**NEW YORK**

## 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)
   - Baseline: 37% 33%
   - Update: 25-48% 24-45%

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - Baseline: 77% 79%
   - Update: 81% 83%

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - Baseline: 8% 8%
   - Update: 7% 8%

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - Baseline: 73% 81%
   - Update: 76% 83%

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - Baseline: 35 61
   - Update: 16-68 14-96

## GOAL 2 School Completion

6. Has the high school completion rate increased? (1990 vs. 1997)
   - Baseline: 88% 85%
   - Update: 86% 85%

7. Has the high school dropout rate decreased? (1993 vs. 1997)
   - Baseline: 4% 3%
   - Update: 4% 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. 1998)
     - Baseline: 27% 29%
     - Update: 29% 31%
   - In Grade 8 (1998)
     - Baseline: 34%
     - Update: 33%

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - In Grade 8 (1998)
     - Baseline: 21%
     - Update: 27%

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**KEY**

- **Significantly better**
- **Interpret with caution. Change was not statistically significant.**

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- Comparable national data are not available.
- 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 page 16-19 for a Guide to Reading the State Pages.
- See Appendix B for technical notes and sources.

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1 Does not include those still in high school.
2 Includes traditional high school diplomas and alternative credentials.
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)
  17%  20%  
• in Grade 8 (1990 vs. 1996)
  15%  22%  

11. Science: Has the percentage of students scoring at or above Proficient increased
• in Grade 8 (1996)
  27%  —  

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)
  97  155  
  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)
  74%  75%  
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)
  94%  93%  

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
  76%  —  

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
  32%  —  

16. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)
  21%  31%  
  22%  27%  

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, 1994 (Indicator 14)

KEY
↑ Significantly better
↓ Significantly worse
 ns Interpret with caution. Change was not statistically significant.

— Data not available.
 ▲ Baseline years and most recent update years may differ by state for this indicator. See Appendix III for more information.
 ❖ See pages 245-246 for an explanation of statistical significance.
 See page 23 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.

* Since the end of the previous school year.
NEW YORK

GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996)
     19 out of 41 countries would be expected to score above New York
   • Grade 8 science achievement? (1996)
     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)
     54% — 66% — 45-52% — 45-52% —
   • address algebra and functions increased? (1996)
     62% — 57% — 39-64% —
   • address reasoning and analytical ability increased? (1996)
     51% — 52% — 39-64% —

19. Has the percentage of public school 8th graders who have computers available
   in their mathematics classroom increased? (1996)
     11% — 30% — 7-54% —

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996)
     41% 44% ↑ 39% 43% ↑ 25-49% 16-54% ↑
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
     43% 43% ↑ 39% 40% ↑ 22-64% 24-57% ↑
   • female students increased? (1991 vs. 1996)
     38% 43% — 35% 41% ↑ 23-46% 15-52% ↑

GOAL 6  Adult Literacy and Lifelong Learning

21. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)
   46% — 52% — 46-77% —

22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996)
     67% 70% ↑ 70% 71% ↑ 58-95% 61-91% ↑
   • voted increased? (1988 vs. 1996)
     60% 59% — 61% 56% — 50-74% 47-69% —

KEY

! Significantly better
@ Significantly worse
❖ Interpreted 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 pages 16-19 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.
NEW YORK

**GOAL 6**  
**Adult Literacy and Lifelong Learning (continued)**

- New York: 67%  
- U.S.: 71%  
- Range of State Scores: 33-68%  
- 40-73%

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

24. Has student marijuana use decreased? (1997)
- New York: 23%
- U.S.: —
- Range of State Scores: 12-35%  
- 25%

25. Has student alcohol use (5 or more drinks in a row) decreased? (1997)
- New York: 29%
- U.S.: —
- Range of State Scores: 11-45%  
- 15-42%

26. Has the availability of drugs on school property decreased? (1997)
- New York: 27%
- U.S.: —
- Range of State Scores: 5-13%  
- 7%

27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1997)
- New York: 7%
- U.S.: —
- Range of State Scores: 3-13%  
- 5-13%

28. Has the percentage of students involved in physical fights on school property decreased? (1997)
- New York: 14%
- U.S.: —
- Range of State Scores: 11-34%  
- 23%

29. Has the percentage of students carrying weapons on school property decreased? (1997)
- New York: 9%
- U.S.: —
- Range of State Scores: 5-17%  
- 12%

30. Has the percentage of students who do not feel safe at school decreased? (1997)
- New York: 5%
- U.S.: —
- Range of State Scores: 3-13%  
- 3%

31. Has teacher victimization decreased? (1994)
- New York: 19%
- U.S.: 15%
- Range of State Scores: 8-26%  
- 13%

32. Has the percentage of students who do not feel safe at school decreased? (1991 vs. 1994)
- New York: 42%
- U.S.: 55%
- Range of State Scores: 23-60%  
- 33-65%

**GOAL 8**  
**Parental Participation**

33. Has the percentage of schools with minimal parental involvement decreased, according to
- New York: 23%
- U.S.: 29%
- Range of State Scores: 9-44%  
- 13-50%

34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)
- New York: 18%
- U.S.: 34%
- Range of State Scores: 4-22%  
- 3-27%

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**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.
- Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
- See pages 242-249 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**

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

- One or more areas
- Establishing controlled
- Hiring new full-time teachers
- Setting discipline policy

- Percentage of public school principals who reported that the parent associations in their schools have influenced the following areas of school policy (Indicator 34)

- During the past 30 days.
- During the past 12 months.

- 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. Changes was not statistically significant.