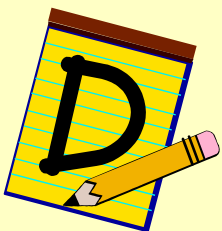
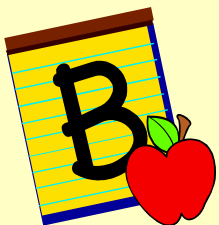
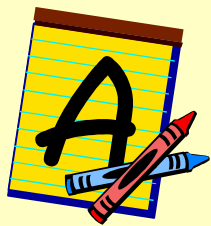


PROGRESS OF KINDERGARTEN STUDENTS

**Acquisition of Reading Skills
2000 – 2001 Study**

THE KINDERGARTEN READING ASSESSMENTS

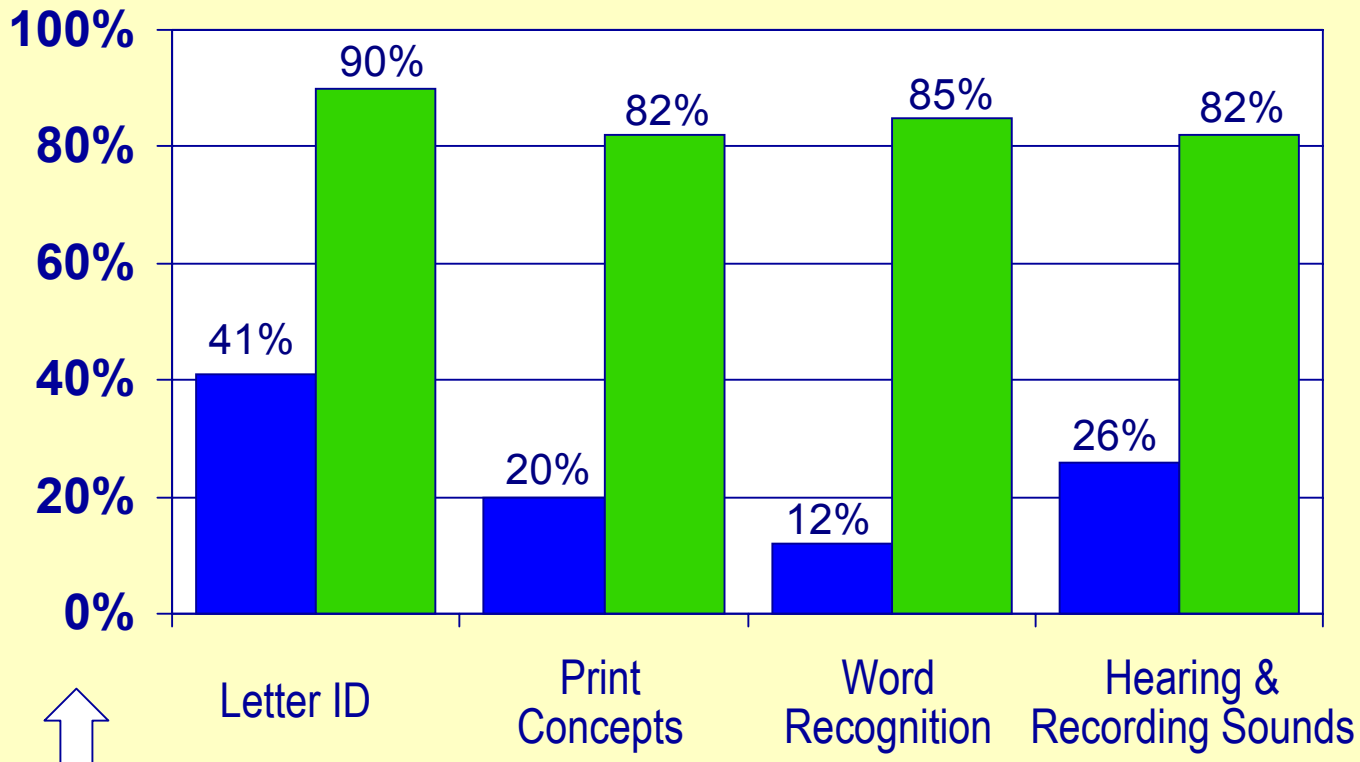
- **Foundational Reading Skills**
 - ✓ Letter Identification
 - ✓ Print Concepts
 - ✓ Word Recognition
 - ✓ Hearing and Recording Sounds
- **Text Reading**
 - ✓ Running Records of Oral Reading Behaviors



KINDERGARTEN STUDENTS MAKE SIGNIFICANT PROGRESS IN FOUNDATIONAL READING SKILLS

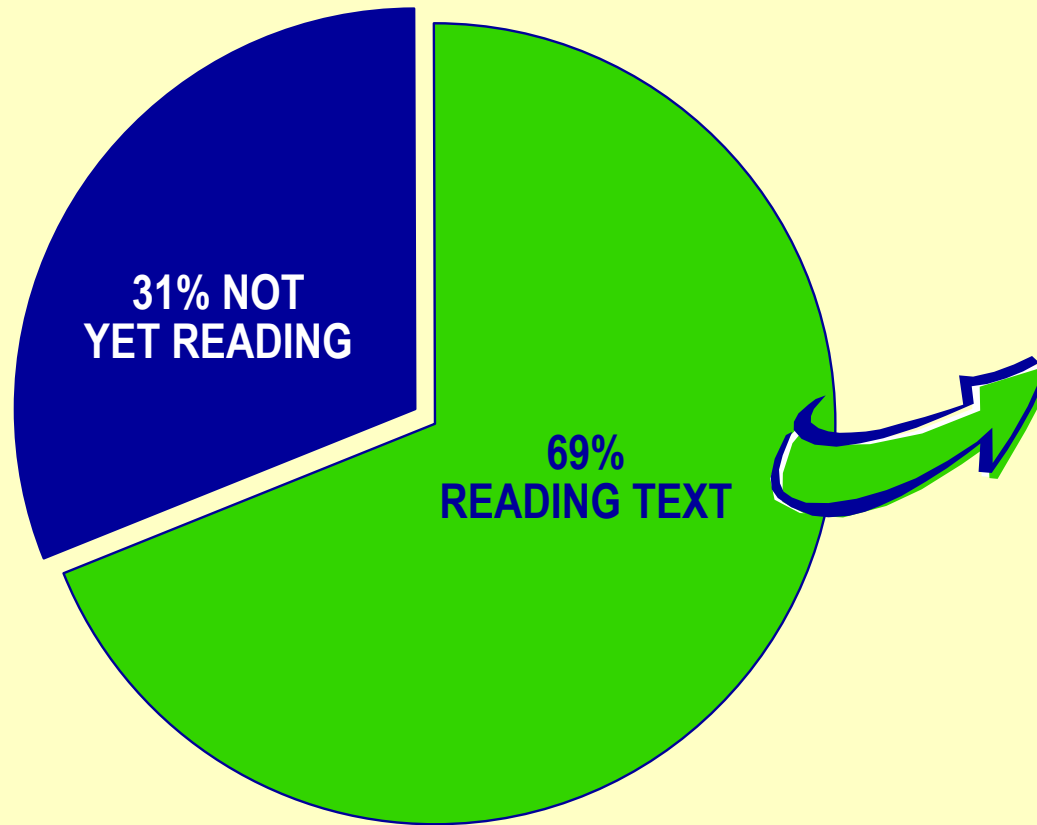


■ Fall 2000 ■ Spring 2001

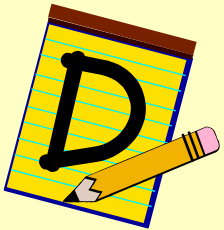
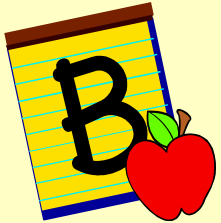
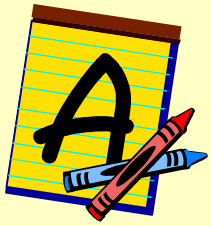


↑
% of Students Achieving Foundational Skills

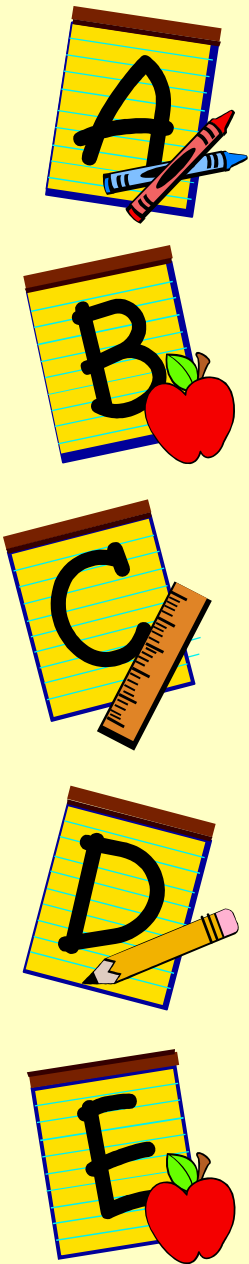
69% OF KINDERGARTEN STUDENTS MOVE FROM BASIC SKILLS TO READING TEXT BY SPRING 2001



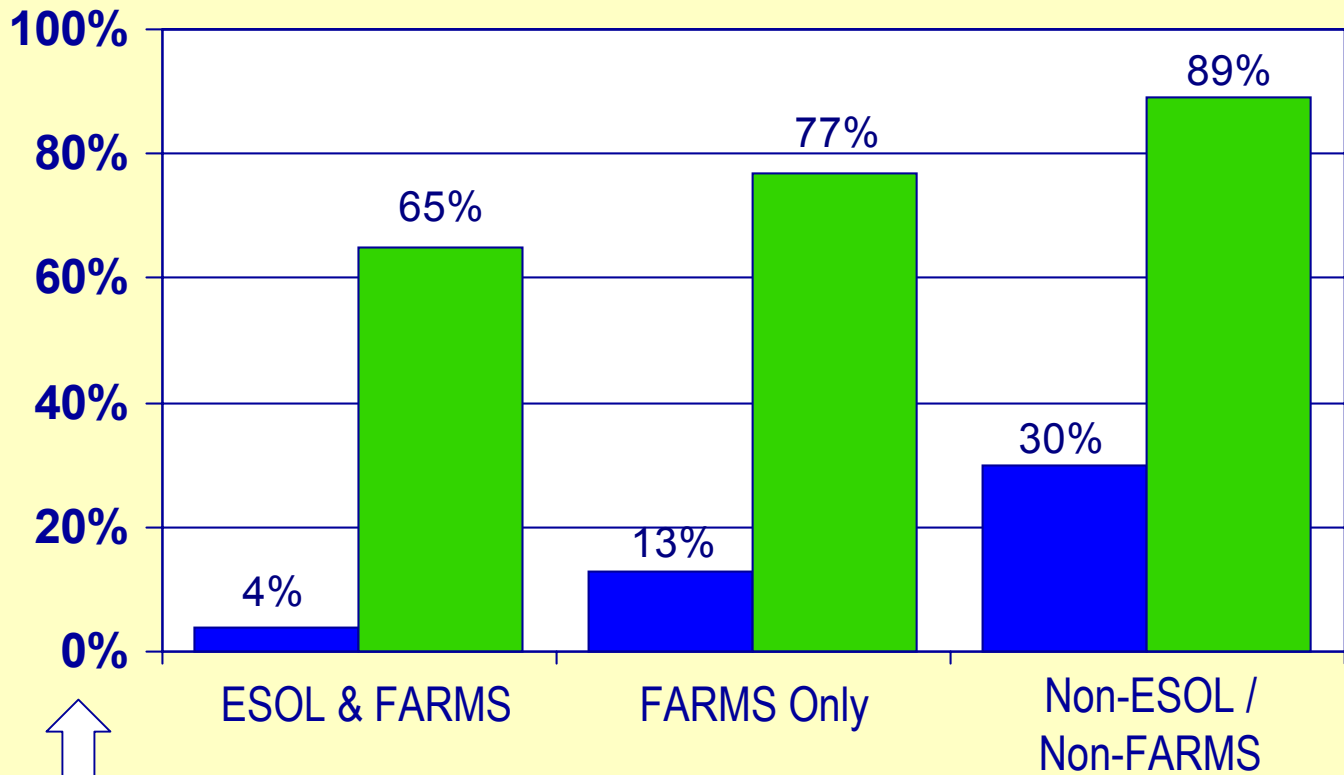
**Book Levels 1 through 5 are increasingly difficult texts in the kindergarten assessments; Book Levels above 5 are in Grade1 assessments.*



ALL STUDENTS MAKE SIGNIFICANT PROGRESS IN FOUNDATIONAL READING SKILLS

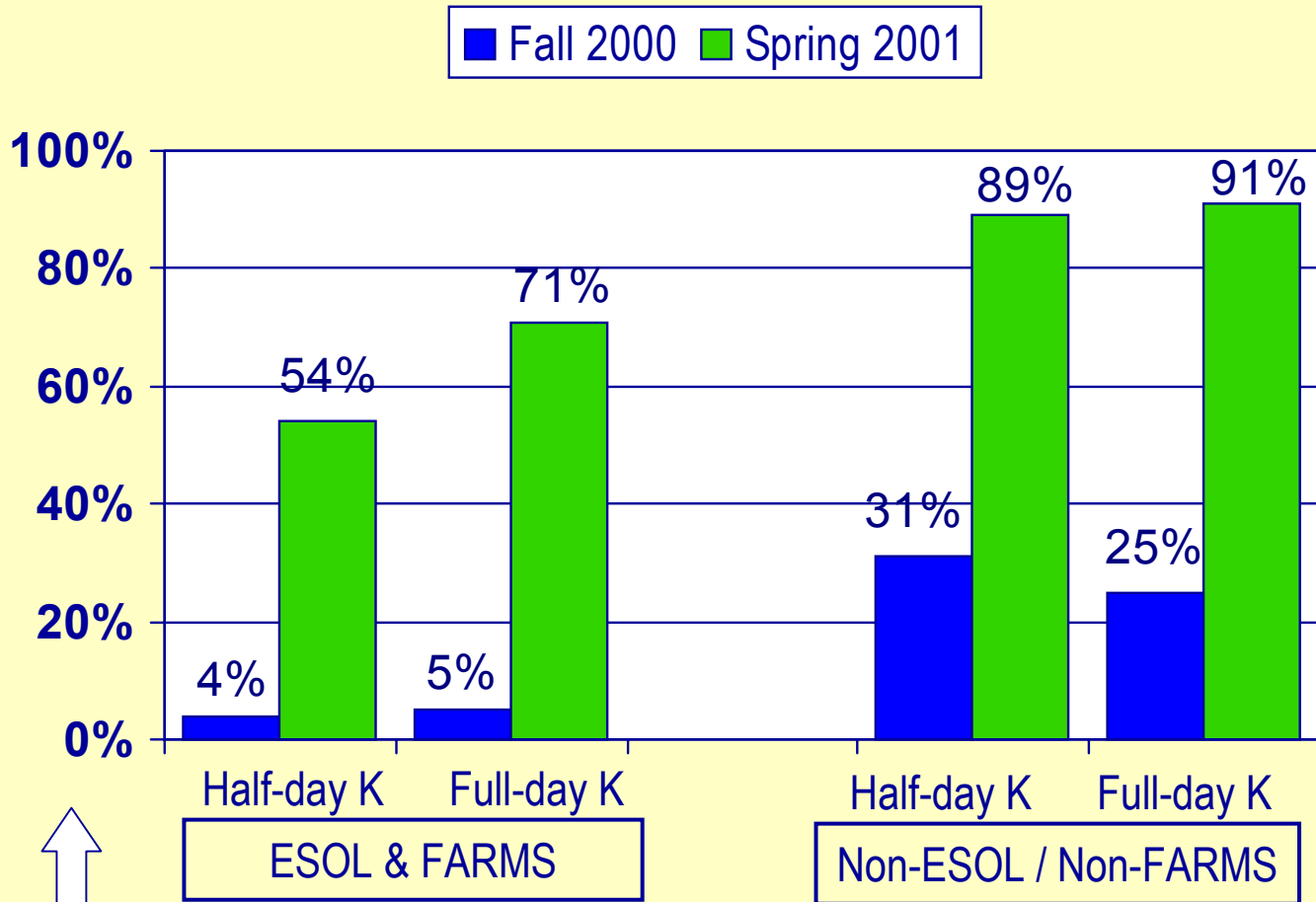
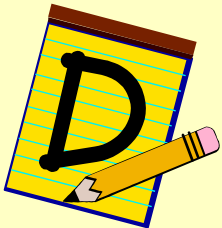
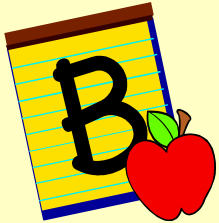
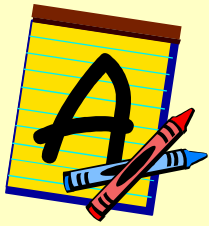


■ Fall 2000 ■ Spring 2001



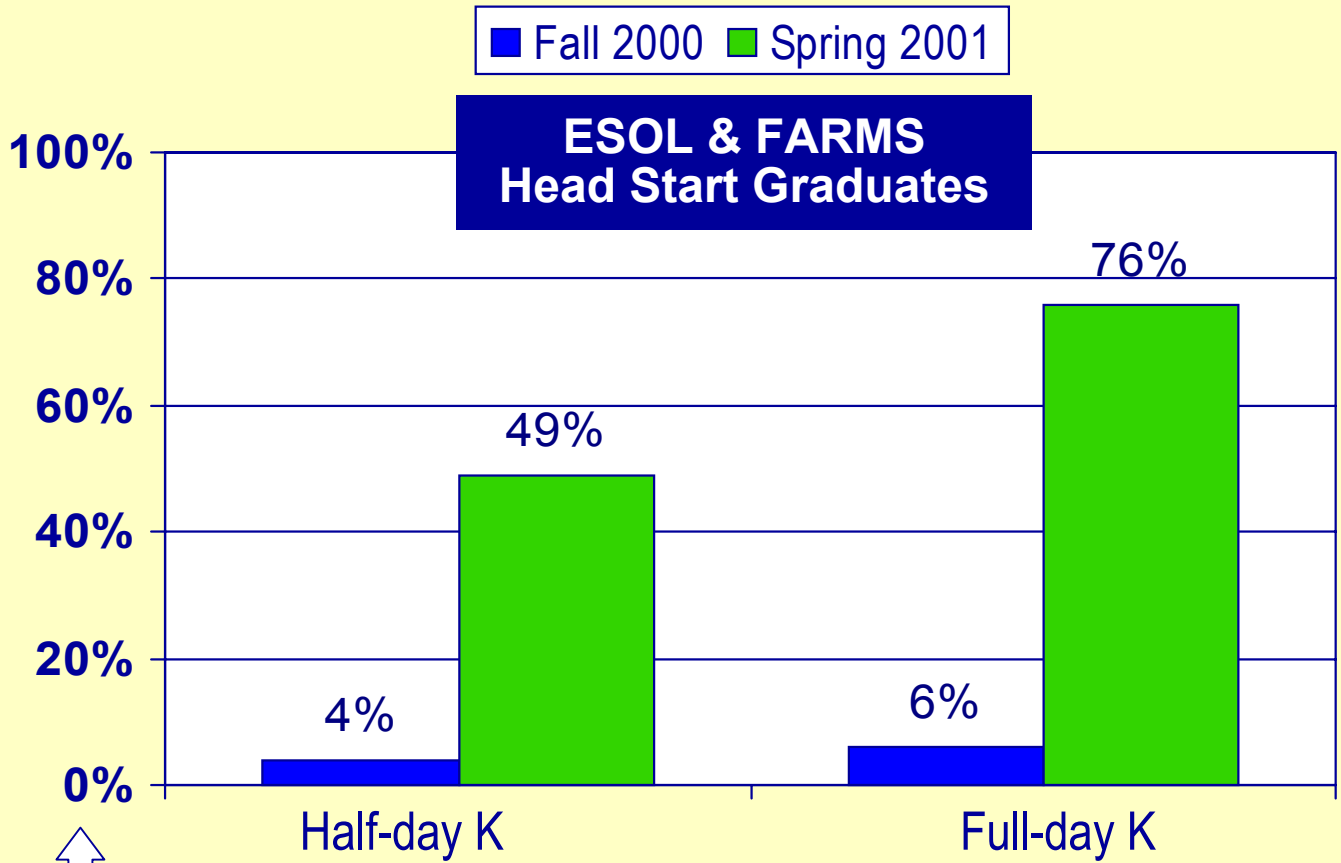
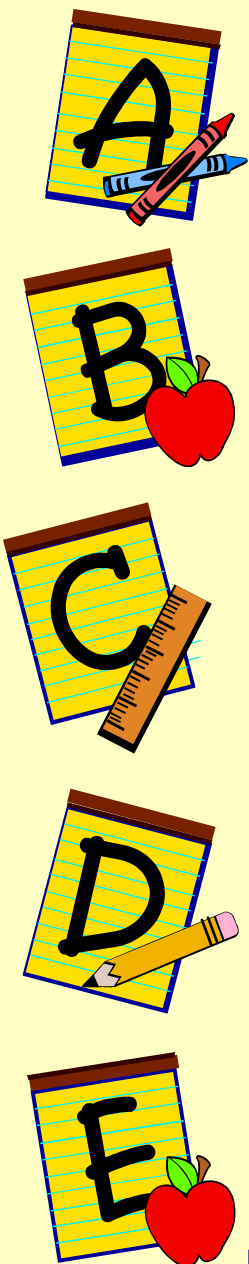
Average % of Students Achieving Skills Across Four Foundational Areas

FULL-DAY K HAS GREATEST BENEFIT FOR HIGHEST-RISK STUDENTS



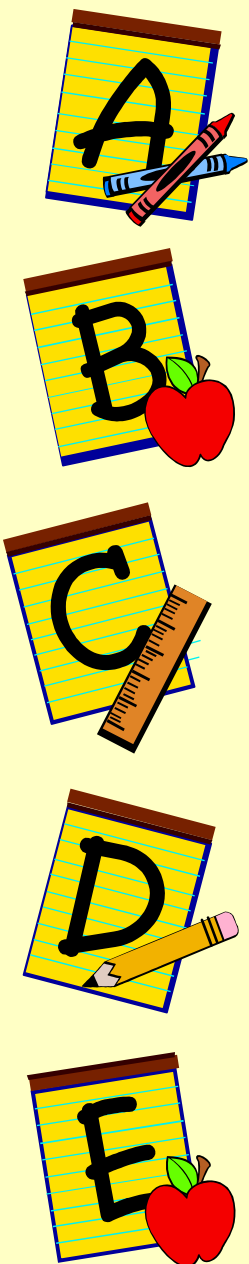
Average % of Students Achieving Skills Across Four Foundational Areas

HEAD START COMBINED WITH FULL-DAY K RESULTS IN MAXIMUM BENEFIT TO HIGH-RISK STUDENTS

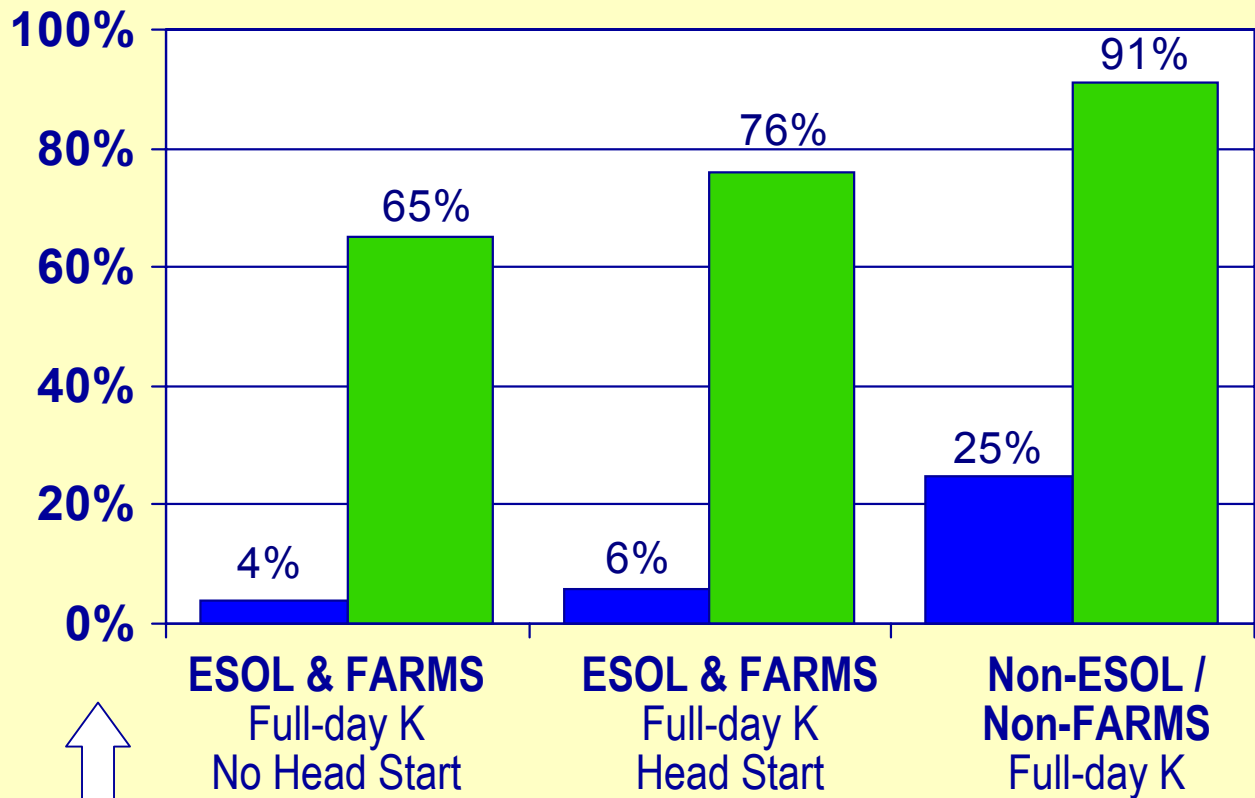


Average % of Students Achieving Skills Across Four Foundational Areas

HEAD START & FULL-DAY K: CLOSING THE GAP

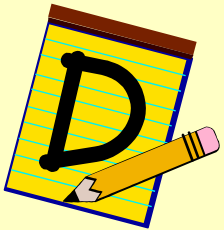
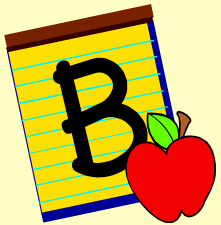


■ Fall 2000 ■ Spring 2001

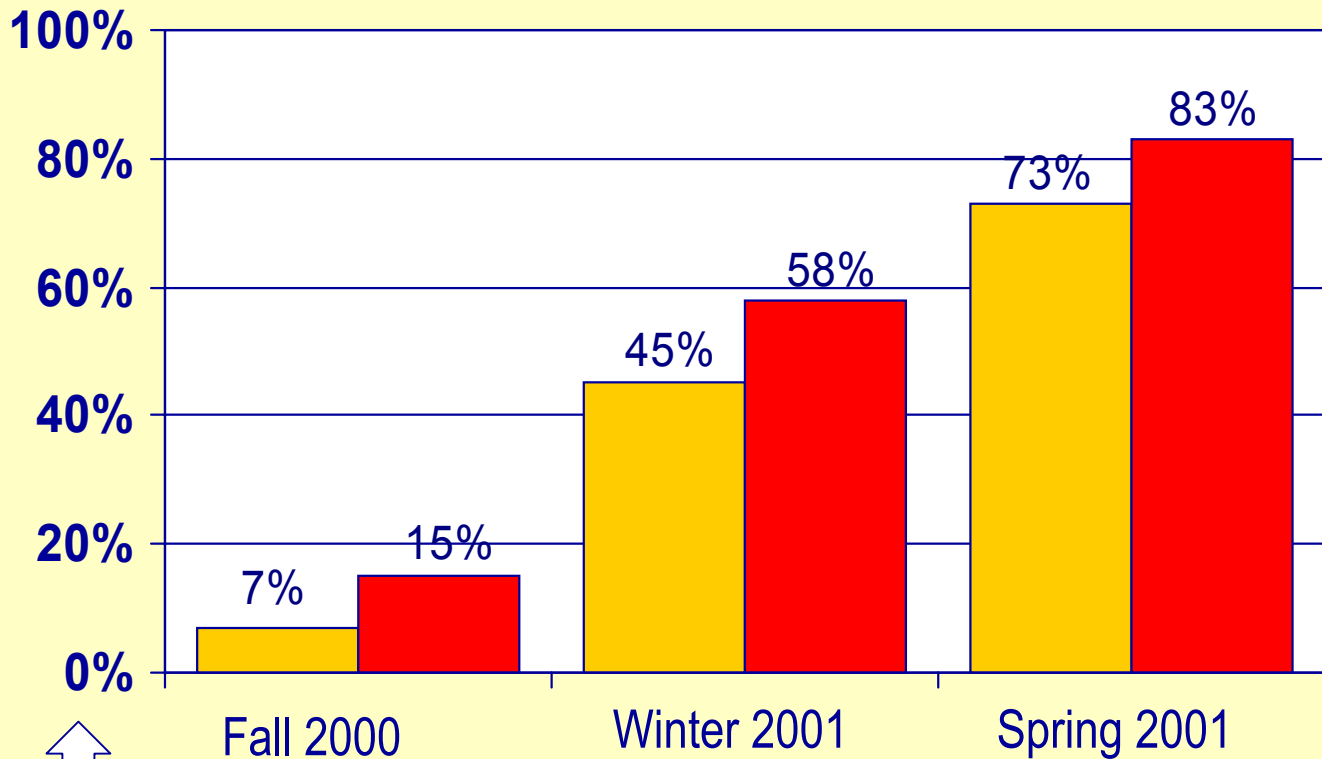


Average % of Students Achieving Skills Across Four Foundational Areas – Spring 2001

AGE HAS AN IMPACT: 4 YEAR-OLDS LAG BEHIND FROM BEGINNING TO END



Age 4 Age 5



% of Students Achieving Foundational Skills in 3 or 4 Areas (out of 4)