

Table A1. Standard errors for table 1: Percentage of first graders whose teachers reported they worked on lessons or projects, by number of times per week, minutes per day, and general topic area: 1999-2000

General topic area	How often per week					Minutes per day ¹			
	Never	Less than 1 time	1-2 times	3-4 times	Daily	1-30	31-60	61-90	More than 90
Reading and language arts	#	0.01	0.15	0.21	0.25	0.19	0.65	0.87	1.04
Mathematics	0.07	0.08	0.15	0.42	0.44	0.53	1.21	1.15	0.42
Social Studies	0.20	0.51	1.47	0.97	1.25	1.22	1.07	0.35	0.11
Science	0.20	0.53	1.22	1.22	1.19	1.35	1.29	0.38	0.11
Music	0.35	0.72	1.25	0.56	0.72	2.00	1.98	0.19	0.03
Art	0.19	0.99	1.25	0.89	0.46	1.59	1.56	0.39	0.06
Dance/creative movement	1.39	1.09	0.98	0.32	0.28	1.38	1.39	0.16	0.04
Theater/creative dramatics	1.28	1.21	0.77	0.22	0.15	1.01	1.03	0.21	0.04
Foreign language	1.21	0.64	0.80	0.30	0.50	2.32	2.22	0.55	0.62

¹ For each general topic area, the analysis of minutes per day excludes those students whose teachers reported that they never worked on lessons or projects in the general topic area.

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), First Grade Public Use Data File, Spring 2000.

Table A2. Standard errors for table 2: Percentage of first graders whose teachers reported doing activities or working on student skills in reading and language arts daily, by type of activity or skill and selected teacher and school characteristics: 1999-2000

Teacher and school characteristics	Activities							Skills				
	Work on phonics	Read silently	Read student-chosen books	Read aloud	Discuss new or difficult vocabulary	Practice writing alphabet letters	Write with invented spellings	Capitalization and punctuation	Communicating ideas orally	Composing and writing sentences	Reading aloud fluently	Vocabulary
Total	0.85	1.04	1.11	1.11	1.03	0.96	1.26	0.94	1.11	1.30	1.15	0.98
Teacher characteristics												
Years teaching												
3 or fewer years	2.11	1.97	1.62	2.31	2.57	2.08	1.91	2.07	2.18	2.07	2.14	2.32
4-9 years	1.50	2.20	1.77	2.39	1.79	1.89	2.57	1.77	2.23	2.18	2.20	1.83
10-19 years	1.66	1.64	1.86	1.85	1.80	1.88	2.32	1.70	2.30	2.31	2.10	2.26
20 or more years	1.27	1.71	2.02	1.98	1.84	1.80	2.00	1.36	1.36	1.67	1.92	1.65
Number of college courses in teaching reading												
0-2	1.40	1.98	1.94	1.66	1.62	1.79	2.41	1.36	1.74	1.87	1.81	1.89
3-5	1.53	1.52	1.69	1.97	1.72	1.71	1.62	1.81	1.68	1.86	1.68	1.81
6 or more	1.32	1.87	1.91	1.79	1.61	1.68	1.98	1.58	1.92	2.02	2.09	1.86
School characteristics												
School type												
Public	0.90	1.02	1.27	1.18	1.06	1.07	1.45	1.01	1.08	1.36	1.24	1.08
Private	2.25	2.99	3.72	2.77	3.34	3.45	3.79	2.18	3.24	3.14	3.10	2.79
Percentage of school's students eligible for free or reduced-price lunch ¹												
0-49 percent	1.59	1.57	1.56	1.83	1.75	2.08	2.22	1.99	1.70	2.16	1.98	1.53
50 percent or more	1.38	1.70	2.37	1.92	1.38	1.51	2.53	1.36	1.78	1.91	2.07	2.08

¹ The free or reduced-price lunch analysis is limited to students in public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), First Grade Public Use Data File, Spring 2000.