

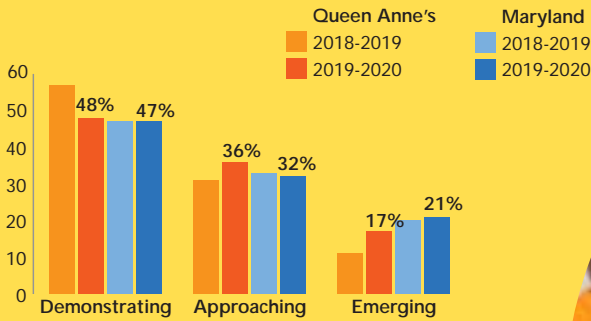
# QUEEN ANNE'S COUNTY

**516**  
KINDERGARTENERS

**45%**  
IN PREK  
ESTIMATED ENROLLED IN 2018-2019

**100%**  
KINDERGARTENERS  
ASSESSED BY KRA

## Overall READINESS



**48%**  
DEMONSTRATE  
READINESS

**9%**

OF KINDERGARTENERS  
ARE ENGLISH LEARNERS

**16%**

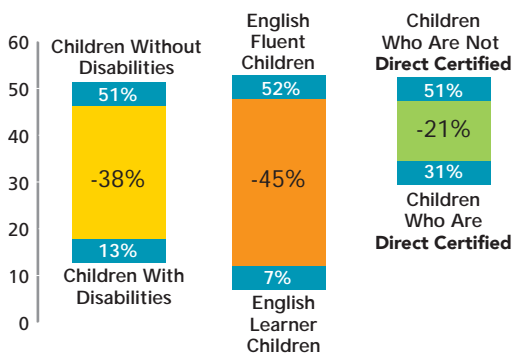
OF KINDERGARTENERS  
ARE DIRECT CERTIFIED

**8%**

OF KINDERGARTENERS  
HAVE IDENTIFIED  
DISABILITIES

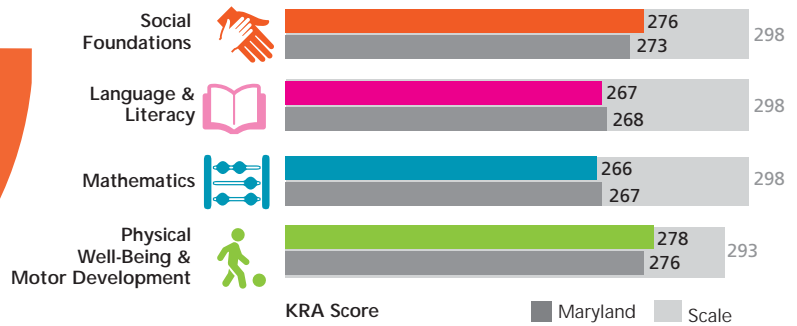
## Subgroup

### DEMOGRAPHICS & READINESS

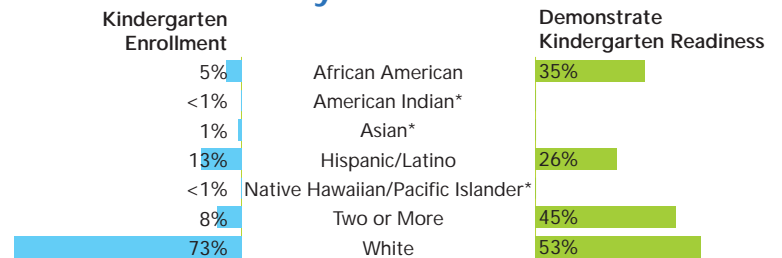


Gap estimates have been rounded for this publication.

## Domain AVERAGE SCALE SCORE

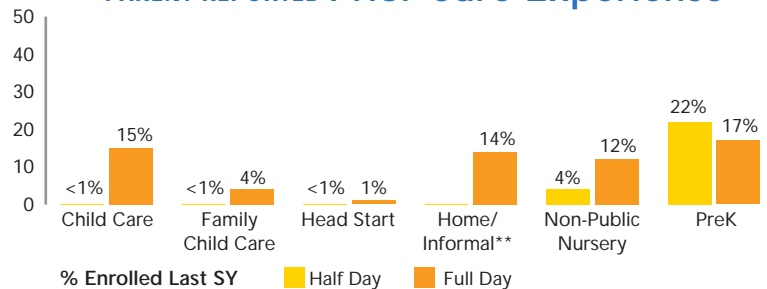


## Race/Ethnicity DEMOGRAPHICS & READINESS



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

## PARENT-REPORTED Prior Care Experience



\*\*Enrollment estimates are only for children who were in half day informal care in addition to half day in the prior care setting indicated. Half Day Informal care is excluded.

### COMMUNITIES MATTER

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.

### KRA HIGHLIGHTS

In the 2019-2020 school year, 516 children entered Queen Anne's 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:

**Challenges Remain.** 48% of kindergarteners demonstrated readiness, down from 57% in 2018-2019.

**Achievement Gaps for Students Receiving Special Services.** Young children who were direct certified (31% demonstrate readiness), children who are English learners (7%), and children with disabilities (13%) are less likely to start school ready to succeed.

### YOU CAN HELP

The reverse side highlights Queen Anne's 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.



Developed in partnership with the Maryland State Department of Education.



**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)

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