COMMUNITY REPORT ON CHILDREN ENTERING SCHOOL IN 2003-2004 ROCHESTER, NEW YORK

JANUARY, 2005

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children's institute
Promoting social and emotional well-being

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Introduction

This report describes findings from the Parent Appraisal of Child's Experiences (PACE), a parent-completed instrument that allows systematic collection of important screening information about children as they are enrolled in school. These data were collected during or immediately prior to the 2003-2004 school year, primarily from parents of children entering the Rochester public schools.

The PACE was designed to combine and exceed the functionality of two prior measures: the Health Appraisal Form and the Kindergarten Parent Review, both used since 1989 by the Monroe County Health Department (MCHD), Rochester City School District (RCSD), and schools in Monroe BOCES #1. The original PACE was jointly developed by MCHD, RCSD, and Children's Institute, in consultation with numerous early childhood professionals, including teachers, audiologists, physical and occupational therapists, speech pathologists, social workers, school psychologists, school nurses, and pediatricians.

In 2001 and 2002 Children's Institute, again in consultation with numerous professionals, created PACE version 2.0, the edition with which this report is concerned. A revised version 3.0 is expected to be released March, 2006. Additionally, Children's Institute is preparing to pilot test a "PACE – E" for children in late elementary grades; and is presently creating a PACE – M for middle school-aged children and a PACE – IT for Infants and Toddlers. The release dates for these three versions of the PACE have not yet been announced.

The PACE 2.0 consists of eight major sections:

- Family demographic information
- Childcare history
- General health information
- Motor and sensory functioning
- Speech and language development
- School skills
- Social, emotional, and behavioral functioning
- Life experiences

This report details information regarding the status of children entering school with regard to medical, educational, and social indicators. It provides up to five-year trends in areas covered by the current version of the PACE. We believe that the PACE sample provides a relatively comprehensive picture of the status of children entering school in the City of Rochester. Although some parents did not return the PACE to the school, information from the preponderance of new enrollees is available.

These data were collected through the efforts of numerous people. Most respondents, primarily parents, completed the PACE without assistance; some completed the PACE with assistance from school nurses, clerks, teachers, or school administrators. Once completed, the PACE measures were sent to Children's Institute for scanning, analyses, and reporting.

Because of the large sample sizes involved, in examining changes from prior years, we used chi-square tests with a significance criterion of $p \leq .001$. Only trend findings which meet or exceed this stringent threshold have been described in this report as statistically significant.

History of the PACE

The PACE was developed to meet three main purposes:

1. To provide school personnel with a means for routinely obtaining systematic information from parents regarding their children.
2. To supplement the kindergarten screening process by providing important parent perspectives.
3. To provide school districts and the community in general with a timely description of the health, family situations, and school readiness skills of children entering kindergarten.
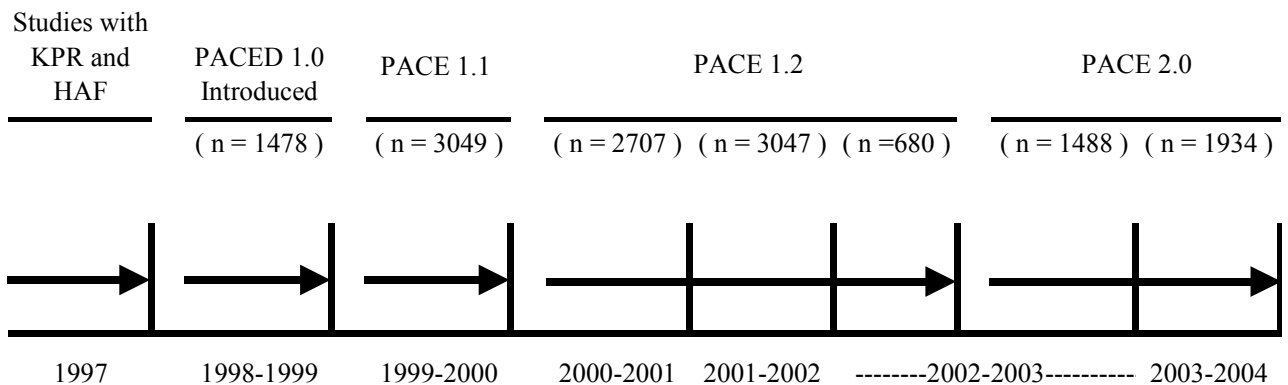
Development of the PACE occurred in three main phases.

Phase I involved preliminary analyses of data collected from two earlier instruments, the Kindergarten Parent Review (KPR) and the Health Appraisal Form (HAF). Two studies determined that, together, certain HAF and KPR items could predict over 40% of achievement four to six years later.

Phase II consisted of the development of the new instrument (the PACE), based on what was learned from Phase I, and consultation provided by an extensive network of professionals, including parents, school administrators, teachers, pediatricians, school nurses, speech and language pathologists, audiologists, physical therapists, school, clinical, and developmental psychologists, and occupational therapists.

*Phase III **is an on-going process of testing and refinement of the measure.***

Timeline for PACE versions

Studies with KPR and HAF	PACED 1.0 Introduced	PACE 1.1	PACE 1.2			PACE 2.0	
	(n = 1478)	(n = 3049)	(n = 2707)	(n = 3047)	(n =680)	(n = 1488)	(n = 1934)

1997	1998-1999	1999-2000	2000-2001	2001-2002	--------2002-2003----------	2003-2004

Following are samples of the PACE 2.0 measure and an individual report illustrating the information returned to schools.

Parent Appraisal of Children's Experiences 2.0 (PACE)

Use a No. 2 pencil only. Fill in ovals completely.

Correct Mark ●

Child's Birth Date

Month	Day	Year
○ Jan	⓪ ⓪	○ 1994
○ Feb	① ①	○ 1995
○ Mar	② ②	○ 1996
○ Apr	③ ③	○ 1997
○ May	④	○ 1998
○ June	⑤	○ 1999
○ July	⑥	○ 2000
○ Aug	⑦	
○ Sept	⑧	
○ Oct	⑨	
○ Nov		
○ Dec		

Today's Date

Month	Year
○ Jan	
○ Feb	○ 2002
○ Mar	○ 2003
○ Apr	○ 2004
○ May	○ 2005
○ June	○ 2006
○ July	○ 2007
○ Aug	○ 2008
○ Sept	
○ Oct	
○ Nov	
○ Dec	

Child's Name: _____
Last,   First

Grade: ○ Prekindergarten ○ Kindergarten ○ First ○ Other _____

Sex: ○ Male ○ Female

Child's Race/Ethnicity (Fill in all that apply): ○ Asian/Pacific Islander

○ Black/African-American ○ Latino/Hispanic ○ Native American

○ White/Non-Hispanic ○ Other _____

School: _____

Home Zip Code

⓪①②③④⑤⑥⑦⑧⑨
⓪①②③④⑤⑥⑦⑧⑨
⓪①②③④⑤⑥⑦⑧⑨
⓪①②③④⑤⑥⑦⑧⑨
⓪①②③④⑤⑥⑦⑧⑨

Your Relationship to this Child (Fill in one oval): ○ Mother ○ Father

○ Grandmother ○ Grandfather ○ Aunt ○ Other _____

Child's Address: _____
Street

Home Phone: _____

Father's/Guardian's Name: _____

Father's Age ○ 17–20 ○ 21–24 ○ 25–29 ○ 30–34 ○ 35–39 ○ Over 39

Father's Daytime Phone: _____

Mother's/Guardian's Name: _____

Mother's Age ○ 17–20 ○ 21–24 ○ 25–29 ○ 30–34 ○ 35–39 ○ Over 39

Mother's Daytime Phone: _____

Does the child have a doctor? ○ No ○ Yes

Does the child have a dentist? ○ No ○ Yes

Name of Child's Doctor/Clinic: _____

Doctor's Phone: _____

Name of Child's Dentist: _____

Child's Current Health Insurance:
○ None ○ Medicaid-Blue Choice option or Monroe Plan ○ Medicaid-Preferred Care option ○ Straight Medicaid
○ Child Health Plus ○ Blue Choice ○ Preferred Care ○ Other _____

During the past 12 months, how many months has this child had health insurance (Fill in one oval):
○ None ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 months

Parents' Education (Fill in the oval of the highest education for each):

Child's Mother (or female caregiver)		Child's Father (or male caregiver)	
○ Some high school	○ Some college	○ Some high school	○ Some college
○ GED	○ Two year degree	○ GED	○ Two year degree
○ High school graduate	○ Four year degree	○ High school graduate	○ Four year degree
○ Technical or trade school	○ Graduate degree	○ Technical or trade school	○ Graduate degree

Did the mother ever receive special education services?
○ No ○ Yes

Did the father ever receive special education services?
○ No ○ Yes

Which adults (18 years or older) live in this child's home? (Fill in all that apply, including yourself):
○ Child's mother ○ Child's stepmother ○ Child's adult sister ○ Grandmother ○ Aunt ○ Other female
○ Child's father ○ Child's stepfather ○ Child's adult brother ○ Grandfather ○ Uncle ○ Other male

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Children (under 18 years old) in the home (*Please complete for each child. Do NOT include this child*):

	Name	Sex	Age in years			Childcare/School Name
Child 1		○ Male ○ Female	○ 0-2 ○ 7-8	○ 3-4 ○ 9-13	○ 5-6 ○ 14-17	
Child 2		○ Male ○ Female	○ 0-2 ○ 7-8	○ 3-4 ○ 9-13	○ 5-6 ○ 14-17	
Child 3		○ Male ○ Female	○ 0-2 ○ 7-8	○ 3-4 ○ 9-13	○ 5-6 ○ 14-17	
Child 4		○ Male ○ Female	○ 0-2 ○ 7-8	○ 3-4 ○ 9-13	○ 5-6 ○ 14-17	
Child 5		○ Male ○ Female	○ 0-2 ○ 7-8	○ 3-4 ○ 9-13	○ 5-6 ○ 14-17	

Childcare Experiences (*For the child being enrolled, please fill in the information for each year of your child's life*):

Child's Age	At Home Full-time	Went to A Center				Went to Caregiver's Home			
0-12 Months	○	○ Full Day ○ Morning ○ Afternoon	Days Per Week: ○ 5 Days ○ 3-4 Days ○ 2 or Fewer	Time Period: ○ All Year ○ School Year ○ Summer Only		○ Full Day ○ Morning ○ Afternoon	Days Per Week: ○ 5 Days ○ 3-4 Days ○ 2 or Fewer	Time Period: ○ All Year ○ School Year ○ Summer Only	
13-24 Months	○	○ Full Day ○ Morning ○ Afternoon	Days Per Week: ○ 5 Days ○ 3-4 Days ○ 2 or Fewer	Time Period: ○ All Year ○ School Year ○ Summer Only		○ Full Day ○ Morning ○ Afternoon	Days Per Week: ○ 5 Days ○ 3-4 Days ○ 2 or Fewer	Time Period: ○ All Year ○ School Year ○ Summer Only	
2 Years Old	○	○ Full Day ○ Morning ○ Afternoon	Days Per Week: ○ 5 Days ○ 3-4 Days ○ 2 or Fewer	Time Period: ○ All Year ○ School Year ○ Summer Only		○ Full Day ○ Morning ○ Afternoon	Days Per Week: ○ 5 Days ○ 3-4 Days ○ 2 or Fewer	Time Period: ○ All Year ○ School Year ○ Summer Only	
3 Years Old	○	○ Full Day ○ Morning ○ Afternoon	Days Per Week: ○ 5 Days ○ 3-4 Days ○ 2 or Fewer	Time Period: ○ All Year ○ School Year ○ Summer Only		○ Full Day ○ Morning ○ Afternoon	Days Per Week: ○ 5 Days ○ 3-4 Days ○ 2 or Fewer	Time Period: ○ All Year ○ School Year ○ Summer Only	
4 Years Old	○	○ Full Day ○ Morning ○ Afternoon	Days Per Week: ○ 5 Days ○ 3-4 Days ○ 2 or Fewer	Time Period: ○ All Year ○ School Year ○ Summer Only		○ Full Day ○ Morning ○ Afternoon	Days Per Week: ○ 5 Days ○ 3-4 Days ○ 2 or Fewer	Time Period: ○ All Year ○ School Year ○ Summer Only	
5 Years Old	○	○ Full Day ○ Morning ○ Afternoon	Days Per Week: ○ 5 Days ○ 3-4 Days ○ 2 or Fewer	Time Period: ○ All Year ○ School Year ○ Summer Only		○ Full Day ○ Morning ○ Afternoon	Days Per Week: ○ 5 Days ○ 3-4 Days ○ 2 or Fewer	Time Period: ○ All Year ○ School Year ○ Summer Only	

Name of Most Recent Center: _____ Phone #: _____

General Health Information

1. At birth, how much did this *child weigh*?
   ○ Less than 3 lbs 5 oz
   ○ Less than 5 lbs 8 oz
   ○ Between 5 lbs 8 oz and 9 lbs
   ○ More than 9 lbs
   Child's weight at birth _____

2. Based on your "due date" was this child –
   ○ Premature (born 6 weeks early or earlier)
   ○ Full term

3. *How long* was he/she *breast fed*?
   ○ Never
   ○ Less than one month
   ○ One to 2 months
   ○ Two to 6 months
   ○ More than 6 months

4. As a newborn, was your child ever in the *intensive care* or *special care nursery*?
   ○ No   ○ Yes
   If yes, how many days?   ○ 1–2 days   ○ 3–4 days
   ○ 5–6 days   ○ 7–8 days   ○ 9–10 days   ○ 10+ days

5. Has your child ever stayed in the *hospital*:
   overnight?   ○ No   ○ Yes
   for *3 days or more*?   ○ No   ○ Yes
   If yes, please explain: _____

6. Which *allergies* does your child have? (*Please specify which Foods, Medications, or Other, if any.*)
   ○ None
   ○ Bee sting
   ○ Seasonal (such as hayfever, pollens, etc.)
   ○ Food _____
   ○ Medications _____
   ○ Other _____

7. Does your child *take any prescription medications* now?
   ○ No
   ○ Yes
   If yes, please list all:
   1. _____   3. _____
   2. _____   4. _____

8. When did your child last see a *doctor for a routine physical*?
   ○ Never
   ○ Within past 6 months
   ○ Within past year
   ○ More than a year ago
   ○ More than two years ago
   ○ Do not remember

9. When did your child last see a *dentist* for a check-up or dental work?
   ○ Never
   ○ Within past 6 months
   ○ Within past year
   ○ More than a year ago
   ○ More than two years ago
   ○ Do not remember

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10. Does your child ever need to stop playing because of breathing problems?

○ No ○ Yes

11. How many days a <u>week</u> does your child usually have wheezing, coughing, or shortness of breath?

○ None ○ One ○ Two ○ Three ○ 4 or more days

12. How many days a <u>week</u> does your child usually *wake up from sleep* because of wheezing, coughing, or shortness of breath?

○ None ○ One ○ Two ○ Three ○ 4 or more days

13. Has a doctor ever said that your child has *asthma*?

○ No ○ Yes

If Yes:

13a. Does your child take *medicine every day to prevent asthma symptoms*?

○ No ○ Yes, *List* _____

13b. Over the past 12 months, how many times has your child needed *emergency medical visits* for asthma?

○ None ○ One ○ Two

○ Three ○ Four ○ 5 or more times

14. Has your child *ever* had any health conditions that required *emergency medical attention*?

○ None ○ Asthma ○ Broken bones
○ Burns ○ Head injury ○ Seizures
○ Other _____

15. Please fill in the oval if your child has *ever* had any of the following:

○ Behavior problems ○ Poisoning
○ Bone or joint problems ○ Seizures or epilepsy
○ Ear infections (6 or more) ○ Sickle cell disease
○ Early Intervention Services ○ Stomach aches (weekly or daily)
○ Hearing problems ○ Trouble seeing things
○ Headaches (weekly or daily) ○ Trouble sleeping - nightmares
○ Heart trouble ○ Wears glasses
○ High Lead levels ○ Weight problems-overweight
○ Hyperactivity (ADD/ADHD) ○ Weight problems-underweight
○ "Low iron" or iron deficiency ○ Other _____
○ PE or ear tubes

_____

16. During pregnancy with this child, how much did the mother:

Smoke: ○ Never ○ Less than a pack a day ○ More than a pack a day

Drink alcohol: ○ Never ○ Less than one drink a day ○ More than one drink a day

17. Currently, how many people in this child's home smoke?

○ None ○ One ○ Two ○ Three ○ 4 or more

18. *Overall*, how would you describe your *child's health*?

○ Poor ○ Fair ○ Good ○ Excellent

19. Would you like to talk with the *school nurse* about your child's health?

○ No ○ Yes

NOTE: It is NOT expected that children will have mastered all the skills listed below.

Fine Motor, Gross Motor and Sensory Functioning

How well does your child...	Not Well	Fairly Well	Well	Very Well
1. ...hold a pencil with his/her fingers for writing?	○	○	○	○
2. ...draw or copy shapes like squares?	○	○	○	○
3. ...zip his or her coat by self?	○	○	○	○
4. ...cut out simple shapes, like a house, with scissors?	○	○	○	○
5. ...run?	○	○	○	○
6. ...balance on one foot without support?	○	○	○	○
7. ...go *down* steps one foot after the other without holding a railing?	○	○	○	○
8. ...catch a small ball, like a tennis ball?	○	○	○	○

How often does your child...	Almost Never	Sometimes	Often	Almost Always
9. ...trip and fall?	○	○	○	○
10. ...avoid touching slimy or gooey things like play-dough, mud, or glue?	○	○	○	○
11. How often is your child super aware of different sounds?	○	○	○	○
12. How often is your child a picky eater?	○	○	○	○
13. Would you like to talk with someone about your child's coordination?	○ No	○ Maybe	○ Yes	

Speech and Language Development

How well does your child...	Not Well	Fairly Well	Well	Very Well
1. ...understand English?	○	○	○	○
2. ...talk with other children?	○	○	○	○
3. ...talk with adults?	○	○	○	○
4. ...use words to describe things?	○	○	○	○
5. ...tell a complete story with a beginning, middle and end?	○	○	○	○
6. ...tell you how he/she feels when asked?	○	○	○	○

How often...	Almost Never	Sometimes	Often	Almost Always
7. ...do *you* have difficulty understanding your child?	○	○	○	○
8. ...do *others* have difficulty understanding your child?	○	○	○	○
9. ...does your child understand what others say?	○	○	○	○
10. ...does your child speak clearly?	○	○	○	○
11. Has your child received special help for speech or language?	○ No	○ Yes		
12. Does your child need extra help with speech or language?	○ No	○ Maybe	○ Yes	

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School Skills

How well does this child...	Not Well	Fairly Well	Well	Very Well
1. ...listen to books being read?	○	○	○	○
2. ...listen to and follow directions?	○	○	○	○
3. ...read his/her own *written* name?	○	○	○	○
4. ...read numbers up to 12?	○	○	○	○
5. ...identify written alphabet letters by self?	○	○	○	○
6. ...read simple written words?	○	○	○	○
7. ...count 20 things?	○	○	○	○
8. ...write the numbers from 1 to 12?	○	○	○	○
9. ...write his or her first and last name by self?	○	○	○	○
10. ...repeat sentences when asked to?	○	○	○	○
11. ...retell a story that was just read aloud?	○	○	○	○
12. ...know the words to at least one song or rhyme by heart?	○	○	○	○
13. ...remember things?	○	○	○	○
14. ...learn new things?	○	○	○	○
15. Does your child need extra help to learn new things?	○ No	○ Maybe	○ Yes	

Social, Emotional, and Behavioral Functioning

How much do you agree each item describes this child...	Strongly Disagree	Disagree	Agree	Strongly Agree
1. ...makes friends easily	○	○	○	○
2. ...gets nervous easily	○	○	○	○
3. ...fights with other children	○	○	○	○
4. ...completes things he/she starts	○	○	○	○
5. ...has many friends	○	○	○	○
6. ...is withdrawn	○	○	○	○
7. ...hurts others	○	○	○	○
8. ...has a short attention span	○	○	○	○
9. ...talks easily with other children	○	○	○	○
10. ...worries a lot	○	○	○	○
11. ...bothers other children	○	○	○	○
12. ...concentrates well	○	○	○	○
13. ...is irritable, touchy or prickly	○	○	○	○
14. ...is an "easy child"	○	○	○	○
15. ...has a very high activity level	○	○	○	○
16. Does your child need extra help with his/her behavior?	○ No	○ Maybe	○ Yes	

Life Experiences

Has your child...	Never	1 Time	2 Times	3 or More Times
1. ...gone to a library?	○	○	○	○
2. ...gone on an outing (e.g., zoo, museum, etc.)?	○	○	○	○
3. ...moved from one home to another in the last 6 months?	○	○	○	○
4. ...moved from one home to another during his/her life?	○	○	○	○
5. ...seen a close family member or friend *very* sick?	○	○	○	○
6. ...experienced the death of a close family member or friend?	○	○	○	○
7. ...experienced parents' separation or divorce?	○	○	○	○
8. ...experienced a parent who is depressed?	○	○	○	○
9. ...witnessed violence in the neighborhood?	○	○	○	○
10. ...witnessed violence at home?	○	○	○	○
11. ...been away from parent(s) for more than a month?	○	○	○	○
12. ...seen a family member with a drug or alcohol problem?	○	○	○	○
13. ...a "mother" who regularly spends time with him/her?	○ Almost never	○ Monthly	○ Weekly	○ Daily
14. ...a "father" who regularly spends time with him/her?	○ Almost never	○ Monthly	○ Weekly	○ Daily
15. ...a warm close relationship with any adult(s)?	○ No	○ 1 adult	○ 2 adults	○ 3 or more
16. How often does an adult read to this child?	○ Almost never	○ Monthly	○ Weekly	○ Daily
17. How much TV does your child watch each day?	○ 1 hr or less	○ 1–2 hours	○ 3–4 hours	○ 5 hrs+
18. What time does (will) your child go to bed on school nights?	○ Before 8:00	○ Between 8-9	○ Between 9-10	○ After 10
19. How often does your child eat breakfast?	○ Almost never	○ 1-3 times per week	○ 4-6 times per week	○ Daily
20. Does your child have enough food to eat?	○ Almost never	○ 1-3 times per week	○ 4-6 times per week	○ Daily

Are other agencies or professionals involved with your child?　○ No　　○ Yes

please list: _____

_____

Comments, or anything else about your child or family you wish to share?_____

_____

_____

_____

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Parent Appraisal of Children's Experiences 2.0 (PACE) Summary Report

School: PS 00

Student ID: 890000000

Completed by: Mother

Child's date of birth: 4 / 30 / 1997

Form Serial Number: 53158

Date of form completion: 6 / 2002

Grade: Kindergarten

General Health Information

- ⓘ Child may not have a doctor
- Last routine physical exam - Within past year
- Child has health insurance
- ⓘ Child takes prescription medication
- ⓘ Indications or diagnosis of asthma
- No allergies reported

- Child has a dentist
- Last dental examination - Within past 6 months
- ⓘ Child's birth weight less than 3 lbs 5 oz
- ⓘ Neonatal problems reported
- Child's health described as excellent
- ⓘ Other health-related conditions:

> - Ear infections - Early Intervention Service - Hyperactivity - Iron deficiency - PE or Ear tubes

Current Functioning

Higher scores indicate better functioning

Score *[Range is 1 – 4]*

		Score
Motor	Low ▬▬▬ High	3
Speech	Low ▬▬▬ High	3.3
ⓘ Language	Low ▬▬▬ High	2.2
Pre-Literacy	Low ▬▬▬ High	3
Learning	Low ▬▬▬ High	3
Positive peer social skills	Low ▬▬▬ High	4
Shyness / Anxiety	Low ▬▬▬ High	4
Acting out / Aggression	Low ▬▬▬ High	2.5
ⓘ Task Orientation	Low ▬▬▬ High	2.3

Life Experiences

ⓘ **These 4 items may be of concern for this student**

- ⓘ Child's experience of close family member's illness or death reported
- ⓘ Child has witnessed violence in the neighborhood or at home
- ⓘ Parent issues were noted
- ⓘ Child's bedtime may be too late

Items marked with the information ⓘ symbol may warrant special attention.

Current Functioning entries marked with the information ⓘ symbol are at or below the 15th percentile.

Summary of Findings

Major findings for each of the PACE's sections are described here.

Demographic Information

This section provides information about the sampled children and their families. These data are used to provide a descriptive demographic picture of the PACE sample. Examples of items in this section include:

- Child's date of birth
- Child's ethnicity
- Respondent's relation to the child
- Child's health insurance status
- Mother's and father's ages
- Mother's and father's highest completed level of education
- Whether the child has a doctor and/or a dentist
- Basic information about the number of adults and children in the child's home

In 2003-2004, PACE 2.0 questionnaires were completed for 1934 children. Most (88%) pertained to kindergarteners. The children's mothers accounted for 86% of the respondents. Over 60% of the sample was from zip codes of 14621, 14609, 14611, 14605, and 14608. 58% of the children were Black/African-American, 18% were White/non-Hispanic, and 23% were Latino/Hispanic.

Enrollment in Medicaid has risen from 39% in 2001-2002 to 57% in 2003-2004, a statistically significant change, whereas the Private Insurers category has decreased from 42% in 2000-2001 to 27% in 2003-2004, also a significant change. These changes may be due to reductions in the Rochester job market, increases in unemployment, and the general sluggish economy in Rochester.
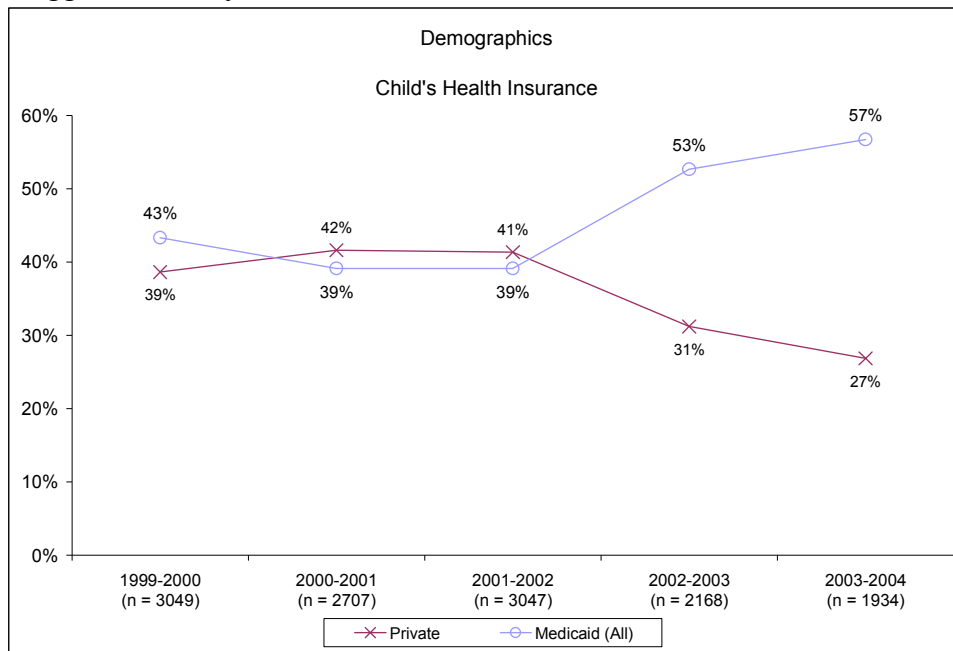
93% of children in the sample had some form of medical insurance coverage. 65% of the children were covered by either Medicaid or Child Health Plus insurance, but 7% of the respondents indicated that the child did not have any medical insurance. The ethnic breakdown for children having insurance is 87% Black/African-American, 81% Latino/Hispanic, and 85% White/non-Hispanic. Nationwide statistics for children under the age of 18 having insurance coverage is similar to that observed in the Rochester PACE sample for Black/African-American (86%) and Latino/Hispanic (79%), but a greater percentage of White/non-Hispanic children have health insurance nationally (93%) than we observed in the PACE sample. (Source: CPS Annual Social and Economic Supplement, Table H108, http://ferret.bls.census.gov/macro/0302004/ health/toc.htm, as cited in the Child Trends DataBank.)

An average of 2.7 children live in reporting households. 32% of the children had one other child living at home with them; 26% had 2 other children in the household; and 26% of the respondents had 3 or more other children at their home. These children were not necessarily related to the child for whom the PACE was completed. The most common household composition of adult(s) living with the registered child was a single mother and no other adult (34%); the second most common included both parents and no other adults (26%).

29% of the children were reported to not have a dentist, and 5% did not have a doctor. The percentage for not having a doctor has stayed fairly stable over the last 5 years, but not having a dentist has decreased from a high of 36% in 1999-2000 to a low of 29% this year, 2003-2004, a statistically significant change.

Of those who responded, 76% of mothers and 75% of fathers had at least a high school education or had obtained a GED. This question was not answered for 18% of mothers and 28% of fathers. 9% of mothers and 8% of fathers reported that they had received special education services. These statistics have been consistent over the last five years.

According to the Demographic and Health Data for Rochester, NY and its Suburbs, 1999-2000, 18.3% of births in 2000 were to city teen mothers (source: US Census Bureau, CDC/National Center for Health Statistics and Federal Bureau of Investigation), as compared to 22.1% in the PACE sample. 23% of mothers and/or fathers were either young or very young parents when the child was born. We define a very young or young parent (at the time of the child's birth) as one who was 24 years old or younger when their child entered kindergarten. Of those parents 1% were very young, 17-20 years old, at their child's kindergarten entrance. Note that parents' age was not provided for 14% of mothers and 24% of fathers. A pie chart representing PACE findings for the age of parents follows.

Demographics (2003-2004)

Age of parents
Young parent means at least 1 parent is presently between 21 and 24 years old
Very young parent means at least 1 parent is presently between 17 and 20 years old
n = 1934   145 missing (7%)

- Very young parent (17-20 years old) 1%
- Young parent (21-24 years old) 22%
- Parent 25 years old or older 77%
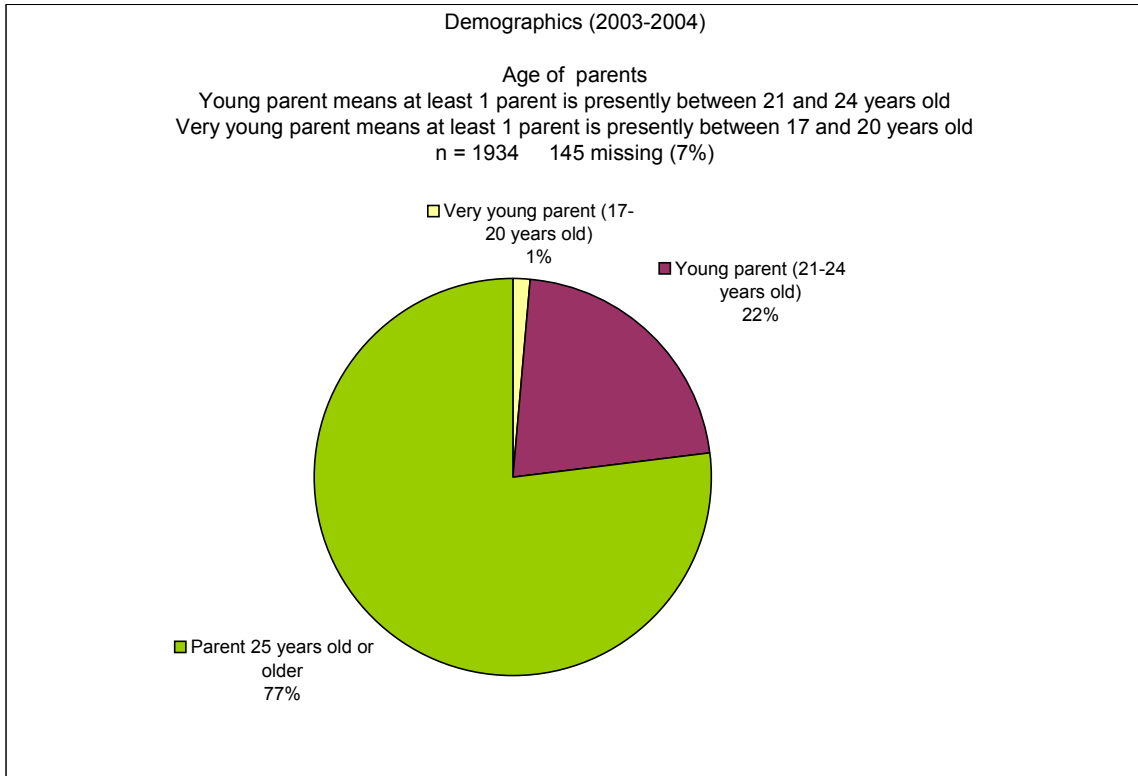
See Appendix A for complete demographic information.

General Health Information

Professionals from the Monroe County Health Department, the University of Rochester Department of Pediatrics, and Children's Institute consulted in selecting the PACE's health related questions. Additionally, focus groups made up of parents and health professionals were conducted to determine which health topics were most important to families in the Rochester community.

Examples of areas assessed in this section include:
- Neonatal outcomes
- Current health conditions and concerns
- Hospitalizations
- Health history
- High lead levels
- Maternal smoking and drinking behaviors during pregnancy
- Asthma
- Number of people who smoke in the child's home

Findings for this year's sample indicate that 10% of the children were born prematurely. Premature birth is defined as 6 weeks or earlier than the mother's "due date". Below is a chart of rates of premature births, presented by mother's current age in 2003-2004, suggesting increased risk for both older and particularly very young women.

General Health Information

Percentage of children born prematurely (greater than 6 weeks early) by mother's current age
n = 1934   269 missing (14%)

Age	Percent	n (Number of premature births)
17-20	18%	4
21-24	8%	27
25-29	9%	52
30-34	8%	29
35-39	9%	20
Over 39	13%	21

Percent   n = Number of premature births
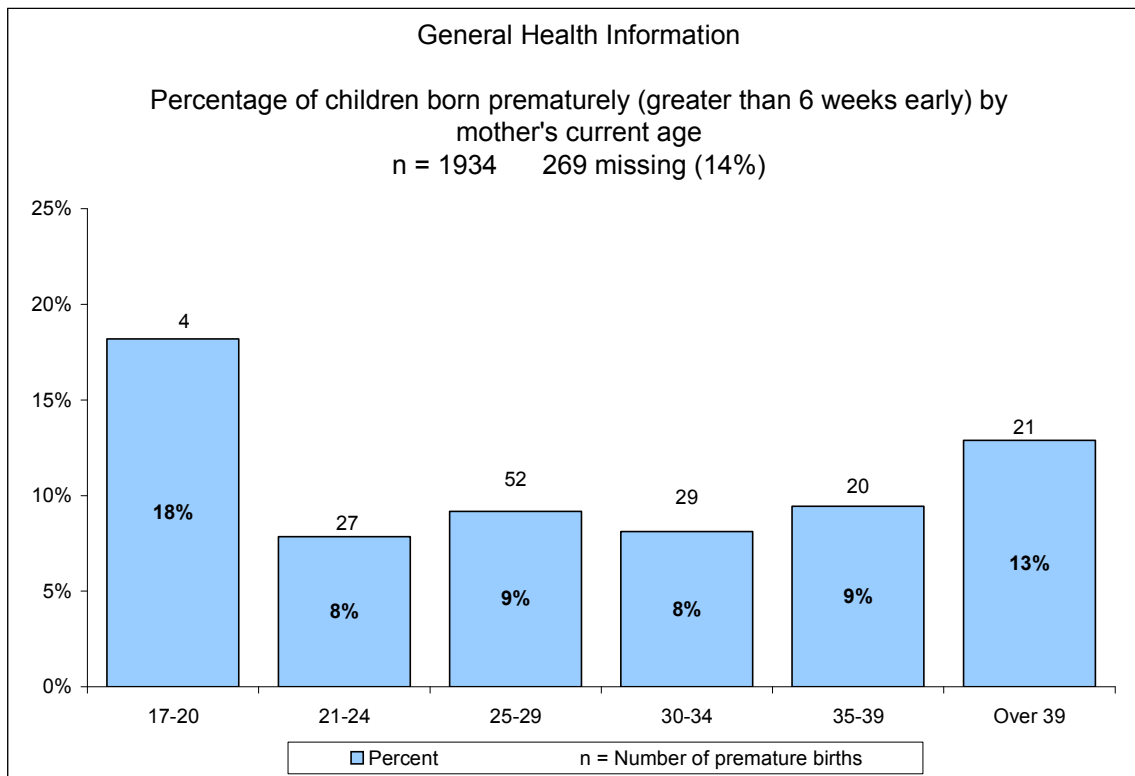
7% of the children were described as being overweight (greater than 9 pounds) at birth, as compared to 10% being underweight (less than 5 lbs 8 oz; 2500 grams) at birth. Below is a chart of children having extremely low birth weights (less than 3 lbs 5 oz; 1500 grams) disaggregated by the mother's present age in 2003-04.

General Health Information (2003-2004)

Incidence of extremely low birth weight (less than 3 pounds 5 ounces) by mother's present age
n = 1934   269 missing (14%)
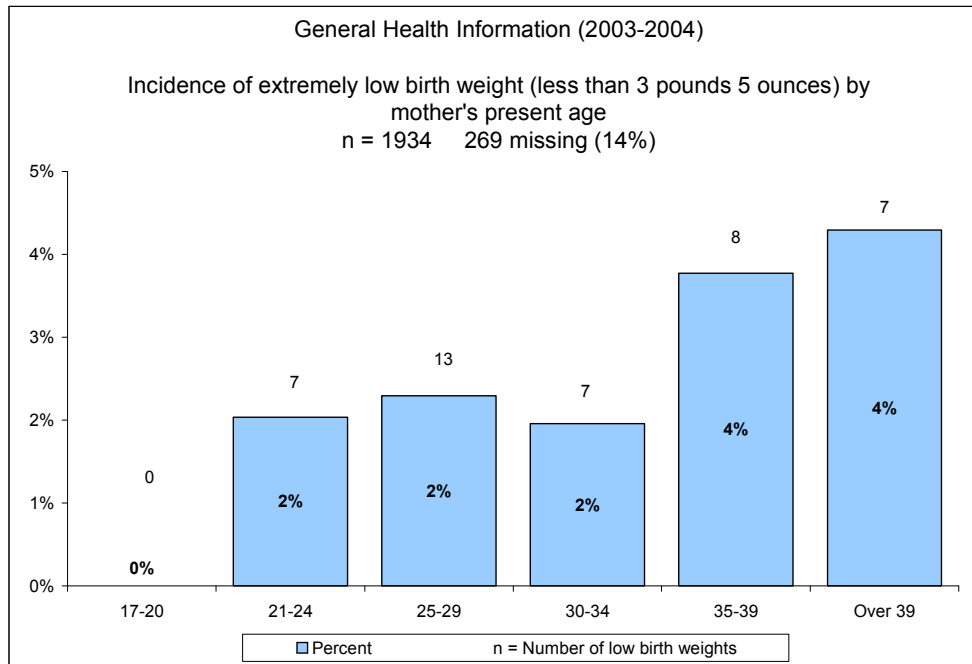
16% of the children had been in neonatal intensive care. Parents[1] reported that 48% of the children were never breastfed. The majority of mothers (81%) reported never smoking during pregnancy. These results should be viewed with some skepticism, however, as other researchers have reported that, during the time frame of 1998-2000, 23.9% of city mothers aged less than 20 years old, and 26.6% of city mothers aged 20 years old or older, smoked during pregnancy (source: Vital Records, MCHD). The overwhelming majority of mothers (96%) also reported never drinking alcohol during pregnancy.

21% of the children have never been to a dentist, and 33% had not been to a dentist in more than a year (it is recommended that children start seeing a dentist at age 3). 7.5% of the sample had not had a routine physical examination within the past year.

| | 2002-2003 | | 2003-2004 | |
Time frame of visit	Routine Physical	Dental Check-up	Routine Physical	Dental Check-up
Never	1%	21%	0.5%	21%
More than 1 year ago	7%	33%	7%	33%
Within past year	28%	23%	31%	21%
Within last 6 months	65%	44%	62%	47%

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[1] Throughout this report, we have used the term 'parent' to indicate the person completing the PACE. Actually, 5% of the respondents were not parents, although most of these were other relatives.

Children's illnesses reported on the PACE cover a wide range of syndromes. 13% had recurrent ear infections, and 4% had an iron deficiency. The parents of 2% of the children identified them as overweight, 3% were identified as underweight, 4% as having trouble sleeping (nightmares), 4% as having frequent stomach aches (either daily or weekly), 2% as suffering from frequent headaches (either daily or weekly), 9% as having behavior problems, and 7% who have already had some kind of early intervention services. Additionally, 5% of the parents reported their child to have high lead levels. We compared the rates of reported high lead levels to the child's zip code and found the highest concentrations of occurrences in the 14616 (11%) and 14605 (8%) areas.

Below is a summary table and chart with the percent of children with high lead levels by zip code in ascending order.

High Lead level responses within Zip Code (2003-2004)			
Zip Code	Zip Code Count	High Lead Count	Percent
14620	81	2	2%
14619	141	4	3%
14613	104	3	3%
14609	367	14	4%
14611	160	7	4%
14608	151	8	5%
14615	75	4	5%
14606	138	8	6%
14607	33	2	6%
14621	376	24	6%
14605	173	13	8%
14616	9	1	11%
Inclusive	1808	90	5%

General Health Information (2003-2004)

High Lead responses within Zip Code

16
Community Report on Children Entering School in 2003-2004
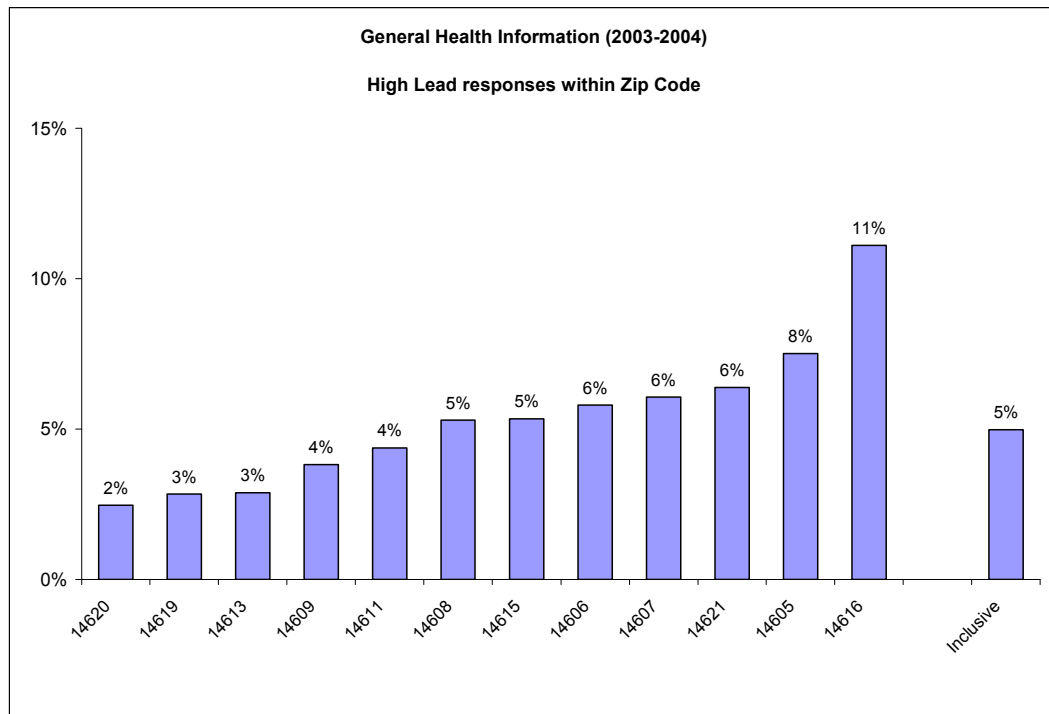
73% of parents reported that there had been no medical emergencies with their child. Among those who reported emergencies, 10% of the children were treated for asthma, and 8% were treated for other reasons not specifically identified.

13% of parents reported that their child was taking at least one prescription medication. 27% of children had various allergies.

	Child's Allergies	
	2002-2003	2003-2004
Seasonal	11%	12%
Medication	6%	7%
Food	4%	3%
Bee sting	1%	1%
Other	3%	3%

The percentage of children identified as having allergies has increased over time. In 1999-2000, 19% of parents reported their child had some kind of allergy, as compared to 27% in 2003-2003, a statistically significant change.

General Health Information

Child has allergies

Year	Percentage
1999-2000 (n =3049)	19%
2000-2001 (n =2707)	21%
2001-2002 (n =3047)	24%
2002-2003 (n = 2168)	26%
2003-2004 (n = 1934)	27%
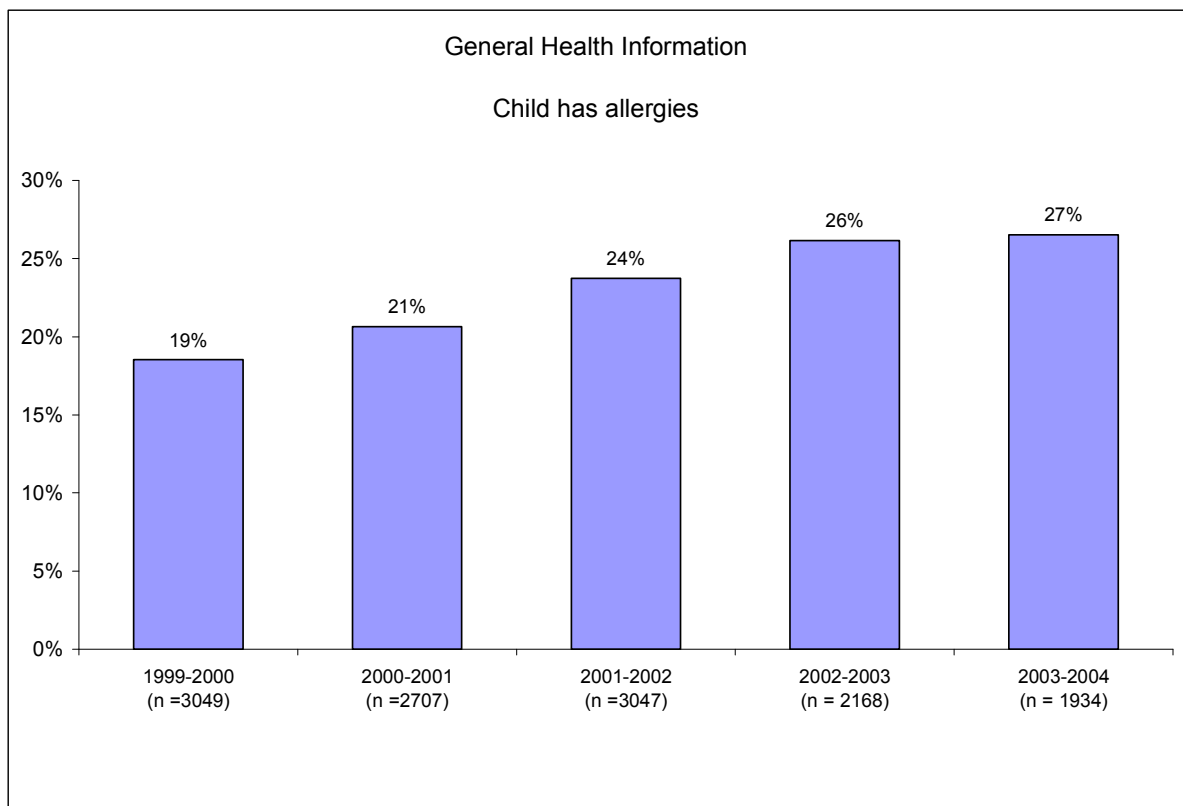
Tabled below are the outcomes for questions specifically related to asthma and breathing problems.

Asthma and or Breathing problems	2002-2003	2003-2004
Child needs to stop playing because of breathing problems	8%	8%
At least 1 day a week child usually has wheezing, coughing, or shortness of breath	9%	10%
At least 1 day a week child usually wakes up from sleep because of wheezing, coughing, or shortness of breath	6%	7%
Doctor has said that child has asthma	16%	17%
Child takes medication every day to prevent asthma symptoms	6%	6%
Over the past 12 months at least 1 time child needed emergency medical visit for asthma	9%	11%

We estimated severity levels for those children whose doctors have diagnosed them as having asthma. For a child to be classified at the "Significant" level he/she wheezes, coughs, or has shortness of breath at least 3 times a week **or** wakes up with these symptoms at least once a week. To be at the "Mild or Past" level he/she wheezes, coughs, or is short of breath fewer than 3 times a week **and** does not wake up with these symptoms.

General Health Information

Asthma Levels

2002-2003 (n = 1488) 43 missing (3%)
- Indeterminate asthma: 1%
- Significant asthma: 4%
- Mild or past asthma: 11%

2003-2004 (n = 1934) 54 missing (3%)
- Indeterminate asthma: 1%
- Significant asthma: 5%
- Mild or past asthma: 12%

Legend: ■ Indeterminate asthma ■ Significant asthma □ Mild or past asthma
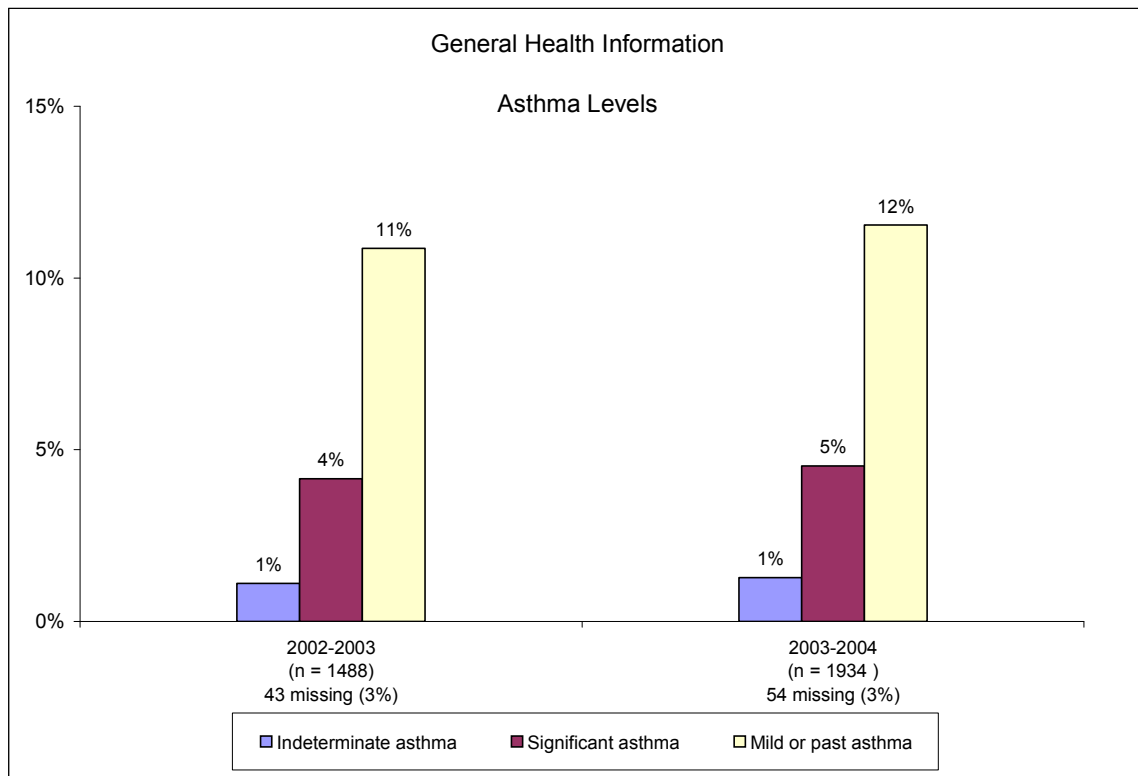
32% of the children who were born prematurely are asthmatic, whereas 15% of those carried full term are asthmatic. To further illustrate these results, 43% of children with birth weights less than 3 pounds 5 ounces have asthma. Both of these results are statistically significant.

General Health Information

Asthma Scale relative to premature births

General Health Information

Asthma Scale relative to birth weights
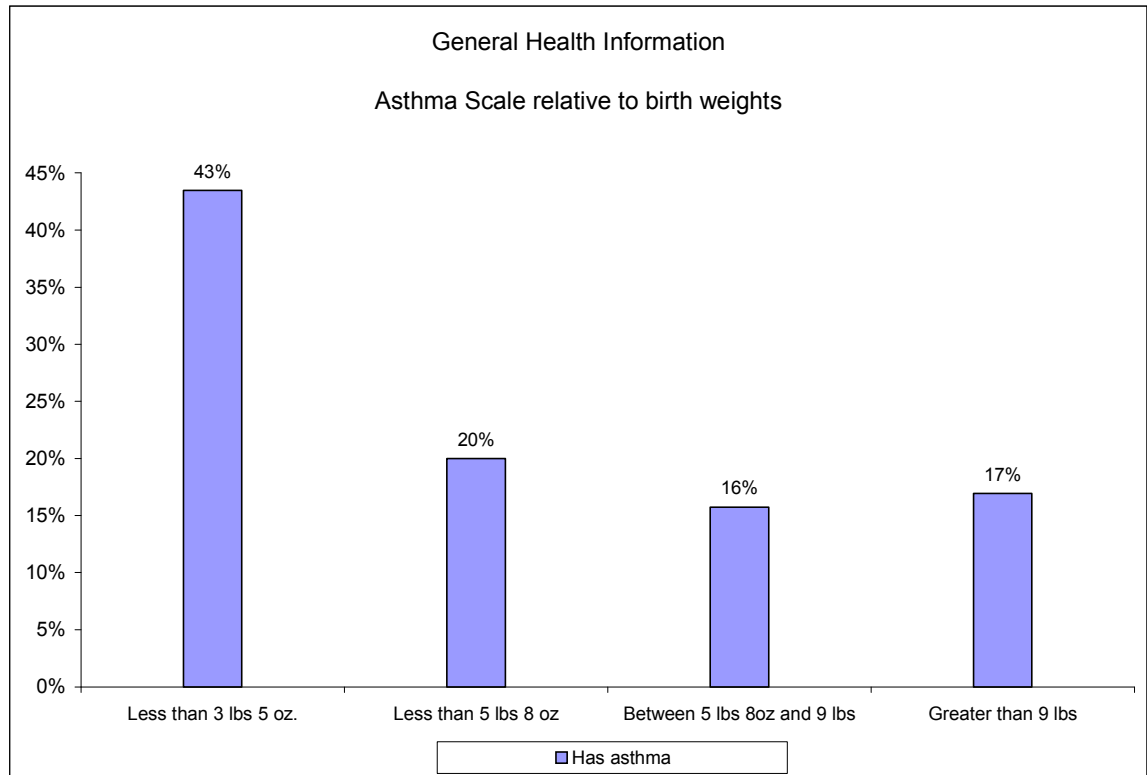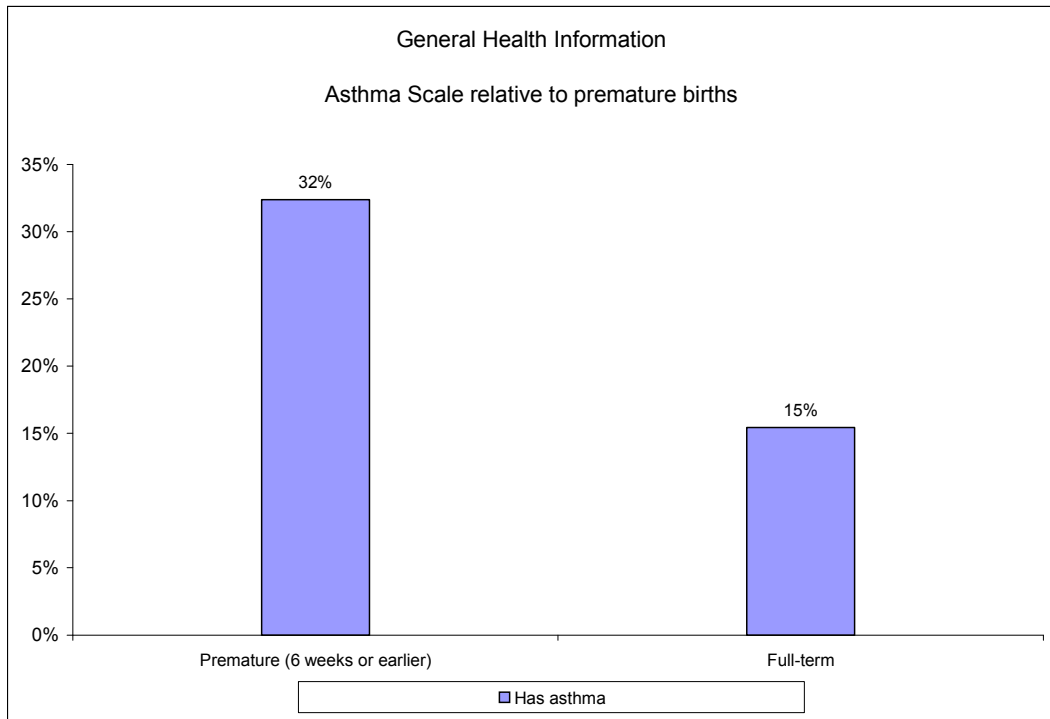
60% of the respondents reported that no one smoked in their homes. One or two people smoked in 38% of the homes.

16% of the children had been in a hospital at least overnight, excluding neonatal intensive care stays.

The percentage of children staying at least overnight in a hospital, excluding birth, has increased from 13% in 2001-2002 to 20% 2003-2004, a statistically significant change.
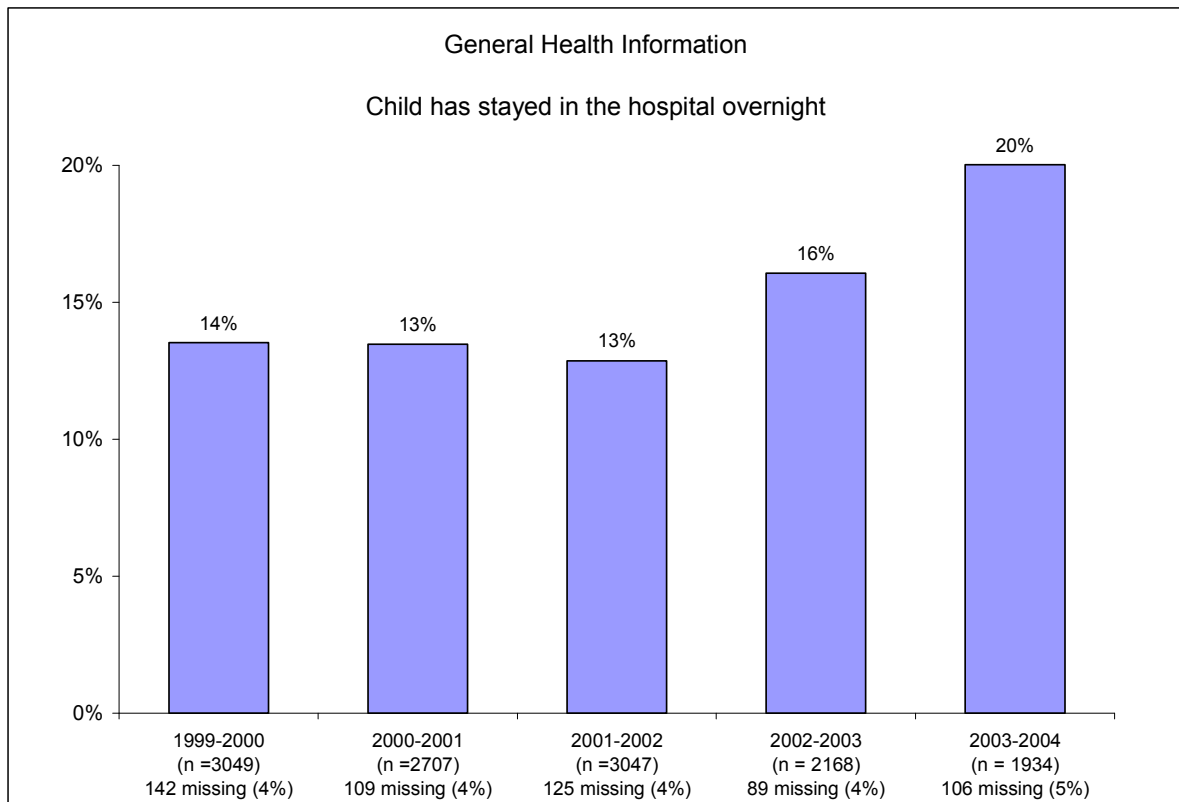
97% of the children, according to parents, are in good or excellent overall health. 13% of the parents reported that they would like to talk to the school nurse about their child's health.

See Appendix B for complete health-related findings.

Fine Motor Skills, Gross Motor Skills, and Sensory Functioning

Parents answered questions regarding observable motor and sensory functioning indicators, developed after consulting with early childhood educators, occupational and physical therapists, a pediatric neurologist, and other experts.

Questions in this section include:

- Holds a pencil with his/her fingers for writing
- Zips own coat
- Catches a small ball
- Trips and falls
- Picky eater
- Super aware of different sounds

Items within this section were combined empirically to create a Fine Motor and a Gross Motor subscale. See the **Subscales** section of this report on page 27 and Appendix D for additional information.

Speech and Language Development

After consultation with teachers, speech/language pathologists, developmental psychologists and literacy experts, the following observable speech and language development questions were selected as being strong indicators of strengths and weaknesses in the areas of speech and language.

Questions in this section include:

- Understands English
- Child tells a complete story
- Parent understands their child
- Other people than parent understands the child
- Child received special help for speech
- Child needs extra help with speech and language

Items within this section were combined empirically to create Expressive Language and Speech subscales. See the **Subscales** section of this report on page 27 and Appendix D.

School Skills

After consultation with preschool and kindergarten teachers, school administrators, developmental psychologists, and early childhood experts, the following items are examples of those selected as being strong observable indicators of strengths and weaknesses in the school skills area:

- Reads own written name
- Listens to and follows directions
- Writes own name
- Retells story just read aloud
- Learns new things

Items within this section have been combined to create Learning and Pre-literacy subscales. See the **Subscales** section of this report on page 27 and Appendix D.

Social, Emotional, and Behavioral Functioning

Four subscales are assessed within this area. *Positive Peer Social* and *Negative Peer Social* (externalized behaviors) refer to a child's likeability, popularity, and quality of interactions among peers. *Task Orientation* assesses a child's ability to stay focused on and complete a task, and the *Shy-Anxious* scale measures internalized behaviors. These scales are subsets of constructs and items assessed by the Parent-Child Rating Scale, developed over the past decade at the Children's Institute. Examples of items from each scale include:

1) Positive Peer Social:
   - Makes friends easily
   - Talks easily with other children
2) Negative Peer Social (externalized behaviors):
   - Bothers other children
   - Fights with other children
3) Task Orientation:
   - Completes things he/she starts
   - Concentrates
4) Shy Anxious (internalized behaviors):
   - Gets nervous easily
   - Worries a lot

See Appendix D for further information about these subscales.

Life Experiences

Life experience items were selected after consulting with resilience researchers, school, clinical, and developmental psychologists, school nurses, preschool and kindergarten teachers, and the research literature.

Examples of experiences assessed in this section include:

- Going to a library
- Going on other outings
- Experienced a parent who is depressed
- Witnessed violence in the neighborhood
- Witnessed violence at home
- Experienced the death of family member or close friend
- Child eats breakfast
- Child has enough food to eat

42% of the parents indicated that their children had gone to a library no more than 2 times in their lifetime and 21% had been on fewer than 3 outings, such as visits to a museum or zoo. 91% of parents reported that their child has daily contact with a mother (or mother-figure), as compared to 53% with a father (or father-figure). 5% of respondents said a 'mother' spends almost no time with their child as compared to 24% for a 'father' spending almost no time with their child. 70% of parents reported their child having a warm, close relationship with 3 or more adults. 45% of the parents reported they read daily to their child, and 9% of the parents estimated that their child watched television 5 or more hours each day. 14% of the respondents stated that their child goes to bed 9 p.m. or later.

36% of the respondents said their child has experienced parental separation or divorce. 18% of the children have been away from their parent(s) for more than a month. 37% of the children had changed residence within the past six months. 73% have moved to another home in their lifetime.

41% of the children have seen close friends or relatives very sick, and 37% have experienced the death of a close family member or friend. Parents reported that 25% of the children had experienced a parent with bouts of depression. 9% have seen a family member with a drug or alcohol problem, as compared to a high of 15% in 1999-2000, a statistically significant change.

Parents indicated that 16% had witnessed violence in the neighborhood and 13% of children had seen violence at home. 2003-2004 is the second year we have asked this question. Witnessing violence in the neighboring has decreased from 21.1% in 2002-2003 to 16% in 2003-2004, a statistically significant change.

| | 2002-2003 | | | | 2003-2004 | | | |
	Never	1 Time	2 Times	3 or more times	Never	1 Time	2 Times	3 or more times
Witnessed violence in the neighborhood	78.9%	12.4%	5.0%	3.7%	84.0%	9.7%	3.7%	2.6%
Witnessed violence at home	85.7%	9.0%	2.2%	3.1%	86.7%	8.2%	1.7%	3.4%

Organizing this information by zip code, rates of witnessing neighborhood violence ranged from 3% to 21%. Refer to the table and chart below for more details.

Child witnessed violence in the neighborhood within Zip Code (2003-2004)			
Zip Code	Zip Code Count	Witnessed Violence Count	Percent
14607	33	1	3%
14620	81	5	6%
14610	42	5	12%
14615	75	9	12%
14609	367	49	13%
14612	36	5	14%
14611	160	23	14%
14613	104	16	15%
14619	141	24	17%
14621	376	66	18%
14606	138	25	18%
14608	151	30	20%
14605	173	37	21%
Inclusive	1877	295	16%

General Health Information (2003-2004)

Child witnessed violence in the neighborhood within Zip Code (2003-2004)
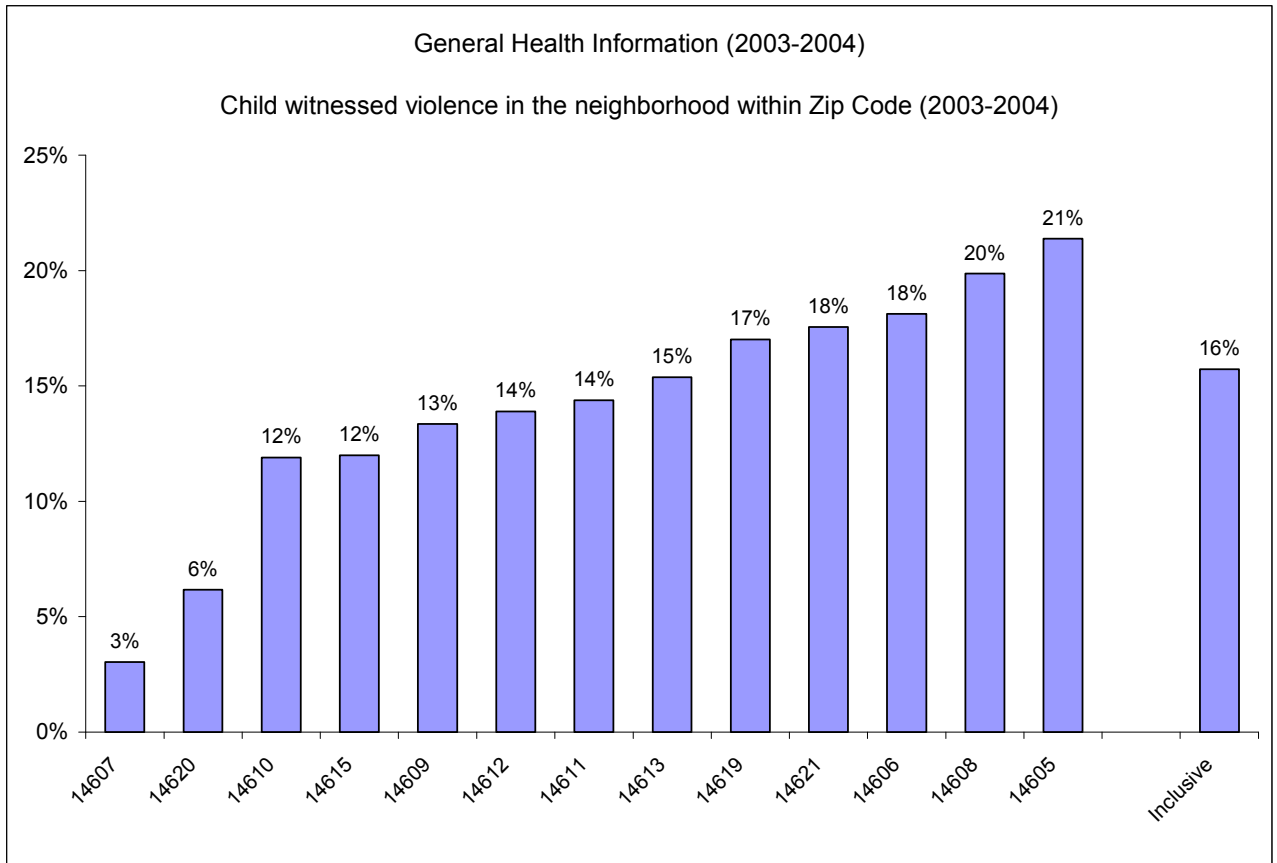
98% of the parents reported that their child has sufficient food to eat each day. 84% of the parents reported that their child eats breakfast daily, although 1% of the children almost never eat breakfast.

The Stressful Life Events scale is the sum of the following 10 life experiences:

- Moved from one home to another during his/her life?
- Seen a close family member or friend very sick?
- Experienced the death of a close family member or friend?
- Experienced parents' separation or divorce?
- Experienced a parent who is depressed?
- Witnessed violence in the neighborhood?
- Witnessed violence at home?
- Been away from parent(s) for more than a month?
- Seen a family member with a drug or alcohol problem?
- Does your child have enough food to eat?

Each item contributed 0 if the life experience response was "no" and 1 for any other response. In order to be included in the scale, the child must have had a response to each of the 10 life experiences. Following is a table and chart comparing 2002-2003 to 2003-2004 results. Research findings[2] suggest that psychiatric risk is about the same for children who have experienced 0 stressors compared to 1 stressor, whereas 4 or more stressors increases risk 10-fold. Note that in 2003-2004 29% of the children included in the scale had 4 or more stressors. In 2002-03 the corresponding proportion was 32%.

Stressful Life Events Scale

Stressful Life Events Scale	2002-2003		2003-2004	
	n	Percent	n	Percent
0	109	9.2%	153	9.6%
1	247	20.9%	338	21.2%
2	240	20.3%	348	21.8%
3	209	17.7%	297	18.6%
4	170	14.4%	192	12.0%
5	98	8.3%	136	8.5%
6	53	4.5%	73	4.6%
7	30	2.5%	38	2.4%
8	15	1.3%	12	0.8%
9	10	0.8%	8	0.5%
10	1	0.1%	1	0.1%
Total Respondents	1182		1596	

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[2] Rutter, M. (1979) Protective factors in children's responses to stress and disadvantage. In Kent, W. and Rolf, J. (eds.) *Primary Prevention of Psychopathology*, vol. 3, *Social Competencies in Children*, Hanover: University Press of New England.

Stressful Life Events Scale

Range: 0 (Least) to 10 (Most)
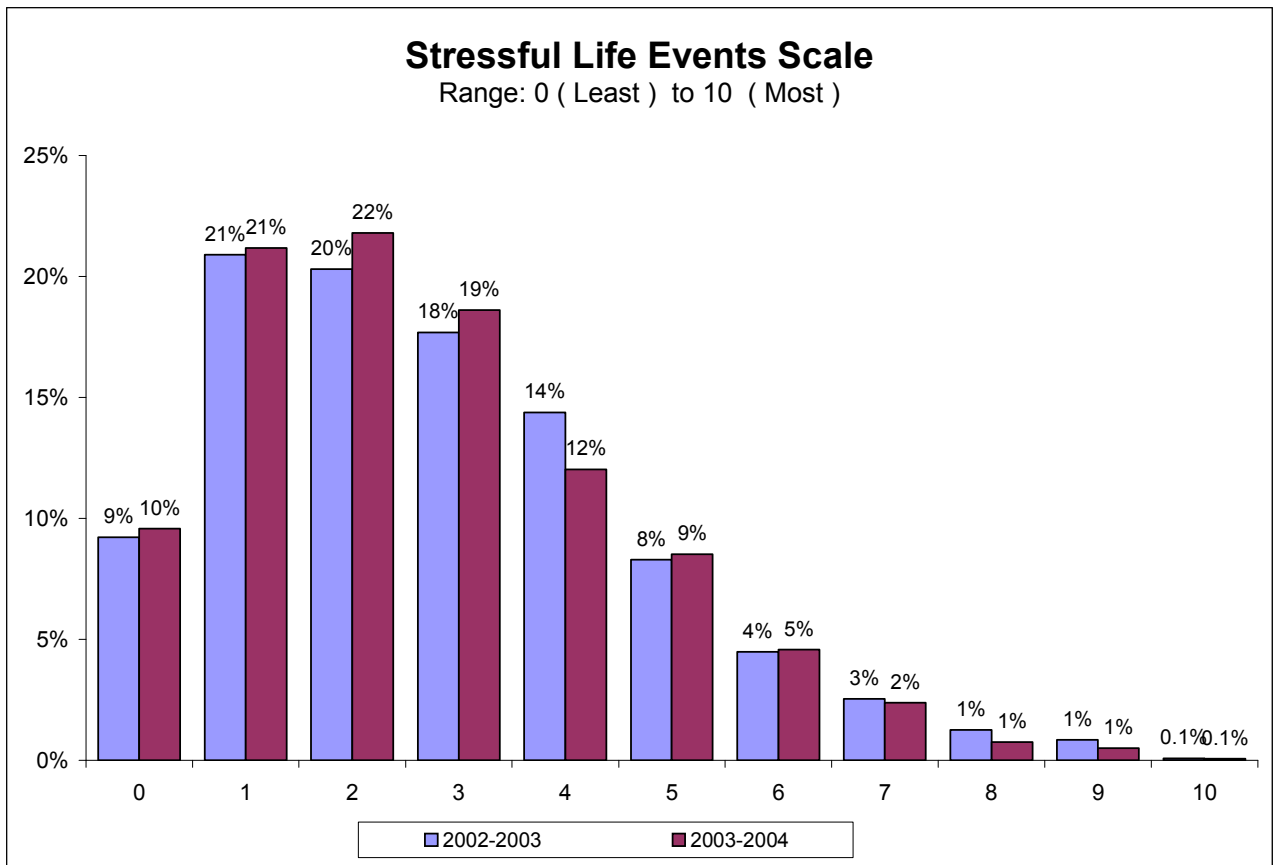
See Appendix C for complete life experiences information.

Subscales

Empirically derived subscales were developed and confirmed within several areas of the PACE 2.0. Items within these respective areas are combined to provide reliable generalized information about children's overall functioning. Multiple years of PACE data were used to develop these subscales.

Fine Motor, Gross Motor and Sensory Functioning
- Fine Motor Subscale
- Gross Motor Subscale

Speech and Language Development
- Expressive Language Subscale
- Speech Subscale

School Skills
- Learning Subscale
- Pre-Literacy Subscale

Social, Emotional and Behavioral Functioning
- Negative Peer Social Subscale
- Task Oriented Subscale
- Positive Peer Social Subscale
- Shy Anxious Subscale

See Appendix D for further information.

Community Report on Children Entering School in 2003-2004

Predictive Validity of the PACE

To determine the extent to which kindergarteners' school performance could be predicted by PACE items, we selected Fall and Spring Child Observation Record (COR) data of the children for whom a PACE was also completed. The items on the COR are scored to form three subscales: social skills, schools skills, and social relations. We also calculated a COR total score by summing the three subscale scores.

To select the PACE items or subscales which would be included as predictors in the regression analyses, we initially correlated the PACE with the Fall, 2003 COR. PACE items or subscales which correlated at $p \leq .05$ with any COR subscale or the COR total were included in the regression analyses, as were key demographic variables from the PACE.

The resulting set of predictors was regressed on each of the COR subscales and the COR total score. Predictors were entered in two blocks. The first included the child's sex and ethnicity; the second included low birth weight status, TV watching, premature birth, Fine Motor Scale, Speech Scale, Pre-Literacy Scale, Shy Anxious Scale, Gross Motor Scale, and mother's education.

Using the above model to predict Fall COR performance, we accounted for 19% of the variance for Motor Skills, 25% of School Skills, 20% of Social Relations, and 24% of the COR total score. Repeating the analyses using the Spring, 2004 COR data, we accounted for 21% of the variance for Motor Skills, 26% of School Skills, 20% of Social Relations, and 25% of the total score.

Detailed results from each of the regression analyses are presented below.

Regression Analysis Results for PACE 2003-2004 with Kindergartner Child Observation Record (KCOR) for Fall 2003-2004

Dependent Variable	Predictors	Block	Incremented R^2	F Statistics Value	F Statistics Significance Level (p)	F Change Statistics Value	F Change Statistics Significance Level (p)	Standardized Coefficient Beta	t Statistics Value	t Statistics Significance Level (p)
Motor Skills	Female	1	0.04	7.73	0.00*	7.73	0.00*	0.07	2.35	0.02*
	Black/African American							-0.07	-1.31	0.19
	Latino/Hispanic							0.04	0.81	0.42
	White/Non-Hispanic							0.06	1.55	0.12
	All Other Ethnicities							0.03	1.06	0.29
	Low Birth Weight	2	0.19	17.49	0.00*	22.13	0.00*	-0.07	-2.11	0.04*
	TV Watching							-0.07	-2.34	0.02*
	Fine Motor Scale							0.20	5.26	0.00*
	Speech Scale							0.06	2.13	0.03*
	Pre-Literacy Scale							0.18	5.40	0.00*
	Premature Birth							-0.01	-0.28	0.78
	Shy Anxious Scale							-0.01	0.42	0.68
	Gross Motor Scale							-0.03	-0.82	0.12
	Mother's Education							0.10	3.51	0.00*
School Skills	Female	1	0.04	9.33	0.00*	9.33	0.00*	0.02	0.60	0.55
	Black/African American							-0.11	-2.12	0.03*
	Latino/Hispanic							0.01	0.12	0.90
	White/Non-Hispanic							0.08	2.01	0.05*
	All Other Ethnicities							0.03	0.85	0.40
	Low Birth Weight	2	0.25	24.28	0.00*	31.24	0.00*	-0.06	-1.88	0.06
	TV Watching							-0.06	-2.00	0.05*
	Fine Motor Scale							0.12	3.27	0.00*
	Speech Scale							0.05	1.73	0.09
	Pre-Literacy Scale							0.30	9.10	0.00*
	Premature Birth							0.00	-0.09	0.93
	Shy Anxious Scale							-0.02	-0.80	0.43
	Gross Motor Scale							-0.06	-1.71	0.09
	Mother's Education							0.17	5.97	0.00*

Community Report on Children Entering School in 2003-2004

Regression Analysis Results for PACE 2003-2004 with Kindergartner Child Observation Record (KCOR) for Fall 2003-2004

Dependent Variable	Predictors	Block	Incremented R²	F Statistics Value	F Statistics Significance Level (p)	F Change Statistics Value	F Change Statistics Significance Level (p)	Standardized Coefficient Beta	t Statistics Value	t Statistics Significance Level (p)
Social Relations	Female	1	0.05	10.29	0.00*	10.29	0.00*	0.06	2.09	0.04*
	Black/African American							-0.12	-2.51	0.01*
	Latino/Hispanic							0.01	0.29	0.78
	White/Non-Hispanic							0.06	1.44	0.15
	All Other Ethnicities							0.04	1.11	0.27
	Low Birth Weight	2	0.20	18.09	0.00*	21.41	0.00*	-0.06	-1.61	0.11
	TV Watching							-0.04	-1.48	0.14
	Fine Motor Scale							0.13	3.25	0.00*
	Speech Scale							0.06	2.18	0.03*
	Pre-Literacy Scale							0.22	6.65	0.00*
	Premature Birth							-0.03	-0.94	0.35
	Shy Anxious Scale							-0.02	-0.66	0.51
	Gross Motor Scale							-0.03	-0.76	0.45
	Mother's Education							0.13	4.50	0.00*
Total	Female	1	0.05	10.18	0.00*	10.18	0.00*	0.05	1.86	0.06
	Black/African American							-0.11	-2.19	0.03*
	Latino/Hispanic							0.02	0.45	0.65
	White/Non-Hispanic							0.07	1.82	0.07
	All Other Ethnicities							0.03	1.10	0.27
	Low Birth Weight	2	0.24	23.14	0.00*	28.99	0.00*	-0.07	-2.04	0.04*
	TV Watching							-0.06	-2.12	0.03*
	Fine Motor Scale							0.16	4.31	0.00*
	Speech Scale							0.06	2.20	0.03*
	Pre-Literacy Scale							0.25	7.67	0.00*
	Premature Birth							-0.02	-0.48	0.63
	Shy Anxious Scale							-0.01	-0.37	0.71
	Gross Motor Scale							-0.04	-1.19	0.24
	Mother's Education							0.15	5.08	0.00*

*Statistically significant where p <=.05

Community Report on Children Entering School in 2003-2004

Regression Analysis Results for PACE 2003-2004 with Kindergartner Child Observation Record (KCOR) for Spring 2003-2004

Dependent Variable	Predictors	Block	Incremented R^2	F Statistics		F Change Statistics		Standardized Coefficient Beta	t Statistics	
				Value	Significance Level (p)	Value	Significance Level (p)		Value	Significance Level (p)
Motor Skills	Female	1	0.04	7.90	0.00*	7.90	0.00*	0.13	4.38	0.00*
	Black/African American							-0.04	-0.85	0.39
	Latino/Hispanic							0.02	0.49	0.62
	White/Non-Hispanic							-0.02	-0.42	0.68
	All Other Ethnicities							.-57	1.78	0.08
	Low Birth Weight	2	0.21	18.04	0.00*	22.80	0.00*	-0.15	-4.11	0.00*
	TV Watching							0.02	0.53	0.59
	Fine Motor Scale							0.22	5.54	0.00*
	Speech Scale							0.07	2.47	0.01*
	Pre-Literacy Scale							0.15	4.29	0.00*
	Premature Birth							0.05	1.42	0.16
	Shy Anxious Scale							0.00	-0.08	0.94
	Gross Motor Scale							-0.04	-1.04	0.30
	Mother's Education							0.17	5.68	0.00*
School Skills	Female	1	0.03	5.61	0.00*	5.61	0.00*	0.05	1.81	0.07
	Black/African American							-0.03	-0.70	0.48
	Latino/Hispanic							0.04	0.92	0.36
	White/Non-Hispanic							0.07	1.74	0.08
	All Other Ethnicities							0.03	0.88	0.38
	Low Birth Weight	2	0.26	23.91	0.00*	33.17	0.00*	-0.13	-3.88	0.00*
	TV Watching							0.05	1.62	0.11
	Fine Motor Scale							0.16	4.16	0.00*
	Speech Scale							0.10	3.36	0.00*
	Pre-Literacy Scale							0.27	8.04	0.00*
	Premature Birth							0.04	1.28	0.20
	Shy Anxious Scale							-0.03	-1.14	0.26
	Gross Motor Scale							-0.09	-2.55	0.01*
	Mother's Education							0.21	7.12	0.00*

Community Report on Children Entering School in 2003-2004

Regression Analysis Results for PACE 2003-2004 with Kindergartner Child Observation Record (KCOR) for Spring 2003-2004

Dependent Variable	Predictors	Block	Incremented R^2	F Statistics Value	F Statistics Significance Level (p)	F Change Statistics Value	F Change Statistics Significance Level (p)	Standardized Coefficient Beta	t Statistics Value	t Statistics Significance Level (p)
Social Relations	Female	1	0.04	8.06	0.00*	8.06	0.00*	0.12	3.39	0.00*
	Black/African American							-0.07	-1.44	0.15
	Latino/Hispanic							0.04	0.81	0.42
	White/Non-Hispanic							0.04	0.88	0.38
	All Other Ethnicities							0.02	0.72	0.48
	Low Birth Weight	2	0.20	17.55	0.00*	21.96	0.00*	-0.14	-3.85	0.00*
	TV Watching							0.02	0.68	0.50
	Fine Motor Scale							0.13	3.20	0.00*
	Speech Scale							0.09	2.81	0.01*
	Pre-Literacy Scale							0.21	6.29	0.00*
	Premature Birth							0.05	1.54	0.12
	Shy Anxious Scale							-0.03	-0.85	0.40
	Gross Motor Scale							-0.05	-1.46	0.14
	Mother's Education							0.18	5.59	0.00*
Total	Female	1	0.04	7.64	0.00*	7.64	0.00*	0.11	3.68	0.00*
	Black/African American							-0.05	-1.10	0.27
	Latino/Hispanic							0.04	0.82	0.41
	White/Non-Hispanic							0.03	0.84	0.40
	All Other Ethnicities							0.04	1.22	0.22
	Low Birth Weight	2	0.25	23.37	0.00*	30.95	0.00*	-0.15	-4.34	0.00*
	TV Watching							0.03	1.05	0.29
	Fine Motor Scale							0.18	4.70	0.00*
	Speech Scale							0.09	3.19	0.00*
	Pre-Literacy Scale							0.23	6.86	0.00*
	Premature Birth							0.05	1.56	0.12
	Shy Anxious Scale							-0.02	-0.78	0.44
	Gross Motor Scale							-0.06	-1.88	0.06
	Mother's Education							0.20	6.87	0.00*

*Statistically significant where p <=.05

Closing Thoughts

Because we had more than 50 percent of RCSD kindergartens with a returned PACE, we are comfortable that the current data have ample power for policy implications. Additionally, the results hold great potential not only for future analyses covering this year, but also for trends and comparisons over the time span of PACE.

We plan to continually review and refine the PACE, when and where indicated, to ensure there is a reliable and valid system in place allowing for relevant communication among parents, schools, and the community. Our primary goal in this effort, shared with all the partners who made the PACE possible, is to provide relevant and timely information so parents, providers, and policy makers can make sound and timely decisions, ultimately improving young children's health and well-being across multiple interrelated domains.

APPENDIX A

Demographics Tables and Charts

Demographics

Mother's Education

	1999-2000 681 missing (29%)	2000-2001 537 missing (25%)	2001-2002 622 missing (26%)	2002-2003 417 missing (19%)	2003-2004 353 missing (18%)
Some high school	23%	20%	22%	23%	24%
GED	15%	14%	14%	16%	17%
High school graduate	24%	21%	21%	20%	20%
Technical or trade school	3%	2%	3%	3%	3%
Some college	14%	14%	15%	17%	18%
Two year degree	11%	11%	10%	12%	10%
Four year degree	5%	11%	10%	6%	6%
Graduate degree	4%	6%	6%	3%	3%

Father's Education

	1999-2000 959 missing (31%)	2000-2001 812 missing (30%)	2001-2002 908 missing (30%)	2002-2003 626 missing (29%)	2003-2004 549 missing (28%)
Some high school	24%	22%	21%	23%	25%
GED	15%	13%	14%	20%	17%
High school graduate	33%	27%	29%	28%	27%
Technical or trade school	3%	3%	3%	3%	3%
Some college	11%	9%	13%	13%	12%
Two year degree	5%	7%	5%	5%	6%
Four year degree	5%	11%	9%	4%	5%
Graduate degree	4%	7%	6%	4%	4%

Adults in the home with child

	1999-2000 (n = 3049)	2000-2001 (n = 2707)	2001-2002 (n = 3047)	2002-2003 (n = 2168)	2003-2004 (n = 1934)
Mother	77%	76%	76%	80%	83%
Father	31%	36%	36%	34%	34%
Stepmother	0%	1%	1%	1%	1%
Stepfather	6%	7%	6%	7%	7%
Adult sister	4%	4%	3%	5%	4%
Adult brother	4%	4%	4%	4%	4%
Grandmother	11%	10%	12%	13%	13%
Grandfather	4%	4%	4%	5%	5%
Aunt	6%	7%	7%	7%	8%
Uncle	5%	5%	4%	5%	5%
Other female	4%	5%	4%	4%	4%
Other male	3.8%	5%	4%	4%	4%

Community Report on Children Entering School in 2003-2004

Demographics

Child's age

	1999-2000 (n = 3049) 284 missing (9%)	2000-2001 (n = 2707) 245 missing (9%)	2001-2002 (n = 3047) 316 missing (10%)	2002-2003 (n = 2168) 303 missing (14%)	2003-2004 (n = 1934) 10 missing (1%)
<4.5	12%	5%	5%	2%	3%
4.51 - 5.0	20%	26%	27%	28%	31%
5.01 - 5.5	36%	37%	37%	42%	41%
5.51 - 6.0	19%	18%	16%	19%	17%
6.01 - 7.0	7%	8%	8%	5%	4%
>7.0	6%	6%	7%	5%	4%

Community Report on Children Entering School in 2003-2004
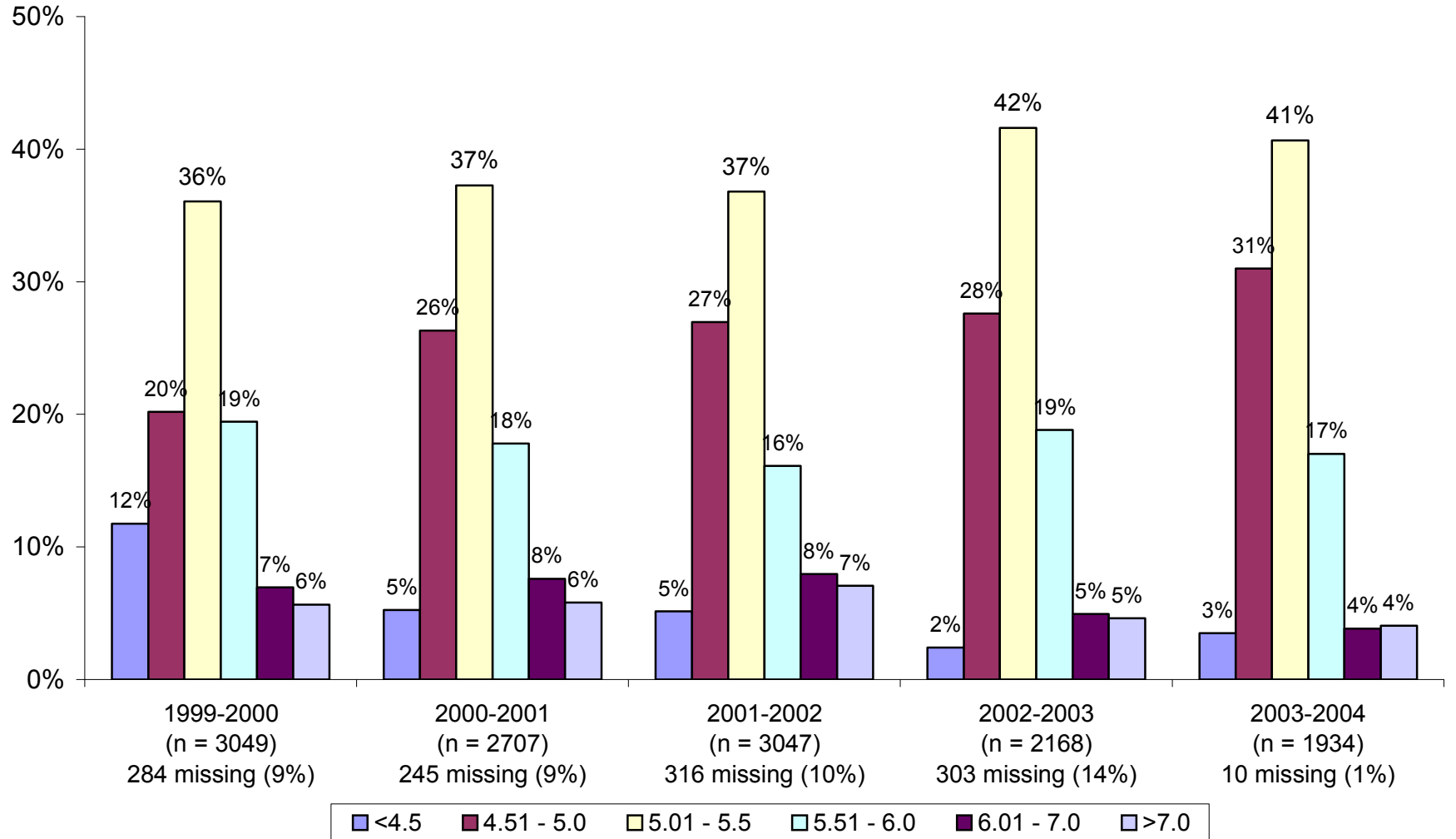
Demographics

Grade level of child

	1999-2000 (n = 3049) 309 missing (0%)	2000-2001 (n = 2707) 58 missing (2%)	2001-2002 (n = 3047) 80 missing (3%)	2002-2003 (n = 2168) 28 missing (1%)	2003-2004 (n = 1934) 52 missing (3%)
Pre-K	11%	5%	6%	3%	4%
Kindergarten	77%	81%	79%	87%	88%
First grade	7%	9%	8%	5%	4%
Other	5%	6%	7%	5%	4%

Community Report on Children Entering School in 2003-2004
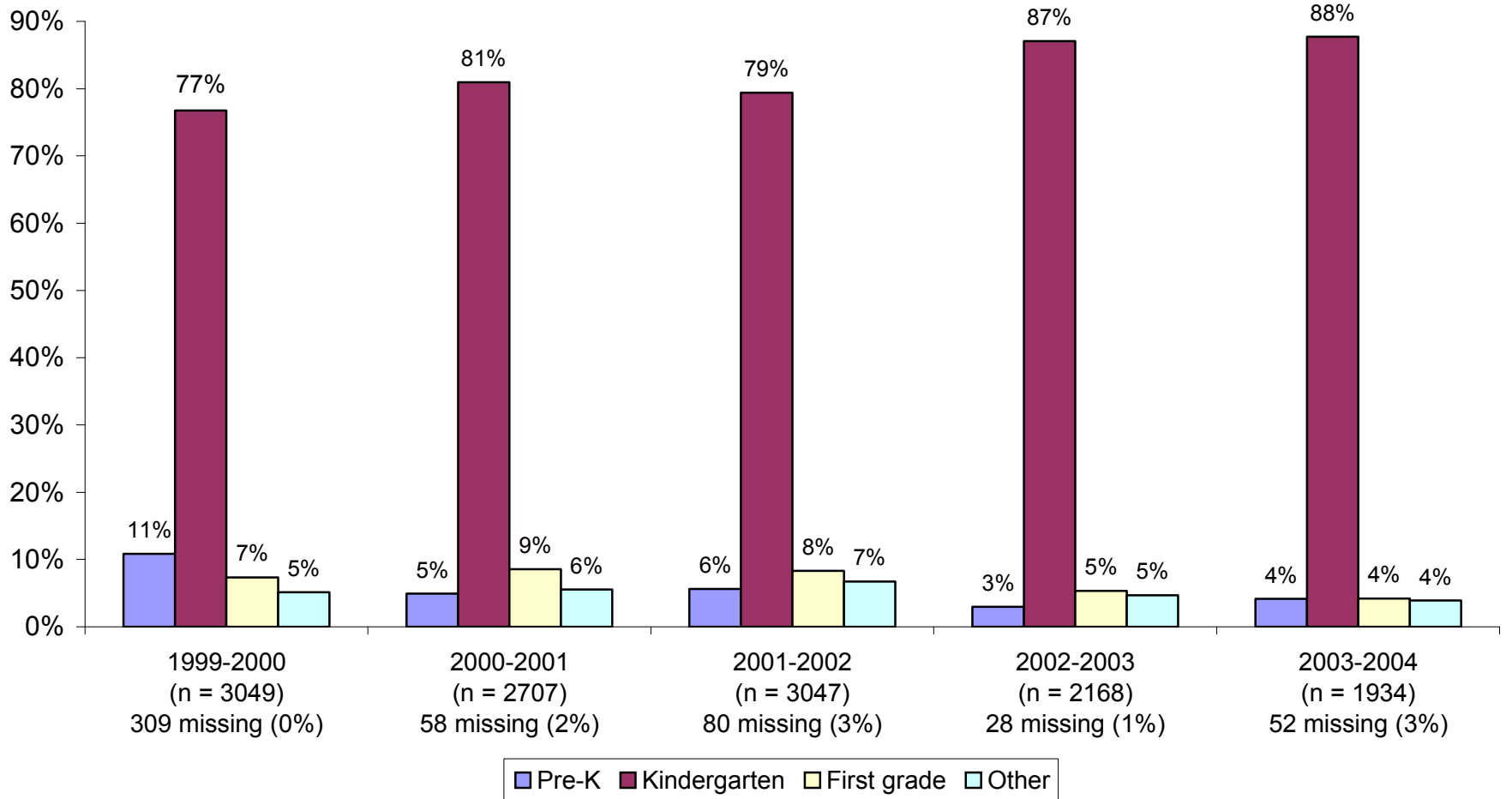
Demographics

Ethnicity
Note: Percent totals more than 100%, includes multiracial children

Legend: 2002-2003 (n = 1488) 2003-2004 (n = 1934)

Ethnicity	2002-2003	2003-2004
Native American	1%	2%
Asian/Pacific Islander	2%	2%
Other	2%	4%
Latino/Hispanic	18%	23%
White/Non-Hispanic	20%	18%
Black/African-American	60%	58%

Community Report on Children Entering School in 2003-2004
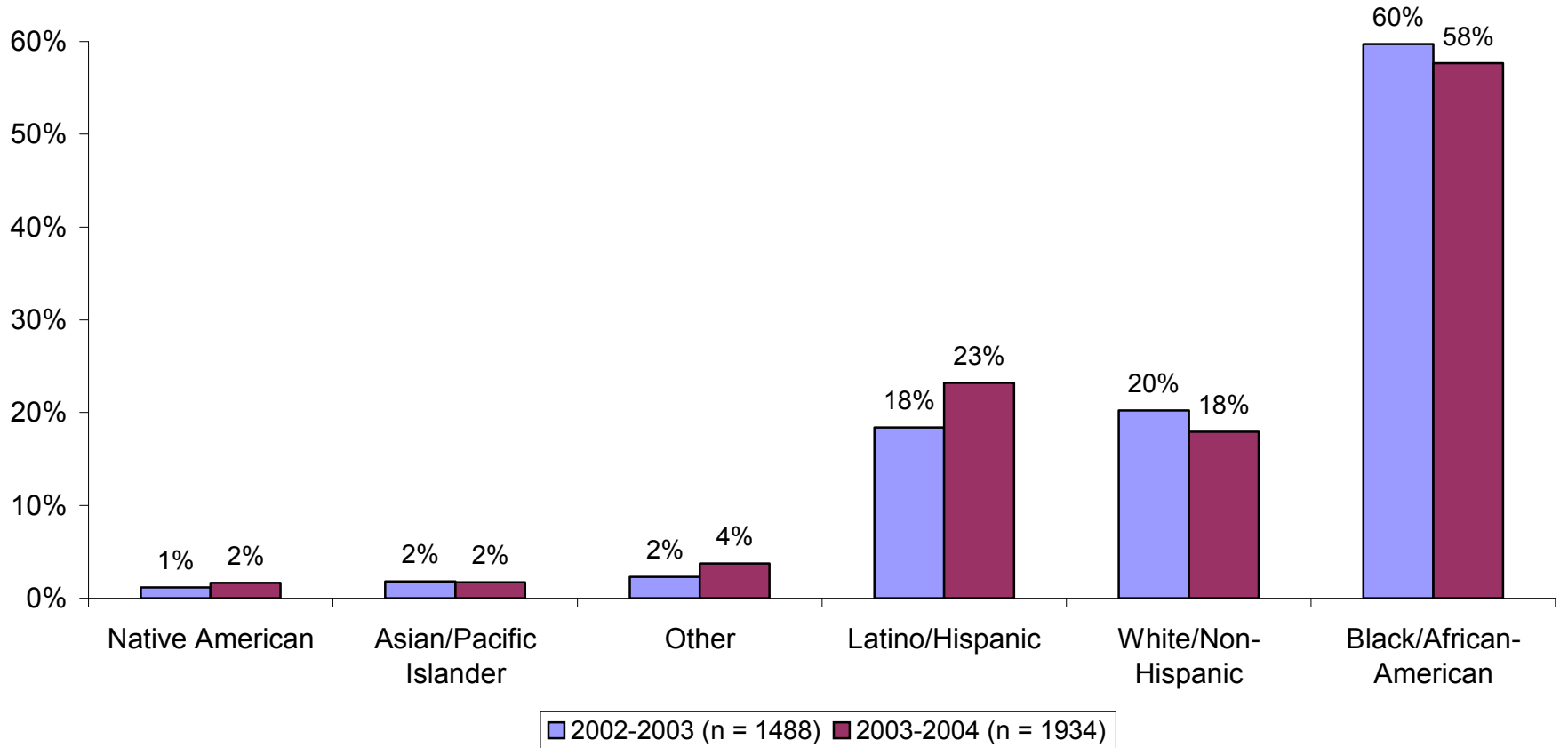
Demographics

Zip Codes (2003-2004)
with percent and n for each child's Zip Code

Zip Code	n	Percent
14468	1	0.1%
14614	1	0.1%
14623	1	0.1%
14467	2	0.1%
14604	2	0.1%
14616	9	0.5%
14607	33	2%
14612	36	2%
14610	42	2%
14615	75	4%
14620	81	4%
14613	104	5%
14606	138	7%
14619	141	7%
14608	151	8%
14611	160	8%
14605	173	9%
14609	367	19%
14621	376	20%

Community Report on Children Entering School in 2003-2004

Demographics

Respondent's relationship to child

	1999-2000 (n = 3049) 126 missing (4%)	2000-2001 (n = 2707) 96 missing (4%)	2001-2002 (n = 3047) 100 missing (3%)	2002-2003 (n = 2168) 84 missing (4%)	2003-2004 (n = 1934) 59 missing (3%)
Mother	87%	86%	86%	86%	85%
Father	7%	8%	8%	9%	9%
Grandmother	3%	3%	3%	3%	4%
Grandfather	0.1%	0%	0.1%	0.1%	0.1%
Aunt	1%	2%	1%	1%	1%
Other	1%	1%	1%	1%	1%

Demographics

Parents' age 2003-2004

Mother
(n = 1934)
269 missing (14%)

Father
(n = 1934)
455 missing (24%)

Legend: ■ 17-20 ■ 21-24 □ 25-29 □ 30-34 ■ 35-39 ■ Over 39

Demographics

Children who have a doctor or dentist

	1999-2000 (n = 3049) 894 missing (29%)	2000-2001 (n = 2707) 437 missing (0%)	2001-2002 (n = 3047) 432 missing (14%)	2002-2003 (n = 2168) 477 missing (22%)	2003-2004 (n = 1934) 449 missing (23%)
Doctor	93%	93%	93%	94%	95%
Dentist	64%	67%	66%	69%	71%

Community Report on Children Entering School in 2003-2004
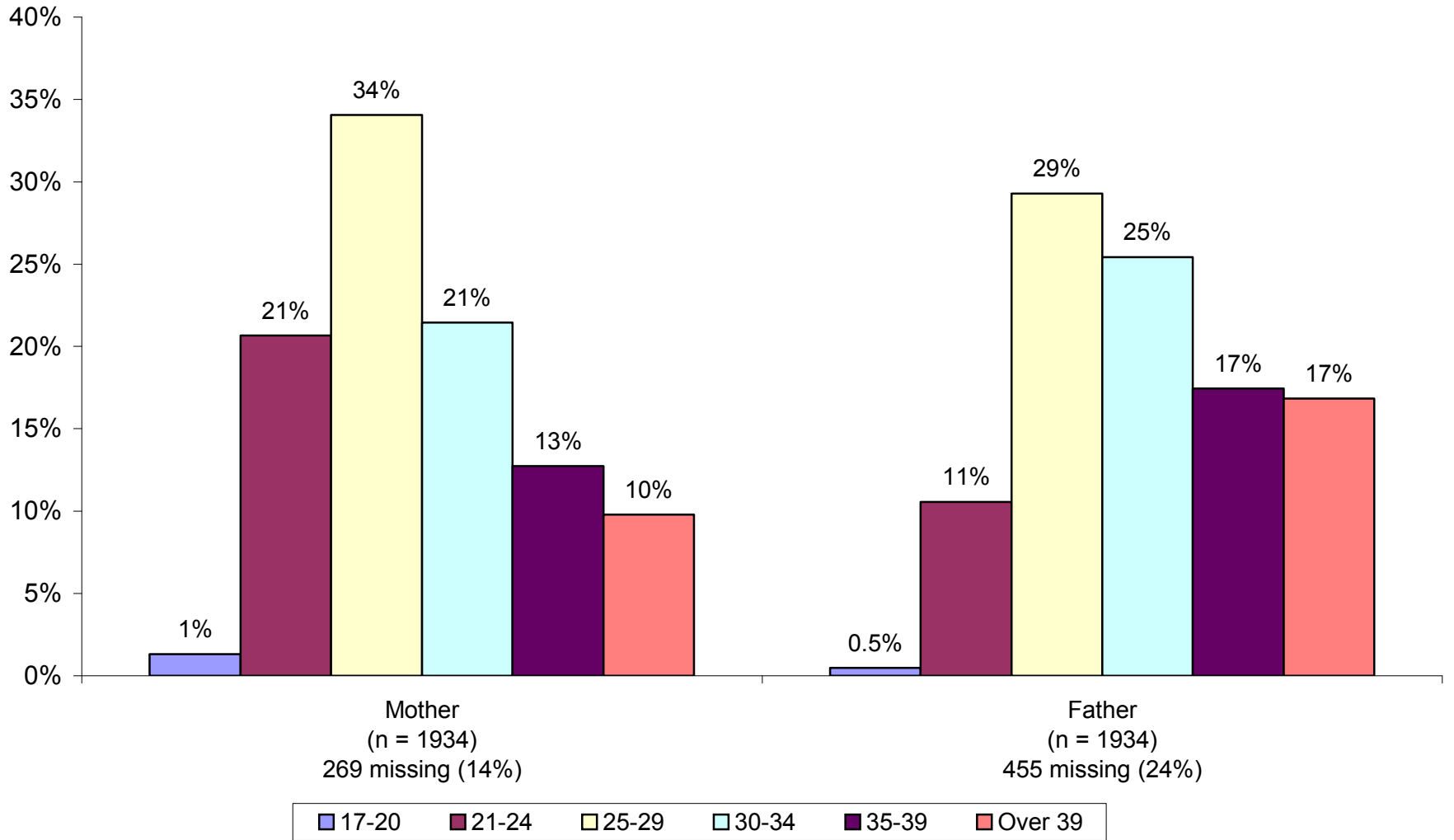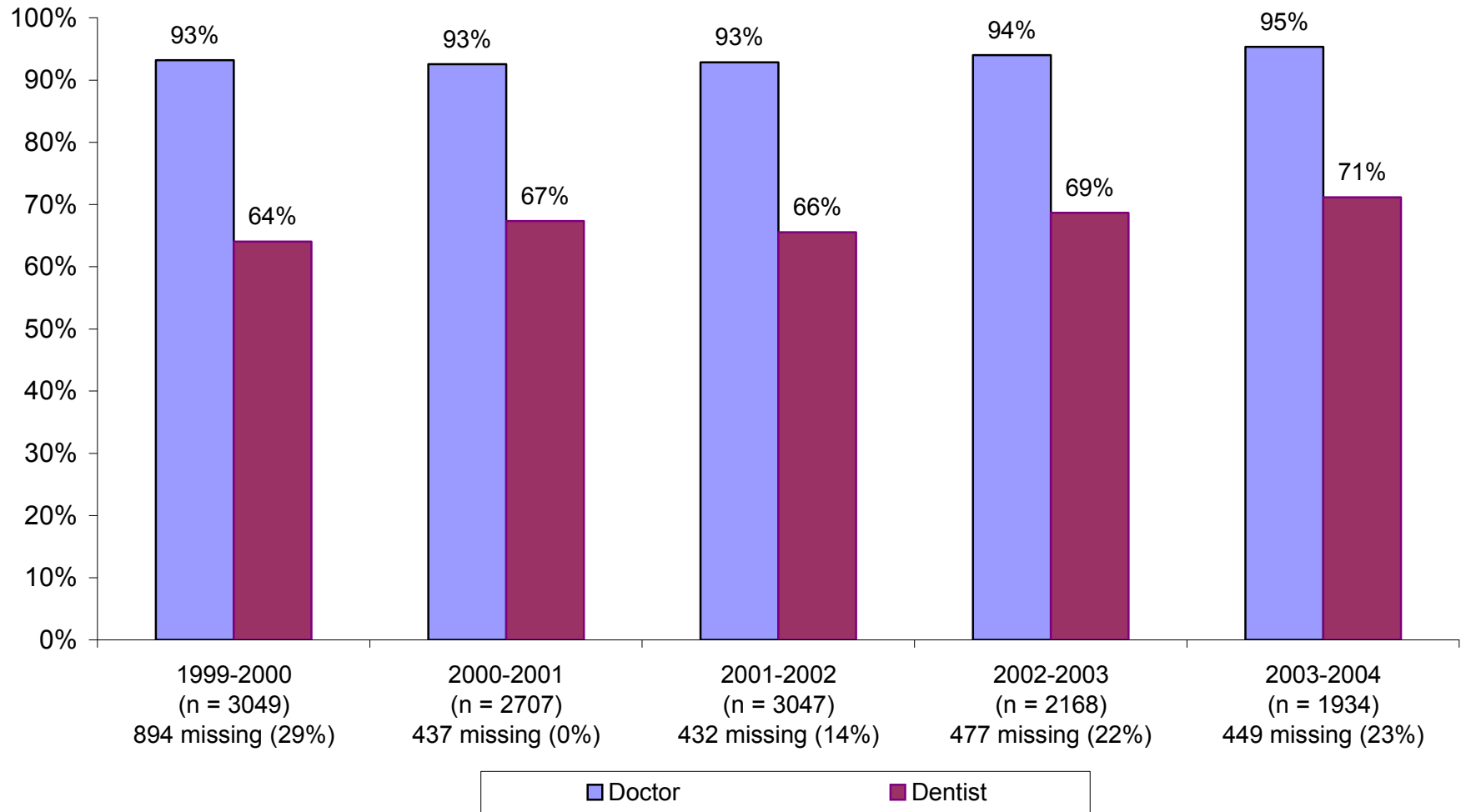
Demographics

Parents who have received Special Education Services

	Mother	Father
1999-2000 (n = 3049) 704 missing (23%)	8%	8%
2000-2001 (n = 2707) 577 missing (21%)	8%	7%
2001-2002 (n = 3047) 654 missing (21%)	8%	7%
2002-2003 (n = 2168) 471 missing (22%)	9%	8%
2003-2004 (n = 1934) 405 missing (21%)	9%	8%

Community Report on Children Entering School in 2003-2004
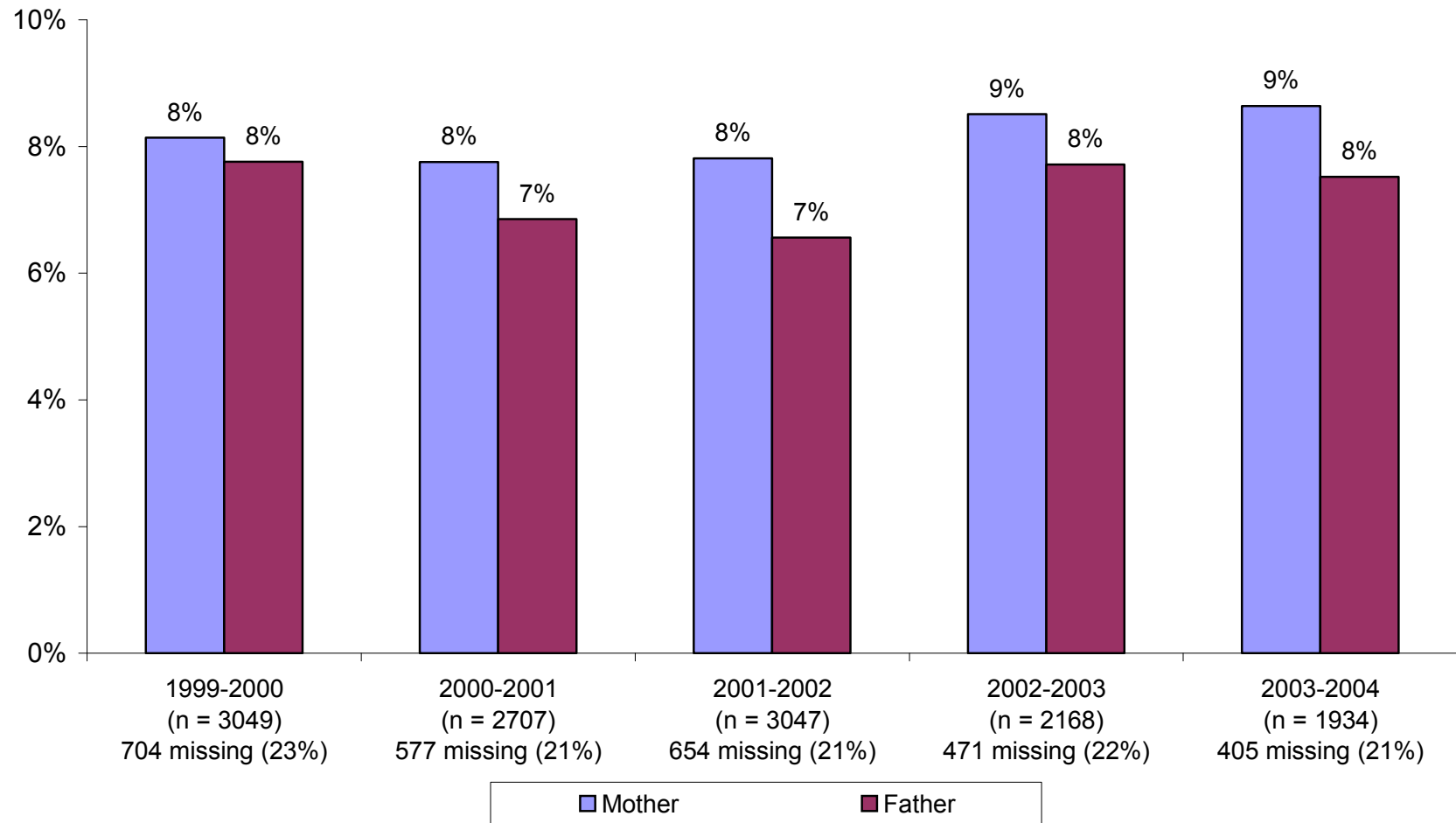
Demographics

Child's Health Insurance

	1999-2000 (n = 3049)	2000-2001 (n = 2707)	2001-2002 (n = 3047)	2002-2003 (n = 2168)	2003-2004 (n = 1934)
Medicaid (All)	43%	39%	39%	53%	57%
Private	39%	42%	41%	31%	27%
Child Health Plus	7%	9%	8%	8%	8%
Multiple	2%	2%	2%	2%	2%
Uninsured	6%	6%	6%	7%	7%

Community Report on Children Entering School in 2003-2004
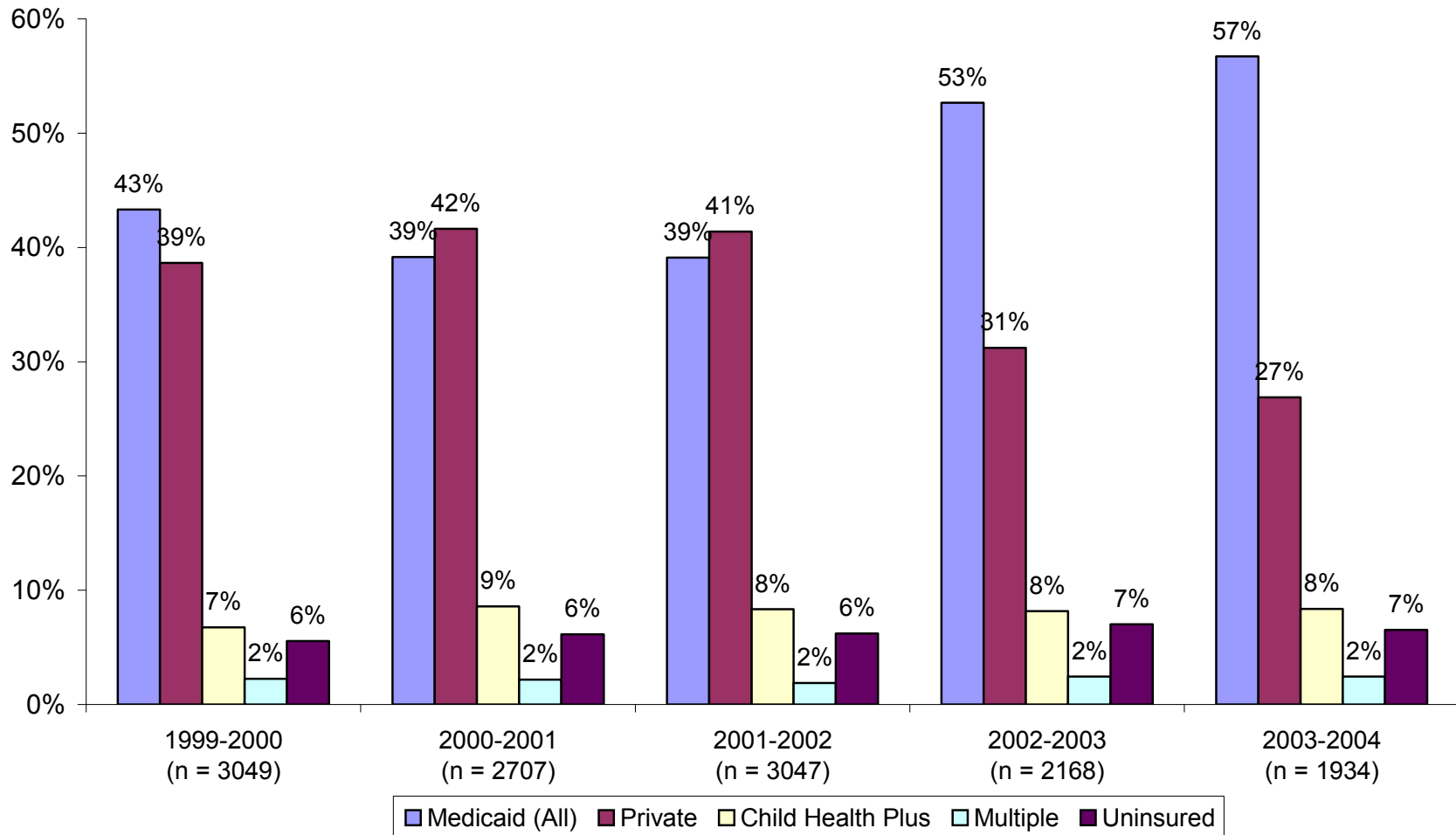
PACE versus ChildTrends DataBank Insurance

Year	PACE Medicaid (All)	Child Trend DataBank Medicaid (All)	PACE Private	Child Trend DataBank Private
1999-2000	43%	20%	39%	69%
2000-2001	39%	20%	42%	71%
2001-2002	39%	23%	41%	68%
2002-2003	53%	24%	31%	58%
2003-2004	57%	26%	27%	66%

Legend:
- PACE Medicaid (All)
- Child Trend DataBank Medicaid (All)
- PACE Private
- Child Trend DataBank Private

Community Report on Children Entering School in 2003-2004
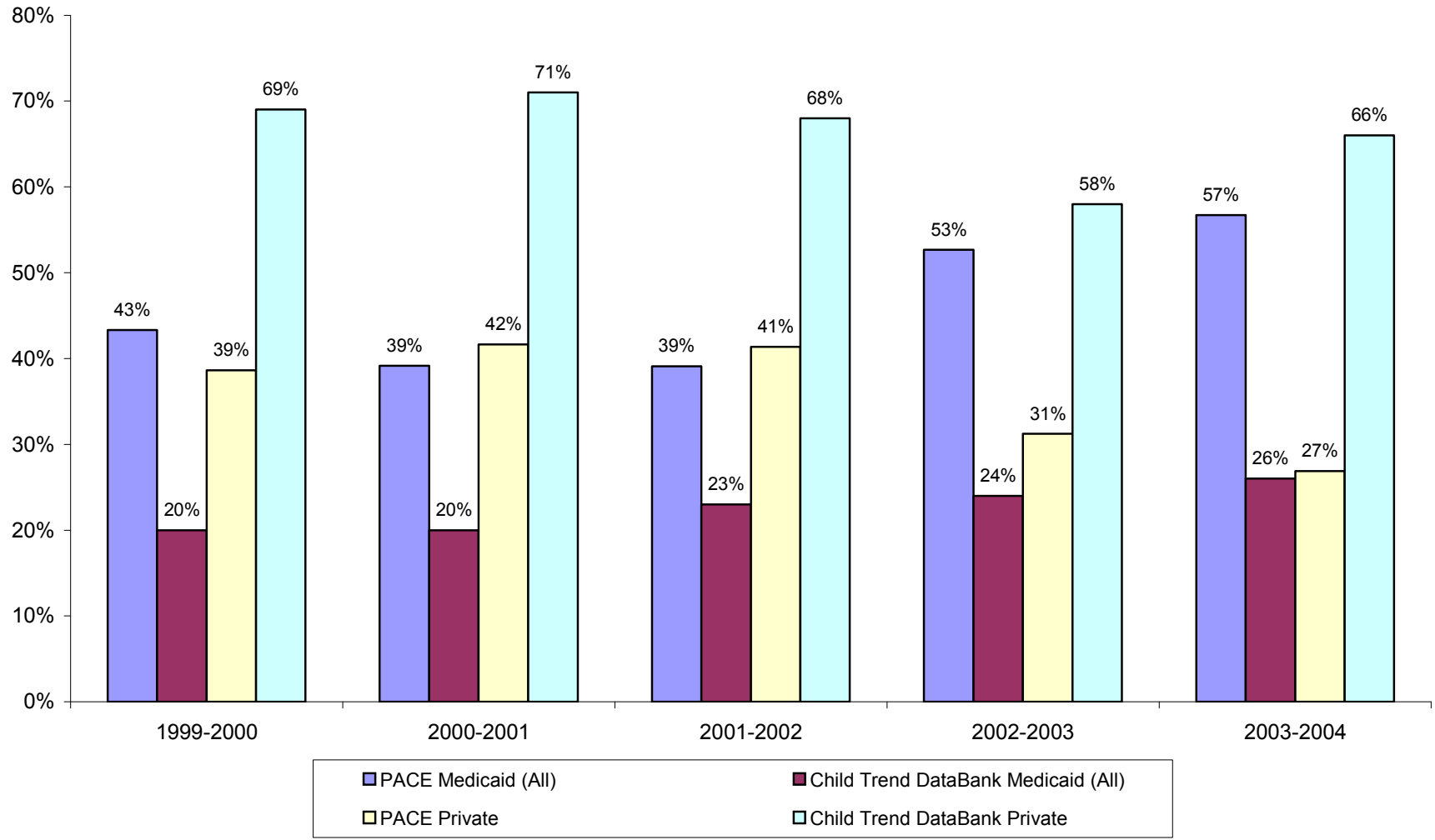
Demographics

Adults in the home with the child registered

A bar chart titled "Adults in the home with the child registered" showing the following values:

Category	Percentage
Mother	83%
Father	34%
Stepmother	1%
Stepfather	7%
Adult sister	4%
Adult brother	4%
Grandmother	13%
Grandfather	5%
Aunt	8%
Uncle	5%
Other female	4%
Other male	4%

Community Report on Children Entering School in 2003-2004

Demographics

Number of children in the home including child registered

	1999-2000 (n = 3049)	2000-2001 (n = 2707)	2001-2002 (n = 3047)	2002-2003 (n = 2168)	2003-2004 (n = 1934)
1 Child	38%	17%	19%	17%	17%
2 Children	27%	35%	35%	31%	32%
3 Children	18%	26%	26%	26%	26%
4 Children	10%	13%	13%	14%	15%
5 Children	5%	6%	5%	6%	7%
6 Children	2%	4%	3%	5%	4%

Legend: ■ 1Child ■ 2 Children □ 3 Children ■ 4 Children □ 5 Children □ 6 Children

Community Report on Children Entering School in 2003-2004

APPENDIX B

Health Related Tables and Charts

General Health Information

Item #6: Child's allergies

	1999-2000 (n = 3049)	2000-2001 (n = 2707)	2001-2002 (n = 3047)	2002-2003 (n = 2168)	2003-2004 (n = 1934)
None	79%	77%	77%	77%	78%
Seasonal	7%	10%	10%	11%	12%
Medication	4%	5%	6%	6%	7%
Food	3%	3%	4%	4%	3%
Bee sting	1%	1%	1%	1%	1%
Other	3%	2%	3%	3%	3%

Item #8: Last routine doctor visit

	1999-2000 (n = 3049) 101 missing (3%)	2000-2001 (n = 2707) 89 missing (3%)	2001-2002 (n = 3047) 99 missing (3%)	2002-2003 (n = 2168) 73 missing (3%)	2003-2004 (n = 1934) 71 missing (4%)
Never	1%	1%	1%	1%	0.5%
Within last 6 months	68%	63%	61%	65%	62%
Within past year	26%	30%	31%	28%	31%
More than 1 year ago	4%	4%	4%	4%	5%
More than 2 years ago	1%	1%	0.4%	0.4%	1%
Do not remember	2%	2%	2%	1%	1%

Item #9: Last dental visit

	1999-2000 (n = 3049) 112 missing (4%)	2000-2001 (n = 2707) 89 missing (3%)	2001-2002 (n = 3047) 82 missing (3%)	2002-2003 (n = 2168) 64 missing (3%)	2003-2004 (n = 1934) 54 missing (3%)
Never	22%	19%	20%	21%	21%
Within last 6 months	46%	49%	47%	44%	47%
Within past year	21%	21%	22%	23%	21%
More than 1 year ago	7%	8%	8%	8%	8%
More than 2 years ago	1%	1%	1%	2%	1%
Do not remember	3%	2%	2%	2%	2%

Community Report on Children Entering School in 2003-2004

General Health Information

Item #14: Has child ever had any health conditions that required emergency medical attention?

	1999-2000 (n = 3049)	2000-2001 (n = 2707)	2001-2002 (n = 3047)	2002-2003 (n = 2168)	2003-2004 (n = 1934)
None	79%	96%	77%	75%	73%
Asthma	N/A	N/A	N/A	9%	10%
Broken bones	4%	1%	4%	3%	2%
Head injury	2%	0.4%	2%	2%	3%
Burns	2%	0.3%	1%	1%	2%
Seizures	N/A	N/A	N/A	2%	2%
Other	14%	3%	16%	10%	8%

Item #15: Illnesses over child's entire life

	1999-2000 (n = 3049)	2000-2001 (n = 2707)	2001-2002 (n = 3047)	2002-2003 (n = 2168)	2003-2004 (n = 1934)
Behavior problems	N/A	N/A	N/A	8%	9%
Bone or joint problems	2%	1%	1%	1%	1%
Ear infections (6 or more)	9%	10%	9%	11%	13%
Early Intervention Services	3%	39%	4%	5%	7%
Hearing problems	1%	1%	0%	2%	2%
Headaches (weekly or daily)	N/A	N/A	N/A	2%	2%
Heart trouble	1%	1%	1%	1%	1%
High Lead levels	6%	5%	4%	5%	5%
Hyperactivity (ADD/ADHD)	2%	2%	2%	3%	3%
"Low iron" or iron deficiency	N/A	N/A	N/A	5%	4%
PE or ear tubes	2%	4%	3%	3%	4%
Poisoning	N/A	N/A	N/A	0.1%	0.3%
Seizures or Epilepsy	2%	2%	1%	1%	2%
Sickle Cell Disease	0.4%	0.3%	0.3%	1%	1%
Stomach aches (weekly or daily)	N/A	N/A	N/A	3%	4%
Trouble seeing things	1%	1%	0.4%	1%	2%
Trouble sleeping - nightmares	N/A	N/A	N/A	3%	4%
Wears glasses	2%	3%	3%	3%	3%
Overweight	N/A	N/A	N/A	3%	2%
Underweight	N/A	N/A	N/A	3%	3%
Other conditions	4%	4%	5%	4%	4%

Community Report on Children Entering School in 2003-2004

General Health Information

Item #19: Parents who would like to talk to the school nurse

	1999-2000 (n = 3049) 222 missing (7%)	2000-2001 (n = 2707) 171 missing (6%)	2001-2002 (n = 3047) 162 missing (5%)	2002-2003 (n = 2168) 115 missing (5%)	2003-2004 (n = 1934) 94 missing (5%)
No	84%	85%	87%	87%	87%
Yes	16%	15%	13%	13%	13%

Community Report on Children Entering School in 2003-2004

General Health Information

Item #1: Birthweight

| | 1999-2000
Unavailable | 2000-2001
(n = 2707)
289 missing (11%) | 2001-2002
(n = 3047)
318 missing (10%) | 2002-2003
(n = 2168)
92 missing (4%) | 2003-2004
(n = 1934)
76 missing (4%) |

Legend:
- ■ *Underweight: less than 5 lbs. 8 oz.
- ■ **Overweight: greater than 9 lbs.

Values shown:
- 2000-2001: 10%, 6%
- 2001-2002: 11%, 7%
- 2002-2003: 11%, 7%
- 2003-2004: 10%, 7%

Community Report on Children Entering School in 2003-2004
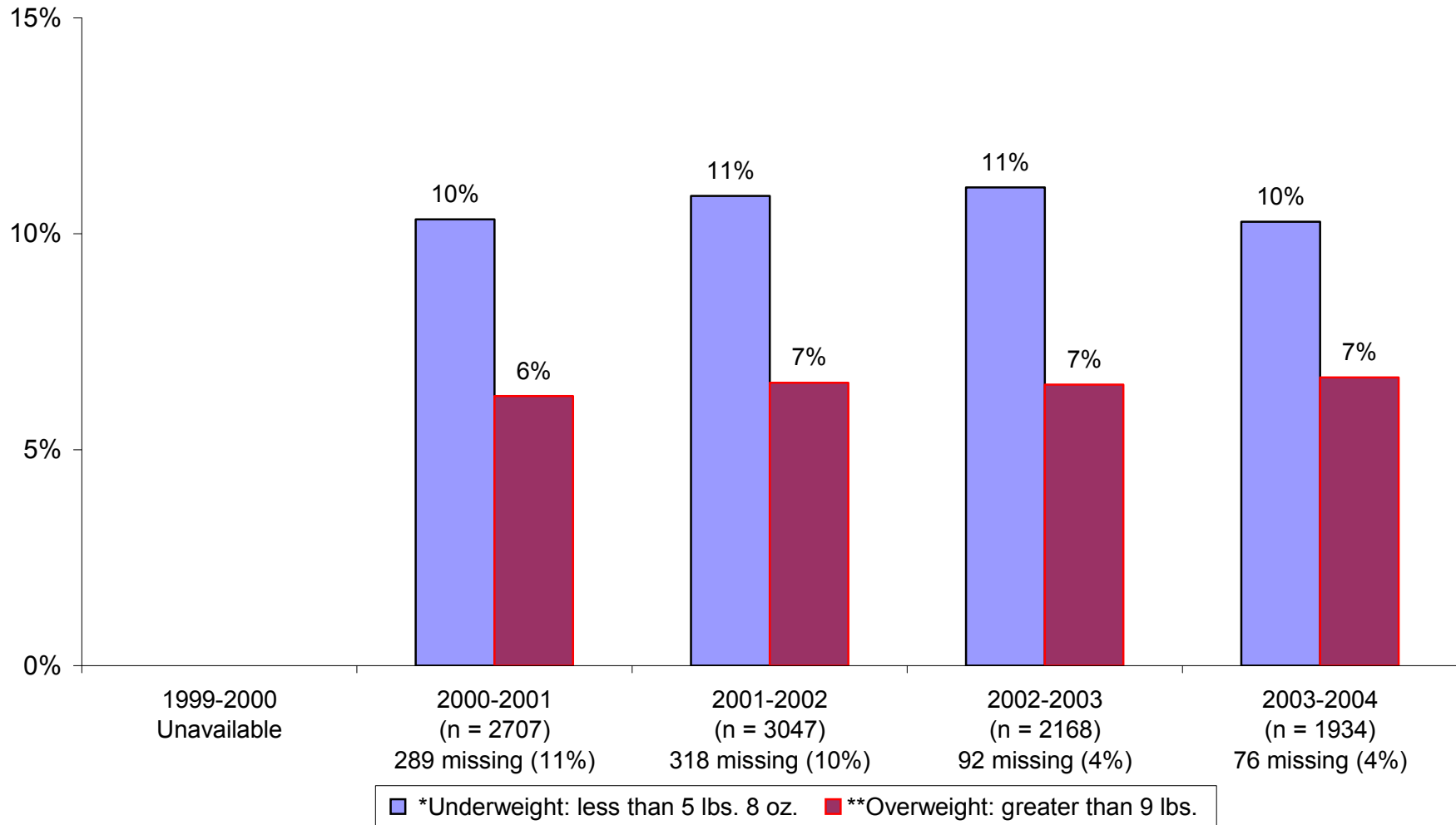
General Health Information

Item #2: Premature birth

15% —

14%

13%

11%

10%

10% —

5% —

0% —

| 1999-2000 Unavailable | 2000-2001 (n = 2707) 224 missing (8%) | 2001-2002 (n = 3047) 192 missing (6%) | 2002-2003 (n = 2168) 85 missing (4%) | 2003-2004 (n = 1934) 86 missing (4%) |

☐ Premature (6 weeks or earlier)

Community Report on Children Entering School in 2003-2004
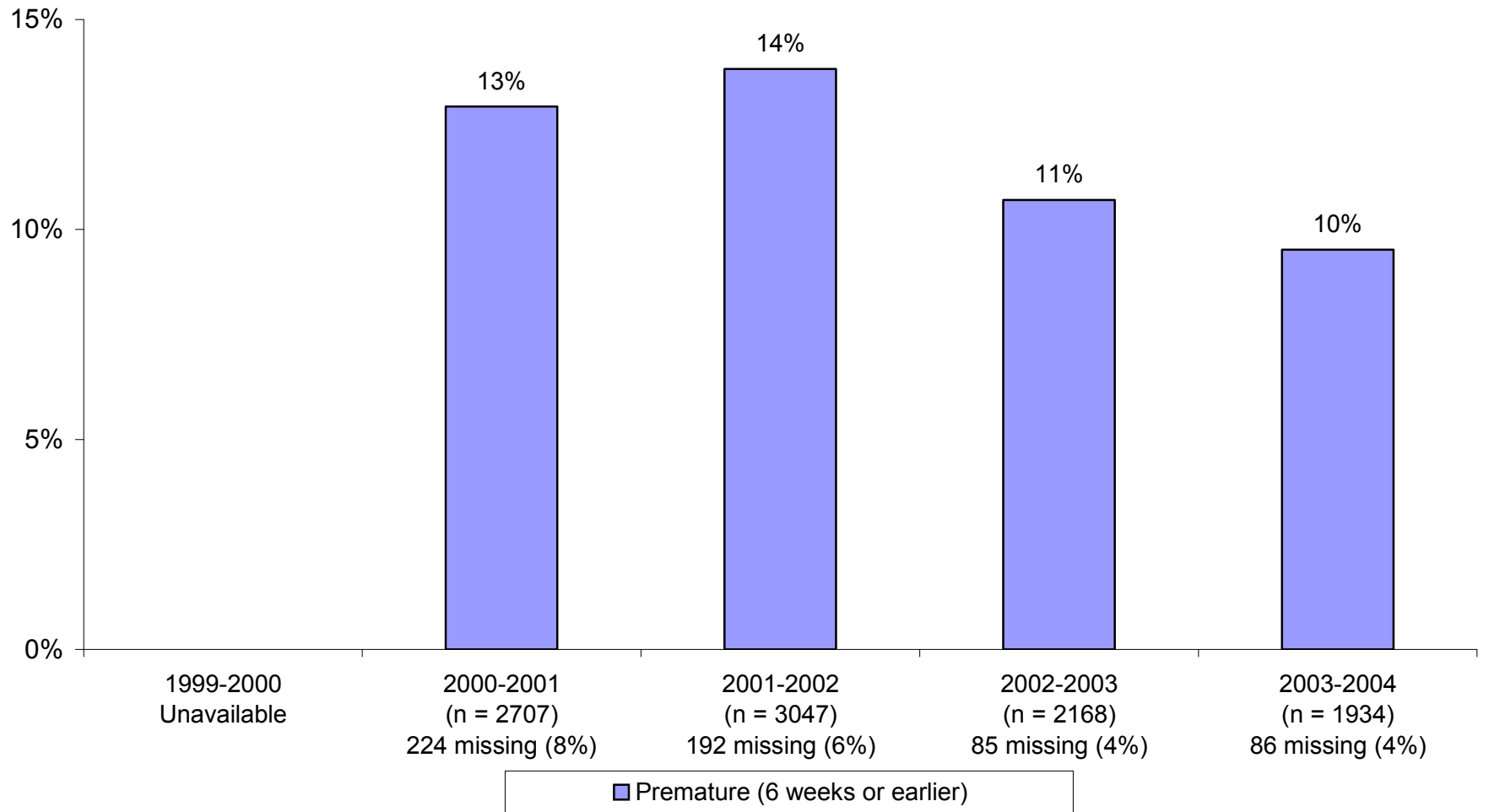
General Health Information

Item #3: Breastfeeding

| | 1999-2000 (n =3049) 112 missing (4%) | 2000-2001 (n =2707) 96 missing (4%) | 2001-2002 (n =3047) 139 missing (5%) | 2002-2003 (n = 2168) 90 missing (4%) | 2003-2004 (n = 1934) 64 missing (3%) |

Bar values: 35%, 39%, 41%, 37%, 42%

Legend: At least 1 month

Community Report on Children Entering School in 2003-2004
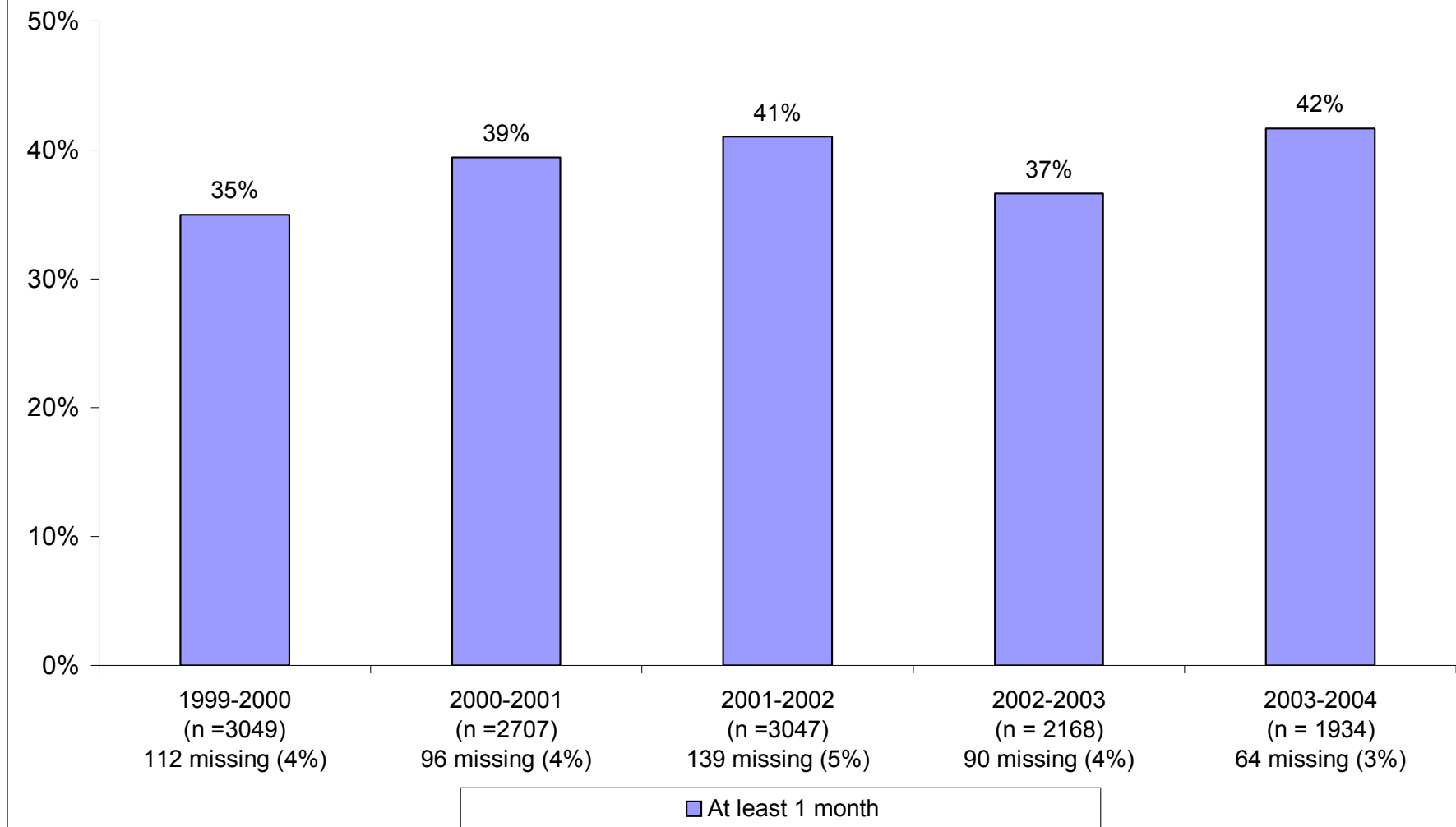
General Health Information

Item #4: Was child ever in Neonatal Intensive Care Unit (NICU)?

Bar chart showing percentage of "Yes" responses by school year:

Year	Percentage
1999-2000 (n =3049) 101 missing (3%)	14%
2000-2001 (n =2707) 77 missing (3%)	14%
2001-2002 (n =3047) 103 missing (3%)	15%
2002-2003 (n = 2168) 51 missing (2%)	18%
2003-2004 (n = 1934) 57 missing (3%)	16%

Legend: ☐ Yes

Community Report on Children Entering School in 2003-2004
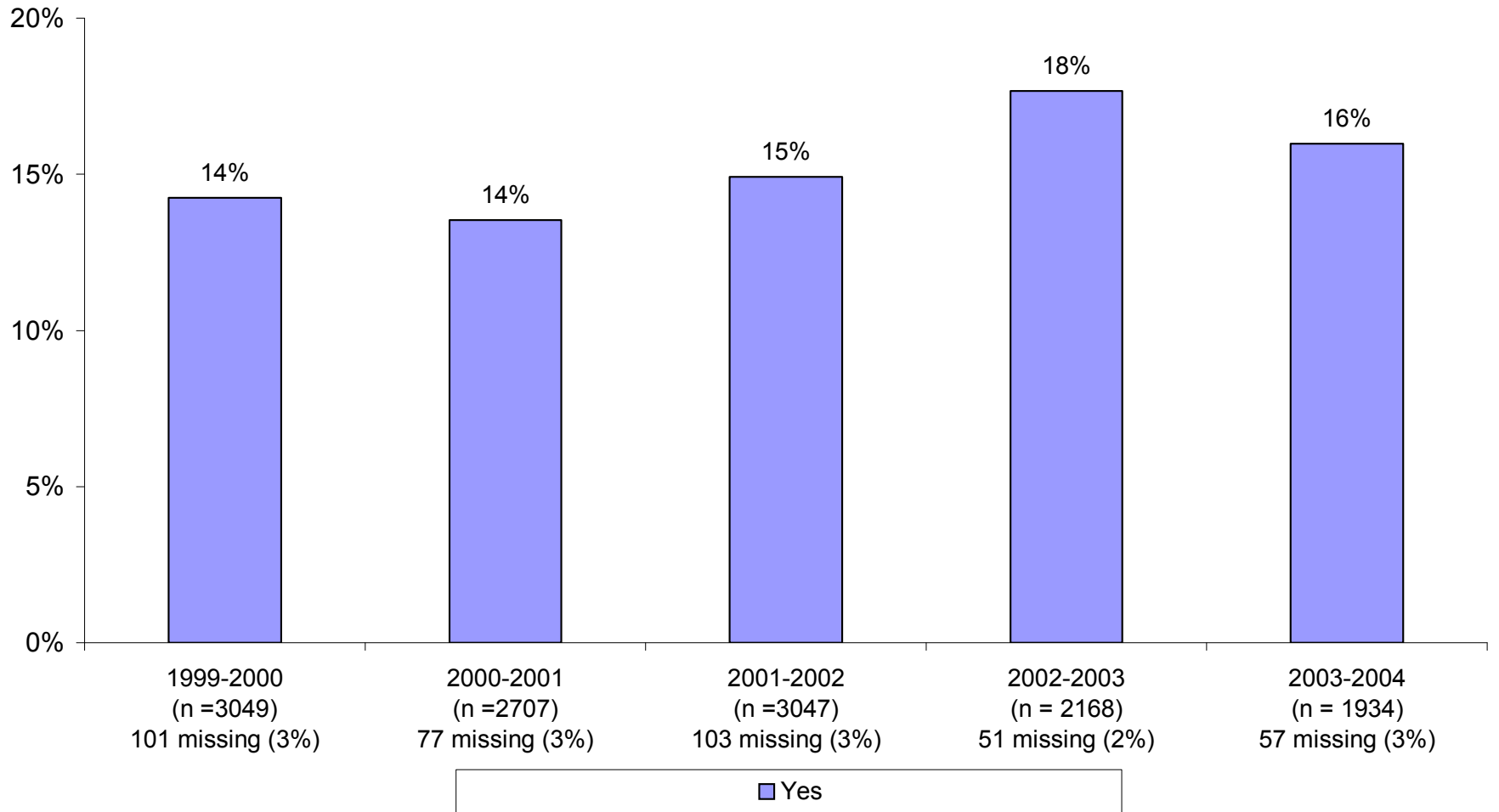
General Health Information

Item #5: Has child ever stayed in the hospital overnight?

	1999-2000 (n =3049) 142 missing (4%)	2000-2001 (n =2707) 109 missing (4%)	2001-2002 (n =3047) 125 missing (4%)	2002-2003 (n = 2168) 89 missing (4%)	2003-2004 (n = 1934) 106 missing (5%)
Yes	14%	13%	13%	16%	20%

Community Report on Children Entering School in 2003-2004
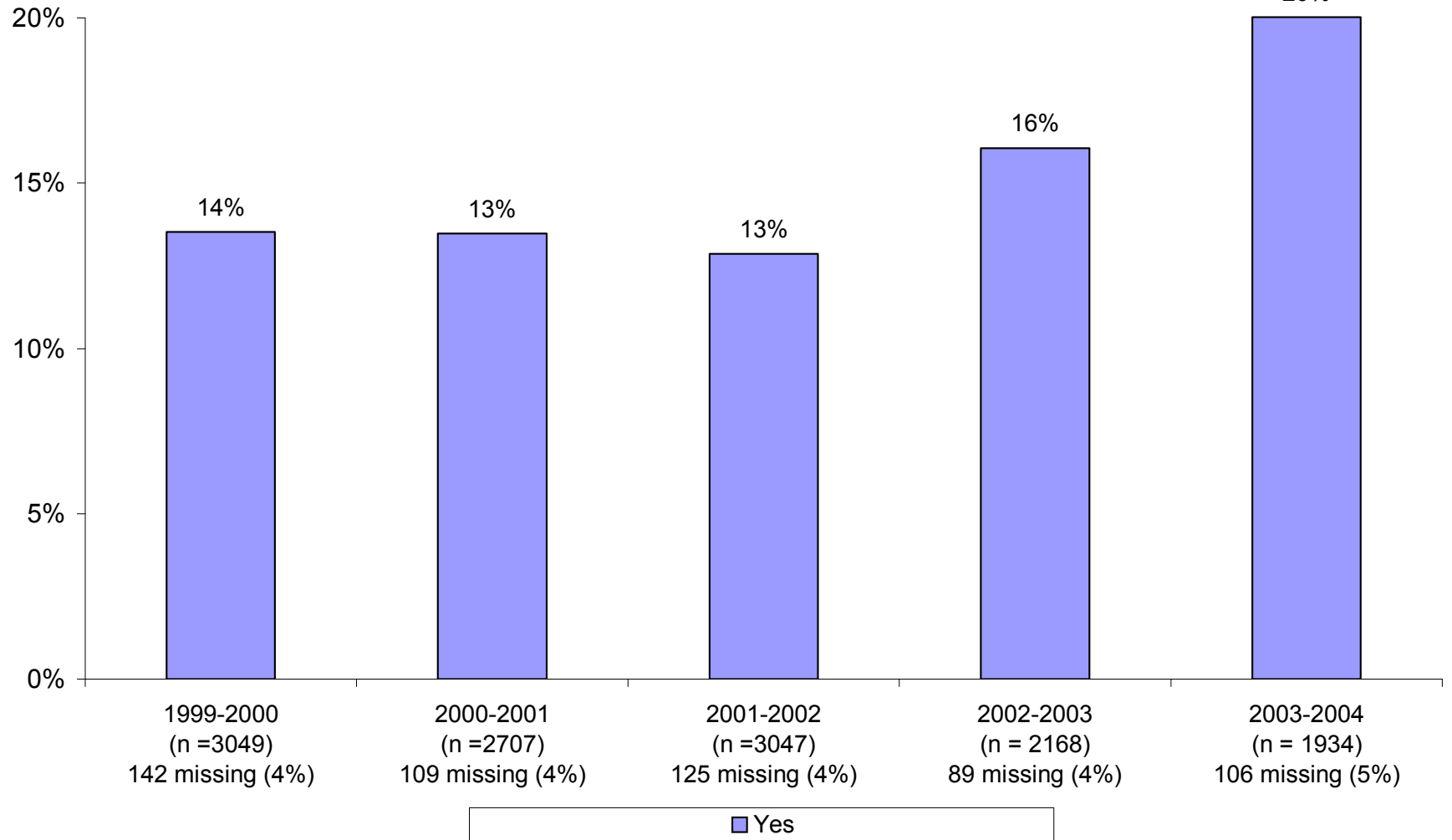
General Health Information

Item #6: Does child have allergies?

	1999-2000 (n =3049)	2000-2001 (n =2707)	2001-2002 (n =3047)	2002-2003 (n = 2168)	2003-2004 (n = 1934)
Any allergy	19%	21%	24%	26%	27%

Community Report on Children Entering School in 2003-2004
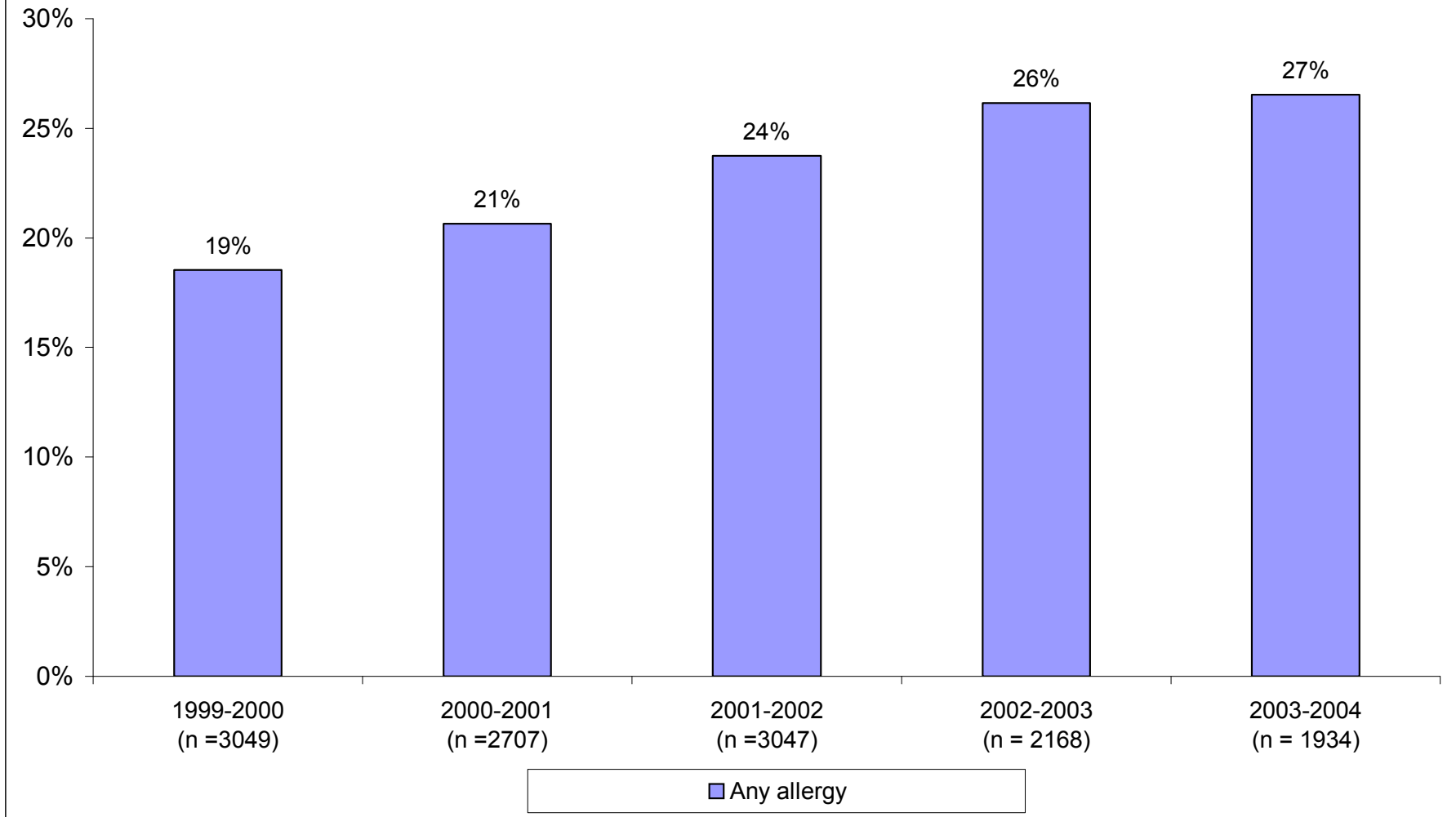
General Health Information

Item #7: Does child presently take prescription medications?

	1999-2000 (n =3049) 66 missing (2%)	2000-2001 (n =2707) 76 missing (3%)	2001-2002 (n =3047) 85 missing (3%)	2002-2003 (n = 2168) 47 missing (2%)	2003-2004 (n = 1934) 40 missing (2%)
Yes	10%	11%	10%	13%	13%

■ Yes

Community Report on Children Entering School in 2003-2004
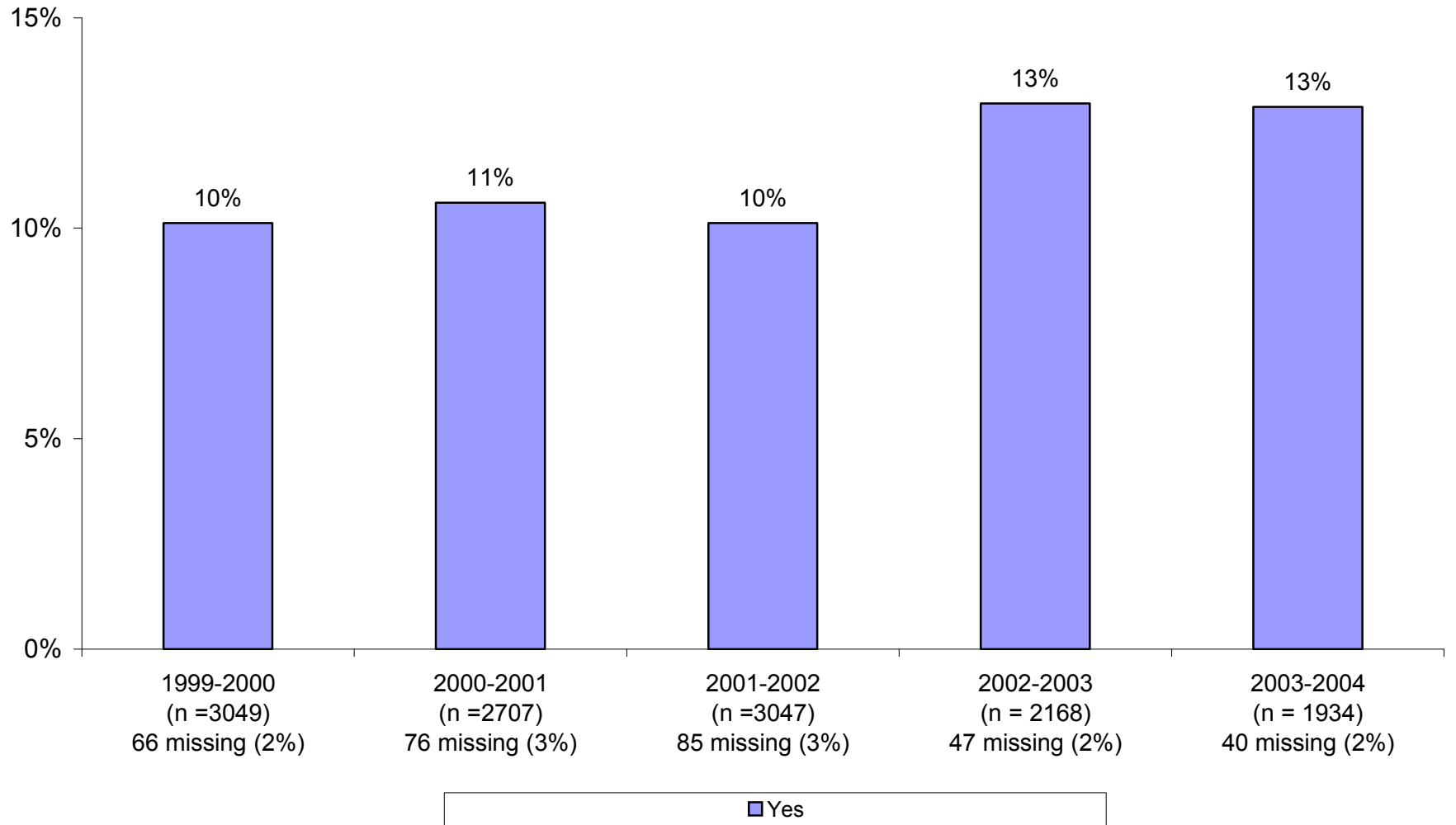
General Health Information

Item #8: Last routine doctor visit

	Within last 6 months	Within past year	More than 1 year ago	Never
1999-2000 (n =3049) 101 missing (3%)	68%	26%	6%	1%
2000-2001 (n =2707) 89 missing (3%)	63%	30%	6%	1%
2001-2002 (n =3047) 99 missing (3%)	61%	31%	6%	1%
2002-2003 (n = 2168) 73 missing (3%)	65%	28%	6%	1%
2003-2004 (n = 1934) 71 missing (4%)	62%	31%	7%	0.5%

■ Within last 6 months ■ Within past year □ More than 1 year ago □ Never
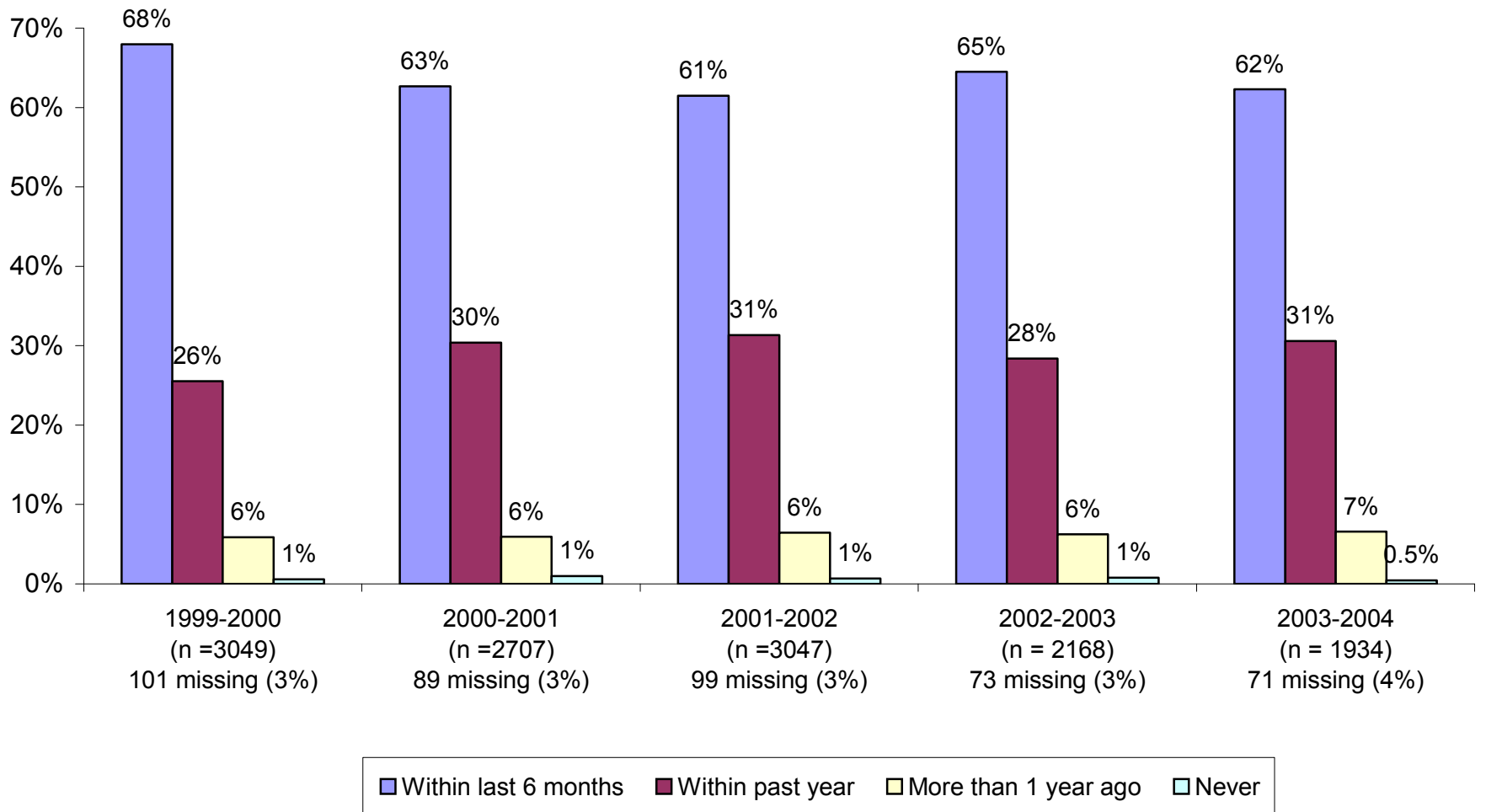
General Health Information

Item #9: Last dental visit

	Within last 6 months	Within past year	More than 1 year ago	Never
1999-2000	46%	21%	10%	22%
2000-2001	49%	21%	11%	19%
2001-2002	47%	22%	11%	20%
2002-2003	44%	23%	12%	21%
2003-2004	47%	21%	12%	21%

1999-2000
(n =3049)
112 missing (4%)

2000-2001
(n =2707)
89 missing (3%)

2001-2002
(n =3047)
82 missing (3%)

2002-2003
(n = 2168)
64 missing (3%)

2003-2004
(n = 1934)
54 missing (3%)

■Within last 6 months ■Within past year □More than 1 year ago □Never

Community Report on Children Entering School in 2003-2004

General Health Information

Item #10: Does child ever need to stop playing because of breathing problems?

10%

8%   8%   8%

6%

4%

2%

0%

1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Unavailable	Unavailable	Unavailable	(n = 1488)	(n = 1934)
			23 missing (2%)	32 missing (2%)

☐ Yes

Community Report on Children Entering School in 2003-2004
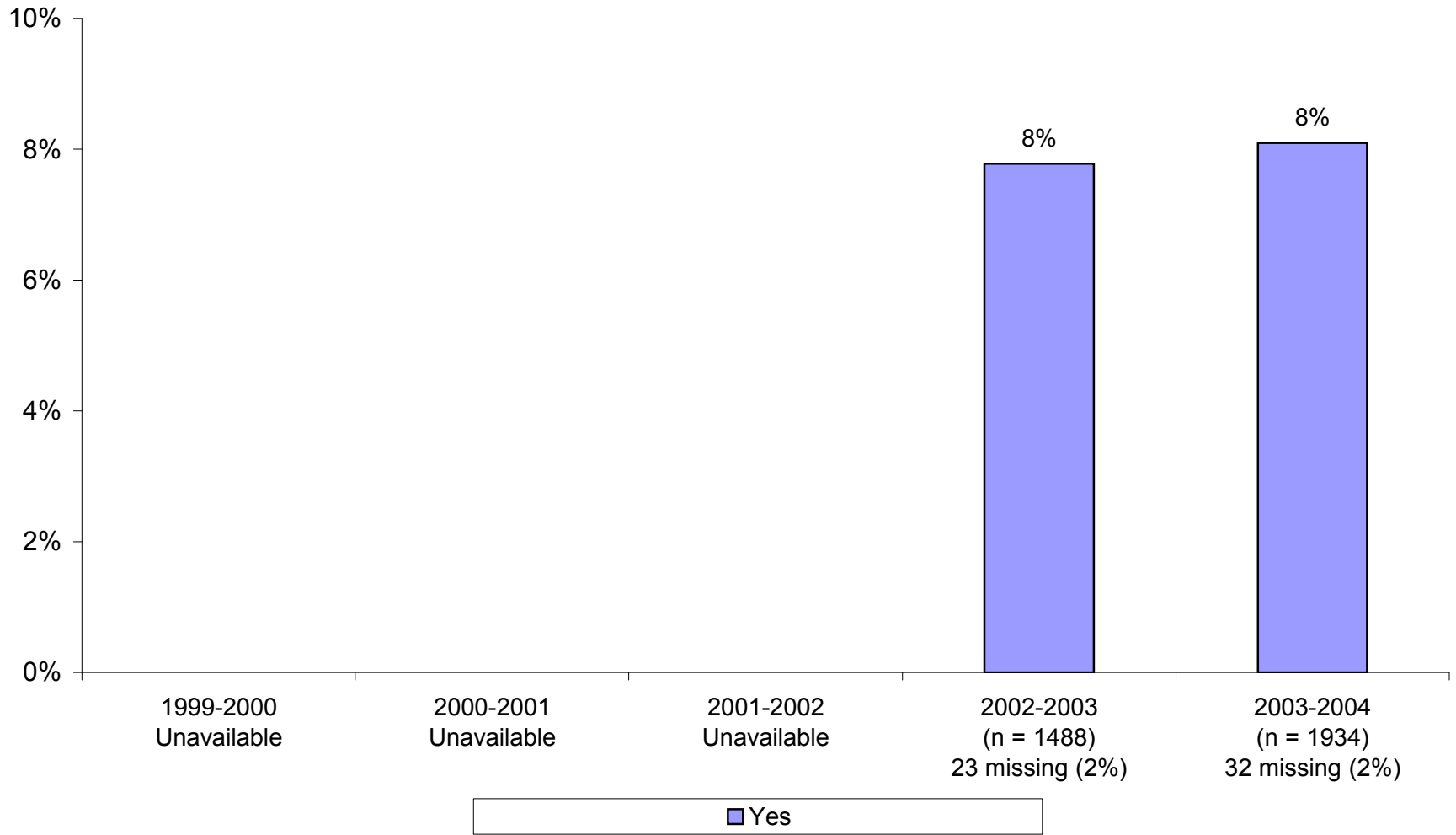
General Health Information

Item #11: How many days a week does child have wheezing, coughing, or shortness of breath?

	1999-2000 Unavailable	2000-2001 Unavailable	2001-2002 Unavailable	2002-2003 (n = 1488) 61 missing (4%)	2003-2004 (n = 1934) 67 missing (3%)
At least 1 day a week				9%	10%
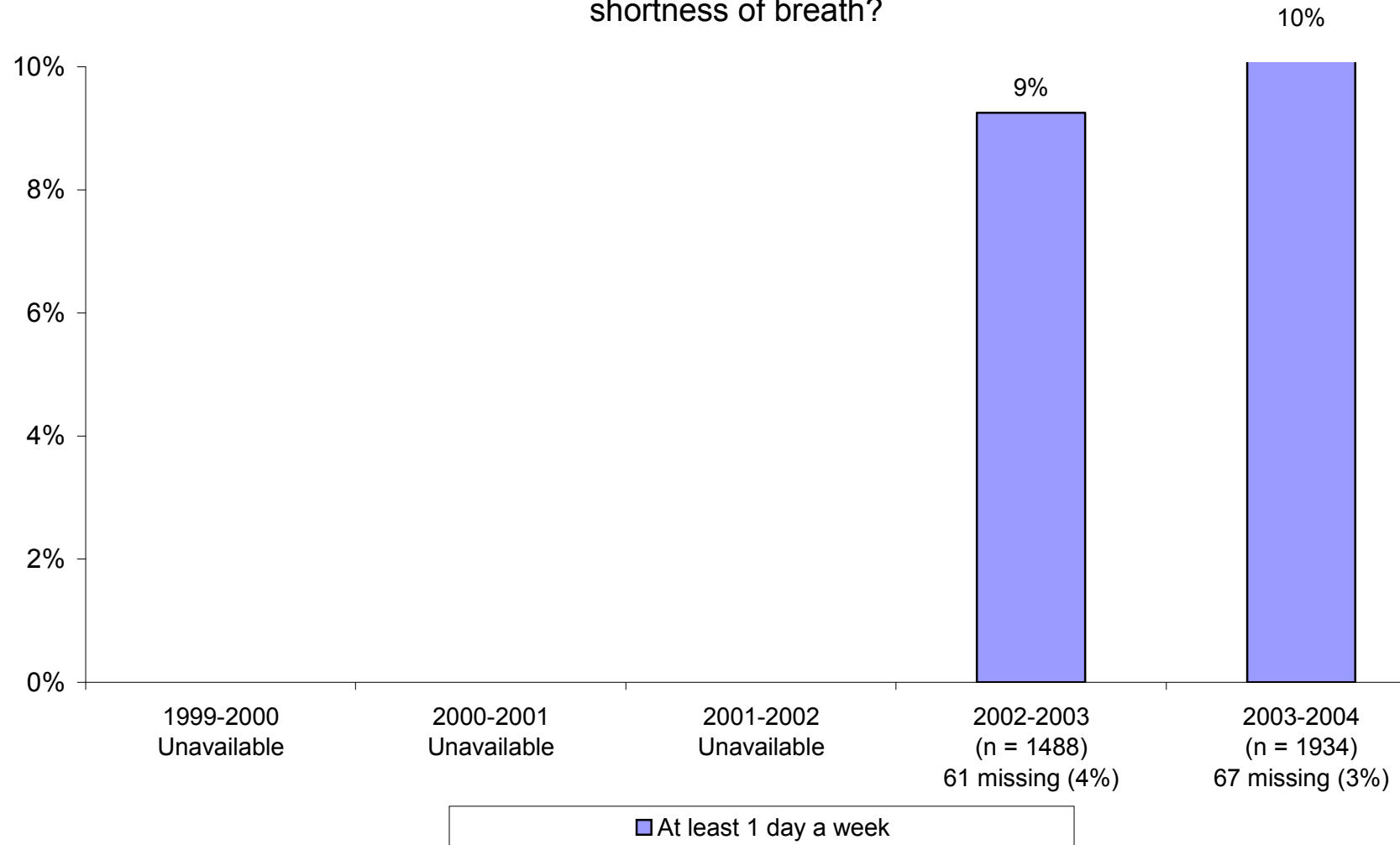
General Health Information

Item #12: How many days a week does child wake up from sleep because of wheezing, coughing, or shortness of breath?

			6%	7%
1999-2000 Unavailable	2000-2001 Unavailable	2001-2002 Unavailable	2002-2003 (n = 1488) 50 missing (3%)	2003-2004 (n = 1934) 74 missing (4%)

□ At least 1 day a week
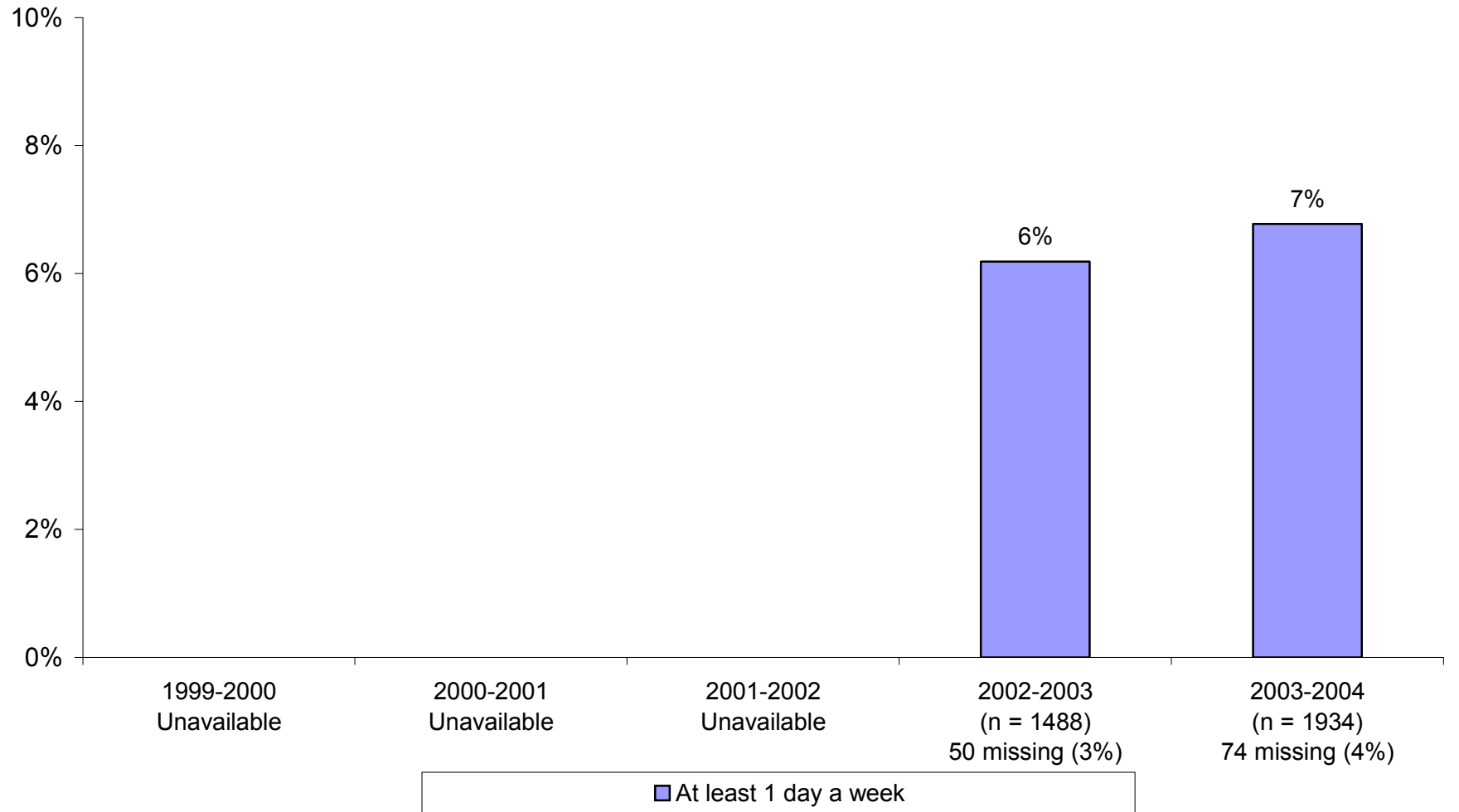
General Health Information

Item #13: Has a doctor ever said child has asthma?

			16%	17%

Chart data:

- 1999-2000 Unavailable
- 2000-2001 Unavailable
- 2001-2002 Unavailable
- 2002-2003 (n = 1488) 43 missing (3%) — 16%
- 2003-2004 (n = 1934) 54 missing (3%) — 17%

☐ Yes

Community Report on Children Entering School in 2003-2004
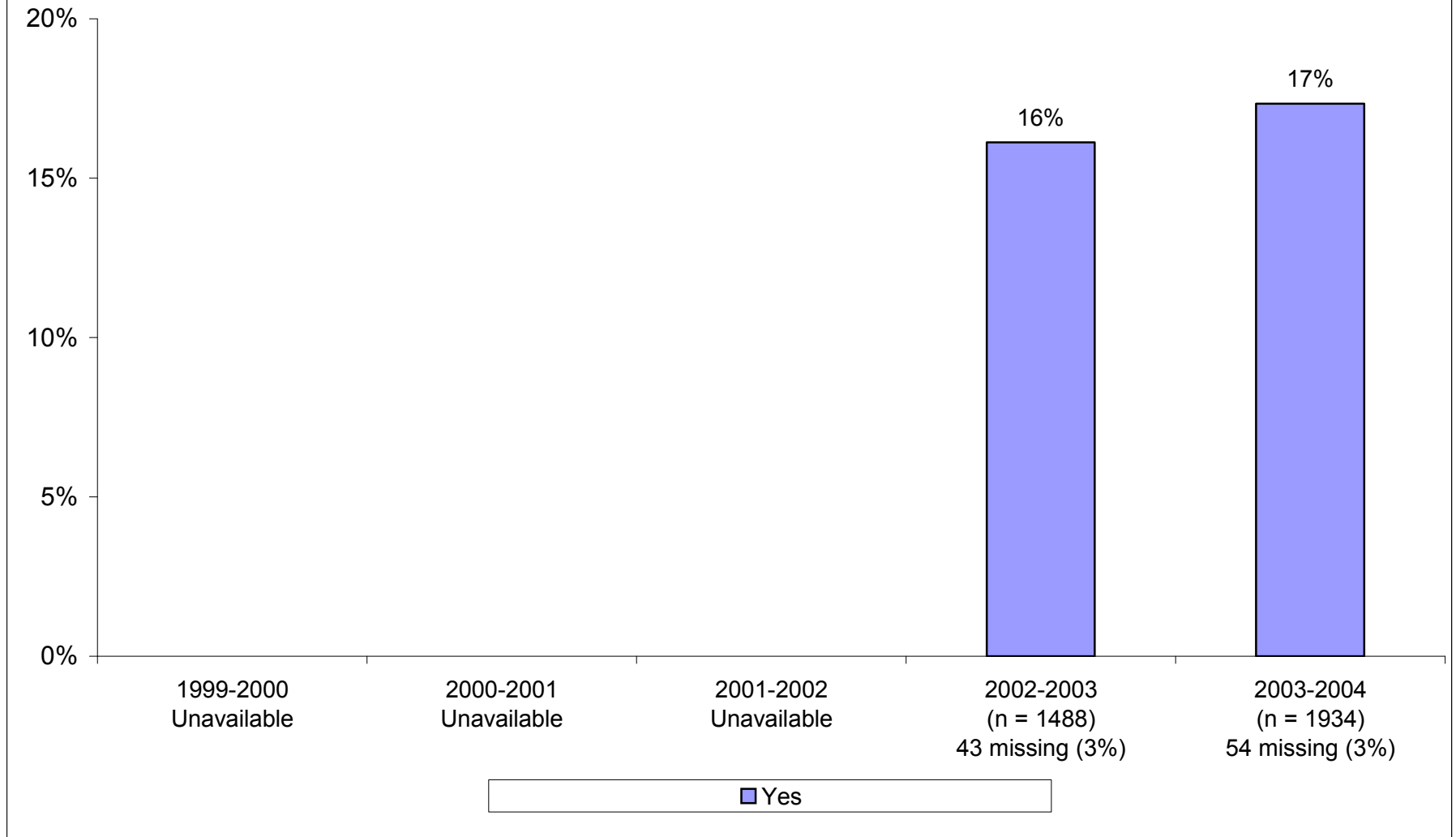
General Health Information

Item #13a: Does child take medicine every day to prevent asthma symptoms?

1999-2000 Unavailable	2000-2001 Unavailable	2001-2002 Unavailable	2002-2003 (n = 1488) 228 missing (15%)	2003-2004 (n = 1934) 309 missing (16%)

6% — 2002-2003
6% — 2003-2004

☐ Yes
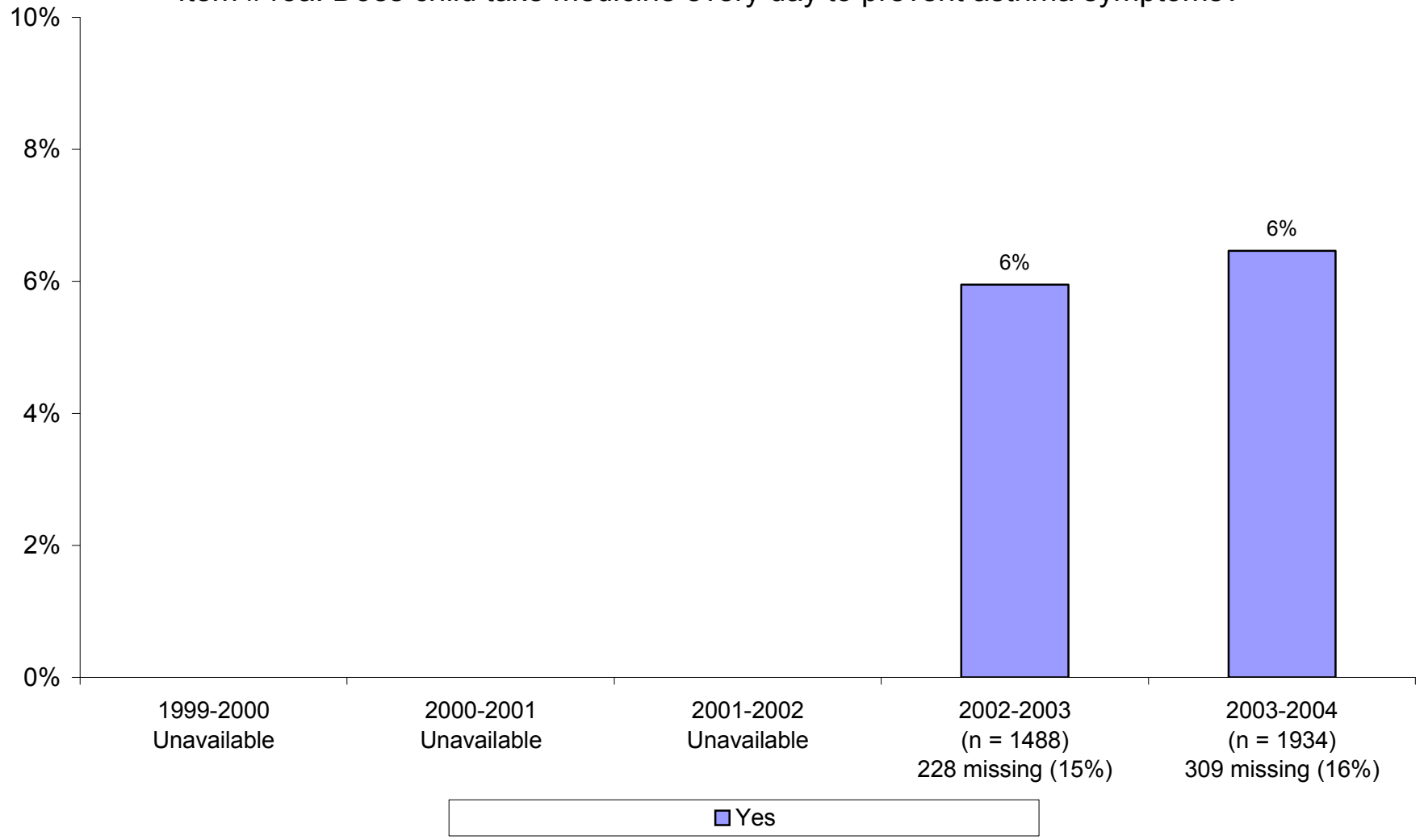
General Health Information

Item #13b: How many emergency medical visits due to asthma in the last 12 months?

Bar chart showing percentages by year:

1999-2000 Unavailable	2000-2001 Unavailable	2001-2002 Unavailable	2002-2003 (n = 1488) 197 missing (13%)	2003-2004 (n = 1934) 270 missing (14%)
			9%	11%

Legend: ■ 1 or more days a week
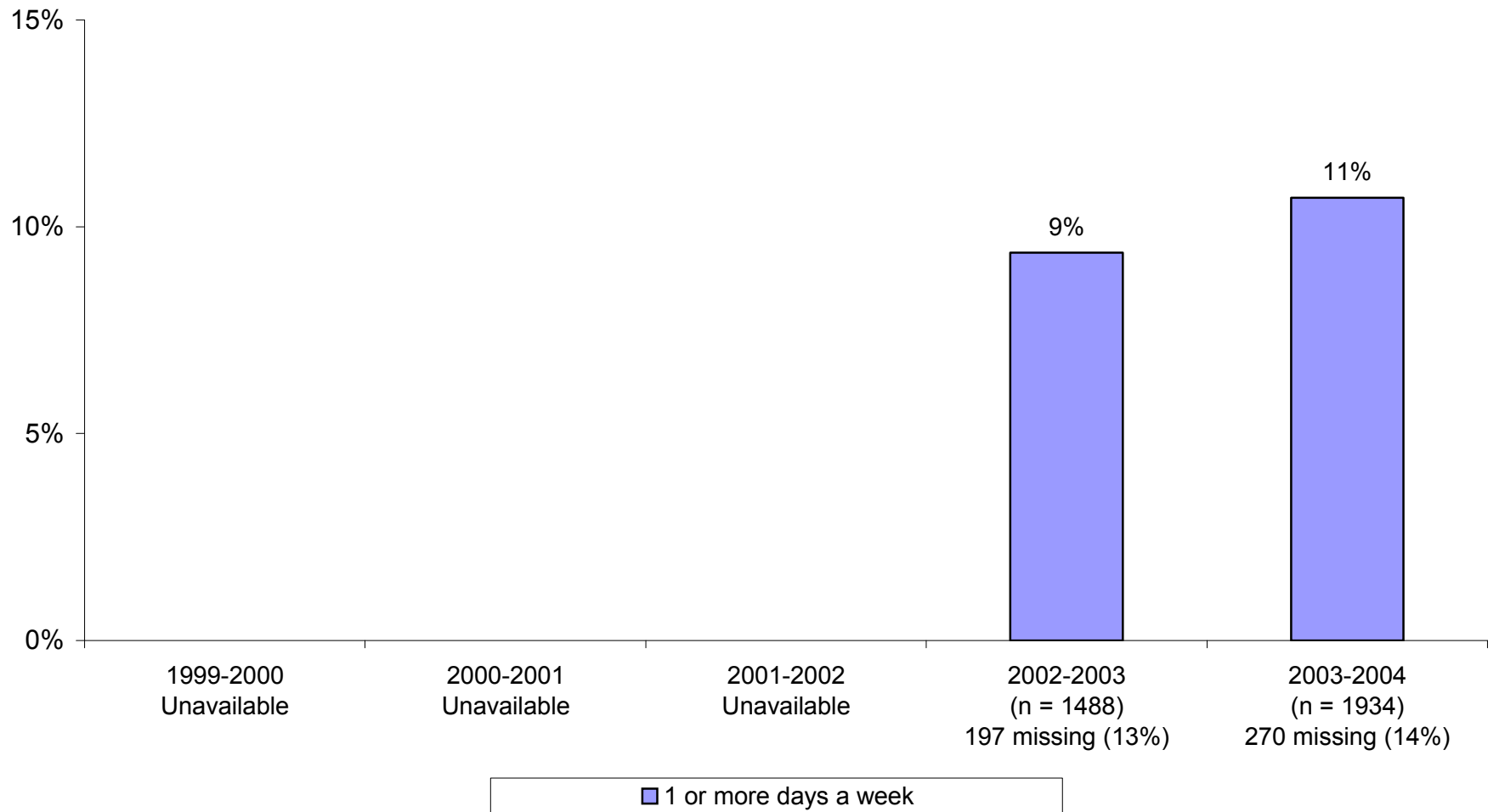
General Health Information

Item #15: High Lead level

	1999-2000 (n =3049)	2000-2001 (n =2707)	2001-2002 (n =3047)	2002-2003 (n = 2168)	2003-2004 (n = 1934)
	6%	5%	4%	5%	5%

Community Report on Children Entering School in 2003-2004
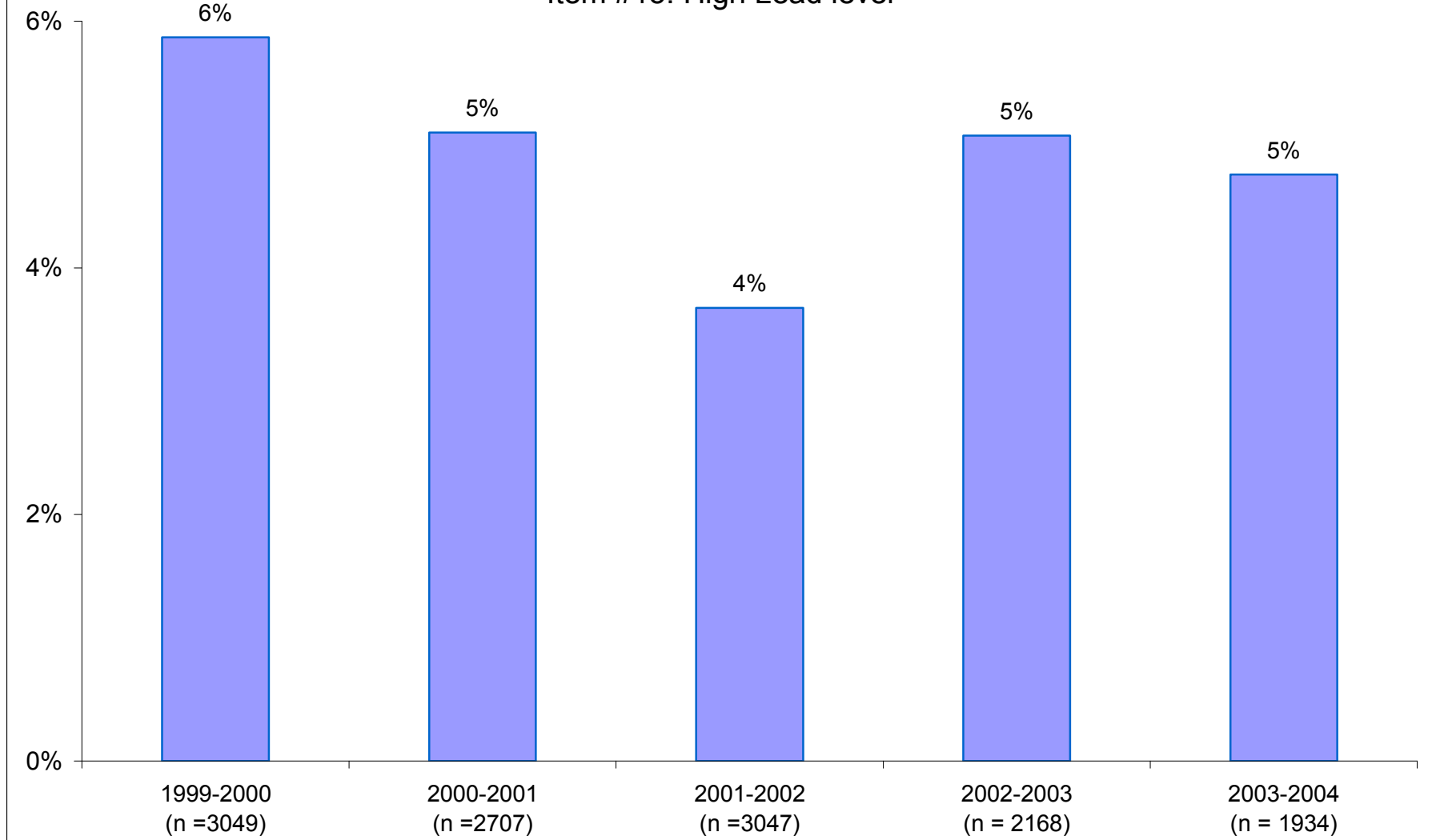
General Health Information

Item #15: Weight problems

	1999-2000 Unavailable	2000-2001 Unavailable	2001-2002 Unavailable	2002-2003 (n = 1488)	2003-2004 (n = 1934)
Overweight				3%	2%
Underweight				3%	3%

Overweight   Underweight
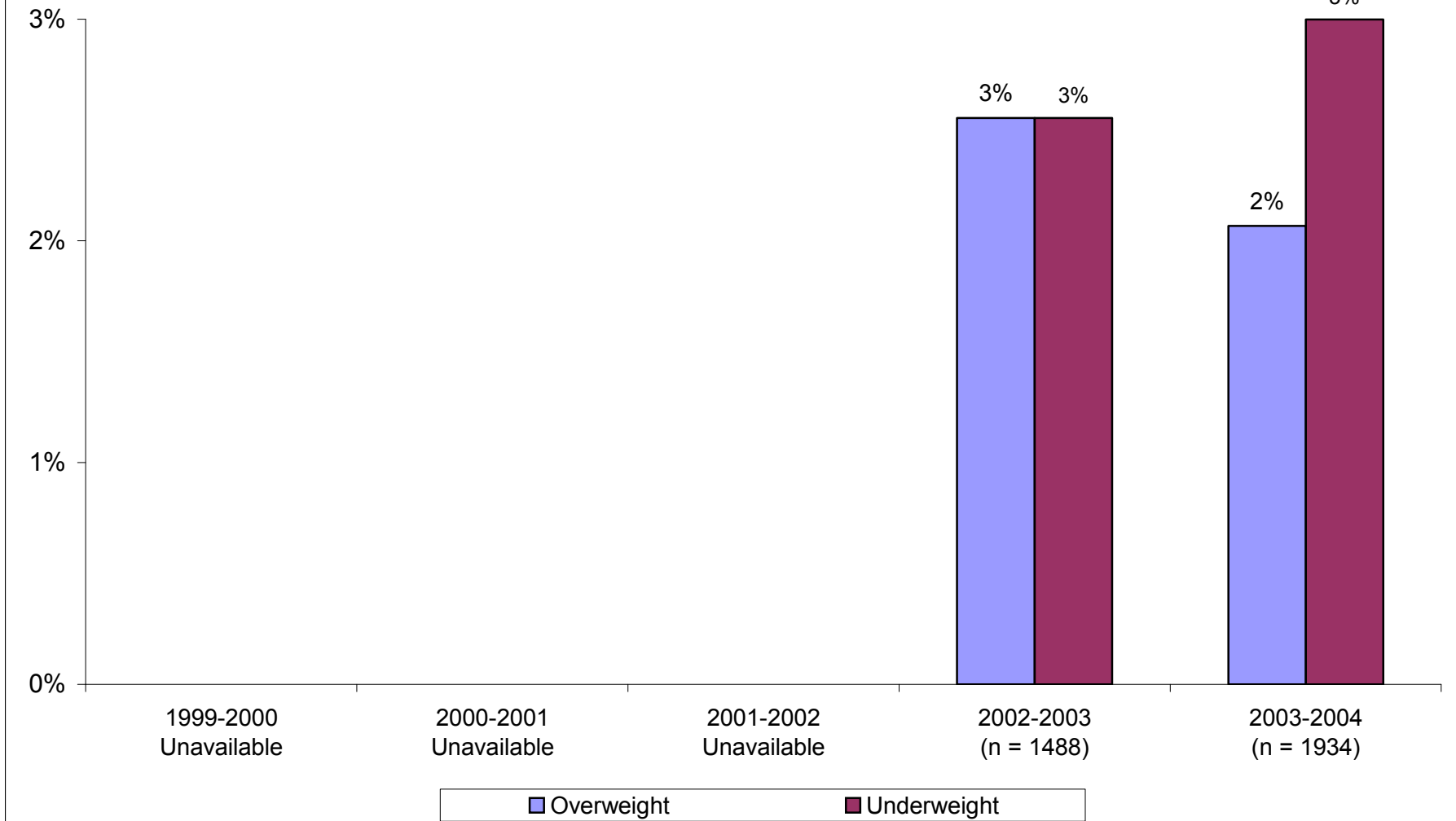
General Health Information

Item #16: Tobacco use or alcohol use during pregnancy

	1999-2000 (n =3049) 311 missing (10%)	2000-2001 (n =2707) 164 missing (6%)	2001-2002 (n =3047) 172 missing (6%)	2002-2003 (n = 2168) 108 missing (5%)	2003-2004 (n = 1934) 101 missing (5%)
Smoked	17%	18%	19%	21%	19%
Drank	2%	6%	5%	5%	4%

■ Smoked   ■ Drank

Community Report on Children Entering School in 2003-2004
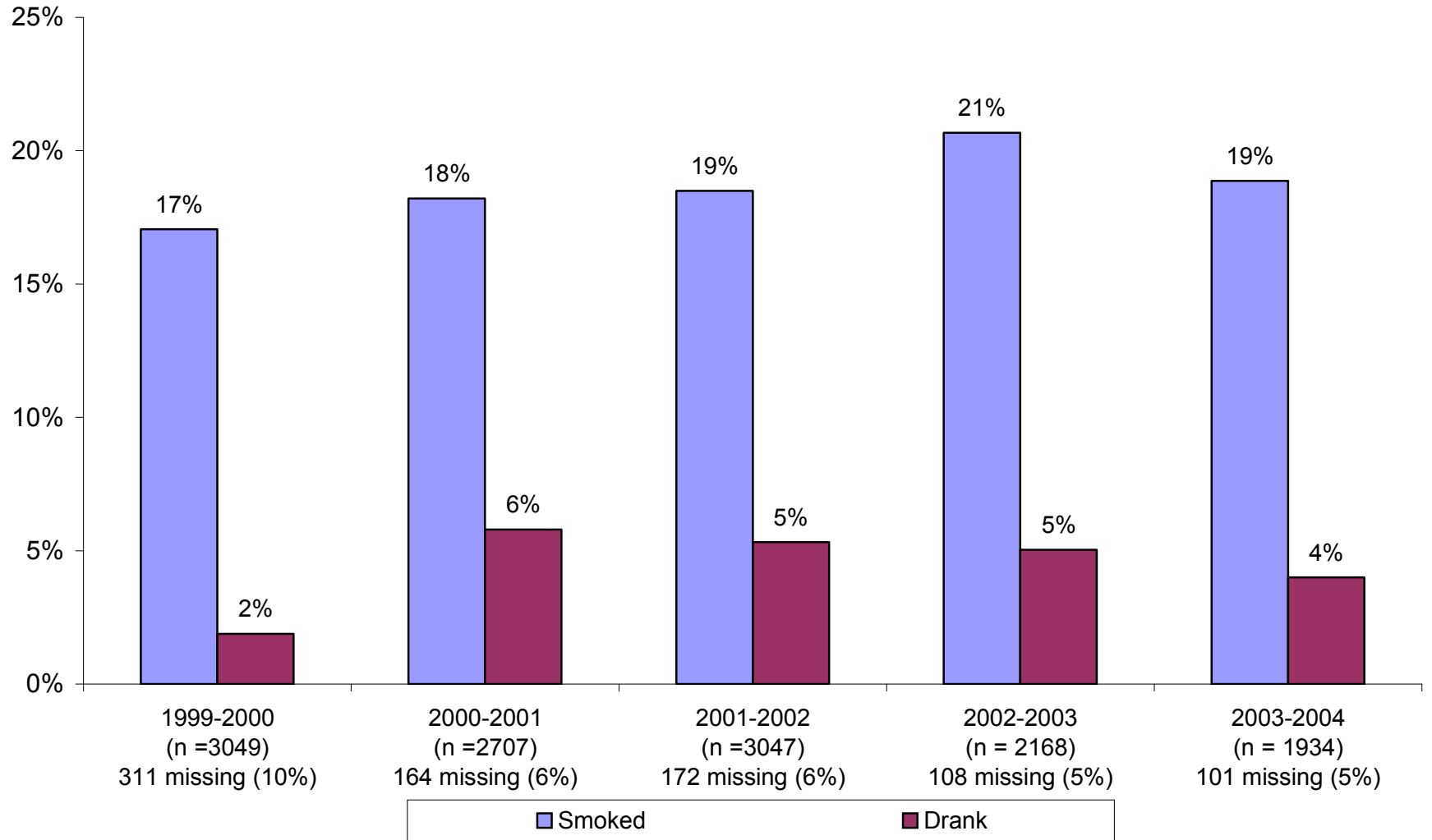
General Health Information

Item #17: How many people in child's home smoke?

1999-2000 Unavailable	2000-2001 Unavailable	2001-2002 Unavailable	2002-2003 (n = 1488) 67 missing (5%)	2003-2004 (n = 1934) 78 missing (4%)

☐ At least 1 person
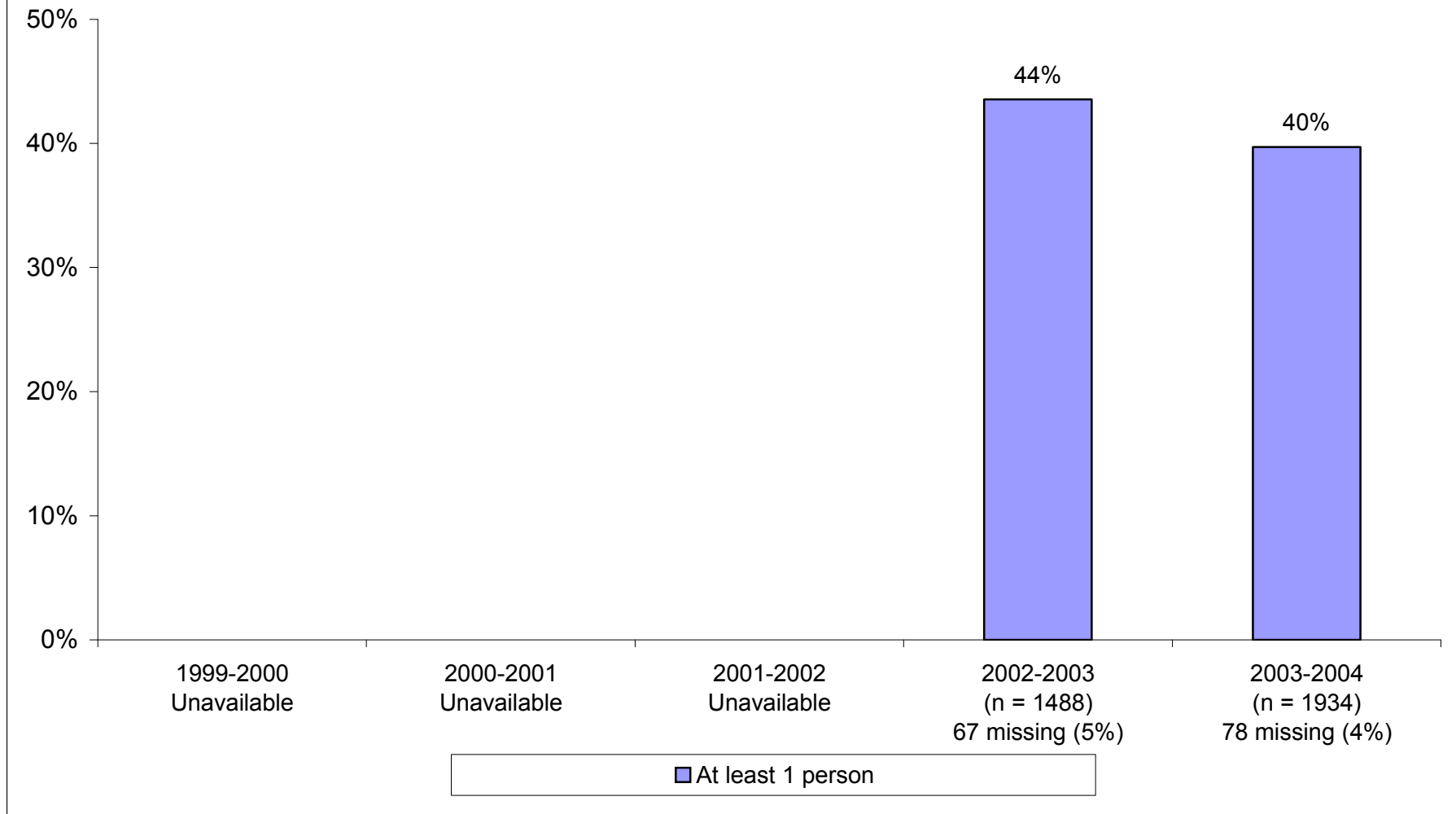
General Health Information

Item #18: Parent's overall rating of child's health

	1999-2000 (n =3049) 149 missing (5%)	2000-2001 (n =2707) 138 missing (5%)	2001-2002 (n =3047) 139 missing (5%)	2002-2003 (n = 2168) 97 missing (4%)	2003-2004 (n = 1934) 88 missing (5%)
Good or Excellent	96%	96%	97%	96%	97%

Community Report on Children Entering School in 2003-2004
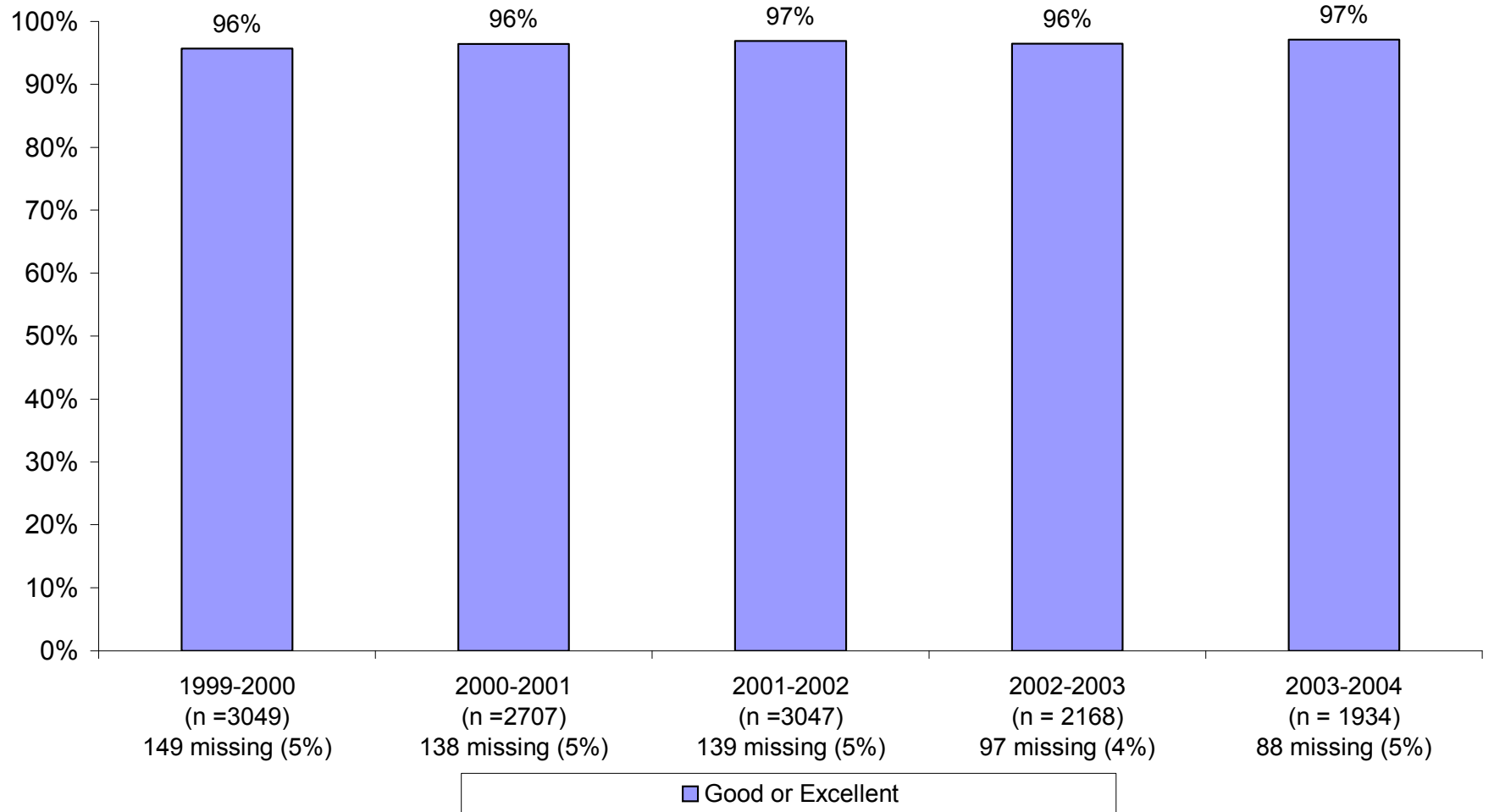
APPENDIX C

Life Experiences Charts

Life Experiences

Item #1: Has child gone to a library?

	1999-2000 (n =3049) 365 missing (12%)	2000-2001 (n =2707) 92 missing (3%)	2001-2002 (n =3047) 88 missing (3%)	2002-2003 (n = 2168) 80 missing (4%)	2003-2004 (n = 1934) 54 missing (3%)
3 or more times	44%	56%	53%	57%	58%
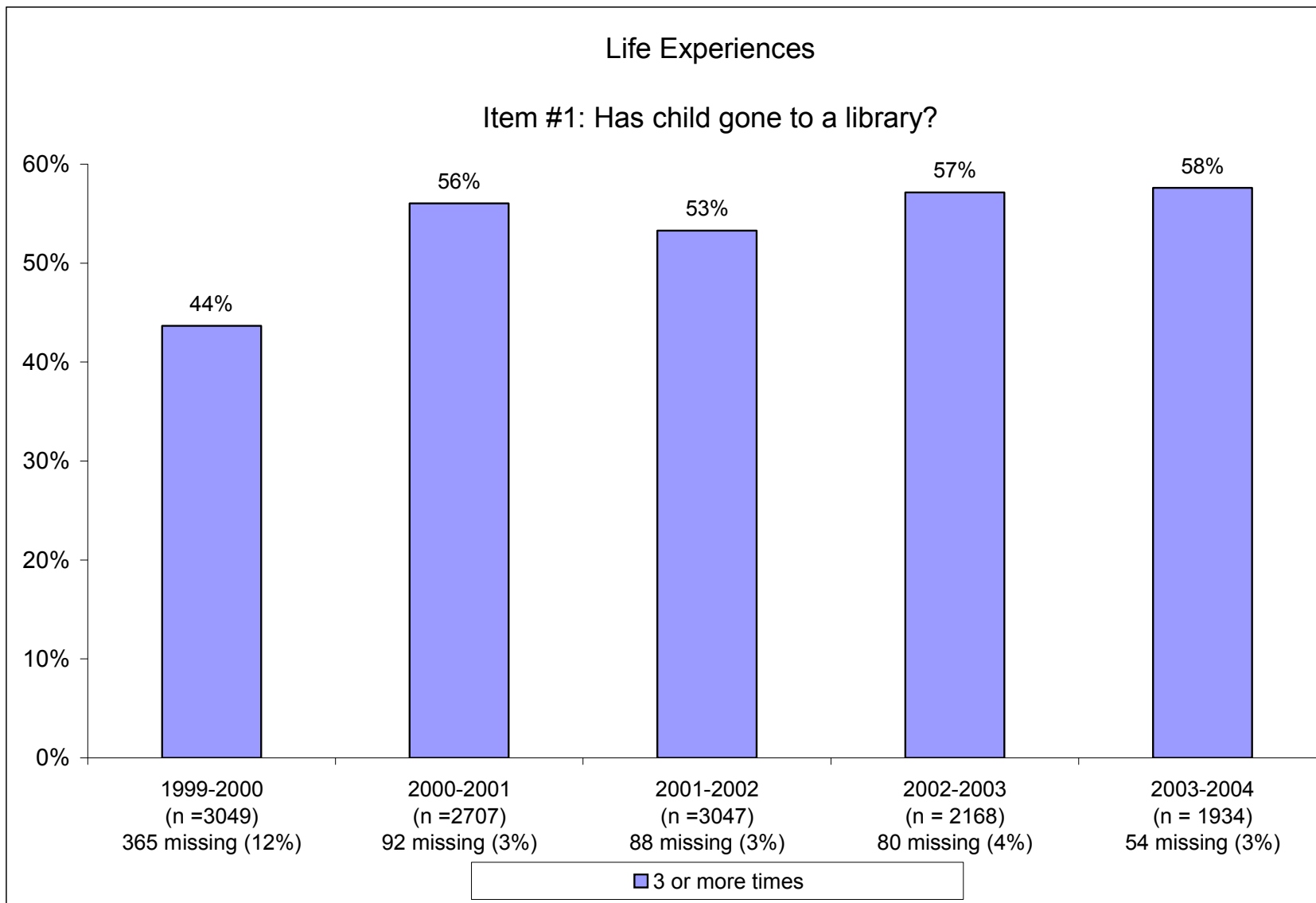
Life Experiences

Item #2: Has child gone on an outing?

			78%	78%
	74%	75%		
68%				

80%

70%

60%

50%

40%

30%

20%

10%

0%

1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
(n =3049)	(n =2707)	(n =3047)	(n = 2168)	(n = 1934)
391 missing (13%)	105 missing (4%)	105 missing (3%)	86 missing (4%)	79 missing (4%)

☐ 3 or more times

Community Report on Children Entering School in 2003-2004
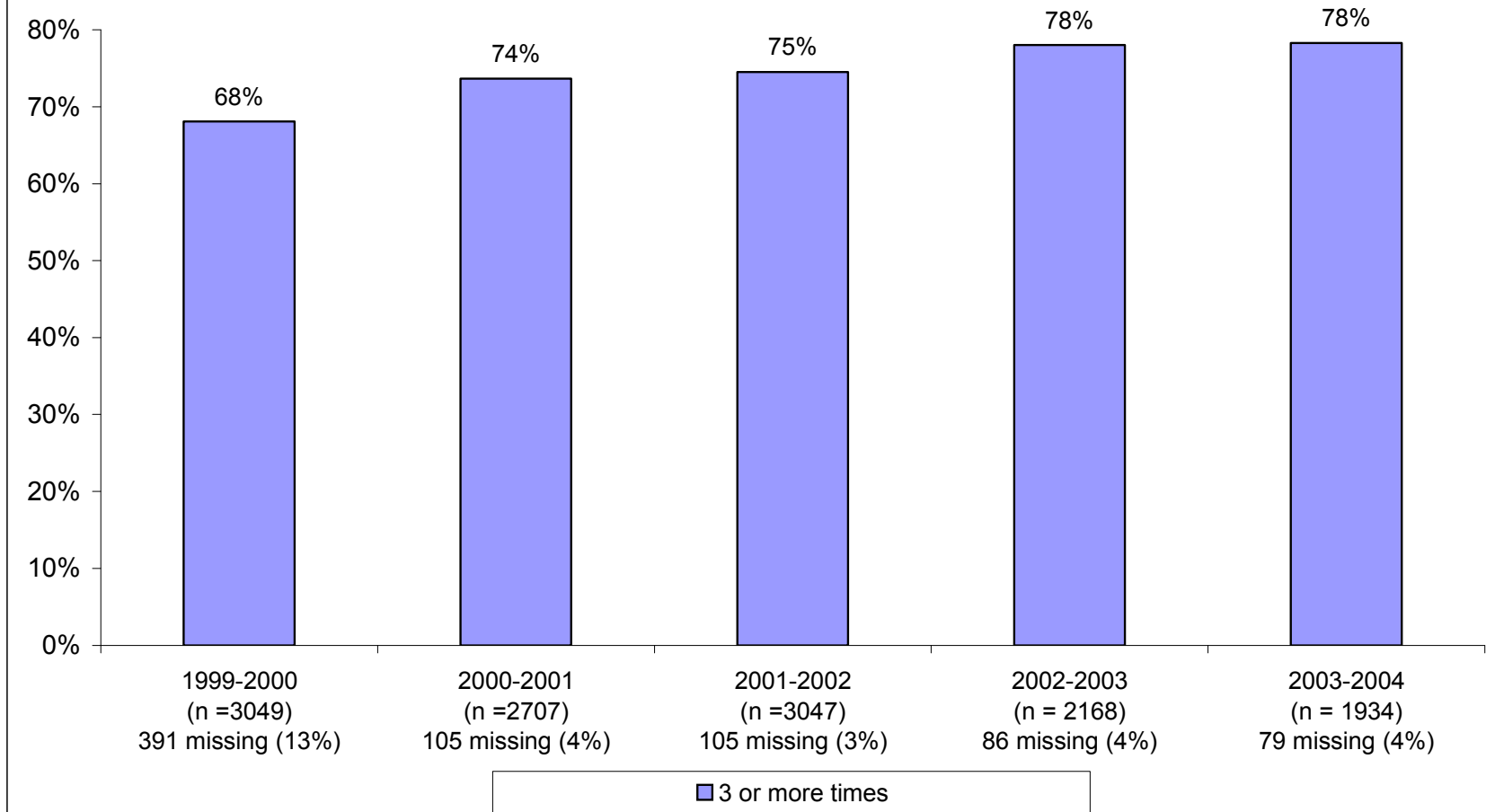
Life Experiences

Item #3: Has child moved to another home in past 6 months?

	1999-2000 (n =3049) 420 missing (14%)	2000-2001 (n =2707) 174 missing (6%)	2001-2002 (n =3047) 133 missing (4%)	2002-2003 (n = 2168) 132 missing (6%)	2003-2004 (n = 1934) 105 missing (5%)
1 or more times	40%	40%	37%	40%	37%

Community Report on Children Entering School in 2003-2004
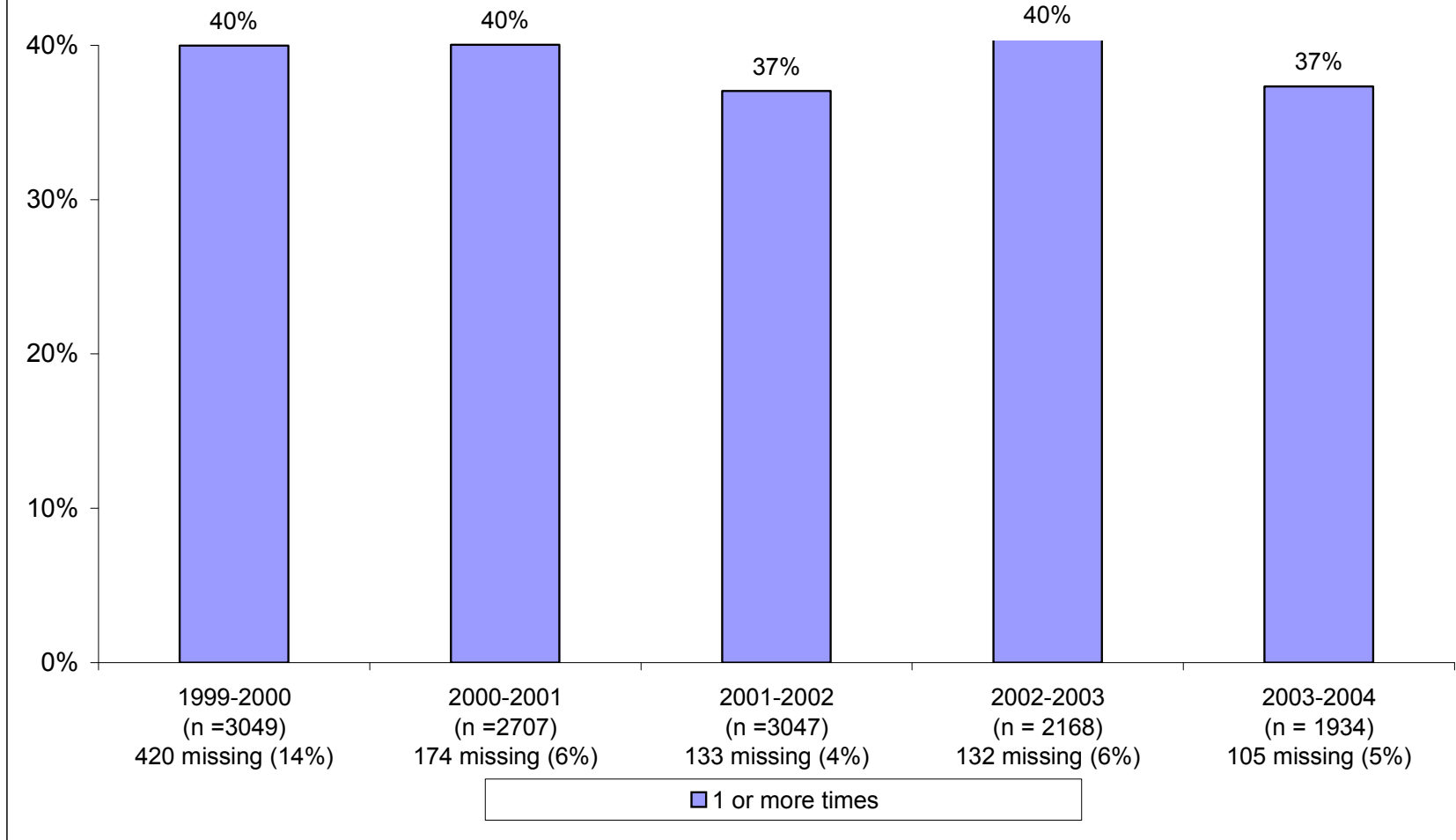
Life Experiences

Item #4: Has child ever moved from one home to another home?

72%	71%	71%	74%	73%

80%

70%

60%

50%

40%

30%

20%

10%

0%

1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
(n =3049)	(n =2707)	(n =3047)	(n = 2168)	(n = 1934)
465 missing (15%)	168 missing (6%)	173 missing (6%)	143 missing (7%)	111 missing (6%)

■ 1 or more times
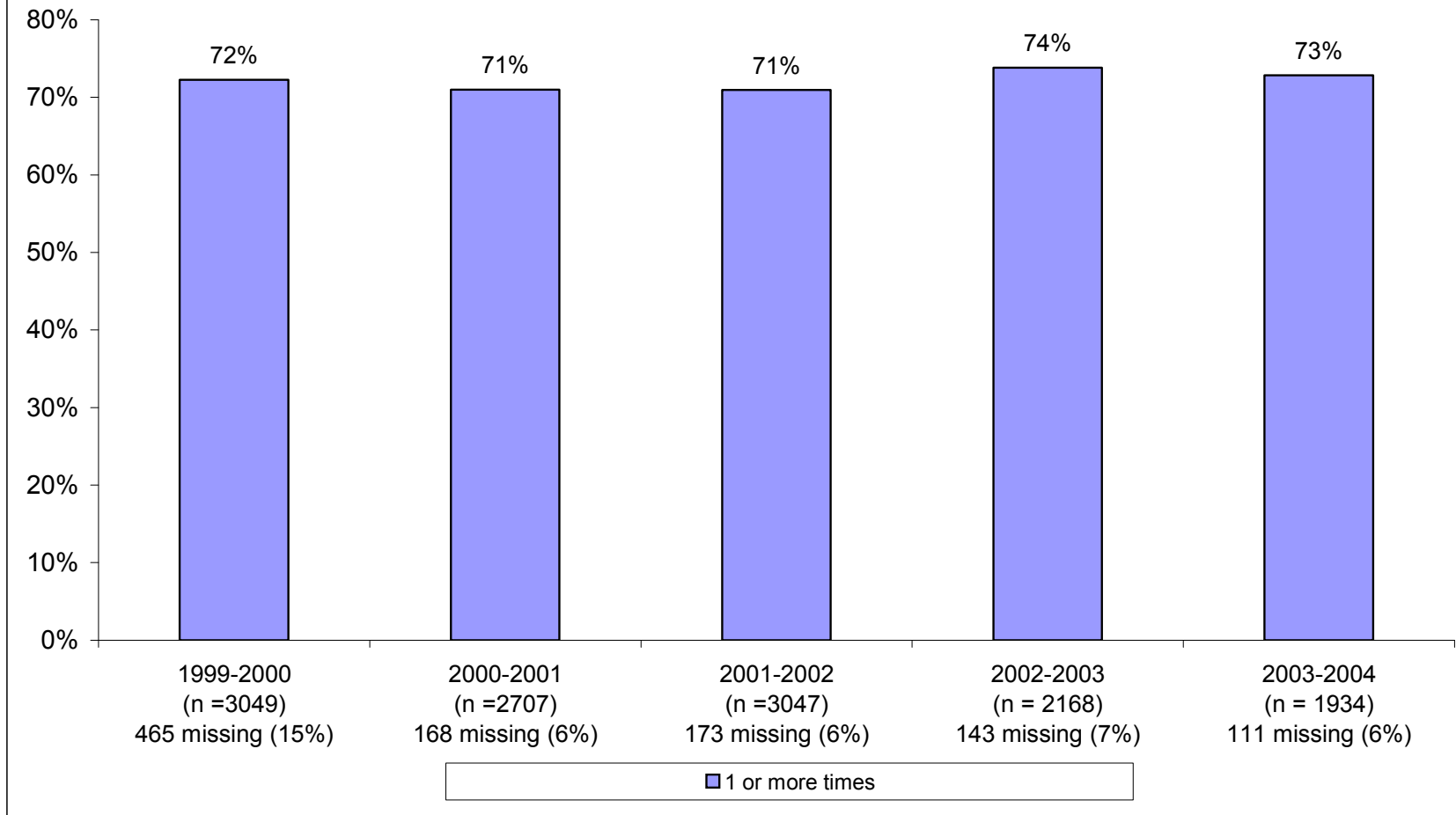
Life Experiences

Item #5: Has child ever seen a close family member very sick?

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
1 or more times	44%	42%	43%	42%	41%

1999-2000
(n =3049)
413 missing (14%)

2000-2001
(n =2707)
149 missing (6%)

2001-2002
(n =3047)
142 missing (5%)

2002-2003
(n = 2168)
136 missing (6%)

2003-2004
(n = 1934)
110 missing (6%)

☐ 1 or more times

Community Report on Children Entering School in 2003-2004
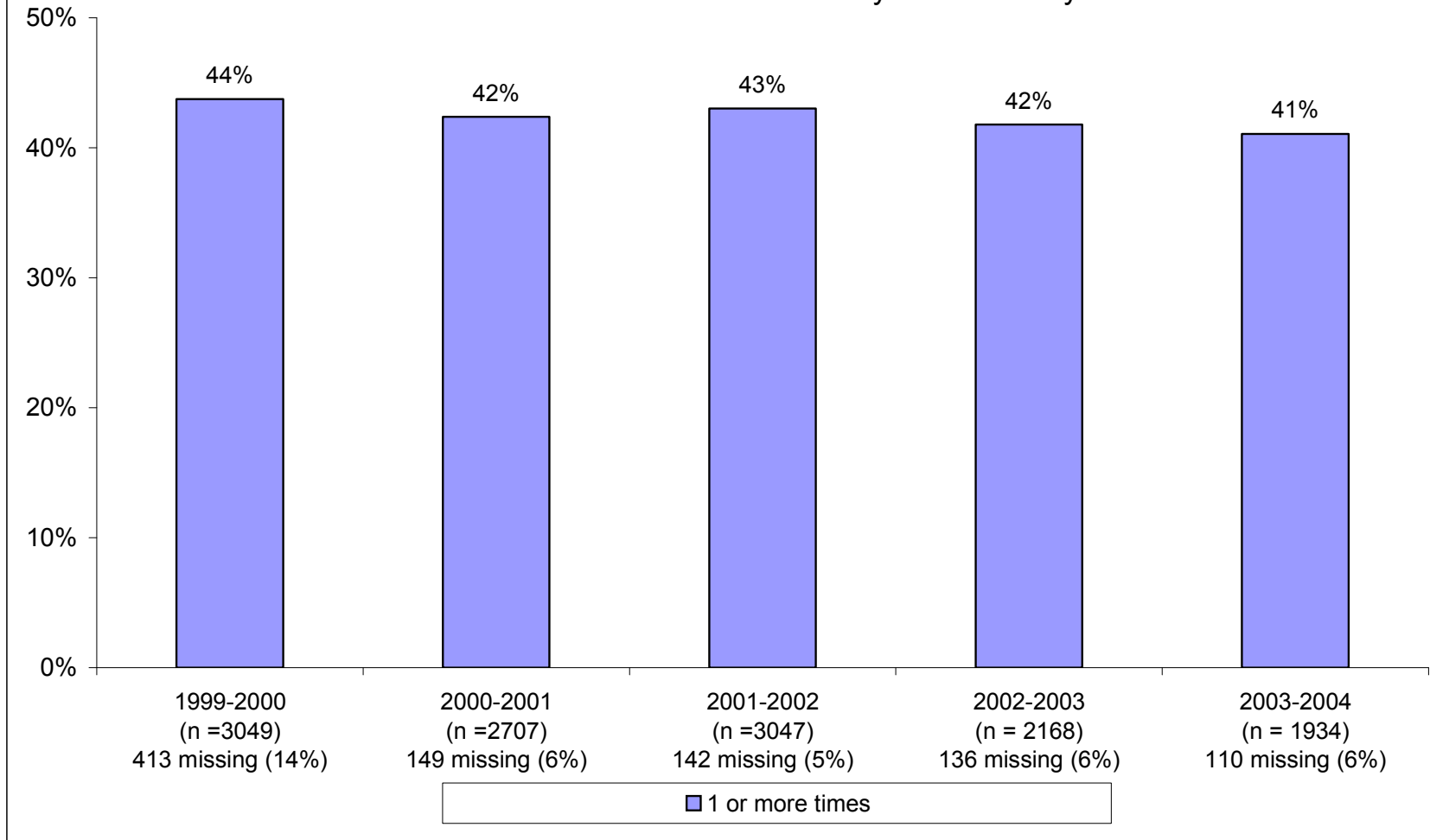
Life Experiences

Item #6: Has child ever experienced the death of a close family member or friend?

	1999-2000 (n =3049) 393 missing (13%)	2000-2001 (n =2707) 137 missing (5%)	2001-2002 (n =3047) 154 missing (5%)	2002-2003 (n = 2168) 118 missing (5%)	2003-2004 (n = 1934) 83 missing (4%)
1 or more times	37%	36%	38%	35%	37%

Community Report on Children Entering School in 2003-2004
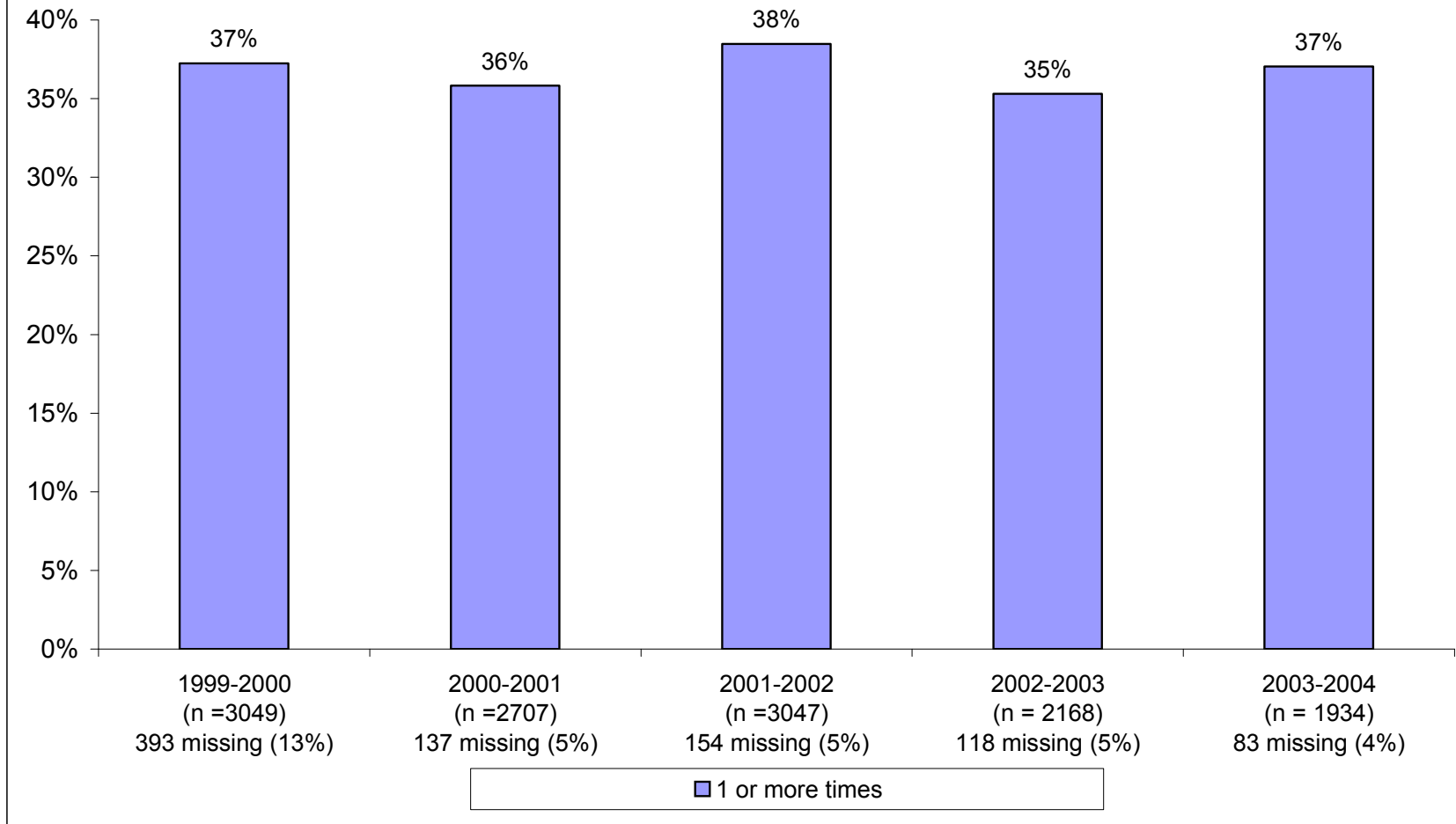
Life Experiences

Item #7: Has child ever experienced parents' separation or divorce?

35%	35%	33%	36%	36%

Legend: ☐ 1 or more times

X-axis categories:
- 1999-2000 (n =3049) 396 missing (13%)
- 2000-2001 (n =2707) 130 missing (5%)
- 2001-2002 (n =3047) 128 missing (4%)
- 2002-2003 (n = 2168) 95 missing (4%)
- 2003-2004 (n = 1934) 75 missing (4%)
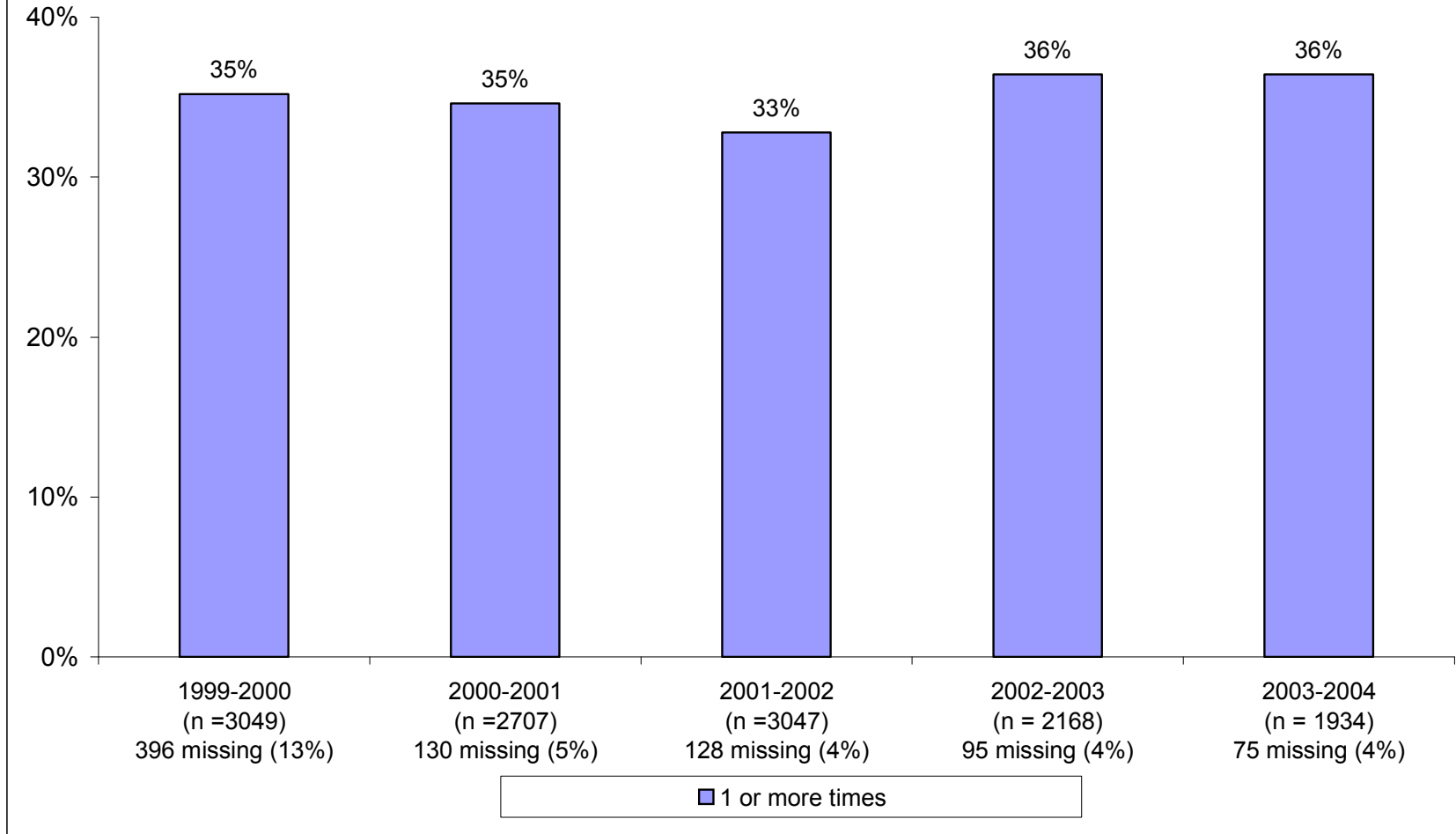
Life Experiences

Item #8: Has child ever experienced a parent who is depressed?

30% ┤

                                                              25%   25%
                                                            ┌─────┐   ┌─────┐
20% ┤   │   │   │   │
                                                            │   │   │   │
                                                            │   │   │   │
10% ┤   │   │   │   │
                                                            │   │   │   │
                                                            │   │   │   │
0% ┴──

     1999-2000   2000-2001   2001-2002   2002-2003   2003-2004
     Unavailable   Unavailable   Unavailable   (n = 1488)   (n = 1934)
                                                   76 missing (5%) 77 missing (4%)

■ 1 or more times
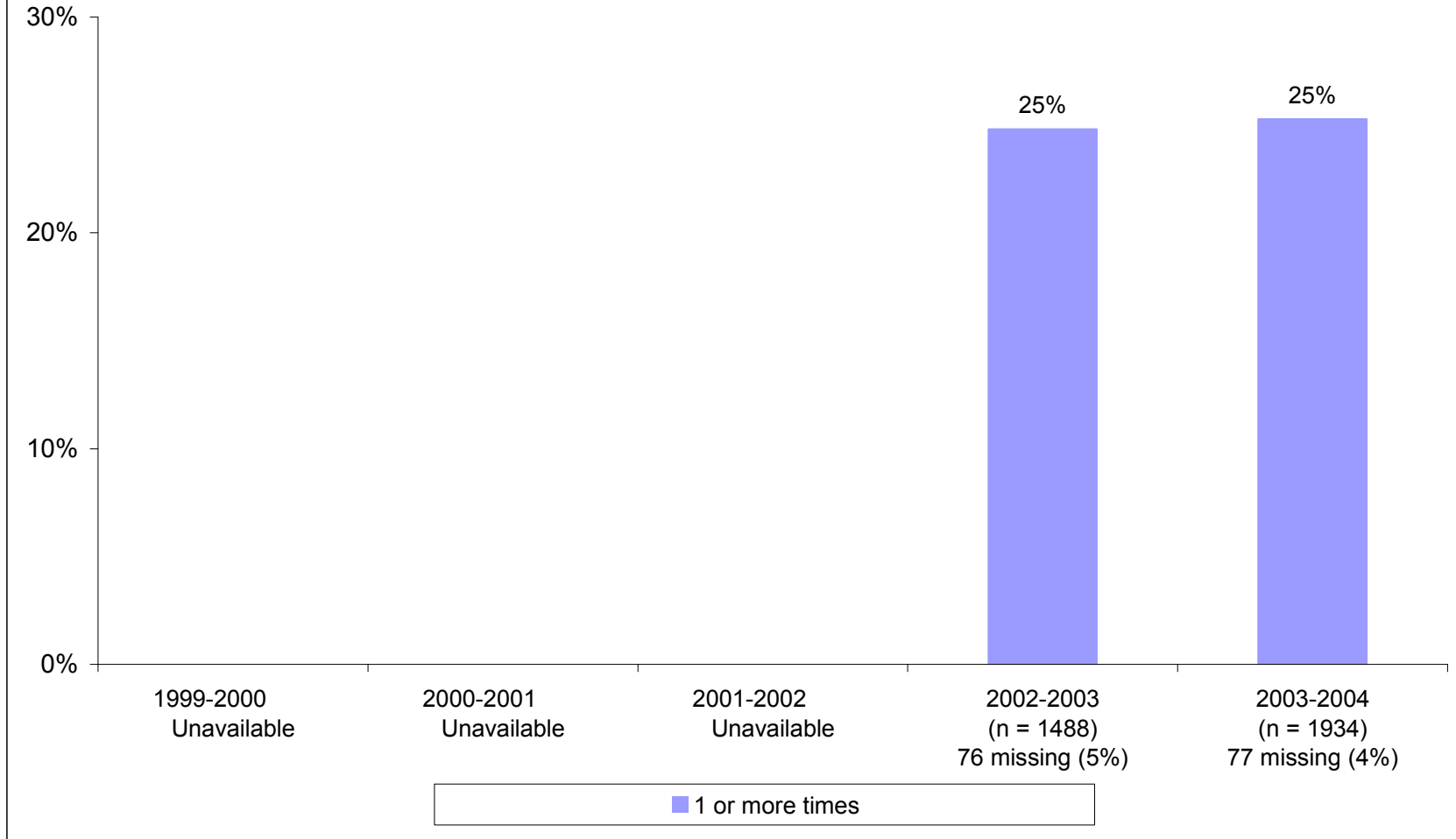
Life Experiences

Item #9: Has child ever witnessed violence in the neighborhood?

	1999-2000 Unavailable	2000-2001 Unavailable	2001-2002 Unavailable	2002-2003 (n = 1488) 63 missing (4%)	2003-2004 (n = 1934) 63 missing (3%)
1 or more times				21%	16%

■ 1 or more times
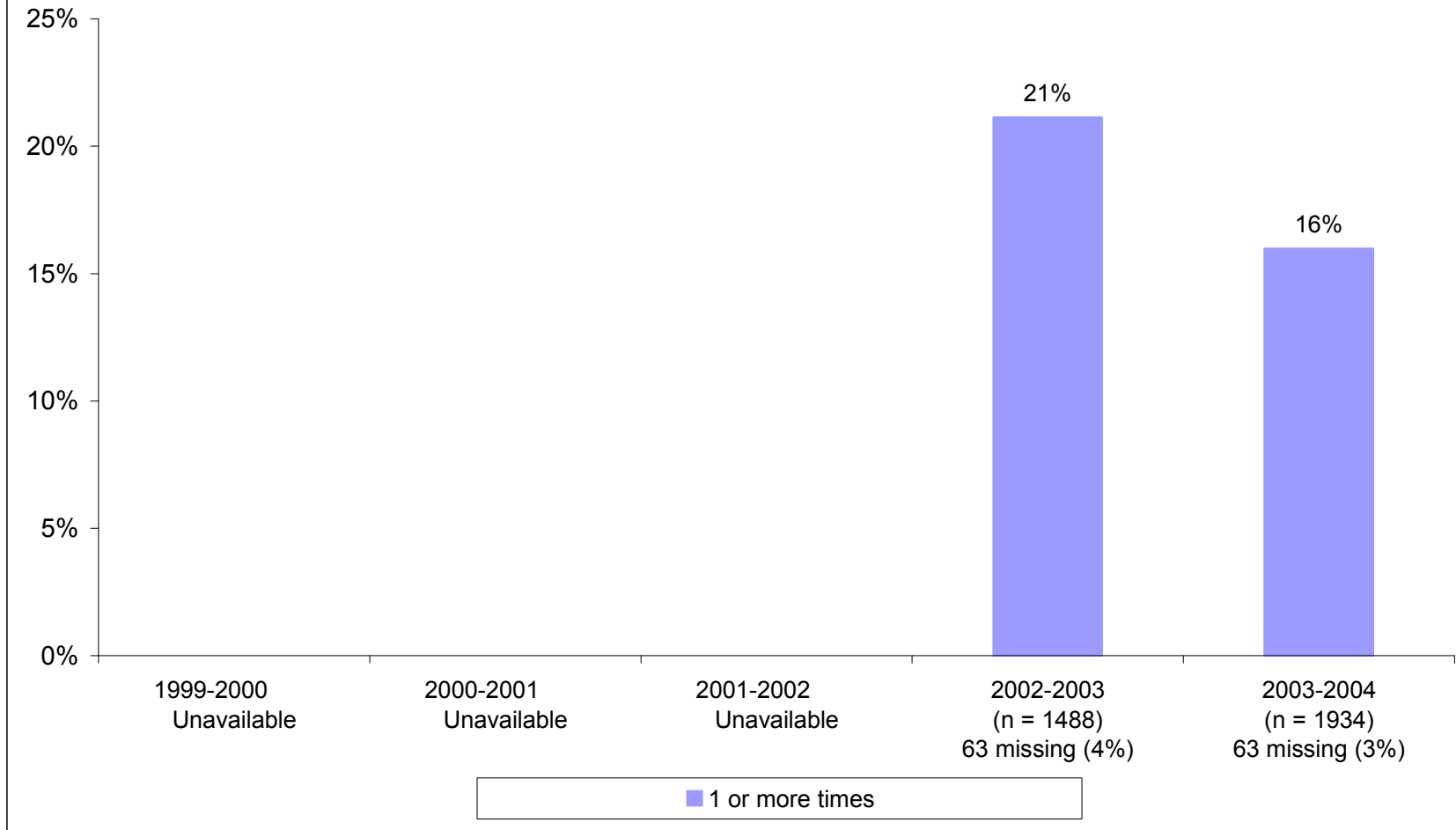
Life Experiences

Item #10: Has child ever witnessed violence at home?

Chart showing percentage of children who witnessed violence at home "1 or more times":

Year	Value
1999-2000 Unavailable	
2000-2001 Unavailable	
2001-2002 Unavailable	
2002-2003 (n = 1488) 74 missing (0%)	14%
2003-2004 (n = 1934) 75 missing (0%)	13%

Legend: ■ 1 or more times
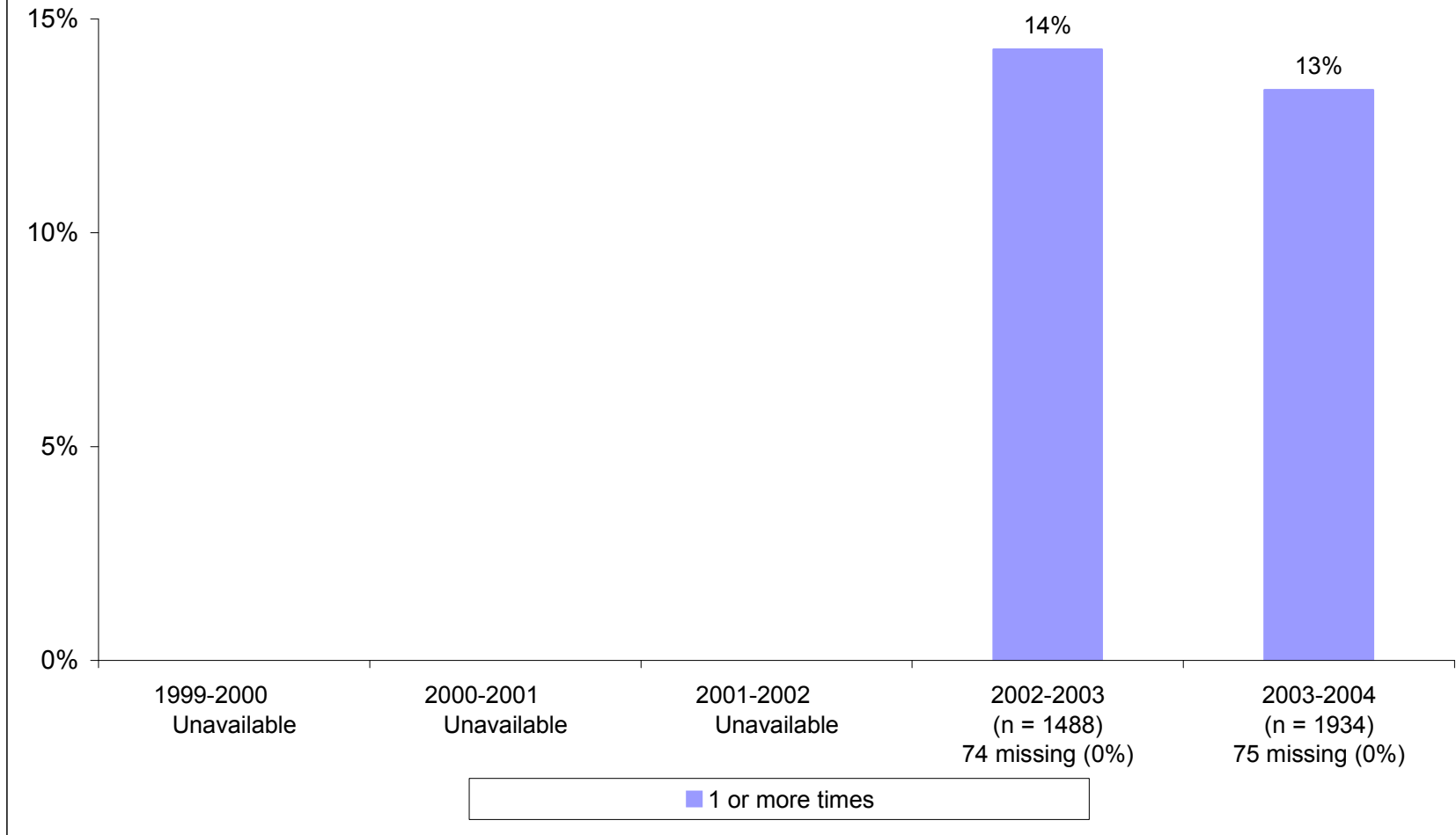
Life Experiences

Item #11: Has child ever been away from parents for more than a month?

	1999-2000 (n =3049) 400 missing (13%)	2000-2001 (n =2707) 143 missing (5%)	2001-2002 (n =3047) 125 missing (4%)	2002-2003 (n = 2168) 104 missing (5%)	2003-2004 (n = 1934) 70 missing (4%)
1 or More Times	21%	23%	21%	19%	18%

Community Report on Children Entering School in 2003-2004
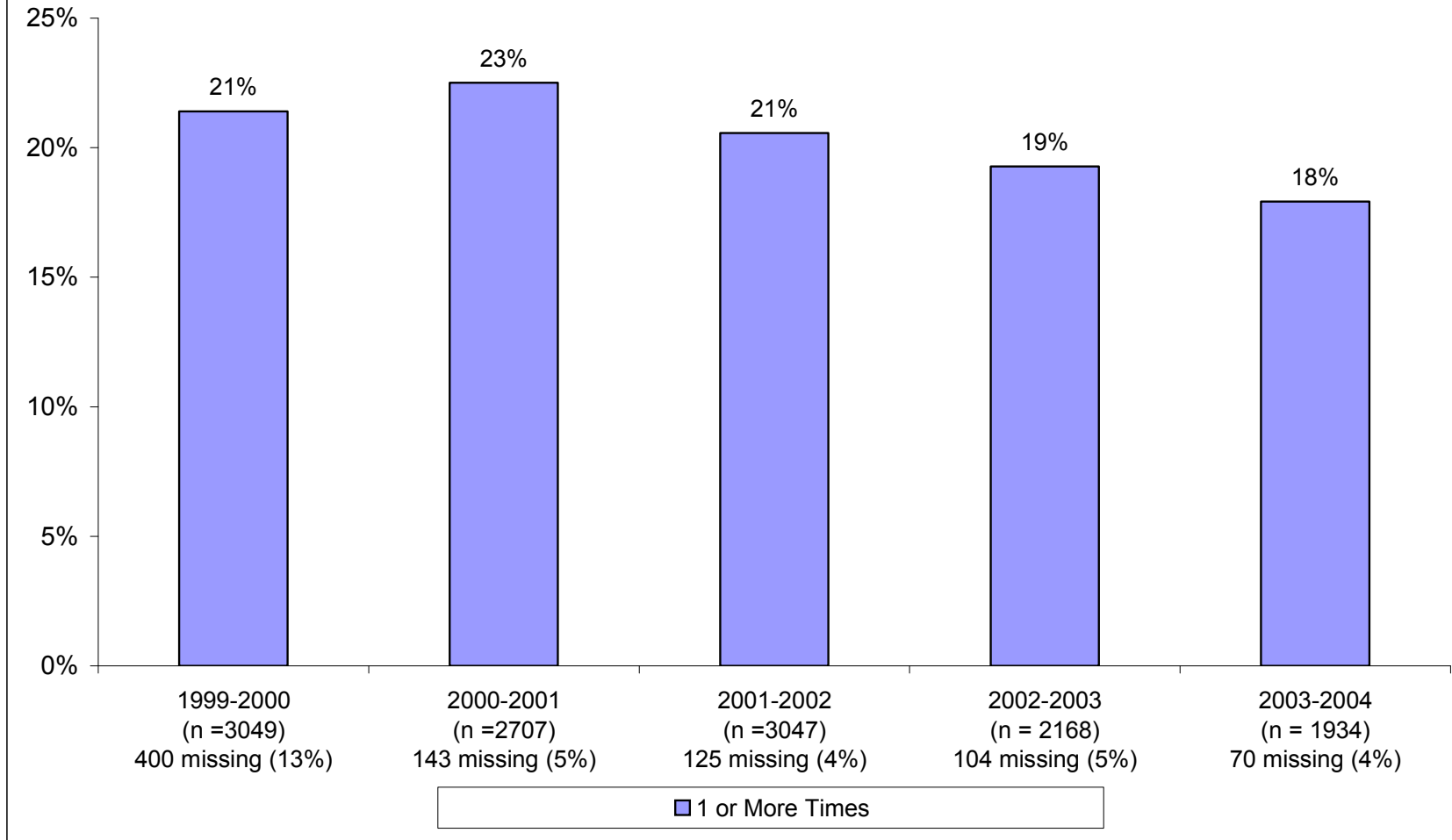
Life Experiences

Item #12: Has child ever seen a family member with a drug or alcohol problem?

Year	Percentage
1999-2000 (n =3049) 414 missing (14%)	15%
2000-2001 (n =2707) 146 missing (5%)	13%
2001-2002 (n =3047) 154 missing (5%)	12%
2002-2003 (n = 2168) 115 missing (5%)	12%
2003-2004 (n = 1934) 87 missing (4%)	9%

Legend: ☐ 1 or more times

Community Report on Children Entering School in 2003-2004
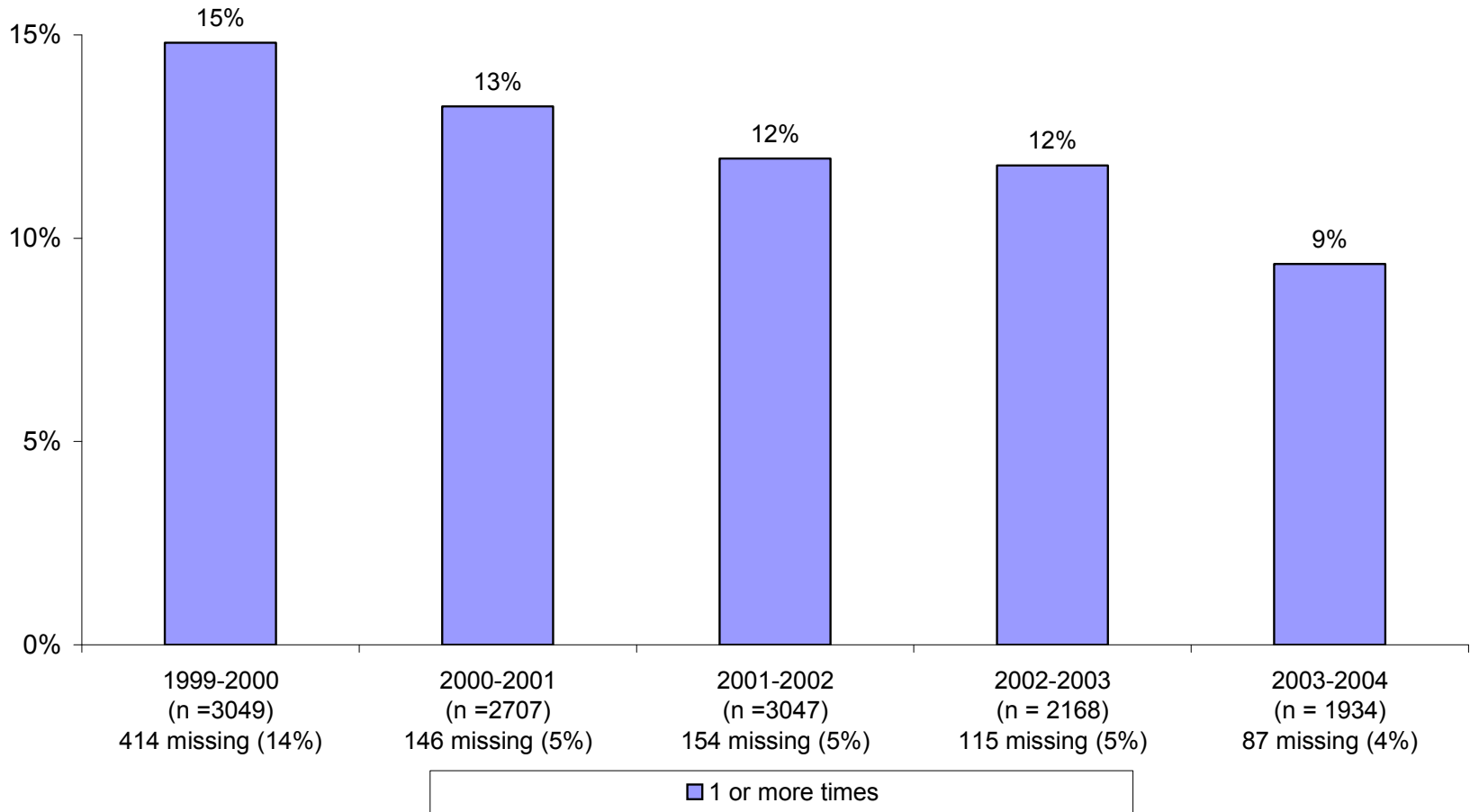
Life Experiences

Item #13: Does child have a 'mother' who regularly spends time with him/her?

	88%	91%	90%	89%	91%

Legend: ☐ Daily

X-axis labels:
- 1999-2000 (n =3049) 425 missing (14%)
- 2000-2001 (n =2707) 151 missing (6%)
- 2001-2002 (n =3047) 143 missing (5%)
- 2002-2003 (n = 2168) 114 missing (5%)
- 2003-2004 (n = 1934) 92 missing (5%)
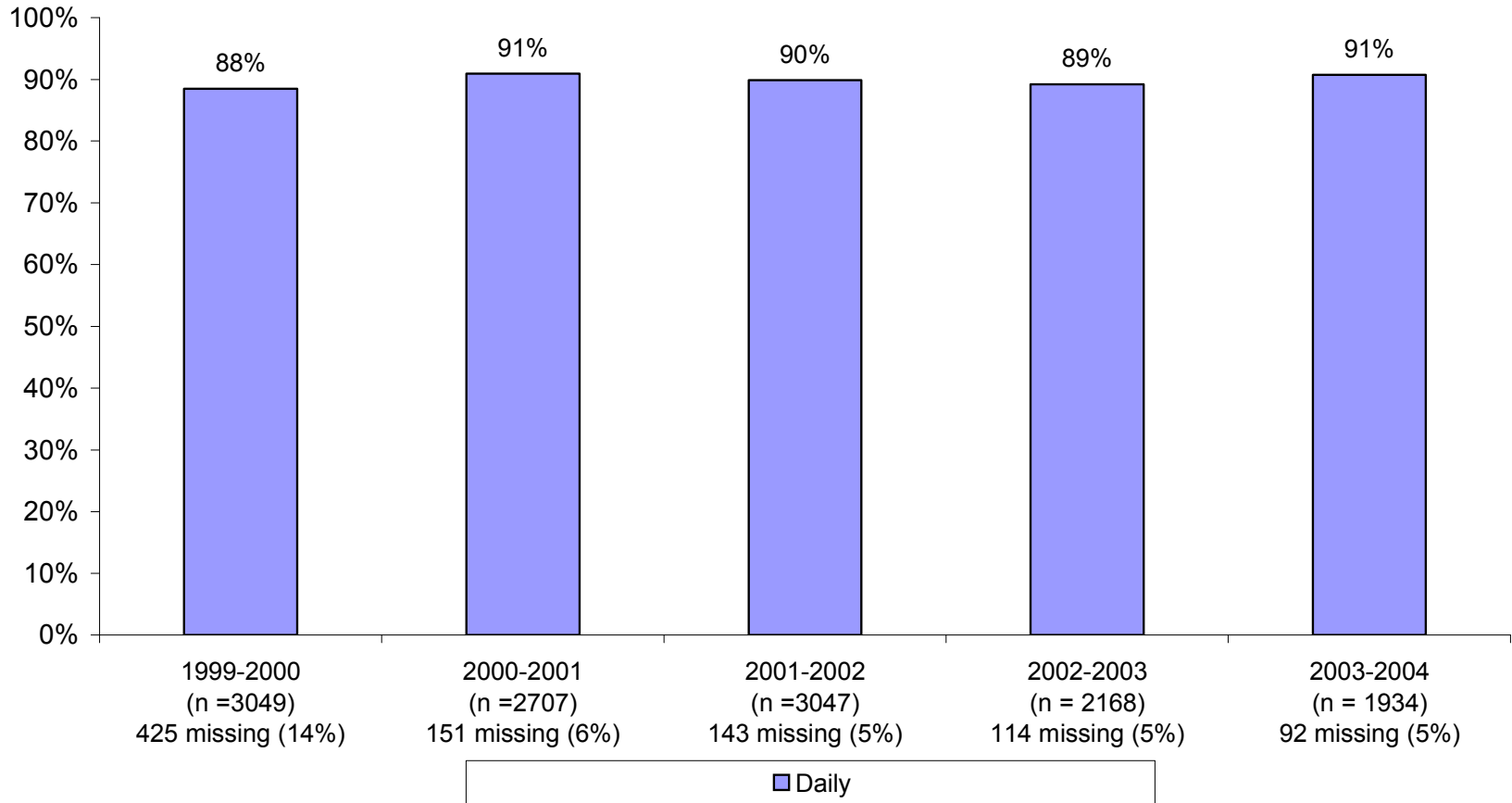
Life Experiences

Item #14: Does child have a 'father' who regularly spends time with him/her?

	1999-2000 (n =3049) 476 missing (16%)	2000-2001 (n =2707) 194 missing (7%)	2001-2002 (n =3047) 196 missing (6%)	2002-2003 (n = 2168) 173 missing (8%)	2003-2004 (n = 1934) 132 missing (7%)
Daily	50%	55%	55%	52%	53%
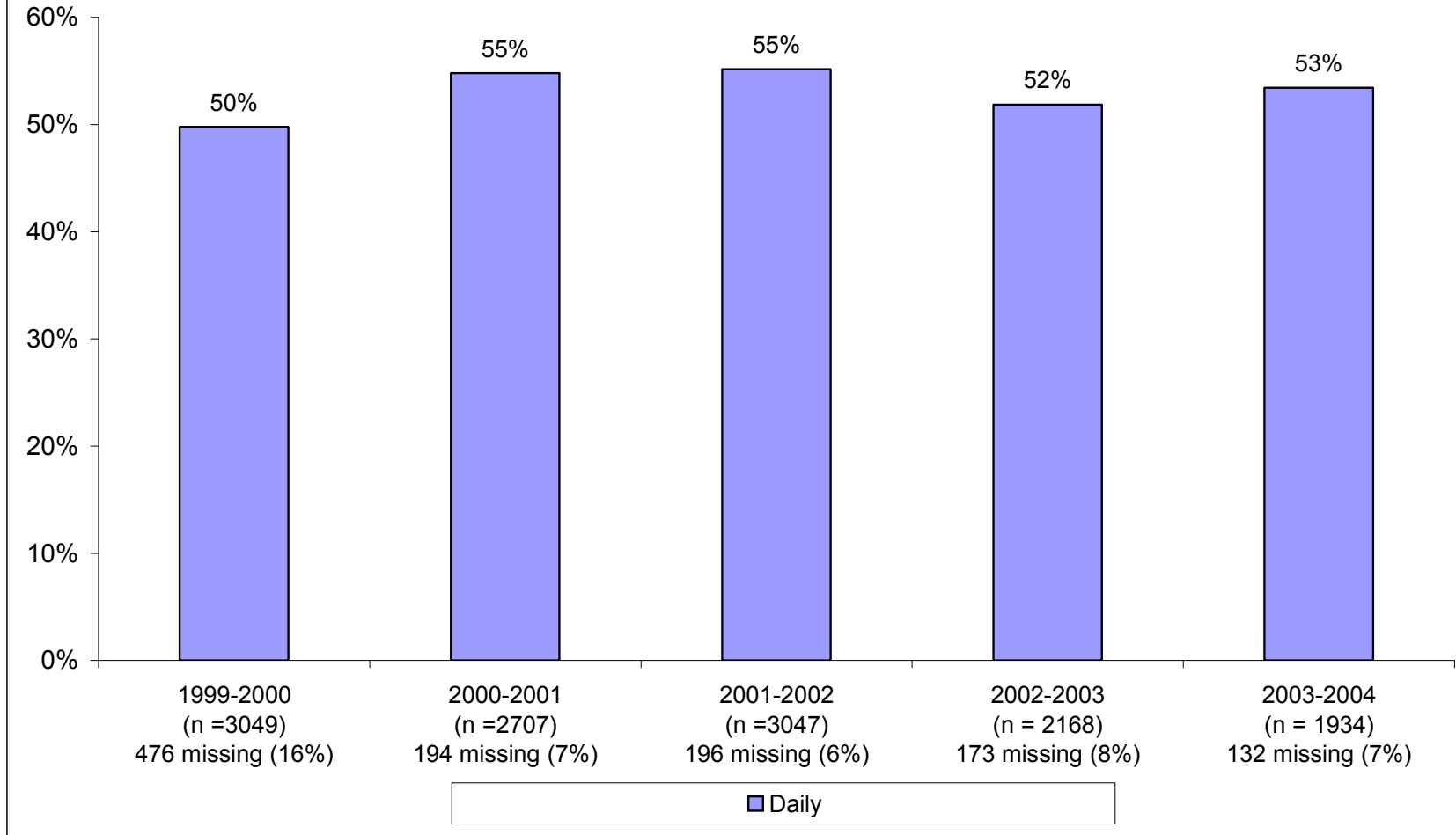
Life Experiences

Item #15: Does child have a warm, close relationship with any adults?

95%	96%	96%	96%	94%
1999-2000 (n =3049) 479 missing (16%)	2000-2001 (n =2707) 187 missing (7%)	2001-2002 (n =3047) 198 missing (6%)	2002-2003 (n = 2168) 154 missing (7%)	2003-2004 (n = 1934) 123 missing (6%)
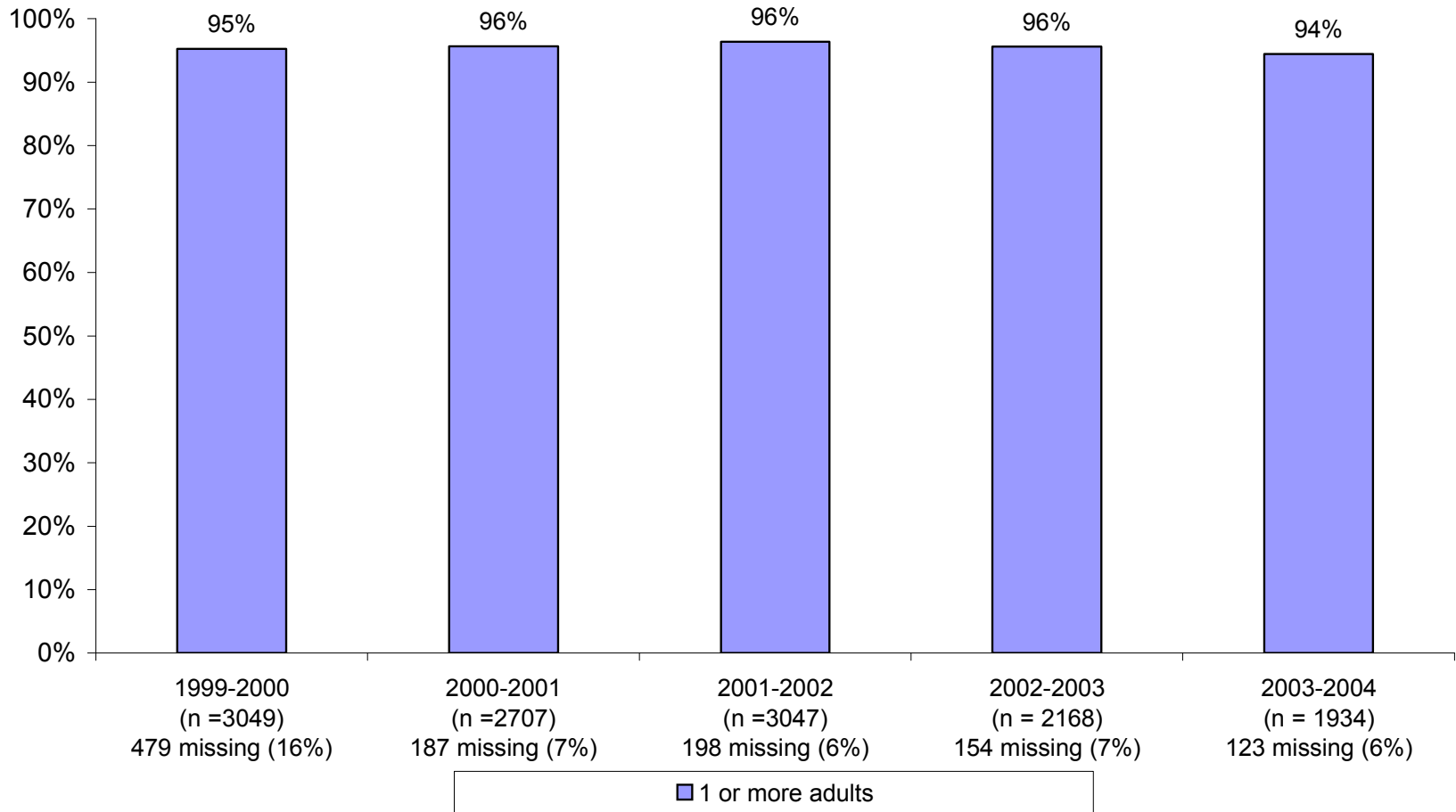
■ 1 or more adults

Life Experiences

Item #16: How often does an adult read to this child?

	47%	46%		45%
38%			43%	

50%

40%

30%

20%

10%

0%

1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
(n =3049)	(n =2707)	(n =3047)	(n = 2168)	(n = 1934)
512 missing (17%)	229 missing (8%)	214 missing (7%)	169 missing (8%)	170 missing (9%)

☐ Daily

Community Report on Children Entering School in 2003-2004
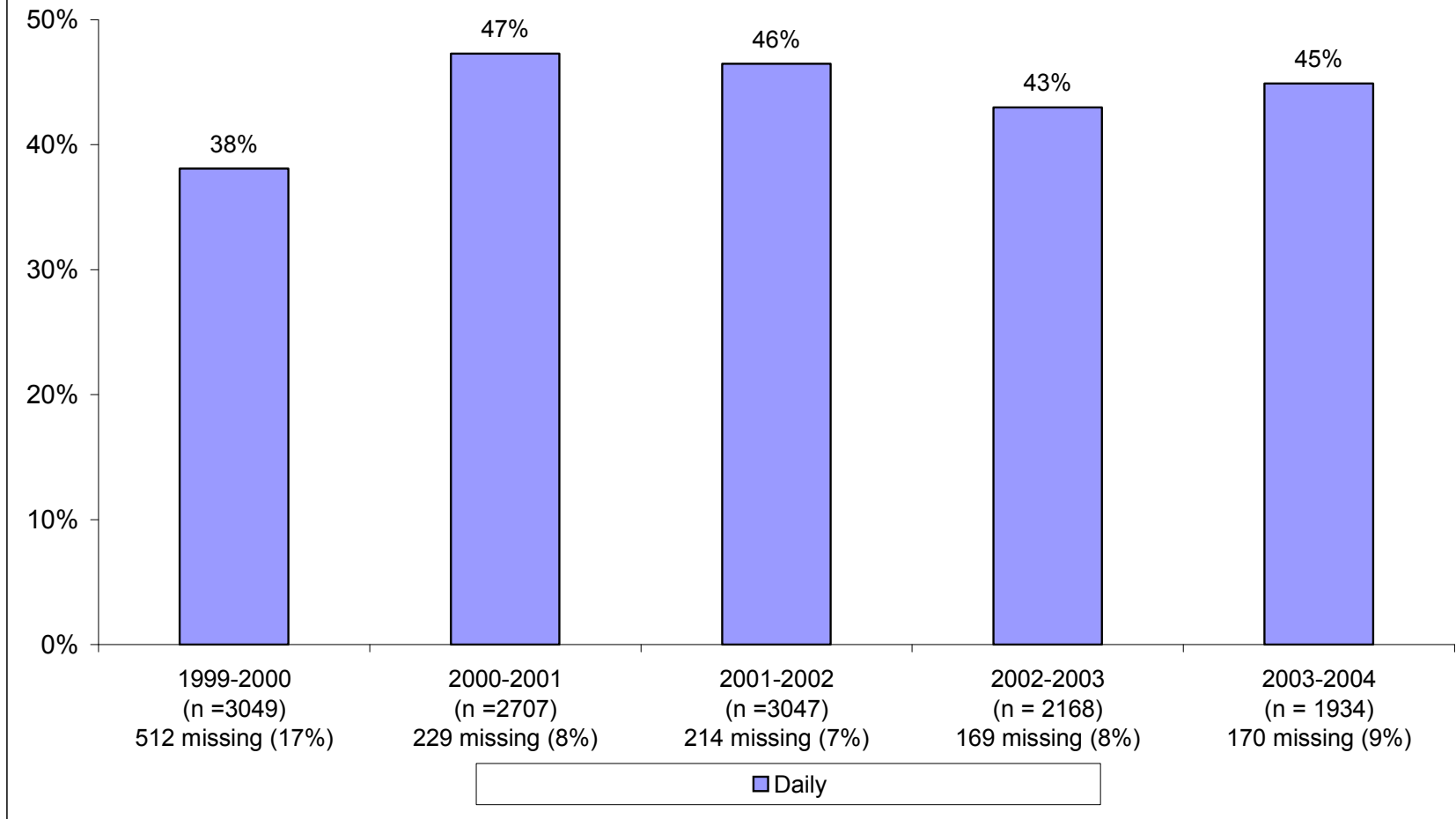
Life Experiences

Item #17: How much television does child watch daily?
(*Note: Dotted line is the change from PACE 1.2: 2 or more hours to PACE 2.0: 3 or more hours)

	1999-2000 (n =3049) 453 missing (15%)	2000-2001 (n =2707) 206 missing (8%)	2001-2002 (n =3047) 186 missing (6%)	2002-2003 (n = 2168) 144 missing (7%)	2003-2004 (n = 1934) 107 missing (6%)
	82%	79%	80%	58%	48%

Community Report on Children Entering School in 2003-2004
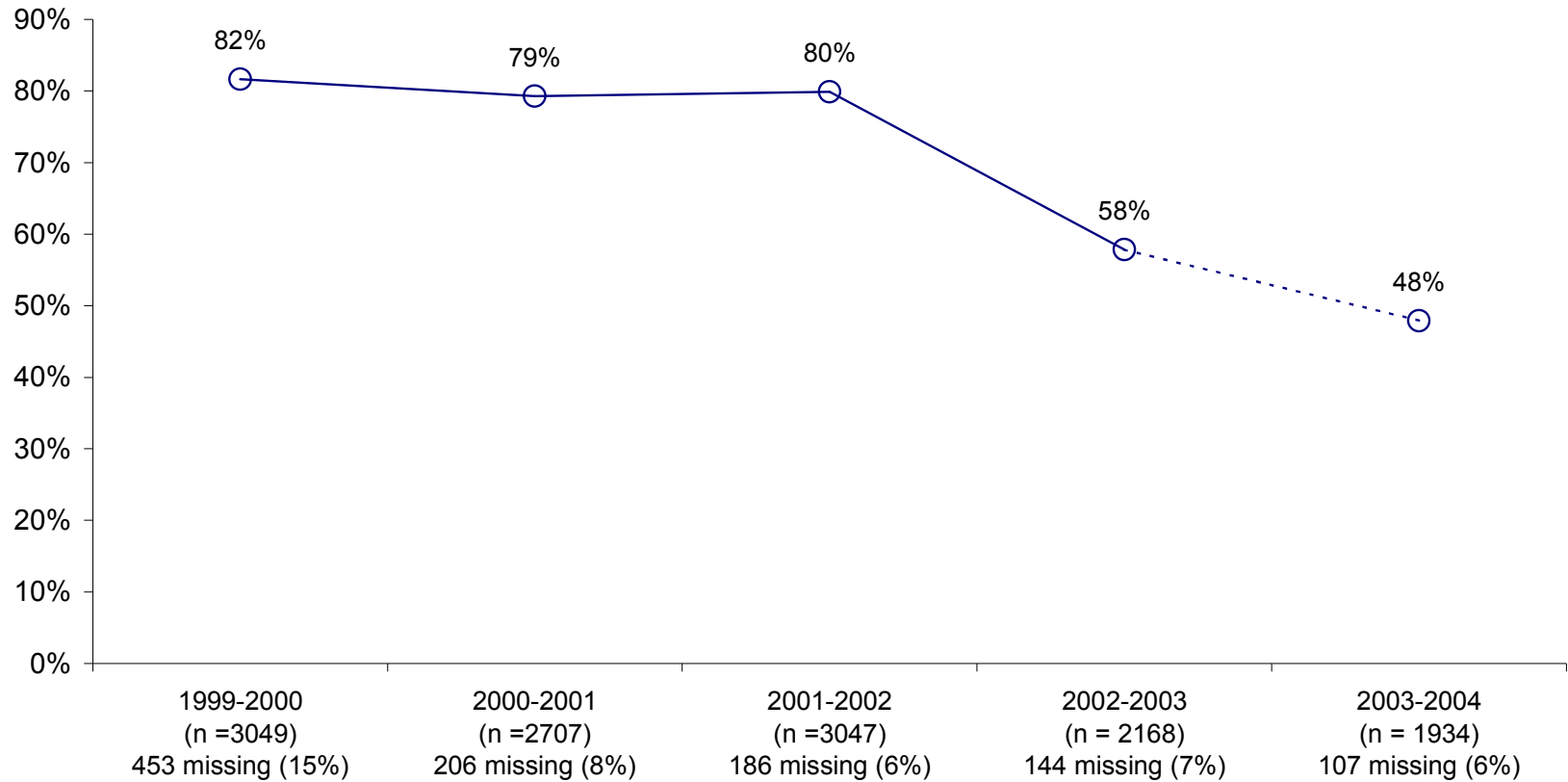
Life Experiences

Item #18: What time does (will) child go to bed on school nights?

1999-2000 (n =3049) 381 missing (12%)	13%
2000-2001 (n =2707) 138 missing (5%)	13%
2001-2002 (n =3047) 138 missing (5%)	12%
2002-2003 (n = 2168) 103 missing (5%)	12%
2003-2004 (n = 1934) 83 missing (4%)	14%

■ 9 pm or later

Community Report on Children Entering School in 2003-2004
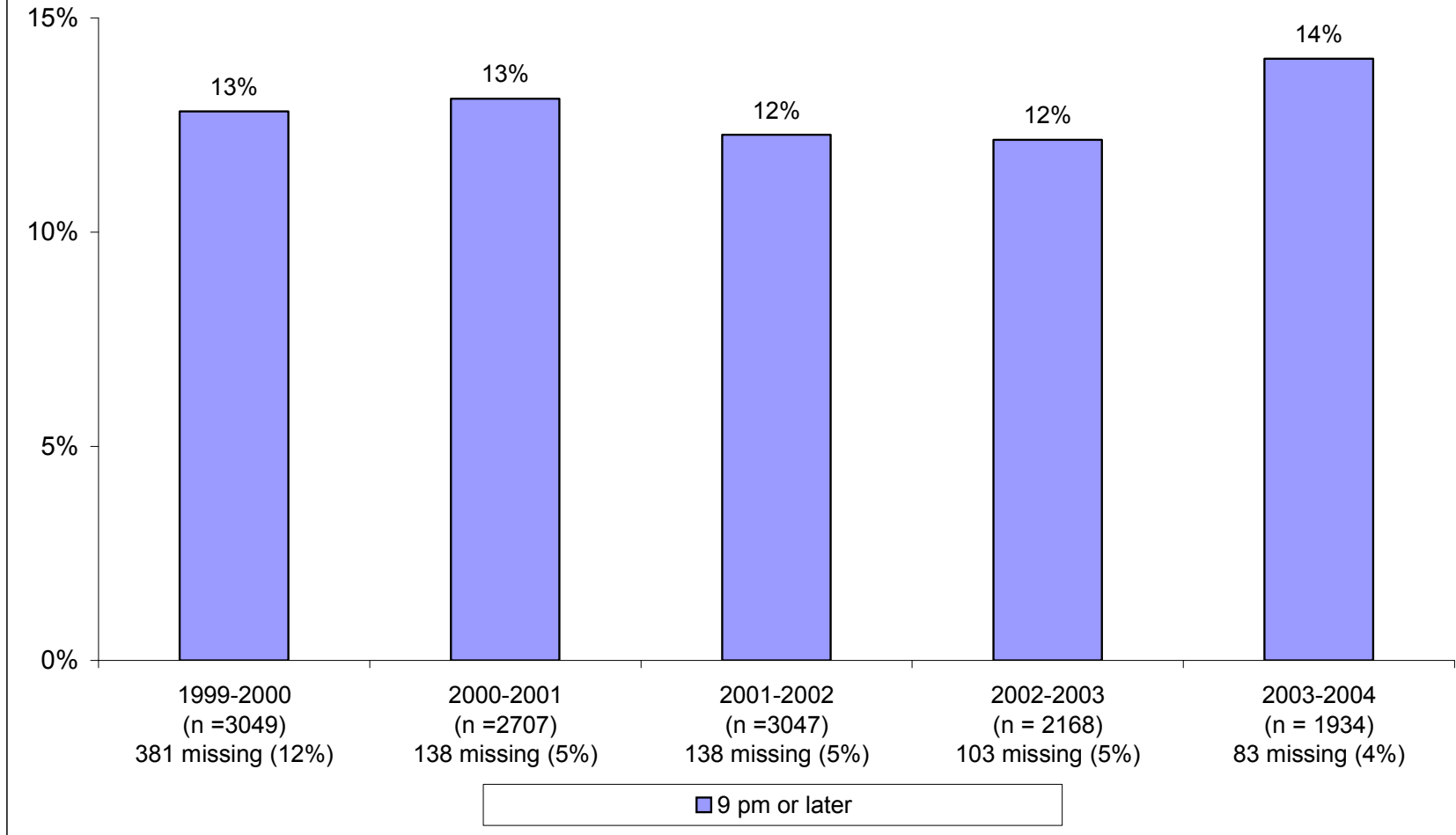
Life Experiences

Item #19: How often does child eat breakfast?

	1999-2000 (n =3049) 402 missing (13%)	2000-2001 (n =2707) 125 missing (5%)	2001-2002 (n =3047) 104 missing (3%)	2002-2003 (n = 2168) 81 missing (4%)	2003-2004 (n = 1934) 61 missing (3%)
Daily	85%	88%	87%	83%	84%
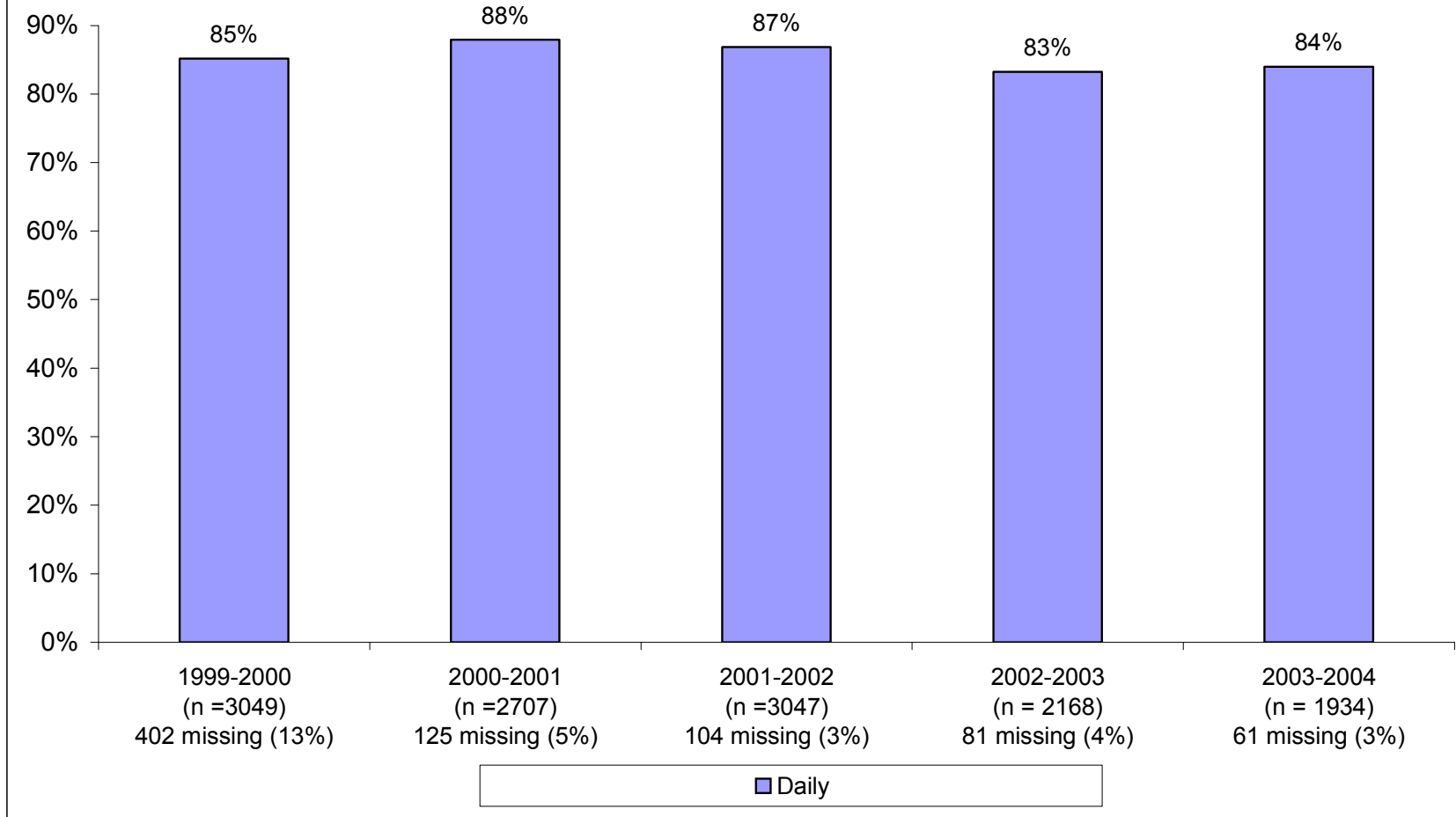
Life Experiences

Item #20: Does child have enough food to eat?

Bar chart showing percentage of "Daily" responses by year:

Year	Value
1999-2000	Unavailable
2000-2001	Unavailable
2001-2002	Unavailable
2002-2003 (n = 1488) 64 missing (4%)	97%
2003-2004 (n = 1934) 67 missing (3%)	98%

Legend: ■ Daily
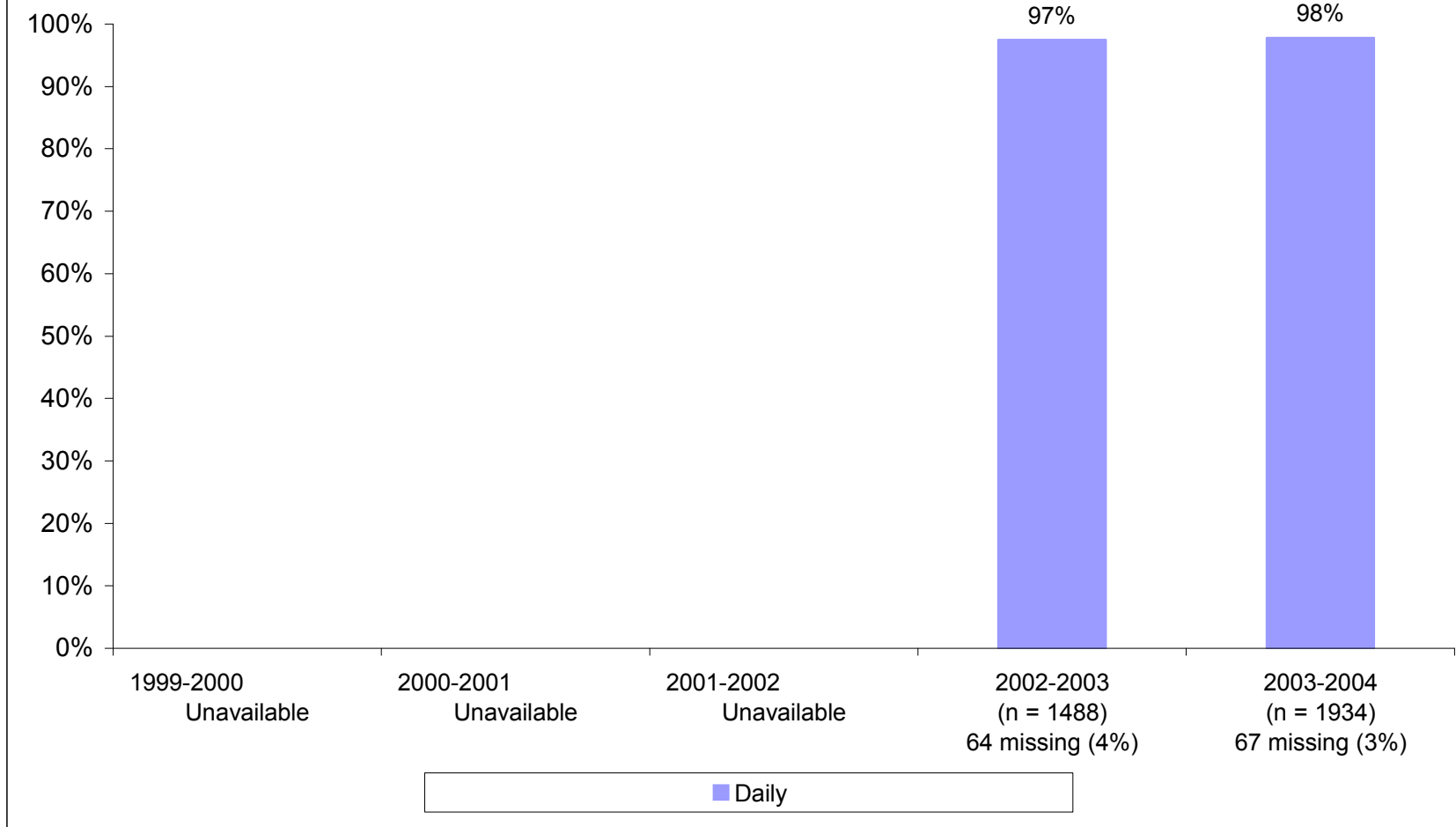
Life Experiences

Are other agencies or professionals involved with child?

10%

10%

10% —

5% —

0% —

| 1999-2000 Unavailable | 2000-2001 Unavailable | 2001-2002 Unavailable | 2002-2003 (n = 1488) 64 missing (4%) | 2003-2004 (n = 1934) 67 missing (3%) |

■ Yes
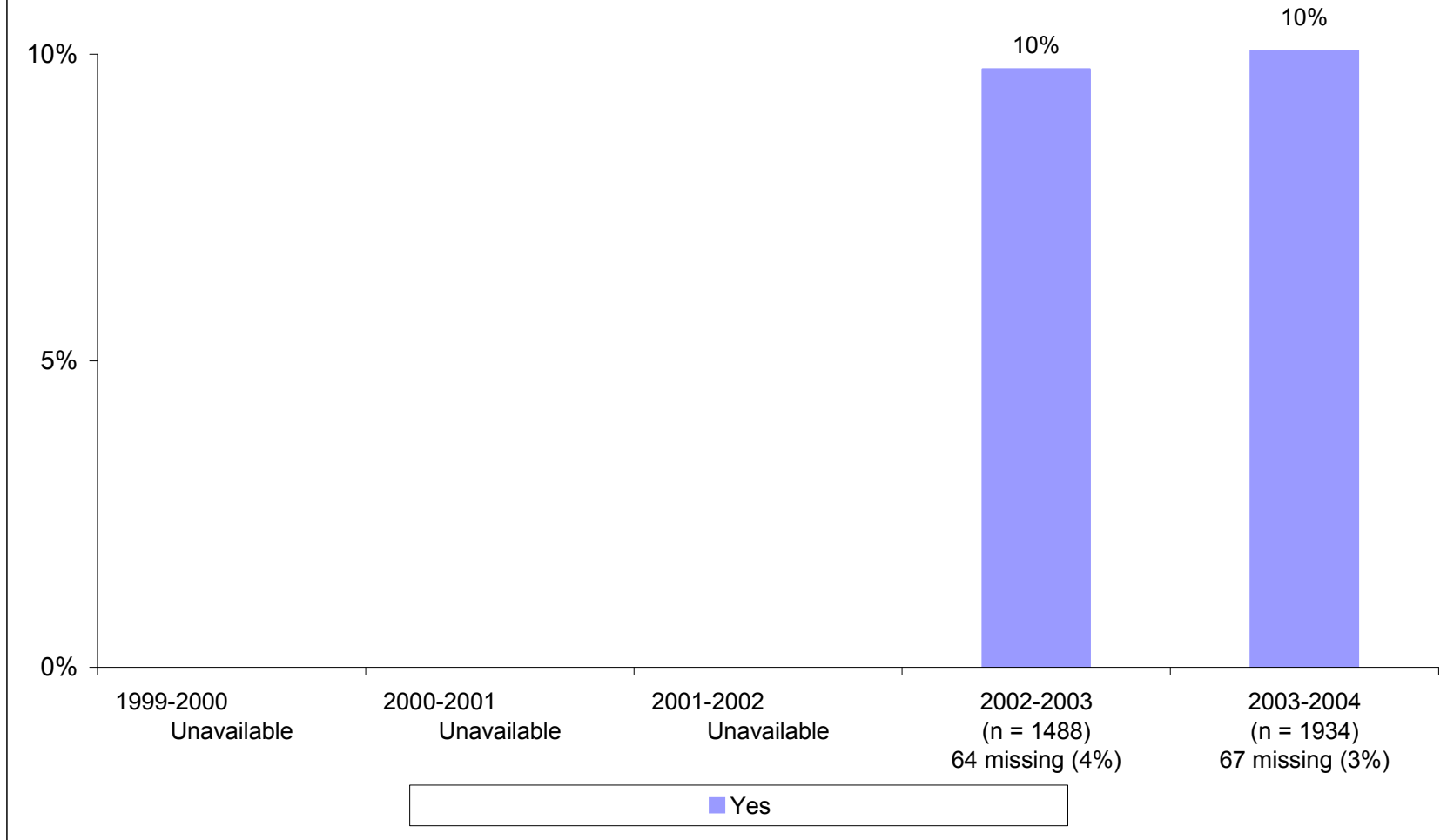
APPENDIX D

Scales Tables and Charts

Item Level

Item in Subscale	Item #	Description	2002-2003				2003-2004			
			n	Missing	Mean	Standard Deviation	n	Missing	Mean	Standard Deviation
fm	1	Hold a pencil with his/her fingers for writing?	1261	34	3.3	0.81	1656	39	3.3	0.82
fm	2	Draw or copy shapes like squares?	1238	57	2.9	0.97	1642	53	3.0	0.95
fm	3	Zip his or her coat by self?	1244	51	3.3	0.89	1635	60	3.4	0.85
fm	4	Cut out simple shapes, like a house, with scissors?	1233	62	2.7	1.02	1631	64	2.8	1.03
gm	5	Run?	1246	49	3.7	0.63	1645	50	3.7	0.61
gm	6	Balance on one foot without support?	1241	54	3.5	0.74	1638	57	3.5	0.74
gm	7	Go down steps one foot after the other without holding a railing?	1243	52	3.6	0.71	1655	40	3.6	0.72
gm	8	Catch a small ball, like a tennis ball?	1251	44	3.2	0.88	1654	41	3.2	0.86
	9	Trip and fall?	1805	58	1.7	0.65	1647	48	1.7	0.65
	10	Avoid touching slimy or gooey things like play-dough, mud, or glue?	1768	95	1.7	0.87	1612	83	1.7	0.89
	11	How often is your child super aware of different sounds?	1203	92	3.2	0.95	1598	97	3.2	0.94
	12	How often is your child a picky eater?	1168	127	2.2	0.95	1542	153	2.3	0.99
	13	Would you like to talk with someone about your childs coordination?	1237	58	1.2	0.54	1622	73	1.2	0.50

Subscales

		2002-2003				2003-2004			
		n	Mean	Standard Deviation	Cronbach's Alpha	n	Mean	Standard Deviation	Cronbach's Alpha
fm	Fine Motor	1266	3.1	0.75	0.83	1665	3.1	0.73	0.82
gm	Gross Motor	1264	3.5	0.61	0.83	1664	3.5	0.58	0.79

Fine Motor, Gross Motor and Sensory Functioning Scales
(Average Score for Kindergartners)
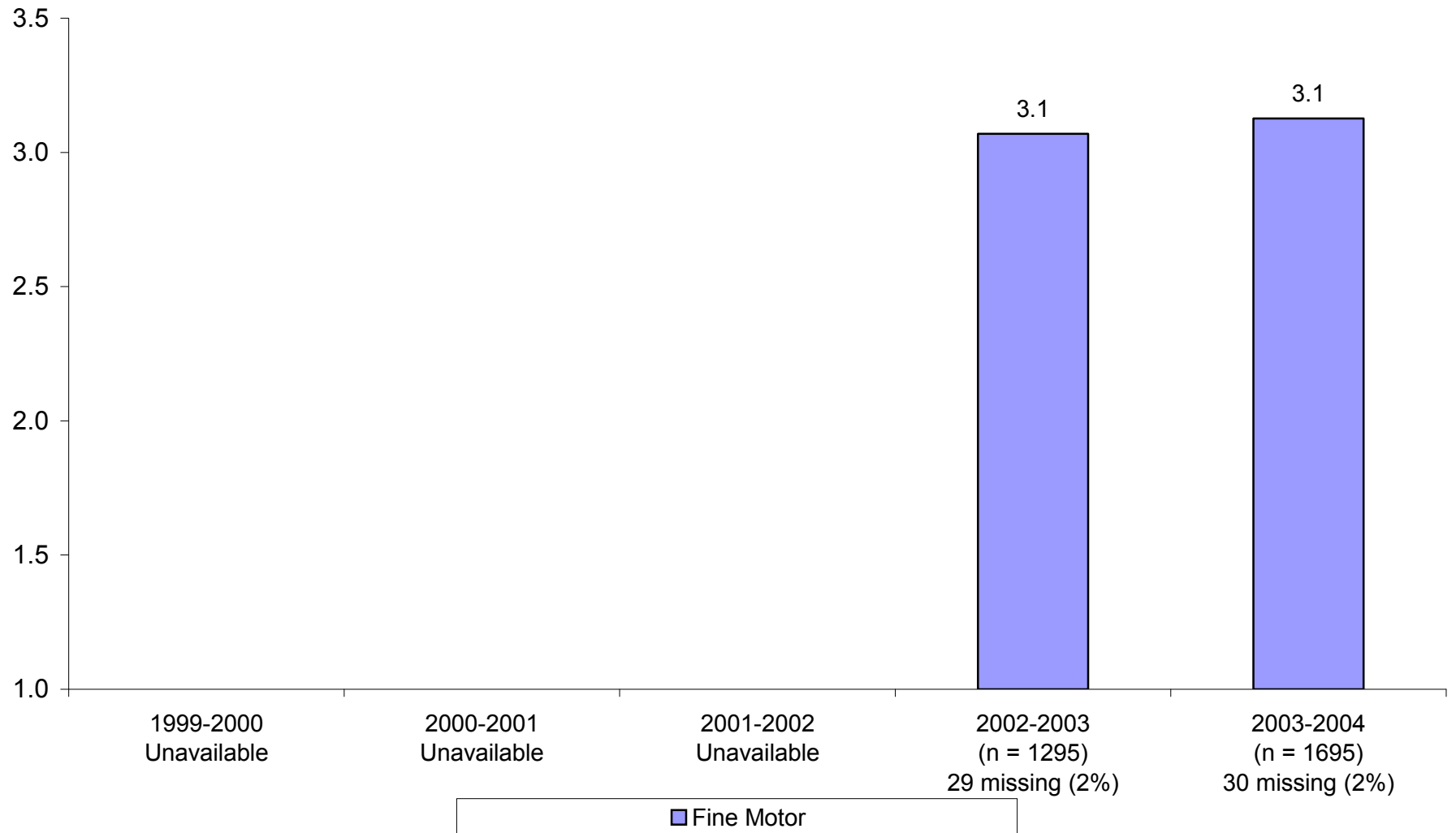
			3.1	3.1

1999-2000
Unavailable

2000-2001
Unavailable

2001-2002
Unavailable

2002-2003
(n = 1295)
29 missing (2%)

2003-2004
(n = 1695)
30 missing (2%)

Fine Motor

Fine Motor, Gross Motor and Sensory Functioning Scales

(Average Score for Kindergartners)

			3.5	3.5

1999-2000
Unavailable

2000-2001
Unavailable

2001-2002
Unavailable

2002-2003
(n = 1295)
31 missing (2%)

2003-2004
(n = 1695)
31 missing (2%)

■ Gross Motor

Community Report on Children Entering School in 2003-2004
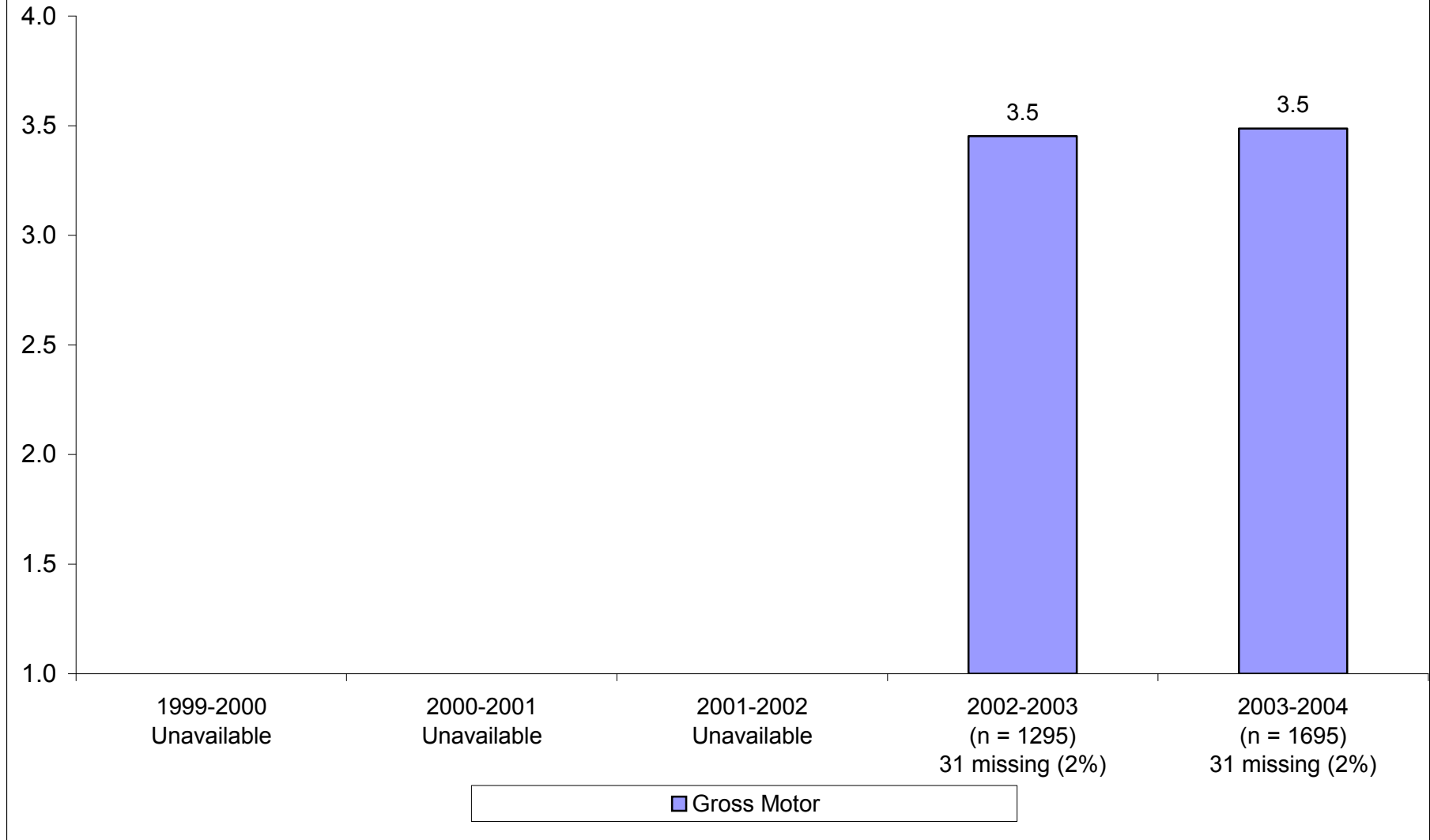
PACE (2002-2004)
Speech and Language Development
Statistics for Kindergartners

Item Level

Item in Subscale	Item #	Description	2002-2003				2003-2004			
			n	Missing	Mean	Standard Deviation	n	Missing	Mean	Standard Deviation
el	1	Understand english?	1819	44	3.7	0.63	1663	32	3.7	0.65
el	2	Talk with other children?	1820	43	3.6	0.67	1656	39	3.6	0.68
el	3	Talk with adults?	1818	45	3.5	0.76	1655	40	3.5	0.73
el	4	Use words to describe things?	1804	59	3.4	0.80	1651	44	3.4	0.82
el	5	Tell a complete story with a beginning, middle and end?	1806	57	3.0	1.01	1654	41	3.0	1.02
el	6	Tell you how he/she feels when asked?	1814	49	3.5	0.78	1653	42	3.5	0.76
s	7	Do you have difficulty understanding your child?	1817	46	3.6	0.71	1654	41	3.7	0.68
s	8	Do others have difficulty understanding your child?	1797	66	3.5	0.75	1634	61	3.5	0.77
	9	Does your child understand what others say?	1782	81	3.5	0.95	1630	65	3.5	0.86
	10	Does your child speak clearly?	1176	119	3.3	0.97	1572	123	3.3	0.97
	11	Has your child received special help for speech or language?	1803	60	1.1	0.34	1645	50	1.2	0.36
	12	Does your child need extra help with speech or language?	1805	58	1.4	0.71	1651	44	1.4	0.72

Subscales

		2002-2003				2003-2004			
		n	Mean	Standard Deviation	Cronbach's Alpha	n	Mean	Standard Deviation	Cronbach's Alpha
el	Expressive Language	1824	3.5	0.61	0.87	1666	3.5	0.61	0.87
s	Speech	1821	3.6	0.69	0.85	1659	3.6	0.68	0.86

Speech and Language Development Scales
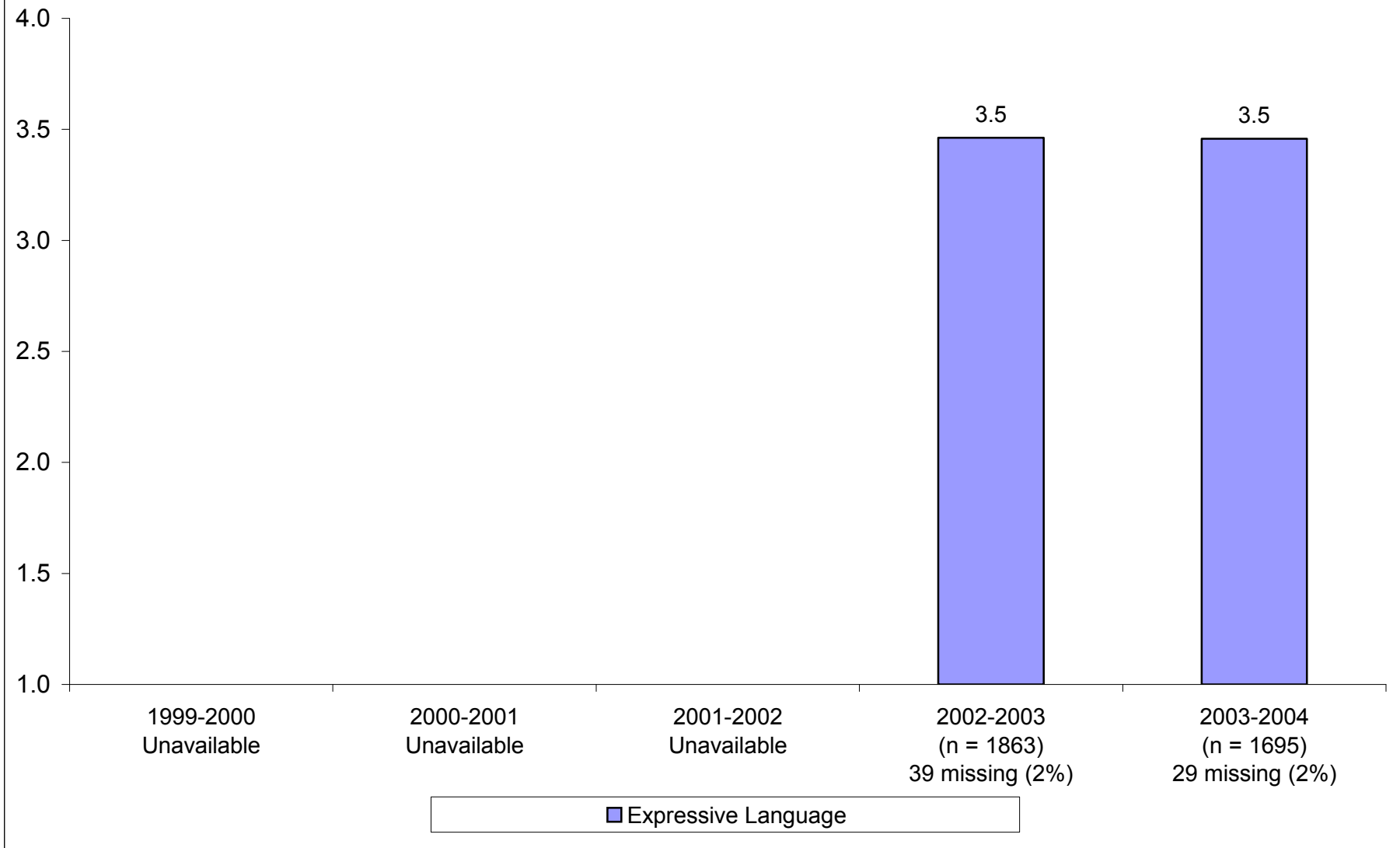
(Average Score for Kindergartners)

	1999-2000 Unavailable	2000-2001 Unavailable	2001-2002 Unavailable	2002-2003 (n = 1863) 39 missing (2%)	2003-2004 (n = 1695) 29 missing (2%)
Value				3.5	3.5

■ Expressive Language

Speech and Language Development Scales
(Average Score for Kindergartners)

1999-2000 Unavailable	2000-2001 Unavailable	2001-2002 Unavailable	2002-2003 (n = 1863) 42 missing (2%)	2003-2004 (n = 1695) 36 missing (2%)

3.6 (2002-2003)   3.6 (2003-2004)

■ Speech
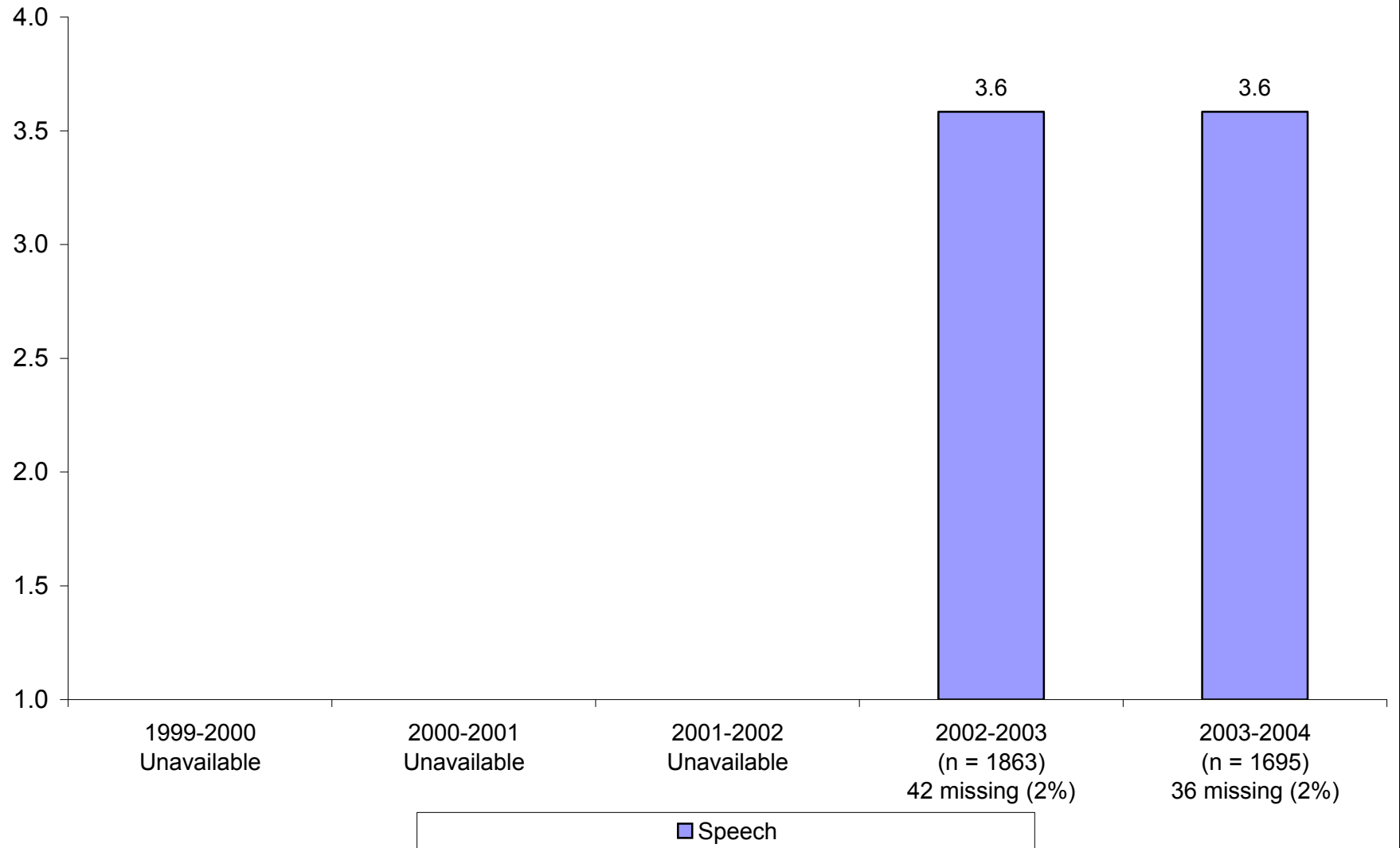
PACE (2002-2004)
School Skills
Statistics for Kindergartners

Item Level

Item in Subscale	Item #	Description	2002-2003				2003-2004			
			n	Missing	Mean	Standard Deviation	n	Missing	Mean	Standard Deviation
l	1	Listen to books being read?	1258	37	3.3	0.87	1661	34	3.3	0.85
l	2	Listen to and follow directions?	1799	64	3.1	0.85	1657	38	3.1	0.85
pl	3	Read his/her own written name?	1231	64	2.6	1.18	1635	60	2.8	1.18
pl	4	Read numbers up to 12?	1240	55	2.6	1.15	1636	59	2.7	1.14
pl	5	Identify written alphabet letters by self?	1233	62	2.4	1.13	1628	67	2.4	1.13
pl	6	Read simple written words?	1768	95	1.6	0.96	1615	80	1.7	0.97
pl	7	Count 20 things?	1225	70	2.7	1.13	1632	63	2.6	1.14
pl	8	Write the numbers from 1 to 12?	1772	91	1.8	1.02	1615	80	1.9	1.08
pl	9	Write his or her first and last name by self?	1780	83	2.2	1.16	1618	77	2.1	1.16
l	10	Repeat sentences when asked to?	1234	61	2.9	1.00	1635	60	3.0	0.97
l	11	Retell a story that was just read aloud?	1225	70	2.6	1.05	1634	61	2.7	1.03
l	12	Know the words to at least one song or rhyme by heart?	1230	65	3.2	0.94	1643	52	3.3	0.92
l	13	Remember things?	1784	79	3.4	0.79	1651	44	3.4	0.77
l	14	Learn new things?	1695	168	3.4	0.78	1536	159	3.4	0.78
	15	Does your child need extra help to learn new things?	1743	120	1.7	0.74	1605	90	1.6	0.73

Subscales

		2002-2003				2003-2004			
		n	Mean	Standard Deviation	Cronbach's Alpha	n	Mean	Standard Deviation	Cronbach's Alpha
l	Learning	1828	3.2	0.69	0.89	1670	3.3	0.66	0.89
pl	Pre-Literacy	1827	2.2	0.87	0.89	1669	2.3	0.86	0.89

Community Report on Children Entering School in 2003-2004

School Skills Scales

(Average Score for Kindergartners)

Year	Value
1999-2000 Unavailable	
2000-2001 Unavailable	
2001-2002 Unavailable	
2002-2003 (n = 1863) 35 missing (2%)	3.2
2003-2004 (n = 1695) 25 missing (1%)	3.3

☐ Learning

Community Report on Children Entering School in 2003-2004

School Skills Scales

(Average Score for Kindergartners)

			2.2	2.3

4.0

3.5

3.0

2.5

2.0

1.5

1.0

1999-2000 Unavailable	2000-2001 Unavailable	2001-2002 Unavailable	2002-2003 (n = 1863) 36 missing (2%)	2003-2004 (n = 1695) 25 missing (1%)

☐ Pre-Literacy

Item Level

Item in Subscale	Item #	Description	2002-2003				2003-2004			
			n	Missing	Mean	Standard Deviation	n	Missing	Mean	Standard Deviation
pps	1	Makes friends easily	1244	51	3.4	0.60	1651	44	3.5	0.61
sa	2	Gets nervous easily	1231	64	2.3	0.84	1638	57	2.3	0.83
nps	3	Fights with other children	1220	75	1.9	0.80	1615	80	1.8	0.74
to	4	Completes things he/she starts	1224	71	3.0	0.66	1623	72	3.0	0.68
pps	5	Has many friends	1224	71	3.2	0.72	1630	65	3.2	0.71
sa	6	Is withdrawn	1191	104	1.7	0.78	1587	108	1.7	0.73
nps	7	Hurts others	1230	65	1.5	0.67	1624	71	1.5	0.62
to	8	Has a short attention span	1204	91	3.0	0.91	1595	100	3.0	0.90
pps	9	Talks easily with other children	1218	77	3.3	0.75	1613	82	3.3	0.69
sa	10	Worries alot	1219	76	1.8	0.76	1601	94	1.8	0.76
nps	11	Bothers other children	1213	82	1.7	0.75	1608	87	1.7	0.77
to	12	Concentrates well	1209	86	3.0	0.74	1598	97	3.0	0.75
	13	Is irritable, touchy or prickly	1193	102	1.9	0.82	1589	106	1.9	0.80
	14	Is an easy child	1204	91	3.1	0.73	1599	96	3.2	0.72
	15	Has a very high activity level	1170	125	3.1	0.83	1566	129	3.1	0.83
	16	Does your child need extra help with his/her behavior?	1771	92	1.4	0.64	1604	91	1.3	0.60

Subscales

		2002-2003				2003-2004			
		n	Mean	Standard Deviation	Cronbach's Alpha	n	Mean	Standard Deviation	Cronbach's Alpha
nps	Negative Peer Social	1254	1.7	0.60	0.73	1654	1.7	0.57	0.70
to	Task Oriented	1255	3.0	0.59	0.63	1653	3.0	0.60	0.63
pps	Positive Peer Social	1256	3.3	0.55	0.69	1661	3.3	0.55	0.74
sa	Shy Anxious	1254	2.0	0.62	0.61	1656	1.9	0.59	0.58

Social Emotional Scales

(Average Score for Kindergartners)

Year	Status
1999-2000	Unavailable
2000-2001	Unavailable
2001-2002	Unavailable
2002-2003	(n = 1295) 41 missing (3%) — 1.7
2003-2004	(n = 1695) 41 missing (2%) — 1.7

Legend: ■ Negative Peer Social

Community Report on Children Entering School in 2003-2004

Social Emotional Scales

(Average Score for Kindergartners)

3.0

3.0

3.0

2.5

2.0

1.5

1.0

| 1999-2000 Unavailable | 2000-2001 Unavailable | 2001-2002 Unavailable | 2002-2003 (n = 1295) 40 missing (3%) | 2003-2004 (n = 1695) 42 missing (2%) |

☐ Task Oriented

Community Report on Children Entering School in 2003-2004

Social Emotional Scales

(Average Score for Kindergartners)

			3.3	3.3

Chart data:

- 1999-2000: Unavailable
- 2000-2001: Unavailable
- 2001-2002: Unavailable
- 2002-2003: 3.3 (n = 1295), 39 missing (3%)
- 2003-2004: 3.3 (n = 1695), 34 missing (2%)

Legend: ☐ Positive Peer Social

Community Report on Children Entering School in 2003-2004

Social Emotional Scales

(Average Score for Kindergartners)

	1999-2000 Unavailable	2000-2001 Unavailable	2001-2002 Unavailable	2002-2003 (n = 1295) 41 missing (3%)	2003-2004 (n = 1695) 34 missing (2%)
2.0				2.0	1.9

□ Shy Anxious

PACE (2002-2004)
Life Experiences
Statistics for Kindergartners

Item Level

Item #	Description	2002-2003				2003-2004			
		n	Missing	Mean	Standard Deviation	n	Missing	Mean	Standard Deviation
1	Gone to a library?	1799	64	3.1	1.13	1653	42	3.1	1.16
2	Gone on an outing (e.g., zoo, museum, etc.)?	1795	68	3.7	0.73	1629	66	3.6	0.78
3	Moved from one home to another in the last 6 months?	1754	109	1.6	0.86	1604	91	1.5	0.72
4	Moved from one home to another during his/her life?	1744	119	2.5	1.11	1602	93	2.4	1.11
5	Seen a close family member or friend very sick?	1756	107	1.7	0.94	1601	94	1.6	0.85
6	Experienced the death of a close family member or friend?	1774	89	1.5	0.83	1623	72	1.5	0.73
7	Experienced parents separation or divorce?	1790	73	1.5	0.75	1630	65	1.4	0.60
8	Experienced a parent who is depressed?	1232	63	1.4	0.72	1635	60	1.3	0.70
9	Witnessed violence in the neighborhood?	1245	50	1.3	0.75	1641	54	1.2	0.63
10	Witnessed violence at home?	1234	61	1.2	0.63	1631	64	1.2	0.63
11	Been away from parent(s) for more than a month?	1780	83	1.3	0.75	1637	58	1.3	0.70
12	Seen a family member with a drug or alcohol problem?	1776	87	1.2	0.65	1621	74	1.2	0.57
13	A mother who regularly spends time with him/her?	1770	93	3.8	0.76	1617	78	3.8	0.71
14	A father who regularly spends time with him/her?	1716	147	2.9	1.25	1586	109	3.0	1.25
15	A warm close relationship with any adult(s)?	1738	125	3.5	0.81	1585	110	3.5	0.84
16	How often does an adult read to this child?	1719	144	3.3	0.74	1545	150	3.3	0.74
17	How much TV does your child watch each day?	1743	120	2.5	0.83	1602	93	2.5	0.81
18	What time does (will) your child go to bed on school nights?	1781	82	2.0	0.54	1623	72	2.0	0.59
19	How often does your child eat breakfast?	1247	48	3.7	0.62	1643	52	3.8	0.62
20	Does your child have enough food to eat?	1240	55	4.0	0.27	1637	58	4.0	0.25

*No Subscale for Life Experiences