year 2012-2013

Kindergarten Students	232
Kindergarten Ethnicity	
• American Indian	0.0%
• Asian	2.1%
• African American	41.6%
• Native Hawaiian/Pacific Islander	0.4%
• White	36.5%
• Hispanic	12.4%
• Two or More Races	6.9%
Kindergarteners by Subgroup	
• Children with Disabilities	12.1%
• English Language Learners	4.3%
• Free/Reduced Priced Meals	78.9%
PreK Students	192
• Full-Day Program	0.0%
• Half-Day Program	100.0%

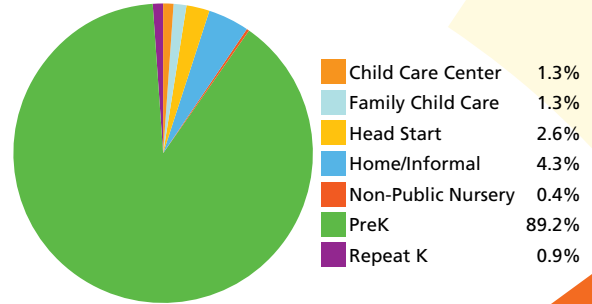
Figures may not total 100% due to rounding. The "Trendline" indicates the overall upward progression of the County's composite full readiness.

## Prior Care Data

### Full School Readiness by Prior Care

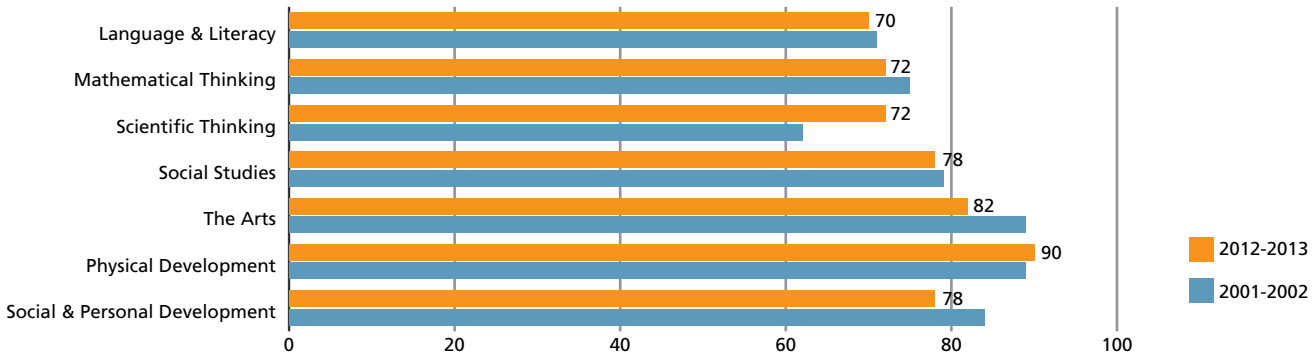


### Prior Care Enrollment, School Year 2011-2012

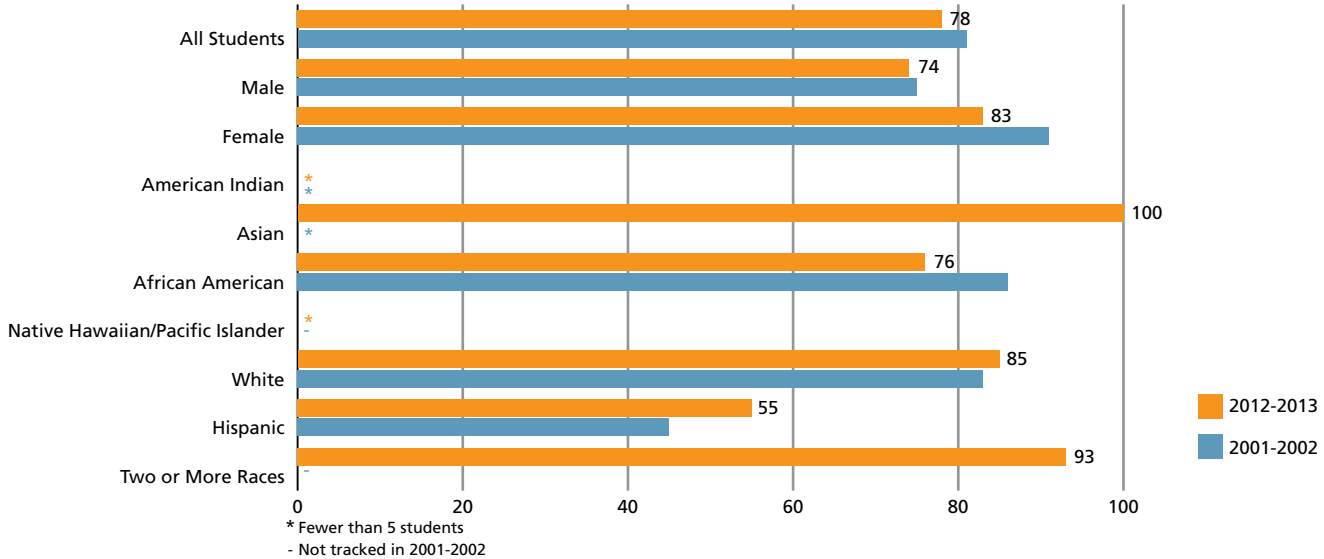


\* Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole,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

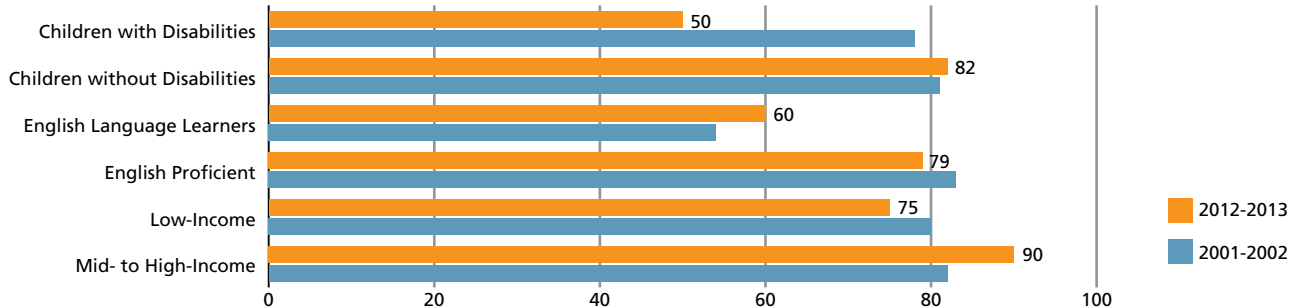
### Full School Readiness by Domain



### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup





# St. Mary's

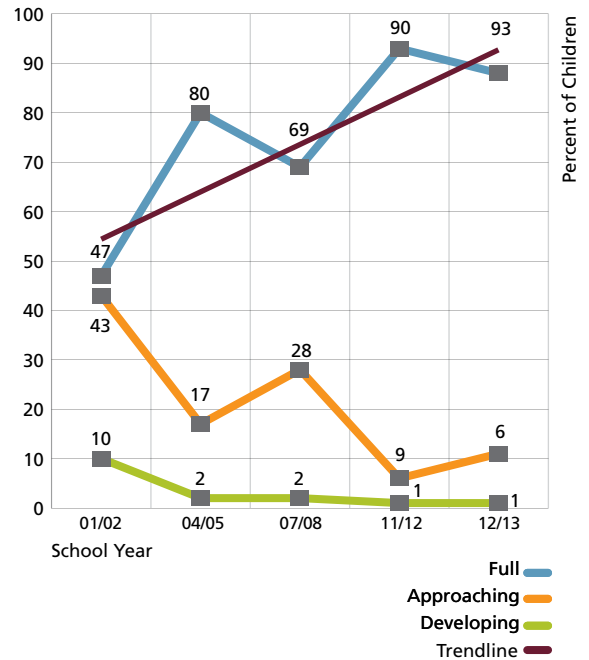
COUNTY

88% of kindergarteners are fully school-ready.

## QUICK TAKE ON SCHOOL READINESS

- St. Mary's County experienced a 41-point gain in school readiness – an 87% improvement – from 2001-2002.
- Although there was a 5-point decline from 2011-2012 in the percentage of kindergarteners fully school-ready, the County exhibits an overall upward trend in readiness levels.
- The County maintained good readiness levels in all Domains of Learning, including Language & Literacy (74% fully school-ready for 2012-2013), Mathematical Thinking (76%), and Scientific Thinking (78%).
- 82% of African-American children are fully school-ready in 2012-2013, up from 30% in 2001-2002. The 52-point jump is substantially higher than the County's overall readiness gain.
- The percentage of Hispanic children who are fully school-ready rose from 29% in 2001-2002 to 87% in 2012-2013, narrowing the school-readiness gap between Hispanic and white children to 3 points.
- 82% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready, up from 74% in 2004-2005 (the first year of data).
- More English Language Learners (ELL) are fully school-ready, up from 57% in 2001-2002 and 75% in 2011-2012 to 78% in 2012-2013. These gains reduced the readiness gap between ELL and their English-proficient peers from 18 points last year to 10 points and is significant because of the increasing number of ELL in the County (a 15% one-year gain).
- Children with disabilities made substantial school readiness progress: 67% fully school-ready in 2012-2013 – a 39-point jump from 2001-2002.
- Kindergarteners attending public PreK the year prior to entering school continue to be well prepared (88% fully school-ready in 2012-2013, up from 48% in 2001-2002).

School Readiness Data



### Population Data, MD Dept of Planning, 2010

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

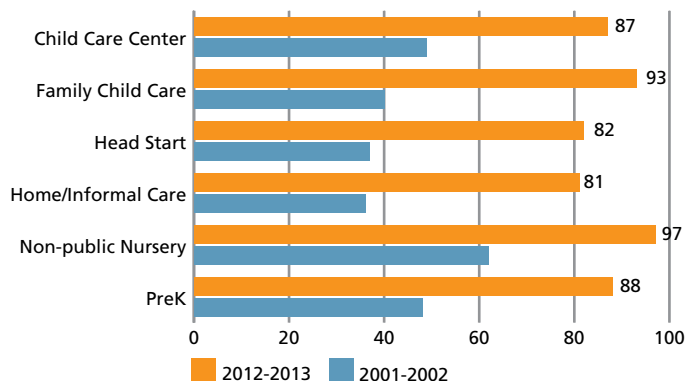
### School Enrollment MSDE, School Year 2012-2013

Kindergarten Students	1,358
Kindergarten Ethnicity	
• American Indian	0.4%
• Asian	2.0%
• African American	18.7%
• Native Hawaiian/Pacific Islander	0.2%
• White	65.3%
• Hispanic	6.6%
• Two or More Races	6.9%
Kindergarteners by Subgroup	
• Children with Disabilities	7.3%
• English Language Learners	1.7%
• Free/Reduced Priced Meals	39.2%
PreK Students	742
• Full-Day Program	0.0%
• Half-Day Program	100.0%

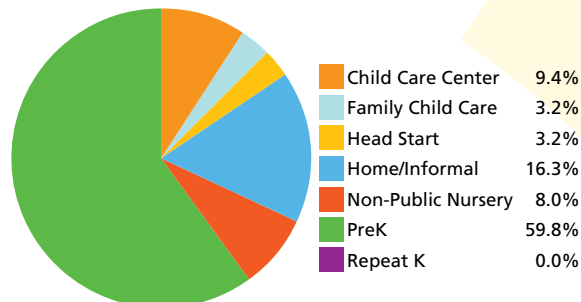
Figures may not total 100% due to rounding. The "Trendline" indicates the overall upward progression of the County's composite full readiness.

### Prior Care Data

#### Full School Readiness by Prior Care

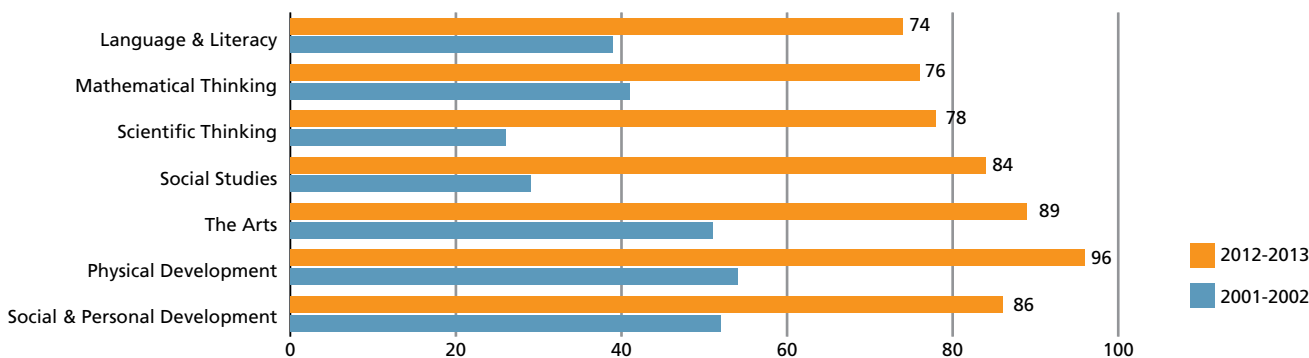


#### Prior Care Enrollment, School Year 2011-2012

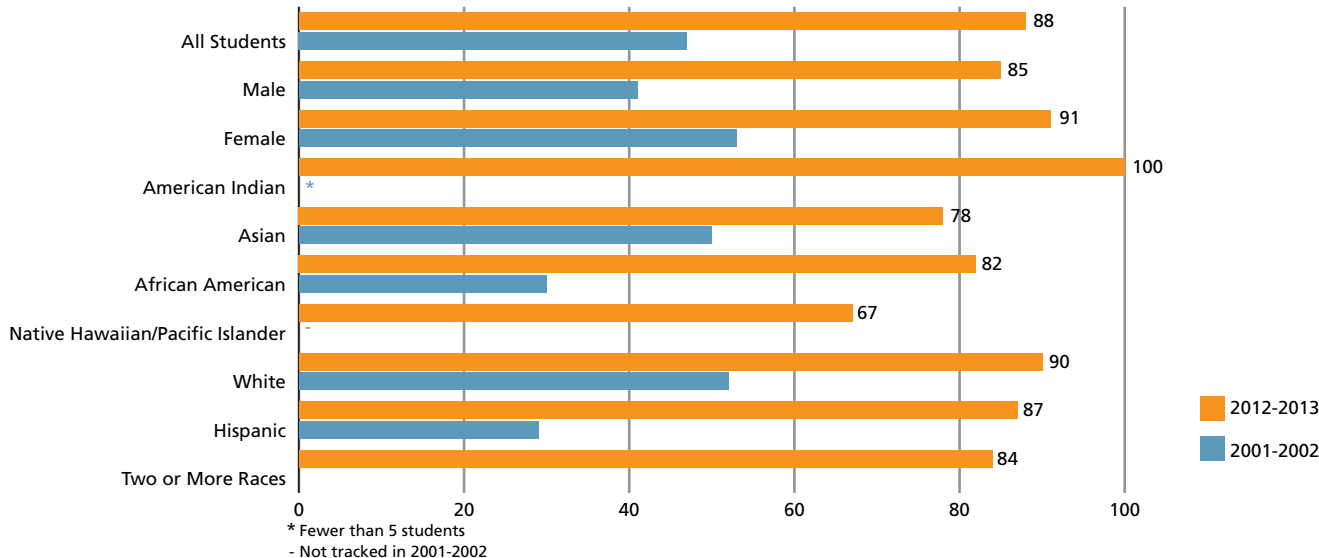


\* Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole,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

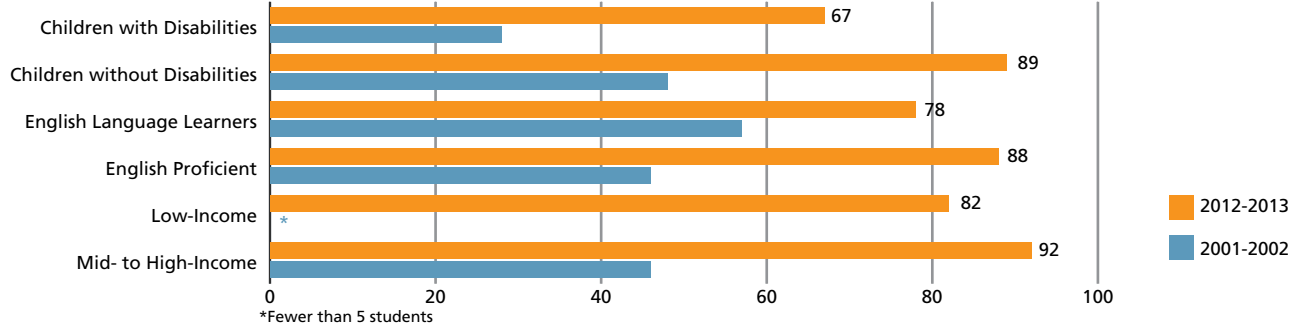
#### Full School Readiness by Domain



#### Full School Readiness by Gender & Ethnicity



#### Full School Readiness by Subgroup





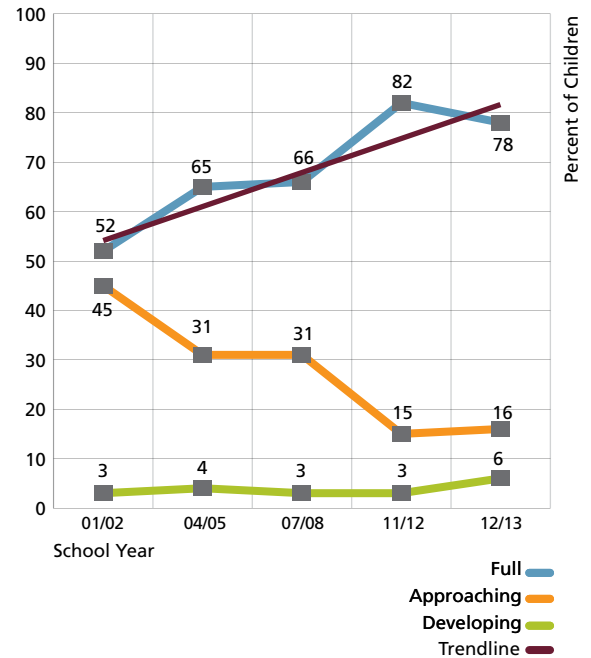
# Talbot COUNTY

78% of kindergarteners are fully school-ready.

## QUICK TAKE ON SCHOOL READINESS

- Talbot County experienced a 26-point gain in school readiness – a 50% improvement – from 2001-2002.
- Although there was a 4-point decline from 2011-2012 in the percentage of kindergarteners fully school-ready, the County exhibits an overall upward trend in readiness levels.
- The County maintained good readiness levels in all Domains of Learning, including Language & Literacy (66% fully school-ready for 2012-2013), Mathematical Thinking (73%), and Scientific Thinking (52%).
- 61% of African-American children are fully school-ready in 2012-2013, up from 29% in 2001-2002. The 32-point jump is substantially higher than the County's overall readiness gain.
- The percentage of Hispanic children who are fully school-ready rose from 33% in 2001-2002 to 67% in 2012-2013, narrowing the school-readiness gap between Hispanic and white children to 19 points.
- 66% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready. The 37-point increase from 2001-2002 reduced the achievement gap between children from low-income households and their peers from 29 points to 23 points in 2012-2013.
- More English Language Learners (ELL) are fully school-ready, up from 33% in 2001-2002 to 58% in 2012-2013. There are 45 ELL kindergarteners in 2012-2013 – a 7% one-year gain.
- Children with disabilities made substantial school readiness progress: 50% fully school-ready in 2012-2013 – a 23-point jump from 2001-2002.
- Kindergarteners attending public PreK the year prior to entering school continue to be well prepared (79% fully school-ready in 2012-2013, 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 2012-2013

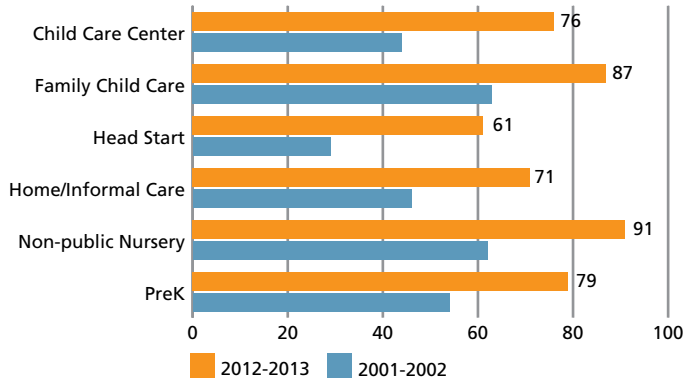
Kindergarten Students	332
Kindergarten Ethnicity	
• American Indian	0.0%
• Asian	0.6%
• African American	17.8%
• Native Hawaiian/Pacific Islander	0.0%
• White	60.5%
• Hispanic	17.5%
• Two or More Races	3.6%
Kindergarteners by Subgroup	
• Children with Disabilities	8.4%
• English Language Learners	13.6%
• Free/Reduced Priced Meals	47.9%
PreK Students	267
• Full-Day Program	0.0%
• Half-Day Program	100.0%

Figures may not total 100% due to rounding. The "Trendline" indicates the overall upward progression of the County's composite full readiness.

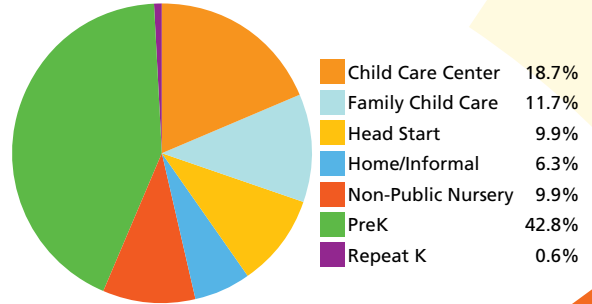


## Prior Care Data

### Full School Readiness by Prior Care

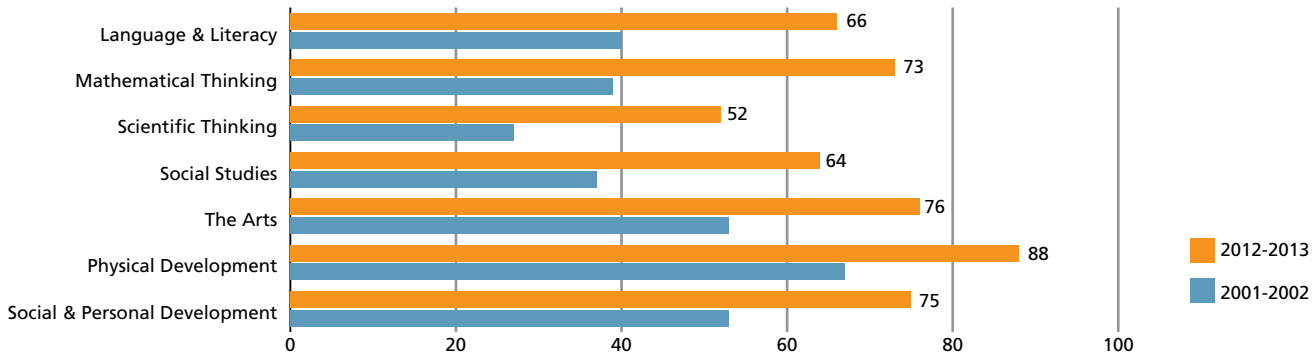


### Prior Care Enrollment, School Year 2011-2012

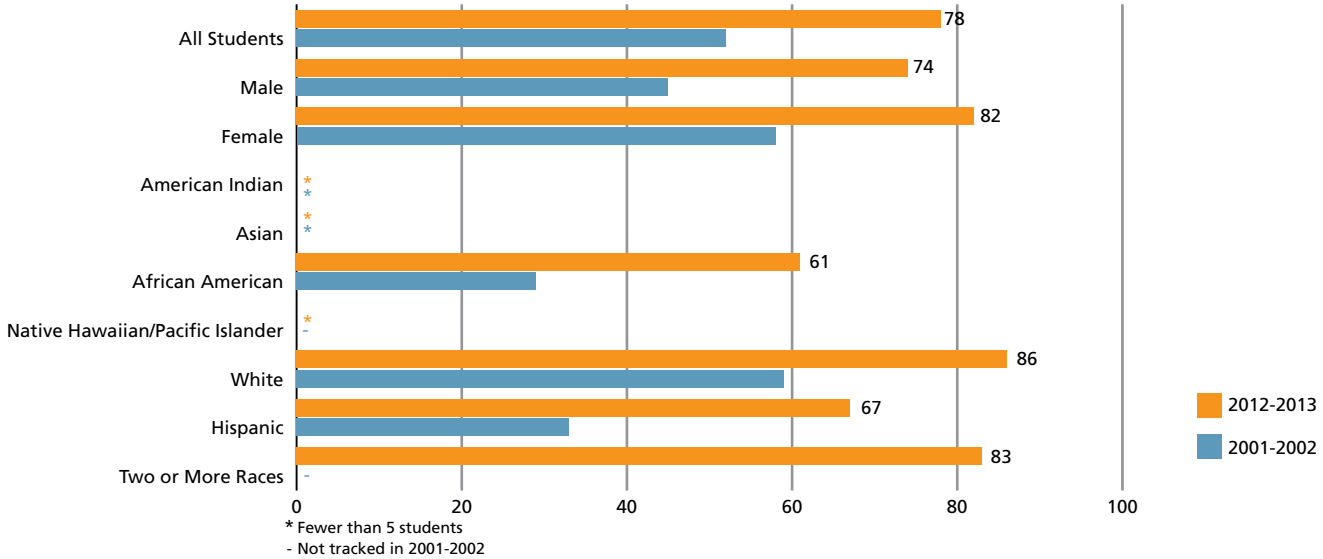


\* Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole,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

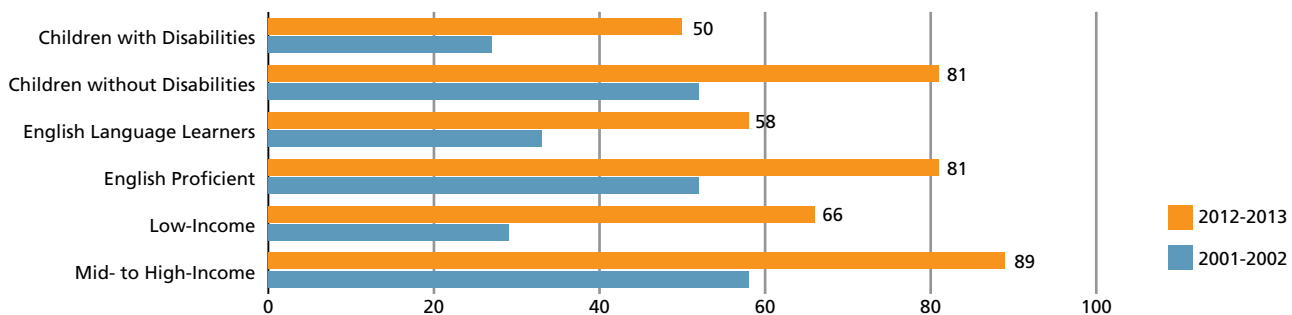
### Full School Readiness by Domain



### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



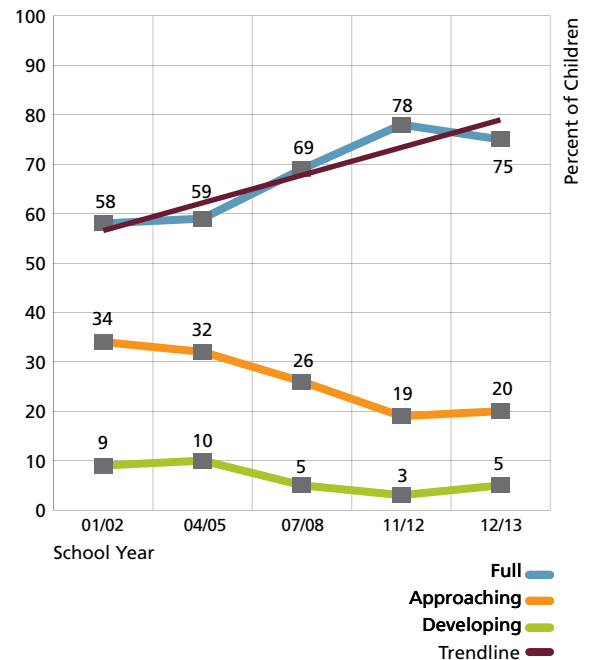
# Washington COUNTY

75% of kindergarteners are fully school-ready.

## QUICK TAKE ON SCHOOL READINESS

- Washington County experienced a 17-point gain in school readiness – a 29% improvement – from 2001-2002.
- Although there was a 3-point decline from 2011-2012 in the percentage of kindergarteners fully school-ready, the County exhibits an overall upward trend in readiness levels.
- The County showed good readiness levels in all Domains of Learning, including Language & Literacy (63% fully school-ready for 2012-2013), Mathematical Thinking (64%), and Scientific Thinking (56%).
- 68% of African-American children are fully school-ready in 2012-2013, up from 37% in 2001-2002. The 31-point jump is substantially higher than the County's overall readiness gain.
- The percentage of Hispanic children who are fully school-ready rose from 42% in 2001-2002 to 61% in 2012-2013, narrowing the school-readiness gap between Hispanic and white children to 16 points.
- 67% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready. The 29-point increase from 2001-2002 reduced the readiness gap between children from low-income households and their peers from 26 points to 19 points in 2012-2013.
- More English Language Learners (ELL) are fully school-ready, up from 30% in 2001-2002 to 57% in 2012-2013. This gain decreased the readiness gap between ELL and their English-proficient peers from 29 points to 19 points and is significant because of the increasing number of ELL (61 kindergarteners in 2012-2013 – a 17% one-year gain).
- Children with disabilities made substantial school readiness progress: 52% fully school-ready in 2012-2013 – a 24-point jump from 2001-2002 that narrowed the school-readiness gap between children with disabilities and their peers from 33 points to 25 points.
- Kindergarteners attending public PreK the year prior to entering school continue to be well prepared (77% fully school-ready in 2012-2013, up from 60% in 2001-2002).

## School Readiness Data



## Population Data, MD Dept of Planning, 2010

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

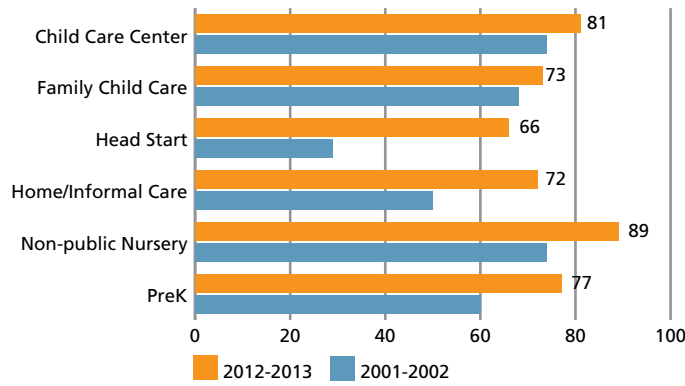
## School Enrollment MSDE, School Year 2012-2013

Kindergarten Students	1,777
Kindergarten Ethnicity	
• American Indian	0.1%
• Asian	2.0%
• African American	13.1%
• Native Hawaiian/Pacific Islander	0.1%
• White	69.2%
• Hispanic	7.7%
• Two or More Races	7.8%
Kindergarteners by Subgroup	
• Children with Disabilities	6.4%
• English Language Learners	3.5%
• Free/Reduced Priced Meals	54.4%
PreK Students	468
• Full-Day Program	12.8%
• Half-Day Program	87.2%

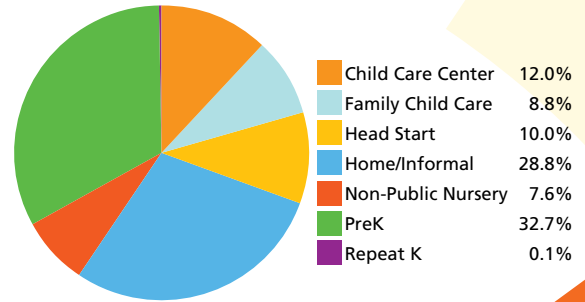
Figures may not total 100% due to rounding. The "Trendline" indicates the overall upward progression of the County's composite full readiness.

## Prior Care Data

### Full School Readiness by Prior Care

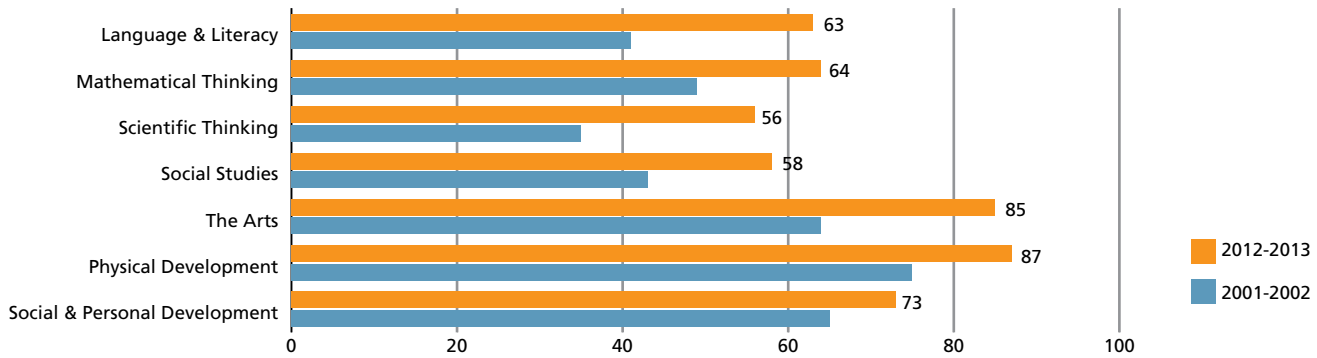


### Prior Care Enrollment, School Year 2011-2012

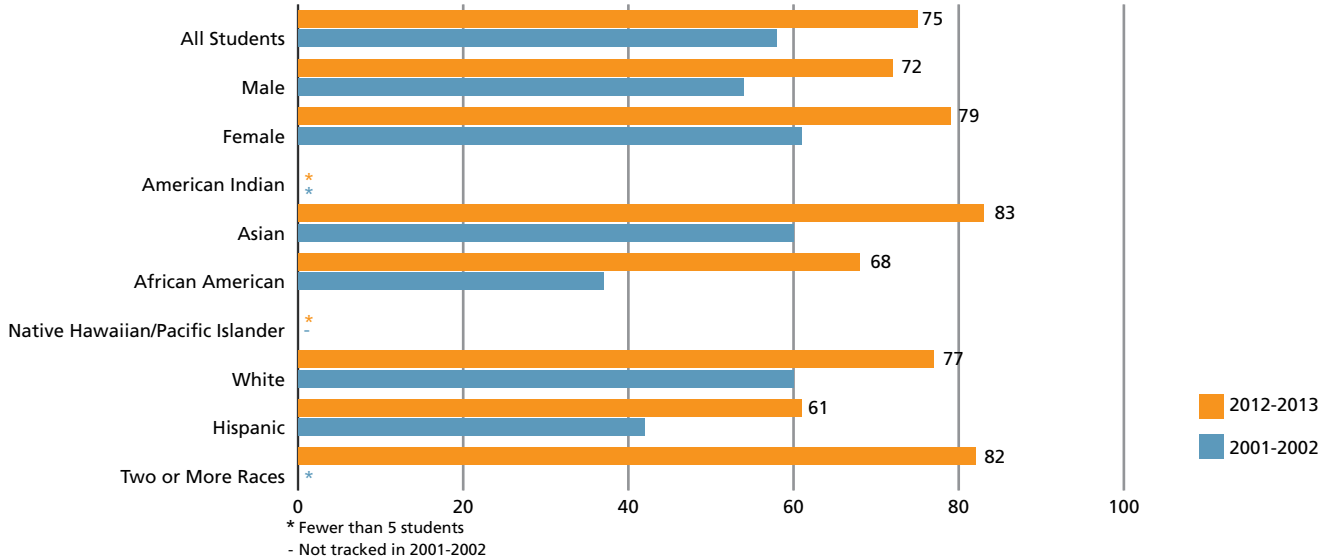


\* Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole,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

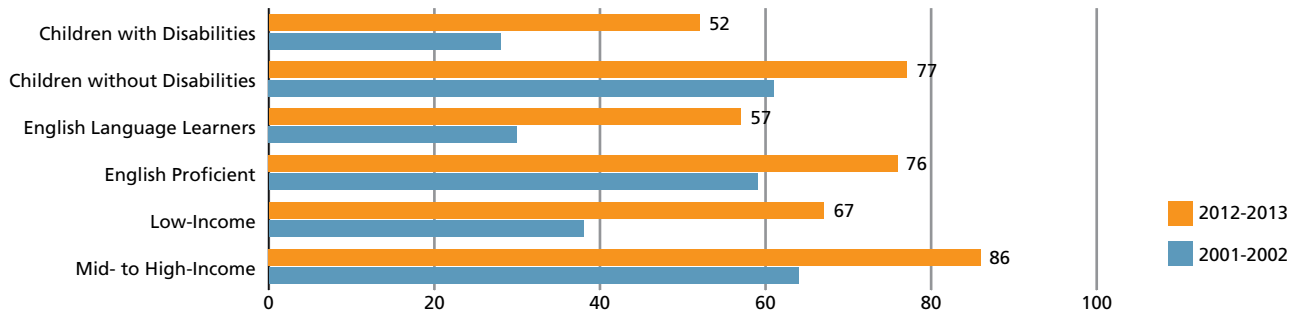
### Full School Readiness by Domain



### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup



Washington County

# Wicomico

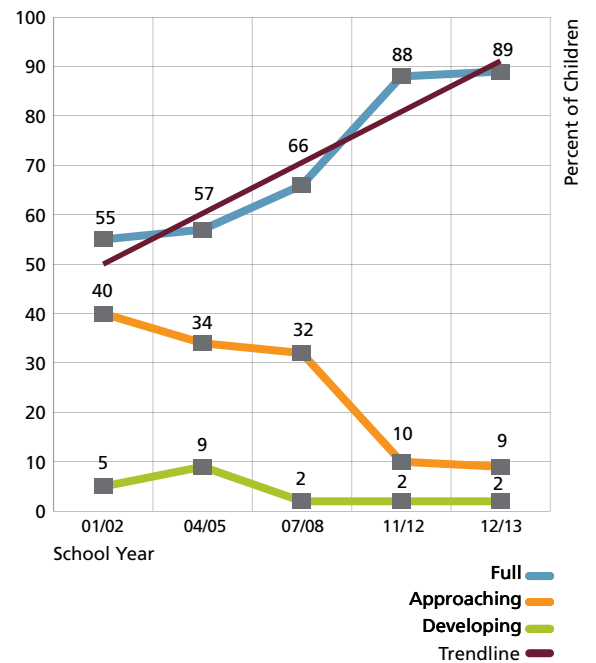
COUNTY

89% of kindergarteners are fully school-ready.

## QUICK TAKE ON SCHOOL READINESS

- Wicomico County experienced a 34-point gain in school readiness – a 62% improvement – from 2001-2002 and a 1-point increase from 2011-2012.
- The County exhibited high readiness levels in all Domains of Learning, including Language & Literacy (78% fully school-ready for 2012-2013), Mathematical Thinking (76%), and Scientific Thinking (76%).
- 87% of African-American children are fully school-ready in 2012-2013, up from 53% in 2001-2002. The 34-point jump is on par with the County's overall readiness gain.
- The percentage of Hispanic children who are fully school-ready rose from 78% in 2011-2012 to 81% in 2012-2013, narrowing the school-readiness gap between Hispanic and white children from 14 points to 10 points.
- 87% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready. The 2-point increase from 2011-2012 reduced the readiness gap between children from low-income households and their peers from 7 points.
- More English Language Learners (ELL) are fully school-ready, up from 47% in 2001-2002 to 77% in 2012-2013. This gain is significant because of the increasing number of ELL (112 kindergarteners in 2012-2013 – a 29% one-year gain).
- Children with disabilities made substantial school readiness progress: 61% fully school-ready in 2012-2013 – a 22-point jump from 2001-2002.
- Kindergarteners attending public PreK the year prior to entering school continue to be well prepared (91% fully school-ready in 2012-2013, up from 59% in 2001-2002) and exhibit higher readiness than the County's overall readiness level.

## School Readiness Data



## Population Data, MD Dept of Planning, 2010

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

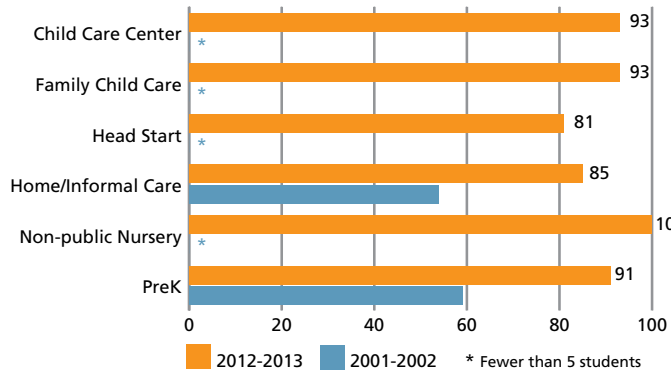
## School Enrollment MSDE, School Year 2012-2013

Kindergarten Students	1,390
Kindergarten Ethnicity	
• American Indian	0.9%
• Asian	2.3%
• African American	36.4%
• Native Hawaiian/Pacific Islander	0.1%
• White	44.2%
• Hispanic	8.6%
• Two or More Races	7.6%
Kindergarteners by Subgroup	
• Children with Disabilities	8.1%
• English Language Learners	8.1%
• Free/Reduced Priced Meals	67.6%
PreK Students	566
• Full-Day Program	34.8%
• Half-Day Program	65.2%

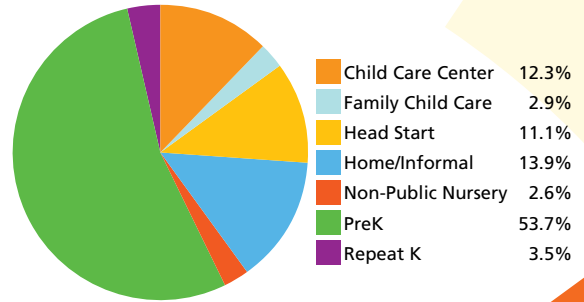
Figures may not total 100% due to rounding. The "Trendline" indicates the overall upward progression of the County's composite full readiness.

## Prior Care Data

### Full School Readiness by Prior Care

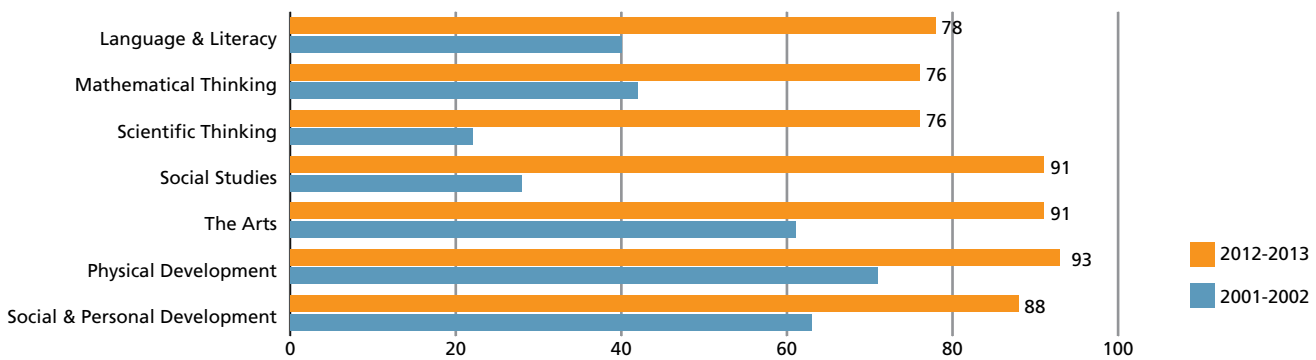


### Prior Care Enrollment, School Year 2011-2012

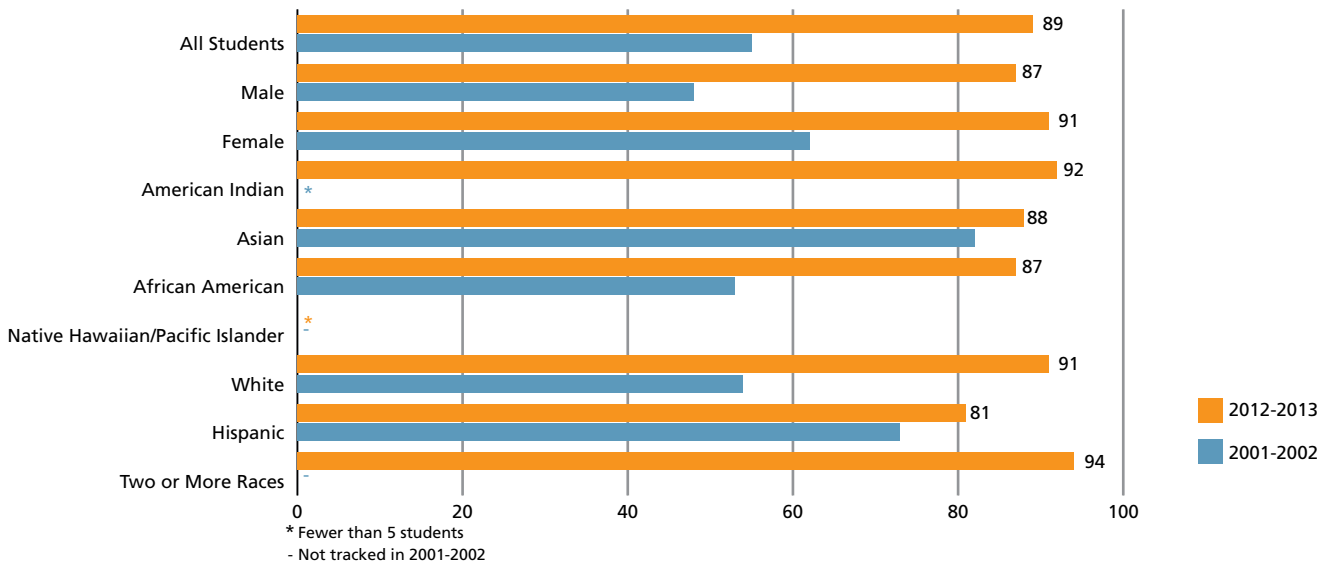


\* Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole,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

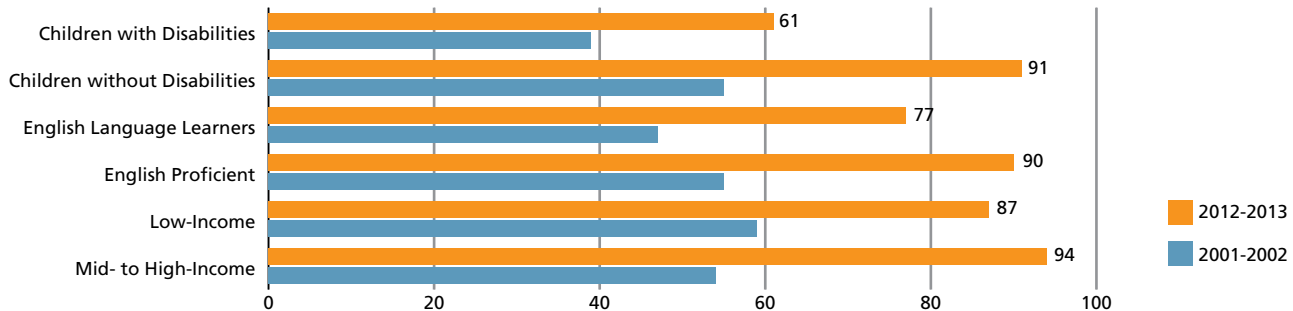
### Full School Readiness by Domain



### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup





# Worcester

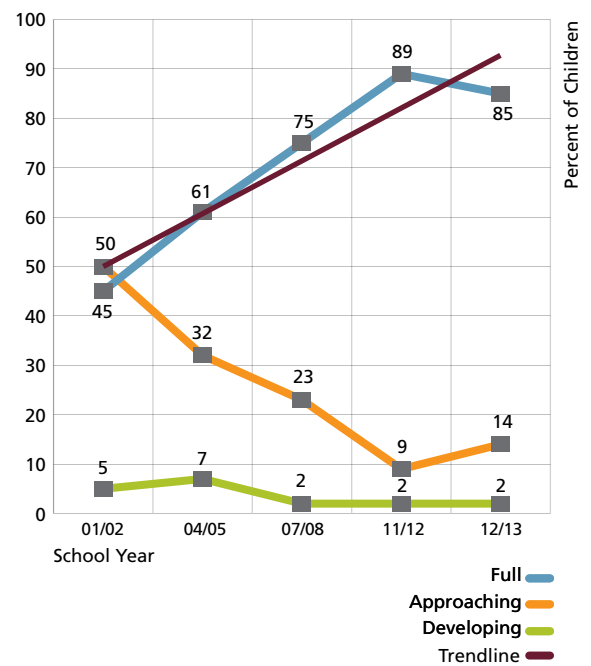
## COUNTY

85% of kindergarteners are fully school-ready.

### QUICK TAKE ON SCHOOL READINESS

- Worcester County experienced a 40-point gain in school readiness – an 89% improvement – from 2001-2002.
- Although there was a 4-point decline from 2011-2012 in the percentage of kindergarteners fully school-ready, the County exhibits an overall upward trend in readiness levels.
- The County maintained high readiness levels in all Domains of Learning, including Language & Literacy (74% fully school-ready for 2012-2013), Mathematical Thinking (80%), and Scientific Thinking (71%).
- 76% of African-American children are fully school-ready in 2012-2013. The 44-point jump from 2001-2002 is substantially higher than the County's overall readiness gain.
- The percentage of Hispanic children who are fully school-ready rose from 11% in 2001-2002 to 71% in 2012-2013, narrowing the school-readiness gap between Hispanic and white children to 19 points.
- More children from low-income households (as indicated by Free and Reduced Price Meal status) are fully school-ready, up from 49% in 2001-2002 to 79% in 2012-2013. The readiness gap between children from low-income households and their peers is 11 points in 2012-2013.
- 69% of English Language Learners (ELL) are fully school-ready in 2012-2013.
- Children with disabilities made substantial school readiness progress: 56% fully school-ready in 2012-2013 – a 42-point jump from 2002-2003 (the first year with more than 5 kindergarteners with an Individualized Education Program (IEP)).
- Kindergarteners attending public PreK the year prior to entering school continue to be well prepared (87% fully school-ready in 2012-2013, up from 29% in 2001-2002).

### School Readiness Data



### Population Data, MD Dept of Planning, 2010

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

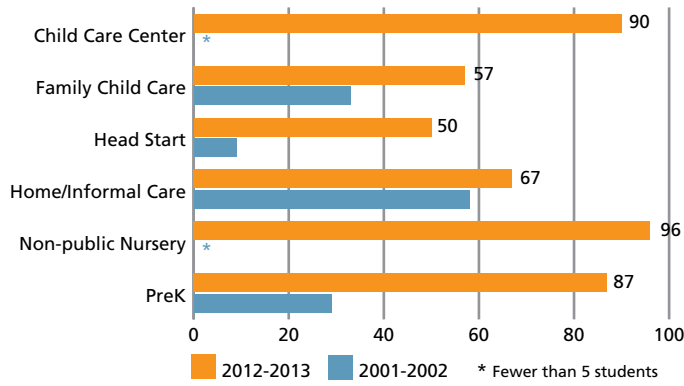
### School Enrollment MSDE, School Year 2012-2013

Kindergarten Students	474
Kindergarten Ethnicity	
• American Indian	0.2%
• Asian	1.9%
• African American	19.8%
• Native Hawaiian/Pacific Islander	0.0%
• White	60.5%
• Hispanic	9.5%
• Two or More Races	8.0%
Kindergarteners by Subgroup	
• Children with Disabilities	9.3%
• English Language Learners	7.4%
• Free/Reduced Priced Meals	47.5%
PreK Students	390
• Full-Day Program	0.0%
• Half-Day Program	100.0%

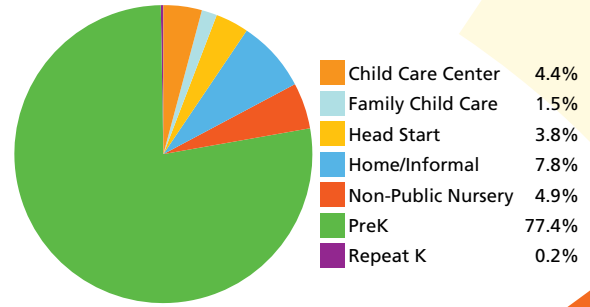
Figures may not total 100% due to rounding. The "Trendline" indicates the overall upward progression of the County's composite full readiness.

## Prior Care Data

### Full School Readiness by Prior Care

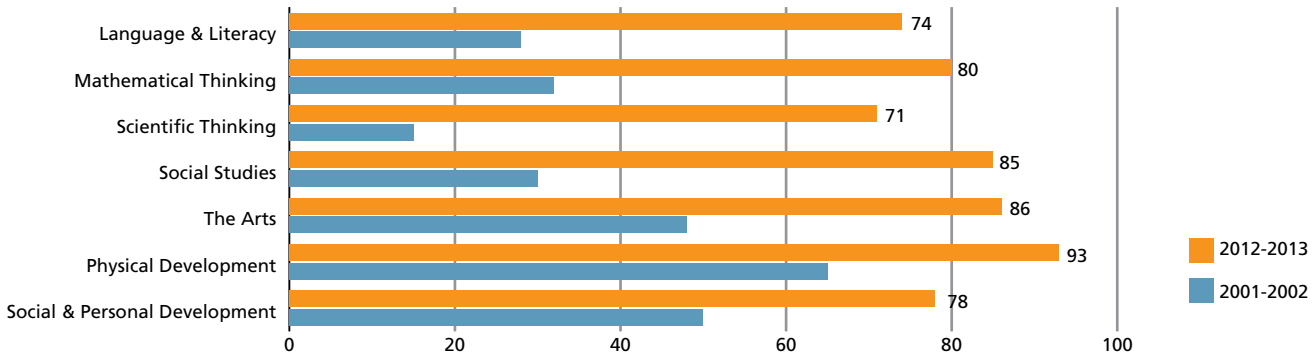


### Prior Care Enrollment, School Year 2011-2012

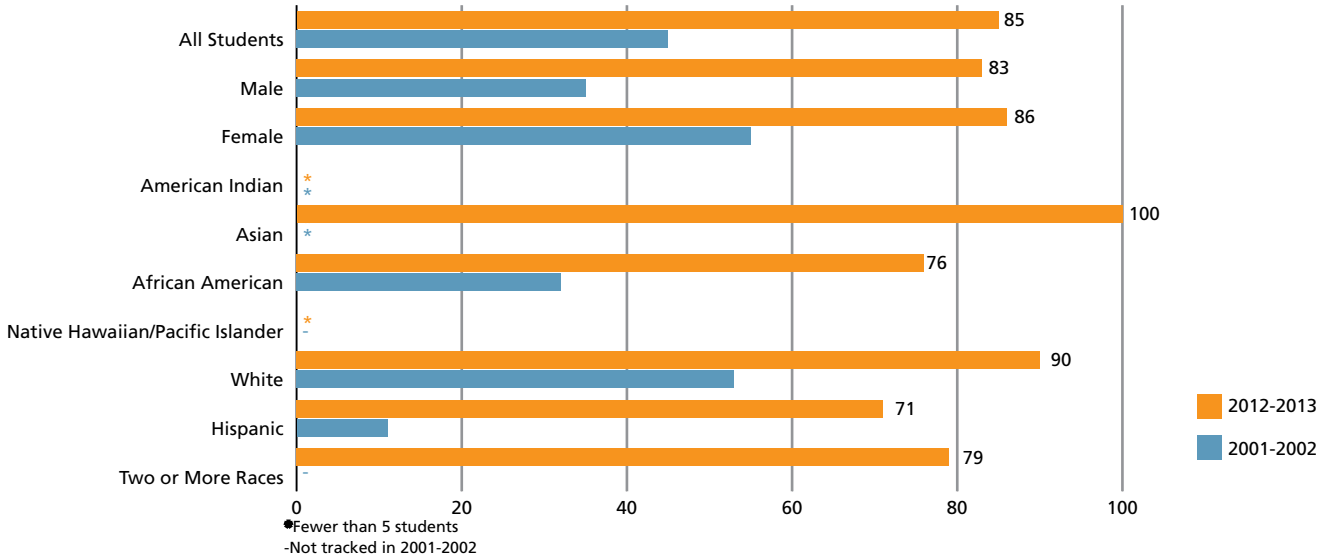


\* Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole,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

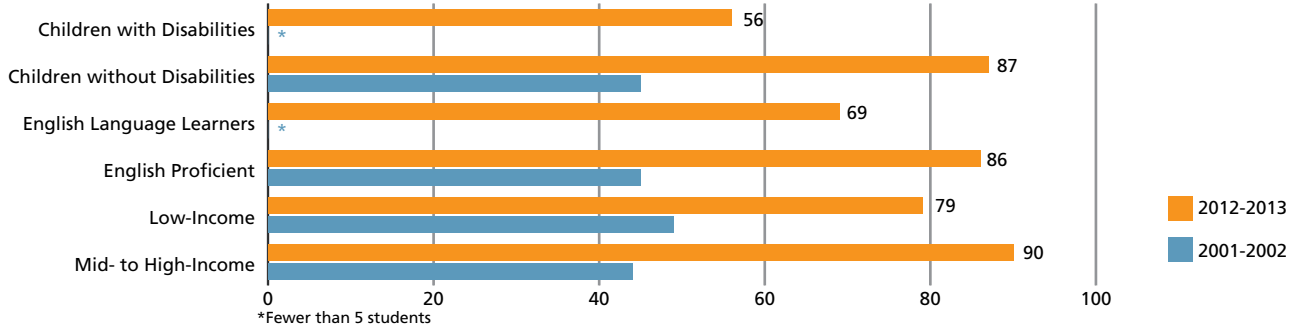
### Full School Readiness by Domain



### Full School Readiness by Gender & Ethnicity



### Full School Readiness by Subgroup






## WHAT'S NEXT?

At this writing, nearly 12,000 Maryland kindergarteners needed targeted or considerable support to be successful in school. School readiness is a shared responsibility. Families, schools, and communities must work together to ensure that our children succeed in school and in life. That is why Maryland is:

- **Striving to meet new benchmarks.** Maryland is committed to achieving our ambitious goal of 92% of kindergarteners being fully school-ready by 2015, and the narrowing of school-readiness gaps among at-risk populations. While Maryland was on track to meet this goal, the 2012-2013 readiness levels (82% fully ready) fall slightly below our annual targets. We must redouble our efforts to realize our long-term readiness goals.
- **Addressing the school-readiness gaps.** A wide school-readiness gap continues to exist for many Maryland kindergarteners, including English Language Learners and children with disabilities. We must take proactive measures and focus on what works for these subgroups of children to eliminate the readiness gaps and ensure long-term school success.
- **Sustaining and enhancing current efforts.** Through the federal RTT-ELC award, Maryland received substantial infrastructure support to improve school readiness and boost student achievement, namely the establishment of Maryland EXCELS<sup>2</sup>. However, RTT-ELC does not support direct services to young children, nor will this important work be completed at the conclusion of funding in 2015. The local Early Childhood Advisory Councils (ECACs) will be critical over the next few years in helping to address the challenges and continue our momentum. Maryland must also explore innovative early childhood investment strategies, such as public-private partnerships and self-sustaining community involvement, and stimulate action at the local and programmatic levels.
- **Creating a strong workforce.** Maryland promotes rigorous and developmentally appropriate instructional practices that support our Common Core Standards. Credentialing and workforce competency standards, among others, will serve as the basis for a comprehensive early childhood education career ladder for skilled and dedicated personnel.
- **Building better access.** The benefits of early learning programs are well known – especially for children from low-income families, English Language Learners, and children with disabilities. To close the readiness gaps among these high-risk subgroups and their peers, we must improve access to high-quality early learning programs, including PreK and programs with state or national accreditation. Access to Preschool For All sites will integrate pre-kindergarten programs with child-care or Head Start programs. Maryland is also working to improve case management for families receiving childcare subsidies to further improve access for their children to PreK, Head Start, and quality child care.



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.marylandpublicschools.org](http://www.marylandpublicschools.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.marylandpublicschools.org](http://www.marylandpublicschools.org)

For more information and resources to improve 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](mailto:info@readyatfive.org)  
Website: [www.readyatfive.org](http://www.readyatfive.org)

Visit [www.MdSchoolReadiness.org](http://www.MdSchoolReadiness.org) for the 2012-2013 MMSR technical report. Jurisdictional leaders, ECAC chairs, and Early Learning Coordinators can request additional data analysis by contacting:  
[phil.koshkin@msde.state.md.us](mailto:phil.koshkin@msde.state.md.us).

Visit [www.ReadyAtFive.org](http://www.ReadyAtFive.org) for Getting Ready 2013: statewide and jurisdictional issue briefs and PowerPoint presentations, parent information, and a business leader brief. Scan here for additional Statewide MMSR data:



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

