**NEBRASKA**

**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)\(^\circ\)
   - Nebraska: 38% 36%
   - U.S.: 37% 33%

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - Nebraska: 72% 77%
   - U.S.: 75% 79%

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - Nebraska: 5% 7%
   - U.S.: 7% 8%

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

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - Nebraska: 34 52

**GOAL 2  School Completion**

6. Has the high school completion rate increased? (1990 vs. 1997)
   - Nebraska: 91%
   - U.S.: 86%

7. Has the high school dropout rate decreased? (1992 vs. 1997)
   - Nebraska: 4%
   - U.S.: 3%

**GOAL 3  Student Achievement and Citizenship**

8. Reading: Has the percentage of students scoring at or above Proficient increased
   - in Grade 4 (1992 vs. 1994)\(^\circ\)
   - in Grade 8 (1998)
   - Nebraska: 31% 34%
   - U.S.: 29% 30%

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8 (1998)
   - Nebraska: — —

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**KEY**

- Significantly better
- Significantly worse
- Interpret with caution. Change was not statistically significant
- Comparable national data are not available.
- Data not available.
- The values for indicator 7 in 1992 and 1997 before rounding were 3.5 and 3.3.
- 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.

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**Children’s Health Index**

- Percentage of infants born with 1 or more of 4 health risks\(^1\) (Indicator 1)
- Nebraska: 30% 28%
- U.S.: 36% 34%

**High School Completion**

- Percentage of all 18- to 24-year-olds\(^2\) who have a high school credential\(^2\) (Indicator 6)
- Nebraska: 10% 9%

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\(^1\) Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

\(^2\) Does not include those still in high school.

Includes traditional high school diplomas and alternates. The values for indicator 7 in 1992 and 1997 before rounding were 3.5 and 3.3.
### NEBRASKA

#### 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)
   - In Grade 4 (1992 vs. 1996)
     - Nebraska: 22% to 24%
     - U.S.: 16% to 21%
   - In Grade 8 (1990 vs. 1996)
     - Nebraska: 35% to —
     - U.S.: 31% to 29%

11. Science: Has the percentage of students scoring at or above Proficient increased in Grade 8? (1996)
   - Nebraska: 24% to 31%
   - U.S.: 15% to 24%

#### 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)
   - Nebraska: 82% to 99%
   - U.S.: 66% to 94%
14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   - Nebraska: 87% to —
   - U.S.: 66% to 85%
15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
   - Nebraska: 13% to —
   - U.S.: 16% to —
16. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)
   - Nebraska: 14% to 15%
   - U.S.: 22% to 27%

#### Diagrams

- **Student Achievement**: Percentage of public school students scoring at or above Proficient in reading and mathematics (indicators 8 & 10).
- **Professional Development**: Percentage of public school teachers participating in professional development on the following topics (Indicator 14).

#### 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.
* - See pages 16-19 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.

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**Range of State Scores**

- **Baseline**
- **Update**
- **Progress?**
- **Range**

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*Since the end of the previous school year.*
GOAL 5 Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996)
     6 out of 41 countries would be expected to score above Nebraska
   • Grade 8 science achievement? (1996)
     1 out of 41 countries would be expected to score above Nebraska

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)
     62% —
   • address algebra and functions increased? (1996)
     58% —
   • address reasoning and analytical ability increased? (1996)
     45% —

19. Has the percentage of public school 8th graders who have computers available
   in their mathematics classroom increased? (1996)
     31% —

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996)
     33% 37% ↑
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
     32% 35% ↑
   • female students increased? (1991 vs. 1996)
     31% 35% ↑

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)
     72% 76% ↔
   • voted increased? (1988 vs. 1996)
     65% 63% ↔

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.
See pages 245-246 for an explanation of statistical significance.
See page 15-19 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

At least once a week.
On a 4-point scale from “none” to “a lot,” defined as a response to the top point.

<table>
<thead>
<tr>
<th>Nebraska</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
<tr>
<td>65%</td>
<td>62%</td>
<td>33-68%</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Nebraska</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
<tr>
<td>10%</td>
<td>9%</td>
<td>4-18%</td>
</tr>
</tbody>
</table>

25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1993)

<table>
<thead>
<tr>
<th>Nebraska</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
<tr>
<td>37%</td>
<td>36%</td>
<td>17-43%</td>
</tr>
</tbody>
</table>

26. Has the availability of drugs on school property decreased? (1993)

<table>
<thead>
<tr>
<th>Nebraska</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
<tr>
<td>11%</td>
<td>—</td>
<td>11-31%</td>
</tr>
</tbody>
</table>

27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993)

<table>
<thead>
<tr>
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<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
<tr>
<td>6%</td>
<td>—</td>
<td>6-15%</td>
</tr>
</tbody>
</table>

28. Has the percentage of students involved in physical fights on school property decreased? (1993)

<table>
<thead>
<tr>
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<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
<tr>
<td>13%</td>
<td>—</td>
<td>13-39%</td>
</tr>
</tbody>
</table>

29. Has the percentage of students carrying weapons on school property decreased? (1991 vs. 1993)

<table>
<thead>
<tr>
<th>Nebraska</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
<tr>
<td>9%</td>
<td>—</td>
<td>8-18%</td>
</tr>
</tbody>
</table>

30. Has the percentage of students who do not feel safe at school decreased? (1993)

<table>
<thead>
<tr>
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<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
<tr>
<td>3%</td>
<td>—</td>
<td>3-23%</td>
</tr>
</tbody>
</table>

31. Has teacher victimization decreased? (1994)

<table>
<thead>
<tr>
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<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
<tr>
<td>33%</td>
<td>41%</td>
<td>23-60%</td>
</tr>
</tbody>
</table>

32. Has student disruptions that interfere with teaching decreased? (1991 vs. 1994)

<table>
<thead>
<tr>
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<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
<tr>
<td>6%</td>
<td>—</td>
<td>0%</td>
</tr>
</tbody>
</table>

33. Has the percentage of schools with minimal parental involvement decreased, according to public school teachers? (1991 vs. 1994)

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
<tr>
<td>12%</td>
<td>15%</td>
<td>9-44%</td>
</tr>
</tbody>
</table>

34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
<tr>
<td>17%</td>
<td>15%</td>
<td>4-22%</td>
</tr>
</tbody>
</table>