

Appendix table 1-3
Fall 1998 first-time kindergartners demonstrating proficiency in specific mathematics skills and knowledge areas in spring of third grade, by child and family characteristics: Spring 2002
 (Percent)

Child and family characteristic	Ordinality and sequence	Add and subtract	Multiply and divide	Place value	Rate and measurement
All students.....	100	97	78	42	16
Sex					
Male.....	100	97	79	46	19
Female.....	100	97	77	38	12
Race/ethnicity					
White, non-Hispanic.....	100	98	84	50	19
Black, non-Hispanic.....	100	93	58	20	5
Asian/Pacific Islander.....	100	97	75	35	11
Hispanic.....	100	98	83	49	22
Other.....	100	95	70	34	11
Family risk factors ^a					
0.....	100	98	85	50	20
1.....	100	96	72	34	11
≥2.....	100	93	61	21	5

^aIndex consists of family living below the federal poverty level, non-English primary home language, single-parent family, and maternal education less than high school diploma or equivalent credential (e.g., General Educational Development certificate).

NOTES: Estimates reflect sample of children assessed in English in all assessment years. Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K) assessment not administered in 2001 when most children were in second grade. Although most children in the sample were in third grade in spring 2002, 10% were in second grade, and about 1% were in other grades.

SOURCES: A. Rathbun and J. West, *From Kindergarten Through Third Grade: Children's Beginning School Experiences*, National Center for Education Statistics (NCES) 2004-007, table A11 (2004); and data from U.S. Department of Education, NCES, ECLS-K, spring 2002.