ROCHESTER EARLY CHILDHOOD ASSESSMENT PARTNERSHIP
2005-06 NINTH ANNUAL REPORT

STATISTICAL SUPPLEMENT

OCTOBER 2006

Walt Gramiak, M.S.
A. Dirk Hightower, Ph.D.
Lauri Brugger, M.S.
Genemarie Van Wagner, B.S.
Andrew MacGowan III, M.S.
Amy C. Baker, M.A.

children's institute
Strengthening social and emotional health

274 N. GOODMAN STREET, SUITE D103
ROCHESTER, NY 14607
(585) 295-1000

www.childrensinstitute.net

TECHNICAL REPORT AND WORKS IN PROGRESS SERIES: NUMBER T06-004

All authors are affiliated with Children's Institute, except for Andrew MacGowan, III, who is affiliated with the Rochester City School District and Amy Baker who is a consultant to Children's Institute.

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Please note that for the following appendices with Roman numerals, the numerals match the chapter numbers in the main report from where these appendices are referenced.

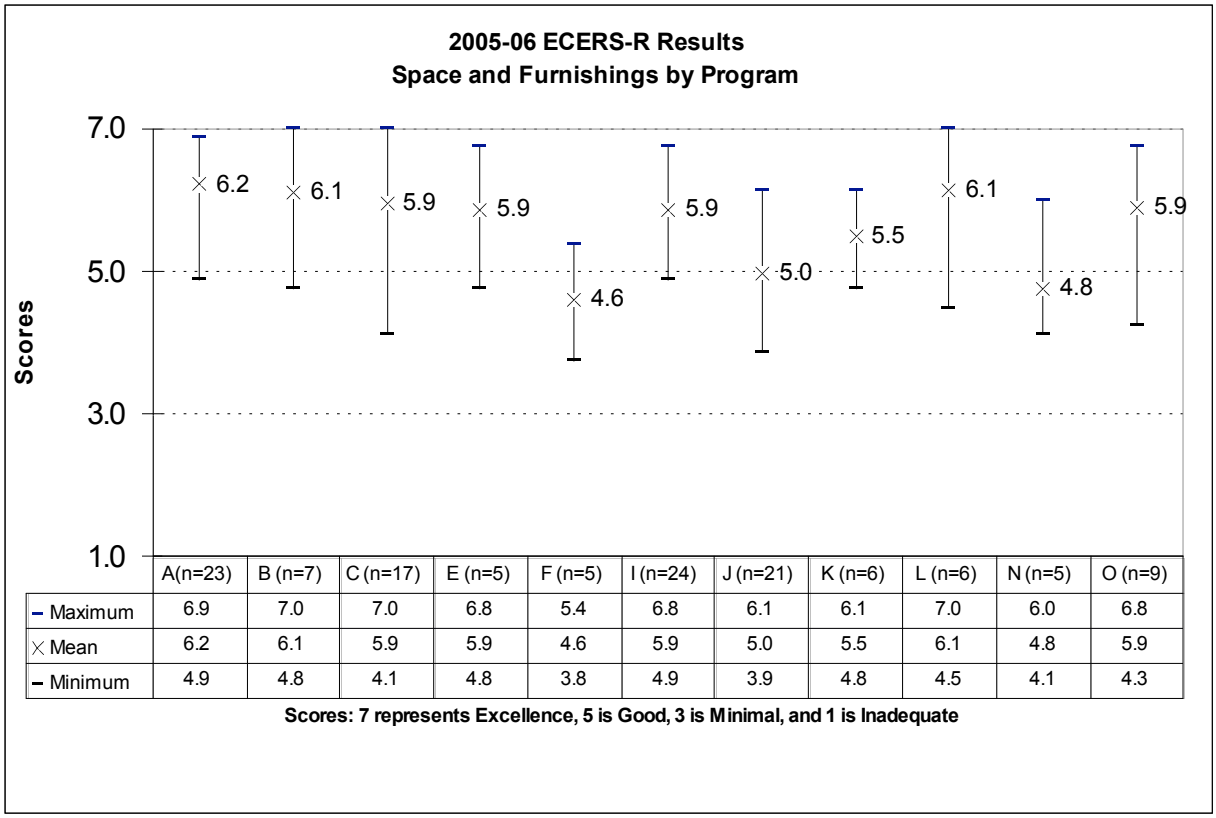
Appendix A – ECERS-R

Appendix A

Early Childhood Environment Rating Scale-Revised (ECERS-R)

The average score for all of the RECAP classes this year was 6.0 out of 7.0, with a standard deviation of 0.7. The lowest score was 3.8 and the highest was 7.0. There were 90% of the classrooms at or above quality standard (score of 5.0). The average score for each of the seven areas was at or above 5.5. The area with the highest average score was "Parents and Staff" with a score of 6.6.

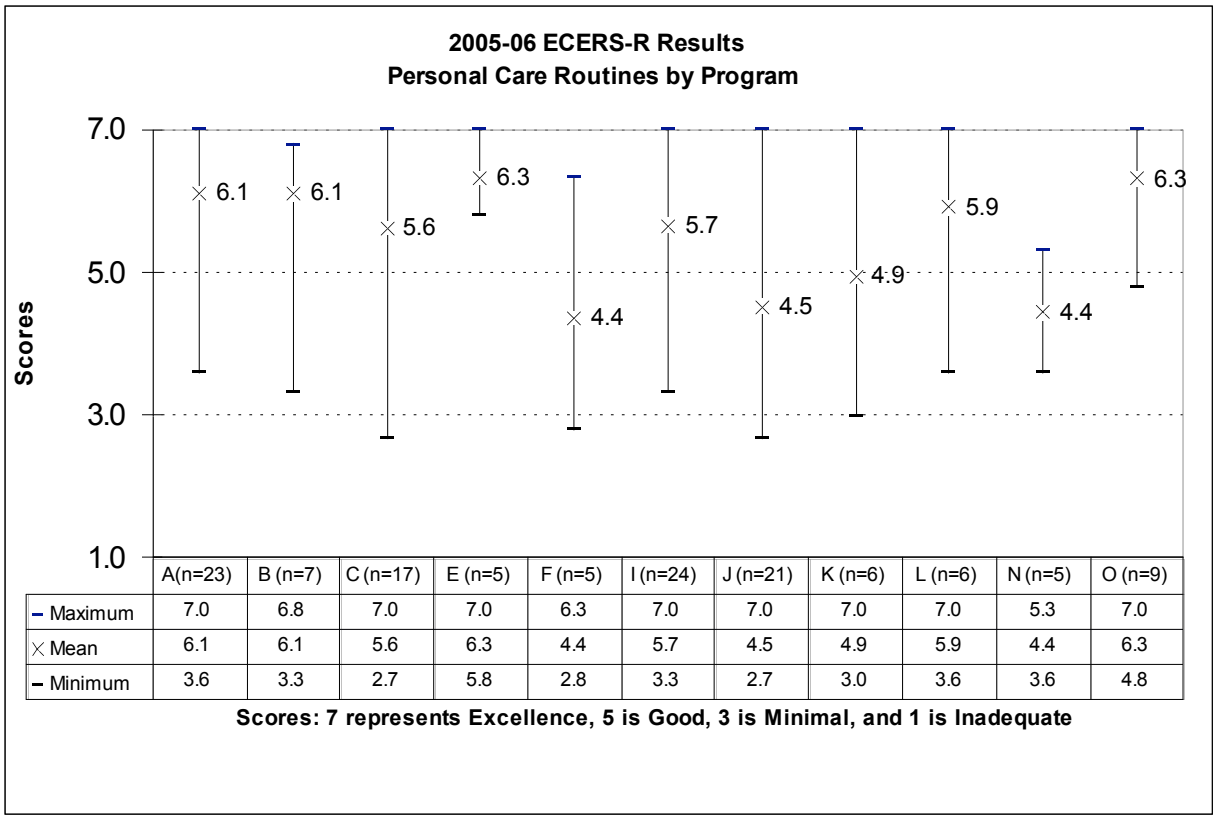
Please note that in the following graphs and tables that programs letter D and M are no longer independent programs this year. The classrooms for these programs were assimilated into other existing programs.



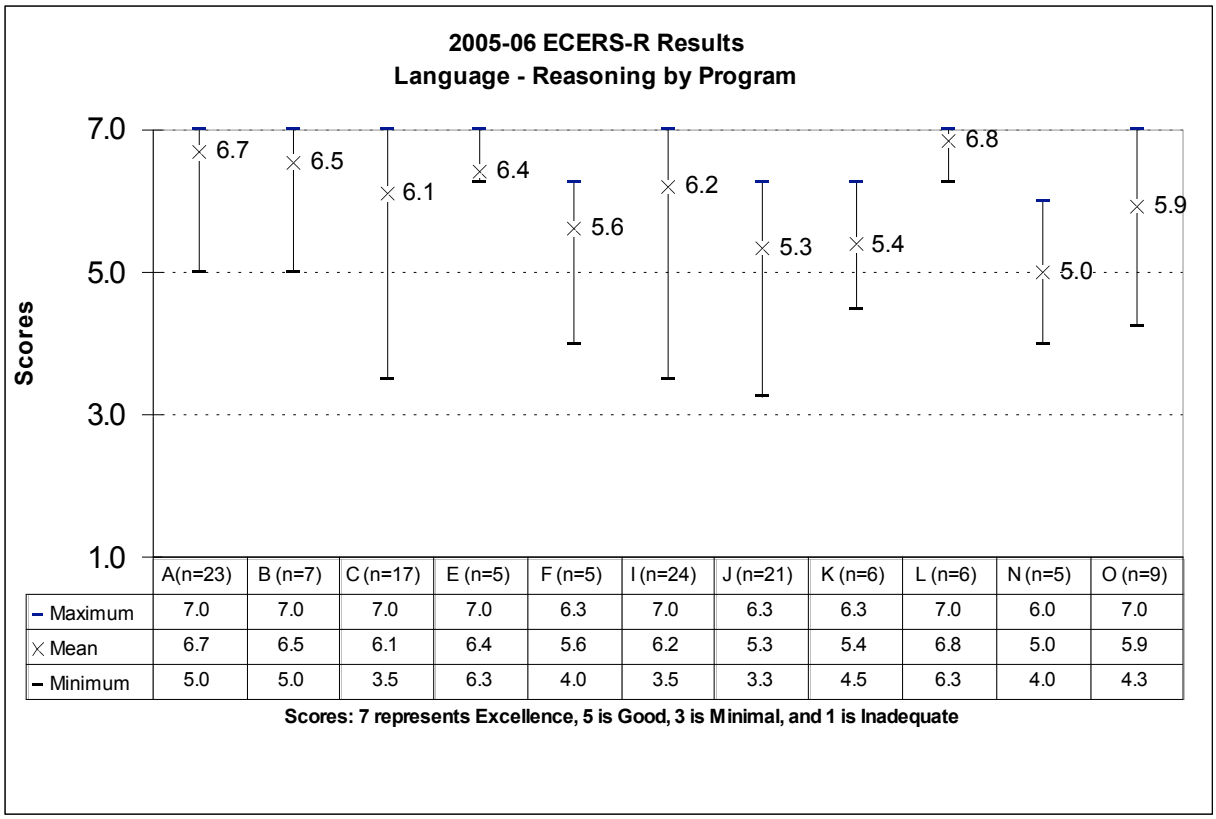
	A(n=23)	B (n=7)	C (n=17)	E (n=5)	F (n=5)	I (n=24)	J (n=21)	K (n=6)	L (n=6)	N (n=5)	O (n=9)
Maximum	6.9	7.0	7.0	6.8	5.4	6.8	6.1	6.1	7.0	6.0	6.8
Mean	6.2	6.1	5.9	5.9	4.6	5.9	5.0	5.5	6.1	4.8	5.9
Minimum	4.9	4.8	4.1	4.8	3.8	4.9	3.9	4.8	4.5	4.1	4.3

Scores: 7 represents Excellence, 5 is Good, 3 is Minimal, and 1 is Inadequate

Number of Classrooms Within Score Range by Program													
Score Range	**A**	**B**	**C**	**E**	**F**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	1	0	1	0	0	0	0	2	1.6%
4-4.9	1	1	3	1	2	2	9	1	1	4	1	26	20.3%
5-5.9	5	1	3	1	2	11	9	4	1	0	4	41	32.0%
6-6.9	17	4	9	3	0	11	2	1	3	1	4	55	43.0%
7.0	0	1	2	0	0	0	0	0	1	0	0	4	3.1%
Total	23	7	17	5	5	24	21	6	6	5	9	128	100.0%



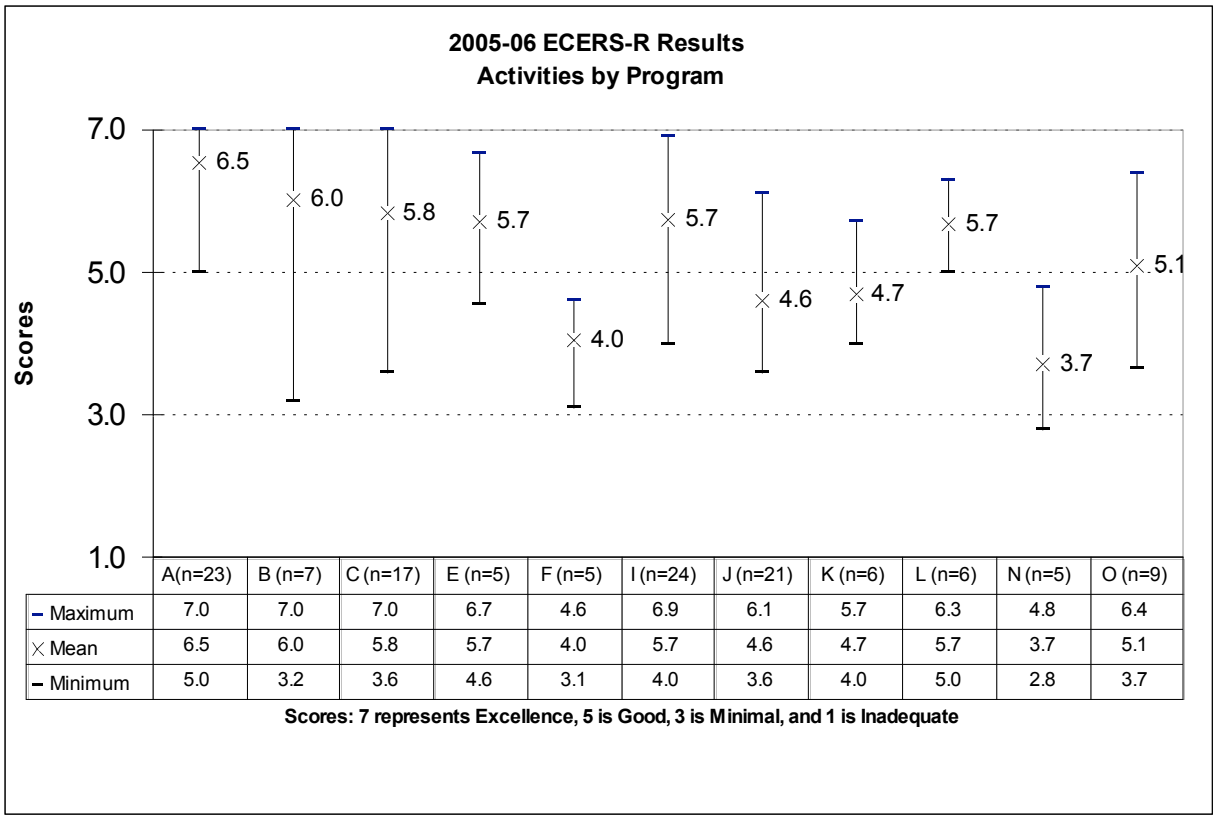
Number of Classrooms Within Score Range by Program													
Score Range	**A**	**B**	**C**	**E**	**F**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	1	0	1	0	1	0	0	0	0	3	2.3%
3-3.9	1	1	1	0	0	3	6	2	1	2	0	17	13.3%
4-4.9	1	0	2	0	3	4	7	0	0	1	1	19	14.8%
5-5.9	5	1	4	1	0	4	4	2	1	2	0	24	18.8%
6-6.9	15	5	7	3	1	11	2	1	3	0	6	54	42.2%
7.0	1	0	2	1	0	2	1	1	1	0	2	11	8.6%
Total	23	7	17	5	5	24	21	6	6	5	9	128	100.0%



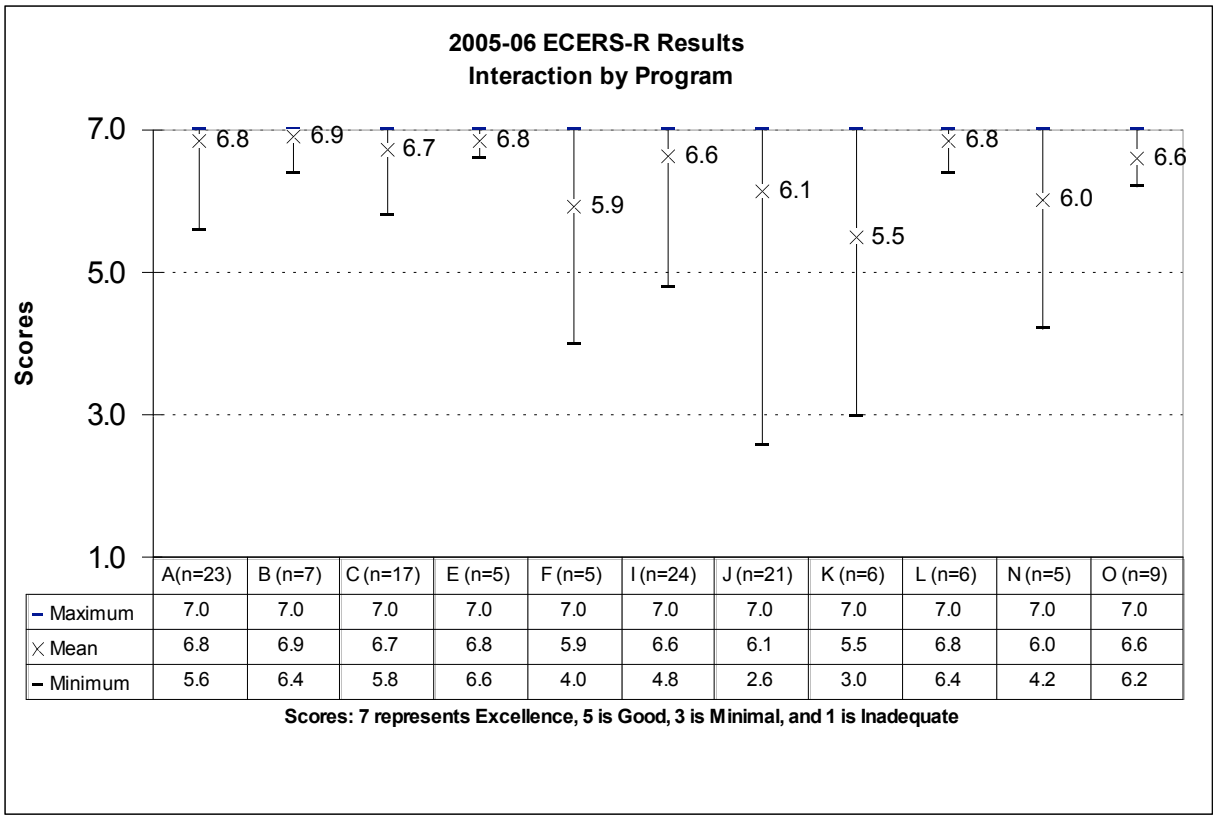
	A(n=23)	B (n=7)	C (n=17)	E (n=5)	F (n=5)	I (n=24)	J (n=21)	K (n=6)	L (n=6)	N (n=5)	O (n=9)
– Maximum	7.0	7.0	7.0	7.0	6.3	7.0	6.3	6.3	7.0	6.0	7.0
× Mean	6.7	6.5	6.1	6.4	5.6	6.2	5.3	5.4	6.8	5.0	5.9
– Minimum	5.0	5.0	3.5	6.3	4.0	3.5	3.3	4.5	6.3	4.0	4.3

Scores: 7 represents Excellence, 5 is Good, 3 is Minimal, and 1 is Inadequate

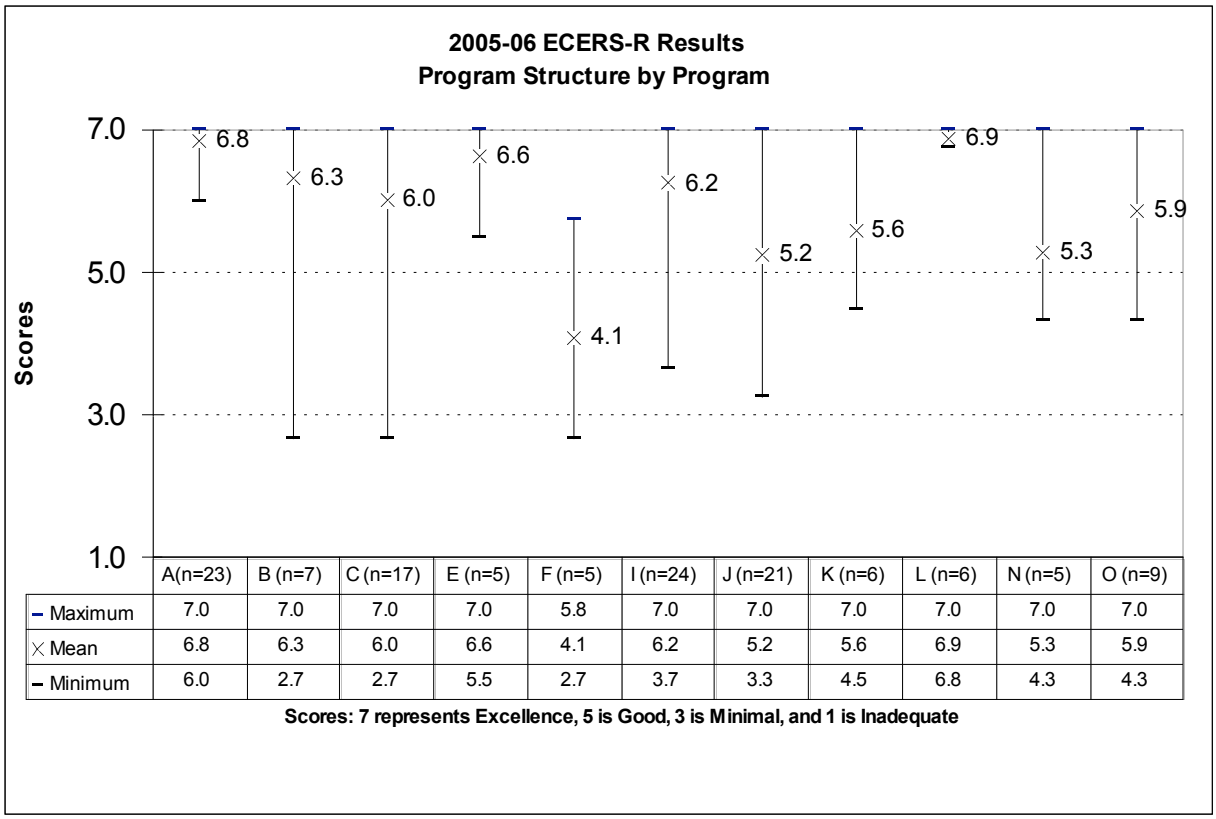
Number of Classrooms Within Score Range by Program													
Score Range	**A**	**B**	**C**	**E**	**F**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	1	0	0	1	2	0	0	0	0	4	3.1%
4-4.9	0	0	1	0	1	2	3	2	0	2	2	13	10.2%
5-5.9	4	1	4	0	1	3	9	2	0	2	2	28	21.9%
6-6.9	3	2	4	4	3	9	7	2	2	1	3	40	31.3%
7.0	16	4	7	1	0	9	0	0	4	0	2	43	33.6%
Total	23	7	17	5	5	24	21	6	6	5	9	128	100.0%



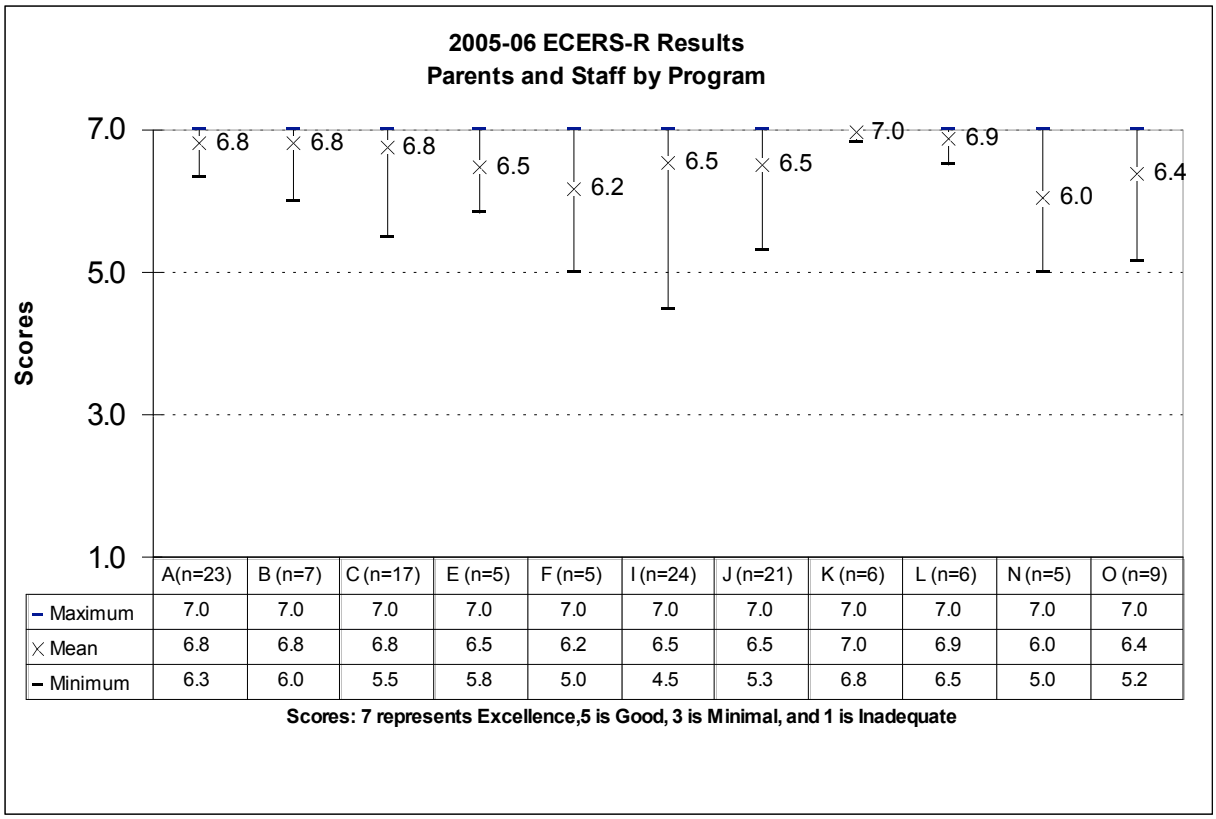
Number of Classrooms Within Score Range by Program													
Score Range	**A**	**B**	**C**	**E**	**F**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	1	0	1	0.8%
3-3.9	0	1	2	0	2	0	3	0	0	2	1	11	8.6%
4-4.9	0	0	2	1	3	6	11	4	0	2	5	34	26.6%
5-5.9	3	0	1	2	0	6	6	2	4	0	0	24	18.8%
6-6.9	17	5	10	2	0	12	1	0	2	0	3	52	40.6%
7.0	3	1	2	0	0	0	0	0	0	0	0	6	4.7%
Total	23	7	17	5	5	24	21	6	6	5	9	128	100.0%



Number of Classrooms Within Score Range by Program													
Score Range	**A**	**B**	**C**	**E**	**F**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	1	0	0	0	0	1	0.8%
3-3.9	0	0	0	0	0	0	1	2	0	0	0	3	2.3%
4-4.9	0	0	0	0	1	1	1	0	0	1	0	4	3.1%
5-5.9	1	0	1	0	1	3	3	0	0	1	0	10	7.8%
6-6.9	6	2	7	3	2	7	10	3	3	1	7	51	39.8%
7.0	16	5	9	2	1	13	5	1	3	2	2	59	46.1%
Total	23	7	17	5	5	24	21	6	6	5	9	128	100.0%



Number of Classrooms Within Score Range by Program													
Score Range	**A**	**B**	**C**	**E**	**F**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	1	1	0	1	0	0	0	0	0	0	3	2.3%
3-3.9	0	0	1	0	2	1	3	0	0	0	0	7	5.5%
4-4.9	0	0	1	0	0	4	3	3	0	3	1	15	11.7%
5-5.9	0	0	4	1	2	2	10	1	0	1	3	24	18.8%
6-6.9	9	2	0	1	0	5	4	0	3	0	3	27	21.1%
7.0	14	4	10	3	0	12	1	2	3	1	2	52	40.6%
Total	23	7	17	5	5	24	21	6	6	5	9	128	100.0%



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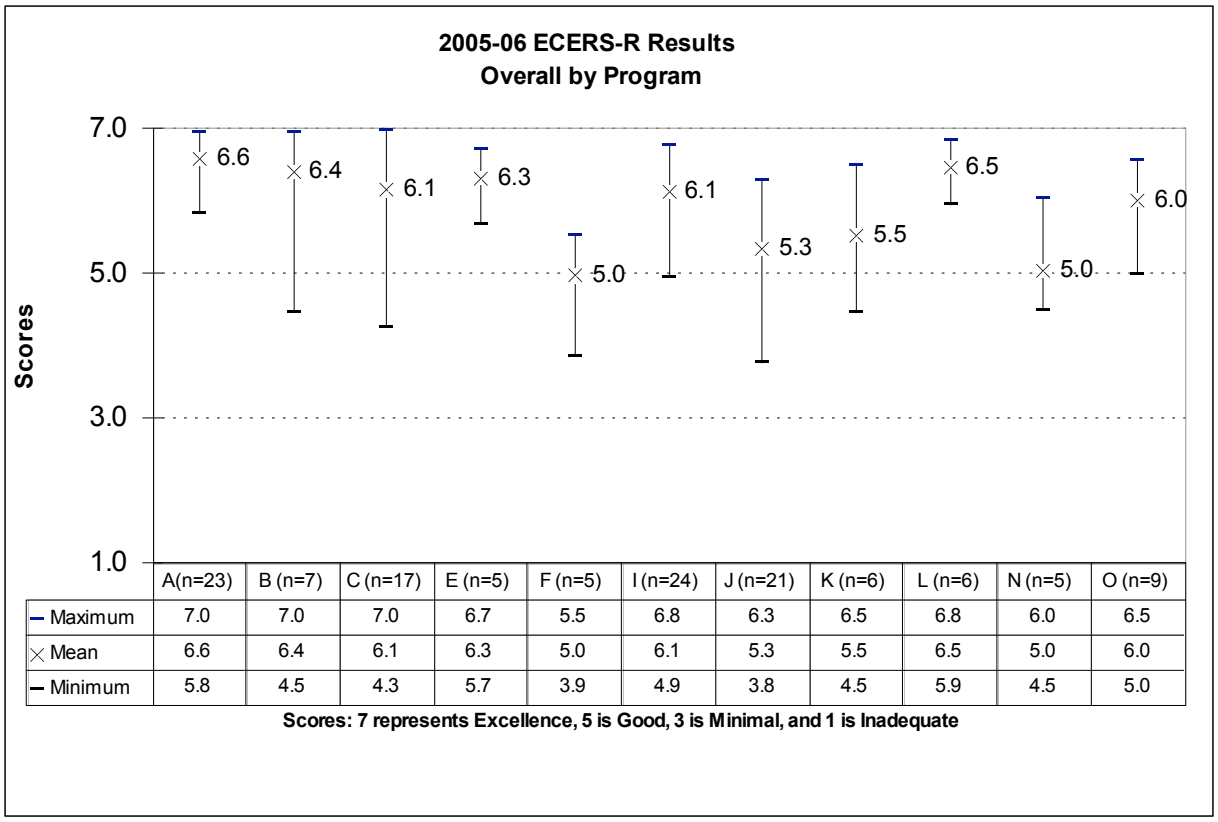
Score Range	**A**	**B**	**C**	**E**	**F**	**I**	**J**	**K**	**L**	**N**	**O**	**Total**	**Percent**
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
4-4.9	0	0	0	0	0	1	0	0	0	0	0	1	0.8%
5-5.9	0	0	1	1	2	3	3	0	0	2	2	14	10.9%
6-6.9	10	3	6	3	2	11	7	1	2	2	5	52	40.6%
7.0	13	4	10	1	1	9	11	5	4	1	2	61	47.7%
Total	23	7	17	5	5	24	21	6	6	5	9	128	100.0%



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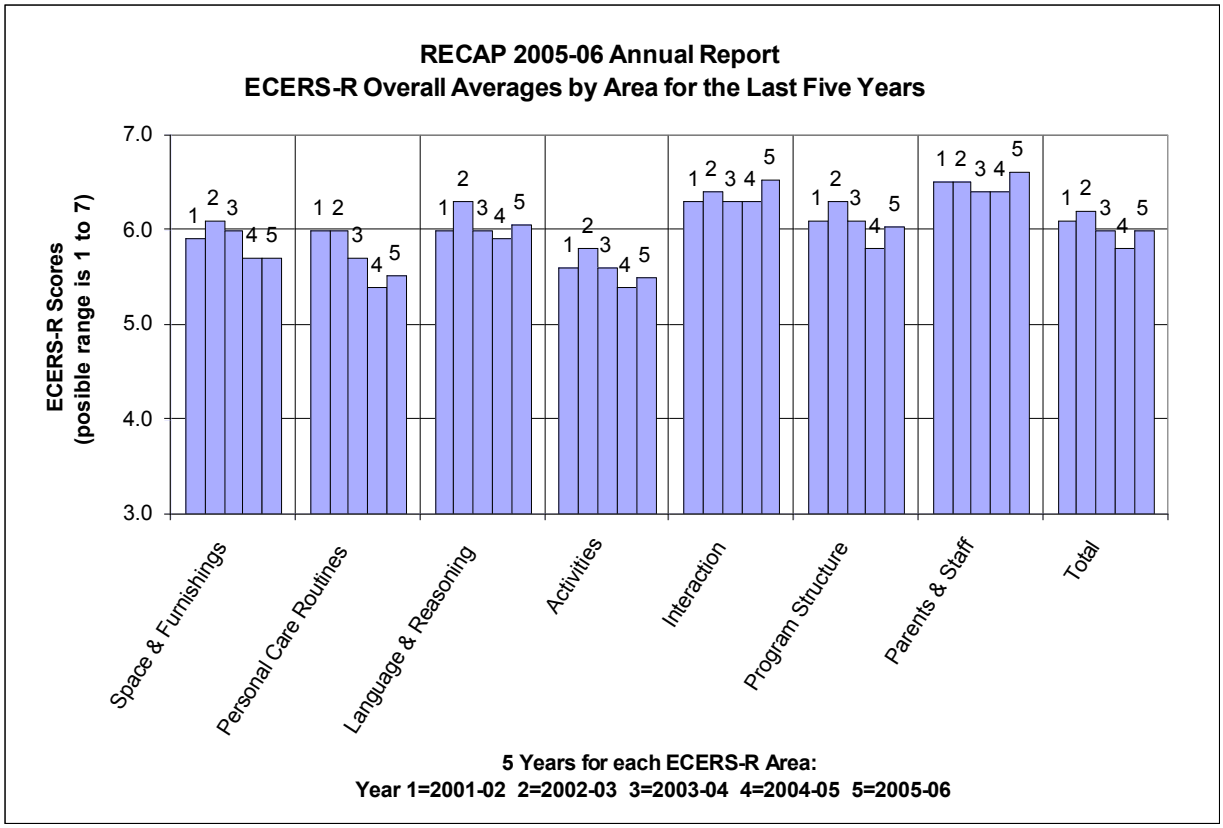
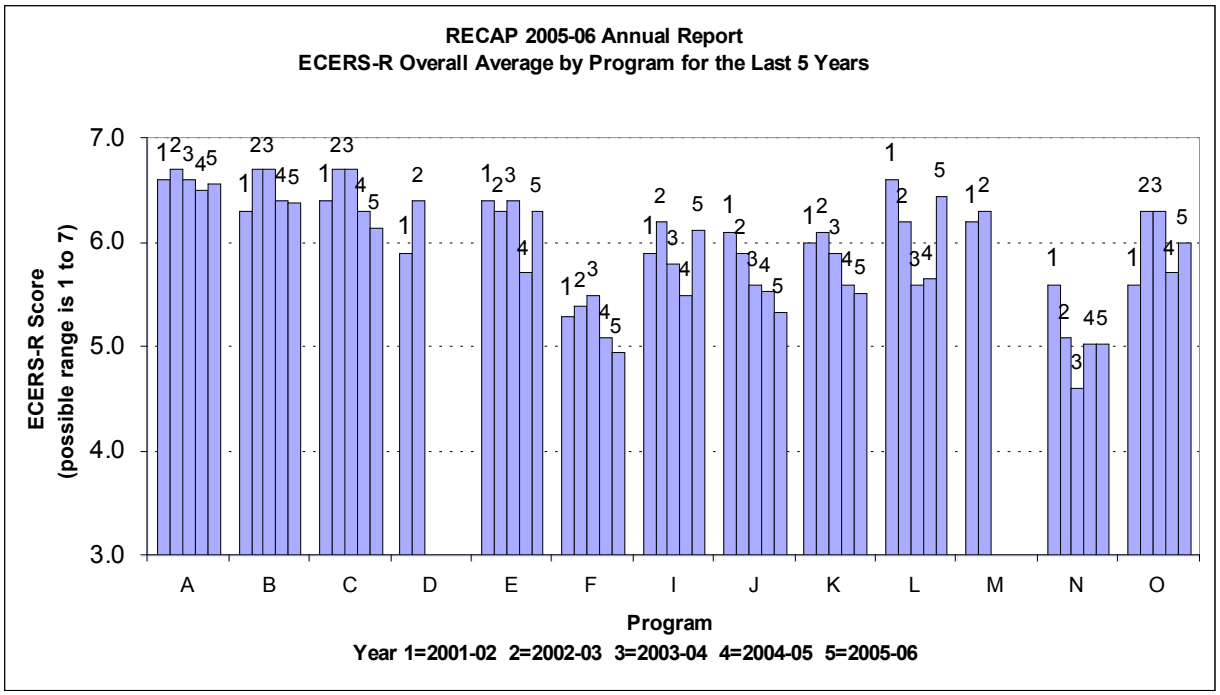
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	1	0	1	0	0	0	0	2	1.6%
4-4.9	0	1	1	0	1	1	3	1	0	3	0	11	8.6%
5-5.9	2	0	5	1	3	8	15	4	1	1	3	43	33.6%
6-6.9	20	5	9	4	0	15	2	1	5	1	6	68	53.1%
7.0	1	1	2	0	0	0	0	0	0	0	0	4	3.1%
Total	23	7	17	5	5	24	21	6	6	5	9	128	100.0%



ECERS-R Overall Averages by Area for the Last Five Years									
		Area							
School Year	Year	Space & Furnishings	Personal Care Routines	Language & Reasoning	Activities	Interaction	Program Structure	Parents & Staff	Total
2001-02 (n-=118)	1	5.9	6.0	6.0	5.6	6.3	6.1	6.5	6.1
2002-03 (n=128)	2	6.1	6.0	6.3	5.8	6.4	6.3	6.5	6.2
2003-04 (n=137)	3	6.0	5.7	6.0	5.6	6.3	6.1	6.4	6.0
2004-05 (n=129)	4	5.7	5.4	5.9	5.4	6.3	5.8	6.4	5.8
2005-06 (n=128)	5	5.7	5.5	6.1	5.5	6.5	6.0	6.6	6.0



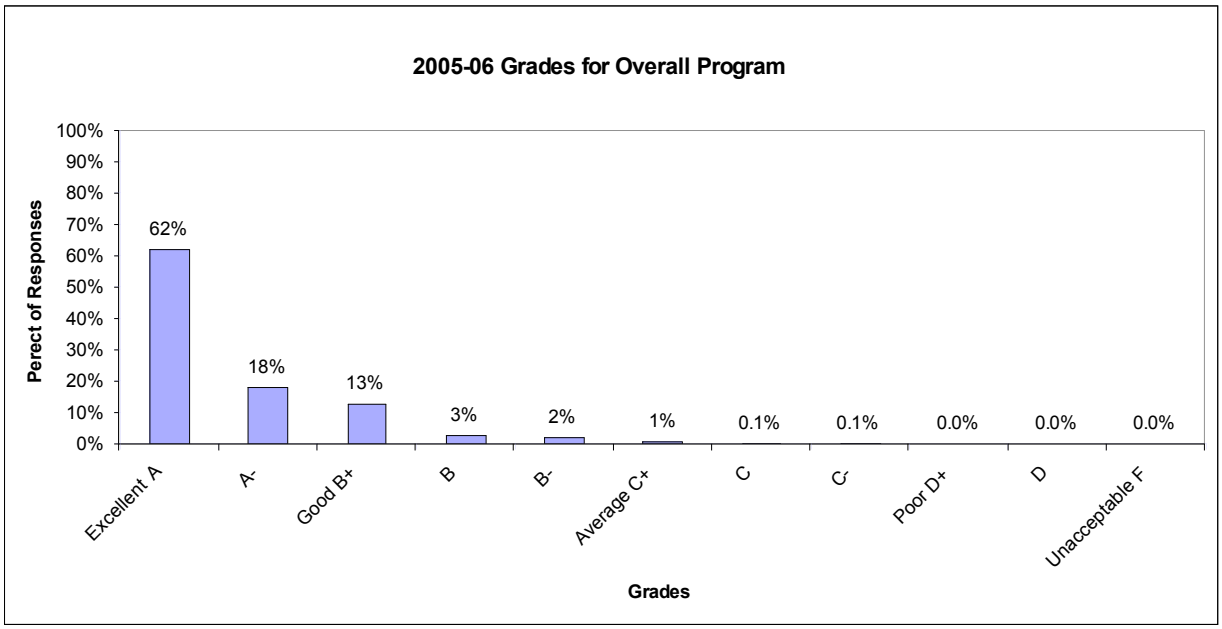
ECERS-R Overall Average by Program for the Last 5 Years

				Program												
School Year	Mean Total	n	Year	A	B	C	D	E	F	I	J	K	L	M	N	O
2001-02	6.1	118	1	6.6	6.3	6.4	5.9	6.4	5.3	5.9	6.1	6.0	6.6	6.2	5.6	5.6
2002-03	6.2	128	2	6.7	6.7	6.7	6.4	6.3	5.4	6.2	5.9	6.1	6.2	6.3	5.1	6.3
2003-04	6.0	135	3	6.6	6.7	6.7		6.4	5.5	5.8	5.6	5.9	5.6		4.6	6.3
2004-05	5.8	129	4	6.5	6.4	6.3		5.7	5.1	5.5	5.5	5.6	5.7		5.0	5.7
2005-06	6.0	128	5	6.6	6.4	6.1		6.3	5.0	6.1	5.3	5.5	6.5		5.0	6.0

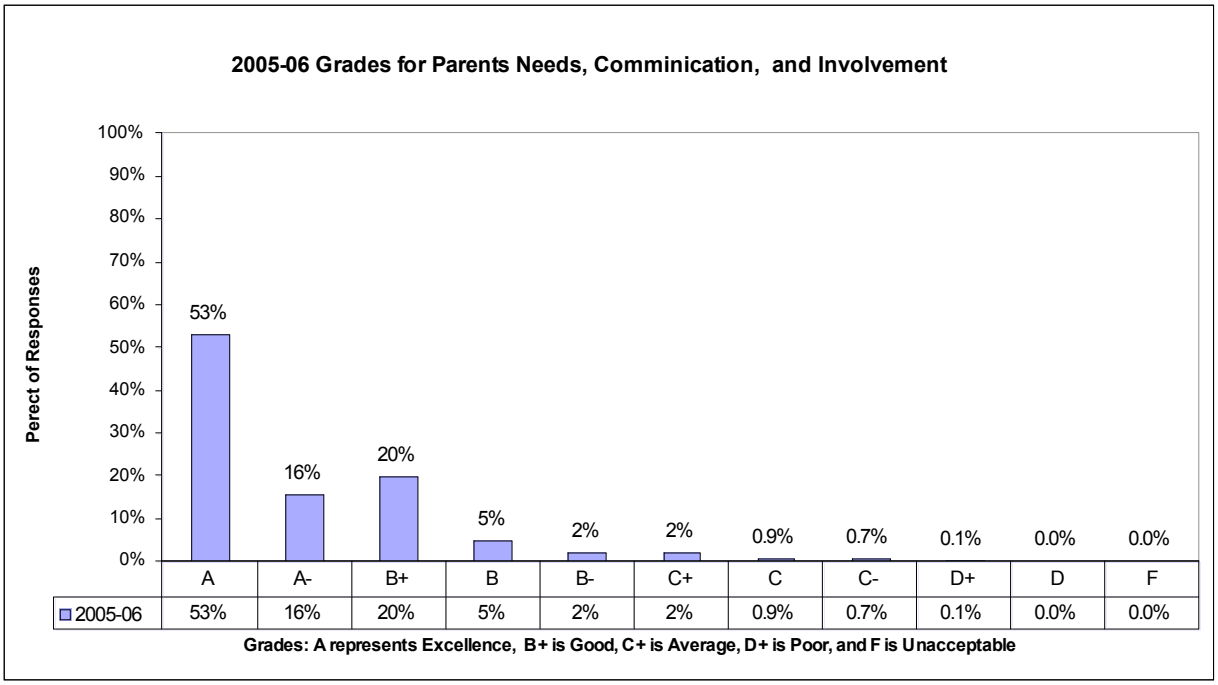
Appendix B

Early Childhood Parent Survey (ECPS/Satisfaction)

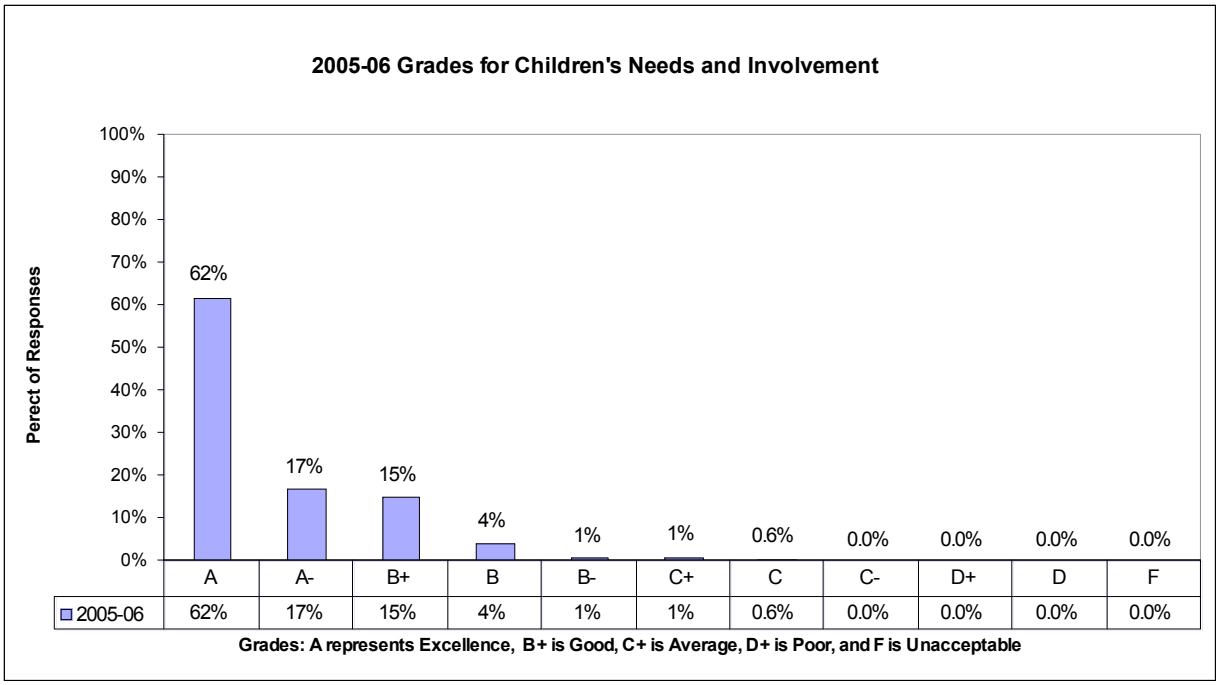
A total of 739 parent satisfaction surveys were returned this year. Overall, parents remain very satisfied with their children's prekindergarten programs. 93% rated the programs above a "B" (good) compared to 94% last year. There were no major differences between last year and previous years in rates of overall parental satisfaction with the program. However, the percentage of ratings that were an "A" grade did decrease to 62% from 67% last year. Two years ago this percentage was 64%.



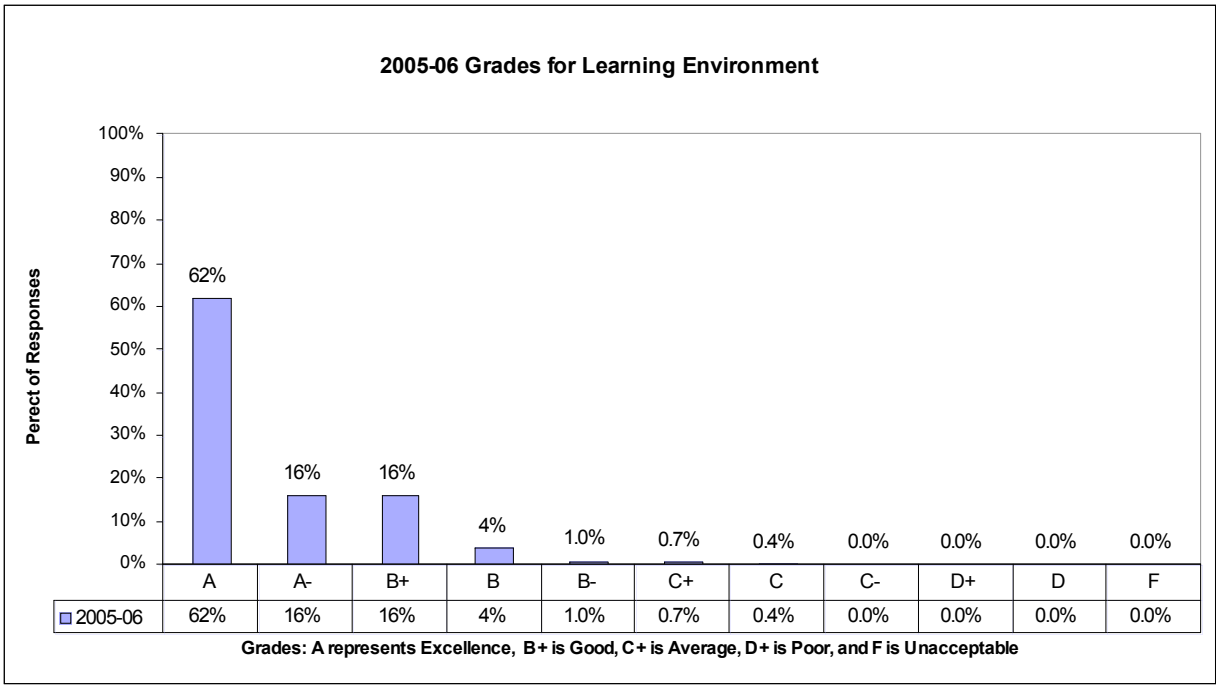
	Grades for Overall Program Last 5 Years										
	Excellent A	A-	Good B+	B	B-	Average C+	C	C-	Poor D+	D	Unacceptable F
2001-02	59%	20%	14%	4%	1%	1%	0.8%	0.2%	0.1%	0.0%	0.1%
2002-03	61%	19%	15%	3%	1%	1%	0.3%	0.1%	0.1%	0.0%	0.1%
2003-04	64%	18%	11%	4%	1%	1%	0.8%	0.4%	0.1%	0.0%	0.0%
2004-05	67%	16%	11%	4%	1%	1%	0.5%	0.0%	0.0%	0.0%	0.0%
2005-06	62%	18%	13%	3%	2%	1%	0.1%	0.1%	0.0%	0.0%	0.0%



Parents Needs, Comminication, and Involvement (n=680 to 736)				
Item	**Description**	***Yes**	***No**	****Missing**
1	Are parents greeted warmly at arrival and departure?	98%	2%	1%
2	Is information shared with you about your child at least weekly?	90%	10%	1%
3	Are there enough parent-teacher conferences?	91%	9%	3%
4	Do teachers give you enough feedback about your child?	93%	7%	1%
5	Does your child do things with you at home that he/she has learned at school?	97%	3%	0%
6	Are parents encouraged to become involved with program activities?	98%	2%	1%
7	Are parents asked to be part of the program many times during the year?	94%	6%	1%
8	Are parents' views considered when the program makes decisions?	93%	7%	7%
9	Are parents actively involved in making program decisions?	85%	15%	8%
10	Do parents have someone or a group they can talk with about their own problems?	88%	12%	7%
11	Do parents receive enough help from program staff?	96%	4%	4%
12	Are parents asked to help evaluate the program each year?	93%	7%	8%
* Percent is calculated using non-missing responses				
** Percent is calculated using total number of responses				



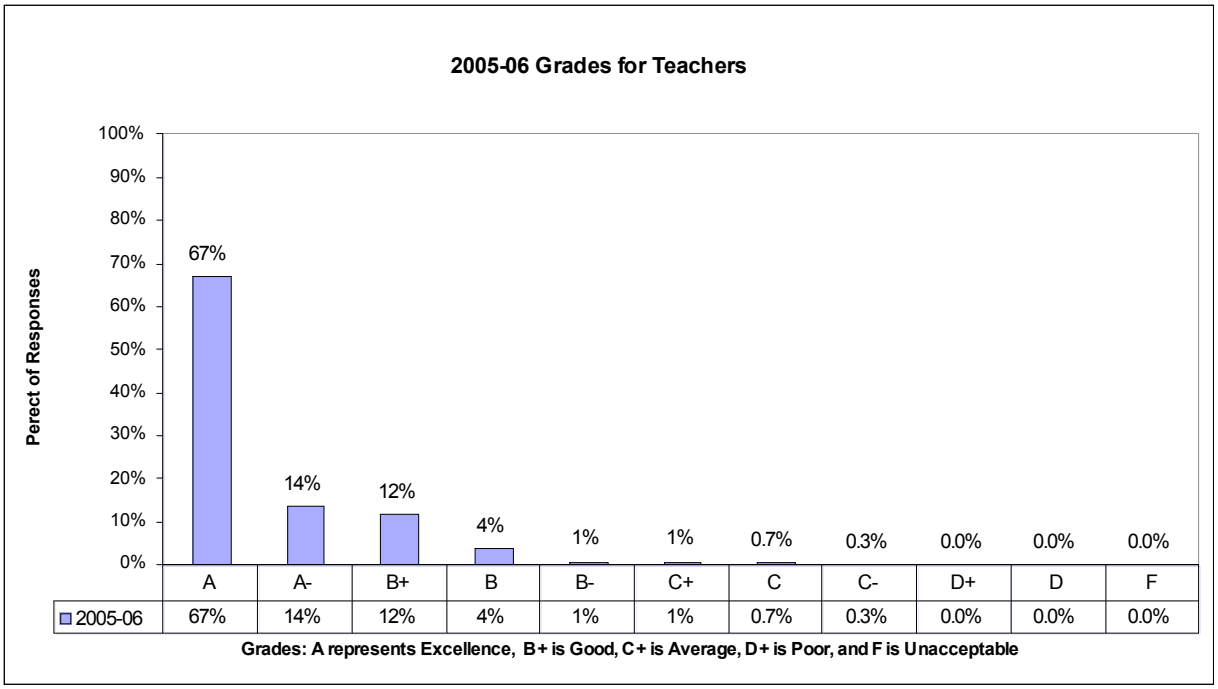
Children's Needs and Involvement (n=704 to 732)				
Item	**Description**	***Yes**	***No**	****Missing**
1	Does your child usually like to go to school?	98%	2%	1%
2	Does your child feel safe at school?	99%	1%	1%
3	Does your child get a healthy snack or meal at school?	98%	2%	1%
4	Do children in this class learn proper ways to take care of themselves, such as wash hands, eat, brush teeth, etc.?	100%	0%	1%
5	Is your child busy and involved in the classroom every day?	99%	1%	2%
6	Is your child learning how to get along with other children?	99%	1%	1%
7	Does your child talk about playing with others?	97%	3%	1%
8	Are children encouraged to share their thoughts and feelings with others?	98%	2%	3%
9	Does your child bring home books for you to read to him/her?	54%	46%	5%
10	Does your child have a cubby or mailbox to keep his/her belongings and work?	99%	1%	1%
* Percent is calculated using non-missing responses				
** Percent is calculated using total number of responses				



Learning Environment (n=654 to 728)				
Item	**Description**	***Yes**	***No**	****Missing**
1	Does the classroom have many books that children can use every day?	99%	1%	3%
2	Does the classroom have enough learning materials including puzzles, blocks,	99%	1%	2%
3	Are there at least five "learning centers" that children can use every day?	98%	2%	6%
4	Do children have a chance to use a computer weekly?	79%	21%	9%
5	Can children reach most of the things in the classroom by themselves?	98%	2%	1%
6	Is children's art displayed on the walls at children's eye level?	98%	2%	3%
7	Are most of the classroom's wall covered with work done by children?	97%	3%	2%
8	Are many things in the classroom labeled?	98%	2%	3%
9	Is the classroom set up so that quiet areas are next to quiet areas, like reading next to puzzles, not like reading next to blocks?	97%	3%	5%
10	Do teachers read to the children many times every day?	99%	1%	6%
11	Can children choose what they want to do?	98%	2%	6%
12	Are many activities done in small groups of children daily?	99%	1%	5%
13	Do children have many chances to change groups every day?	97%	3%	9%
14	Is there space available for motor activities like running, climbing, throwing balls, dancing, etc.?	100%	0%	12%

* Percent is calculated using non-missing responses

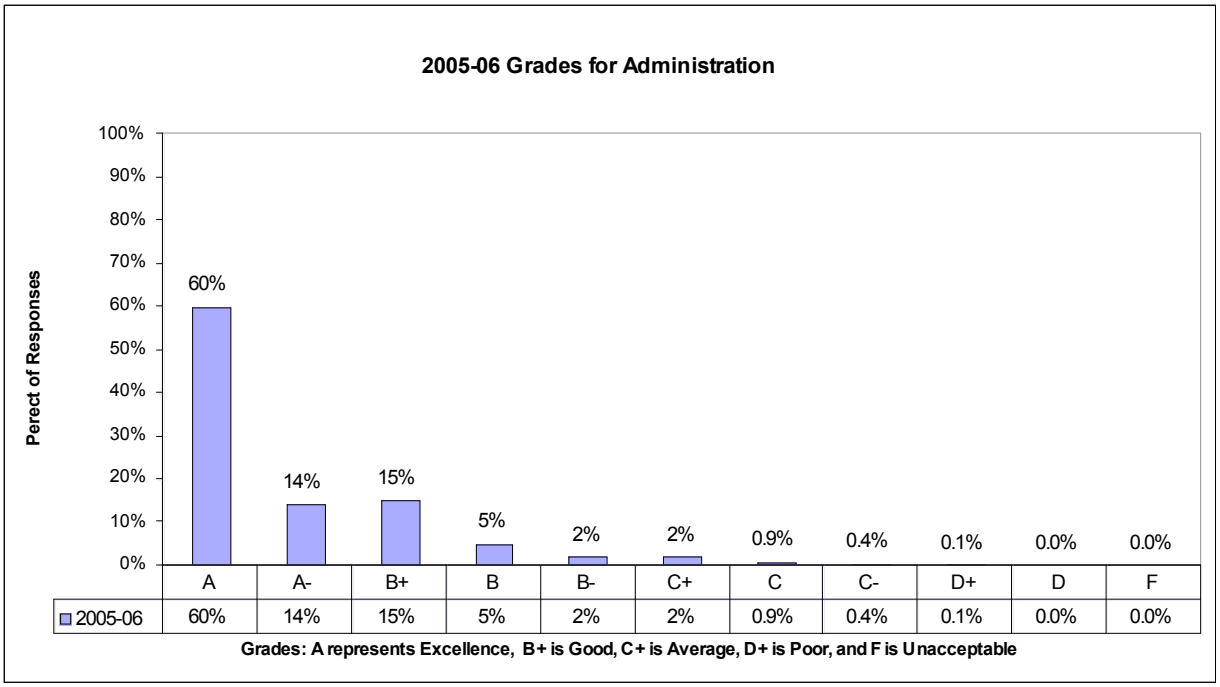
** Percent is calculated using total number of responses



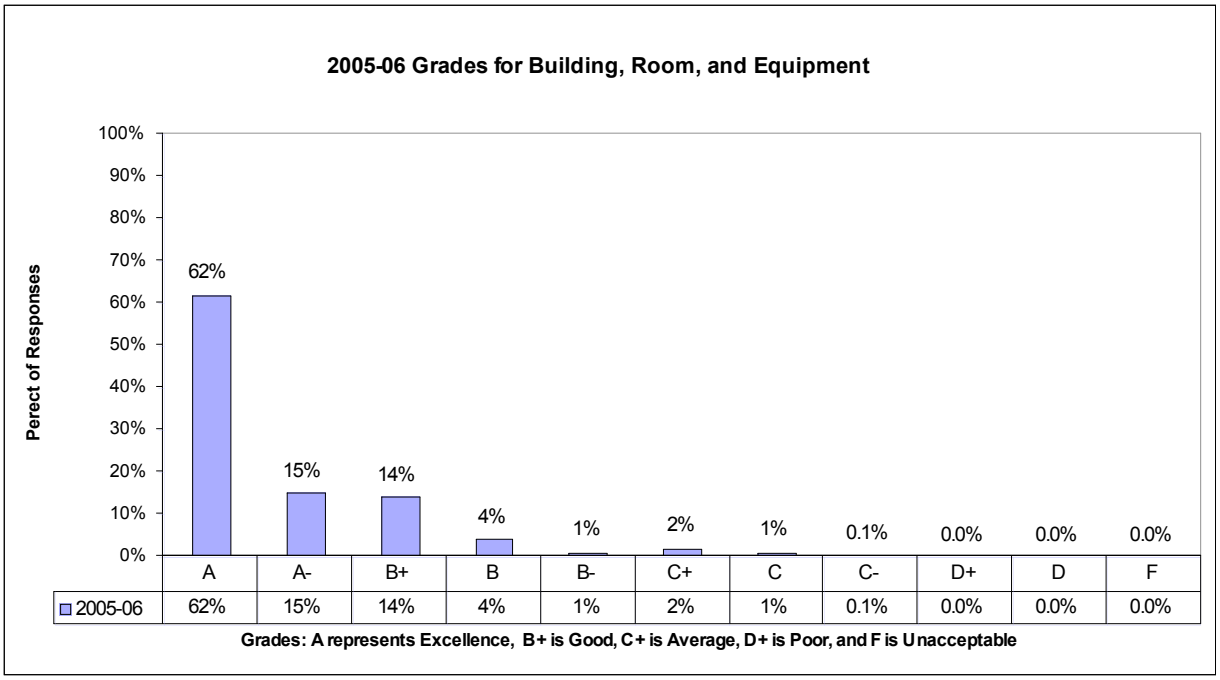
Teachers (n=653 to 729)				
Item	**Description**	***Yes**	***No**	****Missing**
1	Does a teacher greet your child when (s)he arrives at the classroom?	100%	0%	2%
2	Do teachers listen carefully to children in the class?	99%	1%	4%
3	Does the teacher consistently tell the children what to do?	62%	38%	9%
4	Do teachers talk individually with your child, many times each day?	92%	8%	10%
5	Is your child's teacher friendly?	100%	0%	2%
6	Are teachers polite and respectful of children and parents?	100%	0%	1%
7	Does your child's teacher usually ask short "yes/no" type questions?	78%	22%	9%
8	Are children usually asked questions that need long, more complex answers?	63%	37%	12%
9	Do teachers help children talk through problems and think of solutions?	99%	1%	6%
10	Do teachers consistently use the same rules with all children?	97%	3%	5%
11	Does the program have a daily routine?	99%	1%	3%
12	Are parents kept informed about classroom activities?	96%	4%	2%
13	Does someone talk to you when your child is having a problem?	98%	2%	3%
14	Does someone talk to you when your child is doing well?	94%	6%	3%
15	Do you feel comfortable talking with your child's teacher?	99%	1%	2%

* Percent is calculated using non-missing responses

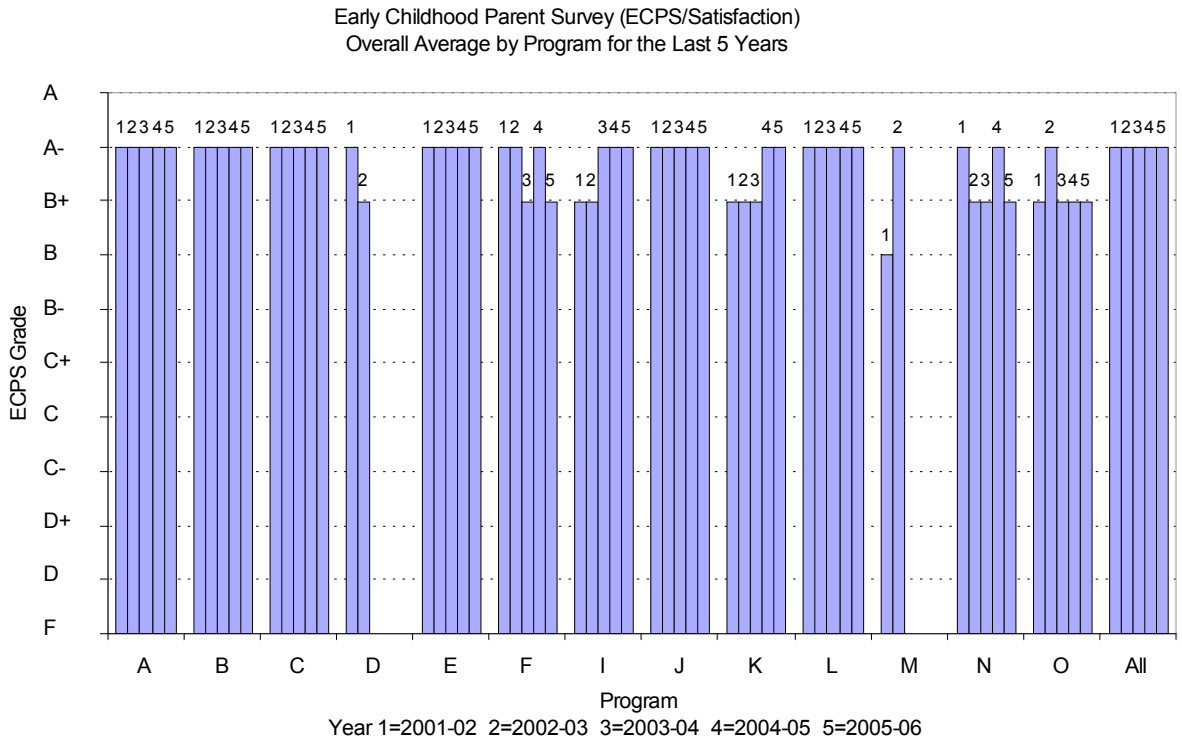
** Percent is calculated using total number of responses



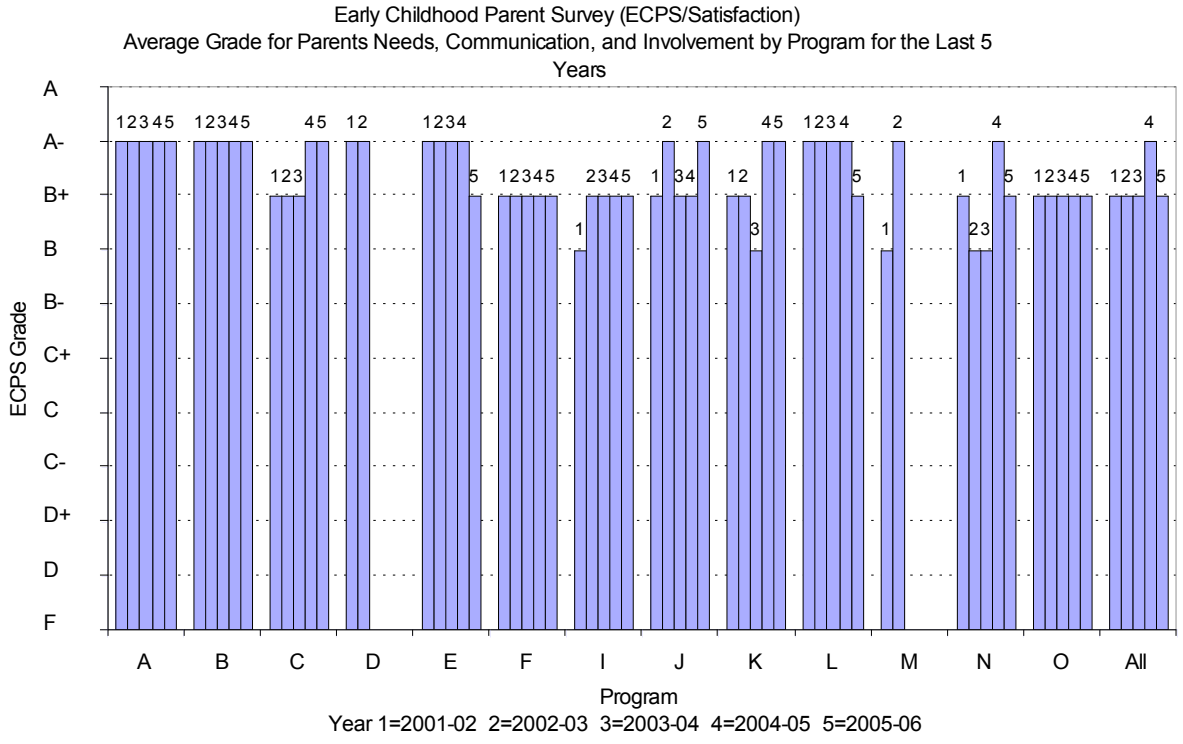
Administration (n=670 to 717)				
Item	Description	*Yes	*No	**Missing
1	Do you know the center's administrator or director?	83%	17%	4%
2	Are you treated with respect by the center's administration?	98%	2%	7%
3	Does the administrator support parent participation in the classroom?	97%	3%	8%
4	Does the administrator respond to the needs of parents?	96%	4%	9%
5	Are you satisfied with the support you receive from the administration?	95%	5%	9%
6	Is there enough indoor space so children and adults can move from place to place	95%	5%	3%
7	Is there enough outdoor space that allows for different types of activities to happen at	95%	5%	5%
8	Does the program meet families' needs?	97%	3%	5%
9	Are there enough teachers to meet your child's needs?	98%	2%	3%
10	s the center sensitive to you and your culture?	96%	4%	7%
* Percent is calculated using non-missing responses				
** Percent is calculated using total number of responses				



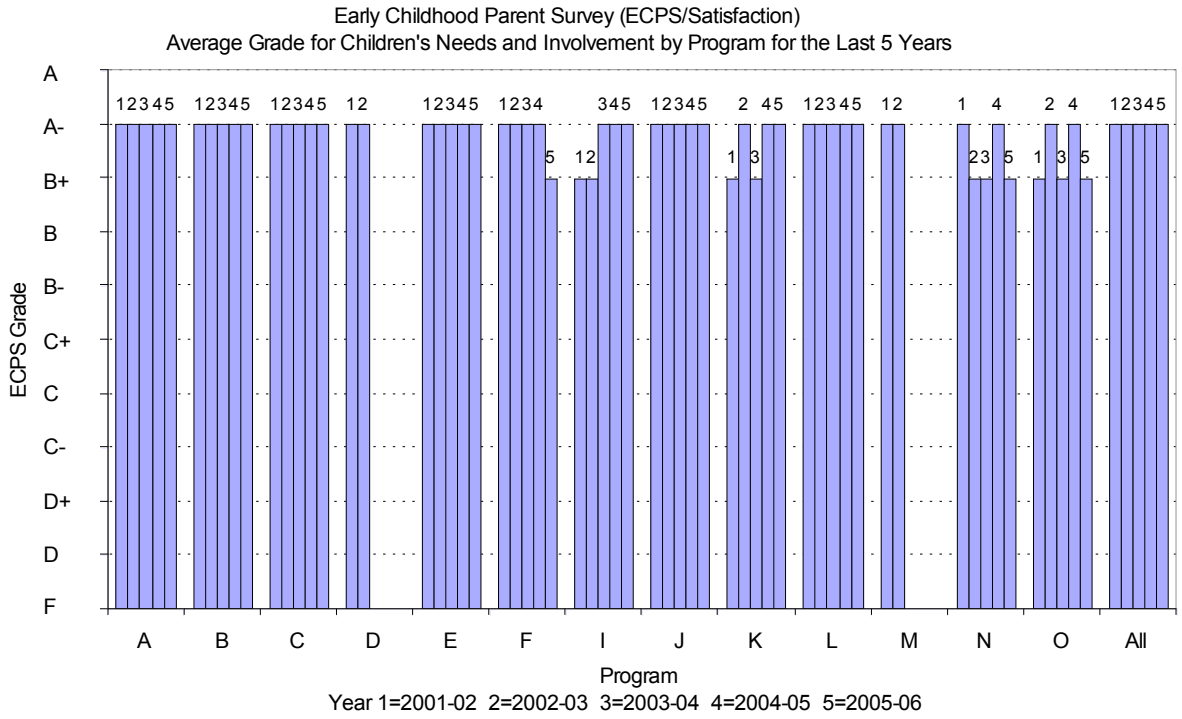
Building, Room, and Equipment (n=652 to 731)				
Item	Description	*Yes	*No	**Missing
1	Are the building and grounds clean?	98%	2%	1%
2	Are floors and walls in good repair?	98%	2%	1%
3	At the start of the day is the classroom clean?	100%	0%	2%
4	Are the toilets and sinks clean?	99%	1%	3%
5	Is the kitchen area clean?	99%	1%	12%
6	Is there good ventilation and enough natural light in the classroom?	99%	1%	2%
7	Is there enough child-sized furniture for children?	99%	1%	1%
8	Is there enough adult-sized furniture for parent meetings or parent groups?	88%	12%	5%
* Percent is calculated using non-missing responses				
** Percent is calculated using total number of responses				



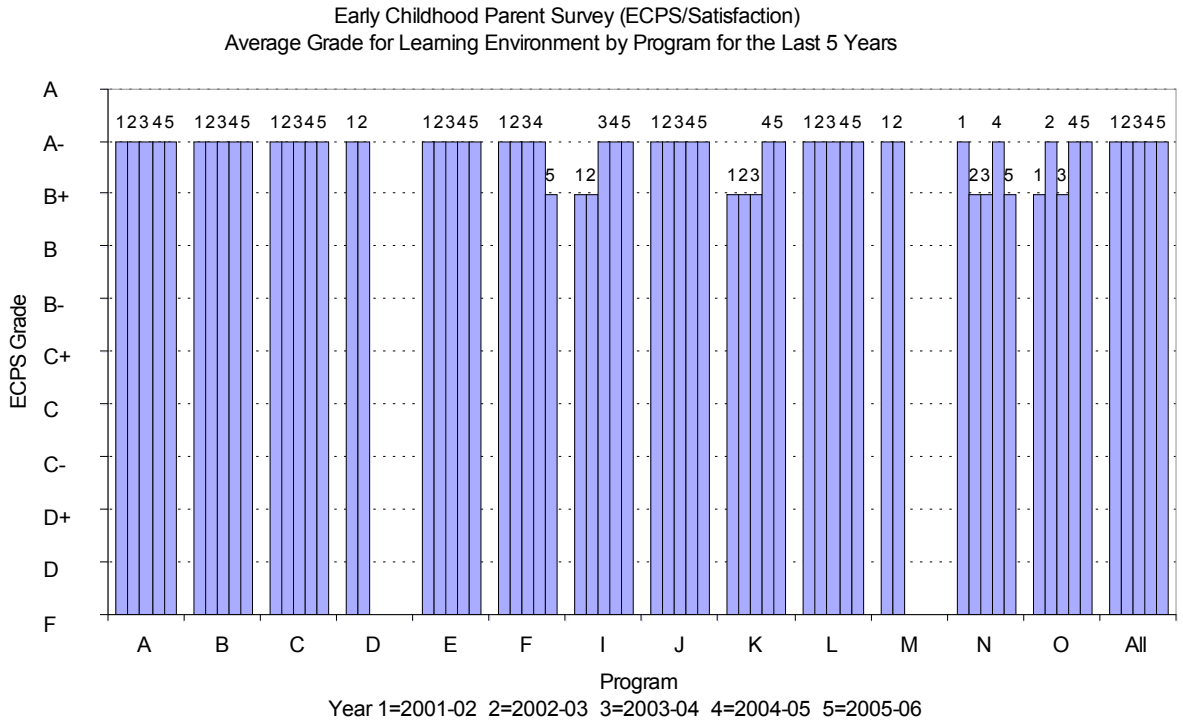
Overall Average by Program for the Last 5 Years															
		Program													
School Year	Year	A	B	C	D	E	F	I	J	K	L	M	N	O	All
2001-02	1	A-	A-	A-	A-	A-	A-	B+	A-	B+	A-	B	A-	B+	A-
2002-03	2	A-	A-	A-	B+	A-	A-	B+	A-	B+	A-	A-	B+	A-	A-
2003-04	3	A-	A-	A-	.	A-	B+	A-	A-	B+	A-	.	B+	B+	A-
2004-05	4	A-	A-	A-	.	A-	A-	A-	A-	A-	A-	.	A-	B+	A-
2005-06	5	A-	A-	A-	.	A-	B+	A-	A-	A-	A-	.	B+	B+	A-



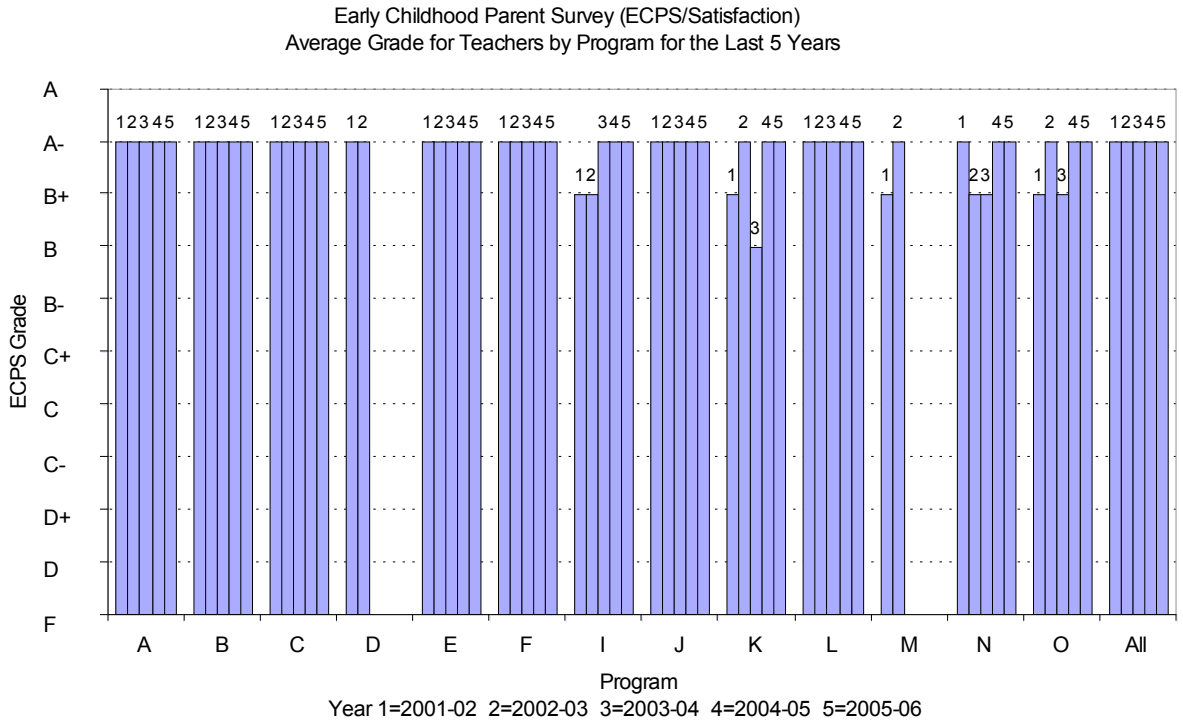
Average Grade for Parents Needs, Communication, and Involvement by Program for the Last 5 Years															
		Program													
School Year	Year	A	B	C	D	E	F	I	J	K	L	M	N	O	All
2001-02	1	A-	A-	B+	A-	A-	B+	B	B+	B+	A-	B	B+	B+	B+
2002-03	2	A-	A-	B+	A-	A-	B+	B+	A-	B+	A-	A-	B	B+	B+
2003-04	3	A-	A-	B+	.	A-	B+	B+	B+	B	A-	.	B	B+	B+
2004-05	4	A-	A-	A-	.	A-	B+	B+	B+	A-	A-	.	A-	B+	A-
2005-06	5	A-	A-	A-	.	B+	B+	B+	A-	A-	B+	.	B+	B+	B+



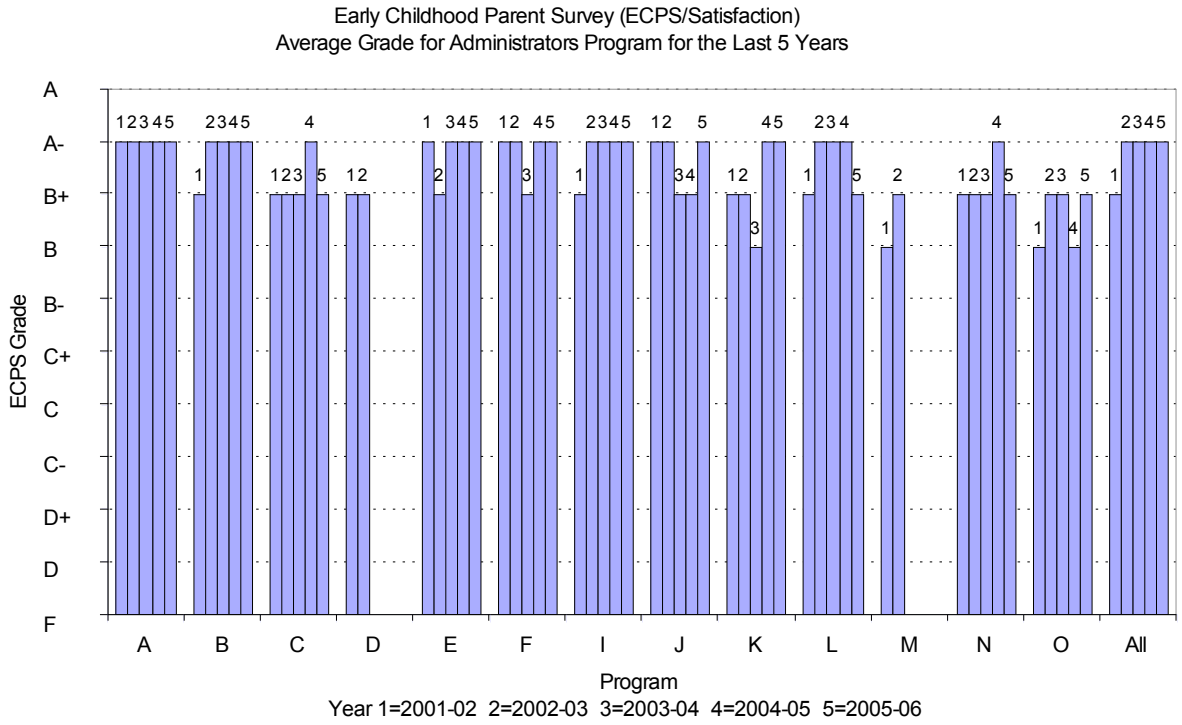
Average Grade for Children's Needs and Involvement by Program for the Last 5 Years															
		Program													
School Year	Year	A	B	C	D	E	F	I	J	K	L	M	N	O	All
2001-02	1	A-	A-	A-	A-	A-	A-	B+	A-	B+	A-	A-	A-	B+	A-
2002-03	2	A-	A-	A-	A-	A-	A-	B+	A-	A-	A-	A-	B+	A-	A-
2003-04	3	A-	A-	A-	.	A-	A-	A-	A-	B+	A-	.	B+	B+	A-
2004-05	4	A-	A-	A-	.	A-	A-	A-	A-	A-	A-	.	A-	A-	A-
2005-06	5	A-	A-	A-	.	A-	B+	A-	A-	A-	A-	.	B+	B+	A-



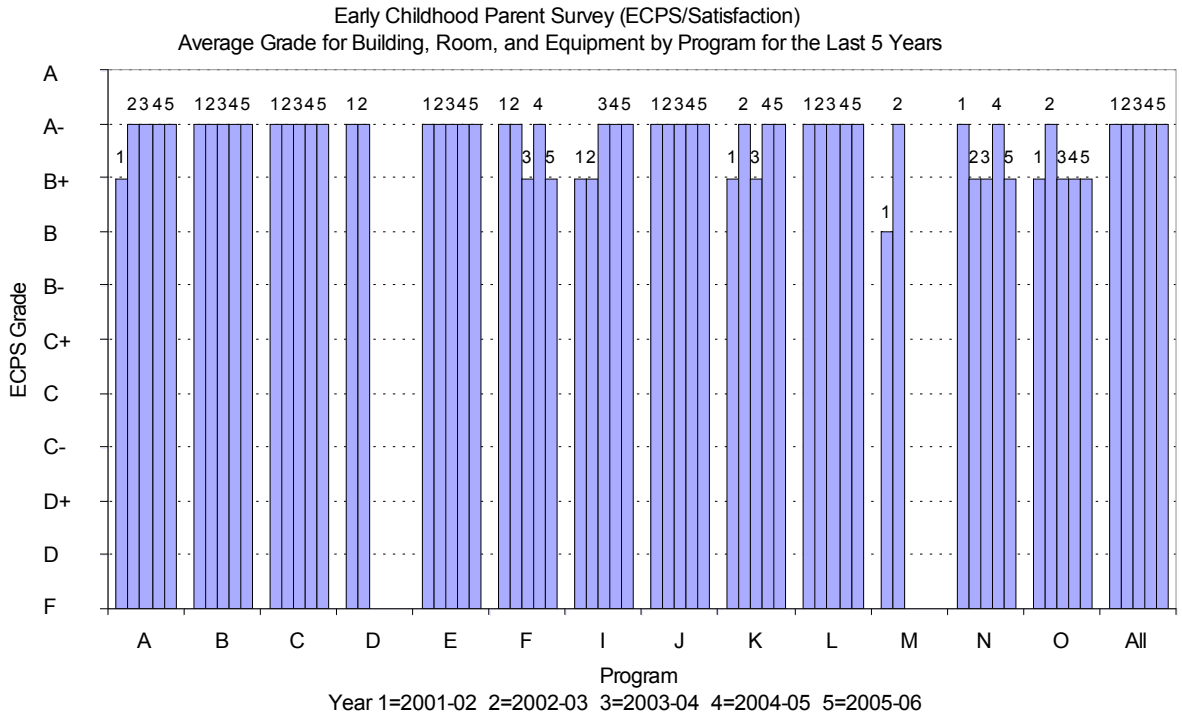
Average Grade for Learning Environment by Program for the Last 5 Years															
		Program													
School Year	Year	A	B	C	D	E	F	I	J	K	L	M	N	O	All
2001-02	1	A-	A-	A-	A-	A-	A-	B+	A-	B+	A-	A-	A-	B+	A-
2002-03	2	A-	A-	A-	A-	A-	A-	B+	A-	B+	A-	A-	B+	A-	A-
2003-04	3	A-	A-	A-	.	A-	A-	A-	A-	B+	A-	.	B+	B+	A-
2004-05	4	A-	A-	A-	.	A-	A-	A-	A-	A-	A-	.	A-	A-	A-
2005-06	5	A-	A-	A-	.	A-	B+	A-	A-	A-	A-	.	B+	A-	A-



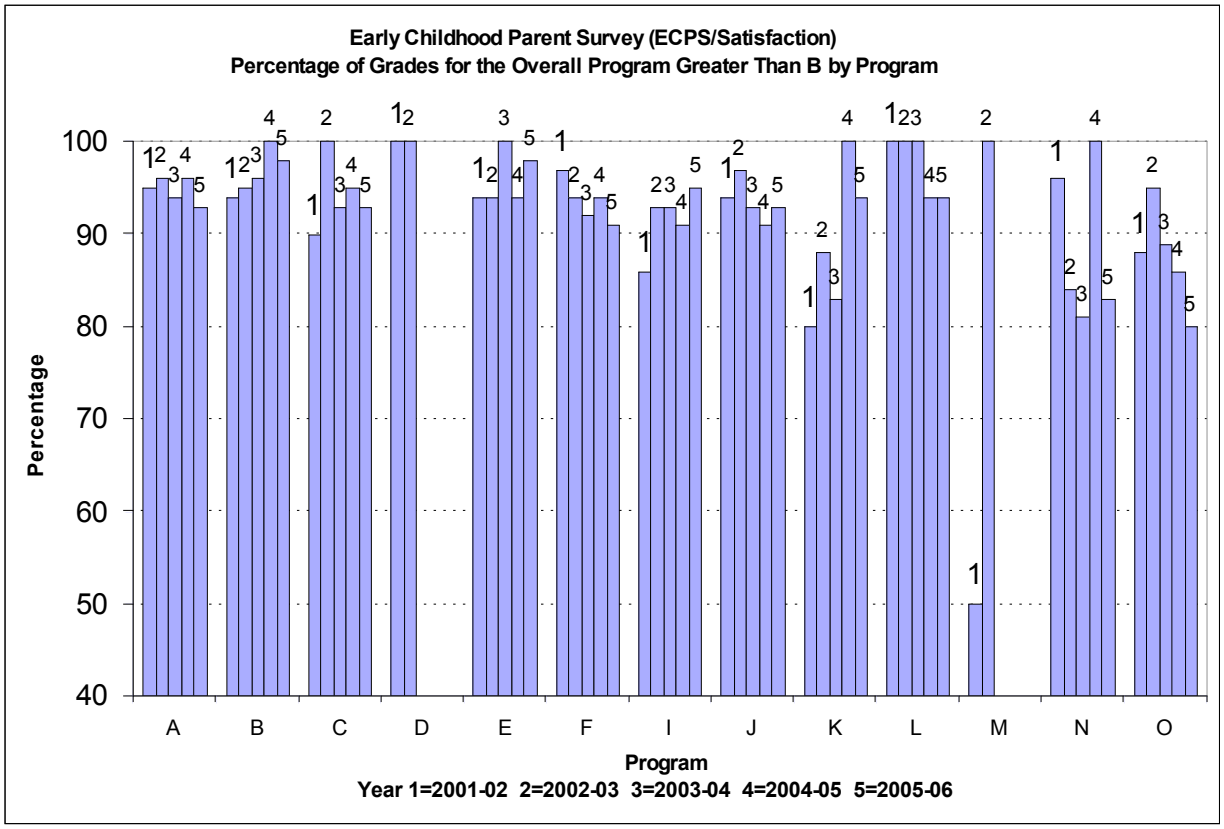
Average Grade for Teachers by Program for the Last 5 Years															
		Program													
School Year	Year	A	B	C	D	E	F	I	J	K	L	M	N	O	All
2001-02	1	A-	A-	A-	A-	A-	A-	B+	A-	B+	A-	B+	A-	B+	A-
2002-03	2	A-	A-	A-	A-	A-	A-	B+	A-	A-	A-	A-	B+	A-	A-
2003-04	3	A-	A-	A-	.	A-	A-	A-	A-	B	A-	.	B+	B+	A-
2004-05	4	A-	A-	A-	.	A-	A-	A-	A-	A-	A-	.	A-	A-	A-
2005-06	5	A-	A-	A-	.	A-	A-	A-	A-	A-	A-	.	A-	A-	A-



Average Grade for Administrators Program for the Last 5 Years															
		Program													
School Year	Year	A	B	C	D	E	F	I	J	K	L	M	N	O	All
2001-02	1	A-	B+	B+	B+	A-	A-	B+	A-	B+	B+	B	B+	B	B+
2002-03	2	A-	A-	B+	B+	B+	A-	A-	A-	B+	A-	B+	B+	B+	A-
2003-04	3	A-	A-	B+	.	A-	B+	A-	B+	B	A-	.	B+	B+	A-
2004-05	4	A-	A-	A-	.	A-	A-	A-	B+	A-	A-	.	A-	B	A-
2005-06	5	A-	A-	B+	.	A-	A-	A-	A-	A-	B+	.	B+	B+	A-



Average Grade for Building, Room, and Equipment by Program for the Last 5 Years															
		Program													
School Year	Year	A	B	C	D	E	F	I	J	K	L	M	N	O	All
2001-02	1	B+	A-	A-	A-	A-	A-	B+	A-	B+	A-	B	A-	B+	A-
2002-03	2	A-	A-	A-	A-	A-	A-	B+	A-	A-	A-	A-	B+	A-	A-
2003-04	3	A-	A-	A-	.	A-	B+	A-	A-	B+	A-	.	B+	B+	A-
2004-05	4	A-	A-	A-	.	A-	A-	A-	A-	A-	A-	.	A-	B+	A-
2005-06	5	A-	A-	A-	.	A-	B+	A-	A-	A-	A-	.	B+	B+	A-

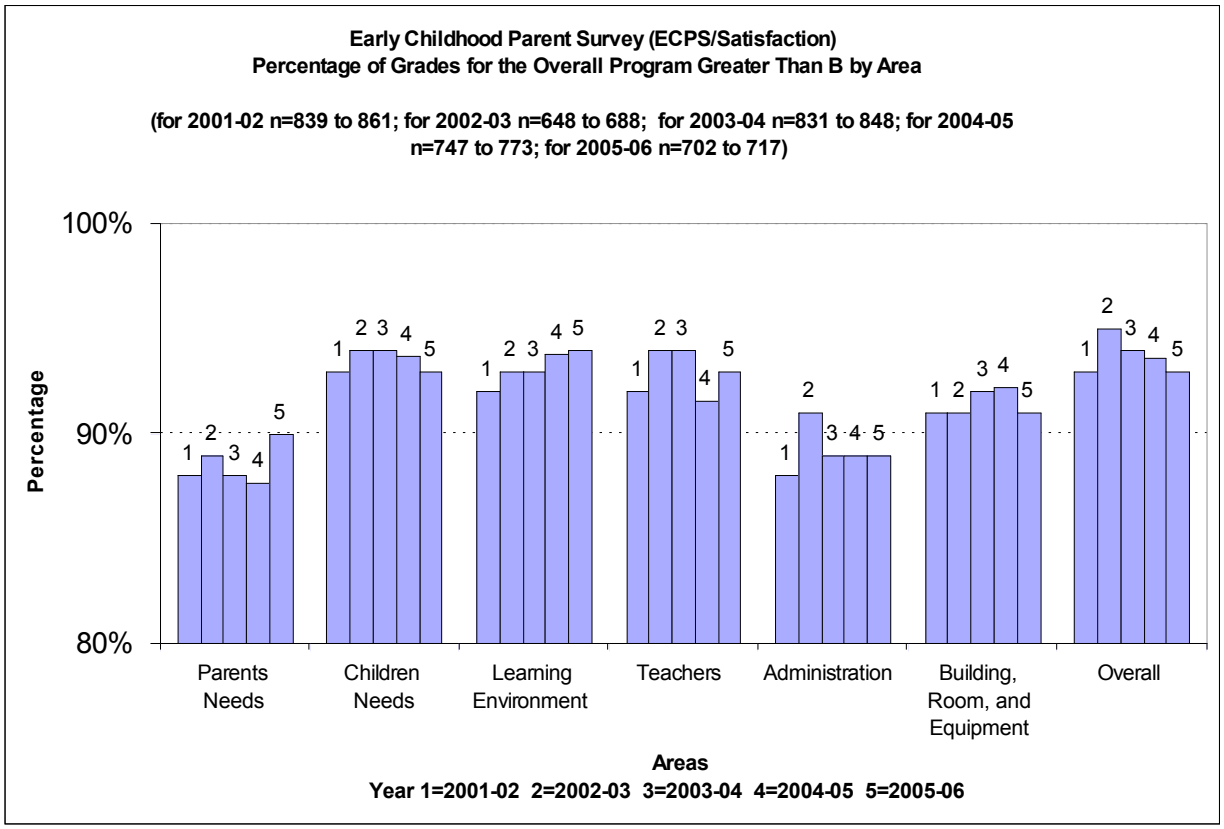


Early Childhood Parent Survey (ECPS/Satisfaction)

Percent of Overall Program Satisfaction Grades Greater Than B

	2001-02		2002-03		2003-04		2004-05		2005-06	
Program	n	Percent	n	Percent	n	Percent	n	Percent	n	Percent
A	188	95%	163	96%	191	94%	87	96%	100	93%
B	83	94%	41	95%	96	96%	46	100%	39	98%
C	35	90%	34	100%	77	93%	70	95%	96	93%
D	7	100%	3	100%	.	.	.	.	.	.
E	113	97%	68	94%	54	100%	77	94%	45	98%
F	58	97%	63	94%	102	92%	64	94%	31	91%
I	84	86%	57	93%	84	93%	79	91%	92	95%
J	116	94%	150	97%	123	93%	178	91%	164	93%
K	20	80%	23	88%	5	83%	15	100%	16	94%
L	16	100%	14	100%	11	100%	63	94%	45	94%
M	2	50%	8	100%	.	.	.	.	.	.
N	23	96%	41	84%	17	81%	22	100%	15	83%
O	28	88%	20	95%	17	89%	6	86%	12	80%

Percent of Overall Program Satisfaction					
Grade	**2001-02**	**2002-03**	**2003-04**	**2004-05**	**2005-06**
A or A-	79%	80%	82%	83%	80%
B or B+	17%	18%	15%	14%	17%
Below B	4%	2%	3%	3%	3%

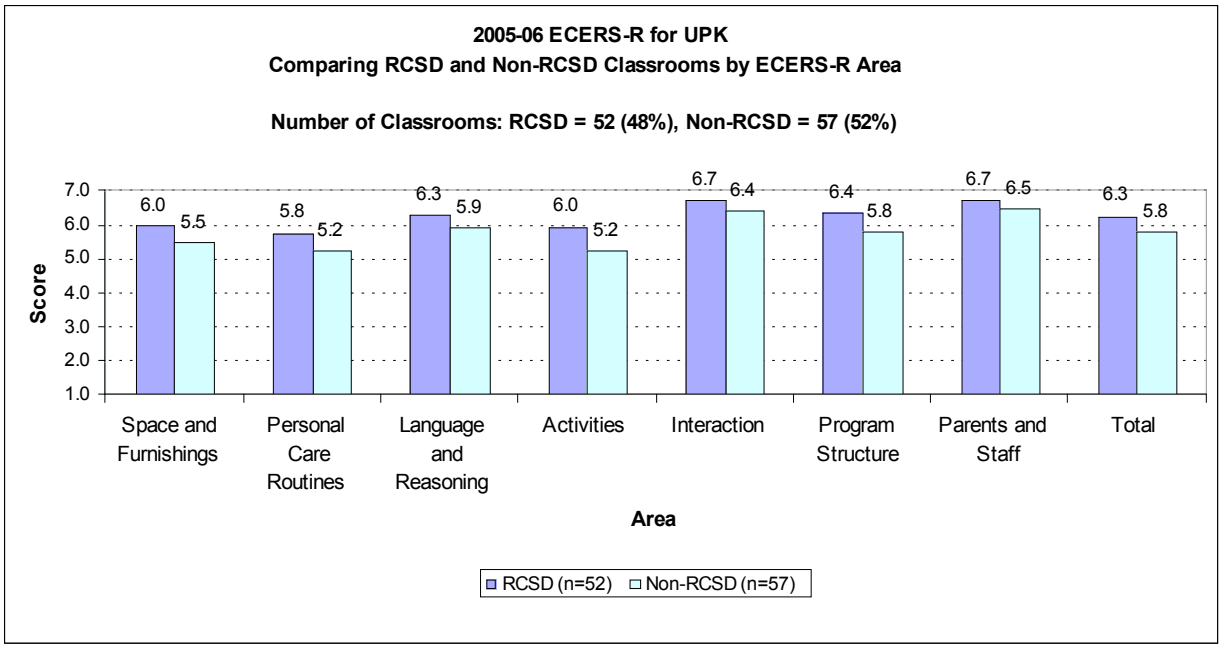


Early Childhood Parent Survey (ECPS/Satisfaction)								
		Percentage of Grades for the Overall Program Greater Than B by Area						
School Year	Year	Parents Needs	Children Needs	Learning Environment	Teachers	Administration	Building, Room, and Equipment	Overall
2001-02	1	88%	93%	92%	92%	88%	91%	93%
2002-03	2	89%	94%	93%	94%	91%	91%	95%
2003-04	3	88%	94%	93%	94%	89%	92%	94%
2004-05	4	88%	94%	94%	92%	89%	92%	94%
2005-06	5	90%	93%	94%	93%	89%	91%	93%

Appendix C

Universal Prekindergarten (UPK)

Early Childhood Environment Rating Scale-Revised (ECERS-R)



2005-06 ECERS-R for UPK								
Comparing RCSD and Non-RCSD Classrooms by ECERS-R Area								
Classroom	Space and Furnishings	Personal Care Routines	Language and Reasoning	Activities	Interaction	Program Structure	Parents and Staff	Total
RCSD (n=52)	6.0	5.8	6.3	6.0	6.7	6.4	6.7	6.3
Non-RCSD (n=57)	5.5	5.2	5.9	5.2	6.4	5.8	6.5	5.8

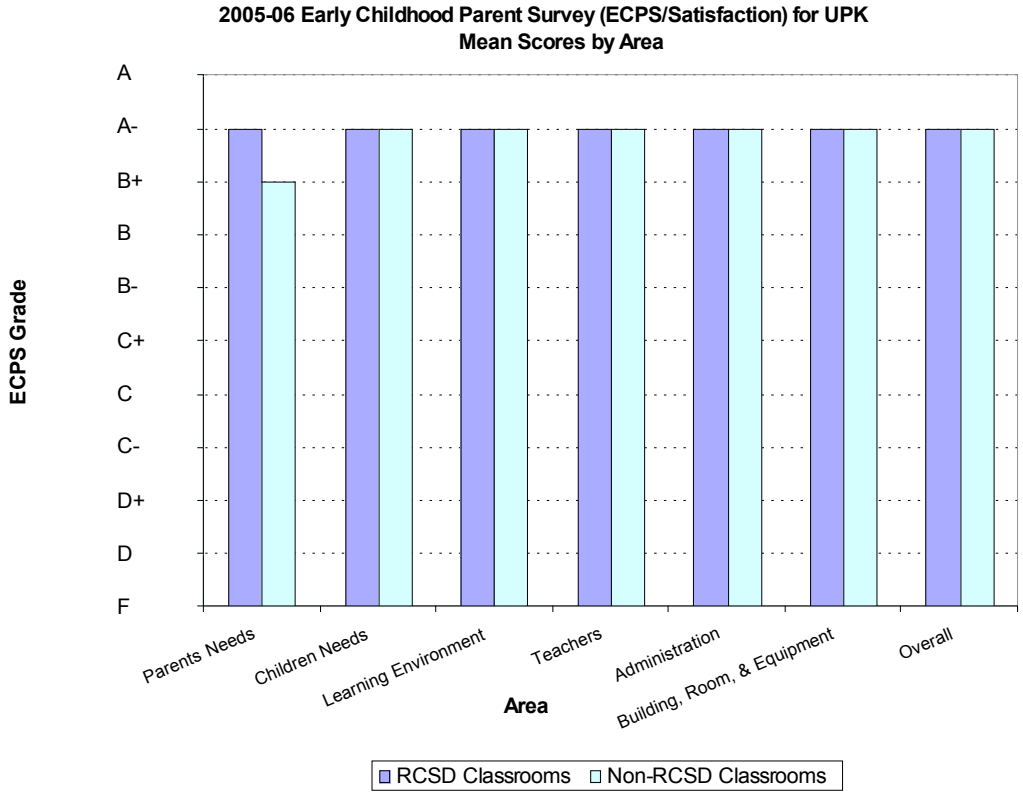
		2005-06 ECERS-R for UPK								
		Descriptive Statistics								
		Count within Score Ranges 1.0 = Inadequate 3.0 = Minimum 5.0 = Good 7.0 = Excellent								
		1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.9	5.0-5.9	6.0-6.9	7.0	Average	Standard Deviation
Space and Fuimishings	RCSD	0	0	0	9	9	31	3	6.2	0.76
	Non-RCSD	0	0	1	13	25	18	0	5.4	0.90
	Total	0	0	1	22	34	49	3	6.1	0.79
	Percent	0%	0%	1%	20%	31%	45%	3%		
Personal Care Routines	RCSD	0	1	5	4	12	27	3	6.1	1.10
	Non-RCSD	0	1	11	12	9	19	5	5.0	1.29
	Total	0	2	16	16	21	46	8	5.8	1.28
	Percent	0%	2%	15%	15%	19%	42%	7%		
Language and Reasoning	RCSD	0	0	1	3	11	10	27	6.5	1.04
	Non-RCSD	0	0	2	7	13	24	11	5.5	0.96
	Total	0	0	3	10	24	34	38	6.1	1.12
	Percent	0%	0%	3%	9%	22%	31%	35%		
Activities	RCSD	0	1	5	4	4	32	6	6.2	1.11
	Non-RCSD	0	0	4	20	17	16	0	5.0	0.81
	Total	0	1	9	24	21	48	6	5.8	1.12
	Percent	0%	1%	8%	22%	19%	44%	6%		
Interaction	RCSD	0	0	0	1	3	16	32	6.7	0.90
	Non-RCSD	0	1	2	2	5	26	21	6,2	0.99
	Total	0	1	2	3	8	42	53	6.4	1.00
	Percent	0%	1%	2%	3%	7%	39%	49%		
Program Structure	RCSD	0	2	1	4	5	11	29	6.5	1.07
	Non-RCSD	0	0	4	9	15	14	15	5.5	1.25
	Total	0	2	5	13	20	25	44	6.2	1.16
	Percent	0%	2%	5%	12%	18%	23%	40%		
Parents and Staff	RCSD	0	0	0	0	3	21	28	6.6	0.72
	Non-RCSD	0	0	0	1	9	25	22	6.2	0.85
	Total	0	0	0	1	12	46	50	6.5	0.84
	Percent	0%	0%	0%	1%	11%	42%	46%		
Total	RCSD	0	0	0	5	8	35	4	6.4	0.79
	Non-RCSD	0	0	1	4	28	24	0	5.5	0.63
	Total	0	0	1	9	36	59	4	6.1	0.82
	Percent	0%	0%	1%	8%	33%	54%	4%		

Note: Number of Classrooms: RCSD=52, Non-RCSD=57

Appendix D – ECPS/Satisfaction for UPK

Appendix D

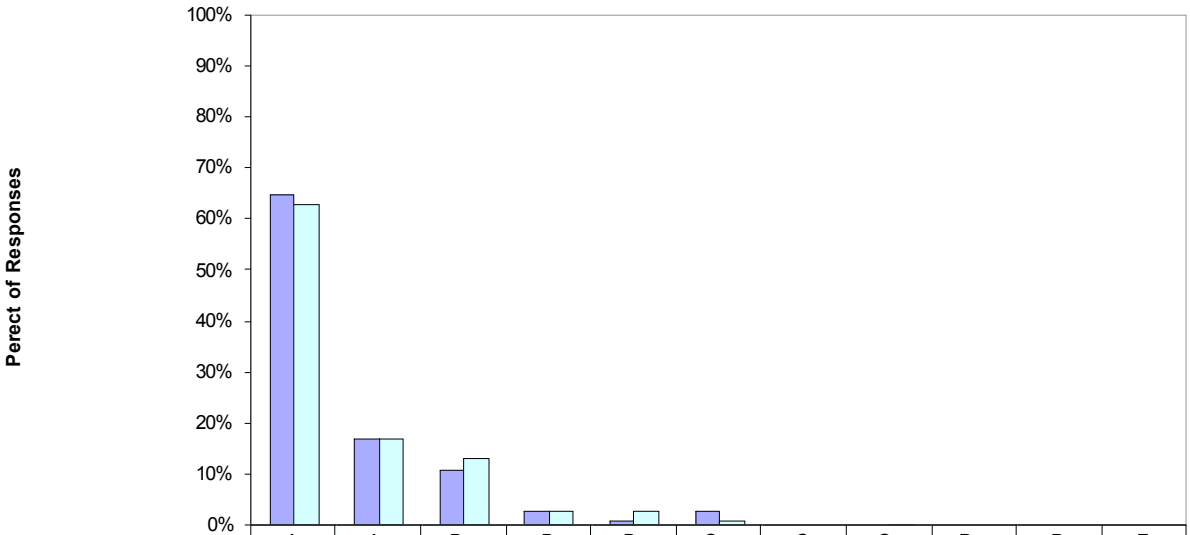
Early Childhood Parent Survey (ECPS/Satisfaction) for UPK



Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable

	Number of Respondents	Parents Needs	Children Needs	Learning Environment	Teachers	Administration	Building, Room, & Equipment	Overall
RCSD Classrooms	194	A-	A-	A-	A-	A-	A-	A-
Non-RCSD Classrooms	321	B+	A-	A-	A-	A-	A-	A-

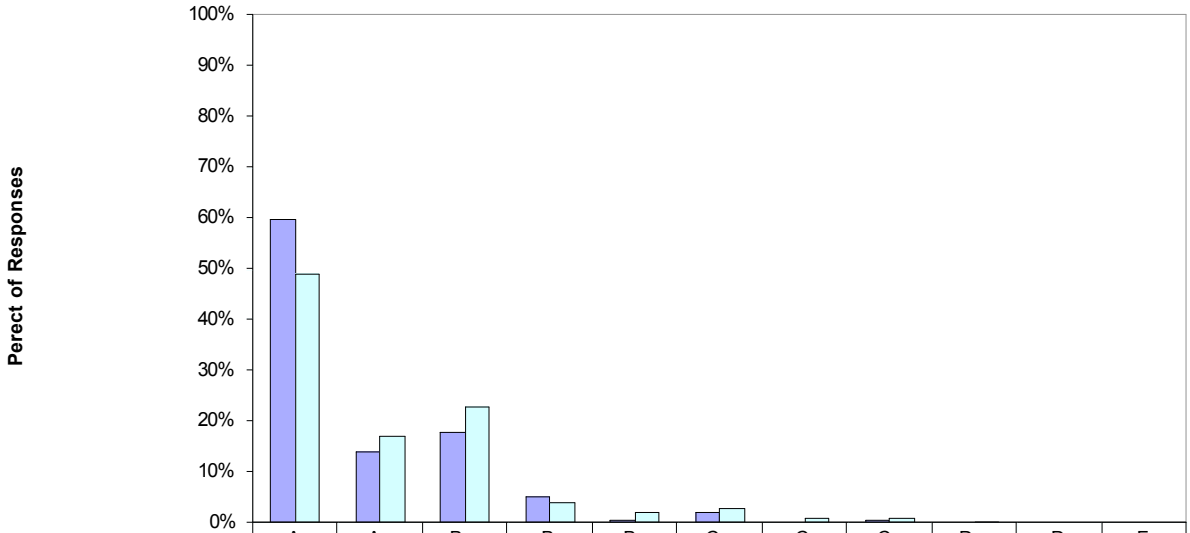
2005-06 Early Childhood Parent Survey (ECPS/Satisfaction) for UPK
Percent by Grades for Overall Program



	A	A-	B+	B	B-	C+	C	C-	D+	D	F
RCSD (n=185)	65%	17%	11%	3%	1%	3%	0%	0%	0%	0%	0%
Non-RCSD (n=306)	63%	17%	13%	3%	3%	1%	0%	0.3%	0%	0%	0%

Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable

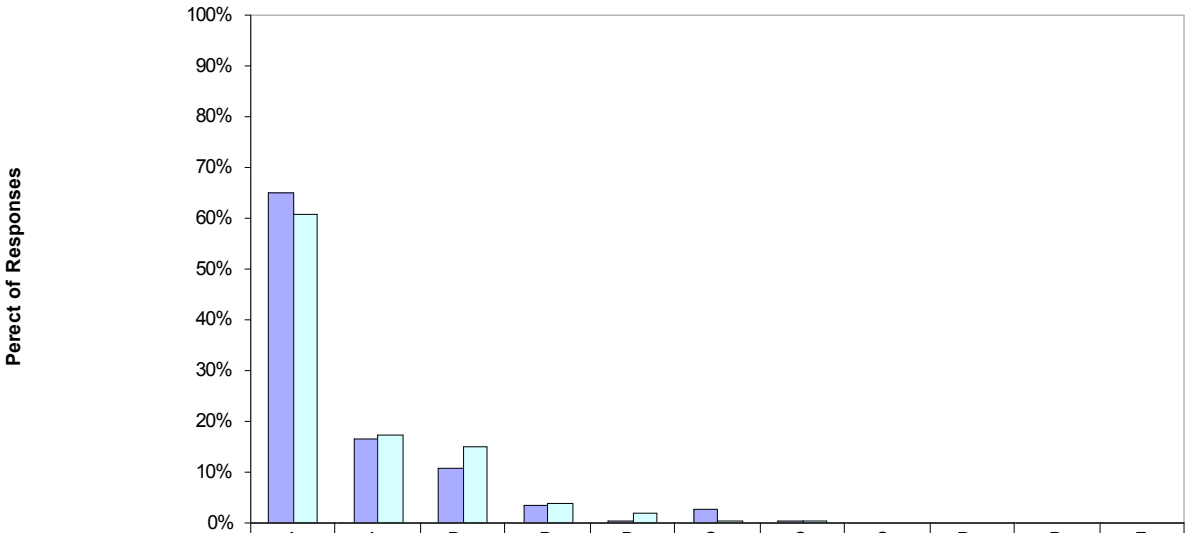
2005-06 Early Childhood Parent Survey (ECPS/Satisfaction) for UPK
Percent by Grades for Parent Needs, Communication, and Involvement



	A	A-	B+	B	B-	C+	C	C-	D+	D	F
RCSD (n=186)	60%	14%	18%	5%	1%	2%	0%	1%	0.0%	0%	0%
Non-RCSD (n=309)	49%	17%	23%	4%	2%	3%	1%	1%	0.3%	0%	0%

Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable

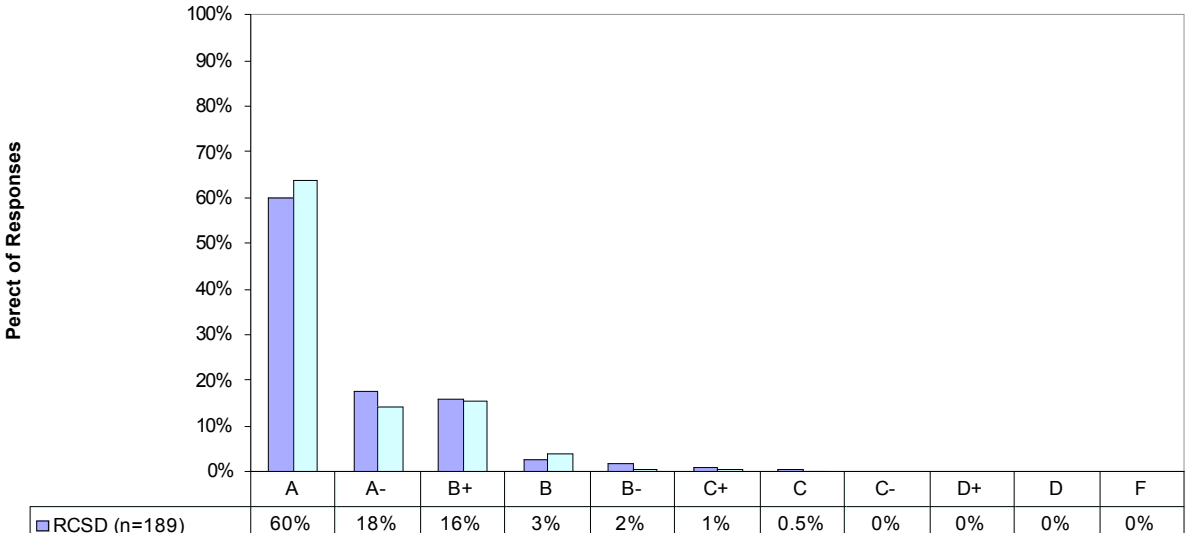
2005-06 Early Childhood Parent Survey (ECPS/Satisfaction) for UPK
Percent by Grades for Children's Needs and Involvement



	A	A-	B+	B	B-	C+	C	C-	D+	D	F
RCSD (n=186)	65%	17%	11%	4%	1%	3%	1%	0%	0%	0%	0%
Non-RCSD (n=311)	61%	17%	15%	4%	2%	1%	1%	0%	0%	0%	0%

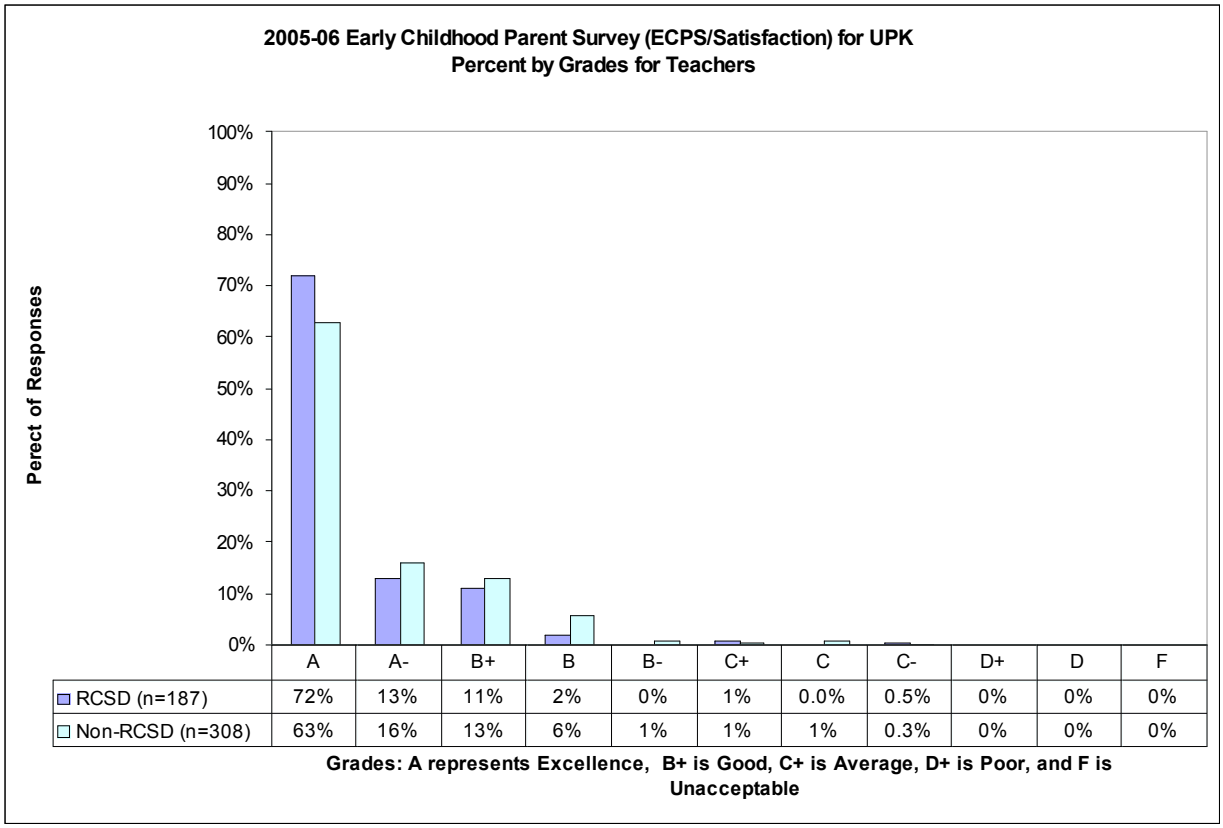
Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable

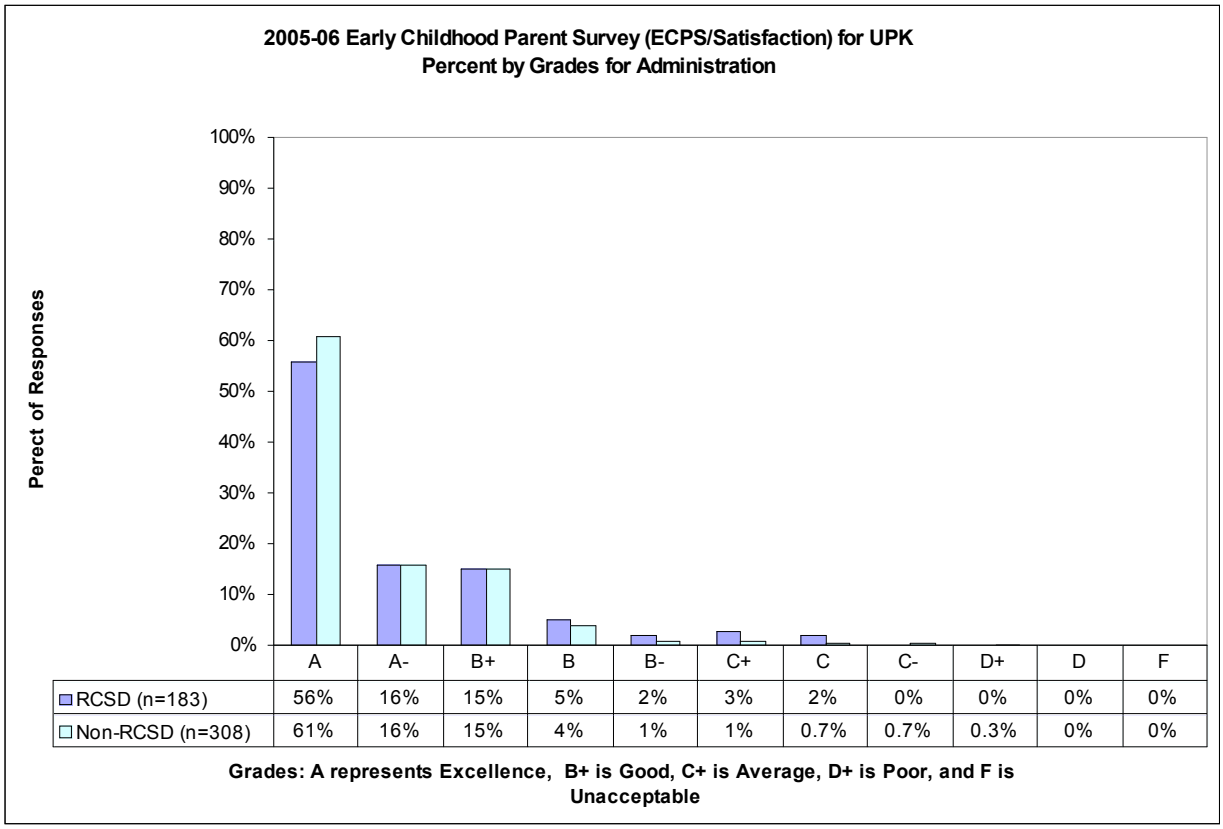
2005-06 Early Childhood Parent Survey (ECPS/Satisfaction) for UPK
Percent by Grades for Learning Environment

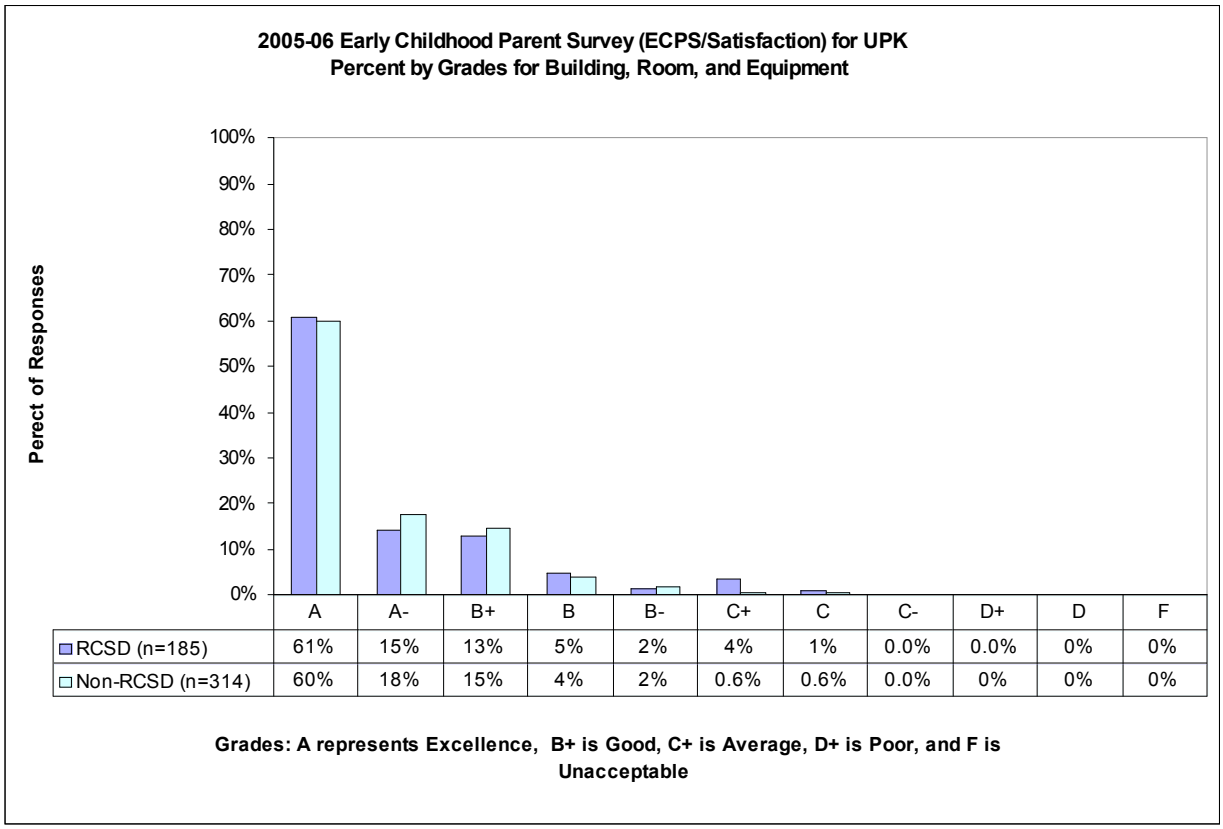


	A	A-	B+	B	B-	C+	C	C-	D+	D	F
RCSD (n=189)	60%	18%	16%	3%	2%	1%	0.5%	0%	0%	0%	0%
Non-RCSD (n=310)	64%	15%	16%	4%	1%	1%	0.3%	0%	0%	0%	0%

Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable


2005-06 Early Childhood Parent Survey (ECPS/Satisfaction) for UPK
Percent by Grades for Teachers
Perect of Responses
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
A A- B+ B B- C+ C C- D+ D F
RCSD (n=187) 72% 13% 11% 2% 0% 1% 0.0% 0.5% 0% 0% 0%
Non-RCSD (n=308) 63% 16% 13% 6% 1% 1% 1% 0.3% 0% 0% 0%
Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable


2005-06 Early Childhood Parent Survey (ECPS/Satisfaction) for UPK
Percent by Grades for Administration
Perect of Responses
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
A A- B+ B B- C+ C C- D+ D F
RCSD (n=183) 56% 16% 15% 5% 2% 3% 2% 0% 0% 0% 0%
Non-RCSD (n=308) 61% 16% 15% 4% 1% 1% 0.7% 0.7% 0.3% 0% 0%
Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable


2005-06 Early Childhood Parent Survey (ECPS/Satisfaction) for UPK
Percent by Grades for Building, Room, and Equipment
Perect of Responses
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
A
A-
B+
B
B-
C+
C
C-
D+
D
F
RCSD (n=185) 61% 15% 13% 5% 2% 4% 1% 0.0% 0.0% 0% 0%
Non-RCSD (n=314) 60% 18% 15% 4% 2% 0.6% 0.6% 0.0% 0% 0% 0%
Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable

Appendix I

ECERS-R Additional Results

1. Changes Over 1-Year Intervals.

Table I-5 ECERS-R differences from 2003-04 to 2004-05.

RECAP 2005-06 Annual Report ECERS-R Differences Between 2003-04 and 2004-05 Including t-Tests for Year-to-Year Differences							
	----------2003-2004----------			----------2004-2005----------			Differences between cohorts
Area	**n**	**Mean**	**Standard Deviation**	**n**	**Mean**	**Standard Deviation**	**Difference**
Space and Furnishings	137	6.0	0.8	128	5.6	0.9	**-0.4***
Personal Care Routines	137	5.7	1.3	128	5.4	1.3	-0.3
Language and Reasoning	137	6.0	1.1	128	5.9	1.1	-0.1
Activities	137	5.6	1.1	128	5.4	1.1	-0.2
Interaction	137	6.3	1.1	128	6.3	1.0	0.0
Program Structure	137	6.1	1.2	128	5.8	1.3	-0.3
Parents and Staff	137	6.4	0.8	128	6.4	0.7	0.0
Total	137	6.0	0.9	128	5.8	0.8	-0.2
Note: * t-Test significant at Pr (t) <=.05							

Table I-6 ECERS-R differences from 2002-03 to 2003-04.

RECAP 2005-06 Annual Report ECERS-R Differences Between 2002-03 and 2003-04 Including t-Tests for Year-to-Year Differences							
	----------2002-2003----------			----------2003-2004----------			Differences between cohorts
Area	**n**	**Mean**	**Standard Deviation**	**n**	**Mean**	**Standard Deviation**	**Difference**
Space and Furnishings	130	6.1	0.8	137	6.0	0.8	-0.1
Personal Care Routines	130	6.1	1.0	137	5.7	1.3	**-0.4***
Language and Reasoning	130	6.3	1.1	137	6.0	1.1	-0.3
Activities	130	5.8	1.0	137	5.6	1.1	-0.2
Interaction	130	6.4	1.0	137	6.3	1.1	-0.1
Program Structure	130	6.3	1.1	137	6.1	1.2	-0.2
Parents and Staff	130	6.5	0.6	137	6.4	0.8	-0.1
Total	130	6.2	0.7	137	6.0	0.9	-0.2
Note: * t-Test significant at Pr (t) <=.05							

2. Scores and RECAP Teaching Experience

Table I-8 and Table I-9 below show the results of comparing ECERS-R scores for teachers with varying numbers of years experience in RECAP classrooms.

In Table I-8 we can see that new teachers with either zero or one year of RECAP experience have lower total ECERS-R scores by 0.5 compared to teachers with more RECAP experience.. There were significant differences in all areas except in "personal care routines."

Table I-8 Comparing new teachers with less than 2 years of RECAP experience and those with 6 years or more years.

2005-06 ECERS-R Scores and Years of RECAP Teacher Experience							
Comparing new teachers with less than 2 years of RECAP experience and those with 6 years or more years							
	New teachers with less than 2 years of RECAP experience			Teachers with 6 years or more years of RECAP experience			Differences between groups
Area	n	Mean	Standard Deviation	n	Mean	Standard Deviation	Difference in Means
Space and Furnishings	48	5.6	0.8	36	6.1	0.7	-0.5*
Personal Care Routines	48	5.5	1.2	36	5.6	1.2	-0.1
Language and Reasoning	48	5.9	1.0	36	6.5	0.7	-0.6*
Activities	48	5.2	1.0	36	6.1	0.9	-0.8*
Interaction	48	6.4	0.9	36	6.8	0.4	-0.4*
Program Structure	48	5.9	1.2	36	6.5	1.0	-0.6*
Parents and Staff	48	6.6	0.6	36	6.9	0.3	-0.3*
Total	48	5.8	0.7	36	6.3	0.6	-0.5*
Note: * t-Test significant at Pr (t) <=.05							

In Table I-9 below we can see that teachers with 6 or more years of experience have higher ECERS-R total scores by 0.5 compared to the teachers with fewer than 6 years. These differences were again significant in all areas except in "personal care routines."

Table I-9 Comparing teachers with less than 6 years and those with 6 or more years of experience.

2005-06 ECERS-R Scores and Years of RECAP Teacher Experience							
Comparing teachers with less than 6 years of RECAP experience and those with 6 or more years.							
	Teachers with less than 6 years of RECAP experience			Teachers with 6 years or more years of RECAP experience			Differences between groups
Area	n	Mean	Standard Deviation	n	Mean	Standard Deviation	Difference in Means
Space and Furnishings	92	5.6	0.8	36	6.1	0.7	-0.5*
Personal Care Routines	92	5.5	1.3	36	5.6	1.2	-0.2
Language and Reasoning	92	5.9	1.0	36	6.5	0.7	-0.6*
Activities	92	5.3	1.1	36	6.1	0.9	-0.8*
Interaction	92	6.4	0.9	36	6.8	0.4	-0.4*
Program Structure	92	5.8	1.2	36	6.5	1.0	-0.7*
Parents and Staff	92	6.5	0.6	36	6.9	0.3	-0.3*
Total	92	5.8	0.8	36	6.3	0.6	-0.5*
Note: * t-Test significant at Pr (t) <=.05							

3. Impact of Interview Items

Table I-12 2005-06 RECAP Annual Report Analysis using 2004-05 RECAP ECERS-R scores Grouping the ECERS-R Items with and without the interview related items. Pearson correlation coefficients between group means using the ECERS-R scores for all programs combined.* (Number of classroom scores used n = 129 for all groups)					
Groups - ECERS-R Items Included	**#Items**	**Group1**	**Group2**	**Group3**	**Group4**
Group1 - All 43 ECERS-R Items	43	-	0.99	0.98	0.89
Group2 - Without "Parents & Staff" Items	37	0.99	-	0.99	0.91
Group3 - Without "Parents & Staff" and 7 Highlighted Items	30	0.98	0.99	-	0.93
Group4 - Without Any Items Based on Interviews	16	0.89	0.91	0.93	-
Note: * All correlation coefficients shown above are significant at Pr(t) <= .01					

Table I-13 2005-06 RECAP Annual Report Analysis using 2004-05 RECAP ECERS-R scores Grouping the ECERS-R Items with and without the interview related items. Pearson correlation coefficients between group means using the ECERS-R scores for all programs combined. (Number of classroom scores used n = 129 for all groups)					
Groups - ECERS-R Items Included	**#Items**	**Group1**	**Group2**	**Group3**	**Group4**
Group1 - All 43 ECERS-R Items	43	xx	xx	xx	xx
Group2 - Without "Parents & Staff" Items Group2B	37	0.99	xx	xx	xx
Group2B – "Parents & Staff" Items Only	6	0.60	0.49	0.46	0.40
Group3 - Without "Parents & Staff" and 7 Highlighted Items	30	0.98	0.99	xx	xx
Group3B – "Parents and Staff" Items and 7 Highlighted Items	13	0.85	0.80	0.73	0.64
Group4 - Without Any Items Involving Interviews	16	0.89	0.91	0.93	xx
Group4B – All Items Involving Interviews	27	0.97	0.95	0.91	0.75
Group5 - 7 Highlighted Items	7	0.84	0.83	0.73	0.64
Note: All correlation coefficients shown above are significant at Pr(t) <= .01					

Table I-14 2005-06 RECAP Annual Report					
Analysis using 2004-05 RECAP ECERS-R scores					
Grouping the ECERS-R Items with and without the interview related items.					
t-Tests between group means using the ECERS-R total scores (Number of classroom scores used n = 129 for all groups)					
		t-Values			
Groups - ECERS-R Items Included	**#Items**	**Group1**	**Group2**	**Group3**	**Group4**
Group1 - All 43 ECERS-R Items	43	xx	xx	xx	xx
Group2 - Without "Parents & Staff" Items	37	1.03	xx	xx	xx
Group2B – "Parents & Staff" Items Only	6	-6.54*	-7.33*	-6.24*	-4.79*
Group3 - Without "Parents & Staff" and 7 Highlighted Items	30	-0.16	-1.17	xx	xx
Group3B – "Parents and Staff" Items and 7 Highlighted Items	13	0.42	-0.57	0.57	1.97
Group4 - Without Any Items Involving Interviews	16	-1.65	-2.62*	-1.46	xx
Group4B – All Items Involving Interviews	27	0.97	-0.06	1.11	2.54*
Group5 - 7 Highlighted Items	7	5.58*	4.68*	5.64*	6.78*
Note: * Signifies t-Test values are significant at Pr(t) <= .01					

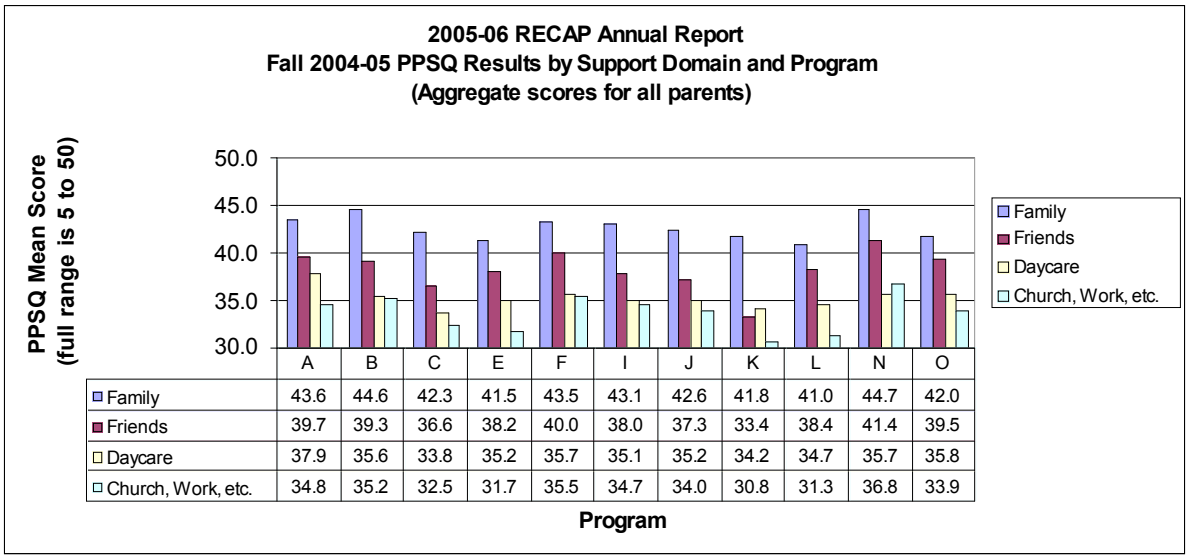
Appendix III

Preschool Parent Support Questionnaire (PPSQ)

Fall PPSQ Results by Program

Figure III-7 and III-8 below show the fall PPSQ results by program, for 2004-05 and 2005-06 respectively. It can be seen in these charts that the family domain was the most important means of social support for parents across all programs. Again, the second most important domain was the friends category.

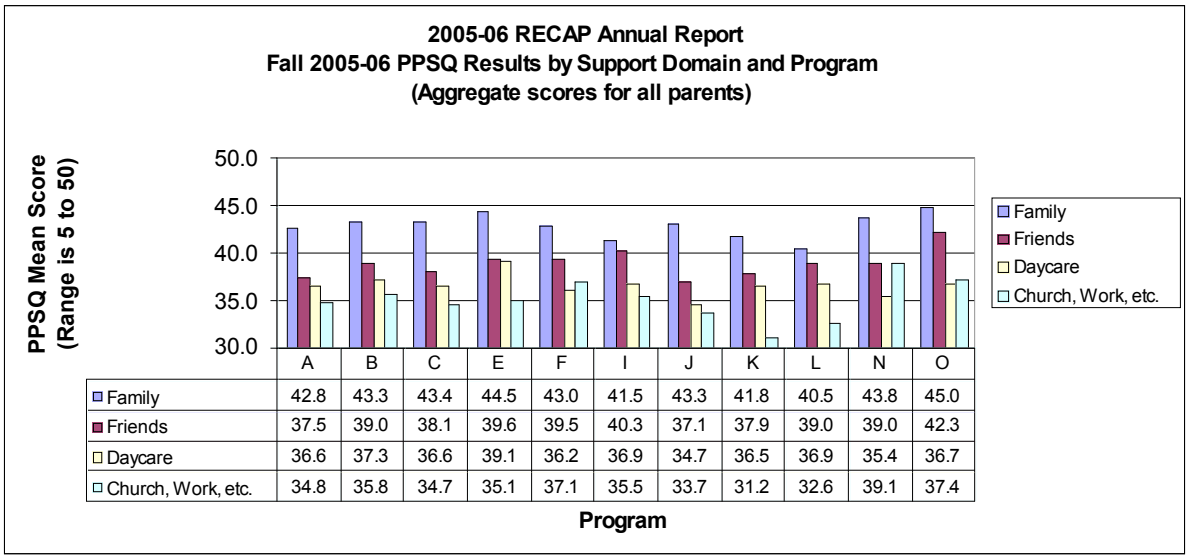
Figure III-7 fall 2004-05 PPSQ results by support domain and by program



	A	B	C	E	F	I	J	K	L	N	O
Family	43.6	44.6	42.3	41.5	43.5	43.1	42.6	41.8	41.0	44.7	42.0
Friends	39.7	39.3	36.6	38.2	40.0	38.0	37.3	33.4	38.4	41.4	39.5
Daycare	37.9	35.6	33.8	35.2	35.7	35.1	35.2	34.2	34.7	35.7	35.8
Church, Work, etc.	34.8	35.2	32.5	31.7	35.5	34.7	34.0	30.8	31.3	36.8	33.9

Fall 2004-05 - Range of Sample Size by Program											
	Programs										
N	**A**	**B**	**C**	**E**	**F**	**I**	**J**	**K**	**L**	**N**	**O**
Min.	197	90	157	108	111	133	272	34	99	52	55
Max.	208	91	160	112	112	136	287	34	102	54	58

Figure III-8 fall 2005-06 PPSQ results by support domain and by program



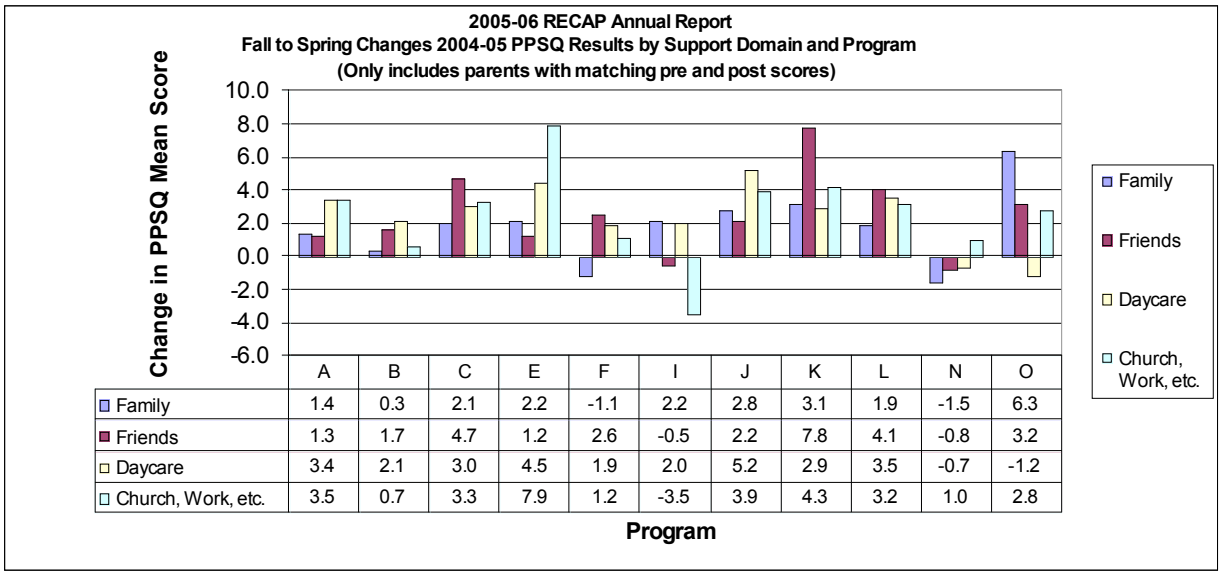
	A	B	C	E	F	I	J	K	L	N	O
Family	42.8	43.3	43.4	44.5	43.0	41.5	43.3	41.8	40.5	43.8	45.0
Friends	37.5	39.0	38.1	39.6	39.5	40.3	37.1	37.9	39.0	39.0	42.3
Daycare	36.6	37.3	36.6	39.1	36.2	36.9	34.7	36.5	36.9	35.4	36.7
Church, Work, etc.	34.8	35.8	34.7	35.1	37.1	35.5	33.7	31.2	32.6	39.1	37.4

Fall 2005-06 - Range of Sample Size by Program											
	Programs										
N	**A**	**B**	**C**	**E**	**F**	**I**	**J**	**K**	**L**	**N**	**O**
Min.	142	85	170	54	56	186	273	52	73	29	55
Max.	147	89	173	54	57	196	284	55	76	30	55

Fall to Spring Change PPSQ Results by Program

Figure III-9 and Figure III-10 below show the fall to spring changes in the PPSQ results by program, for 2004-05 and 2005-06 respectively. These changes include only those parents that provided both a fall and spring questionnaire. In both 2004-05 and 2005-06, 8 out of 11 programs showed a positive change in parents' support from the daycare staff domain. It can also be seen from these charts that there is a lot of variability between programs in both years.

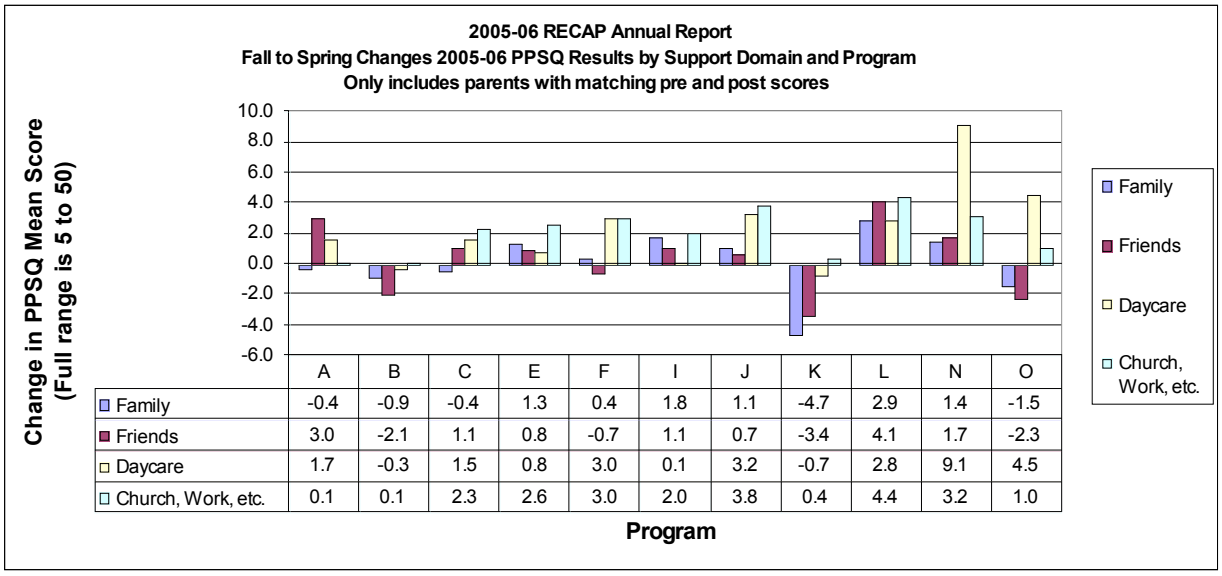
Figure III-9 fall to spring changes 2004-05 PPSQ results by support domain and by program.



	A	B	C	E	F	I	J	K	L	N	O
Family	1.4	0.3	2.1	2.2	-1.1	2.2	2.8	3.1	1.9	-1.5	6.3
Friends	1.3	1.7	4.7	1.2	2.6	-0.5	2.2	7.8	4.1	-0.8	3.2
Daycare	3.4	2.1	3.0	4.5	1.9	2.0	5.2	2.9	3.5	-0.7	-1.2
Church, Work, etc.	3.5	0.7	3.3	7.9	1.2	-3.5	3.9	4.3	3.2	1.0	2.8

2004-05 Changes - Range of Sample Size by Program											
	Programs										
N	**A**	**B**	**C**	**E**	**F**	**I**	**J**	**K**	**L**	**N**	**O**
Min.	109	24	50	55	35	31	160	8	46	31	5
Max.	115	24	55	59	38	33	169	8	47	35	6

Figure III-10 fall to spring changes 2005-06 PPSQ results by support domain and by program



	A	B	C	E	F	I	J	K	L	N	O
Family	-0.4	-0.9	-0.4	1.3	0.4	1.8	1.1	-4.7	2.9	1.4	-1.5
Friends	3.0	-2.1	1.1	0.8	-0.7	1.1	0.7	-3.4	4.1	1.7	-2.3
Daycare	1.7	-0.3	1.5	0.8	3.0	0.1	3.2	-0.7	2.8	9.1	4.5
Church, Work, etc.	0.1	0.1	2.3	2.6	3.0	2.0	3.8	0.4	4.4	3.2	1.0

2005-06 Changes - Range of Sample Size by Program											
	Programs										
N	**A**	**B**	**C**	**E**	**F**	**I**	**J**	**K**	**L**	**N**	**O**
Min.	69	25	62	43	31	68	163	21	37	9	17
Max.	74	28	64	45	32	72	172	23	39	10	17

Factor Analysis on 2004-05 Data

A factor analysis was performed on the fall 2004-05 results and found that, as expected, there were 4 constructs underlying the data: family, friends, daycare staff, and others (Church, work, etc.). This means that the measure is doing what it was designed to do, differentiate a parent's source of support between 4 support domains.

The results of the factor analysis can be seen in Table III-3 below. Principle Component Analysis (PCA) was the factor analysis extraction method used. The rotation method used was Varimax**.**

Table III-3				
2005-06 RECAP Annual Report				
Preschool Parent Support Questionnaire (PPSQ)				
Factor Analysis Results Using fall 2004-05 PPSQ Data Only (n=1,353)				
5 Questions: **Q1 – When I have questions about raising my child, I can talk to these people.** **Q2 – These people can tell me about services that are available for me and my family.** **Q3 – I can talk to these people who have had experiences similar to mine.** **Q4 – I feel a part of these groups of people who care about each other.** **Q5 – I know I can relax and have fun with these people.**				
	Factor Loadings by Support Domain			
Support Domain Letter	**D**	**A**	**C**	**B**
Factor loading >.40 are highlighted	**Others (Church, Work, Etc.)**	**Family**	**Daycare Staff**	**Friends**
Question (Q#) plus Support Domain Letter below				
Q4D	0.88	0.13	0.25	0.17
Q5D	0.86	0.12	0.20	0.17
Q3D	0.84	0.13	0.28	0.21
Q2D	0.80	0.13	0.24	0.20
Q1D	0.80	0.07	0.27	0.20
Q4A	0.10	0.87	0.11	0.20
Q3A	0.11	0.86	0.19	0.20
Q5A	0.10	0.86	0.03	0.15
Q1A	0.04	0.79	0.23	0.20
Q2A	0.18	0.73	0.16	0.18
Q3C	0.26	0.15	0.80	0.20
Q1C	0.18	0.09	0.79	0.19
Q4C	0.31	0.18	0.77	0.17
Q2C	0.20	0.18	0.75	0.22
Q5C	0.30	0.16	0.70	0.16
Q5B	0.16	0.22	0.05	0.80
Q4B	0.24	0.26	0.18	0.80
Q3B	0.20	0.25	0.22	0.79
Q1B	0.17	0.10	0.32	0.77
Q2B	0.21	0.23	0.27	0.70
	20.4%	19.2%	18.0%	17.6%

Appendix V

Follow-up Study Secondary RECAP Related Effects

Overview

The presence of consistent, significant higher order RECAP/non-RECAP related effects would be confirmation that not all RECAP students are benefiting equally from their RECAP experience. While in general, over the last 3 years, we have not seen any consistent results that confirm higher order effects, the following documents findings that have appeared, and then not appeared from year to year, and are as yet non-conclusive.

Versions of COR Used in Assessing 2005-06 Kindergarten Students

In 2005-06 we were transitioning from the 21-item version to the latest 32-item version of the COR. In 2005-06 all kindergarten teachers used the previous 21-item version except for new teachers. The new teachers were trained in and used the new 32-item version. There were 33 new kindergarten teachers who completed 488 fall and 511 spring 32-item COR forms. We ran all of the analyses reported here and in the main annual report using both the 21-item COR alone and then again with a combined dataset including both versions. The results were very similar, with or without using the 32-item COR, so in order to maintain year to year consistency, we stated in the main annual report the results for the 21-item COR only. However, this appendix includes several charts showing the 21-item COR data with and without the new 32-item COR data. **The MANOVA results described in this report are from using the 21-item COR alone.**

2-Factor RECAP/Non-RECAP Related Effects

A higher order interaction was detected this year from the fall 2005-06 MANOVA described earlier. A 2-factor RECAP/non-RECAP by Race/Ethnicity interaction at time 1 was found to be mildly significant (Wilks' lambda=0.993, $F(6,3978)=2.36$, $p<.05$). This secondary effect being significant means that the RECAP/non-RECAP advantage was different by Race/Ethnicity.

Last year this particular effect at time 1 was not significant (Wilks' lambda=0.999, $F(6,4492)=0.23$, $p>.05$). Because this phenomenon has not been consistent between years, and was only very mildly significant this year (significance level $p=.028$, $F=2.36$), it will not be given much weight unless we see that it repeats next year. This year's result might be simply due to random error or chance.

This RECAP/non-RECAP by Race/Ethnicity interaction was not significant at time 2 (Wilks' lambda=0.999, $F(6,3800)=0.43$, $p>.05$) in this year's spring MANOVA or in last year's results (Wilks' lambda=0.998, $F(6,4484)=0.93$, $p>.05$).

Two years ago we detected a significant RECAP/non-RECAP, gender, and ethnicity 3-factor interaction effect. However, this year, based on our time 1 MANOVA results, no 3-factor interactions were found to be significant (Wilks' lambda=0.997, $F(6,3978)=1.00$, $p>.05$). This interaction also showed no significant differences last year (Wilks' lambda=0.998, $F(6,4492)=0.58$, $p>.05$). Similar results were also found at time 2 last year.

The following is a more in-depth report on these secondary effects.

Figure V-4 Two-factor interactions displayed by RECAP/non-RECAP, Race/Ethnicity, and gender using 2005-06 kindergarten the 21-item COR scores only.

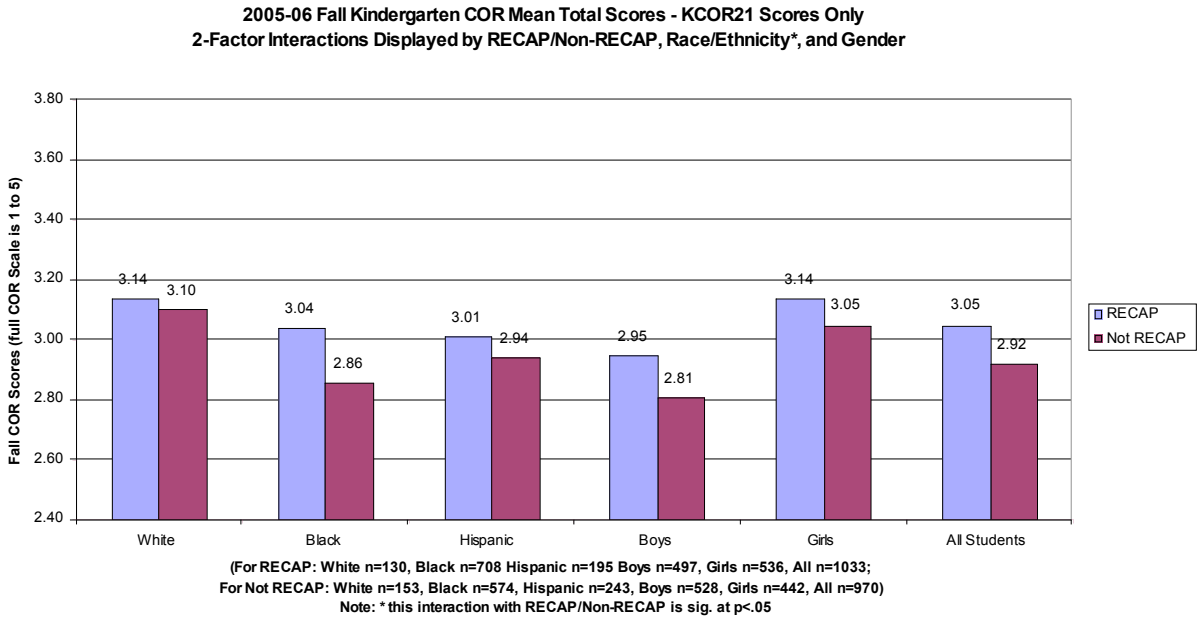


Figure V-5 Two-factor interactions displayed by RECAP/non-RECAP, Race/Ethnicity, and gender using the 2005-06 kindergarten 21-item COR and 32-item COR combined.

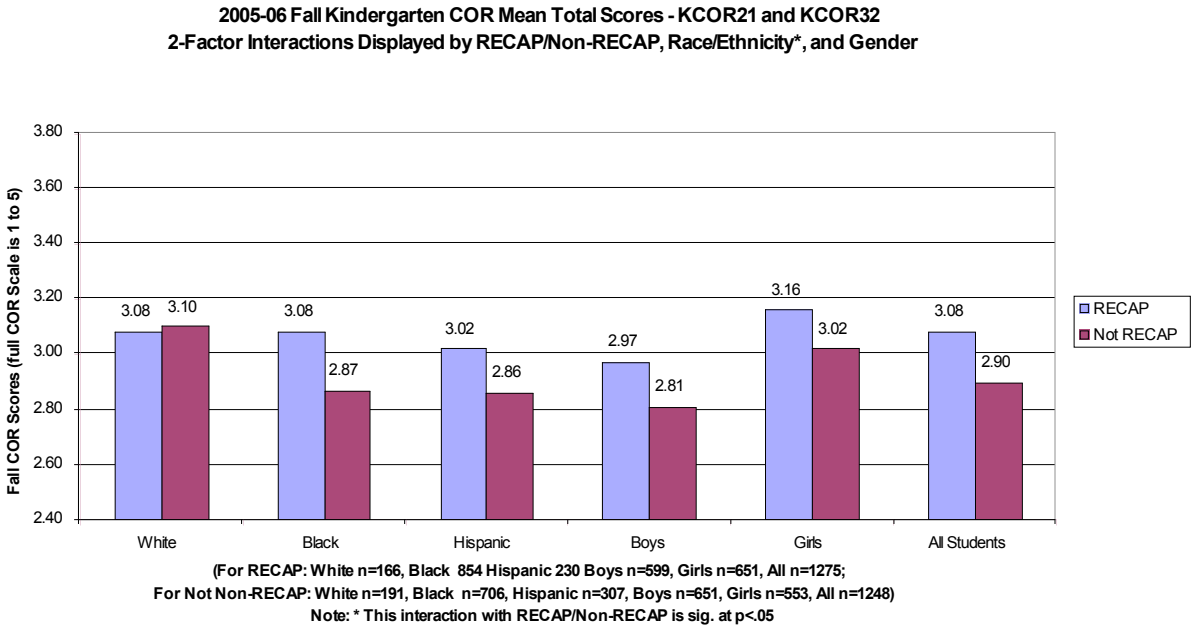


Figure V-6 Two-factor interactions displayed by RECAP/non-RECAP, Race/Ethnicity, and gender using the 2004-05 kindergarten COR scores.

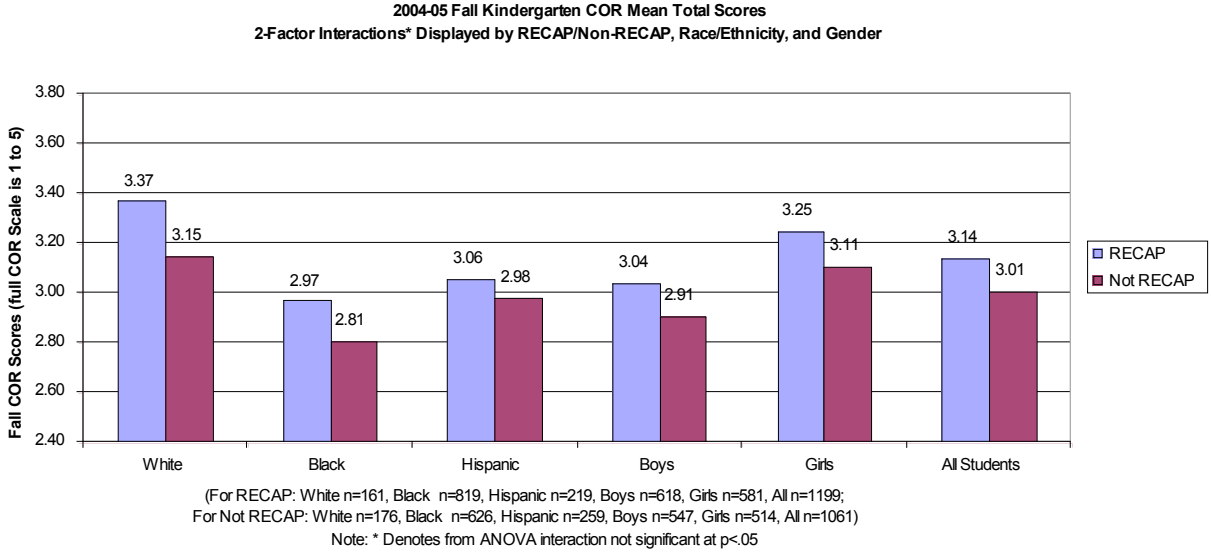
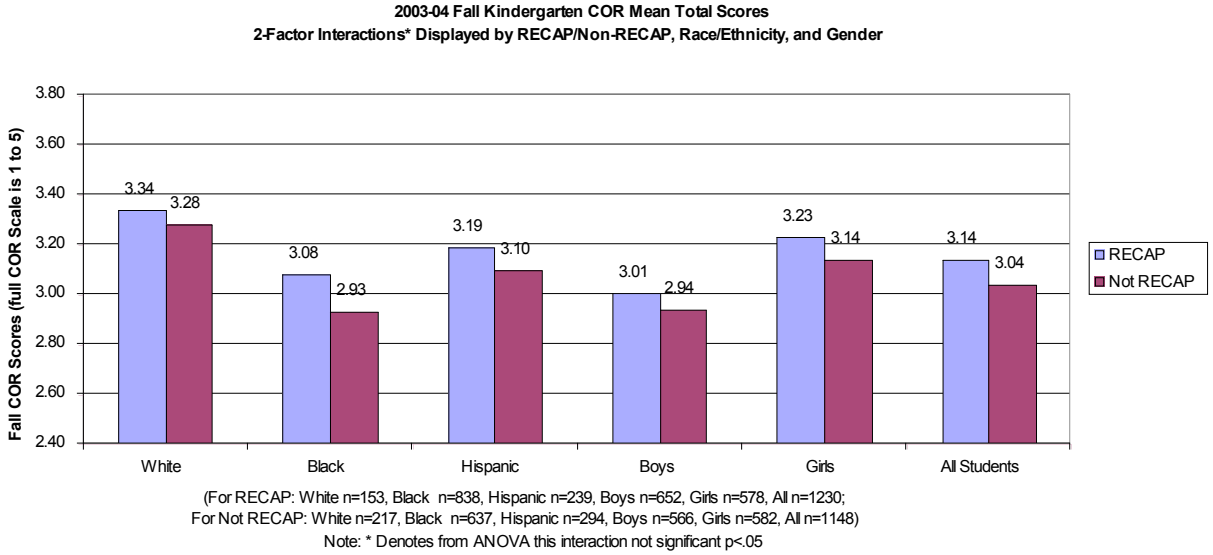


Figure V-7 Two-factor interactions displayed by RECAP/non-RECAP, Race/Ethnicity, and gender using 2003-04 kindergarten COR scores.



3-Factor RECAP/Non-RECAP Related Effects

This year, based on our time 1 MANOVA results, the 3-factor interaction for the RECAP/non-RECAP, Gender, and Ethnicity interaction was found to be not significant (Wilks' lambda=0.997, $F(6,3978)=1.00$, $p>.05$). Similar results were found for time 2.

The mean COR time 1 scores as seen in Figure V-8 below, shows that most of the Ethnicity/Gender combinations had a slightly higher mean score for RECAP students versus non-RECAP. However, both the White-male and White-female subgroups showed the opposite result when compared to all other subgroups. The White-male and White-female RECAP students actually show a slightly lower mean COR score compared to the non-RECAP students. However, as stated earlier, these differences were not found to be significant this year.

Figure V-8 Three-factor interactions displayed for RECAP/non-RECAP, Race/Ethnicity, and gender using 2005-06 kindergarten 21-item COR scores only.

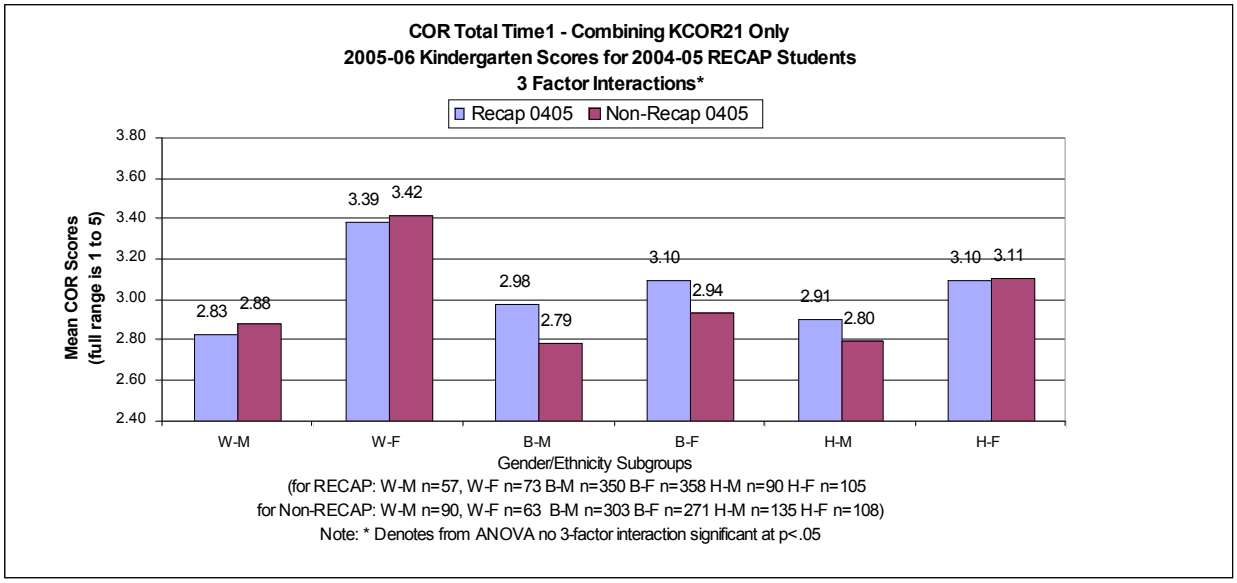


Figure V-9 Three-factor interactions displayed for RECAP/non-RECAP, Race/Ethnicity, and gender using 2005-06 kindergarten 21-item COR and 32-item COR combined.

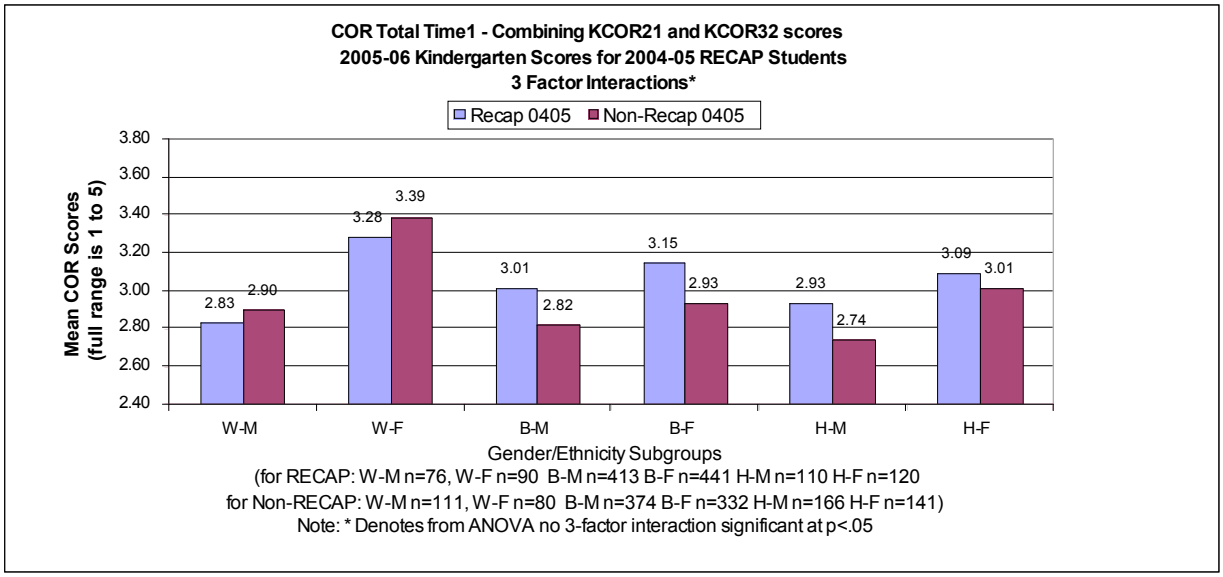
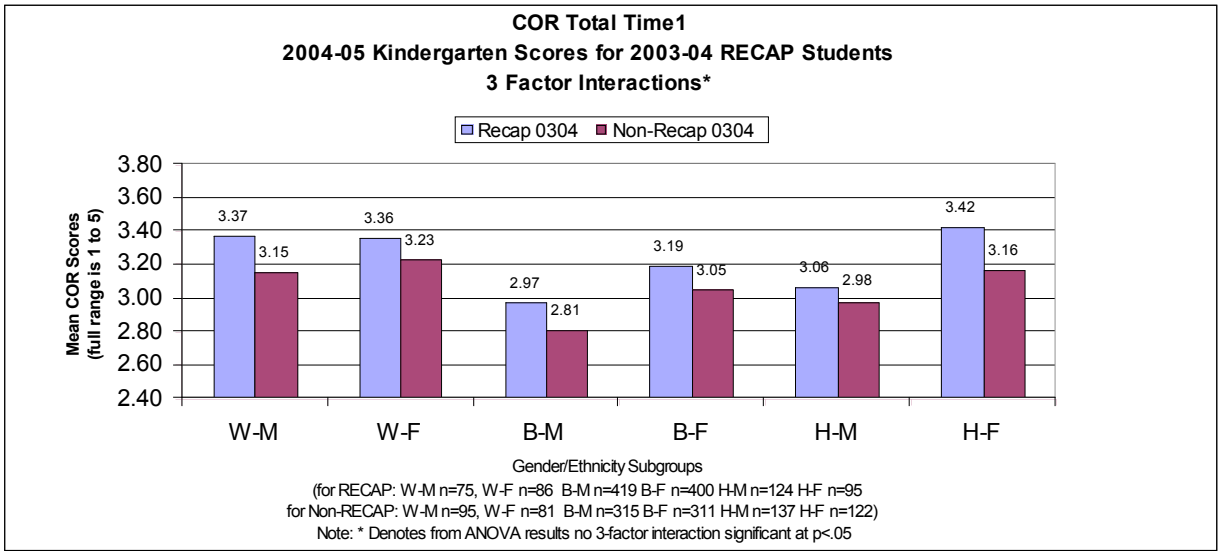


Figure V-10 below, shows last year's time 1 mean score values for all RECAP/non-RECAP, Gender, and Ethnicity subgroups or comparison purposes. Looking at last year's results, no significant 2-factor or 3-factor interactions were detected at time 1. Figure V-10 shows slightly higher mean scores for RECAP students compared to non-RECAP for all subgroups. Based on time 1 MANOVA results, the differences among the Race/Ethnicity-gender subgroups, showed

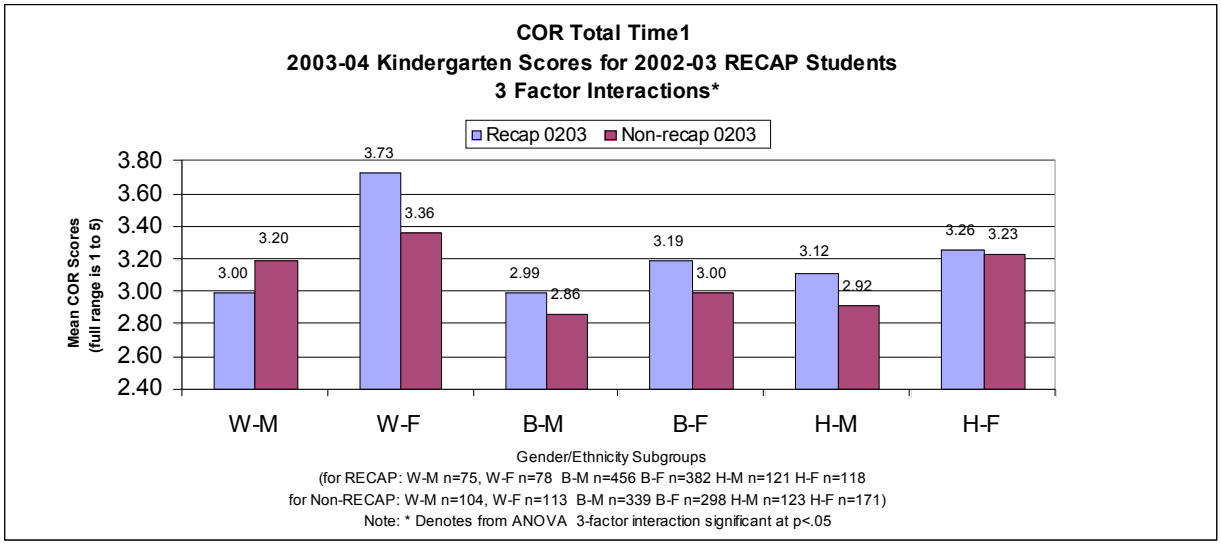
no significant differences last year (Wilks' lambda=0.998, F(6,4492)=0.58, p>.05). Similar results were found at time 2.

Figure V-10 Three-factor interactions displayed for RECAP/non-RECAP, Race/Ethnicity, and gender using 2004-05 kindergarten COR scores.



Looking at results from 2003-04 in Figure V-11 below, for comparison purposes, a significant 3-way interaction was detected at time 1. Figure V-11 below, shows that year's time 1 mean score values for all RECAP/non-RECAP, gender, and Ethnicity subgroups. This chart shows slightly higher mean scores for RECAP students compared to non-RECAP for all subgroups for all groups except White males. Based on time 1 MANOVA results, the RECAP/non-RECAP, Race/Ethnicity, and gender 3-factor interaction showed significance (Wilks' lambda=0.992, F(6,4728)=3.27, p<.05) that year. Similar results from the analysis 2 year's ago, were also found at time 2. The 3-factor interaction was slightly significant (Wilks' lambda=0.993, F(6,4472)=2.49, p<.05).

Figure V-11 three-factor interactions displayed for RECAP/non-RECAP, Race/Ethnicity, and gender using 2003-04 kindergarten COR scores.

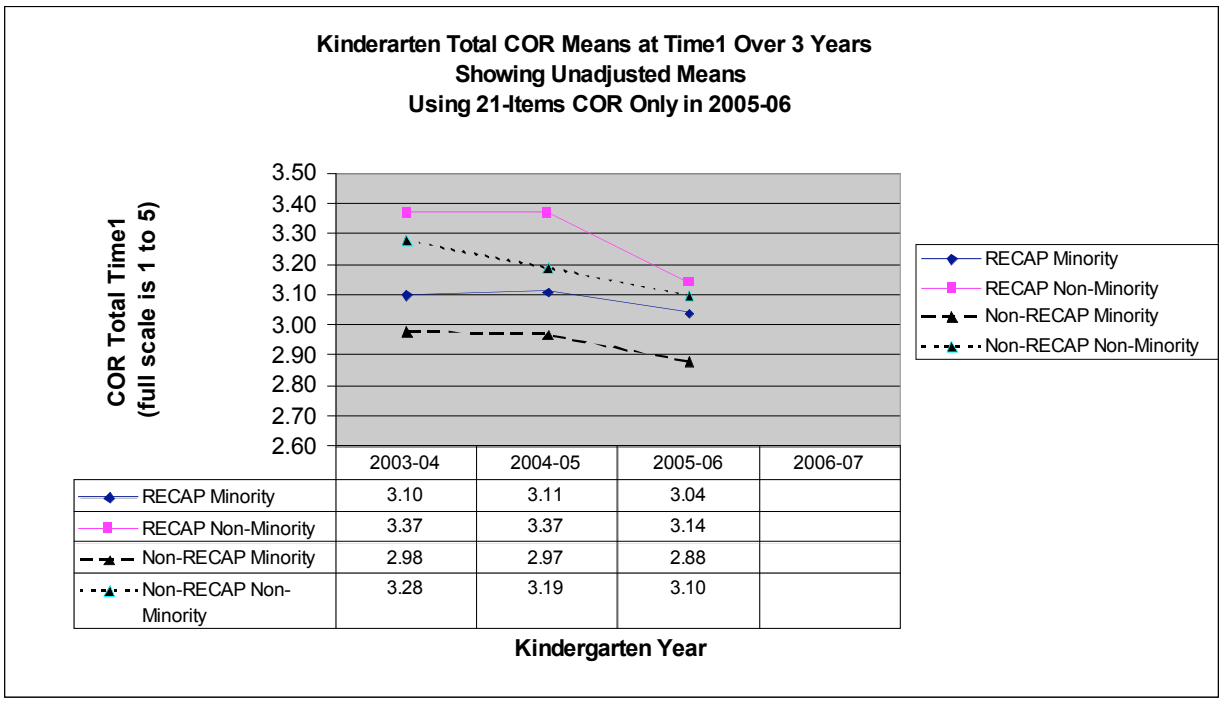


The following are additional charts that track the RECAP-Race/Ethnicity interaction for the last three years using just the minority and. non-minority categories for Race/Ethnicity. Minority means Non-White Race/Ethnicity in this particular analysis.

Figure V-12 below tracks the differences between RECAP and non-RECAP students over the last 3 kindergarten school-years. These two groups are also broken out into minority/non-minority groupings. It clearly looks like the non-RECAP minority group has the lowest COR scores all 3 years. However, while it looks like the non-minority/RECAP and non-minority/non-RECAP groups out performed the minority/RECAP and minority/non-RECAP groups in year 1 and 2, year 3 is certainly inconclusive.

We can see from Figures V-11 and V-12 that we need to await the 2006-07 RECAP COR results before drawing any conclusions that not all RECAP students are benefiting equally from their RECAP experience.

Figure V-12 tracking three years of the RECAP/non-RECAP and Race/Ethnicity interactions for time 1 using 2005-06 kindergarten 21-item COR only.

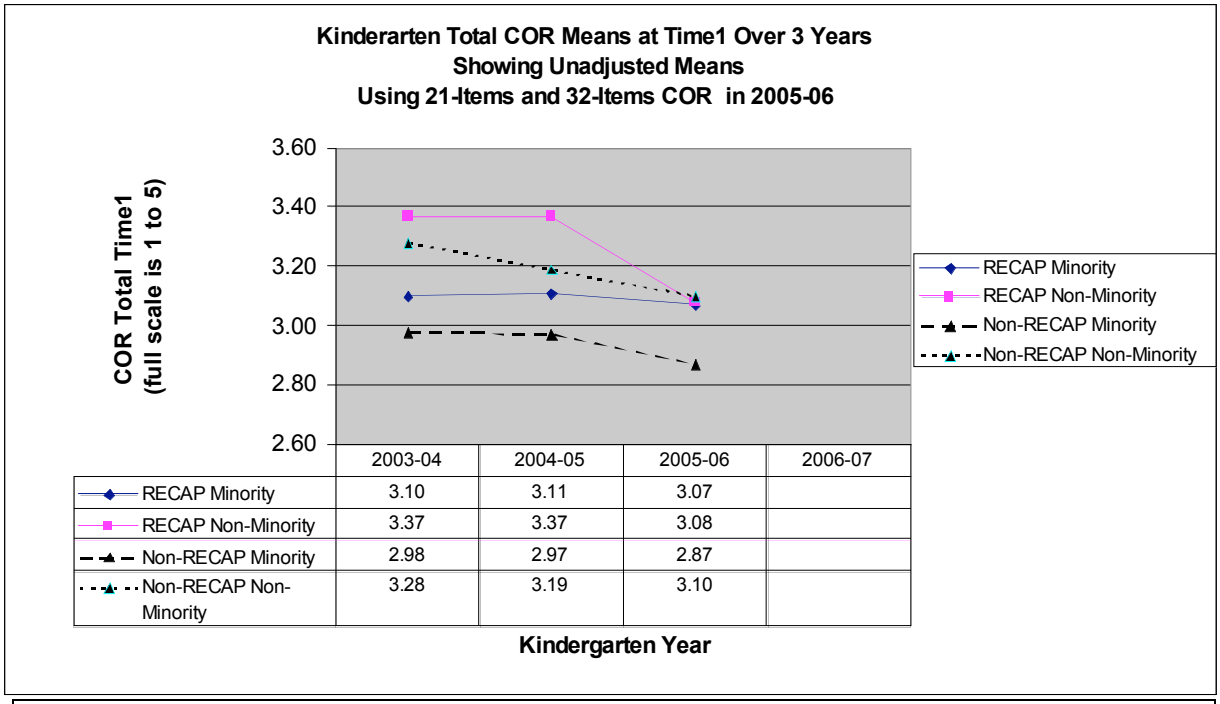


	2003-04	2004-05	2005-06	2006-07
RECAP Minority	3.10	3.11	3.04	
RECAP Non-Minority	3.37	3.37	3.14	
Non-RECAP Minority	2.98	2.97	2.88	
Non-RECAP Non-Minority	3.28	3.19	3.10	

Sample Size N for Kindergarten Total COR Means at Time 1 Over 3 Years COR21 Only for 2005-06				
Group	**2003-04**	**2004-05**	**2005-06**	**2006-07**
RECAP Minority	1,077	1,038	903	
RECAP Non-Minority	153	161	130	
Non-RECAP Minority	931	885	817	
Non-RECAP Non-Minority	217	176	153	

Figure V-13 is the same as Figure V-12 except that the 21-item COR is combined with the 32-item COR for the 2005-06 kindergarten results. We see basically the same result as in Figure V-12, that there is really too much variability between years to draw any conclusions that not all RECAP students are benefiting equally from their RECAP experience.

Figure V-13 tracking three years of the RECAP/non-RECAP and Race/Ethnicity interactions for time 1 using 2005-06 kindergarten 21-item and 32-item COR combined.



Sample Size N for Kindergarten Total COR Means at Time 1 Over 3 Years COR21 and COR32 Combined for 2005-06				
Group	**2003-04**	**2004-05**	**2005-06**	**2006-07**
RECAP Minority	1,077	1,038	1,084	
RECAP Non-Minority	153	161	166	
Non-RECAP Minority	931	885	1,013	
Non-RECAP Non-Minority	217	176	191	

Discussion: Three Years of Tracking Higher Order Interactions

As stated above, there is really too much variability seen between years to draw any conclusion that not all RECAP students are benefiting equally from their RECAP experience. At the least we will need another year of RECAP data to draw any conclusions concerning this conclusion.

However, it may not even be a Race/Ethnicity related secondary effect that we see in these charts, but possibly family income, or maybe mother's education, or maybe even age of child. Possibly tests should be conducted where these variables, if available, need to be controlled for, before we are sure that it is a Race/Ethnicity related effect.

Appendix VI – Pre-k Children with Disabilities

Appendix VI

Pre-K Children with Disabilities - Additional Results

The following figures and tables are a continuation of the In-depth Special Services Data section of the "Pre-K Children with Disabilities" Topic in the **2005-06 RECAP Annual Report**. Please note that Tables VI-1 through VI-4 and Figures VI-1 and VI-2 are found in the main RECAP report.

Table VI-5The number of 3-year-olds and 4-year-olds in 2003-04 RECAP programs.

Table VI-5			
Number of 3-year-olds and 4-year-olds in 2003-04 RECAP Programs			
Special Services = Child having 1 or more special services during the school year			
Age group*	**Special Services (%)**	**No Special Services (%)**	**Total**
3 year olds	70 (33)	331 (22)	401 (23)
4 year olds	142 (67)	1,208 (78)	1,350 (77)
Total	212	1,539	1,751

Notes:

- (%) Signifies percentage of column total
- * Signifies Chi-square test for age group with special services was significant (Pearson $\chi^2 = 14.0$, $p<.01$).

Table VI-6The number of 3-year-olds and 4-year-olds in 2004-05 RECAP programs.

Table VI-6			
Number of 3-year-olds and 4-year-olds in 2003-04 RECAP Programs			
Special Services = Child having 1 or more special services during the school year			
Age group*	**Special Services (%)**	**No Special Services (%)**	**Total**
3 year olds	49 (19)	294 (17)	343 (17)
4 year olds	207 (81)	1,435 (83)	1,642 (83)
Total	256	1,729	1,985

Notes:

- (%) Signifies percentage of column total
- * Signifies Chi-square test for age group with special services was not significant (Pearson $\chi^2 = 0.7$, $p>.01$).

Table VI-7 2003-04 RECAP COR and T-CRS results by special services status.

Table VI-7								
2003-04 RECAP COR and T-CRS Results by Special Services Status								
Summary of MANCOVA Results								
Includes Only 3 and 4-year-olds								
	Children with Special Services			**Children without Special Services**				**Effect Size**
Measure / Subscale	**Mean**	**Std. Dev.**	**N**	**Mean**	**Std. Dev.**	**N**	**F***	**d**
COR Time 1 MANCOVA							22.5	
Academic	1.73	0.59	147	2.26	0.74	1,164	62.0	0.73
Motor	2.35	0.61	147	2.80	0.74	1,164	40.1	0.62
Social	2.22	0.71	147	2.76	0.78	1,164	56.0	0.70
T-CRS Time 1 MANCOVA							19.7	
Behavior Control	2.88	1.06	122	3.47	0.90	1,066	34.3	0.64
Assertive Social	2.89	0.81	122	3.49	0.85	1,066	48.1	0.71
Peer Sociability	3.06	0.91	122	3.70	0.79	1,066	57.2	0.81
Task Orientation	2.71	0.91	122	3.46	0.85	1,066	70.5	0.88
COR Time 2 MANCOVA							15.1	
Academic	2.82	0.83	118	3.31	0.77	937	38.7	0.63
Motor	3.30	0.79	118	3.83	0.78	937	41.1	0.68
Social	3.38	0.80	118	3.84	0.77	937	31.1	0.59
T-CRS Time 2 MANCOVA							19.5	
Behavior Control	3.36	1.03	132	3.75	0.93	986	14.5	0.41
Assertive Social	3.40	0.83	132	3.96	0.80	986	51.5	0.70
Peer Sociability	3.67	0.94	132	4.14	0.76	986	33.5	0.60
Task Orientation	3.16	0.98	132	3.87	0.86	986	65.7	0.81

Notes:

- * Signifies that all of the F values exhibited in this table are significant at Pr(t) <= .01
- Gender and Race/Ethnicity were included as covariates in the above analyses.

Table VI-8 2004-05 RECAP COR and T-CRS results by special services status.

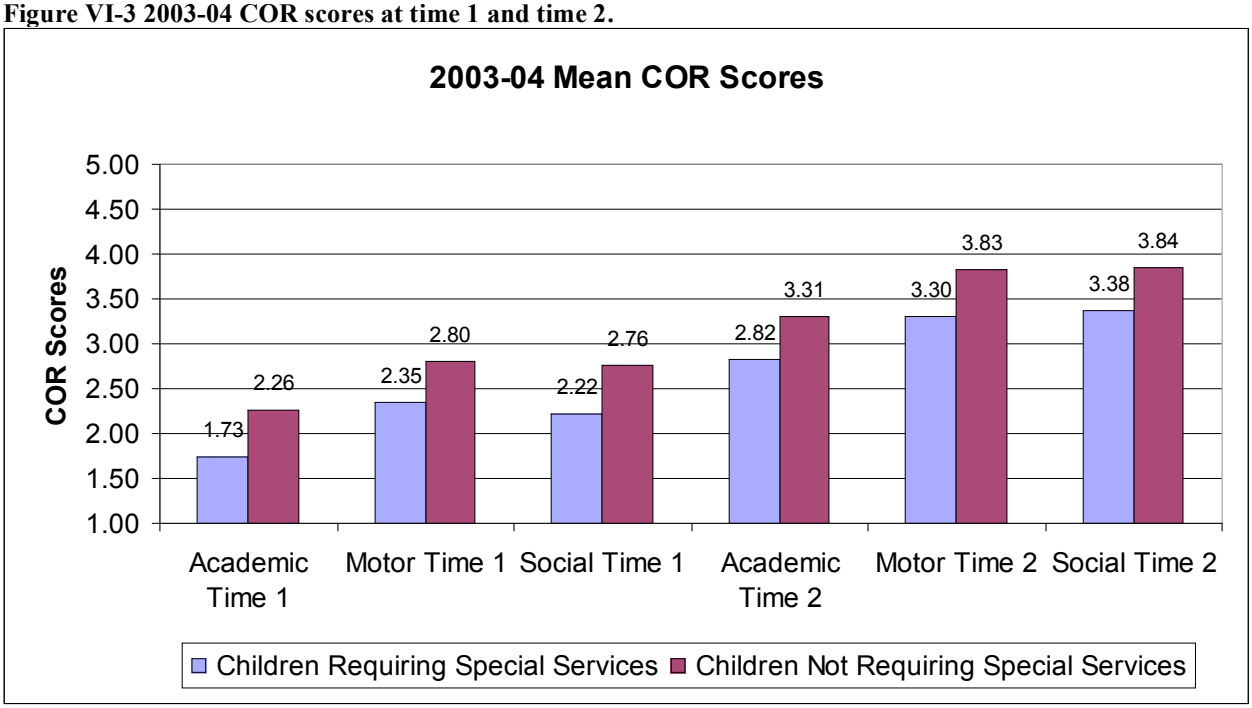
Table VI-8								
2004-05 RECAP COR and T-CRS Results by Special Services Status								
Summary of MANCOVA Results								
Includes Only 3 and 4-year-olds								
	Children with Special Services			**Children without Special Services**				**Effect Size**
Measure / Subscale	**Mean**	**Std. Dev.**	**N**	**Mean**	**Std. Dev.**	**N**	**F***	**d**
COR Time 1 MANCOVA							19.1	
Academic	1.94	0.67	206	2.33	0.79	1,404	45.1	0.50
Motor	2.31	0.76	206	2.68	0.84	1,404	34.1	0.45
Social	2.26	0.76	206	2.72	0.82	1,404	53.5	0.57
T-CRS Time 1 MANCOVA							16.6	
Behavior Control	3.12	1.00	204	3.49	0.93	1,343	19.4	0.39
Assertive Social	3.11	0.83	204	3.56	0.87	1,343	47.3	0.52
Peer Sociability	3.28	0.90	204	3.77	0.83	1,343	53.1	0.58
Task Orientation	2.97	0.88	204	3.50	0.86	1,343	52.9	0.61
COR Time 2 MANCOVA							33.0	
Academic	2.88	0.91	182	3.51	0.81	1,132	89.5	0.76
Motor	3.29	0.84	182	3.88	0.78	1,132	82.8	0.75
Social	3.31	0.88	182	3.88	0.77	1,132	77.5	0.73
T-CRS Time 2 MANCOVA							20.5	
Behavior Control	3.50	1.05	177	3.79	0.96	1,130	7.6	0.30
Assertive Social	3.48	0.92	177	4.04	0.82	1,130	64.7	0.67
Peer Sociability	3.69	0.93	177	4.15	0.81	1,130	40.1	0.56
Task Orientation	3.31	0.98	177	3.93	0.92	1,130	57.4	0.67

Notes:

- * Signifies that all of the F values exhibited in this table are significant at Pr(t) <= .01
- Gender and Race/Ethnicity were included as covariates in the above analyses.

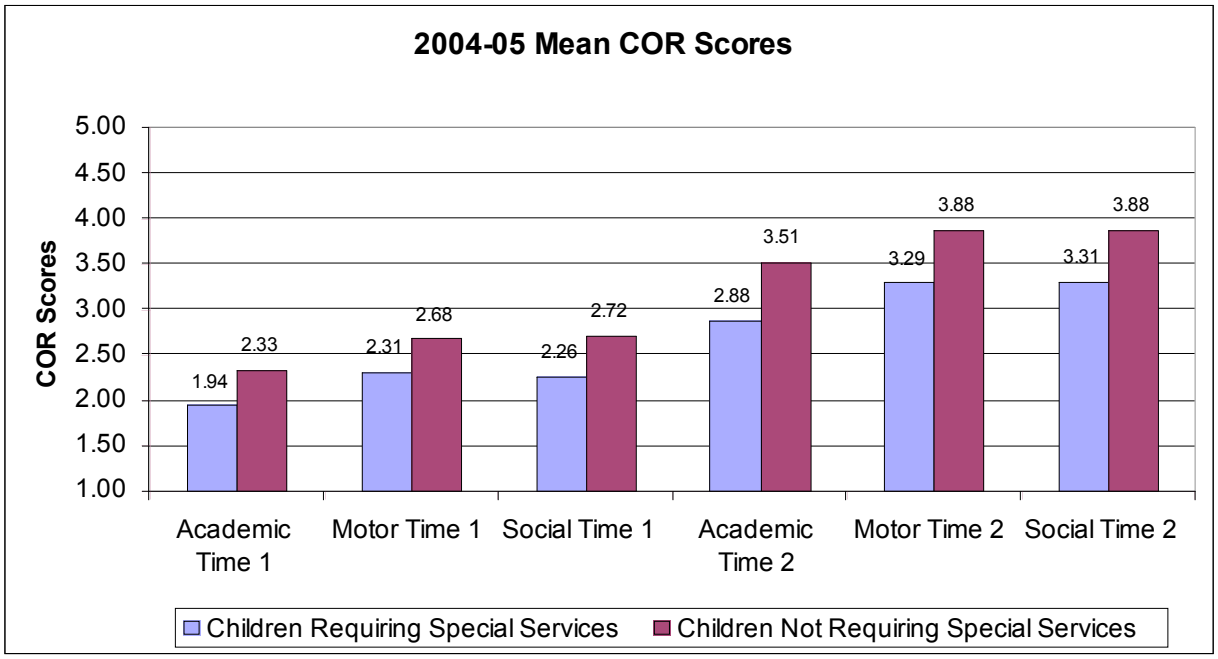
COR outcomes for RECAP children requiring special services compared to children who were not so identified:

Figure VI-3 2003-04 COR scores at time 1 and time 2.



Note: All group differences in this bar hart are significant at Pr(t) <= .01.

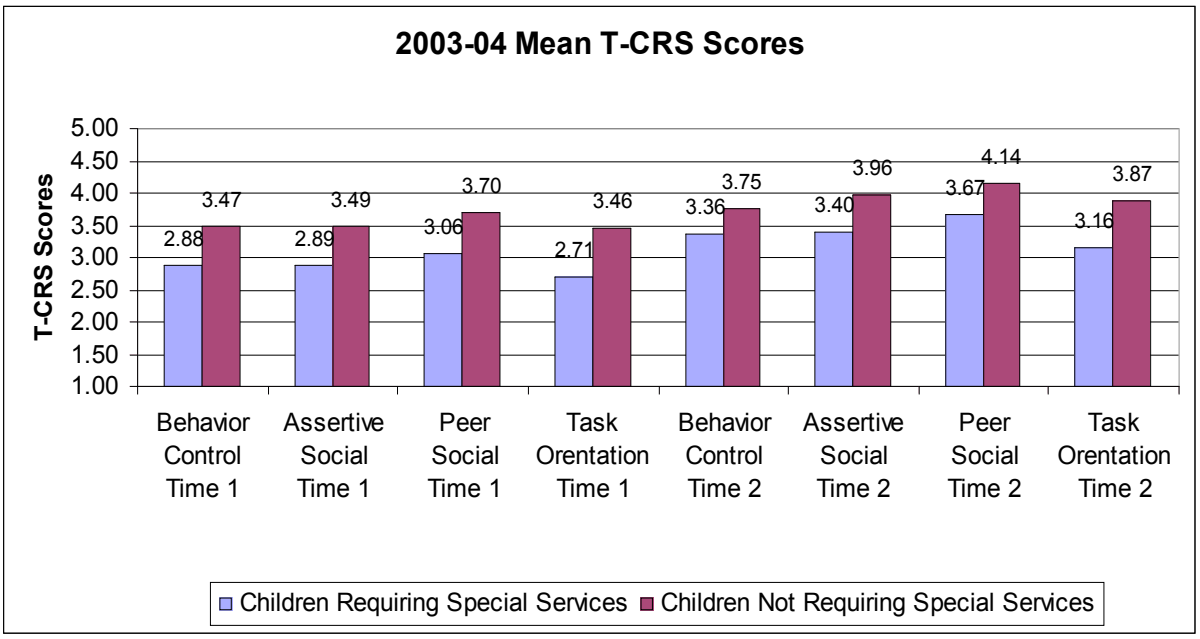
Figure VI-4 2004-05 COR scores at time 1 and time



Note: All group differences in this bar chart are significant at Pr(t) <= .01.

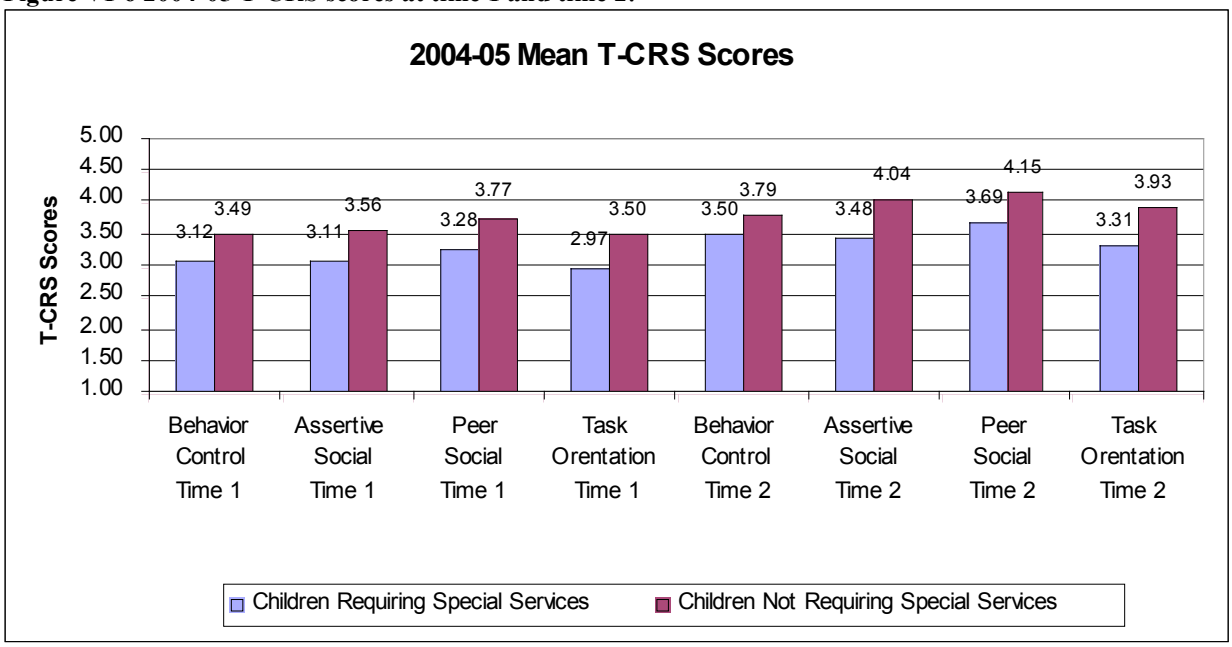
T-CRS outcomes for RECAP children requiring special services compared to children who were not so identified:

Figure VI-5 2003-04 T-CRS scores at time 1 and time 2.



Note: All group differences in this bar chart are significant at Pr(t) <= .01

Figure VI-6 2004-05 T-CRS scores at time 1 and time 2.



Note: All group differences in this bar chart are significant at Pr(t) <= .01

Comparing outcomes of pre to post growth for children with disabilities as compared to children who were not so identified:

Table VI-9 2003-04 RECAP COR and T-CRS change scores by special needs status.

Table VI-9								
2003-04 RECAP COR and T-CRS Change Scores by Special Needs Status								
Summary of MANCOVA Results								
Includes Only 3 and 4-year-olds								
	Children with Special Services			**Children without Special Services**				**Effect Size**
	Mean	**Std. Dev.**	**N**	**Mean**	**Std. Dev.**	**N**	**F***	**d**
COR Changes MANCOVA							2.8	
Academic	1.02	0.65	118	1.02	0.71	937	0.0	0.00
Motor	0.88	0.69	118	0.99	0.71	937	3.3	0.16
Social	1.07	0.68	118	1.04	0.71	937	0.1	0.04
T-CRS Changes MANCOVA							2.2	
Behavior Control	0.45	0.78	113	0.27	0.77	914	5.5	0.23
Assertive Social	0.53	0.71	113	0.47	0.73	914	0.3	0.08
Peer Sociability	0.55	0.72	113	0.40	0.72	914	3.7	0.21
Task Orientation	0.45	0.78	113	0.41	0.76	914	0.4	0.05

Notes:

- *** Signifies that *none* of the exhibited F values were significant at Pr(t) <= .01**
- Gender and Race/Ethnicity were included as covariates in the above analyses.

Table VI-10 2004-05 RECAP COR and T-CRS change scores by special needs status.

Table VI-10								
2004-05 RECAP COR and T-CRS Change Scores by Special Needs Status								
Summary of MANCOVA Results								
Includes Only 3 and 4-year-olds								
	Children with Special Services			**Children without Special Services**				**Effect Size**
	Mean	**Std. Dev.**	**N**	**Mean**	**Std. Dev.**	**N**	**F**	**d**
COR Changes MANCOVA							5.8*	
Academic	0.95	0.73	182	1.13	0.66	1,129	11.7*	0.27
Motor	0.98	0.72	182	1.15	0.72	1,129	7.0*	0.24
Social	1.06	0.69	182	1.10	0.66	1,129	0.4	0.06
T-CRS Changes MANCOVA							2.8	
Behavior Control	0.36	0.72	175	0.32	0.79	1,082	0.8	0.05
Assertive Social	0.39	0.77	175	0.49	0.75	1,082	2.1	0.13
Peer Sociability	0.39	0.70	175	0.38	0.73	1,082	0.1	0.01
Task Orientation	0.33	0.69	175	0.44	0.80	1,082	2.5	0.14

Notes:

- * **Signifies that the exhibited F values were significant at Pr(t) <= .01**
- Gender and Race/Ethnicity were included as covariates in the above analyses.

Appendix VII – Children's Health Information (CHI 2.0)

Appendix VII

Children's Health Information (CHI 2.0) - Additional Results

Demographic Data

Additional Detailed Information - CHI Demographics for the Last 3 Years

Mother's Education:

Table VII-6 CHI demographics: mother's education.

Mother's Education	2003-04		2004-05		2005-06	
	N	Percent	N	Percent	N	Percent
Some High School	244	18%	311	22%	181	20%
GED	203	15%	220	15%	128	14%
High School Graduate	259	20%	305	21%	173	19%
Technical or Trade School	34	3%	35	2%	25	3%
Some College	299	23%	292	20%	198	22%
Two Year Degree	164	12%	173	12%	107	12%
Four Year Degree	80	6%	64	4%	52	6%
Graduate Degree	37	3%	34	2%	29	3%
Total Actual Responses	1320		1434		893	
Non-Responses	232	15%	284	17%	146	14%
Total Returned Surveys	1552		1718		1039	

Mother Received Special Education Services	2003-04		2004-05		2005-06	
	N	Percent	N	Percent	N	Percent
Recieved Special Education Services	110	7%	122	7%	92	9%
Total Actual Responses	1483		1628		1002	
Non-Responses	69	4%	90	5%	37	4%
Number Returned Surveys	1552		1718		1039	

Father's Education:

Table VII-7 CHI demographics: father's education.

Father's Education	2003-04		2004-05		2005-06	
	N	Percent	N	Percent	N	Percent
Some High School	226	20%	271	23%	167	22%
GED	210	19%	221	18%	131	17%
High School Graduate	283	26%	354	29%	216	28%
Technical or Trade School	41	4%	32	3%	27	4%
Some College	180	16%	166	14%	111	15%
Two Year Degree	64	6%	79	7%	43	6%
Four Year Degree	77	7%	48	4%	44	6%
Graduate Degree	28	3%	32	3%	22	3%
Total Actual Responses	1109		1203		761	
Non-Responses	443	29%	515	30%	278	27%
Total Returned Surveys	1552		1718		1039	
Father Received Special Education Services	**2003-04**		**2004-05**		**2005-06**	
	N	Percent	N	Percent	N	Percent
Recieved Special Education Services	77	6%	88	7%	46	6%
Total Actual Responses	1195		1308		799	
Non-Responses	357	23%	410	24%	240	23%
Number Returned Surveys	1552		1718		1039	

Child's Race/Ethnicity:

Table VII-8 CHI demographics: child's Race/Ethnicity.

Child's Race/Ethnicity	2003-04		2004-05		2005-06	
	N	Percent	N	Percent	N	Percent
Black/African-American	962	62%	1101	64%	689	66%
Latino/Hispanic	274	18%	347	20%	204	20%
White/Non-Hispanic	282	18%	276	16%	178	17%
Other	55	4%	64	4%	39	4%
Asian/Pacific Islander	27	2%	26	2%	17	2%
Native American	16	1%	20	1%	10	1%
Total Returned Surveys	1552		1718		1039	

Zip Codes:

Table VII-9 CHI demographics: child's zip code.

Number of Respondents by Zip Code						
Zip Code*	**2003-2004**		**2004-2005**		**2005-2006**	
	N	Percent	N	Percent	N	Percent**
14609	218	16%	282	20%	183	21%
14621	243	18%	292	20%	141	16%
14611	142	11%	150	10%	93	11%
14605	117	9%	105	7%	92	11%
14613	72	5%	107	7%	71	8%
14619	117	9%	103	7%	62	7%
14620	85	6%	84	6%	49	6%
14612	54	4%	53	4%	37	4%
14608	109	8%	97	7%	36	4%
14606	61	5%	66	5%	35	4%
14615	65	5%	41	3%	31	4%
14607	29	2%	30	2%	24	3%
14610	25	2%	23	2%	11	1%
Total Responses	1337		1433		865	
Non-Responses	54	4%	278	19%	145	17%
Total Returned Surveys	1552		1718		1039	

Notes: * Only Zip Codes with more than 3 students in 2005-06 shown

**The rows in this table are sorted in descending order by the 2005-06 percent column.

General Health Information

Additional Detailed Information - General Health Information for the Last 3 Years

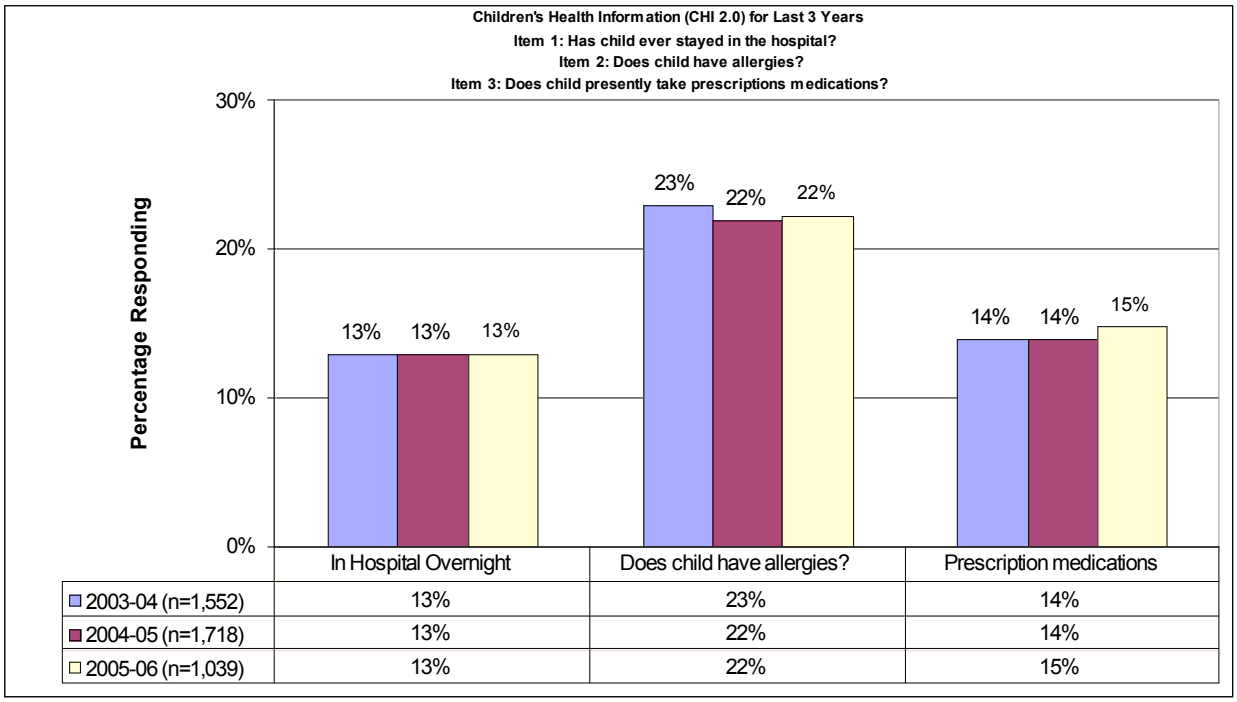
Child's Allergies:

Table VII-10 CHI health information: child's allergies.

Item #2: Child's Allergies	2003-04		2004-05		2005-06	
	N	Percent	N	Percent	N	Percent
None	1227	79%	1344	78%	807	62%
Seasonal	141	9%	166	10%	108	8%
Medication	81	5%	80	5%	41	3%
Food	78	5%	65	4%	42	3%
Other	46	3%	55	3%	31	2%
Bee sting	11	1%	21	1%	9	1%
Total returned surveys	1552		1718		1309	

Child's General Health

Figure VII-9 CHI health information: child's general health.

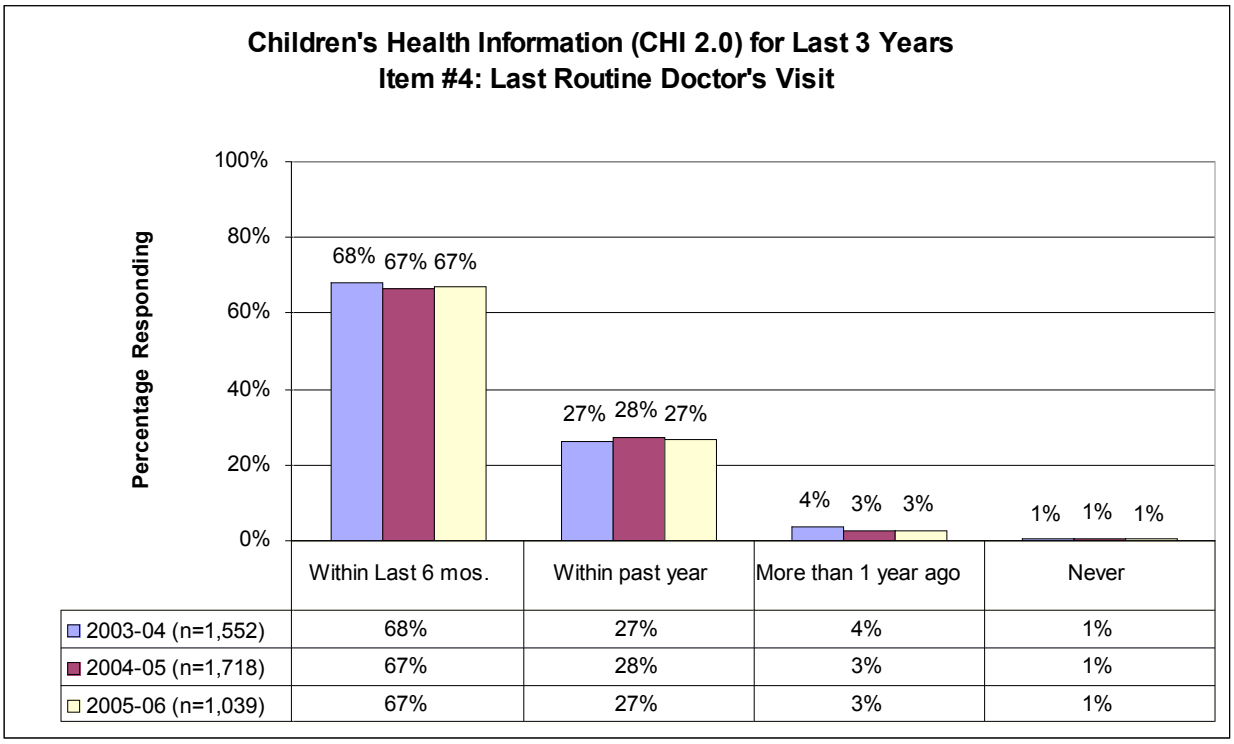


Medical Doctor Visits

Table VII-11 CHI health information: medical doctor visits.

Item #4: Last Doctor Visit	2003-04		2004-05		2005-06	
	N	Percent	N	Percent	N	Percent
Never	11	1%	15	1%	7	1%
Within last 6 Months	1021	68%	1114	68%	677	67%
Within past year	397	27%	460	27%	270	27%
More than 1 year ago	45	3%	52	3%	31	3%
More than 2 years ago	3	0%	3	0%	5	0%
Do not remember	19	1%	23	1%	19	1%
Total responses	1496		1667		1009	
Missing Data	56	4%	51	4%	30	4%
Total returned surveys	1552		1718		1309	

Figure VII-10 CHI health information: medical doctor visits.



Dentist Visits:

Table VII-12 CHI Health Information: Dentist Visits

Item #5: Last Dental Visit	2003-04		2004-05		2005-06	
	N	Percent	N	Percent	N	Percent
Never	579	38%	522	31%	224	22%
Within last 6 Months	667	44%	849	51%	604	60%
Within past year	192	13%	207	12%	136	13%
More than 1 year ago	54	4%	71	4%	35	3%
More than 2 years ago	2	0%	5	0%	2	0%
Do not remember	15	1%	19	1%	13	1%
Total Responses	1509		1673		1014	
Missing Data	43	3%	45	3%	25	3%
Total Returned Surveys	1552		1718		1039	

Figure VII-11CHI health information: dental visits.

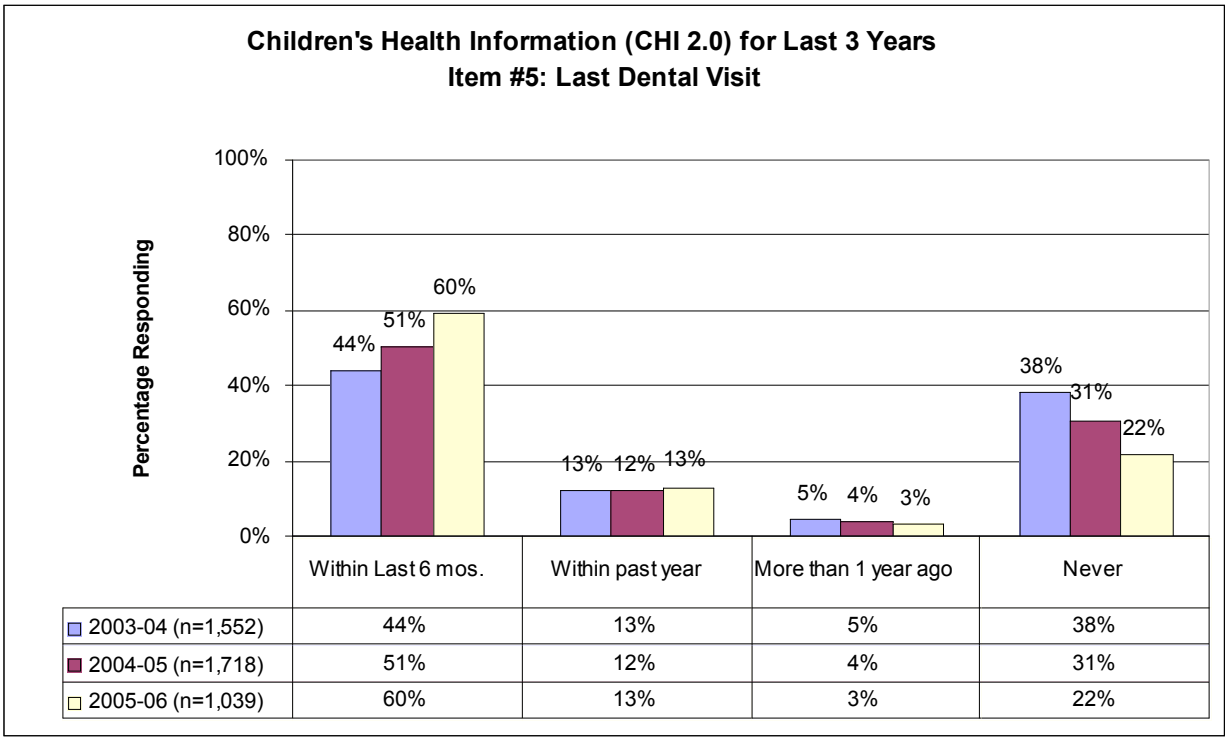


Figure VII-12 CHI health information: asthma

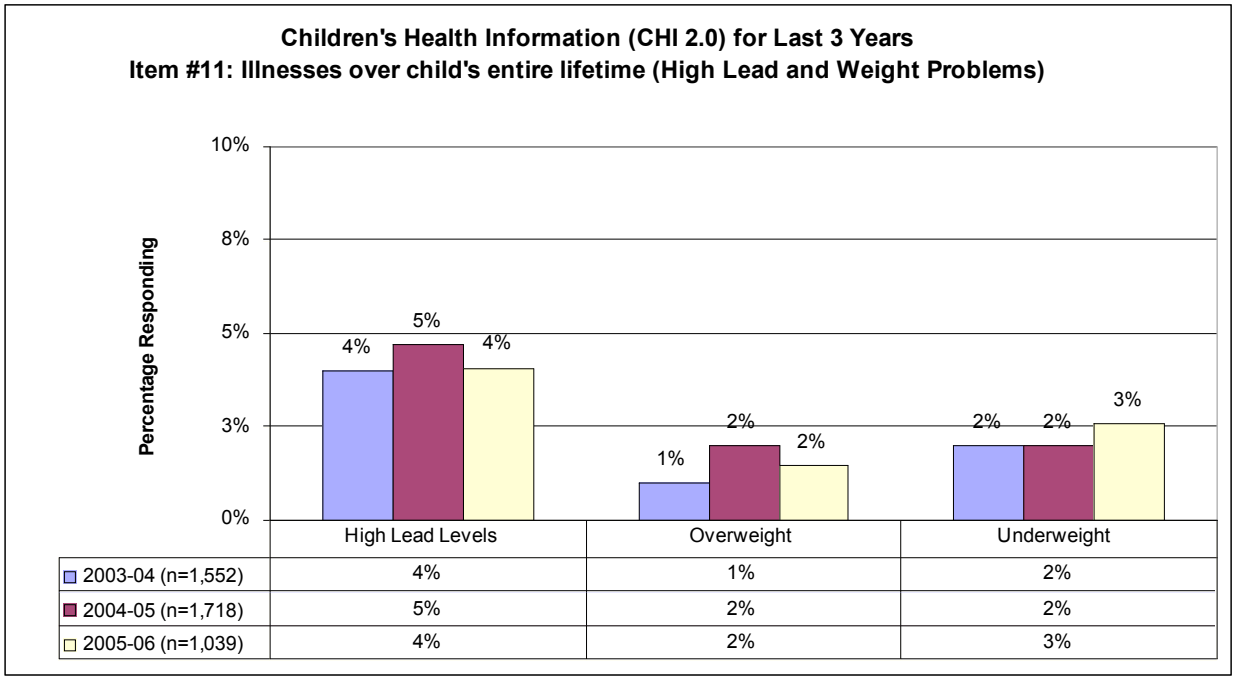
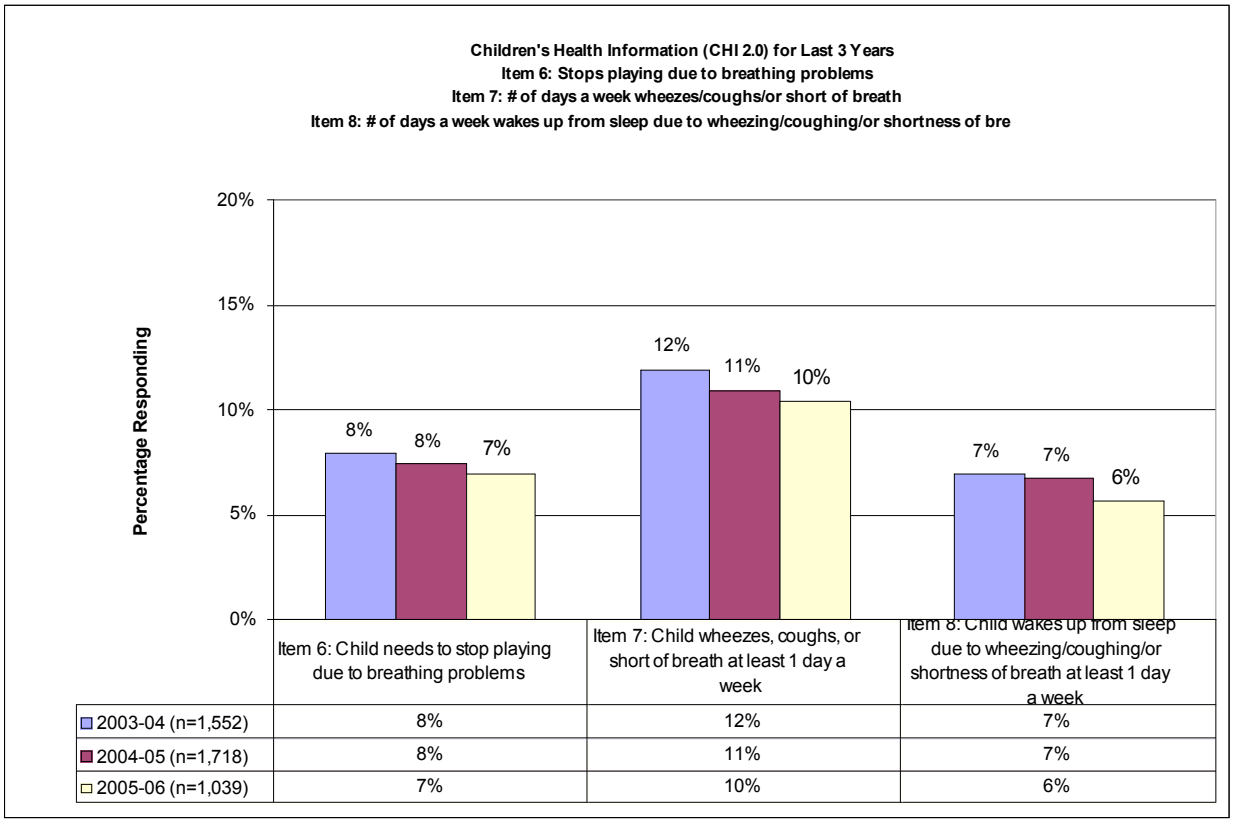


Figure VII-13 CHI health information: asthma



Medical Emergencies:

Table VII-13 CHI health information: medical emergencies.

Item #10: Health conditions that required emergency medical attention	2003-04		2004-05		2005-06	
	N	Percent	N	Percent	N	Percent
None	1165	75%	1246	73%	801	77%
Asthma	157	10%	177	10%	95	9%
Broken Bones	23	1%	29	2%	15	1%
Head Injury	35	2%	25	1%	19	2%
Burns	20	1%	26	2%	14	1%
Seizure	24	2%	36	2%	15	1%
Other	126	8%	160	9%	68	7%
Total returned surveys	1552		1718		1039	

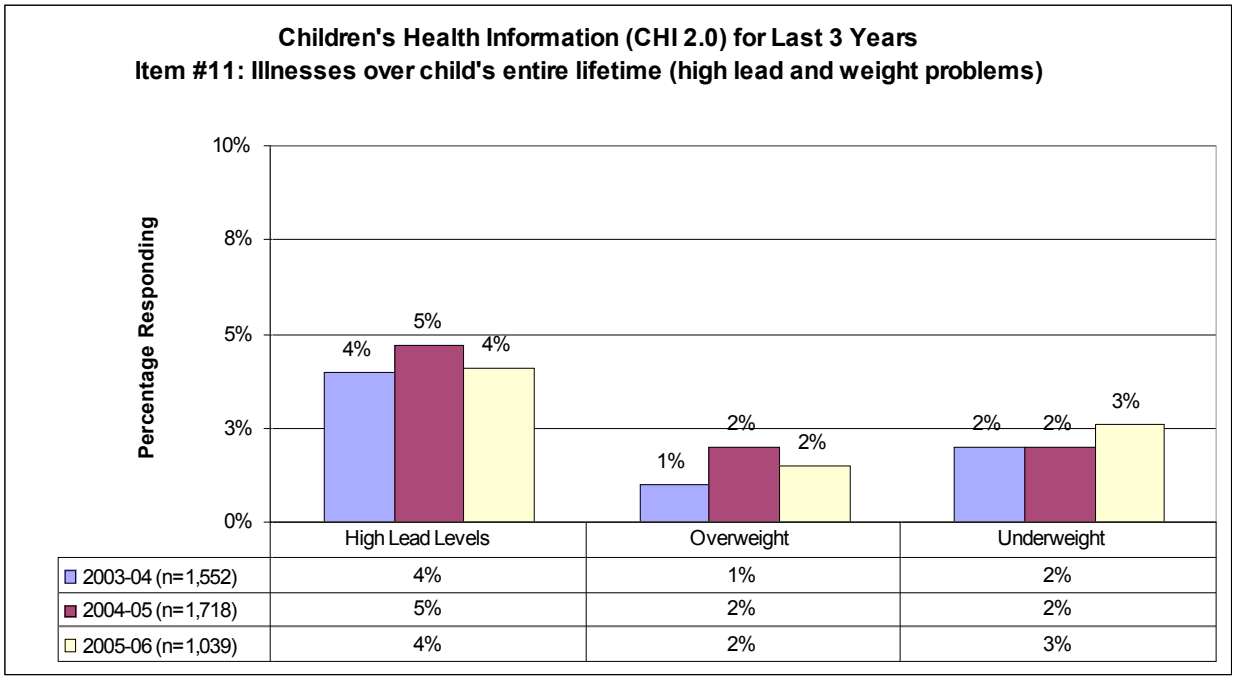
Child's Illnesses:

Table VII-14 CHI health information: child's illnesses.

Item #11 Illnesses Over Child's Entire Life	2003-04		2004-2005		2005-2006	
	N	Percent	N	Percent	N	Percent*
Ear Infections (6 or More)	180	12%	138	8%	92	9%
Behavior Problems	104	7%	102	6%	74	7%
Early Intervention Services	81	5%	89	5%	67	6%
Other conditions	59	4%	68	4%	53	5%
"Low iron" or iron deficiency	78	5%	65	4%	50	5%
High Lead Levels	65	4%	81	5%	43	4%
Trouble sleeping - nightmares	45	3%	60	3%	42	4%
PE or Ear Tubes	52	3%	41	2%	34	3%
Stomach Aches (weekly or daily)	32	2%	50	3%	33	3%
Underweight	38	2%	37	2%	27	3%
Overweight	18	1%	34	2%	16	2%
Hyperactivity (ADD/ADHD)	26	2%	20	1%	16	2%
Seizures/Epilepsy	21	1%	26	2%	15	1%
Bone or Joint Problems	12	1%	18	1%	13	1%
Heart Trouble	18	1%	18	1%	12	1%
Wears Glasses	17	1%	16	1%	12	1%
Headaches (weekly or daily)	7	0%	11	1%	11	1%
Hearing Problems	24	2%	15	1%	10	1%
Trouble seeing things	7	0%	10	1%	7	1%
Sickle Cell Disease	4	0%	14	1%	5	0%
Poisoning	6	0%	4	0%	2	0%
Total Returned Surveys	1552		1718		1039	

Note: *Illnesses are shown in descending order of the 2005-06 percent column.

Figure VII-14 CHI health information: lifetime illnesses.



Smoking in Home:

Table VII-15 CHI health information: smoking in the home.

Item 12: Currently how many people smoke in child's home?	2003-04		2004-05		2005-06	
	N	Percent	N	Percent	N	Percent
None	971	65%	1059	64%	674	67%
1 person	365	24%	426	26%	260	26%
2 people	117	8%	137	8%	65	6%
3 people	20	1%	14	1%	7	1%
4 or more people	22	1%	16	1%	7	1%
At least 1 person	524	35%	593	36%	339	33%
No Response	57	4%	66	4%	26	3%
# Responses	1495	96%	1652	96%	1013	97%
Total Returned Surveys	1552		1718		1039	

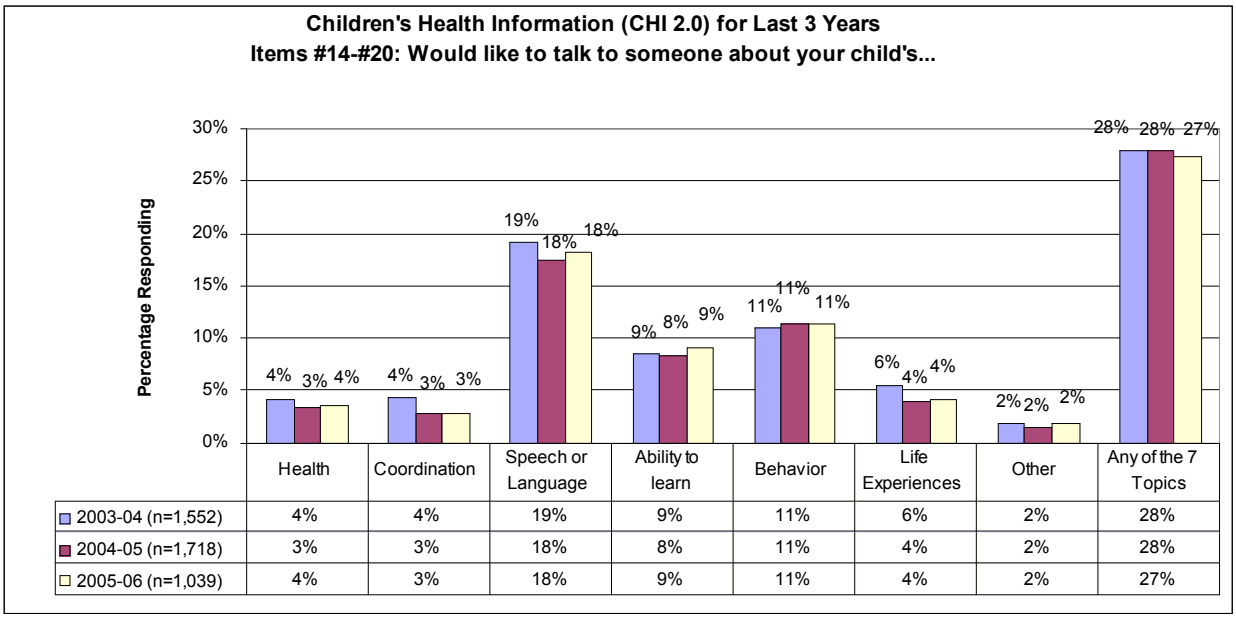
Child's Overall Health:

Table VII-16 CHI health information: overall health.

Item 13: Overall, how do you describe your child's health?	2003-04		2004-05		2005-06	
	N	Percent	N	Percent	N	Percent
Poor	4	0%	2	0%	1	0%
Fair	55	4%	55	3%	23	2%
Good	477	32%	523	31%	323	32%
Excellent	974	65%	1086	65%	672	66%
No Response	42	3%	52	3%	20	2%
# Responses	1510	97%	1666	97%	1019	98%
Total Returned Surveys	1552		1718		1039	

Items #14 through #20, asking parents whether they would like to talk about any of 7 topics relating to their child:

Figure VII-15 CHI health information: parent need for discussions.



	Health	Coordination	Speech or Language	Ability to learn	Behavior	Life Experiences	Other	Any of the 7 Topics
2003-04 (n=1,552)	4%	4%	19%	9%	11%	6%	2%	28%
2004-05 (n=1,718)	3%	3%	18%	8%	11%	4%	2%	28%
2005-06 (n=1,039)	4%	3%	18%	9%	11%	4%	2%	27%

Appendix VIII – Parent Involvement and Child Outcomes

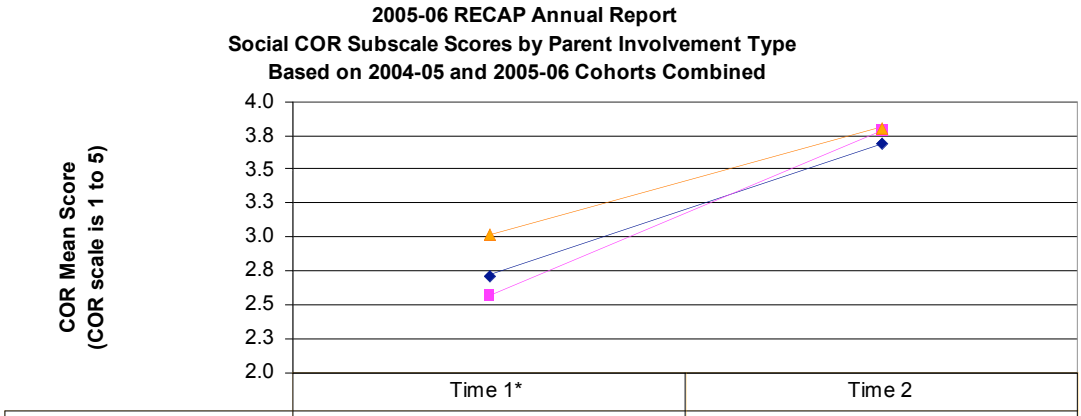
Appendix VIII

Parent Involvement and Child Outcomes - Additional Results

COR Outcomes

Figures VIII-8 and VIII-9 below show the social and motor subscales, for the fall and spring mean COR scores, for the 3 parent involvement types. Figure VIII-10, which displays the academic skills, can be found in the main RECAP report.

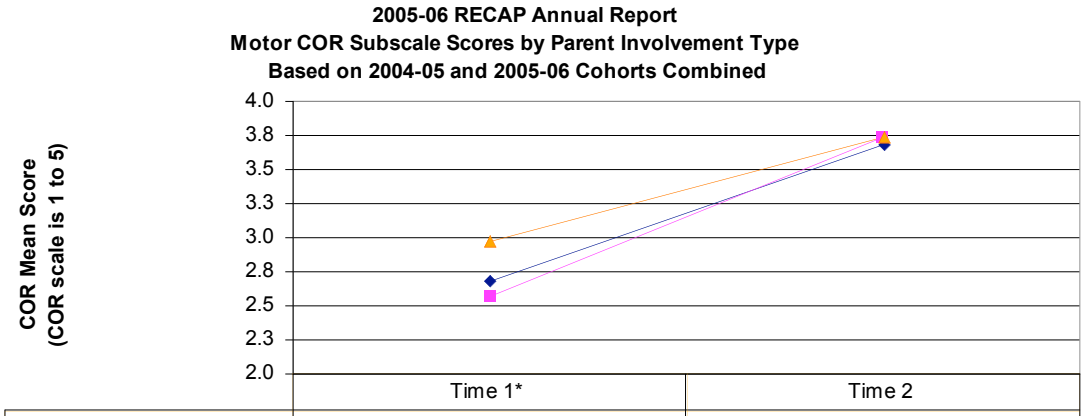
Figure VIII-8 Parent involvement type and the COR social subscale scores.



	Time 1*	Time 2
Low Involvement	2.72	3.69
Group Involvement	2.57	3.79
Individual Involvement	3.02	3.81

For low type n=631, for group type n=317, for individual type n=197
Note: * Signifies differences of group means significant at Pr(t) <= .05

FigureVIII-9 Parent involvement type and the COR motor subscale scores.



	Time 1*	Time 2
Low Involvement	2.68	3.68
Group Involvement	2.57	3.73
Individual Involvement	2.97	3.74

For low type n=631, for group type n=317, for individual type n=197
Note: * Signifies differences of group means significant at Pr(t) <= .05

The following Tables VIII-4 and VIII-5, show the COR MANCOVA results for the Program main effect for time 2 and for the pre to post changes. Table VIII-3 showing time 1 scores can be found in the main RECAP Annual Report.

Table VIII-4 Program main effect COR at time 2.

Table VIII-4							
2005-06 RECAP Annual Report							
Program Effect on COR Scores at Time 2 (Estimated marginal means are shown, adjusted for covariates including time 1 COR scores, program, gender, Race/Ethnicity, and child's age)							
Includes only students with both a fall and spring COR score							
		Time 2 COR MANCOVA					
		COR Social		**COR Motor**		**COR Academic**	
Program	**N**	**Mean**	**Std. Error**	**Mean**	**Std. Error**	**Mean**	**Std. Error**
A	404	4.14	0.05	4.07	0.05	3.57	0.05
B	140	3.74	0.06	3.53	0.06	3.20	0.06
C	99	3.60	0.07	3.61	0.07	3.30	0.07
E	120	3.72	0.19	3.78	0.21	3.40	0.20
I	64	3.68	0.14	3.57	0.15	3.33	0.15
J	318	3.70	0.04	3.71	0.04	3.34	0.04
Univariate F Values		12.5*		11.1*		4.7*	
Contrasts		A > All B > J		A > B, C, I, J J > B		A > B, C, J	
Multivariate F Value		6.1*					
Note: * significant at p<.05							

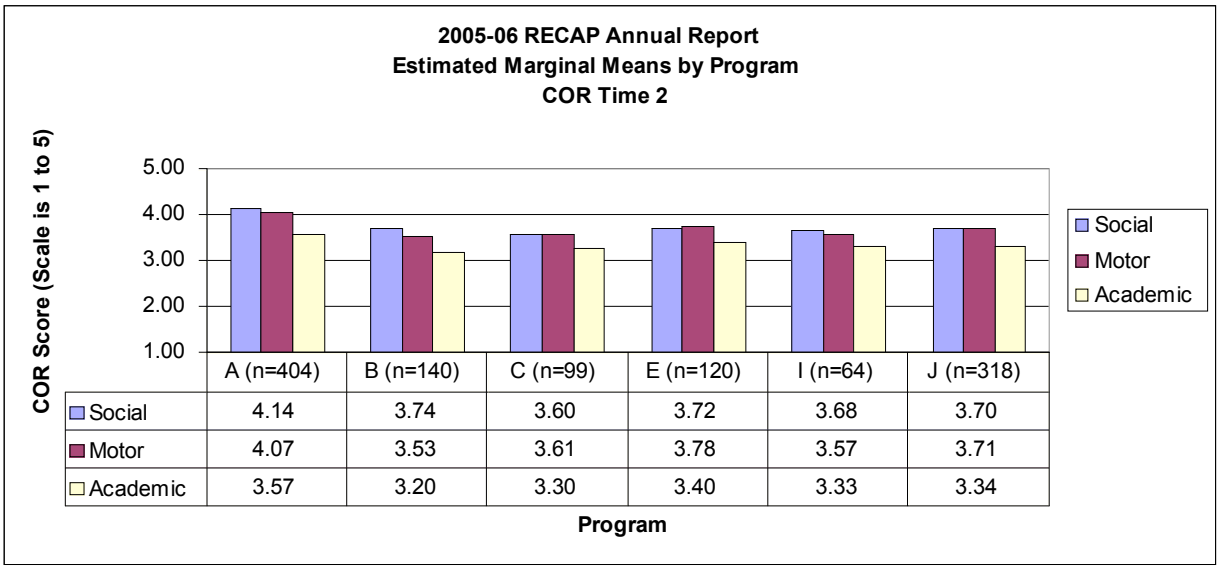
Table VIII-5 Program main effect COR Change

Table VIII-5							
2005-06 RECAP Annual Report							
Program Effect on COR Changes (Estimated marginal means are shown, adjusted for covariates including program, gender, Race/Ethnicity, and child's age)							
Includes only students with both a fall and spring COR score							
		COR Changes MANCOVA					
		COR Social		**COR Motor**		**COR Academic**	
Program	**N**	**Mean**	**Std. Error**	**Mean**	**Std. Error**	**Mean**	**Std. Error**
A	404	1.51	0.06	1.51	0.06	1.35	0.06
B	140	1.00	0.06	0.88	0.07	1.02	0.06
C	99	0.96	0.07	1.01	0.08	1.05	0.07
E	120	0.96	0.21	0.93	0.23	0.91	0.21
I	64	1.04	0.16	0.93	0.17	0.97	0.16
J	318	1.01	0.05	1.13	0.05	1.06	0.05
Univariate F Values		12.7*		11.6*		4.7*	
Contrasts		A > All		A > All J > B		A > All	
Multivariate F Value		5.8*					
Note: * significant at p<.05							

The following charts, Figures VIII-12 and VIII-13, show the COR estimated marginal mean scores by program.

Figure VIII-12 and VIII-13 below graphically show the variation in COR scores by program, after the other main effects and covariates have been controlled for at time 2 and for changes. Figure VIII-11 which shows the same information for time 1 can be found in the main RECAP report. It looks like the students in program E started with the highest fall COR scores, but by spring, the students in all the other programs caught up.

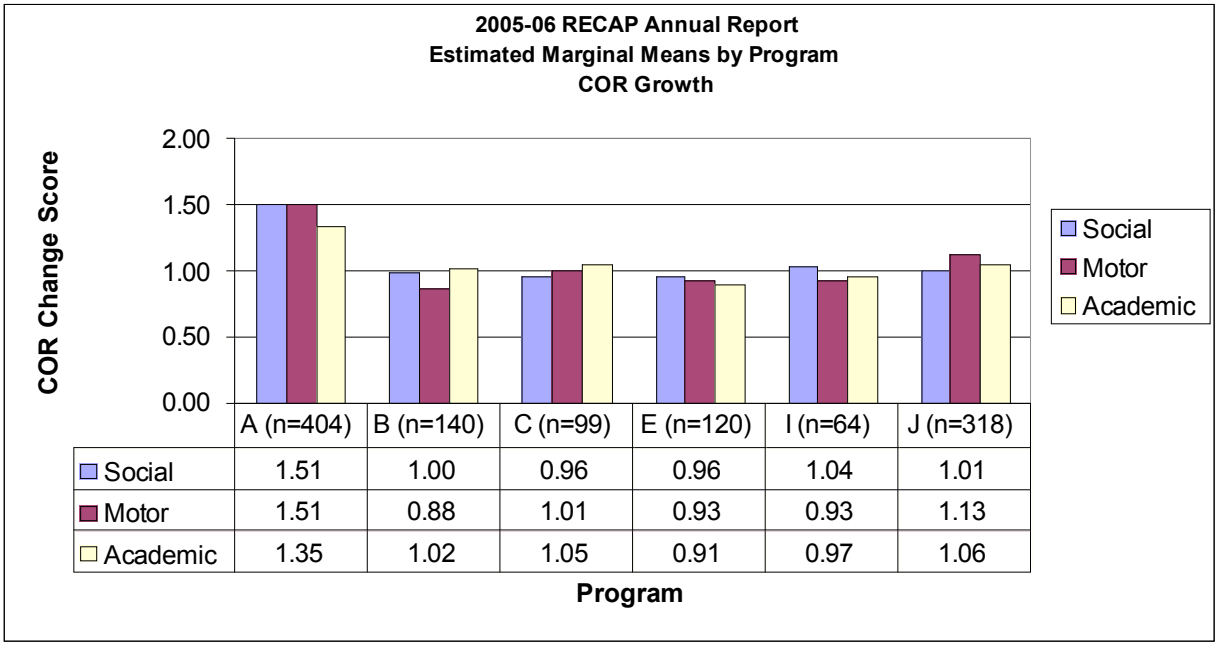
Figure VIII-12 Marginal means by program COR time 2.



	A (n=404)	B (n=140)	C (n=99)	E (n=120)	I (n=64)	J (n=318)
Social	4.14	3.74	3.60	3.72	3.68	3.70
Motor	4.07	3.53	3.61	3.78	3.57	3.71
Academic	3.57	3.20	3.30	3.40	3.33	3.34

In Figure VIII-13 below, the students in program A appear to have experienced the most growth.

Figure VIII-13 Marginal means by program COR growth.



	A (n=404)	B (n=140)	C (n=99)	E (n=120)	I (n=64)	J (n=318)
Social	1.51	1.00	0.96	0.96	1.04	1.01
Motor	1.51	0.88	1.01	0.93	0.93	1.13
Academic	1.35	1.02	1.05	0.91	0.97	1.06

Section 2d Parent Involvement by Program Secondary Effects

Children's COR results were sometimes different based on the Parent Involvement by Program Interactions.

COR Time 1

In Table VIII-6 below, we can see that for the fall MANCOVA, the overall, multivariate effect of this 2-way interaction was found to be significant (Wilks' Lambda = .912, $F(30,3288)=3.5$, $p<.05$) for the time 1 COR. In addition, the univariate test for each COR subscale was also significant at Time 1. The parent involvement and program combinations had different COR results at the beginning of the year.

COR Time 2

For the spring MANCOVA also shown in Table VIII-6, the overall, multivariate effect of this 2-way interaction was also found to be significant (Wilks' Lambda = .962, $F(30,3276)=1.5$, $p<.05$) for the time 2 COR. In addition the univariate test for each COR subscale was also significant at Time 2. The parent involvement and program combinations had different COR results at the end of the year.

COR Growth

For the change in COR MANCOVA, we can see in Table VIII-6 that the multivariate effect of the 2-way interaction was also found to be significant (Wilks' Lambda = .955, $F(30,3285)=1.7$, $p<.05$) for the change in COR. In addition the univariate test for each COR subscale was also significant for change scores. The parent involvement and program combinations had different COR change results.

Table VIII-6		
2005-06 RECAP Annual Report		
MANCOVA Results for The Parent Involvement by Program Interaction and COR Outcomes		
Only observations included where both pre and post COR scores were available.		
Dependent Variable	**Univariate Tests F Values***	**MANCOVA Overall F Values***
COR Time 1		Wilks' Lambda = .912, F(30,3288)=3.5
Social	F(10, 1145)=5.8	
Motor	F(10,1145)=6.3	
Academic	F(10, 1145)=2.9	
COR Time 2		Wilks' Lambda = .962, F(30,3276)=1.5
Social	F(10, 1145)=2.2	
Motor	F(10, 1145)=2.1	
Academic	F(10, 1145)=2.1	
Change in COR		Wilks' Lambda = .955, F(30,3285)=1.7
Social	F(10, 1145)=2.5	
Motor	F(10, 1145)=3.9	
Academic	F(10, 1145)=2.5	
Note: * All F values in this Table are significant at p<.05		

Two-way interactions such as these are sometimes best understood by means of graphs. The following series of graphs show the differences in COR outcomes resulting from the different parent involvement type and program combinations. Figures VIII-14 through VIII-22 below, show the COR estimated marginal means for the parent involvement type by program interactions.

Please note: These graphs are the estimated marginal means that result when each student's COR scores are adjusted for the parent involvement type, the student's program, and the student's age, gender, and Race/Ethnicity. For the time 2 the estimated marginal means are also adjusted for the student's time 1 COR score. The graphs are based on students with both a fall and spring COR score.

The following illustration is an example of what can be seen from the interactions:
In Figure VIII-17 and Figure VIII-18, i.e. "Low Involvement" and "Group Involvement", respectively, were parents who had children who were all somewhat similar in terms of motor skills growth from time 1 to time 2 in all programs. However, in Figure VIII-19, the "Individual Involved" parents in program A were the parents of students who really stood out with a very high motor skills growth. They had a mean gain from pre to post of 1.7 in these skills. In essence, above or below average COR growth is sometimes linked with a program, and

sometimes a result of parent involvement, but it may also be the result from some unique combination of a specific program and specific parent involvement type.

Figure VIII-14 academic skills for children of low involvement type parents.

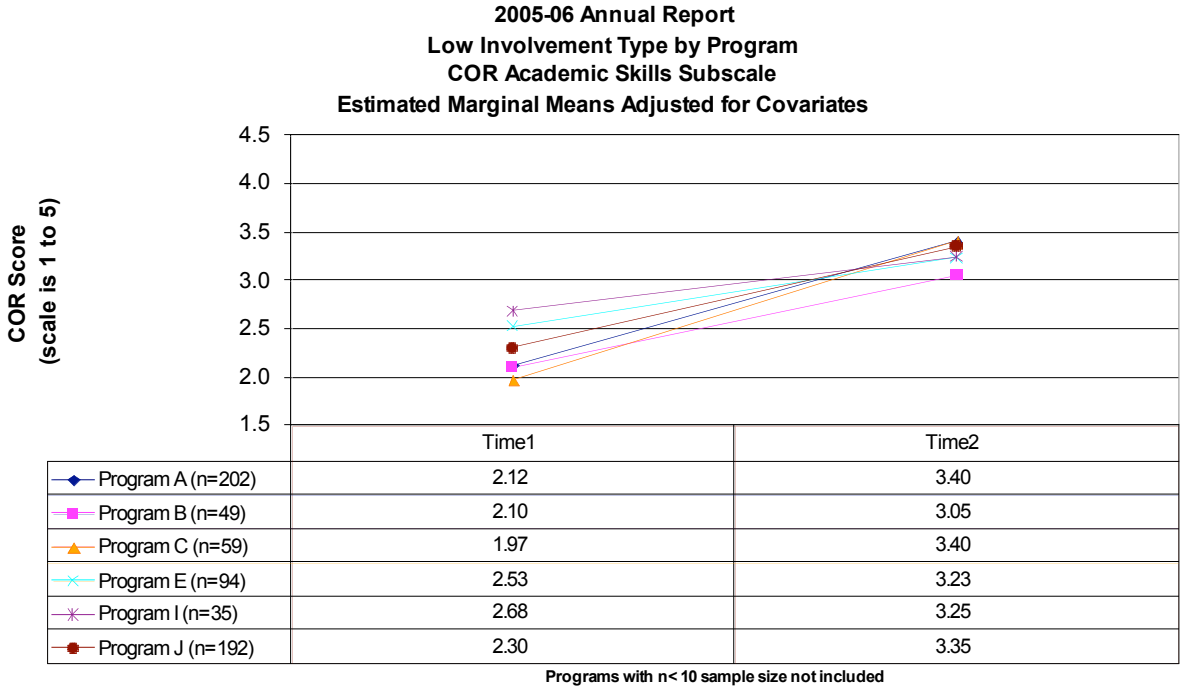


Figure VIII-15 academic skills for children of group involvement type parents.

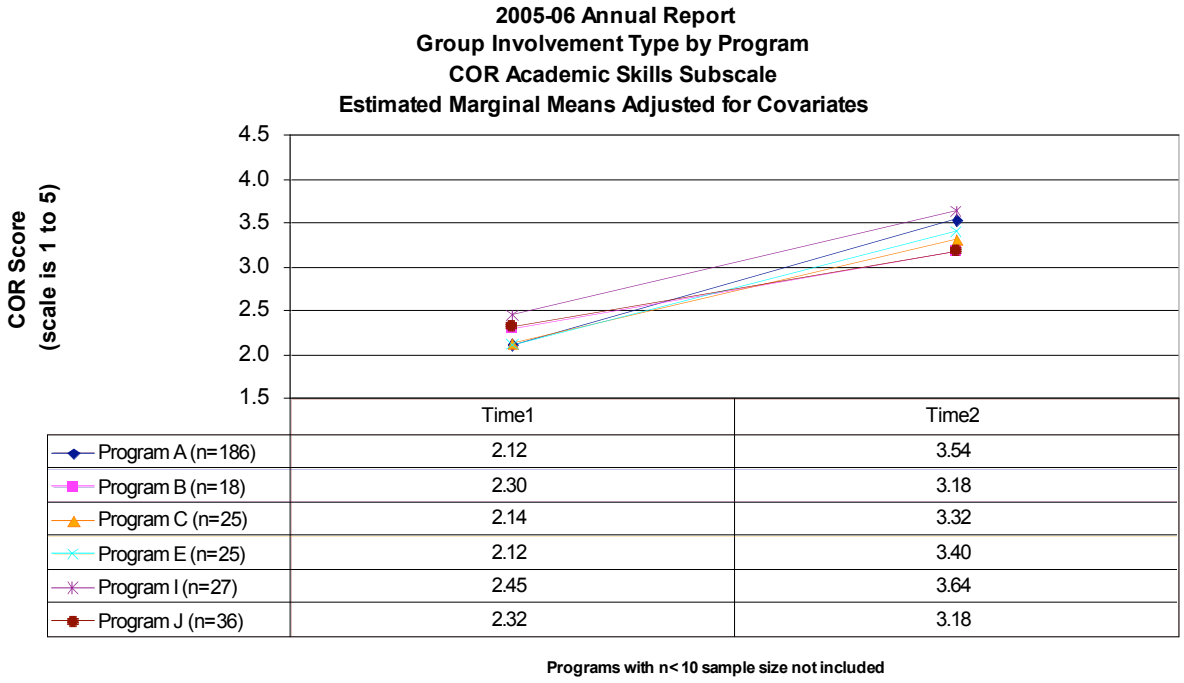


Figure VIII-16 academic skills for children of individual involvement type parents.

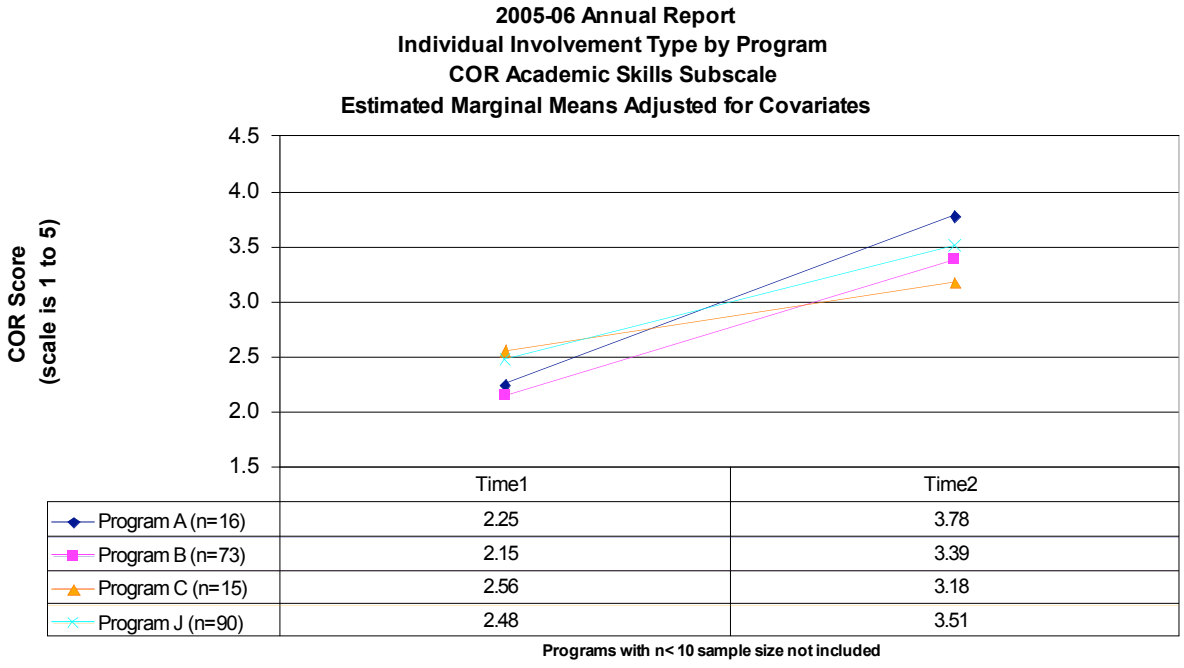
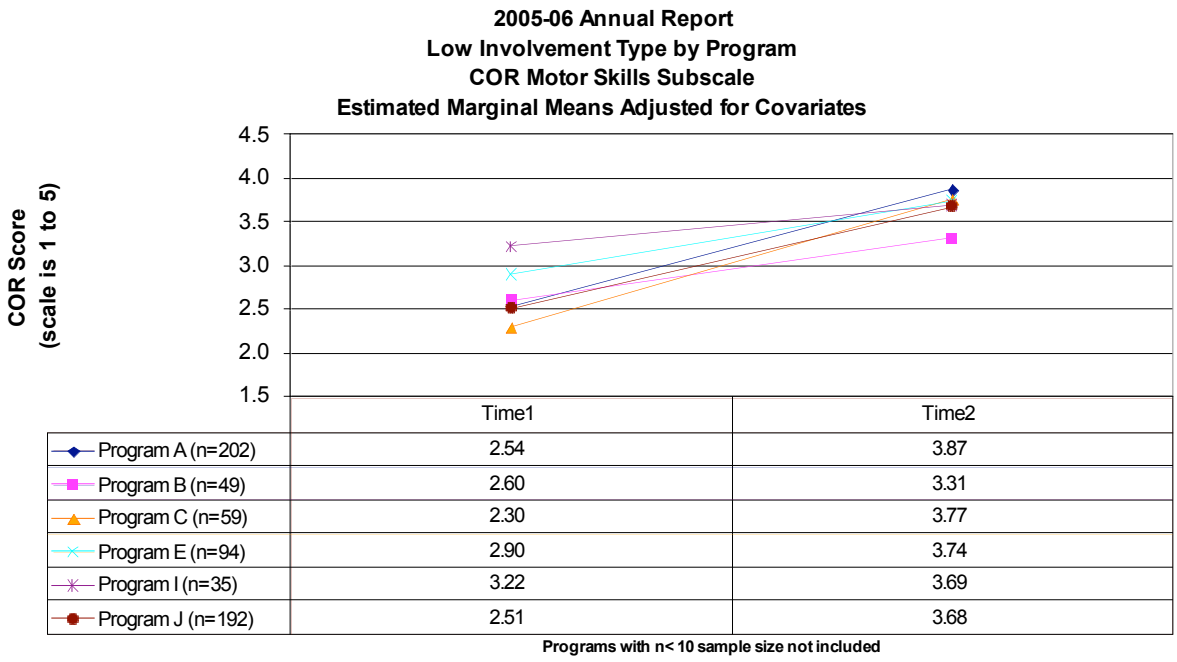


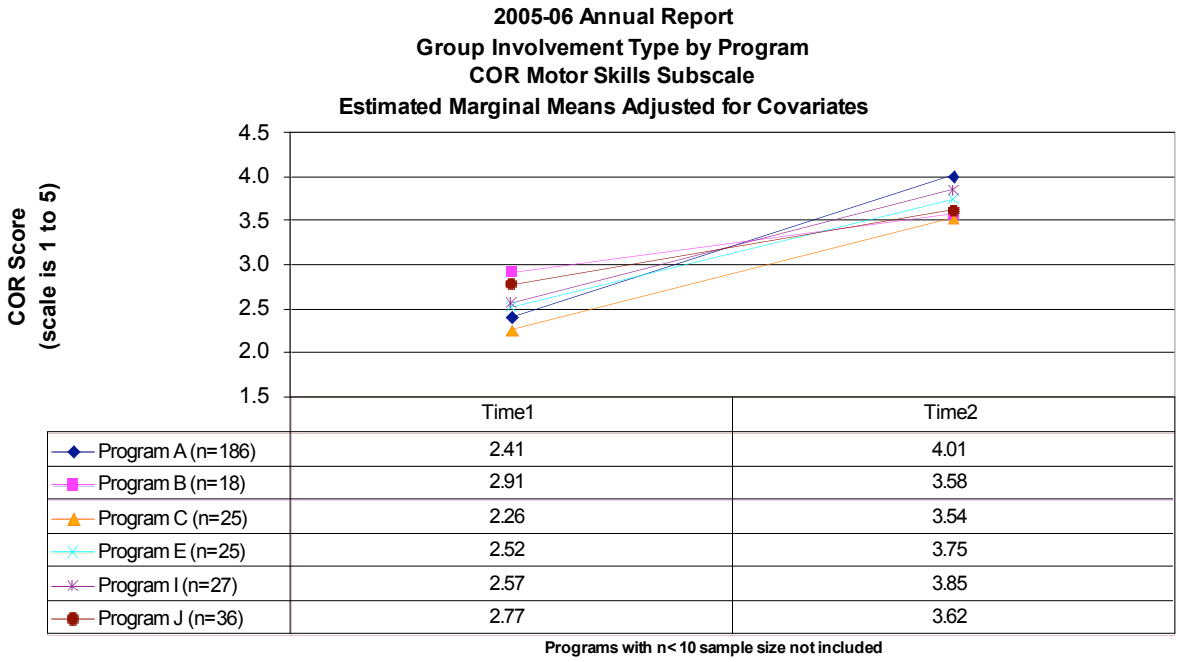
Figure VIII-17 motor skills for low involvement type parents.



	Time1	Time2
Program A (n=202)	2.54	3.87
Program B (n=49)	2.60	3.31
Program C (n=59)	2.30	3.77
Program E (n=94)	2.90	3.74
Program I (n=35)	3.22	3.69
Program J (n=192)	2.51	3.68

Programs with n< 10 sample size not included

Figure VIII-18 motor skills for children of group involvement type parents.



	Time1	Time2
Program A (n=186)	2.41	4.01
Program B (n=18)	2.91	3.58
Program C (n=25)	2.26	3.54
Program E (n=25)	2.52	3.75
Program I (n=27)	2.57	3.85
Program J (n=36)	2.77	3.62

Programs with n< 10 sample size not included

Figure VIII-19 motor skills for children of individual involvement type parents.

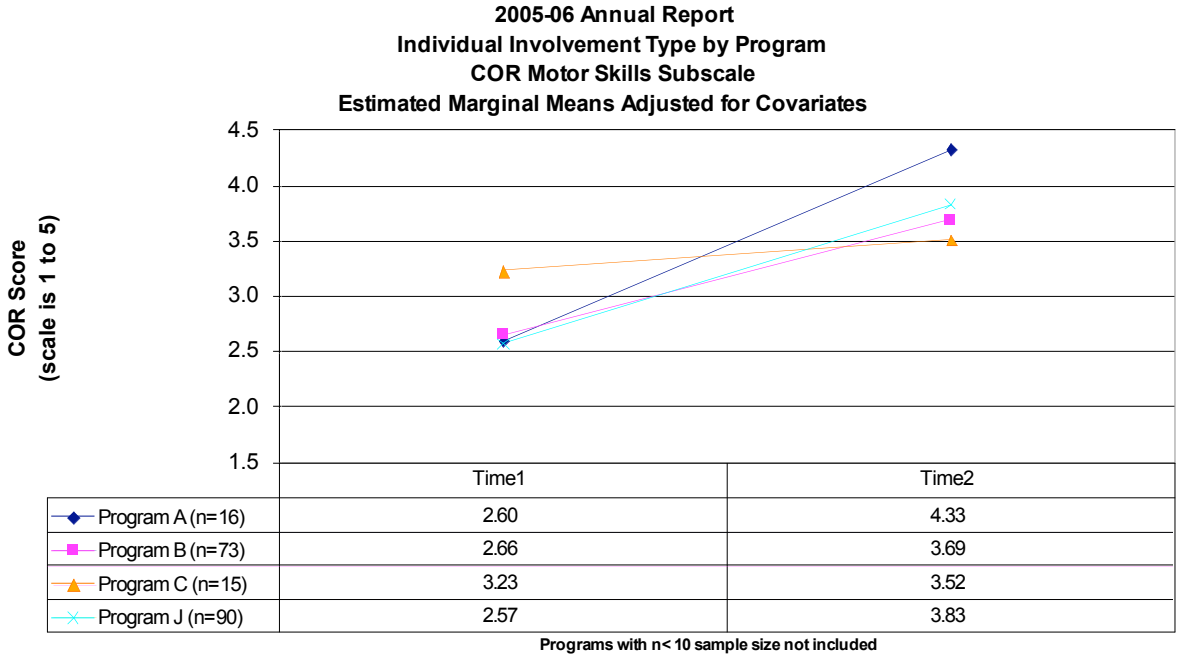


Figure VIII-20 social skills for children of low involvement type parents.

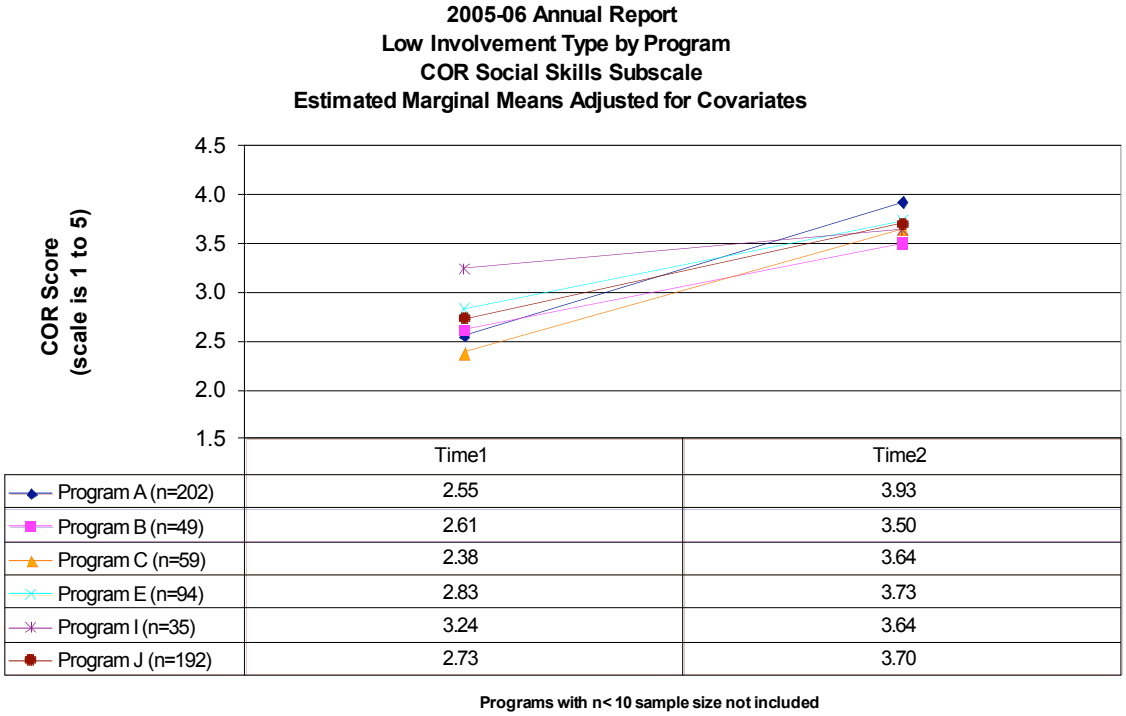


Figure VIII-21 social skills for children of group involvement type parents.

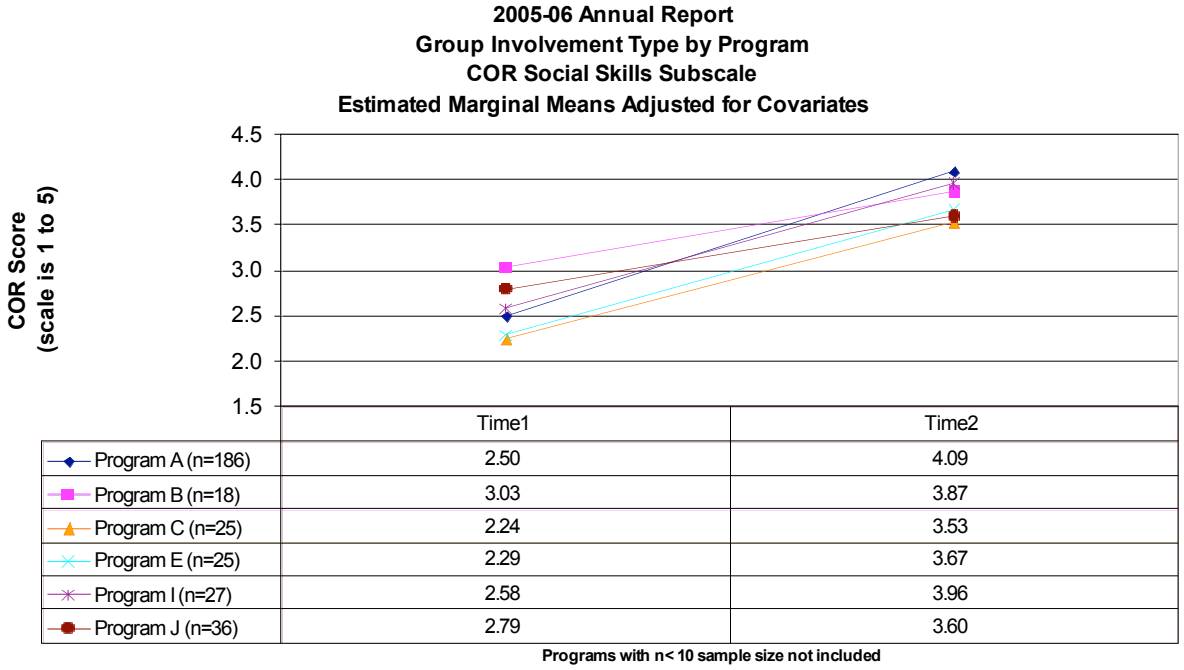
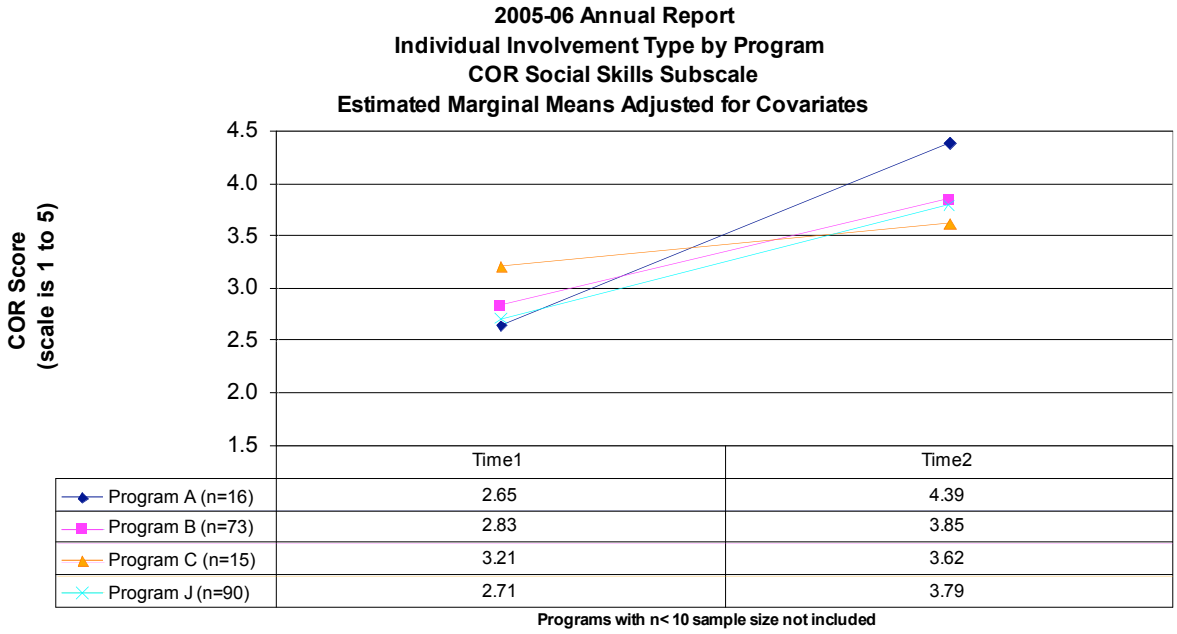


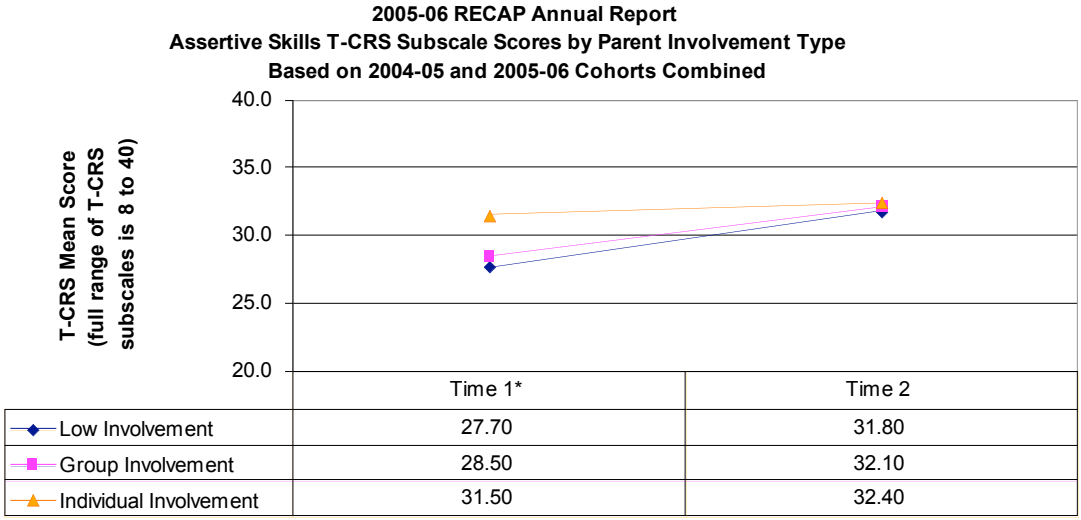
Figure VIII-22 social skills for children of individual involvement type parents.



T-CRS Outcomes

Figures VIII-24 through VIII-26 below shows the assertive, behavior, and task orientation subscales for the fall and spring mean T-CRS scores and for the 3 parent involvement types. Figure VIII-23 which shows the peer social skills can be found in the main RECAP report.

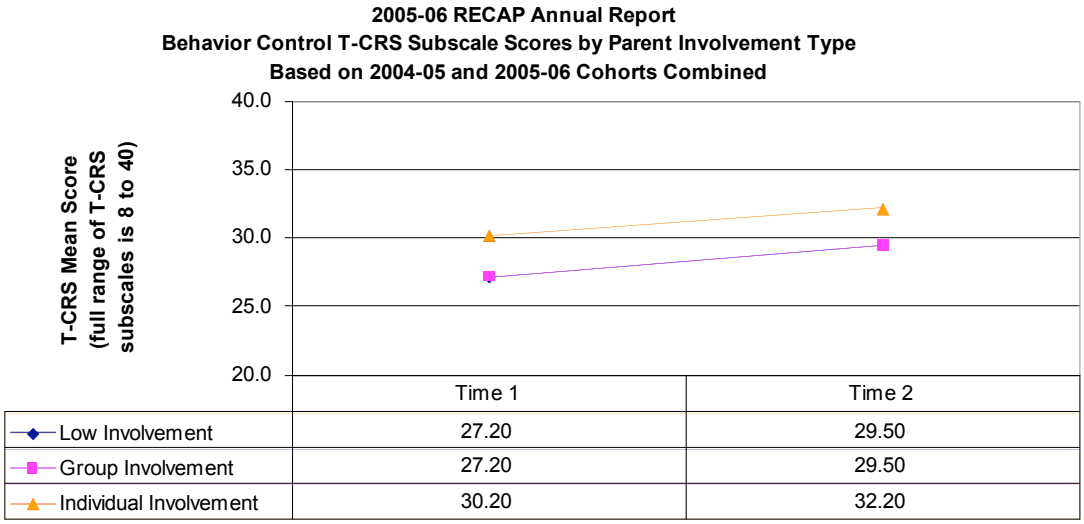
Figure VIII-24 Parents involvement type and the T-CRS assertive subscale scores.



	Time 1*	Time 2
Low Involvement	27.70	31.80
Group Involvement	28.50	32.10
Individual Involvement	31.50	32.40

For low type n=631, for group type n=317, for individual type n=197
Note: * Signifies differences of group means significant at Pr(t) <= .05

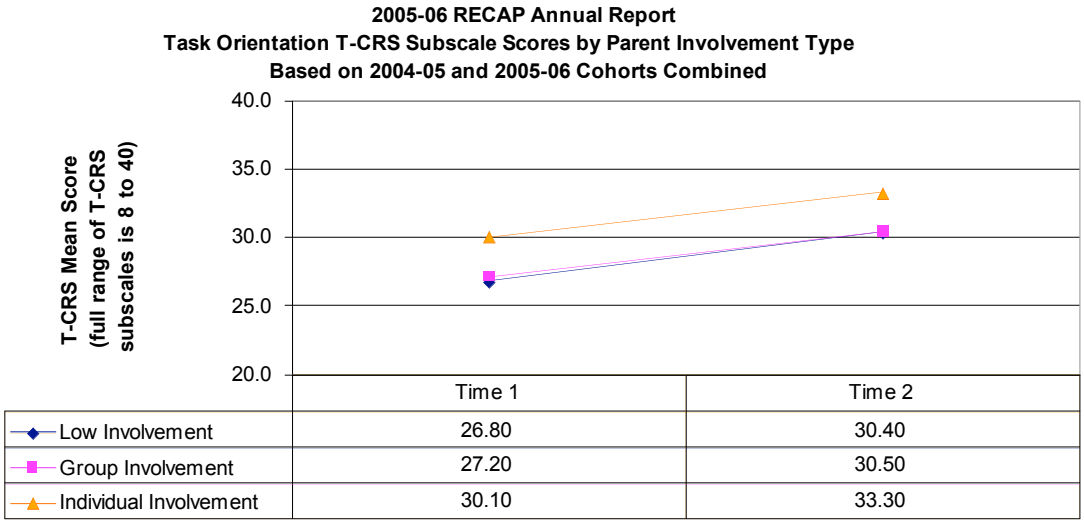
Figure VIII-25 Parents involvement type and the T-CRS behavior subscale scores.



	Time 1	Time 2
Low Involvement	27.20	29.50
Group Involvement	27.20	29.50
Individual Involvement	30.20	32.20

For low type n=631, for group type n=317, for individual type n=197
Note: * Signifies differences of group means significant at Pr(t) <= .05

Figure VIII-26 Parents involvement type and the T-CRS task subscale scores.



	Time 1	Time 2
Low Involvement	26.80	30.40
Group Involvement	27.20	30.50
Individual Involvement	30.10	33.30

For low type n=631, for group type n=317, for individual type n=197
Note: * Signifies differences of group means significant at Pr(t) <= .05

The following Tables VIII-9 and VIII-10 show the time 2 and changes T-CRS MANCOVA results for the program main effect.

T-CRS Time 2

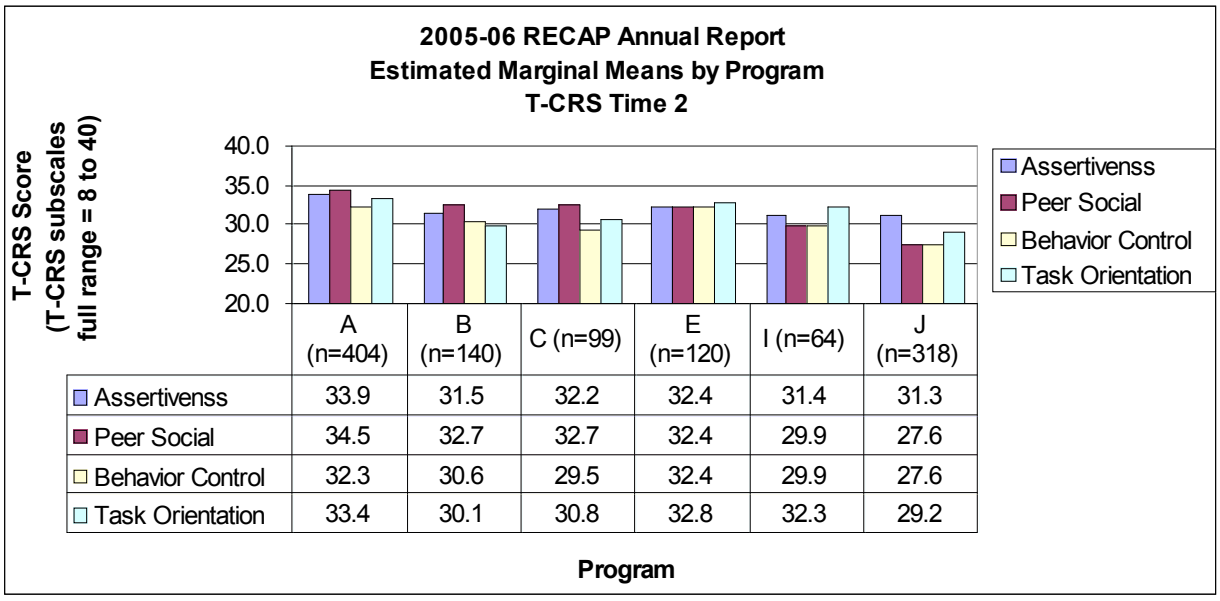
Table VIII-9									
2005-06 RECAP Annual Report									
Time 2 - MANCOVA Program Main Effect on T-CRS Scores (Estimated marginal means are shown, adjusted for covariates including parent involvement type, time 1 T-CRS scores, gender, Race/Ethnicity, and child's age)									
Only includes those students with matching pre and post T-CRS scores.									
		Assertiveness		**Peer Social**		**Behavior**		**Task Orientation**	
Program		**Mean**	**Std. Error**	**Mean**	**Std. Error**	**Mean**	**Std. Error**	**Mean**	**Std. Error**
A	404	33.9	0.5	34.5	0.5	32.3	0.5	33.4	0.5
B	140	31.5	0.5	32.7	0.5	30.6	0.6	30.1	0.5
C	99	32.2	0.6	32.7	0.6	29.5	0.7	30.8	0.6
E	120	32.4	1.7	32.4	1.7	32.4	1.9	32.8	1.8
I	64	31.4	1.3	29.9	1.3	29.9	1.4	32.3	1.4
J	318	31.3	0.4	27.6	0.4	27.6	0.4	29.2	0.4
F Value By Subscale		4.6*		7.9*		11.6*		9.5*	
Contrasts		A > B, C, J		A > B, C, J B, C > J		A > B, C, J B, C, E > J		A > B, C, J C, I > J	
F Value time 2 Overall = 4.2*									
Note: * significant at p<.05									

T-CRS Changes

Table VIII-10									
2005-06 RECAP Annual Report									
T-CRS Growth - MANCOVA Program Main Effect on T-CRS Scores (Estimated marginal means are shown, adjusted for covariates including parent involvement type, gender, Race/Ethnicity, and child's age)									
Only includes those students with matching pre and post T-CRS scores									
		Assertiveness		**Peer Social**		**Behavior**		**Task Orientation**	
Program		**Mean**	**Std. Error**	**Mean**	**Std. Error**	**Mean**	**Std. Error**	**Mean**	**Std. Error**
A	404	5.8	0.5	4.8	0.5	4.3	0.5	5.4	0.5
B	140	3.1	0.6	2.9	0.6	2.4	0.6	3.1	0.6
C	99	3.4	0.7	3.2	0.7	1.2	0.7	2.5	0.7
E	120	2.5	1.9	2.5	1.9	3.7	2.1	5.0	2.0
I	64	3.0	1.4	3.6	1.4	2.7	1.5	4.5	1.5
J	318	2.3	0.4	0.3	0.4	-0.3	0.4	1.1	0.4
F Value By Subscale		5.9*		10.3*		9.3*		8.4*	
Contrasts		A > B, C, J		A, B, C, I > J A > B		A > B, C, J B, C > J		A > B, C, J B, I > J	
F Value T-CRS Growth Overall = 4.0*									
Note: * significant at p<.05									

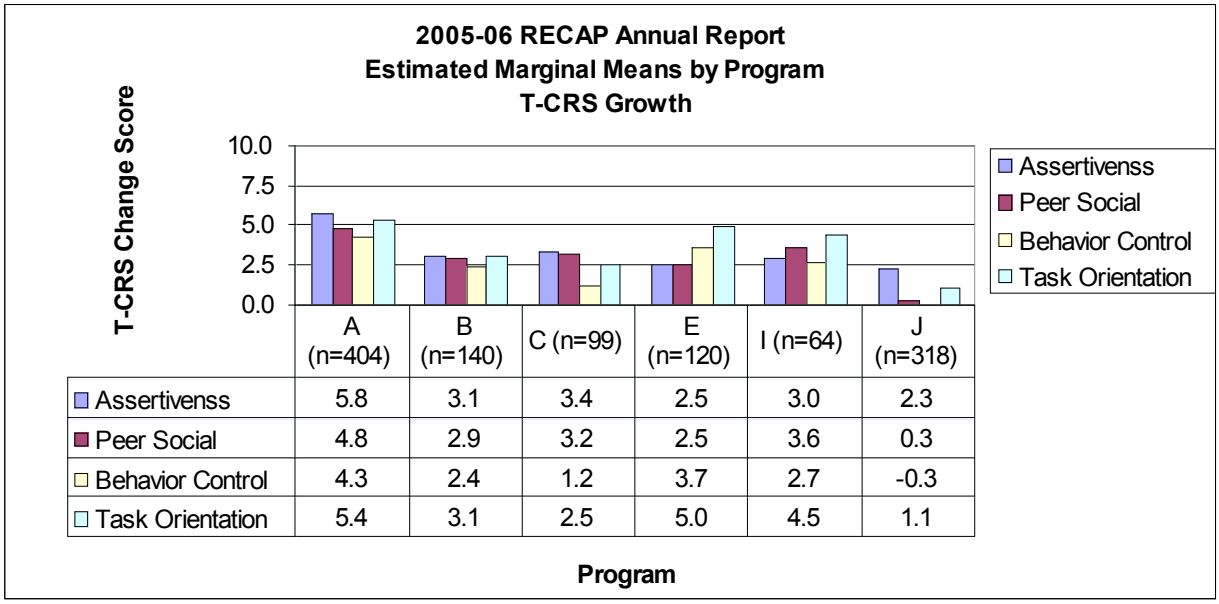
The following graphs, Figures VIII-28 and VIII-29, show the T-CRS estimated marginal means by program for time 2 and for changes. These displays graphically show the variation in T-CRS scores by program, after the other main effects and covariates have been controlled for. Figure VIII-27 which shows time 1 results can be found in the main RECAP report.

Figure VIII-28 Marginal means by program T-CRS time 2.



	A (n=404)	B (n=140)	C (n=99)	E (n=120)	I (n=64)	J (n=318)
Assertivenss	33.9	31.5	32.2	32.4	31.4	31.3
Peer Social	34.5	32.7	32.7	32.4	29.9	27.6
Behavior Control	32.3	30.6	29.5	32.4	29.9	27.6
Task Orientation	33.4	30.1	30.8	32.8	32.3	29.2

Figure VIII-29 Marginal means by program T-CRS changes.



	A (n=404)	B (n=140)	C (n=99)	E (n=120)	I (n=64)	J (n=318)
Assertivenss	5.8	3.1	3.4	2.5	3.0	2.3
Peer Social	4.8	2.9	3.2	2.5	3.6	0.3
Behavior Control	4.3	2.4	1.2	3.7	2.7	-0.3
Task Orientation	5.4	3.1	2.5	5.0	4.5	1.1

Section 3d Parent Involvement by Program Secondary Effects

Children's T-CRS results were sometimes different based on the Parent Involvement by Program Interactions.

T-CRS Time 1

For the fall MANCOVA, as seen in Table VIII-11 below, the overall, multivariate effect of this 2-way interaction was found to be significant (Wilks' Lambda= .938, $F(40, 4245)=1.8$, $p<.05$). In addition, the univariate tests for each T-CRS subscale were also significant at time 1. The parent involvement type by program interactions differed in their T-CRS results at the beginning of the year.

T-CRS Time 2

Also in Table VIII-11, for the spring MANCOVA, the overall, multivariate effect of this 2-way interaction was also found to be significant (Wilks' Lambda= .934, $F(40, 4239)=1.9$, $p<.05$) for the time 2 T-CRS. However, the univariate tests for the behavior control and task orientation subscales were not significant at Time 2. The parent involvement type by program interactions differed in their T-CRS results at the end of the year for the assertiveness and peer social subscales.

T-CRS Growth

For the change in T-CRS MANCOVA, the overall, multivariate effect of the 2-way interaction was not found to be significant (Wilks' Lambda= .938, $F(40, 4245)=1.3$, $p>.05$). The parent involvement types by program interactions were similar in their T-CRS results when comparing their changes from beginning to end of year.

Table VIII-11		
MANCOVA Results for The Parent Involvement Type by Program Interaction and T-CRS Outcomes		
Only observations included where both pre and post T-CRS scores were available.		
Dependent Variable	**Univariate Tests F Values**	**MANCOVA Overall F Values**
T-CRS Time 1		Wilks' Lambda = .938, F(40,4245)=1.8*
Assertiveness	F(10, 1145)=1.9*	
Peer Social	F(10, 1145)=2.5*	
Behavior Control	F(10, 1145)=2.3*	
Task Orientation	F(10, 1145)=3.1*	
T-CRS Time 2		Wilks' Lambda = .934, F(40,4230)=1.9*
Assertiveness	F(10, 1145)=2.5*	
Peer Social	F(10, 1145)=3.4*	
Behavior Control	F(10, 1145)=1.4	
Task Orientation	F(10, 1145)=1.4	
Change in T-CRS		Wilks' Lambda = .938, F(40,4245)=1.3
Assertiveness	F(10, 1145)=2.1**	
Peer Social	F(10, 1145)=2.0**	
Behavior Control	F(10, 1145)=0.7	
Task Orientation	F(10, 1145)=0.9	
Notes: * Significant at p<.05 ** As a general rule if the multivariate F value is not significant then the univariate F values are not considered significant.		

Two-way interactions such as these are sometimes best understood by means of graphs. The following series of graphs show the differences in T-CRS outcomes resulting from the different parent involvement type and program combinations. The following graphs, Figures VIII-30 through VIII-41, show the T-CRS estimated marginal means for the parent involvement type by program interactions.

Please note: These graphs are the estimated marginal means that result when each student's T-CRS scores are adjusted for the parent involvement type, the student's program, and the student's age, gender, and Race/Ethnicity. For the time 2 the estimated marginal means are also adjusted for the student's time 1 T-CRS score. The graphs are based on students with both a fall and spring T-CRS score.

The following is an example of what can be seen from the interactions:

In Figure VIII-30 and Figure VIII-31, i.e. "Low Involvement" and "Group Involvement," respectively, were parents who had children who were all somewhat similar in terms of task orientation skills growth from time 1 to time 2 in all programs. However, in Figure VIII-32, the "Individual Involved" parents in program A were the parents of students who really stood out with a very high task orientation skills growth. They had a mean gain from pre to post of 5.9 in these skills. In essence, above or below average T-CRS growth is sometimes linked with a program, and sometimes a result of parent involvement, but it may also be the result from some unique combination of a specific program and specific parent involvement type.

Figure VIII-30 Task orientation skills for children of low involvement type parents.

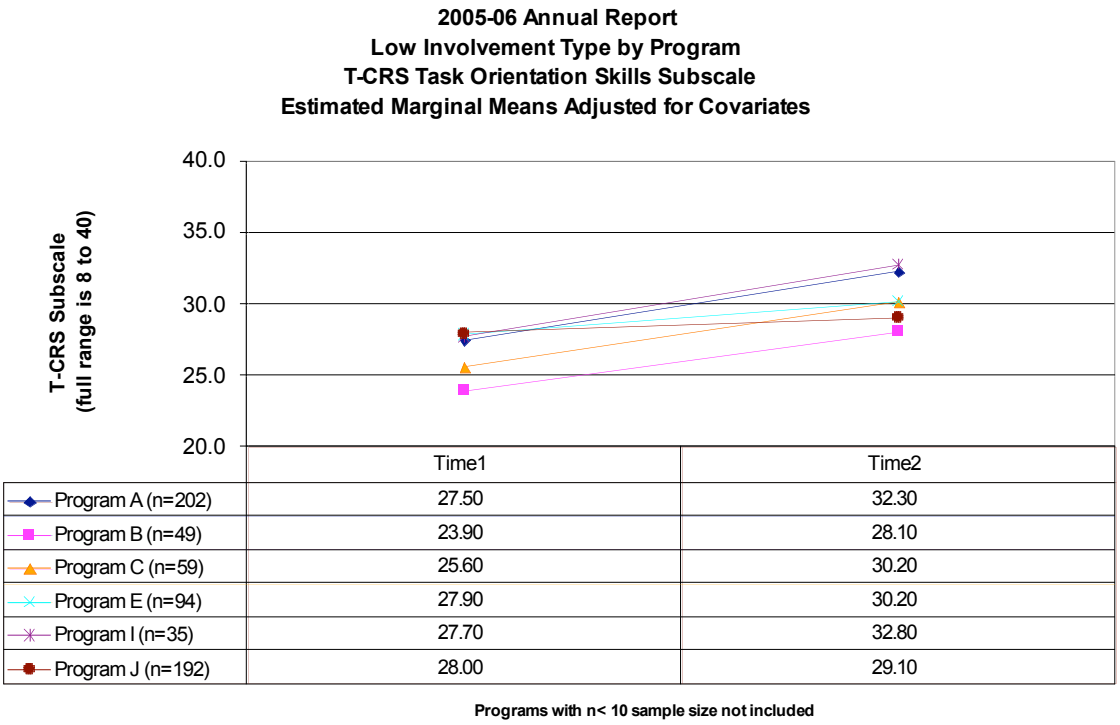
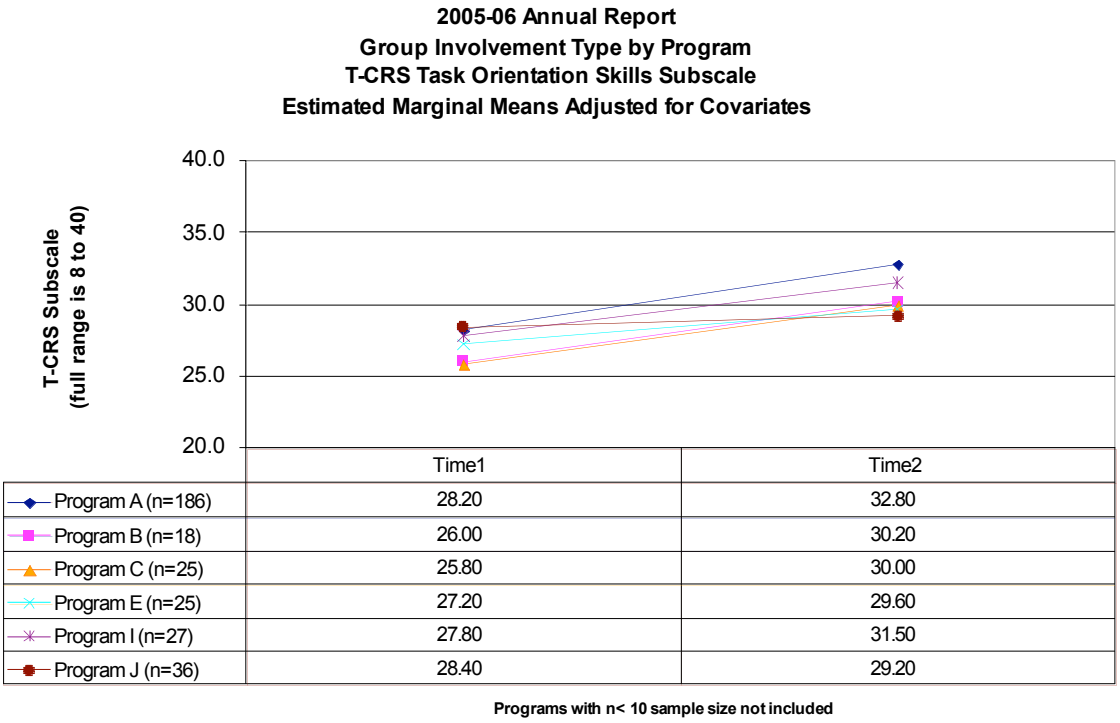
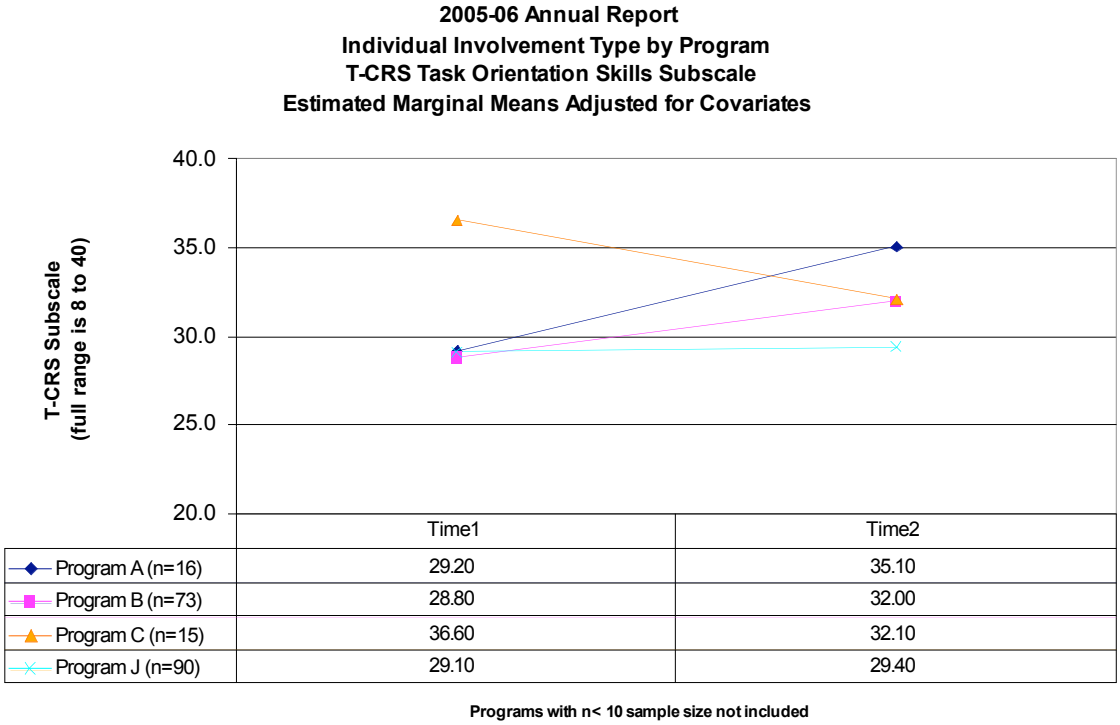


Figure VIII-31 Task orientation skills for children of group involvement type parents.



	Time1	Time2
Program A (n=186)	28.20	32.80
Program B (n=18)	26.00	30.20
Program C (n=25)	25.80	30.00
Program E (n=25)	27.20	29.60
Program I (n=27)	27.80	31.50
Program J (n=36)	28.40	29.20

Figure VIII-32 Task orientation skills for children of individual involvement type parents.



	Time1	Time2
Program A (n=16)	29.20	35.10
Program B (n=73)	28.80	32.00
Program C (n=15)	36.60	32.10
Program J (n=90)	29.10	29.40

Figure VIII-33 Assertiveness skills for children of low involvement type parents.

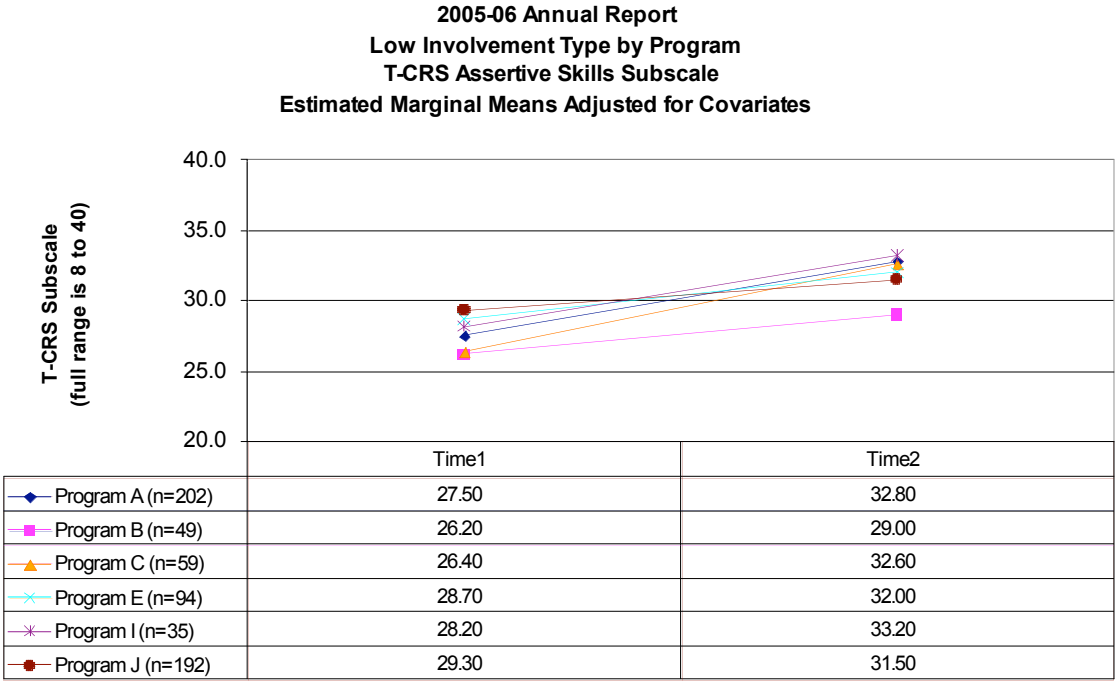


Figure VIII-34 Assertiveness skills for children of group involvement type parents.

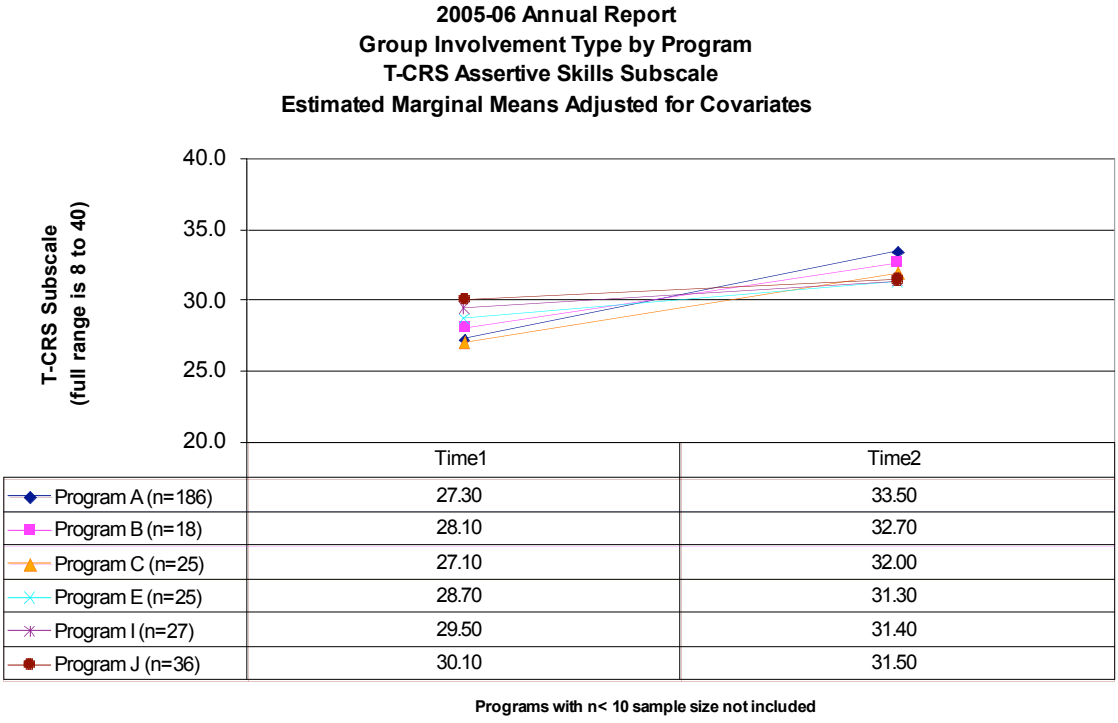
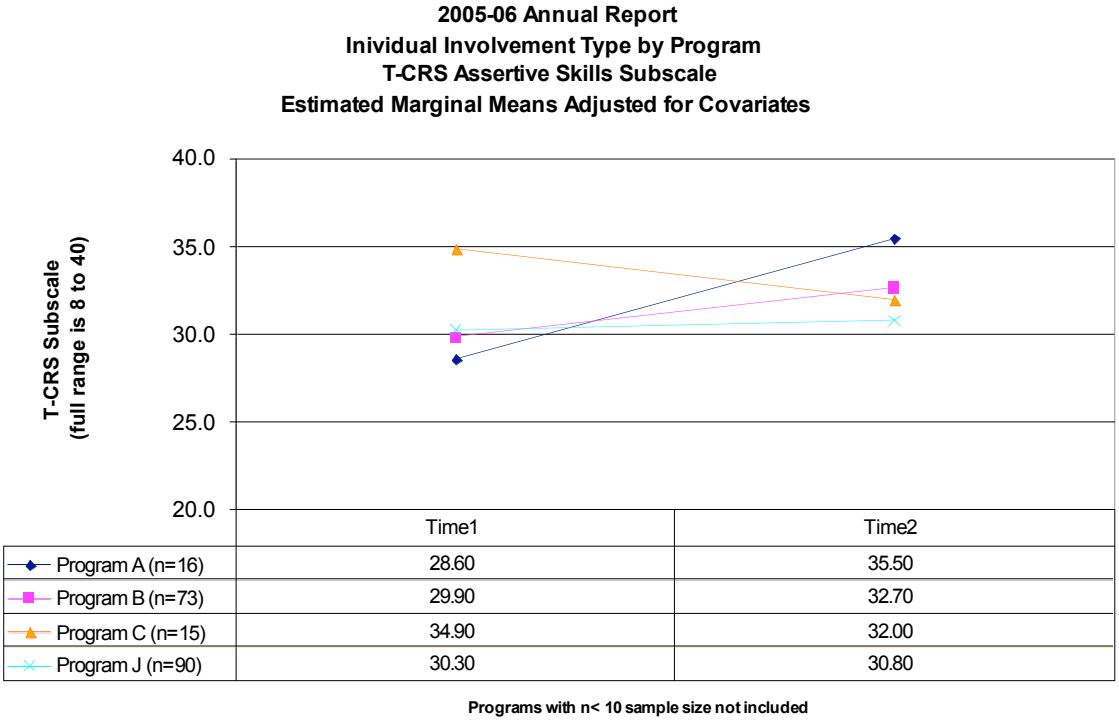
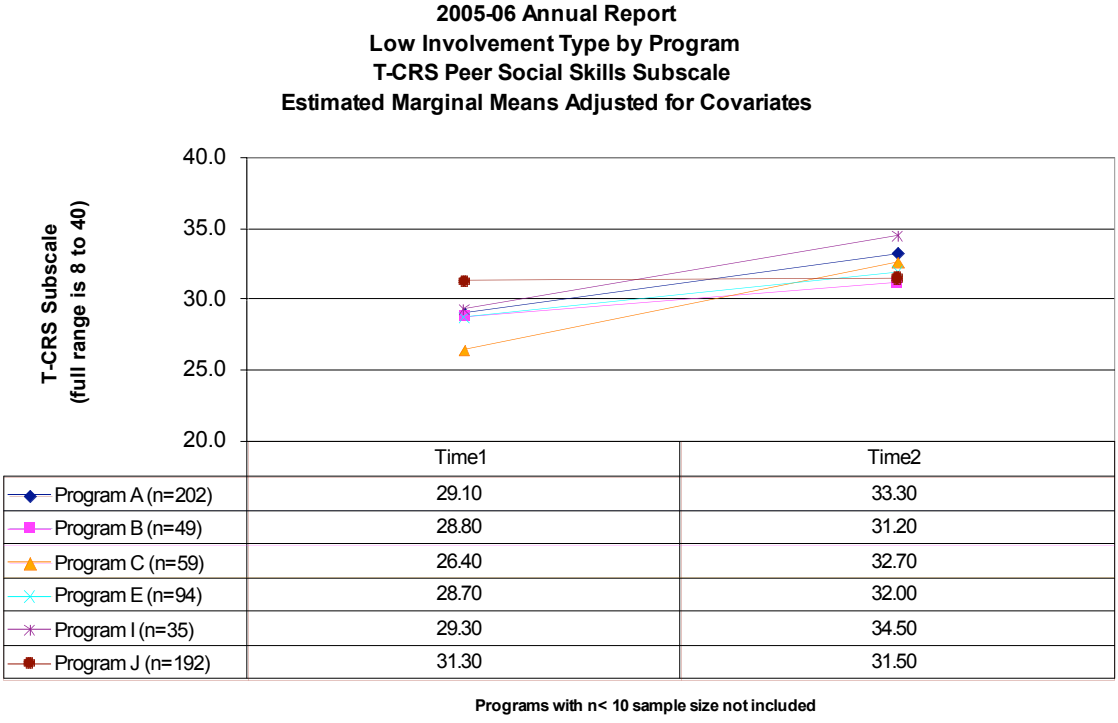


Figure VIII-35 Assertiveness skills for children of individual involvement type parents.



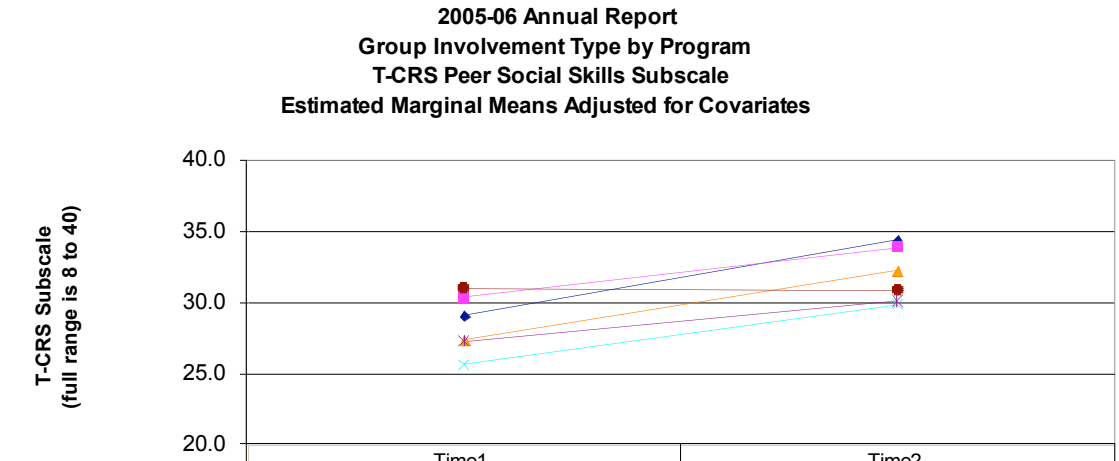
	Time1	Time2
Program A (n=16)	28.60	35.50
Program B (n=73)	29.90	32.70
Program C (n=15)	34.90	32.00
Program J (n=90)	30.30	30.80

Figure VIII-36 Peer social skills for low involvement type parents.



	Time1	Time2
Program A (n=202)	29.10	33.30
Program B (n=49)	28.80	31.20
Program C (n=59)	26.40	32.70
Program E (n=94)	28.70	32.00
Program I (n=35)	29.30	34.50
Program J (n=192)	31.30	31.50

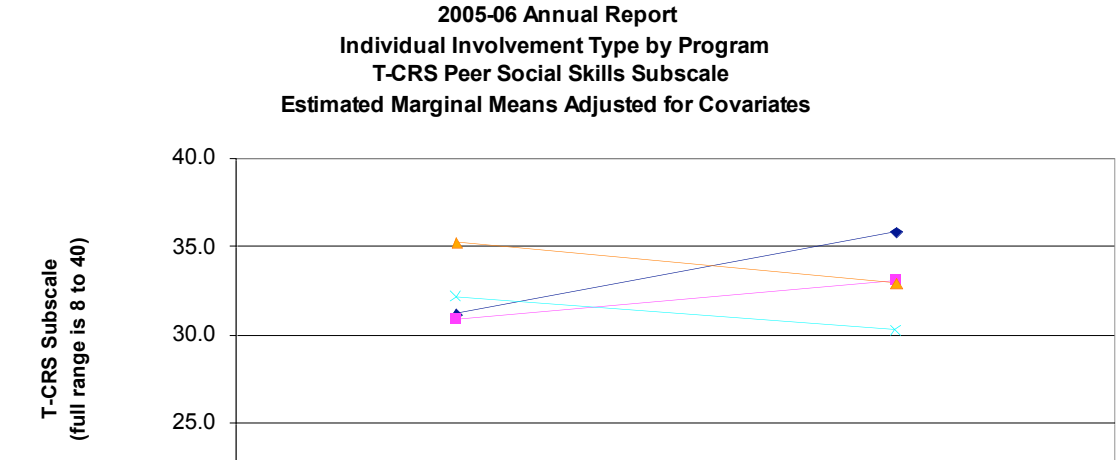
Figure VIII-37 Peer social skills for children of group involvement type parents.



	Time1	Time2
Program A (n=186)	29.10	34.40
Program B (n=18)	30.40	33.90
Program C (n=25)	27.40	32.30
Program E (n=25)	25.60	29.90
Program I (n=27)	27.30	30.10
Program J (n=36)	31.00	30.90

Programs with n< 10 sample size not included

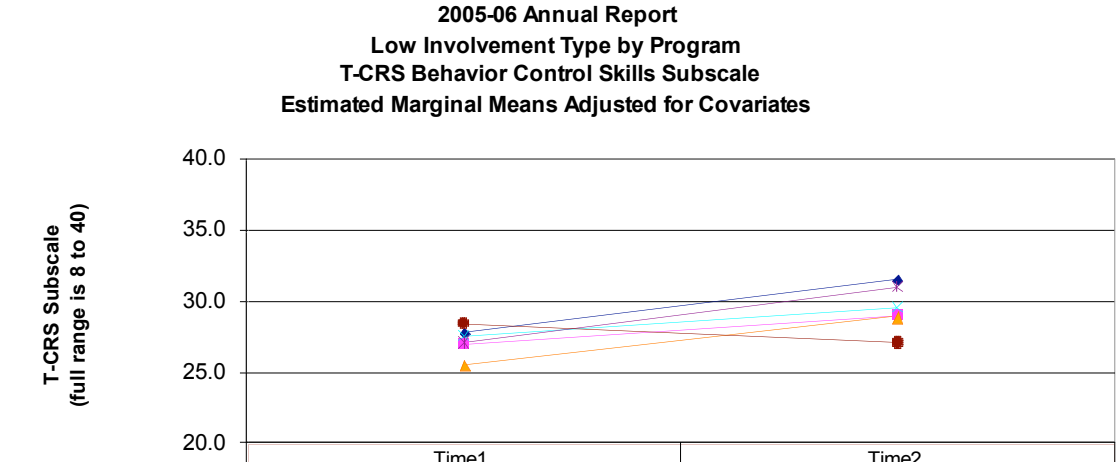
Figure VIII-38 Behavior control skills for children of low involvement type parents.



	Time1	Time2
Program A (n=16)	31.20	35.90
Program B (n=73)	30.90	33.10
Program C (n=15)	35.30	33.00
Program J (n=90)	32.20	30.30

Programs with n< 10 sample size not included

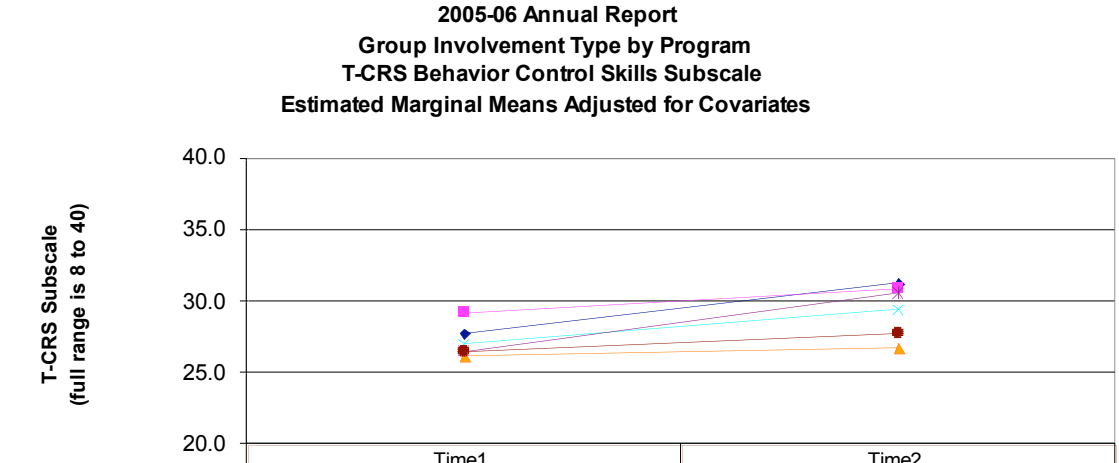
Figure VIII-39 Behavior control skills for children of low involvement type parents.



	Time1	Time2
Program A (n=202)	27.80	31.50
Program B (n=49)	27.00	29.00
Program C (n=59)	25.50	28.90
Program E (n=94)	27.60	29.60
Program I (n=35)	27.10	31.00
Program J (n=192)	28.40	27.10

Programs with n< 10 sample size not included

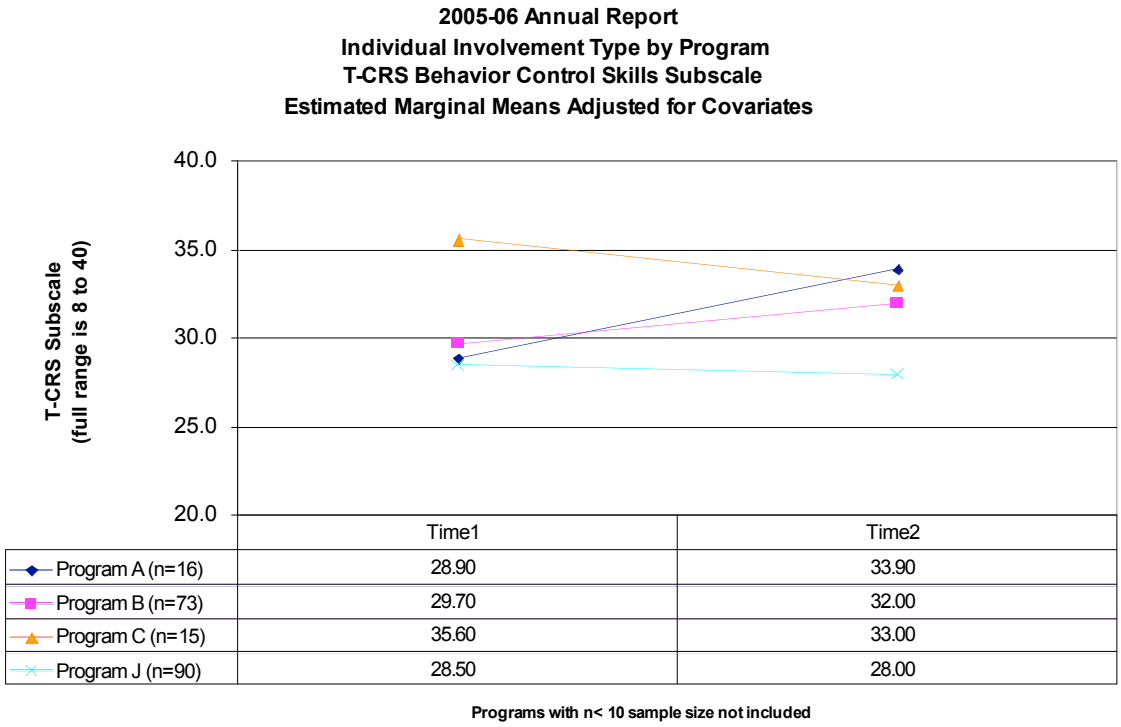
Figure VIII-40 Behavior control skills for children of group involvement type parents.



	Time1	Time2
Program A (n=186)	27.80	31.30
Program B (n=18)	29.20	30.90
Program C (n=25)	26.20	26.80
Program E (n=25)	27.00	29.40
Program I (n=27)	26.50	30.60
Program J (n=36)	26.50	27.80

Programs with n< 10 sample size not included

Figure VIII-41 Behavior control skills for children of individual involvement type parents.



Appendix X – Gender Gap Data Analysis

Appendix X

Gender Gap Data Analysis

Organization of Analysis Results

In attempt to better understand and document the "Pre-k Gender Gap", most of the RECAP measures and items within each measure were analyzed. The highlights of these findings are summarized in Chapter X of the main **RECAP 2005-06 Annual Report**. The in-depth or highly detailed results are shown below.

The following in-depth, gender gap data analysis results are organized into 9 sections according the "table of contents" below.

2005-06 RECAP Annual Report Table of Contents Gender Gap Data Analysis	
Section	**Measures Analyzed**
X-1	Teacher Measures - COR
X-2	Teacher Measures – T-CRS
X-3	Parent Measures – P-CRS
X-4	Parent Measures – Parent Questionnaire
X-5	Parent Measures – CHI
X-6	Teacher Measures – COR & T-CRS Together
X-7	Parent Measures – P-CRS, Parent Questionnaire, and CHI Together
X-8	All Measures – All Teacher and Parent Measures Together
X-9	Gender Gap by Teacher Experience Analysis

As can be seen in the "table of contents" above, the results are organized into sections by measures or combination of measures. In addition, the first 8 sections of results contain up to 7 different parts which show different types of results and are identified by letters A through G:

1) Part A shows the univariate means, standard deviations, and gender differences for the measure or combination of measures.

2) Part B shows the Pearson correlation coefficients between each measure's subscales by gender.

3) Part C displays the results of performing a stepwise discriminant analysis on the measure or combination of measures *by measure subscales*. The results shown are those for the last step in the stepwise procedure and is limited to only those variables where the F value to remove is >= 2.0.

4) Part D displays the results of performing a stepwise discriminant analysis on the measure or combination of measures *by individual measure items*. The results shown are those for the last step in the stepwise procedure and is limited to only those variables where the F value to remove is >= 2.0.

5) Parts E through G show results for special analyses for that particular measure only. An example of this is Table-6E where for COR and T-CRS combined, the gender differences are displayed by student Race/Ethnicity.

Please note that not all of the sections contain parts A through G, they are only included where appropriate. Furthermore, tables are labeled with the Part A through Part G designation embedded into the table number. E.g. for section X-1 (Teacher Measures: COR) the table number would be X-1A for part A (Univariate statistics) or X-1B for Part B (Pearson correlation coefficients).

Section X-1 Teacher Measures – COR

Table X-1A 2005-06 RECAP Gender Gap Analysis Univariate Means & Std. Deviations, and Differences by Gender for COR Subscales Includes 4-year-olds Only									
	Boys			Girls				Differences (Boys – Girls)	
	N	Mean	Std. Dev.	N	Mean	Std. Dev.		Diff.	t-Value
2003-04 Time 1									
COR21 Motor	840	2.8	0.7	767	3.0	0.7		-0.2	-5.8*
COR21 Academic	840	2.3	0.7	767	2.5	0.7		-0.2	-4.9*
COR21 Social	840	2.8	0.7	768	3.0	0.8		-0.2	-5.5*
2003-04 Time 2									
COR21 Motor	775	3.8	0.7	734	4.0	0.7		-0.2	-6.7*
COR21 Academic	775	3.3	0.7	734	3.5	0.7		-0.2	-4.3*
COR21 Social	775	3.7	0.8	734	4.0	0.7		-0.3	-5.7*
2003-04 Changes									
COR21 Motor	687	1.0	0.7	621	1.0	0.7		-0.0	-1.2
COR21 Academic	687	1.0	0.7	621	1.0	0.7		-0.0	-0.1
COR21 Social	687	1.0	0.7	622	1.0	0.7		-0.0	-1.0
Note: * Denotes t-value significant at Pr(t)<=.01									

Table X-1A Continued 2005-06 RECAP Gender Gap Analysis Univariate Means & Std. Deviations, and Differences by Gender for COR Subscales Includes 4-year-olds Only									
	Boys			Girls				Differences (Boys – Girls)	
	N	Mean	Std. Dev.	N	Mean	Std. Dev.		Diff.	t-Value
2004-05 Time 1									
COR32 Motor	797	2.7	0.8	856	2.8	0.8		-0.1	-2.0
COR32 Academic	798	2.4	0.7	856	2.4	0.8		-0.1	-2.5*
COR32 Social	798	2.7	0.8	856	2.8	0.8		-0.1	-2.7*
2004-05 Time 2								0.0	
COR32 Motor	691	3.8	0.8	714	761	0.7		-0.2	-4.2*
COR32 Academic	691	3.5	0.8	714	761	0.8		-0.1	-3.3*
COR32 Social	691	3.8	0.8	714	761	0.7		-0.1	-3.7*
2004-05 Changes									
COR32 Motor	620	1.1	0.7	671	1.2	0.7		-0.1	-2.4
COR32 Academic	621	1.1	0.7	671	1.1	0.6		-0.0	-0.6
COR32 Social	621	1.1	0.7	671	1.1	0.7		-0.0	-0.6
Note: * Denotes t-value significant at Pr(t)<=.01									

Table X-1B					
2005-06 RECAP Gender Gap Analysis **Pearson Correlation Coefficients Between COR Subscales** **(All Correlation Coefficients Shown Below are Significant at Pr(t) <=.01)** **Includes 4-year-olds Only**					
			Boys (Top half of matrix)		
			COR21 (n=840 for boys)		
2003-04 Time 1		**Scales**	**Motor**	**Social**	**Academic**
Girls (Bottom half of matrix)	**COR21** (n=767 for girls)	**Motor**	-	.773	.766
		Social	.798	-	.775
		Academic	.813	.766	-
			Boys (Top half of matrix)		
			COR21(n=775 for boys)		
2003-04 Time 2		**Scales**	**Motor**	**Social**	**Academic**
Girls (Bottom half of matrix	**COR21** (n=734 for girls)	**Motor**	-	.727	.737
		Social	.701	-	.703
		Academic	.697	.635	-
			Boys (Top half of matrix)		
			COR32 (n=797 for boys)		
2004-05 Time 1		**Scales**	**Motor**	**Social**	**Academic**
Girls (Bottom half of matrix	**COR32** (n=856 for girls)	**Motor**	-	.762	.725
		Social	.778	-	.725
		Academic	.752	.764	-
			Boys (Top half of matrix)		
			COR32 (n=691 for boys)		
2004-05 Time 2		**Scales**	**Motor**	**Social**	**Academic**
Girls (Bottom half of matrix	**COR32** (n=761 for girls)	**Motor**	-	.774	.729
		Social	.746	-	.751
		Academic	.722	.748	-

Table X-1C							
2005-06 RECAP Gender Gap Analysis **Stepwise Discriminant Analysis Results Using COR Subscales** **Classification Variable is Gender (1=Boys, 2=Girls)** **Discriminant Function Variables for the Final Step of Analysis with F Values >= 2.0** **Includes 4-year-olds Only**							
2003-04				**2004-05**			
Time 1 (n=1,607)				**Time 1** (n=1,653)			
COR Subscales	**Toler.**	**F To Remove**	**Wilks' Lambda**	**COR Subscales**	**Toler.**	**F To Remove**	**Wilks' Lambda**
COR Motor	.300	4.2	.981	None where F>=2.0			
COR Social	.323	2.0	.980				
57.6% of original grouped cases correctly classified.				**52.9% of original grouped cases correctly classified.**			
2003-04				**2004-05**			
Time 2 (n=1,509)				**Time 2** (n=1,452)			
COR Motor	.385	14.5	.979	COR Motor	.366	3.9	.990
COR Social	.437	2.4	.971				
55.6% of original grouped cases correctly classified.				**55.3% of original grouped cases correctly classified.**			
2003-04				**2004-05**			
Changes (n=1,308)				**Changes** (n=1,291)			
None where F>=2.0				COR Motor	.520	7.4	1.000
52.9% of original grouped cases correctly classified.				**53.2% of original grouped cases correctly classified.**			

Table X-1D							
2005-06 RECAP Gender Gap Analysis **Stepwise Discriminant Analysis Results Using COR Individual Items** **Classification Variable is Gender (1=Boys, 2=Girls)** **Discriminant Function Variables for the Final Step of Analysis with F Values >= 2.0** **Includes 4-year-olds Only**							
2003-04				**2004-05**			
Time 1 (n=1,492)				**Time 1** (n=1,486)			
COR21	**Toler.**	**F To Remove**	**Wilks' Lambda**	**COR32**	**Toler.**	**F To Remove**	**Wilks' Lambda**
COR21A13 – Exhibiting body coordination.	.468	19.7	.943	COR32A13 – Moving with objects.	.558	34.4	.912
COR21A11 –Drawing & painting.	.508	9.6	.936	COR32A10 -Drawing & painting pictures.	.545	25.1	.907
COR21A22 – Beginning writing.	.477	7	.934	COR32A9 -Making & building models.	.453	15.6	.901
COR21A20 - Knowledge about books.	.431	6.6	.934	COR32A11 - Pretending.	.395	13.1	.899
COR21A28 – Counting objects.	.479	6.5	.934	COR32A20 – Awareness of sounds in words	.355	7.9	.896
COR21A8 – Engaging in social problem solving.	.435	4.5	.933	COR32A21 - Knowledge about books.	.470	6.5	.895
COR21A14 – Exhibiting manual coordination.	.447	4.2	.933	COR32A8 – Understanding & expressing feelings.	.494	5.8	.895
				COR32A1 - Making choices and plans	.427	5.1	.894
				COR32A24 - Writing	.526	4.0	.894
				COR32A29 - Identifying position & direction	.348	3.2	.893
				COR32A27 - Comparing properties	.331	2.6	.893
				COR32A31 - Identifying materials & properties	.336	2.5	.893
				COR32A6 - Relating to other children	.395	2.4	.893
				COR32A4 - Taking care of personal needs	.540	2.4	.893
				COR32A26 - Identifying patterns	.479	2.2	.893
				COR32A18 - Using vocabulary	.338	2.1	.893
61.4% of original grouped cases correctly classified				**64.3% of original grouped cases correctly classified**			

Table X-1D Continued							
Time 2 (n=1,434)				**Time 2** (n=1,322)			
COR21	**Toler.**	**F To Remove**	**Wilks' Lambda**	**COR32**	**Toler.**	**F To Remove**	**Wilks' Lambda**
COR21B11 –Drawing & painting.	.527	16.6	.937	COR32B13 -Moving with objects.	.549	46.6	.862
COR21B28 – Counting objects.	.533	7.6	.931	COR32B10 -Drawing & painting pictures.	.448	36.1	.855
COR21B4 – Exhibiting manual coordination.	.490	7.1	.930	COR32B9 -Making & building models.	.421	35.8	.855
COR21B22 – Beginning writing.	.418	4.3	.929	COR32B11 - Pretending.	.384	27.5	.849
COR21B2 -Solving problems	.490	4.1	.928	COR32B24 -Writing	.431	2.9	.845
COR21B29 - Describing spatial relations	.399	3.4	.928	COR32B28 - Counting.	.385	1.8	.839
COR21B13 - Exhibiting body coordination	.525	2.8	.928	COR32B14 -Feeling & expressing steady beat.	.377	7.8	.837
COR21B15 -Imitating movements to a steady beat	.381	2.6	.927	COR32B6 - Relating to other children	.46	6.5	.836
COR21B14 - Exhibiting manual coordination	.478	2.5	.927	COR32B27 - Comparing properties	.355	6.2	.836
COR21B1 -Beginning reading	.436	2.5	.927	COR32B3 - Initiating play	.419	5.7	.835
				COR32B23 - Reading	.438	3.8	.834
				COR32B21 - Demonstrating knowledge about books	.486	3.4	.834
				COR32B16 - Singing	.432	2.6	.833
				COR32B29 - Identifying position & direction	.408	2.0	.833
62.7% of original grouped cases correctly classified				**66.0% of original grouped cases correctly classified**			

Section X-2 Teacher Measures – T-CRS

Table X-2A 2005-06 RECAP Gender Gap Analysis Univariate Means & Std. Deviations, and Differences by Gender for T-CRS Subscales Includes 4-year-olds Only									
	Boys			Girls				Differences (Boys – Girls)	
	N	Mean	Std. Dev.	N	Mean	Std. Dev.		Diff.	t-Value
2003-04 Time 1									
T-CRS Assertiveness	869	27.5	6.7	841	28.9	6.6		-1.4	-4.4*
T-CRS Peer Social	866	28.7	6.5	841	30.7	6.1		-2.0	-6.4*
T-CRS Behavior Control	867	26.3	7.4	840	28.8	7.0		-2.5	-7.2*
T-CRS Task Orientation	869	26.4	6.9	841	29.0	6.6		-2.6	-7.9*
2003-04 Time 2									
T-CRS Assertiveness	797	31.1	6.5	752	32.2	6.1		-1.1	-3.2*
T-CRS Peer Social	801	31.9	6.7	753	33.5	6.0		-1.6	-5.0*
T-CRS Behavior Control	799	28.2	8.1	753	30.6	7.0		-2.4	-6.2*
T-CRS Task Orientation	799	29.4	7.3	752	31.8	6.5		-2.4	-7.0*
2003-04 Changes									
T-CRS Assertiveness	698	3.6	6.0	657	3.4	5.6		0.2	0.5
T-CRS Peer Social	698	2.9	5.5	658	2.8	5.9		0.1	0.3
T-CRS Behavior Control	698	1.9	5.9	657	2.0	6.1		-0.1	-0.6
T-CRS Task Orientation	699	2.8	6.0	657	3.1	5.7		-0.3	-1.0
Note: * Denotes t-value significant at Pr(t)<=.01									

Table X-2A Continued

2005-06 RECAP Gender Gap Analysis
Univariate Means & Std. Deviations, and Differences by Gender for T-CRS Subscales
Includes 4-year-olds Only

	Boys			Girls				Differences (Boys – Girls)	
	N	**Mean**	**Std. Dev.**	**N**	**Mean**	**Std. Dev.**		**Diff.**	**t-Value**
2004-05 Time 1									
T-CRS Assertiveness	832	28.3	6.9	893	28.9	6.9		-0.6	-1.7
T-CRS Peer Social	836	29.4	7.1	892	30.8	6.5		-1.4	-4.4*
T-CRS Behavior Control	835	26.3	7.9	891	28.7	7.2		-2.3	-6.5*
T-CRS Task Orientation	835	26.5	7.2	892	29.0	6.8		-2.5	-7.3*
2004-05 Time 2								0.0	
T-CRS Assertiveness	690	31.6	6.8	714	764	6.4		-0.9	-2.7*
T-CRS Peer Social	690	32.3	6.9	714	763	6.4		-1.2	-3.4*
T-CRS Behavior Control	689	28.6	8.3	714	765	7.5		-2.4	-5.9*
T-CRS Task Orientation	690	29.7	7.8	714	764	7.1		-2.3	-6.0*
2004-05 Changes									
T-CRS Assertiveness	614	3.5	6.3	685	3.6	6.0		-0.2	-0.5
T-CRS Peer Social	618	2.9	6.1	683	2.7	5.7		0.2	0.5
T-CRS Behavior Control	616	2.4	6.8	685	2.5	6.1		-0.2	-0.5
T-CRS Task Orientation	617	3.3	7.0	685	3.3	5.8		-0.0	-0.1

Note: * Denotes t-value significant at Pr(t)<=.01

Table X-2B						
2005-06 RECAP Gender Gap Analysis Pearson Correlation Coefficients Between T-CRS Subscales (All Correlation Coefficients Shown Below are Significant at Pr(t) <=.01) Includes 4-year-olds Only						
			Boys (Top half of matrix)			
			T-CRS (n=866 to 869 for boys)			
2003-04 Time 1		**Scales**	**Assertiveness**	**Peer Social**	**Behavior Control**	**Task Orientation**
Girls (Bottom half of matrix)	**T-CRS** (n=840 to 841 for girls)	**Assertiveness**	-	.608	.177	.548
		Peer Social	.654	-	.626	.728
		Behavior Control	.218	.587	-	.723
		Task Orientation	.570	.700	.752	-
			Boys (Top half of matrix)			
			T-CRS (n=797 to 801 for boys)			
2003-04 Time 2		**Scales**	**Assertiveness**	**Peer Social**	**Behavior Control**	**Task Orientation**
Girls (Bottom half of matrix)	**T-CRS** (n=751 to 753 for girls)	**Assertiveness**	-	.600	.272	.574
		Peer Social	.588	-	.689	.707
		Behavior Control	.247	.622	-	.715
		Task Orientation	.584	.659	.671	-
			Boys (Top half of matrix)			
			T-CRS (n=831 to 834 for boys)			
2004-05 Time 1		**Scales**	**Assertiveness**	**Peer Social**	**Behavior Control**	**Task Orientation**
Girls (Bottom half of matrix)	**T-CRS** (n=890 to 893 for girls)	**Assertiveness**	-	.619	.263	.608
		Peer Social	.613	-	.684	.742
		Behavior Control	.179	.612	-	.740
		Task Orientation	.561	.719	.714	-
			Boys (Top half of matrix)			
			T-CRS (n=689 to 690 for boys)			
2004-05 Time 2		**Scales**	**Assertiveness**	**Peer Social**	**Behavior Control**	**Task Orientation**
Girls (Bottom half of matrix)	**T-CRS** (n=763 to 765 for girls)	**Assertiveness**	-	.634	.305	.630
		Peer Social	.601	-	.671	.710
		Behavior Control	.261	.669	--	.720
		Task Orientation	.620	.741	.696	-

Table X-2C							
2005-06 RECAP Gender Gap Analysis **Stepwise Discriminant Analysis Results Using T-CRS Subscales** **Classification Variable is Gender (1=Boys, 2=Girls)** **Discriminant Function Variables for the Final Step of Analysis with F Values >= 2.0** **Includes 4-year-olds Only**							
2003-04				**2004-05**			
Time 1 (n=1,704)				**Time 1** (n=1,719)			
T-CRS Subscales	**Toler.**	**F To Remove**	**Wilks' Lambda**	**T-CRS Subscales**	**Toler.**	**F To Remove**	**Wilks' Lambda**
Task Orientation	.274	5.4	.966	Task Orientation	.277	20.6	.976
Behavior Control	.333	3.3	.964	Assertiveness	.439	3.6	.966
59.1% of original grouped cases correctly classified.				**57.4% of original grouped cases correctly classified.**			
2003-04				**2004-05**			
Time 2 (n=1,547)				**Time 2** (n=1,451)			
Task Orientation	.341	11.3	.974	Behavior Control	.364	7.8	.974
Behavior Control	.378	2.2	.968	Task Orientation	.294	7.4	.974
				Peer Social	.343	4.7	.972
57.1% of original grouped cases correctly classified.				**57.6% of original grouped cases correctly classified.**			
2003-04				**2004-05**			
Changes (n=1,348)				**Changes** (n=1,292)			
Task Orientation	.421	2.3	.999	None where F>=2.0			
51.2% of original grouped cases correctly classified.				**52.9% of original grouped cases correctly classified.**			

Table X-2D							
2005-06 RECAP Gender Gap Analysis **Stepwise Discriminant Analysis Results Using T-CRS Individual Items** **Classification Variable is Gender (1=Boys, 2=Girls)** **Discriminant Function Variables for the Final Step of Analysis with F Values >= 2.0** **Includes 4-Year-olds Only**							
2003-04				**2004-05**			
Time 1 (n=1,630)				**Time 1** (n=1,636)			
T-CRS	**Toler.**	**F To Remove**	**Wilks' Lambda**	**T-CRS**	**Toler.**	**F To Remove**	**Wilks' Lambda**
TCRSI30 - Accepts things not going his/her way	.287	14.9	.927	TCRSI18 - Defiant, obstinate, stubborn	.35	18.8	.93
TCRSI14 - Lacks social skills with peers	.302	6.5	.923	TCRSI10- overly aggressive to peers (fights)	.383	12.2	.926
TCRSI25 - Completes schoolwork	.448	5.5	.922	TCRSI29 - has poor concentration, limited attention span	.307	9.1	.924
TCRSI10 - overly aggressive to peers (fights)	.390	5.0	.922	TCRSI26 - Disruptive in class	.211	8.6	.924
TCRSI15 - Anxious, worried	.346	4.5	.921	TCRSI23 - Nervous, frightened, scared	.297	8.1	.923
TCRSI21 - poorly motivated to achieve	.302	3.6	.921	TCRSI25 - Completes schoolwork	.42	3.4	.921
TCRSI20 - has trouble interacting with peers	.285	3.5	.921	TCRSI20 - has trouble interacting with peers	.269	3.4	.921
TCRSI23 - Nervous, frightened, scared	.314	3.5	.921	TCRSI28 - other children dislike this child	.306	2.4	.92
TCRSI9 - Functions well even with distractions	.281	3.4	.921	TCRSI13 - Underachieving (not working to ability)	.408	2.2	.92
TCRSI4 - Lacks social skills with peers	.321	2.9	.921	TCRSI9 - Functions well even with distractions	.317	1.9	.92
TCRSI27 - Comfortable as a leader	.330	2.3	.920				
TCRSI12 - other children shun or avoid this child	.287	2.2	.920				
61.3% of original grouped cases correctly classified				**63.3% of original grouped cases correctly classified**			

Table X-2D Continued							
Time 2 (n=1,487)				**Time 2** (n=1,384)			
T-CRS	**Toler.**	**F To Remove**	**Wilks' lambda**	**T-CRS**	**Toler.**	**F To Remove**	**Wilks' lambda**
tcrsf13 - Underachieving (not working to ability)	.403	7.0	.94	tcrsf18 - Defiant, obstinate, stubborn	.314	32.5	.926
tcrsf29 - has poor concentration, limited attention span	.345	6.6	.94	tcrsf10 - overly aggressive to peers (fights)	.390	12.2	.912
tcrsf32 - Well liked by classmates	.214	3.8	.938	tcrsf26 - Disruptive in class	.229	11.5	.912
tcrsf6 - Accepts imposed limits	.293	3.6	.938	tcrsf25 - Completes schoolwork	.380	6.7	.909
tcrsf17 - Works well without adult support	.289	3.3	.938	tcrsf14 - Tolerates frustration	.237	5.5	.908
tcrsf25 - Completes schoolwork	.382	3.3	.938	tcrsf5 - has difficulty following directions	.312	4.4	.907
tcrsf10 - overly aggressive to peers (fights)	.434	2.9	.937	tcrsf31 - Does not express feelings	.508	4.2	.907
tcrsf4 - Lacks social skills with peers	.283	2.7	.937	tcrsf3 - Participates in class discussions	.310	3.8	.907
tcrsf14 - Tolerates frustration	.274	2.4	.937	tcrsf4 - Lacks social skills with peers	.289	3.3	.906
tcrsf2 - Disturbs others while they are working	.280	2.3	.937	tcrsf9 - Functions well even with distractions	.260	3.1	.906
tcrsf5 - has difficulty following directions	.314	2.3	.937	tcrsf19 - Expresses ideas willingly	.288	2.5	.906
				tcrsf32 - Well liked by classmates	.213	2.2	.906
				tcrsf23 - Nervous, frightened, scared	.288	2	.905
61.1% of original grouped cases correctly classified				**64.1% of original grouped cases correctly classified**			

Section X-3 Parent Measures – P-CRS

Table X-3A 2005-06 RECAP Gender Gap Analysis Univariate Means & Std. Deviations, and Differences by Gender for P-CRS Subscales Includes 4-Year-olds Only									
	Boys			Girls				Differences (Boys – Girls)	
	N	Mean	Std. Dev.	N	Mean	Std. Dev.		Diff.	t-Value*
2003-04 Time 1									
Positive peer social	502	4.4	0.6	475	4.4	0.6		0.0	-0.5
Task orientation	502	3.5	0.8	474	3.6	0.7		-0.1	-2.4
Shy-anxious	502	3.6	0.8	473	3.6	0.8		0.0	0.5
Assertive social	502	3.9	0.7	474	4.0	0.7		-0.1	-1.8
Frustration tolerance	502	3.0	0.8	471	3.1	0.8		-0.1	-2.3
Negative peer social	502	4.2	0.7	473	4.3	0.7		-0.1	-1.5
Future expectations	485	4.6	0.5	463	4.6	0.5		0.0	-0.9
2003-04 Time 2									
Positive peer social	315	4.5	0.6	289	4.6	0.5		-0.1	-1.5
Task orientation	315	3.7	0.8	289	3.8	0.7		-0.1	-1.9
Shy-anxious	315	3.7	0.8	289	3.6	0.8		0.1	1.8
Assertive social	315	4.0	0.7	289	4.1	0.7		-0.1	-0.7
Frustration tolerance	315	3.2	0.9	289	3.3	0.8		-0.1	-2.3
Negative peer social	315	4.3	0.7	289	4.3	0.7		0.0	-0.1
Future expectations	307	4.6	0.5	283	4.7	0.5		-0.1	-1.7
2003-04 Changes									
Positive peer social	224	0.2	0.6	200	0.1	0.6		0.1	0.2
Task orientation	224	0.2	0.6	200	0.2	0.6		0.0	0.6
Shy-anxious	224	0.2	0.8	200	0.0	0.6		0.2	1.7
Assertive social	224	0.3	0.7	200	0.2	0.6		0.1	1.1
Frustration tolerance	224	0.3	0.8	200	0.3	0.7		0.0	0.2
Negative peer social	224	0.1	0.7	200	0.0	0.6		0.1	1.2
Future expectations	214	0.0	0.6	193	0.1	0.4		-0.1	-1.2
Note: * Denotes none of the t-values significant were at Pr(t)<=.01									

Table X-3A Continued

2005-06 RECAP Gender Gap Analysis
Univariate Means & Std. Deviations, and Differences by Gender for P-CRS Subscales
Includes 4-Year-olds Only

	Boys			Girls				Differences (Boys – Girls)	
	N	**Mean**	**Std. Dev.**	**N**	**Mean**	**Std. Dev.**		**Diff.**	**t-Value**
2004-05 Time 1									
Positive peer social	518	4.4	0.6	557	4.4	0.6		0.0	-1.1
Task orientation	518	3.4	0.7	557	3.6	0.7		-0.2	-3.1*
Shy-anxious	517	3.6	0.8	556	3.5	0.8		0.1	2.0
Assertive social	518	3.9	0.7	554	3.9	0.7		0.0	-1.5
Frustration tolerance	515	3.0	0.8	554	3.1	0.8		-0.1	-2.2
Negative peer social	516	4.2	0.7	554	4.2	0.7		0.0	-0.8
Future expectations	501	4.6	0.5	545	4.6	0.5		0.0	-1.2
2004-05 Time 2									
Positive peer social	330	4.5	0.7	362	4.6	0.6		-0.1	-0.9
Task orientation	330	3.6	0.8	362	3.8	0.7		-0.2	-3.8*
Shy-anxious	329	3.7	0.9	361	3.6	0.8		0.1	1.5
Assertive social	329	4.0	0.8	361	4.1	0.7		-0.1	-1.9
Frustration tolerance	328	3.2	0.9	359	3.4	0.8		-0.2	-3.1*
Negative peer social	329	4.2	0.8	360	4.3	0.7		-0.1	-2.3
Future expectations	323	4.6	0.5	361	4.7	0.5		-0.1	-2.0
2004-05 Changes									
Positive peer social	221	0.1	0.7	260	0.1	0.7		0.0	0.3
Task orientation	221	0.2	0.7	260	0.2	0.7		0.0	-1.1
Shy-anxious	221	0.1	0.8	259	0.1	0.9		0.0	0.6
Assertive social	221	0.1	0.7	259	0.2	0.8		-0.1	-0.9
Frustration tolerance	221	0.2	0.9	256	0.3	0.9		-0.1	-1.5
Negative peer social	221	0.0	0.8	257	0.1	0.7		-0.1	-0.9
Future expectations	210	0.0	0.5	257	0.1	0.5		-0.1	-1.5

Note: * Denotes t-value significant at Pr(t)<=.01

Table X-3B									
2005-06 RECAP Gender Gap Analysis **Pearson Correlation Coefficients Between P-CRS Subscales** **(All Correlation Coefficients Shown Below are Significant at Pr(t) <=.01)** **Includes 4-Year-olds Only**									
			Boys (Top half of matrix)						
			P-CRS (n = 485 to 502 for boys)						
2003-04 Time 1		**Subscales**	**Pos. Social**	**Task Orient.**	**Shy - Anxious**	**Assert. Social**	**Frust. Toler.**	**Neg. Social**	**Future Expect.**
Girls (Bottom half of matrix)	**P-CRS** (n = 459 to 485 for girls)	**Pos. Social**	-	.341	.192	.505	.355	.330	.351
		Task Orient.	.388	-	.267	.476	.495	.485	.358
		Shy -Anx.	.223	.275	-	.265	.280	.362	.174
		Assertive	.573	.509	.243	-	.373	.209	.364
		Frust. Toler.	.374	.569	.237	.485	-	.282	.262
		Neg. Social	.346	.411	.412	.179	.267	-	.333
		Future Exp.	.389	.405	.158	.413	.325	.250	-
			Boys (Top half of matrix)						
			P-CRS (n = 307 to 315 for boys)						
2003-04 Time 2		**Subscales**	**Pos. Social**	**Task Orient.**	**Shy - Anxious**	**Assert. Social**	**Frust. Toler.**	**Neg. Social**	**Future Expect.**
Girls (Bottom half of matrix)	**P-CRS** (n = 283 to 289 for girls)	**Pos. Social**	-	.487	.351	.616	.416	.555	.555
		Task Orient.	.373	-	.422	.640	.508	.601	.479
		Shy -Anx.	.367	.400	-	.438	.423	.465	.304
		Assertive	.545	.493	.387	-	.510	.377	.466
		Frust. Toler.	.380	.573	.412	.464	-	.342	.390
		Neg. Social	.416	.482	.379	.228	.260	-	.474
		Future Exp.	.343	.279	.165	.277	.304	.348	-

Table X-3B Continued									
2005-06 RECAP Gender Gap Analysis **Pearson Correlation Coefficients Between P-CRS Subscales** **(All Correlation Coefficients Shown Below are Significant at Pr(t) <=.01)** **Includes 4-Year-olds Only**									
			Boys (Top half of matrix)						
			P-CRS (n = 498 to 518 for boys)						
2004-05 Time 1		**Subscales**	**Pos. Social**	**Task Orient.**	**Shy - Anxious**	**Assert. Social**	**Frust. Toler.**	**Neg. Social**	**Future Expect.**
Girls (Bottom half of matrix)	**P-CRS** (n = 542 to 557 for girls)	**Pos. Social**	-	.329	.184	.541	.323	.383	.257
		Task Orient.	.408	-	.289	.474	.525	.371	.361
		Shy -Anx.	.236	.254	-	.225	.303	.423	.219
		Assertive	.624	.510	.277	-	.393	.203	.330
		Frust. Toler.	.365	.491	.286	.399	-	.318	.300
		Neg. Social	.448	.467	.369	.313	.282	-	.365
		Future Exp.	.327	.351	.242	.341	.294	.297	-
			Boys (Top half of matrix)						
			P-CRS (n = 322 to 330 for boys)						
2004-05 Time 2		**Subscales**	**Pos. Social**	**Task Orient.**	**Shy - Anxious**	**Assert. Social**	**Frust. Toler.**	**Neg. Social**	**Future Expect.**
Girls (Bottom half of matrix)	**P-CRS** (n = 358 to 362 for girls)	**Pos. Social**	-	.456	.304	.636	.407	.524	.403
		Task Orient.	.384	-	.433	.593	.604	.563	.438
		Shy -Anx.	.286	.287	-	.396	.334	.513	.341
		Assertive	.590	.511	.227	-	.481	.442	.394
		Frust. Toler.	.305	.515	.311	.375	-	.398	.366
		Neg. Social	.450	.553	.455	.314	.313	-	.472
		Future Exp.	.336	.444	.181	.474	.353	.282	-

Table X-3C							
2005-06 RECAP Gender Gap Analysis **Stepwise Discriminant Analysis Results Using P-CRS Subscales** **Classification Variable is Gender (1=Boys, 2=Girls)** **Discriminant Function Variables for the Final Step of Analysis with F Values >= 2.0** **Includes 4-Year-olds Only**							
2003-04				**2004-05**			
Time 1 (n=944)				**Time 1** (n=1,039)			
P-CRS Subscales	**Toler.**	**F To Remove**	**Wilks' Lambda**	**P-CRS Subscales**	**Toler.**	**F To Remove**	**Wilks' Lambda**
Shy Anxious	.798	2.0	.992	Shy Anxious	.799	8.9	.990
				Task Orientation	.569	4.4	.985
54.2 % of original grouped cases correctly classified.				**54.8% of original grouped cases correctly classified.**			
2003-04				**2004-05**			
Time 2 (n=590)				**Time 2** (n=680)			
Shy Anxious	.695	7.9	.979	Shy Anxious	.740	12.8	.976
Frustration Tolerance	.620	4.0	.973	Task Orientation	.467	4.2	.964
Task Orientation	.469	2.4	.970	Frustration Tolerance	.645	2.5	.961
58.5 % of original grouped cases correctly classified.				**59.4 % of original grouped cases correctly classified.**			
2003-04				**2004-05**			
Changes (n=407)				**Changes** (n=464)			
Future Expectations	.898	2.7	.985	Shy Anxious	.775	2.9	.988
Assertive Social	.682	2.4	.985				
53.8 % of original grouped cases correctly classified.				**53.7 % of original grouped cases correctly classified.**			

Section X-4 Parent Measures – Parent Questionnaire

Table X-4A

2005-06 RECAP Gender Gap Analysis
Univariate Means & Std. Deviations, and Differences by Gender for the First 14 Questions in the Parent Questionnaire (PQ)
Includes 4-Year-olds Only

	Boys			Girls				Differences (Boys – Girls)	
	N	Mean	Std. Dev.	N	Mean	Std. Dev.		Diff.	t-Value
2003-04 Time 1									
Q1 Learn to be away from me	494	2.5	0.8	469	2.4	0.8		0.1	0.6
Q2 Learn to share and take turns	501	2.9	0.3	473	2.9	0.4		0.0	1.4
Q3 Learn to work with a teacher	498	2.9	0.3	468	2.9	0.3		0.0	0.6
Q4 Fight less	484	2.4	0.8	456	2.3	0.9		0.1	1.4
Q5 Learn to get along with other children and make new friends	494	2.9	0.3	457	2.9	0.3		0.0	0.3
Q6 Learn to obey more	496	2.7	0.6	463	2.7	0.7		0.0	1.4
Q7 Learn to like school	502	2.9	0.4	471	2.9	0.4		0.0	0.5
Q8 Learn to how to be successful in school	504	2.9	0.3	476	3.0	0.2		-0.1	-0.9
Q9 Learn to think for self, make choices, and make plans	500	2.9	0.3	472	2.9	0.3		0.0	-0.3
Q10 Learn to talk more	496	2.5	0.8	461	2.4	0.9		0.1	1.6
Q11 Learn to follow directions	498	2.9	0.4	470	2.9	0.4		0.0	-0.1
'Pre Q12 Learn self-help skills (dressing, undressing, eating, etc.).	494	2.6	0.7	466	2.5	0.8		0.1	2.1
Q13 Develop imagination and creativity	498	2.9	0.5	468	2.9	0.5		0.0	0.6
Q14 Increase attention span	491	2.8	0.5	465	2.8	0.6		0.0	1.4
2003-04 Time 2									
Q1 Learn to be away from me	314	2.9	0.4	290	2.8	0.6		0.1	1.8
Q2 Learn to share and take turns	313	2.9	0.4	290	2.9	0.4		0.0	-0.3
Q3 Learn to work with a teacher	308	2.9	0.3	287	3.0	0.2		-0.1	-1.9
Q4 Fight less	295	2.5	0.7	275	2.5	0.7		0.0	-0.1
Q5 Learn to get along with other children and make new friends	305	2.9	0.3	280	3.0	0.2		-0.1	-1.7
Q6 Learn to obey more	307	2.7	0.6	287	2.7	0.6		0.0	0.2
Q7 Learn to like school	313	2.9	0.3	289	2.9	0.3		0.0	-0.7
Q8 Learn to how to be successful in school	310	2.8	0.4	288	2.9	0.4		-0.1	-1.5
Q9 Learn to think for self, make choices, and make plans	312	2.8	0.4	286	2.9	0.4		-0.1	-0.8
Q10 Learn to talk more	310	2.8	0.5	288	2.8	0.5		0.0	1.3
Q11 Learn to follow directions	311	2.8	0.4	290	2.8	0.4		0.0	0.4
'Pre Q12 Learn self-help skills (dressing, undressing, eating, etc.).	311	2.8	0.6	291	2.8	0.6		0.0	0.0
Q13 Develop imagination and creativity	312	2.9	0.3	290	2.9	0.3		0.0	-1.0
Q14 Increase attention span	305	2.7	0.5	288	2.8	0.5		-0.1	-0.4

Note: * Denotes t-value significant at Pr(t)<=.01

Table X-4A Continued									
2005-06 RECAP Gender Gap Analysis Univariate Means & Std. Deviations, and Differences by Gender for Parent Questionnaire (PQ) Subscales Includes 4-Year-olds Only									
	Boys			**Girls**				**Differences (Boys – Girls)**	
	N	**Mean**	**Std. Dev.**	**N**	**Mean**	**Std. Dev.**		**Diff.**	**t-Value**
2004-05 Time 1									
Q1 Learn to be away from me	494	2.4	0.9	532	2.3	0.9		0.1	1.7
Q2 Learn to share and take turns	506	2.9	0.4	535	2.9	0.4		0.0	1.1
Q3 Learn to work with a teacher	503	2.9	0.4	531	2.9	0.4		0.0	0.7
Q4 Fight less	485	2.3	0.9	514	2.3	0.9		0.0	1.0
Q5 Learn to get along with other children and make new friends	494	2.9	0.4	534	2.9	0.4		0.0	1.4
Q6 Learn to obey more	501	2.7	0.6	532	2.6	0.7		0.1	2.6*
Q7 Learn to like school	501	2.9	0.5	535	2.8	0.6		0.1	2.1
Q8 Learn to how to be successful in school	505	3.0	0.2	537	2.9	0.3		0.1	1.4
Q9 Learn to think for self, make choices, and make plans	505	2.9	0.4	538	2.9	0.4		0.0	1.2
Q10 Learn to talk more	496	2.4	0.9	533	2.4	0.9		0.0	1.4
Q11 Learn to follow directions	500	2.9	0.4	538	2.9	0.4		0.0	1.0
'Pre Q12 Learn self-help skills (dressing, undressing, eating, etc.).	499	2.6	0.8	536	2.4	0.9		0.2	2.6*
Q13 Develop imagination and creativity	500	2.8	0.5	535	2.8	0.6		0.0	0.4
Q14 Increase attention span	492	2.9	0.5	530	2.8	0.6		0.1	2.6*
2004-05 Time 2									
Q1 Learn to be away from me	324	2.8	0.6	354	2.8	0.6		0.0	-0.3
Q2 Learn to share and take turns	322	2.9	0.3	356	2.9	0.4		0.0	-0.4
Q3 Learn to work with a teacher	325	3.0	0.2	352	2.9	0.3		0.1	1.3
Q4 Fight less	304	2.6	0.7	336	2.5	0.7		0.1	1.4
Q5 Learn to get along with other children and make new friends	308	2.9	0.3	340	2.9	0.3		0.0	0.3
Q6 Learn to obey more	317	2.8	0.5	355	2.7	0.6		0.1	1.7
Q7 Learn to like school	321	3.0	0.2	355	2.9	0.3		0.1	0.8
Q8 Learn to how to be successful in school	322	2.9	0.3	354	2.9	0.3		0.0	0.5
Q9 Learn to think for self, make choices, and make plans	323	2.8	0.4	354	2.9	0.4		-0.1	-0.9
Q10 Learn to talk more	319	2.8	0.5	354	2.8	0.6		0.0	1.1
Q11 Learn to follow directions	322	2.8	0.4	356	2.9	0.4		-0.1	-0.2
'Pre Q12 Learn self-help skills (dressing, undressing, eating, etc.).	317	2.8	0.6	355	2.7	0.6		0.1	1.2
Q13 Develop imagination and creativity	320	2.9	0.4	351	2.9	0.4		0.0	0.8
Q14 Increase attention span	319	2.8	0.5	353	2.8	0.5		0.0	-0.2
Note: * Denotes t-value significant at Pr(t)<=.01									

Table X-4C							
2005-06 RECAP Gender Gap Analysis **Stepwise Discriminant Analysis Results Using the First 14 Individual Items on the Parent Questionnaire** **Classification Variable is Gender (1=Boys, 2=Girls)** **Discriminant Function Variables for the Final Step of Analysis with F Values >= 2.0** **Includes 4-Year-olds Only**							
2003-04				**2004-05**			
Time 1 (n=862)				**Time 1** (n=922)			
Parent Questionnaire	**Toler.**	**F To Remove**	**Wilks' Lambda**	**Parent Questionnaire**	**Toler.**	**F To Remove**	**Wilks' Lambda**
PQ12_1 – Learn self-help skills (dressing, undressing, eating, etc.)	.601	4.0	.990	Pq14_1 – Increased attention span.	.777	3.2	.987
PQ8_1 – Learn how to be successful in school.	.751	2.3	.988				
55.3% of original grouped cases correctly classified				**55.0% of original grouped cases correctly classified**			
Time 2 (n=529)				**Time 1** (n=582)			
PQ13_2 – Developed imagination and creativity.	.804	2.5	.980	None where F >=2.0			
53.5% of original grouped cases correctly classified				**53.8% of original grouped cases correctly classified**			

Section X-5 Parent Measures – CHI

Table X-5A

2005-06 RECAP Gender Gap Analysis
Children's Health Information (CHI 2.0)
Univariate Means & Std. Deviations, and Differences by Gender for CHI Indicators
Includes 4-Year-olds Only

	Boys			Girls				Differences (Boys – Girls)	
	N	Mean	Std. Dev.	N	Mean	Std. Dev.		Diff.	t-Value
2003-04									
High lead problems	504	0.04	0.20	486	0.03	0.18		0.01	0.5
Behavior problems	504	0.09	0.29	486	0.03	0.18		0.06	3.7*
Early intervention services	504	0.08	0.27	486	0.03	0.16		0.05	3.7*
Asthma severity scale	504	7.34	3.10	486	7.91	2.62		-0.57	-3.1*
Low Iron or Iron deficiency	504	0.06	0.24	486	0.05	0.22		0.01	0.6
Ear infections	504	0.13	0.34	486	0.12	0.33		0.01	0.4
Would like to talk about any of 7 topics (Q14 through Q20; 0=no, 1=yes)?	504	0.33	0.47	486	0.18	0.38		0.15	5.4*
Q14: talk about health (1=no, 2=yes)	504	1.04	0.19	486	1.04	0.19		0.00	-0.1
Q15: talk about coordination?	504	1.04	0.19	486	1.03	0.18		0.01	0.4
Q16: talk speech or language	504	1.21	0.41	486	1.11	0.37		0.10	4.4*
Q17: talk about ability to learn?	504	1.09	0.29	486	1.05	0.25		0.04	3.0*
Q18: talk about behavior?	504	1.14	0.35	486	1.05	0.29		0.09	4.7*
Q19: talk about life experience?	504	1.05	0.22	486	1.04	0.20		0.01	0.6
Q20: talk about other topics?	504	1.01	0.11	486	1.02	0.13		-0.01	-0.6
Father's age	382	3.85	1.26	350	3.97	1.29		-0.12	-1.3
Mother's age	439	3.38	1.29	423	3.42	1.34		-0.04	-0.5
Does your child have a doctor? (1=no, 2=yes)	492	1.98	0.14	475	1.97	0.16		0.01	0.7
Does your child have a dentist?	428	1.66	0.47	414	1.67	0.47		-0.01	-0.2
Mother's Education	422	3.76	2.01	413	3.52	1.94		0.24	1.8
Father's Education	351	3.33	1.91	332	3.20	1.92		0.13	0.9
No allergies (0=no, 1=yes)	504	0.78	0.41	486	0.79	0.41		-0.01	-0.4
Bee sting allergies (0=no, 1=yes)	504	0.01	0.09	486	0.01	0.08		0.00	0.3
Seasonal allergies	504	0.10	0.30	486	0.08	0.28		0.02	0.8
Food allergies	504	0.07	0.25	486	0.05	0.22		0.02	1.1
Medication allergies	504	0.05	0.21	486	0.05	0.22		0.00	-0.4
Other allergies	504	0.02	0.15	486	0.03	0.18		-0.01	-0.9
Q1a: Has your child ever stayed in hospital (1=no, 2=yes)	489	1.15	0.36	471	1.11	0.31		0.04	2.2
Q1b: Any hospital stays for 3 days or more? (1=no, 2=yes)	328	1.14	0.35	294	1.07	0.26		0.07	2.6*

Note: * Denotes the t-value was significant at Pr(t)<=.01

Table X-5A Continued

2005-06 RECAP Gender Gap Analysis
Children's Health Information (CHI 2.0)
Univariate Means & Std. Deviations, and Differences by Gender for the CHI Indicators
Includes 4-Year-olds Only

	Boys			Girls				Differences (Boys – Girls)	
	N	Mean	Std. Dev.	N	Mean	Std. Dev.		Diff.	t-Value*
2004-05									
High lead problems (0=no, 1=yes)	529	0.03	0.18	608	0.05	0.22		-0.02	-1.3
Behavior problems	529	0.07	0.25	608	0.04	0.21		0.03	1.7
Early intervention services	529	0.05	0.21	608	0.04	0.20		0.01	0.2
Asthma severity scale	529	7.64	2.88	608	7.77	2.78		-0.13	-0.8
Low Iron or Iron deficiency	529	0.03	0.18	608	0.03	0.17		0.00	0.3
Ear infections	529	0.09	0.28	608	0.07	0.26		0.02	0.9
Would like to talk about any of 7 topics (Q14 through Q20; 0=no, 1=yes)?	529	0.26	0.44	608	0.24	0.43		0.02	0.8
Q14: talk about health (1=no, 2=yes)	529	1.03	0.18	608	1.03	0.17		0.00	0.4
Q15: talk about coordination?	529	1.02	0.15	608	1.02	0.17		0.00	-0.6
Q16: talk speech or language	529	1.17	0.38	608	1.17	0.35		0.00	1.4
Q17: talk about ability to learn?	529	1.08	0.27	608	1.08	0.26		0.00	0.9
Q18: talk about behavior?	529	1.10	0.30	608	1.10	0.29		0.00	1.0
Q19: talk about life experience?	529	1.04	0.19	608	1.04	0.19		0.00	-0.3
Q20: talk about other topics?	529	1.04	0.06	608	1.00	0.13		0.04	-2.1
Father's age	393	3.85	1.36	451	3.96	1.26		-0.11	-1.2
Mother's age	458	3.34	1.29	528	3.46	1.29		-0.12	-1.5
Does your child have a doctor? (1=no, 2=yes)	520	1.98	0.13	595	1.99	0.12		-0.01	-0.5
Does your child have a dentist?	425	1.72	0.45	496	1.73	0.45		-0.01	-0.3
Mother's Education	435	3.66	2.03	519	3.48	1.95		0.18	1.4
Father's Education	375	3.21	1.94	422	3.18	1.93		0.03	0.2
No allergies (0=no, 1=yes)	529	0.78	0.41	608	0.77	0.42		0.01	0.5
Bee sting allergies (0=no, 1=yes)	529	0.01	0.11	608	0.00	0.06		0.01	1.9
Seasonal allergies	529	0.10	0.30	608	0.11	0.31		-0.01	-0.3
Food allergies	529	0.04	0.20	608	0.04	0.19		0.00	0.3
Medication allergies	529	0.05	0.21	608	0.04	0.20		0.01	0.5
Other allergies	529	0.03	0.17	608	0.04	0.20		-0.01	-1.3
Q1a: Has your child ever stayed in hospital (1=no, 2=yes)	510	1.16	0.37	592	1.11	0.31		0.05	2.3
Q1b: Any hospital stays for 3 days or more? (1=no, 2=yes)	343	1.12	0.32	383	1.12	0.32		0.00	0.1

Note: * Denotes none of the t-value were significant at Pr(t)<=.01

Table X-5C							
2005-06 RECAP Gender Gap Analysis **Stepwise Discriminant Analysis Results Using the CHI Questionnaire Variables** **Classification Variable is Gender (1=Boys, 2=Girls)** **Discriminant Function Variables for the Final Step of Analysis with F Values >= 2.0** **Includes 4-Year-olds Only**							
2003-04 (n=278; 140 boys, 138 girls)				**2004-05** (n=348; 155 boys, 193 girls)			
CHI Variables	**Toler.**	**F To Remove**	**Wilks' Lambda**	**CHI Variables**	**Toler.**	**F To Remove**	**Wilks' Lambda**
Q16: talk speech or language	0.361	4.8	0.847	CHI: Q11 Child has had Behavior problems	.732	2.6	.939
Mother's Education	0.657	6.8	0.854	CHI: Would like to talk about any of 7 topics (Q14 through Q20)?	.228	2.2	.938
Q20: Would like talk about Other topics	0.592	3.8	0.844				
Father's age	0.514	3.2	0.842				
Q11 Early intervention services	0.943	2.8	0.841				
Q20: Would like talk about Behavior	0.337	2.1	0.838				
Q20: Would like talk about Coordination	0.473	2.9	0.841				
Q2 Bee sting allergies	0.878	2.4	0.839				
69.4 % of original grouped cases correctly classified				**61.8 % of original grouped cases correctly classified**			

Section X-6 Teacher Measures – COR & T-CRS

Table X-6A

2005-06 RECAP Gender Gap Analysis
Univariate Means & Std. Deviations, and Differences by Gender for COR and T-CRS Subscales
Includes 4-Year-olds Only

	Boys			Girls				Differences (Boys – Girls)	
	N	Mean	Std. Dev.	N	Mean	Std. Dev.		Diff.	t-Value
2003-04 Time 1									
COR21 Motor	840	2.8	0.7	767	3.0	0.7		-0.2	-5.8*
COR21 Academic	840	2.3	0.7	767	2.5	0.7		-0.2	-4.9*
COR21 Social	840	2.8	0.7	768	3.0	0.8		-0.2	-5.5*
T-CRS Assertiveness	869	27.5	6.7	841	28.9	6.6		-1.4	-4.4*
T-CRS Peer Social	866	28.7	6.5	841	30.7	6.1		-2.0	-6.4*
T-CRS Behavior Control	867	26.3	7.4	840	28.8	7.0		-2.5	-7.2*
T-CRS Task Orientation	869	26.4	6.9	841	29.0	6.6		-2.6	-7.9*
2003-04 Time 2									
COR21 Motor	775	3.8	0.7	734	4.0	0.7		-0.2	-6.7*
COR21 Academic	775	3.3	0.7	734	3.5	0.7		-0.2	-4.3*
COR21 Social	775	3.7	0.8	734	4.0	0.7		-0.3	-5.7*
T-CRS Assertiveness	797	31.1	6.5	752	32.2	6.1		-1.1	-3.2*
T-CRS Peer Social	801	31.9	6.7	753	33.5	6.0		-1.6	-5.0*
T-CRS Behavior Control	799	28.2	8.1	753	30.6	7.0		-2.4	-6.2*
T-CRS Task Orientation	799	29.4	7.3	752	31.8	6.5		-2.4	-7.0*
2003-04 Changes									
COR21 Motor	687	1.0	0.7	621	1.0	0.7		-0.0	-1.2
COR21 Academic	687	1.0	0.7	621	1.0	0.7		-0.0	-0.1
COR21 Social	687	1.0	0.7	622	1.0	0.7		-0.0	-1.0
T-CRS Assertiveness	698	3.6	6.0	657	3.4	5.6		0.2	0.5
T-CRS Peer Social	698	2.9	5.5	658	2.8	5.9		0.1	0.3
T-CRS Behavior Control	698	1.9	5.9	657	2.0	6.1		-0.1	-0.6
T-CRS Task Orientation	699	2.8	6.0	657	3.1	5.7		-0.3	-1.0

Note: * Denotes t-value significant at Pr(t)<=.01

Table X-6A Continued

2005-06 RECAP Gender Gap Analysis
Univariate Means & Std. Deviations, and Differences by Gender for COR and T-CRS Subscales
Includes 4-Year-olds Only

	Boys			Girls				Differences (Boys – Girls)	
	N	Mean	Std. Dev.	N	Mean	Std. Dev.		Diff.	t-Value
2004-05 Time 1									
COR21 Motor	797	2.7	0.8	856	2.8	0.8		-0.1	-2.0
COR21 Academic	798	2.4	0.7	856	2.4	0.8		-0.1	-2.5*
COR21 Social	798	2.7	0.8	856	2.8	0.8		-0.1	-2.7*
T-CRS Assertiveness	832	28.3	6.9	893	28.9	6.9		-0.6	-1.7
T-CRS Peer Social	836	29.4	7.1	892	30.8	6.5		-1.4	-4.4*
T-CRS Behavior Control	835	26.3	7.9	891	28.7	7.2		-2.3	-6.5*
T-CRS Task Orientation	835	26.5	7.2	892	29.0	6.8		-2.5	-7.3*
2004-05 Time 2								0.0	
COR21 Motor	691	3.8	0.8	714	761	0.7		-0.2	-4.2*
COR21 Academic	691	3.5	0.8	714	761	0.8		-0.1	-3.3*
COR21 Social	691	3.8	0.8	714	761	0.7		-0.1	-3.7*
T-CRS Assertiveness	690	31.6	6.8	714	764	6.4		-0.9	-2.7*
T-CRS Peer Social	690	32.3	6.9	714	763	6.4		-1.2	-3.4*
T-CRS Behavior Control	689	28.6	8.3	714	765	7.5		-2.4	-5.9*
T-CRS Task Orientation	690	29.7	7.8	714	764	7.1		-2.3	-6.0*
2004-05 Changes									
COR21 Motor	620	1.1	0.7	671	1.2	0.7		-0.1	-2.4
COR21 Academic	621	1.1	0.7	671	1.1	0.6		-0.0	-0.6
COR21 Social	621	1.1	0.7	671	1.1	0.7		-0.0	-0.6
T-CRS Assertiveness	614	3.5	6.3	685	3.6	6.0		-0.2	-0.5
T-CRS Peer Social	618	2.9	6.1	683	2.7	5.7		0.2	0.5
T-CRS Behavior Control	616	2.4	6.8	685	2.5	6.1		-0.2	-0.5
T-CRS Task Orientation	617	3.3	7.0	685	3.3	5.8		-0.0	-0.1

Note: * Denotes t-value significant at Pr(t)<=.01

Table X-6B									
2005-06 RECAP Gender Gap Analysis Pearson Correlation Coefficients Between COR & T-CRS Variables (All Correlation Coefficients Shown Below are Significant at Pr(t) <=.01) Includes 4-Year-olds Only									
2003-04 Time 1			**Boys (Top half of matrix)**						
			COR21			**T-CRS**			
n = 782 to 869 for boys; n=740 to 841 for girls		**Scales**	**Motor**	**Social**	**Acad.**	**Task Orient.**	**Behavior**	**Peer Social**	**Assert.**
Girls (Bottom half of matrix)	**COR21**	**Motor**	-	.773	.766	.390	.151	.389	.413
		Social	.798	-	.775	.515	.307	.508	.494
		Academic	.813	.766	-	.381	.141	.363	.400
	T-CRS	**Task Orient.**	.390	.482	.358	-	.723	.728	.548
		Behavior	.202	.309	.180	.752	-	.626	.177
		Peer Social	.344	.438	.274	.700	.587	-	.608
		Assert.	.413	.477	.343	.570	.218	.654	-
			Boys (Top half of matrix)						
2003-04 Time 2			**COR21**			**T-CRS**			
n = 754 to 799 for boys; n=716 to 753 for girls		**Scales**	**Motor**	**Social**	**Acad.**	**Task Orient.**	**Behavior**	**Peer Social**	**Assert.**
Girls Girls (Bottom half of matrix	**COR21**	**Motor**	-	.727	.737	.530	.282	.504	.529
		Social	.701	-	.703	.656	.499	.651	.608
		Academic	.697	.635	-	.499	.258	.391	.459
	T-CRS	**Task Orient.**	.443	.588	.480	-	.715	.707	.574
		Behavior	.245	.451	.215	.671	-	.689	.272
		Peer Social	.336	.589	.284	.659	.622	-	.600
		Assert.	.351	.521	.374	.584	.247		-

Table X-6B Continued									
2005-06 RECAP Gender Gap Analysis Pearson Correlation Coefficients Between COR & T-CRS Variables (All Correlation Coefficients Shown Below are Significant at Pr(t) <=.01) Includes 4-Year-olds Only									
			Boys (Top half of matrix)						
2004-05 Time 1			**COR32**			**T-CRS**			
n = 774 to 835 for boys; n=825 to 892 for girls		**Scales**	**Motor**	**Social**	**Acad.**	**Task Orient.**	**Behavior**	**Peer Social**	**Assert.**
Girls Girls (Bottom half of matrix	**COR32**	**Motor**	-	.762	.725	.388	.218	.396	.483
		Social	.778	-	.725	.472	.309	.481	.552
		Academic	.752	.764	-	.386	.163	.300	.455
	T-CRS	**Task Orient.**	.455	.508	.472	-	.740	.742	.608
		Behavior	.241	.287	.255	.714	-	.684	.263
		Peer Social	.412	.460	.371	.719	.612	-	.619
		Assert.	.457	.546	.439	.561	.179	.613	-
			Boys (Top half of matrix)						
2004-05 Time 2			**COR32**			**T-CRS**			
n = 680 to 691 for boys; n=749 to 765 for girls		**Scales**	**Motor**	**Social**	**Acad.**	**Task Orient.**	**Behavior**	**Peer Social**	**Assert.**
Girls Girls (Bottom half of matrix	**COR32**	**Motor**	-	.774	.729	.467	.259	.435	.518
		Social	.746	-	.751	.559	.341	.522	.609
		Academic	.722	.748	-	.461	.216	.340	.474
	T-CRS	**Task Orient.**	.479	.546	.495	-	.720	.710	.630
		Behavior	.262	.304	.240	.696	-	.671	.305
		Peer Social	.396	.490	.366	.741	.669	-	.634
		Assert.	.483	.588	.453	.620	.261	.601	-

Table X-6C

2005-06 RECAP Gender Gap Analysis
Stepwise Discriminant Analysis Results Using COR & T-CRS Subscales
Classification Variable is Gender (1=Boys, 2=Girls)
Discriminant Function Variables for the Final Step of Analysis with F Values >= 2.0
Includes 4-Year-olds Only

2003-04				**2004-05**			
Time 1 (n=1,521)				**Time 1** (n=1,591)			
COR & T-CRS	**Tolerance**	**F To Remove**	**Wilks' Lambda**	**COR & T-CRS**	**Tolerance**	**F To Remove**	**Wilks' Lambda**
COR Motor	.295	5.0	.955	T-CRS Task Orientation	.262	19.3	.976
T-CRS Behavior	.322	3.8	.954	T-CRS Assertiveness	.391	7.0	.968
T-CRS Task Orientation	.259	2.7	.953				
59.5% of original grouped cases correctly classified.				**57.4% of original grouped cases correctly classified.**			
Time 2 (n=1,468)				**Time 2** (n=1,429)			
COR & T-CRS	**Tolerance**	**F To Remove**	**Wilks' Lambda**	**COR & T-CRS**	**Tolerance**	**F To Remove**	**Wilks' Lambda**
COR Motor	.379	15.2	.965	T-CRS Behavior	.355	7.6	.971
T-CRS Task Orientation	.299	5.1	.959	T-CRS Task Orientation	.269	5.5	.969
T-CRS Behavior	.350	2.8	.957	T-CRS Peer Social	.339	4.9	.969
				COR Motor	.366	3.8	.968
58.7% of original grouped cases correctly classified.				**58.6% of original grouped cases correctly classified.**			
Changes (n=1,213)				**Changes** (n=1,225)			
COR & T-CRS	**Tolerance**	**F To Remove**	**Wilks' Lambda**	**COR & T-CRS**	**Tolerance**	**F To Remove**	**Wilks' Lambda**
T-CRS Task Orientation	None where F>=2.0			COR Motor	.523	7.7	.997
53.5% of original grouped cases correctly classified.				**54.7% of original grouped cases correctly classified.**			

Table X-6D							
2005-06 RECAP Gender Gap Analysis Stepwise Discriminant Analysis Results Using COR & T-CRS Individual Items Classification Variable is Gender (1=Boys, 2=Girls) Discriminant Function Variables for the Final Step of Analysis with F Values >= 2.0 Includes 4-Year-olds Only							
2003-04				**2004-05**			
Time 1 (n=1,358)				**Time 1** (n=1,370)			
COR21 & T-CRS	**Toler.**	**F To Remove**	**Wilks' Lambda**	**COR32 & T-CRS**	**Toler.**	**F To Remove**	**Wilks' Lambda**
COR21A13 – Exhibiting body coordination	.448	18.2	.885	COR32A13 -Moving with objects.	.527	22.3	.846
TCRSI30 –Accepts things not going his/her way.	.270	12.5	.881	TCRSI29 -Poor concentration.	.300	15.1	.842
COR21A11 - Drawing and painting.	.483	8.5	.879	TCRSI18 –Defiant, obstinate, stubborn.	.336	13.1	.840
COR21A14 - 'Exhibiting manual coordination	.430	7.1	.878	TCRSI10 –Overly aggressive to peers (fights)	.369	12.8	.840
COR21A22 - Beginning writing	.458	5.3	.877	COR32A11 -Pretending.	.380	12.0	.840
COR21A20 – Demonstrating knowledge about books.	.411	4.9	.876	COR32A10 -Drawing and painting.	.521	11.5	.839
TCRSI15 – Anxious, worried.	.335	4.5	.876	COR32A9 - Making & building models.	.436	8.6	.837
TCRSI10 –Overly aggressive, to peers (fights)	.374	4.2	.876	COR32A20 - Showing awareness of sounds in words	.346	7.9	.837
COR21A28 - Counting objects.	.439	4.0	.876	COR32A24 - Writing	.500	6.6	.836
TCRSI21 –Poorly motivated to achieve.	.298	3.1	.875	COR32A1 –Making choices & plans.	.406	5.4	.836
TCRSI20 –Has trouble interacting with peers.	.265	3.1	.875	COR32A21 - Demonstrating knowledge about books	.455	5.0	.835
TCRSI27 – Comfortable as a leader.	.318	2.9	.875	COR32A8 - Understanding & expressing feelings	.48	4.5	.835
TCRSI11 – Defends own views under group pressure.	.357	2.4	.875	COR32A29 - Identifying position & direction	.326	4.4	.835
TCRSI4 – Lacks social skills with peers.	.304	1.7	.874	TCRSI23 –Nervous, frightened, tense	.286	4.3	.835

Table X-6D Continued Time 1							
				COR32A2 - Solving problems with material	.502	3.8	.834
				COR32A27 - Comparing properties	.32	3.6	.834
				COR32A31 - Identifying materials & properties	.325	2.5	.834
				COR32A5 - Relating to adults	.418	2.2	.833
				TCRSI8 –Makes friends easily.	.222	2.1	.833
				COR32A18 - Using vocabulary	.327	2.0	.833
65.7% of original grouped cases correctly classified.				**67.9% of original grouped cases correctly classified.**			

Table X-6D Continued Time 2							
2005-06 RECAP Gender Gap Analysis Stepwise Discriminant Analysis Results Using COR & T-CRS Individual Items Classification Variable is Gender (1=Boys, 2=Girls) Discriminant Function Variables for the Final Step of Analysis with F Values >= 2.0 Includes 4-Year-olds Only							
2003-04				**2004-05**			
Time 2 (n=1,337)				**Time 2** (n=1,251)			
COR21 & T-CRS	**Toler.**	**F To Remove**	**Wilks' Lambda**	**COR32 & T-CRS**	**Toler.**	**F To Remove**	**Wilks' Lambda**
COR21B11 - Drawing and painting.	.496	11.7	.899	COR32B13 - Moving with objects.	.532	39.8	.775
COR21B28 – Counting objects.	.494	8.5	.896	COR32B10 -Drawing and painting.	.423	31.2	.769
TCRSf6 –Accepts imposed limits.	.262	7.2	.896	COR32B9 –Making & building models	.412	3.3	.769
COR21B22 - Beginning reading	.395	5.6	.894	TCRSf18 –Gets nervous easily.	.299	28.0	.767
COR21B2 - Solving problems	.452	5.4	.894	COR32B11 -Pretending.	.363	18.7	.761
TCRSf29 -Poor concentration.	.335	5.1	.894	TCRSf26 –Disruptive in class.	.227	17.5	.76
COR21B4 - Cooperating in program routines	.344	4.3	.894	COR32B28 - Counting	.370	13.6	.758
TCRSf32 -Well liked by classmates.	.195	3.9	.893	TCRSf25 –Completes schoolwork.	.369	12.8	.758
TCRSf27 – Comfortable as a leader.	.347	3.8	.893	COR32B24 - Writing	.412	11.5	.757
TCRSf2 –Disturbs others while they are working.	.252	3.4	.893	TCRSf10 - Overly aggressive to peers (fights)	.377	11.3	.757
TCRSf13 – Underachieving.	.381	3.0	.893	COR32B14 –Feeling & expressing steady beat.	.348	7.8	.754
COR21B13 - Exhibiting body coordination	.501	2.7	.892	TCRSf14 - Tolerates frustration.	.231	7.0	.754
COR21B29 - Describing spatial relations	.378	2.6	.892	TCRSf32 -Well liked by classmates.	.185	6.9	.754
COR21B1 - Expressing choices	.388	2.5	.892	COR32B6 - Relating to other children	.44	6.5	.754
TCRSf4	.264	2.5	.892	TCRSf31 –Does not express feelings.	.466	6.3	.753
TCRSf10 –Overly aggressive to peers (fights)	.412	2.3	.892	COR32B23 - Reading	.426	5.8	.753

Table X-6D Continued Time 2							
TCRSf14 - Tolerates frustration.	.261	2.2	.892	COR32B3 - Initiating play	.405	4.7	.752
TCRSf21 –Poorly motivated to achieve.	.358	2.1	.892	COR32B29 - Identifying position & direction	.372	4.6	.752
COR21B15 – Imitating movements to steady beat.	.368	2.0	.892	TCRSf22 –Copes well with failure.	.253	4.6	.752
				TCRSf30 –Accepts things not going his/her way.	.245	4.5	.752
				COR32B27 - Comparing properties	.335	4.4	.752
				TCRSf5 Has difficulty following directions.	.299	4.2	.752
				TCRSf7 Withdrawn.	.370	4.1	.752
				TCRSf17 Works well without adult support.	.226	4.0	.752
				COR32B19 - Using complex patterns of speech	.343	3.5	.752
				TCRSf4 Lacks social skills with peers.	.279	3.1	.751
				TCRSf20 –Has trouble interacting with peers.	.261	3.0	.751
				COR32B16 - Singing	.398	2.7	.751
				TCRSf9 –Functions well even with distractions.	.251	2.4	.751
				TCRSf24 –Has many friends.	.158	2.4	.751
				TCRSf21 –Poorly motivated to achieve.	.303	2.1	.751
65.9% of original grouped cases correctly classified.				**67.8% of original grouped cases correctly classified.**			

Table X-6E							
2005-06 RECAP Gender Gap Analysis Stepwise Discriminant Analysis Results Using COR & T-CRS by Race/Ethnicity Classification Variable is Gender (1=Boys, 2=Girls) Discriminant Function Variables for the Final Step of Analysis with F Values >= 2.0 Includes 4-Year-olds Only							
2003-04				**2004-05**			
COR & T-CRS	**Tolerance**	**F To Remove**	**Wilks' Lambda**	**COR & T-CRS**	**Tolerance**	**F To Remove**	**Wilks' Lambda**
Race/Ethnicity=White							
Time 1							
N=220				N=250			
T-CRS Behavior	.304	4.0	.960	T-CRS Behavior	.312	4.2	.970
				T-CRS Peer Social	.299	2.1	.961
60.8% of original grouped cases correctly classified.				**56.0% of original grouped cases correctly classified.**			
Time 2							
N=229				N=211			
COR Motor	.369	12.9	.940	T-CRS Behavior	.324	6.4	.968
COR Academic	.365	3.1	.901	T-CRS Peer Social	.347	2.3	.949
60.2% of original grouped cases correctly classified.				**60.2% of original grouped cases correctly classified.**			
Race/Ethnicity=Black							
Time 1							
N=890				N=970			
T-CRS Task Orient	.257	3.8	.953	T-CRS Task Orient	.269	11.7	.972
T-CRS Peer Social	.361	3.0	.952	T-CRS Assert.	.395	8.0	.968
59.1% of original grouped cases correctly classified.				**58.0% of original grouped cases correctly classified.**			
Time 2							
N=839				N=844			
T-CRS Task Orient	.290	5.2	.962	T-CRS Task Orient	.260	5.4	.967
				T-CRS Behavior	.331	3.6	.965
				COR Motor	.379	3.5	.965
				T-CRS Peer Social	.274	2.4	.964
58.1% of original grouped cases correctly classified.				**56.4% of original grouped cases correctly classified.**			

Table X-6E Continued							
Race/Ethnicity=Hispanic							
Time 1							
N=217				N=236			
COR Motor	.329	5.7	.894	T-CRS Task Orient	.259	4.5	.974
T-CRS Behavior	.237	2.7	.881	COR Academic	.367	3.1	.968
67.6% of original grouped cases correctly classified.				**57.6% of original grouped cases correctly classified.**			
Time 2							
N=219				N=207			
COR Motor	.322	8.0	.946	None where F>=2.0			
COR Academic	.333	3.6	.927				
65.2% of original grouped cases correctly classified.				**58.0% of original grouped cases correctly classified.**			
Race/Ethnicity=Other							
Time 1							
N=100				N=101			
None where f >= 2.0				T-CRS Task Orient	.224	5.9	.927
				T-CRS Behavior	.260	3.9	.907
				COR Academic	.425	2.6	.895
60.8% of original grouped cases correctly classified.				**61.4% of original grouped cases correctly classified.**			
Time 2							
N=91				N=88			
COR Motor	0.304	3.0	0.967	None where F>=2.0			
COR Social	0.273	2.2	0.959				
T-CRS Behavior.	0.262	2.1	0.957				
65.6% of original grouped cases correctly classified.				**67.0% of original grouped cases correctly classified.**			

Table X-6F

2005-06 RECAP Gender Gap Analysis
Stepwise Discriminant Analysis Results Using COR & T-CRS Plus White, Black, Hispanic, and "Other" as Additional Independent Variables
Classification Variable is Gender (1=Boys, 2=Girls)
Discriminant Function Variables for the Final Step of Analysis with F Values >= 2.0
Includes 4-Year-olds Only

2003-04				**2004-05**			
Time 1 (n=1,435)				**Time 1** (n=1,557)			
COR & T-CRS	**Tolerance**	**F To Remove**	**Wilks' Lambda**	**COR & T-CRS**	**Tolerance**	**F To Remove**	**Wilks' Lambda**
COR Motor	.283	5.0	.947	T-CRS Task Orient	.262	17.9	.977
T-CRS Behavior	.325	3.9	.947	T-CRS Assert	.387	5.4	.969
Hispanic Ethnicity (0,1)	.941	3.4	.946				
T-CRS Task Orient	.258	3.0	.946				
60.8% of original grouped cases correctly classified.				**56.3% of original grouped cases correctly classified.**			
Time 2 (n=1,1386)				**Time 2** (n=1,350)			
COR & T-CRS	**Tolerance**	**F To Remove**	**Wilks' Lambda**	**COR & T-CRS**	**Tolerance**	**F To Remove**	**Wilks' Lambda**
COR Motor	.365	13.4	.956	T-CRS Behavior	.354	9.5	.968
T-CRS Task Orient	.299	7.8	.952	T-CRS Task Orient	.268	4.6	.965
Hispanic Ethnicity (0,1)	.588	1.9	.948	T-CRS Peer Social	.333	3.9	.964
				COR Motor	.362	3.1	.964
60.4% of original grouped cases correctly classified.				**58.6% of original grouped cases correctly classified.**			

Table X-6G

2005-06 RECAP Gender Gap Analysis
Stepwise Discriminant Analysis Results Using COR & T-CRS Changes
Using Time 1 as an Independent Variables in Addition to Changes in Variables
Classification Variable is Gender (1=Boys, 2=Girls)
Discriminant Function Variables for the Final Step of Analysis with F Values >= 2.0
Includes 4-Year-olds Only

2003-04				**2004-05**			
Time 2 (n=1,211)				**Time 2** (n=1,225)			
COR & T-CRS	**Tolerance**	**F To Remove**	**Wilks' Lambda**	**COR & T-CRS**	**Tolerance**	**F To Remove**	**Wilks' Lambda**
COR Motor Time 1	0.212	9.4	0.949	T-CRS Task Orientation Time 1	.196	9.2	.959
COR Motor Change	0.304	7.0	0.947	COR Motor Change	.342	7.9	.958
T-CRS Task Orientation Change	0.316	3.5	0.944	T-CRS Behavior Change	.380	5.6	.956
T-CRS Behavior Time 1	0.258	3.3	0.944	T-CRS Peer Social Time 1	.230	4.1	.955
COR Academic Change	0.336	3.3	0.944	T-CRS Peer Social Change	.317	4.0	.955
T-CRS Task Orientation Time 1	0.205	2.1	0.943	T-CRS Behavior Time 1	.248	3.7	.955
				COR Academic Change	.407	2.4	.954
59.6% of original grouped cases correctly classified				**60.0% of original grouped cases correctly classified**			

Section X-7 Parent Measures – P-CRS, Parent Questionnaire, and CHI Together

Table X-7C							
2005-06 RECAP Gender Gap Analysis Stepwise Discriminant Analysis Results Using the Parent Measures: P-CRS, PQ, and CHI together Classification Variable is Gender (1=Boys, 2=Girls) Discriminant Function Variables for the Final Step of Analysis with F Values >= 2.0 Includes 4-Year-olds Only							
2003-04				**2004-05**			
Time 1 (n=132; 73 boys, 59 girls)				**Time 1** (n=184; 87 boys, 97 girls)			
Parent Measures	**Toler.**	**F To Remove**	**Wilks' Lambda**	**Parent Measures**	**Toler.**	**F To Remove**	**Wilks' Lambda**
CHI: Bee Sting Allergy	0.574	3.6	0.717	PQ: Q12 Would like Child to learn self-help skills (dressing, undressing, eating, etc.)	0.445	4.0	0.798
PQ: Q9 Would like the Child to Learn to think for self, make choices, and make plans.	0.477	3.3	0.715	PQ: Q14 Would like Child to learn increased attention span.	0.523	3.4	0.795
CHI: Mother's Education	0.432	2.6	0.709	CHI: Q20 Parent would like to talk about Other problems.	0.591	2.8	0.791
P-CRS: Parent's future expectations for child subscale	0.493	2.1	0.705	P-CRS: Shy-Anxious Behavior	0.522	2.6	0.790
				CHI: Q2 Child has medication allergies.	0.534	2.5	0.789
				PQ: Q13 Would like Child to learn imagination and creativity.	0.438	2.4	0.789
				CHI: Q19 Parent would like to talk about Life experiences.	0.568	2.4	0.789
				Father's Education	0.472	2.1	0.787
75.9 % of original grouped cases correctly classified				**69.0% of original grouped cases correctly classified**			

Table X-7C Continued							
2005-06 RECAP Gender Gap Analysis **Stepwise Discriminant Analysis Results Using the Parent Measures: P-CRS, PQ, and CHI together** **Classification Variable is Gender (1=Boys, 2=Girls)** **Discriminant Function Variables for the Final Step of Analysis with F Values >= 2.0** **Includes 4-Year-olds Only**							
Time 2 (n=69; 41 boys, 28 girls)				**Time 2** (n=123; 55 boys, 68 girls)			
Parent Measures	**Toler.**	**F To Remove**	**Wilks' Lambda**	**Parent Measures**	**Toler.**	**F To Remove**	**Wilks' Lambda**
CHI: Q15 Parent would like to talk about child's coordination.	0.025	12.6	0.260	PQ: Q6 Child Learned to obey more.	0.233	4.7	0.725
Q3 Learned to work with a teacher	0.046	9.9	0.239	CHI: Q2 Child has "Other" allergies.	0.323	4.2	0.721
CHI: Q16 Parent would like to talk about child's speech or language.	0.005	9.4	0.234	PQ: Q9 Would like the Child to Learn to think for self, make choices, and make plans.	0.248	2.7	0.707
CHI: Q17 Parent would like to talk about child's ability to learn.	0.011	9.0	0.231	CHI: Mother's Education	0.395	2.7	0.707
CHI: Q14 Parent would like to talk about child's health.	0.022	8.8	0.230	CHI: Q2Child has food allergies.	0.292	2.7	0.706
Q5 Learned to get along with other children and make new friends	0.248	7.7	0.221	CHI: Q11 "low iron" or iron deficiency	0.675	2.5	0.704
CHI: Parent would like to talk about any of 7 problems (Q14 through Q20).	0.004	7.2	0.217				
CHI: Q11 early intervention services.	0.176	7.0	0.215				
PQ: Q1 Learned to be away from me	0.201	6.5	0.211				
PQ: Q7 Learned to like school	0.049	5.9	0.207				
PQ: Q10 Learned to talk more	0.095	5.7	0.205				
CHI: Child has had Ear infections	0.239	4.7	0.197				
P-CRS: Assertive social subscale	0.185	4.4	0.195				

Table X-7C Continued							
2005-06 RECAP Gender Gap Analysis **Stepwise Discriminant Analysis Results Using the Parent Measures: P-CRS, PQ, and CHI together** **Classification Variable is Gender (1=Boys, 2=Girls)** **Discriminant Function Variables for the Final Step of Analysis with F Values >= 2.0** **Includes 4-Year-olds Only**							
CHI: Q11 Child has had behavior problems.	0.027	4.4	0.194				
CHI: Q18 Parent would like to talk about child's behavior	0.022	3.9	0.190				
CHI: Q2 Has had medications allergies.	0.106	3.4	0.187				
P-CRS Negative social subscale.	0.130	3.3	0.186				
PQ: Q13 Developed imagination and creativity	0.072	3.0	0.184				
PQ: Q11 Learned to follow directions	0.067	3.0	0.183				
CHI: Father's Education level	0.098	2.7	0.181				
CHI: Q20 Parent would like to talk about Other problems	0.035	2.2	0.177				
PQ Q14 Increase attention span	0.223	2.0	0.175				
97.1 % of original grouped cases correctly classified				**71.5% of original grouped cases correctly classified**			

Section X-8 All Measures – All Teacher and Parent Measures Together

Table X-8C							
2005-06 RECAP Gender Gap Analysis **Stepwise Discriminant Analysis Results Using All Teacher and Parent Measures Together** **Classification Variable is Gender (1=Boys, 2=Girls)** **Discriminant Function Variables for the Final Step of Analysis with F Values >= 2.0** **Includes 4-Year-olds Only**							
2003-04				**2004-05**			
Time 1 (n=119; 64 boys, 55 girls)				**Time 1** (n=167; 80 boys, 87 girls)			
All Teacher & Parent Measures Together	**Toler.**	**F To Remove**	**Wilks' Lambda**	**All Teacher & Parent Measures Together**	**Toler.**	**F To Remove**	**Wilks' Lambda**
PQ: Q9 Learn to think for self, make choices, and make plans	0.351	5.7	0.600	T-CRS: Assertiveness subscale	0.276	5.6	0.658
CHI: Q14: would like to talk about their child's health	0.160	3.5	0.580	CHI: Q2 Child has medication allergies	0.468	4.6	0.652
P-CRS: Parents future expectations for child subscale	0.423	2.9	0.575	PQ: Q12 Learn self-help skills (dressing, undressing, eating, etc.)	0.415	4.6	0.652
CHI: Q2 child has bee sting allergies.	0.648	2.5	0.571	CHI: Q2 Child has food allergies	0.343	3.8	0.648
CHI: Q2 child has Other allergies.	0.454	2.4	0.570	PQ: Q14 Increase attention span	0.456	3.8	0.647
CHI: Q17 would like to talk about their ability to learn	0.095	2.2	0.569	CHI: Q20: would like to talk about Other problems	0.318	2.9	0.642
CHI: Does your child have a dentist?	0.429	2.0	0.567	COR: Social subscale	0.186	2.8	0.642
				P-CRS: Shy-anxious subscale	0.440	2.7	0.641
				CHI: Q19: would like to talk about Life experiences.	0.421	2.7	0.641
				CHI: Q2 Child has no allergies	0.180	2.5	0.640
				P-CRS: Positive peer social skills subscale	0.342	2.4	0.640
78.3 % of original grouped cases correctly classified				**76.0% of original grouped cases correctly classified**			

Table X-8C Continued							
2005-06 RECAP Gender Gap Analysis **Stepwise Discriminant Analysis Results Using All Teacher and Parent Measures Together** **Classification Variable is Gender (1=Boys, 2=Girls)** **Discriminant Function Variables for the Final Step of Analysis with F Values >= 2.0** **Includes 4-Year-olds Only**							
Time 2 (n=64; 37 boys, 27 girls)				**Time 2** (n=118; 52 boys, 66 girls)			
All Teacher & Parent Measures Together	**Toler.**	**F To Remove**	**Wilks' Lambda**	**All Teacher & Parent Measures Together**	**Toler.**	**F To Remove**	**Wilks' Lambda**
PQ: Q1 Learn to be away from me	0.070	3.4	0.082	PQ: Q6 Learn to obey more	0.201	6.5	0.624
CHI: Q16 would like to talk about their child's speech or language	0.002	3.1	0.080	T-CRS: Behavior control subscale	0.239	6.2	0.621
CHI: Q17: would like to talk about their child's ability to learn	0.007	2.9	0.079	CHI: Q2 Other allergies	0.263	4.0	0.601
CHI: Q15: would like to talk about their child's coordination	0.010	2.9	0.079	CHI: Mother's Education	0.345	3.2	0.593
CHI: Mother's age	0.040	2.4	0.075	CHI: Q11 "Low Iron" or Iron deficiency	0.592	3.0	0.592
CHI: Parent would like to talk about any of Q14 through Q20.	0.002	2.2	0.074	PQ: Q9 Learn to think for self, make choices, and make plans	0.209	2.7	0.589
COR: Motor subscale	0.017	2.1	0.073	Q8 Learn to how to be successful in school	0.304	2.6	0.588
P-CRS: Assertive social skills subscale	0.104	2.1	0.073	CHI: Q18: would like to talk about their child's behavior problems	0.194	2.4	0.587
CHI: Q14: would like to talk about their child's health	0.008	2.1	0.073	CHI: Father's age	0.165	2.0	0.583
CHI: Q11 Child has had Ear infections	0.152	2.0	0.073				
100.0 % of original grouped cases correctly classified				**81.4% of original grouped cases correctly classified**			

Section X-9 Gender Gap by Teacher Experience Analysis

This section of the analysis shows the results of testing whether teaching experience is related to the gender gap. In general, whether lifetime years of teaching or years of RECAP teaching experience was used, no significant effects were found.

Analysis Using Lifetime Teaching Experience

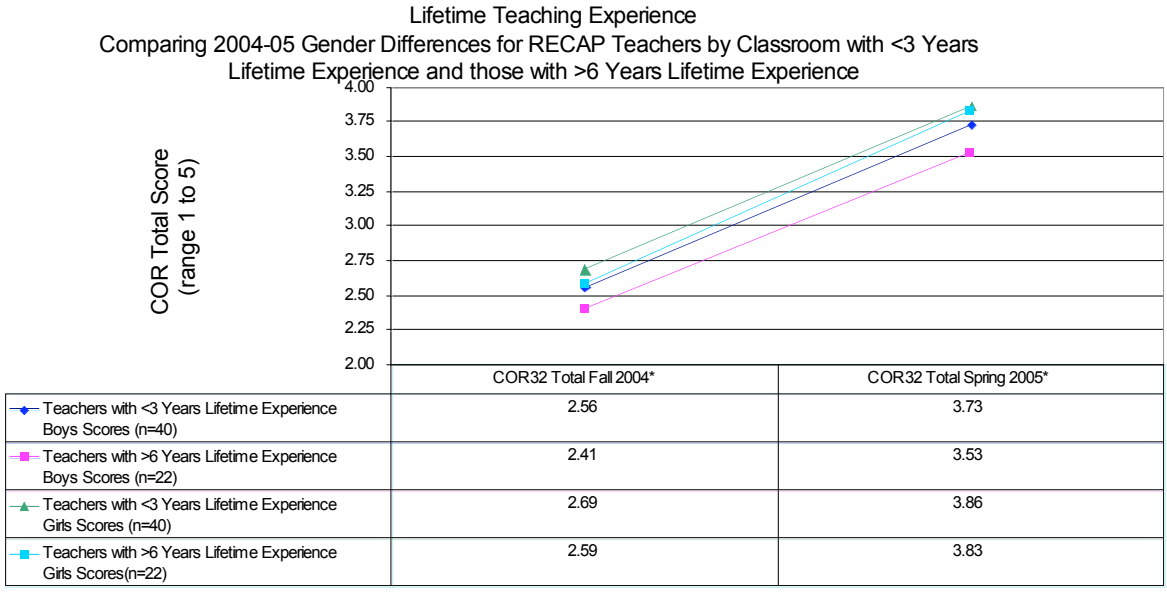
Table X-9A

2004-05 RECAP Data - Lifetime Teaching Experience**
Teacher Analysis Using Lifetime Experience (Based on the 2003-04 RECAP Teacher Survey)
Comparing COR32 Scores for Teachers with <3 years Lifetime Experience and Teachers with >6 years Lifetime Experience
Includes only 4-year-olds and classrooms with >=10 students

	Teachers <3 years Lifetime Experience			Teachers >6 years Lifetime Experience				
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	Means Diff.	t-Value*
COR32 Time 1 Boys	40	2.56	0.56	22	2.41	0.45	0.15	1.1
COR32 Time 1 Girls	40	2.69	0.66	22	2.59	0.51	0.10	0.6
COR32 Time 2 Boys	40	3.73	0.56	22	3.53	0.55	0.20	1.4
COR32 Time 2 Girls	40	3.86	0.58	22	3.82	0.54	0.04	0.2
Time 1 Boys-Girls Diff.	40	-0.13	0.33	22	-0.18	0.26	0.01	0.7
Time 2 Boys-Girls Diff.	40	-0.13	0.34	22	-0.30	0.56	0.17	1.3

Note: * Signifies all t-tests on differences of group means Not significant at Pr(t) <= .01
** Lifetime teaching experience includes fulltime and part-time, at their current site and with previous programs.

Figure X-1 Comparing the 2004-05 COR gender differences by classroom teacher lifetime experience.

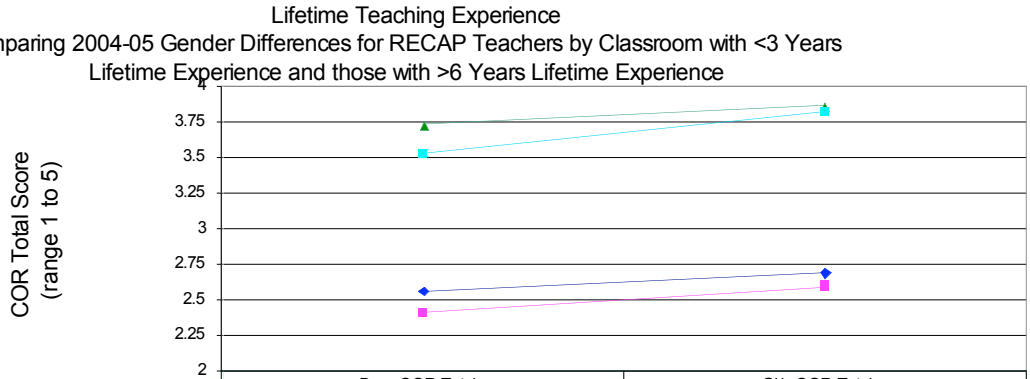


	COR32 Total Fall 2004*	COR32 Total Spring 2005*
Teachers with <3 Years Lifetime Experience Boys Scores (n=40)	2.56	3.73
Teachers with >6 Years Lifetime Experience Boys Scores (n=22)	2.41	3.53
Teachers with <3 Years Lifetime Experience Girls Scores (n=40)	2.69	3.86
Teachers with >6 Years Lifetime Experience Girls Scores(n=22)	2.59	3.83

Notes: * Signifies all t-tests on differences of group means ***Not significant*** at Pr(t) <= .01

This analysis only includes 4-year-olds and classrooms with >=10 students.

Figure X-2 Comparing the 2004-05 COR gender differences by classroom teacher lifetime experience.



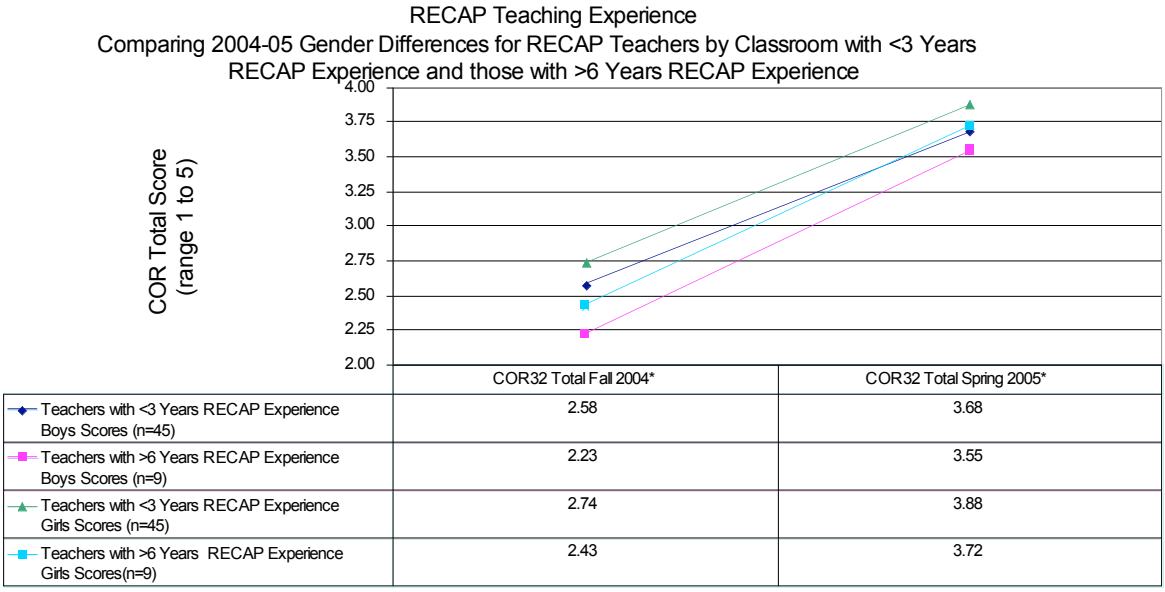
	Boys COR Total	Girls COR Total
Time1 Teachers with <3 Years Lifetime Experience (n=40)	2.56	2.69
Time1 Teachers with >6 Years Lifetime Experience (n=22)	2.41	2.59
Time2 Teachers with <3 Years Lifetime Experience (n=40)	3.73	3.86
Time2 Teaches with >6 Years Lifetime Experience (n=22)	3.53	3.82

Notes: * Signifies all t-tests on differences of group means ***Not significant*** at Pr(t) <=.01
This analysis only includes 4-year-olds and classrooms with >=10 students.

Analysis Using RECAP Teaching Experience

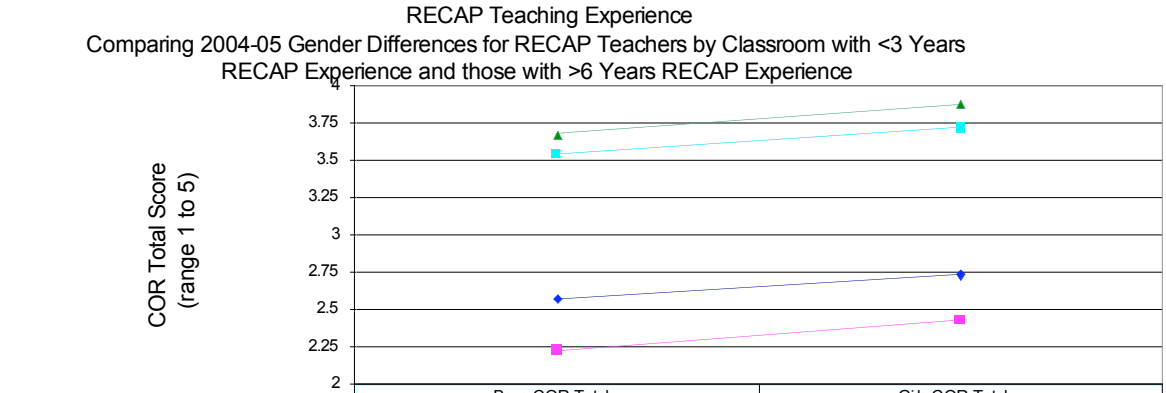
Table X-9B 2004-05 RECAP Data - RECAP Teaching Experience Teacher Analysis Using RECAP Years of Experience Comparing COR32 Scores for Teachers with <3 years RECAP Experience and Teachers with >6 years RECAP Experience Includes only 4-year-olds and classrooms with >=10 students								
	Teachers <3 years Lifetime Experience			Teachers >6 years Lifetime Experience				
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	Means Diff.	t-Value*
COR32 Time 1 Boys	45	2.58	0.49	9	2.23	0.53	0.35	1.9
COR32 Time 1 Girls	45	2.74	0.60	9	2.43	0.62	0.31	1.4
COR32 Time 2 Boys	45	3.68	0.55	9	3.55	0.41	0.13	0.4
COR32 Time 2 Girls	45	3.88	0.55	9	3.72	0.52	0.16	0.6
Time 1 Boys-Girls Diff	45	-0.16	0.31	9	-0.20	0.31	0.04	0.4
Time 2 Boys-Girls Diff.	45	-0.20	0.36	9	-0.16	0.37	-0.04	-0.3
Note: * Signifies all t-tests on differences of group means Not significant at Pr(t) <= .01								

Figure X-3 comparing the 2004-05 fall and spring COR gender differences by classroom teacher RECAP experience.



Notes: * Signifies all t-tests on differences of group means ***Not significant*** at Pr(t) <=.01
This analysis only includes 4-year-olds and classrooms with >=10 students.

Figure X-4 comparing the 2004-05 fall and spring COR gender differences by classroom teacher RECAP experience.



	Boys COR Total	Girls COR Total
Time1 Teachers with <3 Years RECAP Experience (n=45)	2.58	2.74
Time1 Teachers with >6 Years RECAP Experience (n=9)	2.23	2.43
Time2 Teachers with <3 Years Lifetime Experience (n=45)	3.68	3.88
Time2 Teaches with >6 Years Lifetime Experience (n=9)	3.55	3.72

Notes: * Signifies all t-tests on differences of group means ***Not significant*** at Pr(t) <=.01
This analysis only includes 4-year-olds and classrooms with >=10 students.

Appendix XI

Reliability Statistics for RECAP Measures

Five Years of Reliability Statistics for RECAP Measures

What does Cronbach's alpha mean?

Cronbach's alpha is a test of a measure's internal consistency. It is sometimes called a "scale reliability coefficient." For any assessment process it is important to know whether the same set of questions measures a similar construct. Measures are declared to be reliable only when they provide reliable responses.

Cronbach's alpha assesses the internal reliability of a measure's answers. By measuring and reporting Cronbach alpha values, we have what is considered a numerical coefficient of reliability. Table XI-1 below displays a three year history of Cronbach's alpha values for RECAP measures.

Table XI-1
Five Year History
Reliability of RECAP Measures
Sample Size (N) and Cronbach's Alpha Values (α)

	2001-02		2002-03		2003-04		2004-05		2005-06	
Subscale	**N**	**α**	**N**	**α**	**N**	**α**	**N**	**α**	**N**	**α**
ECERS-R	112	0.94	128	0.92	137	0.94	129	0.92	128	0.92
COR Academic	1,926	0.91	1,934	0.90	2,060	0.92	2,063	0.89	1,840	0.89
COR Motor	1,926	0.88	1,964	0.87	2,090	0.87	2,125	0.85	1,894	0.86
COR Social	1,949	0.93	2,108	0.92	2,108	0.93	2,138	0.91	1,903	0.92
T-CRS Task Orientation	1,962	0.92	2,141	0.92	2,262	0.92	2,243	0.91	2,028	0.91
T-CRS Behavior Control	1,945	0.93	2,128	0.93	2,242	0.93	2,234	0.93	2,009	0.93
T-CRS Peer Social Skills	1,939	0.94	2,127	0.94	2,234	0.94	2,225	0.94	1,995	0.94
T-CRS Assertive Social Skills	1,943	0.90	2,118	0.89	2,234	0.90	2,231	0.91	2,001	0.89

ECERS-R Inter-Rater Reliability for the Last Five Years

What is the Inter-Rater reliability of ECERS-R?

As part of an ongoing effort to assure the accuracy of the measures used, many classrooms are observed by two observers so that we can calculate the level of agreement or inter-rater reliability between different observers.

Table XI-2 below shows the inter-rater reliability of ECERS-R total score and subscales using a simple correlation (r) and the median inter-rater reliability for exact matches uses a/a+d; where a=agreement and d=disagreement. These findings in Table XI-2 show that the administration of the ECERS-R by RECAP conforms to national standards and is of high quality, because the developers of the ECERS-R reported similar inter-rater reliability (0.92).

Table XI-2 Five year history of the inter-rater reliabilities for ECERS-R.

Table XI-2					
Five Year History of Inter-Rater Reliability of ECERS-R Total Score and Subscales*					
School Year	**2001-02**	**2002-03**	**2003-04**	**2004-05**	**2005-06**
Sample Size N	31	24	27	20	21
Median Inter-Rater Reliability for Exact Matches	0.87	0.87	0.86	0.88	0.88
Median Inter-Rater Reliability for Differences of One Point Matches	0.94	0.93	0.93	0.95	0.95
Space (r)	0.95	0.87	0.78	0.95	0.88
Routine (r)	0.91	0.79	0.92	0.95	0.96
Language (r)	0.95	0.86	0.90	0.98	0.89
Activities (r)	0.97	0.89	0.95	0.98	0.96
Interaction (r)	0.97	0.96	0.92	0.97	0.91
Program Structure (r)	0.88	0.80	0.97	0.84	0.96
Parent and Staff Development(r)	0.95	0.88	0.90	0.89	0.66
Total ECERS Score (r)	0.97	0.95	0.96	0.98	0.95
Note: * Signifies that all inter-rater reliability statistics in this table are significant at p<.001 (r) Signifies Pearson Coefficient values shown.					