

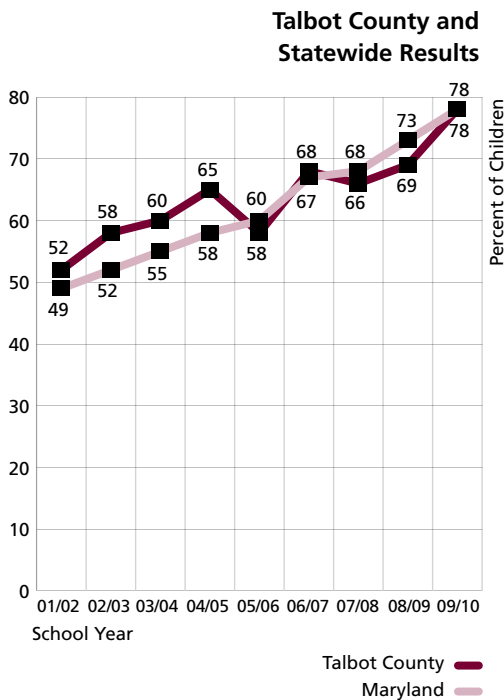
getting ready



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

March 2010

Talbot County



In Talbot County, 78% of kindergartners are fully ready, on par with the statewide readiness levels.

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.

Talbot County

Census Data (U.S. Census 2000)

Estimated Children Age 4	360
Children <5 (age 0-4)	1,799

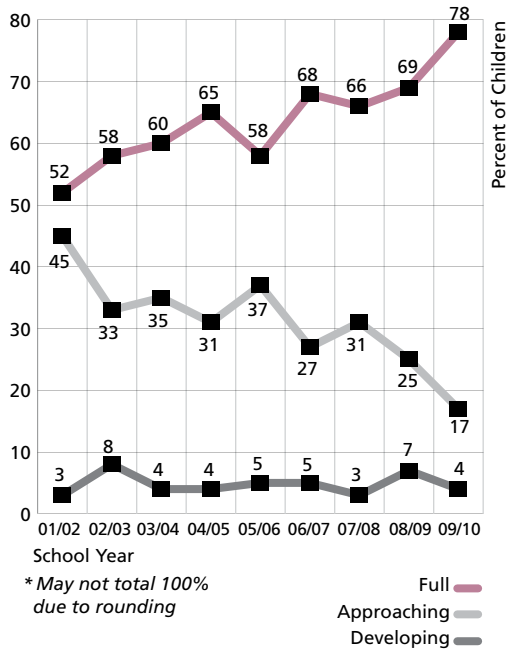
Prior Care Enrollment (School Year 2008/09)

Child Care Center	11.7%
Family Child Care	4.4%
Head Start	7.0%
Home/Informal	10.5%
Non-Public Nursery	21.9%
Pre-Kindergarten (PreK)	43.8%
• Full-Day Program	0.0%
• Half-Day Program	100.0%

School Enrollment (School Year 2009/10)

Kindergarten Students	318
Kindergartners Receiving Services	
• English Language Learners	8.8%
• Free/Reduced Priced Meals	42.5%
• Special Education	8.2%
PreK Students	200
• Full-Day Program	1.5%
• Half-Day Program	98.5%

**Talbot County
School Readiness Data**



Sources: Maryland State Department of Education, US Census Bureau

Talbot County surpasses projections

Talbot County outperformed even its projected increases in school readiness, making sizeable gains in key areas. The 2009-2010 data reveal:

- **Significantly more children are entering school fully prepared for kindergarten work.**
 - 78% of entering kindergartners are fully ready for school, up from 52% in 2001-2002.
 - Kindergartners made tremendous progress in key Domains of Learning: 67% of children are fully school-ready in Language & Literacy, a 27-point increase from 2001-2002; 71% in Mathematical Thinking, a 32-point improvement; and 59% in Scientific Thinking, a 32-point gain.
- **Children of most ethnicities showed improved school readiness.**
 - 54% of African-American kindergartners are fully school-ready, up from 29% in 2001-2002.
 - 80% of Hispanic kindergartners are fully ready for school, up from 33% in 2001-2002. These gains narrowed the disparity between Hispanic and white children from 26 points in 2001-2002 to 4 points in 2009-2010.
- **Achievement gap closes for kindergartners with school readiness risk factors.**
 - 66% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully ready for school in 2009-2010. The 37-point increase from 2001-2002 reduced the disparity between children from low-income households and children from mid- to high-income households to 22 points in 2009-2010.
 - 79% of English Language Learners (ELL)—children whose first language is one other than English—are fully ready for school in 2009-2010, up from 33% in 2001-2002. This eliminated the disparity between ELL and English-proficient kindergartners.
- **Early learning environments promote school readiness.**
 - 80% of kindergartners who had been enrolled in PreK programs are fully ready for school, compared with 67% of those who were at home or in informal care the year prior to kindergarten.
 - Children enrolled in child care centers (81% fully ready) made notable improvements, experiencing a 37-point gain in readiness from 2001-2002.

This year's data confirm that Talbot 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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