The National Education Goals Panel

The National Education Goals Panel (NEGP) is a unique bipartisan and intergovernmental body of federal and state officials created in July 1990 to assess and report state and national progress toward achieving the National Education Goals. In 1994, the Goals Panel became a fully independent federal agency charged with monitoring and speeding progress toward the eight National Education Goals. Under the legislation, the Panel is charged with a variety of responsibilities to support systemwide reform, including:

- Reporting on national and state progress toward the Goals over a 10-year period;
- Working to establish a system of high academic standards and assessments;
- Identifying promising practices for improving education; and
- Building a nationwide, bipartisan consensus to achieve the Goals.

Panel members include eight governors, four members of Congress, four state legislators, and two members appointed by the President.

Please provide any comments you may have about this report by using the response card in the back of this document. Additional copies are available at no charge from:

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This report is also available on-line at www.negp.gov


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On behalf of the National Education Goals Panel, I am pleased to present the 1999 Data Volume for the National Education Goals Report. This is a companion volume to the Panel’s annual report on national and state progress toward the eight National Education Goals.

This year marks the tenth anniversary of the first National Education Summit, an historic meeting convened by President Bush and the nation’s governors in September 1989. The purpose of that Summit was to discuss ways to strengthen America’s educational performance and ensure that the nation’s workforce would have the knowledge and skills needed to compete in an increasingly global economy. The Summit led to the adoption of a set of National Education Goals targeted for the year 2000 that would guide education improvement efforts at every stage of a learner’s life.

For nine years now, the National Education Goals Panel has issued an annual report to show how much progress the nation and the states have made toward those Goals. Soon we will have an entire decade of data to judge our educational progress. Even now, we see evidence that the National Education Goals have had an important impact. We believe that they have helped move the nation and the states forward, encouraged greater progress in education, focused attention on results, and helped sustain public support for education improvement. As this report shows, some states have already made significant progress toward the Goals on multiple measures. In addition, the nation has made gains on some of the most critical indicators of progress. For example, fewer infants are born with health risks, compared to where we stood at the beginning of the decade. More toddlers are fully immunized. More parents are reading and telling stories regularly to their young children. The gap in preschool participation between rich and poor has narrowed. The proportions of college degrees awarded in mathematics and science have risen. Student achievement has improved significantly in reading at Grade 8, and in mathematics at Grades 4, 8, and 12.

We applaud these accomplishments and commend the students, teachers, parents, and education leaders who are responsible for them. Granted, we still have far to go before we attain the level of success envisioned by the President and the nation’s governors ten years ago. In particular, we must work harder to provide the necessary support and training for our teachers and to create the conditions that will enable them to teach well. We must concentrate on raising student achievement in mathematics and science to internationally competitive levels, especially in the upper grades. And we must redouble our efforts to ensure that our schools are free of drugs, alcohol, and violence. The improvements called for in the National Education Goals are as important today as they were ten years ago. I urge every state to make them a priority and to continue working toward their attainment.

Sincerely,

Paul E. Patton, Chair (1999)
National Education Goals Panel, and Governor of Kentucky
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The National Education Goals

Goal 1: Ready to Learn

By the year 2000, all children in America will start school ready to learn.

Objectives:

- All children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in the United States will be a child’s first teacher and devote time each day to helping their child learn, and parents will have access to the training and support parents need.
- Children will receive the nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

Goal 2: School Completion

By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives:

- The Nation must dramatically reduce its school dropout rate, and 75 percent of the students who do drop out will successfully complete a high school degree or its equivalent.
- The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

Goal 3: Student Achievement and Citizenship

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation’s modern economy.

Objectives:

- The academic performance of all students at the elementary and secondary level will increase significantly in every quartile, and the distribution of minority students in each quartile will more closely reflect the student population as a whole.
The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.

All students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility.

All students will have access to physical education and health education to ensure they are healthy and fit.

The percentage of all students who are competent in more than one language will substantially increase.

All students will be knowledgeable about the diverse cultural heritage of this Nation and about the world community.

**Goal 4: Teacher Education and Professional Development**

By the year 2000, the Nation’s teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

**Objectives:**

- All teachers will have access to preservice teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs.

- All teachers will have continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter and to use emerging new methods, forms of assessment, and technologies.

- States and school districts will create integrated strategies to attract, recruit, prepare, retrain, and support the continued professional development of teachers, administrators, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter.

- Partnerships will be established, whenever possible, among local educational agencies, institutions of higher education, parents, and local labor, business, and professional associations to provide and support programs for the professional development of educators.
Goal 5: Mathematics and Science

By the year 2000, United States students will be first in the world in mathematics and science achievement.

Objectives:

- Mathematics and science education, including the metric system of measurement, will be strengthened throughout the system, especially in the early grades.
- The number of teachers with a substantive background in mathematics and science, including the metric system of measurement, will increase by 50 percent.
- The number of United States undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

Goal 6: Adult Literacy and Lifelong Learning

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives:

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.
- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and midcareer students will increase substantially.
- The proportion of the qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.
- Schools, in implementing comprehensive parent involvement programs, will offer more adult literacy, parent training, and lifelong learning opportunities to improve the ties between home and school, and enhance parents’ work and home lives.
Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

Objectives:

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, governmental and community organizations will work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment and are a safe haven for all children.
- Every local educational agency will develop and implement a policy to ensure that all schools are free of violence and the unauthorized presence of weapons.
- Every local educational agency will develop a sequential, comprehensive kindergarten through twelfth grade drug and alcohol prevention education program.
- Drug and alcohol curriculum should be taught as an integral part of sequential, comprehensive health education.
- Community-based teams should be organized to provide students and teachers with needed support.
- Every school should work to eliminate sexual harassment.

Goal 8: Parental Participation

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Objectives:

- Every State will develop policies to assist local schools and local educational agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities.
- Every school will actively engage parents and families in a partnership which supports the academic work of children at home and shared educational decisionmaking at school.
- Parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability.
Executive Summary

Goal 1: Ready to Learn
- Children’s Health Index (national and state data);
- low birthweight (state data);
- early prenatal care (state data);
- family-child reading and storytelling (national data);
- preschool participation (national data); and
- preschool programs for children with disabilities (state data).

Goal 2: School Completion
- high school completion rates (national and state data) and
- high school dropout rates (state data).

Goal 3: Student Achievement and Citizenship
- reading achievement (national data for Grades 4, 8, and 12, and state data for Grade 4) and
- Advanced Placement performance (national and state data).

Goal 5: Mathematics and Science
- mathematics and science degrees (national and state data).

Goal 6: Adult Literacy and Lifelong Learning
- participation in adult education (national data) and
- college enrollment and completion (national data).

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools
- overall student drug and alcohol use (national data);
- sale of drugs at school (national data);
- student victimization (national data); and
- student reports of disruptions in class by students (national data).

New and updated information

This year’s report presents new data on:

- reading achievement (state data for Grade 8);
- writing achievement (national data for Grades 4, 8, and 12, and state data for Grade 8); and
- civics achievement (national data for Grades 4, 8, and 12).

These data appear in this year’s Goals Report and Data Volume for the very first time.

In addition, the following indicators have been updated with more recent data since last year’s reports:

- Children’s Health Index (national and state data);
- low birthweight (state data);
- early prenatal care (state data);
- family-child reading and storytelling (national data);
- preschool participation (national data); and
- preschool programs for children with disabilities (state data).

1 The term “state” is used hereafter in this report to refer to the 50 states, the District of Columbia, and five outlying areas (American Samoa, Guam, the Northern Marianas, Puerto Rico, and the Virgin Islands).
Goal 8: Parental Participation

- Parents' reports of their involvement in school activities (national data).

Measuring progress toward the Goals

The Goals Panel uses 27 national and 34 state-level indicators to measure progress toward the eight National Education Goals. These indicators were selected with the assistance of the Goals Panel's advisors, who were asked to recommend a set of measures that were, to the extent possible:

- comprehensive across the Goals;
- most critical in determining whether the Goals were actually achieved; and
- updated at frequent intervals, so that the Panel could provide regular progress reports.

The sources of the national and state data are large-scale data collections, research studies, and assessments conducted by universities, education organizations, and federal agencies such as the National Center for Education Statistics and the National Center for Health Statistics. Many of the indicators are identical at the national and state levels, such as student achievement in mathematics, science, and reading. However, in some cases, only national data are available and there is no comparable state indicator (for example, student achievement in history and geography). In other cases, we do have a measure at both the national and state levels, but the data are drawn from different sources and differ in the way they are collected or reported (for example, student drug and alcohol use).

In some cases, limited information is available to measure progress, particularly at the state level. Data gaps exist because states may choose not to participate in some data collections for reasons such as cost or the amount of time required for testing. In other cases, states may have participated in a data collection only once, and change over time cannot be determined without a second data point.

It is important to bear in mind that variations in state demographics account for some differences in performance on the state indicators. For example, states with the highest enrollments of limited English proficient students tend to have the highest percentages of teachers with specific training to teach limited English proficient students.

It is also important to note that this report does not include all Goal-related data that a state may collect. States do collect Goal-related information individually (for example, student achievement on their own state assessments), but this information is not comparable across states. Only comparable state data are presented in the annual Goals Reports to ensure that state comparisons are fair and that changes over time are not caused by changes in sampling or the wording of items. The Goals Panel is committed to using a common, reliable yardstick to ensure that differences over time reflect real changes in performance.

Report format – National data

The information in this report is organized in two sections, one on national progress and one on state progress. America's 1999 scorecard, which summarizes progress on the 27 national indicators, is presented on pages 9-13. A detailed guide to interpreting the scorecard appears on page 8.

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2 Because some of the indicators have multiple parts, there are 53 national measures and 44 state measures of progress toward the Goals. For example, the national indicator on reading achievement is composed of three measures of progress for Grades 4, 8, and 12. However, only 28 of the national measures and 31 of the state measures have been collected more than once since 1990; these are the maximum numbers of areas in which the Goals Panel can report progress over time.

3 Although the state data presented in this report are comparable, the reader should bear in mind that many variables can contribute to differences in state performance, such as available resources, curricula, and educational practices. The results presented in this report do not control for these variables.
Baseline measures of progress, which appear in the first column on the scorecard, were established as close as possible to 1990. These serve as our starting points. For some of the indicators, such as student achievement in mathematics and reading, we hope to reach 100%. For others, such as student drug use and alcohol use, we hope to reach 0%. The most recent measures of performance for each indicator appear in the second column.

The arrows in the third column show our overall progress on each indicator:

- Arrows that point upward indicate where we have made significant progress.
- Horizontal arrows indicate no significant change in our performance.
- Arrows that point downward indicate where we have fallen further behind.

No arrows are shown in cases where we do not yet have a second data point to determine whether performance has improved or declined since the baseline.

**Report format — State data**

The second section of this report, which begins on page 15, summarizes state progress toward the National Education Goals. Four-page scorecards have been created for each state, the District of Columbia, and the outlying areas. These scorecards appear on pages 20-243. A detailed guide to interpreting the state data appears on pages 16-19. Each of the indicators on the state scorecards includes a baseline measure, the most recent update, an arrow indicating the direction of change, and the range of state scores in order to show how the state performed in relation to others. National averages are also shown if the data are comparable at the national and state levels.

**National Findings**

In this year’s report the United States received:

- 12 arrows pointing upward for significant improvement;
- 11 horizontal arrows indicating no significant change in performance; and
- 5 arrows pointing downward for significant declines in performance.

**Areas of improvement**

The 12 arrows that were awarded for significant improvement are associated with Goals 1, 3, 5, and 7:

**Goal 1: Ready to Learn**

- The proportion of infants born with one or more of four health risks has decreased.
- The percentage of 2-year-olds who have been fully immunized against preventable childhood diseases has increased.
- The percentage of families who are reading and telling stories to their children on a regular basis has increased.
- The gap in preschool participation between 3- to 5-year-olds from high- and low-income families has decreased.

**Goal 3: Student Achievement and Citizenship**

The percentage of students who are proficient in reading has risen in:

- Grade 8.

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4 In this report, “significance” refers to statistical significance and indicates that the observed differences are not likely to have occurred by chance. All differences in this report that are termed “statistically significant” are measured at the 0.05 level. For more information, see Appendix A.
The percentages of students who are proficient in mathematics have risen in:

† Grade 4;
† Grade 8; and
† Grade 12.

Goal 5: Mathematics and Science
The proportion of college degrees awarded in mathematics and science has increased. This is true for:

† all students;
† minority students; and
† female students.

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools
† The percentage of students who report that they have been threatened or injured at school has decreased.

Areas of decline
The 5 arrows that were awarded for significant declines in national performance are associated with Goals 4 and 7:

Goal 4: Teacher Education and Professional Development
↓ The percentage of secondary school teachers who hold a degree in their main teaching assignment has decreased.

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools
↓ The percentage of students reporting that someone offered to sell or give them drugs at school has increased.
↓ The percentage of public school teachers reporting that they were threatened or injured at school has increased.
↓ A higher percentage of secondary school teachers report that disruptions in their classrooms interfere with their teaching.

State Findings

Areas of improvement
In this year’s report 23 states received 10 or more arrows pointing upward for significant improvement during the 1990s. Colorado, Connecticut, Kentucky, North Carolina, and South Carolina led the states with significant improvement on 13 measures, followed by Texas, with significant improvement on 12.

Key improvements made by states during the 1990s are as follows:

Goal 1: Ready to Learn
† 37 states reduced the percentage of infants born with one or more of four health risks.
† 50 states increased the percentage of mothers receiving early prenatal care.
† 49 states increased the proportion of children with disabilities participating in preschool.

Goal 2: School Completion
† 12 states reduced their high school dropout rates.
Goal 3: Student Achievement and Citizenship

† 27 states increased the percentage of 8th graders who are proficient in mathematics.
† 50 states increased the proportion of scores on Advanced Placement examinations that were high enough to qualify for college credit.

Goal 4: Teacher Education and Professional Development

† 17 states increased the percentage of public school teachers who received support from a master or mentor teacher during their first year of teaching.

Goal 5: Mathematics and Science

† 51 states increased the percentage of degrees earned by all students that were awarded in mathematics and science.
† 37 states increased the percentage of degrees earned by minority students that were awarded in mathematics and science.
† 51 states increased the percentage of degrees earned by female students that were awarded in mathematics and science.

Goal 6: Adult Literacy and Lifelong Learning

† 10 states increased voter registration.
† 39 states increased the percentage of high school graduates who immediately enrolled in college.

Goal 8: Parental Participation

† 17 states increased the influence of parent associations on public school policies.

Areas of decline

Areas in which large numbers of states showed significant declines in performance during the 1990s are as follows:

Goal 1: Ready to Learn
† In 36 states, the percentage of infants born at low birthweight has increased.

Goal 2: School Completion
† In 11 states, the high school dropout rate has increased.

Goal 6: Adult Literacy and Lifelong Learning
† In 11 states, lower percentages of students are enrolling in college immediately after high school.

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools
† In 16 states, higher percentages of students report using marijuana.
† In 15 states, higher percentages of students report that drugs are available on school property.
† In 37 states, higher percentages of public school teachers report that student disruptions in class interfere with their teaching.
For further information

The 1999 National Education Goals Report includes several additional types of analyses of the state data found in this Data Volume. Each of the 34 state-level indicators is profiled on a separate page in the 1999 Goals Report. At the top of each page is a tally of the numbers of states in which performance on the indicator:

- has become significantly better;
- has not changed significantly; or
- has become significantly worse.

Each state that has made significant progress on the indicator is listed, along with the highest-performing states, and the states that have made the greatest improvements over time.

A new “Lessons from the States” series of publications is also available from the National Education Goals Panel to examine gains made by individual states in more detail. Promising Practices: Progress Toward the Goals examines programs and policies that state and local officials believe account for the success of some of the highest-performing and most-improved states. Each volume of Promising Practices focuses on one indicator of progress for each of the eight Goals and includes case studies of states that are making significant progress on individual indicators, such as raising student academic achievement in mathematics. In addition, the Goals Panel highlights a different indicator each month in its newsletter, the NEGP Monthly.

Other recent publications in the “Lessons from the States” series include Exploring Rapid Achievement Gains in North Carolina and Texas, which presents case studies of two states that have made gains on multiple measures of progress toward the National Education Goals. The newest publication in the series, Exploring High and Improving Reading Achievement in Connecticut, examines state-level and school district-level policies, programs, and other factors believed to contribute to the significant gains in reading scores in Connecticut during the 1990s. Interested readers should look for the next volume of Promising Practices, as well as a case study of science achievement in Minnesota, in early 2000. Each of these publications can be found on the Goals Panel’s Web site, at www.negp.gov. Printed copies can also be obtained free of charge from the National Education Goals Panel.
### Guide to Reading the U.S. Scorecard

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>1. Children’s Health Index:</strong> Has the U.S. reduced the percentage of infants born with 1 or more of 4 health risks? (1990 vs. 1997)</td>
<td>Baseline</td>
<td>Update</td>
<td>Progress?</td>
</tr>
<tr>
<td></td>
<td>37%</td>
<td>33%</td>
<td>↑</td>
</tr>
<tr>
<td><strong>6. Reading Achievement:</strong> Has the U.S. increased the percentage of students scoring at or above Proficient in reading? (1992 vs. 1998)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Grade 4</td>
<td>29%</td>
<td>31% (ns)</td>
<td>←</td>
</tr>
<tr>
<td>• Grade 8</td>
<td>29%</td>
<td>33%</td>
<td>↑</td>
</tr>
<tr>
<td>• Grade 12</td>
<td>40%</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td><strong>7. Writing Achievement:</strong> Has the U.S. increased the percentage of students scoring at or above Proficient in writing? (1998)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Grade 4</td>
<td>23%</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>• Grade 8</td>
<td>27%</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>• Grade 12</td>
<td>22%</td>
<td>—</td>
<td></td>
</tr>
</tbody>
</table>

1. Data in this column represent our starting points. Baselines were established as close as possible to 1990, the year that the National Education Goals were adopted.

2. Data in this column represent our current level of performance and are the most recent data available.

3. Progress represents progress from the baseline year to the most recent update year.

4. Progress is shown by an arrow. Arrows that point upward indicate that we have made progress. Arrows that point downward indicate that we have fallen further behind. Horizontal arrows indicate that performance has not changed or that the change was not statistically significant. (See Appendix A for an explanation of statistical significance.)

5. The source of the data and any technical notes for each national indicator are referenced by this number in Appendix A.

6. The date(s) in parentheses indicates the year(s) in which data were collected for the national indicator. If there are two dates, the first indicates the baseline year and the second indicates the most recent year in which data were collected.

7. ns means that a change from the baseline year to the most recent year was not statistically significant. (See Appendix A for an explanation of statistical significance.)

8. — means data not available.
<table>
<thead>
<tr>
<th>GOAL 1</th>
<th>Ready to Learn</th>
<th>Baseline</th>
<th>Update</th>
<th>Progress?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Children’s Health Index:</strong> Has the U.S. reduced the percentage of infants born with 1 or more of 4 health risks? (1990 vs. 1997)</td>
<td>37%</td>
<td>33%</td>
<td>↑</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Immunizations:</strong> Has the U.S. increased the percentage of 2-year-olds who have been fully immunized against preventable childhood diseases? (1994 vs. 1997)</td>
<td>75%</td>
<td>78%</td>
<td>↑</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Family-Child Reading and Storytelling:</strong> Has the U.S. increased the percentage of 3- to 5-year-olds whose parents read to them or tell them stories regularly? (1993 vs. 1999)</td>
<td>66%</td>
<td>69%</td>
<td>↑</td>
<td></td>
</tr>
<tr>
<td>4. <strong>Preschool Participation:</strong> Has the U.S. reduced the gap (in percentage points) in preschool participation between 3- to 5-year-olds from high- and low-income families? (1991 vs. 1999)</td>
<td>28 points</td>
<td>13 points</td>
<td>↑</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 2</th>
<th>School Completion</th>
<th>Baseline</th>
<th>Update</th>
<th>Progress?</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. <strong>High School Completion:</strong> Has the U.S. increased the percentage of 18- to 24-year-olds who have a high school credential? (1990 vs. 1998)</td>
<td>86%</td>
<td>85%</td>
<td>↔</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 3</th>
<th>Student Achievement and Citizenship</th>
<th>Baseline</th>
<th>Update</th>
<th>Progress?</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. <strong>Reading Achievement:</strong> Has the U.S. increased the percentage of students scoring at or above Proficient in reading? (1992 vs. 1998)</td>
<td>29%</td>
<td>31%</td>
<td>↔</td>
<td></td>
</tr>
<tr>
<td>• Grade 4</td>
<td>29%</td>
<td>33%</td>
<td>↑</td>
<td></td>
</tr>
<tr>
<td>• Grade 8</td>
<td>40%</td>
<td>40%</td>
<td>↔</td>
<td></td>
</tr>
<tr>
<td>7. <strong>Writing Achievement:</strong> Has the U.S. increased the percentage of students scoring at or above Proficient in writing? (1998)</td>
<td>23%</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>• Grade 4</td>
<td>27%</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>• Grade 8</td>
<td>22%</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
</tbody>
</table>

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Data not available.

Interpret with caution. Change was not statistically significant.
### GOAL 3  
**Student Achievement and Citizenship (continued)**

#### 8. Mathematics Achievement: Has the U.S. increased the percentage of students scoring at or above Proficient in mathematics? (1990 vs. 1996)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Baseline</th>
<th>Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4</td>
<td>13%</td>
<td>21%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>15%</td>
<td>24%</td>
</tr>
<tr>
<td>Grade 12</td>
<td>12%</td>
<td>16%</td>
</tr>
</tbody>
</table>

#### 9. Science Achievement: Has the U.S. increased the percentage of students scoring at or above Proficient in science? (1996)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Baseline</th>
<th>Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4</td>
<td>29%</td>
<td>—</td>
</tr>
<tr>
<td>Grade 8</td>
<td>29%</td>
<td>—</td>
</tr>
<tr>
<td>Grade 12</td>
<td>21%</td>
<td>—</td>
</tr>
</tbody>
</table>

#### 10. Civics Achievement: Has the U.S. increased the percentage of students scoring at or above Proficient in civics? (1998)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Baseline</th>
<th>Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4</td>
<td>23%</td>
<td>—</td>
</tr>
<tr>
<td>Grade 8</td>
<td>22%</td>
<td>—</td>
</tr>
<tr>
<td>Grade 12</td>
<td>26%</td>
<td>—</td>
</tr>
</tbody>
</table>

#### 11. History Achievement: Has the U.S. increased the percentage of students scoring at or above Proficient in U.S. history? (1994)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Baseline</th>
<th>Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4</td>
<td>17%</td>
<td>—</td>
</tr>
<tr>
<td>Grade 8</td>
<td>14%</td>
<td>—</td>
</tr>
<tr>
<td>Grade 12</td>
<td>11%</td>
<td>—</td>
</tr>
</tbody>
</table>

#### 12. Geography Achievement: Has the U.S. increased the percentage of students scoring at or above Proficient in geography? (1994)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Baseline</th>
<th>Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4</td>
<td>22%</td>
<td>—</td>
</tr>
<tr>
<td>Grade 8</td>
<td>28%</td>
<td>—</td>
</tr>
<tr>
<td>Grade 12</td>
<td>27%</td>
<td>—</td>
</tr>
</tbody>
</table>

---

Data not available.
## Teacher Education and Professional Development

<table>
<thead>
<tr>
<th>GOAL 4</th>
<th>Teacher Education and Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Teacher Preparation: Has the U.S. increased the percentage of secondary school teachers who hold an undergraduate or graduate degree in their main teaching assignment? (1991 vs. 1994)</td>
<td>66% 63% ↓</td>
</tr>
<tr>
<td>14. Teacher Professional Development: Has the U.S. increased the percentage of teachers reporting that they participated in professional development programs on one or more topics since the end of the previous school year? (1994)</td>
<td>85% —</td>
</tr>
</tbody>
</table>

## Mathematics and Science

<table>
<thead>
<tr>
<th>GOAL 5</th>
<th>Mathematics and Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. International Mathematics Achievement: Has the U.S. improved its standing on international mathematics assessments? (1995)</td>
<td>7 out of 25 countries scored above the U.S.</td>
</tr>
<tr>
<td>• Grade 4</td>
<td>20 out of 40 countries scored above the U.S.</td>
</tr>
<tr>
<td>• Grade 8</td>
<td>14 out of 20 countries scored above the U.S.</td>
</tr>
<tr>
<td>• Grade 12</td>
<td></td>
</tr>
<tr>
<td>• Grade 4</td>
<td>9 out of 40 countries scored above the U.S.</td>
</tr>
<tr>
<td>• Grade 8</td>
<td>11 out of 20 countries scored above the U.S.</td>
</tr>
<tr>
<td>• Grade 12</td>
<td></td>
</tr>
<tr>
<td>17. Mathematics and Science Degrees: Has the U.S. increased mathematics and science degrees (as a percentage of all degrees) awarded to:</td>
<td>39% 43% ↑</td>
</tr>
<tr>
<td>• all students? (1991 vs. 1996)</td>
<td>39% 40% ↑</td>
</tr>
<tr>
<td>• minorities (Blacks, Hispanics, American Indians/Alaskan Natives)? (1991 vs. 1996)</td>
<td>35% 41% ↑</td>
</tr>
<tr>
<td>• females? (1991 vs. 1996)</td>
<td></td>
</tr>
</tbody>
</table>

## Adult Literacy and Lifelong Learning

<table>
<thead>
<tr>
<th>GOAL 6</th>
<th>Adult Literacy and Lifelong Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Adult Literacy: Has the U.S. increased the percentage of adults who score at the three highest levels in prose literacy? (1992)</td>
<td>52% —</td>
</tr>
<tr>
<td>19. Participation in Adult Education: Has the U.S. reduced the gap (in percentage points) in adult education participation between adults who have a high school diploma or less, and those who have additional postsecondary education or technical training? (1991 vs. 1999)</td>
<td>27 points 29 points* ↔</td>
</tr>
</tbody>
</table>

---

Data not available.  
* Interpret with caution. Change was not statistically significant.
## UNITED STATES

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

20. **Participation in Higher Education:** Has the U.S. reduced the gap (in percentage points) between White and Black high school graduates who:
- enroll in college? (1990 vs. 1997) 14 points 9 points<sup>ns</sup>  ↔
- complete a college degree? (1992 vs. 1998) 16 points 19 points<sup>ns</sup>  ↔

Has the U.S. reduced the gap (in percentage points) between White and Hispanic high school graduates who:
- enroll in college? (1990 vs. 1997) 11 points 13 points<sup>ns</sup>  ↔
- complete a college degree? (1992 vs. 1998) 15 points 19 points<sup>ns</sup>  ↔

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

21. **Overall Student Drug and Alcohol Use:** Has the U.S. reduced the percentage of 10th graders reporting doing the following during the previous year:
- using any illicit drug? (1991 vs. 1998) 24% 37%  ↓
- using alcohol? (1993 vs. 1998) 63% 63%  ↔

22. **Sale of Drugs at School:** Has the U.S. reduced the percentage of 10th graders reporting that someone offered to sell or give them an illegal drug at school during the previous year? (1992 vs. 1998) 18% 29%  ↓

23. **Student and Teacher Victimization:** Has the U.S. reduced the percentages of students and teachers reporting that they were threatened or injured at school during the previous year?
- 10th grade students (1991 vs. 1998) 40% 33%  ↑
- public school teachers (1991 vs. 1994) 10% 15%  ↓

24. **Disruptions in Class by Students:** Has the U.S. reduced the percentages of students and teachers reporting that student disruptions interfere with teaching and learning?
- 10th grade students (1992 vs. 1998) 17% 16%<sup>ns</sup>  ↔
- secondary school teachers (1991 vs. 1994) 37% 46%  ↓

<sup>ns</sup> Interpret with caution. Change was not statistically significant.
## UNITED STATES

### GOAL 8  Parental Participation

<table>
<thead>
<tr>
<th>25. Schools’ Reports of Parent Attendance at Parent-Teacher Conferences:</th>
<th>Baseline</th>
<th>Update</th>
<th>Progress?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the U.S. increased the percentage of K-8 public schools which reported that more than half of their parents attended parent-teacher conferences during the school year? (1996)</td>
<td>78%</td>
<td>—</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>26. Schools’ Reports of Parent Involvement in School Policy Decisions:</th>
<th>Baseline</th>
<th>Update</th>
<th>Progress?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the U.S. increased the percentage of K-8 public schools which reported that parent input is considered when making policy decisions in three or more areas? (1996)</td>
<td>41%</td>
<td>—</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>27. Parents’ Reports of Their Involvement in School Activities:</th>
<th>Baseline</th>
<th>Update</th>
<th>Progress?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the U.S. increased the percentage of students in Grades 3 to 12 whose parents reported that they participated in two or more activities in their child’s school during the current school year? (1993 vs. 1999)</td>
<td>63%</td>
<td>62%&lt;sup&gt;na&lt;/sup&gt;</td>
<td>—</td>
</tr>
</tbody>
</table>

<sup>na</sup> Data not available.

Data not available. Change was not statistically significant.

Interpret with caution. Change was not statistically significant.
Guide to Reading the State Pages

1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1997)
   - Alabama
     - Baseline: 39%
     - Update: 36%
     - Progress: ↑
   - U.S.
     - Baseline: 37%
     - Update: 33%
     - Progress: ↑
   - Range of State Scores
     - Baseline: 25-48%
     - Update: 24-45%

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - Alabama
     - Baseline: 41
     - Update: 46
     - Progress: ↑
   - U.S.
     - Baseline: 16-68
     - Update: 14-96

19. Has the percentage of public school 8th graders who have computers available in their mathematics classroom increased? (1996)
   - Alabama
     - Baseline: 33%
     - Update: —
     - Progress: —
   - U.S.
     - Baseline: 30%
     - Update: —
     - Progress: 7-54%

   - Alabama
     - Baseline: 10%
     - Update: 22%
     - Progress: ↓
   - U.S.
     - Baseline: —
     - Update: —
     - Progress: —

<table>
<thead>
<tr>
<th>Range of State Scores</th>
<th>Baseline</th>
<th>Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>25-48%</td>
<td>24-45%</td>
</tr>
<tr>
<td>U.S.</td>
<td>16-68</td>
<td>14-96</td>
</tr>
</tbody>
</table>

1. Data in this column represent our starting points. Baselines were established as close as possible to 1990, the year that the National Education Goals were adopted.

2. Data in this column represent our current level of performance and are the most recent data available.

3. Progress represents progress from the baseline year to the most recent update year.

4. Progress is shown by an arrow. Arrows that point upward indicate that we have made progress. Arrows that point downward indicate that we have fallen further behind. Horizontal arrows indicate that performance has not changed or that the change was not statistically significant. (See Appendix A for an explanation of statistical significance.)

5. The source of the data and any technical notes for each state indicator are referenced by this number in Appendix B.

6. A fuller description of the state indicators is provided on pages 17-19.

7. The date(s) in parentheses indicates the year(s) in which data were collected for the state indicator. If there are two dates, the first indicates the baseline year and the second indicates the most recent year in which data were collected.

8. — means data not available.

9. ■ means that comparable national data are not available.

10. ● means that indicators are not the same at the national and state levels.
Indicators for the state pages are based on comparable state data collected by federal agencies such as the National Center for Education Statistics, the National Center for Health Statistics, and the Centers for Disease Control and Prevention. The state pages do not include all Goal-related data that a state may collect.

The state indicators are:

**Goal 1: Ready to Learn**

1. **Children’s Health Index:** Has the state reduced the percentage of infants born with one or more of four health risks? (1990 vs. 1997)

2. **Immunizations:** Has the state increased the percentage of 2-year-olds who have been fully immunized against preventable childhood diseases? (1994 vs. 1997)

3. **Low Birthweight:** Has the state reduced the percentage of infants born at low birthweight, defined as less than 5.5 pounds? (1990 vs. 1997)

4. **Early Prenatal Care:** Has the state increased the percentage of mothers who began receiving prenatal care during their first trimester of pregnancy? (1990 vs. 1997)

5. **Preschool Programs for Children with Disabilities:** Has the state increased the number of children with disabilities participating in preschool, per 1,000 3- to 5-year-olds? (1991 vs. 1998)

**Goal 2: School Completion**

6. **High School Completion Rates:** Has the state increased the percentage of 18- to 24-year-olds who have a high school credential? (1990 vs. 1997)

7. **High School Dropout Rates:** Has the state reduced the percentage of students in Grades 9 to 12 who leave school without completing a recognized secondary program? (1992 vs. 1997)

**Goal 3: Student Achievement and Citizenship**

8. **Reading Achievement:** Has the state increased the percentage of public school students scoring at or above Proficient in reading in Grade 4 (1992 vs. 1998) and Grade 8 (1998)?

9. **Writing Achievement:** Has the state increased the percentage of public school students scoring at or above Proficient in writing in Grade 8? (1996)

10. **Mathematics Achievement:** Has the state increased the percentage of public school students scoring at or above Proficient in mathematics in Grade 4 (1992 vs. 1996) and Grade 8 (1990 vs. 1996)?

11. **Science Achievement:** Has the state increased the percentage of public school students scoring at or above Proficient in science in Grade 8? (1996)

12. **Advanced Placement Performance:** Has the state increased the number of Advanced Placement examinations (per 1,000 11th and 12th graders) receiving a grade of 3 or higher? (1991 vs. 1999)

**Goal 4: Teacher Education and Professional Development**

13. **Teacher Preparation:** Has the state increased teacher preparation, as measured by the percentage of public secondary school teachers who hold:
   - an undergraduate or graduate degree in their main teaching assignment? (1991 vs. 1994)
   - a teaching certificate in their main teaching assignment? (1991 vs. 1994)
14. Teacher Professional Development: Has the state increased the professional development opportunities of teachers, as measured by the percentage of public school teachers reporting that they participated in in-service or professional development programs on one or more topics since the end of the previous school year? (1994)

15. Preparation to Teach Limited English Proficient (LEP) Students: Has the state increased the percentage of public school teachers with training to teach limited English proficient students? (1994)

16. Teacher Support: Has the state increased the percentage of public school teachers who report that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher? (1991 vs. 1994)

Goal 5: Mathematics and Science

17. International Mathematics and Science Achievement: Has the state reduced the number of countries that would be expected to outperform its public school students in:
   - Grade 8 mathematics achievement? (1996)
   - Grade 8 science achievement? (1996)

18. Mathematics Instructional Practices: Has the state increased the percentage of public school 8th graders whose mathematics teachers report that they do the following in mathematics class:
   - have students work in small groups or with a partner at least once a week? (1996)
   - address algebra and functions "a lot"? (1996)
   - address reasoning and analytical ability "a lot"? (1996)

19. Mathematics Resources: Has the state increased the percentage of public school 8th graders whose mathematics teachers report that they have computers available in their mathematics classrooms? (1996)

20. Mathematics and Science Degrees: Has the state increased the percentage of degrees awarded in mathematics and science to:
   - all students? (1991 vs. 1996)
   - minorities (Blacks, Hispanics, American Indians/Alaskan Natives)? (1991 vs. 1996)

Goal 6: Adult Literacy and Lifelong Learning

21. Adult Literacy: Has the state increased the percentage of adults who score at the three highest levels in prose literacy? (1992)

22. Voter Registration and Voting: Has the state increased the percentage of U.S. citizens who report that they:
   - registered to vote? (1988 vs. 1996)

23. Participation in Higher Education: Has the state increased the percentage of high school graduates in the state who immediately enroll in 2-year or 4-year colleges in any state? (1992 vs. 1996)

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

24. Student Marijuana Use: Has the state reduced the percentage of public high school students who reported using marijuana at least once during the past 30 days? (1991 vs. 1997)
25. Student Alcohol Use: Has the state reduced the percentage of public high school students who reported having five or more drinks in a row at least once during the past 30 days? (1991 vs. 1997)

26. Availability of Drugs on School Property: Has the state reduced the availability of drugs on school property, as measured by the percentage of public high school students reporting that someone offered, sold, or gave them an illegal drug on school property during the past 12 months? (1993 vs. 1997)

27. Student Victimization: Has the state reduced student victimization, as measured by the percentage of public high school students reporting that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months? (1993 vs. 1997)

28. Physical Fights: Has the state reduced the percentage of public high school students reporting that they were in a physical fight on school property at least once during the past 12 months? (1993 vs. 1997)

29. Carrying a Weapon: Has the state reduced the percentage of public high school students reporting that they carried a weapon such as a gun, knife, or club on school property at least once during the past 30 days? (1993 vs. 1997)

30. Student Safety: Has the state reduced the percentage of students reporting that they did not go to school at least once during the past 30 days because they did not feel safe? (1993 vs. 1997)

31. Teacher Victimization: Has the state reduced teacher victimization, as measured by the percentage of public school teachers reporting that they were threatened or physically attacked by a student from their school during the past 12 months? (1994)

32. Disruptions in Class by Students: Has the state reduced disruptions in class by students, as measured by the percentage of public secondary school teachers reporting that student disruptions interfere with their teaching? (1991 vs. 1994)

Goal 8: Parental Participation

33. Parental Involvement in Schools: Has the state increased parental involvement in schools, as measured by a reduction in the percentage of teachers and principals reporting that lack of parental involvement in their school is a serious problem?
   • public school teachers (1991 vs. 1994)
   • public school principals (1991 vs. 1994)

34. Influence of Parent Associations: Has the state increased parental involvement in schools, as measured by the percentage of public school principals reporting that the parent association in their school has influence in one or more of three areas of school policy? (1991 vs. 1994)
## ALABAMA

### 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)^a**
   - Alabama: 39% baseline, 36% update
   - U.S.: 37% baseline, 33% update
   - Range of State Scores: 24-45%

2. **Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)**
   - Alabama: 94% update
   - U.S.: 97% update
   - Range of State Scores: 71-87%

3. **Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)**
   - Alabama: 8% baseline, 9% update
   - U.S.: 7% baseline, 8% update
   - Range of State Scores: 3-15%

4. **Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)**
   - Alabama: 41 baseline, 46 update
   - U.S.: —
   - Range of State Scores: 16-68

### GOAL 2  School Completion

6. **Has the high school completion rate increased? (1990 vs. 1997)**
   - Alabama: 82% baseline, 84% update
   - U.S.: 86% baseline, 85% update
   - Range of State Scores: 75-95%

7. **Has the high school dropout rate decreased? (1992 vs. 1997)^b**
   - Alabama: —
   - U.S.: —
   - Range of State Scores: 3-12%

### 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)^c
     - Alabama: 20% update
     - U.S.: 24% update
   - In Grade 8 (1998)
     - Alabama: 21%
     - U.S.: 33%
   - Range of State Scores: 3-8%

9. **Writing: Has the percentage of students scoring at or above Proficient increased**
   - In Grade 8 (1998)
     - Alabama: 17%
     - U.S.: —
   - Range of State Scores: 9-44%

---

**Children's Health Index**

Percentage of infants born with 1 or more of 4 health risks^1 (Indicator 1)

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>34%</td>
</tr>
<tr>
<td>1997</td>
<td>30%</td>
</tr>
</tbody>
</table>

---

**High School Completion**

Percentage of all 18- to 24-year-olds who have a high school credential^2 (Indicator 6)

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>82%</td>
</tr>
<tr>
<td>1997</td>
<td>84%</td>
</tr>
</tbody>
</table>

---

Key:

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

^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 Includes traditional high school diplomas and alternative credentials as high school credit.

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Comparable national data are not available.

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

^b See pages 245-246 for an explanation of statistical significance.

^c See pages 245-246 for an explanation of statistical significance.
ALABAMA

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)*
     10% 11% ← 16% 21% ↑
   • in Grade 8 (1990 vs. 1996)*
     9% 12% ← 15% 24% ↑

11. Science: Has the percentage of students scoring at or above Proficient increased
   • in Grade 8 (1996)
     18% — 29% —

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)
     32 45 ↑ 55 97 ↑

GOAL 4  Teacher Education and Professional Development

13. Has the percentage of public secondary school teachers who held
    • a degree in their main teaching assignment increased? (1991 vs. 1994)
      70% 63% ↓
    • a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)
      98% 96% ←

14. Has the percentage of public school teachers participating in professional
    development programs on 1 or more selected topics increased? (1994)
      86% —

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

16. Has the percentage of public school teachers participating in formal
    teacher induction programs during their first year of teaching increased? (1991 vs. 1994)
      25% 23% ← 22% 27% ↑

---

**KEY**

→ Significantly better
↓ Significantly worse
← Interpret with caution. Change was not statistically significant.
ALABAMA

GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996)
   30 out of 41 countries would be
   expected to score above Alabama
   20 out of 40 countries
   expected to score above the U.S.
   countries
   • Grade 8 science achievement? (1996)
   19 out of 41 countries would be
   expected to score above Alabama
   9 out of 40 countries
   scored above the U.S.
   countries

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)
   50% — 66% — 45-92% —
   • address algebra and functions increased? (1996)
   52% — 57% — 45-82% —
   • address reasoning and analytical ability increased? (1996)
   39% — 52% — 39-64% —

19. Has the percentage of public school 8th graders who have computers available in their mathematics classroom increased? (1996)
   33% — 30% — 7-54% —

20. Has the percentage of mathematics and science degrees awarded to:
   • all students increased? (1991 vs. 1996)
   34% 40% ↑ 39% 43% ↑ 25-49% 16-54%
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
   40% 41% ↑ 39% 40% ↑ 22-64% 24-57%
   • female students increased? (1991 vs. 1996)
   30% 37% ↑ 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)

22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996)
   74% 75% ↔ 70% 71% ↑ 58-96% 61-91%
   • voted increased? (1988 vs. 1996)
   57% 56% ↔ 61% 58% ↑ 50-74% 47-69%

KEY

(er) 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.
ALABAMA

GOAL 6  Adult Literacy and Lifelong Learning (continued)

23. Has postsecondary enrollment increased? (1992 vs. 1996) 56% 61% ↑

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

24. Has student marijuana use decreased? (1991 vs. 1997) 10% 22% ↓
25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997) 30% 29% ↔
26. Has the availability of drugs on school property decreased? (1993 vs. 1997) 18% 29% ↓
27. Has the percentage of students threatened or injured with a weapon on school property decreased? (1995 vs. 1997) 9% 8% ↑
28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997) 14% 14% ↔
29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997) 13% 11% ↔
30. Has the percentage of students who do not feel safe at school decreased? (1995 vs. 1997) 6% 6% ↔
31. Has teacher victimization decreased? (1994) 14% — ↔
32. Has student disruptions that interfere with teaching decreased? (1993 vs. 1997) 40% 54% ↑
33. Has the percentage of schools with minimal parental involvement decreased, according to: public school teachers? (1991 vs. 1994) 31% 32% ↔
public school principals? (1991 vs. 1994) 15% 17% ↑
34. Has the influence of parent associations on school policy increased? (1991 vs. 1994) 14% 21% ↑

Parental Participation

35. Has the percentage of schools with minimal parental involvement decreased, according to:
   + public school teachers? (1991 vs. 1994) 31% 32% ↔
   + public school principals? (1991 vs. 1994) 15% 17% ↑
36. Has the influence of parent associations on school policy increased? (1991 vs. 1994) 14% 21% ↑

GOAL 8  Parental Participation

33. Has the percentage of schools with minimal parental involvement decreased, according to:
   + public school teachers? (1991 vs. 1994) 31% 32% ↔
   + public school principals? (1991 vs. 1994) 15% 17% ↑
34. Has the influence of parent associations on school policy increased? (1991 vs. 1994) 14% 21% ↑

Alcohol and Drug-Free Schools

Percentage of public high school students who reported the following (Indicators 24, 25, & 26)

<table>
<thead>
<tr>
<th>1991</th>
<th>1993</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used marijuana</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Had 5 or more drinks in a row</td>
<td>20%</td>
<td>22%</td>
</tr>
<tr>
<td>Were offered, sold, or given an illegal drug on school property</td>
<td>30%</td>
<td>29%</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>1991</th>
<th>1994</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing curriculum</td>
<td>9%</td>
</tr>
<tr>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>Hiring teachers</td>
<td>4%</td>
</tr>
<tr>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Setting discipline policies</td>
<td>14%</td>
</tr>
<tr>
<td>33%</td>
<td></td>
</tr>
</tbody>
</table>

1. During the past 30 days.
2. During the past 12 months.
3. Interpret with caution. Change was not statistically significant.
4. Indicators are not the same at the national and state levels.
5. Data not available.
6. Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
7. See pages 249-250 for an explanation of statistical significance.
8. See pages 19-10 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.
### ALASKA

#### GOAL 1  Ready to Learn

<table>
<thead>
<tr>
<th></th>
<th>Alaska</th>
<th></th>
<th></th>
<th>U.S.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
</tbody>
</table>

1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1997)
   - 1990: 37%, 1997: 37%
   - No change

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - 1994: 73%, 1997: 77%
   - Change

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

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - 1990: 80%, 1997: 80%
   - No change

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

#### GOAL 2  School Completion

<table>
<thead>
<tr>
<th></th>
<th>Alaska</th>
<th></th>
<th></th>
<th>U.S.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
</tbody>
</table>

6. Has the high school completion rate increased? (1990 vs. 1997)
   - 1990: 89%, 1997: 88%
   - No change

7. Has the high school dropout rate decreased? (1997)
   - 1997: 5%
   - No change

#### GOAL 3  Student Achievement and Citizenship

<table>
<thead>
<tr>
<th></th>
<th>Alaska</th>
<th></th>
<th></th>
<th>U.S.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
</tbody>
</table>

8. Reading: Has the percentage of students scoring at or above Proficient increased
   - In Grade 4 (1992 vs. 1998)
     - Change
   - In Grade 8 (1997)
     - 1997: 33%

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

### KEY

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

---

**Children’s Health Index**

- Percentage of infants born with 1 or more of 4 health risks
  - 1989: 37%, 1997: 37%
  - No change

**High School Completion**

- Percentage of 18- to 24-year-olds who have a high school credential
  - 1989: 69%, 1997: 69%
  - No change
ALASKA

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% — 21% — 3-31% —
   • in Grade 8 (1996)?
     - 30% — 24% — 5-34% —
11. Science: Has the percentage of students scoring at or above Proficient increased
   • in Grade 8 (1996)?
     - 31% — 29% — 5-41% —

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)
     - 60% 64% ↔ 66% 63% ↔ 51-65% 50-81%
   • a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)
     - 91% 92% ↔ 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)
   - 90% — 85% — 76-98%
15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
   - 33% — 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)
   - 15% 12% ↔ 22% 27% ↑ 6-42% 7-48%

KEY

† Significantly better
# Significantly worse
↔ Interpret with caution. Change was not statistically significant.
## ALASKA

### 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 Alaska
   - 3 out of 41 countries would be expected to score above Alaska

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)
   - address algebra and functions increased? (1996)
   - 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)
   - 50% — 30% — 7-54% —

20. Has the percentage of mathematics and science degrees awarded to
   - all students increased? (1991 vs. 1996)
   - minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
   - female students increased? (1991 vs. 1996)

### 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)
   - voted increased? (1988 vs. 1996)

### Range of State Scores

<table>
<thead>
<tr>
<th>Alaska</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>1-38</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>50-74</td>
<td>47-69</td>
<td>—</td>
</tr>
</tbody>
</table>

### 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.
ALASKA

GOAL 6  Adult Literacy and Lifelong Learning (continued)
23. Has postsecondary enrollment increased? (1992 vs. 1996) 39% 41% ↑

GOAL 7  Safe, Disciplined, and Alcohol- and Drug-free Schools
25. Has student alcohol use (5 or more drinks in a row) decreased? (1995)  31% —
26. Has the availability of drugs on school property decreased? (1995)  34% —
27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1995)  9% —
28. Has the percentage of students involved in physical fights on school property decreased? (1995)  17% —
29. Has the percentage of students carrying weapons on school property decreased? (1995)  12% —
30. Has the percentage of students who do not feel safe at school decreased? (1995)  4% —
31. Has teacher victimization decreased? (1994)  17% —
32. Has student disruptions that interfere with teaching decreased? (1991 vs. 1994)  35% 46% ↓
33. Has the percentage of schools with minimal parental involvement decreased, according to • public school teachers? (1991 vs. 1994)  25% 32% ↓
• public school principals? (1991 vs. 1994)  20% 22% ↔
34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)  27% 43% ↑

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 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.

Alcohol- and Drug-Free Schools

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Baseline 1995</th>
<th>Update 1994</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used marijuana</td>
<td>29%</td>
<td>25%</td>
</tr>
<tr>
<td>Had 5 or more drinks in a row</td>
<td>31%</td>
<td>26%</td>
</tr>
<tr>
<td>Were offered, sold, or given an illegal drug on school property</td>
<td>34%</td>
<td>29%</td>
</tr>
</tbody>
</table>

Parent-School Partnerships

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Baseline 1981</th>
<th>Update 1994</th>
</tr>
</thead>
<tbody>
<tr>
<td>One or more areas of influence</td>
<td>67%</td>
<td>64%</td>
</tr>
<tr>
<td>Establishing curriculum</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>Hiring new full-time teachers</td>
<td>15%</td>
<td>13%</td>
</tr>
<tr>
<td>Setting discipline policy</td>
<td>19%</td>
<td>21%</td>
</tr>
</tbody>
</table>

1 During the past 30 days.
2 During the past 12 months.
3 On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
4 Interpret with caution. Change was not statistically significant.
**ARIZONA**

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**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)∗
   - Arizona: 37% 31% ↑
   - U.S.: 37% 33% ↑
   - Range of State Scores: 25-48% 24-45% 20-51% 18-56%

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - Arizona: 77% 75% —
   - U.S.: 75% 79% —
   - Range of State Scores: 61-88% 71-87% 55-84% 49-85%

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - Arizona: 6% 7% ▼
   - U.S.: 7% 8% ▼
   - Range of State Scores: 5-15% 3-13% 2-13% 1-10%

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - Arizona: 68% 75% ↑
   - U.S.: 76% 83% ▼
   - Range of State Scores: 47-87% 57-90% 37-83% 27-85%

5. Has the number of children with disabilities in preschool per 1,000 3- to 5-year-olds increased? (1991 vs. 1998)
   - Arizona: 25 38 ▲
   - U.S.: — — ▼
   - Range of State Scores: 16-68 14-96 8-32 —

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**GOAL 2  School Completion**

6. Has the high school completion rate increased? (1990 vs. 1997)
   - Arizona: 83% 77% ▲
   - U.S.: 86% 85% —
   - Range of State Scores: 77-96% 75-95% 58-94% 51-90%

7. Has the high school dropout rate decreased? (1992)∗
   - Arizona: 11% —
   - U.S.: — —
   - Range of State Scores: — — — —

---

**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)∗
     - Arizona: 21% 22% —
     - U.S.: 29% 31% —
     - Range of State Scores: 3-38% 8-46% 10-42% 3-38%
   - in Grade 8 (1998)
     - Arizona: 28% —
     - U.S.: — —
     - Range of State Scores: 61-88% 71-87% 55-84% 49-85%

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8 (1998)
     - Arizona: 21% —
     - U.S.: 27% —
     - Range of State Scores: 9-44% — — —

---

**Children’s Health Index**

**Percentage of infants born with 1 or more of 4 health risks**

- **Indicator 1**

![Children's Health Index Chart](chart1)

**High School Completion**

**Percentage of all 18- to 24-year-olds who have a high school credential**

- **Indicator 6**

![High School Completion Chart](chart2)

---

**Statistical Significance Notes**

- ∗ Comparable national data are not available.
- ▼ Data not included.
- ▲ 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 10-19 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.

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**Guide to Reading the State Pages**

- See pages 245-246 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.

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**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)∗
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
5. Has the number of children with disabilities in preschool per 1,000 3- to 5-year-olds increased? (1991 vs. 1998)

**School Completion**

6. Has the high school completion rate increased? (1990 vs. 1997)
7. Has the high school dropout rate decreased? (1992)∗

**Student Achievement and Citizenship**

8. Reading: Has the percentage of students scoring at or above Proficient increased
   - in Grade 4 (1992 vs. 1998)∗
   - in Grade 8 (1998)
9. Writing: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8 (1998)
ARIZONA

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)
     13% 15%  
   • in Grade 8 (1990 vs. 1996)
     13% 18%  
11. Science: Has the percentage of students scoring at or above Proficient increased
   • in Grade 8 (1996)
     23% —  
   12. Has the number of Advanced Placement examinations receiving a grade
   at 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1999)
     43 65  

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)
     63% 58%  
   • a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)
     96% 95%  
14. Has the percentage of public school teachers participating in professional
   development programs on 1 or more selected topics increased? (1994)
     85% —  
15. Has the percentage of public school teachers with training to teach limited
   English proficient students increased? (1994)
     40% —  
16. Has the percentage of public school teachers participating in formal
   teacher induction programs during their first year of teaching increased? (1991 vs. 1994)
     25% 30%  

---

KEY

† Significantly better
# Significantly worse
/ns Interpret with caution. Change was not statistically significant.  
— Data not available.
/ns 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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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)

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Since the end of the previous school year.
ARIZONA

GOAL 5 Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996) 21 out of 41 countries would be
     expected to score above Arizona 20 out of 40 countries scored above the U.S.
   • Grade 8 science achievement? (1996) 10 out of 41 countries would be
     expected to score above Arizona 9 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) 75% — —
     66% — —
   • address algebra and functions increased? (1996) 56% — —
     57% — —
   • address reasoning and analytical ability increased? (1996) 48% — —
     52% — —

19. Has the percentage of public school 8th graders who have computers available
   in their mathematics classroom increased? (1996) 33% — —
     30% — —

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996) 26% 35% ↑
     39% 43% ↑
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996) 22% 29% ↑
     39% 40% ↑
   • female students increased? (1991 vs. 1996) 24% 31% ↑
     35% 41% ↑

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) 66% 67% —
     70% 71% —
   • voted increased? (1988 vs. 1996) 57% 54% —
     61% 58% —

KEY

† Significantly better
‡ Significantly worse
≠ Interpret with caution. Change was not statistically significant.
❖ Data not available.

* Indicators are not the same at the national and state levels.
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.

At least once a week.
On a 4-point scale from “none” to “a lot.” defined as a response to the top point.
### GOAL 6  Adult Literacy and Lifelong Learning (continued)

   - Arizona: 45%  
   - U.S.: 48%  
   - Range of State Scores: 33-68%  
   - Data not available.

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

   - Arizona: 4-18%  
   - U.S.: 12-35%  
   - Range of State Scores: 4-18%  
   - Data not available.

25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997)  
   - Arizona: 17-43%  
   - U.S.: 11-45%  
   - Range of State Scores: 11-45%  
   - Data not available.

   - Arizona: 11-31%  
   - U.S.: 15-42%  
   - Range of State Scores: 11-31%  
   - Data not available.

27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)  
   - Arizona: 6-15%  
   - U.S.: 5-17%  
   - Range of State Scores: 5-17%  
   - Data not available.

28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)  
   - Arizona: 13-39%  
   - U.S.: 11-34%  
   - Range of State Scores: 11-34%  
   - Data not available.

29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)  
   - Arizona: 3-23%  
   - U.S.: 3-13%  
   - Range of State Scores: 3-13%  
   - Data not available.

30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)  
   - Arizona: 8-26%  
   - U.S.: —  
   - Range of State Scores: 8-26%  
   - Data not available.

31. Has student disruptions that interfere with teaching decreased? (1991 vs. 1994)  
   - Arizona: 23-60%  
   - U.S.: 25-68%  
   - Range of State Scores: 25-68%  
   - Data not available.

### GOAL 8  Parental Participation

32. Has the percentage of schools with minimal parental involvement decreased, according to  
   - Arizona: 36%  
   - U.S.: 37%  
   - Range of State Scores: 36%  
   - Data not available.

33. Has the influence of parent associations on school policy increased? (1991 vs. 1994)  
   - Arizona: 20%  
   - U.S.: 32%  
   - Range of State Scores: 20%  
   - Data not available.

### Key

- **▲** Significantly better  
- **▼** Significantly worse  
- **Ξ** Interpret with caution. Change was not statistically significant.
ARKANSAS

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: 42% 38%  ↑
   - Update: 37% 33%  ↑
   - Range: 25-48% 24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - Baseline: 71% 77%  ↔
   - Update: 75% 79%  ↑
   - Range: 61-88% 71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - Baseline: 8% 8%
   - Update: 7% 8%  ↓
   - Range: 5-15% 3-13%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - Baseline: 71% 76%
   - Update: 76% 83%  ↑
   - Range: 47-87% 57-90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - Baseline: 45
   - Update: 78
   - Range: 16-68 14-96

GOAL 2  School Completion
6. Has the high school completion rate increased? (1990 vs. 1997)
   - Baseline: 87% 85%
   - Update: 86% 85%
   - Range: 77-96% 75-95%
7. Has the high school dropout rate decreased? (1992 vs. 1997)
   - Baseline: 4%
   - Update: 5%
   - Range: 3-12% 3-12%

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: 23% 23%
   - Update: 29% 31%
   - Range: 3-38% 8-46%
   - See pages 245-246 for an explanation of statistical significance.
9. Writing: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8 (1998)
   - Baseline: 13%
   - Update: 27%
   - Range: 9-44%

Children’s Health Index
Percentage of infants born with 1 or more of 4 health risks
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.

High School Completion
Percentage of all 18- to 24-year-olds who have a high school credential
2. Includes traditional high school diplomas and alternative credentials.

Range of State Scores
Arkansas U.S. Range of State Scores
baseline update progress? baseline update progress?

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

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)
     10% 13% ↑
     18% 21% ↑
   • in Grade 8? (1990 vs. 1996)
     9% 13% ↑
     15% 24% ↑
11. Science: Has the percentage of students scoring at or above Proficient increased
   • in Grade 8? (1996)
     22% —
     29% —
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)
     15 31 ↑
     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)
     62% 60% ↔
     66% 63% ↔
   • a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)
     98% 97% ↔
     94% 93% ↔
14. Has the percentage of public school teachers participating in professional
devlopment programs on 1 or more selected topics increased? (1994)
     84% —
     85% —
15. Has the percentage of public school teachers with training to teach limited
   English proficient students increased? (1994)
     68% —
     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)
     15% 14% ↔
     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
↔ 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.
## Arkansas

### Goal 5: Mathematics and Science

17. Has the state’s international standing improved in
   - Grade 8 mathematics achievement? (1996)
     - 27 out of 41 countries would be expected to score above Arkansas
     - 20 out of 40 countries scored above the U.S.
     - Range of State Scores for Grade 8 Mathematics Achievement:
       - Arkansas: 6-38
       - U.S.: 1-38

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)
     - 47% —
     - 66% —
     - Range of State Scores for mathematics teachers reporting students work in groups:
       - Arkansas: 45-92%
       - U.S.: 45-82%

19. Has the percentage of public school 8th graders who have computers available
   in their mathematics classroom increased? (1996)
     - 23% —
     - 30% —
     - U.S.: Range of State Scores for mathematics classroom computers:
       - Arkansas: 7-54%

20. Has the percentage of mathematics and science degrees awarded to
   - all students increased? (1991 vs. 1996)
     - 32% 38% ↑
     - 39% 43% ↑
     - U.S.: Range of State Scores for mathematics and science degrees awarded:
       - Arkansas: 25-49%
       - U.S.: 16-54%

### 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)
     - 63% 65% ↔
     - 70% 71% ↑
     - U.S.: Range of State Scores for registered to vote:
       - Arkansas: 58-96%
       - U.S.: 61-91%

### Indicator 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 10-19 for a Guide to Reading the State Pages.
* 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.
ARKANSAS

GOAL 6 Adult Literacy and Lifelong Learning (continued)


<table>
<thead>
<tr>
<th>Arkansas</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>46%</td>
<td>51%</td>
<td>↑</td>
</tr>
</tbody>
</table>

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


<table>
<thead>
<tr>
<th>Percentage</th>
<th>1995</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>23%</td>
<td>28%</td>
<td></td>
</tr>
</tbody>
</table>

25. Has student alcohol use (5 or more drinks in a row) decreased? (1995 vs. 1997)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>1995</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>32%</td>
<td>33%</td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Percentage</th>
<th>1995</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>27%</td>
<td>26%</td>
<td></td>
</tr>
</tbody>
</table>

27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1995 vs. 1997)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>1995</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>9%</td>
<td>8%</td>
<td></td>
</tr>
</tbody>
</table>

28. Has the percentage of students involved in physical fights on school property decreased? (1995 vs. 1997)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>1995</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>17%</td>
<td>15%</td>
<td></td>
</tr>
</tbody>
</table>

GOAL 8 Parental Participation

33. Has the percentage of schools with minimal parental involvement decreased, according to

• public school teachers? (1991 vs. 1994)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>1991</th>
<th>1994</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>29%</td>
<td></td>
</tr>
</tbody>
</table>

• public school principals? (1991 vs. 1994)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>1991</th>
<th>1994</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>22%</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Percentage</th>
<th>1991</th>
<th>1994</th>
</tr>
</thead>
<tbody>
<tr>
<td>11%</td>
<td>17%</td>
<td></td>
</tr>
</tbody>
</table>

KEY

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

Indicators are not the same at the national and state levels.

NS 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.
CALIFORNIA

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)  
   — — 37% 33%  
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)  
   74% 76%  
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)  
   — 6% 6%  
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)  
   72% 82%  
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)  
   28 35  

GOAL 2  School Completion
6. Has the high school completion rate increased? (1990 vs. 1997)  
   77% 81%  
7. Has the high school dropout rate decreased? (1992 vs. 1997)  
   — —  

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)  
   19% 20%  
9. Writing: Has the percentage of students scoring at or above Proficient increased  
   • in Grade 8 (1998)  
   22% —  

KEY

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

Comparable national data are not available.  
School completion  
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.

High School Completion  
Percentage of all 18- to 24-year-olds who have a high school credential  
(indicator 6)  

1 Does not include those still in high school.  
2 Includes traditional high school diploma and alternative credential.
## CALIFORNIA

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>California</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Mathematics: Has the percentage of students scoring at or above Proficient increased</td>
<td>California</td>
<td>U.S.</td>
<td>Range of State Scores</td>
</tr>
<tr>
<td>in Grade 4 (1992 vs. 1996)</td>
<td>12%</td>
<td>18%</td>
<td>5-27%</td>
</tr>
<tr>
<td>in Grade 8 (1990 vs. 1996)</td>
<td>12%</td>
<td>15%</td>
<td>1-27%</td>
</tr>
<tr>
<td>in Grade 8 (1996)</td>
<td>20%</td>
<td>29%</td>
<td>5-41%</td>
</tr>
<tr>
<td>11. Science: Has the percentage of students scoring at or above Proficient increased</td>
<td>California</td>
<td>U.S.</td>
<td>Range of State Scores</td>
</tr>
<tr>
<td>in Grade 8 (1996)</td>
<td>20%</td>
<td>29%</td>
<td>5-41%</td>
</tr>
</tbody>
</table>

### GOAL 4  
**Teacher Education and Professional Development**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>California</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Has the percentage of public secondary school teachers who hold a degree in their main teaching assignment increased? (1991 vs. 1994)</td>
<td>56%</td>
<td>66%</td>
<td>51-85%</td>
</tr>
<tr>
<td>14. Has the percentage of advanced placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1999)</td>
<td>90%</td>
<td>55%</td>
<td>9-177%</td>
</tr>
<tr>
<td>15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)</td>
<td>64%</td>
<td>16%</td>
<td>4-81%</td>
</tr>
<tr>
<td>16. Has the percentage of public school teachers participating in in-depth study in subject field during their first year of teaching increased? (1991 vs. 1994)</td>
<td>31%</td>
<td>22%</td>
<td>6-42%</td>
</tr>
</tbody>
</table>

### 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.*

Since the end of the previous school year.
**CALIFORNIA**

**GOAL 5  Mathematics and Science**

17. Has the state’s international standing improved in
- Grade 8 mathematics achievement? (1996)
  - 25 out of 41 countries would be expected to score above California
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)
  - address algebra and functions increased? (1996)
  - 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)
20. Has the percentage of mathematics and science degrees awarded to
  - all students increased? (1991 vs. 1996)
  - minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
  - female students increased? (1991 vs. 1996)

**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)
  - voted increased? (1988 vs. 1996)

---

**KEY**

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

Indicators are not the same at the national and state levels.

See pages 245-246 for an explanation of statistical significance.
See Appendix B for technical notes and sources.
## CALIFORNIA

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1992</th>
<th>1996</th>
<th>Change</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Has postsecondary enrollment increased?</td>
<td>50%</td>
<td>66%</td>
<td>↑</td>
<td>33.3% - 50.0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1991 vs. 1997</th>
<th>1993 vs. 1997</th>
<th>Change</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Has student marijuana use decreased?</td>
<td>4-18%</td>
<td>12-35%</td>
<td>↓</td>
<td>13.39% - 11.34%</td>
</tr>
<tr>
<td>25. Has student alcohol use (5 or more drinks in a row) decreased?</td>
<td>17.43%</td>
<td>11.45%</td>
<td>↓</td>
<td>8.18% - 5.17%</td>
</tr>
<tr>
<td>26. Has the availability of drugs on school property decreased?</td>
<td>6-15%</td>
<td>5-17%</td>
<td>↓</td>
<td>3.23% - 3.13%</td>
</tr>
<tr>
<td>27. Has the percentage of students threatened or injured with a weapon while on school property decreased?</td>
<td>15%</td>
<td>8-26%</td>
<td>↓</td>
<td>23-60% - 33-65%</td>
</tr>
</tbody>
</table>

### GOAL 8  Parental Participation

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1991 vs. 1994</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>32. Has the percentage of schools with minimal parental involvement decreased, according to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>public school teachers?</td>
<td>32%</td>
<td>32%</td>
</tr>
<tr>
<td>public school principals?</td>
<td>20%</td>
<td>11%</td>
</tr>
<tr>
<td>33. Has the percentage of students carrying weapons on school property decreased?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. Has the influence of parent associations on school policy increased?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### KEY

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

---

**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):

![Diagram showing percentage of public school principals reporting influence on various school policies](image)

1. On a 6-point scale from “no influence” to “great deal of influence.”
2. Defined as a response to the top two points.
3. Interpret with caution. Change was not statistically significant.
COLORADO

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)1 33% 30%  ↑
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997) 72% 75%  ↓
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997) 8% 9%  ↓
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997) 78% 83%  ↑
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998) 27 45  ↑

GOAL 2  School Completion
6. Has the high school completion rate increased? (1990 vs. 1997) 85% 86%  ↔
7. Has the high school dropout rate decreased? (1992 vs. 1997) 75% 75%  ↔

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)2 25% 34%  ↑
   • in Grade 8 (1998) 30% —  —
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 risks1 (Indicator 1)

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

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

Comparable national data are not available.
1. See explanations.
2. Baseline years and most recent update years may differ by state for
   this indicator. See Appendix B for more information.
3. See pages 245-246 for an explanation of statistical significance.

1 Raisibe a 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.

See pages 16-19 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.
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% 22%  
   • in Grade 8? (1990 vs. 1996)*
     17% 25%  

11. Science: Has the percentage of students scoring at or above Proficient increased
   • in Grade 8? (1996)
     32% —  

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)
     72 93  

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% 66%  
   • a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)
     93% 93%  

14. Has the percentage of public school teachers participating in professional
data development programs on 1 or more selected topics increased? (1994)
     88% —  

15. Has the percentage of public school teachers with training to teach limited
   English proficient students increased? (1994)
     21% —  

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% 24%  

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.

Since the end of the previous school year.
COLORADO

GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996)
   14 out of 41 countries would be expected to score above Colorado
   1 out of 41 countries would be expected to score above Colorado
   20 out of 40 countries scored above the U.S.
   9 out of 40 countries scored above the U.S.
   6-38 —

   • Grade 8 science achievement? (1996)
   55% —
   52% —
   45-82% —
   39-64% —

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)
   75% —
   66% —
   45-92% —

   • address algebra and functions increased? (1996)
   45% —
   52% —
   45-92% —

19. Has the percentage of public school 8th graders who have computers available
   in their mathematics classroom increased? (1996)
   27% —
   30% —
   7-54% —

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996)
   46% 51% ↑
   39% 43% ↑
   23-64% 16-54%

   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
   46% 49% ↑
   39% 40% ↑
   22-64% 24-57%

   • female students increased? (1991 vs. 1996)
   43% 48% ↑
   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)
   — —
   52% —
   46-77% —

22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996)
   76% 73% ↔
   70% 71% ↑
   58-96% 61-91%

   • voted increased? (1988 vs. 1996)
   68% 61% ↔
   61% 58% ↓
   50-74% 47-69%

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.
### GOAL 6  Adult Literacy and Lifelong Learning (continued)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1992</th>
<th>1996</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has postsecondary enrollment increased?</td>
<td>50%</td>
<td>53%</td>
<td>↑</td>
</tr>
</tbody>
</table>

**Range of State Scores**
- Colorado: 33-68%
- U.S.: 40-73%

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1995</th>
<th>1996</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has student marijuana use decreased?</td>
<td>29%</td>
<td>—</td>
<td>↑</td>
</tr>
<tr>
<td>Has student alcohol use (5 or more drinks in a row) decreased?</td>
<td>35%</td>
<td>—</td>
<td>↑</td>
</tr>
<tr>
<td>Has the availability of drugs on school property decreased?</td>
<td>34%</td>
<td>—</td>
<td>↑</td>
</tr>
<tr>
<td>Has the percentage of students threatened or injured with a weapon while on school property decreased?</td>
<td>10%</td>
<td>—</td>
<td>↑</td>
</tr>
<tr>
<td>Has the percentage of students involved in physical fights on school property decreased?</td>
<td>16%</td>
<td>—</td>
<td>↑</td>
</tr>
<tr>
<td>Has the percentage of students carrying weapons on school property decreased?</td>
<td>12%</td>
<td>—</td>
<td>↑</td>
</tr>
<tr>
<td>Has the percentage of students who do not feel safe at school decreased?</td>
<td>4%</td>
<td>—</td>
<td>↑</td>
</tr>
<tr>
<td>Has teacher victimization decreased?</td>
<td>14%</td>
<td>—</td>
<td>↑</td>
</tr>
<tr>
<td>Has student disruptions that interfere with teaching decreased?</td>
<td>40%</td>
<td>49%</td>
<td>!</td>
</tr>
</tbody>
</table>

**Range of State Scores**
- Colorado: 23-60%
- U.S.: 33-65%

### GOAL 8  Parental Participation

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1991</th>
<th>1994</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the percentage of schools with minimal parental involvement decreased, according to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. public school teacher?</td>
<td>25%</td>
<td>26%</td>
<td>!</td>
</tr>
<tr>
<td>2. public school principal?</td>
<td>17%</td>
<td>8%</td>
<td>↑</td>
</tr>
<tr>
<td>Has the influence of parent associations on school policy increased?</td>
<td>28%</td>
<td>50%</td>
<td>↑</td>
</tr>
</tbody>
</table>

**Range of State Scores**
- Colorado: 9-44%
- U.S.: 13-50%

#### Key
- **↑** Significantly better
- **↓** Significantly worse
- **ns** Interpret with caution. Change was not statistically significant.

---

**Alcohol- and Drug-free Schools**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1995</th>
<th>1996</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used marijuana</td>
<td>28%</td>
<td>26%</td>
<td>!</td>
</tr>
<tr>
<td>Had 5 or more drinks in a row</td>
<td>35%</td>
<td>36%</td>
<td>✗</td>
</tr>
<tr>
<td>Were offered, sold, or given an illegal drug on school property</td>
<td>34%</td>
<td>35%</td>
<td>✗</td>
</tr>
</tbody>
</table>

#### Parent-School Partnerships

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1991</th>
<th>1994</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>One or more areas</td>
<td>38%</td>
<td>50%</td>
<td>!</td>
</tr>
<tr>
<td>Establishing curriculum</td>
<td>3%</td>
<td>5%</td>
<td>↑</td>
</tr>
<tr>
<td>Hiring new full-time teachers</td>
<td>3%</td>
<td>5%</td>
<td>↑</td>
</tr>
<tr>
<td>Setting school policy</td>
<td>31%</td>
<td>36%</td>
<td>↑</td>
</tr>
</tbody>
</table>

**Range of State Scores**
- Colorado: 9% 23%
- U.S.: 0% 38%

---

1. During the past 30 days.
2. During the past 12 months.
3. On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
4. Interpret with caution. Change was not statistically significant.
## CONNECTICUT

### 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)\(^1\)
   - 1990: 25%
   - 1997: 24%
   - Increase

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - 1994: 80%
   - 1997: 85%
   - Increase

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

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - 1990: 85%
   - 1997: 89%
   - Increase

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - 1991: 41
   - 1998: 56
   - Increase

### GOAL 2 School Completion

6. Has the high school completion rate increased? (1990 vs. 1997)
   - 1990: 90%
   - 1997: 92%
   - Increase

7. Has the high school dropout rate decreased? (1993 vs. 1997)
   - 1993: 5%
   - 1997: 4%
   - Increase

### 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)\(^1\)
     - 1992: 34%
     - 1998: 46%
     - Increase
   - In Grade 8 (1998)
     - 1998: 42%
     - Increase

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - In Grade 8 (1998)
     - 1998: 44%
     - Increase

---

### Key

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

---

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.*

---

### Range of State Scores

<table>
<thead>
<tr>
<th>Range of State Scores</th>
<th>Connecticut baseline</th>
<th>Connecticut update</th>
<th>U.S. baseline</th>
<th>U.S. update</th>
<th>Progress?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25-48%</td>
<td>24-40%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>61-88%</td>
<td>71-87%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>47-87%</td>
<td>57-90%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16-68</td>
<td>15-96</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

1. Does not include those still in high school.
2. Includes traditional high school diploma and alternatives credential.

---

### Children’s Health Index

- Percentage of infants born with 1 or more of 4 health risks![](chart)

- Percentage of all 18- to 24-year-olds who have a high school credential![](chart)
### CONNECTICUT

#### 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)\(^+\)
     - 24% 31% ↑
   - in Grade 8 (1990 vs. 1996)\(^-\)
     - 22% 31% ↑

11. Science: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8 (1996)
     - 36% —

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)
   - 83 148 ↑

#### 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)
     - 76% 74% ↔
   - a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)
     - 99% 99% ↔

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   - 92% —

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
   - 17% —

16. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)
   - 13% 19% ↑

---

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

---

**Student Achievement**

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade 4</th>
<th>Mathematics Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>1996</td>
<td>31%</td>
<td>31%</td>
</tr>
</tbody>
</table>

**Professional Development**

<table>
<thead>
<tr>
<th>Year</th>
<th>One or more topics</th>
<th>Uses of educational technology</th>
<th>Methods of teaching English as a second language</th>
<th>In-depth study in subject field</th>
<th>Student assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994</td>
<td>39%</td>
<td>48%</td>
<td>32%</td>
<td>39%</td>
<td>63%</td>
</tr>
</tbody>
</table>

---

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 18-19 for a Guide to Reading the State Pages.  
See Appendix B for technical notes and sources.
CONNECTICUT

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 Connecticut
   • Grade 8 science achievement? (1996) 1 out of 41 countries would be
     expected to score above Connecticut

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) 63% —
   • address algebra and functions increased? (1996) 64% —
   • address reasoning and analytical ability increased? (1996) 59% —

19. Has the percentage of public school 8th graders who have computers available
   in their mathematics classroom increased? (1996) 20% —

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996) 43% 49% •
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996) 47% 54% •
   • female students increased? (1991 vs. 1996) 37% 47% •

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) 78% 74% •
   • voted increased? (1988 vs. 1996) 68% 62% •

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 14-19 for a Guide to Reading the State Pages.
• 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)

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

0% 20% 40% 60% 80% 100%
## CONNECTICUT

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Connecticut</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Has postsecondary enrollment increased? (1992 vs. 1996)</td>
<td>59%</td>
<td>62%</td>
<td>33-68% 40-73%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Connecticut</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Has student marijuana use decreased? (1997)</td>
<td>26%</td>
<td>—</td>
<td>12-35% —</td>
</tr>
<tr>
<td>25. Has student alcohol use (5 or more drinks in a row) decreased? (1997)</td>
<td>31%</td>
<td>—</td>
<td>11-45% —</td>
</tr>
<tr>
<td>26. Has the availability of drugs on school property decreased? (1997)</td>
<td>29%</td>
<td>—</td>
<td>15-42% —</td>
</tr>
<tr>
<td>27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1997)</td>
<td>6%</td>
<td>—</td>
<td>5-13% —</td>
</tr>
<tr>
<td>28. Has the percentage of students involved in physical fights on school property decreased? (1997)</td>
<td>13%</td>
<td>—</td>
<td>11-34% —</td>
</tr>
</tbody>
</table>

### GOAL 8  Parental Participation

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Connecticut</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</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>19%</td>
<td>21%</td>
<td>9-44% 13-50%</td>
</tr>
<tr>
<td>34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)</td>
<td>16%</td>
<td>22%</td>
<td>4-22% 3-27%</td>
</tr>
</tbody>
</table>

### 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 technical notes and sources.

---

1. During the past 30 days.
2. During the past 12 months.

---

### Diagrams

#### Alcohol- and Drug-free Schools

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Connecticut</th>
<th>U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>24%</td>
<td>31%</td>
</tr>
</tbody>
</table>

#### Parent-School Partnerships

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Connecticut</th>
<th>U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>18%</td>
<td>22%</td>
</tr>
</tbody>
</table>

---

1. On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
2. For technical notes and sources, see Appendix B.
DELAWARE

**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)
   - Delaware: 40% 35%
   - U.S.: 37% 33%
   - Progress: ↑
   - Range of State Scores: 25-48% 24-45%

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - Delaware: 81% 81%
   - U.S.: 75% 79%
   - Progress: ↑
   - Range of State Scores: 61-88% 71-87%

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - Delaware: 8% 9%
   - U.S.: 7% 8%
   - Progress: ↓
   - Range of State Scores: 5-15% 3-13%

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - Delaware: 80% 83%
   - U.S.: 76% 83%
   - Progress: ↑
   - Range of State Scores: 47-87% 57-90%

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - Delaware: 51 54
   - U.S.: —
   - Range of State Scores: 16-68 14-96

**GOAL 2  School Completion**

6. Has the high school completion rate increased? (1990 vs. 1997)
   - Delaware: 86% 89%
   - U.S.: 86% 85%
   - Progress: ↑
   - Range of State Scores: 77-96% 75-95%

7. Has the high school dropout rate decreased? (1993 vs. 1997)
   - Delaware: 4% 5%
   - U.S.: —
   - Range of State Scores: 2-10% 3-12%

**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)
   - Delaware: 24% 25%
   - U.S.: 29% 31%
   - Progress: ↔
   - Range of State Scores: 3-38% 8-46%

9. Writing: Has the percentage of students scoring at or above Proficient increased
   • in Grade 8 (1998)
   - Delaware: 22%
   - U.S.: —
   - Progress: ↔
   - Range of State Scores: 9-44% —

---

**Children’s Health Index**

- Percentage of infants born with 1 or more of 4 health risks (Indicator 1)

**High School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (Indicator 6)

---

**KEY**

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

---

*Comparable national data are not available.
- National estimates.
- 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. Does not include those still in high school.
2. Includes traditional high school diplomas and alternative credentials.
3. Interpreted with caution. Change was not statistically significant.

---

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.
DELAWARE

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% 16%  
      14% 19%  
    • in Grade 8 (1990 vs. 1996)?
      21% —  
      29% —  

11. Science: Has the percentage of students scoring at or above Proficient increased
    • in Grade 8 (1996)?
      21% —  

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)
      73 116  
      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)
      73% 71%  
      66% 63%  
    • a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)
      99% 94%  
      94% 93%  

14. Has the percentage of public school teachers participating in professional
    development programs on 1 or more selected topics increased? (1994)
      86% —  
      85% —  

15. Has the percentage of public school teachers with training to teach limited
    English proficient students increased? (1994)
      9% —  

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% 27%  
      22% 27%  

---

Student Achievement
Percentage of public school students scoring at or above Proficient in reading and mathematics (indicators 8 & 10)

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade 4</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>17%</td>
<td>21%</td>
</tr>
<tr>
<td>1996</td>
<td>16%</td>
<td>24%</td>
</tr>
</tbody>
</table>

Professional Development
Percentage of public school teachers participating in professional development on the following topics (1994) (indicator 14)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>One or more topics</td>
<td>88%</td>
</tr>
<tr>
<td>Uses of educational technology</td>
<td>49%</td>
</tr>
<tr>
<td>Methods of teaching subject field</td>
<td>49%</td>
</tr>
<tr>
<td>In-depth study in subject field</td>
<td>30%</td>
</tr>
<tr>
<td>Student assessment</td>
<td>40%</td>
</tr>
</tbody>
</table>

---

Since the end of the previous school year.
**DELAWARE**

### GOAL 5 Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996) 22 out of 41 countries would be expected to score above Delaware.
   • Grade 8 science achievement? (1996) 16 out of 41 countries would be expected to score above Delaware.

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) 70% — 66% — 66% — 66% — 66% — 66% —
   • address algebra and functions increased? (1996) 62% — 57% — 62% — 62% — 62% — 62% —
   • address reasoning and analytical ability increased? (1996) 51% — 52% — 51% — 51% —

19. Has the percentage of public school 8th graders who have computers available in their mathematics classroom increased? (1996) 31% — 30% — 31% — 31% —

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996) 46% 39% — 39% 43% — 43% — 43% —
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996) 38% 33% — 33% 40% — 40% — 40% —
   • female students increased? (1991 vs. 1996) 40% 39% — 39% 41% — 41% — 41% —

### 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) 65% 66% — 66% 70% — 71% —
   • voted increased? (1988 vs. 1996) 60% 56% — 56% 61% — 58% —

---

**KEY**

* Indicates 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 14-15 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

---

### Mathematics Instruction

<table>
<thead>
<tr>
<th>Mathematics Instruction</th>
<th>Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (Indicator 16)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Address algebra and functions</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>Address reasoning &amp; analytical ability</td>
<td>62%</td>
<td></td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Mathematics Instruction</th>
<th>Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (Indicator 18)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students work in small groups or with a partner</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>Address algebra and functions</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Address reasoning &amp; analytical ability</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

---

1 At least once a week.

On a 4-point scale from “never” to “a lot,” defined as a response to the top point.
23. Has postsecondary enrollment increased? (1992 vs. 1996) 57%  67%

24. Has student marijuana use decreased? (1991 vs. 1997) *
   — —
   ● ●
   4-18%  12-35%

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

26. Has the availability of drugs on school property decreased? (1993 vs. 1997) *
   — —
   ● ●
   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) 20% — 15% — 8%

32. Has student disruptions that interfere with teaching decreased? (1991 vs. 1994) 48%  65%

33. Has the percentage of schools with minimal parental involvement decreased, according to
   public school teachers? (1991 vs. 1994) 29%  27%
   — —
   ● ●
   9-44%  13-50%

34. Has the influence of parent associations on school policy increased? (1991 vs. 1994) 21%  28%

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 240-249 for an explanation of statistical significance.
See pages 10-13 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Delaware

<table>
<thead>
<tr>
<th>Goal</th>
<th>Indicator</th>
<th>Delaware</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>baseline</td>
<td>baseline</td>
<td>baseline</td>
</tr>
<tr>
<td>GOAL 6</td>
<td>Adult Literacy and Lifelong Learning (continued)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Has postsecondary enrollment increased? (1992 vs. 1996)</td>
<td>57%</td>
<td>67%</td>
<td>● ●</td>
</tr>
<tr>
<td>GOAL 7</td>
<td>Safe, Disciplined, and Alcohol- and Drug-free Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Has student marijuana use decreased? (1991 vs. 1997)</td>
<td>— —</td>
<td>● ●</td>
<td>4-18% 12-35%</td>
</tr>
<tr>
<td>25.</td>
<td>Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997)</td>
<td>— —</td>
<td>● ●</td>
<td>17-43% 11-45%</td>
</tr>
<tr>
<td>26.</td>
<td>Has the availability of drugs on school property decreased? (1993 vs. 1997)</td>
<td>— —</td>
<td>● ●</td>
<td>11-31% 15-42%</td>
</tr>
<tr>
<td>27.</td>
<td>Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)</td>
<td>— —</td>
<td>● ●</td>
<td>6-15% 5-13%</td>
</tr>
<tr>
<td>28.</td>
<td>Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)</td>
<td>— —</td>
<td>● ●</td>
<td>13-39% 11-34%</td>
</tr>
<tr>
<td>29.</td>
<td>Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)</td>
<td>— —</td>
<td>● ●</td>
<td>8-18% 5-17%</td>
</tr>
<tr>
<td>30.</td>
<td>Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)</td>
<td>— —</td>
<td>● ●</td>
<td>3-23% 3-13%</td>
</tr>
<tr>
<td>31.</td>
<td>Has teacher victimization decreased? (1994) 20% — 15% — 8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>Has student disruptions that interfere with teaching decreased? (1991 vs. 1994) 48%  65%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GOAL 8</td>
<td>Parental Participation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>Has the percentage of schools with minimal parental involvement decreased, according to</td>
<td>29%</td>
<td>27%</td>
<td>● ●</td>
</tr>
<tr>
<td>34.</td>
<td>Has the influence of parent associations on school policy increased? (1991 vs. 1994) 21%  28%</td>
<td></td>
<td></td>
<td>● ●</td>
</tr>
</tbody>
</table>

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)

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

1 On a 6-point scale from “no influence” to “a great deal of influence,” defined as a response to the top two points.

2 Interpret with caution. Change was not statistically significant.
### DISTRICT OF COLUMBIA

#### 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)\(^1\)
   - 1990: 48%  
   - 1997: 35%  
   - Change: Increased

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - 1994: 73%  
   - 1997: 76%  
   - Change: Increased

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - 1990: 15%  
   - 1997: 13%  
   - Change: Increased

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - 1990: 56%  
   - 1997: 67%  
   - Change: Increased

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - 1991: 19  
   - 1998: 18  
   - Change: Decreased

#### GOAL 2  School Completion

6. Has the high school completion rate increased? (1990 vs. 1997)
   - 1990: 82%  
   - 1997: 85%  
   - Change: Increased

7. Has the high school dropout rate decreased? (1992 vs. 1995)
   - 1992: 73%  
   - 1995: 76%  
   - Change: Increased

#### 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)\(^2\)
     - 1992: 10%  
     - 1998: 10%  
     - Change: No change

   - in Grade 8 (1998)
     - 1998: 86%  
     - Change: No change

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8 (1998)
     - 1998: 29%  
     - Change: No change

#### Range of State Scores

<table>
<thead>
<tr>
<th>District of Columbia</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>
</tbody>
</table>

---

**Children's Health Index**

Percentage of infants born with 1 or more of 4 health risks\(^1\) (Indicator 1)

- **1990:** 44%
- **1997:** 30%

**High School Completion**

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

- **1990:** 60%
- **1995:** 80%
- **1997:** 80%

---

\(^1\) 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.
### DISTRICT OF COLUMBIA

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

<table>
<thead>
<tr>
<th>Mathematics:</th>
<th>Has the percentage of students scoring at or above Proficient increased</th>
</tr>
</thead>
<tbody>
<tr>
<td>- in Grade 4 (1992 vs. 1996)</td>
<td>5% 5% ➞ 18% 21% ➞ 5-27% 3-31%</td>
</tr>
<tr>
<td>- in Grade 8 (1990 vs. 1996)</td>
<td>3% 5% ➞ 15% 24% ➞ 1-27% 5-34%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science:</th>
<th>Has the percentage of students scoring at or above Proficient increased</th>
</tr>
</thead>
<tbody>
<tr>
<td>- in Grade 8 (1996)</td>
<td>5% — 29% — 5-41% —</td>
</tr>
</tbody>
</table>

#### GOAL 4  Teacher Education and Professional Development

| - Has the percentage of public secondary school teachers who hold a degree in their main teaching assignment increased? (1991 vs. 1994) | 85% 73% ➞ 66% 63% ➞ 51-85% 50-81% |
| - Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994) | 92% — 85% — 76-98% — |
| - Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994) | 25% — 16% — 4-81% — |
| - Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994) | 37% 39% ➞ 22% 27% ➞ 6-42% 7-48% |

#### KEY

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

---

53
DISTRICT OF COLUMBIA

GOAL 5  Mathematics and Science

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

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)
     92% — 66% — 45-92% —
   • address algebra and functions increased? (1996)
     64% — 57% — 45-92% —
   • address reasoning and analytical ability increased? (1996)
     64% — 52% — 39-64% —

19. Has the percentage of public school 8th graders who have computers available in their mathematics classroom increased? (1996)
   42% — 30% — 7-54% —

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996)
     49% 54% ↑
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
     44% 49% ↑
   • female students increased? (1991 vs. 1996)
     46% 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)
   — —

22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996)
     69% 78% ↑
   • voted increased? (1988 vs. 1996)
     56% 63% ↑

KEY

![Significantly better](up)
![Significantly worse](down)
![Interpret with caution. Change was not statistically significant.](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.

---

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

- Have students work in small groups or with a partner?
  - 66%
- Address algebra and functions
  - 45%
- Address reasoning & analytical ability
  - 39%

---

Adult Literacy and Lifelong Learning Percentage of U.S. citizens who report that they do the following, 1996 (Indicator 21)

- Registered to vote
  - 52%
- Voted
  - 61%

---

Range of State Scores [baseline] [update] [progress?]

- District of Columbia
- U.S.
- 6-38 —
- 1-38 —
DISTRICT OF COLUMBIA

GOAL 6  Adult Literacy and Lifelong Learning (continued)


<table>
<thead>
<tr>
<th>District of Columbia</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>33%</td>
<td>58%</td>
<td></td>
</tr>
</tbody>
</table>

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

25. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1997)  
27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)  
28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)  
29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)  
30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)  
31. Has teacher victimization decreased? (1994)  
32. Has student disruptions that interfere with teaching decreased? (1993 vs. 1997)  
33. Has the percentage of schools with minimal parental involvement decreased, according to  
34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)  

GOAL 8  Parental Participation

33. Has the percentage of schools with minimal parental involvement decreased, according to  
34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)  

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 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 During the past 30 days.
2 During the past 12 months.
3 Defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

1.8% 2.9%  16% 18%  16% 25%  11% 13%  16% 19%  16% 17%  11% 11%  25%  —  60% 63%  11% 13%  18% 19%  16% 25%  44% 50%  14% 24%  34% 29%  9-21% 12-35%  7-15% 9-44%  11-61% 15-42%  6-15% 5-13%  13-39% 11-34%  8-18% 5-17%  3-23% 3-13%  8-26%  —  23-60% 33-65%

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

4% 9% 19% 24%  8% 19%  14% 24%  34% 29%  9-44% 13-58%  4-22% 3-27%  8-37% 12-50%
FLORIDA

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)?
   - Florida: 37% 29% ↑
   - U.S.: 37% 33% ↑
   - Range of State Scores: 25-48% 24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - Florida: 70% 79% ↔
   - U.S.: 75% 79% ↑
   - Range of State Scores: 61-88% 71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - Florida: 7% 8% ↓
   - U.S.: 7% 8% ↓
   - Range of State Scores: 5-15% 3-13%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - Florida: 72% 84% ↑
   - U.S.: 76% 83% ↑
   - Range of State Scores: 47-87% 57-90%
5. Has the number of children with disabilities in preschool per 1,000 3- to 5-year-olds increased? (1991 vs. 1998)
   - Florida: 30 47 ↑

GOAL 2 School Completion
6. Has the high school completion rate increased? (1990 vs. 1997)
   - Florida: 83% 84% ↔
   - U.S.: 86% 85% ↔
   - Range of State Scores: 77-96% 75-95%
7. Has the high school dropout rate decreased? (1992 vs. 1997)
   - Florida: — —
   - U.S.: — —
   - Range of State Scores: 3-12% 3-12%

GOAL 3 Student Achievement and Citizenship
8. Reading: Has the percentage of students scoring at or above Proficient increased
   - Florida: 21% 23% ↔
   - U.S.: 29% 31% ↔
   - Range of State Scores: 3-38% 8-46%
   - in Grade 4 (1992 vs. 1998)
   - in Grade 8 (1998)
9. Writing: Has the percentage of students scoring at or above Proficient increased
   - Florida: 19% —
   - U.S.: 27% —
   - Range of State Scores: 9-44% —
   - in Grade 8 (1998)

CHARTS

KEY

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>↑</td>
<td>Significantly better</td>
</tr>
<tr>
<td>↓</td>
<td>Significantly worse</td>
</tr>
<tr>
<td>↔</td>
<td>Interpret with caution. Change was not statistically significant</td>
</tr>
</tbody>
</table>

Comparable national data are not available.

* Compiled from U.S. Census.

† Baseline years and most recent update years may differ by state for this indicator. For 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.

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>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>37%</td>
</tr>
<tr>
<td>2007</td>
<td>24%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>87%</td>
</tr>
<tr>
<td>2007</td>
<td>85%</td>
</tr>
</tbody>
</table>

1 Does not include those still in high school.

2 Includes traditional high school diplomas and alternative credentials.

* Compiled from U.S. Census.

† Baseline years and most recent update years may differ by state for this indicator. For 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.

2 Included high school diploma and alternative credential.

* Compiled from U.S. Census.

† Baseline years and most recent update years may differ by state for this indicator. For 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 Does not include those still in high school.

2 Includes traditional high school diplomas and alternative credentials.

* Compiled from U.S. Census.

† Baseline years and most recent update years may differ by state for this indicator. For 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 Does not include those still in high school.

2 Includes traditional high school diplomas and alternative credentials.

* Compiled from U.S. Census.

† Baseline years and most recent update years may differ by state for this indicator. For 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 Does not include those still in high school.

2 Includes traditional high school diplomas and alternative credentials.

* Compiled from U.S. Census.

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

❖ See pages 245-246 for an explanation of statistical significance.

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1 Does not include those still in high school.

2 Includes traditional high school diplomas and alternative credentials.

* Compiled from U.S. Census.

† Baseline years and most recent update years may differ by state for this indicator. For 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 Does not include those still in high school.

2 Includes traditional high school diplomas and alternative credentials.

* Compiled from U.S. Census.

† Baseline years and most recent update years may differ by state for this indicator. For 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 Does not include those still in high school.

2 Includes traditional high school diplomas and alternative credentials.

* Compiled from U.S. Census.

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

❖ See pages 245-246 for an explanation of statistical significance.
**FLORIDA**

**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)?
  - 1992: 12%
  - 1996: 15%
- in Grade 8 (1990 vs. 1996)?
  - 1990: 18%
  - 1996: 21%

11. Science: Has the percentage of students scoring at or above Proficient increased
- in Grade 8 (1996)?
  - 1996: 21%

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)
- 1991: 81
- 1999: 112

**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)
  - 1991: 66%
  - 1994: 62%
- a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)
  - 1991: 97%
  - 1994: 94%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
- 1994: 88%

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
- 1994: 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)
- 1991: 42%
- 1994: 48%

---

**KEY**

- † Significantly better
- # Significantly worse
- ns Interpret with caution. Change was not statistically significant.

---

**Student Achievement**

Percentage of public school students scoring at or above Proficient in reading and mathematics (indicators 8 & 10)

<table>
<thead>
<tr>
<th>Grade</th>
<th>1992</th>
<th>1996</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>81%</td>
<td>80%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>13%</td>
<td>15%</td>
</tr>
</tbody>
</table>

---

**Professional Development**

Percentage of public school teachers participating in professional development on the following topics, 1994 (indicator 14)

<table>
<thead>
<tr>
<th>Topic</th>
<th>1994</th>
</tr>
</thead>
<tbody>
<tr>
<td>One or more topics</td>
<td>56%</td>
</tr>
<tr>
<td>Uses of educational technology</td>
<td>64%</td>
</tr>
<tr>
<td>Methods of teaching subject field</td>
<td>56%</td>
</tr>
<tr>
<td>In-depth study in subject field</td>
<td>31%</td>
</tr>
<tr>
<td>Student assessment</td>
<td>48%</td>
</tr>
</tbody>
</table>

---

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 236-237 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.

Since the end of the previous school year.
FLORIDA

GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996)
   • 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)
   • address algebra and functions increased? (1996)
   • 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)
20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996)
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
   • female students increased? (1991 vs. 1996)

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)
   • voted increased? (1988 vs. 1996)

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.

Mathematics Instruction

<table>
<thead>
<tr>
<th>Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (Indicator 19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students work in small groups or with a partner?</td>
</tr>
<tr>
<td>Address algebra and functions?</td>
</tr>
<tr>
<td>Address reasoning &amp; analytical ability</td>
</tr>
</tbody>
</table>

0% 20% 40% 60% 80% 100%
67% 59% 53%

Adult Literacy

Percentage of adults who scored at 3 highest levels in Prose Literacy
(Indicator 21)
<table>
<thead>
<tr>
<th>Goal 6: Adult Literacy and Lifelong Learning (continued)</th>
<th>Florida</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Has postsecondary enrollment increased? (1992 vs. 1996)</td>
<td>45% 50%</td>
<td></td>
<td>33-68% 40-73%</td>
</tr>
</tbody>
</table>

**Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Florida (baseline)</th>
<th>Florida (update)</th>
<th>U.S. (baseline)</th>
<th>U.S. (update)</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Has student marijuana use decreased? (1991 vs. 1997)</td>
<td>— —</td>
<td>— —</td>
<td>4-16% 12-35%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Has student alcohol use (6 or more drinks in a row) decreased? (1991 vs. 1997)</td>
<td>— —</td>
<td>— —</td>
<td>17-43% 11-45%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)</td>
<td>— —</td>
<td>— —</td>
<td>6-15% 5-17%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)</td>
<td>— —</td>
<td>— —</td>
<td>13-39% 11-34%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)</td>
<td>— —</td>
<td>— —</td>
<td>8-18% 5-17%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)</td>
<td>21% 15%</td>
<td>— —</td>
<td>3-23% 3-13%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. Has teacher victimization decreased? (1994)</td>
<td>26% 37%</td>
<td>— —</td>
<td>8-26% —</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Has student disruptions that interfere with teaching decreased? (1993 vs. 1997)</td>
<td>46% 37%</td>
<td>58% 46%</td>
<td>23-60% 33-65%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Goal 8: Parental Participation**

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>33. Has the percentage of schools with minimal parental involvement decreased, according to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>public school teachers? (1991 vs. 1994)</td>
<td>33% 33%</td>
<td>33% 33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>public school principals? (1991 vs. 1994)</td>
<td>18% 22%</td>
<td>18% 22%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)</td>
<td>26% 34%</td>
<td>26% 34%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 248-249 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.

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)

- 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.
GEORGIA

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)[$\Delta$]
   - Baseline: 35%
   - Update: 31%

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

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - Baseline: 9%
   - Update: 8%

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - Baseline: 73%
   - Update: 86%

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - Baseline: 24
   - Update: 42

GOAL 2 School Completion

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

7. Has the high school dropout rate decreased? (1994 vs. 1997)
   - Baseline: 9%
   - Update: 8%

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: 29%
     - Update: 33%
   - In Grade 8 (1998)
     - Baseline: 25%
     - Update: 27%

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - In Grade 8 (1998)
     - Baseline: 23%
     - Update: —

Children’s Health Index

Percentage of infants born with 1 or more of 4 health risks

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline</th>
<th>Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>31%</td>
<td>35%</td>
</tr>
<tr>
<td>1997</td>
<td>24%</td>
<td>29%</td>
</tr>
</tbody>
</table>

High School Completion

Percentage of all 18- to 24-year-olds who have a high school credential

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline</th>
<th>Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>86%</td>
<td>85%</td>
</tr>
<tr>
<td>1997</td>
<td>85%</td>
<td>88%</td>
</tr>
</tbody>
</table>

KEY

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

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)
     15% 13% ε
   • in Grade 8? (1990 vs. 1996)
     14% 16% ε

11. Science: Has the percentage of students scoring at or above Proficient increased
   • in Grade 8? (1996)
     21% —

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)
     49 80 ↑

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)
     67% 68% ε
   • a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)
     99% 94% ↓

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
     82% —

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
     17% —

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

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)

Student assessment

Uses of educational technology

Methods of teaching subject field

In-depth study in subject field

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)
     27 out of 41 countries were expected to score above Georgia
     14 out of 41 countries were expected to score above Georgia
   • 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)
     66% — —
     61% — —
   • address algebra and functions increased? (1996)
     66% — —
     57% — —
   • address reasoning and analytical ability increased? (1996)
     56% — —
     52% — —

19. Has the percentage of public school 8th graders who have computers available
   in their mathematics classroom increased? (1996)
     41% — —
     30% — —

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996)
     38% 41% 
     39% 43%
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
     44% 42% 
     39% 40%
   • female students increased? (1991 vs. 1996)
     33% 37% 
     35% 41% 

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)
     62% 68% 
     70% 71%
   • voted increased? (1988 vs. 1996)
     50% 51% 
     61% 58%

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 16 for a Guide to Reading the State Pages.
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

At least once a week.

On a 4-point scale from “none” to “a lot,” defined as a response to the top point.
23. Has postsecondary enrollment increased? (1992 vs. 1996) 54% 56%

24. Has student marijuana use decreased? (1991 vs. 1993) 11% 14%

25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1993) 15% —

26. Has the availability of drugs on school property decreased? (1993) 9% —

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

28. Has the percentage of students involved in physical fights on school property decreased? (1993) 16% —

29. Has the percentage of students carrying weapons on school property decreased? (1993) 15% —

30. Has the percentage of students who do not feel safe at school decreased? (1993) 15% —

31. Has teacher victimization decreased? (1994) 15% —

32. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994) 37% 48%

33. Has the percentage of schools with minimal parental involvement decreased, according to public school teachers? (1991 vs. 1994) 30% 33%

34. Has the influence of parent associations on school policy increased? (1991 vs. 1994) 11% 14%

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

<table>
<thead>
<tr>
<th>Georgia</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>54%</td>
<td>56%</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Has student marijuana use decreased? (1991 vs. 1993)</td>
<td>11%</td>
<td>14%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4-18%</td>
<td>7-21%</td>
</tr>
<tr>
<td>Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1993)</td>
<td>27%</td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>17-43%</td>
<td>9-44%</td>
</tr>
<tr>
<td>Has the availability of drugs on school property decreased? (1993)</td>
<td>21%</td>
<td>—</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11-31%</td>
<td>—</td>
</tr>
<tr>
<td>Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993)</td>
<td>9%</td>
<td>—</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6-15%</td>
<td>—</td>
</tr>
<tr>
<td>Has the percentage of students involved in physical fights on school property decreased? (1993)</td>
<td>16%</td>
<td>—</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13-39%</td>
<td>—</td>
</tr>
<tr>
<td>Has the percentage of students carrying weapons on school property decreased? (1993)</td>
<td>15%</td>
<td>—</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8-18%</td>
<td>—</td>
</tr>
<tr>
<td>Has teacher victimization decreased? (1994)</td>
<td>15%</td>
<td>—</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3-26%</td>
<td>—</td>
</tr>
<tr>
<td>Has student disruptions that interfere with teaching decreased? (1991 vs. 1994)</td>
<td>37%</td>
<td>48%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>23-60%</td>
<td>33-65%</td>
</tr>
</tbody>
</table>

**GOAL 8** Parental Participation

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the percentage of schools with minimal parental involvement decreased, according to public school principals? (1991 vs. 1994)</td>
<td>16%</td>
<td>16%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4-22%</td>
<td>3-27%</td>
</tr>
<tr>
<td>Has the influence of parent associations on school policy increased? (1991 vs. 1994)</td>
<td>11%</td>
<td>14%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8-37%</td>
<td>12-50%</td>
</tr>
</tbody>
</table>

---

**Alcohol- and Drug-free Schools**

Percentage of public high school students who reported the following (Indicators 24, 25, & 26)

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Used marijuana</td>
<td>11%</td>
<td>14%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4-18%</td>
<td>7-21%</td>
</tr>
<tr>
<td>Had 5 or more drinks in a row</td>
<td>27%</td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>17-43%</td>
<td>9-44%</td>
</tr>
<tr>
<td>Were offered, sold, or given an illegal drug on school property</td>
<td>21%</td>
<td>—</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11-31%</td>
<td>—</td>
</tr>
<tr>
<td>Interpret with caution. Change was not statistically significant.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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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)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>One or more areas</td>
<td>1%</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1%</td>
<td>4%</td>
</tr>
<tr>
<td>Establishing curriculum</td>
<td>5%</td>
<td>—</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5%</td>
<td>—</td>
</tr>
<tr>
<td>Hiring new full-time teachers</td>
<td>1%</td>
<td>—</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1%</td>
<td>—</td>
</tr>
<tr>
<td>Setting discipline policy</td>
<td>6%</td>
<td>—</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6%</td>
<td>—</td>
</tr>
</tbody>
</table>

Interpret with caution. Change was not statistically significant.
HAWAII

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)†
   - Hawaii: 30% 29%
   - U.S.: 37% 33%
   - Range of State Scores: 7% 7%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - Hawaii: 86% 81%
   - U.S.: 75% 72%
   - Range of State Scores: 7% 8%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - Hawaii: 7% 7%
   - U.S.: 7% 8%
   - Range of State Scores: 7% 8%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - Hawaii: 73% 83%
   - U.S.: 76% 83%
   - Range of State Scores: 7% 8%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - Hawaii: 16 28
   - U.S.: 16-68 14-96

GOAL 2 School Completion
6. Has the high school completion rate increased? (1990 vs. 1997)
   - Hawaii: 93% 92%
   - U.S.: 86% 85%
   - Range of State Scores: 16-68 14-96
7. Has the high school dropout rate decreased? (1992 vs. 1997)
   - Hawaii: 86% 81%
   - U.S.: 86% 81%
   - Range of State Scores: 16-68 14-96

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)
   - Hawaii: 17% —
   - U.S.: 29% —
   - Range of State Scores: 11-48%
   - In Grade 8 (1998)
   - Hawaii: 19% —
   - U.S.: 33% —
   - Range of State Scores: 9-44%
9. Writing: Has the percentage of students scoring at or above Proficient increased
   - In Grade 8 (1998)
   - Hawaii: 15% —
   - U.S.: 27% —
   - Range of State Scores: 9-44%

KEY

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

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>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>30%</td>
</tr>
<tr>
<td>1997</td>
<td>25%</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>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>86%</td>
</tr>
<tr>
<td>1997</td>
<td>86%</td>
</tr>
</tbody>
</table>

1 Does not include those still in high school.
2 Includes traditional high school diplomas and alternatives credential.

Comparable national data are not available.

See pages 245-246 for an explanation of statistical significance.

See Appendix B for technical notes and sources.

See pages 16-19 for a Guide to Reading the State Pages.
HAWAII

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)
  15% 16% 16% 21% 5-27% 3-31% 15% 16% 24% ↑ 1-27% 5-34%
• in Grade 8? (1990 vs. 1996) 15% — — 29% — 5-41% —

12. Mathematics: 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)
  87 98 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)
  62% 67% 66% 63% 51-85% 50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)
  93% 89% 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)
  88% — 85% — 76-98% —

15. Has the percentage of public school teachers with training to teach limited
English proficient students increased? (1994)
  41% — 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)
  34% 33% 22% 27% 6-42% 7-48%
## HAWAII

### GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   - Grade 8 mathematics achievement? (1996)
     - 27 out of 41 countries would be expected to score above Hawaii
     - 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)
     - 70% —
     - 66% —
   - address algebra and functions increased? (1996)
     - 45% —
     - 57% —
   - address reasoning and analytical ability increased? (1996)
     - 43% —
     - 52% —

19. Has the percentage of public school 8th graders who have computers available in their mathematics classroom increased? (1996)
   - 36% —
   - 30% —

20. Has the percentage of mathematics and science degrees awarded to
   - all students increased? (1991 vs. 1996)
     - 40% 40% ↔
     - 39% 43% ↑
   - minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
     - 47% 41% ↓
     - 39% 40% ↑
   - female students increased? (1991 vs. 1996)
     - 37% 37% ↔
     - 35% 41% ↑

### 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)
     - 66% 61% ↔
     - 70% 71% ↑
   - voted increased? (1988 vs. 1996)
     - 59% 47% ↔
     - 61% 58% ↑

---

**KEY**

- ![Significantly better](image:https://example.com/key.png)
- ![Significantly worse](image:https://example.com/key.png)
- ![Interpret with caution. Change was not statistically significant](image:https://example.com/key.png)

- *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.

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**Mathematics Instruction**

- **Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996**
  - Address reasoning and analytical ability
    - 43%
  - Address algebra and functions
    - 45%
  - Have students work in small groups or with a partner
    - 70%

---

**Notes:**

- At least once a week.
- On a 4-point scale from "never" to "a lot," defined as a response to the top point.
**HAWAI'I**

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

<table>
<thead>
<tr>
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<tbody>
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<td>update</td>
<td>progress?</td>
<td>baseline</td>
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<tr>
<td>54%</td>
<td>59%</td>
<td>↑</td>
<td>33-68%</td>
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### GOAL 7  
**Safe, Disciplined, and Alcohol- and Drug-free Schools**

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<tbody>
<tr>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
<td>baseline</td>
</tr>
<tr>
<td>17%</td>
<td>24%</td>
<td>↓</td>
<td>7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>25. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1997)$^a$</th>
<th>Hawaii</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
<td>baseline</td>
</tr>
<tr>
<td>23%</td>
<td>25%</td>
<td>↓</td>
<td>7%</td>
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<tbody>
<tr>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
<td>baseline</td>
</tr>
<tr>
<td>26%</td>
<td>41%</td>
<td>↓</td>
<td>7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)$^a$</th>
<th>Hawaii</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
<td>baseline</td>
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<tr>
<td>7%</td>
<td>6%</td>
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### GOAL 8  
**Parental Participation**

<table>
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<tr>
<th>33. Has the percentage of schools with minimal parental involvement decreased, according to</th>
<th>Hawaii</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
<td>baseline</td>
</tr>
<tr>
<td>public school teachers? (1991 vs. 1994)</td>
<td>32%</td>
<td>31%</td>
<td>➞</td>
</tr>
<tr>
<td>public school principals? (1991 vs. 1994)</td>
<td>18%</td>
<td>13%</td>
<td>➞</td>
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</tbody>
</table>

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
<td>baseline</td>
</tr>
<tr>
<td>37%</td>
<td>33%</td>
<td>➞</td>
<td>37%</td>
</tr>
</tbody>
</table>

**KEY**

- $^a$ Indicators are not the same at the national and state levels.
- $^b$ Data not available.
- $^c$ Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
- $^d$ See pages 245-246 for an explanation of statistical significance.
- $^e$ See pages 16-19 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.

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**Alcohol and Drug-free Schools**

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</thead>
<tbody>
<tr>
<td>Used marijuana</td>
<td>17%</td>
<td>24%</td>
<td>22%</td>
<td>29%</td>
<td>7%</td>
</tr>
<tr>
<td>Had 5 or more drinks in a row</td>
<td>23%</td>
<td>25%</td>
<td>20%</td>
<td>25%</td>
<td>7%</td>
</tr>
<tr>
<td>Were offered, sold, or given an illegal drug on school property</td>
<td>26%</td>
<td>41%</td>
<td>20%</td>
<td>25%</td>
<td>7%</td>
</tr>
</tbody>
</table>

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**Parent-School Partnerships**

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</thead>
<tbody>
<tr>
<td>One or more areas</td>
<td>17%</td>
<td>13%</td>
<td>17%</td>
<td>13%</td>
<td>9-44%</td>
</tr>
<tr>
<td>Establishing curriculum</td>
<td>17%</td>
<td>13%</td>
<td>17%</td>
<td>13%</td>
<td>9-44%</td>
</tr>
<tr>
<td>Hiring new full-time teachers</td>
<td>17%</td>
<td>13%</td>
<td>17%</td>
<td>13%</td>
<td>9-44%</td>
</tr>
<tr>
<td>Setting discipline policy</td>
<td>17%</td>
<td>13%</td>
<td>17%</td>
<td>13%</td>
<td>9-44%</td>
</tr>
</tbody>
</table>

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$^a$ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

$^b$ Interpret with caution. Change was not statistically significant.
**IDAHO**

### 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)\(^1\)
   - Idaho: 35% vs. 32% (Significantly better)
   - U.S.: 37% vs. 33% (Significantly better)
   - Range: 25-48% vs. 24-45%

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - Idaho: 64% vs. 72% (Significantly better)
   - U.S.: 75% vs. 79% (Significantly better)
   - Range: 61-88% vs. 71-87%

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - Idaho: 6% vs. 6% (No change)
   - U.S.: 7% vs. 8% (No change)
   - Range: 5-15% vs. 3-13%

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - Idaho: 74% vs. 79% (Significantly better)
   - U.S.: 76% vs. 83% (Significantly better)
   - Range: 47-87% vs. 57-90%

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - Idaho: 56 vs. 61 (Significantly better)
   - U.S.: (No data available)
   - Range: 16-68 vs. 14-96

### GOAL 2 School Completion

6. Has the high school completion rate increased? (1990 vs. 1997)
   - Idaho: 83% vs. 86% (Significantly better)
   - U.S.: 86% vs. 85% (Significantly better)
   - Range: 77-96% vs. 75-95%

7. Has the high school dropout rate decreased? (1992 vs. 1997)
   - Idaho: (No data available)
   - U.S.: (No data available)

### GOAL 3 Student Achievement and Citizenship

8. Reading: Has the percentage of students scoring at or above Proficient increased
   - in Grade 4 (1992): 28% vs. (No data available)
   - in Grade 8 (1998): (No data available) vs. (No data available)
   - Range: 61-88% vs. 71-87%

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8 (1998): (No data available) vs. (No data available)
   - Range: 3-12% vs. 3-12%

---

**KEY**

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

\(^1\) Comparable national data are not available.
\(^2\) Does not include those still in high school.
\(^3\) Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
\(^4\) See pages 245-246 for an explanation of statistical significance.
\(^5\) See pages 16-19 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.

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**Children’s Health Index**

Percentage of infants born with 1 or more of 4 health risks\(^1\) (Indicator 1)

<table>
<thead>
<tr>
<th>Year</th>
<th>Idaho</th>
<th>U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>1997</td>
<td>30%</td>
<td>25%</td>
</tr>
</tbody>
</table>

**High School Completion**

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Idaho</th>
<th>U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>83%</td>
<td>88%</td>
</tr>
<tr>
<td>1997</td>
<td>85%</td>
<td>89%</td>
</tr>
</tbody>
</table>

\(^1\) 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.

\(^2\) Includes traditional high school diplomas and alternative credentials.

Interpreted with caution. Change was not statistically significant.
**IDAHO**

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

10. Mathematics: Has the percentage of students scoring at or above Proficient increased
   - in Grade 4? (1992)
     - 16% — 18%
   - in Grade 8? (1990 vs. 1992)
     - 29% — 5-41%

11. Science: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8? (1996)
     - 28% — 41%

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)
   - 1991: 28 44
   - 1999: 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)
     - 62% 56%
   - a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)
     - 96% 96%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   - 84% — 76-96%

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
   - 26% — 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)
   - 19% 27%

**KEY**

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

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**Idaho**

**U.S.**

**Range of State Scores**

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<tbody>
<tr>
<td>Student Achievement</td>
<td>84%</td>
<td>60%</td>
<td>54%</td>
<td>50%</td>
</tr>
<tr>
<td>Uses of educational technology</td>
<td>36%</td>
<td>42%</td>
<td>38%</td>
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<tr>
<td>Methods of teaching subject field</td>
<td>28%</td>
<td>31%</td>
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<tr>
<td>In-depth study in subject field</td>
<td>24%</td>
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<tr>
<td>Student assessment</td>
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**Range of State Scores**

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**Idaho**

**U.S.**

**Range of State Scores**

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**Range of State Scores**

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### IDAHO

#### GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   - Grade 8 mathematics achievement? (1996) — — 20 out of 40 countries scored above the U.S. countries
   - Grade 8 science achievement? (1996) — — 9 out of 40 countries scored above the U.S. countries

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) — — 66% — 45-92% —
   - address algebra and functions increased? (1996) — — 57% — 45-82% —
   - address reasoning and analytical ability increased? (1996) — — 52% — 39-64% —

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

20. Has the percentage of mathematics and science degrees awarded to
   - all students increased? (1991 vs. 1996) 34% 39% ↑ 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) 29% 33% ↑ 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) — — 52% — 46-77% —

22. Has the percentage of U.S. citizens who report that they
   - registered to vote increased? (1988 vs. 1996) 72% 71% — 70% 71% — 58-96% 61-91%
   - voted increased? (1988 vs. 1996) 66% 62% — 61% 58% — 50-74% 47-69%

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

| 23. Has postsecondary enrollment increased? (1992 vs. 1996) | 49% | 46% | ↓ | 33-64% | 40-72% |

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

| 24. Has student marijuana use decreased? (1991 vs. 1993) | 10% | 13% | ↑ | 4-18% | 7-21% |
| 25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1993) | 30% | 31% | ↓ | 17-43% | 9-44% |
| 26. Has the availability of drugs on school property decreased? (1993) | 24% | — | | 11-31% | — |
| 27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993) | 8% | — | | 6-15% | — |
| 28. Has the percentage of students involved in physical fights on school property decreased? (1993) | 17% | — | | 13-39% | — |

### GOAL 8  
**Parental Participation**

| 33. Has the percentage of schools with minimal parental involvement decreased, according to | 16% | 19% | ↑ | 9-44% | 13-50% |
| 34. Has the influence of parent associations on school policy increased? (1991 vs. 1994) | 12% | 21% | ↑ | 8-37% | 12-50% |

### Alcohol and Drug-free Schools

- **Percentage of public high school students who reported the following (indicators 24, 25, & 26):**
  - Used marijuana: 1991 - 13%, 1993 - 12%
  - Had 5 or more drinks in a row: 1991 - 7%, 1993 - 5%
  - Were offered, sold, or given an illegal drug on school property: 1991 - 12%, 1993 - 8%
  - Alcohol- and Drug-free Schools Percentage of public high school students who reported the following:
    - Used marijuana: 1991 - 13%, 1993 - 12%
    - Had 5 or more drinks in a row: 1991 - 7%, 1993 - 5%
    - Were offered, sold, or given an illegal drug on school property: 1991 - 12%, 1993 - 8%

### 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):**
  - 1991 - 12%, 1993 - 8%
  - 1991 - 12%, 1993 - 8%
ILLINOIS

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: 35%  
   - Update: 32%  
   - Range of State Scores: 26-48%

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - Baseline: 68%  
   - Update: 76%  
   - Range of State Scores: 61-88%

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - Baseline: 8%  
   - Update: 8%  
   - Range of State Scores: 5-15%

4. Has the percentage of mothers receiving any prenatal care increased? (1990 vs. 1997)
   - Baseline: 78%  
   - Update: 82%  
   - Range of State Scores: 47-87%

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1998 vs. 1999)
   - Baseline: 53  
   - Update: 49  
   - Range of State Scores: 16-68

GOAL 2  School Completion
6. Has the high school completion rate increased? (1990 vs. 1997)
   - Baseline: 85%  
   - Update: 87%  
   - Range of State Scores: 77-96%

7. Has the high school dropout rate decreased? (1992 vs. 1997)
   - Baseline: 8%  
   - Update: 8%  
   - Range of State Scores: 7%-12%

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: 37%  
   - Update: 33%  
   - Range of State Scores: 25-48%

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - In Grade 8 (1998)
   - Baseline: 76%  
   - Update: 83%  
   - Range of State Scores: 47-87%

1. Has the percentage of students scoring at or above Proficient increased
   - In Grade 4 (1992 vs. 1998)
   - Baseline: 37%  
   - Update: 33%  
   - Range of State Scores: 25-48%

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - Baseline: 75%  
   - Update: 79%  
   - Range of State Scores: 61-88%

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - Baseline: 8%  
   - Update: 8%  
   - Range of State Scores: 5-15%

4. Has the percentage of mothers receiving any prenatal care increased? (1990 vs. 1997)
   - Baseline: 78%  
   - Update: 82%  
   - Range of State Scores: 47-87%

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1998 vs. 1999)
   - Baseline: 53  
   - Update: 49  
   - Range of State Scores: 16-68

6. Has the high school completion rate increased? (1990 vs. 1997)
   - Baseline: 85%  
   - Update: 87%  
   - Range of State Scores: 77-96%

7. Has the high school dropout rate decreased? (1992 vs. 1997)
   - Baseline: 8%  
   - Update: 8%  
   - Range of State Scores: 7%-12%

8. Reading: Has the percentage of students scoring at or above Proficient increased
   - In Grade 4 (1992 vs. 1998)
   - Baseline: 37%  
   - Update: 33%  
   - Range of State Scores: 25-48%

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - In Grade 8 (1998)
   - Baseline: 76%  
   - Update: 83%  
   - Range of State Scores: 47-87%

Children’s Health Index
Percentage of infants born with 1 or more of 4 health risks
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.

High School Completion
Percentage of all 18- to 24-year-olds
who have a high school credential
1. Does not include those still in high school.
2. Includes traditional high school diploma and alternative credential.

1. Does not include those still in high school.
2. Includes traditional high school diploma and alternative credential.

Interpret with caution. Change was not statistically significant.

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.
ILLINOIS

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)
     — —
   ——
   18% 21% ↑
   5-27% 3-31%”
   • in Grade 8? (1990 vs. 1996)
     — —
   ——
   15% 24% ↑
   1-27% 5-34%”

11. Science: Has the percentage of students scoring at or above Proficient increased
   • in Grade 8? (1996)
     — —
   29%
   ——
   29% —
   5-41% —

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)
   ——
   61 96 ↑
   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)
     69% 72% ↔
   66% 63% ↔
   51-85% 50-81%”
   • a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)
     96% 96% ↔
   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)
   81% —
   85% —
   76-98% —

15. Has the percentage of public school teachers with training to teach limited
   English proficient students increased? (1994)
   19% —
   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)
   18% 20% ↔
   22% 27% ↑
   6-42% 7-48%”

KEY

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

Data not available.

* Baseline year and most recent update year 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 Since the end of the previous school year.
# Illinois Baseline Update Progress?

## Goal 5: Mathematics and Science

17. Has the state’s international standing improved in grade 8 mathematics achievement? (1995)
   - 25 out of 41 countries scored above Illinois

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)
   - 66% —

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

## Goal 6: Adult Literacy and Lifelong Learning

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

22. Has the percentage of U.S. citizens who report that they registered to vote increased? (1988 vs. 1996)
   - 73% 72% ↔

## Range of State Scores

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<th>Illinois</th>
<th>U.S.</th>
<th>Range of State Scores</th>
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<td>Baseline</td>
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<tr>
<td>21. Prose Literacy</td>
<td>48%</td>
<td>52%</td>
<td>6-38 —</td>
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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.

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.
ILAinois

Goal 6: Adult Literacy and Lifelong Learning (continued)

   - Illinois: 63% baseline, 61% update
   - U.S.: 33-68%
   - Range of State Scores: 33-64% to 40-72%

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

   - Illinois: 14% baseline, 25% update
   - U.S.: 7-21%
   - Range of State Scores: 7-21% to 13-32%

25. Has student alcohol use increased? (5 or more drinks in a row) decreased? (1993 vs. 1995)
   - Illinois: 26% baseline, 30% update
   - U.S.: 9-44%
   - Range of State Scores: 9-44% to 13-43%

   - Illinois: 19% baseline, 31% update
   - U.S.: 11-31%
   - Range of State Scores: 11-31% to 20-46%

27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1995)
   - Illinois: 8% baseline, 9% update
   - U.S.: 6-15%
   - Range of State Scores: 6-15% to 4-11%

28. Has the percentage of students involved in physical fights decreased? (1993 vs. 1995)
   - Illinois: 18% baseline, 16% update
   - U.S.: 13-39%
   - Range of State Scores: 13-39% to 12-19%

29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1995)
   - Illinois: 10% baseline, 9% update
   - U.S.: 8-18%
   - Range of State Scores: 8-18% to 7-14%

30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1995)
   - Illinois: 7% baseline, 6% update
   - U.S.: 3-23%
   - Range of State Scores: 3-23% to 3-16%

31. Has teacher victimization decreased? (1994)
   - Illinois: 12% baseline, 15% update
   - U.S.: 8-26%
   - Range of State Scores: 8-26% to —

32. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1995)
   - Illinois: 18% baseline, 16% update
   - U.S.: 13-39%
   - Range of State Scores: 13-39% to 12-19%

33. Has the percentage of schools with minimal parental involvement decreased, according to public school teachers? (1991 vs. 1994)
   - Illinois: 27% baseline, 25% update
   - U.S.: 9-44%
   - Range of State Scores: 9-44% to 13-59%

34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)
   - Illinois: 15% baseline, 14% update
   - U.S.: 4-22%
   - Range of State Scores: 4-22% to 3-27%

Goal 8: Parental Participation

35. Has the percentage of schools with minimal parental involvement decreased, according to public school principals? (1991 vs. 1994)
   - Illinois: 15% baseline, 14% update
   - U.S.: 4-22%
   - Range of State Scores: 4-22% to 3-27%

36. Has the percentage of schools with minimal parental involvement decreased, according to public school teachers? (1991 vs. 1994)
   - Illinois: 27% baseline, 25% update
   - U.S.: 9-44%
   - Range of State Scores: 9-44% to 13-59%

37. Has the percentage of schools with minimal parental involvement decreased, according to public school principals? (1991 vs. 1994)
   - Illinois: 15% baseline, 14% update
   - U.S.: 4-22%
   - Range of State Scores: 4-22% to 3-27%

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.

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.
INDIANA

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: —
   - Update: 74%
   - Significance: 37% 33%  
   - Range: 25-48% 24-45%

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - Baseline: 7%
   - Update: 8%
   - Significance: 7% 8%  
   - Range: 5-15% 3-13%

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - Baseline: 78%
   - Update: 80%
   - Significance: 76% 83%  
   - Range: 47-87% 57-90%

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - Baseline: 30
   - Update: 53
   - Significance: 16-68 14-96

GOAL 2  School Completion

6. Has the high school completion rate increased? (1990 vs. 1997)
   - Baseline: 89%
   - Update: 89%
   - Significance: 86% 85%  
   - Range: 77-96% 75-95%

7. Has the high school dropout rate decreased? (1992 vs. 1997)
   - Baseline: —
   - Update: 74%
   - Significance: — 74%  
   - Range: — 71-87%

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)
     - Baseline: 30%
     - Update: 33%
     - Significance: 29% 30%  
     - Range: 3-38% 8-41%

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - In Grade 8 (1998)
     - Baseline: 27%
     - Update: —
     - Significance: 9-44% —

KEY

<table>
<thead>
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<tr>
<td>↑</td>
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<td>↓</td>
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<td>↔</td>
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</table>

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

High School Completion
Percentage of all 18- to 24-year-olds who have a high school credential (indicator 6)

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)
   - 16% 24%
   - 15% 24%

11. Science: Has the percentage of students scoring at or above Proficient increased in Grade 8? (1996)
   - 30% 29%
   - 29% 24%

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)
   - 20 45
   - 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)
   - 73% 70%
   - 66% 63%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   - 80% 85%
   - 52% 56%

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
   - 6% 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)
   - 14% 22%
   - 22% 27%

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**KEY**

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

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**Notes:**
- 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.
INDIANA

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 Indiana
   3 out of 41 countries would be expected to score above Indiana
   • Grade 8 science achievement? (1996)
   63% — 66% — 52% — 57% — 43% — 52% — 1-38 — 45-92% — 45-82% — 39-64% —

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% — 52% — 43% — 39% — 41% — 39% — 40% — 23% — 30% — 7-54% —
   • address algebra and functions increased? (1996)
   • 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)
   23% — 30% — 7-54% —

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

GOAL 6  Adult Literacy and Lifelong Learning

21. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)
   58% — 52% — 46-77% —

22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996)
   • voted increased? (1988 vs. 1996)
   • have students work in small groups or with a partner increased? (1996)
   • address algebra and functions increased? (1996)
   • address reasoning and analytical ability increased? (1996)
   0% 20% 40% 60% 80% 100%
   Adult Literacy
   Percentage of adults who scored at 3 highest levels in Prose Literacy
   (Indicator 21)
### Indiana

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Indiana</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Has postsecondary enrollment increased? (1992 vs. 1996)</td>
<td>51%</td>
<td>58%</td>
<td>33-68% 40-72%</td>
</tr>
</tbody>
</table>

#### Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Indiana</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Has student marijuana use decreased? (1991 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td>4-18% 12-35%</td>
</tr>
<tr>
<td>25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td>17-43% 11-45%</td>
</tr>
<tr>
<td>26. Has the availability of drugs on school property decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td>11-31% 15-42%</td>
</tr>
<tr>
<td>27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td>6-15% 5-13%</td>
</tr>
<tr>
<td>28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td>13-39% 11-34%</td>
</tr>
<tr>
<td>29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td>8-18% 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>16%</td>
<td>—</td>
<td>3-23% 3-13%</td>
</tr>
<tr>
<td>31. Has teacher victimization decreased? (1994)</td>
<td>38%</td>
<td>45%</td>
<td>23-60% 33-65%</td>
</tr>
</tbody>
</table>

#### Goal 8: Parental Participation

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Indiana</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. Has the percentage of schools with minimal parental involvement decreased, according to</td>
<td>27%</td>
<td>25%</td>
<td>9-44% 13-50%</td>
</tr>
<tr>
<td>public school principals? (1991 vs. 1994)</td>
<td>19%</td>
<td>9%</td>
<td>4-22% 3-27%</td>
</tr>
<tr>
<td>34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)</td>
<td>14%</td>
<td>20%</td>
<td>8-37% 12-50%</td>
</tr>
</tbody>
</table>

#### 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 240-241 for more information on calculating the baseline year.
* 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.
IOWA

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)†
   - Iowa: 39% — 36%
   - U.S.: 37% — 33%
   - Range of State Scores: 25-48% — 24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - Iowa: 87% — 76%
   - U.S.: 75% — 79%
   - Range of State Scores: 61-88% — 71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - Iowa: 5% — 6%
   - U.S.: 7% — 8%
   - Range of State Scores: 5-15% — 3-13%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - Iowa: 85% — 87%
   - U.S.: 76% — 83%
   - Range of State Scores: 47-87% — 57-90%
5. Has the number of children with disabilities in preschool per 1,000 3- to 5-year-olds increased? (1991 vs. 1998)
   - Iowa: 45 — 52
   - U.S.: —
   - Range of State Scores: 16-68 — 14-96

GOAL 2  School Completion
6. Has the high school completion rate increased? (1990 vs. 1997)
   - Iowa: 94% — 88%
   - U.S.: 86% — 85%
   - Range of State Scores: 77-96% — 75-95%
7. Has the high school dropout rate decreased? (1994 vs. 1997)
   - Iowa: 3% — 3%
   - U.S.: —
   - Range of State Scores: 3-10% — 3-12%

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)†
     - Iowa: 36% — 35%
     - U.S.: — —
     - Range of State Scores: 29% — 31%
   - In Grade 8 (1998)
     - Iowa: — —
     - U.S.: —
     - Range of State Scores: 33% —
9. Writing: Has the percentage of students scoring at or above Proficient increased
   - In Grade 8 (1998)
     - Iowa: — —
     - U.S.: —
     - Range of State Scores: 27% —

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Iowa</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>35%</td>
<td>36%</td>
<td>25-48% — 24-45%</td>
</tr>
<tr>
<td>1997</td>
<td>36%</td>
<td>35%</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Iowa</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>94%</td>
<td>88%</td>
<td>77-96% — 75-95%</td>
</tr>
<tr>
<td>1997</td>
<td>88%</td>
<td>85%</td>
<td></td>
</tr>
</tbody>
</table>

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 1994 and 1997 before rounding were 3.2 and 3.1, respectively.
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.
2 Includes traditional high school diploma and alternative credential.
### IOWA

#### 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% vs. 22% (1992 vs. 1996)
   - 18% vs. 21% (1992 vs. 1996)

11. Science: Has the percentage of students scoring at or above Proficient increased in Grade 8? (1990 vs. 1996)
   - 36% vs. 29% (1990 vs. 1996)
   - 15% vs. 24% (1990 vs. 1996)

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)
   - 19 vs. 35 (1991 vs. 1999)
   - 55 vs. 97 (1991 vs. 1999)

#### 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% vs. 66% (1991 vs. 1994)
   - 99% vs. 94% (1991 vs. 1994)

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   - 89% vs. 85% (1994)
   - 57% vs. 56% (1994)

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
   - 15% vs. 13% (1994)
   - 22% vs. 27% (1994)

16. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)
   - 11% vs. 13% (1991 vs. 1994)
   - 22% vs. 27% (1991 vs. 1994)

### Student Achievement Percentage of public school students scoring at or above Proficient in reading and mathematics (indicators 8 & 10)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade 4</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>26%</td>
<td>36%</td>
</tr>
<tr>
<td>1996</td>
<td>22%</td>
<td>29%</td>
</tr>
</tbody>
</table>

### Professional Development Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 14)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>One or more topics</td>
<td>81%</td>
</tr>
<tr>
<td>Uses of educational technology</td>
<td>84%</td>
</tr>
<tr>
<td>Methods of teaching subject fist in-depth study in subject field</td>
<td>27%</td>
</tr>
<tr>
<td>Student assessment</td>
<td>54%</td>
</tr>
</tbody>
</table>

---

**Key**

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

---

**Notes:**
- 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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**Since the end of the previous school year:**
IOWA

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 Iowa
   1 out of 41 countries would be expected to score above Iowa

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)
   60% —
   55% —
   • address algebra and functions increased? (1996)
   44% —
   44% —

19. Has the percentage of public school 8th graders who have computers available
   in their mathematics classroom increased? (1996)
   32% —
   30% —

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996)
   33% 37% ▲
   29% 34% ▲
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
   32% 34% ▲
   28% 34% ▲
   • female students increased? (1991 vs. 1996)
   31% 34% ▲
   28% 34% ▲

GOAL 6  Adult Literacy and Lifelong Learning

21. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)
   61% —
   52% —

22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996)
   73% 75% ↔
   64% 63% ↔
   • voted increased? (1988 vs. 1996)
   64% 63% ↔

KEY

▲ Significantly better
▼ Significantly worse
↔ Interpret with caution. Change was not statistically significant.
IOWA

GOAL 6 Adult Literacy and Lifelong Learning (continued)

   64% 64%<br>33-68% 40-73%

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

24. Has student marijuana use decreased? (1997)<br>18% —<br>12-35% —
25. Has student alcohol use (5 or more drinks in a row) decreased? (1997)<br>38% —<br>11-45% —
26. Has the availability of drugs on school property decreased? (1997)<br>23% —<br>15-42% —
27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1997)<br>7% —<br>5-13% —
28. Has the percentage of students involved in physical fights on school property decreased? (1997)<br>14% —<br>11-34% —
29. Has the percentage of students carrying weapons on school property decreased? (1997)<br>9% —<br>5-17% —
30. Has the percentage of students who do not feel safe at school decreased? (1997)<br>3% —<br>3-13% —
31. Has teacher victimization decreased? (1994)<br>11% —<br>8-26% —
32. Has student disruptions that interfere with teaching decreased? (1997 vs. 1994)<br>31% 48%<br>23-60% 33-65%

GOAL 8 Parental Participation

33. Has the percentage of schools with minimal parental involvement decreased, according to<br>• public school teachers? (1991 vs. 1994)<br>15% 18%<br>9-44% 13-50%
• public school principals? (1991 vs. 1994)<br>8% 7%<br>4-22% 3-27%
34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)<br>12% 23%<br>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 63.8 and 63.7, respectively.
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.

Alcohol- and Drug-free Schools

<table>
<thead>
<tr>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used marijuana</td>
</tr>
<tr>
<td>Had 5 or more drinks in a row</td>
</tr>
<tr>
<td>Were offered, sold, or given an illegal drug on school property</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
</tr>
</tbody>
</table>

Parent-School Partnerships

<table>
<thead>
<tr>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>One or more areas</td>
</tr>
<tr>
<td>Establishment conditions</td>
</tr>
<tr>
<td>Hiring and performance evaluation</td>
</tr>
<tr>
<td>Setting discipline policies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
</tr>
<tr>
<td>1994</td>
</tr>
</tbody>
</table>

1 During the past 30 days.
2 During the past 12 months.
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)∗  
   - 1990: 32%  
   - 1997: 32%  
   - Change was not statistically significant.

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)  
   - 1994: 62%  
   - 1997: 82%  
   - 1997 was significantly better than 1994.

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)  
   - 1990: 6%  
   - 1997: 7%  
   - 1997 was not significantly worse than 1990.

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)  
   - 1990: 32%  
   - 1997: 36%  
   - 1997 was significantly better than 1990.

5. Has the percentage of children with disabilities in preschool per 1,000 3- to 5-year-olds increased? (1991 vs. 1998)  
   - 1991: 33%  
   - 1998: 61%  
   - 1998 was significantly higher than 1991.

GOAL 2 School Completion

6. Has the high school completion rate increased? (1990 vs. 1997)  
   - 1990: 92%  
   - 1997: 92%  
   - Change was not statistically significant.

7. Has the high school dropout rate decreased? (1993 vs. 1997)  
   - 1993: 5%  
   - 1997: 5%  
   - Change was not statistically significant.

GOAL 3 Student Achievement and Citizenship

8. Reading: Has the percentage of students scoring at or above Proficient increased  
   • In Grade 4 (1998)  
     - 1998: 34%  
   • In Grade 8 (1998)  
     - 1998: 35%  
   - Both were not significantly different.

9. Writing: Has the percentage of students scoring at or above Proficient increased  
   • In Grade 8 (1998)  
     - 1998: 27%  
   - This was significantly worse than in 1996.

Children’s Health Index  
Percentage of children 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>24%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>1997</td>
<td>27%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>29%</td>
</tr>
</tbody>
</table>

High School Completion  
Percentage of all 18- to 24-year-olds 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>1996</td>
<td>84%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>98%</td>
</tr>
<tr>
<td>1997</td>
<td>84%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>98%</td>
</tr>
</tbody>
</table>

Notes:  
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.  

Comparable national data are not available.

See pages 241-246 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.
KANSAS

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)?
     — —
     18% 21% ↑
   • in Grade 8 (1990 vs. 1996)?
     — —
     15% 24% ↑

11. Science: Has the percentage of students scoring at or above Proficient increased
   • in Grade 8 (1996)?
     — —
     29% —

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 31 ↑
   55 97 ↑
   9-177 19-244

GOAL 4  Teacher Education and Professional Development

13. Has the percentage of public secondary school teachers who held
   • a degree in their main teaching assignment increased? (1991 vs. 1994)
     62% 60% ↔
     66% 63% ↔
     51-85% 50-81% ↔
     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)
     16% —
     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)
     17% 19% ↔
     22% 27% ↑
     6-42% 7-48% ↑

---

**KEY**

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

---

1 Since the end of the previous school year.

---

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 75-78 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.
KANSAS

GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996)
   • 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)
   • address algebra and functions increased? (1996)
   • address reasoning and analyitical ability increased? (1996)
19. Has the percentage of public school 8th graders who have computers available
   in their mathematics classroom increased? (1996)
20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996)
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
   • female students increased? (1991 vs. 1996)

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)
   • voted increased? (1988 vs. 1996)

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.
### KANSAS

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1992 vs. 1996</th>
<th>1996 vs. 1998</th>
<th>Increase?</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Has postsecondary enrollment increased?</td>
<td>58%</td>
<td>62%</td>
<td>↑</td>
</tr>
<tr>
<td>25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>26. Has the availability of drugs on school property decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>27. Has the percentage of students threatened or injured with a weapon on school property decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>31. Has teacher victimization decreased? (1994)</td>
<td>12%</td>
<td>15%</td>
<td>↓</td>
</tr>
<tr>
<td>32. Has student disruptions that interfere with teaching decreased? (1991 vs. 1994)</td>
<td>35%</td>
<td>42%</td>
<td>↓</td>
</tr>
<tr>
<td>33. Has the percentage of schools with minimal parental involvement decreased, according to public school teachers? (1991 vs. 1994)</td>
<td>17%</td>
<td>18%</td>
<td>↔</td>
</tr>
<tr>
<td>34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)</td>
<td>10%</td>
<td>8%</td>
<td>↔</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1992 vs. 1996</th>
<th>1996 vs. 1998</th>
<th>Increase?</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Has postsecondary enrollment increased?</td>
<td>58%</td>
<td>62%</td>
<td>↑</td>
</tr>
<tr>
<td>25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>26. Has the availability of drugs on school property decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>27. Has the percentage of students threatened or injured with a weapon on school property decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>31. Has teacher victimization decreased? (1994)</td>
<td>12%</td>
<td>15%</td>
<td>↓</td>
</tr>
<tr>
<td>32. Has student disruptions that interfere with teaching decreased? (1991 vs. 1994)</td>
<td>35%</td>
<td>42%</td>
<td>↓</td>
</tr>
</tbody>
</table>

#### GOAL 8  Parental Participation

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1992 vs. 1996</th>
<th>1996 vs. 1998</th>
<th>Increase?</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Has postsecondary enrollment increased?</td>
<td>58%</td>
<td>62%</td>
<td>↑</td>
</tr>
<tr>
<td>25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>26. Has the availability of drugs on school property decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>27. Has the percentage of students threatened or injured with a weapon on school property decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>31. Has teacher victimization decreased? (1994)</td>
<td>12%</td>
<td>15%</td>
<td>↓</td>
</tr>
<tr>
<td>32. Has student disruptions that interfere with teaching decreased? (1991 vs. 1994)</td>
<td>35%</td>
<td>42%</td>
<td>↓</td>
</tr>
</tbody>
</table>

#### 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 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.
KENTUCKY

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)  
   - in Grade 47 (1992 vs. 1998)  
   - in Grade 87 (1998)  
   - Comparable national data are not available. 

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)  
   - 80% 81%  
   - 75% 79%  
   - 10-42% 11-45%  

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)  
   - 7% 8%  
   - 7% 8%  
   - 5-15% 5-13%  

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)  
   - 78% 86%  
   - 76% 83%  
   - 47-87% 57-90%  

5. Has the number of children with disabilities in preschool per 1,000 3- to 5-year-olds increased? (1991 vs. 1998)  
   - 63 96  

GOAL 2  School Completion

6. Has the high school completion rate increased? (1990 vs. 1997)  
   - 82% 85%  
   - 86% 85%  
   - 77-96% 75-95%  

7. Has the high school dropout rate decreased? (1992 vs. 1997)  
   - — —  
   - — —  
   - 3-12% 3-12%  

GOAL 3  Student Achievement and Citizenship

8. Reading: Has the percentage of students scoring at or above Proficient increased  
   - in Grade 47 (1992 vs. 1998)  
   - in Grade 87 (1998)  
   - Comparable national data are not available. 

9. Writing: Has the percentage of students scoring at or above Proficient increased  
   - in Grade 87 (1998) 

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>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>40%</td>
</tr>
<tr>
<td>1997</td>
<td>41%</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>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>82%</td>
</tr>
<tr>
<td>1999</td>
<td>80%</td>
</tr>
</tbody>
</table>

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.
KENTUCKY

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)
   - 13% vs. 16%
   - 18% vs. 21%

11. Science: Has the percentage of students scoring at or above Proficient increased in Grade 8? (1990 vs. 1996)
   - 10% vs. 16%
   - 15% vs. 24%

GOAL 4  Teacher Education and Professional Development

13. Has the percentage of public secondary school teachers who held a degree in their main teaching assignment increased? (1991 vs. 1994)
   - 65% vs. 53%
   - 66% vs. 63%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   - 98% vs. 85%
   - 94% vs. 91%

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
   - 7% vs. 16%
   - 10% vs. 27%

16. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)
   - 24% vs. 34%
   - 22% vs. 27%

KEY

↑ Significantly better  ↓ Significantly worse

Interpret with caution. Change was not statistically significant.

---

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)

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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Since the end of the previous school year.
KENTUCKY

GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996)
     22 out of 41 countries would be expected to score above Kentucky
     8 out of 40 countries would be expected to score above Kentucky
   • 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)
     49% — 66% — 45-92% — 45-92%
   • address algebra and functions increased? (1996)
     49% — 52% — 39-64% —
   • 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)
     37% — 30% — 7-54% —

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996)
     36% 42% ↑ 39% 43% ↑ 25-49% 16-54%
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
     33% 36% ↑ 39% 40% ↑ 22-64% 24-57%
   • female students increased? (1991 vs. 1996)
     31% 38% ↑ 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)
   — — 52% — 46-77% —

22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996)
     63% 70% ↑ 70% 71% ↑ 58-96% 61-91%
   • voted increased? (1988 vs. 1996)
     50% 53% ↔ 61% 58% ↔ 50-74% 47-69%

KEY

!* Indicates 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 14-19 for a Guide to Reading the State Pages.
! See Appendix B for technical notes and sources.

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

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

GOAL 6  Adult Literacy and Lifelong Learning (continued)

23. Has postsecondary enrollment increased? (1992 vs. 1996) 50% 53%  

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

24. Has student marijuana use decreased? (1997) 29% 13%  8-26%  
25. Has student alcohol use (5 or more drinks in a row) decreased? (1997) 37% 15%  11-45%  
26. Has the availability of drugs on school property decreased? (1997) 34% 15%  15-42%  
27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1997) 7% 4%  5-13%  
28. Has the percentage of students involved in physical fights on school property decreased? (1997) 13% 15%  11-34%  
29. Has the percentage of students carrying weapons on school property decreased? (1997) 15% 4%  5-17%  
30. Has the percentage of students who do not feel safe at school decreased? (1997) 4% 3%  3-13%  
31. Has teacher victimization decreased? (1994) 15% 15%  8-26%  
32. Has student disruptions that interfere with teaching decreased? (1991 vs. 1994) 39% 37%  23-60%  
33. Has the percentage of schools with minimal parental involvement decreased, according to public school teachers? (1991 vs. 1994) 32% 15%  9-44%  
34. Has the influence of parent associations on school policy increased? (1991 vs. 1994) 17% 17%  8-37%  

GOAL 8  Parental Participation

31. Has student marijuana use decreased? (1997) 29% 13%  8-26%  
32. Has student alcohol use (5 or more drinks in a row) decreased? (1997) 37% 15%  11-45%  
33. Has the availability of drugs on school property decreased? (1997) 34% 15%  15-42%  
34. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1997) 7% 4%  5-13%  
35. Has the percentage of students involved in physical fights on school property decreased? (1997) 13% 15%  11-34%  
36. Has the percentage of students carrying weapons on school property decreased? (1997) 15% 4%  5-17%  
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38. Has teacher victimization decreased? (1994) 15% 15%  8-26%  
39. Has student disruptions that interfere with teaching decreased? (1991 vs. 1994) 39% 37%  23-60%  
40. Has the percentage of schools with minimal parental involvement decreased, according to public school teachers? (1991 vs. 1994) 32% 15%  9-44%  
41. Has the influence of parent associations on school policy increased? (1991 vs. 1994) 17% 17%  8-37%  

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 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.
LOUISIANA

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)\(^1\)
   - 1990: 35%  
   - 1997: 33%  
   - Significantly better

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - 1994: 39%  
   - 1997: 37%  
   - Significantly better

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - 1990: 9%  
   - 1997: 8%  
   - Significantly better

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - 1990: 75%  
   - 1997: 81%  
   - Significantly better

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - 1991: 8.4  
   - 1998: 9.2  
   - No change

GOAL 2  School Completion

6. Has the high school completion rate increased? (1990 vs. 1997)
   - 1990: 81%  
   - 1997: 82%  
   - No change

7. Has the high school dropout rate decreased? (1996 vs. 1997)
   - 1996: 12%  
   - 1997: 12%  
   - No change

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)\(^1\)
   - 1992: 39%  
   - 1998: 37%  
   - Significantly better

   - in Grade 8 (1996)
   - 1996: 29%  
   - 1998: 31%  
   - No change

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8 (1998)
   - 1998: 12%  
   - No change

Comparable national data are not available.

\(^1\) 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.

\(^3\) Includes traditional high school diplomas and alternative credentials.

\(\text{ns} \) Interpret with caution. Change was not statistically significant.

**Children's Health Index**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of Infants born with 1 or more of 4 health risks(^1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>40%</td>
</tr>
<tr>
<td>1997</td>
<td>39%</td>
</tr>
</tbody>
</table>

**High School Completion**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of all 18- to 24-year-olds who have a high school credential(^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>87%</td>
</tr>
<tr>
<td>1997</td>
<td>82%</td>
</tr>
</tbody>
</table>

\(^1\) Does not include those still in high school.

\(^2\) Includes traditional high school diplomas and alternative credentials.
LOUISIANA

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)
     8% 8% ↔
   • in Grade 8? (1990 vs. 1996)
     5% 7% ↔
11. Science: Has the percentage of students scoring at or above Proficient increased
   • in Grade 8? (1996)
     13% —
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)
     18 25 ↑

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)
     51% 50% ↔
   • a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)
     96% 91% ↓
14. Has the percentage of public school teachers participating in professional
   development programs on 1 or more selected topics increased? (1994)
     83% —
15. Has the percentage of public school teachers with training to teach limited
   English proficient students increased? (1994)
     17% —
16. Has the percentage of public school teachers participating in formal
   teacher induction programs during their first year of teaching increased? (1991 vs. 1994)
     23% 24% ↔

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
One or more topics

Methods of teaching subject field
In-depth study of subject field

Student assessment

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
One or more topics

Methods of teaching subject field
In-depth study of subject field

Student assessment

KEY

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

See pages 245-246 for an explanation of statistical significance.

93
LOUISIANA

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996)
   • 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)
   • address algebra and functions increased? (1996)
   • 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)

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

GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996)
   • 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)
   • address algebra and functions increased? (1996)
   • 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)

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

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)
   • voted increased? (1988 vs. 1996)

KEY

$\uparrow$ Significantly better
$\downarrow$ Significantly worse
$\leftrightarrow$ Interpret with caution. Change was not statistically significant.

$\ast$ Indicators are not the same at the national and state levels.
Data not available.
$\ast$ See pages 245-246 for an explanation of statistical significance.
See pages 19-19 for a Guide to Reading the State Pages.
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

$0\%$ $20\%$ $40\%$ $60\%$ $80\%$ $100\%$

Adult Literacy

Percentage of adults who scored at 3 highest levels in Prose Literacy (Indicator 21)

3 highest levels
2 lowest levels

40% 54%
LOUISIANA

GOAL 6  Adult Literacy and Lifelong Learning (continued)
23. Has postsecondary enrollment increased? (1992 vs. 1996)  55%  55%  

GOAL 7  Safe,Disciplined, and Alcohol- and Drug-free Schools
24. Has student marijuana use decreased? (1997)  25% —  
25. Has student alcohol use (5 or more drinks in a row) decreased? (1997)  33% —  
26. Has the availability of drugs on school property decreased? (1997)  28% —  
27. Has the percentage of students threatened or injured with a weapon on school property decreased? (1997)  8% —  
28. Has the percentage of students involved in physical fights on school property decreased? (1997)  14% —  
29. Has the percentage of students carrying weapons on school property decreased? (1997)  7% —  
30. Has the percentage of students who do not feel safe at school decreased? (1997)  6% —  
31. Has teacher victimization decreased? (1994)  20% —  
32. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)  44% 47%  
33. Has the percentage of schools with minimal parental involvement decreased, according to public school teachers? (1991 vs. 1994)  32% 38%  
public school principals? (1991 vs. 1994)  22% 24%  
34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)  11% 12%  

GOAL 8  Parental Participation
33. Has the percentage of schools with minimal parental involvement decreased, according to public school teachers? (1991 vs. 1994)  32% 38%  
public school principals? (1991 vs. 1994)  22% 24%  
34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)  11% 12%  

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 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.

Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 24, 25, & 26)

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

1997

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.
2 Interpret with caution. Change was not statistically significant.
MAINE

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)\(^a\)
   - Maine: 35% 37% ↓
   - U.S.: 37% 33% ↑
   - Range of State Scores: 25-48% 24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - Maine: 82% 87% ↔
   - U.S.: 75% 79% ↑
   - Range of State Scores: 61-88% 71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - Maine: 5% 6% ↓
   - U.S.: 7% 8% ↓
   - Range of State Scores: 5-15% 3-13%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - Maine: 85% 89% ↑
   - U.S.: 76% 83% ↑
   - Range of State Scores: 47-87% 57-90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - Maine: 54 82 ↑
   - U.S.: —
   - Range of State Scores: 16-68 14-96

GOAL 2 School Completion
6. Has the high school completion rate increased? (1990 vs. 1997)
   - Maine: 91% 92% ↔
   - U.S.: 86% 85% ↑
   - Range of State Scores: 77-96% 75-95%
7. Has the high school dropout rate decreased? (1994 vs. 1997)\(^a\)
   - Maine: 3% 3% \(\downarrow\)
   - U.S.: —
   - Range of State Scores: 3-10% 3-12%

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)\(^a\)
   - Maine: 36% 36% ↔
   - U.S.: 29% 31% ↑
   - Range of State Scores: 3-38% 8-46%
9. Writing: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8 (1998)
   - Maine: 32% —
   - U.S.: 27% —
   - Range of State Scores: 9-44% —

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Maine</th>
<th>U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>35%</td>
<td>37%</td>
</tr>
<tr>
<td>1997</td>
<td>37%</td>
<td>33%</td>
</tr>
</tbody>
</table>

High School Completion
Percentage of all 18- to 24-year-olds who have a high school credential\(^2\) (Indicator 6)

<table>
<thead>
<tr>
<th>Year</th>
<th>Maine</th>
<th>U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>91%</td>
<td>100%</td>
</tr>
<tr>
<td>1997</td>
<td>92%</td>
<td>80%</td>
</tr>
</tbody>
</table>

\(^a\) Comparable national data are not available.
\(^b\) Data not available.
\(^1\) The values for indicator 7 in 1994 and 1997 before rounding were 3.1 and 3.2, respectively. The state used rounding rules of 3.1 or below 3.0 and 3.2 or above 3.2.
\(^2\) Baseline years and most recent update years may differ by state.

Appendix B has more information.

See pages 243-246 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.

\(\uparrow\) Significantly better
\(\downarrow\) Significantly worse
\(\leftrightarrow\) Interpret with caution. Change was not statistically significant.
MAINE

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)
   • 27%  27%  
   • 18%  21%  
   • 5-27%  3-31%

11. Science: Has the percentage of students scoring at or above Proficient increased • in Grade 8? (1996)
   • 25%  31%  
   • 21%  24%  
   • 1-31%  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)
   • 38  77  
   • 55  97  
   • 9-177  19-244

GOAL 4  Teacher Education and Professional Development

13. Has the percentage of public secondary school teachers who held • a degree in their main teaching assignment increased? (1991 vs. 1994)
   • 64%  59%  
   • 66%  63%  
   • 51-85%  50-81%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   • 80%  
   • 85%  
   • 76-98%

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
   • 10%  
   • 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)
   • 16%  21%  
   • 22%  27%  
   • 6-42%  7-48%

KEY

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

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

Range of State Scores

U.S. baseline
U.S. update
U.S. progress?

Maine baseline
Maine update
Maine progress?

Student Achievement
Percentage of public school students scoring at or above Proficient in reading and mathematics (indicators 8 & 10)

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.

Since the end of the previous school year.
### MAINE

**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 Maine
   1 out of 41 countries would be expected to score above Maine

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% — 66% — 45-92% —
   • address algebra and functions increased? (1996)
     55% — 57% — 45-82% —
   • address reasoning and analytical ability increased? (1996)
     48% — 52% — 39-64% —

19. Has the percentage of public school 8th graders who have computers available in their mathematics classrooms increased? (1996)
   34% — 30% — 7-54% —

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996)
     49% 53% ➪ 39% 43% ➪ 25-49% 16-54%
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
     64% 57% ➪ 39% 40% ➪ 22-64% 24-57%
   • female students increased? (1991 vs. 1996)
     45% 49% ➪ 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)
   — — 52% — 46-77% —

22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996)
     82% 84% ↔ 70% 71% ↔ 58-90% 61-91%
   • voted increased? (1988 vs. 1996)
     67% 69% ↔ 61% 58% ↔ 50-74% 47-69%

---

**KEY**

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>➪</td>
<td>Significantly better</td>
</tr>
<tr>
<td>➰</td>
<td>Significantly worse</td>
</tr>
<tr>
<td>↔</td>
<td>Interpret with caution. Change was not statistically significant.</td>
</tr>
</tbody>
</table>

* 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.

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**Mathematics Instruction**

- Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (Indicator 18)
  - Have students work in small groups or with a partner
    - 68% ➪ 55%
  - Address algebra and functions
    - 48% ➪ 68%
  - Address reasoning & analytical ability
    - 48% ➪ 68%

* At least once a week.
* On a 4-point scale from “none” to “a lot,” defined as a response to the top point.
23. Has postsecondary enrollment increased? (1992 vs. 1996) 48% 55%

24. Has student marijuana use decreased? (1995 vs. 1997) 28% 30%
25. Has student alcohol use (5 or more drinks in a row) decreased? (1995 vs. 1997) 31% 34%
26. Has the availability of drugs on school property decreased? (1995 vs. 1997) 36% 41%
27. Has the percentage of students threatened or injured with a weapon on school property decreased? (1995 vs. 1997) 7% 8%
28. Has the percentage of students involved in physical fights on school property decreased? (1995 vs. 1997) 14% 14%
29. Has the percentage of students carrying weapons on school property decreased? (1995 vs. 1997) 10% 11%
30. Has the percentage of students who do not feel safe at school decreased? (1995 vs. 1997) 3% 3%
31. Has teacher victimization decreased? (1994) 9% —
32. Have student disruptions that interfere with teaching decreased? (1995 vs. 1997) 23% 40%
33. Has the percentage of schools with minimal parental involvement decreased, according to public school teachers? (1991 vs. 1994) 21% 17%
34. Has the influence of parent associations on school policy increased? (1991 vs. 1994) 12% 15%

**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 26-28 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.
MARYLAND

<table>
<thead>
<tr>
<th>GOAL 1 Ready to Learn</th>
<th>Maryland</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1997)</td>
<td>31% 28% ↑</td>
<td>37% 33% ↑</td>
<td>25-48% 24-45%</td>
</tr>
<tr>
<td>2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)</td>
<td>79% 82% ↔</td>
<td>75% 79% ↑</td>
<td>61-89% 71-87%</td>
</tr>
<tr>
<td>3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)</td>
<td>8% 9% ↓</td>
<td>7% 8% ↓</td>
<td>5-15% 3-13%</td>
</tr>
<tr>
<td>4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)</td>
<td>83% 89% ↑</td>
<td>76% 83% ↑</td>
<td>47-87% 57-90%</td>
</tr>
<tr>
<td>5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)</td>
<td>34 45 ↑</td>
<td>34 35 ↑</td>
<td>16-68 14-96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 2 School Completion</th>
<th>Maryland</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Has the high school completion rate increased? (1990 vs. 1997)</td>
<td>87% 95% ↑</td>
<td>86% 85% ↔</td>
<td>77-96% 75-95%</td>
</tr>
<tr>
<td>7. Has the high school dropout rate decreased? (1992 vs. 1997)</td>
<td>— —</td>
<td>— —</td>
<td>3-12% 3-12%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 3 Student Achievement and Citizenship</th>
<th>Maryland</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Reading: Has the percentage of students scoring at or above Proficient increased</td>
<td>24% 29% ↑</td>
<td>29% 31% ↑</td>
<td>3-38% 8-46%</td>
</tr>
<tr>
<td>• in Grade 4 (1992 vs. 1998)</td>
<td>31% —</td>
<td>33% —</td>
<td>10-42% —</td>
</tr>
<tr>
<td>9. Writing: Has the percentage of students scoring at or above Proficient increased</td>
<td>23% —</td>
<td>27% —</td>
<td>9-44% —</td>
</tr>
<tr>
<td>• in Grade 8 (1998)</td>
<td>— —</td>
<td>— —</td>
<td>— —</td>
</tr>
</tbody>
</table>

KEY

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

- * 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.

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>Maryland</th>
<th>U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>37%</td>
<td>28%</td>
</tr>
<tr>
<td>1997</td>
<td>29%</td>
<td>29%</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>Maryland</th>
<th>U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>47%</td>
<td>57%</td>
</tr>
<tr>
<td>1997</td>
<td>95%</td>
<td>97%</td>
</tr>
</tbody>
</table>

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.

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

#### 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)
   - 1992: 18%
   - 1996: 22%

11. Science: Has the percentage of students scoring at or above Proficient increased in Grade 8? (1990 vs. 1996)
   - 1990: 25%
   - 1996: 29%

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)
   - 1991: 90
   - 1999: 137

13. Has the percentage of public secondary school teachers who hold a degree in their main teaching assignment increased? (1991 vs. 1994)
   - 1991: 70%
   - 1994: 72%

14. Has the percentage of public secondary school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   - 1994: 84%

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
   - 1994: 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)
   - 1991: 32%
   - 1994: 28%

#### 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)
   - 1991: 70%
   - 1994: 96%

14. Has the percentage of public secondary school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   - 1994: 84%

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
   - 1994: 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)
   - 1991: 32%
   - 1994: 28%

---

**KEY**

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

---

**Student Achievement**

<table>
<thead>
<tr>
<th>% of public school students scoring at or above Proficient in reading and mathematics (Indicators 8 &amp; 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 4</strong></td>
</tr>
<tr>
<td>1992</td>
</tr>
<tr>
<td>1998</td>
</tr>
<tr>
<td>1996</td>
</tr>
</tbody>
</table>

**Professional Development**

<table>
<thead>
<tr>
<th>Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 14)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One or more topics</strong></td>
</tr>
<tr>
<td>1994</td>
</tr>
<tr>
<td>1998</td>
</tr>
</tbody>
</table>

---

* 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 245–246 for a Guide to Reading the State Pages.
* See Appendix B for technical notes and sources.

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Since the end of the previous school year.
# MARYLAND

## 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 Maryland
   • Grade 8 science achievement? (1996)
     10 out of 41 countries would be expected to score above Maryland

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)
     70% — 66% — 45-92% —
   • address algebra and functions increased? (1996)
     59% — 57% — 45-82% —
   • address reasoning and analytical ability increased? (1996)
     46% — 52% — 39-64% —

19. Has the percentage of public school 8th graders who have computers available
   in their mathematics classroom increased? (1996)
     13% — 30% — 7-54% —

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996)
     43% 47% ↑ 39% 43% ↑ 25-49% 16-54%↑
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
     40% 43% ↑ 39% 41% ↑ 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)
   — —

22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996)
   67% 69% ↔ 70% 71% ↑ 58-96% 61-91%↑
   • voted increased? (1988 vs. 1996)
   57% 57% ↔ 61% 58% ↑ 50-74% 47-69%↑

## KEY

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>↑</td>
<td>Significantly better</td>
</tr>
<tr>
<td>↓</td>
<td>Significantly worse</td>
</tr>
<tr>
<td>↔</td>
<td>Interpret with caution. Change was not statistically significant</td>
</tr>
<tr>
<td>*</td>
<td>Indicators are not the same at the national and state levels. Data not available</td>
</tr>
</tbody>
</table>

# Mathematics Instruction

- **Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996**
  - Address algebra and functions: 59%
  - Address reasoning & analytical ability: 48%

## Mathematics and Science

- **At least once a week.**

- **On a 4-point scale from “none” to “a lot,” defined as a response to the top point.**

---

**Indicators are not the same at the national and state levels. Data not available.** See pages 245-246 for an explanation of statistical significance.
MARYLAND

GOAL 6  Adult Literacy and Lifelong Learning (continued)
23. Has postsecondary enrollment increased? (1992 vs. 1996) 55% 58% ↑

GOAL 7  Safe, Disciplined, and Alcohol- and Drug-free Schools
25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997)
27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)
28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)
29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)
30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)
31. Has teacher victimization decreased? (1994)
32. Have student disruptions that interfere with teaching decreased? (1993 vs. 1997)
33. Has the percentage of schools with minimal parental involvement decreased, according to public school teachers? (1991 vs. 1994)
34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)

KEY
↑ Significantly better
↓ Significantly worse
ns 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 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.

GOAL 8  Parental Participation
33. Has the percentage of schools with minimal parental involvement decreased, according to public school principals? (1991 vs. 1994)
34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)

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 33)

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

- 20%
- 22%
- 8%
- 15%
- 10%
- 0% 20% 40% 60% 80% 100%

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

**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)

<table>
<thead>
<tr>
<th>1992</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>42%</td>
<td>32%</td>
</tr>
</tbody>
</table>

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)

<table>
<thead>
<tr>
<th>1994</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>82%</td>
<td>87%</td>
</tr>
</tbody>
</table>

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)

<table>
<thead>
<tr>
<th>1990</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>6%</td>
<td>7%</td>
</tr>
</tbody>
</table>

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)

<table>
<thead>
<tr>
<th>1990</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>84%</td>
<td>89%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>1991</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>61</td>
</tr>
</tbody>
</table>

**GOAL 2** School Completion

6. Has the high school completion rate increased? (1990 vs. 1997)

<table>
<thead>
<tr>
<th>1990</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>91%</td>
</tr>
</tbody>
</table>

7. Has the high school dropout rate decreased? (1992 vs. 1997)

<table>
<thead>
<tr>
<th>1992</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>3%</td>
<td>5%</td>
</tr>
</tbody>
</table>

**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)
   - 1992: 36%
   - 1998: 37%

   * In Grade 8 (1998)
   - 1998: 36%

9. Writing: Has the percentage of students scoring at or above Proficient increased

   * In Grade 8 (1998)
   - 1998: 31%

**Children’s Health Index**

Percentage of infants born with 1 or more of 4 health risks

- Risk factors: 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.

- 1996: 42%
- 1997: 32%

**High School Completion**

Percentage of all 18- to 24-year-olds who have a high school credential

- 1998: 90%
- 1999: 91%
### 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)  
- 23% in 1992  
- 24% in 1996  

11. Science: Has the percentage of students scoring at or above Proficient increased in Grade 8? (1992 vs. 1996)  
- 37% in 1992  
- 29% in 1996

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)  
- 82 in 1991  
- 142 in 1999

### 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)  
- 69% in 1991  
- 72% in 1994

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)  
- 82% in 1994

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)  
- 18% in 1994

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% in 1991  
- 13% in 1994
MASSACHUSETTS

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 Massachusetts baseline update progress?
   • Grade 8 science achievement? (1996) 1 out of 41 countries would be expected to score above Massachusetts baseline update progress?

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) 65% — 66% — 45-92% —
   • address algebra and functions increased? (1996) 68% — 57% — 45-82% —
   • address reasoning and analytical ability increased? (1996) 60% — 52% — 39-64% —

19. Has the percentage of public school 8th graders who have computers available in their mathematics classroom increased? (1996) 23% — 30% — 7-54% —

GOAL 6  Adult Literacy and Lifelong Learning

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

22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996) 74% 72% 70% 71% 58-96% 61-101%
   • voted increased? (1988 vs. 1996) 67% 61% 61% 58% 50-74% 47-69%

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

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

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

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Massachusetts</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Has postsecondary enrollment increased? (1992 vs. 1996)</td>
<td>60% 73%</td>
<td></td>
<td>33-68% 40-72%</td>
</tr>
</tbody>
</table>

#### Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Massachusetts</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Has student marijuana use decreased? (1993 vs. 1997)</td>
<td>20% 31%</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>28% 33%</td>
<td></td>
<td>9-44% 11-45%</td>
</tr>
<tr>
<td>26. Has the availability of drugs on school property decreased? (1993 vs. 1997)</td>
<td>31% 42%</td>
<td></td>
<td>11-31% 15-42%</td>
</tr>
<tr>
<td>27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)</td>
<td>9% 8%</td>
<td></td>
<td>6-15% 5-13%</td>
</tr>
<tr>
<td>28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)</td>
<td>15% 13%</td>
<td></td>
<td>13.39% 11.34%</td>
</tr>
<tr>
<td>29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)</td>
<td>10% 8%</td>
<td></td>
<td>8-18% 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>5% 3%</td>
<td></td>
<td>3.23% 3.13%</td>
</tr>
<tr>
<td>31. Has teacher victimization decreased? (1994)</td>
<td>14%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>32. Has student disruptions that interfere with teaching decreased? (1991 vs. 1994)</td>
<td>40% 49%</td>
<td>37% 46%</td>
<td>23.60% 33.60%</td>
</tr>
</tbody>
</table>

#### Goal 8: Parental Participation

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Massachusetts</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. Has the percentage of schools with minimal parental involvement decreased, according to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>public school teachers? (1991 vs. 1994)</td>
<td>18% 22%</td>
<td></td>
<td>9.44% 13.58%</td>
</tr>
<tr>
<td>public school principals? (1991 vs. 1994)</td>
<td>9% 5%</td>
<td></td>
<td>4.22% 3.27%</td>
</tr>
<tr>
<td>34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)</td>
<td>17% 31%</td>
<td></td>
<td>8.37% 12.50%</td>
</tr>
</tbody>
</table>

---

#### Key

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

---

**Alcohol- and Drug-free Schools**

- Percentage of public high school students who reported the following (Indicators 24, 25, & 26)
  - Used marijuana
  - Had 5 or more drinks in a row
  - More often, ads, signs, or laws against use on school property

**Alcohol and Drug-free Schools**

- Percentage of public high school students who reported the following (Indicators 24, 25, & 26)
  - Used marijuana
  - Had 5 or more drinks in a row
  - More often, ads, signs, or laws against use on school property

**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)
  - Establishing curriculum
  - Hiring new full-time teachers
  - Setting discipline policy
  - Establishing capability

---

1. During the past 30 days.
2. During the past 12 months.
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% 37% ↑

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - 67% 77% ↑

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

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - 79% 84% ↑

5. Has the number of children with disabilities in preschool (per 1,000 3 to 5-year-olds) increased? (1991 vs. 1998)
   - 34 46 ↑

GOAL 2  School Completion

6. Has the high school completion rate increased? (1990 vs. 1997)
   - 86% 91% ↑

7. Has the high school dropout rate decreased? (1992 vs. 1997)
   - 77-96% 75-95% ↔

GOAL 3  Student Achievement and Citizenship

8. Reading: Has the percentage of students scoring at or above Proficient increased
   - In Grade 4 (1992 vs. 1996)
     - 26% 28% ↔
   - In Grade 8 (1998)
     - 29% 31% ↔

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - In Grade 8 (1998)
     - 27% 31% ↔

Children's Health Index

Percentage of infants born with 1 or more of 4 health risks

- 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.

High School Completion

Percentage of all 18- to 24-year-olds who have a high school credential

- Does not include those still in high school.
- Includes traditional high school diplomas and alternative credential.
### MICHIGAN

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>Mathematics: Has the percentage of students scoring at or above Proficient increased in Grade 4?</td>
<td>18% 23%</td>
<td>18% 21%</td>
<td>5-27% 3-31%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16% 28%</td>
<td>15% 24%</td>
<td>1-27% 5-34%</td>
</tr>
<tr>
<td>11.</td>
<td>Science: Has the percentage of students scoring at or above Proficient increased in Grade 8?</td>
<td>32% —</td>
<td>29% —</td>
<td>5-41% —</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15% 24%</td>
<td>15% 24%</td>
<td>1-27% 5-34%</td>
</tr>
</tbody>
</table>

#### GOAL 4  Teacher Education and Professional Development

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>Has the percentage of public secondary school teachers who hold a degree in their main teaching assignment increased?</td>
<td>70% 67%</td>
<td>66% 63%</td>
<td>51-85% 50-81%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>98% 99%</td>
<td>94% 93%</td>
<td>91-100% 89-100%</td>
</tr>
<tr>
<td>14.</td>
<td>Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased?</td>
<td>82% —</td>
<td>85% —</td>
<td>76-98% —</td>
</tr>
<tr>
<td>15.</td>
<td>Has the percentage of public school teachers with training to teach limited English proficient students increased?</td>
<td>14% —</td>
<td>16% —</td>
<td>4-81% —</td>
</tr>
<tr>
<td>16.</td>
<td>Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased?</td>
<td>23% 27%</td>
<td>22% 27%</td>
<td>6-42% 7-48%</td>
</tr>
</tbody>
</table>

#### Key

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

---

**Student Achievement**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>99%</td>
<td>98%</td>
<td>99%</td>
</tr>
<tr>
<td>88%</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>40%</td>
<td>39%</td>
<td>38%</td>
</tr>
<tr>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Professional Development**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>One or more topics</td>
<td>62%</td>
<td>44%</td>
<td>62%</td>
</tr>
<tr>
<td>Uses of educational technology</td>
<td>44%</td>
<td>44%</td>
<td>44%</td>
</tr>
<tr>
<td>Methods of teaching subject field</td>
<td>26%</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>In-depth study in subject field</td>
<td>31%</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>Student assessment</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

---

**Uses of Educational Technology**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>92%</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
MICHIGAN

GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996)
     10 out of 41 countries would be expected to score above Michigan
     2 out of 41 countries would be expected to score above Michigan
   • 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)
     75% — — 46-77%
     62% — — 45-82%
   • address algebra and functions increased? (1996)
   • address reasoning and analytical ability increased? (1996)
   48% — — 39-64%
   19. Has the percentage of public school 8th graders who have computers available in their mathematics classroom increased? (1996)
     27% — 30% — 7-54%
   20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996)
     40% 43% † 39% 43% † 25-49% 16-54%
     39% 40% † 22-64% 24-57%
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
     35% 39% † 35% 41% † 23-46% 15-52%
   • female students increased? (1991 vs. 1996)
   GOAL 6  Adult Literacy and Lifelong Learning

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

22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996)
     74% 74% — 70% 71% † 58-96% 61-91%
     61% 60% — 61% 58% — 50-74% 47-69%
   • voted increased? (1988 vs. 1996)
   — —  —  —  —  —  —  —

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.
### MICHIGAN

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>59%</td>
<td>59%</td>
<td>33.68-40.72%</td>
</tr>
</tbody>
</table>

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

| 24. Has student marijuana use decreased? (1997)¹ | 28%      | —    | 12.35% —                |
| 25. Has student alcohol use (5 or more drinks in a row) decreased? (1997)² | 32%      | —    | 11.45% —                |
| 26. Has the availability of drugs on school property decreased? (1997)² | 36%      | —    | 15.42% —                |
| 27. Has the percentage of students threatened or injured with a weapon while in school property decreased? (1997)³ | 9%       | —    | 5.13% —                 |
| 28. Has the percentage of students involved in physical fights on school property decreased? (1997)⁴ | 15%      | —    | 11.34% —                |
| 29. Has the percentage of students carrying weapons on school property decreased? (1997)⁴ | 8%       | —    | 5.17% —                 |
| 30. Has the percentage of students who do not feel safe at school decreased? (1997)⁵ | 5%       | —    | 3.13% —                 |
| 31. Has teacher victimization decreased? (1994) | 13%      | —    | 8.26% —                 |
| 32. Has student disruptions that interfere with teaching decreased? (1991 vs. 1994) | 38% 46%  | 37% 46% | 23.60% 33.65% |

#### GOAL 8  Parental Participation

| 33. Has the percentage of schools with minimal parental involvement decreased, according to public school teachers? (1991 vs. 1994) | 25% 26% | — | 9.44% 13.50% |
| 34. Has the influence of parent associations on school policy increased? (1991 vs. 1994) | 21% 16% | — | 8.37% 12.50% |

### KEY

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

---

**Alcohol and Drug-free Schools**

- **Percentage of public high school students who reported the following (indicators 24, 25, & 26)***
  - **Used marijuana**
    - 1997: 28%
    - 1994: 32%
  - **Had 5 or more drinks in a row**
    - 1997: 18%
    - 1994: 12%
  - **Were offered, sold, or given an illegal drug or on school property**
    - 1997: 27%
    - 1994: 28%

**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)**
  - **Establishing curriculum**
    - 1991: 31%
    - 1994: 37%
  - **Hiring new full-time teachers**
    - 1991: 11%
    - 1994: 9%
  - **Setting discipline policy**
    - 1991: 9%
    - 1994: 35%

---

*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 55.6 and 55.8, respectively.
*Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
*See pages 240-241 for an explanation of statistical significance.
*See pages 18-19 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.

---

**Indicators**

1. During the past 30 days.
2. During the past 12 months.

**Interpret with caution. Change was not statistically significant.**
## 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)*
   - 1990: 28%
   - 1997: 30%
   - Change: decrease

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - 1994: 81%
   - 1997: 81%
   - Change: no change

3. Has the percentage of infants born at low birth weight decreased? (1990 vs. 1997)
   - 1990: 5%
   - 1997: 6%
   - Change: increase

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - 1990: 81%
   - 1997: 84%
   - Change: increase

5. Has the number of children with disabilities in preschool per 1,000 3- to 5-year-olds increased? (1991 vs. 1998)
   - 1991: 42
   - 1998: 57
   - Change: increase

### GOAL 2  School Completion

6. Has the high school completion rate increased? (1990 vs. 1997)
   - 1990: 92%
   - 1997: 90%
   - Change: decrease

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

### 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)*
     - 1992: 37%
     - 1998: 33%
     - Change: decrease
   - in Grade 8 (1998)
     - 1998: 76%
     - 1998: 83%
     - Change: increase

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8 (1994 vs. 1997)*
     - 1994: 29%
     - 1997: 31%
     - Change: increase

### Key

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

---

### Children’s Health Index

- **Percentage of infants born with 1 or more of 4 health risks**
  - 1990: 28%
  - 1997: 30%
  - Change: increase

### High School Completion

- **Percentage of all 18- to 24-year-olds who have a high school credential**
  - 1996: 84%
  - 1997: 89%
  - Change: increase

---

*Comparable national data are not available.
\[^{1}\] Data not available.
\[^{2}\] Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
\[^{3}\] See pages 245-246 for an explanation of statistical significance.
\[^{4}\] See pages 16-19 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.

---

1. Risk factors: 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. Includes traditional high school diplomas and alternative credentials.

3. Interpret with caution. Change was not statistically significant.


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

- 37% 29%
- 15% 24%
- 1-27% 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)

- 22 59
- 55 97
- 9-177 19-244

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%
- 51-85% 50-81%

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

- 85% —
- 85% —
- 76-98% —

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

- 10% 16%
- 4-81% 5-48%

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%
- 6-42% 7-48%

---

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%
- 15% 24%
- 5-27% 3-31%

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

- 37% —
- 29% —
- 5-41% —

---

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%
- 51-85% 50-81%

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

- 85% —
- 85% —
- 76-98% —

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

- 10% 16%
- 4-81% 5-48%

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%
- 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.

1 Since the end of the previous school year.
MINNESOTA

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 Minnesota
   * Grade 8 science achievement? (1995)
     - 69% — —
     - 66% — —

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)
     - 37% — —
     - 39% — —
   * address algebra and functions increased? (1996)
     - 35% — —
     - 39% — —
   * address reasoning and analytical ability increased? (1996)
     - 33% — —
     - 35% — —

19. Has the percentage of public school 8th graders who have computers available in their mathematics classroom increased? (1996)
   - 28% — —
   - 30% — —

GOAL 6  Adult Literacy and Lifelong Learning

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

22. Has the percentage of U.S. citizens who report that they
   * registered to vote increased? (1988 vs. 1996)
     - 79% 81% — —
     - 70% 71% — —
   * voted increased? (1988 vs. 1996)
     - 71% 69% — —
     - 61% 58% — —

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 10-13 for a Guide to Reading the State Pages.
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)

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

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

At least once a week.
On a 4-point scale from “never” to “a lot,” defined as a response to the top point.
23. Has postsecondary enrollment increased? (1992 vs. 1996) 54% 54%


25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997)


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

28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)

29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)

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

31. Has the percentage of schools with minimal parental involvement decreased? (1991 vs. 1994) 13% 14%

32. Has the influence of parent associations on school policy increased? (1991 vs. 1994) 24% 32%
MISSISSIPPI

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)†
   Mississippi: 40% 38%
   U.S.: 37% 33%
   Range of State Scores: 25-48% 24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   Mississippi: 83% 81%
   U.S.: 75% 79%
   Range of State Scores: 61-89% 71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   Mississippi: 10% 10%
   U.S.: 7% 8%
   Range of State Scores: 5-15% 3-13%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   Mississippi: 75% 80%
   U.S.: 76% 83%
   Range of State Scores: 47-87% 57-90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   Mississippi: 46 48
   U.S.: —
   Range of State Scores: 16-68 14-96

GOAL 2  School Completion
6. Has the high school completion rate increased? (1990 vs. 1997)
   Mississippi: 84% 82%
   U.S.: 86% 85%
   Range of State Scores: 77-96% 75-95%
7. Has the high school dropout rate decreased? (1992 vs. 1997)
   Mississippi: 5% 6%
   U.S.: —
   Range of State Scores: 3-12% 3-12%

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)†
     Mississippi: 14% 18%
     U.S.: 19% —
   • in Grade 8 (1998)
     Mississippi: 29% 31%
     U.S.: 33% —
   Range of State Scores: 3-38% 8-46%
9. Writing: Has the percentage of students scoring at or above Proficient increased
   • in Grade 8 (1998)
     Mississippi: 11%
     U.S.: —
   Range of State Scores: 27% —

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>1990</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50%</td>
<td>10%</td>
<td>40%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>—</td>
</tr>
</tbody>
</table>

† Does not include those still in high school.
‡ Includes traditional high school diplomas and alternative credentials.
§ Interpreted with caution. Change was not statistically significant.

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 10-15 for a Guide to Reading the State Pages.
- See Appendix B for technical notes and sources.

1Risks 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.

KEY
- Significantly better
- Significantly worse
- Interpreted with caution. Change was not statistically significant.
MISSISSIPPI

### 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)
   - 6% 8%  
   - 21% 24%  
   - 5-27% 3-31%  

11. Science: Has the percentage of students scoring at or above Proficient increased in Grade 8? (1996)
   - 6% 7%  
   - 21% 24%  
   - 5-41%  

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)
   - 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)
   - 67% 61%  
   - 94% 93%  
   - 51-85% 91-100%  

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

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
   - 18%  
   - 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)
   - 22% 27%  
   - 6-42% 7-48%  

---

**KEY**
- ↑ Significantly better
- ↓ Significantly worse
- ⇔ Interpret with caution. Change was not statistically significant.

---

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

---

**Methods of teaching subject field**
- 0% 20% 40% 60% 80% 100%

---

**Student assessment**
- 0% 20% 40% 60% 80% 100%

---

**In-depth study in subject field**
- 0% 20% 40% 60% 80% 100%

---

**One or more topics**
- 0% 20% 40% 60% 80% 100%

---

**Since the end of the previous school year.**
MISSISSIPPI

GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996)
   • 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)
   • address algebra and functions increased? (1996)
   • 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)

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

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)
   • voted increased? (1988 vs. 1996)

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.

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

| Mathematics Instruction Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (Indicator 18) |
|-----------------|-----------------|-----------------|
| Have students work in small groups or with a partner? | 56% |  |  
| Address algebra and functions? | 51% |  |
| Address reasoning & analytical ability? | 40% |  |

Range of State Scores

<table>
<thead>
<tr>
<th>Mississippi</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>6-38</td>
<td>—</td>
<td>45-92%</td>
</tr>
<tr>
<td>1-28</td>
<td>—</td>
<td>25-49%</td>
</tr>
</tbody>
</table>
MISSISSIPPI

GOAL 6  Adult Literacy and Lifelong Learning (continued)
23. Has postsecondary enrollment increased? (1992 vs. 1996)  61%  65%  

GOAL 7  Safe, Disciplined, and Alcohol- and Drug-free Schools
25. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1997)  
27. Has the percentage of students threatened or injured with a weapon on school property decreased? (1993 vs. 1997)  
28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)  
29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)  
30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)  
31. Has teacher victimization decreased? (1994)  
32. Has student disruptions that interfere with teaching decreased? (1993 vs. 1997)  
33. Has the percentage of schools with minimal parental involvement decreased, according to public school teachers? (1991 vs. 1994)  
34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)  

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 240-246 for an explanation of statistical significance.
See pages 10-18 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.
## MISSOURI

### GOAL 1  Ready to Learn

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased?</td>
<td>41% 36% ↑</td>
<td>37% 33% ↑</td>
<td>25-48% 24-45%</td>
</tr>
<tr>
<td>2. Has the percentage of fully immunized 2-year-olds increased?</td>
<td>64% 78% ↑</td>
<td>75% 79% ↑</td>
<td>61-88% 71-87%</td>
</tr>
<tr>
<td>3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)</td>
<td>7% 8% ↓</td>
<td>7% 8% ↓</td>
<td>5-15% 3-13%</td>
</tr>
<tr>
<td>4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)</td>
<td>79% 86% ↑</td>
<td>76% 83% ↑</td>
<td>47-87% 57-90%</td>
</tr>
<tr>
<td>5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)</td>
<td>18 42 ↑</td>
<td>7 13 ↓</td>
<td>16-68 14-96</td>
</tr>
</tbody>
</table>

### GOAL 2  School Completion

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Has the high school completion rate increased?</td>
<td>88% 90% ↑</td>
<td>— —</td>
<td>77-96% 75-95%</td>
</tr>
<tr>
<td>7. Has the high school dropout rate decreased? (1992 vs. 1997)</td>
<td>6% 6% ↓</td>
<td>7% 7% ↑</td>
<td>3-12% 3-12%</td>
</tr>
</tbody>
</table>

### GOAL 3  Student Achievement and Citizenship

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Reading: Has the percentage of students scoring at or above Proficient increased</td>
<td>30% 29% ↑</td>
<td>— —</td>
<td>3-38% 8-46%</td>
</tr>
<tr>
<td>9. Writing: Has the percentage of students scoring at or above Proficient increased</td>
<td>29% 31% ↑</td>
<td>— —</td>
<td>3-38% 8-46%</td>
</tr>
</tbody>
</table>

---

### Children's Health Index

- **Percentage of infants born with 1 or more of 4 health risks**
  - **1990**: 41%
  - **1997**: 34%

### High School Completion

- **1990**: 88%
- **1997**: 97%

---

**Note:**
- Comparable national data are not available.
- Data not available.
- The values for indicator 7 in 1992 and 1997 before rounding were 6.2 and 6.3, respectively, for the update years.
- Baseline years and most recent update years may differ by state for this indicator. See Appendix B for technical notes and sources.
MISSOURI

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)?
     19% 20%
   • in Grade 8 (1992 vs. 1996)?
     20% 22%
11. Science: Has the percentage of students scoring at or above Proficient increased
   • in Grade 8 (1996)?
     28% —
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)
     24 39
   — 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)
     72% 65%
   • a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)
     98% 98%
14. Has the percentage of public school teachers participating in professional
daughter programs on 1 or more selected topics increased? (1994)
     81% —
15. Has the percentage of public school teachers with training to teach limited
   English proficient students increased? (1994)
     9% —
16. Has the percentage of public school teachers participating in formal
   teacher induction programs during their first year of teaching increased? (1991 vs. 1994)
     18% 27%
MISSOURI

GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1997)
     18 out of 41 countries scored above Missouri
   • Grade 8 science achievement? (1997)
     1 out of 41 countries scored above Missouri

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)
     60% — 66% — 45-92% —
   • address algebra and functions increased? (1996)
     46% — 52% — 39-64% —
   • address reasoning and analytical ability increased? (1996)
     27% — 30% — 7-54% —

19. Has the percentage of public school 8th graders who have computers available in their mathematics classroom increased? (1996)
   1 out of 41 countries — 9 out of 40 countries

GOAL 6  Adult Literacy and Lifelong Learning

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996)
     35% 39% ↑ 39% 43% ↑ 25-49% 16-54%
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
     32% 32% ↔ 39% 40% ↑ 22-64% 24-57%
   • female students increased? (1991 vs. 1996)
     30% 37% ↑ 35% 41% ↑ 23-46% 15-52%

21. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996)
     76% 76% ↔ 70% 71% ↑ 58-95% 61-91%
   • voted increased? (1988 vs. 1996)
     66% 62% ↔ 61% 58% ↑ 50-74% 47-69%
### MISSOURI

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

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
<tr>
<td></td>
<td>49%</td>
<td>50%</td>
<td>↑</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>22% 28% 49% 50% 7% 32% 12% 35%</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
| 25. Has student alcohol use (5 or more drinks in a row) decreased? (1995 vs. 1997)
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>8% 8% 9% 35% 41% 5% 11% 33% 4% 4% 12% 19% 11% 34%</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>26% 26% 8% 8% 9% 35% 41% 5% 11% 33% 4% 4% 12% 19% 11% 34%</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
| 27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1995 vs. 1997)
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>26% 26% 8% 8% 9% 35% 41% 5% 11% 33% 4% 4% 12% 19% 11% 34%</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
| 28. Has the percentage of students involved in physical fights on school property decreased? (1995 vs. 1997)
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>26% 26% 8% 8% 9% 35% 41% 5% 11% 33% 4% 4% 12% 19% 11% 34%</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>31. Has the percentage of schools with minimal parental involvement decreased, according to public school principals? (1991 vs. 1994)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15% 13% 12% 8% 4% 22% 3-27% 4-22% 9-44% 13-50% 8-25% 23-69% 33-65%</td>
</tr>
<tr>
<td>32. Has the percentage of students who do not feel safe at school decreased? (1995 vs. 1997)</td>
</tr>
<tr>
<td>14% 15% 12% 8% 4% 22% 3-27% 4-22% 9-44% 13-50% 8-25% 23-69% 33-65%</td>
</tr>
<tr>
<td>33. Has teacher victimization decreased? (1994)</td>
</tr>
<tr>
<td>15% — 15% — 12% 8% 4% 22% 3-27% 4-22% 9-44% 13-50% 8-25% 23-69% 33-65%</td>
</tr>
<tr>
<td>34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)</td>
</tr>
<tr>
<td>10% 17% 12% 8% 4% 22% 3-27% 4-22% 9-44% 13-50% 8-25% 23-69% 33-65%</td>
</tr>
</tbody>
</table>

### KEY

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

---

**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>1995</td>
</tr>
<tr>
<td>Used marijuana</td>
</tr>
<tr>
<td>Had 5 or more drinks in a row</td>
</tr>
<tr>
<td>More 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>1991</td>
</tr>
<tr>
<td>One or more areas</td>
</tr>
<tr>
<td>Establishing curriculum</td>
</tr>
<tr>
<td>Hiring new full-time teachers</td>
</tr>
<tr>
<td>Setting discipline policy</td>
</tr>
</tbody>
</table>

---

1. During the past 30 days.
2. During the past 12 months.
3. One or more areas.
4. Interpret with caution. Change was not statistically significant.
MONTANA

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% 37% \(\leftrightarrow\)

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - 72% 75% \(\leftrightarrow\)

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

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - 76% 83% \(\uparrow\)

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - 46 50 \(\uparrow\)

GOAL 2 School Completion

6. Has the high school completion rate increased? (1990 vs. 1997)
   - 93% 91% \(\leftrightarrow\)

7. Has the high school dropout rate decreased? (1996 vs. 1997)
   - 6% 5% \(\downarrow\)

GOAL 3 Student Achievement and Citizenship

8. Reading: Has the percentage of students scoring at or above Proficient increased
   - \(\text{in Grade 4 (1994 vs. 1998)}\)
     - 35% 37% \(\leftrightarrow\)
     - 30% 31% \(\leftrightarrow\)

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - \(\text{in Grade 8 (1998)}\)
     - 25% — \(\leftrightarrow\)

Children's Health Index
Percentage of infants born with 1 or more of 4 health risks\(^1\) (Indicator 1)

```
<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>38%</td>
</tr>
<tr>
<td>1997</td>
<td>37%</td>
</tr>
</tbody>
</table>
```

```
<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>35%</td>
</tr>
<tr>
<td>1997</td>
<td>37%</td>
</tr>
</tbody>
</table>
```

High School Completion
Percentage of all 18- to 24-year-olds\(^2\) who have a high school credential\(^2\) (Indicator 6)

```
<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>25%</td>
</tr>
<tr>
<td>1997</td>
<td>27%</td>
</tr>
</tbody>
</table>
```

```
<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>30%</td>
</tr>
<tr>
<td>1997</td>
<td>31%</td>
</tr>
</tbody>
</table>
```

\(^1\) 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.

\(^2\) Includes traditional high school diplomas and alternative credentials.

\(^*\) Comparable national data are not available.
\(^\dagger\) Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
\(^\uparrow\) Results are statistically significant.
\(^\downarrow\) Results are not statistically significant.

\(^\text{ns}\) Interpret with caution. Change was not statistically significant.
10. Mathematics: Has the percentage of students scoring at or above Proficient increased
• in Grade 4? (1996)
  ❊ 22% — 21% — 3-31% —
• in Grade 8? (1990 vs. 1996)
  ❊ 27% 32% —
  ❊ 15% 24% —
  ❊ 1-27% 5-34%

11. Science: Has the percentage of students scoring at or above Proficient increased
• in Grade 8? (1996)
  ❊ 41% —
  ❊ 29% —
  ❊ 1-27% 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)
  ❊ 26 45 —
  ❊ 55 97 —
  ❊ 9-177 19-244

13. Has the percentage of public secondary school teachers who hold a degree in their main teaching assignment increased? (1991 vs. 1994)
  ❊ 69% 64% —
  ❊ 66% 63% —
  ❊ 51-85% 50-81%

14. Has the percentage of public secondary school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
  ❊ 86% —
  ❊ 85% —
  ❊ 76-98% —

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
  ❊ 19% —
  ❊ 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)
  ❊ 10% 9% —
  ❊ 22% 27% —
  ❊ 6-42% 7-48%
## MONTANA

### GOAL 5 Mathematics and Science

17. Has the state’s international standing improved in
   - Grade 8 mathematics achievement? (1996)
   - 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)
   - address algebra and functions increased? (1996)
   - 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)

20. Has the percentage of mathematics and science degrees awarded to
   - all students increased? (1991 vs. 1996)
   - minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
   - female students increased? (1991 vs. 1996)

### 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)
   - voted increased? (1988 vs. 1996)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Montana</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (Indicator 18)</td>
<td><img src="image" alt="Diagram" /></td>
<td><img src="image" alt="Diagram" /></td>
<td><img src="image" alt="Diagram" /></td>
</tr>
</tbody>
</table>

### 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.
### MONTANA

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1992</th>
<th>1996</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has postsecondary enrollment increased? (1992 vs. 1996)</td>
<td>51%</td>
<td>56%</td>
<td>↑</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1993</th>
<th>1997</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has student marijuana use decreased? (1993 vs. 1997)</td>
<td>14%</td>
<td>27%</td>
<td>↓</td>
</tr>
<tr>
<td>Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1997)</td>
<td>41%</td>
<td>44%</td>
<td>↑</td>
</tr>
<tr>
<td>Has the availability of drugs on school property decreased? (1993 vs. 1997)</td>
<td>22%</td>
<td>35%</td>
<td>↓</td>
</tr>
<tr>
<td>Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)</td>
<td>7%</td>
<td>7%</td>
<td>↑</td>
</tr>
</tbody>
</table>

#### GOAL 8  
Parental Participation

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1991</th>
<th>1994</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the percentage of schools with minimal parental involvement decreased, according to public school teachers? (1991 vs. 1994)</td>
<td>17%</td>
<td>18%</td>
<td>↓</td>
</tr>
<tr>
<td>Has the influence of parent associations on school policy increased? (1991 vs. 1994)</td>
<td>12%</td>
<td>16%</td>
<td>↑</td>
</tr>
</tbody>
</table>

#### KEY

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

---

**Alcohol- and Drug-free Schools**

- Percentage of public high school students who reported the following (Indicators 24, 25, & 26):
  - Used marijuana: 20% in 1993, 21% in 1997
  - Had 5 or more drinks in a row: 41% in 1993, 46% in 1997
  - Were offered, sold, or given an illegal drug on school property: 12% in 1993, 11% in 1997

- **127**
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)
   - Nebraska: 38% vs. 36%
   - U.S.: 37% vs. 33%
   - Range: 25-48% vs. 24-45%

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - Nebraska: 72% vs. 77%
   - U.S.: 75% vs. 79%
   - Range: 61-88% vs. 71-87%

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - Nebraska: 5% vs. 7%
   - U.S.: 7% vs. 8%
   - Range: 5-15% vs. 3-13%

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - Nebraska: 83% vs. 84%
   - U.S.: 76% vs. 83%
   - Range: 47-87% vs. 57-90%

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - Nebraska: 34 vs. 52
   - U.S.: — vs. —
   - Range: 16-68 vs. 14-96

GOAL 2 School Completion

6. Has the high school completion rate increased? (1990 vs. 1997)
   - Nebraska: 91% vs. 91%
   - U.S.: 86% vs. 85%
   - Range: 77-96% vs. 75-95%

7. Has the high school dropout rate decreased? (1992 vs. 1997)
   - Nebraska: 4% vs. 4%
   - U.S.: — vs. —
   - Range: 3-12% vs. 3-12%

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)
   - Nebraska: 31% vs. 34%
   - U.S.: 29% vs. 30%
   - Range: 3-38% vs. 8-41%

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8 (1998)
   - Nebraska: 27% vs. —
   - U.S.: — vs. —
   - Range: 9-44% vs. —

Children’s Health Index

Percentage of infants born with 1 or more of 4 health risks

High School Completion

Percentage of all 18- to 24-year-olds who have a high school credential

KEY

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

Comparable national data are not available.
Data not available.

For indicators 7 and 8 in 1992 and 1997 before rounding were 3.5 and 3.6 respectively.
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 10-19 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 alternatives credential.
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)
     - 22% 24%  
   • 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)
     - 24% 31%  

12. Has the number of Advanced Placement examinations receiving a grade
   of 3 or higher per 1,000 11th and 12th grade students increased? (1991 vs. 1999)
     - 25 55  

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)
     - 82% 75%  
   • a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)
     - 99% 99%  

14. Has the percentage of public school teachers participating in professional
   development programs on 1 or more selected topics increased? (1994)
     - 87% —  

15. Has the percentage of public school teachers with training to teach limited
   English proficient students increased? (1994)
     - 13% —  

16. Has the percentage of public school teachers participating in formal
   induction programs during their first year of teaching increased? (1991 vs. 1994)
     - 14% 15%  

KEY

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

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 (1991 vs. 1994) (Indicator 14)

Uses of educational technology Methods of teaching subject field
In-depth daily practice in subject field
Student assessment

Data not available.
 ns 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.

Since the end of the previous school year.
**NEBRASKA**

### 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%  —  66%  — 45-92%
   - address algebra and functions increased? (1996) 58%  —  57%  — 45-92%
   - address reasoning and analytical ability increased? (1996) 45%  —  52%  — 39-64%

19. Has the percentage of public school 8th graders who have computers available in their mathematics classroom increased? (1996) 31%  —  30%  — 7-54%

### 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%  — 58-96%
   - voted increased? (1988 vs. 1996) 65%  —  63%  — 50-74%

---

**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.
NEBRASKA

GOAL 6  Adult Literacy and Lifelong Learning (continued)

   Nebraska: 65% 62%  ↓
   U.S.: 6-15% 11-31% —
   Range of State Scores: 33-64% 40-73%

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

   Nebraska: 10% 9%  ↓
   U.S.: 4-18% 7-21% —
   Range of State Scores: 6-15% 6-15% —

25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1993)
   Nebraska: 5% —
   U.S.: 8-18% —
   Range of State Scores: 13-39% 13-39% —

26. Has the availability of drugs on school property decreased? (1993)
   Nebraska: 11% —
   U.S.: 3-27% —
   Range of State Scores: 6-15% 6-15% —

27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993)
   Nebraska: 6% —
   U.S.: 6-15% —
   Range of State Scores: 23-60% 23-60% —

GOAL 8  Parental Participation

33. Has the percentage of schools with minimal parental involvement decreased, according to
   • public school teachers? (1991 vs. 1994)
     Nebraska: 13% 15%  ↓
     U.S.: 9-44% 13-50% —
   • public school principals? (1991 vs. 1994)
     Nebraska: 4% 6%  →
     U.S.: 4-22% 3-27% —

34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)
   Nebraska: 17% 15%  ↓
   U.S.: 8-37% 12-50% —
   Range of State Scores: 18-43% 23-70% —

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 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 During the past 30 days.
2 During the past 12 months.
3 Interpreted with caution. Change was not statistically significant.
4 On a 6-point scale from “no influence” to “a great deal of influence,” defined as a response to the top two points.
5 Interpret with caution. Change was not statistically significant.
### NEVADA

#### 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)<sup>1</sup>
   - Baseline: 38%<br>   - Update: 32%<br>   - Significantly better

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - Baseline: 69%<br>   - Update: 73%<br>   - Significantly better

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

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - Baseline: 72%<br>   - Update: 76%<br>   - Significantly better

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - Baseline: 26<br>   - Update: 43<br>   - Significantly better

#### Goal 2 School Completion

6. Has the high school completion rate increased? (1990 vs. 1997)
   - Baseline: 83%<br>   - Update: 78%<br>   - Significantly better

7. Has the high school dropout rate decreased? (1992 vs. 1997)
   - Baseline: 8%<br>   - Update: 10%<br>   - Significantly worse

#### Goal 3 Student Achievement and Citizenship

8. Reading: Has the percentage of students scoring at or above Proficient increased
   - In Grade 4 (1998)<br>   - Baseline: 21%<br>   - Update: 31%<br>   - Significantly better
   - In Grade 8 (1998)<br>   - Baseline: 24%<br>   - Update: 33%<br>   - Significantly better

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - In Grade 8 (1998)<br>   - Baseline: 17%<br>   - Update: 27%<br>   - Significantly better

### Children’s Health Index

#### Percentage of Infants born with 1 or more of 4 health risks<sup>1</sup> (Indicator 1)

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline</th>
<th>Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>46%</td>
<td>36%</td>
</tr>
<tr>
<td>1997</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Percentage of 18- to 24-year-olds<sup>2</sup> who have a high school credential (Indicator 9)

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline</th>
<th>Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>78%</td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>83%</td>
<td></td>
</tr>
</tbody>
</table>

---

<sup>1</sup> 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.

<sup>2</sup> High School Completion Percentage of all 18- to 24-year-olds who have a high school credential.

---

[KEY]

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

---

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 243-246 for an explanation of statistical significance.

See pages 10-13 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.
**NEVADA**

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

10. Mathematics: Has the percentage of students scoring at or above Proficient increased
   - in Grade 4 (1996)
     - 14% — 21%
   - in Grade 8 (1990 vs. 1996)
     - 14% 24%

11. Science: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8 (1996)
     - 30% 41%

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)
    - 38 65
    - 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)
     - 62% 66%
   - a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)
     - 96% 98%
   - the percentage of public school teachers participating in professional
career development programs on 1 or more selected topics increased? (1994)
     - 81% — 85%

14. Has the percentage of public school teachers participating in professional
career development programs on 1 or more selected topics increased? (1994)
    - 66% 63%
    - 94% 93%

15. Has the percentage of public school teachers with training to teach limited
   English proficient students increased? (1994)
    - 27% — 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)
    - 21% 17%
    - 22% 27%

---

**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.
NEVADA

GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996)
   • 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)
   • address algebra and functions increased? (1996)
   • 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)

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

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)
   • voted increased? (1988 vs. 1996)

Range of State Scores

<table>
<thead>
<tr>
<th>Nevada</th>
<th>U.S.</th>
<th>6-38</th>
<th>1-38</th>
</tr>
</thead>
<tbody>
<tr>
<td>baseline</td>
<td>baseline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>update</td>
<td>update</td>
<td></td>
<td></td>
</tr>
<tr>
<td>progress?</td>
<td>progress?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
NEVADA

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

23. Has postsecondary enrollment increased? (1992 vs. 1996) 33% 40%

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


<table>
<thead>
<tr>
<th>Nevada</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>19%</td>
<td>25%</td>
<td>● ● 7-21% 12-35%</td>
</tr>
</tbody>
</table>

25. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1997)

<table>
<thead>
<tr>
<th>Nevada</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>32%</td>
<td>32%</td>
<td>● ● 9-44% 11-45%</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Nevada</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>30%</td>
<td>38%</td>
<td>● ● 11-31% 15-42%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Nevada</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>● 6-15% 5-13%</td>
</tr>
</tbody>
</table>

28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)

<table>
<thead>
<tr>
<th>Nevada</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>20%</td>
<td>15%</td>
<td>● 13-39% 11-34%</td>
</tr>
</tbody>
</table>

29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)

<table>
<thead>
<tr>
<th>Nevada</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>12%</td>
<td>10%</td>
<td>● ● 8-18% 5-17%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Nevada</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>8%</td>
<td>6%</td>
<td>● ● 3-23% 3-13%</td>
</tr>
</tbody>
</table>

31. Has teacher victimization decreased? (1994)

<table>
<thead>
<tr>
<th>Nevada</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>16%</td>
<td>15%</td>
<td>— 8-26% —</td>
</tr>
</tbody>
</table>

32. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)

<table>
<thead>
<tr>
<th>Nevada</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>36%</td>
<td>50%</td>
<td>● 37% 46%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Nevada</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>17%</td>
<td>16%</td>
<td>— 4-22% 3-27%</td>
</tr>
</tbody>
</table>

34. Has the influence of parent associations on school policy increased? (1993 vs. 1994)

<table>
<thead>
<tr>
<th>Nevada</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>12%</td>
<td>21%</td>
<td>● 8-37% 12-50%</td>
</tr>
</tbody>
</table>

**GOAL 8** Parental Participation

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

<table>
<thead>
<tr>
<th>Nevada</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>27%</td>
<td>31%</td>
<td>● ● 9-44% 13-50%</td>
</tr>
</tbody>
</table>

34. Has the influence of parent associations on school policy increased? (1993 vs. 1994)

<table>
<thead>
<tr>
<th>Nevada</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>6%</td>
<td>12%</td>
<td>● ● 4-22% 3-27%</td>
</tr>
</tbody>
</table>

**Alcohol- and Drug-free Schools**

Percentage of public high school students who reported the following (indicators 24, 25, & 26)

1. During the past 30 days.
2. During the past 12 months.

<table>
<thead>
<tr>
<th>Nevada</th>
<th>U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>baseline</td>
<td>update</td>
</tr>
<tr>
<td>1993</td>
<td>1997</td>
</tr>
</tbody>
</table>

**Parent-School Partnerships**

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

<table>
<thead>
<tr>
<th>Nevada</th>
<th>U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>baseline</td>
<td>update</td>
</tr>
<tr>
<td>1991</td>
<td>1994</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One or more areas</th>
<th>Parent associations have influenced in the following areas of school policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>17%</td>
<td>16%</td>
</tr>
<tr>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

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

### 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) *
   - 35% 33% ↑

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997) *
   - 82% 85% ⇔

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) *
   - 86% 90% ↑

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998) *
   - 29 48 ↑

### GOAL 2  School Completion

6. Has the high school completion rate increased? (1990 vs. 1997) *
   - 87% 89% ⇔

7. Has the high school dropout rate decreased? (1992 vs. 1997) *
   - — —

### 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) *
   - 38% 38% ⇔

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

---

### KEY

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

---

### 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>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>36%</td>
</tr>
<tr>
<td>1997</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>72%</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>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>87%</td>
</tr>
<tr>
<td>1997</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>89%</td>
</tr>
</tbody>
</table>

---

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.
3. Includes traditional high school diplomas and alternatives credential.
4. Interpreted with caution. Change was not statistically significant.

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.
### NEW HAMPSHIRE

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

10. Mathematics: Has the percentage of students scoring at or above Proficient increased
   - in Grade 4 (1992): 25% —
   - in Grade 8 (1990 vs. 1992): 20% — 25% —
11. Science: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8 (1996): — — 29% — 5-41%
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 — 91 —

#### 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% 71%
   - a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)
     - 96% 96%
14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   - 89% —
15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
   - 13% — 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)
   - 12% 15% —

#### Student Achievement Percentage of public school students scoring at or above Proficient in reading and mathematics (indicators 8 & 10)

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading Grade 4</th>
<th>Mathematics Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>38%</td>
<td>100%</td>
</tr>
<tr>
<td>1994</td>
<td>38%</td>
<td>80%</td>
</tr>
</tbody>
</table>

#### Professional Development Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 14)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses of educational technology</td>
<td>50%</td>
</tr>
<tr>
<td>Methods of teaching subject field</td>
<td>46%</td>
</tr>
<tr>
<td>In-depth study of subject field</td>
<td>53%</td>
</tr>
<tr>
<td>Student assessment</td>
<td>35%</td>
</tr>
</tbody>
</table>

### KEY

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>↑</td>
<td>Significantly better</td>
</tr>
<tr>
<td>↓</td>
<td>Significantly worse</td>
</tr>
<tr>
<td>↔</td>
<td>Interpret with caution. Change was not statistically significant.</td>
</tr>
</tbody>
</table>

---

* 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 240-246 for an explanation of statistical significance.
* See pages 18-19 for a Guide to Reading the State Pages.
* See Appendix B for technical notes and sources.
### New Hampshire

#### Goal 5: Mathematics and Science

<table>
<thead>
<tr>
<th>Question</th>
<th>Baseline</th>
<th>Update</th>
<th>Progress?</th>
<th>Baseline</th>
<th>Update</th>
<th>Progress?</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Has the state’s international standing improved in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 8 mathematics achievement? (1996)</td>
<td></td>
<td></td>
<td></td>
<td>20 out of 40 countries scored above the U.S. countries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 8 science achievement? (1996)</td>
<td></td>
<td></td>
<td></td>
<td>9 out of 40 countries scored above the U.S. countries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Has the percentage of public school 8th graders whose mathematics teachers report that they</td>
<td></td>
<td></td>
<td></td>
<td>66%</td>
<td></td>
<td></td>
<td>45-52%</td>
</tr>
<tr>
<td>have students work in small groups or with a partner increased? (1996)</td>
<td></td>
<td></td>
<td></td>
<td>57%</td>
<td></td>
<td></td>
<td>45-52%</td>
</tr>
<tr>
<td>address algebra and functions increased? (1996)</td>
<td></td>
<td></td>
<td></td>
<td>52%</td>
<td></td>
<td></td>
<td>39-64%</td>
</tr>
<tr>
<td>address reasoning and analytical ability increased? (1996)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Has the percentage of public school 8th graders who have computers available in their mathematics classroom increased? (1996)</td>
<td></td>
<td></td>
<td></td>
<td>30%</td>
<td></td>
<td></td>
<td>7-54%</td>
</tr>
<tr>
<td>20. Has the percentage of mathematics and science degrees awarded to</td>
<td></td>
<td></td>
<td></td>
<td>39%</td>
<td>43%</td>
<td>↑</td>
<td>25-49% 16-54%</td>
</tr>
<tr>
<td>• all students increased? (1991 vs. 1996)</td>
<td></td>
<td></td>
<td></td>
<td>39%</td>
<td>40%</td>
<td>↑</td>
<td>22-64% 24-57%</td>
</tr>
<tr>
<td>• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)</td>
<td>46% 50%</td>
<td></td>
<td></td>
<td>39%</td>
<td>40%</td>
<td>↑</td>
<td>22-64% 24-57%</td>
</tr>
<tr>
<td>• female students increased? (1991 vs. 1996)</td>
<td></td>
<td></td>
<td></td>
<td>36%</td>
<td>40%</td>
<td>↑</td>
<td>23-46% 15-52%</td>
</tr>
</tbody>
</table>

#### Goal 6: Adult Literacy and Lifelong Learning

<table>
<thead>
<tr>
<th>Question</th>
<th>Baseline</th>
<th>Update</th>
<th>Progress?</th>
<th>Baseline</th>
<th>Update</th>
<th>Progress?</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)</td>
<td></td>
<td></td>
<td></td>
<td>52%</td>
<td></td>
<td></td>
<td>46-77%</td>
</tr>
<tr>
<td>22. Has the percentage of U.S. citizens who report that they</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• registered to vote increased? (1988 vs. 1996)</td>
<td>67%</td>
<td>73%</td>
<td>↑</td>
<td>70%</td>
<td>71%</td>
<td>↑</td>
<td>58-96% 61-91%</td>
</tr>
<tr>
<td>• voted increased? (1988 vs. 1996)</td>
<td>59%</td>
<td>61%</td>
<td>↔</td>
<td>61%</td>
<td>58%</td>
<td>±</td>
<td>50-74% 47-69%</td>
</tr>
</tbody>
</table>

#### Key

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpreted with caution. Change was not statistically significant.
NEW HAMPSHIRE

GOAL 6  Adult Literacy and Lifelong Learning (continued)

23. Has postsecondary enrollment increased? (1992 vs. 1996) 56% 58%  

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


25. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1995)


27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1995)

28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1995)

29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1995)

30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1995)

31. Has teacher victimization decreased? (1994)

32. Has student disruptions that interfere with teaching decreased? (1993 vs. 1995)

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

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

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 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.

Alcohol- and Drug-free Schools

Percentage of public high school students who reported the following (Indicators 24, 25, & 26)

1 During the past 30 days.

2 During the past 12 months.

3 During the past 12 months.

4 Interpreted with caution. Change was not statistically significant.

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.

2 Interpret with caution. Change was not statistically significant.
### New Jersey

#### 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)
   - New Jersey: 31% - 34%
   - U.S.: 37% - 33%
   - Range of State Scores: 25-48% - 24-45%

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - New Jersey: 77% - 78%
   - U.S.: 75% - 79%
   - Range of State Scores: 81-88% - 71-87%

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - New Jersey: 7% - 8%
   - U.S.: 7% - 8%
   - Range of State Scores: 5-15% - 3-13%

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - New Jersey: 82% - 81%
   - U.S.: 76% - 83%
   - Range of State Scores: 47-87% - 57-90%

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - New Jersey: 47 - 48
   - U.S.: — —
   - Range of State Scores: 16-68 - 14-96

#### Goal 2: School Completion

6. Has the high school completion rate increased? (1990 vs. 1997)
   - New Jersey: 90% - 92%
   - U.S.: 86% - 85%
   - Range of State Scores: 77-96% - 75-95%

7. Has the high school dropout rate decreased? (1992 vs. 1997)
   - New Jersey: — —
   - U.S.: — —
   - Range of State Scores: 3-12% - 3-12%

#### 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)
   - New Jersey: 35% - 33%
   - U.S.: 29% - 30%
   - Range of State Scores: 3-12% - 8-41%

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - In Grade 8 (1998)
   - New Jersey: 27%
   - U.S.: —
   - Range of State Scores: 9-44%

---

**Key**

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

---

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

#### 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)
  - 25% vs. 25%
- in Grade 8? (1990 vs. 1992)
  - 18% vs. 21%

11. Science: Has the percentage of students scoring at or above Proficient increased
- in Grade 8? (1996)
  - 21% vs. 24%

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)
  - 81 vs. 139
  - 55 vs. 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)
  - 69% vs. 69%
- a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)
  - 97% vs. 97%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
  - 87% vs. —
  - 85% vs. —

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
  - 12% vs. —
  - 16% vs. —

16. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)
  - 18% vs. 17%
  - 22% vs. 27%

---

**Student Achievement**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>New Jersey</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Percentage of public school students scoring at or above Proficient in reading and mathematics (Indicators 8 &amp; 10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Mathematics: in Grade 4? (1992 vs. 1996)</td>
<td>25% vs. 25%</td>
<td>18% vs. 21%</td>
</tr>
<tr>
<td>10</td>
<td>Mathematics: in Grade 8? (1990 vs. 1992)</td>
<td>21% vs. 24%</td>
<td>15% vs. 21%</td>
</tr>
<tr>
<td>11</td>
<td>Science: in Grade 8? (1996)</td>
<td>21% vs. 24%</td>
<td></td>
</tr>
</tbody>
</table>

**Professional Development**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>New Jersey</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Percentage of public school teachers participating in professional development on the following topic: 1994 (Indicator 14)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Percentage of public school teachers participating in professional development on the following topic: 1994 (Indicator 14)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)</td>
<td>18% vs. 17%</td>
<td>22% vs. 27%</td>
</tr>
</tbody>
</table>

---

**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.

---

Since the end of the previous school year.
NEW JERSEY

GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996)
   • 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)
   • address algebra and functions increased? (1996)
   • 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)
20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996)
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
   • female students increased? (1991 vs. 1996)

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)
   • voted increased? (1988 vs. 1996)

KEY

! Significantly better
# Significantly worse
@ Interpret with caution. Change was not statistically significant.
❖ Data not available.

Indicators are not the same at the national and state levels.
See pages 16-19 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

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NEW JERSEY

GOAL 6  Adult Literacy and Lifelong Learning (continued)
   New Jersey 60% 65% ✓ ✓ 33-68% 40-72%

GOAL 7  Safe, Disciplined, and Alcohol- and Drug-free Schools
24. Has student marijuana use decreased? (1995) 24% — ✓ ✓ 7-32% —
25. Has student alcohol use (5 or more drinks in a row) decreased? (1995) 31% — ✓ ✓ 13-43% —
27. Has the percentage of students threatened or injured with a weapon on school property decreased? (1995) 9% — ✓ ✓ 4-11% —
28. Has the percentage of students involved in physical fights on school property decreased? (1995) 16% — ✓ ✓ 12-19% —
29. Has the percentage of students carrying weapons on school property decreased? (1995) 10% — ✓ ✓ 7-14% —
30. Has the percentage of students who do not feel safe at school decreased? (1995) 5% — ✓ ✓ 3-16% —
31. Has teacher victimization decreased? (1994) 9% — 15% — 8-26% —
32. Has student disruptions that interfere with teaching decreased? (1991 vs. 1994) 37% 45% ◁ ◁ 23-60% 33-65%

GOAL 8  Parental Participation
33. Has the percentage of schools with minimal parental involvement decreased, according to • public school teachers? (1991 vs. 1994) 23% 24% ◁ ◁ — — 9-44% 13-50%
   • public school principals? (1991 vs. 1994) 12% 8% ◁ ◁ — — 4-22% 3-27%
34. Has the influence of parent associations on school policy increased? (1991 vs. 1994) 12% 22% ◁ ◁ — — 8-37% 12-50%

KEY
- Significantly better
- Significantly worse
- Interpret with caution. Change was not statistically significant.
### NEW MEXICO

**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)**
   - 1990: 37%  
   - 1997: 35%  
   - **↑**

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - 1994: 73%  
   - 1997: 77%  
   - **↓**

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

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - 1990: 57%  
   - 1997: 70%  
   - **↑**

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - 1991: 23  
   - 1998: 60  
   - **↑**

**GOAL 2** School Completion

6. Has the high school completion rate increased? (1990 vs. 1997)
   - 1990: 85%  
   - 1997: 79%  
   - **↓**

7. Has the high school dropout rate decreased? (1992 vs. 1997)
   - 1992: 8%  
   - 1997: 8%  
   - **↓**

**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)**
     - 1992: 23%  
     - 1998: 22%  
     - **λ**

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8 (1998)
     - 1998: 24%  
     - 1998: 33%  
     - **λ**

#### Key

- **↑**: Significantly better  
- **↓**: Significantly worse  
- **λ**: Interpret with caution. Change was not statistically significant  
- **NS**: Comparable national data are not available. Sample size limitations.  
- **NS**: Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

---

**Children’s Health Index**

Percentage of infants born with 1 or more of 4 health risks (Indicator 1)

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>37%</td>
</tr>
<tr>
<td>1997</td>
<td>28%</td>
</tr>
</tbody>
</table>

**High School Completion**

Percentage of all 18- to 24-year-olds** who have a high school credential (Indicator 6)

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>85%</td>
</tr>
<tr>
<td>1997</td>
<td>76%</td>
</tr>
</tbody>
</table>

---

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.

3. Includes traditional high school diplomas and alternative credential.

4. Interpreted with caution. Change was not statistically significant.
NEW MEXICO

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)? 19% 13%
   • in Grade 8 (1990 vs. 1996)? 10% 14%

11. Science: Has the percentage of students scoring at or above Proficient increased
   • in Grade 8? (1990 vs. 1996) 15% 24%

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) 41 45

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) 53% 52%
   • a teaching certificate in their main teaching assignment increased? (1991 vs. 1994) 98% 96%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994) 79% — 85% —

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994) 39% — 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) 30% 31%

Student Achievement

Percentage of public school students scoring at or above Proficient in reading and mathematics (Indicators 8 & 10)

<table>
<thead>
<tr>
<th></th>
<th>New Mexico</th>
<th></th>
<th>U.S.</th>
<th></th>
<th>Range of State Scores</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
<td>baseline</td>
</tr>
<tr>
<td>Reading Grade 4</td>
<td>10%</td>
<td>8%</td>
<td>66%</td>
<td>63%</td>
<td>51-85%</td>
<td>50-81%</td>
</tr>
<tr>
<td>Mathematics Grade 4</td>
<td>22%</td>
<td>23%</td>
<td>94%</td>
<td>93%</td>
<td>91-100%</td>
<td>89-100%</td>
</tr>
</tbody>
</table>

Professional Development

Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 14)

<table>
<thead>
<tr>
<th></th>
<th>One or more topics</th>
<th>Uses of educational technology</th>
<th>Methods of teaching subject field</th>
<th>In-depth study in subject field</th>
<th>Student assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>20%</td>
<td>40%</td>
<td>60%</td>
<td>80%</td>
<td>100%</td>
</tr>
</tbody>
</table>

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 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.
NEW MEXICO

GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996) 27 out of 41 countries would be expected to score above New Mexico
   • Grade 8 science achievement? (1996) 16 out of 41 countries would be expected to score above New Mexico

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) 67% — 66% — 45-92% — 45-92%
   • address algebra and functions increased? (1996) 60% — 57% — 45-92% — 45-92%
   • address reasoning and analytical ability increased? (1996) 45% — 52% — 39-64% — 39-64%

19. Has the percentage of public school 8th graders who have computers available in their mathematics classroom increased? (1996) 29% — 30% — 7-54% — 7-54%

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996) 40% 42% ↑ 39% 43% ↑ 25-49% 16-54%
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996) 38% 40% ↑ 39% 41% ↑ 22-64% 24-57%
   • female students increased? (1991 vs. 1996) 33% 37% ↑ 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) — — 52% — 46-77% —

22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996) 69% 66% ↔ 70% 71% ↑ 58-96% 61-91%
   • voted increased? (1988 vs. 1996) 58% 55% ↔ 61% 58% ↑ 50-74% 47-69%

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 page 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 MEXICO

GOAL 6  Adult Literacy and Lifelong Learning (continued)

   49%  56%  
   +  +
   33-68%  40-73%

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

   18%  —
   +  +
   4-18%  —

25. Has student alcohol use (5 or more drinks in a row) decreased? (1991)
   43%  —
   +  +
   17-43%  —

   —  —
   +  +
   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)  
   14%  15%  
   —  —
   8-26%  —

32. Has student disruptions that interfere with teaching decreased? (1991 vs. 1994)  
   40%  45%  
   —  —
   23-60%  33-65%

GOAL 8  Parental Participation

33. Has the percentage of schools with minimal parental involvement decreased, according to  
   31%  33%  
   —  —
   9-44%  13-50%

   16%  15%  
   —  —
   4-22%  3-27%

34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)  
   25%  40%  
   +  +
   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.
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 During the past 30 days.
### 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%  
   - **Update:** 33%  

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

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

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

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

#### GOAL 2  School Completion

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

7. Has the high school dropout rate decreased? (1993 vs. 1997)
   - **Baseline:** 4%  
   - **Update:** 3%  

#### GOAL 3  Student Achievement and Citizenship

8. Reading: Has the percentage of students scoring at or above Proficient increased
   - **Baseline:** 27%  
   - **Update:** 29%  

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - **Baseline:** 34%  
   - **Update:** 33%  

### KEY

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

---

**Source:** Ready to Learn

**Note:** Comparable national data are not available.

**Details:**
- 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.
New York

**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)
   - 1992: 17%  
   - 1996: 20%

11. Science: Has the percentage of students scoring at or above Proficient increased in Grade 8? (1990 vs. 1996)
   - 1990: 15%  
   - 1996: 18%

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)
   - 1991: 97  
   - 1999: 155

**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)
   - 1991: 74%  
   - 1994: 75%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   - No data available.

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
   - No data available.

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

**KEY**

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

---

**Student Achievement**

Percentage of public school students scoring at or above Proficient in reading and mathematics (indicators 8 & 10)

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Mathematics</td>
</tr>
<tr>
<td>1992</td>
<td>27%</td>
</tr>
<tr>
<td>1994</td>
<td>31%</td>
</tr>
</tbody>
</table>

**Professional Development**

Percentage of public school teachers participating in professional development on the following topics: 1994 (Indicator 14)

- One or more topics: 76%
- Uses of educational technology: 38%
- Methods of teaching subject field: 57%
- In-depth study in subject field: 24%
- Student assessment: 12%

---

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) 10 out of 41 countries would be
     expected to score above New York.

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% —
   • address algebra and functions increased? (1996) 62% —
   • address reasoning and analytical ability increased? (1996) 51% —

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

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996) 41% —
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996) 43% 43% ↑
   • female students increased? (1991 vs. 1996) 38% —

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% —

22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996) 67% 70% ↑
   • voted increased? (1988 vs. 1996) 60% 59% ↔

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.

Mathematics Instruction

<table>
<thead>
<tr>
<th>Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (indicator 17)</th>
<th>New York</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Have students work in small groups or with a partner*</td>
<td>54%</td>
<td>20%</td>
<td>6-38 —</td>
</tr>
<tr>
<td>■ Address algebra and functions*</td>
<td>62%</td>
<td>57%</td>
<td>45-82% —</td>
</tr>
<tr>
<td>■ Address reasoning and analytical ability</td>
<td>51%</td>
<td>52%</td>
<td>39-64% —</td>
</tr>
</tbody>
</table>

Adult Literacy

<table>
<thead>
<tr>
<th>Percentage of adults who scored at 3 highest levels in Prose Literacy (indicator 21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>46%</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1992</th>
<th>1996</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Has postsecondary enrollment increased?</td>
<td>67%</td>
<td>71%</td>
<td>↑</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1997</th>
<th>1998</th>
<th>1999</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Has student marijuana use decreased?</td>
<td>23%</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>24. Has student alcohol use (5 or more drinks in a row) decreased?</td>
<td>29%</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>26. Has the availability of drugs on school property decreased?</td>
<td>27%</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>28. Has the percentage of students threatened or injured with a weapon while on school property decreased?</td>
<td>7%</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>29. Has the percentage of students carrying weapons on school property decreased?</td>
<td>14%</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>30. Has the percentage of students who do not feel safe at school decreased?</td>
<td>9%</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>31. Has teacher victimization decreased?</td>
<td>19%</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>32. Has student disruptions that interfere with teaching decreased?</td>
<td>42%</td>
<td>55%</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

#### GOAL 8  Parental Participation

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1991</th>
<th>1994</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. Has the percentage of schools with minimal parental involvement decreased, according to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>public school teachers? (1991 vs. 1994)</td>
<td>23%</td>
<td>29%</td>
<td>—</td>
</tr>
<tr>
<td>public school principals? (1991 vs. 1994)</td>
<td>9%</td>
<td>14%</td>
<td>—</td>
</tr>
<tr>
<td>34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)</td>
<td>18%</td>
<td>34%</td>
<td>↑</td>
</tr>
</tbody>
</table>

---

**KEY**

- † Significantly better
- # Significantly worse
- @ Interpret with caution. Change was not statistically significant.

— Indicators may be 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 240-248 for an explanation of statistical significance.

---

1. During the past 30 days.
2. During the past 12 months.

---

1. On a 5-point scale from “no influence” to a “great deal of influence,” defined as a response to the top two points.
2. Interpret with caution. Change was not statistically significant.
NORTH CAROLINA

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)^* 40% 36% ↑ 37% 33% ↑ 25-48% 24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997) 84% 81% ↔ 75% 79% ↑ 61-88% 71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997) 8% 9% ↓ 7% 8% ↓ 5-15% 3-13%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997) 76% 84% ↑ 76% 83% ↑ 47-87% 57-90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998) 39 53 ↑ — — — 16-68 14-96

GOAL 2  School Completion
6. Has the high school completion rate increased? (1990 vs. 1997) 83% 85% ↔ 86% 85% ↔ 77-96% 75-95%
7. Has the high school dropout rate decreased? (1992 vs. 1997) — — — — 3-12% 3-12%

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) 25% 28% ↔ 29% 31% ↑ 3-38% 8-46%
   • in Grade 8 (1998) 31% — — — — 10-42% —
9. Writing: Has the percentage of students scoring at or above Proficient increased
   • in Grade 8 (1998) 27% — — — — 9-44% —

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

<table>
<thead>
<tr>
<th>Year</th>
<th>100%</th>
<th>80%</th>
<th>60%</th>
<th>40%</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>20%</td>
<td>40%</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>30%</td>
<td>50%</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

High School Completion
Percentage of all 18- to 24-year-olds^2 who have a high school credential^2 (Indicator 6)

<table>
<thead>
<tr>
<th>Year</th>
<th>100%</th>
<th>80%</th>
<th>60%</th>
<th>40%</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>50%</td>
<td>70%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>60%</td>
<td>80%</td>
<td>60%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

^1 Rinks: 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 Includes traditional high school diploma and alternative credential.
^3 Interpreted with caution. Change was not statistically significant.
### NORTH CAROLINA

#### 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)
   - 1992: 13%
   - 1996: 21%

11. Science: Has the percentage of students scoring at or above Proficient increased in Grade 8? (1996)
   - 1996: 9%
   - 1998: 20%

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)
   - 1991: 48
   - 1999: 104

#### 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)
   - 1991: 68%
   - 1994: 66%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   - 1994: 39%

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
   - 1994: 8%

16. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)
   - 1991: 24%
   - 1994: 36%

---

**KEY**
- Significantly better
- Significantly worse
- Interpret with caution. Change was not statistically significant.
### NORTH CAROLINA

#### GOAL 5  Mathematics and Science

- **17. Has the state’s international standing improved in**
  - Grade 8 mathematics achievement? (1996)
    - 21 out of 41 countries would be expected to score above North Carolina
  - Grade 8 science achievement? (1996)
    - 10 out of 41 countries would be expected to score above North Carolina

- **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)
    - 61% —
  - address algebra and functions increased? (1996)
    - 52% —
  - address reasoning and analytical ability increased? (1996)
    - 50% —

- **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)
    - 41% 47% ↑
  - minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
    - 38% 47% ↑
  - female students increased? (1991 vs. 1996)
    - 36% 44% ↑

#### 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)
    - 65% 70% ↑
  - voted increased? (1988 vs. 1996)
    - 54% 55% ↔

### Range of State Scores

<table>
<thead>
<tr>
<th>Indicator</th>
<th>North Carolina</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (Indicator 18)</td>
<td>24%</td>
<td>41% 47%</td>
<td>25-49% 16-54%</td>
</tr>
<tr>
<td>Mathematics Instruction</td>
<td>Have students work in small groups or with a partner</td>
<td>24%</td>
<td>47%</td>
</tr>
<tr>
<td>Address algebra and functions</td>
<td>24%</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>Address reasoning and analytical ability</td>
<td>24%</td>
<td>47%</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

---

**Mathematics Instruction**

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

GOAL 6  Adult Literacy and Lifelong Learning (continued)

   49% 54%  

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

   15% 22%  

25. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1995)
   23% 23%  

   29% 30%  

27. Has the percentage of students threatened or injured with a weapon on school property decreased? (1993 vs. 1995)
   10% 8%  

28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1995)
   15% 12%  

29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1995)
   74% 9%  

30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1995)
   5% 5%  

31. Has teacher victimization decreased? (1994)
   19% 15%  

32. Has student disruptions that interfere with teaching decreased? (1993 vs. 1995)
   42% 37%  

33. Has the percentage of schools with minimal parental involvement decreased, according to
   29% 30%  

34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)
   21% 20%  

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 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.
## NORTH DAKOTA

### GOAL 1  Ready to Learn

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1990 Baseline</th>
<th>1997 Update</th>
<th>Δ</th>
<th>1990 Baseline</th>
<th>1997 Update</th>
<th>Δ</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1997)?</td>
<td>36%</td>
<td>37%</td>
<td>↑</td>
<td>37%</td>
<td>33%</td>
<td>↑</td>
<td>25-48% - 24-45%</td>
</tr>
<tr>
<td>2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)</td>
<td>87%</td>
<td>83%</td>
<td>↓</td>
<td>75%</td>
<td>79%</td>
<td>↑</td>
<td>61-88% - 71-87%</td>
</tr>
<tr>
<td>3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)</td>
<td>5%</td>
<td>6%</td>
<td>↑</td>
<td>7%</td>
<td>8%</td>
<td>↓</td>
<td>5-15% - 3-13%</td>
</tr>
<tr>
<td>4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)</td>
<td>82%</td>
<td>85%</td>
<td>↑</td>
<td>76%</td>
<td>83%</td>
<td>↓</td>
<td>47-87% - 57-90%</td>
</tr>
<tr>
<td>5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)</td>
<td>39</td>
<td>47</td>
<td>↑</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>16-68 - 14-96</td>
</tr>
</tbody>
</table>

### GOAL 2  School Completion

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1990 Baseline</th>
<th>1997 Update</th>
<th>Δ</th>
<th>1990 Baseline</th>
<th>1997 Update</th>
<th>Δ</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Has the high school completion rate increased? (1990 vs. 1997)</td>
<td>96%</td>
<td>95%</td>
<td>↓</td>
<td>86%</td>
<td>85%</td>
<td>↑</td>
<td>77-96% - 75-95%</td>
</tr>
<tr>
<td>7. Has the high school dropout rate decreased? (1993 vs. 1997)?</td>
<td>2%</td>
<td>3%</td>
<td>↑</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2-10% - 3-12%</td>
</tr>
</tbody>
</table>

### GOAL 3  Student Achievement and Citizenship

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1990 Baseline</th>
<th>1997 Update</th>
<th>Δ</th>
<th>1990 Baseline</th>
<th>1997 Update</th>
<th>Δ</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Reading: Has the percentage of students scoring at or above Proficient increased</td>
<td>35%</td>
<td>38%</td>
<td>↑</td>
<td>29%</td>
<td>30%</td>
<td>↓</td>
<td>3-38% - 8-41%</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>10-42% - 1-12%</td>
</tr>
<tr>
<td>9. Writing: Has the percentage of students scoring at or above Proficient increased</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### Children’s Health Index

- Percentage of infants born with 1 or more of 4 health risks

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>36%</td>
</tr>
<tr>
<td>1997</td>
<td>37%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>37%</td>
</tr>
<tr>
<td>1997</td>
<td>33%</td>
</tr>
</tbody>
</table>

### High School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>80%</td>
</tr>
<tr>
<td>1997</td>
<td>85%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>80%</td>
</tr>
<tr>
<td>1997</td>
<td>95%</td>
</tr>
</tbody>
</table>

---

**KEY**

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

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.
### NORTH DAKOTA

#### 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)
   - 1992: 22%  
   - 1996: 24%

11. Science: Has the percentage of students scoring at or above Proficient increased in Grade 8? (1996)
   - 1996: 41%

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)
   - 1991: 14  
   - 1999: 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)
   - 1991: 73%  
   - 1994: 99%

14. Does the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   - 1994: 84%

15. Has the percentage of public school teachers participating in professional teacher induction programs during their first year of teaching increased? (1991 vs. 1994)
   - 1991: 6%

#### Range of State Scores

<table>
<thead>
<tr>
<th>Student Achievement Percentage of public school students scoring at or above Proficient in reading and mathematics (Indicators 8 &amp; 10)</th>
<th>North Dakota</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
<td>baseline</td>
</tr>
<tr>
<td>1992</td>
<td>20%</td>
<td>24%</td>
<td>26%</td>
</tr>
</tbody>
</table>

#### Key

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

---

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.
NORTH DAKOTA

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 North Dakota.
   • Grade 8 science achievement? (1996) 1 out of 41 countries would be
     expected to score above North Dakota.
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) 45% — 66% —
   • address algebra and functions increased? (1996) 54% — 57% —
   • address reasoning and analytical ability increased? (1996) 46% — 52% —
19. Has the percentage of public school 8th graders who have computers available
   in their mathematics classroom increased? (1996) 29% — 30% —
20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996) 39% 44% — 39% 43% —
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996) 40% 45% — 39% 40% —
   • female students increased? (1991 vs. 1996) 35% 42% — 35% 41% —

GOAL 6  Adult Literacy and Lifelong Learning
21. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992) — — 52% —
22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996) 95% 91% — 70% 71% —
   • voted increased? (1988 vs. 1996) 74% 66% — 61% 58% —

KEY

❖ At least once a week.
❖ See pages 245-246 for an explanation of statistical significance.
❖ Indicators are not the same at the national and state levels.
❖ Data not available.
**GOAL 6**  
**Adult Literacy and Lifelong Learning (continued)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Has postsecondary enrollment increased? (1992 vs. 1996)</td>
<td>68%</td>
<td>71%</td>
<td>↑</td>
<td>33-68%</td>
<td>40-73%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Has student marijuana use decreased? (1995)</td>
<td>10%</td>
<td>—</td>
<td>↑</td>
<td>7-32%</td>
<td>—</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td>↑</td>
<td>17-43%</td>
<td>11-45%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1995)</td>
<td>6%</td>
<td>—</td>
<td>↑</td>
<td>4-11%</td>
<td>—</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Has the percentage of students involved in physical fights on school property decreased? (1995)</td>
<td>12%</td>
<td>—</td>
<td>↑</td>
<td>12-19%</td>
<td>—</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. Has the percentage of students carrying weapons on school property decreased? (1995)</td>
<td>10%</td>
<td>—</td>
<td>↑</td>
<td>7-14%</td>
<td>—</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td>↑</td>
<td>3-23%</td>
<td>3-13%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. Has teacher victimization decreased? (1994)</td>
<td>8%</td>
<td>—</td>
<td>↑</td>
<td>8-26%</td>
<td>—</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)</td>
<td>30%</td>
<td>33%</td>
<td>↔</td>
<td>23-60%</td>
<td>33-65%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>33. Has the percentage of schools with minimal parental involvement decreased, according to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▶ public school teachers? (1991 vs. 1994)</td>
<td>9%</td>
<td>13%</td>
<td>↓</td>
<td>9-44%</td>
<td>13-58%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▶ public school principals? (1991 vs. 1994)</td>
<td>4%</td>
<td>3%</td>
<td>↓</td>
<td>4-22%</td>
<td>3-27%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)</td>
<td>16%</td>
<td>17%</td>
<td>↔</td>
<td>8-37%</td>
<td>12-50%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 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.

---

**Alcohol and Drug-free Schools**

Percentage of public high school students who reported the following (indicators 24, 25, & 26):

<table>
<thead>
<tr>
<th>Year</th>
<th>Used marijuana</th>
<th>More often, same, or given an illegal drug on school property</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>15%</td>
<td>28%</td>
</tr>
</tbody>
</table>

**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):

<table>
<thead>
<tr>
<th>Year</th>
<th>On a 6-point scale from &quot;no influence&quot; to &quot;a great deal of influence,&quot; defined as a response to the top two points.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td>10%</td>
</tr>
<tr>
<td>1994</td>
<td>20%</td>
</tr>
</tbody>
</table>

---

1. Indicators are not the same at the national and state levels.
2. Data not available.
3. Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
4. 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.
OHIO

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)†
   - Ohio: 41% (1990) vs. 38% (1997)†
   - U.S.: 37% (1990) vs. 33% (1997)†
   - Range of State Scores: 25-48% vs. 24-45%

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - Ohio: 73% (1994) vs. 75% (1997)
   - U.S.: 75% (1994) vs. 79% (1997)
   - Range of State Scores: 61-88% vs. 71-87%

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - Ohio: 7% (1990) vs. 8% (1997)
   - U.S.: 7% (1990) vs. 8% (1997)
   - Range of State Scores: 5-15% vs. 3-13%

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - Ohio: 82% (1990) vs. 85% (1997)
   - U.S.: 76% (1990) vs. 83% (1997)
   - Range of State Scores: 47-87% vs. 57-90%

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - U.S.: — vs. —
   - Range of State Scores: 16-68 vs. 14-96

GOAL 2 School Completion

6. Has the high school completion rate increased? (1990 vs. 1997)
   - Ohio: 89% (1990) vs. 89% (1997)
   - U.S.: 86% (1990) vs. 85% (1997)
   - Range of State Scores: 77-96% vs. 75-95%

   - Ohio: 5% (1995) vs. 5% (1997)
   - U.S.: — vs. —
   - Range of State Scores: 2-11% vs. 3-12%

GOAL 3 Student Achievement and Citizenship

8. Reading: Has the percentage of students scoring at or above Proficient increased
   - In Grade 8 (1998): — vs. —
   - Range of State Scores: 3-38% vs. —

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - In Grade 8 (1995): 5% (1995) vs. 27% (1997)
   - In Grade 8 (1998): — vs. —
   - Range of State Scores: 9-44% vs. —

Children’s Health Index

Percentage of infants born with 1 or more of 4 health risks
- 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.

High School Completion

Percentage of all 18- to 24-year-olds who have a high school credential

† Comparable national data are not available.
Data not available.
△ The values for indicator 7 in 1995 and 1997 before rounding were 5.3 and 5.2, respectively.
❖ 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 13-15 for a guide to reading the State Pages. See Appendix B for technical notes and sources.
### OHIO

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

10. Mathematics: Has the percentage of students scoring at or above Proficient increased in Grade 4? (1992)  
- 16% — 18%  
- 5-27% —

11. Science: Has the percentage of students scoring at or above Proficient increased in Grade 8? (1990 vs. 1992)  
- 15% — 18%  
- 1-27% —

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)  
- 36 — 64  
- 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)  
- 68% — 61%  
- 51-85% — 50-81%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)  
- 83% — 62%  
- 76-98% —

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)  
- 4% — 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% — 25%  
- 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.

---

**Student Achievement**  
Percentage of public school students scoring at or above Proficient in reading and mathematics (Indicators 8 & 10)

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading Grade 4</th>
<th>Mathematics Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>27%</td>
<td>16%</td>
</tr>
<tr>
<td>1992</td>
<td>14%</td>
<td>8%</td>
</tr>
</tbody>
</table>

**Professional Development**  
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 14)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>One or more topics</td>
<td>83%</td>
</tr>
<tr>
<td>Uses of educational technology</td>
<td>41%</td>
</tr>
<tr>
<td>Methods of teaching subject</td>
<td>62%</td>
</tr>
<tr>
<td>In-depth study in subject</td>
<td>29%</td>
</tr>
<tr>
<td>Student assessment</td>
<td>46%</td>
</tr>
</tbody>
</table>

---

1 Since the end of the previous school year.
### Ohio

#### Goal 5  Mathematics and Science

17. Has the state’s international standing improved in
- Grade 8 mathematics achievement? (1996)
- 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)
- address algebra and functions increased? (1996)
- 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)

20. Has the percentage of mathematics and science degrees awarded to
- all students increased? (1991 vs. 1996)
- minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
- female students increased? (1991 vs. 1996)

#### 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)
- voted increased? (1988 vs. 1996)
- addressed algebra and functions increased? (1996)
- addressed reasoning and analytical ability increased? (1996)

### Range of State Scores

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Ohio</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
</tbody>
</table>

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


<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>baseline</td>
<td>update</td>
</tr>
<tr>
<td>Students enrolled</td>
<td>51%</td>
<td>55%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

33. Has the percentage of schools with minimal parental involvement decreased, according to

  - 29% vs. 29%
  - μ μ

  - 14% vs. 13%
  - μ μ

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

<table>
<thead>
<tr>
<th>Percentage of</th>
<th>1991</th>
<th>1994</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public school principals</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>ns</td>
<td>μ &lt;&lt; μ</td>
<td></td>
</tr>
</tbody>
</table>

### Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools


<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of public high school students who reported the following</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>16%</td>
</tr>
<tr>
<td>1997</td>
<td>25%</td>
</tr>
<tr>
<td>μ μ</td>
<td>7-21% 12-35%</td>
</tr>
</tbody>
</table>

25. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1997)

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of public high school students who reported the following</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>30%</td>
</tr>
<tr>
<td>1997</td>
<td>30%</td>
</tr>
<tr>
<td>μ μμ</td>
<td>9-44% 11-45%</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of public high school students who reported the following</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>20%</td>
</tr>
<tr>
<td>1997</td>
<td>28%</td>
</tr>
<tr>
<td>μ μ</td>
<td>11-31% 15-42%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of public high school students who reported the following</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>8%</td>
</tr>
<tr>
<td>1997</td>
<td>7%</td>
</tr>
<tr>
<td>μ μμμ</td>
<td>6-15% 5-13%</td>
</tr>
</tbody>
</table>

28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of public high school students who reported the following</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>16%</td>
</tr>
<tr>
<td>1997</td>
<td>13%</td>
</tr>
<tr>
<td>μ μμμ</td>
<td>13-39% 11-34%</td>
</tr>
</tbody>
</table>

29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of public high school students who reported the following</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>9%</td>
</tr>
<tr>
<td>1997</td>
<td>8%</td>
</tr>
<tr>
<td>μ μμμ</td>
<td>8-18% 5-17%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of public high school students who reported the following</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>5%</td>
</tr>
<tr>
<td>1997</td>
<td>4%</td>
</tr>
<tr>
<td>μ μμμ</td>
<td>3-23% 3-13%</td>
</tr>
</tbody>
</table>

### Goal 8: Parental Participation

32. Have student disruptions that interfere with teaching decreased? (1993 vs. 1997)

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of public high school students who reported the following</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>17%</td>
</tr>
<tr>
<td>1997</td>
<td>15%</td>
</tr>
<tr>
<td>μ μμμ</td>
<td>8-26% —</td>
</tr>
</tbody>
</table>

### Key

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

---

1. INDICATORS ARE NOT THE SAME AT THE NATIONAL AND STATE LEVELS.
2. DATA NOT AVAILABLE.
3. Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
4. See pages 245-246 for an explanation of statistical significance.
5. See pages 16-19 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.

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**Alcohol- and Drug-free Schools**

- Percentage of public high school students who reported the following (Indicators 24, 25, & 26)
  - During the past 30 days.
  - During the past 12 months.

**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)
  - 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.

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OKLAHOMA

GOAL 1 Ready to Learn
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1992 vs. 1997)*
   - 38% 38% ↓ 39% 38% ↓
   - 77% 72% ↔ 75% 79% ↑ 61-68% 71-87%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - 70% 72% ↔ 75% 79% ↑ 41-68% 71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - 7% 7% ↔ 7% 8% ↓ 5-15% 3-13%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - 71% 79% ↑ 76% 83% ↑ 47-87% 57-90%
5. Has the number of children with disabilities in preschool per 1,000 3- to 5-year-olds increased? (1991 vs. 1998)
   - 37 40 ↑
   - 37 40 ↑ 16-68 14-96

GOAL 2 School Completion
6. Has the high school completion rate increased? (1990 vs. 1997)
   - 87% 86% ↔
   - 86% 85% ↔ 77-96% 75-95%
7. Has the high school dropout rate decreased? (1992 vs. 1997)*
   - — —
   - — — 3-12% 3-12%

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)*
      - 25% 30% ↔
      - 29% 31% ↔ 3-38% 8-46%
   - in Grade 8 (1998)
      - 25%
      - 33% — 10-42% —
9. Writing: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8 (1998)
      - 25%
      - 27% — 9-44% —

---

KEY

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

* Comparable national data are not available.
* Does not include those still in high school.
# Significantly worse
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
* See pages 243-246 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.

---

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>1990</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>1990</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

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

---

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

<table>
<thead>
<tr>
<th>Year</th>
<th>1990</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

---

1997 1990
100% 80%
90% 70%
80% 60%
70% 50%
60% 40%
50% 30%
40% 20%
30% 10%
20% 0%
100% 100% 100% 100%
OKLAHOMA

GOAL 3  Student Achievement and Citizenship (continued)

10. Mathematics: Has the percentage of students scoring at or above Proficient increased
   - in Grade 4? (1992)
   - in Grade 8? (1990 vs. 1992)
   - in Grade 8? (1996)
   - 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)

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

12. Has the percentage of public secondary school teachers who hold
   - a degree in their main teaching assignment increased? (1991 vs. 1994)
   - a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)

GOAL 4  Teacher Education and Professional Development

13. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
14. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)

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)

Range of State Scores

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.
**OKLAHOMA**

### GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   - Grade 8 mathematics achievement? (1996)
     - baseline
     - update
   - Grade 8 science achievement? (1996)
     - baseline
     - update

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)
     - baseline
     - update
   - address algebra and functions increased? (1996)
     - baseline
     - update
   - address reasoning and analytical ability increased? (1996)
     - baseline
     - update

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

20. Has the percentage of mathematics and science degrees awarded to
   - all students increased? (1991 vs. 1996)
     - 33% 36%  
     - 39% 43%  
   - minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
     - 34% 38%  
     - 39% 41%  
   - female students increased? (1991 vs. 1996)
     - 28% 32%  
     - 35% 41%  

### GOAL 6  Adult Literacy and Lifelong Learning

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

22. Has the percentage of U.S. citizens who report that they
   - registered to vote increased? (1988 vs. 1996)
     - 66% 71%  
     - 70% 71%  
   - voted increased? (1988 vs. 1996)
     - 57% 59%  
     - 61% 58%  

**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.
OKLAHOMA

GOAL 6  Adult Literacy and Lifelong Learning (continued)

23. Has postsecondary enrollment increased? (1992 vs. 1996) 50% 48%  

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

24. Has student marijuana use decreased? (1991 vs. 1997) 4-18% 12-35%  
25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997) 17-43% 11-45%  
28. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997) 6-15% 5-13%  

GOAL 8  Parental Participation

33. Has the percentage of schools with minimal parental involvement decreased, according to  
   - public school teachers? (1991 vs. 1994) 22% 28%  
   - public school principals? (1991 vs. 1994) 15% 13%  
34. Has the influence of parent associations on school policy increased? (1991 vs. 1994) 13% 21%  

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 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 On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.
OREGON

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)
   - 1990: 39% 1997: 36%
   - 1990: 39% 1997: 36%
   - 37% 33% 25-48% 24-45%

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - 1994: 71% 1997: 73%
   - 1994: 71% 1997: 73%
   - 75% 79% 61-88% 71-87%

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - 1990: 5% 1997: 5%
   - 1990: 5% 1997: 5%
   - 7% 8% 5-15% 3-13%

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - 1990: 76% 1997: 81%
   - 1990: 76% 1997: 81%
   - 76% 83% 47-87% 57-90%

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

GOAL 2 School Completion

6. Has the high school completion rate increased? (1990 vs. 1997)
   - 1990: 89% 1997: 75%
   - 1990: 89% 1997: 75%
   - 100% 85% 77-96% 75-95%

7. Has the high school dropout rate decreased? (1992 vs. 1997)
   - 1992: 3% 1997: 3%
   - 1992: 3% 1997: 3%
   - 7% 8% 3-12% 3-12%

GOAL 3 Student Achievement and Citizenship

8. Reading: Has the percentage of students scoring at or above Proficient increased
   - in Grade 4 (1998)
   - in Grade 8 (1998)
   - 1998: 24% 1997: 27%
   - 1998: 31% 1997: 27%
   - 25% 27% 8-46% —

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8 (1998)
   - 1998: 24% 1997: 44%
   - 1998: 31% 1997: 27%
   - 27% 44% 9-44% —

---

**Children’s Health Index**

Percentage of infants born with 1 or more of 4 health risks\(^1\) (Indicator 1)

**High School Completion**

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

---

\(^1\) 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.
### OREGON

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Oregon</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Mathematics: Has the percentage of students scoring at or above Proficient increased</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• in Grade 4 (1996)</td>
<td>21%</td>
<td>21%</td>
<td>3-31%</td>
</tr>
<tr>
<td>• in Grade 8 (1996)</td>
<td>21%</td>
<td>15%</td>
<td>1-27%</td>
</tr>
<tr>
<td>11. Science: Has the percentage of students scoring at or above Proficient increased</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• in Grade 8 (1996)</td>
<td>32%</td>
<td>29%</td>
<td>5-41%</td>
</tr>
<tr>
<td>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)</td>
<td>40</td>
<td>55</td>
<td>9-177</td>
</tr>
</tbody>
</table>

#### GOAL 4  Teacher Education and Professional Development

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Oregon</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Has the percentage of public secondary school teachers who hold a degree in their main teaching assignment increased? (1991 vs. 1994)</td>
<td>64%</td>
<td>66%</td>
<td>51-85%</td>
</tr>
<tr>
<td>14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)</td>
<td>86%</td>
<td>85%</td>
<td>76-98%</td>
</tr>
<tr>
<td>15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)</td>
<td>22%</td>
<td>16%</td>
<td>4-81%</td>
</tr>
<tr>
<td>16. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)</td>
<td>18%</td>
<td>22%</td>
<td>6-42%</td>
</tr>
</tbody>
</table>

![Graph showing Student Achievement and Professional Development](image)

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

---

Data not available.

Baselines 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.

Since the end of the previous school year.
OREGON

GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1997) 8 out of 41 countries scored above Oregon
   • Grade 8 science achievement? (1997) 1 out of 41 countries scored above Oregon

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) 77% — 66% — 45-92% —
   • address algebra and functions increased? (1996) 48% — 57% — 45-82% —
   • address reasoning and analytical ability increased? (1996) 42% — 52% — 39-64% —

19. Has the percentage of public school 8th graders who have computers available
   in their mathematics classroom increased? (1996) 35% — 30% — 7-54% —

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996) 41% 47% ↑ 39% 43% ↑ 25-49% 16-54% —
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996) 41% 50% ↑ 39% 40% ↑ 22-64% 24-57% —
   • female students increased? (1991 vs. 1996) 37% 45% ↑ 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) 77% — 52% — 46-77% —

22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996) 73% 76% ↔ 70% 71% ↑ 58-95% 61-91% —
   • voted increased? (1988 vs. 1996) 65% 64% ↔ 61% 58% ↑ 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.
23. Has postsecondary enrollment increased? (1992 vs. 1996) 54% 52%

24. Has student marijuana use decreased? (1991 vs. 1997) — — 4-18% 12-35%
25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997) — — 17-43% 11-45%
26. Has the availability of drugs on school property decreased? (1993 vs. 1997) — — 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) — — 8-26% —
32. Has student disruptions that interfere with teaching decreased? (1991 vs. 1994) 37% 57% 23-60% 33-65%
33. Has the percentage of schools with minimal parental involvement decreased, according to • public school teachers? (1991 vs. 1994) 19% 30% 9-44% 13-50%
• public school principals? (1991 vs. 1994) 13% 12% 4-22% 3-27%
34. Has the influence of parent associations on school policy increased? (1991 vs. 1994) 12% 21% 8-37% 12-50%

KEY

† Significantly better
@ 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 240-249 for an explanation of statistical significance.
See pages 15-19 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.
PENNSYLVANIA

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)\(^1\)
   - Pennsylvania: 39% 37%
   - U.S.: 77% 82%
   - Range of State Scores: 25-48% 24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - Pennsylvania: 77% 75%
   - U.S.: 81-88% 71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - Pennsylvania: 7% 8%
   - U.S.: 7% 8%
   - Range of State Scores: 44-94% 5-10%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - Pennsylvania: 80% 84%
   - U.S.: 76% 83%
   - Range of State Scores: 47-87% 57-90%
5. Has the number of children with disabilities in preschool per 1,000 3- to 5-year-olds increased? (1991 vs. 1998)
   - Pennsylvania: 37 45
   - U.S.: 16-68 14-96

GOAL 2  School Completion
6. Has the high school completion rate increased? (1990 vs. 1997)
   - Pennsylvania: 90% 88%
   - U.S.: 86% 85%
   - Range of State Scores: 77-96% 75-95%
7. Has the high school dropout rate decreased? (1992 vs. 1997)\(^1\)
   - Pennsylvania: 4% 4%
   - U.S.: 3% 3%
   - Range of State Scores: 3-12% 3-12%

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)\(^1\)
     - Pennsylvania: 32% 30%
   • In Grade 8 (1998)
     - Pennsylvania: 29% 30%
     - U.S.: 33% —
     - Range of State Scores: 3-38% 8-41%
8. Writing: Has the percentage of students scoring at or above Proficient increased
   • In Grade 8 (1998)
     - Pennsylvania: 27%
     - U.S.: 3%
     - Range of State Scores: 3-12% 3-12%

---

**Children’s Health Index**

- Percentage of infants born with 1 or more of 4 health risks\(^1\)

<table>
<thead>
<tr>
<th>Year</th>
<th>Pennsylvania</th>
<th>U.S. Baseline</th>
<th>U.S. Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>20%</td>
<td>18%</td>
<td>22%</td>
</tr>
<tr>
<td>1998</td>
<td>15%</td>
<td>16%</td>
<td>16%</td>
</tr>
</tbody>
</table>

---

**High School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential\(^2\)

<table>
<thead>
<tr>
<th>Year</th>
<th>Pennsylvania</th>
<th>U.S. Baseline</th>
<th>U.S. Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>90%</td>
<td>88%</td>
<td>86%</td>
</tr>
<tr>
<td>1998</td>
<td>89%</td>
<td>88%</td>
<td>87%</td>
</tr>
</tbody>
</table>

---

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. Includes traditional high school diploma and alternative credential.

---

**Key**

- !: Significantly better
- #: Significantly worse
- @: Interpret with caution. Change was not statistically significant.

---

1. Comparable national data are not available.
2. Data not available.
3. The values for indicator 7 in 1992 and 1997 before rounding were 3.7 and 3.9, respectively.
4. Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
5. See pages 245-246 for an explanation of statistical significance.
7. See Appendix B for technical notes and sources.
Pennsylvania Student Achievement and Citizenship (continued)

10. Mathematics: Has the percentage of students scoring at or above Proficient increased in Grade 4? (1992 vs. 1996)
   - 1992: 22%
   - 1996: 20%

11. Science: Has the percentage of students scoring at or above Proficient increased in Grade 8? (1990 vs. 1992)
   - 1990: 17%
   - 1992: 22%

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)
   - 1991: 44
   - 1999: 73

13. Has the percentage of public secondary school teachers who hold a degree in their main teaching assignment increased? (1991 vs. 1994)
   - 1991: 78%
   - 1994: 72%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   - 1994: 82%

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

16. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)
   - 1991: 20%
   - 1994: 31%

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)
   - 1991: 78%
   - 1994: 99%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   - 1994: 82%

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

16. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)
   - 1991: 20%
   - 1994: 31%
PENNSYLVANIA

GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996)
   — — — 20 out of 40 countries
   — — — scored above the U.S.
   • Grade 8 science achievement? (1996)
   — — — 66% — 45-92% — countries
   — — — 57% — 45-82% — countries
   • address algebra and functions increased? (1996)
   — — — 52% — 39-64% —
   • address reasoning and analytical ability increased? (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)
   — — — 40% 45% ↑ 39% 43% ↑ 25-49% 16-54%
   • address algebra and functions increased? (1996)
   — — — 40% 40% ↔ 39% 40% ↑ 22-64% 24-57%
   • address reasoning and analytical ability increased? (1996)
   — — — 36% 43% ↑ 35% 41% ↑ 23-46% 15-52%

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

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996)
   40% 45% ↑ 39% 43% ↑ 25-49% 16-54%
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
   40% 40% ↔ 39% 40% ↑ 22-64% 24-57%
   • female students increased? (1991 vs. 1996)
   36% 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)
   54% — — 46-77% —

22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996)
   63% 67% ↑ 70% 71% ↑ 58-96% 61-91%
   • voted increased? (1988 vs. 1996)
   56% 56% ↔ 61% 58% ↑ 50-74% 47-69%

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 10-19 for a Guide to Reading the State Pages.
* See Appendix B for technical notes and sources.
PENNSYLVANIA

GOAL 6  Adult Literacy and Lifelong Learning (continued)
23. Has postsecondary enrollment increased? (1992 vs. 1996) 55% 57% ↑

GOAL 7  Safe, Disciplined, and Alcohol- and Drug-free Schools
25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997)
27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)
28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)
29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)
30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)
31. Has teacher victimization decreased? (1994)
32. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)

GOAL 8  Parental Participation
33. Has the percentage of schools with minimal parental involvement decreased, according to
34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)

KEY

* 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 249-249 for an explanation of statistical significance.
* See pages 16-19 for a Guide to Reading the State Pages. See Appendix D for technical notes and sources.

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 5-point scale from “no influence” to “a great deal of influence,” defined as a response in the top two points.
Rhode Island

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)
   • In Grade 47 (1990 vs. 1998) 36% 30% ↑
   • In Grade 87 (1998) 37% 33% ↑
   Range of State Scores 25-48% 24-45%

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   82% 84% ⇪
   75% 79% ↑
   Range of State Scores 61-88% 71-87%

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   6% 7% ↓
   7% 8% ↓
   Range of State Scores 5-15% 3-13%

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   87% 89% ↑
   76% 83% ↑
   Range of State Scores 47-87% 57-90%

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   42 66 ↑
   Range of State Scores 16-68 14-96

GOAL 2  School Completion

6. Has the high school completion rate increased? (1990 vs. 1997)
   87% 86% ⇪
   86% 85% ⇪
   Range of State Scores 77-96% 75-95%

7. Has the high school dropout rate decreased? (1992 vs. 1997)
   5% 5% ⇪
   Range of State Scores 3-12% 3-12%

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) 28% 32% ⇪
   • In Grade 8 (1998) 30% —
   Range of State Scores 29% 31% ⇪

9. Writing: Has the percentage of students scoring at or above Proficient increased
   • In Grade 8 (1998) 25% —
   27% —
   Range of State Scores 3-38% 8-46%

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

! Significantly better
# Significantly worse
→ Interpreted with caution. Change was not statistically significant

Children were born with 1 or more of 4 health risks: 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.

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

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

Interpreted 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 4.3 and 4.4, respectively.

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.
### RHODE ISLAND

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Rhode Island</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Mathematics: Has the percentage of students scoring at or above Proficient increased</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in Grade 4 (1992 vs. 1996)</td>
<td>13%</td>
<td>18%</td>
<td>5-27% 3-31%</td>
</tr>
<tr>
<td>in Grade 8 (1990 vs. 1996)</td>
<td>15%</td>
<td>15%</td>
<td>1-27% 5-34%</td>
</tr>
<tr>
<td>11. Science: Has the percentage of students scoring at or above Proficient increased</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in Grade 8 (1996)</td>
<td>26%</td>
<td>29%</td>
<td>5-41%</td>
</tr>
</tbody>
</table>

#### GOAL 4  Teacher Education and Professional Development

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Rhode Island</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Has the percentage of public secondary school teachers who hold</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a degree in their main teaching assignment increased? (1991 vs. 1994)</td>
<td>72%</td>
<td>66%</td>
<td>51-85% 50-81%</td>
</tr>
<tr>
<td>a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)</td>
<td>100%</td>
<td>94%</td>
<td>91-100% 89-100%</td>
</tr>
<tr>
<td>14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>77%</td>
<td>85%</td>
<td>76-98% 94%</td>
<td></td>
</tr>
<tr>
<td>15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29%</td>
<td>16%</td>
<td>4-81%</td>
<td></td>
</tr>
<tr>
<td>16. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11%</td>
<td>7%</td>
<td>22% 27% 6-42% 7-48%</td>
<td></td>
</tr>
</tbody>
</table>

#### 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.

---

**Student Achievement**

<table>
<thead>
<tr>
<th>Percentage of public school students scoring at or above Proficient in reading and mathematics (indicators 8 &amp; 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 4</strong></td>
</tr>
<tr>
<td>2012</td>
</tr>
<tr>
<td>1996</td>
</tr>
</tbody>
</table>

**Grade 8**

| 2012 | 29% |
| 1996 | 17% |

---

**Professional Development**

<table>
<thead>
<tr>
<th>Percentage of public school teachers participating in professional development on the following topics, 1994 (indicator 14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
</tr>
<tr>
<td>1996</td>
</tr>
</tbody>
</table>

---

**Student Assessment**

<table>
<thead>
<tr>
<th>Uses of educational technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
</tr>
</tbody>
</table>

---

**Methods of teaching subject first in depth in subject first**

| 0%  | 22% |

---

**Professional Development**

<table>
<thead>
<tr>
<th>Percentage of public school teachers with training to teach limited English proficient students</th>
</tr>
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<tbody>
<tr>
<td>2012</td>
</tr>
<tr>
<td>1996</td>
</tr>
</tbody>
</table>

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**Student Assessment**

<table>
<thead>
<tr>
<th>Student assessment</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

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**Grade 8**

| 2012 | 29% |
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</tr>
<tr>
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**Student Assessment**

<table>
<thead>
<tr>
<th>Student assessment</th>
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<tbody>
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<td>0%</td>
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**Student Achievement**

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<tr>
<td>2012</td>
</tr>
<tr>
<td>1996</td>
</tr>
</tbody>
</table>

**Grade 8**

| 2012 | 29% |
| 1996 | 17% |

---

**Professional Development**

<table>
<thead>
<tr>
<th>Percentage of public school teachers participating in professional development on the following topics, 1994 (indicator 14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
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**Student Assessment**

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<tbody>
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</tbody>
</table>

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**Methods of teaching subject first in depth in subject first**

| 0%  | 22% |

---

**Professional Development**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>2012</td>
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<tr>
<td>1996</td>
</tr>
</tbody>
</table>

---

**Student Assessment**

<table>
<thead>
<tr>
<th>Student assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
</tr>
</tbody>
</table>
**RHODE ISLAND**

### GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   - Grade 8 mathematics achievement? (1996) 21 out of 41 countries would be expected to score above Rhode Island
   - Grade 8 science achievement? (1996) 8 out of 41 countries would be expected to score above Rhode Island

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) 47% —
   - address algebra and functions increased? (1996) 47% —
   - address reasoning and analytical ability increased? (1996) 47% —

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

20. Has the percentage of mathematics and science degrees awarded to
   - all students increased? (1991 vs. 1996) 34% 40% ▲
   - minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996) 40% 43% ▲
   - female students increased? (1991 vs. 1996) 31% 40% ▲

### 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) 73% 76% △
   - voted increased? (1988 vs. 1996) 64% 64% △

---

**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 16-19 for a Guide to Reading the State Pages. 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 11)
- Address Algebra and Functions
- Address reasoning and analytical ability
- Have students work in small groups or with a partner

---

**Rhode Island**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Have students work in small groups or with a partner</td>
<td>10%</td>
</tr>
<tr>
<td>B. Address Algebra and Functions</td>
<td>47%</td>
</tr>
<tr>
<td>C. Address reasoning and analytical ability</td>
<td>47%</td>
</tr>
</tbody>
</table>

---

**U.S.**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Have students work in small groups or with a partner</td>
<td>9%</td>
</tr>
<tr>
<td>B. Address Algebra and Functions</td>
<td>46%</td>
</tr>
<tr>
<td>C. Address reasoning and analytical ability</td>
<td>47%</td>
</tr>
</tbody>
</table>

---

**Range of State Scores**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Indicator</th>
<th>Rhode Island</th>
<th>U.S.</th>
<th>Range of Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>A. Have students work in small groups or with a partner</td>
<td>10%</td>
<td>9%</td>
<td>6-10</td>
</tr>
<tr>
<td>5.2</td>
<td>B. Address Algebra and Functions</td>
<td>47%</td>
<td>46%</td>
<td>1-98</td>
</tr>
<tr>
<td>5.3</td>
<td>C. Address reasoning and analytical ability</td>
<td>47%</td>
<td>47%</td>
<td>1-98</td>
</tr>
</tbody>
</table>

---

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

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

| 23. Has postsecondary enrollment increased? (1992 vs. 1996) | 64% | 66% | ↑ | • | • | 33-68% | 40-72% |

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

<table>
<thead>
<tr>
<th>24. Has student marijuana use decreased? (1997)</th>
</tr>
</thead>
<tbody>
<tr>
<td>29%</td>
</tr>
<tr>
<td>—</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>25. Has student alcohol use (5 or more drinks in a row) decreased? (1997)</th>
</tr>
</thead>
<tbody>
<tr>
<td>32%</td>
</tr>
<tr>
<td>—</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>26. Has the availability of drugs on school property decreased? (1997)</th>
</tr>
</thead>
<tbody>
<tr>
<td>29%</td>
</tr>
<tr>
<td>—</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1997)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8%</td>
</tr>
<tr>
<td>—</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>28. Has the percentage of students involved in physical fights on school property decreased? (1997)</th>
</tr>
</thead>
<tbody>
<tr>
<td>14%</td>
</tr>
<tr>
<td>—</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>29. Has the percentage of students carrying weapons on school property decreased? (1997)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8%</td>
</tr>
<tr>
<td>—</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>30. Has the percentage of students who do not feel safe at school decreased? (1997)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6%</td>
</tr>
<tr>
<td>—</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>31. Has teacher victimization decreased? (1994)</th>
</tr>
</thead>
<tbody>
<tr>
<td>14%</td>
</tr>
<tr>
<td>—</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>32. Has student disruptions that interfere with teaching decreased? (1997 vs. 1994)</th>
</tr>
</thead>
<tbody>
<tr>
<td>52%</td>
</tr>
<tr>
<td>43%</td>
</tr>
<tr>
<td>37%</td>
</tr>
<tr>
<td>46%</td>
</tr>
<tr>
<td>33-65%</td>
</tr>
</tbody>
</table>

#### GOAL 8  Parental Participation

<table>
<thead>
<tr>
<th>33. Has the percentage of schools with minimal parental involvement decreased, according to</th>
</tr>
</thead>
<tbody>
<tr>
<td>• public school teachers? (1991 vs. 1994)</td>
</tr>
<tr>
<td>20%</td>
</tr>
<tr>
<td>11%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8%</td>
</tr>
</tbody>
</table>

**KEY**

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

### 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)

<table>
<thead>
<tr>
<th>One or more areas that influence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11%</td>
</tr>
<tr>
<td>13%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Establishing curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hiring new full-time teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Setting discipline policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>6%</td>
</tr>
</tbody>
</table>

One or more areas that influence:

- 11%
- 13%
- 10%
- 7%
- 6%

1 On a 6-point scale from “no influence” to “a great deal of influence,” defined as a response to the top two points.

2 Interpret with caution. Change was not statistically significant.
SOUTH CAROLINA

<table>
<thead>
<tr>
<th>GOAL 1</th>
<th>Ready to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1997)(^1)</td>
<td>43% 38% ↑</td>
</tr>
<tr>
<td>2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)</td>
<td>84% 80% ↔</td>
</tr>
<tr>
<td>3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)</td>
<td>9% 9% ↔</td>
</tr>
<tr>
<td>4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)</td>
<td>69% 80% ↑</td>
</tr>
<tr>
<td>5. Has the number of children with disabilities in preschool per 1,000 3- to 5-year-olds increased? (1991 vs. 1998)</td>
<td>52 69 ↑</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 2</th>
<th>School Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Has the high school completion rate increased? (1990 vs. 1997)</td>
<td>83% 88% ↑</td>
</tr>
<tr>
<td>7. Has the high school dropout rate decreased? (1992 vs. 1997)(^2)</td>
<td>— —</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 3</th>
<th>Student Achievement and Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Reading: Has the percentage of students scoring at or above Proficient increased</td>
<td>22% 22% ↔</td>
</tr>
<tr>
<td>• in Grade 4 (1992 vs. 1998)(^3)</td>
<td>29% 31% ↔</td>
</tr>
<tr>
<td>• in Grade 8 (1998)</td>
<td>33% —</td>
</tr>
<tr>
<td>9. Writing: Has the percentage of students scoring at or above Proficient increased</td>
<td>15% —</td>
</tr>
<tr>
<td>• in Grade 8 (1998)</td>
<td>10% —</td>
</tr>
</tbody>
</table>

High School Completion
Percentage of all 18- to 24-year-olds who have a high school credential\(^2\)
(Indicator 6)

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

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. Includes traditional high school diplomas and alternative credential.

KEY

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

Comparable national data are not available.

\(^1\) Baseline years and most recent update years may differ by state for this indicator. See Appendix D for more information.
\(^2\) See pages 10-15 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.
\(^3\) Does not include those still in high school.

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### SOUTH CAROLINA

#### 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)  
   - **1992:** 13%  
   - **1996:** 12%  
   - Change was not statistically significant.

11. Science: Has the percentage of students scoring at or above Proficient increased in Grade 8? (1996)  
   - **1996:** 15%  
   - **1996:** 14%  
   - Change was not statistically significant.

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)  
   - **1991:** 69  
   - **1999:** 100  
   - **1999:** 55  
   - **1999:** 97  
   - Change was not statistically significant.

#### 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)  
   - **1991:** 69%  
   - **1994:** 63%  
   - **1994:** 66%  
   - **1994:** 63%  
   - Change was not statistically significant.

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)  
   - **1994:** 81%  
   - **1994:** 85%  
   - **1994:** 51-85%  
   - **1994:** 50-81%  
   - Change was not statistically significant.

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)  
   - **1994:** 11%  
   - **1994:** 16%  
   - **1994:** 4-81%  
   - **1994:** 4-81%  
   - Change was not statistically significant.

16. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)  
   - **1991:** 24%  
   - **1994:** 29%  
   - **1994:** 22%  
   - **1994:** 27%  
   - Change was not statistically significant.

---

### Student Achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>South Carolina</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Professional Development

<table>
<thead>
<tr>
<th>Indicator</th>
<th>South Carolina</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>One or more topics</td>
<td>81%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses of educational technology</td>
<td>42%</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>Methods of teaching subject field</td>
<td>24%</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>In-depth study in subject field</td>
<td>4%</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>Student assessment</td>
<td>40%</td>
<td>61%</td>
<td></td>
</tr>
</tbody>
</table>

---

**KEY**

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

---

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0%</td>
<td>25%</td>
<td>20%</td>
<td>7%</td>
</tr>
<tr>
<td>Math</td>
<td>19%</td>
<td>31%</td>
<td>17%</td>
<td>15%</td>
</tr>
</tbody>
</table>

---

* 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.

---

1 Since the end of the previous school year.
SOUTHERN CAROLINA

GOAL 5 Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996)
   • 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)
   • address algebra and functions increased? (1996)
   • 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)

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

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)
   • voted increased? (1988 vs. 1996)

KEY

1. Significantly better
2. Significantly worse
3. 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.
SOUTH CAROLINA

GOAL 6  
Adult Literacy and Lifelong Learning (continued)

23. Has postsecondary enrollment increased? (1992 vs. 1996)  43%  59%  

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

   12%  27%  

25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997)
   27%  25%  

26. Has the availability of drugs on school property decreased? (1993)
   25%  

27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)
   10%  9%  

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

29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)
   14%  10%  

30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)
   6%  6%  

31. Has teacher victimization decreased? (1994)
   17%  

32. Have student disruptions that interfere with teaching decreased? (1993 vs. 1997)
   37%  49%  

33. Has the percentage of schools with minimal parental involvement decreased, according to
   32%  36%  

34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)
   16%  24%  

KEY

1 2 0% 20% 40% 60% 80% 100%  
1991 1993 1997  

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

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### SOUTH DAKOTA

**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)\(^{*}\)
   - 1990: 37%  
   - 1997: 33%

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - 1994: 74%  
   - 1997: 78%

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

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - 1990: 79%  
   - 1997: 82%

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - 1991: 62  
   - 1998: 72

**GOAL 2 School Completion**

6. Has the high school completion rate increased? (1990 vs. 1997)
   - 1990: 88%  
   - 1997: 90%

7. Has the high school dropout rate decreased? (1992 vs. 1997)\(^{**}\)
   - 1992: 9%  
   - 1997: 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. 1996)\(^{**}\)
   - In Grade 8 (1998)
   - 1996: 72%  
   - 1998: 75%

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

---

**KEY**

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

---

**High School Completion**

Percentage of all 18- to 24-year-olds who have a high school credential\(^{1}\)

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>38%</td>
</tr>
<tr>
<td>1997</td>
<td>39%</td>
</tr>
</tbody>
</table>

---

**Notes:**

- Comparable national data are not available.
- 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.
### SOUTH DAKOTA

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

<table>
<thead>
<tr>
<th></th>
<th>South Dakota</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Mathematics: Has the percentage of students scoring at or above Proficient increased in Grade 4? (1992 vs. 1996)</td>
<td>— —</td>
<td>18% 21%</td>
<td>5-27% 3-31%</td>
</tr>
<tr>
<td></td>
<td>— —</td>
<td>15% 24%</td>
<td>1-27% 5-34%</td>
</tr>
<tr>
<td>11. Science: Has the percentage of students scoring at or above Proficient increased in Grade 8? (1996)</td>
<td>— —</td>
<td>29% —</td>
<td>5-41% —</td>
</tr>
<tr>
<td>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)</td>
<td>9 37</td>
<td>55 97</td>
<td>9-177 19-244</td>
</tr>
</tbody>
</table>

**GOAL 4**  
Teacher Education and Professional Development

<table>
<thead>
<tr>
<th></th>
<th>South Dakota</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Has the percentage of public secondary school teachers who held a degree in their main teaching assignment increased? (1991 vs. 1994)</td>
<td>62% 59%</td>
<td>66% 63%</td>
<td>51-85% 50-81%</td>
</tr>
<tr>
<td></td>
<td>99% 98%</td>
<td>94% 93%</td>
<td>91-100% 89-100%</td>
</tr>
<tr>
<td>14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)</td>
<td>86% —</td>
<td>85% —</td>
<td>76-98% —</td>
</tr>
<tr>
<td>15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)</td>
<td>8% —</td>
<td>16% —</td>
<td>4-81% —</td>
</tr>
<tr>
<td>16. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)</td>
<td>15% 13%</td>
<td>22% 27%</td>
<td>6-42% 7-48%</td>
</tr>
</tbody>
</table>

---

**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.

---

Since the end of the previous school year.
### SOUTH DAKOTA

#### GOAL 5 Mathematics and Science

<table>
<thead>
<tr>
<th></th>
<th>South Dakota</th>
<th></th>
<th></th>
<th>U.S.</th>
<th></th>
<th></th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
<td>baseline</td>
</tr>
<tr>
<td>17.</td>
<td>Has the state’s international standing improved in</td>
<td></td>
<td></td>
<td>20 out of 40 countries scored above the U.S. countries</td>
<td>6-38</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 8 mathematics achievement? (1996)</td>
<td></td>
<td></td>
<td>—</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 8 science achievement? (1996)</td>
<td></td>
<td></td>
<td>9 out of 40 countries scored above the U.S. countries</td>
<td>1-38</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Has the percentage of public school 8th graders whose mathematics teachers report that they</td>
<td></td>
<td></td>
<td>66%</td>
<td>—</td>
<td>—</td>
<td>45-82%</td>
</tr>
<tr>
<td></td>
<td>have students work in small groups or with a partner increased? (1996)</td>
<td></td>
<td></td>
<td>57%</td>
<td>—</td>
<td>—</td>
<td>45-82%</td>
</tr>
<tr>
<td></td>
<td>address algebra and functions increased? (1996)</td>
<td></td>
<td></td>
<td>52%</td>
<td>—</td>
<td>—</td>
<td>39-64%</td>
</tr>
<tr>
<td>19.</td>
<td>Has the percentage of public school 8th graders who have computers available in their mathematics classroom increased? (1996)</td>
<td></td>
<td></td>
<td>30%</td>
<td>—</td>
<td>—</td>
<td>7-54%</td>
</tr>
<tr>
<td>20.</td>
<td>Has the percentage of mathematics and science degrees awarded to</td>
<td></td>
<td></td>
<td>44% 46%</td>
<td>—</td>
<td>—</td>
<td>39% 43%</td>
</tr>
<tr>
<td></td>
<td>all students increased? (1991 vs. 1996)</td>
<td></td>
<td></td>
<td>39% 40%</td>
<td>—</td>
<td>—</td>
<td>25-49% 16-54%</td>
</tr>
<tr>
<td></td>
<td>minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)</td>
<td></td>
<td></td>
<td>30% 35%</td>
<td>—</td>
<td>—</td>
<td>22-64% 24-57%</td>
</tr>
<tr>
<td></td>
<td>female students increased? (1991 vs. 1996)</td>
<td></td>
<td></td>
<td>36% 42%</td>
<td>—</td>
<td>—</td>
<td>23-46% 15-52%</td>
</tr>
</tbody>
</table>

#### GOAL 6 Adult Literacy and Lifelong Learning

<table>
<thead>
<tr>
<th></th>
<th>South Dakota</th>
<th></th>
<th></th>
<th>U.S.</th>
<th></th>
<th></th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
<td>baseline</td>
</tr>
<tr>
<td>21.</td>
<td>Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)</td>
<td></td>
<td></td>
<td>52%</td>
<td>—</td>
<td>—</td>
<td>46-77%</td>
</tr>
<tr>
<td>22.</td>
<td>Has the percentage of U.S. citizens who report that they</td>
<td></td>
<td></td>
<td>80% 75%</td>
<td>—</td>
<td>—</td>
<td>70% 71%</td>
</tr>
<tr>
<td></td>
<td>registered to vote increased? (1988 vs. 1996)</td>
<td></td>
<td></td>
<td>70% 71%</td>
<td>—</td>
<td>—</td>
<td>58-95% 61-91%</td>
</tr>
<tr>
<td></td>
<td>voted increased? (1988 vs. 1996)</td>
<td></td>
<td></td>
<td>72% 65%</td>
<td>—</td>
<td>—</td>
<td>61% 58%</td>
</tr>
</tbody>
</table>

#### 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.
<table>
<thead>
<tr>
<th>Goal 6</th>
<th>Adult Literacy and Lifelong Learning (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Has postsecondary enrollment increased? (1992 vs. 1996)</td>
<td>53%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 7</th>
<th>Safe, Disciplined, and Alcohol- and Drug-free Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Has student marijuana use decreased? (1991 vs. 1997)</td>
<td>10%</td>
</tr>
<tr>
<td>25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997)</td>
<td>41%</td>
</tr>
<tr>
<td>26. Has the availability of drugs on school property decreased? (1993 vs. 1997)</td>
<td>19%</td>
</tr>
<tr>
<td>27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)</td>
<td>6%</td>
</tr>
<tr>
<td>28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)</td>
<td>14%</td>
</tr>
<tr>
<td>29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)</td>
<td>10%</td>
</tr>
<tr>
<td>30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)</td>
<td>3%</td>
</tr>
<tr>
<td>31. Has teacher victimization decreased? (1994)</td>
<td>8%</td>
</tr>
<tr>
<td>32. Has student disruptions that interfere with teaching decreased? (1993 vs. 1997)</td>
<td>31%</td>
</tr>
</tbody>
</table>

**Alcohol and Drug-free Schools**

- Percentage of public high school students who reported the following (Indicators 24, 25, 26):
  - Used marijuana: 20%
  - Had 5 or more drinks in a row: 15%
  - More often, sold or given an illegal drug on school property: 10%

**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):
  - Establishing curriculum: 15%
  - Hiring new full-time teachers: 10%
  - Setting discipline policies: 5%

---

**South Dakota**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1991</th>
<th>1993</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used marijuana</td>
<td>20%</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>Had 5 or more drinks in a row</td>
<td>15%</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>More often, sold or given an illegal drug on school property</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Range of State Scores**

- 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.

---

**KEY**

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

---

**Notes**

- 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 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.
TENNESSEE

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% vs. 38%  
   - 37% vs. 33%  
   - 25-48% vs. 24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - 74% vs. 78%  
   - 75% vs. 79%  
   - 61-88% vs. 71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - 8% vs. 9%  
   - 7% vs. 8%  
   - 5-15% vs. 3-13%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - 78% vs. 84%  
   - 76% vs. 83%  
   - 47-87% vs. 57-90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - 37 vs. 46  
   -   
   - 16-68 to 14-96

GOAL 2 School Completion
6. Has the high school completion rate increased? (1990 vs. 1997)
   - 77% vs. 87%  
   - 86% vs. 85%  
   - 77-96% vs. 75-95%
7. Has the high school dropout rate decreased? (1992 vs. 1997)
   -  — —  
   -  — —  
   -  — —

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)
   - 23% vs. 25%  
   - 29% vs. 31%  
   - 3-38% vs. 8-46%
   - in Grade 8 (1998)
   - 26% —  
   - 33% —  
   - 10-42% —
9. Writing: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8 (1998)
   - 24% —  
   - 27% —  
   - 9-44% —

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

Children’s Health Index
Percentage of infants born with 1 or more of 4 health risks
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.

High School Completion
Percentage of all 18- to 24-year-olds who have a high school credential
1. Does not include those still in high school.
2. Includes traditional high school diploma and alternative credential.
## TENNESSEE

### 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)  
- 1992: 10%  
- 1996: 17%  
11. Science: Has the percentage of students scoring at or above Proficient increased in Grade 8? (1996)  
- 1996: 22%  
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)  
- 1991: 43  
- 1999: 63  
13. Has the percentage of public secondary school teachers who hold a degree in their main teaching assignment increased? (1991 vs. 1994)  
- 1991: 59%  
- 1994: 66%  
14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)  
- 1994: 87%  
15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)  
- 1994: 8%  
16. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)  
- 1991: 23%  
- 1994: 27%  

### 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)  
- 1991: 59%  
- 1994: 66%  
14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)  
- 1994: 87%  
15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)  
- 1994: 8%  
16. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)  
- 1991: 23%  
- 1994: 27%  

### 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 18-19 for a Guide to Reading the State Pages.  
See Appendix B for technical notes and sources.
## TENNESSEE

### GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996)  
     - 26 out of 41 countries would be expected to score above Tennessee
     - 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) 
     - 56% — 66% 
     - 46% — 57% 
     - 41% — 52% 

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

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996) 
     - 36% 43% 
     - 39% 43% 
     - 32% 40% 

### GOAL 6  Adult Literacy and Lifelong Learning

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

22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996) 
     - 66% 67% 
     - 70% 71% 
     - 52% 54% 
   • voted increased? (1988 vs. 1996) 
     - 53% 54% 
     - 61% 58% 

---

### 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.
### TENNESSEE

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Tennessee</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Has postsecondary enrollment increased? (1992 vs. 1996)</td>
<td>46%</td>
<td>55%</td>
<td>33-68%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Tennessee</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Has student marijuana use decreased? (1993)</td>
<td>17%</td>
<td>—</td>
<td>7-21%</td>
</tr>
<tr>
<td>25. Has student alcohol use (5 or more drinks in a row) decreased? (1993)</td>
<td>28%</td>
<td>—</td>
<td>9-44%</td>
</tr>
<tr>
<td>26. Has the availability of drugs on school property decreased? (1993)</td>
<td>22%</td>
<td>—</td>
<td>11-31%</td>
</tr>
<tr>
<td>27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993)</td>
<td>9%</td>
<td>—</td>
<td>6-15%</td>
</tr>
<tr>
<td>28. Has the percentage of students involved in physical fights on school property decreased? (1993)</td>
<td>15%</td>
<td>—</td>
<td>13-39%</td>
</tr>
<tr>
<td>29. Has the percentage of students carrying weapons on school property decreased? (1993)</td>
<td>18%</td>
<td>—</td>
<td>8-18%</td>
</tr>
<tr>
<td>30. Has the percentage of students who do not feel safe at school decreased? (1993)</td>
<td>4%</td>
<td>—</td>
<td>3-23%</td>
</tr>
<tr>
<td>31. Has teacher victimization decreased? (1994)</td>
<td>15%</td>
<td>—</td>
<td>8-26%</td>
</tr>
<tr>
<td>32. Has student disruptions that interfere with teaching decreased? (1993 vs. 1994)</td>
<td>35%</td>
<td>48%</td>
<td>23-60%</td>
</tr>
</tbody>
</table>

**GOAL 8  Parental Participation**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Tennessee</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. Has the percentage of schools with minimal parental involvement decreased, according to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>public school teachers? (1991 vs. 1994)</td>
<td>29%</td>
<td>29%</td>
<td>9-44%</td>
</tr>
<tr>
<td>public school principals? (1991 vs. 1994)</td>
<td>18%</td>
<td>13%</td>
<td>4-22%</td>
</tr>
<tr>
<td>34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)</td>
<td>16%</td>
<td>15%</td>
<td>8-37%</td>
</tr>
</tbody>
</table>

### KEY

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>!</td>
<td>Significantly better</td>
</tr>
<tr>
<td>!</td>
<td>Significantly worse</td>
</tr>
<tr>
<td>❖</td>
<td>Interpret with caution. Change was not statistically significant.</td>
</tr>
</tbody>
</table>

- 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 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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**Alcohol and Drug-free Schools**

- Percentage of public high school students who reported the following:
  - Used marijuana
  - Had 5 or more drinks in a row
  - Were offered, sold, or given an illegal drug on school property

<table>
<thead>
<tr>
<th>Year</th>
<th>Used marijuana</th>
<th>Had 5 or more drinks in a row</th>
<th>Were offered, sold, or given an illegal drug on school property</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>7%</td>
<td>22%</td>
<td>23%</td>
</tr>
</tbody>
</table>

**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:
  - Discipline
  - Discipline

<table>
<thead>
<tr>
<th>Year</th>
<th>Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td>10%</td>
</tr>
<tr>
<td>1994</td>
<td>15%</td>
</tr>
</tbody>
</table>

---

1. During the past 30 days.
2. During the past 12 months.
TEXAS

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: 32% 29%
   - Update: 37% 33%
   - Change: ↑
   - Range of State Scores: 25-48% 24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - Baseline: 71% 75%
   - Update: 75% 79%
   - Change: ↑
   - Range of State Scores: 61-89% 71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - Baseline: 7% 7%
   - Update: 7% 8%
   - Change: ↔
   - Range of State Scores: 5-15% 3-13%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - Baseline: 60% 79%
   - Update: 76% 83%
   - Change: ↑
   - Range of State Scores: 47-87% 57-90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - Baseline: 29
   - Update: 36
   - Change: ↑
   - Range of State Scores: 16-68 14-96

GOAL 2  School Completion
6. Has the high school completion rate increased? (1990 vs. 1997)
   - Baseline: 78% 80%
   - Update: 89% 85%
   - Change: ↔
   - Range of State Scores: 77-96% 75-95%
7. Has the high school dropout rate decreased? (1997)
   - Baseline: 4%
   - Update: 3-12%
   - Range of State Scores: 3-12% —

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: 24% 29%
     - Update: 29% 31%
     - Change: ↔
     - Range of State Scores: 3-38% 8-46%
   • In Grade 8 (1998)
     - Baseline: 28%
     - Update: 33%
     - Change: ↔
     - Range of State Scores: 10-42% —
9. Writing: Has the percentage of students scoring at or above Proficient increased
   • In Grade 8 (1998)
     - Baseline: 31%
     - Update: 27%
     - Change: ↔
     - Range of State Scores: 9-44% —

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>30%</td>
</tr>
<tr>
<td>1997</td>
<td>29%</td>
</tr>
</tbody>
</table>

KEY
- † Significantly better
- ‡ Significantly worse
- ◄ Interpreted with caution. Change was not statistically significant.

Comparable national data are not available.
School completion.
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 10-16 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

High School Completion
Percentage of all 18- to 24-year-olds† who have a high school credential‡ (Indicator 6)

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>76%</td>
</tr>
<tr>
<td>1997</td>
<td>88%</td>
</tr>
</tbody>
</table>

1 Does not include those still in high school.
2 Includes traditional high school diplomas and alternatives credential.
3 Interpreted with caution. Change was not statistically significant.
TEXAS

10. Mathematics: Has the percentage of students scoring at or above Proficient increased
   • in Grade 4 (1992 vs. 1996)?
     - 1992: 15%  
     - 1996: 25%
   • in Grade 8 (1990 vs. 1996)?
     - 1990: 23%  
     - 1996: 21%

11. Science: Has the percentage of students scoring at or above Proficient increased
   • in Grade 8 (1996)?
     - 1996: 23%

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)
   - 1991: 34  
   - 1999: 82

13. Has the percentage of public secondary school teachers who hold a degree in their main teaching assignment increased? (1991 vs. 1994)
   - 1991: 54%  
   - 1994: 66%

14. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
   - 1994: 28%

15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)
   - 1991: 22%  
   - 1994: 30%

GOAL 3  Student Achievement and Citizenship (continued)

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)
   - 1991: 54%  
   - 1994: 66%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   - 1994: 93%

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
   - 1994: 28%

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

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 Texas
   • Grade 8 science achievement? (1996)
     - 10 out of 41 countries would be
       expected to score above Texas

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)
     - 57% —
   • address reasoning and analytical ability increased? (1996)
     - 59% —

19. Has the percentage of public school 8th graders who have computers available
   in their mathematics classroom increased? (1996)
     - 34% —

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996)
     - 34% 38% ↑
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
     - 35% 36% ↑
   • female students increased? (1991 vs. 1996)
     - 29% 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)
   - 47% —

22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996)
     - 71% 69% ↔
   • voted increased? (1988 vs. 1996)
     - 58% 52% ↔

Range of State Scores

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Texas</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas</td>
<td>U.S.</td>
<td>6-38—</td>
<td></td>
</tr>
</tbody>
</table>

Mathematics Instruction

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

<table>
<thead>
<tr>
<th>Mathematics Instruction</th>
<th>Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (indicator 18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students work in small groups or with a partner</td>
<td>62%</td>
</tr>
<tr>
<td>Address algebra and functions</td>
<td>57%</td>
</tr>
<tr>
<td>Address reasoning and analytical ability</td>
<td>59%</td>
</tr>
</tbody>
</table>

Adult Literacy

- Percentage of adults who scored at 3 highest levels in Prose Literacy (indicator 21)

- 53% 47% —

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

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

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1992</th>
<th>1996</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Has postsecondary enrollment increased? (1992 vs. 1996)</td>
<td>52%</td>
<td>54%</td>
<td>+</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1991</th>
<th>1997</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>26. Has the availability of drugs on school property decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)</td>
<td>14%</td>
<td>15%</td>
<td>±</td>
</tr>
<tr>
<td>31. Has teacher victimization decreased? (1994)</td>
<td>14%</td>
<td>15%</td>
<td>±</td>
</tr>
<tr>
<td>32. Has student disruptions that interfere with teaching decreased? (1991 vs. 1994)</td>
<td>41%</td>
<td>46%</td>
<td>±</td>
</tr>
</tbody>
</table>

### GOAL 8  Parental Participation

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1991</th>
<th>1994</th>
<th>Change</th>
</tr>
</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>32%</td>
<td>36%</td>
<td>↓</td>
</tr>
<tr>
<td>34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)</td>
<td>14%</td>
<td>24%</td>
<td>+</td>
</tr>
</tbody>
</table>

### KEY

- **↑**: Significantly better
- **↓**: Significantly worse
- **NS**: Interpret with caution. Change was not statistically significant.

---

**GOAL 6 Progress:**

- **Texas:** Baseline update progress?
- **U.S.:** Baseline update progress?
- **Range of State Scores:** Baseline update progress?

---

**Parent-School Partnerships**

Percentage of public school principals who reported that the parent associations in their schools have influence in the following areas of school policy (indicator 34/1):

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

### Notes:

- **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 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.
UTAH

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)
   - 1990: 29%  
   - 1997: 28%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - 1994: 70%  
   - 1997: 77%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - 1990: 6%  
   - 1997: 7%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - 1990: 84%  
   - 1997: 84%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - 1991: 33  
   - 1998: 47

GOAL 2 School Completion
6. Has the high school completion rate increased? (1990 vs. 1997)
   - 1990: 94%  
   - 1997: 91%
   - 1995: 4%  
   - 1997: 5%

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)
     - 1992: 30%  
     - 1998: 28%
   • In Grade 8 (1998)
     - 1998: 31%
9. Writing: Has the percentage of students scoring at or above Proficient increased
   • In Grade 8 (1998)
     - 1998: 21%

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

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

KEY

<table>
<thead>
<tr>
<th>Significantly better</th>
<th>Significantly worse</th>
<th>Interpret with caution. Change was not statistically significant</th>
</tr>
</thead>
</table>

1. Risks are: late (or 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. Includes traditional high school diplomas and alternative credentials.
3. Does not include those still in high school.

Comparable national data are not available. State-specific results may differ from state to state. See Appendix B for technical notes and sources.
### UTAH

#### 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)
   - 19% 23% ns
   - 22% 24% ns

11. Science: Has the percentage of students scoring at or above Proficient increased in Grade 8 (1996)
   - 22% 24%
   - 21% 24%

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)
   - 132 144
   - 55 97

#### GOAL 4  
**Teacher Education and Professional Development**

13. Has the percentage of public secondary school teachers who hold a degree or certificate in their main teaching assignment increased? (1991 vs. 1994)
   - 68% 62% 66% 63%
   - 99% 97% 94% 93%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   - 87% 85%
   - 12% 16%

15. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)
   - 32% 40%
   - 22% 27%

---

**Student Achievement Percentage of public school students scoring at or above Proficient in reading and mathematics (Indicators 8 & 10)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Grade 4</td>
<td>100% 96%</td>
<td>96% 88%</td>
<td>82% 72%</td>
<td>73% 68%</td>
<td>1-100%</td>
</tr>
<tr>
<td>Mathematics Grade 4</td>
<td>98% 90%</td>
<td>92% 88%</td>
<td>86% 76%</td>
<td>76% 70%</td>
<td>1-100%</td>
</tr>
</tbody>
</table>

**Professional Development Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 14)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of educational technology</td>
<td>60% 54%</td>
<td>54% 46%</td>
<td>42% 33%</td>
<td>33% 25%</td>
<td>1-100%</td>
</tr>
<tr>
<td>Methods of teaching subject field</td>
<td>65% 55%</td>
<td>53% 47%</td>
<td>45% 37%</td>
<td>37% 30%</td>
<td>1-100%</td>
</tr>
<tr>
<td>In-depth study in subject field</td>
<td>65% 53%</td>
<td>53% 45%</td>
<td>43% 35%</td>
<td>35% 25%</td>
<td>1-100%</td>
</tr>
<tr>
<td>Use of additional materials at school site</td>
<td>43% 37%</td>
<td>37% 30%</td>
<td>30% 25%</td>
<td>25% 20%</td>
<td>1-100%</td>
</tr>
<tr>
<td>Student assessment</td>
<td>43% 37%</td>
<td>37% 30%</td>
<td>30% 25%</td>
<td>25% 20%</td>
<td>1-100%</td>
</tr>
</tbody>
</table>

---

**KEY**

<table>
<thead>
<tr>
<th>Significantly better</th>
<th>Significantly worse</th>
<th>Interpret with caution. Change was not statistically significant.</th>
</tr>
</thead>
</table>
UTAH

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 Utah
     1 out of 41 countries would be expected to score above Utah
   • Grade 8 science achievement? (1996) 69% — — 66% — — 45-92% — — 45-92% — — 45-92% — — 45-92% — — 45-92%
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) 44% — — 52% — — 39-64% — — 39-64% — — 39-64% — — 39-64% — — 39-64%
19. Has the percentage of public school 8th graders who have computers available
   in their mathematics classroom increased? (1996) 24% — — 30% — — 7-54% — — 7-54% — — 7-54% — — 7-54%
20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996) 41% 43% — 39% 43% — 25-49% 16-54% 25-49% 16-54% 25-49% 16-54% 25-49% 16-54%
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996) 47% 46% — 39% 40% — 22-64% 24-57% 22-64% 24-57% 22-64% 24-57% 22-64% 24-57%
   • female students increased? (1991 vs. 1996) 32% 34% — 35% 41% — 23-46% 15-52% 23-46% 15-52% 23-46% 15-52% 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) — — — 52% — — 46-77% — — 46-77% — — 46-77%
22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996) 78% 68% — 70% 71% — 58-95% 61-91% 58-95% 61-91% 58-95% 61-91% 58-95% 61-91%
   • voted increased? (1988 vs. 1996) 72% 55% — 61% 58% — 50-74% 47-69% 50-74% 47-69% 50-74% 47-69% 50-74% 47-69%

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

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

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

KEY

❖ Significantly better
❖ Signs of success
❖ 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 18-19 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 “never” to “a lot,” defined as a response to the top point.
23. Has postsecondary enrollment increased? (1992 vs. 1996) 51% 51%
24. Has student marijuana use decreased? (1991 vs. 1997) 9% 12%
25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997) 17% 17%
26. Has the availability of drugs on school property decreased? (1993 vs. 1997) 19% 27%
27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997) 8% 8%
28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997) 15% 14%
29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997) 11% 11%
30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997) 6% 5%
31. Has teacher victimization decreased? (1994) 16% 15%
32. Have student disruptions that interfere with teaching decreased? (1993 vs. 1997) 33% 37%
33. Has the percentage of schools with minimal parental involvement decreased, according to public school teachers? (1991 vs. 1994) 18% 13%
34. Has the influence of parent associations on school policy increased? (1991 vs. 1994) 17% 11%

**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 22 in 1992 and 1996 before rounding were 51.47 and 50.8, respectively.
Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
See pages 192-193 for an explanation of statistical significance.
See pages 18-19 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.
### Vermont

#### 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% ↑
   - 37% 33% ↑

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - 88% 86% ↔
   - 75% 79% ↑

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - 5% 6% ↓
   - 7% 8% ↓

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - 82% 88% ↑
   - 76% 83% ↑

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - 43 56 ↑
   - ■ ■

#### Goal 2: School Completion

6. Has the high school completion rate increased? (1990 vs. 1997)
   - 86% 94% ↔
   - 86% 85% ↔

7. Has the high school dropout rate decreased? (1992 vs. 1997)
   - — —
   - — —

#### 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)
   - — —
   - 29% 31% ↔

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8 (1998)
   - — —
   - 27% —

### Key

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

<table>
<thead>
<tr>
<th>Vermont</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>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
<tr>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
</tbody>
</table>

**Children’s Health Index**

- Percentage of infants born with 1 or more of 4 health risks (Indicator 1)

<table>
<thead>
<tr>
<th>Year</th>
<th>1990</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk 1: 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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>1986</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk 2: Percentage of all 18- to 24-year-olds who have a high school credential (Indicator 6)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Does not include those still in high school.
2. Includes traditional high school diplomas 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% —
   • in Grade 47 (1996) — 27% — 24% — 5-34% —

11. Science: Has the percentage of students scoring at or above Proficient increased — 34% — 29% — 5-34% —
   • in Grade 8 (1996) —

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 held a degree in their main teaching assignment increased? (1991 vs. 1994) 71% 73% ↔ 66% 63% ↓ 51-85% 50-81% 91-100% 89-100%
   • a teaching certificate in their main teaching assignment increased? (1991 vs. 1994) 99% 98% ↔ 94% 93% ↓ 91-100% 89-100% 76-98% —

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) 12% 12% ↔ 22% 27% ↑ 6-42% 7-48% —

KEY

![Graphs and charts]

1 Since the end of the previous school year.

— 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.

GOAL 3  Student Achievement and Citizenship (continued)

10. Mathematics: Has the percentage of students in Grade 4? (1996) — 23% — 21% — 3-31% —
   • in Grade 47 (1996) — 27% — 24% — 5-34% —

11. Science: Has the percentage of students scoring at or above Proficient increased — 34% — 29% — 5-34% —
   • in Grade 8 (1996) —

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 held a degree in their main teaching assignment increased? (1991 vs. 1994) 71% 73% ↔ 66% 63% ↓ 51-85% 50-81% 91-100% 89-100%
   • a teaching certificate in their main teaching assignment increased? (1991 vs. 1994) 99% 98% ↔ 94% 93% ↓ 91-100% 89-100% 76-98% —

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) 12% 12% ↔ 22% 27% ↑ 6-42% 7-48% —

KEY

![Graphs and charts]

1 Since the end of the previous school year.
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 scored above the U.S. counties
     1 out of 41 countries would be expected to score above Vermont scored above the U.S. counties
   • 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) 68% — 56% — 45-92% —
   • address algebra and functions increased? (1996) 57% — 52% — 39-64% —
   • 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) 44% — 30% — 7-54% —

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996) 44% 47% ▲ 39% 43% ▲ 25-49% 16-54%
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996) 43% 49% ▲ 39% 40% ▲ 22-64% 24-57%
   • female students increased? (1991 vs. 1996) 40% 46% ▲ 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) — — 52% — 46-77% —

22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996) 79% 73% ↔ 70% 71% ↑ 58-96% 61-91%
   • voted increased? (1988 vs. 1996) 65% 60% ↔ 61% 58% ↓ 50-74% 47-69%

KEY

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

Data not available.

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.

Indicators are not the same at the national and state levels.

At least once a week.

On a 4-point scale, from “none” to “a lot,” defined as a response to the top point.
VERMONT

GOAL 6 Adult Literacy and Lifelong Learning (continued)


<table>
<thead>
<tr>
<th>Vermont</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>54%</td>
<td>48%</td>
<td>33-68% 40-73%</td>
</tr>
</tbody>
</table>

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


<table>
<thead>
<tr>
<th>Vermont</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>19%</td>
<td>35%</td>
<td>7-21% 12-35%</td>
</tr>
</tbody>
</table>

25. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1997)

<table>
<thead>
<tr>
<th>Vermont</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>31%</td>
<td>35%</td>
<td>9-44% 11-45%</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Vermont</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>38%</td>
<td>40%</td>
<td>20-46% 15-42%</td>
</tr>
</tbody>
</table>

27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1995 vs. 1997)

<table>
<thead>
<tr>
<th>Vermont</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>6%</td>
<td>7%</td>
<td>4-11% 5-13%</td>
</tr>
</tbody>
</table>

28. Has the percentage of students involved in physical fights on school property decreased? (1995 vs. 1997)

<table>
<thead>
<tr>
<th>Vermont</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>15%</td>
<td>13%</td>
<td>12-19% 11-34%</td>
</tr>
</tbody>
</table>

29. Has the percentage of students carrying weapons on school property decreased? (1995 vs. 1997)

<table>
<thead>
<tr>
<th>Vermont</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>12%</td>
<td>12%</td>
<td>7-14% 5-17%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Vermont</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>15%</td>
<td>15%</td>
<td>3-23% 3-13%</td>
</tr>
</tbody>
</table>

31. Has teacher victimization decreased? (1994)

<table>
<thead>
<tr>
<th>Vermont</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>27%</td>
<td>44%</td>
<td>8-26% —</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Vermont</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>6%</td>
<td>7%</td>
<td>23-60% 33-65%</td>
</tr>
</tbody>
</table>

GOAL 8 Parental Participation

33. Has the percentage of schools with minimal parental involvement decreased, according to


<table>
<thead>
<tr>
<th>Vermont</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>17%</td>
<td>9-44% 13-50%</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Vermont</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>6%</td>
<td>4-22% 3-27%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Vermont</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>8%</td>
<td>24%</td>
<td>8-37% 12-50%</td>
</tr>
</tbody>
</table>

KEY

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significantly better</td>
<td>Improvement with caution. Change was not statistically significant.</td>
</tr>
<tr>
<td>Significantly worse</td>
<td></td>
</tr>
</tbody>
</table>

- 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 page 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.
**Virginia**

**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)
   - 35% 31% ↑
   - 37% 33% ↑

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - 87% 73% ↔
   - 75% 79% ↑

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

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - 80% 85% ↑
   - 76% 83% ↑

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - 33 50 ↑

**GOAL 2  School Completion**

6. Has the high school completion rate increased? (1990 vs. 1997)
   - 87% 86% ↔
   - 86% 85% ↔

7. Has the high school dropout rate decreased? (1992 vs. 1997)
   - — —
   - — —

**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)
   - 31% 30% ↔
   - 29% 31% ↑

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8 (1998)
   - 27% —
   - 27% —

---

**Children’s Health Index**

Percentage of infants born with 1 or more of 4 health risks\

<table>
<thead>
<tr>
<th>Year</th>
<th>Risk 1</th>
<th>Risk 2</th>
<th>Risk 3</th>
<th>Risk 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>35%</td>
<td>31%</td>
<td>29%</td>
<td>7%</td>
<td>91%</td>
</tr>
<tr>
<td>1997</td>
<td>33%</td>
<td>30%</td>
<td>33%</td>
<td>8%</td>
<td>94%</td>
</tr>
</tbody>
</table>

**High School Completion**

Percentage of all 18- to 24-year-olds who have a high school credential

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>87%</td>
</tr>
<tr>
<td>1997</td>
<td>80%</td>
</tr>
</tbody>
</table>

---

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. Includes traditional high school diplomas and alternatives credential.

3. Does not include those still in high school.

---

**KEY**

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

Comparable national data are not available.

Standard deviation

Baseline scores 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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204
VIRGINIA 10. Mathematics: Has the percentage of students scoring at or above Proficient increased in Grade 4? (1992 vs. 1996)
- 19% 19% ❌
- 18% 21% ↑
- 15% 24% ↑
- 1-27% 3-31% ↑

11. Science: Has the percentage of students scoring at or above Proficient increased in Grade 8? (1990 vs. 1996)
- 17% 21% ❌
- 15% 24% ↑
- 5-27% 3-31% ↑
- 5-41% —

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)
- 102 152 ❌
- 55 97 ❌
- 9-177 19-244 ❌

13. Has the percentage of public secondary school teachers who hold a degree in their main teaching assignment increased? (1991 vs. 1994)
- 72% 61% ↓
- 66% 63% ↓
- 97% 96% ↓
- 85% —

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
- 21% 30% ↑
- 22% 27% ↑
- 85% —

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
- 11% —
- 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)
- 21% 30% ❌
- 22% 27% ↑

GOOD 3 Student Achievement and Citizenship (continued)

GOOD 4 Teacher Education and Professional Development
Virginia baseline update progress?

Range of State Scores

Virginia U.S. Virginia U.S.
baseline update progress? baseline update progress?

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 Virginia
     4 out of 41 countries would be expected to score above Virginia

   • Grade 8 science achievement? (1996)
     64% — 66% — 45-92% — 45-92% —

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)
     73% — 57% — 45-82% — 45-82% —
   • address algebra and functions increased? (1996)
     48% — 52% — 39-64% —
   • address reasoning and analytical ability increased? (1996)
     29% — 30% — 7-54% —

19. Has the percentage of public school 8th graders who have computers available
   in their mathematics classroom increased? (1996)
   • all students increased? (1991 vs. 1996)
     44% 50% 39% 43% 25-49% 16-54%
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
     41% 45% 39% 40% 22-64% 24-57%
   • female students increased? (1991 vs. 1996)
     39% 48% 35% 41% 23-46% 15-52%

20. Has the percentage of mathematics and science degrees awarded to
   • address reasoning & analytical ability increased? (1996)
     73% — 57% — 45-82% —
   • address algebra and functions increased? (1996)
     48% — 52% — 39-64% —

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

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

GOAL 6 Adult Literacy and Lifelong Learning

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

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

KEY

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Significantly better</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Significantly worse</td>
</tr>
<tr>
<td></td>
<td>Interpret with caution, change was not statistically significant</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Baseline</th>
<th>Update</th>
<th>Progress?</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Has postsecondary enrollment increased? (1992 vs. 1996)</td>
<td>51%</td>
<td>55%</td>
<td>↑</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Baseline</th>
<th>Update</th>
<th>Progress?</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>26. Has the availability of drugs on school property decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)</td>
<td>18%</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>31. Has teacher victimization decreased? (1994)</td>
<td>18%</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>32. Has student disruptions that interfere with teaching decreased? (1991 vs. 1994)</td>
<td>32%</td>
<td>55%</td>
<td>↓</td>
</tr>
</tbody>
</table>

## GOAL 8  Parental Participation

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Baseline</th>
<th>Update</th>
<th>Progress?</th>
</tr>
</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>22%</td>
<td>28%</td>
<td>↓</td>
</tr>
<tr>
<td>34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)</td>
<td>19%</td>
<td>23%</td>
<td>↓</td>
</tr>
</tbody>
</table>

### KEY

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

**Notes:**
- 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 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**

**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)\(^1\)
   - Washington: 34% \(\downarrow\) 32%
   - U.S.: 37% \(\downarrow\) 33%
   - Range of State Scores: 25-48% \(\downarrow\) 24-45%

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - Washington: 74% \(\uparrow\) 80%
   - U.S.: 75% \(\uparrow\) 79%
   - Range of State Scores: 61-88% \(\uparrow\) 71-87%

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - Washington: 5% \(\uparrow\) 6%
   - U.S.: 7% \(\uparrow\) 8%
   - Range of State Scores: 5-15% \(\downarrow\) 3-13%

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - Washington: 77% \(\uparrow\) 83%
   - U.S.: 76% \(\uparrow\) 83%
   - Range of State Scores: 47-87% \(\uparrow\) 57-90%

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - Washington: 43 \(\uparrow\) 50
   - U.S.: — —
   - Range of State Scores: 16-68 \(\uparrow\) 14-96

**GOAL 2  School Completion**

6. Has the high school completion rate increased? (1990 vs. 1997)
   - Washington: 87% \(\uparrow\) 88%
   - U.S.: 86% \(\uparrow\) 85%
   - Range of State Scores: 77-96% \(\uparrow\) 75-95%

7. Has the high school dropout rate decreased? (1992 vs. 1997)
   - Washington: — —
   - U.S.: — —
   - Range of State Scores: 3-12% \(\uparrow\) 3-12%

**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)\(^2\)
     - Washington: 27% \(\downarrow\) 29%
     - U.S.: 30% \(\downarrow\) 31%
     - Range of State Scores: 8-41% \(\downarrow\) 8-46%
   - in Grade 8 (1998)
     - Washington: 32% —
     - U.S.: 33% —
     - Range of State Scores: 10-42% —

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8 (1998)
     - Washington: 25% —
     - U.S.: 27% —
     - Range of State Scores: 9-44% —

---

**Children’s Health Index**

Percentage of infants born with 1 or more of 4 health risks\(^3\) (Indicator 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.

**High School Completion**

Percentage of all 18- to 24-year-olds\(^4\) who have a high school credential\(^5\) (Indicator 6)

1. Does not include those still in high school.
2. Includes traditional high school diplomas and alternative credentials.
3. Interpreted with caution. Change was not statistically significant.
4. Includes traditional high school diplomas and alternative credentials.
5. Interpreted with caution. Change was not statistically significant.

---

### Key

- \(\uparrow\) Significantly better
- \(\downarrow\) Significantly worse
- \(\leftrightarrow\) Interpret with caution. Change was not statistically significant

---

\(^1\) Comparable national data are not available.
\(^2\) Data not available.
\(^3\) Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
\(^4\) See pages 245-246 for an explanation of statistical significance.
\(^5\) See pages 245-246 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.

---

<table>
<thead>
<tr>
<th>Year</th>
<th>1990</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants with 1 or more of 4 health risks</td>
<td>34%</td>
<td>32%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>1993</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school completion rate</td>
<td>87%</td>
<td>89%</td>
</tr>
</tbody>
</table>

---

208
### Goal 3: Student Achievement and Citizenship (continued)

10. Mathematics: Has the percentage of students scoring at or above Proficient increased in Grade 4? (1996)
   - Baseline: 21%
   - Update: 21%
   - Range: 3-31%

11. Science: Has the percentage of students scoring at or above Proficient increased in Grade 8? (1996)
   - Baseline: 26%
   - Update: 24%
   - Range: 5-54%

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)
   - Baseline: 35
   - Update: 55
   - Range: 9-177

### 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)
   - Baseline: 65%
   - Update: 66%
   - Range: 51-85%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   - Baseline: 65%
   - Update: 66%
   - Range: 94-91%

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
   - Baseline: 23%
   - Update: 22%
   - Range: 40-78%

### Key

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

---

![Graph showing student achievement and professional development](image-url)
WASHINGTON

GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996)
   • 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)
   • address algebra and functions increased? (1996)
   • 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)

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

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)
   • voted increased? (1988 vs. 1996)

KEY

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

GOAL 5: Mathematics and Science

Range of State Scores

- Washington: 12 out of 41 countries would be expected to score above Washington
- U.S.: 20 out of 40 countries scored above the U.S.

- Washington: 5 out of 41 countries would be expected to score above Washington
- U.S.: 9 out of 40 countries scored above the U.S.

- Range of State Scores: 6-38
- Range of State Scores: 1-28

GOAL 6: Adult Literacy and Lifelong Learning

Range of State Scores

- Washington: 69%
- U.S.: 71%

- Range of State Scores: 58-95%
- Range of State Scores: 50-74%

KEY

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

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

Adult Literacy Percentage of adults who scored at the 3 highest levels in Prose Literacy (Indicator 21)
- Washington: 31%
- U.S.: 69%

- Range of State Scores: 3 highest levels
- Range of State Scores: 2 lowest levels

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

Adult Literacy and Lifelong Learning

- GOAL 6: Adult Literacy and Lifelong Learning
- Indicator 21: Percentage of adults who scored at the 3 highest levels in Prose Literacy

---

- Indicators are not the same at the national and state levels.
- Data not available.
- See pages 254-256 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.

210
## WASHINGTON

<table>
<thead>
<tr>
<th>GOAL 6</th>
<th>Adult Literacy and Lifelong Learning (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Has postsecondary enrollment increased? (1992 vs. 1996)</td>
<td>58%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 7</th>
<th>Safe, Disciplined, and Alcohol- and Drug-free Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997)</td>
<td></td>
</tr>
<tr>
<td>27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)</td>
<td></td>
</tr>
<tr>
<td>28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)</td>
<td></td>
</tr>
<tr>
<td>29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)</td>
<td></td>
</tr>
<tr>
<td>30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)</td>
<td></td>
</tr>
<tr>
<td>31. Has teacher victimization decreased? (1994)</td>
<td>16%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 8</th>
<th>Parental Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>32. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)</td>
<td>39%</td>
</tr>
</tbody>
</table>

### KEY

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

> Indicators may not be the same at the national and state levels.

* Data not available.
* The values for indicators 23 in 1992 and 1996 before rounding were 58.4

* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
* See pages 240-248 for an explanation of statistical significance.
* See pages 18-19 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.

### Range of State Scores

<table>
<thead>
<tr>
<th>BASELINE</th>
<th>UPDATE</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Parent-School Partnerships

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Percentage of public school principals who reported that the parent associations in their schools have influence on the following areas of school policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>One or more areas</td>
<td></td>
</tr>
<tr>
<td>Establishing curriculum</td>
<td></td>
</tr>
<tr>
<td>Managing full-time teachers</td>
<td></td>
</tr>
<tr>
<td>Setting discipline policies</td>
<td></td>
</tr>
</tbody>
</table>

* 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.
WEST VIRGINIA

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: 43% vs. Update: 42%
   - Progress?: †
   - Range of State Scores: 25-48% vs. 24-45%

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - Baseline: 66% vs. Update: 82%
   - Progress?: †
   - Range of State Scores: 61-89% vs. 71-87%

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - Baseline: 7% vs. Update: 8%
   - Progress?: †
   - Range of State Scores: 5-15% vs. 3-13%

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - Baseline: 73% vs. Update: 82%
   - Progress?: †
   - Range of State Scores: 47-87% vs. 57-90%

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - Baseline: 43 vs. Update: 80
   - Progress?: †
   - Range of State Scores: 16-68 vs. 14-96

GOAL 2 School Completion
6. Has the high school completion rate increased? (1990 vs. 1997)
   - Baseline: 83% vs. Update: 89%
   - Progress?: †
   - Range of State Scores: 77-96% vs. 75-95%

   - Baseline: 4% vs. Update: 4%
   - Progress?: †
   - Range of State Scores: 2-11% vs. 3-12%

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: 25% vs. Update: 29%
   - Progress?: †
   - Range of State Scores: 29% vs. 31%

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8 (1998)
   - Baseline: 18% vs. Update: —
   - Progress?: —
   - Range of State Scores: 27% vs. —

Children’s Health Index
Percentage of infants born with 1 or more of 4 health risks (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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key
- Significantly better
- Significantly worse
- Interpreted with caution; Change was not statistically significant

Comparable national data are not available.
Data not available.
The values for indicator 7 in 1995 and 1997 before rounding were 4.2 and 4.1, respectively.
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.

High School Completion
Percentage of all 18- to 24-year-olds who have a high school credential (Indicator 2)

<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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Does not include those still in high school.
2. Includes traditional high school options and alternative credential.
3. Interpreted with caution; Change was not statistically significant.
### WEST VIRGINIA

#### 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)
   - 1992: 12%
   - 1996: 19%

11. Science: Has the percentage of students scoring at or above Proficient increased in Grade 8? (1990 vs. 1996)
   - 1990: 9%
   - 1996: 14%

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)
   - 1991: 21
   - 1999: 35

#### 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)
   - 1991: 66%
   - 1994: 60%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   - 1994: 88%

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
   - 1994: 8%

16. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)
   - 1991: 16%
   - 1994: 15%

---

#### KEY

- † Significantly better
- ‡ Significantly worse

* Interpret with caution. Change was not statistically significant.

---

#### West Virginia vs. U.S.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>West Virginia</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Achievement Percentage of public school students scoring at or above Proficient in reading and mathematics (indicators 8 &amp; 10)</td>
<td>1992: 12% 1996: 19%</td>
<td>1991: 16% 1993: 21%</td>
<td>5-27% 3-31%</td>
</tr>
<tr>
<td>Student Assessment Percentage of public school students scoring at or above Proficient in reading and mathematics</td>
<td>1992: 19% 1996: 24%</td>
<td>1991: 15% 1993: 24%</td>
<td>1-27% 5-34%</td>
</tr>
<tr>
<td>Professional Development Percentage of public school teachers participating in professional development on the following topics: 1994 (indicator 14)</td>
<td>1992: 29% 1993: 29%</td>
<td>1991: 29% 1992: 29%</td>
<td>5-41% 5-41%</td>
</tr>
<tr>
<td>Uses of educational technology</td>
<td>1992: 67% 1993: 67%</td>
<td>1991: 67% 1992: 67%</td>
<td>5-100% 5-100%</td>
</tr>
<tr>
<td>Methods of teaching subject field</td>
<td>1992: 55% 1993: 55%</td>
<td>1991: 55% 1992: 55%</td>
<td>5-100% 5-100%</td>
</tr>
<tr>
<td>In-depth study in subject field</td>
<td>1992: 29% 1993: 29%</td>
<td>1991: 29% 1992: 29%</td>
<td>5-100% 5-100%</td>
</tr>
</tbody>
</table>

---

* 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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* Data not available.  
* † Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.  
* ‡ Interpret with caution. Change was not statistically significant.
WEST VIRGINIA

GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996)
     22 out of 41 countries would be expected to score above West Virginia
     baseline update progress?
     West Virginia baseline update progress?

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)
     53% —
   • address algebra and functions increased? (1996)
     56% —
   • address reasoning and analytical ability increased? (1996)
     42% —

19. Has the percentage of public school 8th graders who have computers available
   in their mathematics classroom increased? (1996)
   29% —

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)
     65% 65%
   • voted increased? (1988 vs. 1996)
     53% 51%

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 245-248 for an explanation of statistical significance.
See pages 14-19 for a Guide to Reading the State Pages.
See Appendix B for technical notes and source.

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WEST VIRGINIA

GOAL 6  Adult Literacy and Lifelong Learning (continued)

23. Has postsecondary enrollment increased? (1992 vs. 1996)  49%  50% ✓

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

24. Has student marijuana use decreased? (1993 vs. 1997)  18%  29% ✓

25. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1997)  39%  39% ✓

26. Has the availability of drugs on school property decreased? (1993 vs. 1997)  26%  34% ✓

27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)  8%  8% ✓

28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)  17%  13% ✓

29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)  14%  11% ✓

30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)  4%  6% ✓

31. Has teacher victimization decreased? (1994)  13%  15% ✓

32. Has student disruptions that interfere with teaching decreased? (1993 vs. 1997)  32%  43% ✓

GOAL 8  Parental Participation

33. Has the percentage of schools with minimal parental involvement decreased, according to

- public school teachers? (1991 vs. 1994)  23%  37% ✓

- public school principals? (1991 vs. 1994)  12%  12% ✓

34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)  16%  17% ✓

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 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.
WISCONSIN

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) (Indicator 1)
   - Baseline: 42%  
   - Update: 37%  
   - Significantly better

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997) (Indicator 1)
   - Baseline: 76%  
   - Update: 75%  
   - Interpret with caution. Change was not statistically significant

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997) (Indicator 1)
   - Baseline: 6%  
   - Update: 7%  
   - Interpret with caution. Change was not statistically significant

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997) (Indicator 1)
   - Baseline: 82%  
   - Update: 76%  
   - Significantly worse

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998) (Indicator 1)
   - Baseline: 49  
   - Update: 66  
   - Significantly better

GOAL 2  School Completion
6. Has the high school completion rate increased? (1990 vs. 1997) (Indicator 2)
   - Baseline: 93%  
   - Update: 86%  
   - Interpret with caution. Change was not statistically significant

7. Has the high school dropout rate decreased? (1992 vs. 1997) (Indicator 2)
   - Baseline: —  
   - Update: —  
   - Significantly worse

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) (Indicator 3)
     - Baseline: 33%  
     - Update: 34%  
     - Significantly better
   - in Grade 8 (1998) (Indicator 3)
     - Baseline: 33%  
     - Update: —  
     - Interpret with caution. Change was not statistically significant

9. Writing: Has the percentage of students scoring at or above Proficient increased?
   - in Grade 8 (1998) (Indicator 3)
     - Baseline: 28%  
     - Update: 27%  
     - Significantly worse

Children’s Health Index
- Percentage of infants born with 1 or more of 4 health risks (Indicator 1)
  - 1996: 42%  
  - 1997: 37%  
  - Significantly better

High School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (Indicator 2)
  - 1996: 87%  
  - 1997: 91%  
  - Significantly better

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

Note: Comparable national data are not available. 
School completion is defined as earning a high school diploma or obtaining an equivalence credential.
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 Does not include those still in high school.
2 Includes traditional high school diplomas and alternative credentials.
3 Interpreted with caution. Change was not statistically significant.
### WISCONSIN

#### 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)
   - 24% 27%  
   - 18% 21%  
   - 5-27% 3-31%  

10.1. Mathematics: Has the percentage of students scoring at or above Proficient increased in Grade 8? (1990 vs. 1996)
   - 23% 32%  
   - 18% 21%  
   - 5-27% 3-31%  

11. Science: Has the percentage of students scoring at or above Proficient increased in Grade 8? (1996)
   - 39%  
   - 23%  
   - 5-41%  

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)
   - 25 73  
   - 55 97  
   - 9-177 19-244  

13. Has the percentage of public secondary school teachers who hold a degree in their main teaching assignment increased? (1991 vs. 1994)
   - 79% 63%  
   - 66% 63%  
   - 51-85% 50-81%  

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   - 84%  
   - 85%  
   - 76-98%  

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
   - 7%  
   - 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)
   - 12% 18%  
   - 22% 27%  
   - 6-42% 7-48%  

#### 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)
   - 79% 63%  
   - 66% 63%  
   - 51-85% 50-81%  

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   - 84%  
   - 85%  
   - 76-98%  

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
   - 7%  
   - 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)
   - 12% 18%  
   - 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.

---

### Student Achievement

#### Percentage of public school students scoring at or above Proficient in reading and mathematics (Indicators 8 & 10)

<table>
<thead>
<tr>
<th>Grade</th>
<th>1992</th>
<th>1994</th>
<th>1996</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>24%</td>
<td>27%</td>
<td>5-27%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>23%</td>
<td>32%</td>
<td>5-27%</td>
</tr>
</tbody>
</table>

---

### Professional Development

#### Percentage of public school teachers participating in professional development on the following topics: 1994 (Indicator 14)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>One or more topics</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Uses of educational technology</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Methods of teaching subject field</td>
<td>30%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>In-depth study in subject field</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Student assessment</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

---

* Since the end of the previous school year.
## WISCONSIN

### GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996)
   6 out of 41 countries were expected to score above Wisconsin
   1 out of 41 countries would be expected to score above Wisconsin
   Wisconsin 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)
   65% — 66% —
   • address algebra and functions increased? (1996)
   47% — 52% —
   Wisconsin scored above the U.S.

19. Has the percentage of public school 8th graders who have computers available in their mathematics classroom increased? (1996)
   25% — 30% —

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996)
   41% 43%
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
   39% 40%
   • female students increased? (1991 vs. 1996)
   36% 40%

### GOAL 6  Adult Literacy and Lifelong Learning

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

22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996)
   86% 81%
   • voted increased? (1988 vs. 1996)
   71% 65%

---

### 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 54-56 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.

---

### Mathematics Instruction

<table>
<thead>
<tr>
<th>Percentage of public school 8th graders whose mathematics teachers report that they do the following, 1996 (Indicator 18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students work in small groups or with a partner</td>
</tr>
<tr>
<td>65%</td>
</tr>
</tbody>
</table>
WISCONSIN

GOAL 6  Adult Literacy and Lifelong Learning (continued)


\[
\begin{array}{ccc}
\text{Wisconsin} & \text{U.S.} & \text{Range of State Scores} \\
\hline
\text{baseline} & \text{update} & \text{progress?} & \text{baseline} & \text{update} & \text{progress?} & \text{baseline} & \text{update} & \text{progress?}
\end{array}
\]

62% 58% ↓

33-68% 40-73%

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

24. Has student marijuana use decreased? (1993 vs. 1997)\(^a\)

11% 21% ↓

7-21% 12-35%

29. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1997)\(^b\)

9% 5% ↑

8-18% 5-17%

GOAL 8  Parental Participation

33. Has the percentage of schools with minimal parental involvement decreased, according to


19% 21% ↔

9-44% 13-50%


9% 9% ↔

4-22% 3-27%

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

11% 21% ↑

8-37% 12-50%

Parent-School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence\(^a\) on the following areas of school policy (Indicator 34)

\[
\begin{array}{cccc}
\text{1991} & \text{1994} & \text{1991} & \text{1994} & \text{1991} & \text{1994} & \text{1991} & \text{1994} & \text{1991} & \text{1994}
\end{array}
\]

During the past 12 months:

- Defining clear behavioral expectations
- Setting school discipline policy
- Hiring new full-time teachers
- Establishing curriculum
- Hiring new part-time teachers

1 On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

\(^a\) Indicators are not the same at the national and state levels.

\(^b\) Data not available.

\(^c\) Baseline years and most recent update years may differ by state for this indicator.  See Appendix B for more information.

\(^d\) See pages 245-246 for an explanation of statistical significance.

\(^e\) See pages 16-19 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.
WYOMING

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)
   • In Grade 4 (1992 vs. 1998) 41% 39% ↑
   • In Grade 8 (1998) 37% 33% ↑
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997) 78% 74% ⇔
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997) 7% 9% ↓
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997) 81% 82% ↑
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998) 54 81 ↑

GOAL 2 School Completion
6. Has the high school completion rate increased? (1990 vs. 1997) 91% 88% ⇔
7. Has the high school dropout rate decreased? (1995 vs. 1997) 7% 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) 33% 30% ⇔
   • In Grade 8 (1998) 29% —
9. Writing: Has the percentage of students scoring at or above Proficient increased
   • In Grade 8 (1998) 23% —

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

High School Completion
Percentage of all 18- to 24-year-olds who have a high school credential

KEY
 redistribute
 interpret with caution. Change was not statistically significant.
10. Mathematics: Has the percentage of students scoring at or above Proficient increased
   • in Grade 4 (1992 vs. 1996)
     19% 19%
   • in Grade 8 (1990 vs. 1996)
     15% 24%
11. Science: Has the percentage of students scoring at or above Proficient increased
   • in Grade 8 (1996)
     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)
     20 19
     97 95
13. Has the percentage of public secondary school teachers who hold a degree in their main teaching assignment increased? (1991 vs. 1994)
     69% 72%
     66% 63%
14. Has the percentage of public secondary school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
     85% —
     85% —
15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
     13% —
     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)
     13% 15%
     22% 27%
## WYOMING

### GOAL 5 Mathematics and Science

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Baseline</th>
<th>Update</th>
<th>Progress?</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Has the state’s international standing improved in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 8 mathematics achievement? (1996)</td>
<td>15 out of 41 countries would be expected to score above Wyoming</td>
<td>20 out of 40 countries scored above the U.S.</td>
<td></td>
</tr>
<tr>
<td>Grade 8 science achievement? (1996)</td>
<td>1 out of 41 countries would be expected to score above Wyoming</td>
<td>9 out of 40 countries scored above the U.S.</td>
<td></td>
</tr>
</tbody>
</table>

### GOAL 6 Adult Literacy and Lifelong Learning

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Baseline</th>
<th>Update</th>
<th>Progress?</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>22. Has the percentage of U.S. citizens who report that they</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>registered to vote increased? (1988 vs. 1996)</td>
<td>68%</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>voted increased? (1988 vs. 1996)</td>
<td>62%</td>
<td>61%</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>23. Has postsecondary enrollment increased? (1992 vs. 1996)</th>
<th>47%</th>
<th>53%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Baseline</strong></td>
<td><strong>Update</strong></td>
</tr>
<tr>
<td></td>
<td>33-68%</td>
<td>40-73%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>24. Has student marijuana use decreased? (1995 vs. 1997)</th>
<th>22%</th>
<th>23%</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. Has student alcohol use (5 or more drinks in a row) decreased? (1995 vs. 1997)</td>
<td>39%</td>
<td>41%</td>
</tr>
<tr>
<td>26. Has the availability of drugs on school property decreased? (1995 vs. 1997)</td>
<td>24%</td>
<td>32%</td>
</tr>
<tr>
<td>27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1995 vs. 1997)</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>28. Has the percentage of students involved in physical fights on school property decreased? (1995 vs. 1997)</td>
<td>17%</td>
<td>14%</td>
</tr>
<tr>
<td>29. Has the percentage of students carrying weapons on school property decreased? (1995 vs. 1997)</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>30. Has the percentage of students who do not feel safe at school decreased? (1995 vs. 1997)</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>31. Has teacher victimization decreased? (1994)</td>
<td>11%</td>
<td>—</td>
</tr>
<tr>
<td>32. Have student disruptions that interfere with teaching decreased? (1995 vs. 1997)</td>
<td>28%</td>
<td>39%</td>
</tr>
</tbody>
</table>
| 33. Has the percentage of schools with minimal parental involvement decreased, according to  
  * public school teachers? (1991 vs. 1994) | 15% | 17% |  
| 34. Has the influence of parent associations on school policy increased? (1991 vs. 1994) | 16% | 19% |  

---

**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 technical notes and sources.

---

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

| 33. Has the percentage of schools with minimal parental involvement decreased, according to  
  * public school principal? (1991 vs. 1994) | 7% | 10% |  
| 34. Has the influence of parent associations on school policy increased? (1991 vs. 1994) | 16% | 19% |  

---

**Alcohol- and Drug-free Schools**

- Percentage of public high school students who reported the following (Indicators 24, 25, & 26)
  - Used marijuana
    - 1991: 22%
    - 1995: 23%
  - Had 5 or more drinks in a row
    - 1991: 33%
    - 1995: 33%
  - Were offered, sold, or given an illegal drug on school property
    - 1991: 15%
    - 1995: 14%

- Percentage of public high school students who reported the following (Indicators 24, 25, & 26)
  - Used marijuana
    - 1991: 22%
    - 1995: 23%
  - Had 5 or more drinks in a row
    - 1991: 33%
    - 1995: 33%
  - Were offered, sold, or given an illegal drug on school property
    - 1991: 15%
    - 1995: 14%

---

**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)
  - Data not available.

---

**Notes**

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

**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% update: 33% progress: ↑
   - Range of State Scores: 25-48% 24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - baseline: 3% update: 8% progress: ↑
   - Range of State Scores: 3-13% 71-87%
3. Has the percentage of infants born at low birthweight decreased? (1997)
   - baseline: — update: 76% progress: ↓
   - Range of State Scores: 47-87% 57-90%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - baseline: 14 update: — progress: —

**GOAL 2  School Completion**

6. Has the high school completion rate increased? (1990 vs. 1997)
   - baseline: — update: 86% progress: ↔
   - Range of State Scores: 77-96% 75-95%
7. Has the high school dropout rate decreased? (1992 vs. 1997)‡
   - baseline: — update: 61% progress: ↓
   - Range of State Scores: 47-88% 71-87%

**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: — update: 29% progress: ↑
   - Range of State Scores: 3-38% 8-46%
   - in Grade 8 (1998)
   - baseline: — update: 33% progress: —
   - Range of State Scores: 10-42% 3-13%
9. Writing: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8 (1998)
   - baseline: — update: 27% progress: —
   - Range of State Scores: 9-44% —

**KEY**

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

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

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)
   — —
   18% 21% ↑
   5-27% 3-31%

11. Science: Has the percentage of students scoring at or above Proficient increased in Grade 8? (1990 vs. 1996)
   — —
   15% 24% ↑
   1-27% 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)
   — —
   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)
   — —
   66% 63% ↓
   51-85% 50-81%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   — —
   94% 91% ↑
   91-100% 89-100%

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
   — —
   85% —
   76-98% —

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

**KEY**

- Significantly better
- Significantly worse
- Interpret with caution. Change was not statistically significant.
## AMERICAN SAMOA

### GOAL 5 Mathematics and Science

17. Has the state’s international standing improved in
   - Grade 8 mathematics achievement? (1996)
     - Baseline: 20 out of 40 countries scored above the U.S.
     - Update: 6-38
   - Grade 8 science achievement? (1996)
     - Baseline: 9 out of 40 countries scored above the U.S.
     - Update: 1-38
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)
     - Baseline: 66%
     - Update: 45-82%
   - address algebra and functions increased? (1996)
     - Baseline: 57%
     - Update: 45-82%
   - address reasoning and analytical ability increased? (1996)
     - Baseline: 52%
     - Update: 39-64%
19. Has the percentage of public school 8th graders who have computers available
   in their mathematics classroom increased? (1996)
     - Baseline: 30%
     - Update: 7-54%
20. Has the percentage of mathematics and science degrees awarded to
   - all students increased? (1991 vs. 1996)
     - Baseline: 39%
     - Update: 25-49%
   - minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
     - Baseline: 39%
     - Update: 22-44%
   - female students increased? (1991 vs. 1996)
     - Baseline: 35%
     - Update: 23-46%

### GOAL 6 Adult Literacy and Lifelong Learning

21. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)
   - Baseline: 52%
   - Update: 46-77%
22. Has the percentage of U.S. citizens who report that they
   - registered to vote increased? (1988 vs. 1996)
     - Baseline: 70%
     - Update: 58-90%
   - voted increased? (1988 vs. 1996)
     - Baseline: 61%
     - Update: 50-74%

### 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.
## American Samoa

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

- N

### Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

- 14% 14%  
- 7-21% 12-35%

25. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1997)  
- 23% 20%  
- 9-44% 11-45%

- 14% 25%  
- 11-31% 15-42%

27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)  
- 15% 9%  
- 6-15% 5-13%

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

29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)  
- 14% 9%  
- 8-18% 5-17%

30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)  
- 23% 12%  
- 3-23% 3-13%

31. Has teacher victimization decreased? (1994)  
- — —  
- — —

32. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)  
- — —  
- 37% 46%  
- 23-60% 33-65%

### Goal 8: Parental Participation

33. Has the percentage of schools with minimal parental involvement decreased, according to  
- — —  
- — —

34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)  
- — —  
- — —  
- 9-44% 13-50%

### Key

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

---

**Alcohol- and Drug-free Schools**  
Percentage of high school students who reported the following (Indicators 24, 25, & 26)  

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1993</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marijuana</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>Overdose</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>More than</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Heroin</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

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

---

**Range of State Scores**

<table>
<thead>
<tr>
<th>State</th>
<th>baseline</th>
<th>update</th>
<th>progress?</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMERICAN SAMOA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>range</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

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

#### 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)
   - Guam: 35% 39% ↔
   - U.S.: 37% 33% ↑
   - Range of State Scores: 25-48% 24-45%

2. Has the percentage of fully vaccinated 2-year-olds increased? (1994 vs. 1997)
   - Guam: 7% 7% ↔
   - U.S.: 7% 8% ↓
   - Range of State Scores: 5-15% 3-13%

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - Guam: 7% 7% ↔
   - U.S.: 7% 8% ↓
   - Range of State Scores: 47-87% 57-90%

4. Has the percentage of mothers receiving prenatal care increased? (1990 vs. 1997)
   - Guam: 14% —
   - U.S.: — —
   - Range of State Scores: 14-96 —

#### Goal 2: School Completion

5. Has the percentage of students scoring at or above Proficient increased in Grade 4? (1998)
   - Guam: 8% —
   - U.S.: 33% —
   - Range of State Scores: 21-42% 24-41%

6. Has the percentage of students scoring at or above Proficient increased in Grade 8? (1998)
   - Guam: 27% —
   - U.S.: 10% —
   - Range of State Scores: 9-44% —

#### Goal 3: Student Achievement and Citizenship

7. Has the percentage of students scoring at or above Proficient increased in Grade 4? (1998)
   - Guam: 8% —
   - U.S.: 33% —
   - Range of State Scores: 21-42% 24-41%

8. Has the percentage of students scoring at or above Proficient increased in Grade 8? (1998)
   - Guam: 27% —
   - U.S.: 10% —
   - Range of State Scores: 9-44% —

#### Children's Health Index

- **Percentage of infants born with 1 or more of 4 health risks**: 1990: 35%, 1997: 35%

#### Key

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

---

**Notes:**
- 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 pages 10-15 for a Guide to Reading the State Pages.
- See Appendix B for technical notes and sources.
### Guam

#### Student Achievement and Citizenship (continued)

10. Mathematics: Has the percentage of students scoring at or above Proficient increased?
- In Grade 4 (1992 vs. 1996): 5% vs. 3%
- In Grade 8 (1990 vs. 1996): 4% vs. 6%

11. Science: Has the percentage of students scoring at or above Proficient increased?
- In Grade 8 (1996): 7% vs. —

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)
- — vs. 55 vs. 97

#### 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)
- — vs. 66%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
- — vs. 58%

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
- — vs. 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)
- — vs. 22%

### Goal 3

**Guam** | **Guam** | **U.S.** | **Range of State Scores**
---|---|---|---
| baseline | update | progress? | baseline | update | progress? | baseline | update | progress? |
| **Student Achievement and Citizenship** | | | | | | | | |
| **GOAL 3** | | | | | | | | |
| 10. Mathematics: Has the percentage of students scoring at or above Proficient increased? | | | | | | | | |
| - in Grade 4 (1992 vs. 1996): | 5% vs. 3% | | 18% vs. 21% | | 5-27% vs. 3-31% | | |
| - in Grade 8 (1990 vs. 1996): | 4% vs. 6% | | 15% vs. 24% | | 1-27% vs. 5-34% | | |
| 11. Science: Has the percentage of students scoring at or above Proficient increased? | | | | | | | | |
| - in Grade 8 (1996): | 7% vs. — | | 29% vs. — | | 5-41% vs. — | | |
| 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) | | | | | | | | |
| - — vs. 55 vs. 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)
- — vs. 66%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
- — vs. 58%

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
- — vs. 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)
- — vs. 22%

### 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 page 245-246 for an explanation of statistical significance.
- See page 16-18 for a Guide to Reading the State Pages.
- See Appendix B for technical notes and sources.

---

**Guam**

### Student Achievement

Percentage of public school students scoring at or above Proficient in reading and mathematics (indicators 8 & 10)

<table>
<thead>
<tr>
<th>Grade</th>
<th>1992</th>
<th>1994</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100%</td>
<td>88%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>88%</td>
<td>88%</td>
</tr>
</tbody>
</table>

### Goal 4

**Guam**

#### 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)
- — vs. 66%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
- — vs. 58%

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
- — vs. 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)
- — vs. 22%

---

**Guam**

### Student Achievement

Percentage of public school students scoring at or above Proficient in reading and mathematics (indicators 8 & 10)

<table>
<thead>
<tr>
<th>Grade</th>
<th>1992</th>
<th>1994</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100%</td>
<td>88%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>88%</td>
<td>88%</td>
</tr>
</tbody>
</table>

### Goal 4

**Guam**

#### 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)
- — vs. 66%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
- — vs. 58%

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
- — vs. 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)
- — vs. 22%

---

**Guam**

### Student Achievement

Percentage of public school students scoring at or above Proficient in reading and mathematics (indicators 8 & 10)

<table>
<thead>
<tr>
<th>Grade</th>
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<th>1994</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100%</td>
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</tr>
<tr>
<td>Mathematics</td>
<td>88%</td>
<td>88%</td>
</tr>
</tbody>
</table>

### Goal 4

**Guam**

#### 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)
- — vs. 66%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
- — vs. 58%

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
- — vs. 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)
- — vs. 22%
GUAM

**GOAL 5  Mathematics and Science**

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996) 37 out of 41 countries would be expected to score above Guam
   • Grade 8 science achievement? (1996) 37 out of 41 countries would be expected to score above Guam

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) 81% — 66% — 45-92% —
   • address algebra and functions increased? (1996) 82% — 57% — 45-92% —
   • address reasoning and analytical ability increased? (1996) 55% — 52% — 39-64% —

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

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996) 26% 16% ↓ 39% 43% ↑ 25-49% 16-54%
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996) — — — 39% 40% ↑ 22-64% 24-57%
   • female students increased? (1991 vs. 1996) 24% 15% ↓ 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) — — — 52% — 46-77% —

22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996) — — — 70% 71% ↑ 58-96% 67-91%
   • voted increased? (1988 vs. 1996) — — — 61% 58% ↑ 50-74% 47-69%

**KEY**

![Significantly better](image)
![Significantly worse](image)
![Interpret with caution](image)

* 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 10-18 for a Guide to Reading the State Pages.
* See Appendix B for technical notes and sources.

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GUAM

GOAL 6  Adult Literacy and Lifelong Learning (continued)
23. Has postsecondary enrollment increased? (1992 vs. 1996)  — —  • •  33-68% 40-73%

GOAL 7  Safe, Disciplined, and Alcohol- and Drug-free Schools
24. Has student marijuana use decreased? (1995 vs. 1997)•  19% 28%  •  •  7-32% 12-35%
25. Has student alcohol use (5 or more drinks in a row) decreased? (1995 vs. 1997)•  15% 23%  •  •  13-43% 11-45%
26. Has the availability of drugs on school property decreased? (1995 vs. 1997)•  46% 40%  •  •  20-46% 15-42%
27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1995 vs. 1997)•  9% 9%  •  •  4-11% 5-13%
28. Has the percentage of students involved in physical fights on school property decreased? (1995 vs. 1997)•  16% 19%  •  •  12-19% 11-34%
29. Has the percentage of students carrying weapons on school property decreased? (1995 vs. 1997)•  7% 6%  •  •  7-14% 5-17%
30. Has the percentage of students who do not feel safe at school decreased? (1995 vs. 1997)•  11% 13%  •  •  3-16% 3-13%
31. Has teacher victimization decreased? (1994)  — —  15% —  8-26% —
32. Has the percentage of students who do not feel safe at school decreased? (1995 vs. 1994)  — —  37% 46%  23-60% 33-65%

GOAL 8  Parental Participation
33. Has the percentage of schools with minimal parental involvement decreased, according to public school teachers? (1991 vs. 1994)  — —  •  •  9-44% 13-50%
public school principals? (1991 vs. 1994)  — —  •  •  4-22% 3-27%  
34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)  — —  •  •  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.
Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
See pages 240-246 for an explanation of statistical significance.
See pages 18-19 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.

GOAL 7

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1993</th>
<th>1995</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student marijuana use decreased?</td>
<td>19%</td>
<td>28%</td>
<td>• •</td>
</tr>
<tr>
<td>Student alcohol use (5 or more drinks in a row) decreased?</td>
<td>15%</td>
<td>23%</td>
<td>• •</td>
</tr>
<tr>
<td>Availability of drugs on school property decreased?</td>
<td>46%</td>
<td>40%</td>
<td>• •</td>
</tr>
<tr>
<td>Percentage of students threatened or injured with a weapon</td>
<td>9%</td>
<td>9%</td>
<td>• •</td>
</tr>
<tr>
<td>Teacher victimization decreased?</td>
<td>—</td>
<td>15%</td>
<td>—</td>
</tr>
<tr>
<td>Percentage of students who do not feel safe at school</td>
<td>11%</td>
<td>13%</td>
<td>• •</td>
</tr>
<tr>
<td>Teacher victimization decreased?</td>
<td>—</td>
<td>15%</td>
<td>—</td>
</tr>
<tr>
<td>Percentage of students who do not feel safe at school</td>
<td>37%</td>
<td>46%</td>
<td>4-11%</td>
</tr>
</tbody>
</table>

Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 24, 25, & 26)

<table>
<thead>
<tr>
<th>Alcohol and Drug-free Schools</th>
<th>1993</th>
<th>1995</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used marijuana</td>
<td>20%</td>
<td>25%</td>
<td>• •</td>
</tr>
<tr>
<td>Had 5 or more drinks in a row</td>
<td>15%</td>
<td>19%</td>
<td>• •</td>
</tr>
<tr>
<td>Were offered, sold, or given an illegal drug on school property</td>
<td>5%</td>
<td>5%</td>
<td>•</td>
</tr>
</tbody>
</table>

- Indicates 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 240-246 for an explanation of statistical significance.
- See pages 18-19 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.
### Northern Marianas

#### 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)
   - 37% to 33%
   - 25-48% to 24-45%

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - 75% to 79%
   - 61-88% to 71-87%

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - 7% to 8%
   - 5-15% to 3-13%

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - 76% to 83%
   - 47-87% to 57-90%

#### Goal 2: School Completion

6. Has the high school completion rate increased? (1990 vs. 1997)
   - 86% to 85%
   - 77-96% to 75-95%

7. Has the high school dropout rate decreased? (1992 vs. 1997)
   - 14 to 11

#### 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)
   - 29% to 31%
   - 3-38% to 8-46%

   - In Grade 8 (1998)
   - 33% to 27%
   - 10-42% to 9-44%

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - In Grade 8 (1998)
   - 27% to 21%
   - 9-44% to 8-46%

---

**Key**

- ↑ Significantly better
- ↓ Significantly worse
- Interpreted with caution. Change was not statistically significant.

- 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 pages 16-19 for a Guide to Reading the State Pages.
### NORTHERN MARIANAS

**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)
   - **Northern Marianas** baseline: 18%, update: 21%
   - **U.S.** baseline: 15%, update: 24%
   - **Range of State Scores** baseline: 5-27%, update: 3-31%

11. Science: Has the percentage of students scoring at or above Proficient increased in Grade 8? (1996)
   - **Northern Marianas** baseline: 29%
   - **U.S.** baseline: 5-41%
   - **Range of State Scores** baseline: 9-177, update: 19-244

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)
   - **Northern Marianas** baseline: 55, update: 97
   - **U.S.** baseline: 9-177, update: 19-244

13. Has the percentage of public secondary school teachers who hold a degree in their main teaching assignment increased? (1991 vs. 1994)
   - **Northern Marianas** baseline: 66%, update: 63%
   - **U.S.** baseline: 91-100%, update: 89-100%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   - **Northern Marianas** baseline: 85%
   - **U.S.** baseline: 76-98%

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
   - **Northern Marianas** baseline: 16%
   - **U.S.** baseline: 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)
   - **Northern Marianas** baseline: 22%, update: 27%
   - **U.S.** baseline: 42-74%, update: 48-74%

**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)
   - **Northern Marianas** baseline: 66%, update: 94%
   - **U.S.** baseline: 91-100%, update: 89-100%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   - **Northern Marianas** baseline: 85%
   - **U.S.** baseline: 76-98%

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
   - **Northern Marianas** baseline: 16%
   - **U.S.** baseline: 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)
   - **Northern Marianas** baseline: 22%, update: 27%
   - **U.S.** baseline: 42-74%, update: 48-74%

---

**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 25-26 for a guide to reading the state pages.
* See Appendix B for technical notes and sources.
## NORTHERN MARIANAS

### GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   - Grade 8 mathematics achievement? (1996)
     - Northern Marianas: —
     - U.S.: —
     - Range of State Scores: 20 out of 40 countries scored above the U.S. countries

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)
     - Northern Marianas: —
     - U.S.: —
     - Range of State Scores: 66% — 45-92%

19. Has the percentage of public school 8th graders who have computers available in their mathematics classroom increased? (1996)
   - Northern Marianas: —
   - U.S.: —
   - Range of State Scores: 30% — 7-54%

20. Has the percentage of mathematics and science degrees awarded to
   - all students increased? (1991 vs. 1996)
     - Northern Marianas: —
     - U.S.: —
     - Range of State Scores: 39% 43% ↑ 25-49% 16-54%
   - minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
     - Northern Marianas: —
     - U.S.: —
     - Range of State Scores: 39% 40% ↑ 22-64% 24-57%
   - female students increased? (1991 vs. 1996)
     - Northern Marianas: —
     - U.S.: —
     - Range of State Scores: 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)
   - Northern Marianas: —
   - U.S.: —
   - Range of State Scores: 52% — 46-77%

22. Has the percentage of U.S. citizens who report that they
   - registered to vote increased? (1988 vs. 1996)
     - Northern Marianas: —
     - U.S.: —
     - Range of State Scores: 70% 71% ↑ 58-95% 61-91%
   - voted increased? (1988 vs. 1996)
     - Northern Marianas: —
     - U.S.: —
     - Range of State Scores: 61% 58% ↑ 50-74% 47-69%

### 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.
## NORTHERN MARIANAS

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


<table>
<thead>
<tr>
<th>Indicator</th>
<th>Northern Marianas</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
<tr>
<td></td>
<td>—</td>
<td>—</td>
<td>♦ ♦</td>
</tr>
</tbody>
</table>

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


<table>
<thead>
<tr>
<th>Indicator</th>
<th>Northern Marianas</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
<tr>
<td></td>
<td>—</td>
<td>—</td>
<td>♦ ♦</td>
</tr>
</tbody>
</table>

25. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1997)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Northern Marianas</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
<tr>
<td></td>
<td>—</td>
<td>—</td>
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</tr>
</tbody>
</table>


<table>
<thead>
<tr>
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<th>U.S.</th>
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</tr>
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<tbody>
<tr>
<td></td>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
<tr>
<td></td>
<td>—</td>
<td>—</td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Northern Marianas</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
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<tr>
<td></td>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
<tr>
<td></td>
<td>—</td>
<td>—</td>
<td>♦ ♦</td>
</tr>
</tbody>
</table>

28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Northern Marianas</th>
<th>U.S.</th>
<th>Range of State Scores</th>
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</thead>
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<tr>
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<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
<tr>
<td></td>
<td>—</td>
<td>—</td>
<td>♦ ♦</td>
</tr>
</tbody>
</table>

29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Northern Marianas</th>
<th>U.S.</th>
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<td>progress?</td>
</tr>
<tr>
<td></td>
<td>—</td>
<td>—</td>
<td>♦ ♦</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Northern Marianas</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
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<td>progress?</td>
</tr>
<tr>
<td></td>
<td>—</td>
<td>—</td>
<td>♦ ♦</td>
</tr>
</tbody>
</table>

31. Has teacher victimization decreased? (1994)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Northern Marianas</th>
<th>U.S.</th>
<th>Range of State Scores</th>
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</tr>
<tr>
<td></td>
<td>—</td>
<td>—</td>
<td>♦ ♦</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Northern Marianas</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
<tr>
<td></td>
<td>—</td>
<td>—</td>
<td>♦ ♦</td>
</tr>
</tbody>
</table>

### GOAL 8: Parental Participation

33. Has the percentage of schools with minimal parental involvement decreased, according to

- public school teachers? (1993 vs. 1994)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Northern Marianas</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
<tr>
<td></td>
<td>—</td>
<td>—</td>
<td>♦ ♦</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Northern Marianas</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
<tr>
<td></td>
<td>—</td>
<td>—</td>
<td>♦ ♦</td>
</tr>
</tbody>
</table>

### 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 8 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 8 for technical notes and sources.
### Providence of Rhode Island

**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)
   - U.S.: 48% vs. 45%
   - Providence: 37% vs. 33%

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - U.S.: 75% vs. 79%
   - Providence: 7% vs. 10%

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - U.S.: 10% vs. 6%
   - Providence: 7% vs. 8%

4. Has the number of children with disabilities in preschool per 1,000 3- to 5-year-olds increased? (1998)
   - U.S.: 27 vs.
   - Providence: —

**GOAL 2 School Completion**

5. Has the high school completion rate increased? (1990 vs. 1997)
   - U.S.: 86% vs. 85%
   - Providence: 86% vs. 85%

   - U.S.: 3% vs. 2%
   - Providence: 2% vs. 2%

**GOAL 3 Student Achievement and Citizenship**

7. Has the percentage of students scoring at or above Proficient increased in Grade 4? (1992 vs. 1998)
   - Providence: —

8. Has the percentage of students scoring at or above Proficient in Grade 8? (1998)
   - Providence: 76% vs. 83%

Children’s Health Index

<table>
<thead>
<tr>
<th>Percentage of infants born with 1 or more of 4 health risks</th>
<th>1990</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>40%</td>
<td>45%</td>
</tr>
</tbody>
</table>

**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 1995 and 1996 before rounding were 2.2 and 2.4, respectively.

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 10-17 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.
PUERTO RICO

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)
     — — 18% 21% ↑ 5-27% 3-31%
   • in Grade 8? (1990 vs. 1996)
     — — 15% 24% ↑ 1-27% 5-34%

11. Science: Has the percentage of students scoring at or above Proficient increased
   • in Grade 8? (1996)
     — — 29% — 5-41% —

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)
     — — 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)
     — — 66% 63% ↓ 51-85% 50-81%
   • a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)
     — — 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)
     — — 85% — 76-98% —

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

**GOAL 5  Mathematics and Science**

17. Has the state’s international standing improved in
   - Grade 8 mathematics achievement? (1996)
   - 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)
   - address algebra and functions increased? (1996)
   - 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)

20. Has the percentage of mathematics and science degrees awarded to
   - all students increased? (1991 vs. 1996)
   - minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
   - female students increased? (1991 vs. 1996)

**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)
   - voted increased? (1988 vs. 1996)

---

**Range of State Scores**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Puerto Rico</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 out of 40 countries scored above the U.S. countries</td>
<td>—</td>
<td>—</td>
<td>6-38</td>
</tr>
<tr>
<td>9 out of 40 countries scored above the U.S. countries</td>
<td>—</td>
<td>—</td>
<td>1-38</td>
</tr>
<tr>
<td>66% — 45-92%</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>57% — 45-92%</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>52% — 39-64%</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>30% — 7-54%</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>39% 43% 25-49% 16-54%</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>39% 40% 22-64% 24-57%</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>35% 41% 23-46% 15-52%</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>52% — 46-77%</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>70% 71% 58-95% 61-91%</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>61% 58% 50-74% 47-69%</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

**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.

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Puerto Rico</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Has postsecondary enrollment increased? (1992 vs. 1996)</td>
<td>—</td>
<td>—</td>
<td>33-68% 40-72%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Puerto Rico</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Has student marijuana use decreased? (1991 vs. 1995)</td>
<td>—</td>
<td>—</td>
<td>4-18% 7-32%</td>
</tr>
<tr>
<td>25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1995)</td>
<td>—</td>
<td>—</td>
<td>17-43% 13-43%</td>
</tr>
<tr>
<td>27. Has the percentage of students threatened or injured with a weapon on school property decreased? (1995)</td>
<td>—</td>
<td>—</td>
<td>4-11% —</td>
</tr>
<tr>
<td>28. Has the percentage of students involved in physical fights on school property decreased? (1995)</td>
<td>—</td>
<td>—</td>
<td>12-19% —</td>
</tr>
<tr>
<td>29. Has the percentage of students carrying weapons on school property decreased? (1995)</td>
<td>—</td>
<td>—</td>
<td>7-14% —</td>
</tr>
<tr>
<td>30. Has the percentage of students who do not feel safe at school decreased? (1995)</td>
<td>—</td>
<td>—</td>
<td>3-16% —</td>
</tr>
<tr>
<td>31. Has teacher victimization decreased? (1994)</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>—</td>
<td>—</td>
<td>23-60% 33-65%</td>
</tr>
</tbody>
</table>

### GOAL 8  
**Parental Participation**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Puerto Rico</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. Has the percentage of schools with minimal parental involvement decreased, according to</td>
<td>—</td>
<td>—</td>
<td>9-44% 13-58%</td>
</tr>
<tr>
<td></td>
<td>public school teachers? (1991 vs. 1994)</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td></td>
<td>public school principals? (1991 vs. 1994)</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)</td>
<td>—</td>
<td>—</td>
<td>8-37% 12-50%</td>
</tr>
</tbody>
</table>

**KEY**
- `@`: Interpret with caution. Change was not statistically significant.
- `#`: Significantly better
- `^`: Significantly worse

---

**Alcohol- and Drug-free Schools**

Percentage of public high school students who reported the following (indicators 24, 25, & 26)

- **Used marijuana**
- **Got a car or more than $200 in drugs**
- **More efficient, safe, or open drug policy on school property**

<table>
<thead>
<tr>
<th>Year</th>
<th>1991</th>
<th>1995</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used marijuana</td>
<td>4%</td>
<td>7%</td>
</tr>
<tr>
<td>Got a car or more than $200 in drugs</td>
<td>30%</td>
<td>38%</td>
</tr>
<tr>
<td>More efficient, safe, or open drug policy on school property</td>
<td>27%</td>
<td>35%</td>
</tr>
</tbody>
</table>

1. During the past 30 days.
2. During the past 12 months.
3. Interpret with caution. Change was not statistically significant.
## VIRGIN ISLANDS

<table>
<thead>
<tr>
<th>GOAL 1</th>
<th>Ready to Learn</th>
<th>Virgin Islands</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
<tr>
<td>1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1997)?</td>
<td>— —</td>
<td>37% 33%</td>
<td>↑</td>
<td>25-48% 24-45%</td>
</tr>
<tr>
<td>2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)</td>
<td>— —</td>
<td>75% 79%</td>
<td>↑</td>
<td>61-88% 71-87%</td>
</tr>
<tr>
<td>3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)</td>
<td>9% 8%</td>
<td>7% 8%</td>
<td></td>
<td>5-15% 3-13%</td>
</tr>
<tr>
<td>4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)</td>
<td>47% 57%</td>
<td>76% 83%</td>
<td>↑</td>
<td>47-87% 57-90%</td>
</tr>
<tr>
<td>5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1998)</td>
<td>30 —</td>
<td>14-96 —</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 2</th>
<th>School Completion</th>
<th>Virgin Islands</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
<tr>
<td>6. Has the high school completion rate increased? (1990 vs. 1997)</td>
<td>— —</td>
<td>86% 85%</td>
<td>↔</td>
<td>77-96% 75-95%</td>
</tr>
<tr>
<td>7. Has the high school dropout rate decreased? (1992 vs. 1997)?</td>
<td>— —</td>
<td>3-12% 3-12%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 3</th>
<th>Student Achievement and Citizenship</th>
<th>Virgin Islands</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>baseline</td>
<td>update</td>
<td>progress?</td>
</tr>
<tr>
<td>8. Reading: Has the percentage of students scoring at or above Proficient increased</td>
<td>3% 8%</td>
<td>29% 31%</td>
<td>↔</td>
<td>3-38% 8-46%</td>
</tr>
<tr>
<td>• in Grade 4 (1992 vs. 1998)?</td>
<td>10% —</td>
<td>33% —</td>
<td></td>
<td>10-42% —</td>
</tr>
<tr>
<td>• in Grade 8 (1998)</td>
<td>9% —</td>
<td>27% —</td>
<td></td>
<td>9-44% —</td>
</tr>
<tr>
<td>9. Writing: Has the percentage of students scoring at or above Proficient increased</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• in Grade 8 (1998)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### KEY

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

- 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.

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See Appendix B for technical notes and sources.
### VIRGIN ISLANDS

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Virgin Islands</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Mathematics: Has the percentage of students scoring at or above Proficient increased</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• in Grade 4 (1992 vs. 1996)</td>
<td>1%</td>
<td>15%</td>
<td>1-27% 3-31%</td>
</tr>
<tr>
<td>• in Grade 8 (1990 vs. 1992)</td>
<td>1%</td>
<td>15%</td>
<td>1-27% 3-31%</td>
</tr>
<tr>
<td>11. Science: Has the percentage of students scoring at or above Proficient increased</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• in Grade 7 (1996)</td>
<td>29%</td>
<td>5-41%</td>
<td></td>
</tr>
<tr>
<td>12. Has the number of Advanced Placement examinations receiving a grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1999)</td>
<td>55</td>
<td>97</td>
<td>9-177 19-244</td>
</tr>
</tbody>
</table>

#### GOAL 4  Teacher Education and Professional Development

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Virgin Islands</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Has the percentage of public secondary school teachers who hold</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• a degree in their main teaching assignment increased? (1991 vs. 1994)</td>
<td>66%</td>
<td>51-85%</td>
<td></td>
</tr>
<tr>
<td>• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)</td>
<td>94%</td>
<td>91-100%</td>
<td></td>
</tr>
<tr>
<td>14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)</td>
<td>85%</td>
<td>76-98%</td>
<td></td>
</tr>
<tr>
<td>15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)</td>
<td>16%</td>
<td>4-81%</td>
<td></td>
</tr>
<tr>
<td>16. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)</td>
<td>22%</td>
<td>6-42%</td>
<td>7-48%</td>
</tr>
</tbody>
</table>

### Student Achievement and Citizenship

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Virgin Islands</th>
<th>U.S.</th>
<th>Range of State Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Achievement Percentage of public school students scoring at or above Proficient in reading and mathematics (Indicators 8 &amp; 10)</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 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.
VIRGIN ISLANDS

GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996) — — 20 out of 40 countries scored above the U.S. countries
   • Grade 8 science achievement? (1996) — — 9 out of 40 countries scored above the U.S. countries

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) — — 66% — 45-92% —
   • address algebra and functions increased? (1996) — — 57% — 45-82% —
   • address reasoning and analytical ability increased? (1996) — — 52% — 39-64% —

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

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996) 25% 27% † 39% 43% † 25-49% 16-54%
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996) 23% 24% † 39% 40% † 22-64% 24-57%
   • female students increased? (1991 vs. 1996) 23% 26% † 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) — — 52% — 46-77% —

22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996) — — 70% 71% † 58-96% 61-91%
   • voted increased? (1988 vs. 1996) — — 61% 58% † 50-74% 47-69%

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.

33-68% 40-73%

24. Has student marijuana use decreased? (1997)

15% 9%

12-35% 8-26%

25. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1997)

9% 6%

12-44% 11-45%


27% 15%

9-44% 11-45%

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

12% 10%

6-15% 5-13%

28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)

15% 11%

9-44% 11-45%

29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)

12% 8%

8-18% 5-17%

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

9% 6%

3-23% 3-13%

31. Has teacher victimization decreased? (1994)

15% 10%

13-39% 11-34%

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

37% 46%

23-60% 33-65%

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

— —

9-44% 13-50%

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

— —

4-22% 3-27%

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

— —

9-44% 13-50%

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

— —

4-22% 3-27%

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

— —

8-37% 12-50%

KEY

Significantly better

Significantly worse

Interpret with caution. Change was not statistically significant.
General Information

Statistical Significance

In this report, the term “significance” refers to statistical significance and indicates that change over time is not likely to have occurred by chance. The majority of indicators in this report are based on samples and not entire populations. For example, mathematics achievement results were obtained by sampling a portion of the nation’s 4th, 8th, and 12th graders. This enables the nation and the states to use smaller, cost-efficient samples to predict how the entire student population would have performed on an assessment without testing all of them. This is similar to a public opinion poll that predicts, with a certain degree of confidence, how all individuals would have responded to a set of questions had they all been polled.

It is important to note that any estimate based on a sample contains a small amount of imprecision, or sampling error. The estimate would be slightly higher or slightly lower if a different sample were chosen. Public opinion polls account for this error when they caution that their results are “accurate within plus or minus three percentage points.”

If we want to determine whether the nation and the states have made progress over time, we must apply a statistical test to tell us whether there are likely to be differences in actual performance over time in the entire population. The statistical test takes into account not only the difference between the measures, but also the precision of the estimate for each measure. If the test indicates that there are likely to be differences in performance between groups in the entire population, we say that the difference is statistically significant. This means that the differences are not likely to have occurred by chance, and we can be confident that performance has changed over time.

All differences in this report that are termed “statistically significant” are measured at the 0.05 level. For formulas and more detailed technical information, see the following sections on “accuracy of data,” “sampling errors,” and “non-sampling errors.”

Accuracy of Data

The accuracy of any statistic is determined by the joint effects of “sampling” and “nonsampling” errors. Estimates based on a sample will differ somewhat from the figures that would have been obtained if a complete census had been taken using the same survey instruments, instructions, and procedures. In addition to such sampling errors, all surveys, both universe and sample, are subject to design, reporting, and processing errors and errors due to nonresponse. To the extent possible, these nonsampling errors are kept to a minimum by methods built into the survey procedures. In general, however, the effects of nonsampling errors are more difficult to gauge than those produced by sampling variability.

Sampling Errors

The samples used in surveys are selected from a large number of possible samples of the same size that could have been selected using the same sample design. Estimates derived from the different samples would differ from each other. The difference between a sample estimate and the average of all possible samples is called the sampling deviation. The standard or sampling error of a survey estimate is a measure of the variation among the estimates from all possible samples and, thus, is a measure of the precision with which an estimate from a particular sample approximates the average result of all possible samples.

The sample estimate and an estimate of its standard error permit us to construct interval estimates with prescribed confidence that the interval
includes the average result of all possible samples. If all possible samples were selected under essentially the same conditions and an estimate and its estimated standard error were calculated from each sample, then: 1) approximately 2/3 of the intervals from one standard error below the estimate to one standard error above the estimate would include the average value of the possible samples and 2) approximately 19/20 of the intervals from two standard errors above the estimate to two standard errors below the estimate would include the average value of all possible samples. We call an interval from two standard errors below the estimate to two standard errors above the estimate a 95 percent confidence interval.

Analysis of standard errors can help assess how valid a comparison between two estimates might be. The standard error of a difference between two independent sample estimates is equal to the square root of the sum of the squared standard errors of the estimates. The standard error (se) of the difference between independent sample estimates “a” and “b” is:

$$se_{a-b} = \sqrt{se^2_a + se^2_b}$$

To compare changes in between-group differences (groups “a” and “b”) over time (years “1” and “2”), we approximate the standard error of the difference as:

$$se = \sqrt{se^2_{a1} + se^2_{b1} + se^2_{a2} + se^2_{b2}}$$

This method overestimates the standard error because it does not account for covariance (the covariance figures were not available). Because of this overestimation, the approach is conservative; that is, one is less likely to obtain significant results.

**Nonsampling Errors**

Universe and sample surveys are subject to nonsampling errors. Nonsampling errors may arise when respondents or interviewers interpret questions differently; when respondents must estimate values; when coders, keyers, and other processors handle answers differently; when persons who should be included in the universe are not; or when persons fail to respond (completely or partially). Nonsampling errors usually, but not always, result in an understatement of total survey error and, thus, an overstatement of the precision of survey estimates. Since estimating the magnitude of nonsampling errors often would require special experiments or access to independent data, these magnitudes are seldom available.

**Goal 1: Ready to Learn**

1. **Children’s Health Index**

    The percentages of infants at risk are based on the number of births used to calculate the health index, not the actual number of births. The percentage of complete and usable birth records used to calculate the 1997 health index varied from a high of 99.9% to a low of 75.3%. Four states (California, Indiana, New York, and South Dakota) did not collect information on all four risks in 1997; five states (California, Indiana, New York, Oklahoma, and South Dakota) did not collect information on all four risks in 1990. These states and the outlying areas are not included in the U.S. total.

    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.
The National Center for Health Statistics notes that alcohol use during pregnancy is likely to be underreported on the birth certificate.

Source: Nicholas Zill and Christine Winquist Nord of Westat developed the concept of the Children’s Health Index. Stephanie Ventura and Sally Curtin of the National Center for Health Statistics provided the special tabulations of the 1990 and 1997 birth certificate data needed to produce the index, July 1999.

2. Immunizations

The Goals Panel reports data from 1994 as the baseline year for immunizations. This was the first year for which data were collected using the National Immunization Survey (NIS). In prior years, the Centers for Disease Control and Prevention collected data on immunizations using the National Health Interview Survey (NHIS). The Goals Panel does not compare data from NIS and NHIS, due to methodological differences between the two instruments.

“Two-year-olds” are defined as children 19 to 35 months of age. “Fully immunized” is defined as four doses of diphtheria-tetanus-pertussis vaccine, three doses of polio vaccine, and one dose of measles or measles-mumps-rubella vaccine.


3. Family-Child Reading and Storytelling

The population estimates for the National Household Education Survey (NHES) cover 3- to 5-year-old children who are not yet enrolled in kindergarten. Age from the NHES:93 was established as of January 1, 1995; age from the NHES:99 was established as of December 31, 1998.

In the NHES:93, information on daily reading was collected using two approaches with split-half samples. The two approaches did not result in significantly different estimates for daily reading to 3- to 5-year-old preschoolers. A combined measure using both items for NHES:93 is included in this report.

“Parents” includes parents or other family members. Figures combine responses of “read to every day” and “told a story three or more times a week.”


4. Preschool Participation

The population estimates for the NHES cover 3- to 5-year-old children who are not yet enrolled in kindergarten. Age from the NHES:91 was established as of January 1, 1991; age from the NHES:99 was established as of December 31, 1998. Preschool participation includes children enrolled in any center-based program, including nursery schools, prekindergarten programs, preschools, day care centers, and Head Start.

“High income” is defined as a family income of $50,000 or more. “Low income” is defined as a family income of $10,000 or less.


Goal 2: School Completion
5. High School Completion
The high school completion rates for 18- to 24-year-olds are computed as a percentage of the non-high school enrolled population at these ages who hold a high school credential (either a high school diploma or an alternative credential, such as a General Educational Development (GED) certificate, Individualized Education Program (IEP) credential, or certificate of attendance).


Goal 3: Student Achievement and Citizenship
General
National Assessment of Educational Progress (NAEP)
NAEP is a survey of the educational achievement of American students and changes in that achievement across time. Since 1969, NAEP has assessed the achievement of national samples of 9-, 13-, and 17-year-old students in public and private schools. In 1983, it expanded the samples so that grade-level results could be reported.

The assessments, conducted annually until the 1979-1980 school year and biennially since then, have included periodic measures of student performance in reading, mathematics, science, writing, U.S. history, civics, geography, and other subject areas. NAEP also collects demographic, curricular, and instructional background information from students, teachers, and school administrators.

National Assessment Governing Board (NAGB) Achievement Levels
The NAEP data shown under Goal 3 should be interpreted with caution. The Goals Panel’s performance standard classifies student performance according to achievement levels devised by the National Assessment Governing Board. These achievement level data have been previously reported by the National Center for Education Statistics (NCES). Students with NAEP scores falling below the Goals Panel’s performance standard have been classified as “Basic” or below; those above have been classified as “Proficient” or “Advanced.”

The NAGB achievement levels represent a useful way of categorizing overall performance on the NAEP. They are also consistent with the Panel’s efforts to report such performance against a high-criterion standard. However, both NAGB and NCES regard the achievement levels as developmental; the reader of this report is advised to interpret the achievement levels with caution.

NAGB has established standards for reporting the results of the National Assessment of Educational Progress. This effort has resulted in three achievement levels: Basic, Proficient, and Advanced. The NAGB achievement levels are reasoned judgments of what students should know and be able to do. They are attempts to characterize overall student performance in particular subject matters. Readers should exercise caution, however, in making particular inferences about what students at each level actually know and can do. A NAEP assessment is a complex picture of student achievement, and applying external standards for performance is a difficult task. Evaluation studies have raised questions about the degree to which the standards in the NAGB
achievement levels are actually reflected in an assessment and, hence, the degree to which inferences about actual performance can be made from these achievement levels. The Goals Panel acknowledges these limitations but believes that, used with caution, these levels convey important information about how American students are faring in reaching Goal 3.

**Basic:** This level, below Proficient, denotes partial mastery of knowledge and skills that are fundamental for proficient work at each grade — 4, 8, and 12. For 12th grade, this is higher-than-minimum competency skills (which are normally taught in elementary and junior high school) and covers significant elements of standard high-school-level work.

**Proficient:** This central level represents solid academic performance for each grade tested — 4, 8, and 12. It reflects a consensus that students reaching this level have demonstrated competency over challenging subject matter and are well prepared for the next level of schooling. At Grade 12, the Proficient level encompasses a body of subject-matter knowledge and analytical skills, and of cultural literacy and insight, that all high school graduates should have for democratic citizenship, responsible adulthood, and productive work.

**Advanced:** This higher level signifies superior performance beyond Proficient grade-level mastery at grades 4, 8, and 12. For 12th grade, the Advanced level shows readiness for rigorous college courses, advanced training, or employment requiring advanced academic achievement.

Seven academic subjects are presented at the national level. Thus far, student achievement levels at the national level have been established by NAGB in reading, writing, mathematics, science, civics, U.S. history, and geography.

6. **Reading Achievement**

The National Education Goals Panel has set its performance standard at the two highest levels of achievement — Proficient or Advanced — on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board.


7. **Writing Achievement**

During 1999, student achievement levels were established for writing by the National Assessment Governing Board. The percentages of U.S. 4th, 8th, and 12th graders who performed at the two highest levels of achievement — Proficient or Advanced — on the 1998 NAEP writing assessment are presented for the first time in this year’s Goals Report and Data Volume. This information replaces data that were previously reported from the 1992 NAEP Writing Portfolio Study before the student achievement levels were available.


8. **Mathematics Achievement**

See technical note under indicator 6 and general technical notes regarding NAEP and the NAGB achievement levels.

9. Science Achievement
See technical note under indicator 6 and general technical notes regarding NAEP and the NAGB achievement levels.


10. Civics Achievement
See technical note under indicator 6 and general technical notes regarding NAEP and the NAGB achievement levels.

Source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 civics assessment. [Table 1.2]

11. History Achievement
See technical note under indicator 6 and general technical notes regarding NAEP and the NAGB achievement levels.

According to NCES, the U.S. history results presented here for Grades 4, 8, and 12 illustrate one of the difficulties in setting achievement levels. NAGB is concerned about the discrepancy between actual student performance and the expectations for performance that are contained in the achievement levels. Simply stated, students are not performing as well on the NAEP U.S. history assessment, particularly at Grade 12, as NAGB and the many panelists and reviewers think that these students should perform. For example, most students take at least one high school course in U.S. history by the end of the 11th grade. Yet the achievement levels indicate that more than half (57%) of 12th graders are performing below the Basic level, with 1% scoring at the Advanced level. In contrast, data from The College Board show that about 2.4% of all graduating seniors score well enough on the Advanced Placement examination in U.S. history to be considered qualified for college credit.

Since NAEP is a cross-sectional survey of student achievement, it cannot readily identify cause-and-effect relationships to explain why students scored high or low. Although one hypothesis is that students’ performance was found to be too low because the achievement levels are set too high, NAGB does not believe that this is the case. At present, validity studies on these achievement levels, conducted by American College Testing (ACT), have pointed in opposite directions — one suggested that the levels were too high, the other that they were too low. NAGB intends to look carefully at this gap between expected and actual performance and encourages others to do so as well.

There are several other hypotheses that might account for this gap between actual student scores and the achievement levels. Motivation, particularly at Grade 12, is a perennial problem in an assessment like NAEP for which there are no stakes or rewards for students to do well. However, it is not clear why students should be less motivated in taking this history assessment than other NAEP assessments in which higher percentages of students reached the various “cutpoints.” There may be differences between what is taught in the broad array of U.S. history classes and the content of this NAEP assessment. A lack of consistency between the grade levels at which the subject is taught and the NAEP assessment of Grades 4, 8, and 12 could account for some of this discrepancy. The judges for the 12th grade levels may have had relatively higher expectations than judges for the other grades. Finally, the difference between more conventional testing practices in some classrooms and the NAEP assessment questions may be another factor.

NAEP includes a variety of questions, from multiple-choice items to open-ended tasks that require students to apply knowledge and demonstrate skills by writing their answers.
Many of these factors, or a combination of all of them, could explain the gap between standards for student performance contained in the NAGB achievement levels and the actual performance on the 1994 NAEP history assessment.


12. Geography Achievement
See technical note under indicator 6.


Goal 4: Teacher Education and Professional Development

13. Teacher Preparation
Only secondary school teachers whose main assignment was in mathematics, science, English, social studies, fine arts, foreign language, and special education were included in the analysis of whether a teacher had a degree in his/her main assignment. Information is not reported for bilingual education or English as a Second Language (ESL) degrees, since relatively few higher education institutions grant degrees in those fields.

The subject areas used for teacher’s main assignment were defined using the following assignment categories:

Mathematics: mathematics
Science: biology/life science, chemistry, geology/earth science/space science, physics, and general and all other science

English: English/language arts and reading
Social studies: social studies/social science
Fine arts: art, dance, drama/theater, and music
Foreign language: French, German, Latin, Russian, Spanish, and other foreign language
Special education: general special education, emotionally disturbed, mentally retarded, speech/language impaired, deaf and hard-of-hearing, orthopedically impaired, severely handicapped, specific learning disabilities, and other special education

The subject areas used for teacher’s degree were defined using the following training categories:

Mathematics: mathematics and mathematics education
Science: biology/life science, chemistry, geology/earth science/space science, physics, general and all other science, and science education

English: English, English education, and reading education
Social studies: social studies/social sciences education, economics, history, political science, psychology, public affairs and services, sociology, and other social sciences
Fine arts: art education, art (fine and applied), drama/theater, music, and music education
Foreign language: French, German, Latin, Russian, Spanish, other foreign language, and foreign language education
Special education: general special education, emotionally disturbed, mentally retarded, speech/language impaired, deaf and hard-of-hearing, orthopedically impaired, severely handicapped, specific learning disabilities, and other special education

"Undergraduate or graduate degree" includes academic or education majors, but does not include minors or second majors.
A secondary teacher is one who, when asked about grades taught, checked:

- "Ungraded" and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment other than prekindergarten, kindergarten, or general elementary; or
- 9th grade or higher, or 9th grade or higher and "ungraded;" or
- 7th and 8th grades only, and reported a primary assignment other than kindergarten, general elementary, or special education; or
- 7th and 8th grades only, and reported a primary assignment of special education and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and was not categorized above as either elementary or secondary.


14. Teacher Professional Development

Selected topics for professional development include uses of educational technology, methods of teaching subject field, in-depth study in subject field, and student assessment.


Goal 5: Mathematics and Science

15. International Mathematics Achievement

For the Third International Mathematics and Science Study (TIMSS), the following countries did not meet international guidelines at Grade 4: Australia, Austria, Hungary, Israel, Kuwait, Latvia (LSS), Netherlands, Slovenia, and Thailand. In England, more than 10% of the population was excluded from testing at Grade 4. In England and Scotland, a participation rate of 75% of the schools and students combined for Grade 4 was achieved only after replacements for refusals were substituted.

The following countries did not meet international guidelines at Grade 8: Australia, Austria, Belgium (French), Bulgaria, Colombia, Denmark, Germany, Greece, Israel, Kuwait, Netherlands, Romania, Scotland, Slovenia, South Africa, and Thailand.

In four countries, more than 10% of the population was excluded from testing at Grade 8: England, Germany, Israel, and Lithuania. In Belgium (Flemish), England, Germany, Latvia (LSS), Switzerland, and the United States, a participation rate of 75% of the schools and students combined for Grade 8 was achieved only after replacements for refusals were substituted.


16. International Science Achievement

See technical note under indicator 15.

Sources: Ibid.

17. Mathematics and Science Degrees

Data include only U.S. citizens and resident aliens on permanent visas. Degrees awarded by institutions in the outlying areas are included in the U.S. percentages.

Mathematical sciences is the only field of study included in the mathematics category for this report.

Fields of study in the science category for this report include: engineering; physical sciences; geosciences; computer science; life sciences (includes medical and agricultural sciences); social sciences; and science and engineering technologies (includes health technologies).

Source: Integrated Postsecondary Education Data System (IPEDS 1991 and 1996), which is conducted by the National Center for Education Statistics. The data were analyzed by Westat, using the National Science Foundation’s WebCASPAR Database System, August 1999.

Goal 6: Adult Literacy and Lifelong Learning

18. Adult Literacy

The U.S. Department of Education and the Educational Testing Service (ETS) characterized the literacy of America’s adults in terms of three “literacy scales” representing distinct and important aspects of literacy: prose, document, and quantitative literacy. Each of the literacy scales has five levels, with Level 1 being least proficient and Level 5 being most proficient.

Prose literacy, selected as a national indicator for this report, is defined as the knowledge and skills needed to understand and use information from texts that include editorials, news stories, poems, and fiction — for example, finding a piece of information in a newspaper article, interpreting instructions from a warranty, inferring a theme from a poem, or contrasting views expressed in an editorial. The five levels are:

Level 1 – Most of the tasks in this level require the reader to read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. If plausible but incorrect information is present in the text, it tends not to be located near the correct information.

Level 2 – Some tasks in this level require readers to locate a single piece of information in the text; however, several distractors or plausible but incorrect pieces of information may be present, or low-level inferences may be required. Other tasks require the reader to integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive.

Level 3 – Tasks in this level tend to require readers to make literal or synonymous matches between the text and information given in the task, or to make matches that require low-level inferences. Other tasks ask readers to integrate information from dense or lengthy text that contains no organizational aids such as headings. Readers may also be asked to generate a response based on information that can be easily identified in the text. Distracting information is present, but is not located near the correct information.
Level 4 – These tasks require readers to perform multiple-feature matches and to integrate or synthesize information from complex or lengthy passages. More complex inferences are needed to perform successfully. Conditional information is frequently present in tasks at this level and must be taken into consideration by the reader.

Level 5 – Some tasks in this level require the reader to search for information in dense text which contains a number of plausible distractors. Others ask readers to make high-level inferences or use specialized background knowledge. Some tasks ask readers to contrast complex information.


19. Participation in Adult Education

Adults 17 years old and older who participated in one or more adult education activities on a full-time, but not on a part-time, basis in the previous 12 months are excluded from both the numerator and denominator in the calculations of adult education participation.


20. Participation in Higher Education

Disparities in college entrance rates between White and minority high school graduates are based on three-year averages (1989-1991 for 1990; 1996-1998 for 1997). College completion rates are based on adults aged 25 to 29. “College” includes junior colleges, community colleges, and universities. “College degree” includes Associate’s degrees, Bachelor’s degrees, and graduate/professional degrees.


Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

21. Overall Student Drug and Alcohol Use

Use of any illicit drug includes any use of marijuana, hallucinogens, cocaine, heroin, inhalants, or any use of stimulants or tranquilizers not under a doctor’s orders.


22. Sale of Drugs at School

Source: Ibid.
23. Student and Teacher Victimization

• Student Victimization

Threats and injuries to students include those made with or without a weapon.

Source: Ibid.

• Teacher Victimization


24. Disruptions in Class by Students

• Student Reports

Percentage represents responses from students who reported that during an average week, misbehavior by other students interfered with their own learning six times a week or more.


• Teacher Reports

Percentage represents responses from secondary school teachers who “agreed” or “strongly agreed” that student misbehavior interferes with their teaching.

See technical note for Goal 4, indicator 13 regarding the definition of a secondary teacher.


Goal 8: Parental Participation

25. Schools’ Reports of Parent Attendance at Parent-Teacher Conferences

Survey respondents were principals or their designees. “More than half” included responses of “more than half” and “most or all” combined. Data include only those public schools in which the school reported that it held regularly scheduled schoolwide parent-teacher conferences during the year.

An elementary school was any school where the highest grade identified on the survey questionnaire was 6 or lower. A middle school was any school where the highest grade identified was 7 or 8, and more than three grades were served) were not included in the analysis.

26. Schools’ Reports of Parent Involvement in School Policy Decisions

Survey respondents were principals or their designees. Data include responses of “moderate extent” and “great extent” combined. Policy areas include: allocation of funds; curriculum or overall instructional program; the design of special programs; library books and materials; discipline policies and procedures; health-related topics or policies; monitoring or evaluating teachers; or developing parent involvement activities.

An elementary school was any school where the highest grade identified on the survey questionnaire was 6 or lower. A middle school was any school where the highest grade identified was 7 or 8, and three or fewer grades were served. All other schools (for example, where the highest grade identified was 7 or 8, and more than three grades were served) were not included in the analysis.


27. Parents’ Reports of Their Involvement in School Activities

In the NHES:99, data for the three variables included in this report (attendance at a general school meeting, attendance at a school or class event, and acting as a volunteer at the school or serving on a school committee) were collected for a split-half of the sample. The other split-half of the sample included items that were worded slightly differently.


Readers interested in further information from data sources for the national indicators presented in the 1999 Data Volume for the National Education Goals Report can contact the sponsoring agencies, as follows:

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<tr>
<th>Data Source</th>
<th>Sponsoring Agency</th>
<th>Contact</th>
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<td>Children’s Health Index (Indicator 1)</td>
<td>National Center for Health Statistics (NCHS)</td>
<td>Sally Curtin (301) 436-8500</td>
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<tr>
<td>Integrated Postsecondary Education Data System (IPEDS) (Indicator 17)</td>
<td>NCES</td>
<td>Susan Broyles (202) 219-1359</td>
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<tr>
<td>International Education Survey (Indicators 15 and 16)</td>
<td>NCES</td>
<td>Eugene Owen (202) 219-1746</td>
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<td>Monitoring the Future (Indicators 21-24)</td>
<td>University of Michigan, Institute for Social Research</td>
<td>Lloyd Johnston (313) 763-5043</td>
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<td>National Adult Literacy Survey (NALS) (Indicator 18)</td>
<td>NCES</td>
<td>Andrew Kolstad (202) 219-1773</td>
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<td>National Assessment of Educational Progress (NAEP) (Indicators 6-12)</td>
<td>NCES</td>
<td>Peggy Carr (202) 219-1576</td>
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<tr>
<td>National Immunization Survey (Indicator 2)</td>
<td>Centers for Disease Control and Prevention</td>
<td>Victor Coronado (404) 638-8692</td>
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<td>National Household Education Survey (NHES) (Indicators 3, 4, and 27)</td>
<td>NCES</td>
<td>Kathryn Chandler (202) 219-1767</td>
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<tr>
<td>NHES Adult Education Component (Indicator 19)</td>
<td>NCES</td>
<td>Peter Stowe (202) 219-2099</td>
</tr>
<tr>
<td>NCES Items in the Current Population Survey (CPS) (Indicators 5 and 20)</td>
<td>NCES</td>
<td>Kathryn Chandler (202) 219-1767</td>
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<tr>
<td>Schools and Staffing Survey (SASS) (Indicators 13, 14, 23, and 24)</td>
<td>NCES</td>
<td>Daniel Kasprzyk (202) 219-1588</td>
</tr>
</tbody>
</table>
Technical Notes and Sources for the State Indicators

General Information
See general technical notes in Appendix A for information regarding statistical significance, accuracy of data, and sampling and nonsampling errors.

Baseline and Most Recent Update Years
State participation may vary by data collection year for reporting data from the Children’s Health Index (indicator 1), dropout data using the National Center for Education Statistics’ (NCES) uniform definition (indicator 7), state-level NAEP reading at Grade 4 (indicator 8), state-level NAEP mathematics at Grades 4 and 8 (indicator 10), and data from the Youth Risk Behavior Survey (YRBS) (indicators 24-30). The baseline year and the most recent update year for each state are reported in parentheses next to these indicators.

For these indicators, the range of state scores is calculated using the data for all states that participated in that year, whether or not that year represents all states’ baseline year or most recent update year. For example, 11 states have 1992 as their baseline year for indicator 7 and five states have 1993 as their baseline year. For these five states, the range of state scores for indicator 7 includes data for the 15 states that reported dropout rates in 1993.

State and U.S. Comparisons
For the state-level indicators on student achievement (8-11) and the mathematics instructional practices (18-19), the state data include public school students only, while the U.S. data include both public and nonpublic school students. For the indicators on teacher education and professional development (13-16), and teacher victimization and student disruptions (31-32), the state data include public school teachers only, while the U.S. data include both public and nonpublic school teachers.

Data for the U.S. that are reported on the state pages do not include the outlying areas. Ranges of state scores reported on the state pages do include the outlying areas.

Goal 1: Ready to Learn

1. Children’s Health Index

The percentages of infants at risk are based on the number of births used to calculate the health index, not the actual number of births. The percentage of complete and usable birth records used to calculate the 1997 health index varied from a high of 99.9% to a low of 75.3%. Four states (California, Indiana, New York, and South Dakota) did not collect information on all four risks in 1997; five states (California, Indiana, New York, Oklahoma, and South Dakota) did not collect information on all four risks in 1990. These states and the outlying areas are not included in the U.S. total.

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.

The National Center for Health Statistics notes that alcohol use during pregnancy is likely to be underreported on the birth certificate.

Source: Nicholas Zill and Christine Winquist Nord of Westat developed the concept of the Children’s Health Index. Stephanie Ventura and Sally Curtin of the National Center for Health Statistics provided the special tabulations of the 1990 and 1997 birth certificate data needed to produce the index, July 1999.
2. Immunizations

The Goals Panel reports data from 1994 as the baseline year for immunizations. This was the first year for which data were collected using the National Immunization Survey (NIS). In prior years, the Centers for Disease Control and Prevention collected data on immunizations using the National Health Interview Survey (NHIS). The Goals Panel does not compare data from NIS and NHIS, due to methodological differences between the two instruments.

“Two-year-olds” are defined as children 19 to 35 months of age. “Fully immunized” is defined as four doses of diphtheria-tetanus-pertussis vaccine, three doses of polio vaccine, and one dose of measles or measles-mumps-rubella vaccine.


3. Low Birthweight


4. Early Prenatal Care

Prenatal care refers to the first visit for health care services during pregnancy.

Source: Ibid.

5. Preschool Programs for Children with Disabilities

The Individuals with Disabilities Education Act (IDEA) supports the improvement of services for very young children with disabilities through several programs, including the Program for Infants and Toddlers with Disabilities (Part C), the Preschool Grants Program (Section 619 of Part B), and the Early Education Program for Children with Disabilities (Section 623 of Part C). The Congressional mandate required states to have a mandate in place by school year 1991-1992 that ensures a free appropriate public education (FAPE) for all eligible 3- to 5-year-old children with disabilities.

Data are based on state information submitted to the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) on the number of children with disabilities served under IDEA, Part B and Chapter 1 (ESEA State-Operated Programs [SOP]) programs. Data for the outlying areas are presented for the first time in this year’s Goals Report and Data Volume.


Goal 2: School Completion

6. High School Completion Rates

The high school completion rates for 18- to 24-year-olds are computed as a percentage of the non-high school enrolled population at these ages who hold a high school credential (either a high school diploma or an alternative credential, such as a General Educational Development (GED) certificate, Individualized Education Program (IEP) credential, or certificate of attendance).
Because of small sample sizes, the state-level completion data are calculated using three-year averages. For example, for the baseline year, state data for 1990 reflect an average of 1989, 1990, and 1991. The figure for the U.S. that is shown on the state pages is for 1990. For the most recent update year, state data for 1997 reflect an average of 1996, 1997, and 1998. The figure for the U.S. that is shown on the state pages is for 1998.


7. High School Dropout Rates

The Common Core of Data (CCD) defines a dropout as an individual who: (1) was enrolled in school at some time during the previous school year; (2) was not enrolled on October 1 of the current school year; (3) has not graduated from high school or completed a state- or district-approved educational program; and (4) does not meet any exclusionary conditions. The 1991-1992 school year was the first for which states reported school district-level data on the numbers and types of dropouts in the CCD Agency Universe Survey. For the 1991-1992 school year, 10 states and the District of Columbia reported data that were considered to meet the CCD standards to allow participation of their dropout data. For the 1996-1997 school year, 26 states reported data that met CCD standards.


Goal 3: Student Achievement and Citizenship

General

National Assessment of Educational Progress (NAEP)

NAEP is a survey of the educational achievement of American students and changes in that achievement across time. Since 1969, NAEP has assessed the achievement of national samples of 9-, 13-, and 17-year-old students in public and private schools. In 1983, it expanded the samples so that grade-level results could be reported.

The assessments, conducted annually until the 1979-1980 school year and biennially since then, have included periodic measures of student performance in reading, mathematics, science, writing, U.S. history, civics, geography, and other subject areas. NAEP also collects
demographic, curricular, and instructional background information from students, teachers, and school administrators.

In 1988, Congress added a new dimension to NAEP by authorizing, on a trial basis, voluntary participation of public schools in state-level assessments.

**National Assessment Governing Board (NAGB) Achievement Levels**

The NAEP data shown under Goal 3 should be interpreted with caution. The NAEP data for achievement levels devised by the National Assessment Governing Board have been previously reported by the National Center for Education Statistics (NCES). Students with NAEP scores falling below the Goals Panel’s performance standard have been classified as “Basic” or below; those above have been classified as “Proficient” or “Advanced.”

The NAGB achievement levels represent a useful way of categorizing overall performance on the NAEP. They are also consistent with the Panel’s efforts to report such performance against a high-criterion standard. However, both NAGB and NCES regard the achievement levels as developmental; the reader of this report is advised to interpret the achievement levels with caution.

NAGB has established standards for reporting the results of the National Assessment of Educational Progress. This effort has resulted in three achievement levels: Basic, Proficient, and Advanced. The NAGB achievement levels are reasoned judgments of what students should know and be able to do. They are attempts to characterize overall student performance in particular subject matters. Readers should exercise caution, however, in making particular inferences about what students at each level actually know and can do. A NAEP assessment is a complex picture of student achievement, and applying external standards for performance is a difficult task. Evaluation studies have raised questions about the degree to which the standards in the NAGB achievement levels are actually reflected in an assessment and, hence, the degree to which inferences about actual performance can be made from these achievement levels. The Goals Panel acknowledges these limitations but believes that, used with caution, these levels convey important information about how American students are faring in reaching Goal 3.

**Basic:** This level, below Proficient, denotes partial mastery of knowledge and skills that are fundamental for proficient work at each grade — 4, 8, and 12. For 12th grade, this is higher-than-minimum competency skills (which are normally taught in elementary and junior high school) and covers significant elements of standard high-school-level work.

**Proficient:** This central level represents solid academic performance for each grade tested — 4, 8, and 12. It reflects a consensus that students reaching this level have demonstrated competency over challenging subject matter and are well prepared for the next level of schooling. At Grade 12, the Proficient level encompasses a body of subject-matter knowledge and analytical skills, and of cultural literacy and insight, that all high school graduates should have for democratic citizenship, responsible adulthood, and productive work.

**Advanced:** This higher level signifies superior performance beyond proficient grade-level mastery at Grades 4, 8, and 12. For 12th grade, the Advanced level shows readiness for rigorous college courses, advanced training, or employment requiring advanced academic achievement.

Four academic subjects are presented at the state level. Thus far, state-level assessments have been conducted in reading, writing, mathematics, and science, and student achievement levels have been established by NAGB in each subject area.
8. Reading Achievement

See general technical notes regarding NAEP and the NAGB achievement levels.

The National Education Goals Panel has set its performance standard at the two highest levels of achievement — Proficient or Advanced — on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board.

In 1992, 44 jurisdictions (states, the District of Columbia, and outlying areas) participated in the 4th grade state-level NAEP reading assessment.

In 1994, 43 jurisdictions participated in the voluntary assessment of 4th graders. However, two states, Idaho and Michigan, did not meet the minimum school participation guidelines for public schools; therefore, their results were not released. It should also be noted that Montana, Nebraska, New Hampshire, Pennsylvania, Rhode Island, Tennessee, and Wisconsin did not satisfy one of the guidelines for school sample participation rates in 1994.

In 1998, 42 jurisdictions participated in the state-level reading assessment of 4th graders, and 39 jurisdictions participated in the first state-level reading assessment of 8th graders. One state, Illinois, failed to meet the minimum school participation guidelines for public schools at both Grade 4 and Grade 8; therefore, no results for Illinois were released. Nine states did not satisfy one of the guidelines for school sample participation rates at Grade 4: California, Iowa, Kansas, Massachusetts, Minnesota, Montana, New Hampshire, New York, and Wisconsin. Seven states did not satisfy one of the guidelines for school sample participation rates at Grade 8: California, Kansas, Maryland, Minnesota, Montana, New York, and Wisconsin.

Students with disabilities and students with limited English proficiency are included in the samples of students who take NAEP assessments unless they meet well-defined criteria for exclusion. In some states, the exclusion rates for these groups of students changed between the 1994 and 1998 NAEP reading assessments. The National Center for Education Statistics is examining possible relationships between changes in state-level performance at Grade 4 between 1994 and 1998, and changes in exclusion rates for these groups of students. For further information, please contact Peggy Carr of the National Center for Education Statistics, at (202) 219-1576, peggy_carr@ed.gov.


9. Writing Achievement

During 1999, student achievement levels were established for writing by the National Assessment Governing Board. The percentages of 8th graders who performed at the two highest levels of achievement — Proficient or Advanced — on the state-level NAEP writing assessment in 1998 are presented in this year's Goals Report and Data Volume. This was the first time that NAEP assessed writing at the state level.

In 1998, 37 jurisdictions (states, the District of Columbia, and outlying areas) participated in the 8th grade state-level NAEP writing assessment.

10. Mathematics Achievement

See general technical notes regarding NAEP and the NAGB achievement levels.

The National Education Goals Panel has set its performance standard at the two highest levels of achievement — Proficient or Advanced — on the National Assessment of Educational Progress. These levels were established by the National Assessment Governing Board.

Forty jurisdictions (states, the District of Columbia, and outlying areas) participated in the 1990 trial mathematics assessment of 8th graders, and 44 jurisdictions participated in the 1992 state mathematics assessments of 4th and 8th graders.

In 1996, 45 jurisdictions participated in the voluntary assessment of 4th and 8th graders. However, three states (Nevada, New Hampshire, and New Jersey) failed to meet the minimum school participation guidelines for public schools; therefore, their results were not released. The following states did not satisfy one of the guidelines for school sample participation rates at Grade 4: Alaska, Arkansas, Iowa, Michigan, Montana, Nevada, New Jersey, New York, Pennsylvania, South Carolina, and Vermont. The following states did not satisfy one of the guidelines for school sample participation rates at Grade 8: Alaska, Arkansas, Iowa, Maryland, Michigan, Montana, New York, South Carolina, Vermont, and Wisconsin.


11. Science Achievement

See general technical notes regarding NAEP and the NAGB achievement levels.

The National Education Goals Panel has set its performance standard at the two highest levels of achievement — Proficient or Advanced — on the National Assessment of Educational Progress. These levels were established by the National Assessment Governing Board.

In 1996, 45 states participated in the voluntary program. However, three states (Nevada, New Hampshire, and New Jersey) failed to meet the minimum school participation guidelines for public schools; therefore, their results were not released. The following states did not satisfy one of the guidelines for school sample participation rates: Alaska, Arkansas, Iowa, Maryland, Michigan, Montana, New York, South Carolina, Vermont, and Wisconsin.


12. Advanced Placement Performance

The Advanced Placement program, sponsored by the College Board, provides a way for high schools to offer college-level coursework to students. At present, one or more course descriptions, examinations, and sets of curricular materials are available in art, biology, chemistry, computer science, economics, English, French, German, government and politics, history, Latin, mathematics, music, physics, and Spanish. Advanced Placement examinations, which are given in May, are graded on a five-point scale: 5 — extremely well qualified; 4 — well qualified; 3 — qualified; 2 — possibly qualified; and 1 — no recommendation.
Grades of 3 and above generally are accepted for college credit and advanced placement at participating colleges and universities.

The subject areas used for this report include the following Advanced Placement examinations:

- **English**: English Language & Composition and English Literature & Composition
- **Science**: Biology, Chemistry, Physics B, Physics C — Mechanics, and Physics C — Electricity and Magnetism
- **Mathematics**: Calculus AB and Calculus BC
- **History**: U.S. History and European History
- **Foreign Language**: French Language, French Literature, Spanish Language, Spanish Literature, and German
- **Fine Arts**: Art History, Studio Art (Drawing and General), and Music Theory
- **Economics**: Macro-economics and Micro-economics
- **Government**: U.S. Government and Politics and Comparative Government and Politics

The number of Advanced Placement examinations graded 3 or above per 1,000 11th and 12th graders is presented in this report. The number of 11th and 12th graders includes public and private students. The enrollment figures were arrived at by multiplying the public enrollment by a private-enrollment adjustment factor.


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**Goal 4: Teacher Education and Professional Development**

**13. Teacher Preparation**

Only secondary school teachers whose main assignment was in mathematics, science, English, social studies, fine arts, foreign language, and special education were included in the analysis of whether a teacher had a degree in his/her main assignment. Information is not reported for bilingual education or English as a Second Language (ESL) degrees, since relatively few higher education institutions grant degrees in those fields. "Undergraduate or graduate degrees" includes academic or education majors, but does not include minors or second majors.

The subject areas used for teacher’s main assignment were defined using the following assignment categories:

- **Mathematics**: mathematics
- **Science**: biology/life science, chemistry, geology/earth science/space science, physics, and general and all other science
- **English**: English/language arts and reading
- **Social studies**: social studies/social science
- **Fine arts**: art, dance, drama/theater, and music
- **Foreign language**: French, German, Latin, Russian, Spanish, and other foreign language
- **Special education**: general special education, emotionally disturbed, mentally retarded, speech/language impaired, deaf and hard-of-hearing, orthopedically impaired, severely handicapped, specific learning disabilities, and other special education

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The subject areas used for teacher’s degree were defined using the following training categories:

**Mathematics:** mathematics and mathematics education

**Science:** biology/life science, chemistry, geology/earth science/space science, physics, general and all other science, and science education

**English:** English, English education, and reading education

**Social studies:** social studies/social sciences education, economics, history, political science, psychology, public affairs and services, sociology, and other social sciences

**Fine arts:** art education, art (fine and applied), drama/theater, music, and music education

**Foreign language:** French, German, Latin, Russian, Spanish, other foreign language, and foreign language education

**Special education:** general special education, emotionally disturbed, mentally retarded, speech/language impaired, deaf and hard-of-hearing, orthopedically impaired, severely handicapped, specific learning disabilities, and other special education

A secondary teacher is one who, when asked about grades taught, checked:

- “Ungraded” and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment other than prekindergarten, kindergarten, or general elementary; or
- 9th grade or higher, or 9th grade or higher and “ungraded;” or
- 7th and 8th grades only, and reported a primary assignment other than kindergarten, general elementary, or special education; or
- 7th and 8th grades only, and reported a primary assignment of special education and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and was not categorized above as either elementary or secondary.


**14. Teacher Professional Development**

Selected topics for professional development include uses of educational technology, methods of teaching subject field, in-depth study in subject field, and student assessment.


**15. Preparation to Teach Limited English Proficient Students**

**Source:** Ibid.

**16. Teacher Support**

Goal 5: Mathematics and Science

17. International Mathematics and Science Achievement

International comparisons of student achievement in 8th grade mathematics and science are presented, using data from a 1998 research study. This study statistically links state results from the 1996 NAEP with country results from the 1995 Third International Mathematics and Science Study (TIMSS). TIMSS is the most comprehensive international study of mathematics and science achievement conducted to date. TIMSS tested half a million students in 41 countries in 30 different languages. Participating countries included the United States and some of the United States’ chief economic competitors and trading partners, such as Japan, Germany, Canada, England, France, Korea, Singapore, Hong Kong, and the Russian Federation.

Linking the two assessments allows us to predict how each state would have performed on TIMSS, relative to the 41 countries that actually participated in the international assessment, on the basis of each state’s NAEP performance. The authors of the linking study caution that the technique used to link the two tests can provide only limited information, since NAEP and TIMSS cover different content and were taken by different groups of students at different times. Nevertheless, the technique can provide broad comparisons that tell states which countries’ students would be expected to score significantly higher than, similar to, or significantly lower than their own students in mathematics and science on this international assessment.

In 1995, representative samples of 8th graders in Illinois and Minnesota took the same mathematics and science assessments as the students in the 41 participating TIMSS nations. Results shown for Illinois and Minnesota, therefore, are based on actual scores, not estimated scores. Missouri and Oregon also took the same TIMSS assessments in 1997. Their results are also based on actual scores, not estimated scores.


18. Mathematics Instructional Practices

Source: NAEP 1996 Mathematics Cross-State Data Compendium for the Grade 4 and Grade 8 Assessment. Findings from the State Assessment in Mathematics of the National Assessment of Educational Progress, NCES 97-495; and unpublished tabulations from Educational Testing Service, August 1997.

19. Mathematics Resources

Source: Ibid.
20. Mathematics and Science Degrees

Data include only U.S. citizens and resident aliens on permanent visas. Degrees awarded by institutions in the outlying areas are included in the U.S. percentages.

Mathematical sciences is the only field of study included in the mathematics category for this report. Fields of study in the science category for this report include: engineering; physical sciences; geosciences; computer science; life sciences (includes medical and agricultural sciences); social sciences; and science and engineering technologies (includes health technologies).

No percentages are reported for mathematics and science degrees awarded to minority students in Guam due to insufficient population size.

Baseline data on mathematics and science degrees have been modified from previous Goals Reports for California and New Hampshire. Degree-granting institutions in these states that had been classified as "state unknown" in 1991 have since been reassigned to the appropriate states.

Source: Integrated Postsecondary Education Data System (IPEDS 1991 and 1996), which is conducted by the National Center for Education Statistics. The data were analyzed by Westat, using the National Science Foundation's WebCASPAR Database System, August 1999.

Goal 6: Adult Literacy and Lifelong Learning

21. Adult Literacy

The U.S. Department of Education and the Educational Testing Service (ETS) characterized the literacy of America’s adults in terms of three “literacy scales” representing distinct and important aspects of literacy: prose, document, and quantitative literacy. Each of the literacy scales has five levels, with Level 1 being least proficient and Level 5 being most proficient. The five levels are:

Level 1 – Most of the tasks in this level require the reader to read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. If plausible but incorrect information is present in the text, it tends not to be located near the correct information.

Level 2 – Some tasks in this level require readers to locate a single piece of information in the text; however, several distractors or plausible but incorrect pieces of information may be present, or low-level inferences may be required. Other tasks require the reader to integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive.

Level 3 – Tasks in this level tend to require readers to make literal or synonymous matches between the text and information given in the task, or to make matches that require low-level inferences. Other tasks ask readers to integrate information from dense or lengthy text that contains no organizational aids such as headings. Readers may also be asked to generate a response based on information that can be easily identified in the text. Distracting information is present, but is not located near the correct information.

Level 4 – These tasks require readers to perform multiple-feature matches and to integrate or synthesize information from complex or lengthy passages. More complex inferences are needed to perform successfully. Conditional information is frequently present in tasks at this level and must be taken into consideration by the reader.

Level 5 – Some tasks in this level require the reader to search for information in dense text which contains a number of plausible distractors. Others ask readers to make high-level inferences or use specialized background knowledge. Some tasks ask readers to contrast complex information.
Prose literacy, presented in this report, is defined as the knowledge and skills needed to understand and use information from texts that include editorials, news stories, poems, and fiction — for example, finding a piece of information in a newspaper article, interpreting instructions from a warranty, inferring a theme from a poem, or contrasting views expressed in an editorial.

Twelve states (California, Florida, Illinois, Indiana, Iowa, Louisiana, New Jersey, New York, Ohio, Pennsylvania, Texas, and Washington) participated in the 1992 State Adult Literacy Survey. The Oregon Progress Board conducted an independent study in 1990, which was validated by the Educational Testing Service. Adults aged 16 to 65 participated in the 1990 Oregon study; in other states that participated in 1992, the sample included adults aged 16 and older.

Sources: Educational Testing Service, unpublished tabulations from the 1992 State Adult Literacy Survey, August 1993. The Oregon Progress Board conducted an independent study in 1990, which was validated by the Educational Testing Service.

22. Voter Registration and Voting


23. Participation in Higher Education

The Residence and Migration portion of the Fall Enrollment Survey is administered every two years. Data on high school graduates are for the previous spring; however, public and private school data on high school graduates are for different years because the Common Core of Data (CCD) is collected annually and the Private School Universe Survey is administered every two years. The 1992-1993 CCD provides the number of public high school graduates in the 1991-1992 school year; the 1991-1992 Private School Universe Survey provides the number of private high school graduates in the 1990-1991 school year. Similarly, the 1994-1995 CCD provides the number of public high school graduates in the 1993-1994 school year; the 1993-1994 Private School Universe Survey provides the number of private high school graduates in the 1992-1993 school year.

Higher education participation rates for 1992 were computed by adding 1991-1992 high school graduates from public schools (reported in the Common Core of Data) and 1990-1991 high school graduates from nonpublic schools (reported in the Private School Universe Survey). Rates for 1998 were computed the same way, using 1997-1998 public school data and 1996-1997 nonpublic school data.

The Private School Universe Survey uses a combination of list frame and area frame samples to produce national estimates; the state estimates of private high school graduates are not considered representative. For 15 states, however, the area frame sample is large enough that standard errors can be calculated; for these states, change between 1992 (the baseline year) and 1996 (the most recent update) can be measured. For the remaining 36 states, the sample size is insufficient to permit a reliable estimate of change between 1992 and 1996.
The Private School Universe Survey does not collect data on private high school graduates in the outlying areas (American Samoa, Guam, the Northern Marianas, Puerto Rico, and the Virgin Islands). This report does not include data for the outlying areas.


Goal 7: Safe,Disciplined, and Alcohol- and Drug-free Schools

24. Student Marijuana Use

The information from the Youth Risk Behavior Survey (YRBS) includes only states with weighted data.


25. Student Alcohol Use

See technical note under indicator 24.

Sources: Ibid.

26. Availability of Drugs on School Property

See technical note under indicator 24.


27. Student Victimization

See technical note under indicator 24.

Sources: Ibid.

28. Physical Fights

See technical note under indicator 24.

Sources: Ibid.
29. Carrying a Weapon
See technical note under indicator 24.
Sources: Ibid.

30. Student Safety
See technical note under indicator 24.
Sources: Ibid.

31. Teacher Victimization

32. Disruptions in Class by Students
See technical note for Goal 4, indicator 13, regarding the definition of a secondary teacher.

Goal 8: Parental Participation

33. Parental Involvement in Schools


34. Influence of Parent Associations
Areas of school policy include establishing curricula, hiring new full-time teachers, and setting discipline policy.

In 1990-1991, data from principals reporting that the parent association in their school has substantial influence on hiring new teachers were not reported for the following states due to small sample size: Arkansas, Georgia, Idaho, Kansas, Maine, Massachusetts, Montana, Nevada, New Mexico, North Dakota, Pennsylvania, Rhode Island, Vermont, West Virginia, and Wyoming.

In 1993-1994, data from principals reporting that the parent association in their school has substantial influence on hiring new teachers were not reported for the following states due to small sample size: South Carolina and West Virginia.

In 1990-1991, data from principals reporting that the parent association in their school has substantial influence on setting discipline policy were not reported for the state of Maine due to small sample size.

Readers interested in further information from data sources for the state indicators presented in the 1999 Data Volume for the National Education Goals Report can contact the sponsoring agencies, as follows:

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<td>Advanced Placement (Indicator 12)</td>
<td>The College Board</td>
<td>Wade Curry (212) 713-8066</td>
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<td>Birth Certificate Data (Indicators 1, 3, and 4)</td>
<td>National Center for Health Statistics (NCHS)</td>
<td>Sally Curtin (301) 436-8500, Stephanie Ventura (301) 436-8854</td>
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<td>Common Core of Data (CCD) (Indicators 7 and 23)</td>
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<td>Victor Coronado (404) 639-8892</td>
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<td>NCES items in the Current Population Survey (CPS)</td>
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<td>Kathryn Chandler (202) 219-1767</td>
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<td>Private School Survey</td>
<td>NCES</td>
<td>Steve Broughman (202) 219-1744</td>
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<td>(Indicator 23)</td>
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<tr>
<td>Schools and Staffing Survey (SASS)</td>
<td>NCES</td>
<td>Daniel Kasprzyk (202) 219-1588</td>
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<tr>
<td>(Indicators 13-16, and 31-34)</td>
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<tr>
<td>Youth Risk Behavior Survey (YRBS)</td>
<td>CDC</td>
<td>Laura Kann (770) 488-3251</td>
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<tr>
<td>(Indicators 24-30)</td>
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Acknowledgements

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