

# getting reAdy

## Baltimore County



### about the 2007-2008 school readiness data

The Maryland Model for School Readiness (MMSR) is a body of standards that teachers use at the start of each school year to assess the school readiness of every entering kindergartner in Maryland public schools. The MMSR measures what each child 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. Each year, the Maryland State Department of Education (MSDE) releases the MMSR data, giving jurisdictions concrete information on school readiness trends, gains, and challenges.

The MMSR data clarify where kindergartners are now in their knowledge and performance, and also provide a better understanding of the ways in which instruction, professional development, collaboration, communication and coordination are succeeding or can improve.

### highlights of the new data

The new MMSR data show progress in the school readiness of all kindergartners over the past seven years, from the 2001-2002 school year to the 2007-2008 year, as well as trends for subsets of students.

#### Baltimore County

##### Census Data

Children <5 (age 0-4) 46,287

##### School Enrollment (SY 2007-2008)

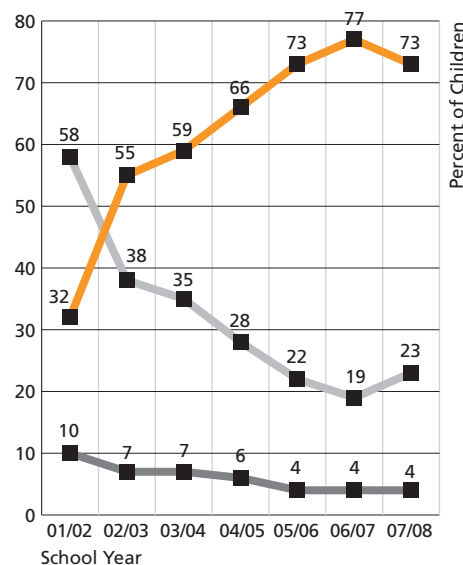
###### Kindergarten Students

- Full Day 7,385
- Receiving Services
- Special Education 10.0%
- English Language Learners 7.2%
- Free/Reduced Priced Meals 35.7%

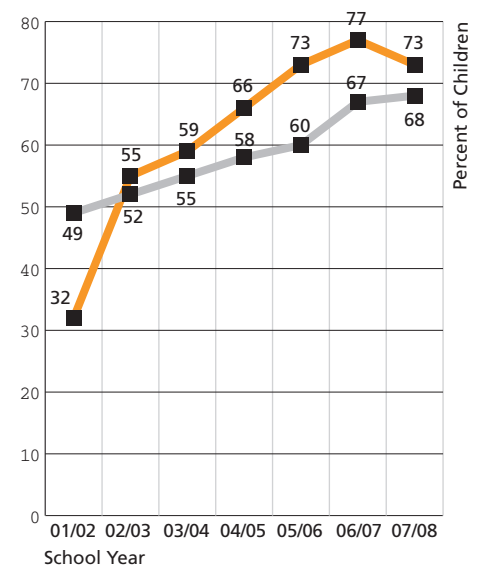
##### Prior Care Enrollment (SY 2006-2007)

- Pre-Kindergarten(Pre-K) Students 3,924
- Half Day Program 100.0%
- Percent of 4-Year Olds Served 42.4%
- Judy Center Students 479
- Head Start Students 677

Baltimore County: School Readiness Data



Baltimore County and Statewide Results



Full —  
Approaching —  
Developing —

Baltimore County —  
Maryland —

## what the new data show

### Highlights for Baltimore County's 2007-2008 MMSR data include:

- More children are entering school fully prepared for kindergarten work.
  - 73% of entering kindergartners were fully ready for school, up from 32% in 2001-2002.
  - More than 1,900 children (27%) needed targeted or considerable support in order to do kindergarten work, down from 68% in 2001-2002.
  - Kindergartners demonstrate the strongest readiness in the areas of physical development (81%) and the arts (76%).
  - 63% of kindergartners were fully ready for school in language and literacy, a 42-point gain from 2001-2002.
  - 66% of kindergartners were fully ready for school in math, up from 28% in 2001-2002.
  - 55% of kindergartners were fully ready for school in science, but more than 3,000 children needed support in this area to do kindergarten work.
  - 46% of children receiving special education services were fully ready for school, a 28-point gain from 2001-2002.
- Low-income children (as indicated by Free and Reduced Price Meal status) made significant advances (a 41-point gain in the past seven years), but are more likely to need support to do kindergarten work than their mid- to high-income peers.
  - 68% of low-income children were fully ready for school, compared with 75% of mid- to high-income children.
- English language learners (children whose first language is not English) gained ground (a 47-point increase from 2001-2002), but are less likely to be fully school-ready than English-proficient children.
  - 65% of English language learners were fully ready for school, compared to 74% of their English-proficient peers.
- High-quality early learning experiences promote school readiness.
  - 74% of kindergartners who had been enrolled in Pre-K programs were fully ready for school, compared with 58% of those who were at home or in informal care settings the year prior to school.

Visit [www.readyatfive.org](http://www.readyatfive.org) for additional statewide and jurisdictional data, as well as a customized PowerPoint presentation and *Getting Ready* for Parents.

## using the new data

Every improvement in the school readiness of Maryland's children has happened as a result of state, jurisdictional and local community efforts. The latest data are a tribute to all that is being done in Baltimore County to promote the school readiness of young children. If all partners—including public schools, parents, early education professionals, libraries, county government, local management boards, and child-serving organizations—continue to explore ways to make additional gains, the County's school readiness successes can only grow. The new MMSR data can continue to help define priorities, shape decisions, and formulate planning.

Source: Maryland State Department of Education;  
US Census

For more information on improving school readiness in Maryland, contact:  
The Ready At Five Partnership  
111 South Calvert Street, Suite 1720  
Baltimore, MD 21202  
Phone 410-727-6290  
Fax 410-727-7699  
Email [ra5@mbmt.org](mailto:ra5@mbmt.org)  
[www.readyatfive.org](http://www.readyatfive.org)

Developed by



In partnership with and support from



The Annie E. Casey Foundation  
Provident Bank