

**Table 49.—Percentage of kindergarten teachers and parents indicating the importance of various factors for kindergarten readiness, by school type: Fall 1998**

Teacher and parent perception of student skills	Perception of importance for public school children					Perception of importance for private school children				
	Not important	Not very important	Somewhat important	Very important	Essential	Not important	Not very important	Somewhat important	Very important	Essential
1	2	3	4	5	6	7	8	9	10	11
<b>Kindergarten teachers<sup>1</sup></b>										
Can count to 20 or more .....	12 (0.7)	38 (1.3)	36 (1.2)	11 (0.7)	2 (0.3)	10 (2.0)	37 (3.1)	34 (3.0)	12 (2.0)	6 (2.3)
Knows most of the alphabet .....	9 (0.7)	30 (1.2)	43 (1.2)	14 (0.9)	4 (0.5)	6 (1.4)	26 (2.8)	41 (2.7)	19 (2.6)	8 (2.3)
Takes turns and shares .....	( <sup>2</sup> ) (0.1)	1 (0.2)	25 (1.1)	58 (1.4)	16 (1.0)	( <sup>2</sup> ) (0.3)	1 (0.4)	25 (2.5)	58 (3.2)	16 (2.4)
Sits still and pays attention .....	1 (0.2)	4 (0.4)	36 (1.4)	47 (1.3)	13 (0.8)	1 (0.5)	3 (1.1)	35 (3.8)	52 (3.1)	10 (2.7)
Is able to use pencils and paint brushes .....	4 (0.5)	14 (0.9)	47 (1.3)	29 (1.5)	6 (0.5)	5 (1.4)	12 (2.2)	42 (3.1)	32 (3.3)	9 (2.5)
<b>Kindergarten parents<sup>3</sup></b>										
Can count to 20 or more .....	1 (0.1)	6 (0.3)	30 (0.6)	46 (0.7)	17 (0.4)	2 (0.2)	9 (0.6)	33 (1.0)	35 (1.1)	21 (1.0)
Knows most of the alphabet .....	1 (0.1)	4 (0.3)	25 (0.6)	51 (0.8)	19 (0.4)	1 (0.2)	7 (0.6)	29 (1.1)	41 (1.0)	22 (1.0)
Takes turns and shares .....	( <sup>2</sup> ) (0.0)	( <sup>2</sup> ) (0.0)	5 (0.2)	63 (0.6)	32 (0.6)	( <sup>2</sup> ) (0.0)	( <sup>2</sup> ) (0.1)	7 (0.5)	55 (1.0)	38 (0.9)
Sits still and pays attention .....	( <sup>2</sup> ) (0.0)	1 (0.1)	14 (0.5)	60 (0.6)	25 (0.5)	( <sup>2</sup> ) (0.1)	2 (0.3)	22 (1.1)	51 (0.9)	25 (0.8)
Is able to use pencils and paint brushes .....	( <sup>2</sup> ) (0.1)	2 (0.2)	23 (0.5)	53 (0.7)	21 (0.4)	( <sup>2</sup> ) (0.1)	3 (0.4)	27 (1.0)	43 (1.1)	26 (0.9)

<sup>1</sup> Estimates pertaining to teachers are based on the responses of a nationally representative sample of kindergarten teachers.

<sup>2</sup> Less than .5 percent.

<sup>3</sup> Estimates pertaining to parents are based on the responses of a nationally representative sample of kindergarten children's parents.

NOTE: Standard errors appear in parentheses. Detail may not sum to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99, Public-Use Base-Year File. (This table was prepared September 2001.)