

K-3 Education and Knowledge Fact Sheet

School Enrollment

Table 1

School Enrollment: 2008

	Enrolled in school	Not enrolled in school
5-6 year olds	93.8%	6.2%
7-9 year olds	98.3%	1.7%

Source: U.S. Census Bureau, The Current Population Survey (CPS), October 2008 ([U.S. Census Bureau, 2008, Table 1](#)).

The Early Childhood Longitudinal Study, Birth Cohort 2001 (ECLS-B) found that 81.9% of children who entered kindergarten for the first time were 5-6 years old, 16.4% were more than 6 years old, and 1.7% were less than 5 years old. ([Denton Flanagan & McPhee, 2009, p. 7, Table 1](#)).

The Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) found that 4.14% of kindergarteners, 5.36% of first graders, and 9.36% of third graders received special education. ([Herring, McGrath, & Buckley, 2007, p. 2, Table 1](#)).

Table 2

School Enrollment: 2008

	Enrolled in Nursery or Kindergarten	Enrolled in Elementary	Not enrolled in school
5-6 year olds	51.0%	42.8%	6.2%
7-9 year olds	0.4%	98.0%	1.7%

Source: U.S. Census Bureau, CPS, October 2008 ([U.S. Census Bureau, 2008, Table 1](#)).

The ECLS-B 2001 found that approximately one-half (49.5%) of first-time public school kindergartners attended schools in which more than 50% of students were eligible for free or reduced-price lunch (([Denton Flanagan & McPhee, 2009, p. 3](#)).

Reading Achievement

The ECLS-K 1998-99 indicated that on entering kindergarten in fall 1998, 66% of first-time kindergartners could recognize letters; 29% knew the beginning sounds of words; 17% knew ending sounds of words; and 2% could read sight words ([Zill & West, 2001, p. 6, Fig. 1](#)).

By the Spring of third grade, the ECLS-K 1998-99 findings showed that 100% of the same children could recognize ending sounds and 99% could recognize sight words. In addition, 95% of children could recognize words in context; 46% could use cues to derive meaning from text; and 29% could make interpretations beyond what was said in text. ([Rathburn, West, & Hausken, 2004, p.18, Figure 7](#)).

An analysis of the ECLS-K 1998-99 found that children who missed more than 10% of the school year in kindergarten had a reading score of 48.0 in first grade while children who missed up to 3% of the school year had a reading score of 52.2 ([Romero & Lee, 2007, p. 3](#)).

School Environment

In the Schools and Staffing Survey, 2003-04, 35.5% of first through fourth grade instructional hours in a school week were spent on English. (Morton & Dalton, 2007, p. 2, Table 1).

Teacher Expectations of Time Spent on Reading/Language Arts Homework:
Longitudinal Data

	10 Minutes	20 Minutes	30 Minutes
Grade 1	28.1%	48.6%	17.3%
Grade 3	16.1%	52.0%	24.2%

Source: U.S. Department of Education, National Center for Education Statistics (NCES), ECLS-K, 1998-99, Spring Teacher Questionnaire, Spring 2000, 2002, & 2004 , ([Warkentein, Fenster, Hampden-Thompson, & Walston, 2008, p. 2, Table 1](#)).

According to the ECLS-K of 1998-99, over 11% of kindergartners, almost 9% of first graders, and 6% of third graders missed at least 18 days or more of the school year. ([Romero & Lee, 2007, p. 1](#)).

In the Parent and Family Involvement in Education (PFI) survey of the National Household Education Surveys Program (NHES) of 2007, 58% of parents of grade K-2 students received a note or email about their child from their child’s school and 52% received a telephone call. ([Herrold & O’Donnell, 2008, p. 5, Table 1](#)).

In the PFI of the NHES of 2007, 69% of parents of grade K-2 students were “very satisfied” with their child’s school ([Herrold & O’Donnell, 2008, p. 11, Table 4](#)).

The Teacher Follow-Up Survey of 2004-05 found that of the 1,127,900 early childhood/general elementary public school teachers who were teaching during the 2003–04 school year, 84.5% remained at the same school, 7.4% moved to a different school, and 8.1% left the profession during the following year ([Marvel, Lyter, Peltola, Strizek, & Morton, 2007, p. 8, Table 2](#)).

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