**Overall Readiness**

- **55%** Demonstrate Readiness
- **14%** English Learners
- **38%** Direct Certified
- **10%** Identified Disabilities

**Domain Average Scale Score**

- Social Foundations: Maryland 278, Scale 298 (KRA Score 273)
- Language & Literacy: Maryland 270, Scale 298 (KRA Score 268)
- Mathematics: Maryland 269, Scale 298 (KRA Score 267)
- Physical Well-Being & Motor Development: Maryland 280, Scale 298 (KRA Score 276)

**Race/Ethnicity**

- African American: 53%
- American Indian*: 32%
- Asian*: 62%
- Hispanic/Latino*: 62%
- Native Hawaiian/Pacific Islander*: 62%
- Two or More Subgroups: 55%
  - White: 61%
  - Other: 52%

*Fewer than 5 kindergarteners or less than 1% assessed.

**Subgroup Demographics & Readiness**

- Children Without Disabilities: 57%, 36%, -22%
- English Fluent Children: 61%, 58%, 52%
- Children Who Are Not Direct Certified: 24%, 24%, -6%

**Parent-Reported Prior Care Experience**

- % Enrolled Last 5Y: 1% Child Care, 5% Family Child Care, <1% Head Start, 12% Home/Informal**, 4% Non-Public Nursery, 1% PreK
  - Half Day: 70%
  - Full Day: 30%

**Gap estimates have been rounded for this publication.**

**Administration Method: Census**
The transition to kindergarten is an exciting time for children and their families. In communities all across Maryland, young children are learning and building their school readiness skills in PreK, child care centers, family child care homes, and Head Start programs. Early learning experiences can have an impact on a child’s school readiness, and all communities need to make sure they are ready to support all students and families both before and after beginning kindergarten.

In each of Maryland’s 24 jurisdictions, school systems are using the Kindergarten Readiness Assessment to measure school readiness at the individual, school, and jurisdiction level. Children who are ready for kindergarten possess the skills and foundational knowledge to actively participate in the kindergarten curriculum. This data can also help identify ways to support families and offer high-quality early learning experiences.

Every community in Maryland should be ready to support all children and all families, regardless of socioeconomic status, gender and gender identity, ethnic background, immigration status, English proficiency, disability, or family background. We are all responsible for ensuring that all children in Maryland are ready for success.

In the 2019-2020 school year, 390 children entered Caroline County’s kindergarten classrooms. Teachers used the Kindergarten Readiness Assessment, a developmentally appropriate assessment tool that relies on performance tasks and observations of children’s work and play, to assess 100% of kindergarteners. The data show:

Progress. 55% of kindergarteners demonstrated readiness, up from 45% in 2018-2019.

Achievement Gaps for Students Receiving Special Services. Young children who were direct certified (52% demonstrate readiness), children who are English learners (24%), and children with disabilities (36%) are less likely to start school ready to succeed.

You can help
The reverse side highlights Caroline County’s kindergarten readiness results. This data is an invaluable source of information and insight for continuing to improve the school readiness of our young children. Every parent or caregiver, early educator, early childhood administrator, legislator, and business leader must take proactive measures to improve kindergarten readiness.

All of Maryland’s communities have unique opportunities for children and families to succeed. We can all help provide children with early learning experiences that will give them the best start.