

# **2004 Kindergarten Survey Report**

# **Readiness To Learn**



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## READINESS TO LEARN

### HOW ARE THE YOUNG CHILDREN IN OREGON PERFORMING?

A special thank you is due to all of the kindergarten teachers in Oregon who completed the Kindergarten survey. It would not have been possible to create this report nor to assess the value of pre-kindergarten experiences for young children without their feedback and responses. The Oregon Kindergarten Readiness to Learn Report is the result of their skillful observations and thoughtful communication.

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This report is posted on the ODE website at <http://www.ode.state.or.us/search/results/?id=272>. Appendix B lists additional data reports derived from the survey, also posted at this link.

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# 2002 Oregon Kindergarten Readiness Survey

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# OREGON SCHOOL READINESS 2004

## SUMMARY

Young children in Oregon continue to improve in all six developmental dimensions of readiness (see chart below) used to measure progress toward the Ready to Learn Benchmark for kindergarten children. Information from the 2004 Oregon Kindergarten Readiness Survey indicates that of children entering Oregon kindergartens, 80% met *all six* developmental dimensions of readiness, compared to 76% in 2002 and 67% in 2000. In 2004, 91% of the children met *five or more* dimensions of readiness in 2004, up from 88% in 2002 and 82% in 2000.

Administered online to 1,321 kindergarten teachers in all public and private schools in Oregon, the 2004 Kindergarten Readiness Survey captured data from a total of 27,427 children. The overall response rate of 73% indicates a high degree of interest in the survey on the part of the teachers and a thorough process on the part of survey administrators.

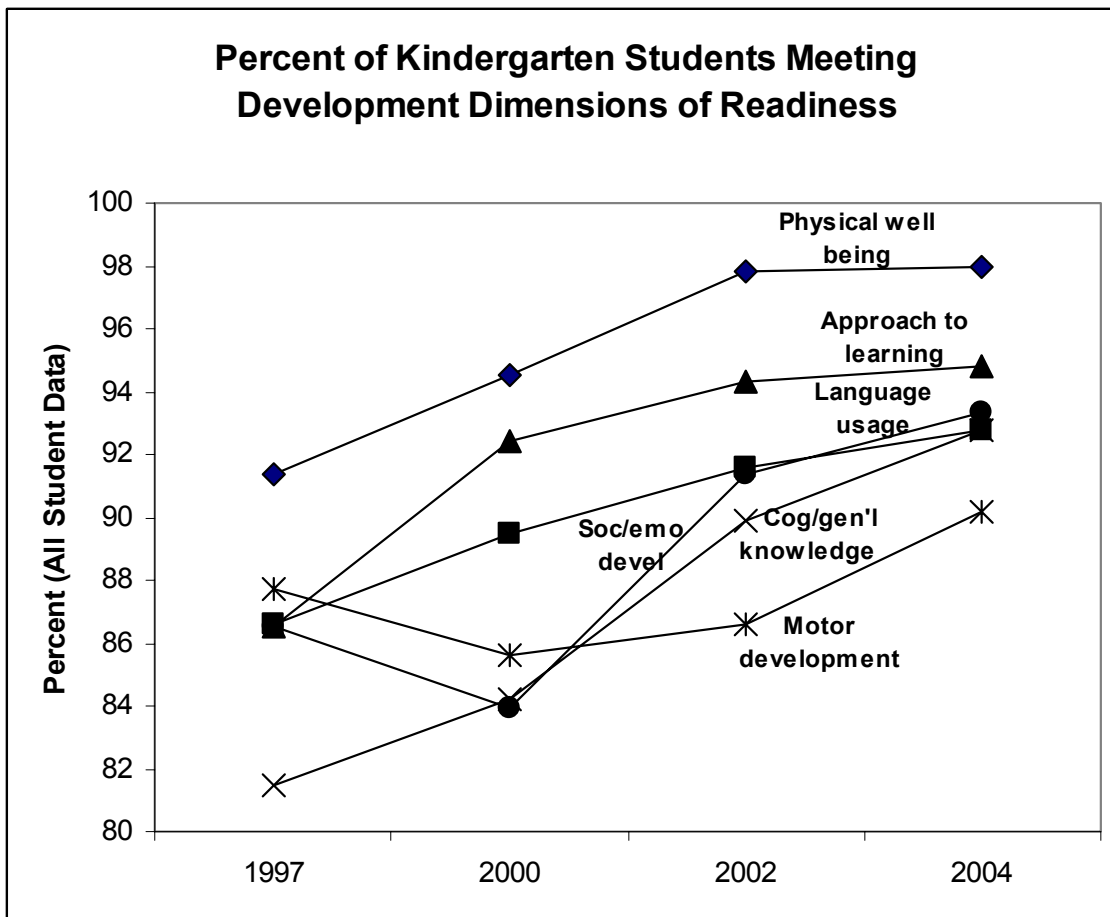
Survey results are vital for teachers, parents and policy-makers alike. Being aware of the skills and knowledge children have as they enter school will enable teachers and parents to help each child move forward on his/her educational journey. Results from the survey will inform policy makers as they make critical decisions that impact programs for young children prior to their entry into the formal educational setting called school.

### DEVELOPMENTAL DIMENSIONS (and their symbols for the graph on page 2):

◆	<b>Physical Well Being:</b> Child is physically healthy, rested and well nourished.
■	<b>Language Usage:</b> Child communicates needs, wants and thoughts verbally (in child's primary language).
▲	<b>Approach to Learning:</b> Child is enthusiastic and curious in approaching new activities and can persist on assigned and self-selected tasks.
×	<b>Cognition/General Knowledge:</b> Child can follow simple, two-step directions.
●	<b>Social/Emotional Development:</b> Child plays and works cooperatively, adapts to planned activities and changes, and responds appropriately to a variety of situations.
✱	<b>Motor Development:</b> Child is able to use objects such as pencils or paint brushes; exhibits skills such as hopping on one foot, balancing while walking on a line on the floor, and walking and running with ease.

## KEY FINDINGS:

- ◆ All six developmental dimensions of readiness showed an increase between 2000 and 2004. (See the chart below. For additional detail on each readiness dimension, see pages 7 – 13 of this report.)



- ◆ Increased readiness ratings were observed across all demographic comparison categories, including gender, public/private schools, type of preschool attended, and race/ethnicity.
- ◆ The percentage of kindergarten teachers reporting that English is the native language of ALL children in their classrooms decreased from 34% in 2002 to 30% in 2004. Ratings for children whose primary language is not English have improved across all readiness dimensions from 2000 to 2004.
- ◆ Children who attended preschool, Head Start, and Early Childhood Special Education posted higher ratings on all readiness dimensions than those who did not attend those programs.
- ◆ Within the race/ethnicity demographic categories, four groups posted improved ratings since the 2002 survey. When total change ratings were computed across all six readiness dimensions, American Indian children posted the largest gain in ratings, followed by Hispanic, Asian and White children. On the 2004 survey, ratings for Black children decreased across all six readiness dimensions.

## **NATIONAL HISTORY**

In 1990, under the direction of President H.W. Bush and 50 state governors, the National Education Goals Panel (NEGP) was established. The first educational goal stated: “by the year 2000, all children in America will start school ready to learn.” The NEGP defined readiness by identifying three major components:

- ◆ Readiness in the child;
- ◆ Schools’ readiness for children; and
- ◆ Family and community supports and services that contribute to children’s readiness.

As the NEGP debated the multiple ways of looking at school readiness in children they wisely insisted that any approach to identification of readiness must be research-based and linked to knowledge about child development and early education. The NEGP addressed five dimensions of readiness:

- ◆ Physical Well-Being and Motor Development
- ◆ Social/Emotional Development
- ◆ Approach to Learning
- ◆ Language Development
- ◆ Cognition and General Knowledge

## **OREGON HISTORY**

### **1993-1994**

In 1993 the Oregon Progress Board identified school readiness as a critical Oregon Early Childhood Benchmark. The Progress Board contracted with the Northwest Regional Educational Laboratory in 1993-94 to do a study of Oregon kindergartners that focused on two dimensions of the Early Childhood Benchmark: physical health and well-being and language and literacy development.

### **1996-2004**

In 1996 the Oregon Department of Education (ODE) and the Oregon Progress Board began discussions regarding how to measure the status of Oregon’s current kindergarten children and their developmental readiness for school. It was agreed that a survey would provide an overview of Oregon kindergarten teacher perceptions about the readiness of Oregon children to succeed in school. The survey questions were selected from characteristics rated by kindergarten teachers in the 1995 National Household Education Survey as essential to school readiness. Six developmental dimensions were addressed as an attempt to gauge young children’s readiness for school. Oregon’s first Kindergarten Teachers Survey on School Readiness was conducted in 1997. Improvements made in the 2000 and 2002 surveys resulted in an instrument that was easier for teachers to complete.

## 2004 Oregon Kindergarten Readiness Survey Methodology

From November 2004 through January 2005, kindergarten teachers in all school districts in Oregon were asked to complete the 2004 Kindergarten Readiness Survey. (A copy of the 2004 Kindergarten Readiness Survey is in Appendix A.) Teachers were asked to choose one of their kindergarten classes to evaluate. They then completed the individual student report for each child in that class. In addition, they also evaluated students in **all** of their kindergarten classes known to have received services through Early Intervention/Early Childhood Special Education. If teachers had two classes at the same school, they completed the assessments on one class. If they taught two classes at two different schools, they completed the assessments on both classes.

The Oregon Department of Education (ODE) sent pre-survey letters to all principals at public and private elementary schools. In addition, letters addressed to “kindergarten teacher” were enclosed for distribution to the teachers. Instructions for completing the survey and a paper worksheet were included in the letter. Survey letters were distributed to 1,554 public school kindergarten teachers, and approximately 247 private school principals and kindergarten teachers.

Since ODE began collecting this information, private schools have also been asked to participate. ODE cannot require their participation, but some private school leaders understand their participation helps ODE obtain a wider perspective.

Response Rate: The 1,321 kindergarten teachers who participated in the 2004 survey assessed a total of 27,427 kindergarten children. There was a 73.3% overall response rate for the survey. The response rate for public school kindergarten teachers was  $1,291/1,554 = 83.1\%$ , up from 79.2% in 2002. The response rate for private school kindergarten teachers was  $30/247 = 12.1\%$ , which was similar to the 2002 response rate of 12.3%.

The survey was listed on the Schedule of Due Dates, accessible to district and school staff with access to the district secure website. Announcements were also included in the DataNewsline listserv and in the Superintendent’s Pipeline, a newsletter from ODE. FAQs and worksheets could be downloaded from the survey website.

In past years, some teachers were allowed to complete the survey on paper and submit it to ODE where the information was then entered into a database. This year ODE asked the teacher or other district/school staff to enter their responses through the ODE district secure website. Districts and schools decided the process for entering the information. In some districts, teachers entered data. In others, school support staff or district level staff provided data input.

While the survey was open, many teachers e-mailed or called the survey administrator and the ODE Helpdesk for assistance with both technology and content questions. Answers were provided and additional Frequently Asked Questions (FAQs) were added as issues were identified.

About two weeks before the deadline, ODE staff called all districts that had not submitted results. Those calls allowed ODE staff to encourage participation, answer questions and provide any technical help needed.

Several large school districts had technical and process issues, which required keeping the survey open past its original deadline. For teachers to access the survey, district security administrators had to provide individual usernames and passwords. Large districts didn't have a system in place to provide secure access to large numbers of teachers. Districts found various ways to resolve this challenge.

Other districts had technology issues because teachers had access in classrooms to Mac computers and the survey used a PC platform. In some cases, teachers did not have the technology skills to follow the process and learned as they went.

Most districts overcame technical and organizational challenges and as noted above, the 73% response rate was greater than in previous years. Many kindergarten teachers told the ODE survey administrator that the process was easy and quick and that they were interested in seeing the results. Some teachers continued to share frustrations with the survey.

If the Progress Board and Oregon Department of Education continue this survey for 2006 as a way to provide information on the readiness benchmark, a new survey system will be in place and information will be collected at the student level, using Secure Student Identifiers. The scoring system could allow for a random sampling, which could decrease teachers' time spent on the survey.

To ensure continuous improvement in the kindergarten survey, ODE will collaborate with the Oregon Education Association to identify a statewide sample of teachers who will be asked to critique the 2004 survey process. The teachers' observations will be used to make improvements in the survey and the process by which it is administered. These improvements will ensure that future surveys are as easy as possible while still providing the most accurate information at state and county levels.

**“READINESS IN THE CHILD”  
ALL-STUDENT DATA**

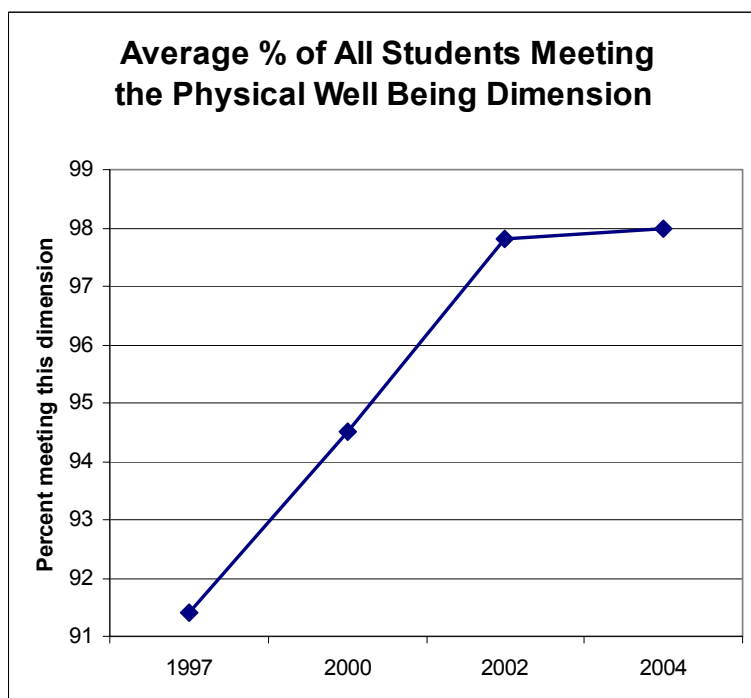
## PHYSICAL WELL-BEING DIMENSION ALL-STUDENT DATA

**Physical Well-Being:** Children who appear well-rested, well-nourished and are immunized are thought to have physical well-being, which is an underpinning of success in school. Children with health or physical development problems may have more difficulty learning and may experience more absences from school. Good health and nutrition enable children to grow physically, emotionally and intellectually. Characteristics of healthy and resilient children are: social competence, ability to problem-solve, a positive approach to life, a sense of self and others, and a sense of self-control over what happens to them. These are essential characteristics for successful learners.

### Percent of Assessed Kindergarten Students Meeting the Physical Well-Being Dimension

Physical Well-Being	Avg.	Gender		Attended Preschool	Attended Head Start	Attended ECSE*	Schools Responding		Race/Ethnicity						
		Male	Female				Yes	Yes	Yes	Public	Private	White	Black	Hispanic	Asian
Year				Yes	Yes	Yes									
2002	97.8%	97.9%	98.0%	98.5%	97.0%	94.6%	97.7%	99.5%	97.8%	97.7%	98.5%	98.8%	96.9%	97.8%	
2004	98.0%	98.0%	97.9%	98.7%	97.1%	95.3%	97.9%	100.0%	97.7%	(97.4%)	98.5%	99.0%	98.4%	98.5%	

\* ECSE is Early Childhood Special Education



#### Findings:

- 98% of all assessed children met the Physical Well-Being readiness dimension.
- Positive results on this dimension were observed across most demographics.
- Ratings for American Indian students exceeded the all-student average in the 2004 assessment. (See shaded area in table above.)
- Ratings for students who attended ECSE improved since 2002. (See shaded area in table above.)

#### Questions one might ask about the data:

- Ratings for ECSE students remain below the all-student average. How might specific measures be designed to help ECSE students improve in the physical well-being readiness dimension?
- As ratings for this dimension approach 100%, what are some effective measures that can both hold the gains and effect continuing improvement in this readiness dimension?

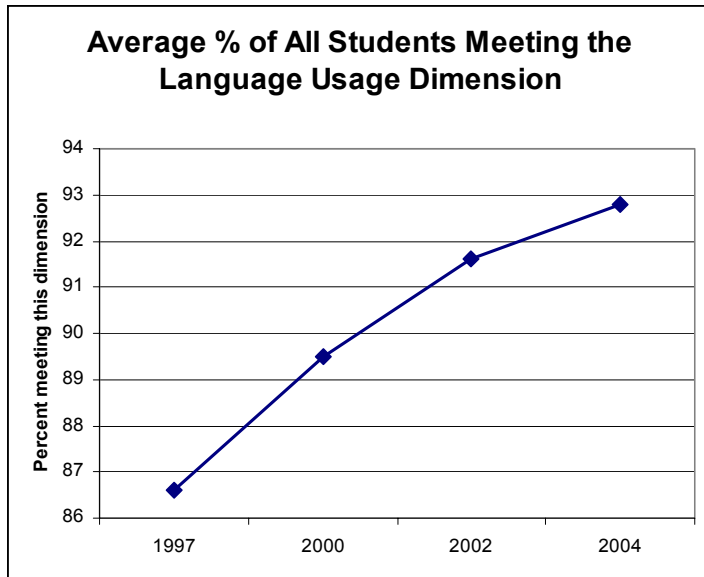
## ALL-STUDENT DATA LANGUAGE USE DIMENSION

**Language Use:** Language development begins at birth. Language is basic to the child’s ability to communicate his/her ideas and understand the ideas of others. Interactions that are positive, emotionally safe and cognitively appropriate for the child’s development can provide optimal opportunities for children’s language formation. Children who are exposed to books and learn about letters, sounds, word meaning, and print as an expression of spoken language have a much greater chance of early reading/writing success. It is critical to children’s reading development to enter school with literacy-related experiences. Early success motivates continued acquisition of reading/writing skills.

**Percent of Assessed Kindergarten Students Meeting the Language Usage Dimension**

Language Usage	Avg.	Gender		Attended Preschool	Attended Head Start	Attended ECSE*	Schools Responding		Race/Ethnicity					
		Male	Female				Yes	Yes	Yes	Public	Private	White	Black	Hispanic
Year				Yes	Yes	Yes	Public	Private	White	Black	Hispanic	Asian	Amer. Indian	Unknown
2002	91.6%	91.1%	92.5%	95.5%	88.6%	71.6%	91.4%	99.2%	93.9%	94.4%	83.3%	86.0%	90.1%	93.0%
2004	92.8%	91.8%	93.9%	96.1%	91.1%	76.6%	92.7%	99.0%	94.7%	(90.5%)	86.6%	89.8%	95.9%	93.9%

\* ECSE is Early Childhood Special Education



**Findings:**

- All-student data indicate continuing steady improvement in the ratings for the Language Use readiness dimension.
- Gains of 3 – 5% were noted within five demographic areas: Head Start, ECSE, Hispanic, Asian and American Indian students. (See shaded areas in table above.)
- Ratings for Black students decreased by 4% between 2002 and 2004.

**Questions one might ask about the data:**

- What might account for the specific gains noted in the ratings posted for Hispanic, Asian and American Indian, Head Start and ECSE students?
- What might account for the decline in ratings posted for Black students? What measures can be taken to improve readiness in the Language Use dimension for Black students?
- What plans or best practices might be implemented to achieve continuing growth in ratings posted by ECSE students?

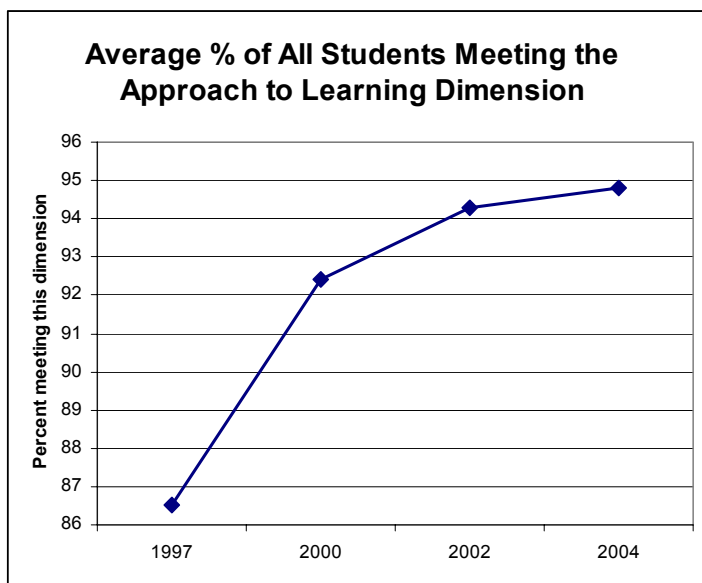
## ALL-STUDENT DATA APPROACH TO LEARNING DIMENSION

**Approach to Learning:** The child's curiosity, ability to be persistent during a task, and enthusiasm for learning describe Approach to Learning. It is important to recognize each child's individual learning characteristics, for example: level of shyness, style of information processing, and approaches to problem solving. An awareness of gender, differences in topic interest and teacher expectations are equally important. Cultural values and norms also influence a child's approach to learning. A child's learning style or preference can contribute to the approach the child takes in each new situation. Learning opportunities that offer children many different ways to interact with concepts help promote the desired learning outcomes for each child.

**Percent of Assessed Kindergarten Students Meeting the Approach to Learning Dimension**

Approach to Learning	Avg.	Gender		Attended Preschool	Attended Head Start	Attended ECSE*	Schools Responding		Race/Ethnicity					
		Male	Female	Yes	Yes	Yes	Public	Private	White	Black	Hispanic	Asian	Amer. Indian	Unknown
Year				Yes	Yes	Yes	Public	Private	White	Black	Hispanic	Asian	Amer. Indian	Unknown
2002	94.3%	94.0%	95.1%	97.1%	90.9%	84.9%	94.2%	99.2%	95.3%	95.1%	91.0%	94.5%	91.4%	95.6%
2004	94.8%	94.0%	95.7%	97.1%	93.6%	86.7%	94.8%	99.6%	95.7%	(91.0%)	92.4%	94.1%	95.1%	97.5%

\*ECSE is Early Childhood Special Education



**Findings:**

- All-student data continue to demonstrate steady improvement in this readiness dimension.
- Between the 2002 and 2004 assessment periods, gains of 2 – 4% were noted in the demographic areas of Head Start, ECSE and American Indian students. (See shaded areas in table above.)
- In 2002, Black students were rated above the all-student average on the Approach to Learning dimension. Ratings posted for Black students exhibited a 4% decline between the 2002 and 2004 assessment periods. (See shaded area in table above.)

**Questions one might ask about the data:**

- What specific measures might be targeted to hold the gains and to continue making improvements as the ratings for this dimension approach the upper 90<sup>th</sup> percentile?
- What measures can be taken to improve ratings in this dimension for Black students?

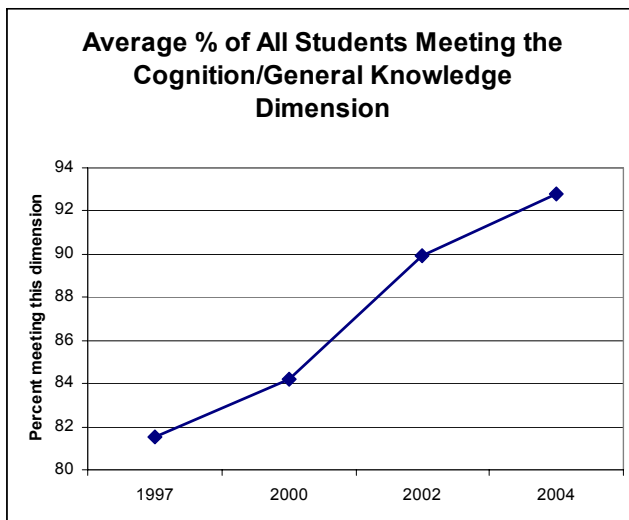
## ALL-STUDENT DATA COGNITION AND GENERAL KNOWLEDGE DIMENSION

**Cognition and General Knowledge:** This dimension looks at all the experiences a child brings to the learning community called school. One child may come from an environment that is rich in language, books, trips, museums, music and supportive family. A child may come rich in experiences of the world of nature and outdoors, special physical skills like skiing, swimming, or dance. Exposure to the world of technology may be in the experience base of some. Others may have experienced a limited number of language development or enrichment opportunities. Whatever the child brings is the cognitive/knowledge base from which the teacher must build. Cognition and General Knowledge is more than a set of certain skills or facts that are memorized. They are what a child knows and can demonstrate. As children enter school, it is critical to recognize the varied types of knowledge they bring as well how they make sense of their world. Knowing how children construct meaning through interaction with ideas and people is critical to our understanding of human learning and school readiness.

### Percent of Assessed Kindergarten Students Meeting the Cognition and General Knowledge Dimension

Cognition/ General Knowledge	Avg.	Gender		Attended Preschool Yes	Attended Head Start Yes	Attended ECSE*	Schools Responding		Race/Ethnicity					
		Male	Female				Public	Private	White	Black	Hispanic	Asian	Amer. Indian	Unknown
Year														
2002	89.9%	87.1%	93.3%	93.3%	85.0%	74.6%	89.8%	95.1%	90.7%	91.7%	87.3%	91.0%	90.1%	90.1%
2004	92.8%	90.5%	95.3%	95.4%	89.0%	79.1%	92.7%	97.1%	93.1%	(89.1%)	91.6%	95.2%	93.6%	95.4%

\*ECSE is Early Childhood Special Education



#### Findings:

- Oregon Kindergarten students have posted substantial gains in ratings in this readiness dimension between 1997 and 2004.
- Between the 2002 and 2004 assessments, gains of 2 – 4% were posted across numerous demographic categories. (See shaded areas in table above.)
- In 2002, ratings for Black students were well above the all-student average.
- A 2.6% decline in ratings for Black students was posted in the 2004 assessment.

#### Questions one might ask about the data:

- What might account for the significant improvements in this dimension over the past four assessment periods?
- What measures can be taken to continue improvements?
- What successful practices can be applied to achieve gains in readiness for Black students?

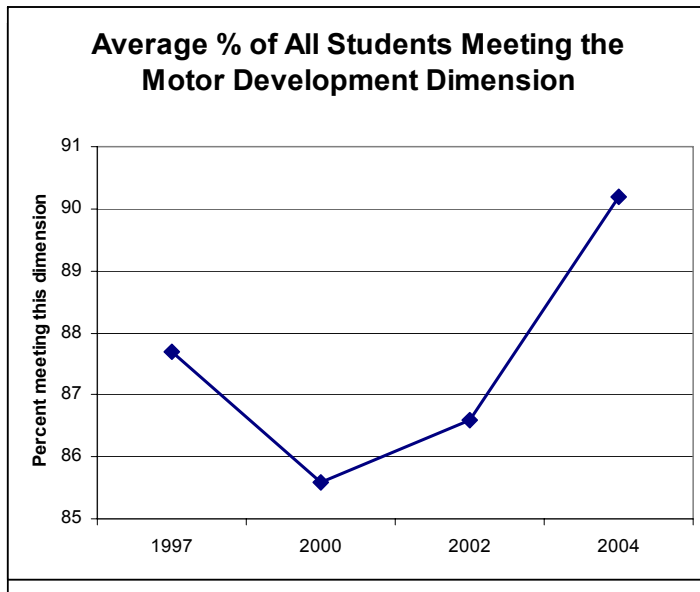
## ALL-STUDENT DATA MOTOR DEVELOPMENT DIMENSION

**Motor Development:** Healthy children are more able learners, and motor development helps identify healthy children. For the purposes of the survey, motor development is assessed in terms of fine and gross motor skills. Children lacking in skills related to motor development may experience unique challenges as they approach the many rigorous demands of school and learning. If a child experiences physical discomfort or anxiety because of an inability to do something their peers can do, both their self-confidence and their ability to learn may be affected. A major principle of teaching young children is to ensure their physical and their emotional well-being.

### Percent of Assessed Kindergarten Students Meeting the Motor Development Dimension

Motor Developmt. Fine & Gross	Avg.	Gender		Attended Preschool	Attended Head Start	Attended ECSE*	Schools Responding		Race/Ethnicity					
		Male	Female				Yes	Private	White	Black	Hispanic	Asian	Amer. Indian	Unknown
Year				Yes	Yes	Yes	Public	Private	White	Black	Hispanic	Asian	Amer. Indian	Unknown
2002	86.6%	83.4%	90.4%	90.0%	82.5%	65.8%	86.4%	94.6%	87.2%	85.7%	84.6%	90.5%	82.9%	86.0%
2004	90.2%	88.0%	92.6%	93.4%	87.4%	72.4%	90.1%	99.0%	90.6%	(85.3%)	89.4%	92.0%	91.4%	84.6%

\*ECSE is Early Childhood Special Education



#### Findings:

- All-student data have posted marked increases in the Motor Development dimension since 2000.
- Gains in of 2 – 8% in readiness ratings are distributed widely across demographic categories. (See shaded areas in table above.)
- Ratings for Black students exhibited a 2.4% loss between 2002 and 2004.

#### Questions one might ask about the data:

- What specific strategies can be implemented to continue realizing improvements in this readiness dimension?
- What best practices might be applied to realize improvements across all demographic areas?

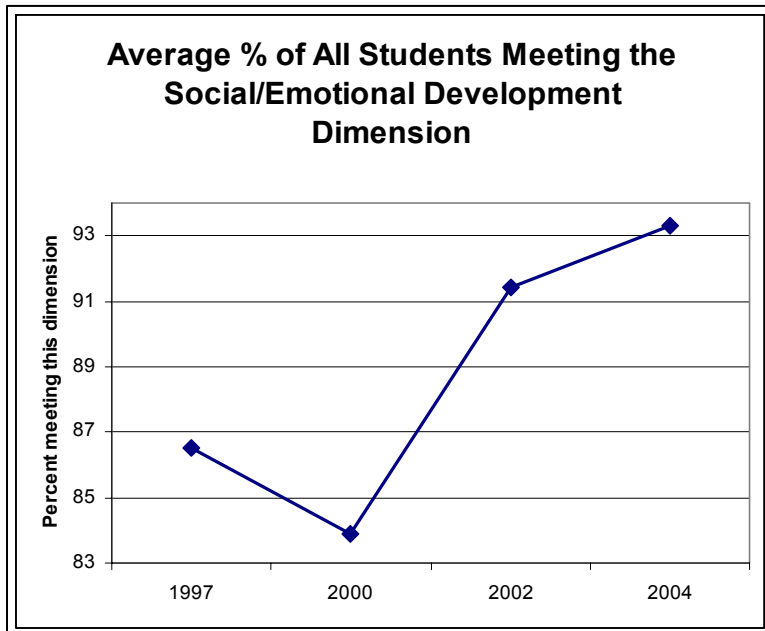
## ALL-STUDENT DATA SOCIAL/EMOTIONAL DEVELOPMENT DIMENSION

**Social/Emotional Development:** Social/Emotional Development can be described as the child's ability to interact socially. Children must also be able to form positive relationships with teachers, other adults, and peers. Children who have positive relationships with parents, siblings, extended family, and others come to school well equipped for success. They know how to interact, take turns, share, cooperate in a group, be empathetic toward others, and follow directions. Social competence enables the child to focus on the work of learning new skills.

### Percent of Assessed Kindergarten Students Meeting the Social/Emotional Development Dimension

Social/ Emotional Developmt.	Avg.	Gender		Attended Preschool	Attended Head Start	Attended ECSE*	Schools Responding		Race/Ethnicity					
		Male	Female				Yes	Yes	Yes	Public	Private	White	Black	Hispanic
Year				Yes	Yes	Yes	Public	Private	White	Black	Hispanic	Asian	Amer. Indian	Unknown
2002	91.4%	88.9%	94.4%	94.5%	86.3%	74.3%	91.3%	96.4%	92.1%	92.9%	89.1%	93.7%	89.0%	91.2%
2004	93.3%	91.2%	95.6%	95.6%	89.2%	79.2%	93.2%	99.0%	93.5%	(89.8%)	92.7%	94.7%	93.0%	93.9%

\*ECSE is Early Childhood Special Education



#### Findings:

- Figures for the Social/Emotional Development dimension have improved significantly since 2000.
- Between 2002 and 2004, improvements  $\geq 3\%$  were noted in the responses for the following demographic categories: males, Head Start, ECSE, private schools responding, Hispanic and American Indian students. (See shaded areas in table above.)

#### Questions one might ask about the data:

- What might account for the 3% drop in responses posted for Black students?
- What are the specific measures needed to continue improvement for all students in this readiness dimension?

**ALL-STUDENT DATA**  
**COMPARISON ACROSS ALL SIX READINESS DIMENSIONS**  
**How did the ratings change between the 2002 and 2004 surveys?**

Summary data for all readiness dimensions (e.g. Physical Well-Being) were computed for each demographic category (e.g. gender) on the 2002 survey and for the 2004 survey. When readiness ratings increased between 2002 and 2004, the change was recorded as a (+) score. When ratings declined, the change was recorded as a (-) score. "NC" indicates no change. The following table summarizes changes observed in all six readiness dimensions between the 2002 and 2004 surveys.

- Change-scores are expressed as positive and negative percentage (%) points. For example: In the readiness dimension of Physical Well-Being, "Average" ratings increased by .2% and ratings for white children decreased by .1%.
- Negative (declining) change-scores appear in shaded areas on the table.
- "Total % Change" was computed by summing the positive and negative changes down each column of the table.

<b>Percent (%) Change Observed Between the 2002 and 2004 Surveys</b>														
<b>Readiness Dimension</b>	<b>Average Change (Per Dimension)</b>	<b>Gender</b>		<b>Attended Preschool</b>	<b>Attended Head Start</b>	<b>Attended ECSE</b>	<b>Schools Responding</b>		<b>Race/Ethnicity</b>					
		Male	Female	Yes	Yes	Yes	Public	Private	White	Black	Hispanic	Asian	Amer. Indian	Unknown
<b>Physical Well-Being</b>	+0.2%	+0.1	-0.1	+0.2	+0.1	+0.7	+0.2	+0.5	-0.1	-0.3	NC	+0.2	+1.5	+0.7
<b>Language Use</b>	+1.2%	+0.7	+1.4	+0.6	+1.5	+5.0	+1.3	-0.2	+0.8	-3.9	+3.3	+3.8	+5.8	+0.9
<b>Approach to Learning</b>	+0.5%	NC	+0.6	NC	+2.7	+1.8	+0.6	+0.4	+0.4	-4.1	+1.4	-0.4	+3.7	+1.9
<b>Cog./General Knowledge</b>	+2.9%	+3.4	+2.0	+2.1	+4.0	+4.5	+2.9	+2.0	+2.4	-2.6	+4.2	+4.2	+3.5	+5.3
<b>Motor Development</b>	+3.6%	+4.6	+2.2	+3.4	+4.9	+6.6	+3.7	+5.4	+3.4	-0.4	+4.8	+1.5	+8.5	-1.4
<b>Social / Emo. Development</b>	+1.9%	+2.3	+1.2	+1.1	+2.9	+4.9	+1.9	+2.6	+1.4	-3.1	+3.6	+1.0	+4.0	+2.7
<b>TOTAL % CHANGE</b>	+10.3%	+11.1	+7.3	+7.4	+16.1	+23.5	+10.6	+10.7	+8.3	-14.4	+17.3	+10.3	+27.0	+10.1

**Selected observations:**

- Male students posted positive changes in the areas of Cognition/General Knowledge, Motor and Social/Emotional Development.
- Head Start and ECSE students posted positive changes across all six readiness dimensions.
- The total percent of change for Hispanic, Asian and American Indian students increased markedly.
- Figures for Black students declined across all readiness dimensions.

**DEMOGRAPHIC AND CATEGORY  
COMPARISONS OF STUDENT READINESS**

**Public and Private Schools,**

**Gender,**

**English Language,**

**and**

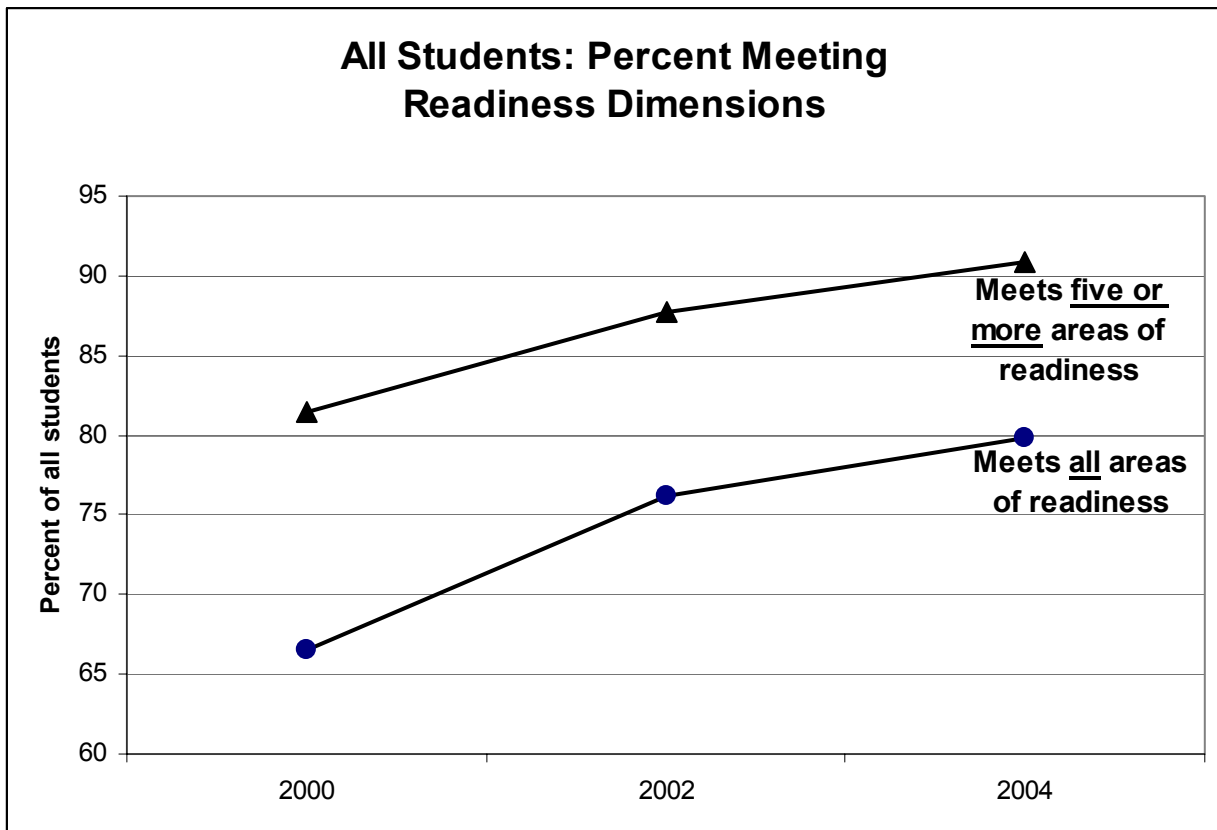
**Type of Preschool Attended**

## ALL STUDENTS

### Percent Meeting Readiness Dimensions

In 2004, **79.8%** of all the children met all six dimensions of readiness, up from 76.2% in 2002 and 66.5% in 2000. Data from the 2004 survey indicated that **90.8%** of all children met five or more dimensions of readiness, up from 87.8% in 2002 and 81.5% in 2000.

NUMBER OF AREAS OF READINESS MET	Percent of Assessed Children		
	2000	2002	2004
Meets all areas of readiness	66.5%	76.2%	79.8%
Meets 5 areas of readiness	15.0%	11.6%	11.0%
Meets 4 areas of readiness	8.7%	5.6%	4.5%
Meets 3 areas of readiness	4.7%	3.1%	2.2%
Meets 2 areas of readiness	2.7%	1.8%	1.3%
Meets 1 area of readiness	1.4%	1.2%	0.9%
Meets 0 areas of readiness	1.0%	0.5%	0.3%



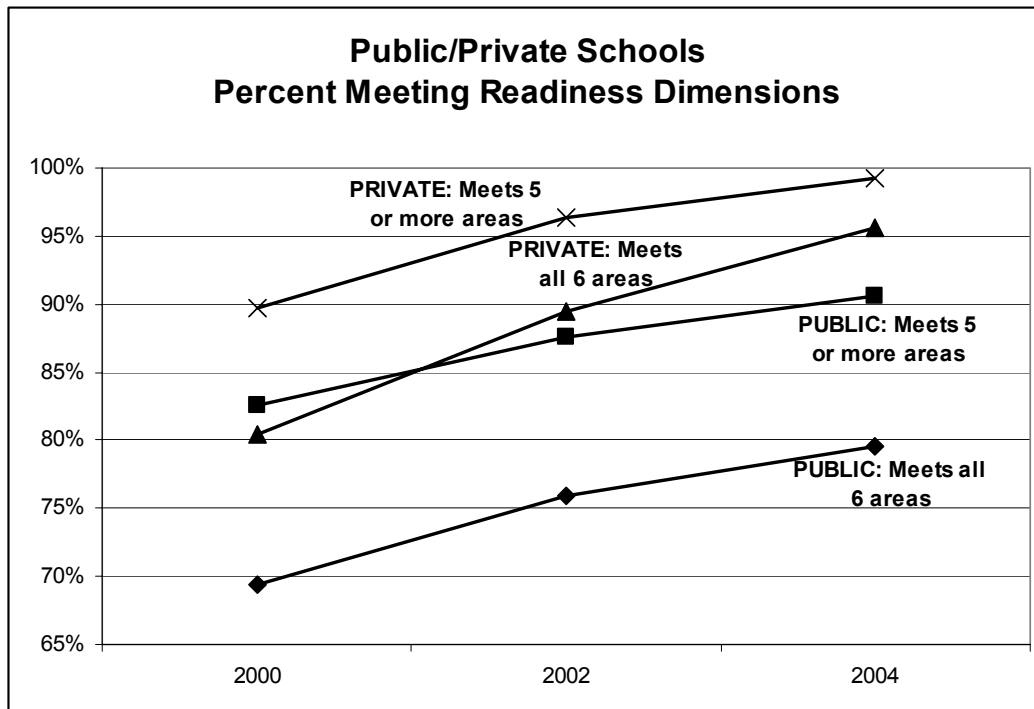
**ALL STUDENTS (PUBLIC AND PRIVATE)  
Public/Private School Comparison  
Percent Meeting Readiness Dimensions**

In 2004, 79.5% of children attending **public** schools are reported as meeting all dimensions of readiness, up from 75.9% in 2002 and 64.9% in 2000. In 2004, 90.6% met five or more dimensions, compared to 87.6% in 2002 and 80.6% in 2000.

In 2004, 95.6% of children attending **private\*** schools are reported as meeting all dimensions of readiness, up from 89.5% in 2002 and 80.4% in 2000. In 2004, 99.2% met five or more dimensions, compared to 96.4% in 2002 and 89.6% in 2000.

NUMBER OF AREAS OF READINESS MET	Public			Private		
	Percent of Assessed Children			Percent of Assessed Children		
	2000	2002	2004	2000	2002	2004
Meets all areas of readiness	64.9%	75.9%	79.5%	80.4%	89.5%	95.6%
Meets 5 areas of readiness	15.7%	11.7%	11.1%	9.3%	6.9%	3.6%
Meets 4 areas of readiness	9.1%	5.6%	4.6%	5.3%	2.5%	0.0%
Meets 3 areas of readiness	4.9%	3.2%	2.2%	2.6%	0.5%	0.6%
Meets 2 areas of readiness	2.9%	1.8%	1.4%	0.9%	0.5%	0.0%
Meets 1 area of readiness	1.5%	1.2%	0.9%	0.8%	0.2%	0.2%
Meets 0 areas of readiness	1.0%	0.5%	0.3%	0.6%	0.0%	0.0%

\*2004 data represent responses from 30 of the 247 private school teachers surveyed.

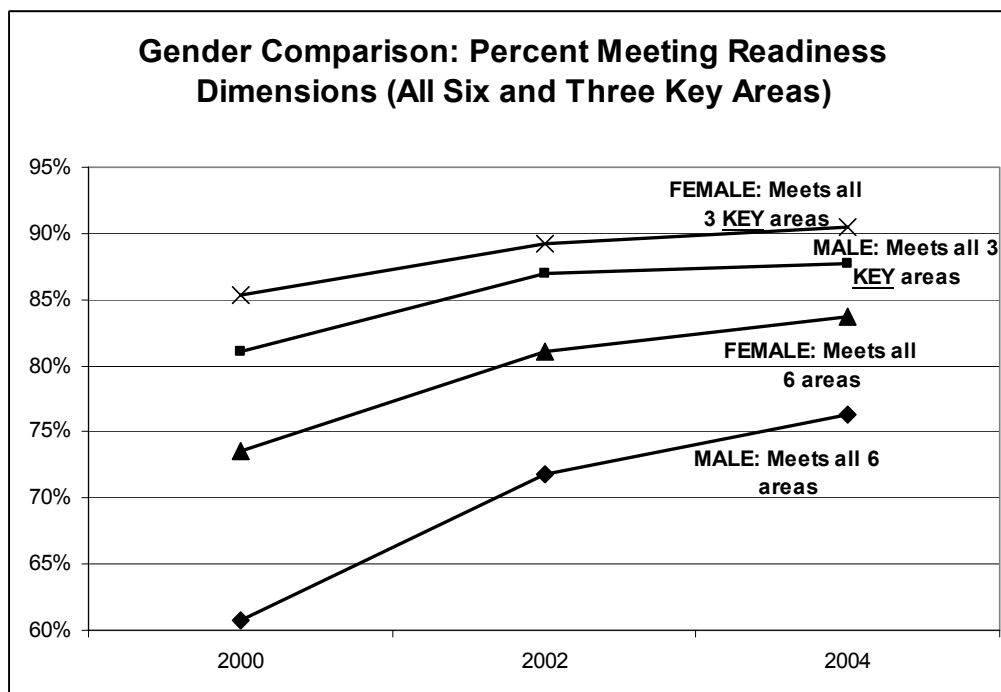


## ALL STUDENTS GENDER COMPARISON Percent Meeting Readiness Dimensions

In 2004, 76.3% of the **male** children were reported as meeting all six dimensions of readiness and 88.4% met five or more. In 2004, 83.7% of the **female** children were reported as meeting all dimensions and 93.5% met five or more dimensions.

**Three Key Dimensions:** Among kindergarten teachers there exists universal agreement that **Physical Well-Being, Language Usage and Approach to Learning** are the most critical dimensions of readiness. Oregon teachers identified these as the 3 key areas of readiness when they ranked the dimensions on the 2000 survey.

NUMBER OF AREAS OF READINESS MET	Male			Female		
	Percent of Assessed Children			Percent of Assessed Children		
	2000	2002	2004	2000	2002	2004
Meets all 6 areas of readiness	60.7%	71.8%	76.3%	73.6%	81.1%	83.7%
Meets 5 areas of readiness	16.5%	13.1%	12.1%	13.2%	10.1%	9.8%
Meets 5 or more areas of readiness	77.2%	84.9%	88.4%	86.8%	91.2%	93.5%
Meets all 3 <b>key</b> areas of readiness	81.1%	87.0%	87.7%	85.4%	89.2%	90.5%
Meets 2 or more <b>key</b> areas of readiness	94.4%	96.4%	96.6%	96.0%	96.9%	97.4%

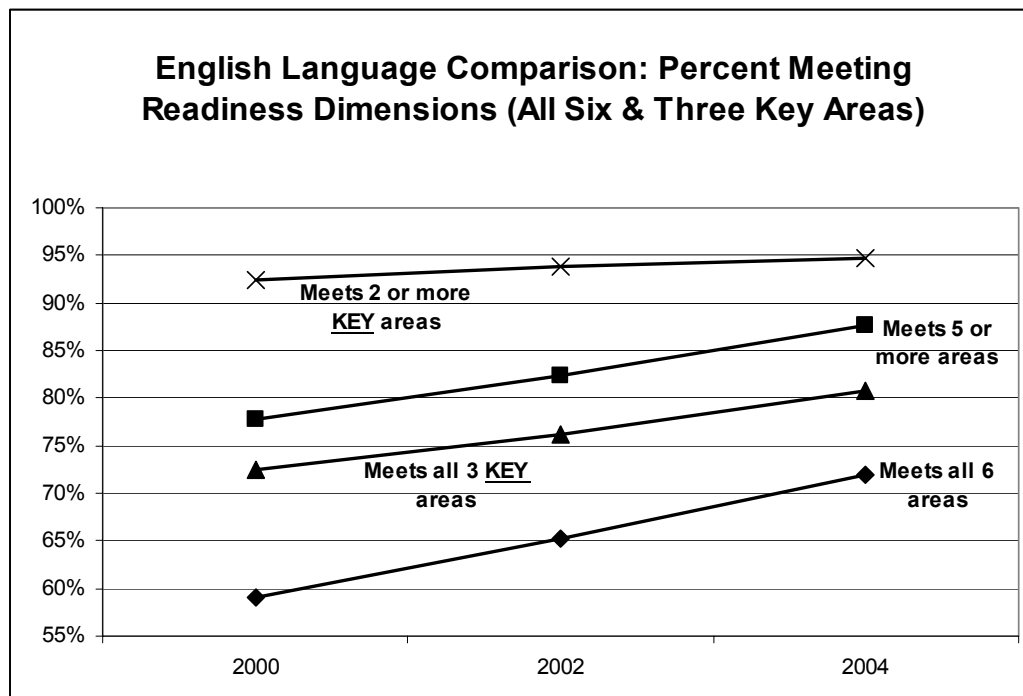


## ENGLISH LANGUAGE COMPARISON Percent Meeting Areas of Readiness

In 2004, 30.2% (399 teachers) reported English as the native language of ALL children in their class. This number is declining, compared to 34.4% in 2002 and 37.1% in 2000. (See complete data set in Appendix B at <http://www.ode.state.or.us/search/results/?id=272>.) The following readiness data refer to those children whose native language is not English and who do not speak English well or at all.

Of the children who were assessed, 71.9% met all areas of readiness, compared to 65.3% in 2002 and 59.1% in 2000. Regarding the three critical areas of readiness (Physical Well-Being, Language Usage and Approach to Learning), the 2004 survey indicated that 80.7% of the children met all three key areas, compared to 76.2% in 2002 and 72.4% in 2000. Of the children assessed in 2004, 94.7% met two or more of the three key areas of readiness, up from 93.8% in 2002 and 92.4% in 2000.

NUMBER OF AREAS OF READINESS MET	Percent of Assessed Children		
	2000	2002	2004
Meets all 6 areas of readiness	59.1%	65.3%	71.9%
Meets 5 areas of readiness	18.6%	17.0%	15.7%
Meets 5 or more areas of readiness	77.7%	82.3%	87.6%
Meets all 3 <u>key</u> areas of readiness	72.4%	76.2%	80.7%
Meets 2 or more <u>key</u> areas of readiness	92.4%	93.8%	94.7%



## TYPE OF PRESCHOOL COMPARISON

### Percent Attending Preschool, Head Start, and/or Early Childhood Special Education (ECSE)

Teachers were asked to identify if a child attended PRESCHOOL, HEAD START, and/or EARLY CHILDHOOD SPECIAL EDUCATION (ECSE; i.e., the child had an Individualized Family Service Plan and received Early Childhood Special Education Services).

Well over half of the 27,427 kindergarten children who were assessed had attended some type of preschool.

Teachers reported that 16,743 children (61.0% of all the assessed children) had attended at least one of the three types of preschool, 1627 children (5.9% of all the assessed children) attended two types of preschool, and 101 children (0.4% of all the assessed children) attended three types of preschool.

Survey data indicated that 7233 children (26.4% of all the assessed children) did not attend any of the three types of preschool. For 955 children (3.5% of all the assessed children) it was unknown if they had attended any of the three types of preschool.

**Demographic Characteristics of Assessed Kindergarten Students: 2004 Data**

Type of Preschool Attended	Type of School Responding		Gender		Race/Ethnicity					
	Public	Private	Male	Female	White	Black	Hispanic	Asian	Indian	Unknown
<b>Attended Preschool</b>	96.7%	3.3%	51.0%	49.0%	80.9%	3.1%	7.4%	5.2%	1.7%	1.7%
<b>Attended Head Start</b>	99.7%	0.3%	53.2%	46.8%	55.4%	4.7%	33.3%	2.3%	3.3%	1.0%
<b>Attended ECSE</b>	99.3%	0.7%	69.0%	31.0%	75.4%	3.4%	14.2%	2.6%	2.8%	1.7%

- Some kindergarten children who were assessed attended more than one type of preschool; some did not attend any preschool.
- Regarding assessed students who attended preschool, 96.7% of them attended a public school, 51.0% of them were male, and 80.9% of them were white.

Type of Preschool Attended *	Percent of Total Assessed Students		
	2000	2002	2004
<b>Attended Preschool</b>	43.9%	41.1%	40.2%
<b>Attended Head Start</b>	11.7%	13.8%	14.1%
<b>Attended ECSE</b>	5.8%	5.5%	6.7%

\*Over the past years, the percentage of children attending preschool has decreased, while Head Start and ECSE attendance has increased.

## TYPE OF PRESCHOOL COMPARISON

### Percent Meeting the Readiness Dimensions

#### PRESCHOOL

- Of those children who attended Preschool 86.7% met all dimensions of readiness, up from 83.2% in 2002 and 76.8% in 2000.
- In 2004, 94.7% met five or more dimensions, up from 92.4% in 2002 and 88.6% in 2000.

#### HEAD START

- For children who had attended Head Start, 73.7% met all dimensions of readiness, up from 67.5% in 2002 and 51.9% in 2000.
- In 2004, 86.5% met five or more dimensions, up from 81.6% in 2002 and 69.7% in 2000.

#### EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)

- Of those children who attended Early Childhood Special Education (ECSE), 53.7% meet all dimensions of readiness, up from 47.5% in 2002 and 33.1% in 2000.
- In 2004, 71.2% met five or more dimensions, up from 65.1% in 2002 and 52.6% in 2000.

		Attended Preschool			Attended Head Start			Attended ECSE		
		No	Yes	Unknown	No	Yes	Unknown	No	Yes	Unknown
Meets all areas of readiness	2000	56.5%	76.8%	65.1%	69.6%	51.9%	63.7%	69.3%	33.1%	60.5%
	2002	70.1%	83.2%	75.2%	78.5%	67.5%	74.4%	78.5%	47.5%	70.4%
	2004	74.1%	86.7%	77.4%	81.9%	73.7%	77.0%	82.3%	53.7%	72.1%
Meets 5 areas of readiness	2000	17.9%	11.8%	17.4%	14.1%	17.8%	18.3%	14.6%	19.5%	18.7%
	2002	13.9%	9.2%	12.0%	11.1%	14.1%	12.1%	11.2%	17.6%	13.5%
	2004	13.0%	8.0%	13.2%	10.0%	12.8%	13.1%	10.2%	17.5%	15.3%
Meets 4 areas of readiness	2000	11.7%	5.9%	9.2%	7.8%	14.8%	9.2%	8.2%	15.8%	10.8%
	2002	7.1%	3.8%	6.1%	4.8%	8.2%	6.6%	5.1%	11.3%	7.0%
	2004	6.3%	2.7%	4.4%	4.0%	6.3%	4.8%	3.9%	10.7%	6.2%
Meets 3 areas of readiness	2000	6.7%	3.1%	4.4%	4.4%	7.7%	4.5%	4.2%	12.8%	5.0%
	2002	4.2%	2.1%	3.1%	2.8%	4.6%	3.0%	2.7%	9.4%	3.9%
	2004	3.0%	1.3%	2.3%	1.8%	3.5%	2.4%	1.7%	7.0%	3.1%
Meets 2 areas of readiness	2000	4.3%	1.3%	2.7%	2.5%	4.5%	2.7%	2.2%	10.9%	3.0%
	2002	2.6%	1.0%	1.7%	1.5%	3.1%	1.9%	1.4%	6.7%	3.0%
	2004	1.9%	0.7%	1.5%	1.1%	2.2%	1.4%	1.0%	5.7%	1.4%
Meets 1 area of readiness	2000	2.2%	0.8%	1.0%	1.2%	2.5%	1.3%	1.1%	5.7%	1.8%
	2002	1.7%	0.6%	1.5%	1.0%	2.0%	1.4%	0.9%	5.6%	1.3%
	2004	1.3%	0.6%	0.8%	0.9%	1.2%	0.9%	0.7%	4.0%	1.1%
Meets 0 areas of readiness	2000	0.7%	0.2%	0.2%	0.4%	0.9%	0.4%	0.4%	2.2%	0.3%
	2002	0.4%	0.2%	0.5%	0.3%	0.5%	0.5%	0.2%	1.8%	1.0%
	2004	0.3%	0.1%	0.5%	0.2%	0.3%	0.5%	0.2%	1.3%	0.7%



**2002 – 2004 COMPARISON BY TYPE OF  
EARLY CHILDHOOD EDUCATION:**

**Oregon Preschool,  
Oregon Head Start Prekindergarten,  
and  
Early Childhood Special Education (ECSE)**

## OREGON PRESCHOOL

Preschool is defined as an environment in which children have opportunities, through a planned schedule of learning activities that promote school readiness. Preschool children range in age from three to five years. Preschools that provide well-trained early childhood teachers, developmentally appropriate standards and curriculum, and practices that address the readiness dimensions ensure positive learning approaches, attitudes, and outcomes.

### KEY FINDINGS:

- Of the children assessed in 2004, 11032 were identified as having participated in preschool. (This is the actual number reported with “yes” for attending Preschool on the 2004 Survey.)
- Data collected in 2004 indicate that 86.7% of those attending preschool met all dimensions of readiness, compared to 83.2% in 2002 and 76.8% in 2000. (See table on page 22 of this report.)
- In 2004, 94.7% met 5 or more dimensions of readiness, compared with 92.4% in 2002 and 88.6% in 2000.
- In 2004, 93.7% of those attending preschool met all three key areas of readiness: Physical Well-being, Language Usage, and Approach to Learning. This percent was 93.1% in 2002 and 90.4% in 2000.

### Kindergarten Children Who Participated in Preschool Compared to ALL Kindergarten Children: Percent of Children Meeting Readiness Dimensions

Readiness Dimension	2000		2002		2004	
	Attended Preschool	All Kinder. Children	Attended Preschool	All Kinder. Children	Attended Preschool	All Kinder. Children
Physical Well-Being	97.5%	94.5%	98.5%	97.8%	98.7%	98.0%
Language Use	94.4%	89.5%	95.5%	91.6%	96.1%	92.8%
Approach to Learning	95.7%	92.4%	97.1%	94.3%	97.1%	94.8%
Cog/Genl Knowledge	89.6%	84.2%	93.3%	89.9%	95.4%	92.8%
Motor Devel.	91.0%	85.6%	90.0%	86.6%	93.4%	90.2%
Soc/Emo. Devel.	87.9%	83.9%	94.5%	91.4%	95.6%	93.3%
Average, all dimensions	92.7%	88.4%	94.8%	91.9%	96.0%	93.7%
Differences in averages	Preschool is 4.3% > “All”		Preschool is 2.9% > “All”		Preschool is 2.3% > “All”	

### *CONTINUING POSITIVE TREND:*

***Results for 2000, 2002 and 2004 indicate that Kindergarten children who participate in Preschool are more ready for school on every readiness dimension than those who did not attend Preschool.***

## OREGON HEAD START PREKINDERGARTEN

Oregon Head Start Prekindergarten provides comprehensive services for Oregon's lowest-income three and four year old preschool children. Services focus on the child, education, social-emotional development, physical and mental health, and nutrition. The program objective is to prepare low-income children for school entrance.

The Oregon Kindergarten Readiness Survey included specific questions relating to a child's participation in Oregon Head Start Prekindergarten. The data collected provides information from which Oregon Head Start can plan strategies for improvements.

### KEY FINDINGS:

- Of the children assessed in 2004, 3,875 were identified as having participated in Oregon Head Start Prekindergarten. (This is the actual number reported with "yes" for attending Oregon Head Start Prekindergarten on the 2004 Survey.)
- In 2004, 73.7% of those attending Head Start met all dimensions of readiness, up from 67.5% in 2002 and 51.9% in 2000. (See table on page 22 of this report.)
- In 2004, 86.5% met five or more dimensions, up from 81.6% in 2002 and 69.7% in 2000.
- In 2004, 86.0% met three key areas of readiness: Physical Well Being, Language Usage and Approach to Learning, compared to 82.4% in 2002 and 74.7% in 2000.

### Children Who Participated in Head Start Compared to ALL Kindergarten Children Percent of Children Meeting Readiness Dimensions

Readiness Dimension	2000		2002		2004	
	Attended Head Start	All Kinder. Children	Attended Head Start	All Kinder. Children	Attended Head Start	All Kinder. Children
Physical Well-Being	91.2%	94.5%	97.0%	97.8%	97.1%	98.0%
Language Use	83.9%	89.5%	88.6%	91.6%	91.1%	92.8%
Approach to Learning	90.3%	92.4%	90.9%	94.3%	93.6%	94.8%
Cog/Genl Knowledge	74.7%	84.2%	85.0%	89.9%	89.0%	92.8%
Motor Devel.	79.8%	85.6%	82.5%	86.6%	87.4%	90.2%
Soc/Emo. Devel.	74.3%	83.9%	86.3%	91.4%	89.2%	93.3%
Average, all dimensions	82.4%	88.4%	88.4%	91.9%	91.2%	93.7%
Differences in averages	"All" is 6.0% > Head Start		"All" is 3.5% > Head Start		"All" is 2.5% > Head Start	

### **CONTINUING POSITIVE TREND:**

***Survey results indicate that all kindergarten children are showing improvement and that low-income children who participate in Head Start are closing the performance gap.***

## OREGON EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)

**Early Childhood Special Education (ECSE)** is for preschool children (age 3 until the age for Kindergarten) and their families. Preschoolers qualify for services because of a developmental delay or a disability which results in a developmental delay such as vision or hearing impairment, speech/language impairment, orthopedic impairment, autism, mental retardation, specific learning disability, serious emotional disturbance, deaf-blind, traumatic brain injury, or other health impairment.

Services designed to address the special education needs of young children with disabilities allow them equal opportunities to fully experience life: to achieve independence and capability in meeting basic daily needs (dressing, feeding, and bathing); to receive and share communication; to develop productive relationships with others; to learn and contribute to a classroom community; and become a future contributing member of Oregon’s communities.

### KEY FINDINGS:

- In 2004, 1,836 children were identified as having participated in Early Childhood Special Education. (This is the actual number reported with a “yes” for attending ECSE.)
- Of those participating in Early Childhood Special Education Programs, 53.7% met all dimensions of readiness, up from 47.5% in 2002 and 33.1% in 2000. (See table on page 22 of this report.)
- In 2004, 70.2% met 5 or more dimensions, up from 65.1% in 2002 and 52.6% in 2000.
- In 2004, 71.2% met three key areas of readiness: Physical Well-Being, Language Usage and Approach to Learning. This percent was 65.8% in 2002 and 56.4% in 2000.

### Children Who Participated in Early Childhood Special Education Compared to ALL Kindergarten Children Percent of Children Meeting Readiness Dimensions

Readiness Dimension	2000		2002		2004	
	Attended ECSE	All Kinder. Children	Attended ECSE	All Kinder. Children	Attended ECSE	All Kinder. Children
Physical Well-Being	86.7%	94.5%	94.6%	97.8%	95.3%	98.0%
Language Use	66.0%	89.5%	71.6%	91.6%	76.6%	92.8%
Approach to Learning	85.3%	92.4%	84.9%	94.3%	86.7%	94.8%
Cog/Genl Knowledge	62.8%	84.2%	74.6%	89.9%	79.1%	92.8%
Motor Devel.	61.5%	85.6%	65.8%	86.6%	72.4%	90.2%
Soc/Emo. Devel.	62.9%	83.9%	74.3%	91.4%	79.2%	93.3%
Average, all dimensions	70.9%	88.4%	77.6%	91.9%	81.6%	93.7%
Differences in averages	“All” is 17.5% > ECSE		“All” is 14.3% > ECSE		“All” is 12.1% > ECSE	

***Results indicate that children served in Early Childhood Special Education show significant improvement in all areas of readiness.***

## LANGUAGE AND LITERATURE

**The ability to read is the gateway to all learning.** Learning to read in the early years is critical to future success in school and life. It is essential that young children have many informal opportunities for learning about reading prior to their entrance into Kindergarten. Children must experience language, books and tools for writing, to become successful readers. They must interact with caring adults through reading, storytelling, word and sound games, songs and poetry. Communities forming partnerships with families can help ensure all children have the opportunity to begin a positive literacy journey.

**Early reading instruction and acquisition is a priority for Oregon’s State Superintendent of Public Instruction and the Oregon Department of Education. It is critical to the attainment of the state’s Ready To Learn Benchmark.**

The Oregon Kindergarten Readiness Surveys evaluated language usage by looking at children’s ability to “communicate needs, wants and thoughts verbally in their primary language.” In addition, teachers were asked to report on additional critical components of reading readiness. Those components are Speaking, Listening, Understanding Print, Reciting and Drawing.

### KEY FINDINGS:

- Average ratings increased on all five Language and Literature components.
- ECSE students posted > 5% growth for all five Language and Literature components.
- All Oregon Kindergarten students showed significant improvement in the components of Understanding Print, Reciting and Drawing.
- Black children posted > 4% decline in Verbal (Speaking) and Listening rating.

*This information will be requested in future surveys and used in future reports to represent a comprehensive examination of Oregon children’s reading readiness as they enter Kindergarten.*

### Language and Literature: 2004 Data Tables

In the tables on the next two pages, data are presented for each of the five Language and Literature components. **Shaded areas highlight growth  $\geq 5$  % points.**

## LANGUAGE AND LITERATURE FALL 2000, FALL 2002 and 2004

### Speaking

**Verbal:** Communicates needs, wants and thoughts verbally (in child's primary language).

#### Percent of Students That Meets Readiness Area

Verbal	ALL Children	Gender		Attended Preschool	Attended Head Start	Attended ECSE	Schools Responding		Ethnic						
		Male	Female				Yes	Yes	Yes	Public	Private	White	Black	Hispanic	Asian
2000	89.5%	88.0%	91.6%	94.4%	83.9%	66.0%	88.7%	95.9%	NA	NA	NA	NA	NA	NA	NA
2002	91.6%	91.1%	92.5%	95.5%	88.6%	71.6%	91.4%	99.2%	93.9%	94.4%	83.3%	86.0%	90.1%	93.0%	
2004	92.8%	91.8%	93.9%	96.1%	91.1%	76.6%	92.7%	(99.0%)	94.7%	(90.5%)	86.6%	89.8%	95.9%	93.3%	

### Listening

**Listens:** Listens with interest and understanding to stories

#### Percent of Students That Meets Readiness Area

Listens	ALL Children	Gender		Attended Preschool	Attended Head Start	Attended ECSE	Schools Responding		Ethnic						
		Male	Female				Yes	Yes	Yes	Public	Private	White	Black	Hispanic	Asian
2000	85.6%	81.8%	90.3%	90.7%	77.3%	69.8%	84.7%	93.2%	NA	NA	NA	NA	NA	NA	NA
2002	91.0%	88.2%	94.3%	94.0%	87.3%	76.7%	90.9%	96.2%	91.9%	94.7%	87.4%	91.2%	92.1%	89.7%	
2004	93.4%	91.6%	95.3%	95.9%	90.7%	81.4%	93.3%	99.8%	94.0%	(90.5%)	90.9%	95.1%	94.9%	96.0%	

### Reading

**Understands Print:** Knows print carries the message in a picture book

#### Percent of Students That Meets Readiness Area

Understands Print	ALL Children	Gender		Attended Preschool	Attended Head Start	Attended ECSE	Schools Responding		Ethnic						
		Male	Female				Yes	Yes	Yes	Public	Private	White	Black	Hispanic	Asian
2000	77.3%	74.4%	80.7%	88.5%	67.3%	54.8%	75.9%	88.8%	NA	NA	NA	NA	NA	NA	NA
2002	76.4%	73.9%	79.4%	85.9%	69.8%	58.5%	76.0%	90.7%	79.8%	74.1%	62.2%	77.6%	74.0%	80.9%	
2004	82.1%	79.9%	84.4%	89.8%	78.2%	64.2%	81.8%	95.0%	84.9%	78.0%	70.7%	87.1%	86.1%	84.4%	

**LANGUAGE AND LITERATURE**  
**FALL 2000, FALL 2002 and FALL 2004**

**Reading**

**Recites:** Orally retells a familiar story

Percent of Students That Meets Readiness Area

Recites	ALL Children	Gender		Attended Preschool	Attended Head Start	Attended ECSE	Schools Responding		Ethnic						
		Male	Female				Yes	Yes	Yes	Public	Private	White	Black	Hispanic	Asian
2000	77.5%	74.7%	81.0%	87.4%	70.0%	52.6%	76.1%	88.7%	NA	NA	NA	NA	NA	NA	NA
2002	71.7%	69.0%	74.8%	81.7%	64.2%	49.4%	71.2%	91.3%	75.9%	72.6%	54.0%	69.6%	68.8%	74.3%	
2004	78.3%	76.3%	80.4%	87.0%	75.1%	56.3%	77.9%	97.3%	82.5%	75.5%	63.3%	76.6%	83.4%	81.5%	

**Writing**

**Draws:** Draws pictures of symbols to tell a story

Percent of Students That Meets Readiness Area

Draws	ALL Children	Gender		Attended Preschool	Attended Head Start	Attended ECSE	Schools Responding		Ethnic						
		Male	Female				Yes	Yes	Yes	Public	Private	White	Black	Hispanic	Asian
2000	89.0%	85.2%	93.7%	93.2%	83.7%	67.9%	88.4%	93.7%	NA	NA	NA	NA	NA	NA	NA
2002	83.2%	78.6%	88.4%	89.5%	75.8%	58.0%	82.8%	97.5%	84.5%	82.3%	77.8%	86.7%	80.1%	87.9%	
2004	88.3%	84.7%	92.3%	93.0%	84.0%	65.7%	88.1%	98.1%	89.2%	(82.1%)	85.1%	91.6%	88.5%	90.9%	



**DATA SUMMARY:**  
**READINESS AREAS BY COUNTY**

Note to the reader:

Some categories of county data represent small sample sizes. Caution should be exercised when drawing conclusions about data drawn from small groups. If data are made available to the public, care should be taken to protect the confidentiality of individuals within the groups.

## Summary of County Data Percent Meeting Readiness Categories

	Physical Well-Being				Language Use				Approach to Learning			
	1997	2000	2002	2004	1997	2000	2002	2004	1997	2000	2002	2004
<b>State Average</b>	91.4	94.5	97.8	98.0	86.6	89.5	91.6	92.8	86.5	92.4	94.3	94.8
Baker	82.4	92.4	99.2	68.8	86.3	80.9	87.7	95.2	76.5	79.0	88.5	92.8
Benton	94.9	97.2	98.7	95.4	92.7	92.7	94.7	96.8	94.2	96.0	93.6	98.5
Clackamas	91.2	95.7	98.9	98.8	87.9	92.0	93.6	94.4	86.3	94.5	94.7	96.0
Clatsop	90.0	96.3	97.1	97.1	95.6	94.7	93.6	94.7	90.6	98.4	94.6	94.7
Columbia	92.6	91.7	95.2	96.6	86.5	90.2	94.1	92.0	85.0	90.2	95.9	94.1
Coos	92.4	95.6	97.7	98.5	90.4	90.7	94.0	95.9	89.5	93.4	97.0	96.9
Crook	92.9	98.7	99.6	90.2	85.1	93.5	96.5	97.4	83.3	96.1	98.3	97.4
Curry	87.2	92.0	99.1	99.2	87.9	88.0	96.3	88.4	87.2	96.0	95.3	90.9
Deschutes	89.7	90.7	93.3	94.3	86.2	87.7	92.2	91.7	81.5	95.8	93.4	92.2
Douglas	88.5	91.5	97.7	98.3	88.1	90.0	93.5	93.8	96.8	91.8	93.6	95.7
Gilliam	85.3	84.0	95.5	100	82.4	88.0	90.0	100	79.4	100	86.4	96.2
Grant	97.2	95.7	98.7	100	91.5	87.0	96.2	96.7	83.1	95.7	96.2	100
Harney	89.4	97.3	97.9	100	83.3	93.2	93.6	98.2	77.3	97.3	97.9	92.7
Hood River	90.4	95.1	100	98.8	85.2	88.5	95.9	91.5	82.8	94.5	98.5	95.2
Jackson	87.9	93.4	97.9	97.9	86.4	92.6	93.8	91.5	85.9	94.0	95.1	93.8
Jefferson	94.4	94.8	97.4	98.0	78.7	86.2	92.7	91.7	80.9	90.2	96.2	96.1
Josephine	89.2	91.8	98.5	99.0	85.1	87.7	94.3	97.1	85.1	90.6	93.7	97.8
Klamath	88.6	93.4	96.7	97.6	83.3	86.9	92.4	90.9	86.6	88.5	93.8	94.8
Lake	91.5	100	100	98.5	90.4	100	100	95.5	84.0	100	98.6	90.9
Lane	90.3	94.5	95.7	98.4	85.7	89.8	92.1	94.2	88.3	91.8	94.0	94.4
Lincoln	90.4	90.0	96.0	97.8	88.2	86.4	86.6	91.0	80.3	92.7	94.5	91.8
Linn	87.7	94.5	97.5	97.9	82.9	87.9	89.8	93.1	84.7	91.1	93.0	96.0
Malheur	92.1	97.8	95.7	98.6	89.0	90.4	83.9	90.7	84.8	94.3	91.4	93.5
Marion	93.6	93.3	98.5	98.6	87.9	88.0	91.5	94.1	86.8	90.5	93.6	96.1
Morrow	80.7	96.4	100	99.1	70.2	87.4	91.2	97.0	73.7	93.4	97.2	97.8
Multnomah	94.0	95.5	97.9	98.1	85.5	87.9	87.2	89.5	88.1	91.6	94.4	92.7
Polk	93.2	93.1	97.3	97.6	86.1	90.0	91.1	95.8	80.5	90.9	89.1	92.6
Sherman	*	100	84.2	100	*	47.8	84.2	96.4	*	100	78.9	96.4
Tillamook	94.8	91.6	100	98.8	84.5	91.0	95.7	90.1	78.8	92.2	98.3	97.7
Umatilla	88.7	95.8	98.5	98.3	84.6	87.5	87.3	90.2	84.8	92.4	91.6	93.4
Union	92.5	92.9	99.2	96.7	85.8	87.9	95.5	94.6	90.0	86.8	95.5	93.5
Wallowa	96.0	94.9	95.7	98.6	72.0	97.4	91.5	98.6	88.0	100	97.9	100
Wasco	86.2	90.7	98.9	98.1	80.2	86.0	87.7	89.3	75.0	82.9	87.2	91.1
Washington	94.3	95.7	99.6	99.0	88.1	91.8	92.6	93.3	89.9	94.4	96.4	95.4
Wheeler	100	92.3	90.0	87.5	100	100	90.0	100	100	92.3	90.0	100
Yamhill	93.6	94.3	97.7	98.6	90.0	88.4	89.2	92.6	88.7	92.2	93.2	97.4

\* Indicates insufficient data.

## Summary of County Data Percent Meeting Readiness Categories

	Cognition/General Knowledge				Motor Development				Social/Emotional Development			
	1997	2000	2002	2004	1997	2000	2002	2004	1997	2000	2002	2004
<b>State Average</b>	81.5	84.2	89.9	92.8	87.7	85.6	86.6	90.2	82.3	83.9	91.4	93.3
Baker	70.6	66.2	81.1	95.2	82.4	67.5	82.8	90.4	82.4	72.0	86.9	93.6
Benton	88.0	90.5	89.7	96.9	91.2	89.4	82.0	92.7	86.5	83.4	94.4	97.3
Clackamas	83.8	85.7	91.3	94.0	87.9	87.4	82.4	92.2	82.9	86.6	92.9	94.1
Clatsop	87.5	87.7	91.0	95.1	90.0	81.3	91.3	91.4	85.4	83.4	92.6	94.7
Columbia	78.8	78.2	89.5	91.7	87.8	81.3	90.2	92.0	79.9	86.5	93.8	91.4
Coos	83.7	79.8	94.0	94.3	87.1	82.0	91.0	92.3	83.0	82.0	93.3	93.6
Crook	81.0	80.5	92.2	96.9	88.1	90.9	93.9	97.9	81.0	92.2	94.8	95.9
Curry	80.1	80.0	90.7	86.8	76.6	84.0	92.5	86.0	84.4	84.0	91.6	87.6
Deschutes	78.8	84.0	89.4	90.1	87.1	79.4	77.4	76.1	79.0	85.9	91.9	91.3
Douglas	82.2	80.2	89.5	93.1	90.8	83.9	87.5	92.9	81.8	81.3	90.0	93.9
Gilliam	61.8	72.0	77.3	92.3	100	88.0	77.3	100	61.7	80.0	81.8	96.2
Grant	80.3	93.5	87.3	93.3	81.7	87.0	82.3	96.7	83.8	87.0	89.9	95.0
Harney	74.2	94.5	95.7	92.7	86.4	69.9	80.9	94.5	81.8	94.5	96.8	94.5
Hood River	83.7	79.7	95.4	95.6	84.7	87.9	92.4	97.2	84.7	83.0	95.4	96.8
Jackson	81.5	88.4	92.1	91.5	88.4	88.8	91.6	88.4	82.0	84.4	91.5	92.2
Jefferson	77.5	82.8	91.9	92.1	70.8	85.1	92.3	91.7	77.0	80.5	91.9	92.1
Josephine	71.8	80.1	87.8	93.6	87.3	87.5	87.4	94.5	75.6	79.1	90.3	94.1
Klamath	75.5	80.8	88.3	90.9	85.4	78.5	83.4	92.9	76.6	78.5	90.5	90.7
Lake	77.7	100	95.7	97.0	81.9	100	97.1	97.0	83.0	71.4	100	98.5
Lane	84.5	87.0	90.0	93.8	89.4	88.3	84.2	90.3	82.8	85.8	91.3	93.5
Lincoln	81.7	74.5	88.6	87.7	89.5	85.5	89.1	88.4	82.1	73.6	88.1	83.2
Linn	80.2	84.6	87.8	92.1	84.1	87.9	87.8	93.2	79.4	81.8	89.4	91.9
Malheur	78.0	78.2	81.2	91.5	91.1	85.6	81.5	92.1	85.4	85.2	86.9	91.8
Marion	83.1	82.2	89.2	93.3	88.2	82.3	88.0	91.9	83.5	83.2	89.4	94.4
Morrow	66.7	89.8	96.1	97.4	86.0	95.8	87.8	97.4	81.6	88.0	94.5	97.0
Multnomah	81.5	84.3	89.2	92.1	88.9	87.4	85.3	89.0	84.2	83.1	90.7	92.5
Polk	76.5	82.7	79.7	90.2	83.3	82.3	79.2	89.7	82.3	78.4	83.9	93.1
Sherman	*	82.6	63.2	78.6	*	87.0	73.7	100	*	78.3	73.7	92.9
Tillamook	78.8	85.0	95.7	91.9	88.6	89.2	95.2	91.3	80.1	82.6	95.7	94.8
Umatilla	82.2	82.2	84.6	91.9	85.8	86.2	87.1	93.2	85.4	81.2	87.4	93.0
Union	77.5	75.8	95.9	94.6	78.3	83.0	93.0	92.9	78.8	79.7	93.0	89.7
Wallowa	84.0	64.1	87.2	97.1	92.0	94.9	89.4	94.3	80.0	76.9	87.2	97.1
Wasco	71.6	81.3	83.8	88.3	68.1	84.5	83.8	69.6	63.4	82.9	88.3	88.8
Washington	83.3	87.2	93.6	93.6	88.1	87.1	92.4	93.0	83.8	87.3	94.1	94.0
Wheeler	100	84.6	80.0	100	100	92.3	80.0	100	100	84.6	80.0	100
Yamhill	83.8	83.7	89.5	91.8	92.2	77.4	85.8	76.8	84.9	83.8	92.2	94.9

\* Indicates insufficient data.



# **APPENDIX A**

## **Appendix A: 2004 Kindergarten Readiness Survey**

### **Teacher Information**

### **Class Profile**

## Teacher Information

For each teacher's report include the following information. Then see class profile (Sheet 2) for class profile worksheet

Teacher Information									Q. 3 What did you use to gather the information for the Individual Student Report above? (Select at least one)		
#	Kindergarten Teacher Name	E-mail Address	Phone Number	Individual Student Report	Q.1 Number of years teaching kindergarten	Q. 2 (Choose one) Class Information:			Teacher observation	Teacher or district designed assessments	Commercial or standardized individual assessments
						Fewer Ready to Participate Successfully	About the Same	More Ready to Participate Successfully			

## Class Profile

### Q4. Individual Student Report

### DEVELOPMENTAL AREAS

0-Unknown Always    1-Not Yet    2-Rarely    3-Sometimes    4-Often    5-

		See Tab below in Excel spreadsheet for required "teacher information"			Language and Literacy							Motor Development					Comment: SSID# if available	
		Gender	Ethnicity code	English as a Second Language	Preschool History			Physical Well Being	Speaking	Listening	Reading		Writing	Approach to Learning	Cognitive Development	Fine Motor Skills		Gross Motor Skills
Head Start	Pre school				Special Ed (ECSE)	Healthy	Verbal	Listens	Understands Print	Retell	Write/ draw	Curious	Follows Directions	Uses Tools	Gross Motor	Cooperative		Responsive
Child	M/F	Choose from codes in instructions	Unknown	Unknown	Unknown	Yes/No/Unknown	Choose codes from instructions											
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\*This page of the Kindergarten Readiness Survey, Class Profile, has been reformatted to print in this report.



# APPENDIX B

## Additional Reports

**English as Primary Language** (1 page)

**County Level Data: Readiness Dimensions on 2000, 2002 & 2004 Surveys** (36 pages)

**Physical Well Being:** Child is physically healthy, rested and well nourished.

**Language Usage:** Child communicates needs, wants and thoughts verbally (in child's primary language).

**Approach to Learning:** Child is enthusiastic and curious in approaching new activities and can persist on assigned and self-selected tasks.

**Cognition/General Knowledge:** Child can follow simple, two-step directions.

**Social/Emotional Development:** Child plays and works cooperatively, adapts to planned activities and changes, and responds appropriately to a variety of situations.

**Motor Development:** Child is able to use objects such as pencils or paint brushes; exhibits skills such as hopping on one foot, balancing while walking on a line on the floor, and walking and running with ease.

**County Level Data: Student Responses, Counts & Percents for 2004 Survey** (12 pages)

**ESL, Physical Well-Being and Speaking**

**Listening and Reading**

**Writing, Approach to Learning and Cognitive Development**

**Motor Development**

**Social/Emotional Development**

**Preschool Data**

**The additional reports listed above are located at:**

<http://www.ode.state.or.us/search/results/?id=272>.