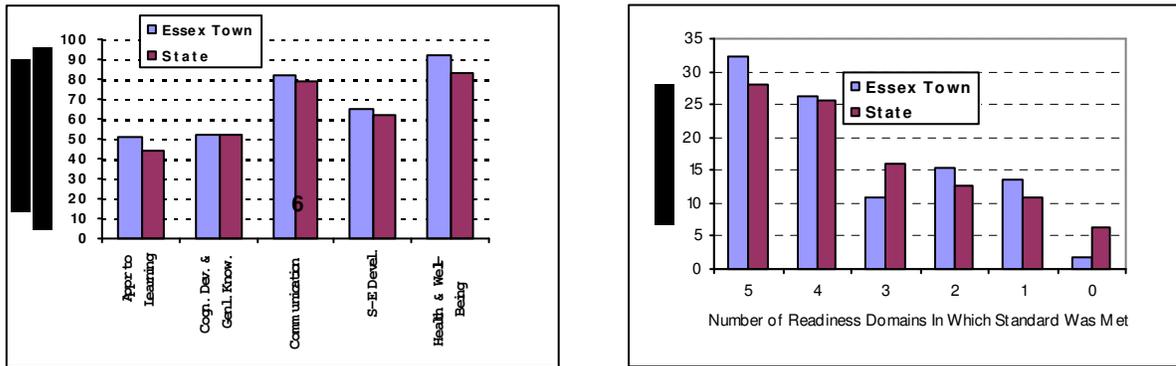


Essex Town School District

Below are the results from the Ready Kindergarten Questionnaire your district completed last fall. Eleven kindergarten teachers in your supervisory union completed this questionnaire for 118 kindergartners in the beginning of the 2007-2008 school year. The first chart below illustrates **the percentage of kindergartners who were rated as “Practicing” or “Performing Independently” on all the items within each domain.** The items listed for each domain represent tasks and/or skills a kindergartner might demonstrate upon his/her entry into kindergarten. The second chart shows the percent of students who achieved this standard in five, four, three, two, one, or no domains.

Please note that there were several important changes in the survey instrument as of the ‘04-‘05 year. These included the addition of a “don’t know” response option, and a revised set of items in the Cognitive Development & General Knowledge domain. Thus, you should use caution when comparing these results to those of prior years. These results are not meant to identify students who are “not” ready for school, but rather are offered as information about the broad skills children in your supervisory union demonstrate upon entry into kindergarten. For your further information, your supervisory union’s results are compared to the state aggregate results.



To offer you more specific information, the percentage of students who were rated as “Practicing” or “Performing Independently” is listed for each item within each domain in Table 1. The numbers in bold are the percentages that are represented in the figure above (note these are NOT averages of the individual item percentages, but the proportion of children who met the standard on *all* items within the domain). It will be important to discuss these results with your kindergarten teachers, with parents, and with child care providers in your community in order to fully interpret their meaning. Some questions to guide your discussions might be:

1. Are our kindergartners demonstrating the skills that we are hoping they would have upon entry into school?
2. Are there areas where we should focus our efforts to better prepare our future kindergartners for school?
3. How can we as a community ensure that more of our young children are “ready” for school?

Table 1: The percentage of students in the supervisory union and the state who were rated as “Practicing” or “Performing Independently” the item or skill.

Questionnaire Item	Essex Town	State-Wide
Social and Emotional Domain: “practicing” or “performing independently” on ALL items	65.0	61.9
Can meet/play with different children	81.4	84.8
Uses-problem solving skills in social situations	66.1	67.1
Separates easily from caregiver	94.0	90.1
Appropriately expresses emotions	78.0	81.3
Adapts to transitions	85.6	85.6
Interacts positively with adults	90.7	89.4
Approaches to Learning Domain: “practicing” or “performing independently” on ALL items	50.8	44.1
Follows simple rules	87.3	82.1
Persists with self-directed activity	85.6	82.3
Appears enthusiastic	95.8	86.4
Uses a variety of strategies	76.3	73.1
Pays attention	75.4	75.3
Engages in conversation	79.7	86.6
Knows how and when to use adults	83.9	81.1
Initiates activities in the classroom	77.1	79.4
Is curious	83.8	80.7
Communication Domain: “practicing” or “performing independently” on ALL items	81.9	78.9
Communicates needs	85.5	83.0
Understands simple directions	98.3	87.7
Cognitive Development/General Knowledge Domain: “practicing” or “performing independently” on ALL items	51.7	51.7
Shows awareness of how books are organized and used	86.4	83.2
Can recall and explain sequences of events	75.2	74.1
Recognizes name in print	91.5	88.7
Engages in imaginative play	89.0	87.0
Shows beginning awareness of letter/sound correspondence	77.1	62.9
Can identify 10 or more letters of the alphabet	86.4	70.8
Uses scribbles, symbols, or letters to write or represent words or ideas	61.0	66.1
Shows ability to count 5 or more objects using one-to-one correspondence	91.5	83.6
Can identify several basic geometric shapes	87.1	81.2
Health & Well-Being Domain: meeting standard on ALL items	92.4	82.8
Demonstrates self-help skills	96.6	93.6
Ability to learn rarely appears inhibited by illness	99.2	96.0
Ability to learn rarely appears inhibited by fatigue	96.6	90.6
Ability to learn rarely appears inhibited by hunger	97.5	96.0