

Table 49. Percentage distribution of first-time kindergartners by number of children's books in the home and number of times each week family members read books to them, by selected characteristics: Fall 1998

Characteristic	Total (in thousands)	Percentage distribution of total	Percentage distribution of first-time kindergartners, by number of children's books in child's home				Percentage distribution of first-time kindergartners, by number of times each week family members read books to child			
			Less than 26	26-50	51-100	101 or more	None	1-2	3-6	Every day
1	2	3	4	5	6	7	8	9	10	11
Total	3,678	100.0	26 (1.0)	28 (0.5)	29 (0.6)	17 (0.6)	1 (0.1)	19 (0.6)	35 (0.5)	45 (0.6)
Sex										
Male	1,868	50.8	27 (1.1)	28 (0.6)	28 (0.6)	16 (0.7)	1 (0.2)	21 (0.8)	35 (0.6)	43 (0.8)
Female	1,811	49.2	25 (1.0)	28 (0.6)	29 (0.8)	17 (0.7)	1 (0.1)	17 (0.6)	35 (0.6)	47 (0.7)
Race/ethnicity										
White, non-Hispanic	2,118	57.6	9 (0.4)	28 (0.6)	38 (0.6)	25 (0.8)	1 (0.1)	13 (0.5)	37 (0.5)	49 (0.7)
Black, non-Hispanic	570	15.5	50 (1.8)	31 (1.2)	15 (1.0)	4 (0.4)	2 (0.4)	31 (1.2)	33 (1.3)	35 (1.2)
Asian	108	2.9	46 (2.7)	26 (1.6)	20 (1.9)	8 (1.2)	1 (0.3)	23 (1.9)	29 (1.8)	47 (2.4)
Hispanic	704	19.1	52 (1.5)	27 (0.9)	16 (0.8)	6 (0.5)	3 (0.3)	27 (1.0)	31 (0.9)	39 (0.9)
Hawaii Native/Pacific Islander	21	0.6	34 (3.1)	41 (3.8)	16 (3.3)	9 (3.1)	# (#)	19 (2.5)	35 (3.0)	45 (2.9)
American Indian/Alaska Native	64	1.7	51 (7.8)	22 (2.4)	16 (3.0)	11 (3.3)	3 (0.6)	33 (3.0)	25 (2.7)	40 (2.1)
Other	88	2.4	20 (2.4)	36 (3.0)	28 (2.4)	16 (1.7)	# (#)	15 (1.8)	42 (2.9)	43 (2.7)
Mother's highest level of education¹										
Less than high school	519	14.1	62 (1.7)	24 (1.2)	10 (0.8)	4 (0.5)	4 (0.5)	34 (1.1)	27 (1.1)	36 (1.1)
High school or equivalent	1,116	30.3	31 (1.4)	32 (0.9)	26 (0.9)	11 (0.5)	1 (0.2)	24 (0.9)	36 (0.8)	39 (0.7)
Some college, including vocational	1,153	31.3	17 (0.9)	31 (0.7)	33 (0.8)	19 (0.8)	# (0.1)	15 (0.7)	40 (0.8)	45 (0.8)
Bachelor's degree or higher	798	21.7	7 (0.6)	22 (1.0)	40 (0.9)	31 (1.0)	# (0.1)	7 (0.6)	34 (0.9)	59 (1.0)

Rounds to zero.

¹ Excludes children with no mother present in household.

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Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), fall 1998, unpublished tabulations. (This table was prepared October 2002.)

Table 50. Percentage distribution of kindergarten teachers and parents indicating the importance of various factors for kindergarten readiness, by control: Fall 1998

Teacher and parent perception of student skills	Perception of importance for parents and teachers of public kindergarten children					Perception of importance for parents and teachers of private kindergarten 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
Kindergarten teachers¹										
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	# (0.1)	1 (0.2)	25 (1.1)	58 (1.4)	16 (1.0)	# (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)
Kindergarten parents²										
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	# (0.0)	# (0.0)	5 (0.2)	63 (0.6)	32 (0.6)	# (0.0)	# (0.1)	7 (0.5)	55 (1.0)	38 (0.9)
Sits still and pays attention	# (0.0)	1 (0.1)	14 (0.5)	60 (0.6)	25 (0.5)	# (0.1)	2 (0.3)	22 (1.1)	51 (0.9)	25 (0.8)
Is able to use pencils and paint brushes	# (0.1)	2 (0.2)	23 (0.5)	53 (0.7)	21 (0.4)	# (0.1)	3 (0.4)	27 (1.0)	43 (1.1)	26 (0.9)

Rounds to zero.

¹ Estimates pertaining to teachers are based on the responses of a nationally representative sample of kindergarten children's teachers.

² 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 (ECLS-K), fall 1998, unpublished tabulations. (This table was prepared September 2001.)

Table 51. Percentage distribution of kindergarten teachers' time spent on certain instructional approaches, by control and program: Fall 1998

Length of school day and instructional approach	Public school kindergarten teachers					Private school kindergarten teachers				
	No time	Half hour or less	About one hour	About two hours	Three hours or more	No time	Half hour or less	About one hour	About two hours	Three hours or more
1	2	3	4	5	6	7	8	9	10	11
Full-day programs										
Teacher-directed:										
Whole class activities	# (0.1)	4 (0.7)	28 (1.8)	43 (1.4)	25 (1.6)	# (#)	15 (3.9)	23 (3.8)	25 (3.3)	37 (4.0)
Small group activities	1 (0.2)	18 (1.4)	46 (2.5)	28 (2.3)	8 (1.2)	6 (2.9)	33 (4.1)	42 (3.8)	16 (2.9)	3 (1.2)
Individual activities	2 (0.5)	53 (1.7)	35 (1.3)	9 (1.0)	1 (0.4)	5 (1.4)	55 (3.9)	29 (3.2)	6 (1.8)	6 (1.5)
Child selected activities	2 (0.3)	31 (1.8)	52 (2.0)	13 (1.0)	2 (0.5)	3 (1.6)	35 (3.6)	45 (4.2)	11 (2.5)	6 (2.0)
Part-day programs										
Teacher-directed:										
Whole class activities	# (0.3)	15 (1.3)	52 (1.9)	27 (2.0)	5 (0.8)	# (#)	27 (6.8)	40 (6.9)	30 (5.2)	3 (2.1)
Small group activities	2 (0.5)	36 (2.5)	46 (2.3)	15 (1.6)	1 (0.4)	3 (2.2)	62 (5.7)	26 (5.5)	7 (2.4)	1 (1.2)
Individual activities	9 (1.2)	73 (2.0)	15 (1.6)	2 (0.5)	1 (0.3)	9 (3.9)	72 (6.6)	13 (4.1)	5 (2.7)	2 (1.6)
Child selected activities	3 (0.6)	63 (1.9)	29 (1.7)	4 (1.0)	# (0.2)	3 (2.0)	41 (5.6)	41 (4.9)	12 (5.8)	3 (1.8)

Rounds to zero.

NOTE: Estimates are based on the responses of a nationally representative sample of kindergarten children's teachers. 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 (ECLS-K), fall 1998, unpublished tabulations. (This table was prepared September 2001.)