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)†
   - 38% 34%  †
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - 80% 86%  —
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - 5% 6%  †
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - 82% 88%  †
5. Has the percentage of mothers receiving early prenatal care increased? (1991 vs. 1998)
   - 43 56  †

GOAL 2  School Completion
6. Has the high school completion rate increased? (1990 vs. 1997)
   - 86% 94%  —
7. Has the high school dropout rate decreased? (1992 vs. 1997)
   - 27%  —

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)†
   - 37% 33%  †
   - in Grade 8 (1998)
   - 76% 83%  †
   - 47-87% 57-90%
9. Writing: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8 (1998)
   - 27%  —

Children’s Health Index
Percentage of infants born with 1 or more of 4 health risks† (Indicator 1)

Key
† Significantly better
" Significantly worse
—— Interpret with caution. Change was not statistically significant.

Comparable national data are not available.
Coded as 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.

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.
1 Does not include those still in high school.
2 Includes traditional high school diploma and alternative credential.
3 Interpreted with caution. Change was not statistically significant.
VERMONT

GOAL 3  Student Achievement and Citizenship (continued)

10. Mathematics: Has the percentage of students in Grade 4? (1996)
   - 23% — 21% — 3-31% — 3-31% —
   - 20% — 18% — 3-34% — 3-34%

11. Science: Has the percentage of students scoring at or above Proficient increased in Grade 8? (1996)
   - 27% — 25% — 35% — 35%

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)
   - 51 76 — 55 97 — 9-177 19-244

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)
   - 71% 73% — 66% 63% — 51-85% 50-81%
   - 89% 98% — 94% 93% — 91-100% 89-100%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   - 89% — 85% — 76-98% — 76-98%

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
   - 23% — 16% — 4-81% — 4-81%

16. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)
   - 12% 12% — 22% 27% — 6-42% 7-48%

---

KEY

↑ Significantly better
↓ Significantly worse
→ 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 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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No reading data available.
VERMONT

GOAL 5  Mathematics and Science
17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996)
     8 out of 41 countries would be expected to score above Vermont
   • Grade 8 science achievement? (1996)
     1 out of 41 countries would be expected to score above Vermont
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)
     68% —
   • address algebra and functions increased? (1996)
     56% —
   • address reasoning and analytical ability increased? (1996)
     57% —
19. Has the percentage of public school 8th graders who have computers available
   in their mathematics classroom increased? (1996)
     44% —
20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996)
     44% 47% ↑
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
     43% 49% ↑
   • female students increased? (1991 vs. 1996)
     40% 46% ↑

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% 73% ↔
   • voted increased? (1988 vs. 1996)
     65% 60% ↔

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

#### Goal 6: Adult Literacy and Lifelong Learning (continued)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>23. Has postsecondary enrollment increased? (1992 vs. 1996)</td>
<td>54%</td>
<td>48%</td>
<td>↓</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>33-68% 40-72%</td>
</tr>
</tbody>
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#### Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>24. Has student marijuana use decreased? (1993 vs. 1997)</td>
<td>19%</td>
<td>35%</td>
<td>↓</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>7-21% 12-35%</td>
</tr>
<tr>
<td>25. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1997)</td>
<td>31%</td>
<td>35%</td>
<td>➞</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>9-44% 11-45%</td>
</tr>
<tr>
<td>26. Has the availability of drugs on school property decreased? (1995 vs. 1997)</td>
<td>38%</td>
<td>40%</td>
<td>➞</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>20-46% 15-42%</td>
</tr>
<tr>
<td>27. Has the percentage of students threatened or injured with a weapon on school property decreased? (1995 vs. 1997)</td>
<td>6%</td>
<td>7%</td>
<td>➞</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>4-11% 5-13%</td>
</tr>
<tr>
<td>28. Has the percentage of students involved in physical fights on school property decreased? (1995 vs. 1997)</td>
<td>15%</td>
<td>13%</td>
<td>➞</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>12-19% 11-34%</td>
</tr>
<tr>
<td>29. Has the percentage of students carrying weapons on school property decreased? (1995 vs. 1997)</td>
<td>12%</td>
<td>12%</td>
<td>➞</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>7-14% 5-17%</td>
</tr>
<tr>
<td>30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)</td>
<td>4%</td>
<td>4%</td>
<td>➞</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>3-23% 3-13%</td>
</tr>
<tr>
<td>31. Has school violence decreased? (1994)</td>
<td>15%</td>
<td>—</td>
<td>➞</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>8-26% —</td>
</tr>
<tr>
<td>32. Has student disruptions that interfere with teaching decreased? (1991 vs. 1994)</td>
<td>27%</td>
<td>44%</td>
<td>↓</td>
<td>37%</td>
<td>46%</td>
<td>↓</td>
<td>23-60% 33-65%</td>
</tr>
</tbody>
</table>

#### Goal 8: Parental Participation

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>33. Has the percentage of schools with minimal parental involvement decreased, according to public school teachers? (1991 vs. 1994)</td>
<td>10%</td>
<td>17%</td>
<td>↓</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>9-44% 13-58%</td>
</tr>
<tr>
<td>34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)</td>
<td>8%</td>
<td>24%</td>
<td>↑</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>8-37% 12-58%</td>
</tr>
</tbody>
</table>

#### Key

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

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**Alcohol- and Drug-free Schools**

<table>
<thead>
<tr>
<th>Percentage of public high school students who reported the following (Indicators 24, 25, &amp; 26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Used marijuana</td>
</tr>
<tr>
<td>2. Had 5 or more drinks in a row</td>
</tr>
<tr>
<td>3. Were offered, sold, or given an illegal drug on school property</td>
</tr>
</tbody>
</table>

**Parent-School Partnerships**

<table>
<thead>
<tr>
<th>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)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Establishing discipline policy</td>
</tr>
<tr>
<td>5. Setting grade policies</td>
</tr>
<tr>
<td>6. Determining the curriculum</td>
</tr>
<tr>
<td>7. Establishing new programs</td>
</tr>
</tbody>
</table>

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1. During the past 30 days.
2. During the past 12 months.
3. Interpreted with caution. Change was not statistically significant.