

Table 50.—General knowledge, reading, and mathematics scores and classroom behavior of kindergarten students, by child and family characteristics: Fall 1998

Child and family characteristics	Number, in thousands	Student achievement										Percent of students whose teachers say they "often" or "very often"		
		General knowledge ¹ mean t-score ²	Reading				Mathematics				Persist at a task	Are eager to learn	Pay attention	
			Mean t-score ²	Percent passing each proficiency level ³			Mean t-score ²	Percent passing each proficiency level ³						
				Letter recognition	Beginning sounds	Ending sounds		Number and shape	Relative size	Ordinal sequence				Add and subtract
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Total	3,678	50 (0.3)	50 (0.2)	66 (0.8)	29 (0.9)	17 (0.7)	50 (0.2)	94 (0.3)	58 (0.7)	20 (0.7)	4 (0.2)	71 (0.4)	75 (0.3)	66 (0.5)
Sex														
Male	1,868	50 (0.3)	49 (0.2)	62 (0.8)	26 (0.9)	15 (0.7)	50 (0.2)	93 (0.5)	57 (0.9)	21 (0.8)	5 (0.3)	65 (0.6)	71 (0.4)	58 (0.6)
Female	1,811	50 (0.3)	51 (0.2)	70 (0.9)	32 (1.1)	19 (0.8)	50 (0.2)	95 (0.3)	59 (0.9)	20 (0.7)	4 (0.2)	78 (0.5)	78 (0.3)	74 (0.5)
Child's birth date														
Born January to August, 1992	129	56 (0.4)	53 (0.5)	76 (2.4)	38 (2.5)	24 (2.0)	55 (0.4)	97 (0.9)	74 (1.8)	37 (2.0)	10 (1.3)	79 (1.9)	79 (1.0)	70 (1.8)
Born September to December, 1992	870	53 (0.3)	52 (0.3)	73 (1.1)	36 (1.3)	22 (1.1)	53 (0.3)	96 (0.3)	67 (1.0)	29 (1.2)	7 (0.5)	78 (0.8)	80 (0.5)	73 (0.7)
Born January to April, 1993	1,166	51 (0.3)	51 (0.2)	67 (1.0)	31 (1.0)	17 (0.9)	51 (0.2)	95 (0.5)	60 (0.9)	21 (0.8)	4 (0.3)	73 (0.6)	77 (0.4)	68 (0.7)
Born May to August, 1993	1,178	48 (0.3)	48 (0.3)	60 (1.0)	23 (1.1)	13 (0.7)	48 (0.3)	92 (0.6)	51 (1.0)	14 (0.7)	2 (0.3)	66 (0.6)	70 (0.5)	61 (0.6)
Born September to December 1993	327	46 (0.4)	47 (0.3)	56 (1.7)	20 (1.4)	11 (1.0)	46 (0.3)	89 (1.2)	42 (1.7)	10 (1.0)	2 (0.3)	63 (1.2)	66 (0.9)	57 (1.2)
Mother's education														
Less than high school	519	43 (0.3)	43 (0.3)	38 (1.5)	9 (0.9)	4 (0.6)	43 (0.3)	84 (1.0)	32 (1.2)	6 (0.6)	1 (0.3)	61 (1.1)	62 (1.0)	55 (1.2)
High school diploma or equivalent	1,116	48 (0.3)	48 (0.2)	57 (1.1)	20 (1.1)	11 (0.8)	48 (0.2)	92 (0.5)	50 (0.9)	13 (0.7)	2 (0.2)	70 (0.7)	72 (0.6)	64 (0.7)
Some college, vocational, technical	1,153	51 (0.6)	51 (0.5)	69 (1.0)	30 (1.1)	17 (0.9)	51 (0.5)	96 (0.4)	61 (0.9)	20 (0.9)	4 (0.3)	73 (0.8)	78 (0.4)	68 (0.5)
Bachelor's or higher degree	798	56 (0.2)	56 (0.2)	86 (0.8)	50 (1.2)	32 (1.1)	56 (0.2)	99 (0.2)	79 (0.9)	37 (1.0)	9 (0.5)	79 (0.7)	83 (0.4)	75 (0.7)
Family type														
Single mother	790	46 (0.4)	47 (0.3)	53 (1.3)	18 (1.2)	10 (0.8)	46 (0.3)	90 (0.7)	44 (1.3)	11 (0.8)	2 (0.3)	63 (0.8)	67 (0.7)	56 (1.0)
Single father	66	48 (0.7)	48 (0.7)	58 (3.5)	21 (3.0)	11 (2.0)	48 (0.7)	91 (2.3)	51 (3.4)	16 (2.6)	3 (1.1)	61 (2.8)	67 (1.6)	55 (2.5)
Two parent	2,753	52 (0.2)	51 (0.2)	70 (0.7)	33 (1.0)	19 (0.8)	51 (0.2)	95 (0.3)	63 (0.7)	23 (0.7)	5 (0.3)	74 (0.4)	77 (0.3)	69 (0.4)
Welfare recipient ⁴														
Utilized AFDC	428	43 (0.3)	44 (0.2)	41 (1.2)	11 (0.9)	5 (0.2)	44 (0.2)	85 (0.7)	33 (1.0)	6 (0.5)	1 (0.2)	59 (1.2)	62 (0.8)	53 (1.2)
Never utilized AFDC	3,226	51 (0.2)	50 (0.2)	69 (0.8)	31 (1.1)	18 (0.6)	51 (0.2)	95 (0.2)	61 (0.7)	22 (0.8)	5 (0.3)	73 (0.4)	76 (0.3)	68 (0.4)
Primary language spoken at home														
Non-English	325	43 (0.4)	46 (0.5)	49 (1.9)	20 (0.9)	12 (1.4)	47 (0.5)	89 (1.2)	45 (2.1)	13 (1.5)	3 (0.9)	69 (1.3)	68 (1.2)	63 (2.5)
English	3,344	51 (0.3)	50 (0.2)	67 (0.8)	30 (1.0)	17 (0.7)	50 (0.2)	94 (0.3)	59 (0.8)	21 (0.7)	4 (0.2)	72 (0.4)	75 (0.3)	66 (0.9)
Child's race/ethnicity														
White, non-Hispanic	2,118	53 (0.2)	52 (0.2)	73 (0.9)	34 (1.1)	20 (0.8)	52 (0.2)	96 (0.2)	66 (0.8)	26 (0.8)	5 (0.3)	75 (0.5)	78 (0.3)	70 (0.5)
Black, non-Hispanic	570	44 (0.5)	47 (0.4)	55 (1.6)	19 (1.7)	10 (1.2)	46 (0.4)	90 (0.8)	42 (1.5)	9 (1.0)	1 (0.2)	62 (1.0)	66 (0.9)	55 (1.2)
Asian	108	48 (0.6)	55 (0.6)	79 (1.7)	43 (1.5)	29 (2.2)	54 (0.5)	98 (0.7)	70 (1.5)	31 (0.9)	9 (0.3)	81 (1.5)	80 (1.4)	71 (1.9)
Hispanic	704	46 (0.3)	46 (0.4)	49 (1.7)	19 (2.4)	10 (1.2)	47 (0.3)	90 (0.7)	44 (2.4)	12 (2.1)	2 (1.2)	67 (0.9)	70 (0.7)	62 (0.9)
Hawaiian Native/Pacific Islander	21	45 (1.2)	48 (1.2)	55 (4.1)	24 (4.8)	14 (3.6)	47 (1.2)	91 (2.0)	48 (4.0)	11 (4.2)	2 (1.9)	64 (5.0)	68 (4.6)	59 (6.6)
American Indian/Alaska Native	64	44 (1.5)	42 (1.6)	34 (5.3)	11 (3.5)	6 (1.6)	43 (1.5)	80 (4.2)	34 (6.2)	8 (2.3)	1 (0.3)	64 (1.6)	72 (1.4)	52 (1.7)
More than one race, non-Hispanic	88	50 (0.5)	49 (0.6)	61 (2.5)	27 (2.4)	16 (2.0)	49 (0.7)	94 (1.5)	54 (3.4)	17 (2.6)	4 (1.3)	73 (2.9)	72 (1.3)	67 (1.8)
Maternal education, by child's race/ethnicity														
High school diploma/equivalent or more														
White, non-Hispanic	1,925	54 (0.2)	53 (0.2)	75 (0.9)	36 (1.1)	21 (0.8)	53 (0.2)	97 (0.3)	68 (0.7)	27 (0.8)	6 (0.3)	77 (0.5)	80 (0.3)	72 (0.5)
Black, non-Hispanic	459	44 (0.5)	48 (0.4)	59 (1.5)	22 (1.9)	12 (1.5)	47 (0.4)	91 (0.8)	45 (1.6)	10 (1.2)	1 (0.3)	64 (0.9)	69 (0.7)	58 (1.0)
Asian	87	49 (0.6)	56 (0.6)	82 (2.3)	47 (2.3)	32 (2.0)	55 (0.6)	97 (1.9)	73 (2.9)	34 (2.0)	10 (1.1)	82 (1.7)	82 (1.0)	72 (1.8)
Hispanic	446	48 (0.4)	48 (0.5)	55 (1.8)	23 (1.6)	13 (1.3)	48 (0.3)	93 (0.6)	49 (1.6)	14 (1.1)	2 (0.4)	69 (1.1)	73 (0.6)	64 (1.0)
Less than high school diploma or equivalent														
White, non-Hispanic	143	47 (0.3)	45 (0.4)	47 (2.2)	12 (1.3)	6 (1.3)	45 (0.4)	87 (1.3)	40 (1.8)	9 (1.3)	1 (0.4)	61 (1.8)	65 (1.2)	56 (1.6)
Black, non-Hispanic	97	40 (0.6)	43 (0.5)	37 (2.7)	7 (1.5)	3 (1.1)	42 (0.5)	83 (1.5)	27 (2.4)	4 (1.2)	(5) (0.7)	50 (3.0)	53 (2.4)	42 (2.9)
Asian	15	41 (1.0)	48 (0.8)	60 (4.5)	20 (3.8)	9 (2.9)	50 (0.8)	94 (5.4)	58 (5.1)	16 (2.1)	4 (1.4)	82 (4.8)	77 (4.6)	68 (5.9)
Hispanic	240	42 (0.4)	41 (0.5)	29 (2.3)	6 (1.8)	3 (1.2)	42 (0.5)	82 (1.7)	27 (2.0)	5 (0.9)	1 (0.3)	65 (1.6)	64 (1.4)	59 (1.7)

¹ The general knowledge assessment was a composite of science and social studies material.

² The standardized t-scores are transformations of ability estimates, rescaled to a mean of 50 and standard deviation of 10 using cross-sectional sample weights for fall kindergarten. For example, a t-score of 55 represents an achievement level that is half a standard deviation higher than the mean for the fall kindergarten population.

³ Student was assumed to have mastered a particular level of proficiency if at least three of the four items in the subject cluster were answered correctly.

⁴ Refers to the utilization of Aid for Families with Dependent Children (AFDC) since the child was born.

⁵ Less than .05 percent.

NOTE: Standard errors appear in parentheses. Detail may not sum to totals due to rounding and/or missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early childhood Longitudinal Study, Kindergarten Class of 1998–99, America's Kindergartners. (This table was prepared November 2000).