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)  
   - 1997: 34%  
   - 1990: 32%  
   - Improvement

2. Has the percentage of fully vaccinated 2-year-olds increased? (1994 vs. 1997)  
   - 1997: 74%  
   - 1994: 80%  
   - Decrease

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)  
   - 1997: 5%  
   - 1990: 6%  
   - Decrease

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)  
   - 1997: 77%  
   - 1990: 83%  
   - Decrease

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)  
   - 1991: 43  
   - 1998: 50  
   - Increase

GOAL 2 School Completion

6. Has the high school completion rate increased? (1990 vs. 1997)  
   - 1997: 87%  
   - 1990: 88%  
   - No change

7. Has the high school dropout rate decreased? (1992 vs. 1997)  
   - 1992: 74%  
   - 1997: 80%  
   - Decrease

GOAL 3 Student Achievement and Citizenship

8. Reading: Has the percentage of students scoring at or above Proficient increased  
   - in Grade 4 (1994 vs. 1998)  
     - 1998: 27%  
     - 1994: 29%  
     - No change

   - in Grade 8 (1994 vs. 1998)  
     - 1998: 32%  
     - 1994: 33%  
     - No change

9. Writing: Has the percentage of students scoring at or above Proficient increased  
   - in Grade 8 (1998)  
     - 1998: 25%  
     - 1997: 27%  
     - No change

Children’s Health Index  
Percentage of infants born with 1 or more of 4 health risks1 (Indicator 1)  

<table>
<thead>
<tr>
<th>Year</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>34%</td>
<td>66%</td>
<td>32%</td>
<td>68%</td>
<td>34%</td>
<td>66%</td>
</tr>
<tr>
<td>1997</td>
<td>32%</td>
<td>68%</td>
<td>34%</td>
<td>66%</td>
<td>32%</td>
<td>68%</td>
</tr>
</tbody>
</table>

High School Completion  
Percentage of all 18- to 24-year-olds1 who have a high school credential2 (Indicator 6)  

<table>
<thead>
<tr>
<th>Year</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1986</td>
<td>34%</td>
<td>66%</td>
<td>32%</td>
<td>68%</td>
<td>34%</td>
<td>66%</td>
</tr>
<tr>
<td>1997</td>
<td>32%</td>
<td>68%</td>
<td>34%</td>
<td>66%</td>
<td>32%</td>
<td>68%</td>
</tr>
</tbody>
</table>

1. Does not include those still in high school.
2. Includes traditional high school diplomas and alternative credentials.

KEY

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

GOAL 3  Student Achievement and Citizenship (continued)

10. Mathematics: Has the percentage of students scoring at or above Proficient increased
   • in Grade 4 (1996)? 21% — — 3-31% —
   • in Grade 8 (1996)? 26% — — 5-34% —

11. Science: Has the percentage of students scoring at or above Proficient increased
   • in Grade 8 (1996)? 27% — — 5-34% —

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)
   35 55 ↑
   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)
       65% 61% ↔ 66% 63% ↓ 51-85% 50-81%
    • a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)
       99% 95% ↑ 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% —

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
    23% — — 16% — 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)
    20% 23% ↔ 22% 27% ↑ 6-42% 7-48%

KEY

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

Note: 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.

---

Range of State Scores

Washington  U.S.  Range of State Scores

baseline  update  progress?  baseline  update  progress?  baseline  update

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)

Uses of educational technology

Methods of teaching subject field

In-depth study in subject field

Student assessment

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


Reading Grade 4 Mathematics Grade 4

Since the end of the previous school year.
WASHINGTON

GOAL 5  Mathematics and Science

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

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% —
      57% —
   • address algebra and functions increased? (1996)
      40% —
      52% —
   • address reasoning and analytical ability increased? (1996)

19. Has the percentage of public school 8th graders who have computers available in their mathematics classroom increased? (1996)
   42% —
   30% —

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996)
      40% 44% 69%
      39% 40% 62%
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
      38% 41% 62%
      39% 40% 61%
   • female students increased? (1991 vs. 1996)
      36% 41% 62%
      35% 41% 61%

GOAL 6  Adult Literacy and Lifelong Learning

21. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)
   69% —
   52% —

22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996)
      71% 73% 69%
      70% 71% 68%
   • voted increased? (1988 vs. 1996)
      64% 62% 62%
      61% 58% 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 sources.

WASHINGTON

U.S.

Range of State Scores

baseline update progress? baseline update progress?

6-38 —
1-28 —

31%

69%

3 highest levels
2 lowest levels

1At least once a week.
2On a 4-point scale from "none" to "a lot," defined as a response to the top point.

GOAL 5  Mathematics and Science

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

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% —
      57% —
   • address algebra and functions increased? (1996)
      40% —
      52% —
   • address reasoning and analytical ability increased? (1996)

19. Has the percentage of public school 8th graders who have computers available in their mathematics classroom increased? (1996)
   42% —
   30% —

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996)
      40% 44% 69%
      39% 40% 62%
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
      38% 41% 62%
      39% 40% 61%
   • female students increased? (1991 vs. 1996)
      36% 41% 62%
      35% 41% 61%

GOAL 6  Adult Literacy and Lifelong Learning

21. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)
   69% —
   52% —

22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996)
      71% 73% 69%
      70% 71% 68%
   • voted increased? (1988 vs. 1996)
      64% 62% 62%
      61% 58% 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 sources.

WASHINGTON

U.S.

Range of State Scores

baseline update progress? baseline update progress?

6-38 —
1-28 —

31%

69%

3 highest levels
2 lowest levels

1At least once a week.
2On a 4-point scale from "none" to "a lot," defined as a response to the top point.

GOAL 5  Mathematics and Science

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

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% —
      57% —
   • address algebra and functions increased? (1996)
      40% —
      52% —
   • address reasoning and analytical ability increased? (1996)

19. Has the percentage of public school 8th graders who have computers available in their mathematics classroom increased? (1996)
   42% —
   30% —

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996)
      40% 44% 69%
      39% 40% 62%
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
      38% 41% 62%
      39% 40% 61%
   • female students increased? (1991 vs. 1996)
      36% 41% 62%
      35% 41% 61%

GOAL 6  Adult Literacy and Lifelong Learning

21. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)
   69% —
   52% —

22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996)
      71% 73% 69%
      70% 71% 68%
   • voted increased? (1988 vs. 1996)
      64% 62% 62%
      61% 58% 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 sources.

WASHINGTON

U.S.

Range of State Scores

baseline update progress? baseline update progress?

6-38 —
1-28 —

31% 69%

3 highest levels
2 lowest levels

1At least once a week.
2On a 4-point scale from "none" to "a lot," defined as a response to the top point.
WASHINGTON

GOAL 6 Adult Literacy and Lifelong Learning (continued)

   - Washington: 58% update
   - U.S.: 58% update
   - Range of State Scores: 33-68% baseline, 40-73% update

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

   - Washington: 4-18% baseline, 12-35% update

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

   - Washington: 6-15% baseline, 5-13% update

27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)
   - Washington: 13-39% baseline, 11-34% update

28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)
   - Washington: 3-23% baseline, 3-13% update

GOAL 8 Parental Participation

30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)
   - Washington: 9-44% baseline, 3-50% update

31. Has teacher victimization decreased? (1994)
   - Washington: 8-26% baseline, 3-13% update

32. Has student disruptions that interfere with teaching decreased? (1993 vs. 1997)
   - Washington: 23-60% baseline, 33-65% update

33. Has the percentage of schools with minimal parental involvement decreased, according to:
   - Public school teachers? (1991 vs. 1994) 22% baseline, 25% update
   - Public school principals? (1991 vs. 1994) 16% baseline, 15% update

34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)
   - Washington: 20% baseline, 23% update

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 58.4 and 57.8, respectively.

Baseline years and most recent update years may differ by state for this indicator. See Appendix B for information.

See pages 240-249 for an explanation of statistical significance.

See pages 10-19 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.