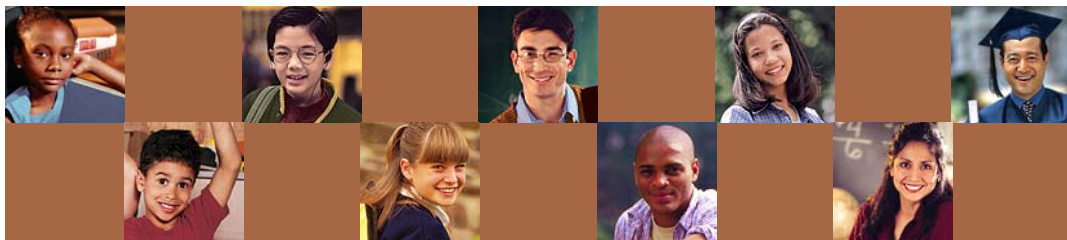


the condition of education 2005



INDICATOR 8

Children's Skills and Proficiency in Reading and Mathematics Through Grade 3

The indicator and corresponding tables are taken directly from *The Condition of Education 2005*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2005*, visit the NCES website (<http://nces.ed.gov/pubsearch/pubsinfo.sap?pubid=2005094>) or contact ED PUBs at 1-877-4ED-PUBS.

Suggested Citation:

U.S. Department of Education, National Center for Education Statistics. (2005). *The Condition of Education 2005*, NCES 2005-094, Washington, DC: U.S. Government Printing Office.

Early Childhood Outcomes

Children’s Skills and Proficiency in Reading and Mathematics Through Grade 3

Smaller percentages of children from homes with more risk factors, such as poverty and a primary home language other than English, mastered specific reading and mathematics skills by grade 3, compared with children with fewer or no risk factors.

Basic proficiency in reading and mathematics is a foundation for later success in schooling, but not all children master the fundamental skills needed for proficiency at the same rate in their early years. This indicator looks at the different rates at which children who started kindergarten in fall 1998 mastered fundamental reading and mathematics skills.

By spring of grade 3, almost all of these children (95 percent or more) could identify ending sounds, common sight words, and words in context in reading, and recognize ordinality and sequence and add and subtract in mathematics (see supplemental tables 8-1 and 8-2). By 3rd grade, many of these students has also acquired more complex skills, such as making literal inferences based upon cues stated in text, identifying clues to derive meaning in text, and making interpretations beyond text in reading, and multiplying and dividing, understanding place value in integers to the hundreds place, and using rate and measurement to solve word problems in mathematics. For example, overall, 4 percent of these children were proficient at deriving meaning from text in spring of 1st grade compared with 46 percent by spring of 3rd grade.

The percentage of these children who had mastered these more complex skills by spring of grade 3, however, tended to vary according to the number of family risk factors in kindergarten, defined as living in poverty, non-English primary home language, mother’s education less than a high school diploma/GED, and single-parent household. In general, children whose families had more risk factors were less likely to have mastered more complex reading and mathematics skills by spring of 3rd grade than children from families with fewer risk factors. For example, in reading, the percentage of children with no family risk factors who were proficient at deriving meaning from text increased from zero to 54 percent from spring kindergarten to grade 3, compared with an increase from zero to 24 percent for children with two or more risk factors. In mathematics, the percentage of children with no family risk factors who were proficient at understanding place value increased from zero to 50 percent from spring kindergarten to grade 3, compared with an increase from zero to 21 percent for children with two or more risk factors.

¹ Family risk factors include living below the federal poverty level, primary home language was non-English, mother’s highest education was less than a high school diploma/GED, and living in single-parent household, as measured in kindergarten. Values range from zero to four. See supplemental note 1 for more information on mother’s education and poverty.

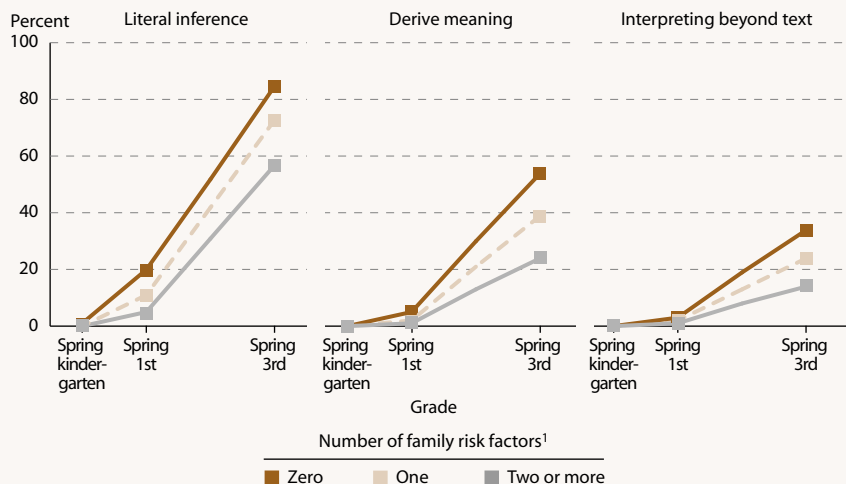
NOTE: Estimates reflect the sample of children assessed in English in all assessment years (approximately 19 percent of Asian children and approximately 30 percent of Hispanic children were not assessed). Data were not collected in 2001, when most of the children were in 2nd grade. Although most of the sample was in 3rd grade in 2002, 10 percent were in 2nd grade and 1 percent were enrolled in other grades. See supplemental note 3 for more information on the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K).

SOURCE: Rathbun, A., and West, J. (2004). *From Kindergarten Through Third Grade: Children’s Beginning School Experiences* (NCES 2004–007), table A-9 and previously unpublished tabulation (November 2004). Data from U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998 (ECLS–K), Longitudinal Kindergarten–First Grade Public-Use Data File and Third Grade Restricted-Use Data File.

FOR MORE INFORMATION:
Supplemental Notes 1,3
Supplemental Tables 8-1,8-2



EARLY READING PROFICIENCY: Acquisition of reading skills from spring kindergarten to spring 3rd grade among children who began kindergarten in fall 1998, by number of family risk factors: 1998–2002



Children’s Skills and Proficiency in Reading and Mathematics Through Grade 3

Table 8-1. Percentage of first-time kindergartners in fall 1998 who demonstrated specific reading knowledge and skills, by grade level and selected characteristics: 1998–2002

Characteristic	Ending sounds				Sight words				Words in context			
	Spring kindergarten	Spring 1st	Spring 3rd	Difference ¹	Spring kindergarten	Spring 1st	Spring 3rd	Difference ¹	Spring kindergarten	Spring 1st	Spring 3rd	Difference ¹
Total	50.8	92.9	99.8	49.0	14.9	77.2	98.9	84.0	3.8	45.6	94.8	91.0
Sex												
Male	47.7	91.4	99.8	52.1	13.6	73.5	98.5	84.9	3.6	41.8	93.2	89.6
Female	54.0	94.6	99.9	45.9	16.2	81.1	99.3	83.1	4.0	49.6	96.5	92.5
Difference ²	-6.3	-3.2	-0.1	6.2	-2.6	-7.6	-0.8	1.8	-0.4	-7.8	-3.3	-2.9
Race/ethnicity ³												
Asian/Pacific Islander	58.7	95.5	99.9	41.2	24.9	82.5	99.4	74.5	8.1	56.9	98.0	89.9
Black	38.1	88.0	99.6	61.5	9.5	66.1	97.6	88.1	1.8	32.7	89.9	88.1
White	55.8	94.6	99.9	44.1	16.9	81.3	99.4	82.5	4.5	50.3	96.6	92.1
Other	41.4	87.1	99.5	58.1	11.1	67.3	97.2	86.1	3.6	34.7	89.6	86.0
Hispanic	43.6	92.4	99.8	56.2	10.7	73.7	98.8	88.1	1.9	40.2	93.3	91.4
Family risk factors ⁴												
Zero	58.1	95.7	99.9	41.8	18.8	83.3	99.6	80.8	5.1	53.1	97.5	92.4
One	43.9	90.3	99.7	55.8	10.7	72.0	98.5	87.8	2.2	39.0	92.9	90.7
Two or more	31.4	85.6	99.5	68.1	5.2	60.2	96.9	91.7	0.8	25.0	86.5	85.7
Difference ²	26.7	10.1	0.4	-26.3	13.6	23.1	2.7	-10.9	4.3	28.1	11.0	6.7
Characteristic	Literal inference				Derive meaning				Interpret beyond text			
	Spring kindergarten	Spring 1st	Spring 3rd	Difference ¹	Spring kindergarten	Spring 1st	Spring 3rd	Difference ¹	Spring kindergarten	Spring 1st	Spring 3rd	Difference ¹
Total	0.9	15.5	78.3	77.4	0.2	3.9	46.3	46.1	0.1	2.6	28.9	28.8
Sex												
Male	0.9	14.4	75.6	74.7	0.2	3.8	43.1	42.9	0.1	2.5	26.6	26.5
Female	0.9	16.6	81.2	80.3	0.2	4.0	49.5	49.3	0.1	2.6	31.2	31.1
Difference ²	#	-2.2	-5.6	-5.6	#	-0.2	-6.4	-6.4	#	-0.1	-4.6	-4.6
Race/ethnicity ³												
Asian/Pacific Islander	1.9	24.0	82.1	80.2	0.3	6.4	48.0	47.7	0.3	3.9	30.6	30.3
Black	0.1	7.6	63.4	63.3	#	1.3	27.1	27.1	#	1.0	15.4	15.4
White	1.1	18.4	83.6	82.5	0.2	4.8	53.3	53.1	0.2	3.1	33.8	33.6
Other	1.2	11.4	67.1	65.9	0.2	3.5	34.5	34.3	0.1	2.3	21.4	21.3
Hispanic	0.4	11.2	73.8	73.4	0.1	2.2	38.6	38.5	0.1	1.6	23.1	23.0
Family risk factors ⁴												
Zero	1.2	19.6	85.3	84.1	0.2	5.1	54.3	54.1	0.2	3.3	34.3	34.1
One	0.4	11.4	73.4	73.0	0.1	2.4	39.0	38.9	0.1	1.7	23.6	23.5
Two or more	0.3	5.1	56.8	56.5	#	1.2	23.9	23.9	#	0.9	14.1	14.1
Difference ²	0.9	14.5	28.5	27.6	0.2	3.9	30.4	30.2	0.2	2.4	20.2	20.0

Rounds to zero.

¹ The difference is calculated by subtracting the percentage proficient in spring of kindergarten from the percentage proficient in spring of grade 3.

² The difference is calculated by subtracting the percentage of females who are proficient from the percentage of males and by subtracting the percentage proficient with two or more family risk factors from the percentage proficient with zero family risk factors, respectively.

³ Black includes African American and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified.

⁴ Family risk factors include living below the federal poverty level, primary home language was non-English, mother’s highest education was less than a high school diploma/GED, and living in single-parent household, as measured in kindergarten. Values range from zero to four. See supplemental note 1 for more information on mother’s education and poverty.

NOTE: Estimates reflect the sample of children assessed in English in all assessment years (approximately 19 percent of Asian children and approximately 30 percent of Hispanic children were not assessed). The assessment was not administered in 2001, when most of the children were in 2nd grade. Although most of the sample was in 3rd grade in 2002, 10 percent were in 2nd grade and 1 percent were enrolled in other grades. See supplemental note 3 for more information on the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K).

SOURCE: Rathbun, A., and West, J. (2004). *From Kindergarten Through Third Grade: Children’s Beginning School Experiences* (NCES 2004–007), table A-9 and previously unpublished tabulation (November 2004). Data from U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998 (ECLS–K), Longitudinal Kindergarten–First Grade Public-Use Data File and Third Grade Restricted-Use Data File.

Children's Skills and Proficiency in Reading and Mathematics Through Grade 3

Table 8-2. Percentage of first-time kindergartners in fall 1998 who demonstrated specific mathematics knowledge and skills, by grade level and selected characteristics: 1998–2002

Characteristic	Ordinality and sequence				Addition and subtraction				Multiplication and division			
	Spring kindergarten	Spring 1st	Spring 3rd	Difference ¹	Spring kindergarten	Spring 1st	Spring 3rd	Difference ¹	Spring kindergarten	Spring 1st	Spring 3rd	Difference ¹
Total	56.3	94.6	99.9	43.6	17.3	72.5	97.0	79.7	1.7	24.6	78.3	76.6
Sex												
Male	56.1	94.0	99.9	43.8	18.1	72.1	97.0	78.9	2.3	26.8	79.4	77.1
Female	56.5	95.2	99.9	43.4	16.5	72.8	97.0	80.5	1.1	22.4	77.1	76.0
<i>Difference²</i>	<i>-0.4</i>	<i>-1.2</i>	<i>#</i>	<i>0.4</i>	<i>1.6</i>	<i>-0.7</i>	<i>#</i>	<i>-1.6</i>	<i>1.2</i>	<i>4.4</i>	<i>2.3</i>	<i>1.1</i>
Race/ethnicity ³												
Asian/Pacific Islander	61.8	96.4	99.9	38.1	22.8	74.5	97.8	75.0	2.9	25.2	82.6	79.7
Black	37.2	88.7	99.8	62.6	7.4	56.2	93.2	85.8	0.3	9.6	58.5	58.2
White	63.7	96.2	99.9	36.2	21.3	78.0	98.0	76.7	2.3	30.3	84.3	82.0
Other	45.9	92.1	99.9	54.0	11.3	63.8	95.2	83.9	1.0	17.9	70.2	69.2
Hispanic	46.3	94.5	99.9	53.6	11.2	68.1	97.3	86.1	0.7	17.7	75.4	74.7
Family risk factors ⁴												
Zero	65.0	97.1	100.0	35.0	21.8	78.9	98.3	76.5	2.3	30.4	84.9	82.6
One	48.1	91.6	99.9	51.8	12.3	65.4	95.9	83.6	0.9	18.2	71.6	70.7
Two or more	32.8	88.6	99.8	67.0	6.3	56.6	93.2	86.9	0.5	10.5	60.8	60.3
<i>Difference²</i>	<i>32.2</i>	<i>8.5</i>	<i>0.2</i>	<i>-32.0</i>	<i>15.5</i>	<i>22.3</i>	<i>5.1</i>	<i>-10.4</i>	<i>1.8</i>	<i>19.9</i>	<i>24.1</i>	<i>22.3</i>
Characteristic	Place value				Rate and measurement							
	Spring kindergarten	Spring 1st	Spring 3rd	Difference ¹	Spring kindergarten	Spring 1st	Spring 3rd	Difference ¹				
Total	0.1	3.2	42.3	42.2	#	0.3	15.6	15.6				
Sex												
Male	0.2	4.1	46.3	46.1	#	0.3	19.0	19.0				
Female	#	2.3	38.3	38.3	#	0.2	12.2	12.2				
<i>Difference²</i>	<i>0.2</i>	<i>1.8</i>	<i>8.0</i>	<i>7.8</i>	<i>#</i>	<i>0.1</i>	<i>6.8</i>	<i>6.8</i>				
Race/ethnicity ³												
Asian/Pacific Islander	0.1	4.1	49.3	49.2	#	0.3	21.9	21.9				
Black	#	0.6	20.1	20.1	#	#	5.1	5.1				
White	0.1	4.3	49.7	49.6	#	0.4	19.3	19.3				
Other	0.1	1.8	33.6	33.5	#	0.1	10.7	10.7				
Hispanic	#	1.4	35.3	35.3	#	0.1	11.0	11.0				
Family risk factors ⁴												
Zero	0.1	4.2	50.3	50.2	#	0.4	19.8	19.8				
One	#	2.0	34.4	34.4	#	0.1	11.4	11.4				
Two or more	#	0.9	21.5	21.5	#	0.1	4.9	4.9				
<i>Difference²</i>	<i>0.1</i>	<i>3.3</i>	<i>28.8</i>	<i>28.7</i>	<i>#</i>	<i>0.3</i>	<i>14.9</i>	<i>#</i>				

Rounds to zero.

¹ The difference is calculated by subtracting the percentage proficient in spring of kindergarten from the percentage proficient in spring of grade 3.

² The difference is calculated by subtracting the percentage of females who are proficient from the percentage of males and by subtracting the percentage proficient with two or more family risk factors from the percentage proficient with zero family risk factors, respectively.

³ Black includes African American and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified.

⁴ Family risk factors include living below the federal poverty level, primary home language was non-English, mother's highest education was less than a high school diploma/GED, and living in single-parent household, as measured in kindergarten. Values range from zero to four. See *supplemental note 1* for more information on mother's education and poverty.

NOTE: Estimates reflect the sample of children assessed in English in all assessment years (approximately 19 percent of Asian children and approximately 30 percent of Hispanic children were not assessed). The assessment was not administered in 2001, when most of the children were in 2nd grade. Although most of the sample was in 3rd grade in 2002, 10 percent were in 2nd grade and 1 percent were enrolled in other grades. See *supplemental note 3* for more information on the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K).

SOURCE: Rathbun, A., and West, J. (2004). *From Kindergarten Through Third Grade: Children's Beginning School Experiences* (NCES 2004–007), table A-11 and previously unpublished tabulation (November 2004). Data from U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998 (ECLS–K), Longitudinal Kindergarten–First Grade Public–Use Data File and Third Grade Restricted–Use Data File.

Children's Skills and Proficiency in Reading and Mathematics Through Grade 3

Table S8. Standard errors for the acquisition of reading skills from spring kindergarten to spring 3rd grade among children who began kindergarten in fall 1998, by number of family risk factors: 1998–2002

Reading skill and number of family risk factors	Spring kindergarten	Spring 1st	Spring 3rd
Literal inference			
Zero	0.12	0.98	1.05
One	0.15	0.82	1.63
Two or more	0.14	0.68	2.32
Derive meaning			
Zero	0.03	0.34	1.33
One	0.03	0.29	1.62
Two or more	0.02	0.35	1.56
Interpreting beyond text			
Zero	0.02	0.20	0.96
One	0.02	0.15	1.03
Two or more	0.01	0.18	1.09

SOURCE: Rathburn, A., and West, J. (2004). *From Kindergarten Through Third Grade: Children's Beginning School Experiences* (NCES 2004–007), table A–9a and previously unpublished tabulation (November 2004). Data from U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998 (ECLS–K), Longitudinal Kindergarten–First Grade Public-Use Data File and Third Grade Restricted-Use Data File.

Children's Skills and Proficiency in Reading and Mathematics Through Grade 3

Table S8-1. Standard errors for the percentage of first-time kindergartners in fall 1998 who demonstrated specific reading knowledge and skills, by grade level and selected characteristics: 1998–2002

Characteristic	Ending sounds				Sight words				Words in context			
	Spring kindergarten	Spring 1st	Spring 3rd	Difference	Spring kindergarten	Spring 1st	Spring 3rd	Difference	Spring kindergarten	Spring 1st	Spring 3rd	Difference
Total	0.82	0.69	0.02	0.82	0.51	1.40	0.13	0.53	0.21	1.48	0.53	0.57
Sex												
Male	0.85	0.95	0.03	0.85	0.61	1.75	0.19	0.64	0.25	1.50	0.79	0.83
Female	0.99	0.51	0.02	0.99	0.60	1.19	0.12	0.61	0.29	1.61	0.40	0.49
<i>Difference</i>	<i>1.30</i>	<i>1.08</i>	<i>0.04</i>	<i>1.31</i>	<i>0.86</i>	<i>2.12</i>	<i>0.22</i>	<i>0.88</i>	<i>0.38</i>	<i>2.20</i>	<i>0.89</i>	<i>0.96</i>
Race/ethnicity												
Asian/Pacific Islander	3.33	0.82	0.06	3.33	2.55	2.34	0.35	2.57	1.33	4.22	0.79	1.55
Black	1.69	1.02	0.05	1.69	0.96	1.93	0.35	1.02	0.38	1.94	1.05	1.12
White	0.94	0.66	0.01	0.94	0.66	1.44	0.08	0.66	0.30	1.62	0.37	0.48
Other	3.71	3.18	0.18	3.71	1.69	5.56	1.13	2.03	1.01	4.46	3.46	3.60
Hispanic	1.76	0.90	0.03	1.76	0.85	2.03	0.22	0.88	0.34	2.34	1.21	1.26
Family risk factors												
Zero	0.86	0.48	0.01	0.86	0.69	1.23	0.06	0.69	0.32	1.63	0.30	0.44
One	1.06	0.88	0.04	1.06	0.63	1.89	0.27	0.69	0.30	2.18	0.84	0.89
Two or more	1.38	1.70	0.07	1.38	0.68	2.34	0.47	0.83	0.24	1.39	1.82	1.84
<i>Difference</i>	<i>1.63</i>	<i>1.77</i>	<i>0.07</i>	<i>1.63</i>	<i>0.97</i>	<i>2.64</i>	<i>0.47</i>	<i>1.08</i>	<i>0.40</i>	<i>2.14</i>	<i>1.84</i>	<i>1.89</i>
Characteristic	Literal inference				Derive meaning				Interpret beyond text			
	Spring kindergarten	Spring 1st	Spring 3rd	Difference	Spring kindergarten	Spring 1st	Spring 3rd	Difference	Spring kindergarten	Spring 1st	Spring 3rd	Difference
Total	0.08	0.70	1.24	1.24	0.02	0.20	1.20	1.20	0.01	0.12	0.78	0.78
Sex												
Male	0.11	0.75	1.73	1.73	0.03	0.24	1.50	1.50	0.02	0.15	0.95	0.95
Female	0.10	0.81	0.97	0.98	0.02	0.25	1.15	1.15	0.01	0.15	0.76	0.76
<i>Difference</i>	<i>†</i>	<i>1.10</i>	<i>1.98</i>	<i>1.99</i>	<i>†</i>	<i>0.35</i>	<i>1.89</i>	<i>1.89</i>	<i>†</i>	<i>0.21</i>	<i>1.22</i>	<i>1.22</i>
Race/ethnicity												
Asian/Pacific Islander	0.49	2.54	2.74	2.78	0.12	1.04	3.23	3.23	0.07	0.56	2.31	2.31
Black	0.04	0.97	1.96	1.96	†	0.24	1.48	1.48	†	0.14	0.84	0.84
White	0.11	0.80	1.20	1.21	0.03	0.26	1.40	1.40	0.01	0.16	0.97	0.97
Other	0.66	2.25	6.15	6.19	0.09	0.96	4.77	4.77	0.06	0.61	3.18	3.18
Hispanic	0.15	1.10	2.27	2.27	0.04	0.30	2.12	2.12	0.02	0.18	1.36	1.36
Family risk factors												
Zero	0.12	0.98	1.05	1.06	0.03	0.34	1.33	1.33	0.02	0.20	0.96	0.96
One	0.15	0.82	1.63	1.64	0.03	0.29	1.62	1.62	0.02	0.15	1.03	1.03
Two or more	0.14	0.68	2.32	2.32	†	0.35	1.56	1.56	†	0.18	1.09	1.09
<i>Difference</i>	<i>0.18</i>	<i>1.19</i>	<i>2.55</i>	<i>2.55</i>	<i>0.04</i>	<i>0.49</i>	<i>2.05</i>	<i>2.05</i>	<i>0.02</i>	<i>0.27</i>	<i>1.45</i>	<i>1.45</i>

† Not applicable.

SOURCE: Rathbun, A., and West, J. (2004). *From Kindergarten Through Third Grade: Children's Beginning School Experiences* (NCES 2004–007), table A-9a and previously unpublished tabulation (November 2004). Data from U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998 (ECLS–K), Longitudinal Kindergarten–First Grade Public–Use Data File and Third Grade Restricted–Use Data File.

Children's Skills and Proficiency in Reading and Mathematics Through Grade 3

Table S8-2. Standard errors for the percentage of first-time kindergartners in fall 1998 who demonstrated specific mathematics knowledge and skills, by grade level and selected characteristics: 1998–2002

Characteristic	Ordinality and sequence				Addition and subtraction				Multiplication and division			
	Spring kindergarten	Spring 1st	Spring 3rd	Difference	Spring kindergarten	Spring 1st	Spring 3rd	Difference	Spring kindergarten	Spring 1st	Spring 3rd	Difference
Total	0.85	0.56	0.01	0.85	0.50	0.89	0.24	0.55	0.12	0.87	0.98	0.99
Sex												
Male	0.99	0.87	0.02	0.99	0.68	1.30	0.48	0.83	0.21	1.11	1.46	1.48
Female	1.05	0.43	0.02	1.05	0.54	0.82	0.27	0.60	0.09	0.81	0.96	0.96
<i>Difference</i>	<i>1.44</i>	<i>0.97</i>	<i>†</i>	<i>1.44</i>	<i>0.87</i>	<i>1.54</i>	<i>†</i>	<i>1.03</i>	<i>0.23</i>	<i>1.37</i>	<i>1.75</i>	<i>1.76</i>
Race/ethnicity												
Asian/Pacific Islander	3.61	1.34	0.08	3.61	2.43	2.47	0.65	2.52	0.58	2.27	2.04	2.12
Black	1.92	1.26	0.04	1.92	0.83	1.89	0.62	1.04	0.08	0.85	2.09	2.09
White	0.92	0.52	0.01	0.92	0.64	1.13	0.26	0.69	0.18	1.14	1.01	1.03
Other	3.50	1.87	0.05	3.50	1.36	3.58	1.35	1.92	0.30	2.61	5.22	5.23
Hispanic	1.90	1.00	0.02	1.90	0.87	1.85	0.25	0.91	0.20	1.26	1.80	1.81
Family risk factors												
Zero	0.81	0.25	0.01	0.81	0.63	0.95	0.25	0.68	0.18	0.98	0.93	0.95
One	1.30	0.77	0.04	1.30	0.59	1.41	0.40	0.71	0.13	1.18	1.58	1.59
Two or more	1.39	0.86	0.05	1.39	0.67	1.45	0.64	0.93	0.14	0.91	1.86	1.87
<i>Difference</i>	<i>1.61</i>	<i>0.90</i>	<i>0.05</i>	<i>1.61</i>	<i>0.92</i>	<i>1.73</i>	<i>0.69</i>	<i>1.15</i>	<i>0.23</i>	<i>1.34</i>	<i>2.08</i>	<i>2.09</i>
Characteristic	Place value				Rate and measurement							
	Spring kindergarten	Spring 1st	Spring 3rd	Difference	Spring kindergarten	Spring 1st	Spring 3rd	Difference				
Total	0.02	0.21	1.36	1.36	†	0.03	0.85	0.85				
Sex												
Male	0.04	0.32	1.74	1.74	†	0.05	0.81	0.81				
Female	†	0.20	1.28	1.28	†	0.04	0.85	0.85				
<i>Difference</i>	<i>0.04</i>	<i>0.38</i>	<i>2.16</i>	<i>2.16</i>	<i>†</i>	<i>0.06</i>	<i>1.17</i>	<i>1.17</i>				
Race/ethnicity												
Asian/Pacific Islander	0.03	1.10	3.19	3.19	†	0.09	2.72	2.72				
Black	†	0.15	1.63	1.63	†	†	0.96	0.96				
White	0.03	0.30	1.74	1.74	†	0.05	1.07	1.07				
Other	0.07	0.54	4.79	4.79	†	0.07	2.38	2.38				
Hispanic	†	0.27	2.50	2.50	†	0.02	1.28	1.28				
Family risk factors												
Zero	0.03	0.30	1.64	1.64	†	0.05	1.00	1.00				
One	†	0.29	1.77	1.77	†	0.04	1.02	1.02				
Two or more	†	0.20	1.52	1.52	†	0.02	0.68	0.68				
<i>Difference</i>	<i>0.03</i>	<i>0.36</i>	<i>2.24</i>	<i>2.24</i>	<i>†</i>	<i>0.05</i>	<i>1.21</i>	<i>†</i>				

† Not applicable.

SOURCE: Rathbun, A., and West, J. (2004). *From Kindergarten Through Third Grade: Children's Beginning School Experiences* (NCES 2004–007), table A-11a and previously unpublished tabulation (November 2004). Data from U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998 (ECLS–K), Longitudinal Kindergarten–First Grade Public-Use Data File and Third Grade Restricted-Use Data File.