

READINESS MATTERS



2022-2023
KINDERGARTEN
READINESS
ASSESSMENT
REPORT



WHAT DOES
IT MEAN TO BE
READY FOR
KINDERGARTEN?

School readiness is the measure of how prepared a child is when they enter school. Decades of research have demonstrated that the early years are critical to a child’s social, emotional, and academic success. In fact, children who start kindergarten ready are more likely to remain on track by the time they enter third grade and beyond.

Pre-Kindergarten and kindergarten mark the start of a child’s formal educational experience. Early childhood educators consider the cognitive, physical, and social-emotional aspects of a child’s development as equally essential for success. By looking at a child’s skills, knowledge, and behaviors across both academic and social spectrums, educators can develop a holistic picture of each child’s readiness for kindergarten and ensure that schools and communities are ready to support a child’s development in all areas.

According to the Education Commission of the States,¹ 37 states require some type of screening or assessment upon kindergarten entry. Maryland’s Blueprint legislation requires that all entering kindergarteners be assessed by early October. Maryland uses the Kindergarten Readiness Assessment (KRA), a developmentally appropriate assessment tool administered to incoming public-school kindergarteners that measures school readiness across four learning domains: language and literacy, mathematics, social foundations, and physical well-being and motor development. Administered by kindergarten teachers in the first weeks of school, the KRA looks at the knowledge, skills, and behaviors necessary to be successful in kindergarten.

¹ Education Commission of the States. (n.d). <https://www.ecs.org/childcare-policies/>

The KRA is part of Maryland’s Early Childhood Comprehensive Assessment System—a single coordinated system for measuring the knowledge, skills, and behaviors and identifying the needs of young children—which also includes the Early Learning Assessment (ELA). The ELA measures the progress of learning in young children, 36–72 months, across nine levels in seven domains. This voluntary formative assessment is available at no cost for all Maryland programs and is in use in child care programs, Head Start programs, public Pre-K, and kindergarten classrooms throughout the state.

A child assessed with the KRA is identified as at one of the following stages:

- **Demonstrating Readiness:** A child demonstrates the foundational skills and behaviors that prepare them for curriculum based on the kindergarten standards.
- **Approaching Readiness:** A child exhibits some of the foundational skills and behaviors that prepare them for curriculum based on the kindergarten standards.
- **Emerging Readiness:** A child displays minimal foundational skills and behaviors that prepare them for curriculum based on the kindergarten standards.

KRA data is a valuable source of information and insight into school readiness at the student, school, and jurisdiction level. Teachers use KRA data to help them make instructional and grouping decisions, to identify and design targeted support and interventions, and to communicate with parents about their child’s readiness for school. Local education agencies also rely on KRA data to help make instructional and curricular plans to support children who are emerging or approaching readiness as they progress through the elementary grades, in preparation for college and career readiness.

In the 2022–2023 school year, all local education agencies in Maryland administered the KRA to every kindergartener upon entering school.

Every year, the Maryland State Department of Education (MSDE) reports the compiled statewide and jurisdictional results for overall kindergarten readiness by performance levels as well as for student populations by gender, race/ethnicity, and prior care setting, and for students receiving special services, including children with disabilities, English learners, and students living in low-income households.

SOCIAL FOUNDATIONS

Recognizes and identifies emotions; resolves conflicts with others; persists with a task; retains and applies information; solves problems; cooperates with others; seeks and gathers new information.

MATHEMATICS

Knows number names and counts to 20; identifies small quantities; understands the concepts of adding to and taking away from; sorts, classifies, and compares objects; describes attributes; identifies shapes.

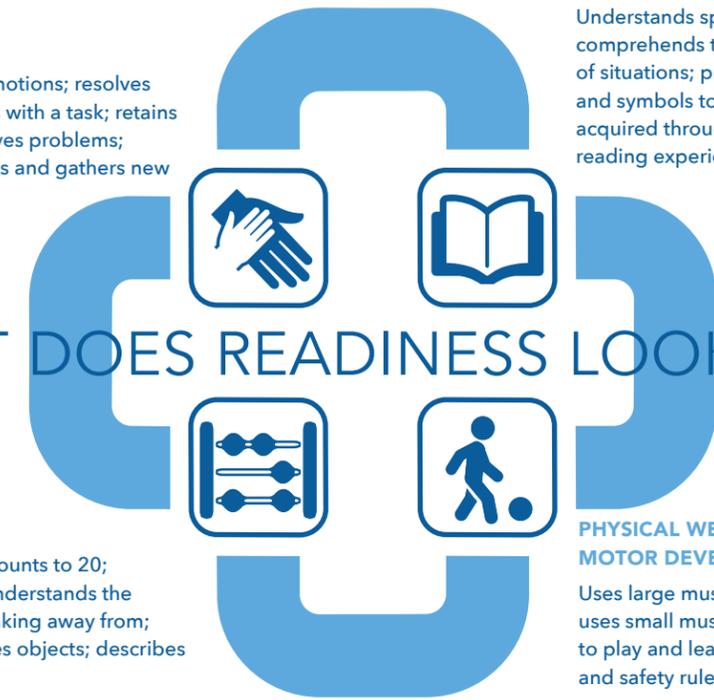
LANGUAGE AND LITERACY

Understands spoken words and sounds; comprehends text; communicates in a variety of situations; produces letter-like shapes and symbols to convey meaning; uses words acquired through conversations and shared reading experiences.

PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

Uses large muscles to perform physical skills; uses small muscles to perform fine motor skills to play and learn; demonstrates personal health and safety rules and tasks.

WHAT DOES READINESS LOOK LIKE?



STATEWIDE READINESS²

This year, teachers assessed 97% of the nearly 61,000 kindergarten children entering public school. The KRA data for 2022–2023 show the following:

- 42% of Maryland’s kindergarteners demonstrate readiness, entering kindergarten classrooms fully prepared to participate in the kindergarten curriculum, an increase from 2021–2022 (40%), the first year that students returned in person after the COVID-19 disruptions.
- 33% are approaching readiness and will benefit from personalized instruction based on their individual strengths and needs.
- 26% of kindergarteners are identified as emerging readiness and will require targeted supports or interventions to be successful in kindergarten.

Many of the kindergarteners beginning school this year have risk factors that could impact their readiness for kindergarten; 37% are direct certified³, 16% are English learners, and 10% have an identified disability.

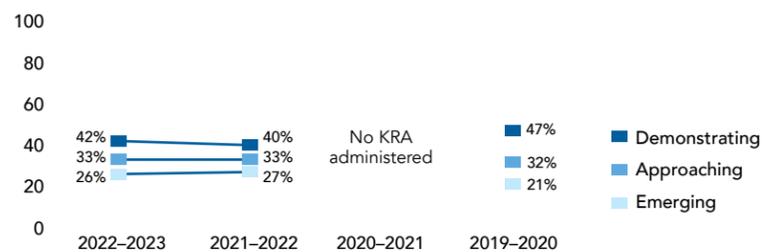
DOMAIN PERFORMANCE

The KRA assesses a child’s readiness by looking at four domains: social foundations, language and literacy, mathematics, and physical well-being and motor development. These domain scores are combined to form a readiness score—a snapshot of each child’s readiness to successfully participate in the kindergarten curriculum at the start of the school year.

² Data provided by the Johns Hopkins University Center for Technology in Education Kindergarten Readiness Assessment System on 1/11/2023 and 1/30/2023.

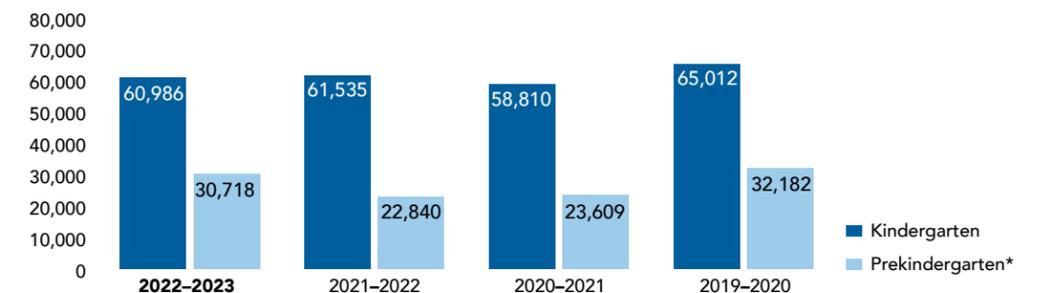
³ The direct certification process allows local education agencies to identify children living in low-income households.

Statewide Readiness Over Time



*Totals may not equal 100 due to rounding.

Public Pre-Kindergarten and Kindergarten Enrollment in Maryland Over Time



*Includes publicly funded Pre-K–4 classrooms in public schools and community-based programs participating in the Pre-Kindergarten Expansion Grants Program.

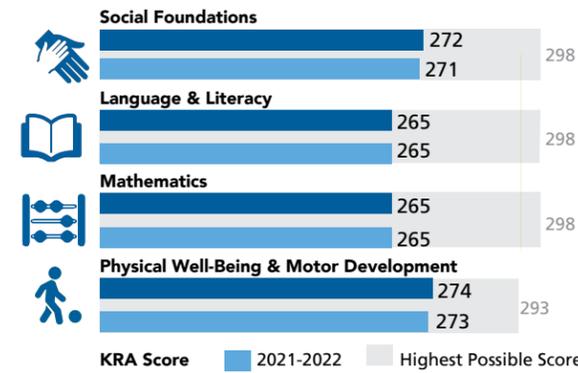
This year, the KRA data indicate that students across the state received the highest average scores in physical well-being and motor development and social foundations, and the lowest average scores in language and literacy and mathematics.

READINESS BY JURISDICTION

The 2022–2023 KRA data show the following:

- 20 jurisdictions reported higher readiness scores than in 2021–2022.
- 9 jurisdictions, serving over 28,000 kindergarteners, reported scores at or below the state average.
- Washington and Worcester counties demonstrated the largest gains, increasing 11 percentage points over the prior year.

Domain Average Scale Score



A CLOSER LOOK AT THE DATA

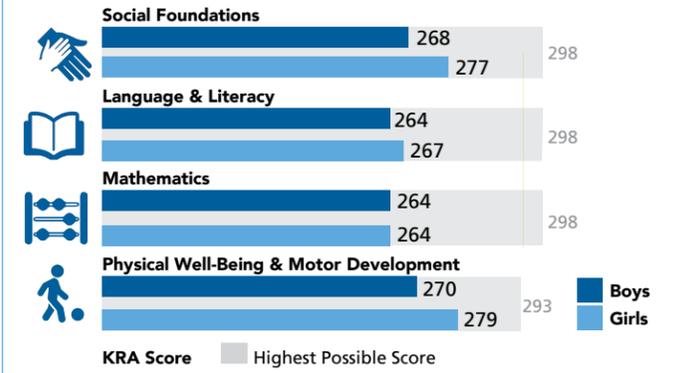
Every year, KRA data offers valuable insights into trends and patterns and more detailed information about specific student populations. School systems can use this data to help direct efforts where they are needed the most.

READINESS BY GENDER

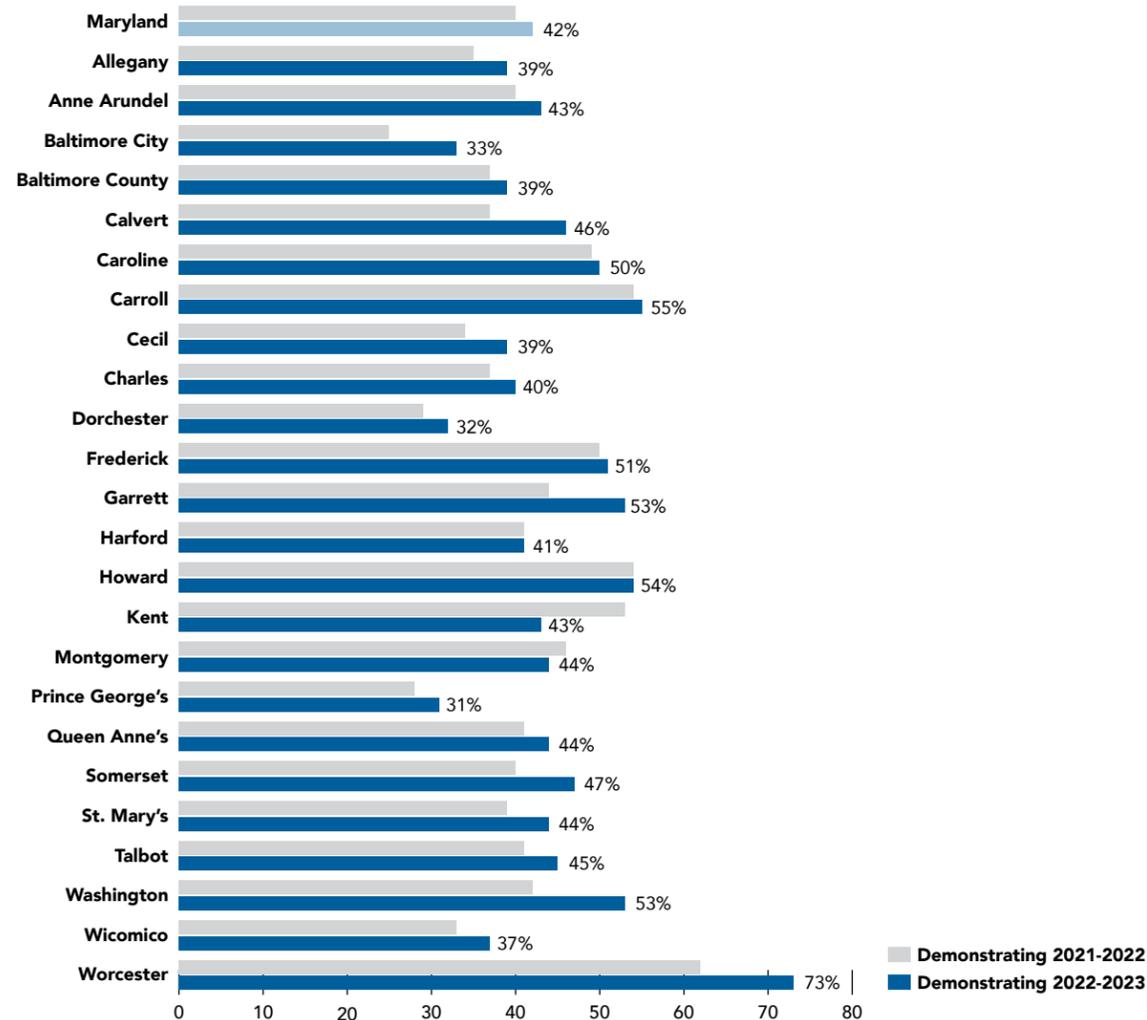
Readiness scores in Maryland continue to follow national trends; as in previous years, boys are less ready for school than their female peers. The 2022–2023 data show the following:

- 36% of boys demonstrated readiness, compared to 48% of female students.
- Girls continue to outperform boys in every domain, with the largest differences in social foundations (277, 268) and physical well-being and motor development (279, 270).

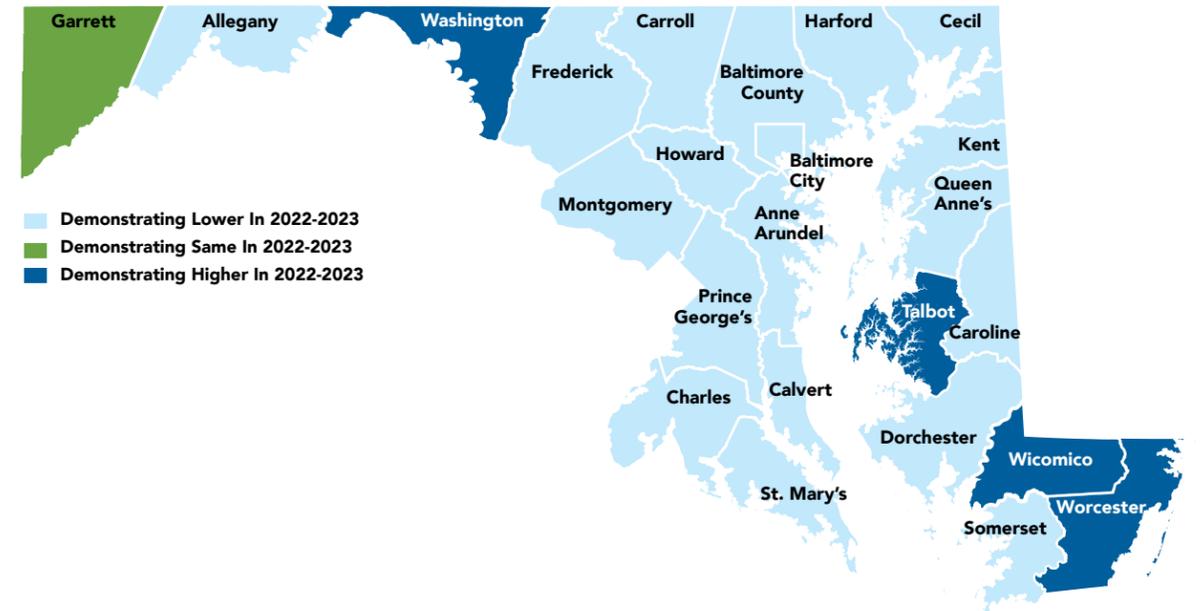
Average Domain Scale Score by Gender



Readiness by Jurisdiction



Readiness by Jurisdiction Pre/Post COVID-19

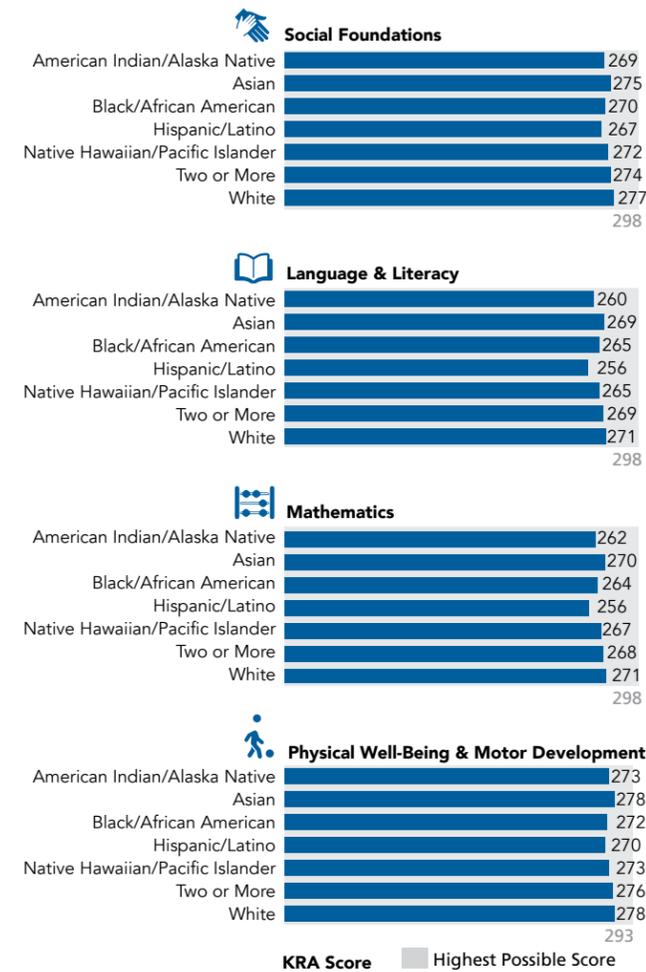


READINESS BY RACE/ETHNICITY

Nearly 61,000 children began kindergarten in Maryland’s public schools this school year. The population of kindergarteners continues to mirror the diversity reflected throughout the state. This year, 30% of kindergarteners are Black/African American and 23% are Hispanic/Latino. The 2022–2023 KRA data indicate the following:

- 37% of Black/African American kindergarteners demonstrate readiness, compared to 56% of White kindergarteners.
- 22% percent of Hispanic/Latino kindergarteners demonstrate readiness, while 78% are emerging or approaching readiness.
- Black/African American children scored an average of 264 in mathematics, while Hispanic children received an average of 256, compared to 271 for White kindergarteners.
- Hispanic/Latino kindergarteners scored an average of 15 points lower (256) than White kindergarteners (271) in language and literacy and 10 points lower in social foundations (267, 277).

Average Domain Scale Score by Race/Ethnicity



Readiness by Race/Ethnicity



READINESS FOR CHILDREN RECEIVING SPECIAL SERVICES

READINESS FOR CHILDREN WITH DISABILITIES

The unique nature of early childhood learning environments supports the specific needs of all children, including children with disabilities. Federal law requires that children with disabilities receive services in their “natural environment,” which can be an early childhood program that engages children with their typically developing peers. Inclusive learning opportunities support meaningful access to an early childhood curriculum and allow for important social interactions with peers, which can improve outcomes for children with disabilities and benefits children with and without disabilities.

In 2022–2023, 5,844 children (10%) received special education and related services through an Individualized Education Program (IEP) in their kindergarten classrooms. The KRA data show the following:

- Children with disabilities are less ready than their peers without a disability: 17% of kindergarteners with a disability demonstrate readiness, compared with 44% of their non-disabled peers, representing a 27-percentage-point difference.

READINESS FOR ENGLISH LEARNERS

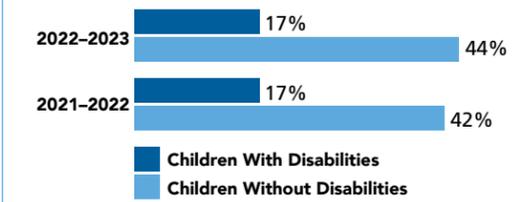
Statewide, the number of students who speak a language other than English continues to grow. Compounding the challenges of learning in a new language, these children are more likely to live in low-income households than children who are fluent in English, presenting an additional hurdle to academic success.⁴ English learners are present in every jurisdiction in Maryland. In 11 jurisdictions, English learners make up 10% or more of the kindergarten population, and 25% or greater in Montgomery and Prince George’s counties.

The 2022–2023 KRA data show the following:

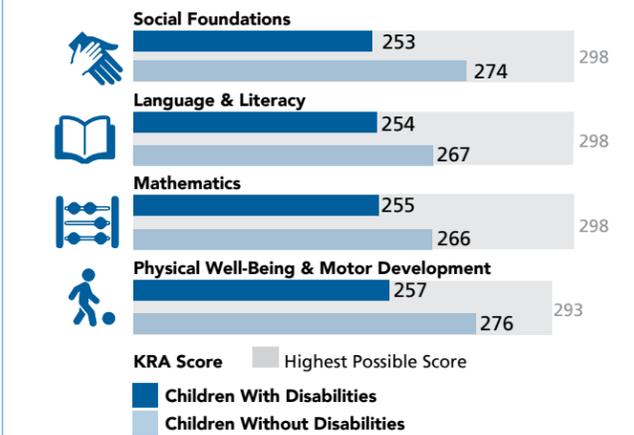
- English learners continue to lag behind their peers, with 10% demonstrating readiness compared to their peers who are not English learners (48%).
- English learners score behind their peers in all domains, with the largest gaps in language and literacy (18 point gap) and mathematics (17 point gap).

⁴ Child Trends. (n.d.). *Dual language learners*. <https://childtrends.org>

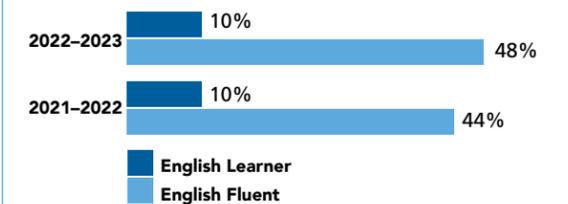
Readiness for Children With Disabilities



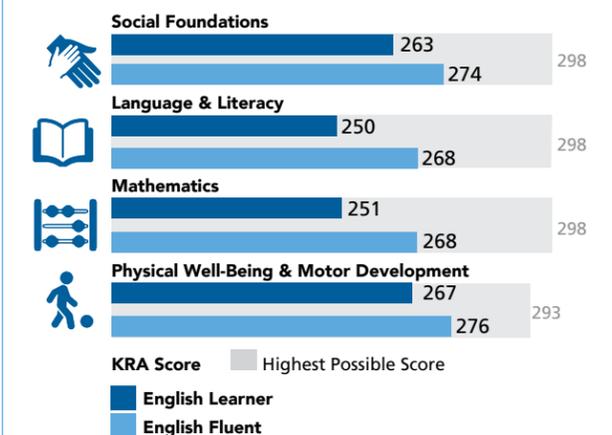
Average Domain Scale Score for Children With Disabilities



Readiness for English Learners



Average Domain Scale Score for English Learners



READINESS FOR CHILDREN FROM LOW-INCOME HOUSEHOLDS

Household income can have an impact on a child's readiness for school.⁵ Children who come from low-income households consistently demonstrate lower levels of readiness on the KRA. In Maryland, a child is identified as coming from a low-income household through the direct certification process. Using direct certification, jurisdictions identify children who are living in poverty based on a household's use of other services, including Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), or if a child is experiencing homelessness, is in foster care, or is a migrant or runaway.

Direct certification status does not necessarily represent all children who may be living in low-income households because not all eligible families access available services.

In 2022–2023, the KRA data show the following:

- 37% of entering kindergarteners are direct certified. This represents an increase from 2021–2022 (27%) of children who are living in low-income households.
- Children from low-income households continue to lag behind their peers, with 29% of children who are direct certified demonstrating readiness compared to their peers who are not direct certified (49%).
- Children who are direct certified score behind their non-direct-certified peers in all domains, with the largest gaps in mathematics (261, 268).

THE IMPACT OF HOUSEHOLD INCOME

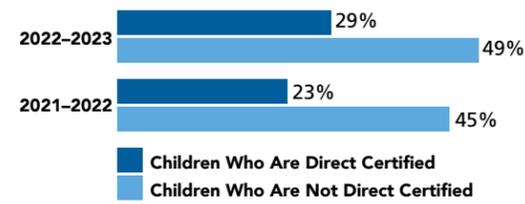
The KRA data consistently demonstrate that children from low-income households are less ready for kindergarten than their peers from higher income households. Looking more closely at the KRA data provides additional information about the impact of household income on children who are English learners or who have an identified disability.

English Learners

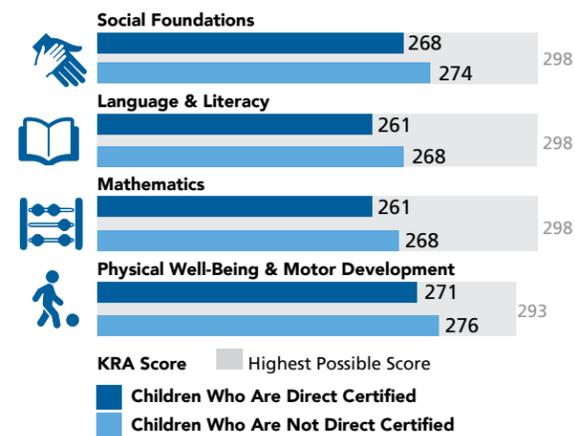
The 2022–2023 kindergarten enrollment data show that 45% of English learners are direct certified, as are 35% of their peers who are not English learners.

- 10% of English learners demonstrate readiness, regardless of direct certification status.

Readiness for Children Who Are Direct Certified



Average Domain Scale Score for Children Who Are Direct Certified



- 34% of children who are fluent in English and are direct certified demonstrate readiness, compared to 55% of children who are fluent in English and are not direct certified.

Children With Disabilities

The 2022–2023 kindergarten enrollment data show that 42% of children with disabilities are direct certified, as are 36% of their peers who do not have an identified disability.

- 11% of children with disabilities who are direct certified demonstrate readiness, compared to 21% of children with disabilities who are not direct certified.
- 32% of children without a disability who are direct certified demonstrate readiness.

Race/Ethnicity

Research has shown that children of color are more likely to live in low-income households than their White peers. In Maryland, 54% of Black kindergarteners and 44% of Hispanic kindergarteners are direct certified, compared to 19% of White kindergarteners.

Across all racial and ethnic groups, students who are not direct certified demonstrate greater levels of readiness than those who are direct certified.

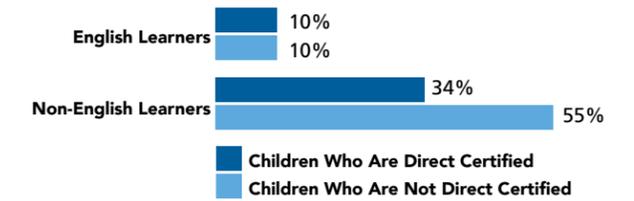
The 2022–2023 KRA data show the following:

- White kindergarteners who are direct certified demonstrate only slightly increased readiness scores (36%) than direct certified students from Black/African American (33%) households.
- White children who are not direct certified demonstrate a significant difference in readiness (60%) than Black/African American children (43%) who were not direct certified.

Enrollment by Language and Direct Certification Status



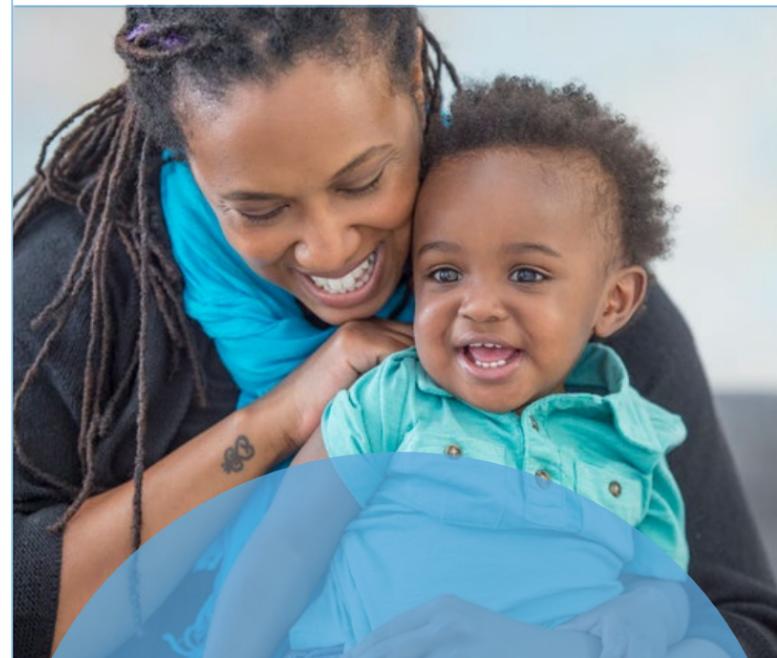
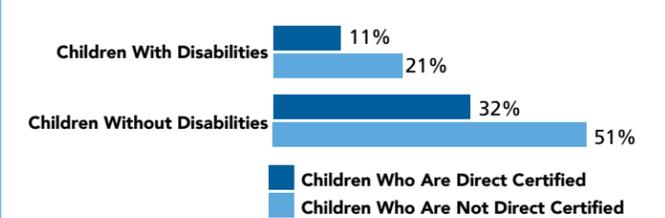
Readiness by Language and Direct Certification Status



Enrollment by Disability and Direct Certification Status



Readiness by Disability and Direct Certification Status



Percent of Children Who Are Direct Certified by Race/Ethnicity

Race/Ethnicity	DIRECT CERTIFIED
AMERICAN INDIAN/ALASKA NATIVE	43%
ASIAN	20%
BLACK/AFRICAN AMERICAN	54%
HISPANIC/LATINO	44%
NATIVE HAWAIIAN/PACIFIC ISLANDER	40%
TWO OR MORE	35%
WHITE	19%

Percent Demonstrating Readiness by Race/Ethnicity and Direct Certification Status

Race/Ethnicity	DIRECT CERTIFIED	NOT DIRECT CERTIFIED
AMERICAN INDIAN/ALASKAN NATIVE	34%	34%
ASIAN	36%	58%
BLACK/AFRICAN AMERICAN	33%	43%
HISPANIC/LATINO	18%	24%
NATIVE HAWAIIAN/PACIFIC ISLANDER	44%	48%
TWO OR MORE	35%	56%
WHITE	36%	60%

⁵ Child Trends. (2015). *Early school readiness: Indicators on children and youth well-being*. Child Trends Databank. <https://www.childtrends.org>

PRIOR CARE

Early learning experiences can help young children build the knowledge and skills they need to be ready for kindergarten. Data from the KRA has consistently shown that children who attend a formal early learning program demonstrate increased readiness over those children who are at home or in informal care.

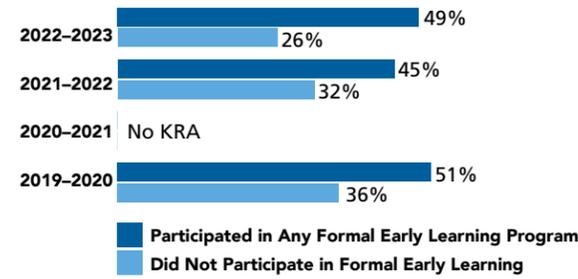
Maryland uses information provided by families at kindergarten registration to identify the settings children were in prior to entering school. In 2022–2023, families reported that 68% of children attended some type of formal early learning program for either a full or half day the year before kindergarten.

The 2022–2023 KRA data show that 49% of children who attended any formal early learning program demonstrated readiness, compared with 26% of children who were in informal care.

Valuable learning opportunities can happen anywhere. But many children, especially those who are at greatest risk of starting kindergarten behind their peers, benefit most through formal early learning experiences.

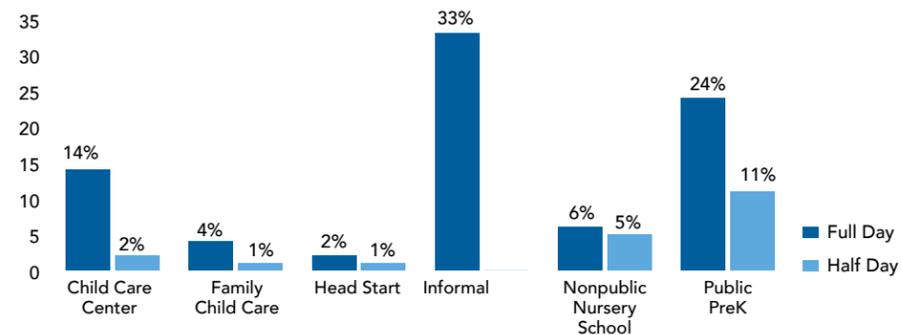
Assessment data don't tell the whole story of how Maryland's youngest citizens have fared in the years since the COVID-19 pandemic altered the landscape. But the KRA data can provide an opportunity for the education community to reflect on how Maryland's early learning systems can support young children and their families before they enter school. The following pages share the 2022–2023 Kindergarten Readiness Assessment data for each of Maryland's local education agencies.

Percent Demonstrating by Participation in an Early Learning Program



READINESS BY JURISDICTION

Parent-Reported Prior Care 2022–2023



39%

DEMONSTRATE READINESS

551

KINDERGARTENERS

61%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

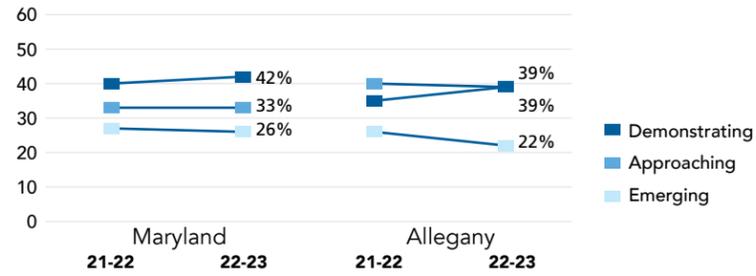
14%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

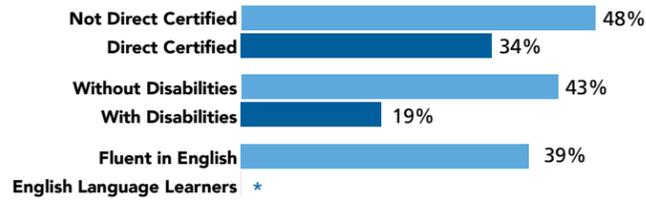
<1%

ARE ENGLISH LEARNERS

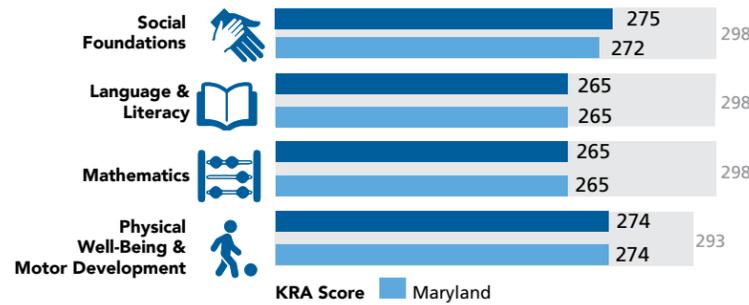
Overall READINESS



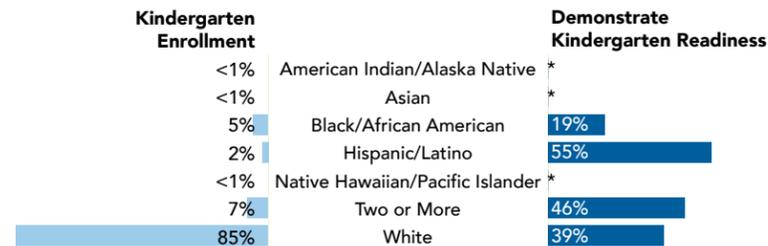
Subgroup READINESS



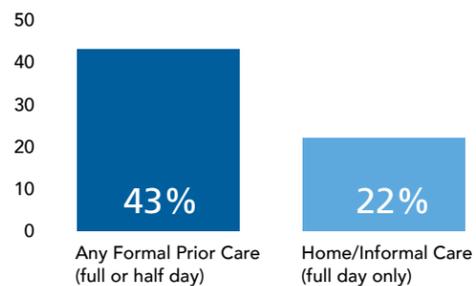
Domain AVERAGE SCALE SCORE



Race/Ethnicity DEMOGRAPHICS & READINESS



Parent-Reported Prior Care READINESS



*Estimates based on groups of fewer than 10 students are not reported. Totals may not equal 100% due to rounding.

43%

DEMONSTRATE READINESS

5,824

KINDERGARTENERS

30%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

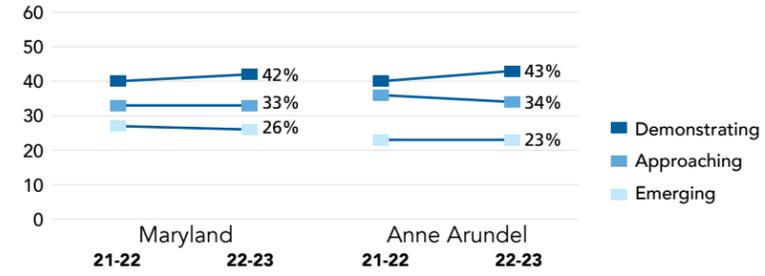
11%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

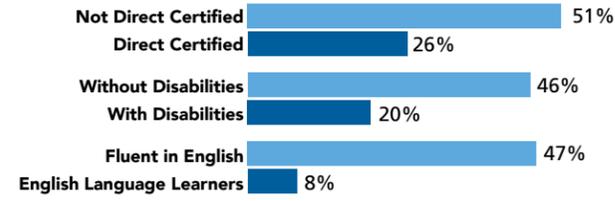
10%

ARE ENGLISH LEARNERS

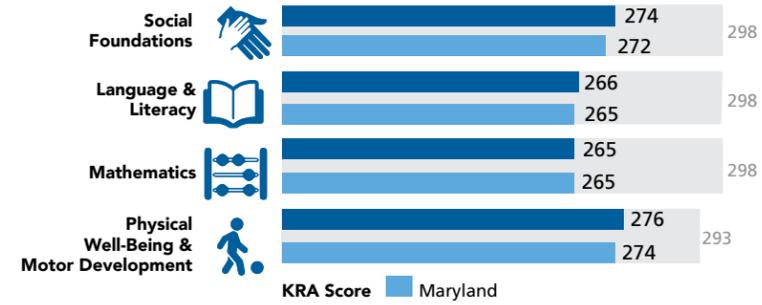
Overall READINESS



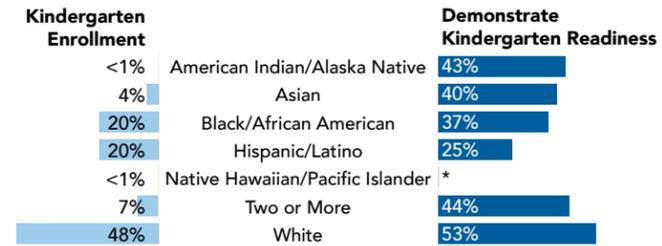
Subgroup READINESS



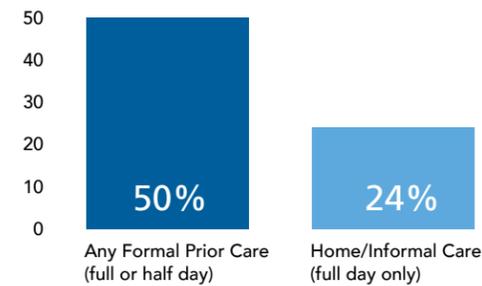
Domain AVERAGE SCALE SCORE



Race/Ethnicity DEMOGRAPHICS & READINESS



Parent-Reported Prior Care READINESS



*Estimates based on groups of fewer than 10 students are not reported. Totals may not equal 100% due to rounding.

33%

DEMONSTRATE READINESS

4,868

KINDERGARTENERS

73%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

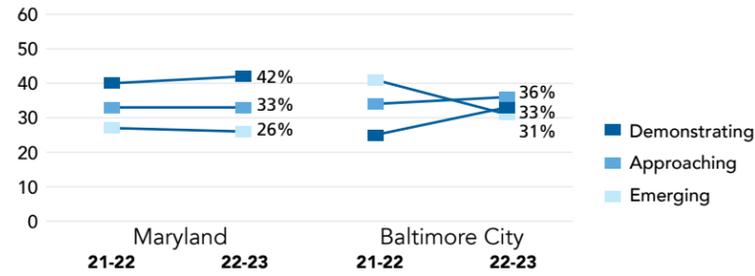
9%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

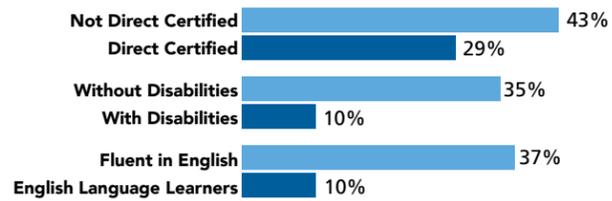
15%

ARE ENGLISH LEARNERS

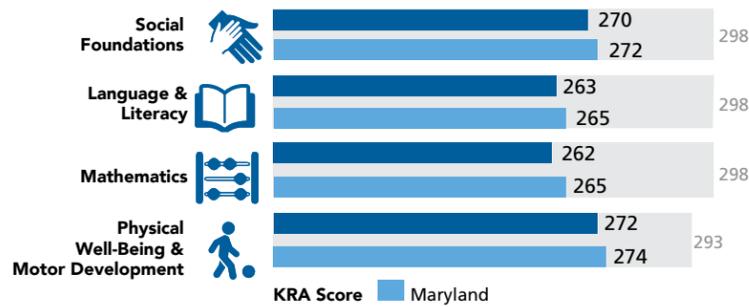
Overall READINESS



Subgroup READINESS



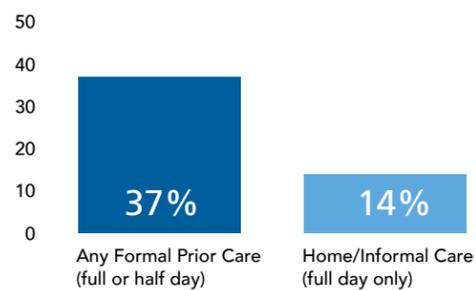
Domain AVERAGE SCALE SCORE



Race/Ethnicity DEMOGRAPHICS & READINESS



Parent-Reported Prior Care READINESS



*Estimates based on groups of fewer than 10 students are not reported. Totals may not equal 100% due to rounding.

39%

DEMONSTRATE READINESS

7,332

KINDERGARTENERS

21%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

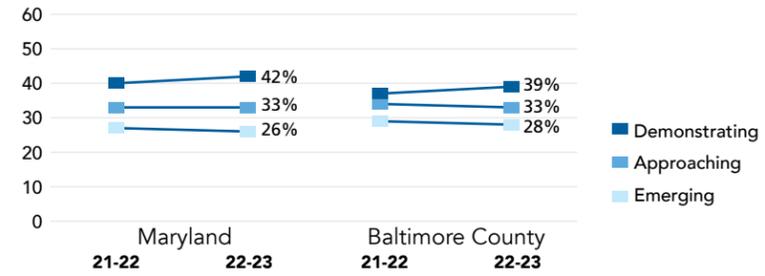
11%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

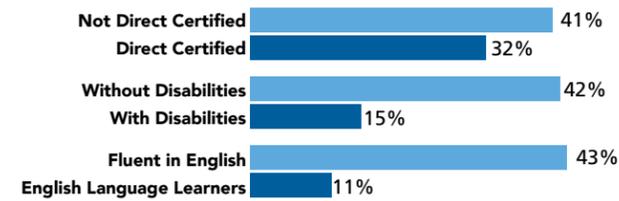
14%

ARE ENGLISH LEARNERS

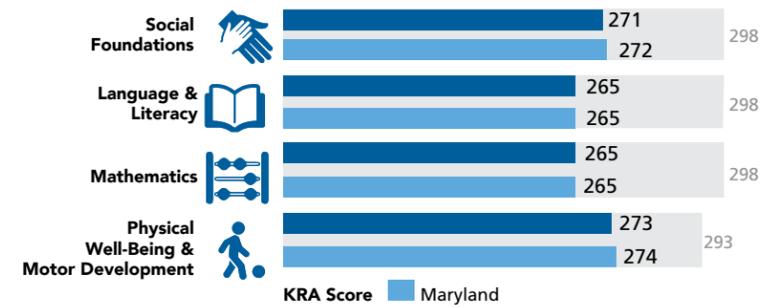
Overall READINESS



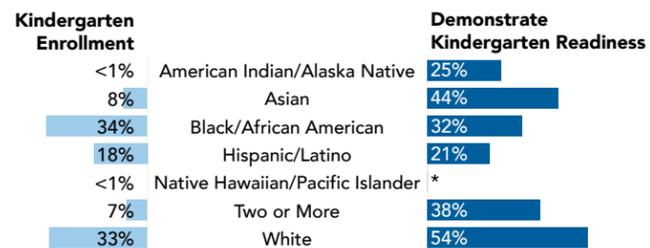
Subgroup READINESS



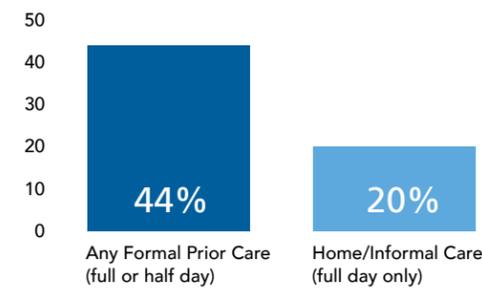
Domain AVERAGE SCALE SCORE



Race/Ethnicity DEMOGRAPHICS & READINESS



Parent-Reported Prior Care READINESS



*Estimates based on groups of fewer than 10 students are not reported. Totals may not equal 100% due to rounding.

46%

DEMONSTRATE READINESS

1,031

KINDERGARTENERS

23%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

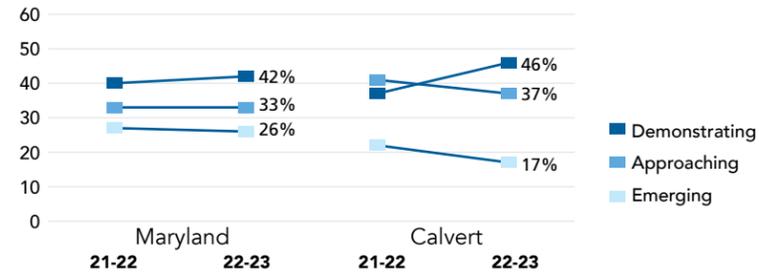
12%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

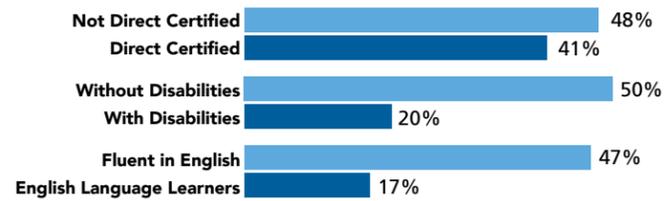
2%

ARE ENGLISH LEARNERS

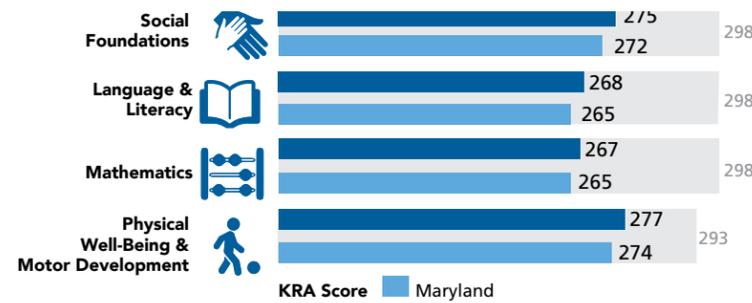
Overall READINESS



Subgroup READINESS



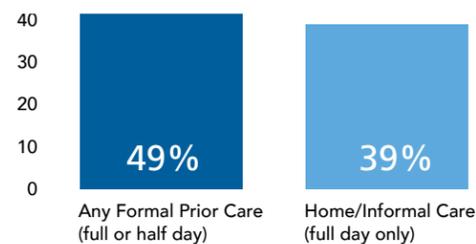
Domain AVERAGE SCALE SCORE



Race/Ethnicity DEMOGRAPHICS & READINESS



Parent-Reported Prior Care READINESS



*Estimates based on groups of fewer than 10 students are not reported. Totals may not equal 100% due to rounding.

50%

DEMONSTRATE READINESS

371

KINDERGARTENERS

62%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

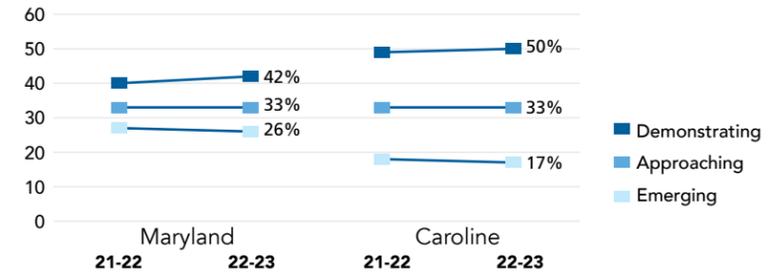
7%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

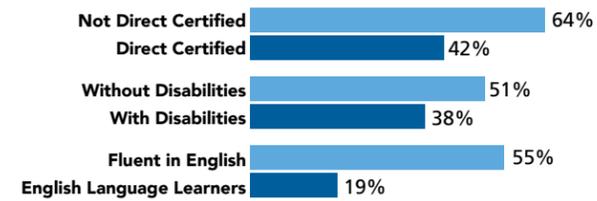
14%

ARE ENGLISH LEARNERS

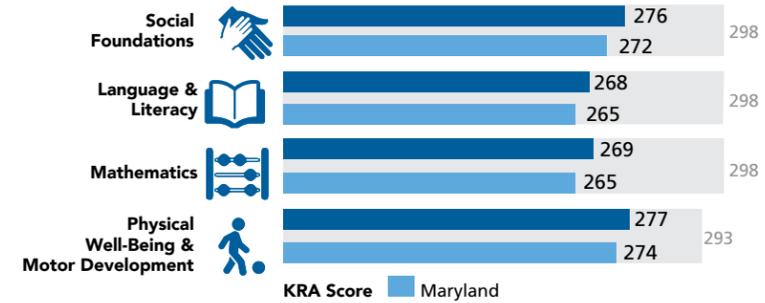
Overall READINESS



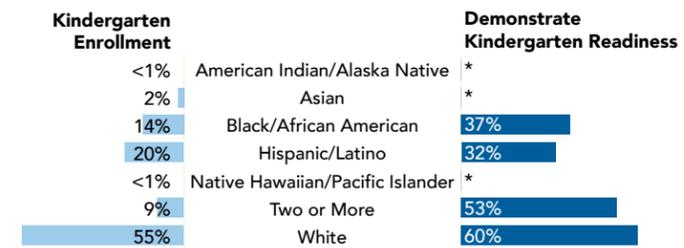
Subgroup READINESS



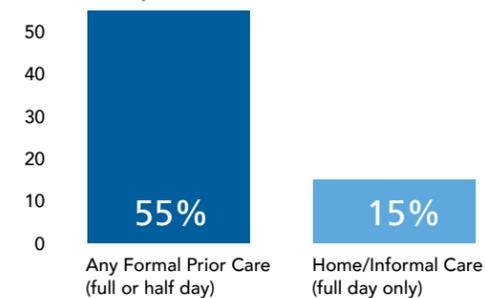
Domain AVERAGE SCALE SCORE



Race/Ethnicity DEMOGRAPHICS & READINESS



Parent-Reported Prior Care READINESS



*Estimates based on groups of fewer than 10 students are not reported. Totals may not equal 100% due to rounding.

55%

DEMONSTRATE READINESS

1,737

KINDERGARTENERS

22%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

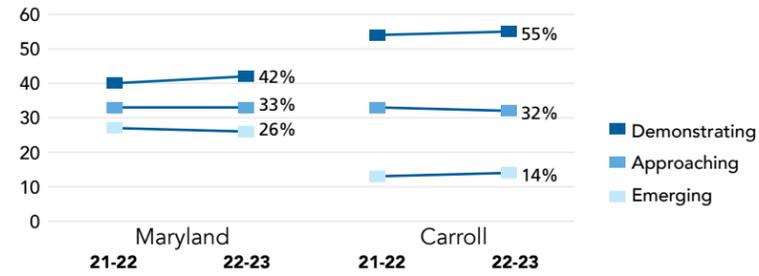
9%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

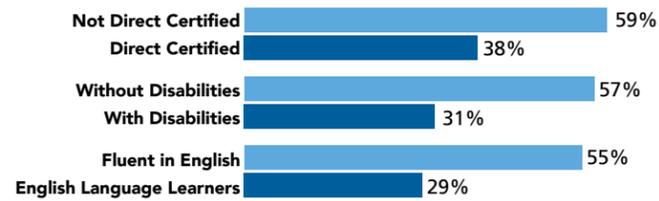
2%

ARE ENGLISH LEARNERS

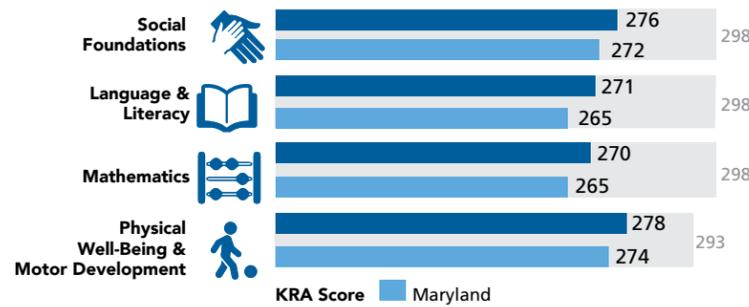
Overall READINESS



Subgroup READINESS



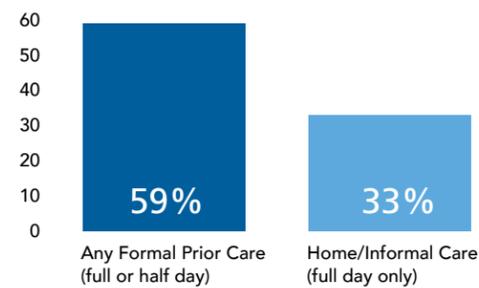
Domain AVERAGE SCALE SCORE



Race/Ethnicity DEMOGRAPHICS & READINESS



Parent-Reported Prior Care READINESS



*Estimates based on groups of fewer than 10 students are not reported. Totals may not equal 100% due to rounding.

39%

DEMONSTRATE READINESS

970

KINDERGARTENERS

48%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

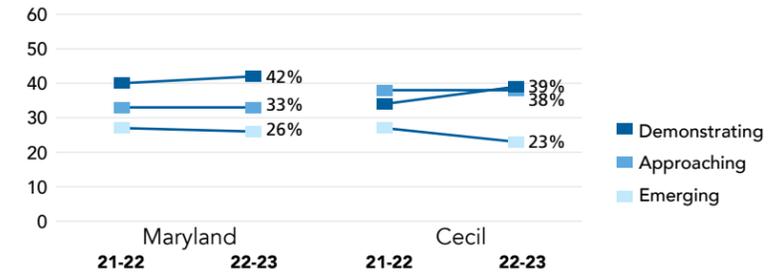
12%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

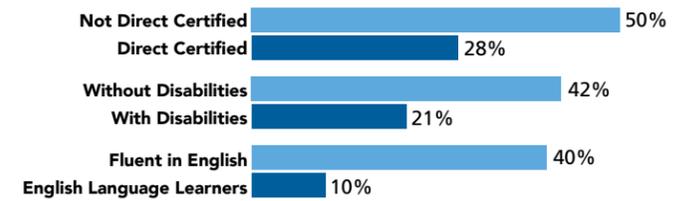
3%

ARE ENGLISH LEARNER

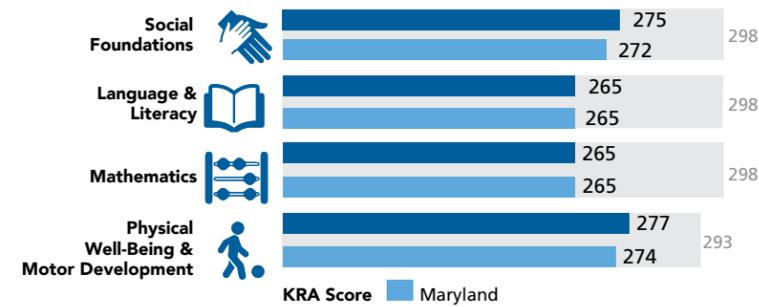
Overall READINESS



Subgroup READINESS



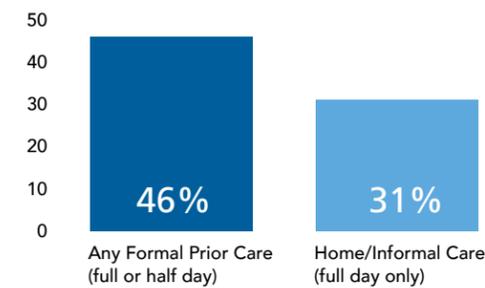
Domain AVERAGE SCALE SCORE



Race/Ethnicity DEMOGRAPHICS & READINESS



Parent-Reported Prior Care READINESS



*Estimates based on groups of fewer than 10 students are not reported. Totals may not equal 100% due to rounding.

40%

DEMONSTRATE READINESS

1,600

KINDERGARTENERS

35%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

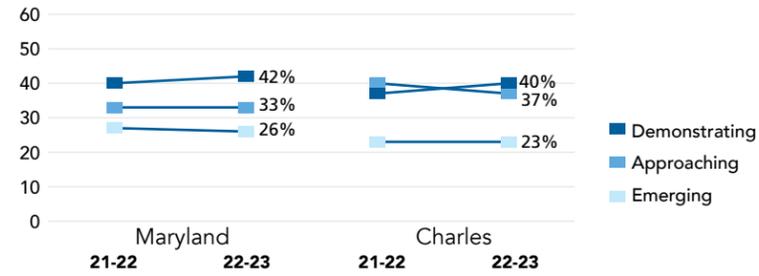
9%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

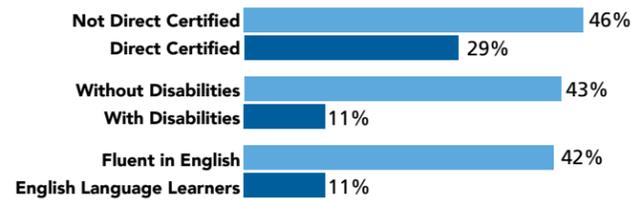
5%

ARE ENGLISH LEARNERS

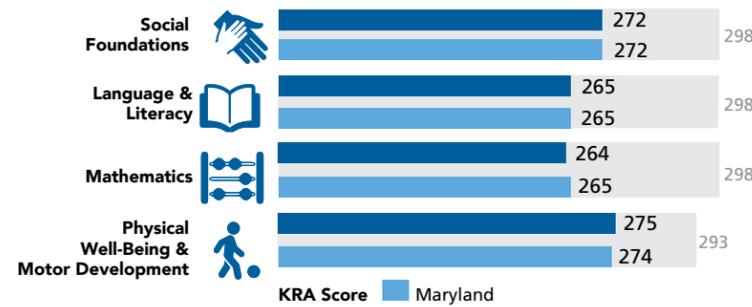
Overall READINESS



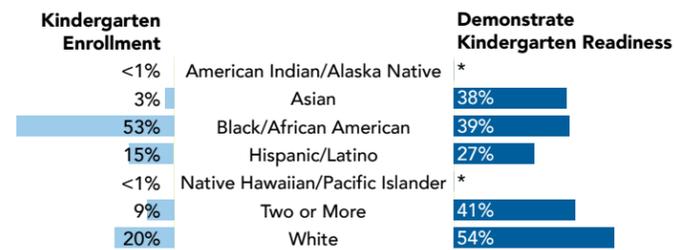
Subgroup READINESS



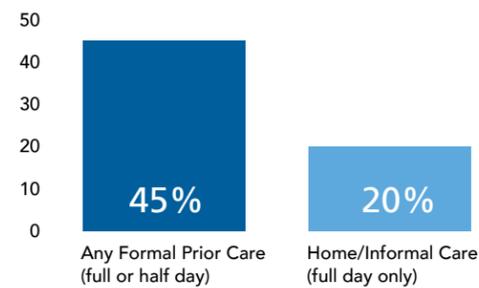
Domain AVERAGE SCALE SCORE



Race/Ethnicity DEMOGRAPHICS & READINESS



Parent-Reported Prior Care READINESS



*Estimates based on groups of fewer than 10 students are not reported. Totals may not equal 100% due to rounding.

32%

DEMONSTRATE READINESS

271

KINDERGARTENERS

51%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

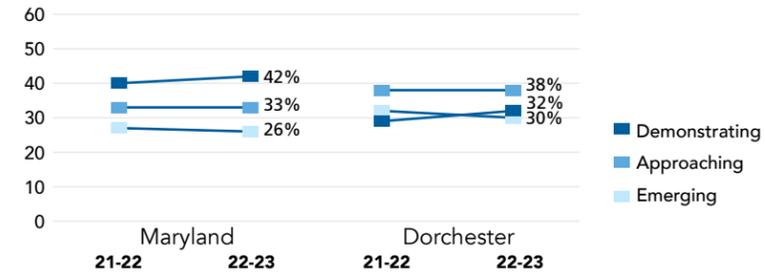
2%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

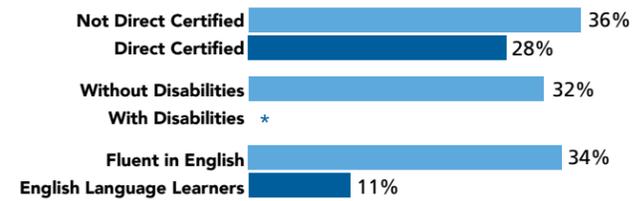
7%

ARE ENGLISH LEARNERS

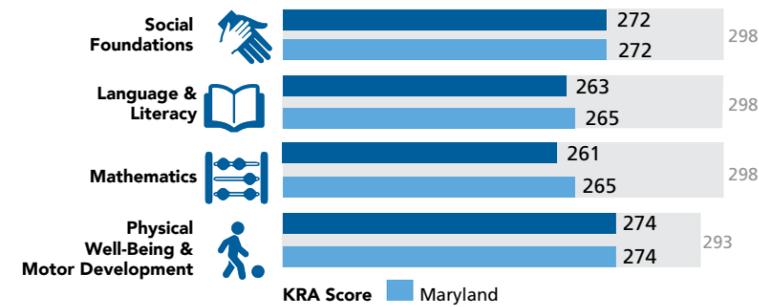
Overall READINESS



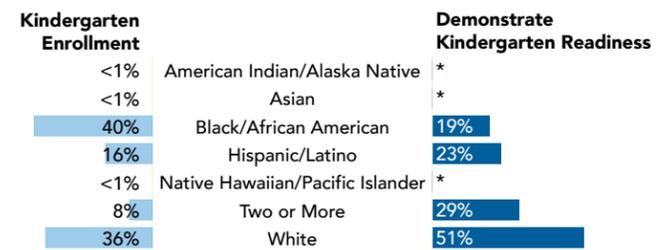
Subgroup READINESS



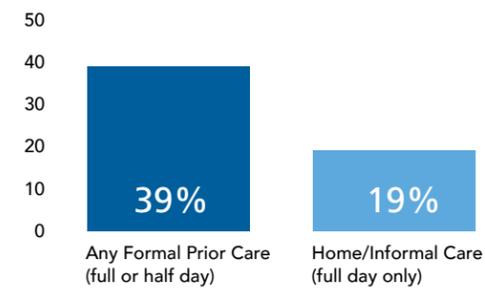
Domain AVERAGE SCALE SCORE



Race/Ethnicity DEMOGRAPHICS & READINESS



Parent-Reported Prior Care READINESS



*Estimates based on groups of fewer than 10 students are not reported. Totals may not equal 100% due to rounding.

51%

DEMONSTRATE READINESS

3,170

KINDERGARTENERS

27%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

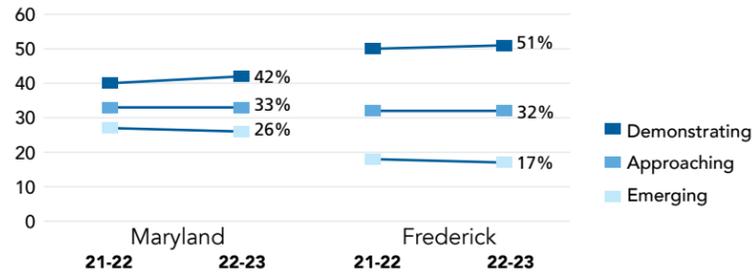
9%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

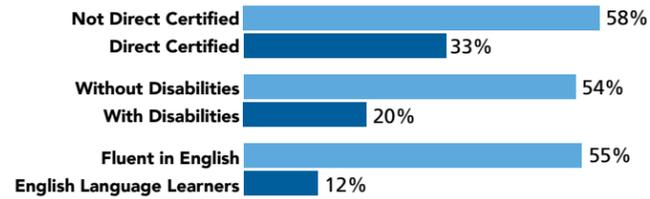
9%

ARE ENGLISH LEARNERS

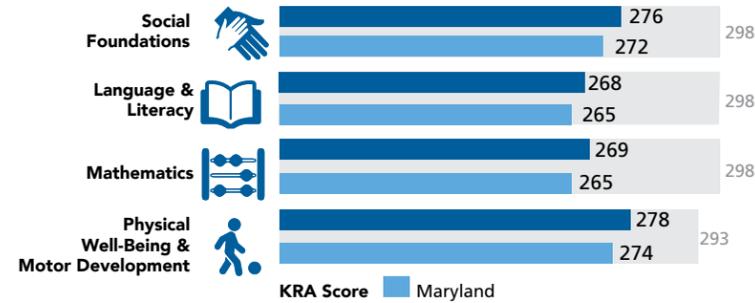
Overall READINESS



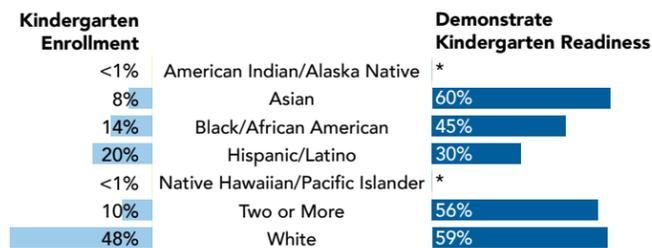
Subgroup READINESS



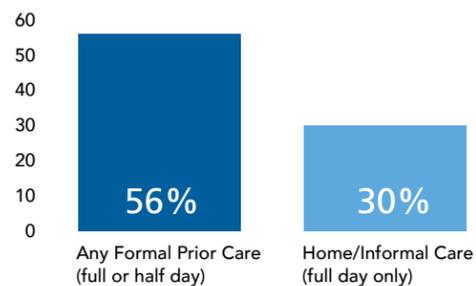
Domain AVERAGE SCALE SCORE



Race/Ethnicity DEMOGRAPHICS & READINESS



Parent-Reported Prior Care READINESS



*Estimates based on groups of fewer than 10 students are not reported. Totals may not equal 100% due to rounding.

53%

DEMONSTRATE READINESS

230

KINDERGARTENERS

33%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

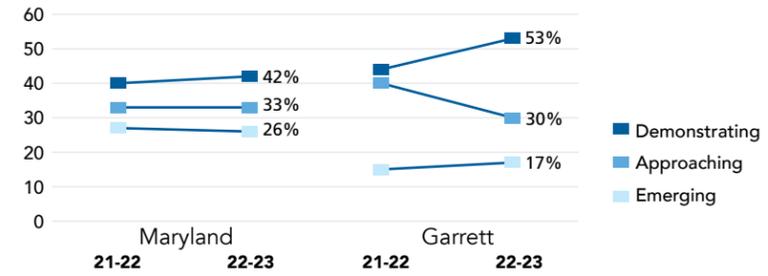
11%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

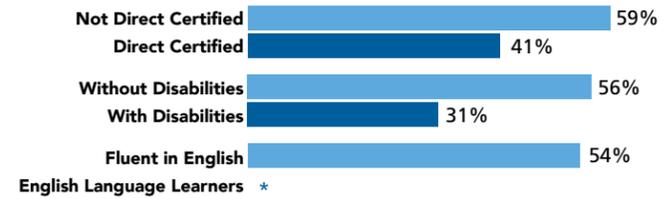
1%

ARE ENGLISH LEARNERS

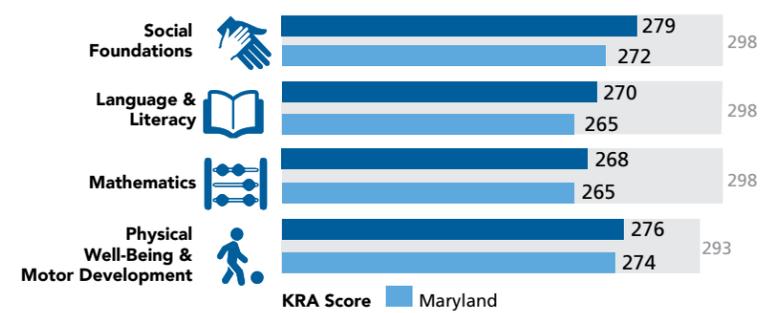
Overall READINESS



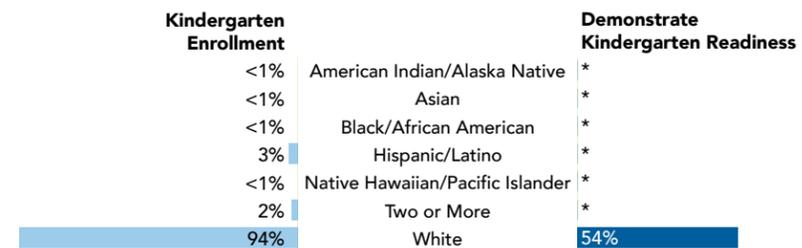
Subgroup READINESS



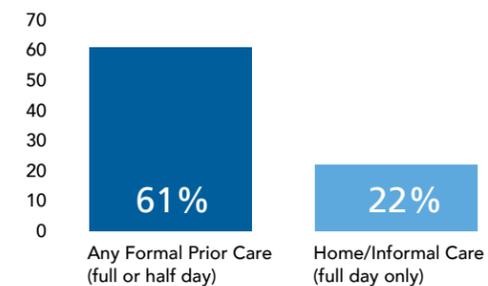
Domain AVERAGE SCALE SCORE



Race/Ethnicity DEMOGRAPHICS & READINESS



Parent-Reported Prior Care READINESS



*Estimates based on groups of fewer than 10 students are not reported. Totals may not equal 100% due to rounding.

41%

DEMONSTRATE READINESS

2,718

KINDERGARTENERS

20%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

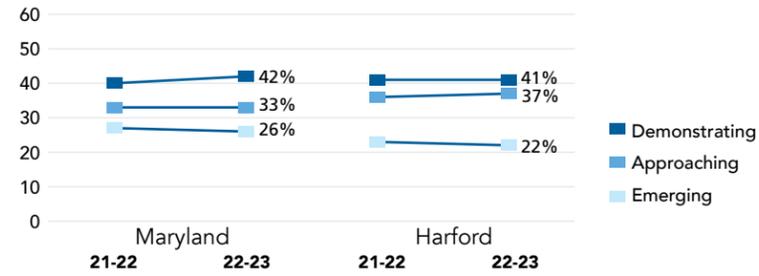
10%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

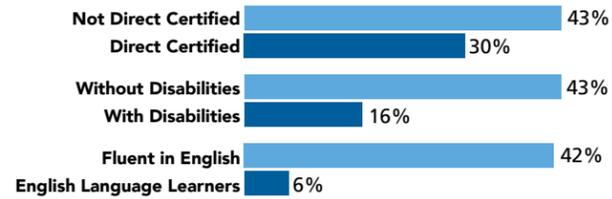
3%

ARE ENGLISH LEARNERS

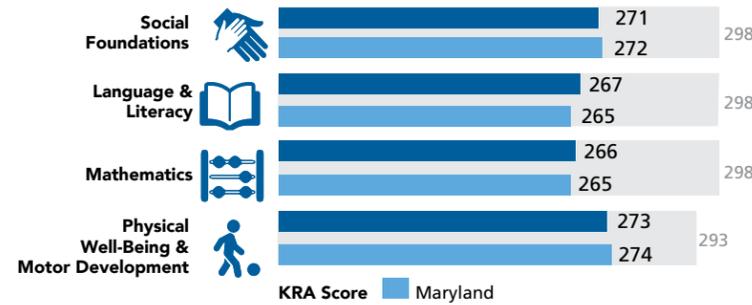
Overall READINESS



Subgroup READINESS



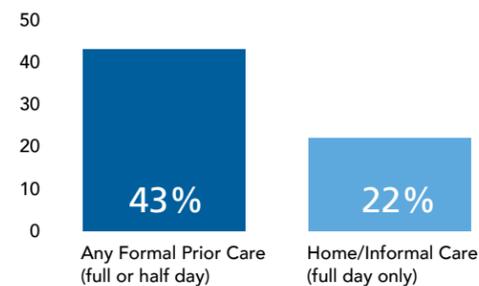
Domain AVERAGE SCALE SCORE



Race/Ethnicity DEMOGRAPHICS & READINESS



Parent-Reported Prior Care READINESS



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54%

DEMONSTRATE READINESS

3,668

KINDERGARTENERS

25%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

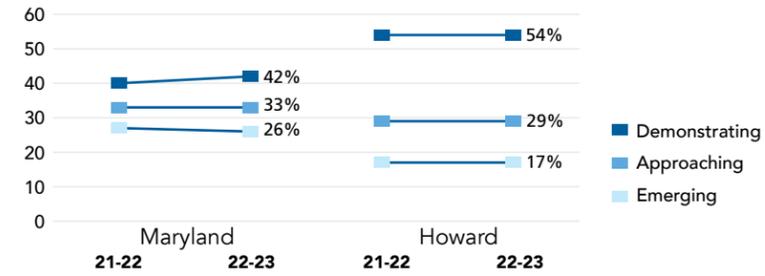
11%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

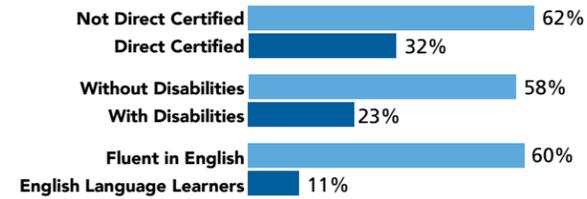
11%

ARE ENGLISH LEARNERS

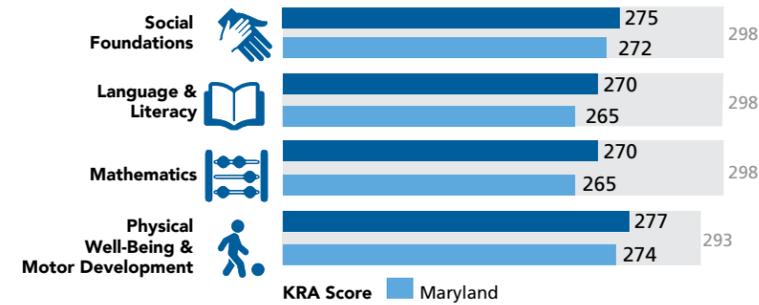
Overall READINESS



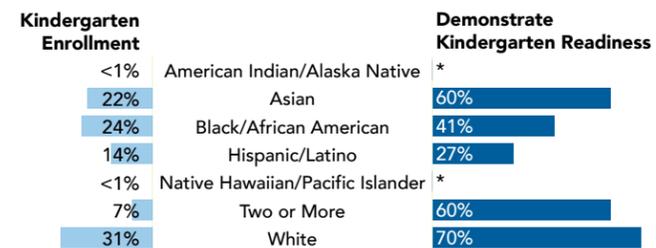
Subgroup READINESS



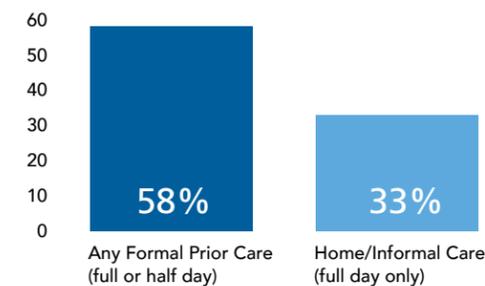
Domain AVERAGE SCALE SCORE



Race/Ethnicity DEMOGRAPHICS & READINESS



Parent-Reported Prior Care READINESS



*Estimates based on groups of fewer than 10 students are not reported. Totals may not equal 100% due to rounding.

43%

DEMONSTRATE READINESS

112

KINDERGARTENERS

53%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

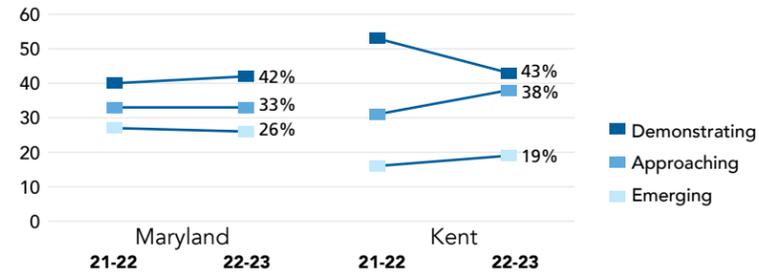
5%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

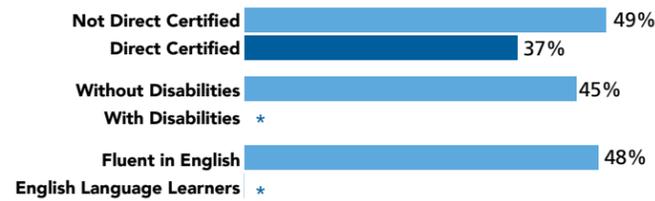
10%

ARE ENGLISH LEARNERS

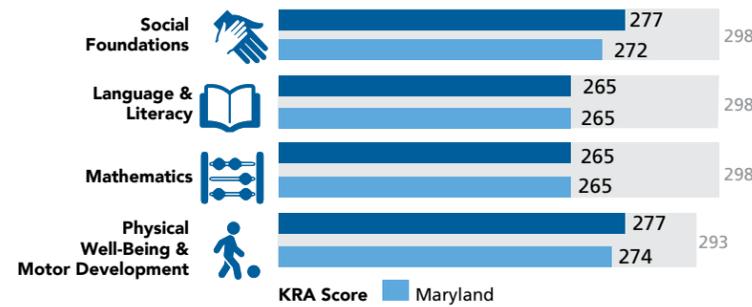
Overall READINESS



Subgroup READINESS



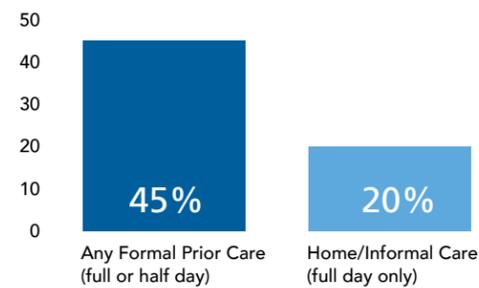
Domain AVERAGE SCALE SCORE



Race/Ethnicity DEMOGRAPHICS & READINESS



Parent-Reported Prior Care READINESS



*Estimates based on groups of fewer than 10 students are not reported. Totals may not equal 100% due to rounding.

44%

DEMONSTRATE READINESS

10,247

KINDERGARTENERS

31%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

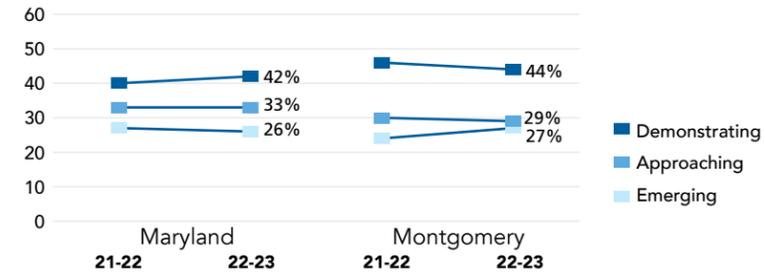
10%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

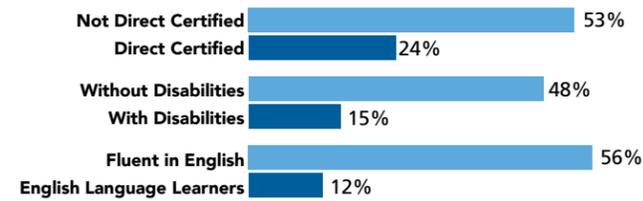
27%

ARE ENGLISH LEARNERS

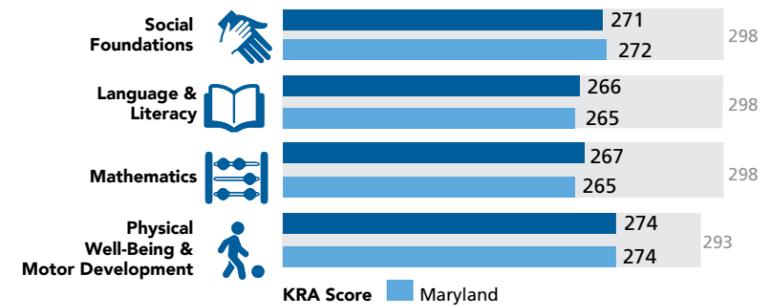
Overall READINESS



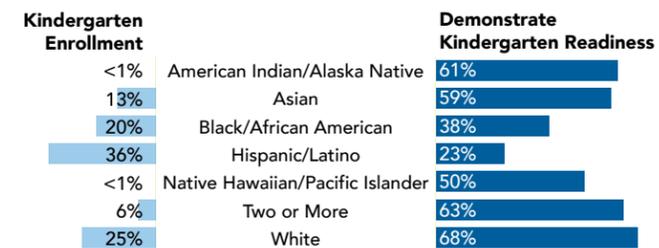
Subgroup READINESS



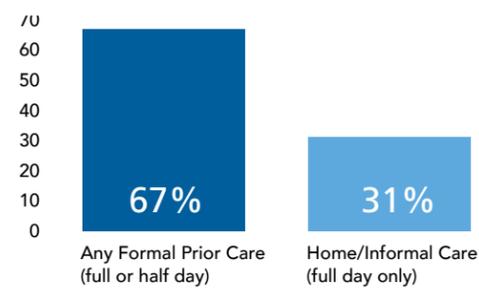
Domain AVERAGE SCALE SCORE



Race/Ethnicity DEMOGRAPHICS & READINESS



Parent-Reported Prior Care READINESS



*Estimates based on groups of fewer than 10 students are not reported. Totals may not equal 100% due to rounding.

31%

DEMONSTRATE READINESS

9,064

KINDERGARTENERS

49%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

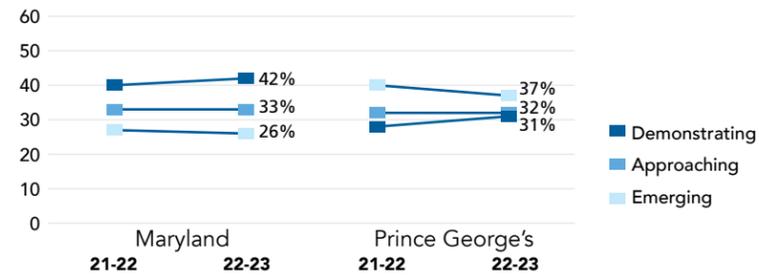
9%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

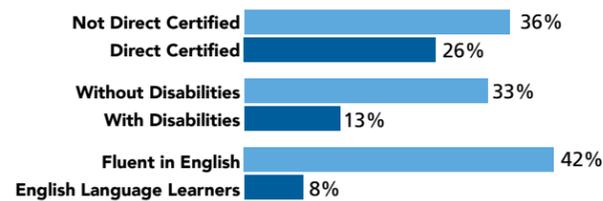
33%

ARE ENGLISH LEARNERS

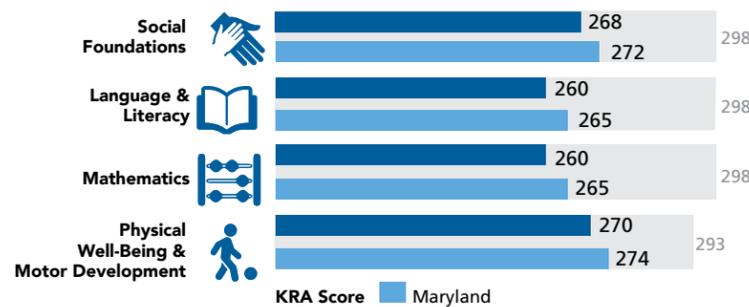
Overall READINESS



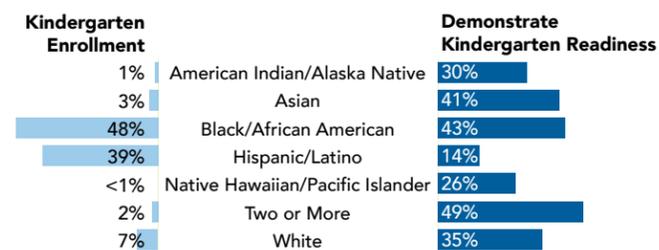
Subgroup READINESS



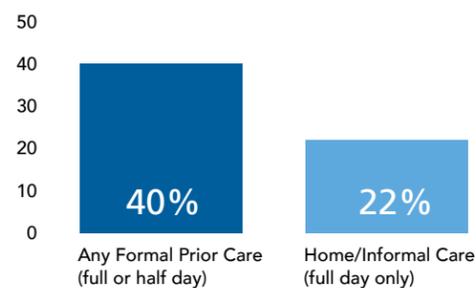
Domain AVERAGE SCALE SCORE



Race/Ethnicity DEMOGRAPHICS & READINESS



Parent-Reported Prior Care READINESS



*Estimates based on groups of fewer than 10 students are not reported. Totals may not equal 100% due to rounding.

44%

DEMONSTRATE READINESS

486

KINDERGARTENERS

28%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

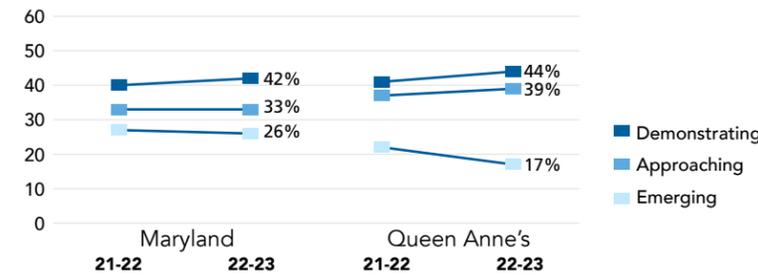
10%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

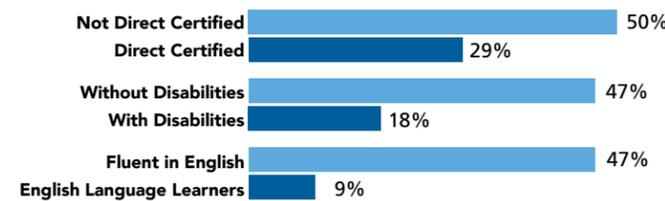
9%

ARE ENGLISH LEARNERS

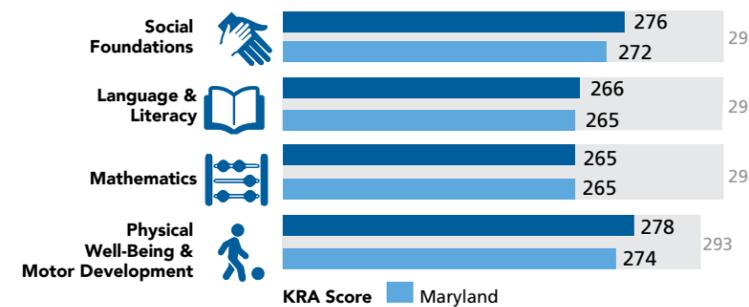
Overall READINESS



Subgroup READINESS



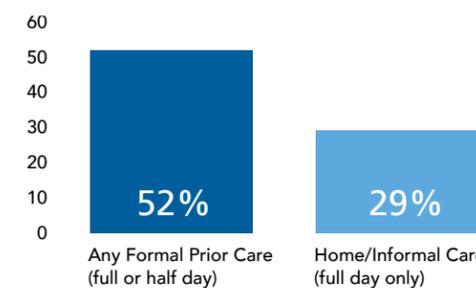
Domain AVERAGE SCALE SCORE



Race/Ethnicity DEMOGRAPHICS & READINESS



Parent-Reported Prior Care READINESS



*Estimates based on groups of fewer than 10 students are not reported. Totals may not equal 100% due to rounding.

44%

DEMONSTRATE READINESS

1,127

KINDERGARTENERS

31%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

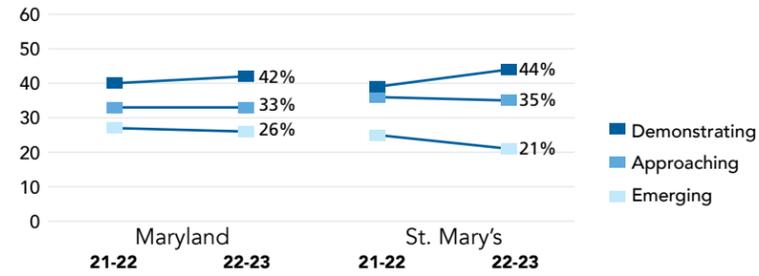
8%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

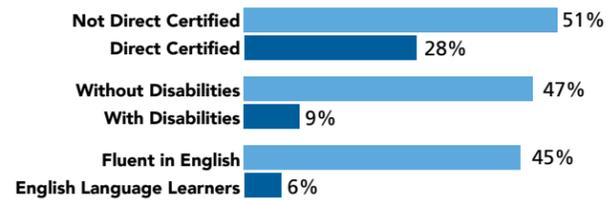
3%

ARE ENGLISH LEARNERS

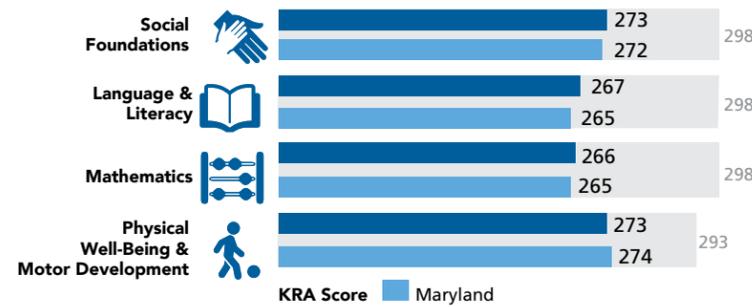
Overall READINESS



Subgroup READINESS



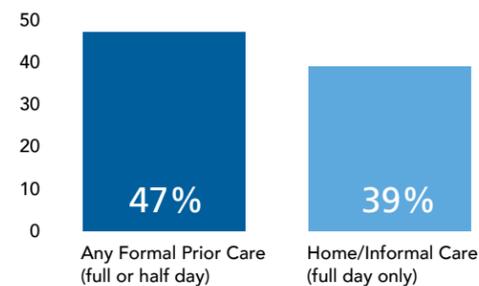
Domain AVERAGE SCALE SCORE



Race/Ethnicity DEMOGRAPHICS & READINESS



Parent-Reported Prior Care READINESS



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47%

DEMONSTRATE READINESS

190

KINDERGARTENERS

75%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

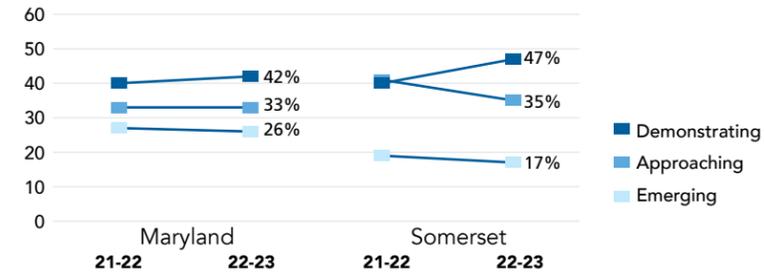
7%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

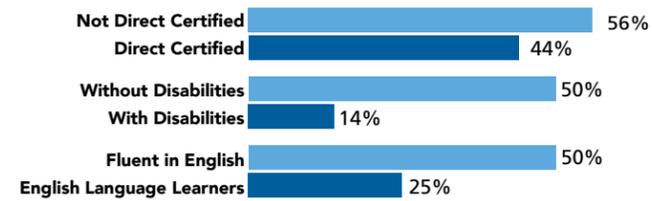
11%

ARE ENGLISH LEARNERS

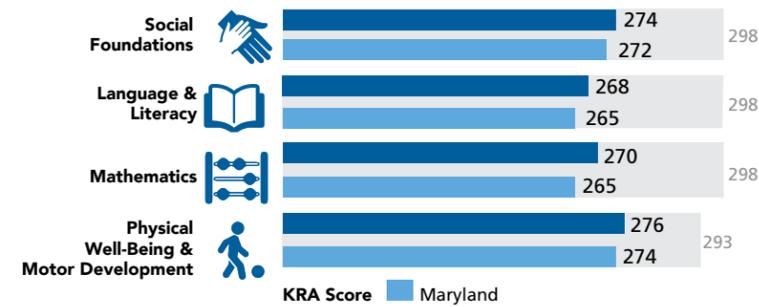
Overall READINESS



Subgroup READINESS



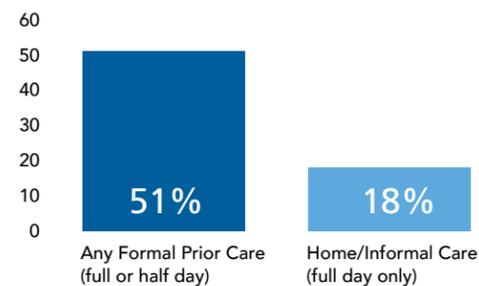
Domain AVERAGE SCALE SCORE



Race/Ethnicity DEMOGRAPHICS & READINESS



Parent-Reported Prior Care READINESS



*Estimates based on groups of fewer than 10 students are not reported. Totals may not equal 100% due to rounding.

45%

DEMONSTRATE READINESS

334

KINDERGARTENERS

33%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

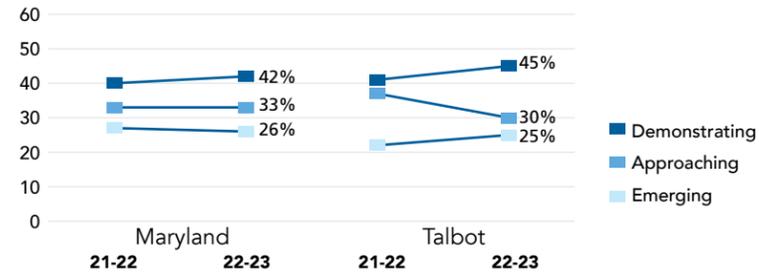
12%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

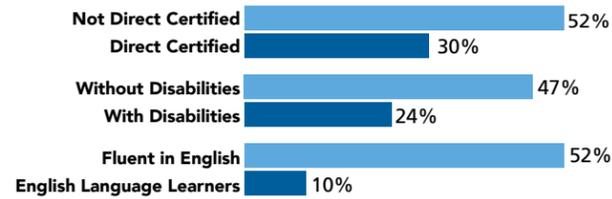
18%

ARE ENGLISH LEARNERS

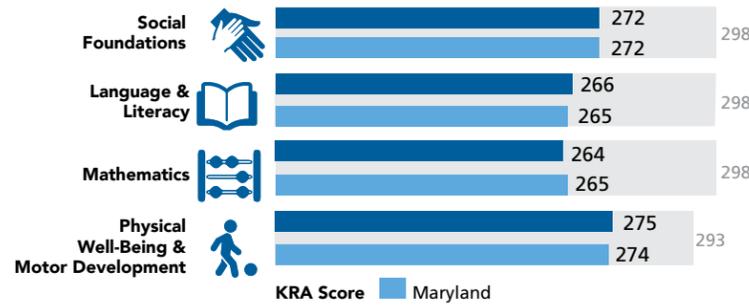
Overall READINESS



Subgroup READINESS



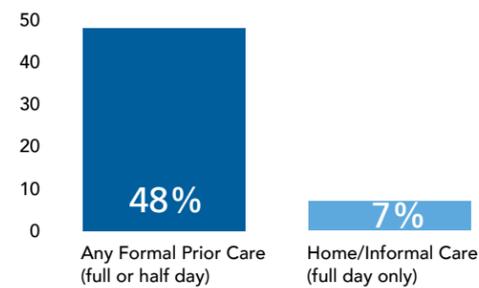
Domain AVERAGE SCALE SCORE



Race/Ethnicity DEMOGRAPHICS & READINESS



Parent-Reported Prior Care READINESS



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53%

DEMONSTRATE READINESS

1,466

KINDERGARTENERS

54%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

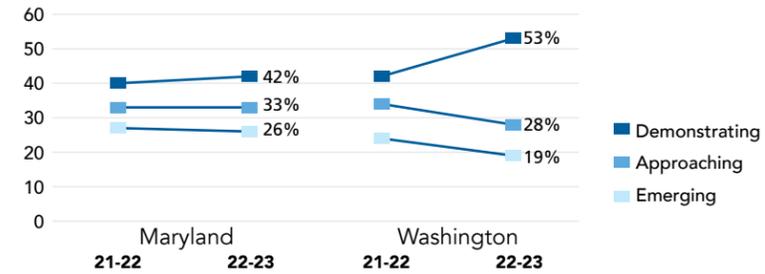
12%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

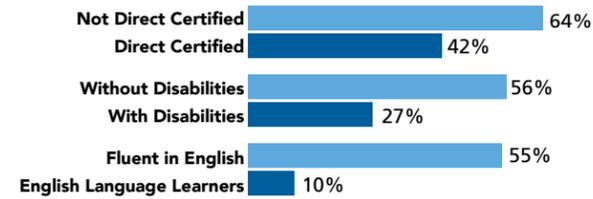
5%

ARE ENGLISH LEARNERS

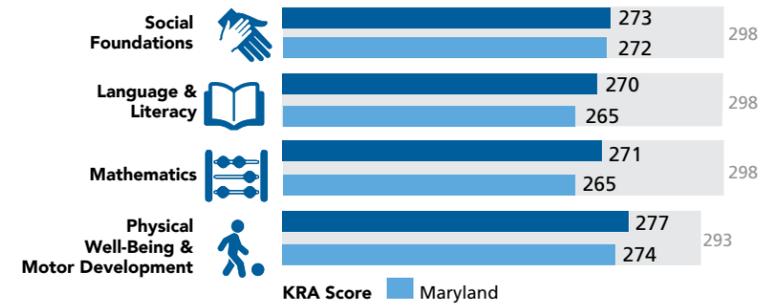
Overall READINESS



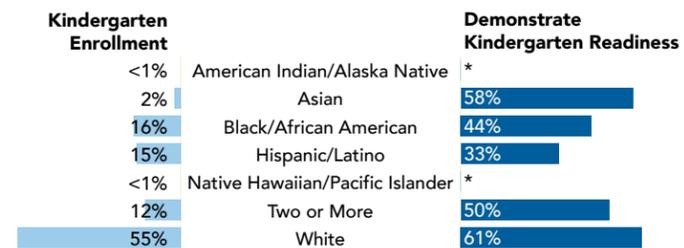
Subgroup READINESS



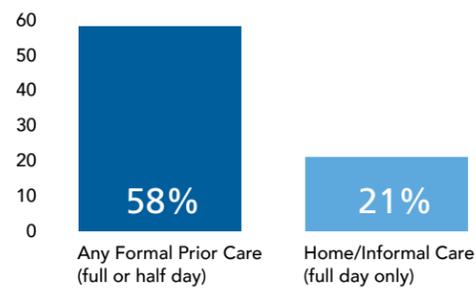
Domain AVERAGE SCALE SCORE



Race/Ethnicity DEMOGRAPHICS & READINESS



Parent-Reported Prior Care READINESS



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37%

DEMONSTRATE READINESS

1,093

KINDERGARTENERS

52%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

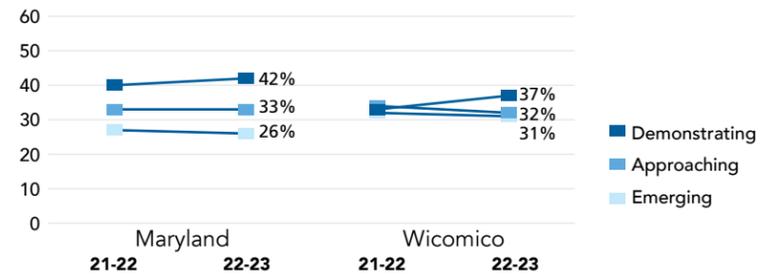
5%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

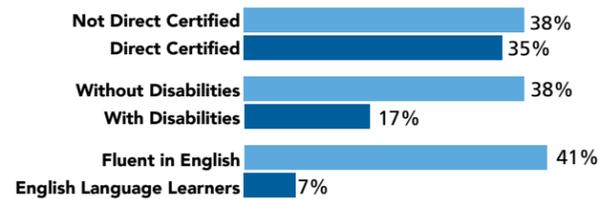
13%

ARE ENGLISH LEARNERS

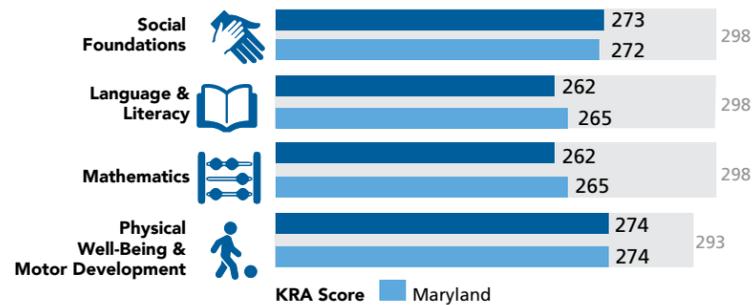
Overall READINESS



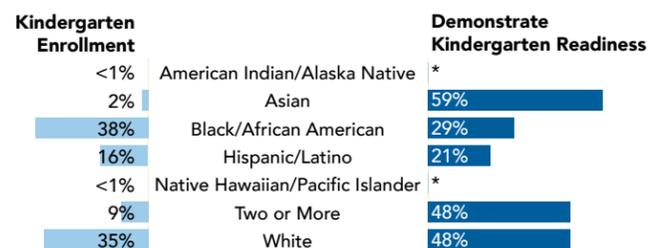
Subgroup READINESS



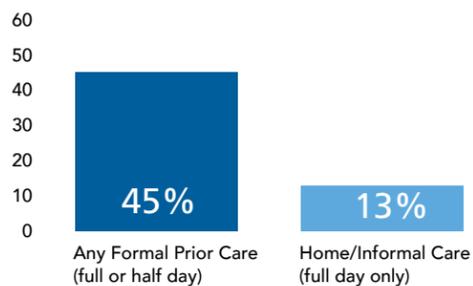
Domain AVERAGE SCALE SCORE



Race/Ethnicity DEMOGRAPHICS & READINESS



Parent-Reported Prior Care READINESS



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73%

DEMONSTRATE READINESS

382

KINDERGARTENERS

49%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

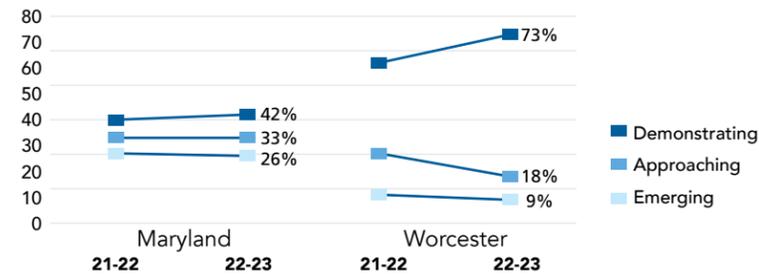
11%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

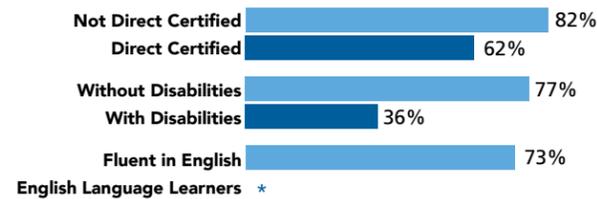
2%

ARE ENGLISH LEARNERS

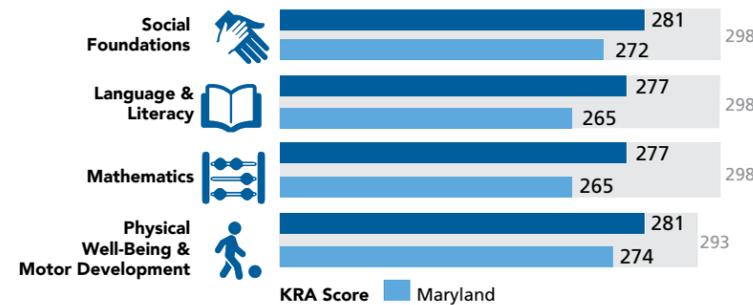
Overall READINESS



Subgroup READINESS



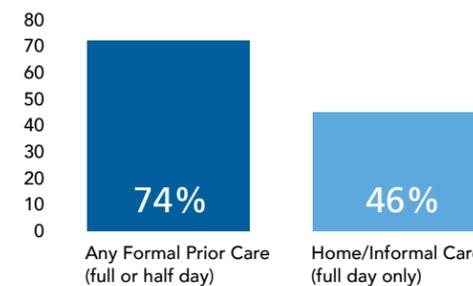
Domain AVERAGE SCALE SCORE



Race/Ethnicity DEMOGRAPHICS & READINESS



Parent-Reported Prior Care READINESS



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