

getting ready

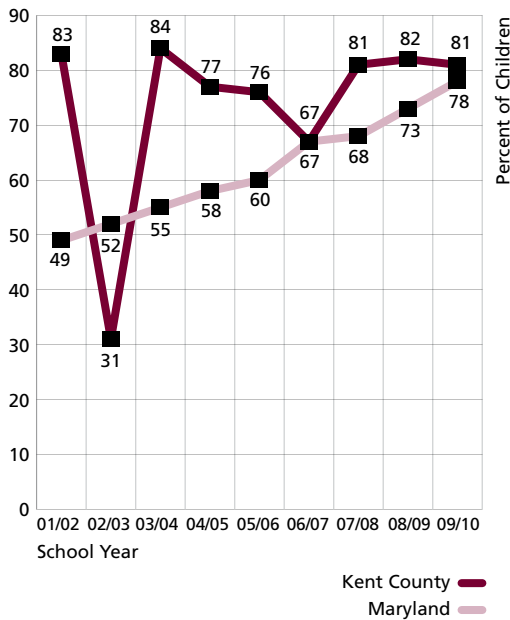


what the 2009-2010 school readiness data mean for Maryland's children

March 2010

Kent County

Kent County and Statewide Results



Kent County's kindergartners (81% fully ready) outpace the statewide full readiness level.

quick take on statewide school readiness

- 78% of kindergartners are school-ready.
- Kindergartners made significant gains in the cognitive Domains of Learning (a 31-point increase from 2001-2002 in Language and Literacy, a 32-point improvement in Mathematical Thinking, and a 39-point jump in Scientific Thinking). Full school readiness in these domains is essential to successfully engaging in kindergarten, and suggests long-term academic gains. According to the Maryland State Department of Education (MSDE), as the state's school readiness results improve, the Maryland School Assessment (MSA) scores in third-grade reading and math rise correspondingly.
- The data reveal four key skills that closely correlate with children's school readiness: 1) the ability to attentively listen, 2) the ability to comprehend and respond, 3) the ability to solve problems, and 4) the ability to identify, describe, and compare different objects.
- Quality interventions matter. 78% of kindergartners who had been enrolled in PreK programs were fully ready for school, compared with 68% of those who were at home or in informal care. Interventions, such as PreK, Judy Centers, and Head Start Centers, help to address the achievement gaps affecting English Language Learners, children with special needs, and children from low-income households before they start their formal school careers.
- Eighteen of 24 jurisdictions in Maryland made one-year gains. Twelve jurisdictions have full school readiness levels above 82%. Of these jurisdictions with the highest school readiness results, 8 also have MSA scores greater than the statewide average in third-grade reading and math.

about the data

Each school year, kindergarten teachers use the Maryland Model for School Readiness (MMSR—a body of standards and an assessment tool) to observe what each child knows and is able to do in the seven areas or “Domains of Learning:” Social & Personal Development, Language & Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, the Arts, and Physical Development. This enables the Maryland State Department of Education (MSDE) to compile the school readiness data it releases every March, providing essential information for schools' and communities' continuing improvement of school readiness.

Kent County

Census Data (U.S. Census 2000)

Estimated Children Age 4	181
Children <5 (age 0-4)	907

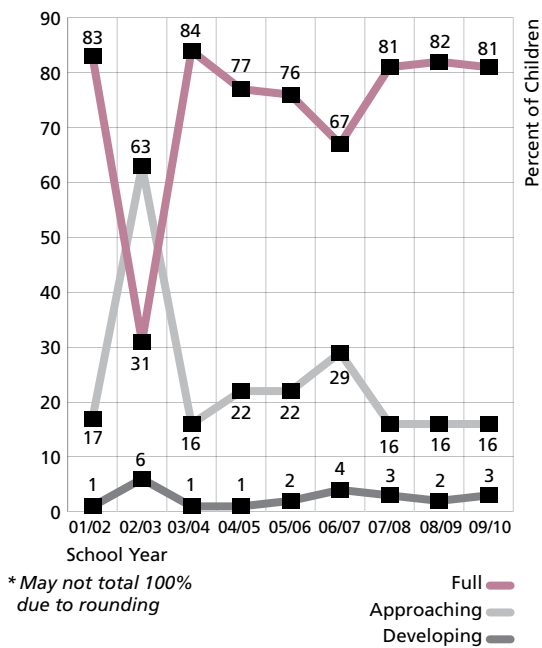
Prior Care Enrollment (School Year 2008/09)

Child Care Center	4.4%
Family Child Care	2.5%
Head Start	0.6%
Home/Informal	6.3%
Non-Public Nursery	4.4%
Pre-Kindergarten (PreK)	80.5%
• Full-Day Program	23.2%
• Half-Day Program	76.8%

School Enrollment (School Year 2009/10)

Kindergarten Students	161
• Kindergartners Receiving Services	
• English Language Learners	6.9%
• Free/Reduced Priced Meals	52.2%
Special Education	9.4%
PreK Students	123
• Full-Day Program	30.9%
• Half-Day Program	69.1%

Kent County School Readiness Data



Sources: Maryland State Department of Education, US Census Bureau

what the MMSR data mean for Kent County's children

Kent County's 2009-2010 school readiness data reveal:

- **Majority of children are entering school fully prepared for kindergarten work.**
 - 81% of entering kindergartners are fully ready for school.
 - Kindergartners made tremendous progress in key Domains of Learning: 70% of children are fully school-ready in Language & Literacy, a 20-point increase from 2001-2002; 73% in Mathematical Thinking, a 9-point jump; and 81% in Scientific Thinking, a 44-point gain.
- **Children of most ethnicities showed improved school readiness.**
 - 74% of African-American kindergartners are fully school-ready, up from 61% in 2008-2009. These gains narrowed the disparity between African-American and white children from 30 points last year to 11 points in 2009-2010.
- **Good progress for kindergartners with school readiness risk factors.**
 - 72% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully ready for school in 2009-2010, up one point from last year
 - 53% of children receiving special education services are fully ready for school, up from 40% in 2008-2009.
 - 64% of English Language Learners (ELL)—children whose first language is one other than English—are fully ready for school in 2009-2010. The 9-point increase from 2008-2009 reduced the disparity between ELL and their English-proficient peers from 30 points to 18 points in 2009-2010.
- **Early learning environments promote school readiness.**
 - 83% of kindergartners who had been enrolled in PreK programs are fully ready for school in 2009-2010, compared with 50% of those who were at home or in informal care the year prior to kindergarten.
 - The greatest progress occurred among children enrolled in child care centers the year prior to kindergarten: 100% are fully ready, a 12-point gain from 2008-2009.

This year's data confirm that Kent County's school readiness efforts are boosting long-term academic and life success for students. Now is the time to redouble our investment in what the data show us: school readiness is the best investment for families, schools, communities, businesses, and above all, for children.

Visit www.readyatfive.org for additional data, more information on what makes a difference, PowerPoint presentations, and *Getting Ready: Parents Can Help.*

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

Developed by



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