## Minnesota

### Goal 1: Ready to Learn

1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1997)
   - Minnesota: 28% vs. 30%
   - U.S.: 37% vs. 33%

2. Has the percentage of children vaccinated 2-year-olds increased? (1994 vs. 1997)
   - Minnesota: 6% vs. 6%
   - U.S.: 7% vs. 8%

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - Minnesota: 81% vs. 84%
   - U.S.: 76% vs. 83%

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - Minnesota: 81% vs. 84%
   - U.S.: 76% vs. 83%

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - Minnesota: 32
   - U.S.: 57

### Goal 2: School Completion

6. Has the high school completion rate increased? (1990 vs. 1997)
   - Minnesota: 92% vs. 90%
   - U.S.: 86% vs. 85%

7. Has the high school dropout rate decreased? (1994 vs. 1997)
   - Minnesota: 5% vs. 6%
   - U.S.: 5% vs. 6%

### Goal 3: Student Achievement and Citizenship

8. Reading: Has the percentage of students scoring at or above Proficient increased
   - In Grade 4 (1992 vs. 1998)
     - Minnesota: 37% vs. 33%
     - U.S.: 37% vs. 31%

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - In Grade 8 (1997)
     - Minnesota: 25% vs. 27%
     - U.S.: 25% vs. 27%

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### Notes & Resources

- Comparable national data are not available.
- Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
- See pages 245-246 for an explanation of statistical significance.
- See pages 16-19 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.

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###キー

- 有意に改善した（Significantly better）
- 有意に悪化した（Significantly worse）
- 警戒に値する（Interpret with caution. Change was not statistically significant）

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### Key

1. 比較可能な全国データはありません。
2. 基準年度と最近の基準年度は、各州で異なります。詳しくはAppendix Bをご覧ください。
3. 有意な統計的有意性に対する説明が含まれます。詳しくは、ページ245-246をご覧ください。
4. 関連する技術的なノートとソースを参照してください。

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###チャイルドヘルスインデックス

1. 100％：すべての子供が健康的で、もしかしてない。
2. 80％：一部の子供が健康管理で、または一般的に不健康。
3. 60％：一部の子供が健康管理で、または一般的に不健康。
4. 40％：一部の子供が健康管理で、または一般的に不健康。
5. 20％：一部の子供が健康管理で、または一般的に不健康。

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###高齢学校完成度

1. 100％：すべての子供が高校を卒業し、または同等の資格を取得。
2. 80％：一部の子供が高校を卒業し、または同等の資格を取得。
3. 60％：一部の子供が高校を卒業し、または同等の資格を取得。
4. 40％：一部の子供が高校を卒業し、または同等の資格を取得。
5. 20％：一部の子供が高校を卒業し、または同等の資格を取得。

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1. ハイリスクは、胎児期の後半に前胸壁のない場合、または母が21ポンド以下で体重が増すことを指します。または、妊娠中の母親が喫煙した場合、または妊娠中の母親がアルコールを飲んだ場合です。
2. ハイリスクは、高校卒業のための高学段オプションや同等の資格を指します。
3. 警戒に値する。変化は有意に含まれていません。
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GOAL 3  Student Achievement and Citizenship (continued)

10. Mathematics: Has the percentage of students scoring at or above Proficient increased
   • in Grade 4? (1992 vs. 1996)
     26% 29%  
   • in Grade 8? (1990 vs. 1996)
     18% 21%  

11. Science: Has the percentage of students scoring at or above Proficient increased
   • in Grade 8? (1996)
     37% 34%  

12. Has the number of Advanced Placement examinations receiving a grade
    of 3 or higher per 1,000 11th and 12th graders increased? (1991 vs. 1999)
     22 59  
     55 97  

GOAL 4  Teacher Education and Professional Development

13. Has the percentage of public secondary school teachers who hold
   • a degree in their main teaching assignment increased? (1991 vs. 1994)
     80% 81%  
     66% 63%  

14. Has the percentage of public school teachers participating in professional
devlopment programs on 1 or more selected topics increased? (1994)
     85% 85%  
     66% 63%  

15. Has the percentage of public school teachers with training to teach limited
English proficient students increased? (1994)
     10% 16%  

16. Has the percentage of public school teachers participating in formal
teacher induction programs during their first year of teaching increased? (1991 vs. 1994)
     14% 18%  
     22% 27%  

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**GOAL 3**
Student Achievement and Citizenship (continued)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Minnesota</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Math</td>
<td>26% 29%</td>
<td>18% 21%</td>
<td>5-27% 3-31%</td>
</tr>
<tr>
<td>11. Science</td>
<td>18% 21%</td>
<td>15% 24%</td>
<td>1-27% 5-34%</td>
</tr>
<tr>
<td>12. AP</td>
<td>22 59</td>
<td>55 97</td>
<td>9-177 19-244</td>
</tr>
</tbody>
</table>

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**KEY**

- † Significantly better
- ✫ Significantly worse
- ‡ Interpret with caution. Change was not statistically significant.

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Data not available.

- Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
- See pages 245–246 for an explanation of statistical significance.
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Since the end of the previous school year.
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GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1995)
     6 out of 40 countries scored above Minnesota
     1 out of 40 countries scored above the U.S.
   • Grade 8 science achievement? (1995)
     20 out of 40 countries scored above the U.S.

18. Has the percentage of public school 8th graders whose mathematics teachers report that they
   • have students work in small groups or with a partner increased? (1996)
     69% —
   • address algebra and functions increased? (1996)
     47% —
   • address reasoning and analytical ability increased? (1996)
     35% —

19. Has the percentage of public school 8th graders who have computers available in their mathematics classroom increased? (1996)
   28% —

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996)
     37% 40% ↑
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
     35% 41% ↑
   • female students increased? (1991 vs. 1996)
     33% 37% ↑

GOAL 6  Adult Literacy and Lifelong Learning

21. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)
   — —

22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996)
     79% 81% ↔
   • voted increased? (1988 vs. 1996)
     71% 69% ↔

KEY

❖ Indicators are not the same at the national and state levels.
Data not available.
❖ See pages 245-246 for an explanation of statistical significance.
See Appendix B for technical notes and sources.

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996
(Indicator 18)

Address reasoning & analytical ability
Address algebra and functions
Have students work in small groups or with a partner

0% 20% 40% 60% 80% 100%

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GOAL 6  Adult Literacy and Lifelong Learning (continued)

   54%  54%  ↑
   33-68%  40-73%

GOAL 7  Safe, Disciplined, and Alcohol- and Drug-free Schools

   4-18%  12-35%

25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997)
   17-43%  11-45%

   11-31%  15-42%

27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)
   6-15%  5-13%

28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)
   13-39%  11-34%

29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)
   8-18%  5-17%

30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)
   3-23%  3-13%

31. Has teacher victimization decreased? (1994)

32. Has student disruptions that interfere with teaching decreased? (1993 vs. 1997)
   13-39%  11-34%

33. Has the percentage of schools with minimal parental involvement decreased, according to
   13%  14%  ↓
   9-44%  13-50%

   7%  6%  ↓
   4-22%  3-27%

34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)
   24%  32%  ↓
   8-37%  12-50%

KEY

Significantly better
Significantly worse
Interpret with caution. Change was not statistically significant.

Indicators are not the same at the national and state levels.
Data not available.
The values for indicator 23 in 1992 and 1996 before rounding were 53.7 and 54.0, respectively.
Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
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Parent-School Partnerships
Percentage of public school principals who reported that the parent associations in their schools have influence on the following areas of school policy (Indicator 34)

1 On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
Interpret with caution. Change was not statistically significant.