



Soaring to Success Through Books and Play...

The Parent-Child Home Program

SINCE 1965

Kindergarten Readiness and School Success for Buffalo Parent-Child Home Program Graduates

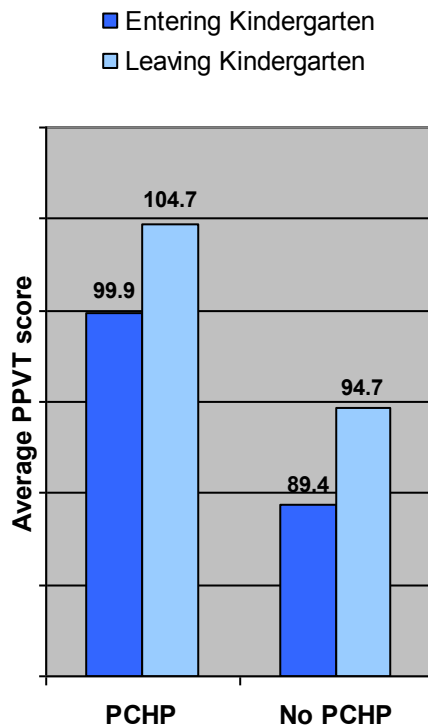
"That's why I'm issuing a challenge to our states: Develop a cutting-edge plan to raise the quality of your early learning programs; show us how you'll work to ensure that children are better prepared for success by the time they enter kindergarten." President Obama, 3/10/09

For the past five years, The King Center Charter School at the King Urban Life Center in Buffalo, New York, has provided an Early Admission Program for three- and four-year-old children from low income, minority families. Upon admission to this program, families are given the option to also participate in The Parent-Child Home Program. An ongoing data analysis project has been tracking these children in order to examine the efficacy of The Parent-Child Home Program in preparing young children who are at-risk for educational disadvantage for school success by the time they enter kindergarten.

ALL students, those that completed The Parent-Child Home Program and those that did not, were assessed at three different times: 1) entering kindergarten; 2) leaving kindergarten; and 3) as third and fourth graders.

Literacy skills and school readiness were measured when entering and leaving kindergarten by the Peabody Picture Vocabulary Test (PPVT).

Parent-Child Home Program graduates *begin* kindergarten with better literacy skills than similarly-situated non-Program children have when they *finish* kindergarten. The non-Program children do not catch up, even after being in the same kindergarten program.

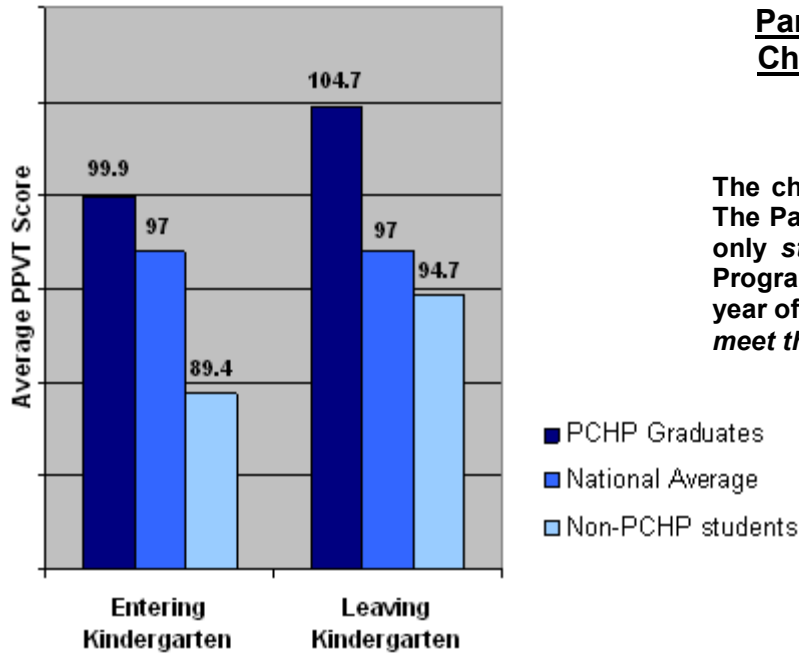


Parent-Child Home Program Graduates Outperform Non-Program Children Before AND After Kindergarten

The Parent-Child Home Program graduates earned an average score of 99.9 upon entering kindergarten and an average score of 104.7 upon completing kindergarten.

The non-Program students earned an average score of 89.4 upon entering kindergarten (*10.5 points behind their PCHP counterparts*) and an average score of 94.7 upon completing kindergarten (*still 10 points behind their PCHP counterparts*).

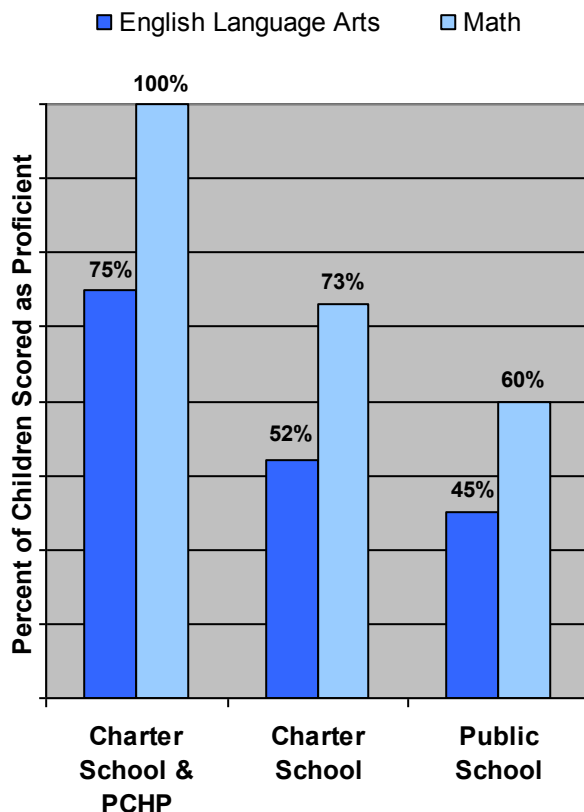
Parent-Child Home Program Children Score Higher Than National Average



The children who had not participated in The Parent-Child Home Program were not only *still behind* The Parent-Child Home Program participants after completing a year of kindergarten, they also *still did not meet the national average* on the PPVT.

School success was measured by the children’s scores in third and fourth grade on the New York State English Language Arts and Math assessments.

Parent-Child Home Program graduates performed *significantly better* than non-Program children on the New York State tests of English Language Arts (ELA) and Math.



Parent-Child Home Program Graduates Outperform Non- Program Children in Third and Fourth Grade

Significantly more of the PCHP children scored as “Proficient”, a score level of 3 or 4, than the non-PCHP children, both in comparison to the non-PCHP students in the charter school (*27% more in Math, 23% more in ELA*) and to those in the Buffalo Public School District overall (*40% more in Math, 30% more in ELA*).

New York State test scores are divided into four performance levels that measure whether the child meets New York State’s established Learning Standards. A Level 3 means the child meets the Learning Standards, and a Level 4 means the child meets the Learning Standards with distinction.