2003-04 Kindergarten Readiness Survey

The Kindergarten Readiness Survey (KRS), using data collected by kindergarten teachers across our state, was determined to be an effective way to measure the effect of preschools and childcare settings preparing students to enter the K-12 education system. This approach allows for a more valid evaluation of programs and accurate assessment of yearly programmatic changes that occur over time. The statistical information and trend data will become more apparent and more useful as statistics from additional years are added to this report. At no point in this report are preschools compared to each other, nor is this the intent or purpose of the KRS. The purpose of the KRS is to measure preparedness of students entering the K-12 education system.

Your input is very valuable in making the Kindergarten Readiness Survey report meaningful and useful to you. The Wyoming Department of Education welcomes your input and hopes that you will take the time to send us your comments and suggestions. Please send comments to:

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Or by email to Wyoming Department of Education Riverton Office

2003-04 Kindergarten Readiness Survey

Stakeholders' Report

Prepared by
Data Driven Consulting

On behalf of the
Wyoming Department of Education
Dr. Trent Blankenship, Superintendent

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Executive Summary

2003-04 Kindergarten Readiness Survey

The findings presented in this summary are based on two years of Kindergarten Readiness Survey (KRS) data collected by the Wyoming Department of Education. The focus of this study is to measure the effect of preschools and childcares in preparing students to enter the K-12 education system. While trend information has been considered, systematic changes in program effectiveness will become more apparent as statistics from additional years of data are added to this report.

All readiness statistics were derived from the results of students who were enrolled in and received free and reduced lunch services in kindergarten (statistics for all students are included in Appendix B of the full report). This approach allows for more valid evaluation of programs and accurate assessment of yearly programmatic change.

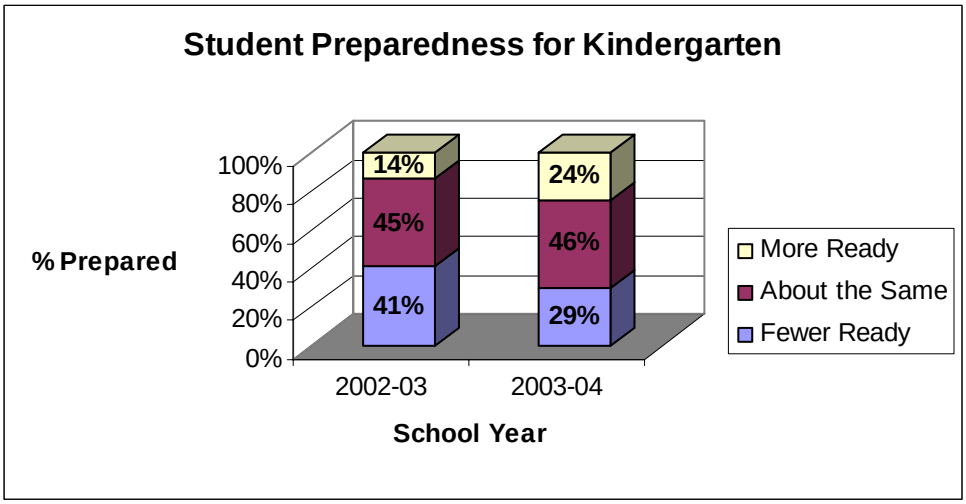
Some groups of students associated with given programs have different proportions of students who receive free and reduced lunch. For example, the percentage of students who are low income will be higher in programs such as TANF or Head Start when compared to private preschools. In groups with higher proportions of low income students, the percentage of students ready in any given dimension may be lower because of disproportion rather than programmatic differences.

At no point in this report are preschools compared to each other, nor is this the intent or purpose of the KRS. **The purpose of the KRS is to measure preparedness of students entering the K-12 education system.** Childcare types are combined for comparison given there are only three: parent or relative, licensed, and unlicensed.

Key Findings

Finding #1: In year two of the KRS, there was a statistically significant shift in teachers' perceptions of student readiness relative to the readiness of students who entered the K-12 system five years earlier.

- The percentage of teachers that perceived students being more ready today than students from five years ago increased from 14 to 24 percent in year two of the KRS.



Finding #2: Kindergarten teachers who responded to the KRS were able to identify the preschool background of a majority of their students. This is an important finding as correctly identifying preschool experience is critical to this report.

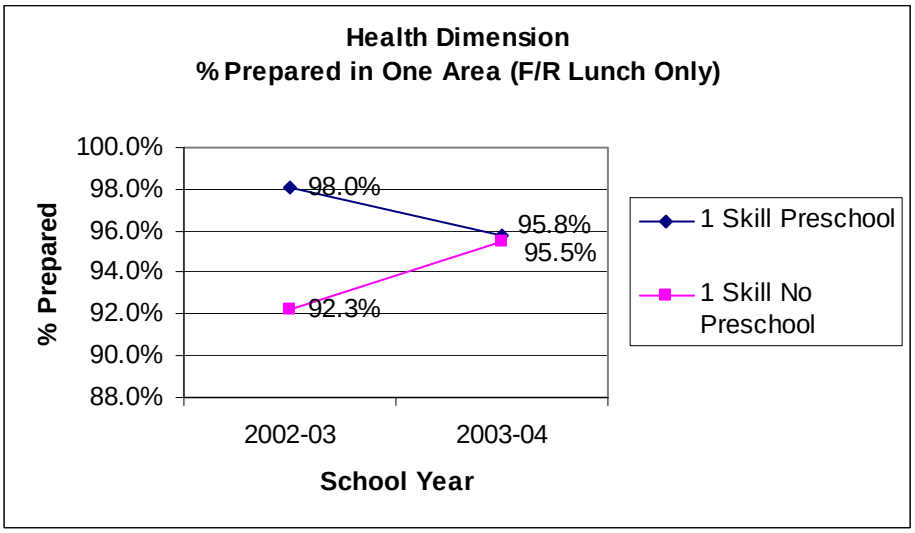
- In years one and two of the KRS, kindergarten teachers were able to identify the preschool backgrounds of all but 17.4 and 20.5 percent of students, respectively.

Preschool Status	2002-03		2003-04	
	N	%	N	%
Attended	2,095	46.7%	2,503	61.2%
Did Not Attend	1,613	35.9%	749	18.3%
Unknown	781	17.4%	837	20.5%
Total Evaluated Students	4,489	-	4,089	-

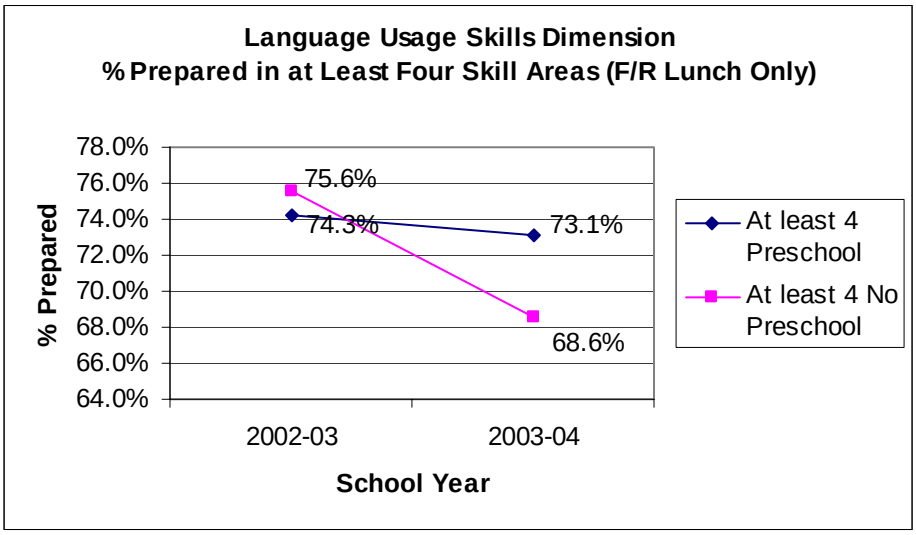
Finding #3: Year two data shows that students receiving preschool are generally more likely to be ready for kindergarten than are students who did not attend preschool. There are five dimensions of readiness that are evaluated in this report. These dimensions are comprised of skill areas. The following figure provides a list of dimensions and the skill areas that fall within them.

Dimension	Skill
Health	Healthy
Language Usage	Verbal
	Listens
	Understands Print
	Identifies Letters
	Retells
	Write / Draw
Motor Development	Uses Tools
	Motor Skills
Social Emotional Development	Cooperative
	Responsive
Approaches to Learning	Follows Directions
	Curious

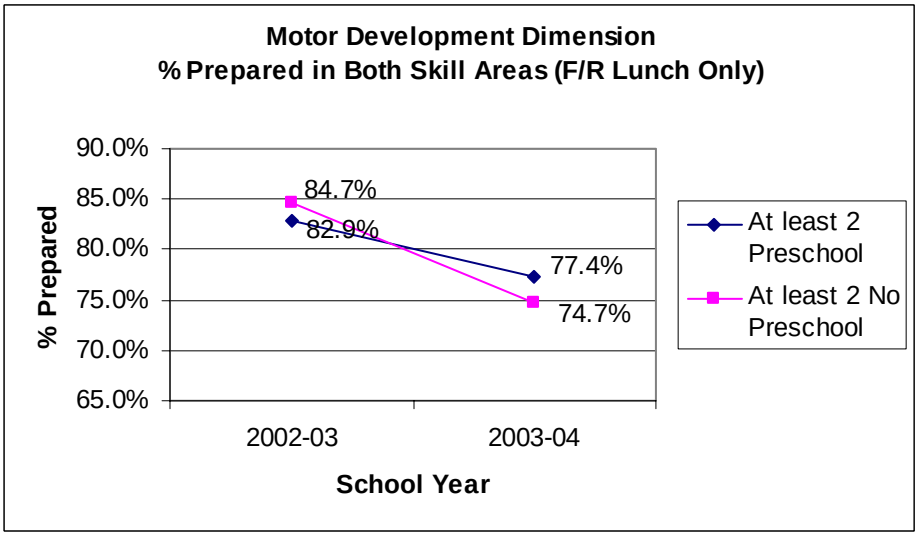
- In the Health dimension in year two, students with preschool and without preschool experience were just as likely to be prepared (only a difference of 0.3 percent in terms of readiness).



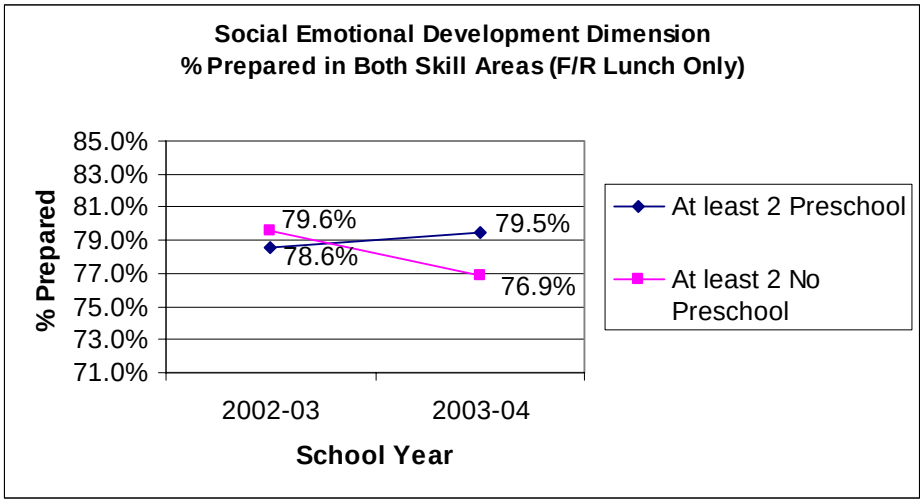
- In the Language Usage dimension in year two, students with preschool experience were more likely to be ready than were students without preschool experience (73.1 verses 68.6 percent, respectively).



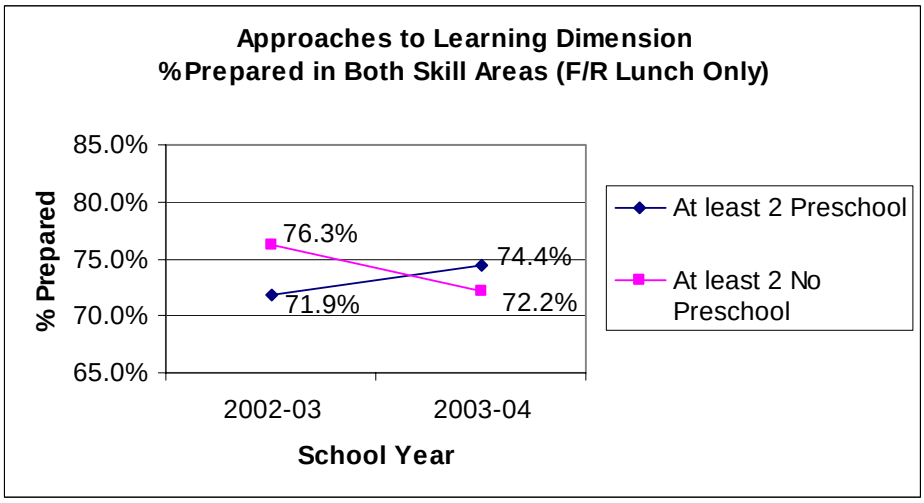
- In the Motor Development dimension in year two, students with preschool experience were more likely to be ready than were students without preschool experience (77.4 verses 74.7 percent, respectively).



- In the Social Emotional Development dimension in year two, students with preschool experience were more likely to be ready than were students without preschool experience (79.5 verses 76.9 percent, respectively).



- In the Approaches to Learning dimension in year two, students with preschool experience were more likely to be ready than were students without preschool experience (74.4 verses 72.2 percent, respectively).



Finding #4: There were no clear trends for student readiness within each childcare type. This may be attributable to the fact that 44 and 37 percent of students had unknown childcare history in years one and two of the KRS. Given these high percentages, much valuable information that would help to more accurately evaluate each childcare type was not available.

Stakeholders' Report

In October 2002 the first Kindergarten Readiness Survey was conducted to provide measures of preschool students' readiness upon entering kindergarten. The survey was administered for a second time in October 2003. Additionally, a committee was convened in the fall of 2003 to provide input on how to produce a report that would have the greatest value to all stakeholders.

In accordance with this committee's recommendations, this report provides findings that focus on differences between students who participated in preschool programs and those who did not. The report also provides findings on the readiness of students who received various types of childcare. While trend information has been considered, systematic changes in program effectiveness will become more apparent as statistics from additional years of data are added to this study and report.

At no point in this report are preschools compared to each other, nor is this the intent or purpose of the KRS. **The purpose of the KRS is to measure preparedness of students entering the K-12 education system.**

This survey was voluntary and left the evaluation of student readiness up to Wyoming kindergarten teachers, as many reported having some existing form of assessment.

In the fall of 2002, every school district Superintendent received a letter describing the value of collecting and analyzing data on preschool students' readiness to succeed in the K-12 system. The key points of that letter were as follows.

- Children who start behind stay behind. The KRS is designed to help preschool providers and stakeholders identify the needs of incoming kindergarten students, and subsequently improve programs to better meet those needs.

- The intent of this survey is to measure the readiness skills of kindergarten children. The data will assist districts in strategic planning for early intervention to support student success.

- This data has never been collected on a statewide basis. The more districts that participate, the more valid the results. Many districts have signed partnership agreements. For example, TANF funded preschool programs have already agreed to participate on an annual basis.

- Survey data will be evaluated by type of preschool program and childcare service.

Additionally, training on completing the KRS was provided to kindergarten teachers during the WDE/NCA state conferences, via WEN video, and through frequent and direct personal consultation with Data Driven Consulting.

The Wyoming Department of Education under the previous administration specified the contents and structure of the survey that was used for both data collections. Oregon's state survey was used as a key reference in the development of the Wyoming KRS. Data Driven Consulting was contracted to analyze and report on the data that was collected through the KRS.

School, Classroom, and Teacher Information

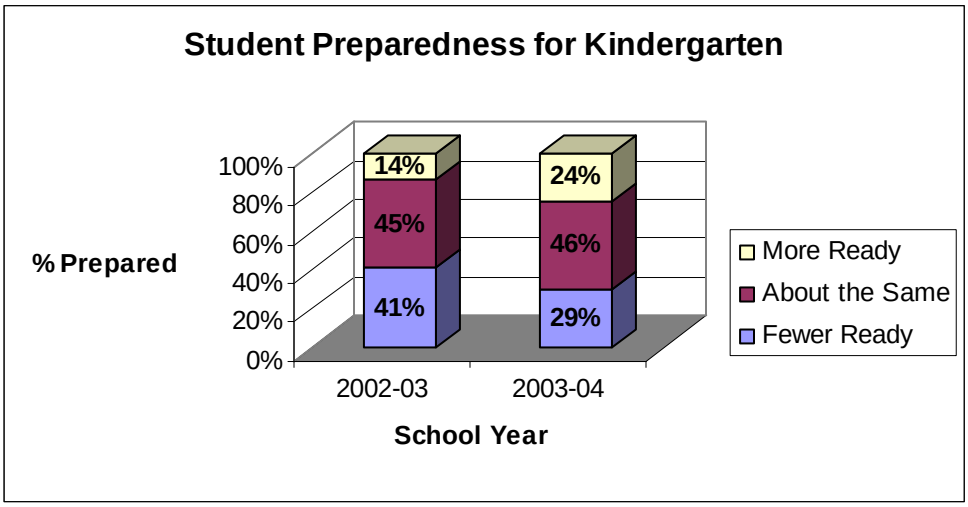
The number of classrooms and schools that participated in the Kindergarten Readiness Survey (KRS) remained relatively stable from year one to year two. In Figure 1, the reader can see that the number of classrooms fell slightly from 216 to 214 while the number of schools who had teachers responding to the survey increased from 147 to 155. The increase in schools but decrease in classrooms is due to a change in the size of schools that made up the survey (i.e., there were more schools but fewer large schools with more classrooms).

Figure 1: Classrooms and Schools

Category	2002-03	2003-04
Classrooms	216	214
Schools	147	155

The teachers who responded to the KRS were asked to compare the readiness of students they evaluated in the survey year to students they taught five years ago (only teachers with five or more years of experience were asked to respond). Figure 2 summarizes teachers' responses.

Figure 2: Teachers' Perception of Student Readiness



There was statistically significant change in the frequency of responses (see Appendix A for information on statistical tests). The percentage of teachers who perceived more students are prepared now than five years ago increased from 14 percent to 24 percent. The percentage of teachers who felt students were about the same in terms of readiness stayed nearly the same (45 percent and 46 percent).

Overall Student Findings for Preschool Experience

Over 70 percent of kindergarten students were evaluated in both the 2002-03 and 2003-04 surveys. Kindergarten teachers were able to determine preschool history of a majority of these students. Figure 3 illustrations the participation rates in all preschool programs (details on participation and readiness in specific programs will be provided in later sections).

Figure 3: Student Participation in Preschool Programs

Preschool Status	2002-03		2003-04	
	N	%	N	%
Attended	2,095	46.7%	2,503	61.2%
Did Not Attend	1,613	35.9%	749	18.3%
Unknown	781	17.4%	837	20.5%
Total Evaluated Students	4,489	-	4,089	-

In both survey years, most students participated in some type of preschool program. The percentage of students who attended preschool increased from 46.7 to 61.2 percent. The increase may be attributable to a shift in the percentage of children who attend preschool. It may also be partially attributable to the fact that a different group of students was evaluated in year two. Given this data collection provides a sample of students, and is not a census collection, it is impossible to determine the level to which either factor may have contributed to the change.

Students were evaluated on 13 categories of skills and attributes (for convenience, these categories are labeled “skills” in the figures). These 13 skills have been aggregated into five broader dimensions. The hierarchy of skills and dimensions is illustrated in Figure 4 (for the complete KRS see Appendix C).

Figure 4: Dimensions and Skills

Dimension	Skill
Health	Healthy
Language Usage	Verbal
	Listens
	Understands Print
	Identifies Letters
	Retells
	Write / Draw
Motor Development	Uses Tools
	Motor Skills
Social Emotional Development	Cooperative
	Responsive
Approaches to Learning	Follows Directions
	Curious

For each skill area, the KRS asks teachers to determine whether each student:

1. Never shows the skill
2. Seldom shows the skill (less than 50 percent)
3. Sometimes shows the skill (more than 50 percent)
4. Always shows the skill

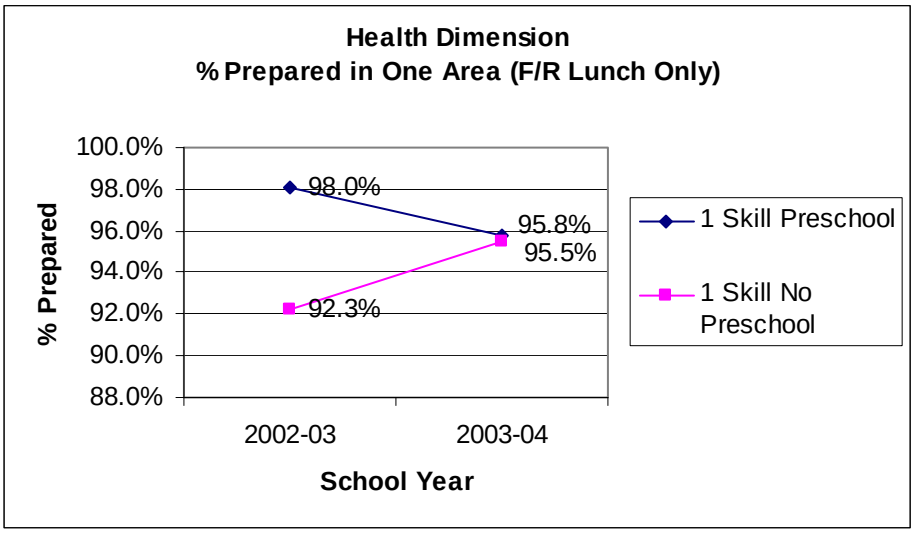
Students who were rated a three or four were determined to be ready to learn in the K-12 system. Students were then evaluated by dimension. With exception to Language Usage, readiness for each dimension was determined by identifying the percentage of students who were ready in all skill areas. In the Language Usage dimension, students were considered ready if they were rated as a three or four on four or more of the skill areas (i.e., a majority of skill areas).

Major findings on each dimension for students who attended preschool and students who did not attend preschool (excluding students with unknown preschool status) are provided in the figures below. Appendix B provides a comprehensive presentation of the findings. To allow for more valid comparison, this report focuses on the readiness of students receiving free and reduced lunch in kindergarten. Free and reduced lunch status is often used as a proxy for lower socio-economic status or low income. This is an important methodological approach to evaluating preschool students' readiness as students with similar characteristics can be compared (i.e., what some researchers will call an "apples to apples comparison").

In addition, some groups of students associated with given programs have different proportions of students who receive free and reduced lunch. For example, the percentage of students who are low income will be higher in programs such as TANF or Head Start when compared to private preschools. In groups with higher proportions of low income students, the percentage of students ready in any given dimension may be lower because of disproportion rather than programmatic differences.

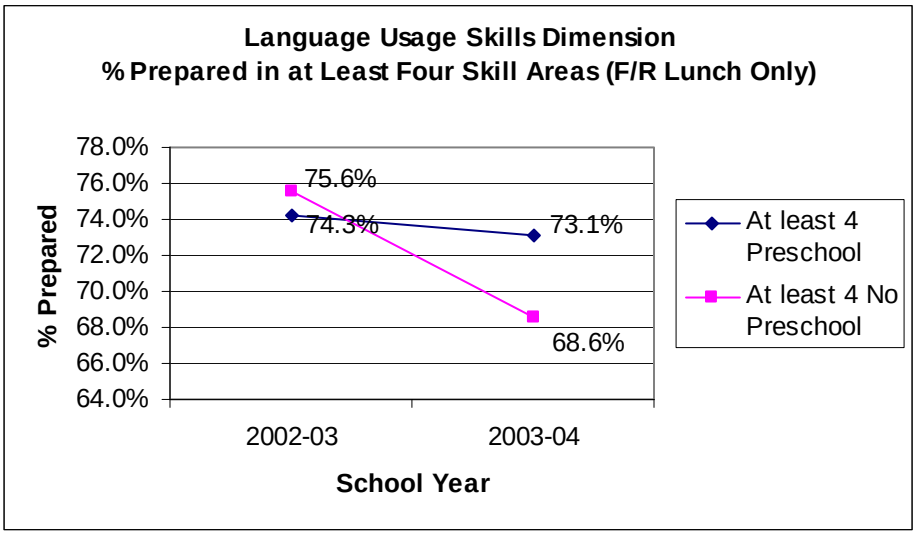
At no point in this report are preschools compared to each other, nor is this the intent or purpose of the KRS. **The purpose of the KRS is to measure preparedness of students entering the K-12 education system.**

Figure 5: Preschool Students – Health Dimension



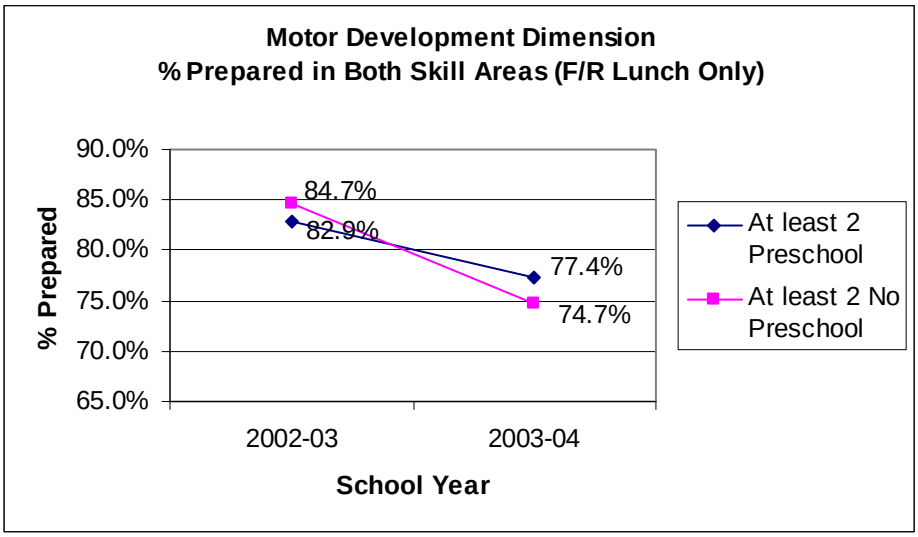
Students receiving free and reduced lunch who attended preschool were more prepared in 2002-03 than students who did not attend preschool. However, in 2003-04 the percentage dropped for students with preschool experience and increased for students without preschool experience. In 2003-04, there was little difference between the two groups of students. The difference was not statistically significant. The student counts (n counts) for each statistic were 725 or higher.

Figure 6: Preschool Students – Language Usage Dimension



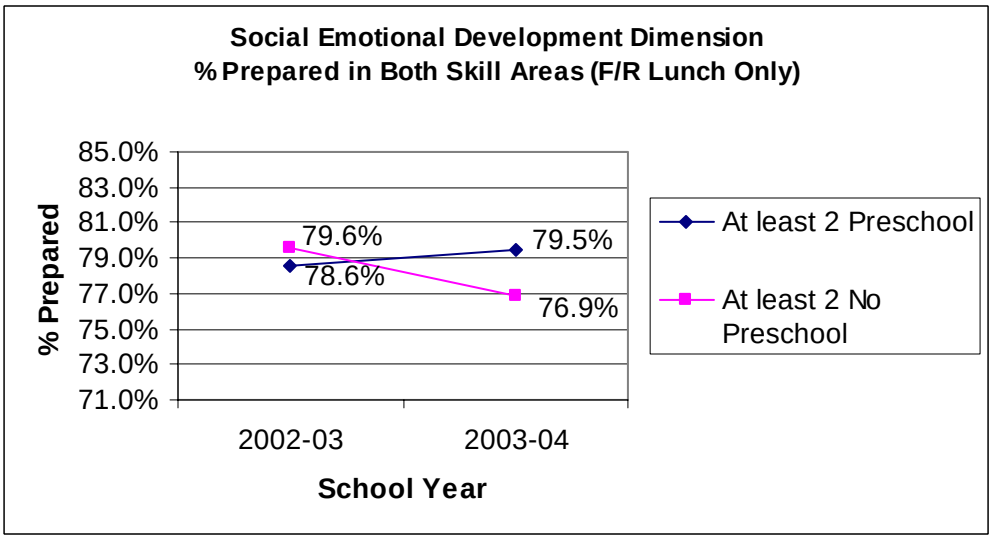
This dimension was evaluated by focusing on students who were ready in at least four of six total skill areas. The percentage of students with preschool experience who were ready in four or more skill areas remained about the same from year one to year two, decreasing from 74.3 to 73.1 percent. Students without preschool experience were less prepared than students with preschool experience in 2003-04 (68.6 verses 73.1 percent, respectively). The difference in 2003-04 is not statistically significant. N counts for each group were 190 or higher.

Figure 7: Preschool Students – Motor Development Dimension



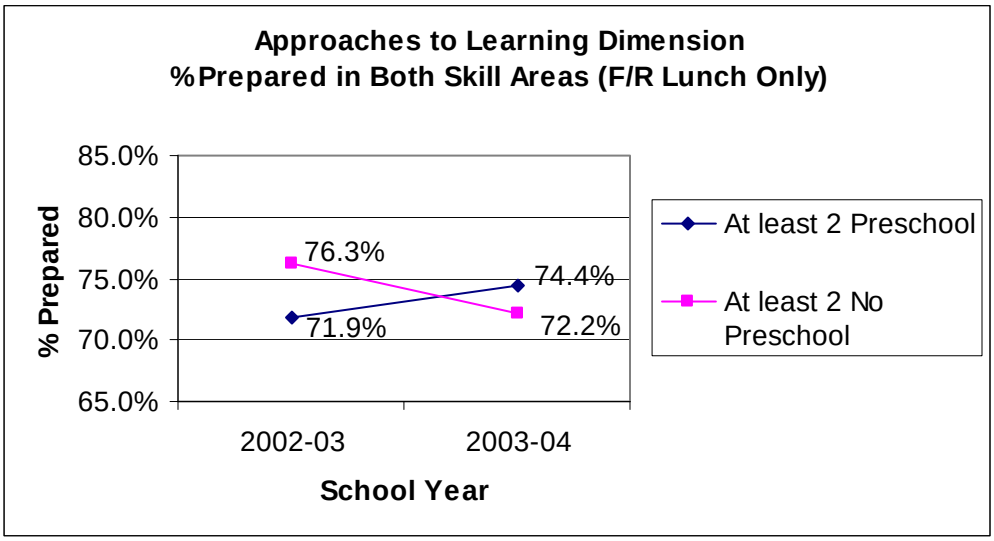
The percentage of students who were ready in this dimension dropped in both the preschool and no preschool group. Preschool students were more ready in 2003-04 than were students with no preschool. The difference between the two groups was not significant in 2003-04 and n counts for each statistic were 207 or higher.

Figure 8: Preschool Students – Social Emotional Development



Students with preschool experience remained about the same from year one to year two. These students were also more prepared than students who didn't have a preschool experience. The difference between the two groups of students in 2003-04 was not statistically significant. N counts for each statistic were 213 or higher.

Figure 9: Preschool Status – Approaches to Learning Dimension



Students who did not have preschool were more ready in 2002-03 than students with preschool. However, in 2003-04 preschool students were more prepared than students not receiving preschool (74.4 verses 72.2 percent, respectively). The difference was not statistically significant. N counts for these statistics were 200 or higher.

Overall Student Findings by Childcare Experience

Readiness data was also collected for students who received childcare from a parent or relative, licensed childcares, and unlicensed childcares. Figure 10 provides frequency information for each of these categories of childcare.

Figure 10: Childcare Types and Frequencies

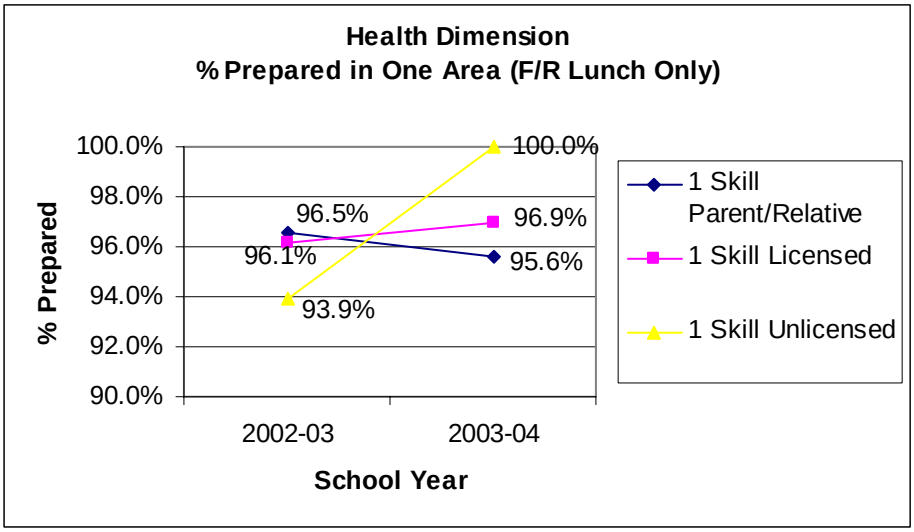
Childcare Category	2002-03		2003-04	
	N	%	N	%
Unknown if in Childcare	1,961	43.8%	1,527	37.3%
Parent or Relative	1,414	31.6%	1,480	36.2%
Licensed Childcare	877	19.6%	958	23.4%
Unlicensed Childcare	228	5.1%	124	3.0%

For teachers completing the survey, determining childcare experience was more difficult than determining preschool experience (about 44 and 37 percent of students had unknown childcare experiences in year one and two, respectively). The frequency of students who attended the three different types of childcare showed statistically significant change from year one to year two, with the percentage of students receiving unlicensed childcare services decreasing and the percentages of students receiving childcare from a parent or relative, or from a licensed childcare increasing.

Licensed care is defined as a facility that has a license issued by the Department of Family Services (DFS) to provide childcare services in the state of Wyoming. Unlicensed childcares do not have a license issued from DFS.

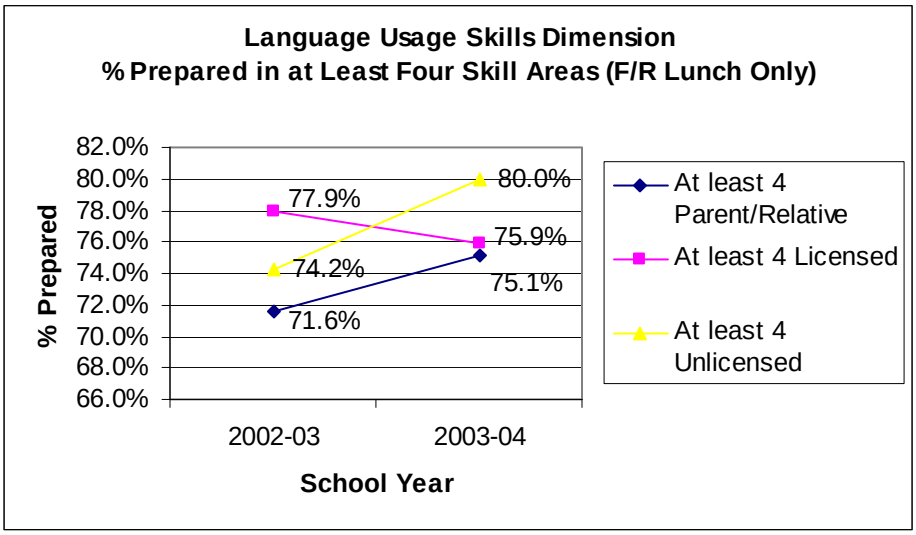
The three childcare types were compared on each of the dimensions. The methodology for conducting these comparisons was the same as that used for comparing students with preschool experience to students who did not have preschool experience.

Figure 11: Childcare Students – Health Dimension



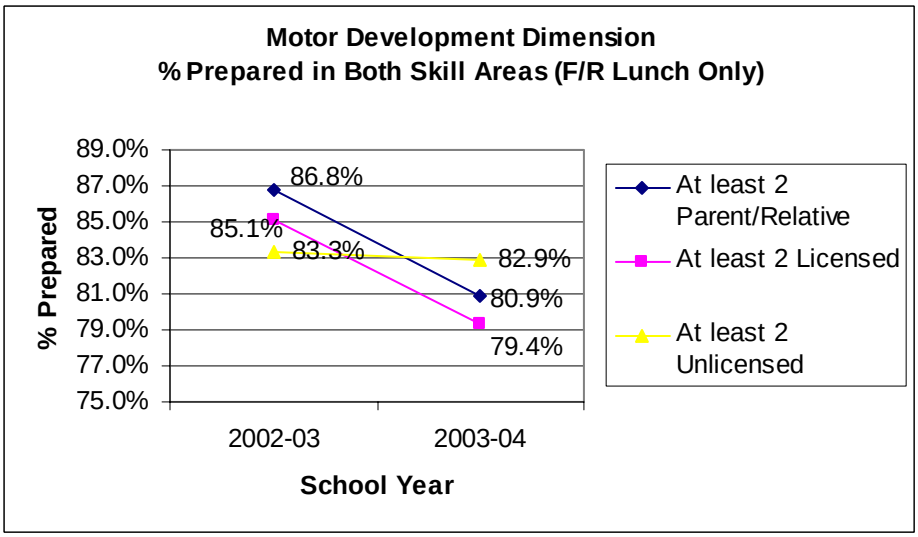
The percentage of students ready in the Health dimension was relatively stable for students receiving childcare from a parent or relative, and for students receiving licensed childcare (fluxuating between 96 and 97 percent). Students receiving childcare from unlicensed providers showed the most growth, increasing from 93.9 to 100 percent. It should be noted that the n counts for students with no childcare experience were smaller, 62 and 35, respectively. N counts for the students receiving childcare from a licensed provider or from a parent or relative were 174 and higher.

Figure 12: Childcare Students – Language Usage Dimension



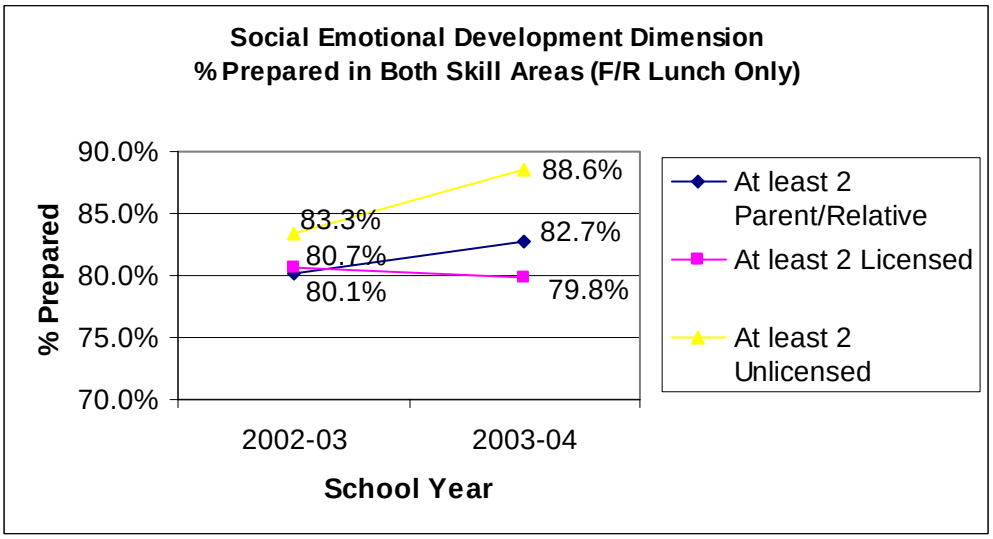
Students receiving licensed childcare were more ready in year one than were their peers. However in year two, this percentage dropped below that of the students who received unlicensed childcare and was about the same as the percentage for students receiving childcare from a parent or relative (75.9 and 75.1 percent, respectively).

Figure 13: Childcare Students – Motor Development Dimension



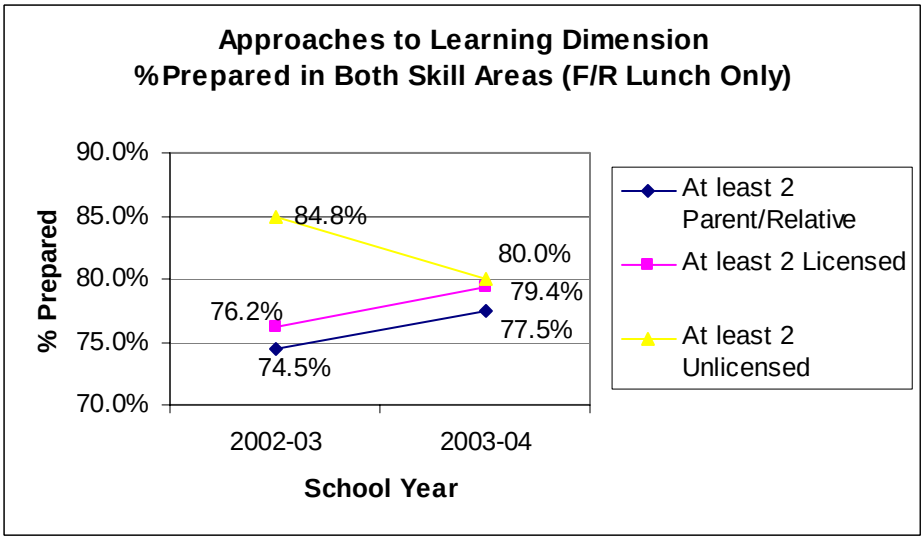
The percentage of licensed and parent/relative childcare students who were ready in this dimension dropped in year two. However, students who received childcare from unlicensed vendors remained about the same, going from 83.3 percent in year one to 82.9 percent in year two.

Figure 14: Childcare Students – Social Emotional Development Dimension



Students who received unlicensed childcare and childcare from a parent or relative were more likely to be ready in year two than in year one. Percentages of readiness stayed about the same for students who received license childcare, dropping from 80.7 to 79.8 percent.

Figure 15: Childcare Students – Approaches to Learning Dimension



Students receiving licensed childcare or childcare from a parent or relative showed an increase in readiness from year one to year two. Students receiving unlicensed childcare showed a drop of four percentage points. In year two, students receiving licensed and unlicensed childcare were about two percentage points higher than students who received childcare from a parent or relative.

It is certainly the expectation of many in the early childhood profession that students who receive childcare from a licensed provider would fair better than students who receive service from unlicensed providers. The survey results from the KRS do not validate or refute this argument.

However, given the high frequency of students for which the childcare type was unknown and the fact that the n counts for students in unlicensed childcare was low (lower n counts equate to more random variance in results), there is cause for concern with regard to the accuracy of the categorization of other students. This is not to say that teachers are to blame. In fact, if more complete data is prioritized as being a need by early childhood stakeholders, the high rates of students with unknown childcare experience would support an argument for state agencies to consider the viability of creating a systematic approach for districts to track this information.

Student Findings by Preschool Type

The KRS collected data for several different types of preschools. This section of the report provides stakeholders with statistics that compare preschool students' readiness to that of students who did not attend preschool (students with unknown preschool status are not included in the study).

The frequencies of students who were enrolled in each type of preschool are provided in Figure 16. Because it is possible for students to receive more than one type of early childhood service, kindergarten teachers were allowed to mark more than one preschool type for each student. Therefore, some students' results may be used in multiple preschool evaluations (this scenario was infrequent but nevertheless present).

Figure 16: Preschool Types and Frequencies

Preschool Category	2002-03		2003-04	
	N	%	N	%
District Preschool	134	6.4%	286	11.4%
Early Head Start	15	0.7%	74	3.0%
ECSE (Developmental Preschool)	407	19.4%	410	16.4%
Even Start	27	1.3%	27	1.1%
Head Start	691	33.0%	710	28.4%
Private Preschool	904	43.2%	1,260	50.3%
TANF Preschool	239	11.4%	228	9.1%

In both years of the survey, the most commonly reported preschool types were private preschool and the Head Start program. Developmental preschools were the next most frequented preschool.

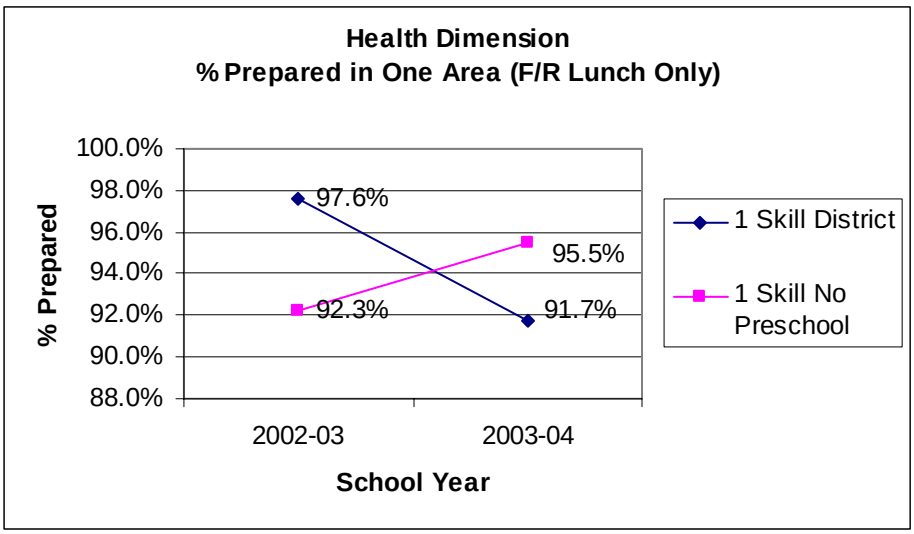
As is the case throughout this report, the statistics in this section are derived from students who were enrolled in free and reduced lunch. This is one approach to provide more comparable results and to evaluate the results of students at greatest risk of academic failure.

District Preschools

District preschools fall under the auspices of local school districts and are funded with district money. Some districts in Wyoming who participated in this study receive TANF funding (this is not the case for ALL district preschools). Likewise, TANF dollars fund a variety of other service providers that include Head Start, private, and Early Childhood Special Education (ECSE) preschools. As is the case with any preschool, districts are able to apply for TANF funds.

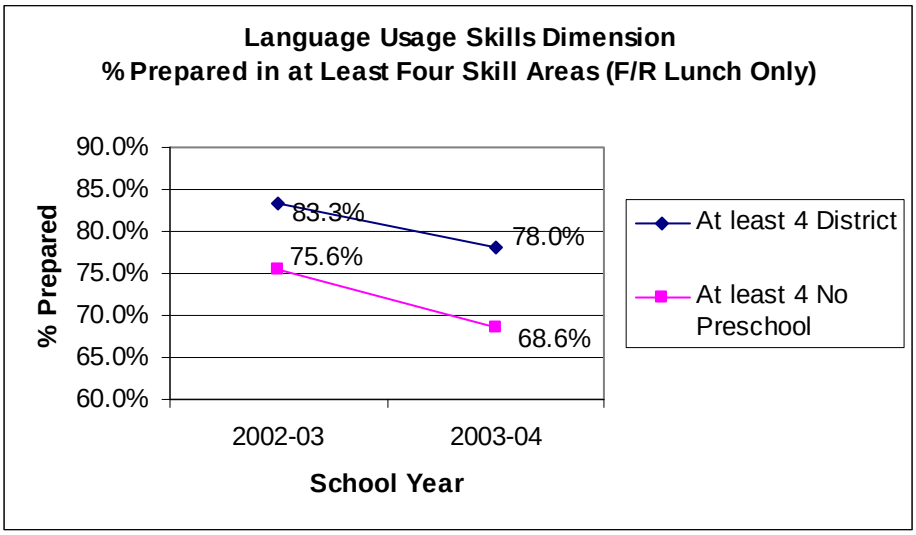
The n count for district preschool students showed a dramatic jump from year one to year two, increasing from 134 to 286. The number of students who enrolled in and qualified for free and reduced lunch in kindergarten was 42 and 109, respectively. Figure 17 provides student comparison data for the Health dimension.

Figure 17: District Preschools – Health Dimension



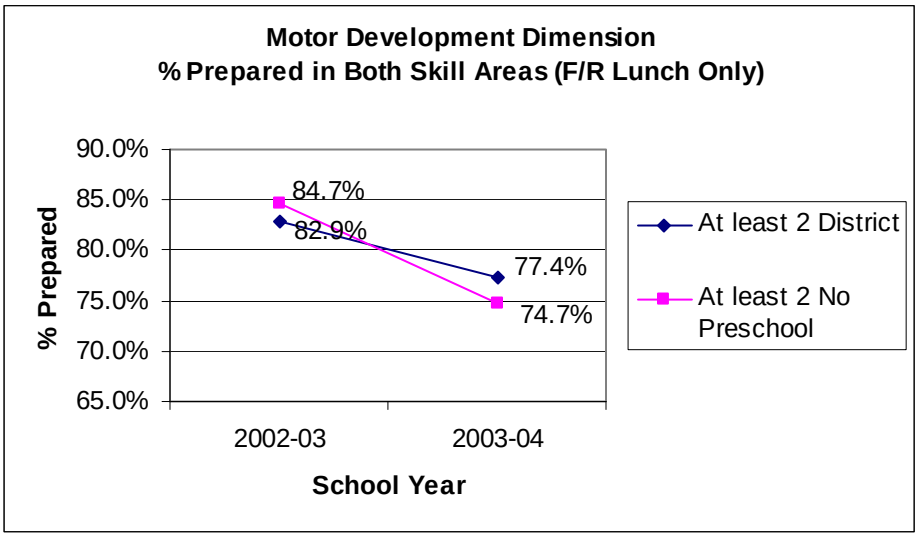
In 2002-03, students who attended a district preschool were more ready than students who did not attend a preschool (97.6 verses 92.3 percent, respectively). However in 2003-04, the percentage for district preschool students dropped and the percentage for students with no preschool increased. The difference in 2003-04 was not statistically significant. N counts were lower for district preschool students with 41 and 100 students showing readiness in year one and year two. N counts for students not attending preschool were higher, 339 and 264, respectively.

Figure 18: District Preschools – Language Usage Dimension



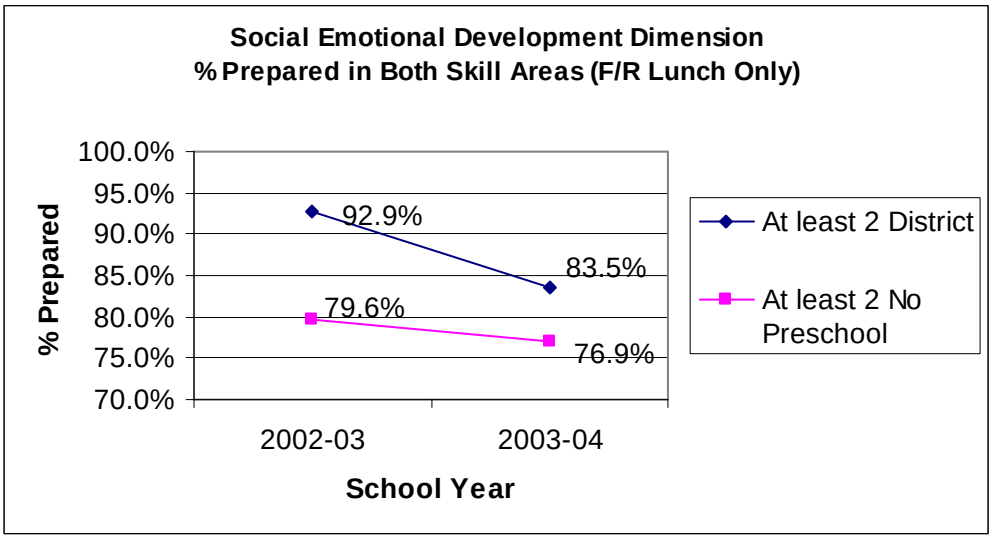
Both students who attended a district preschool and students who did not attend preschool realized a decrease in readiness from year one to year two. Students from district preschools were more ready than those who did not attend preschool in both years. The difference was not statistically significant. N counts for district preschool students were lower, at 28 and 57, respectively.

Figure 19: District Preschools – Motor Development Dimension



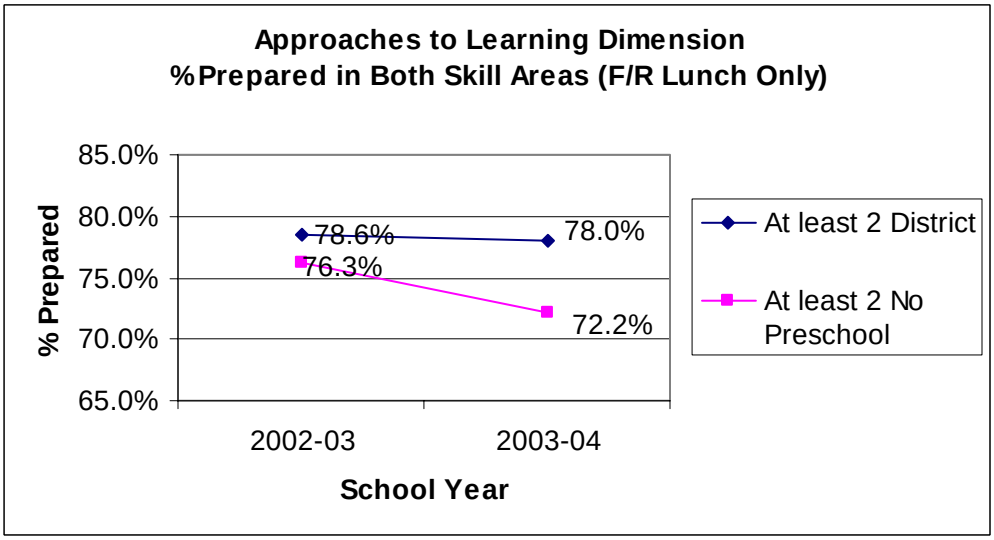
As was the case in the previous dimension, both students who attended a district preschool and students who did not attend preschool realized a decrease in readiness from year one to year two. District preschool students were less ready than students not attending preschool in year one but were more prepared in year two (77.4 verses 74.7 percent, respectively). The difference in year two is not statistically significant. The n count for district preschool students was 35 and 84.

Figure 20: District Preschools – Social Emotional Development Dimension



District preschool students readiness was higher in year one than the readiness of students who did not attend preschool. However, the percentages for both groups dropped in year two with district preschool students remaining more ready than students not attending preschool (83.5 verses 76.9 percent, respectively). The difference in year two was not significant. N counts for district preschool students were 39 and 91, respectively.

Figure 21: District Preschools – Approaches to Learning Dimension



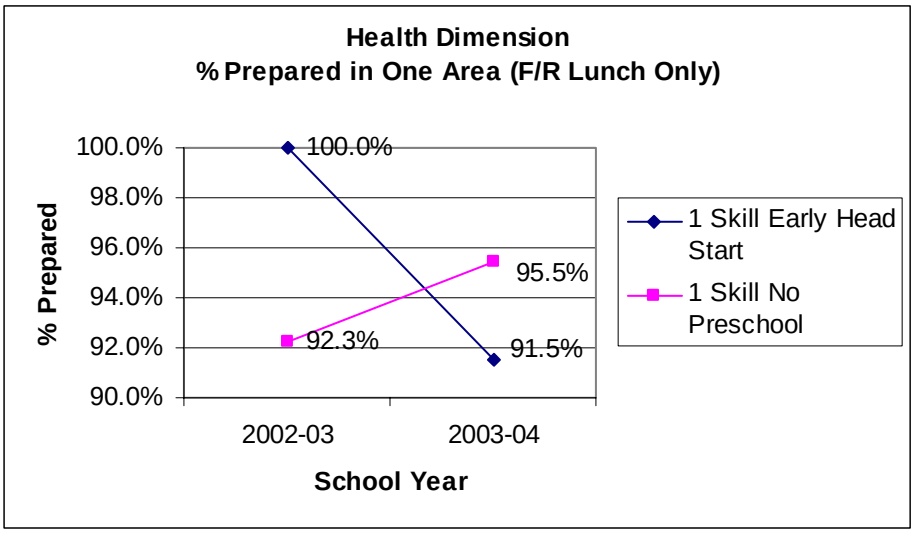
District preschool students readiness in this dimension stayed about the same from year one to year two. Students not attending preschool were less ready in 2003-04 students attending preschool. However, the difference between the two groups 2003-04 is not significant.

To summarize, in year two students who attended district preschool were more prepared than students who did not attend a preschool (with exception to the Health Dimension). These differences were not statistically significant. Both groups of students either stayed about the same from year one to year two or decreased in the percentage of students who were ready for kindergarten.

Early Head Start

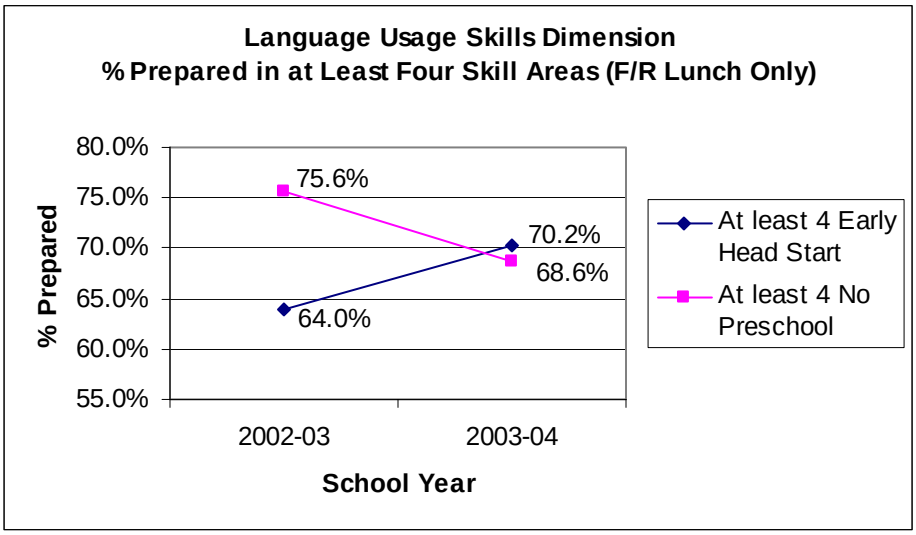
Students who attended Early Head Start were also compared to students who did not attend preschool. There were a total of 57 students in 2002-03 and 74 students in 2003-04 who were in the survey and attended an Early Head Start. The number of students who enrolled in and qualified for free and reduced lunch in kindergarten was 25 and 47, respectively. The statistics from these comparisons are presented in the following figures.

Figure 22: Early Head Start Preschools – Health Dimension



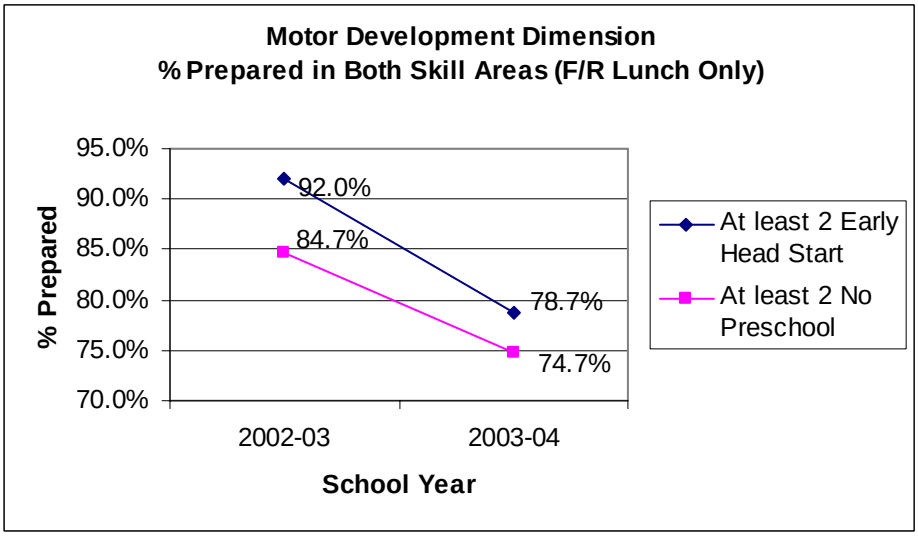
In year one, students attending Early Head Start were more ready than students who did not attend preschool. However in year two, student readiness flipped with students not attending preschool being more ready (95.5 verses 91.5, respectively). The difference in year two was not statistically significant. N counts for students who attended Early Head Start and were ready were 25 and 43.

Figure 23: Early Head Start Preschools – Language Usage Dimension



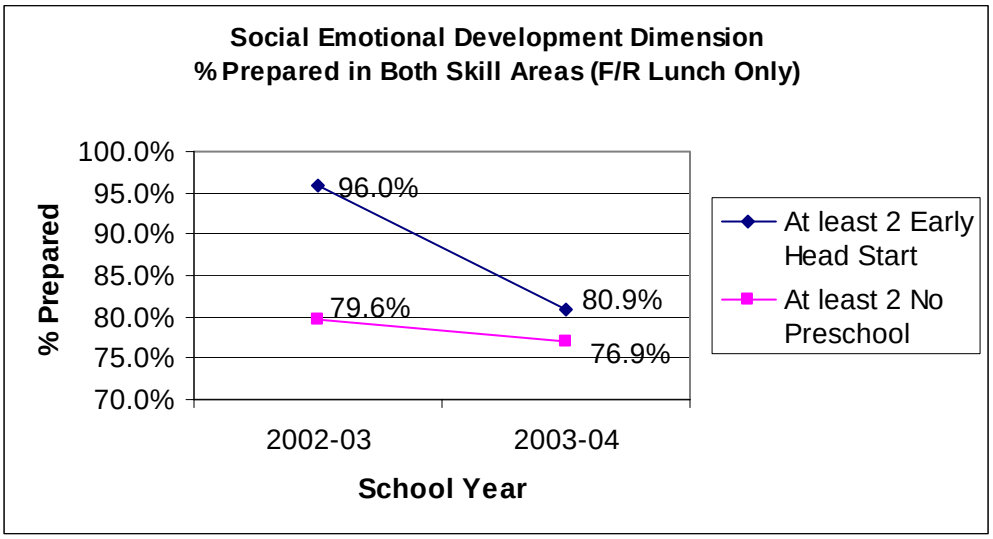
Students who attended Early Head Start showed an increase in readiness of about four percentage points from year one to year two, moving from 64.0 to 70.2 percent. This increase in year two indicates this group of students was more ready than students with no preschool. The difference is not statistically significant. N counts for Early Head Start students who were ready in at least four skill areas were 16 and 33.

Figure 24: Early Head Start Preschools – Motor Development Dimension



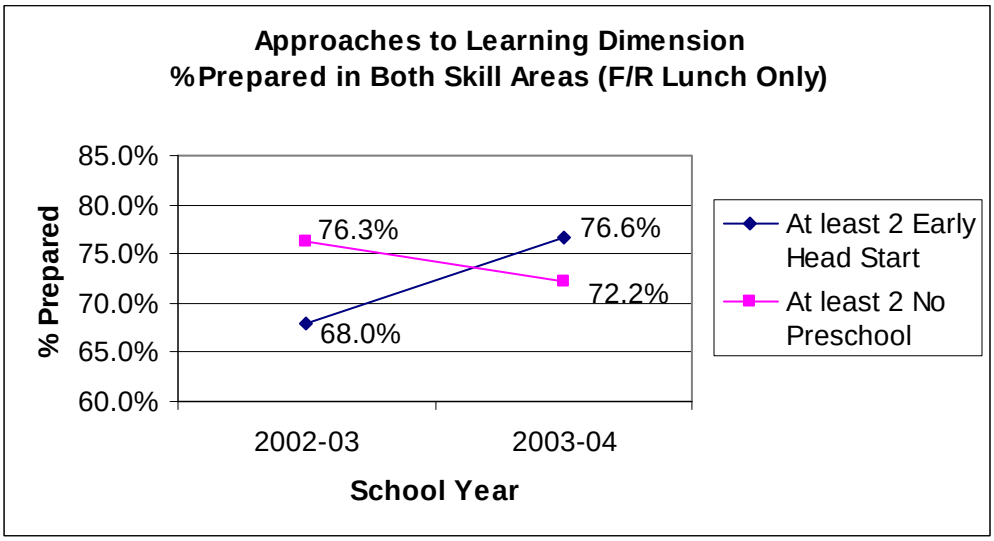
Students in both groups decreased in readiness from year one to year two. Students attending Early Head Start were more ready in both years than students who did not attend preschool (78.7 verses 74.7 percent in year two). The difference is not statistically significant. N counts for students in Early Head Start who were ready in both skill areas were 23 and 37.

Figure 25: Early Head Start Preschools – Social Development Dimension



As was the case in the Language Usage dimension, both groups of students showed a decrease in readiness from year one to year two (96.0 to 80.9 percent for Head Start students). In year two, students who attended Early Head Start were four percentage points higher than students who did not attend preschool (80.9 and 76.9, respectively). The difference is not statistically significant. N counts for the two years for Early Head Start student who were ready were 24 and 38.

Figure 26: Early Head Start Preschools – Approaches to Learning Dimension



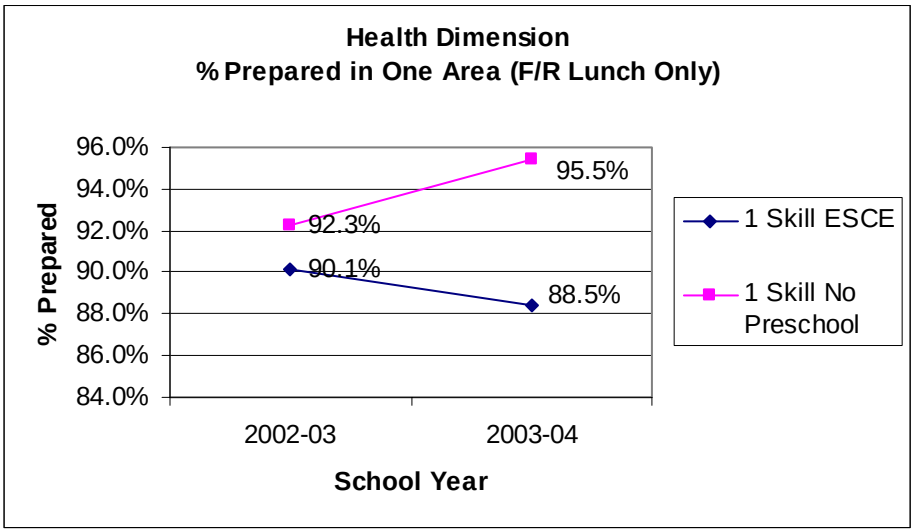
Students who attended Early Head Start were less ready than students who didn't attend preschool in year one, but more ready in year two (76.6 percent verses 72.2 percent). The difference was not statistically significant. N counts for students who attended Early Head Start and were ready in both skill areas were 17 and 36.

To summarize, students who attended Early Head Start showed an increase in readiness from year one to year two in the Language Usage and Approaches to Learning dimensions. This same group of students showed a decrease in readiness in Health, Motor Development, and Social Emotional Development dimensions. Their readiness in all but the Health dimension was higher than students who did not attend preschool. None of the differences were statistically significant.

Early Childhood Special Education

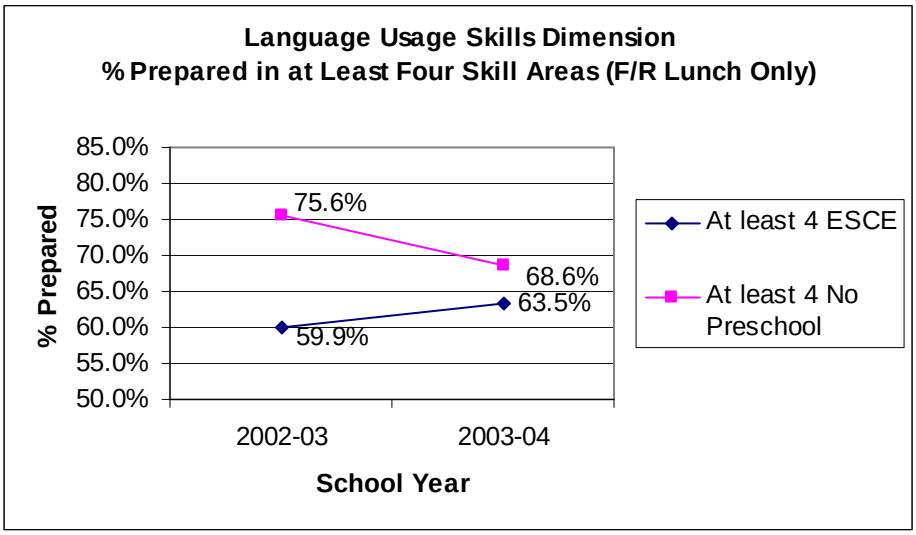
The n counts for Early Childhood Special Education (ECSE) students for year one and two of the KRS were 407 and 410. The number of students who enrolled in and qualified for free and reduced lunch in kindergarten was 152 and 156, respectively. Not surprisingly a high percentage of students that were enrolled in an ECSE preschool also received special education services in kindergarten (55.0 percent in 2002-03 and 66.8 percent in 2003-04). This high percentage of students contributed in part to the lower percentages of readiness in the overall group. Figure 27 provides student comparison data for the Health dimension.

Figure 27: ECSE – Health Dimension



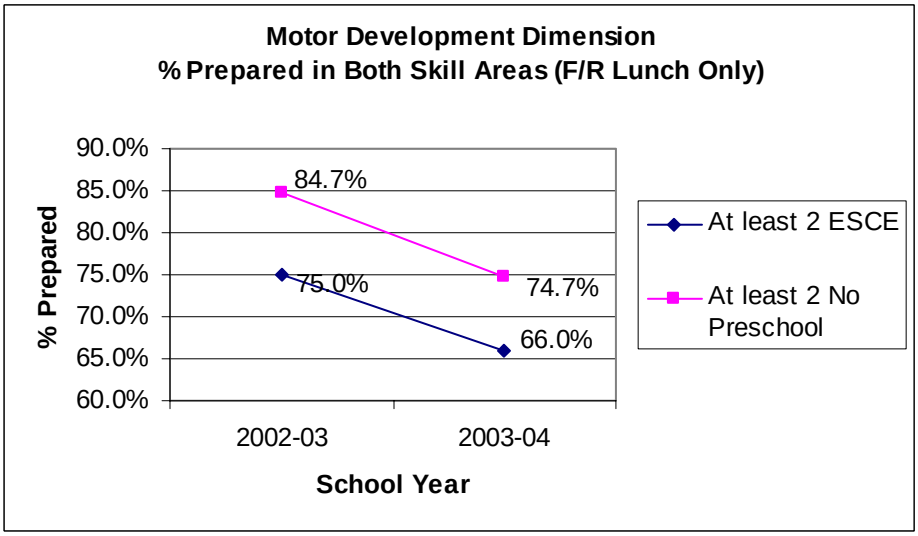
Students who did not attend preschool showed an increase in readiness in the Health dimension. Students who attended ECSE showed a drop in percentage, going from 90.1 in year one to 88.5 percent in year two. Students without preschool experience were seven percentage points higher than ECSE students. The difference was not statistically significant. N counts for ECSE students who were ready were 137 and 138.

Figure 28: ECSE – Language Usage Dimension



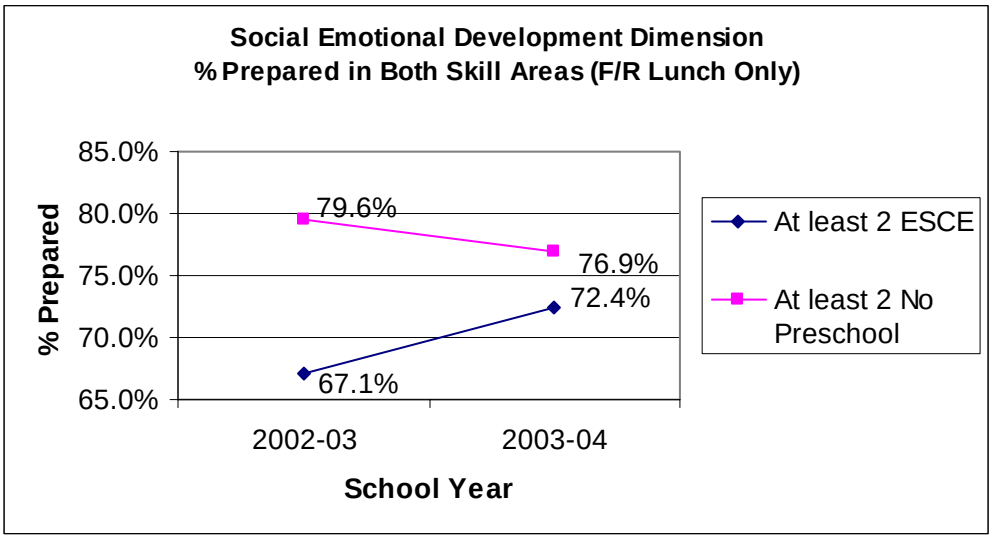
ECSE students increased in readiness by 3.6 percent from year one to year two. Student readiness in year two was higher for students who did not attend preschool than for students who attended an ECSE preschool (68.6 verses 63.5 percent, respectively). The difference in year two is not statistically significant. N counts for ECSE students who were ready in at least four skills areas were 91 and 99.

Figure 29: ECSE – Motor Development



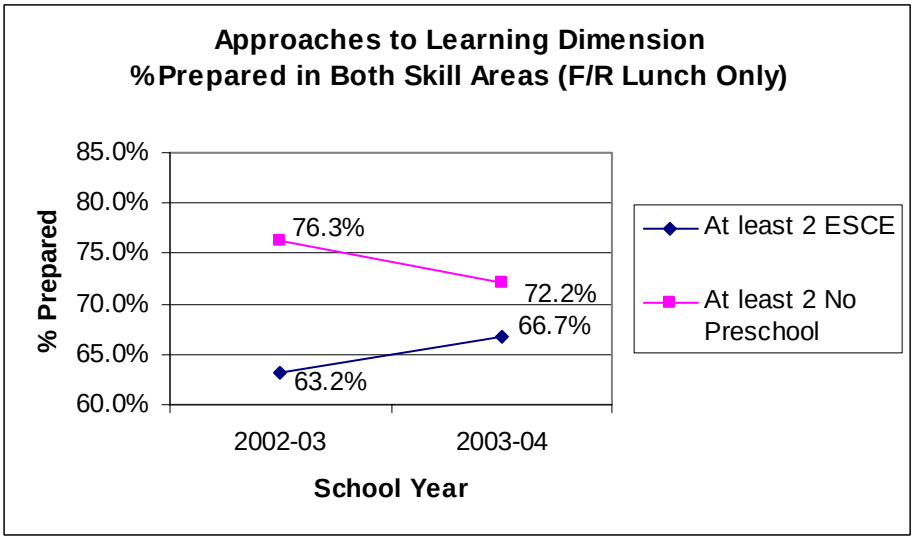
Both ECSE students and students with no preschool experience decreased in readiness from year one to year two. Students attending ECSE were 8.7 percentage points lower than students with no preschool in year two (66.0 verses 74.7 percent, respectively). This difference is not statistically significant. N counts for the ECSE students over the two survey years were 114 and 103.

Figure 30: ECSE – Social Emotional Development Dimension



ECSE students showed an increase in readiness from year one to year two, increasing from 67.1 to 72.4 percent. However, their readiness in year two was still below the percentage of students who did not attend preschool (72.4 verses 76.9 percent, respectively). The difference in year two is not statistically significant. N counts for ECSE students who were ready were 102 and 113.

Figure 31: ECSE – Approaches to Learning Dimension



The results for this dimension were similar to those of the Social Emotional Development dimension. In this case, the percentage of ECSE students who were ready was 5.5 percentage points lower than the percentage of students who did not attend preschool. This difference is not statistically significant. N counts for ECSE students who were ready were 96 and 104.

Students who attended an ECSE Developmental preschool were less ready than students who did not attend preschool (no findings were statistically significant). This is partly attributable to the fact that a very high proportion of students who attended ECSE preschools were determined to require special services in kindergarten. Analysis indicated that students receiving special services were in fact less ready than students who did not receive special services. This makes comparison to the no preschool group with far fewer students receiving special education services a less valid comparison.

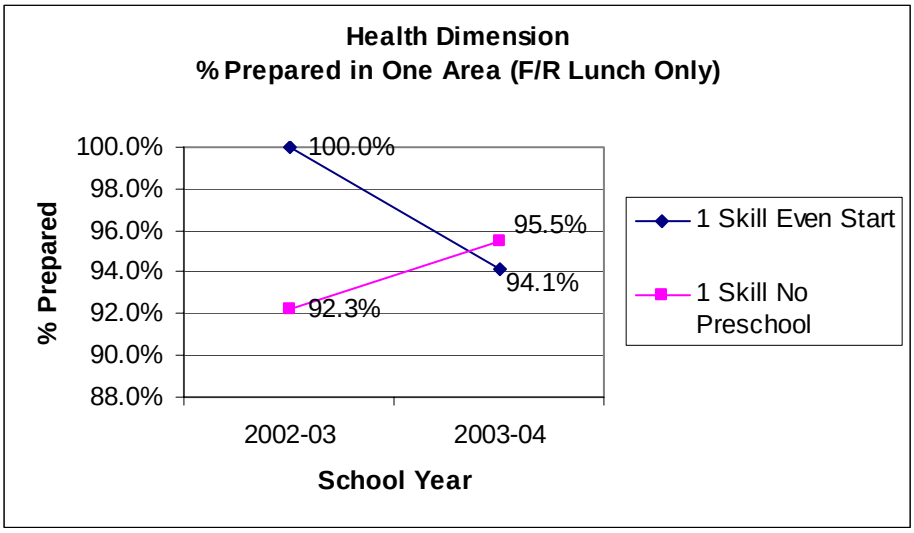
While not significant, ECSE students showed progress in the dimensions of Social Emotional Development and Approaches to Learning. The readiness of these students decreased over the two year period in the other three dimensions.

Even Start

The n counts for Even Start students for year one and two of the KRS were 27 and 27. The number of students who enrolled in and qualified for free and reduced lunch in kindergarten was 14 and 17, respectively. Figure 32 provides student comparison data for the Health dimension.

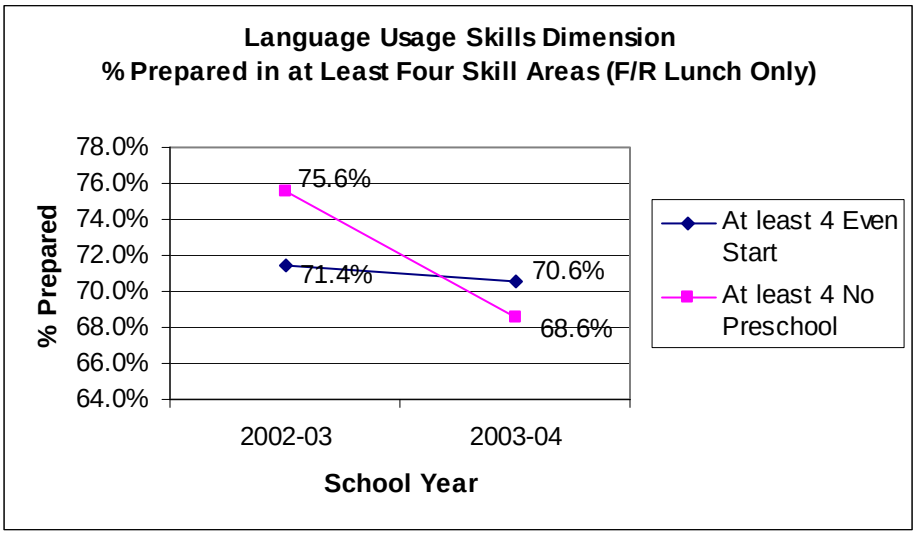
With such small numbers of students, inferences that allow for assessment of program quality and improvement are shaky at best. Nevertheless, the data is presented and will become more valid (and subsequently inferential) as future survey information is added to trend graphs.

Figure 32: Even Start Preschools – Health Dimension



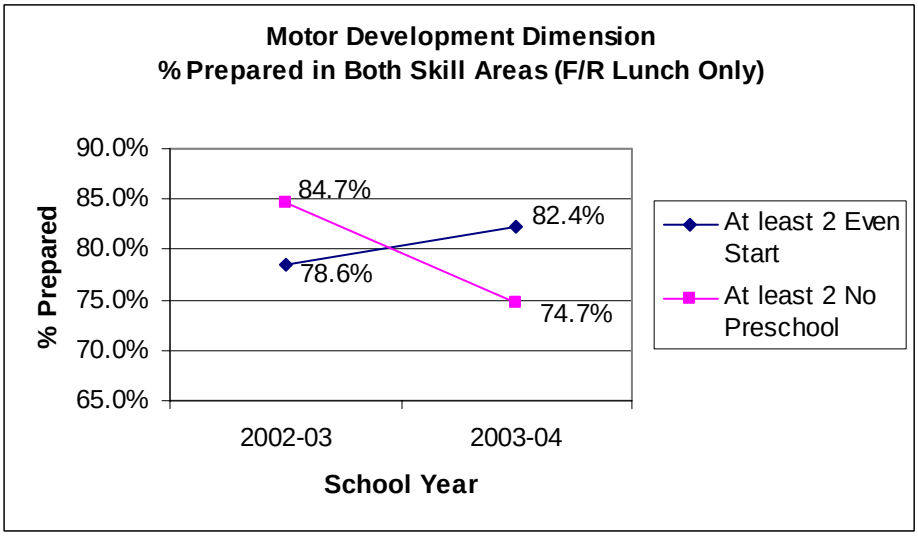
Students who attended Even Start decreased in readiness from year one to year two (100.0 verses 94.1 percent, respectively). While the percentage of ready ECSE students in year two was lower than that of students who didn't attend preschool, the difference was not statistically significant. N counts for Even Start students who were ready were 14 and 16.

Figure 33: Even Start Preschools – Language Usage Dimension



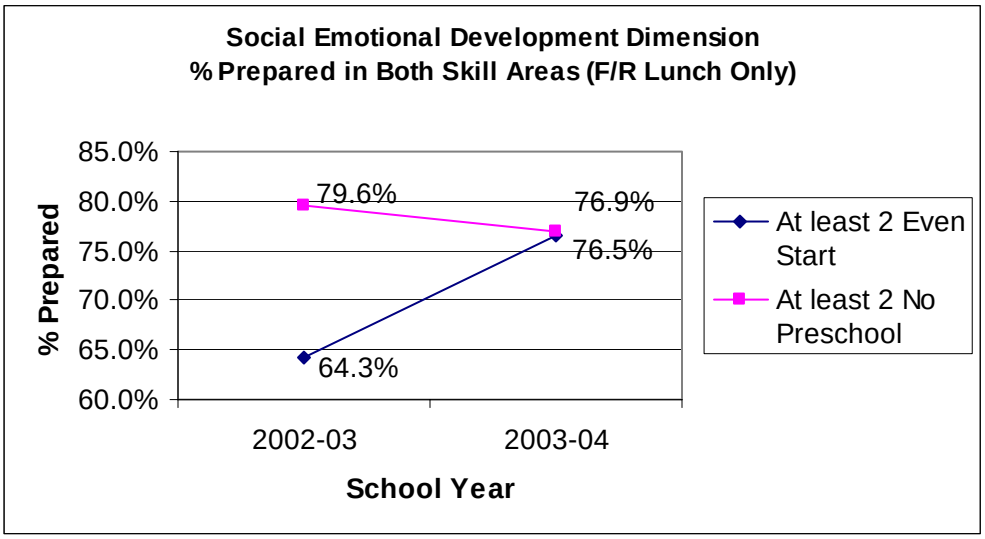
There was a slight decrease in the percentage of Even Start students who were ready from year one to year two (71.4 and 70.6 percent, respectively). In year two, Even Start students were more ready than were students who did not attend preschool (70.6 verses 68.0 percent, respectively). This difference is not statistically significant. N counts for Even Start students who were ready were 10 and 12.

Figure 34: Even Start Preschools – Motor Development Dimension



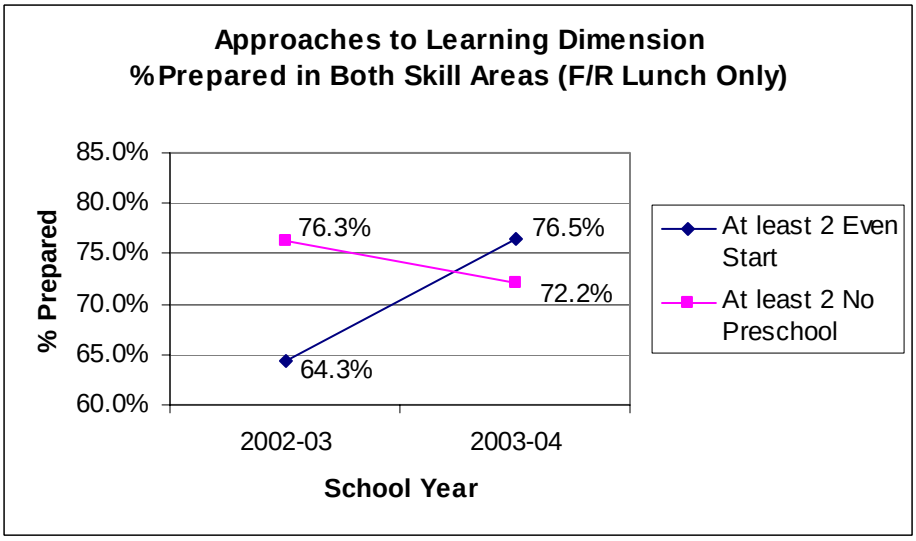
The percentage of Even Start students who were ready increased from 78.6 to 82.4 percent. This increase was not statistically significant. Even Start students were more ready than students who did not attend preschool in year two (82.4 verses 74.7 percent, respectively). This difference is not statistically significant. N counts for Even Start students who were ready were 11 and 14.

Figure 35: Even Start Preschools – Social Emotional Development Dimension



Even Start students were more prepared in year two than in year one, increasing from 64.3 to 76.5 percent. The percentage of students that were ready in this dimension was nearly the same for both groups. N counts for the Even Start students who were ready were 9 and 13.

Figure 36: Even Start Preschools – Approaches to Learning Dimension



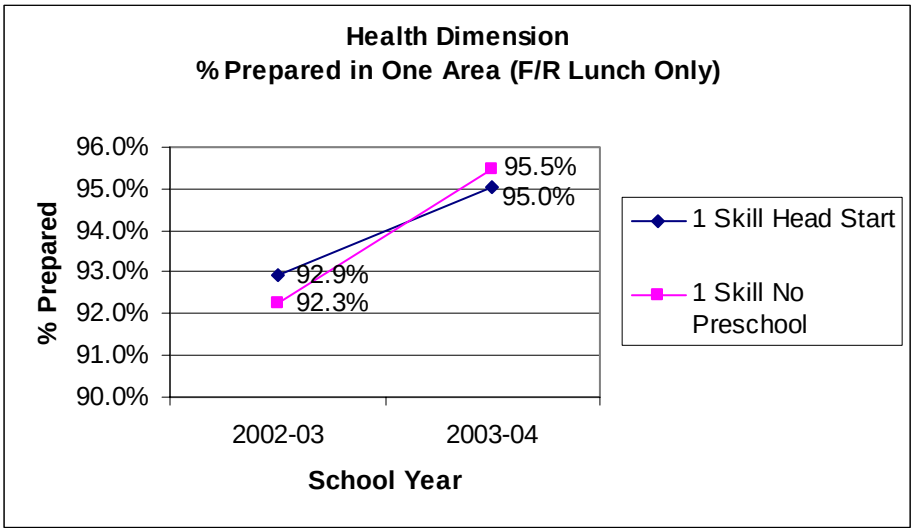
The percentage of Even Start students ready for this dimension increased by over 12 percentage points, from year one to year two. This increase was not statistically significant. The percentage of Even Start students who were ready was higher than the percentage of students who did not attend preschool (76.5 verses 72.2 percent, respectively). This difference is not statistically significant. N counts for Even Start students who were ready were nine and 13.

While changes and difference were not statistically significant, Even Start students demonstrated increase in Motor Development, Social Emotional Development, and Approaches to Learning dimensions. These students were also more ready in year two than students who did not attend preschool in all dimensions but Health and Social Emotional Development.

Head Start

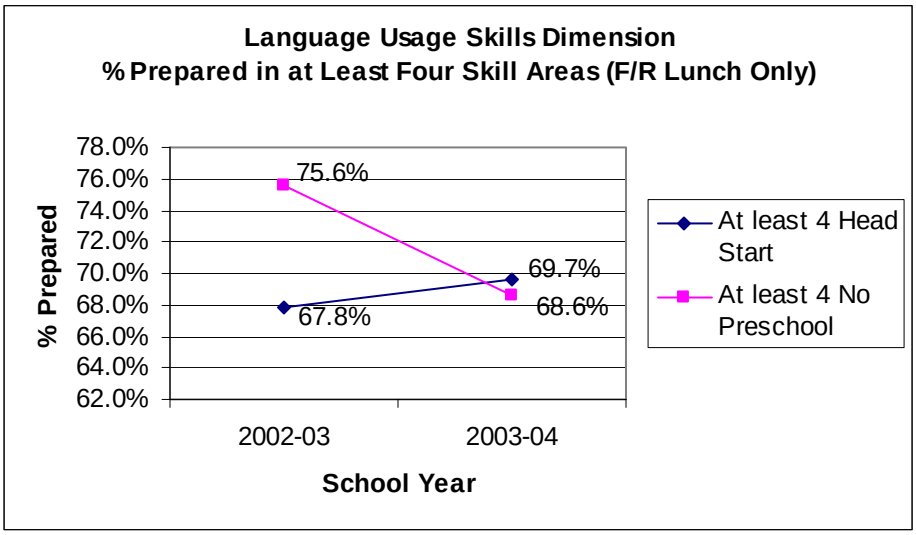
The n counts for Head Start students for years one and two of the KRS were 691 and 710. The number of students who enrolled in and qualified for free and reduced lunch in kindergarten was 367 and 422, respectively. Figure 37 provides student comparison data for the Health dimension.

Figure 37: Head Start Preschools – Health Dimension



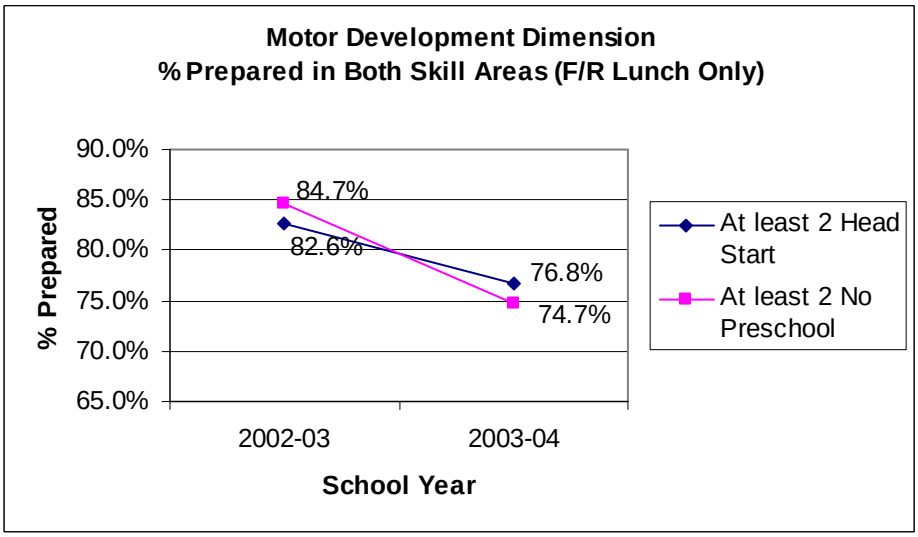
Both Head Start students and students with no preschool experience showed increases in readiness from year one to year two. In year two, the percentages of students who were ready were about the same. The small difference between the percentages is not significant. N counts for Head Start students who were ready in the Health dimension was 341 and 401.

Figure 38: Head Start Preschools – Language Usage Dimension



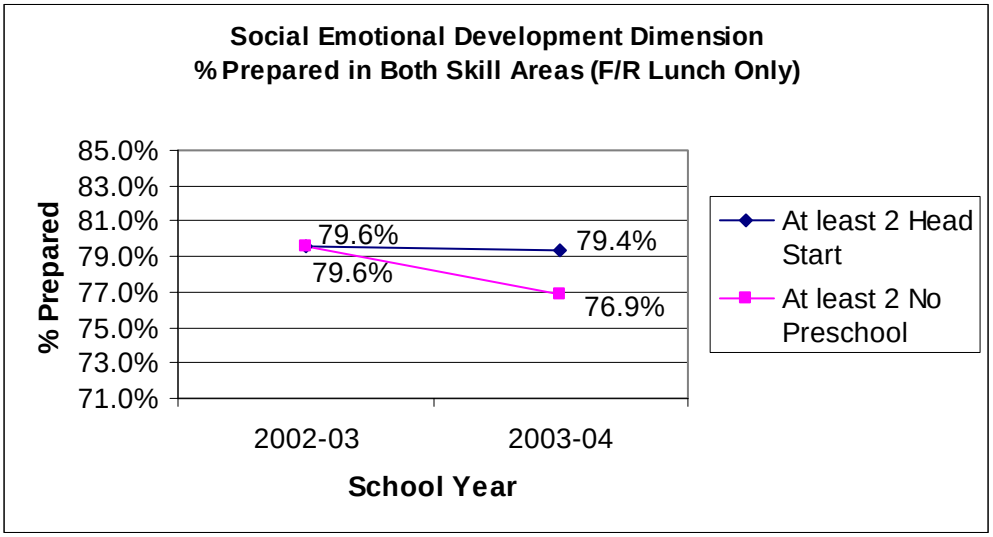
The percentage of Head Start students who were ready increased from year one to year two by nearly two percentage points (67.8 and 69.6 percent, respectively). In year two, a higher percentage of Head Start students were ready than were students who did not attend preschool. This difference is small (just under one percentage point) and not statistically significant. N counts for Head Start students who were ready were 249 and 294.

Figure 39: Head Start Preschools – Motor Development Dimension



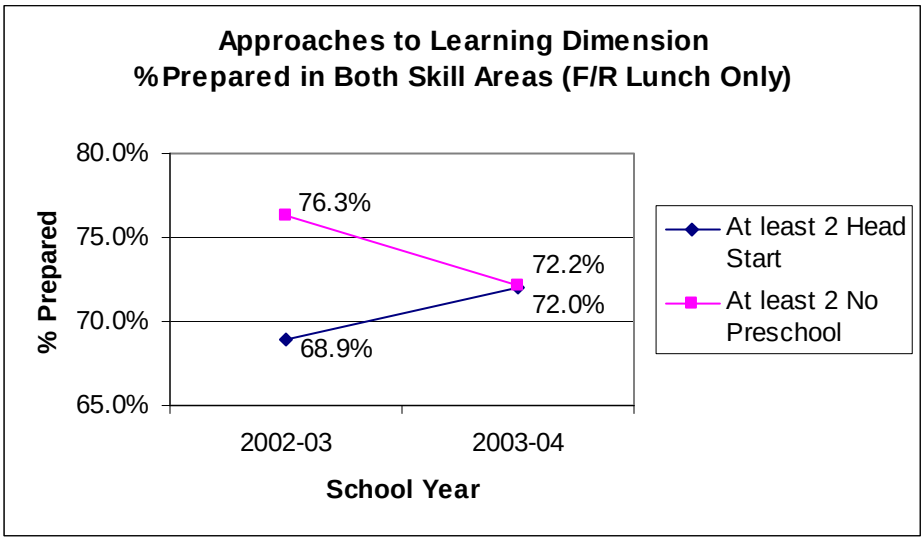
Both groups of students showed a decrease in readiness from year one to year two. Head Start students were slightly more ready than students who didn't attend preschool in year two (76.8 verses 74.7 percent, respectively). This difference is not statistically significant. N counts for Head Start students who were ready were 303 and 324.

Figure 40: Head Start Preschools – Social Emotional Development Dimension



The percentage of Head Start students who were ready in the Social Emotional Development dimension stayed about the same from year one to year two, dropping by just 0.2 percent to 79.4 percent. The percentage of Head Start students who were ready was higher than that of students who did not attend preschool (79.4 and 76.9 percent, respectively). The difference is not statistically significant. N counts for Head Start students who were ready were 293 and 335.

Figure 41: Head Start Preschools – Approaches to Learning Dimension



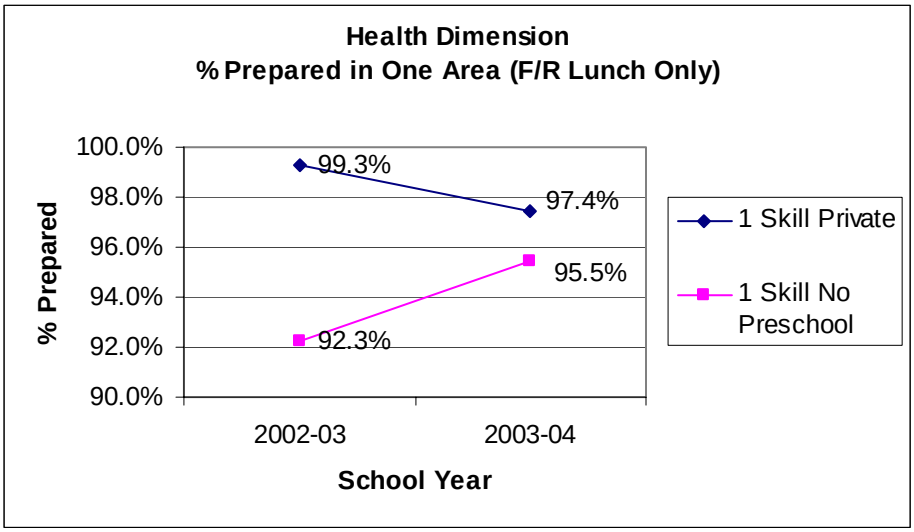
The percentage of Head Start students who were ready increased from year one to year two, and nearly matched the percentage of students were ready and did not attend preschool (72.0 and 72.2 percent, respectively). This slight difference in year two is not statistically significant. N counts for Head Start students who were ready were 253 and 304.

Head Start students showed increases in readiness in Health, Language Usage, and Approaches to Learning. The year two percentages for Head Start students were slightly higher than that of students who did not attend preschool in three of five dimensions. In the other two dimensions (Health and Approaches to Learning), the percentages were slightly lower. No differences were statistically significant.

Private Preschools

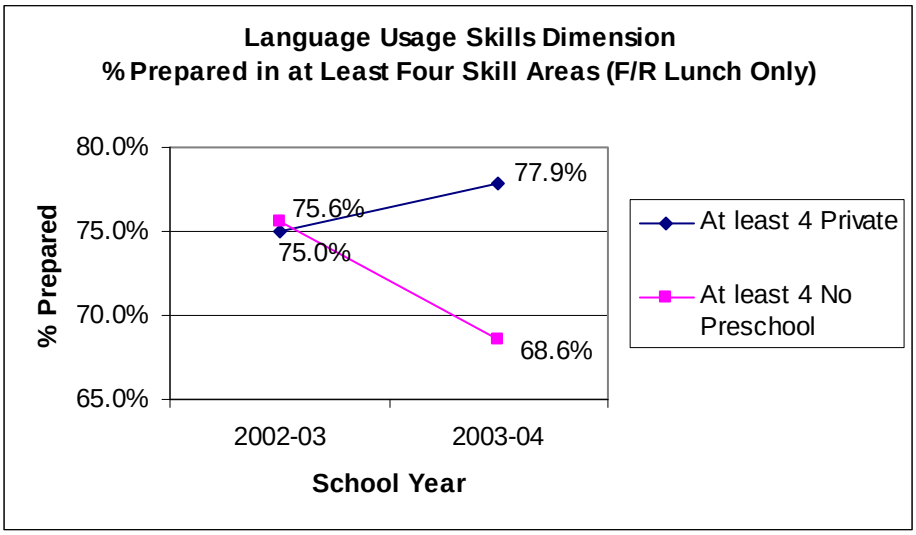
The n counts for private preschool students for year one and two of the KRS were 904 and 1,260. The number of students who enrolled in and qualified for free and reduced lunch in kindergarten was 140 and 235, respectively. Figure 32 provides student comparison data for the Health dimension.

Figure 42: Private Preschools – Health Dimension



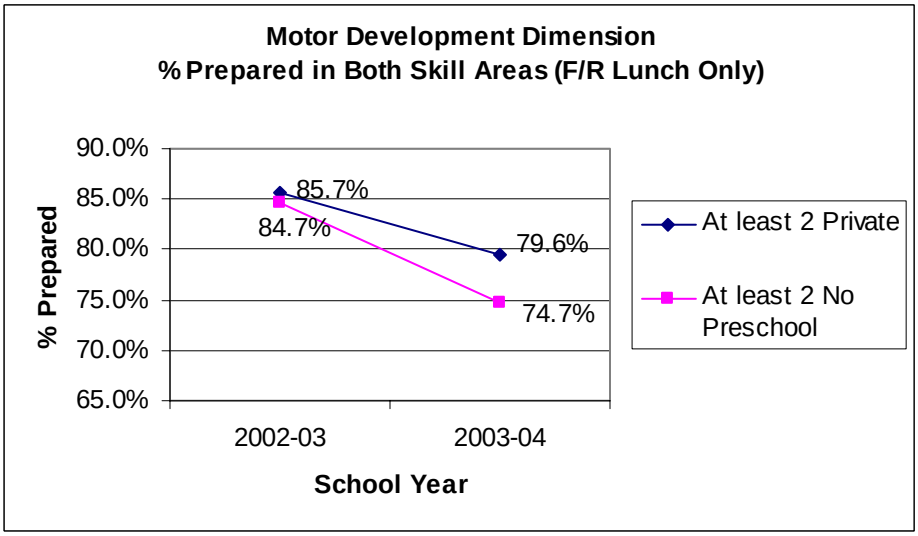
The percentage of private preschool students who were ready in this dimension decreased slightly from year one to year two, moving from 99.3 to 97.4 percent. In year two, the percentage of ready students was still higher for private preschools (97.4 verses 95.5 percent, respectively). The difference is not statistically significant. N counts for private preschool students who were ready were 139 and 229.

Figure 43: Private Preschools – Language Usage Dimension



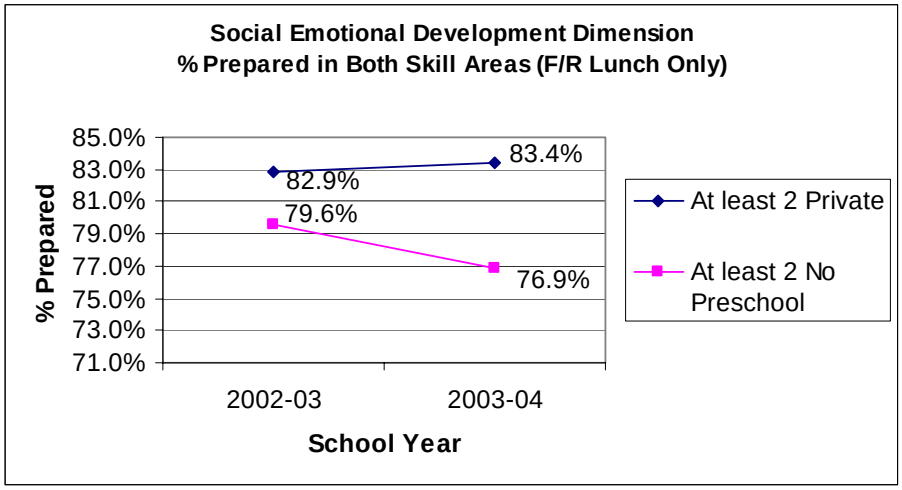
The percentage of students in private preschool who were ready showed a slight increase from year one to year two, moving from 75.6 to 77.9 percent. In year two, the difference between the percentages of private preschool students and students who did not attend preschool was larger, but not statistically significant (77.9 verses 68.6 percent). The n counts for private preschool students who were ready were 105 and 183.

Figure 44: Private Preschools – Motor Development Dimension



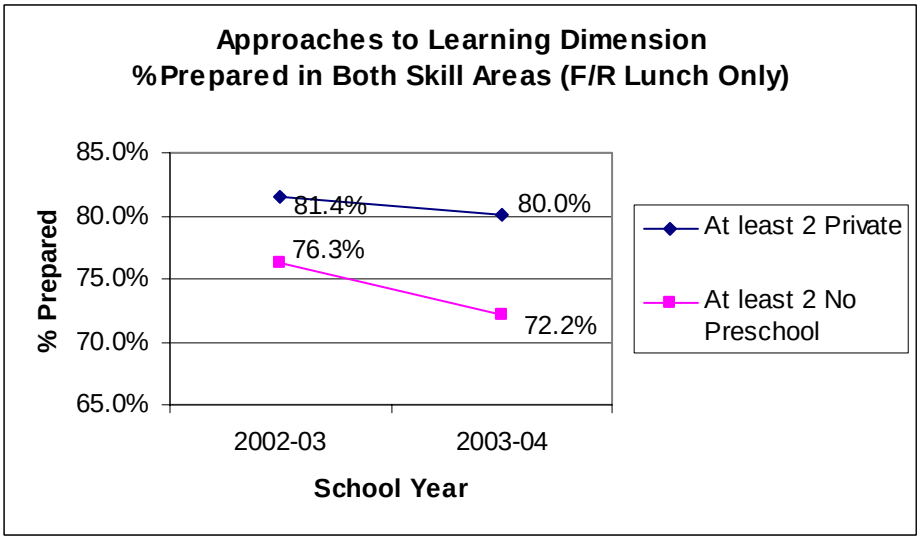
The percentage of ready students in both groups decreased from year one to year two. In year two, the percentage of students who were ready was higher for the private preschool group than for the group of students who did not attend preschool (79.6 verses 74.7 percent, respectively). N counts for the private preschool students who were ready were 120 and 187.

Figure 45: Private Preschools – Social Emotional Development Dimension



Students from private preschools showed a slight increase in readiness from year one to year two, increasing 0.5 percent to 83.4 percent. Private preschool students were more likely to be prepared in year two than were students who did not attend preschool (83.4 verses 76.9 percent, respectively). This difference is not statistically significant. N counts for private preschool students who were ready were 116 and 196.

Figure 46: Private Preschools – Approaches to Learning Dimension



There was a decrease in readiness among private preschool students from year on to year two, dropping from 81.4 to 80.0 percent. The percentage of private preschool students who were ready was higher than that of students who did not attend preschool (80.0 verses 72.2 percent, respectively). This difference is not statistically significant. N counts for private preschool students who were ready were 114 and 188.

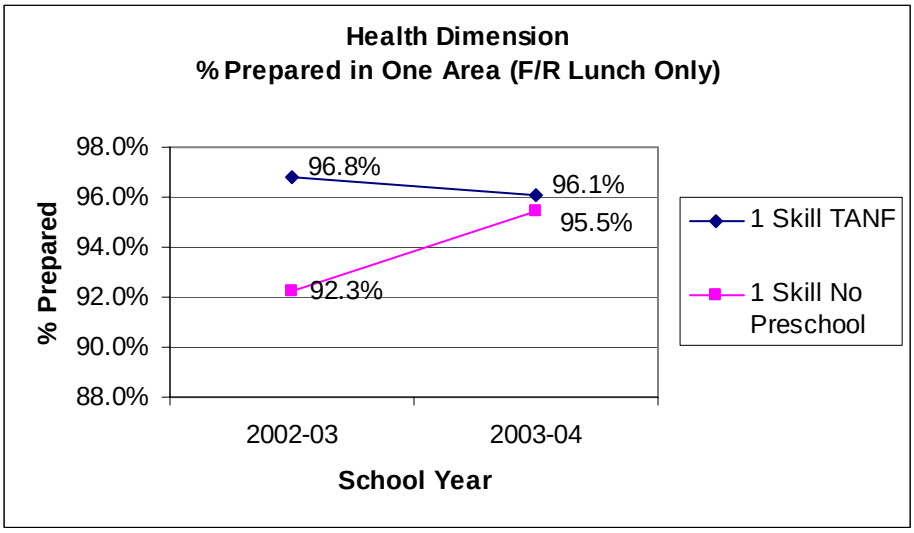
There were no general trend changes in the percentage of student readiness, with some dimensions showing improvement, some little change, and some showing decreases. In every dimension, private preschool students were more likely to be ready than were students who did not attend preschool. It is important to reiterate that only the results of students receiving free and reduced lunch were compared, which helps to level the field when comparisons are made (from private preschools to the group of students with no preschool and for year to year comparisons).

TANF Preschools

TANF preschools are administered by the Wyoming Department of Education. TANF dollars fund the services provided to children who qualify for this program. In Wyoming, service providers who receive TANF funds through a competitive grant process include district, Early Childhood Special Education (ECSE), Head Start, and private preschools.

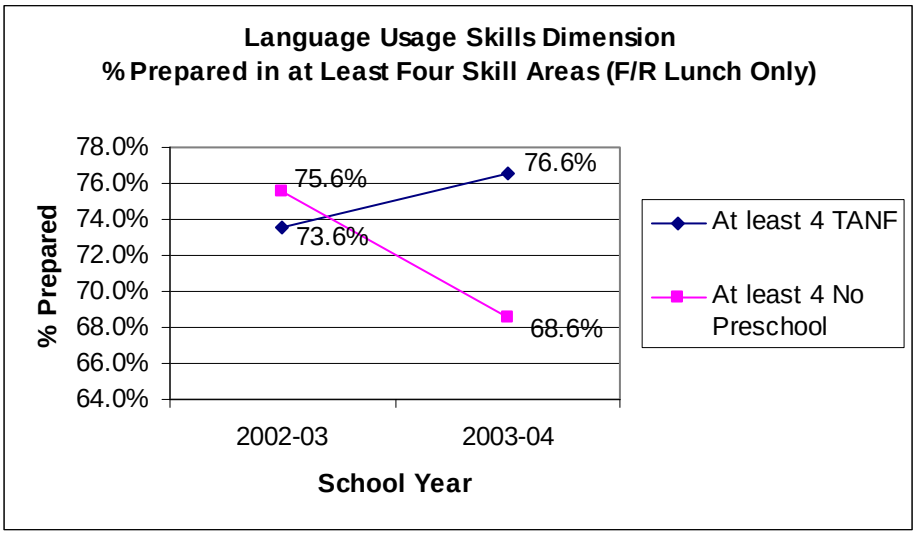
The n counts for TANF preschool students for year one and two of the KRS were 239 and 228. The number of students who enrolled in and qualified for free and reduced lunch in kindergarten was 125 and 128, respectively. Figure 47 provides student comparison data for the Health dimension.

Figure 47: TANF Preschools – Health Dimension



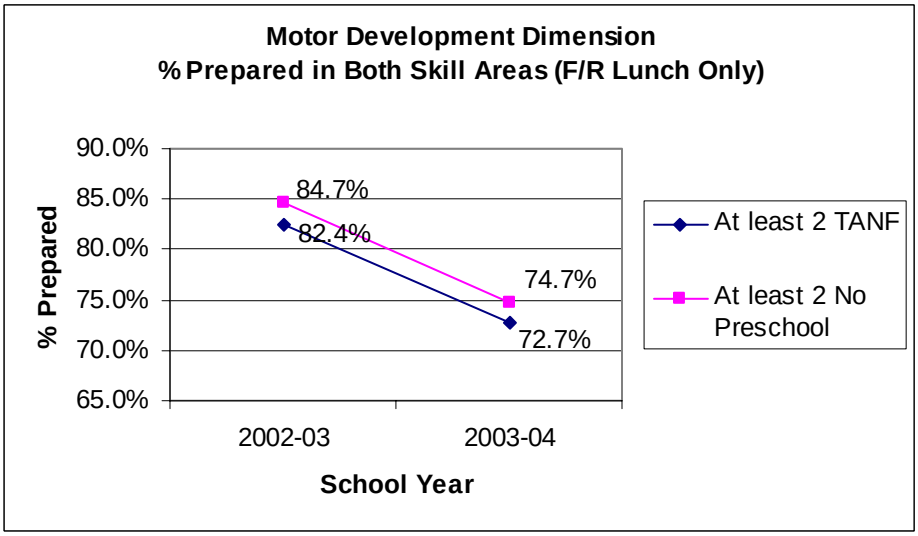
The percentage of TANF preschool students who were ready in the Health dimension decreased slightly, moving from 96.8 to 96.1 percent. Even with this decrease, TANF students were more likely to be ready than students who did not attend preschool. The small difference is not statistically significant. N counts for TANF students who were prepared were 121 and 123.

Figure 48: TANF Preschools – Language Usage Dimension



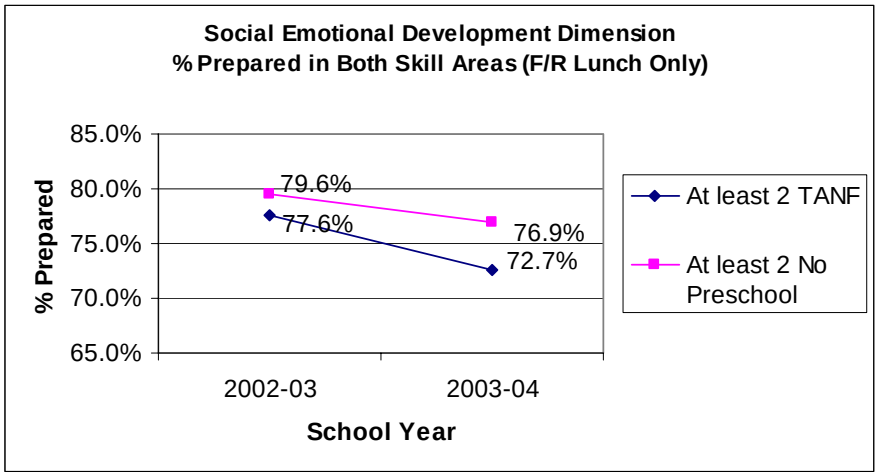
The percentage of TANF students who were ready increased by three percentage points to 76.6 percent in year two. In year two, the percentage of TANF students who were ready was greater than that of students who did not attend preschool (76.6 verses 68.0 percent, respectively). The difference is not statistically significant. N counts for TANF students who were ready were 92 and 98.

Figure 49: TANF Preschools – Motor Development Dimension



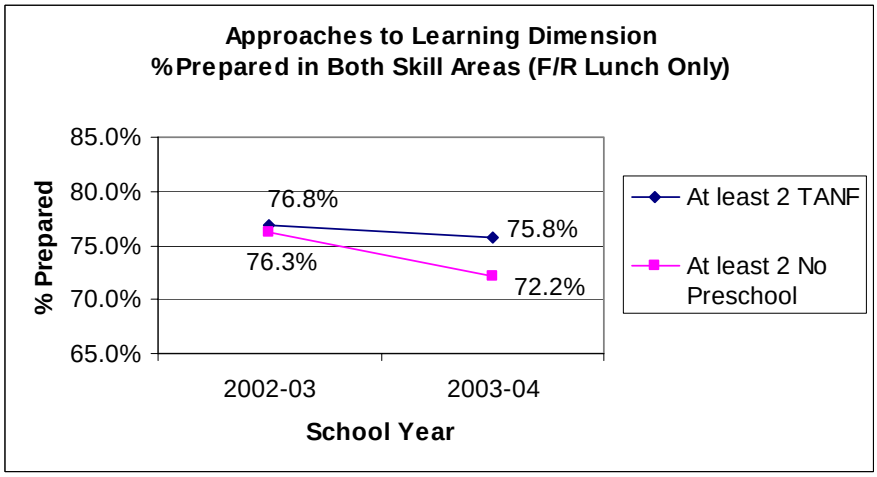
TANF students were less likely to be ready in year two than in year one, dropping from 82.4 to 72.7 percent. The percentages for students who didn't attend preschool mirror these results, with this group of students being two percentage points higher than TANF students in year two (74.7 verses 72.7 percent, respectively). The difference is not statistically significant.

Figure 50: TANF Preschools – Social Emotional Development Dimension



As was the case with the Motor Development dimension, both groups of students experienced a drop in readiness within the Social Emotional Development dimension. Students with no preschool were about four percent more likely to be ready in year two than were TANF students (76.9 verses 72.7 percent, respectively). This difference is not statistically significant. N counts for TANF students who were ready were 97 and 93.

Figure 51: TANF Preschools – Approaches to Learning



Both groups of students experienced drops in readiness. However in year two, the percentage of TANF students who were ready was higher than that of students who did not attend preschool (75.8 verses 72.2 percent, respectively). This difference is not statistically significant. N counts for TANF students who were ready were 96 and 97.

In the Language Usage dimension, TANF students showed improvement from year one to year two and were nearly nine percentage points higher than students who did not

attend preschool in year two. In the Motor Development and Social Emotional Development dimensions, the percent of students who were ready decreased and TANF students were not as ready as students who had no preschool. The differences were not significant. In the dimensions of Health and Approaches to Learning, both TANF students and students who did no attend preschool decreased in readiness. In both dimensions, TANF students were more ready in year two. The differences were not statistically significant.

Appendix A – Statistical Calculations

Two types of tests for statistical significance were used in this evaluation. An alpha level of 0.05 was set, which equates to a 95 percent confidence level. Both tests account for the size of the sample being evaluated. In cases where there are small numbers of students, it is more difficult to show significant difference. This is due to the fact that smaller sets of data yield results that may be more attributable to random error than to programmatic or demographic differences. Here is a simple example: a person would be much more confident making a decision about the effectiveness of a program based on the results of 200 students, as opposed to making the same decision with just two student's results.

The first type of test is the chi-square test which is used to measure significant changes in two sets of categorically distributed data. This test was applied when comparing teachers' perceptions of student readiness for present day students and students from five years before the survey. The results of the KRS showed that teachers' perceptions indicated that there had been a statistically significant change. Both Chi-square tests yielded p-values that were considerably less than the alpha level of 0.05.

The second type of test generates confidence intervals for two groups, and then compares intervals. If there is overlap between the two intervals (or range of values), there is no statistically significant difference between the two groups. No overlap between confidence intervals indicates that there is a statistically significant difference. In this report, there were no differences in readiness of different groups of students that were statistically significant. This does not mean that findings are not of value; it does imply that decisions must be supported with additional information, be it quantitative or qualitative.

Appendix B – All Results

Overall Statistics for Preschool Programs

Data for Students with No Preschool

Students Not Attending Preschool				
	2002-03		2003-04	
Demographic Category	N	%	N	%
Total # of Evaluated Students	1,613	-	749	-
Female	758	47.0%	360	48.1%
Male	855	53.0%	389	51.9%
White	1,372	85.1%	619	82.6%
Hispanic	117	7.3%	90	12.0%
Asian	13	0.8%	14	1.9%
American Indian	28	1.7%	10	1.3%
Black	23	1.4%	16	2.1%
Free/Reduced Lunch	367	22.8%	277	37.0%
Regular Lunch	1,246	77.2%	472	63.0%
English as Second Language (ESL)	44	2.7%	28	3.7%
No ESL	1,569	97.3%	719	96.0%
Special Education (IEP)	54	3.3%	24	3.2%
No IEP	1,559	96.7%	722	96.4%

Data for Students Attending District Preschools

Students Attending District Preschool				
	2002-03		2003-04	
Demographic Category	N	%	N	%
Total # of Evaluated Students	134	-	286	-
Female	50	37.3%	131	45.8%
Male	84	62.7%	155	54.2%
White	109	81.3%	242	84.6%
Hispanic	18	13.4%	33	11.5%
Asian	1	0.7%	3	1.0%
American Indian	1	0.7%	6	2.1%
Black	5	3.7%	2	0.7%
Free/Reduced Lunch	42	31.3%	109	38.1%
Regular Lunch	92	68.7%	177	61.9%
English as Second Language (ESL)	11	8.2%	8	2.8%
No ESL	123	91.8%	278	97.2%
Special Education (IEP)	18	13.4%	62	21.7%
No IEP	116	86.6%	222	77.6%

Health Dimension - % Prepared			
Level	Status	2002-03	2003-04
1 Skill	District	97.0%	95.1%
	No Preschool	91.5%	96.8%

Health Dimension - Student Count			
Level	Status	2002-03	2003-04
1 Skill	District	130	272
	No Preschool	1,476	725

Health Dimension: F/R Lunch - % Prepared			
Level	Status	2002-03	2003-04
1 Skill	District	97.6%	91.7%
	No Preschool	92.3%	95.5%

Health Dimension: F/R Lunch - Student Count			
Level	Status	2002-03	2003-04
1 Skill	District	41	100
	No Preschool	339	264

Language Usage Skills Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 6	District	59.0%	56.6%
	No Preschool	43.6%	47.0%
At least 5	District	68.7%	73.4%
	No Preschool	59.0%	65.8%
At least 4	District	80.6%	81.5%
	No Preschool	69.2%	76.5%
At least 3	District	87.3%	89.5%
	No Preschool	79.2%	83.2%
At least 2	District	93.3%	94.4%
	No Preschool	87.6%	91.1%
At least 1	District	97.0%	97.2%
	No Preschool	92.3%	95.6%

Language Usage Skills Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 6	District	79	162
	No Preschool	703	352
At least 5	District	92	210
	No Preschool	952	493
At least 4	District	108	233
	No Preschool	1,116	573
At least 3	District	117	256
	No Preschool	1,278	623
At least 2	District	125	270
	No Preschool	1,413	682
At least 1	District	130	278
	No Preschool	1,489	716

Language Usage Skills Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 6	District	66.7%	52.3%
	No Preschool	47.2%	35.0%
At least 5	District	78.6%	67.9%
	No Preschool	65.2%	54.9%
At least 4	District	83.3%	78.0%
	No Preschool	75.6%	68.6%
At least 3	District	90.5%	89.9%
	No Preschool	83.5%	78.0%
At least 2	District	95.2%	95.4%
	No Preschool	88.8%	85.2%
At least 1	District	97.6%	97.2%
	No Preschool	92.3%	92.1%

Language Usage Skills Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 6	District	28	57
	No Preschool	173	97
At least 5	District	33	74
	No Preschool	239	152
At least 4	District	35	85
	No Preschool	277	190
At least 3	District	38	98
	No Preschool	306	216
At least 2	District	40	104
	No Preschool	326	236
At least 1	District	41	106
	No Preschool	339	255

Motor Development Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 2	District	81.2%	83.5%
	No Preschool	81.2%	81.4%
At least 1	District	91.3%	94.3%
	No Preschool	90.3%	92.9%

Motor Development Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 2	District	109	239
	No Preschool	1,309	610
At least 1	District	122	270
	No Preschool	1,456	696

Motor Development Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
At least 2	District	82.9%	77.4%
	No Preschool	84.7%	74.7%
At least 1	District	93.6%	92.2%
	No Preschool	93.2%	89.5%

Motor Development Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
At least 2	District	35	84
	No Preschool	311	207
At least 1	District	39	100
	No Preschool	342	248

Social Emotional Development Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 2	District	88.8%	86.0%
	No Preschool	80.3%	83.3%
At least 1	District	97.0%	95.8%
	No Preschool	90.3%	91.9%

Social Emotional Development Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 2	District	119	246
	No Preschool	1,296	624
At least 1	District	130	274
	No Preschool	1,456	688

Social Emotional Development Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
At least 2	District	93%	83%
	No Preschool	80%	77%
At least 1	District	100%	95%
	No Preschool	91%	89%

Social Emotional Development Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
At least 2	District	39	91
	No Preschool	292	213
At least 1	District	42	104
	No Preschool	334	246

Approaches to Learning Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 2	District	77.6%	81.1%
	No Preschool	76.5%	77.3%
At least 1	District	97.0%	94.1%
	No Preschool	90.8%	93.1%

Approaches to Learning Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 2	District	104	232
	No Preschool	1,234	579
At least 1	District	130	269
	No Preschool	1,465	697

Approaches to Learning Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
At least 2	District	78.6%	78.0%
	No Preschool	76.3%	72.2%
At least 1	District	95.2%	91.7%
	No Preschool	92.6%	90.3%

Approaches to Learning Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
At least 2	District	33	85
	No Preschool	280	200
At least 1	District	40	100
	No Preschool	340	250

Data for Students Attending Early Head Start Preschools

Students Attending Early Head Start Preschool				
	2002-03		2003-04	
Demographic Category	N	%	N	%
Total # of Evaluated Students	57	-	74	-
Female	19	33.3%	34	45.9%
Male	38	66.7%	40	54.1%
White	30	52.6%	53	71.6%
Hispanic	7	12.3%	12	16.2%
Asian	1	1.8%	0	0.0%
American Indian	11	19.3%	8	10.8%
Black	4	7.0%	1	1.4%
Free/Reduced Lunch	25	43.9%	47	63.5%
Regular Lunch	32	56.1%	27	36.5%
English as Second Language (ESL)	4	7.0%	9	12.2%
No ESL	53	93.0%	65	87.8%
Special Education (IEP)	12	21.1%	14	18.9%
No IEP	45	78.9%	58	78.4%

Health Dimension - % Prepared			
Level	Status	2002-03	2003-04
1 Skill	Early Head Start	98.2%	94.6%
	No Preschool	91.5%	96.8%

Health Dimension - Student Count			
Level	Status	2002-03	2003-04
1 Skill	Early Head Start	56	70
	No Preschool	1,476	725

Health Dimension: F/R Lunch - % Prepared			
Level	Status	2002-03	2003-04
1 Skill	Early Head Start	100.0%	91.5%
	No Preschool	92.3%	95.5%

Health Dimension: F/R Lunch - Student Count			
Level	Status	2002-03	2003-04
1 Skill	Early Head Start	25	43
	No Preschool	339	264

Language Usage Skills Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 6	Early Head Start	29.8%	44.6%
	No Preschool	43.6%	47.0%
At least 5	Early Head Start	47.4%	62.2%
	No Preschool	59.0%	65.8%
At least 4	Early Head Start	63.2%	67.6%
	No Preschool	69.2%	76.5%
At least 3	Early Head Start	75.4%	82.4%
	No Preschool	79.2%	83.2%
At least 2	Early Head Start	86.0%	87.8%
	No Preschool	87.6%	91.1%
At least 1	Early Head Start	93.0%	91.9%
	No Preschool	92.3%	95.6%

Language Usage Skills Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 6	Early Head Start	17	33
	No Preschool	703	352
At least 5	Early Head Start	27	46
	No Preschool	952	493
At least 4	Early Head Start	36	50
	No Preschool	1,116	573
At least 3	Early Head Start	43	61
	No Preschool	1,278	623
At least 2	Early Head Start	49	65
	No Preschool	1,413	682
At least 1	Early Head Start	53	68
	No Preschool	1,489	716

Language Usage Skills Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 6	Early Head Start	24.0%	40.4%
	No Preschool	47.2%	35.0%
At least 5	Early Head Start	56.0%	61.7%
	No Preschool	65.2%	54.9%
At least 4	Early Head Start	64.0%	70.2%
	No Preschool	75.6%	68.6%
At least 3	Early Head Start	72.0%	85.1%
	No Preschool	83.5%	78.0%
At least 2	Early Head Start	84.0%	91.5%
	No Preschool	88.8%	85.2%
At least 1	Early Head Start	96.0%	93.6%
	No Preschool	92.3%	92.1%

Language Usage Skills Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 6	Early Head Start	6	19
	No Preschool	173	97
At least 5	Early Head Start	14	29
	No Preschool	239	152
At least 4	Early Head Start	16	33
	No Preschool	277	190
At least 3	Early Head Start	18	40
	No Preschool	306	216
At least 2	Early Head Start	21	43
	No Preschool	326	236
At least 1	Early Head Start	24	44
	No Preschool	339	255

Motor Development Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 2	Early Head Start	80.7%	78.4%
	No Preschool	81.2%	81.4%
At least 1	Early Head Start	91.2%	93.2%
	No Preschool	90.3%	92.9%

Motor Development Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 2	Early Head Start	46	58
	No Preschool	1,309	610
At least 1	Early Head Start	52	69
	No Preschool	1,456	696

Motor Development Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Early Head Start	92.0%	78.7%
	No Preschool	84.7%	74.7%
At least 1	Early Head Start	96.0%	95.7%
	No Preschool	93.2%	89.5%

Motor Development Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Early Head Start	23	37
	No Preschool	311	207
At least 1	Early Head Start	24	45
	No Preschool	342	248

Social Emotional Development Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 2	Early Head Start	0.807017544	0.77027027
	No Preschool	80.3%	83.3%
At least 1	Early Head Start	0.929824561	0.824324324
	No Preschool	90.3%	91.9%

Social Emotional Development Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 2	Early Head Start	46	57
	No Preschool	1,296	624
At least 1	Early Head Start	53	61
	No Preschool	1,456	688

Social Emotional Development Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Early Head Start	96.0%	80.9%
	No Preschool	79.6%	76.9%
At least 1	Early Head Start	100.0%	85.1%
	No Preschool	91.0%	88.8%

Social Emotional Development Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Early Head Start	24	38
	No Preschool	292	213
At least 1	Early Head Start	25	40
	No Preschool	334	246

Approaches to Learning Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 2	Early Head Start	74.7%	79.2%
	No Preschool	76.5%	77.3%
At least 1	Early Head Start	90.7%	94.2%
	No Preschool	90.8%	93.1%

Approaches to Learning Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 2	Early Head Start	43	59
	No Preschool	1,234	579
At least 1	Early Head Start	52	70
	No Preschool	1,465	697

Approaches to Learning Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Early Head Start	68.0%	76.6%
	No Preschool	76.3%	72.2%
At least 1	Early Head Start	96.0%	89.4%
	No Preschool	92.6%	90.3%

Approaches to Learning Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Early Head Start	17	36
	No Preschool	280	200
At least 1	Early Head Start	24	42
	No Preschool	340	250

Data for Students Attending ECSE (Developmental) Preschools

Students Attending ECSE Preschool				
	2002-03		2003-04	
Demographic Category	N	%	N	%
Total # of Evaluated Students	407	-	410	-
Female	170	41.8%	271	66.1%
Male	237	58.2%	139	33.9%
White	330	81.1%	354	86.3%
Hispanic	31	7.6%	34	8.3%
Asian	2	0.5%	3	0.7%
American Indian	12	2.9%	76	18.5%
Black	3	0.7%	12	2.9%
Free/Reduced Lunch	152	37.3%	156	38.0%
Regular Lunch	255	62.7%	254	62.0%
English as Second Language (ESL)	19	4.7%	19	4.6%
No ESL	388	95.3%	386	94.1%
Special Education (IEP)	224	55.0%	274	66.8%
No IEP	183	45.0%	133	32.4%

Health Dimension - % Prepared			
Level	Status	2002-03	2003-04
1 Skill	ECSE	86.7%	93.4%
	No Preschool	91.5%	96.8%

Health Dimension - Student Count			
Level	Status	2002-03	2003-04
1 Skill	ECSE	353	383
	No Preschool	1,476	725

Health Dimension: F/R Lunch - % Prepared			
Level	Status	2002-03	2003-04
1 Skill	ECSE	90.1%	88.5%
	No Preschool	92.3%	95.5%

Health Dimension: F/R Lunch - Student Count			
Level	Status	2002-03	2003-04
1 Skill	ECSE	137	138
	No Preschool	339	264

Language Usage Skills Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 6	ECSE	26.5%	33.9%
	No Preschool	43.6%	47.0%
At least 5	ECSE	45.7%	52.9%
	No Preschool	59.0%	65.8%
At least 4	ECSE	58.0%	66.8%
	No Preschool	69.2%	76.5%
At least 3	ECSE	68.6%	76.6%
	No Preschool	79.2%	83.2%
At least 2	ECSE	77.4%	86.1%
	No Preschool	87.6%	91.1%
At least 1	ECSE	87.0%	91.5%
	No Preschool	92.3%	95.6%

Language Usage Skills Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 6	ECSE	108	139
	No Preschool	703	352
At least 5	ECSE	186	217
	No Preschool	952	493
At least 4	ECSE	236	274
	No Preschool	1,116	573
At least 3	ECSE	279	314
	No Preschool	1,278	623
At least 2	ECSE	315	353
	No Preschool	1,413	682
At least 1	ECSE	354	375
	No Preschool	1,489	716

Language Usage Skills Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 6	ECSE	30.3%	34.6%
	No Preschool	47.2%	35.0%
At least 5	ECSE	49.3%	46.8%
	No Preschool	65.2%	54.9%
At least 4	ECSE	59.9%	63.5%
	No Preschool	75.6%	68.6%
At least 3	ECSE	70.4%	75.6%
	No Preschool	83.5%	78.0%
At least 2	ECSE	81.6%	84.0%
	No Preschool	88.8%	85.2%
At least 1	ECSE	88.8%	89.1%
	No Preschool	92.3%	92.1%

Language Usage Skills Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 6	ECSE	46	54
	No Preschool	173	97
At least 5	ECSE	75	73
	No Preschool	239	152
At least 4	ECSE	91	99
	No Preschool	277	190
At least 3	ECSE	107	118
	No Preschool	306	216
At least 2	ECSE	124	131
	No Preschool	326	236
At least 1	ECSE	135	139
	No Preschool	339	255

Motor Development Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 2	ECSE	62.9%	75.0%
	No Preschool	81.2%	81.4%
At least 1	ECSE	81.6%	89.5%
	No Preschool	90.3%	92.9%

Motor Development Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 2	ECSE	256	308
	No Preschool	1,309	610
At least 1	ECSE	332	367
	No Preschool	1,456	696

Motor Development Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
At least 2	ECSE	75.0%	66.0%
	No Preschool	84.7%	74.7%
At least 1	ECSE	89.5%	87.8%
	No Preschool	93.2%	89.5%

Motor Development Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
At least 2	ECSE	114	103
	No Preschool	311	207
At least 1	ECSE	136	137
	No Preschool	342	248

Social Emotional Development Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 2	ECSE	62.4%	68.8%
	No Preschool	80.3%	83.3%
At least 1	ECSE	77.9%	78.5%
	No Preschool	90.3%	91.9%

Social Emotional Development Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 2	ECSE	254	282
	No Preschool	1,296	624
At least 1	ECSE	317	322
	No Preschool	1,456	688

Social Emotional Development Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
At least 2	ECSE	67.1%	72.4%
	No Preschool	79.6%	76.9%
At least 1	ECSE	82.2%	81.4%
	No Preschool	91.0%	88.8%

Social Emotional Development Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
At least 2	ECSE	102	113
	No Preschool	292	213
At least 1	ECSE	125	127
	No Preschool	334	246

Approaches to Learning Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 2	ECSE	55.0%	66.3%
	No Preschool	76.5%	77.3%
At least 1	ECSE	83.5%	87.1%
	No Preschool	90.8%	93.1%

Approaches to Learning Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 2	ECSE	224	272
	No Preschool	1,234	579
At least 1	ECSE	340	357
	No Preschool	1,465	697

Approaches to Learning Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
At least 2	ECSE	63.2%	66.7%
	No Preschool	76.3%	72.2%
At least 1	ECSE	90.8%	89.1%
	No Preschool	92.6%	90.3%

Approaches to Learning Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
At least 2	ECSE	96	104
	No Preschool	280	200
At least 1	ECSE	138	139
	No Preschool	340	250

Data for Students Attending Even Start Preschools

Students Even Start Preschool				
	2002-03		2003-04	
Demographic Category	N	%	N	%
Total # of Evaluated Students	27	-	27	-
Female	13	48.1%	13	48.1%
Male	14	51.9%	14	51.9%
White	16	59.3%	18	66.7%
Hispanic	7	25.9%	8	29.6%
Asian	0	0.0%	0	0.0%
American Indian	0	0.0%	0	0.0%
Black	3	11.1%	1	3.7%
Free/Reduced Lunch	14	51.9%	17	63.0%
Regular Lunch	13	48.1%	10	37.0%
English as Second Language (ESL)	5	18.5%	2	7.4%
No ESL	22	81.5%	25	92.6%
Special Education (IEP)	4	14.8%	4	14.8%
No IEP	23	85.2%	22	81.5%

Health Dimension - % Prepared			
Level	Status	2002-03	2003-04
1 Skill	Even Start	92.6%	96.3%
	No Preschool	91.5%	96.8%

Health Dimension - Student Count			
Level	Status	2002-03	2003-04
1 Skill	Even Start	25	26
	No Preschool	1,476	725

Health Dimension: F/R Lunch - % Prepared			
Level	Status	2002-03	2003-04
1 Skill	Even Start	100.0%	94.1%
	No Preschool	92.3%	95.5%

Health Dimension: F/R Lunch - Student Count			
Level	Status	2002-03	2003-04
1 Skill	Even Start	14	16
	No Preschool	339	264

Language Usage Skills Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 6	Even Start	25.9%	18.5%
	No Preschool	43.6%	47.0%
At least 5	Even Start	44.4%	44.4%
	No Preschool	59.0%	65.8%
At least 4	Even Start	59.3%	63.0%
	No Preschool	69.2%	76.5%
At least 3	Even Start	66.7%	74.1%
	No Preschool	79.2%	83.2%
At least 2	Even Start	70.4%	85.2%
	No Preschool	87.6%	91.1%
At least 1	Even Start	88.9%	100.0%
	No Preschool	92.3%	95.6%

Language Usage Skills Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 6	Even Start	7	5
	No Preschool	703	352
At least 5	Even Start	12	12
	No Preschool	952	493
At least 4	Even Start	16	17
	No Preschool	1,116	573
At least 3	Even Start	18	20
	No Preschool	1,278	623
At least 2	Even Start	19	23
	No Preschool	1,413	682
At least 1	Even Start	24	27
	No Preschool	1,489	716

Language Usage Skills Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 6	Even Start	28.6%	11.8%
	No Preschool	47.2%	35.0%
At least 5	Even Start	50.0%	47.1%
	No Preschool	65.2%	54.9%
At least 4	Even Start	71.4%	70.6%
	No Preschool	75.6%	68.6%
At least 3	Even Start	71.4%	76.5%
	No Preschool	83.5%	78.0%
At least 2	Even Start	71.4%	94.1%
	No Preschool	88.8%	85.2%
At least 1	Even Start	92.9%	100.0%
	No Preschool	92.3%	92.1%

Language Usage Skills Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 6	Even Start	4	2
	No Preschool	173	97
At least 5	Even Start	7	8
	No Preschool	239	152
At least 4	Even Start	10	12
	No Preschool	277	190
At least 3	Even Start	10	13
	No Preschool	306	216
At least 2	Even Start	10	16
	No Preschool	326	236
At least 1	Even Start	13	17
	No Preschool	339	255

Motor Development Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 2	Even Start	74.1%	77.8%
	No Preschool	81.2%	81.4%
At least 1	Even Start	85.2%	96.3%
	No Preschool	90.3%	92.9%

Motor Development Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 2	Even Start	20	21
	No Preschool	1,309	610
At least 1	Even Start	23	26
	No Preschool	1,456	696

Motor Development Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Even Start	78.6%	82.4%
	No Preschool	84.7%	74.7%
At least 1	Even Start	92.9%	100.0%
	No Preschool	93.2%	89.5%

Motor Development Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Even Start	11	14
	No Preschool	311	207
At least 1	Even Start	13	17
	No Preschool	342	248

Social Emotional Development Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 2	Even Start	55.6%	70.4%
	No Preschool	80.3%	83.3%
At least 1	Even Start	85.2%	81.5%
	No Preschool	90.3%	91.9%

Social Emotional Development Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 2	Even Start	15	19
	No Preschool	1,296	624
At least 1	Even Start	23	22
	No Preschool	1,456	688

Social Emotional Development Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Even Start	64.3%	76.5%
	No Preschool	79.6%	76.9%
At least 1	Even Start	100.0%	82.4%
	No Preschool	91.0%	88.8%

Social Emotional Development Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Even Start	9	13
	No Preschool	292	213
At least 1	Even Start	14	14
	No Preschool	334	246

Approaches to Learning Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 2	Even Start	66.7%	74.1%
	No Preschool	76.5%	77.3%
At least 1	Even Start	85.2%	88.9%
	No Preschool	90.8%	93.1%

Approaches to Learning Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 2	Even Start	18	20
	No Preschool	1,234	579
At least 1	Even Start	23	24
	No Preschool	1,465	697

Approaches to Learning Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Even Start	64.3%	76.5%
	No Preschool	76.3%	72.2%
At least 1	Even Start	85.7%	88.2%
	No Preschool	92.6%	90.3%

Approaches to Learning Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Even Start	9	13
	No Preschool	280	200
At least 1	Even Start	12	15
	No Preschool	340	250

Data for Students Attending Head Start Preschools

Students Head Start Preschool				
	2002-03		2003-04	
Demographic Category	N	%	N	%
Total # of Evaluated Students	691	-	710	-
Female	320	46.3%	363	51.1%
Male	371	53.7%	347	48.9%
White	432	62.5%	488	68.7%
Hispanic	127	18.4%	124	17.5%
Asian	7	1.0%	8	1.1%
American Indian	63	9.1%	124	17.5%
Black	17	2.5%	21	3.0%
Free/Reduced Lunch	367	53.1%	422	59.4%
Regular Lunch	324	46.9%	288	40.6%
English as Second Language (ESL)	61	8.8%	92	13.0%
No ESL	630	91.2%	614	86.5%
Special Education (IEP)	110	15.9%	119	16.8%
No IEP	581	84.1%	579	81.5%

Health Dimension - % Prepared			
Level	Status	2002-03	2003-04
1 Skill	Head Start	92.6%	95.8%
	No Preschool	91.5%	96.8%

Health Dimension - Student Count			
Level	Status	2002-03	2003-04
1 Skill	Head Start	640	680
	No Preschool	1,476	725

Health Dimension: F/R Lunch - % Prepared			
Level	Status	2002-03	2003-04
1 Skill	Head Start	92.9%	95.0%
	No Preschool	92.3%	95.5%

Health Dimension: F/R Lunch - Student Count			
Level	Status	2002-03	2003-04
1 Skill	Head Start	341	401
	No Preschool	339	264

Language Usage Skills Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 6	Head Start	39.1%	44.2%
	No Preschool	43.6%	47.0%
At least 5	Head Start	55.1%	63.0%
	No Preschool	59.0%	65.8%
At least 4	Head Start	67.0%	71.0%
	No Preschool	69.2%	76.5%
At least 3	Head Start	76.3%	80.6%
	No Preschool	79.2%	83.2%
At least 2	Head Start	84.2%	87.7%
	No Preschool	87.6%	91.1%
At least 1	Head Start	93.8%	94.8%
	No Preschool	92.3%	95.6%

Language Usage Skills Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 6	Head Start	270	314
	No Preschool	703	352
At least 5	Head Start	381	447
	No Preschool	952	493
At least 4	Head Start	463	504
	No Preschool	1,116	573
At least 3	Head Start	527	572
	No Preschool	1,278	623
At least 2	Head Start	582	623
	No Preschool	1,413	682
At least 1	Head Start	648	673
	No Preschool	1,489	716

Language Usage Skills Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 6	Head Start	38.4%	40.0%
	No Preschool	47.2%	35.0%
At least 5	Head Start	55.0%	59.0%
	No Preschool	65.2%	54.9%
At least 4	Head Start	67.8%	69.7%
	No Preschool	75.6%	68.6%
At least 3	Head Start	77.4%	79.4%
	No Preschool	83.5%	78.0%
At least 2	Head Start	84.7%	85.8%
	No Preschool	88.8%	85.2%
At least 1	Head Start	93.2%	94.1%
	No Preschool	92.3%	92.1%

Language Usage Skills Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 6	Head Start	141	169
	No Preschool	173	97
At least 5	Head Start	202	249
	No Preschool	239	152
At least 4	Head Start	249	294
	No Preschool	277	190
At least 3	Head Start	284	335
	No Preschool	306	216
At least 2	Head Start	311	362
	No Preschool	326	236
At least 1	Head Start	342	397
	No Preschool	339	255

Motor Development Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 2	Head Start	78.4%	79.6%
	No Preschool	81.2%	81.4%
At least 1	Head Start	91.8%	91.8%
	No Preschool	90.3%	92.9%

Motor Development Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 2	Head Start	542	565
	No Preschool	1,309	610
At least 1	Head Start	634	652
	No Preschool	1,456	696

Motor Development Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Head Start	82.6%	76.8%
	No Preschool	84.7%	74.7%
At least 1	Head Start	94.0%	91.0%
	No Preschool	93.2%	89.5%

Motor Development Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Head Start	303	324
	No Preschool	311	207
At least 1	Head Start	345	384
	No Preschool	342	248

Social Emotional Development Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 2	Head Start	76.4%	78.6%
	No Preschool	80.3%	83.3%
At least 1	Head Start	86.4%	87.2%
	No Preschool	90.3%	91.9%

Social Emotional Development Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 2	Head Start	528	558
	No Preschool	1,296	624
At least 1	Head Start	597	619
	No Preschool	1,456	688

Social Emotional Development Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Head Start	79.6%	79.4%
	No Preschool	79.6%	76.9%
At least 1	Head Start	89.1%	87.7%
	No Preschool	91.0%	88.8%

Social Emotional Development Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Head Start	292	335
	No Preschool	292	213
At least 1	Head Start	327	370
	No Preschool	334	246

Approaches to Learning Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 2	Head Start	68.0%	72.1%
	No Preschool	76.5%	77.3%
At least 1	Head Start	90.2%	92.1%
	No Preschool	90.8%	93.1%

Approaches to Learning Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 2	Head Start	470	512
	No Preschool	1,234	579
At least 1	Head Start	623	654
	No Preschool	1,465	697

Approaches to Learning Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Head Start	68.9%	72.0%
	No Preschool	76.3%	72.2%
At least 1	Head Start	90.7%	93.1%
	No Preschool	92.6%	90.3%

Approaches to Learning Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Head Start	253	304
	No Preschool	280	200
At least 1	Head Start	333	393
	No Preschool	340	250

Data for Students Attending Private Preschools

Students Attending Private Preschool				
	2002-03		2003-04	
Demographic Category	N	%	N	%
Total # of Evaluated Students	904	-	1,260	-
Female	444	49.1%	620	49.2%
Male	460	50.9%	640	50.8%
White	822	90.9%	1,149	91.2%
Hispanic	41	4.5%	68	5.4%
Asian	10	1.1%	10	0.8%
American Indian	6	0.7%	10	0.8%
Black	8	0.9%	23	1.8%
Free/Reduced Lunch	140	15.5%	235	18.7%
Regular Lunch	764	84.5%	1,025	81.3%
English as Second Language (ESL)	16	1.8%	18	1.4%
No ESL	888	98.2%	1,241	98.5%
Special Education (IEP)	53	5.9%	81	6.4%
No IEP	851	94.1%	1,175	93.3%

Health Dimension - % Prepared			
Level	Status	2002-03	2003-04
1 Skill	Private	94.4%	98.8%
	No Preschool	91.5%	96.8%

Health Dimension - Student Count			
Level	Status	2002-03	2003-04
1 Skill	Private	853	1,245
	No Preschool	1,476	725

Health Dimension: F/R Lunch - % Prepared			
Level	Status	2002-03	2003-04
1 Skill	Private	99.3%	97.4%
	No Preschool	92.3%	95.5%

Health Dimension: F/R Lunch - Student Count			
Level	Status	2002-03	2003-04
1 Skill	Private	139	229
	No Preschool	339	264

Language Usage Skills Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 6	Private	64.6%	61.0%
	No Preschool	43.6%	47.0%
At least 5	Private	77.7%	77.9%
	No Preschool	59.0%	65.8%
At least 4	Private	82.6%	87.4%
	No Preschool	69.2%	76.5%
At least 3	Private	86.2%	92.2%
	No Preschool	79.2%	83.2%
At least 2	Private	91.2%	96.1%
	No Preschool	87.6%	91.1%
At least 1	Private	94.8%	98.5%
	No Preschool	92.3%	95.6%

Language Usage Skills Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 6	Private	584	769
	No Preschool	703	352
At least 5	Private	702	982
	No Preschool	952	493
At least 4	Private	747	1,101
	No Preschool	1,116	573
At least 3	Private	779	1,162
	No Preschool	1,278	623
At least 2	Private	824	1,211
	No Preschool	1,413	682
At least 1	Private	857	1,241
	No Preschool	1,489	716

Language Usage Skills Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 6	Private	54.3%	47.7%
	No Preschool	47.2%	35.0%
At least 5	Private	70.0%	67.2%
	No Preschool	65.2%	54.9%
At least 4	Private	75.0%	77.9%
	No Preschool	75.6%	68.6%
At least 3	Private	80.7%	83.8%
	No Preschool	83.5%	78.0%
At least 2	Private	91.4%	90.6%
	No Preschool	88.8%	85.2%
At least 1	Private	95.7%	95.3%
	No Preschool	92.3%	92.1%

Language Usage Skills Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 6	Private	76	112
	No Preschool	173	97
At least 5	Private	98	158
	No Preschool	239	152
At least 4	Private	105	183
	No Preschool	277	190
At least 3	Private	113	197
	No Preschool	306	216
At least 2	Private	128	213
	No Preschool	326	236
At least 1	Private	134	224
	No Preschool	339	255

Motor Development Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 2	Private	87.2%	88.0%
	No Preschool	81.2%	81.4%
At least 1	Private	93.4%	96.7%
	No Preschool	90.3%	92.9%

Motor Development Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 2	Private	788	1,109
	No Preschool	1,309	610
At least 1	Private	844	1,219
	No Preschool	1,456	696

Motor Development Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Private	85.7%	79.6%
	No Preschool	84.7%	74.7%
At least 1	Private	95.0%	95.3%
	No Preschool	93.2%	89.5%

Motor Development Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Private	120	187
	No Preschool	311	207
At least 1	Private	133	224
	No Preschool	342	248

Social Emotional Development Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 2	Private	84.2%	87.6%
	No Preschool	80.3%	83.3%
At least 1	Private	91.7%	95.2%
	No Preschool	90.3%	91.9%

Social Emotional Development Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 2	Private	761	1,104
	No Preschool	1,296	624
At least 1	Private	829	1,200
	No Preschool	1,456	688

Social Emotional Development Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Private	82.9%	83.4%
	No Preschool	79.6%	76.9%
At least 1	Private	93.6%	91.5%
	No Preschool	91.0%	88.8%

Social Emotional Development Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Private	116	196
	No Preschool	292	213
At least 1	Private	131	215
	No Preschool	334	246

Approaches to Learning Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 2	Private	84.3%	84.4%
	No Preschool	76.5%	77.3%
At least 1	Private	92.5%	95.6%
	No Preschool	90.8%	93.1%

Approaches to Learning Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 2	Private	762	1,064
	No Preschool	1,234	579
At least 1	Private	836	1,205
	No Preschool	1,465	697

Approaches to Learning Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Private	81.4%	80.0%
	No Preschool	76.3%	72.2%
At least 1	Private	92.9%	94.5%
	No Preschool	92.6%	90.3%

Approaches to Learning Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Private	114	188
	No Preschool	280	200
At least 1	Private	130	222
	No Preschool	340	250

Data for Students Attending TANF Preschools

Students TANF Preschool				
	2002-03		2003-04	
Demographic Category	N	%	N	%
Total # of Evaluated Students	239	-	228	-
Female	112	46.9%	105	46.1%
Male	127	53.1%	123	53.9%
White	195	81.6%	186	81.6%
Hispanic	28	11.7%	27	11.8%
Asian	0	0.0%	5	2.2%
American Indian	4	1.7%	3	1.3%
Black	9	3.8%	7	3.1%
Free/Reduced Lunch	125	52.3%	128	56.1%
Regular Lunch	114	47.7%	100	43.9%
English as Second Language (ESL)	6	2.5%	6	2.6%
No ESL	233	97.5%	222	97.4%
Special Education (IEP)	48	20.1%	34	14.9%
No IEP	191	79.9%	194	85.1%

Health Dimension - % Prepared			
Level	Status	2002-03	2003-04
1 Skill	TANF	97.1%	96.9%
	No Preschool	91.5%	96.8%

Health Dimension - Student Count			
Level	Status	2002-03	2003-04
1 Skill	TANF	232	221
	No Preschool	1,476	725

Health Dimension: F/R Lunch - % Prepared			
Level	Status	2002-03	2003-04
1 Skill	TANF	96.8%	96.1%
	No Preschool	92.3%	95.5%

Health Dimension: F/R Lunch - Student Count			
Level	Status	2002-03	2003-04
1 Skill	TANF	121	123
	No Preschool	339	264

Language Usage Skills Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 6	TANF	51.5%	49.6%
	No Preschool	43.6%	47.0%
At least 5	TANF	66.9%	70.2%
	No Preschool	59.0%	65.8%
At least 4	TANF	73.6%	80.3%
	No Preschool	69.2%	76.5%
At least 3	TANF	84.1%	84.2%
	No Preschool	79.2%	83.2%
At least 2	TANF	88.7%	91.2%
	No Preschool	87.6%	91.1%
At least 1	TANF	94.1%	95.6%
	No Preschool	92.3%	95.6%

Language Usage Skills Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 6	TANF	123	113
	No Preschool	703	352
At least 5	TANF	160	160
	No Preschool	952	493
At least 4	TANF	176	183
	No Preschool	1,116	573
At least 3	TANF	201	192
	No Preschool	1,278	623
At least 2	TANF	212	208
	No Preschool	1,413	682
At least 1	TANF	225	218
	No Preschool	1,489	716

Language Usage Skills Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 6	TANF	55.2%	50.0%
	No Preschool	47.2%	35.0%
At least 5	TANF	68.0%	65.6%
	No Preschool	65.2%	54.9%
At least 4	TANF	73.6%	76.6%
	No Preschool	75.6%	68.6%
At least 3	TANF	80.8%	81.3%
	No Preschool	83.5%	78.0%
At least 2	TANF	86.4%	87.5%
	No Preschool	88.8%	85.2%
At least 1	TANF	92.8%	94.5%
	No Preschool	92.3%	92.1%

Language Usage Skills Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 6	TANF	69	64
	No Preschool	173	97
At least 5	TANF	85	84
	No Preschool	239	152
At least 4	TANF	92	98
	No Preschool	277	190
At least 3	TANF	101	104
	No Preschool	306	216
At least 2	TANF	108	112
	No Preschool	326	236
At least 1	TANF	116	121
	No Preschool	339	255

Motor Development Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 2	TANF	79.9%	76.8%
	No Preschool	81.2%	81.4%
At least 1	TANF	92.9%	92.5%
	No Preschool	90.3%	92.9%

Motor Development Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 2	TANF	191	175
	No Preschool	1,309	610
At least 1	TANF	222	211
	No Preschool	1,456	696

Motor Development Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
At least 2	TANF	82.4%	72.7%
	No Preschool	84.7%	74.7%
At least 1	TANF	92.0%	91.4%
	No Preschool	93.2%	89.5%

Motor Development Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
At least 2	TANF	103	93
	No Preschool	311	207
At least 1	TANF	115	117
	No Preschool	342	248

Social Emotional Development Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 2	TANF	79.9%	75.4%
	No Preschool	80.3%	83.3%
At least 1	TANF	88.7%	88.2%
	No Preschool	90.3%	91.9%

Social Emotional Development Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 2	TANF	191	172
	No Preschool	1,296	624
At least 1	TANF	212	201
	No Preschool	1,456	688

Social Emotional Development Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
At least 2	TANF	77.6%	72.7%
	No Preschool	79.6%	76.9%
At least 1	TANF	88.0%	85.2%
	No Preschool	91.0%	88.8%

Social Emotional Development Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
At least 2	TANF	97	93
	No Preschool	292	213
At least 1	TANF	110	109
	No Preschool	334	246

Overall Statistics for Childcares

Parent or Relative Childcare				
	2002-03		2003-04	
Demographic Category	N	%	N	%
Total # of Evaluated Students	1,414	-	1,480	-
Female	679	48.0%	700	47.3%
Male	735	52.0%	780	52.7%
White	1,122	79.3%	1,217	82.2%
Hispanic	157	11.1%	192	13.0%
Asian	17	1.2%	31	2.1%
American Indian	22	1.6%	15	1.0%
Black	16	1.1%	25	1.7%
Free/Reduced Lunch	462	32.7%	550	37.2%
Regular Lunch	952	67.3%	930	62.8%
English as Second Language (ESL)	73	5.2%	66	4.5%
No ESL	1,341	94.8%	1,412	95.4%
Special Education (IEP)	131	9.3%	174	11.8%
No IEP	1,283	90.7%	1,300	87.8%

Licensed Childcare				
	2002-03		2003-04	
Demographic Category	N	%	N	%
Total # of Evaluated Students	877	-	958	-
Female	418	47.7%	462	48.2%
Male	459	52.3%	496	51.8%
White	752	85.7%	852	88.9%
Hispanic	68	7.8%	60	6.3%
Asian	7	0.8%	4	0.4%
American Indian	9	1.0%	20	2.1%
Black	20	2.3%	22	2.3%
Free/Reduced Lunch	181	20.6%	228	23.8%
Regular Lunch	696	79.4%	730	76.2%
English as Second Language (ESL)	25	2.9%	24	2.5%
No ESL	852	97.1%	934	97.5%
Special Education (IEP)	74	8.4%	105	11.0%
No IEP	803	91.6%	849	88.6%

Unlicensed Childcare				
	2002-03		2003-04	
Demographic Category	N	%	N	%
Total # of Evaluated Students	228	-	124	-
Female	114	50.0%	68	54.8%
Male	114	50.0%	56	45.2%
White	187	82.0%	107	86.3%
Hispanic	13	5.7%	12	9.7%
Asian	4	1.8%	2	1.6%
American Indian	6	2.6%	1	0.8%
Black	5	2.2%	2	1.6%
Free/Reduced Lunch	66	28.9%	35	28.2%
Regular Lunch	162	71.1%	89	71.8%
English as Second Language (ESL)	7	3.1%	6	4.8%
No ESL	121	53.1%	118	95.2%
Special Education (IEP)	24	10.5%	7	5.6%
No IEP	204	89.5%	117	94.4%

Health Dimension - % Prepared			
Level	Status	2002-03	2003-04
1 Skill	Parent/Relative	96.2%	97.2%
	Licensed	94.4%	98.3%
	Unlicensed	91.2%	100.0%

Health Dimension - Student Count			
Level	Status	2002-03	2003-04
1 Skill	Parent/Relative	1,360	1,439
	Licensed	828	942
	Unlicensed	208	124

Health Dimension: F/R Lunch - % Prepared			
Level	Status	2002-03	2003-04
1 Skill	Parent/Relative	96.5%	95.6%
	Licensed	96.1%	96.9%
	Unlicensed	93.9%	100.0%

Health Dimension: F/R Lunch - Student Count			
Level	Status	2002-03	2003-04
1 Skill	Parent/Relative	446	526
	Licensed	174	221
	Unlicensed	62	35

Language Usage Skills Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 6	Parent/Relative	50.4%	52.4%
	Licensed	58.3%	58.0%
	Unlicensed	47.4%	45.2%
At least 5	Parent/Relative	67.8%	69.3%
	Licensed	71.3%	76.7%
	Unlicensed	60.1%	69.4%
At least 4	Parent/Relative	76.9%	80.8%
	Licensed	78.4%	85.6%
	Unlicensed	71.5%	80.6%
At least 3	Parent/Relative	84.9%	87.8%
	Licensed	84.5%	91.0%
	Unlicensed	78.1%	87.9%
At least 2	Parent/Relative	91.7%	93.5%
	Licensed	90.3%	96.0%
	Unlicensed	84.2%	95.2%
At least 1	Parent/Relative	95.7%	97.2%
	Licensed	95.0%	98.0%
	Unlicensed	93.0%	96.8%

Language Usage Skills Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 6	Parent/Relative	712	776
	Licensed	511	556
	Unlicensed	108	56
At least 5	Parent/Relative	959	1,025
	Licensed	625	735
	Unlicensed	137	86
At least 4	Parent/Relative	1,087	1,196
	Licensed	688	820
	Unlicensed	163	100
At least 3	Parent/Relative	1,201	1,299
	Licensed	741	872
	Unlicensed	178	109
At least 2	Parent/Relative	1,296	1,384
	Licensed	792	920
	Unlicensed	192	118
At least 1	Parent/Relative	1,353	1,438
	Licensed	833	939
	Unlicensed	212	120

Language Usage Skills Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 6	Parent/Relative	41.6%	43.1%
	Licensed	53.0%	45.2%
	Unlicensed	54.5%	34.3%
At least 5	Parent/Relative	60.6%	60.9%
	Licensed	70.2%	66.7%
	Unlicensed	65.2%	60.0%
At least 4	Parent/Relative	71.6%	75.1%
	Licensed	77.9%	75.9%
	Unlicensed	74.2%	80.0%
At least 3	Parent/Relative	81.4%	83.5%
	Licensed	85.1%	85.5%
	Unlicensed	80.3%	91.4%
At least 2	Parent/Relative	90.3%	90.2%
	Licensed	93.4%	92.1%
	Unlicensed	86.4%	94.3%
At least 1	Parent/Relative	94.6%	95.1%
	Licensed	97.2%	96.5%
	Unlicensed	90.9%	97.1%

Language Usage Skills Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 6	Parent/Relative	192	237
	Licensed	96	103
	Unlicensed	36	12
At least 5	Parent/Relative	280	335
	Licensed	127	152
	Unlicensed	43	21
At least 4	Parent/Relative	331	413
	Licensed	141	173
	Unlicensed	49	28
At least 3	Parent/Relative	376	459
	Licensed	154	195
	Unlicensed	53	32
At least 2	Parent/Relative	417	496
	Licensed	169	210
	Unlicensed	57	33
At least 1	Parent/Relative	437	523
	Licensed	176	220
	Unlicensed	60	34

Motor Development Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 2	Parent/Relative	85.1%	85.4%
	Licensed	82.0%	87.7%
	Unlicensed	78.1%	83.1%
At least 1	Parent/Relative	95.2%	95.1%
	Licensed	91.8%	96.3%
	Unlicensed	88.2%	96.0%

Motor Development Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 2	Parent/Relative	1,204	1,264
	Licensed	719	840
	Unlicensed	178	103
At least 1	Parent/Relative	1,346	1,408
	Licensed	805	923
	Unlicensed	201	119

Motor Development Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Parent/Relative	86.8%	80.9%
	Licensed	85.1%	79.4%
	Unlicensed	83.3%	82.9%
At least 1	Parent/Relative	97.0%	94.2%
	Licensed	96.1%	93.0%
	Unlicensed	93.9%	97.1%

Motor Development Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Parent/Relative	401	445
	Licensed	154	181
	Unlicensed	55	29
At least 1	Parent/Relative	448	518
	Licensed	174	212
	Unlicensed	62	34

Social Emotional Development Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
All 2	Parent/Relative	82.7%	84.8%
	Licensed	79.8%	83.9%
	Unlicensed	79.8%	90.3%
At least 1	Parent/Relative	91.6%	92.0%
	Licensed	88.1%	92.5%
	Unlicensed	87.7%	90.3%

Social Emotional Development Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
All 2	Parent/Relative	1,169	1,255
	Licensed	700	804
	Unlicensed	182	112
At least 1	Parent/Relative	1,295	1,362
	Licensed	773	886
	Unlicensed	200	112

Social Emotional Development Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Parent/Relative	80.1%	82.7%
	Licensed	80.7%	79.8%
	Unlicensed	83.3%	88.6%
At least 1	Parent/Relative	90.5%	90.7%
	Licensed	90.1%	89.9%
	Unlicensed	90.9%	88.6%

Social Emotional Development Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Parent/Relative	370	455
	Licensed	146	182
	Unlicensed	55	31
At least 1	Parent/Relative	418	499
	Licensed	163	205
	Unlicensed	60	31

Approaches to Learning Dimension - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Parent/Relative	79.3%	81.6%
	Licensed	76.9%	83.4%
	Unlicensed	73.2%	78.2%
At least 1	Parent/Relative	93.7%	94.0%
	Licensed	91.3%	95.6%
	Unlicensed	87.7%	91.9%

Approaches to Learning Dimension - Student Count			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Parent/Relative	1,122	1,208
	Licensed	674	799
	Unlicensed	167	97
At least 1	Parent/Relative	1,325	1,391
	Licensed	801	916
	Unlicensed	200	114

Approaches to Learning Dimension: F/R Lunch - % Prepared			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Parent/Relative	74.5%	77.5%
	Licensed	76.2%	79.4%
	Unlicensed	84.8%	80.0%
At least 1	Parent/Relative	92.6%	91.5%
	Licensed	93.9%	93.9%
	Unlicensed	95.5%	79.4%

Approaches to Learning Dimension: F/R Lunch - Student Count			
Level	**Status**	**2002-03**	**2003-04**
At least 2	Parent/Relative	344	426
	Licensed	138	181
	Unlicensed	56	28
At least 1	Parent/Relative	428	503
	Licensed	170	214
	Unlicensed	63	28

Appendix C – Kindergarten Readiness Survey

WDE 452 Form

The Kindergarten Readiness Survey (KRS) is available on the WDE website (located at http://www.k12.wy.us/pls/warehouse/wde.forms.inventory) and is identified as the WDE 452 form. The following pages provide the contents of the survey, which includes a section for kindergarten teachers to complete (pages one and two) and instructions (pages three and four).

Page 1 of WDE 452 Form

School ID - School Name: _____ E-Mail: _____

Kindergarten Teacher Name: _____ Phone: _____

Number of Years teaching Kindergarten: _____

1. Please rate changes in your students' preparedness for kindergarten over the last five years. Check only one.

☐ Not Applicable. I have not taught kindergarten for five years or more. ☐ More ready to participate successfully

☐ Fewer ready to participate successfully ☐ About the same

CODES INSTRUCTIONS

2. What did you use to gather the provided information for the individual student report? Check all that apply.

☐ Teacher Observations ☐ Teacher or district designed assessments ☐ Commercial or standardized individual assessments

	Student ID	Gender	Ethnicity	ESL	Early Head Start	Head Start	Even Start	Preschool	ECSE(Devel Preschool)	Special Education	Free/Reduc Lunch	Childcare
1												
2												
3												
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Page 2 of the WDE 452 Form

Score using Likert Scale													
Healthy	Verbal	Listens	Understands	Identifies Letters	Retells	Write/ Draw	Curious	Follows Directions	Uses Tools	Gross Motor	Cooperative	Responsive	
													1
													2
													3
													4
													5
													6
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Page 3 of the WDE 452 Form (Teacher Instructions)

Basis for Collection	Kids who start behind, stay behind. In an effort to help schools close the achievement gap, the Wyoming Department of Education is initiating a project (following recommendations from a Wyoming Early Childhood report funded by the National School Board Association) to collect and disseminate information on the school readiness skills of children enrolled in Kindergarten. This information will be extremely valuable as we look at early learning opportunities for children in our communities, and how we can help our young children enter school with the readiness skills needed for learning success. Additionally, the Wyoming Department of Education will be releasing Early Childhood Standards for prekindergarten children this fall. The data from this survey will be used to create a baseline from which we hope to make forward progress to ensure children are ready to learn as indicated by these standards.
Use of Data	The information collected from this survey is used for a variety of important purposes including but not limited to: Wyoming's early childhood legislative agenda; legislative decisions for statewide funding of programs impacting young children prior to school entrance; county and community planning related to the At Risk Preschool Project funded by TANF dollars through the Wyoming legislature, as well as future funding levels; strategic planning and policy recommendations for the Wyoming Early Childhood Council and Wyoming State Board of Education; instructional planning for preschool settings; and to examine the readiness of children participating in various early care and education settings.
General Instructions	First on the survey you will complete individual kindergarten **teacher** information. After completing this information, you will progress to the student detail section of the survey. A row should be filled out for each individual kindergarten student in your classroom.

BACK TO FORM CODES

Student Data Report	**Student ID** Must be 9 digits Either the student's Social Security Number or a 9 digit identifier assigned by the district. This is the same ID used on other WDE reporting. See the web page: http://www.k12.wy.us/statistics/sturecid.html for guidance on how the district should create numbers when a social security number is not used. **Gender**: Identifies the gender of the child. **M**=Male, **F**=Female **Ethnicity**: Identifies the ethnicity of the child. The code values are: **W** - White, not of Hispanic origin, a student having origins in any of the original peoples of Europe, North Africa, or the Middle East. **B -** Black (not of Hispanic origin) A student having origins in any of the black racial groups of Africa. **H -** Hispanic Origin - a student of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race. **A -** Asian/Pacific Islander - a student having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent. **I -** American Indian/Alaskan Native - a student having origins in any of the original peoples of North America. **PLEASE NOTE**: In order to obtain accurate information on the preschool and childcare experiences of your students you may need to **English as a Second Language**: English is not the child's primary language. **Y**=Yes, **N**=No, **U**=Unknown **Early Head Start**: Attended a federally-funded Early Head Start program. **Y**=Yes, **N**=No, **U**=Unknown **Head Start**: Attended a federally-funded Head Start program. **Y**=Yes, **N**=No, **U**=Unknown **Even Start**: Received Even Start services. **Y**=Yes, **N**=No, **U**=Unknown **Preschool**: Enrolled in a preschool program, not Head Start or Early Head Start. Within this category you will specify if the preschool experience was: **0**=Unknown, **1**=No preschool experience, **2**=Privately funded preschool, **3**=TANF funded preschool (this includes Wyoming Early Enrichment Project), **4**=Preschool affiliated with a district **Early Childhood Special Education (Developmental Preschool)**: This child had an Individualized Education Plan (IEP) and received early intervention services. **Y**=Yes, **N**=No, **U**=Unknown

Page 4 of the WDE 452 Form (Teacher Instructions cont.)

Student Data Report Continued	**Special Education**: Is the child currently receiving special education services? **Y**=Yes, **N**=No, **U**=Unknown **Free and Reduced Lunch**: Does the child qualify for free or reduced school lunch? **Y**=Yes, **N**=No, **U**=Unknown **Childcare**: The child attended a childcare setting (including both part and full time care). Within this category you will specify if the ✓ Licensed care is defined as a facility that has a license issued by the Department of Family Services to provide childcare services ✓ Unlicensed care is defined as a facility that does not have a license issued by the Department of Family Services to provide childcare services ✓ Legally Exempt is defined by the Department of Family Services as: 1) A legal parent's or legal relative's care of the child; 2) Occasional care of a neighbor's or friend's child if the person providing care does not regularly engage in this activity; 3) Parents exchanging care on a cooperative basis; 4) Child care provided by a person employed to come to the home of the child's parent or guardian; 5) Child care facilities proving care for less than three minors; 6) The child care facility is supervised by the state, any local government, school district or agency or political subdivision thereof; or 7) Child care facilities providing care to the children of only one immediate family unit.
	The Code values for the Likert Scale are:
Student Data Report Continued	**1 -- No**: Child does not exhibit this skill/ quality. **2 -- Rarely**: The child has demonstrated part of the skill, or must have assistance to complete it. The quality is observed less than fifty-percent of the time. **3 -- Sometimes**: The child is practicing the skill but may make errors or not be able to complete task without aid. Quality is present over fifty-percent of the time but not all the time. **4 -- Always**: The child has mastered this skill, or the quality is always present.
BACK TO FORM **CODES**	**Healthy**: Physically healthy, well rested and well nourished **Verbal**: Communicates needs, wants, and thoughts verbally (in child's primary language) **Listens**: Listens with interest and understanding to stories **Understands Print**: Knows print carries the message in a picture book **Identifies Letters of the Alphabet**: Knows ten or more letters of the alphabet **Retells**: Orally retells a familiar story **Write/Draw**: Writes/draws pictures or symbols to communicate understanding and messages (some students may use special **Curious:** Enthusiastic and curious in approaching new activities **Follows Directions**: Follows simple two-step directions **Uses Tools**: Uses objects such as pencils, crayons, markers, paintbrushes, and/or scissors **Gross Motor Skills**: Exhibits skills such as hops on one foot, balances while walking on a line on the floor, walks and runs with ease **Cooperative**: Plays and works with other children with and without teacher assistance, adapts to planned activity changes (transitions) **Responsive**: Reacts appropriately to a variety of situations