DATA FOR THE NATIONAL EDUCATION GOALS REPORT

Volume Two: State Data
Foreword

On behalf of the National Education Goals Panel, I am pleased to present the 1995 National Education Goals Report, the fifth in a series of annual reports to measure progress toward the National Education Goals through the year 2000. The 1995 Goals Report consists of four documents, the Core Report, the National and State Data Volumes, and the Executive Summary. The Core Report focuses on approximately two dozen core indicators to convey to parents, educators, and policymakers how far we are from achievement of the Goals and what we must do in order to reach our destination. The National and State Data Volumes include additional comprehensive sets of measures to describe our progress at the national level and the amount of progress that individual states have made against their own baselines. The fourth document, the Executive Summary, condenses this information and presents it in a format suitable for all audiences.

This year marks the halfway point between 1990, the year that President Bush and the nation’s Governors established the National Education Goals, and our target date for achieving them, the year 2000. While the nation and states have made encouraging progress in mathematics achievement; participation in Advanced Placement examinations in core areas such as English, mathematics, science, and history; and early prenatal care, there is still work to be done in other areas.

What must we do to accelerate our progress? One essential step is for schools and families to form strong partnerships to improve education. This year’s Core Report and Executive Summary focus on the essential role that families play in helping to achieve the National Education Goals and suggest ways in which schools can involve them in partnerships to increase our chances of reaching our targets. They also highlight promising family involvement practices in several schools that have been recognized for their programs. The four schools profiled are Katy Elementary School in Katy, Texas; Sarah Scott Middle School in Terre Haute, Indiana; Booker T. Washington Elementary School in Champaign, Illinois; and Kettering Middle School in Upper Marlboro, Maryland. These schools were selected as the winners of the 1995 Strong Families, Strong Schools Most Promising Practices Competition sponsored by Scholastic, Inc., Apple Computer, the U.S. Secretary of Education, and the National Education Goals Panel. The students, families, and staff in these schools and communities are to be congratulated on their success.

Sincerely,

Evan Bayh, Chair (1994-1995)
National Education Goals Panel, and Governor of Indiana

Governors
David M. Beasley, Governor of South Carolina
John Engler, Governor of Michigan
Kirk Fuhrman, Governor of Mississippi
James R. Hunt, Governor of North Carolina
Roy ROME, Governor of Colorado
John G. Rowland, Governor of Connecticut
Christine Todd Whitman, Governor of New Jersey

Members of the Administration
Carol H. Rasco, Assistant to the President for Domestic Policy
Richard W. Riley, Secretary of Education

Members of Congress
Jeff Bingaman, U.S. Senator, New Mexico
Judd Gregg, U.S. Senator, New Hampshire
William F. Gwaltney, U.S. Representative, Pennsylvania
Dale E. Kildee, U.S. Representative, Michigan

State Legislators
Anne C. Barnes, State Representative, North Carolina
G. Spencer Coggs, State Representative, Wisconsin
Robert T. Conway, State Senator, Delaware
Douglas R. Jones, State Representative, Idaho
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Preface

Planning, design, and production of the four documents which comprise the 1995 National Education Goals Report were the responsibility of Leslie Lawrence and Cynthia Prince, with assistance from Jennifer Ballen and Hyong Yi. Babette Gutmann, Allison Henderson, and Ann Webber of Westat, Inc., assisted by Justin Boesel, supplied invaluable technical assistance and statistical support services. Kelli Hill and Jim Page of Impact Design, Inc., contributed expertise in graphic design, layout, and report production. Beth Glaspie and Scott Miller of Editorial Experts, Inc., provided essential editorial support. Additional graphics were designed by Ogilvy, Adams and Rinehart and by the National Geographic Society.

Special thanks go to members of the National Education Goals Panel’s Working Group for helpful critiques of earlier drafts of the Report, especially members of the Reporting Committee: Patricia Brown, Kim Burdick, William Christopher, Lori Gremel, Mary Rollefson, and Emily Wurtz.

The 1995 Goals Report would not have been possible without the hard work, thoughtful planning, and careful review provided by all of these individuals. Their dedication and assistance are gratefully acknowledged.

Ken Nelson
Executive Director
National Education Goals Panel
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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 such parents’ preschool 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 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.

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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.
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Introduction

The 1995 National Education Goals Report represents the mid-point of an unprecedented national, state, and community commitment to reform and renew education — the achievement of the National Education Goals. These Goals state that by the year 2000:

1) All children in America will start school ready to learn.

2) The high school graduation rate will increase to at least 90 percent.

3) 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.

4) 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.

5) United States students will be first in the world in mathematics and science achievement.

6) 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.

7) 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.

8) Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

The National Education Goals represent a framework for improvement — an understanding that a quality education can no longer be viewed as an “event” that happens within four walls, but begins before birth, continues throughout life, and involves all sectors of the community.

Progress Since the 1989 Summit

This fifth report represents a chance to reflect on progress made since the 1989 Education Summit and the adoption of the Goals in 1990. At the national level, we have made positive strides in many areas, including the following:

Goal 1 — Ready to Learn:

• From 1990 to 1992, the percentage of mothers receiving prenatal care in the first trimester increased from 76% to 78%. Increases occurred for each racial/ethnic group.

• The percentage of children born with one or more health risks decreased from 37% to 35% from 1990 to 1992.

Goal 3 — Student Achievement and Citizenship:

• The percentage of 4th and 8th graders who scored at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP) mathematics assessments increased from 1990 to 1992. For 4th graders, the percentage increased from 13% to 18%, while for 8th graders, the percentage increased from 20% to 25%.
more 12th graders reported skipping class in 1994.
• From 1991 to 1995, the gap widened
among students in Grades 8, 10, and 12.
• Rates of prenatal care in the first trimester improved
in 45 states and the District of Columbia.
• The proportion of young children with disabilities
served by preschool programs increased in 44 states.
• Overall use of drugs, particularly marijuana, increased
and in each racial/ethnic group from 1990 to 1993.

GOAL 6 — ADULT LITERACY AND LIFELONG LEARNING:
• More adults reported taking adult education courses
in 1995 than in 1991. However, in other cases, we have fallen further
behind:
• More adults reported taking adult education courses
• Voter registration and voting, indicators of responsi-
ing also declined.
• Participation rates in the Advanced Placement pro-
grams in this type, the Goals Panel will create an inventory
• Focus on assessment and measurement of student
achievement. The Goals Panel will create a resource
group to offer guidance to states and school districts
in examining the issues surrounding assessment and
measurement, as well as suggestions on implementa-
tion. In addition, the Goals Panel will make information
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the public, to broaden their understanding of these
often complicated issues.
• Provide feedback to states and communities on the
creation of academic standards and assessments.
States and communities that have accepted the diffi-
cult task of developing academic standards and assess-
ments will at some point confront the questions:
— Are these good enough?
— How do they compare to world-class benchmarks?
By offering to provide feedback through a voluntary
“peer-review” process, the Goals Panel will enhance
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• Compile an inventory of Academic Standards—Relat-
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— What are the admissions requirements of leading
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— Are these good enough?
— How do they compare to world-class benchmarks?
• Participation rates in the Advanced Placement program, though still relatively low, climbed from 1991 to 1995, particularly in core subject areas such as English, mathematics, science, and history.

• Voter registration and voting, indicators of responsible citizenship, increased from 1991 to 1992. Among young voters (18 to 20 years old), registration rates climbed from 48% to 53%, while voting rates climbed from 35% to 42%.

Goal 5 — Mathematics and Science:

• The number of undergraduate and graduate science degrees awarded increased for both men and women and in each racial/ethnic group from 1990 to 1993.

Goal 6 — Adult Literacy and Lifelong Learning:

• More adults reported taking adult education courses in 1995 than in 1991. However, in other cases, we have fallen further behind:

Goal 6 — Adult Literacy and Lifelong Learning:

• Although overall participation in adult education increased from 1991 to 1995, the gap widened between adults who have a high school diploma or less and those who have additional postsecondary education or technical training.

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

• Overall use of drugs, particularly marijuana, increased in Grades 8, 10, and 12. From 1991 to 1994, alcohol use also increased among 8th and 10th graders.

• From 1991 to 1994, disapproval of marijuana use declined among students in Grades 8, 10, and 12. From 1991 to 1994, alcohol use also increased among 8th and 10th graders.

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

• Between 1991 and 1993, only two states showed a decrease in overall use of alcohol.

• Focusing our attention on “where we are” and how far we need to go to reach the National Education Goals, however, is only part of the story. To help states and communities continue to move forward, the Goals Panel has created a variety of tools to support Goal achievement and education reform efforts.

Serving the States and Communities

Supporting State and Community Development of Academic Standards and Assessments

There has been commitment among the Goals Panel members from its inception that academic standards backed by valid assessments are an important part of reaching the National Education Goals. Implicit in Goal 3, Student Achievement and Citizenship, is the belief that its attainment is dependent on the development of rigorous academic standards. The Panel also believes that the most important venues for the development of academic standards and assessments are states and communities.

To assist states and communities in answering the question, “What will educational success look like?” the Panel will undertake the following during the coming year:

• Develop a description of “world-class” academic standards. One of the most pressing needs as states and school districts develop academic standards is to know what world-class academic standards truly look like. A resource group will be created to answer the following questions:

  — What do competitor nations expect of their students?

  — What do high-performance workplaces expect of entering employees?

  — What are the admissions requirements of leading colleges and universities?

By building on the work of organizations who have collected information of this type, the Goals Panel will expand the current base of knowledge on inter-national academic standards and make it available to state and local policymakers and parents.

• Focus on assessment and measurement of student achievement. The Goals Panel will create a resource group to offer guidance to states and school districts in examining the issues surrounding assessment and measurement, as well as suggestions on implementation. In addition, the Goals Panel will make information available to state and local policymakers and the public, to broaden their understanding of these often complicated issues.

• Provide feedback to states and communities on the creation of academic standards and assessments. States and communities that have accepted the difficult task of developing academic standards and assessments will at some point confront the questions:

  — Are these good enough?

  — How do they compare to world-class benchmarks?

By offering to provide feedback through a voluntary “peer-review” process, the Goals Panel will enhance the efforts of states and communities.

• Compile an inventory of Academic Standards-Related Activities. The Goals Panel has created an inventory of various organizations’ activities related to the development of academic standards. This inventory explores the work of 26 organizations in promoting and strengthening the movement toward the development of state academic standards and performance assessments, and helps to answer the following questions:

  — Who in the business community is involved with national standards?

  — Who is developing performance standards and assessments?

  — Who is giving states and local school districts technical assistance and feedback on their standards?

  — Who is developing comments on content standards?

  — Who is informing educators and the public?

  — Who in the business community is involved with national standards?
Providing Tools to Reach the Goals

The Community Action Toolkit

Created to help answer the question, “What can I do at the local level?” the Toolkit offers an array of materials and information to help communities build broad-based support and participation in the democratic process of setting and achieving local education goals—tools that can add power or accelerate local education improvement activities.

The Toolkit follows the “Goals Process.” Simply put, the Goals Process helps communities figure out where they need to go, where they are in relation to that destination, and what they have to do to get from one point to the other. Through the Goals Process, communities set ambitious but realistic targets for educational improvements, assess their current strengths and weaknesses, chart a course of aggressive action to reach their goals, and regularly report back to their constituents about goal achievement.

To do this, the Toolkit contains five guidebooks:

- **Guide to Goals and Standards** — provides an overview on the National Education Goals and efforts to create academic standards.
- **Community Organizing Guide** — details a step-by-step process to mobilize communities to achieve the Goals; includes suggestions such as how to create a leadership team and implement strategies.
- **Local Goals Reporting Handbook** — describes how to set up a local accountability process; offers suggestions on the kinds of questions to ask at the local level to get started.
- **Guide to Getting Our Year Message** — features information to increase the impact of grassroots communication techniques; includes sample materials such as news releases, speeches, articles, and public service announcements.
- **Resource Directory** — provides a quick reference guide to many organizations and reading materials that can support and enrich a community campaign to reach the National Education Goals or local goals.

Electronic Services

To reach a more extensive audience of researchers, community leaders, and practitioners, the Goals Panel has “teamed-up” with three partners who provide services through electronic means: the Coalition for Goals 2000, the U.S. Department of Education, and The Daily Report Card. Users of these services can gather information on how much progress is being made toward the Goals, promising programs being used throughout the states and communities to reach the Goals, and Goals Panel initiatives.

Earlier this year, the Goals Panel contracted with the Coalition for Goals 2000 to create a customized area on GOAL LINE, the Coalition’s education reform online network. GOAL LINE was created to increase the scale and pace of grassroots education reform by enabling persons interested in education to share information and effective programs with each other. The Panel’s public presence on GOAL LINE provides that service and includes such information as facts and information about the Goals Panel and its role, a publication list, an interactive area for GOAL Line subscribers to seek information directly from staff, and a news area to inform users of Goals Panel activities. Many publications are available directly online and are contained in the Goals Panel database, allowing users to search Goals Reports and other Panel documents easily.

In addition, the Goals Panel, in conjunction with the U.S. Department of Education Online Library, will be creating a World Wide Web Home Page. The 1994 and 1995 Goals Reports will be available in 1995, with the 1991, 1992, and 1993 Goals Reports and the Community Action Toolkit becoming available in 1996. The U.S. Department of Education’s Online Library also offers selected Goals Panel publications as well as a variety of documents on family involvement and education research and statistics.

This year the 1994 and 1995 Goals Reports also will be available on CD-ROM for users of both IBM and Macintosh computers. The CD-ROM will permit users to create customized Goals reports by enabling users to view, search (by state, Goal, or indicator), copy, and print any portion of the Goals Report, as well as allow the user to edit text.

Through The Daily Report Card, an online education newsletter, the Panel supports the distribution of information on how state and local education reforms are progressing nationwide to help communities find ways to reach the National Education Goals. Readers include governors, state legislators, university faculty, school superintendents, teachers, other school officials, and the general public.

The 1995 Goals Report

The documents which comprise the 1995 Goals Report are also tools to serve states and communities. The National and State Data Volumes provide in-depth information on the progress we have made at the national level and the amount of progress individual states have made against their own baselines. The Core Report examines a set of approximately two dozen core indicators and describes how far we are from our destination. In addition, the Core Report and the Executive Summary go one step further and share ideas on how we can move closer to Goal achievement. Specifically, they emphasize the basic, yet vital, role that families play in educating their children and in ultimately reaching all of the Goals. They provide examples of what states and communities are doing to strengthen the link between families and schools, highlight school-based programs, and provide contact information.

Beyond 1995

At the mid-point of this decade-long process, we have seen some success toward Goal achievement, but we also have seen some failure. In order to sustain our successes, and to turn around our failures, we need the involvement of everyone — families, students, educators, business leaders, policymakers, and other community members.

The tools listed above can assist in creating successes at the state and community levels by defining what we mean by “world-class” standards, helping to organize communities to achieve the Goals, and providing examples on how to support that critical connection between the school and the family.

For more information on these documents or online services, please refer to the Questionnaire at the end of this document.
To get to the Department's Online Library and the Goals Panel's publications, use the World Wide Web: http://www.ed.gov/ or Gopher:

- Local Goals Reporting Handbook
- Community Organizing Guide
- Guide to Goals and Standards
- Constituents about goal achievement.

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Indicators for the State Volume
GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard:
  - Grade 4 (1992, 1994) 28% 31% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard:
  - Grade 4 (1992) 19% — ns
  - Grade 8 (1990, 1992) 24% 26% ns

1. The Baseline year represents our starting point. Baselines were established as close as possible to 1990, the year that the National Education Goals were adopted.

2. The Most Recent Update year represents the most recent year in which data were collected.

3. The date or dates in parentheses indicate the year(s) in which data were collected for a particular measure. If there are two dates, the first indicates the baseline year and the second indicates the most recent year in which data were collected.

4. Superscript number refers to the data source; sources and any technical notes are found in Appendix A.

5. — means data not available.

6. ns means that a change from the baseline year to the most recent year was not statistically significant.
### ALABAMA

#### Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>GOAL 1: Ready to Learn</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Measure of the Objectives: Children’s Health and Nutrition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Number of infants (per 1,000 born at live birthweight (below 5.5 pounds) (1990, 1992)</td>
<td>94</td>
<td>85</td>
</tr>
<tr>
<td>• Number of mothers (per 1,000 receiving early first trimester prenatal care (1990, 1992)</td>
<td>735</td>
<td>771</td>
</tr>
<tr>
<td>• Percentage of infants born in the state with one or more health risks (1990, 1992)</td>
<td>39%</td>
<td>37%</td>
</tr>
<tr>
<td>• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990)</td>
<td>76% —</td>
<td></td>
</tr>
<tr>
<td>Direct Measure of the Objectives: Preschool Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)</td>
<td>41</td>
<td>48</td>
</tr>
</tbody>
</table>

**Source:** National Center for Health Statistics and Westat, Inc., 1995

#### GOAL 2: School Completion

| Direct Measure of the Goal: School Completion | | |
| Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993) | 82% | 83% **ns** |
| Direct Measure of the Objectives: School Dropouts | | |
| Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990) | — | — |

**Source:** National Center for Education Statistics and Westat, Inc., 1995

#### GOAL 3: Student Achievement and Citizenship

| Direct Measure of the Goal: Student Achievement | | |
| Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard | | |
| – Grade 4 (1992, 1994) | 17% | 20% **ns** |
| – Grade 4 (1995) | 10% — |
| – Grade 8 (1992, 1995) | 16% 12% |
| Direct Measure of the Goal: Advanced Placement Performance | | |
| Number of Advanced Placement examinations receiving grades of 3 or above in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994) | | |
| – English | 12 | 14 |
| – Mathematics | 3 | 5 |
| – Science | 3 | 6 |
| – Foreign languages | 1 | 1 |
| – Civics and government | 2 | 4 |
| – Economics | 1 | 2 |
| – Fine arts | 1 | 1 |
| – History | 7 | 9 |

**Source:** National Center for Education Statistics and Westat, Inc., 1995

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**Data not available:**
- Interpreted with caution. Change was not statistically significant
- Data not reported due to small sample size
- See Appendix A for technical notes and sources

**Note:**
- All percentages are rounded to the nearest whole number.
- NS indicates not statistically significant.
- * indicates data not reported due to small sample size.
- See Appendix A for technical notes and sources.

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### Measuring State Progress Toward the Goals and Objectives

| GOAL 4: Teacher Education and Professional Development | Baseline | Most Recent Update |
| Direct Measure of the Goal: Teacher Education | | |
| • Percentage of public secondary school teachers who held (1991, 1994) | 70% 63% 70% 63% |
| – an undergraduate or graduate degree in their main teaching assignment | — |
| – a teaching certificate in their main teaching assignment | — |
| Direct Measure of the Goal: Professional Development | | |
| • Percentage of public school teachers who reported that they participated in inservice or professional development programs on the following topics since the end of the previous school year (1994) | 42% — |
| – use of educational technology | 24% — |
| – methods of teaching subject field | 24% — |
| – student assessment | 51% — |
| Direct Measure of the Objectives: Teaching Diverse Student Populations | | |
| • Percentage of public school students with limited English proficiency in classrooms who reported that they had received training in teaching limited English-proficient students (1990) | 4% — |
| Direct Measure of the Objectives: Teacher Support | | |
| Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a mentor or master teacher (1990) | 25% 23% **ns** |

**Source:** National Center for Education Statistics, 1995

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### ALABAMA

#### Adult Education

| Student Achievement | Baseline | Most Recent Update |
| – Mathematics | 80% 83% 88% 88% |
| – Reading | 75% 80% 88% 88% |

**Source:** National Center for Education Statistics, 1995

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**Data not available:**
- Interpreted with caution. Change was not statistically significant.
- Data not reported due to small sample size
- See page 22 for a Guide to Reading the State Pages
- See Appendix A for technical notes and sources

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- Interpreted with caution. Change was not statistically significant.
ALABAMA

Measuring State Progress Toward the Goals and Objectives

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1992)\(^1\): 84 85
- Number of mothers (per 1,000 receiving early first trimester prenatal care) (1990, 1992)\(^2\): 735 771
- Percentage of infants born in the state with one or more health risks (1990, 1992)\(^3\): 39% 37%
- Percentage of at 2-year-olds who have been fully immunized against preventable childhood diseases (1990)\(^4\): 79% —

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)\(^5\): 41 48

GOAL 2: School Completion

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)\(^6\): 82% 83% **

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)\(^7\): — —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard\(^8\): — —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard\(^9\): — —

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)\(^10\): 12 14
  - English
  - Mathematics
  - Science
  - Foreign languages
  - Civics and government
  - Economics
  - Fine arts
  - History

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)\(^12\):
  - use of educational technology
  - methods of teaching subject field
  - in-depth study in subject field
  - student assessment

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1992)\(^13\): 4% —

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported 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, 1994)\(^14\): 25% 23% **

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)\(^15\):
  - Taiwan=41%      Korea=37%      Switzerland=33%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992)\(^16\):
  - whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week
    - work with measuring instruments or geometric solids at least once a week (1990)

Data not available.
\(*\) Data not reported due to small sample size.
\(\dagger\) Data are one-year averages.
\(\ddagger\) Data are ongoing revision. See Appendix A.
\(\ast\) Data are not statistically significant.

ALABAMA

Measuring State Progress Toward the Goals and Objectives

Student Achievement

<table>
<thead>
<tr>
<th>Goal</th>
<th>Performance Standard</th>
<th>1992</th>
<th>1994</th>
<th>(%)</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals Panel’s performance standard</td>
<td>58%</td>
<td>58%</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
</tbody>
</table>

Professional Development

<table>
<thead>
<tr>
<th>Goal</th>
<th>Performance Standard</th>
<th>1992</th>
<th>1994</th>
<th>(%)</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals Panel’s performance standard</td>
<td>55%</td>
<td>55%</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
</tbody>
</table>

See page 23 for a Guide to Reading the State Pages.
See Appendix A for technical notes and sources.
### Measuring State Progress Toward the Goals and Objectives

#### Alabama

<table>
<thead>
<tr>
<th>Mathematics and Science (continued)</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) whose mathematics teachers heavily emphasize:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— Algebra and functions</td>
<td>41%</td>
<td>42% **</td>
</tr>
<tr>
<td>— developing reasoning ability to solve unique problems</td>
<td>48%</td>
<td>42% **</td>
</tr>
<tr>
<td>— communicating mathematics ideas</td>
<td>43%</td>
<td>47%</td>
</tr>
<tr>
<td>c) who have computers available in their mathematics classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13%</td>
<td>15% **</td>
</tr>
<tr>
<td>d) who use calculators in mathematics class at least once a week</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td>46%</td>
</tr>
</tbody>
</table>

#### Direct Measure of the Objectives: Degrees in Mathematics and Science

<table>
<thead>
<tr>
<th>Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>— all students</td>
<td>34%</td>
<td>35%</td>
</tr>
<tr>
<td>— minorities (Blacks, Hispanics, American Indians)</td>
<td>40%</td>
<td>39%</td>
</tr>
<tr>
<td>— females</td>
<td>38%</td>
<td>31%</td>
</tr>
</tbody>
</table>

#### GOAL 6: Adult Literacy and Lifelong Learning

#### Direct Measure of the Goal: Adult Literacy

<table>
<thead>
<tr>
<th>Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prio literacy (1992)**</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) registered to vote</td>
<td>31%</td>
<td>30%</td>
</tr>
<tr>
<td>b) voting</td>
<td>57%</td>
<td>64%</td>
</tr>
</tbody>
</table>

#### Direct Measure of the Objectives: Postsecondary Enrollment

<table>
<thead>
<tr>
<th>Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)**</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>56%</td>
<td></td>
</tr>
</tbody>
</table>

#### GOAL 7: Safe, Alcohol- and Drug-free Students and Schools

#### Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

<table>
<thead>
<tr>
<th>At School</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>— percentage of public high school students who reported using the following at least once during the past 30 days (1990)**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— alcohol</td>
<td>5%</td>
<td>2%</td>
</tr>
<tr>
<td>— marijuana</td>
<td>7%</td>
<td>10% **</td>
</tr>
<tr>
<td>— cocaine</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>— a gun, knife, or club on school property</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>— a gun, knife, or club on school property not felt safe</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>— a gun, knife, or club on school property</td>
<td>35%</td>
<td>25%</td>
</tr>
<tr>
<td>b) Did not go to school because student did not feel safe</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>— public school teachers who reported that they did the following at least once during the past 30 days (1990)**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Carried a weapon such as a gun, knife, or club on school property</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>— public school students who reported that the school was a serious problem (1991, 1994):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Carried a weapon such as a gun, knife, or club on school property</td>
<td>9%</td>
<td>16% ns</td>
</tr>
<tr>
<td>b) Did not go to school because student did not feel safe</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>— public school teachers who reported that they did the following at least once during the past 30 days (1993)**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Using the following at least once during the past 30 days:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— marijuana</td>
<td>7%</td>
<td>10% **</td>
</tr>
<tr>
<td>— cocaine</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>— alcohol</td>
<td>5%</td>
<td>10% **</td>
</tr>
<tr>
<td>b) Having five or more drinks in a row during the past 30 days</td>
<td>35%</td>
<td>25%</td>
</tr>
</tbody>
</table>

#### Direct Measures of the Goal: Schools Free of Violence and Crime

** Data not available.

### Measuring State Progress Toward the Goals and Objectives

#### ALABAMA

<table>
<thead>
<tr>
<th>School Safety</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of public school principals who reported that they did the following at least once during the past 30 days (1990)**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Carried a weapon on school property</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>— Data not available.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Parent-School Partnerships

<table>
<thead>
<tr>
<th>Parent-School Partnerships</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— establishing curriculum</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>— hiring new full-time teachers</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>— setting discipline policy</td>
<td>9%</td>
<td>19%</td>
</tr>
</tbody>
</table>

### ALABAMA

<table>
<thead>
<tr>
<th>Establishing curriculum</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of public school principals who reported that their school association has influence on the following decisions and policies (1991, 1994):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— establishing curriculum</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>— hiring new full-time teachers</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>— setting discipline policy</td>
<td>9%</td>
<td>19%</td>
</tr>
</tbody>
</table>

### Data notes

- ** Data not available.
- * Data not reported due to small sample size.
- Source: Centers for Disease Control and Prevention, 1994.
- Source: Centers for Disease Control and Prevention, 1993a.
### Measuring State Progress Toward the Goals and Objectives

#### Mathematics and Science

- **Proficient or Advanced level in mathematics:**
  - Alabama, 1993: 14%
  - Taiwan, 1993: 37%
  - Korea, 1993: 41%
  - Switzerland, 1993: 37%

#### GOAL 6: Adult Literacy and Lifelong Learning

- **Percentage of public high school students who scored at the Advanced level in Mathematics:**
  - Taiwan: 37%
  - Korea: 41%
  - Switzerland: 37%

#### GOAL 7: Safe, Disciplined, and Alcohol-Free Schools

- **Percentage of public school students who reported:**
  - on school property during the past 12 months (1993): 18% —— ns
  - during the past 30 days (1993): 21 —— ns

#### GOAL 8: Parental Participation

- **Percentage of public school students who reported that the parent association in their school has influence:**
  - percentage of parents of school age children who reported that the parent association in their school has influence: 30% —— ns

---

**Data Interpretation:**
- *ns* Interpret with caution. Change was not statistically significant.
- *— Data not reported due to small sample size.*
- *— Data not available.*
- *1 Data not available.
- *2 Such as a gun, knife, or club.*
- *3 On a 6-point scale from “no influence” to “a great deal of influence.” Defined as a response of 4 or 5 on the scale.*
- *4 Data not reported due to small sample size.*

---

**Source:**
- Educational Testing Service, 1995
- Centers for Disease Control and Prevention, 1994
- National Center for Education Statistics and Westat, Inc., 1995
- See Appendix A for technical notes and sources.
ALASKA

Measuring State Progress Toward the Goals and Objectives

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children's Health and Nutrition
- Number of infants (per 1,000 born at live birthweight (below 5.5 pounds) (1990, 1995)1: 48 49
- Number of mothers (per 1,000 receiving early first trimester prenatal care (1990, 1995)2: 800 831
- Percentage of infants born in the state with one or more health risks (1990, 1995)3: 37% 39%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)4: 73%

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)5: 44 58

GOAL 2: School Completion

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds1 who have a high school credential2: 89% 90%4 ns

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)3: — — ns

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):1 — — ns
  - Grade 4 (1993): 24% — ns
  - Grade 8 (1990, 1992): — — ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1992):1 — — ns
  - Grade 4 (1993): — — ns
  - Grade 8 (1990, 1992): — — ns

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)6: 15
  - English: 21 21 ns
  - Mathematics: 10 10 ns
  - Science: 6 8 ns
  - Foreign languages: 1 1 ns
  - Civics and government: 5 4 ns
  - Economics: 6 3 ns
  - Fine arts: 2 1 ns
  - History: 9 7 ns

Source: National Center for Education Statistics and Westat, Inc., 1996

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education
- Percentage of public secondary school teachers who hold (1991, 1994)7: 90% 94%4 ns
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in inservice or professional development programs on the following topics since the end of the previous school year (1994)8:
  - use of educational technology
  - methods of teaching subject field
  - in-depth study in subject field
  - student assessment

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)9: 33%

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a mentor or master teacher (1991, 1994)10: 15% 12%4 ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with the highest achieving nations (1991 and 1992)11: Taiwan=41% Korea=37% Switzerland=33% — — ns

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992)12: al whose teachers reported that they do these activities in mathematics class:
  - work in small groups at least once a week
  - work with measuring instruments or geometric solids at least once a week

Source: National Center for Education Statistics and Westat, Inc., 1996

ALASKA

Measuring State Progress Toward the Goals and Objectives

Baseline Most Recent Update

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children's Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1995): 48 49
- Number of mothers (per 1,000 receiving early first trimester prenatal care (1990, 1995): 800 831
- Percentage of infants born in the state with one or more health risks (1990, 1995): 37% 39%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994): 73%

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994): 44 58

GOAL 2: School Completion

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993): 89% 90%4 ns

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990): — — ns

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992): — — ns
  - Grade 4 (1993): 24% — ns
  - Grade 8 (1990, 1992): — — ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1992): — — ns
  - Grade 4 (1993): — — ns
  - Grade 8 (1990, 1992): — — ns

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995): 15
  - English: 21 21 ns
  - Mathematics: 10 10 ns
  - Science: 6 8 ns
  - Foreign languages: 1 1 ns
  - Civics and government: 5 4 ns
  - Economics: 6 3 ns
  - Fine arts: 2 1 ns
  - History: 9 7 ns

Source: National Center for Education Statistics and Westat, Inc., 1996

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in inservice or professional development programs on the following topics since the end of the previous school year (1994):
  - use of educational technology
  - methods of teaching subject field
  - in-depth study in subject field
  - student assessment

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994): 33%

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a mentor or master teacher (1991, 1994): 15% 12%4 ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with the highest achieving nations (1991 and 1992): Taiwan=41% Korea=37% Switzerland=33% — — ns

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992): al whose teachers reported that they do these activities in mathematics class:
  - work in small groups at least once a week
  - work with measuring instruments or geometric solids at least once a week

Source: National Center for Education Statistics and Westat, Inc., 1996
Measuring State Progress Toward the Goals and Objectives

**GOAL 1: Ready to Learn**

Direct Measures of the Objectives: Children’s Health and Nutrition
- Percentage of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1992)2
  - 1990: 48
  - 1992: 49
- Percentage of mothers (per 1,000 receiving early first trimester prenatal care (1990, 1992)3
  - 1990: 800
  - 1992: 831
- Percentage of infants born in the state with one or more health risks (1990, 1992)4
  - 1990: 37%
  - 1992: 39%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990)5
  - 1990: 73% – Data not available.

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)6
  - 1991: 44
  - 1994: 58

**GOAL 2: School Completion**

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds1 who have a high school credential2
  - 1990: 89%
  - 1992: 90% – Data not reported due to small sample size.

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)3
  - 1992: —

**GOAL 3: Student Achievement and Citizenship**

Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard4
  - Grade 4 (1992, 1994)
    - 1992: —
    - 1994: —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard4
  - Grade 4 (1992, 1994)
    - 1992: —
    - 1994: —

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)5
  - English
    - 1991: 21
    - 1995: 21
  - Mathematics
    - 1991: 10
    - 1995: —
  - Science
    - 1991: 10
    - 1995: —
  - Foreign languages
    - 1991: 1
    - 1995: —
  - Civics and government
    - 1991: 5
    - 1995: 4
  - Economics
    - 1991: 6
    - 1995: 3
  - Fine arts
    - 1991: 2
    - 1995: 1
  - History
    - 1991: 9
    - 1995: 7
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)5
  - 1991: —
  - 1995: —

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

Direct Measure of the Goal: Teacher Education
- Percentage of public school secondary school teachers who held (1991, 1994)6
  - In an undergraduate or graduate degree in their main teaching assignment
    - 1991: 98%
    - 1994: 94% – Data not available.
  - A teaching certificate in their main teaching assignment
    - 1991: 98%
    - 1994: 94% – Data not available.

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)7
  - Use of educational technology
    - 1994: 64%
  - Methods of teaching subject field
    - 1994: 64%
  - In-depth study in subject field
    - 1994: 35%
  - Student assessment
    - 1994: 48%

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)8
  - 1994: 33% – Data not available.

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported 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, 1994)9
  - 1991: 15%
  - 1994: 12% – Data not available.

**GOAL 5: Mathematics and Science**

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 6th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1995)10
  - 1991: Taiwan=41% Korea=37% Switzerland=33%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992)11
  - 1990: —
  - 1992: —
- Percentage of teachers who reported that they do the following activities in mathematics class:
  - Work in small groups at least once a week
    - 1990: —
    - 1992: —
  - Work with measuring instruments or geometric solids at least once a week
    - 1990: —
    - 1992: —
- Percentage of teachers who reported that they do the following activities in science class:
  - Work in small groups at least once a week
    - 1990: —
    - 1992: —
  - Work with measuring instruments or geometric solids at least once a week
    - 1990: —
    - 1992: —

**Professional Development**

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)12
- Use of educational technology
  - 1994: 14%
  - 1995: 14%
- Methods of teaching subject field
  - 1994: 14%
  - 1995: 14%
- In-depth study in subject field
  - 1994: 10%
  - 1995: 10%

Data not available.

See Appendix A for technical notes and sources.
### ALASKA

#### Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Direct Measure of the Objectives: Degrees in Mathematics and Science</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)</td>
<td>——</td>
<td>——</td>
</tr>
<tr>
<td>— all students</td>
<td>34%</td>
<td>36%</td>
</tr>
<tr>
<td>— minorities (Blacks, Hispanics, American Indians)</td>
<td>34%</td>
<td>26%</td>
</tr>
<tr>
<td>— Native</td>
<td>26%</td>
<td>31%</td>
</tr>
</tbody>
</table>

**GOAL 6:** Adult Literacy and Lifelong Learning

<table>
<thead>
<tr>
<th>Direct Measure of the Goal: Citizenship</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Percentage of all U.S. citizens (1988, 1992)</td>
<td>——</td>
<td>——</td>
</tr>
<tr>
<td>a) registered to vote</td>
<td>73%</td>
<td>77%</td>
</tr>
<tr>
<td>b) voting</td>
<td>62%</td>
<td>70%</td>
</tr>
</tbody>
</table>

**Direct Measure of the Objectives: Postsecondary Enrollment**

| Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992) | —— | —— |
| —— | —— |

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

<table>
<thead>
<tr>
<th>Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Percentage of public high school students who reported using the following at least once during the past 30 days (1993)</td>
<td>——</td>
<td>——</td>
</tr>
<tr>
<td>— alcohol</td>
<td>——</td>
<td>——</td>
</tr>
<tr>
<td>— marijuana</td>
<td>——</td>
<td>——</td>
</tr>
<tr>
<td>— cocaine</td>
<td>——</td>
<td>——</td>
</tr>
<tr>
<td>• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)</td>
<td>——</td>
<td>——</td>
</tr>
<tr>
<td>• Percentage of public high school students who reported that the parent association in their school was a serious problem (1991, 1994)</td>
<td>——</td>
<td>——</td>
</tr>
<tr>
<td>• Percentage of public high school students who reported that lack of parental involvement in their school was a serious problem (1991, 1994)</td>
<td>——</td>
<td>——</td>
</tr>
</tbody>
</table>

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### ALASKA

#### Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Direct Measure of the Goal: Parent-School Partnerships</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Percentage of public school principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994)</td>
<td>——</td>
<td>——</td>
</tr>
<tr>
<td>— public school teachers</td>
<td>25%</td>
<td>32%</td>
</tr>
<tr>
<td>— public school principals</td>
<td>20%</td>
<td>22%</td>
</tr>
<tr>
<td>• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)</td>
<td>——</td>
<td>——</td>
</tr>
<tr>
<td>— establishing curriculum</td>
<td>13%</td>
<td>19%</td>
</tr>
<tr>
<td>— hiring new full-time teachers</td>
<td>8%</td>
<td>15%</td>
</tr>
<tr>
<td>— setting discipline policy</td>
<td>21%</td>
<td>30%</td>
</tr>
</tbody>
</table>

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*Data not available.*

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Source: National Center for Education Statistics and Westat, Inc., 1995
### GOAL 6: Adult Literacy and Lifelong Learning

#### Direct Measure of the Goal: Adult Literacy

- **Percentage of all adults aged 16 and older who scored at or above Level 3 of 5 levels in prose literacy (1992)**

#### Direct Measure of the Goal: Citizenship

- **Percentage of all U.S. citizens (1988, 1992)**
  - a) registered to vote
  - b) voting

#### Direct Measure of the Objectives: Postsecondary Enrollment

- **Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)**

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

#### Direct Measures of the Goal: Alcohol-and Drug-free Schools

- **At School**
  - Percentage of public high school students who reported the following at least once during the past 30 days (1990, 1993) (continued)
    - a) Using the following at least once during the past 30 days:
      - marijuana
      - cocaine
    - b) Having five or more drinks in a row during the past 30 days

- **Outside the School**
  - Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)
GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children's Health and Nutrition

- Number of infants (per 1,000 born at low birthweight [below 5.5 pounds]) (1996, 1990)1 64 64
- Number of mothers (per 1,000) receiving early first (trimester) prenatal care (1996, 1990)1 67% 713
- Percentage of infants born in the state with one or more health risks (1996, 1990)1 37% 33%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases1 77% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)5 25 35

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential2 83% 84% **

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)2 11% —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard:9
  - Grade 4 (1992, 1994) 18% 21% **
  - Grade 8 (1990, 1992) 13% 19% **

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1990)1
  - English 12 14
  - Mathematics 7 7
  - Science 6 7
  - Foreign languages 6 6
  - Civics and government 4 7
  - Economics 1 2
  - Fine arts 1 1
  - History 7 8

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

  - an undergraduate or graduate degree in their main teaching assignment
    - a teaching certificate in their main teaching assignment
  - a master or mentor teacher (1991, 1994):14
  - student assessment

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994):12

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994):13

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1981 and 1992):12

Taking-41% Korea-37% Switzerland-32%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

  - whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week
    - work with measuring instruments or geometric solids at least once a week (1990)
  - whose teachers reported that they do these activities in science classes:
    - work in small groups at least once a week
    - work with measuring instruments or geometric solids at least once a week (1990)

ARIZONA

Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Goal</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL 1</td>
<td>Ready to Learn</td>
<td></td>
</tr>
<tr>
<td>Direct Measures of the Objectives: Children's Health and Nutrition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Number of infants (per 1,000 born at low birthweight [below 5.5 pounds]) (1996, 1990)</td>
<td>64 64</td>
<td></td>
</tr>
<tr>
<td>- Number of mothers (per 1,000) receiving early first (trimester) prenatal care (1996, 1990)</td>
<td>67% 713</td>
<td></td>
</tr>
<tr>
<td>- Percentage of infants born in the state with one or more health risks (1996, 1990)</td>
<td>37% 33%</td>
<td></td>
</tr>
<tr>
<td>- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases</td>
<td>77% —</td>
<td></td>
</tr>
<tr>
<td>Direct Measure of the Objectives: Preschool Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)</td>
<td>25 35</td>
<td></td>
</tr>
<tr>
<td>GOAL 2</td>
<td>School Completion</td>
<td></td>
</tr>
<tr>
<td>Direct Measure of the Goal: School Completion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Percentage of all 18- to 24-year-olds who have a high school credential</td>
<td>83% 84% **</td>
<td></td>
</tr>
<tr>
<td>Direct Measure of the Objectives: School Dropouts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program</td>
<td>11% —</td>
<td></td>
</tr>
<tr>
<td>GOAL 3</td>
<td>Student Achievement and Citizenship</td>
<td></td>
</tr>
<tr>
<td>Direct Measures of the Goal: Student Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard:</td>
<td>18% 21% **</td>
<td></td>
</tr>
<tr>
<td>- Grade 4 (1992, 1994)</td>
<td>13% 19% **</td>
<td></td>
</tr>
<tr>
<td>Direct Measure of the Goal: Advanced Placement Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- English</td>
<td>12 14</td>
<td></td>
</tr>
<tr>
<td>- Mathematics</td>
<td>7 7</td>
<td></td>
</tr>
<tr>
<td>- Science</td>
<td>6 7</td>
<td></td>
</tr>
<tr>
<td>- Foreign languages</td>
<td>6 6</td>
<td></td>
</tr>
<tr>
<td>- Civics and government</td>
<td>4 7</td>
<td></td>
</tr>
<tr>
<td>- Economics</td>
<td>1 2</td>
<td></td>
</tr>
<tr>
<td>- Fine arts</td>
<td>1 1</td>
<td></td>
</tr>
<tr>
<td>- History</td>
<td>7 8</td>
<td></td>
</tr>
</tbody>
</table>

ARIZONA

Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Goal</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL 4</td>
<td>Teacher Education and Professional Development</td>
<td></td>
</tr>
<tr>
<td>Direct Measure of the Goal: Teacher Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- an undergraduate or graduate degree in their main teaching assignment</td>
<td>96% 95% **</td>
<td></td>
</tr>
<tr>
<td>- a teaching certificate in their main teaching assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Measure of the Goal: Professional Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- uses of educational technology</td>
<td>46% —</td>
<td></td>
</tr>
<tr>
<td>- methods of teaching subject field</td>
<td>56% —</td>
<td></td>
</tr>
<tr>
<td>- in-depth study in subject field</td>
<td>27% —</td>
<td></td>
</tr>
<tr>
<td>- student assessment</td>
<td>54% —</td>
<td></td>
</tr>
<tr>
<td>Direct Measure of the Objectives: Teaching Diverse Student Populations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994):</td>
<td>40% —</td>
<td></td>
</tr>
<tr>
<td>Direct Measure of the Objectives: Teacher Support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Percentage of public school teachers who reported 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, 1994):</td>
<td>25% 30%</td>
<td></td>
</tr>
<tr>
<td>GOAL 5</td>
<td>Mathematics and Science</td>
<td></td>
</tr>
<tr>
<td>Direct Measure of the Goal: International Student Achievement Comparisons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1981 and 1992):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking-41% Korea-37% Switzerland-32%</td>
<td>19% —</td>
<td></td>
</tr>
<tr>
<td>Direct Measures of the Objectives: Strengthening Mathematics and Science Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Percentage of public school 8th graders (1988, 1992):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- whose teachers reported that they do these activities in mathematics class:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- work in small groups at least once a week</td>
<td>61% 59% **</td>
<td></td>
</tr>
<tr>
<td>- work with measuring instruments or geometric solids at least once a week (1990)</td>
<td>8% —</td>
<td></td>
</tr>
</tbody>
</table>
### GOAL 1: Ready to Learn

#### Direct Measures of the Objectives: Children’s Health and Nutrition

- **Number of infants** (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1992)<sup>1</sup> 64 64
- **Number of mothers** (per 1,000 receiving early first trimester prenatal care) (1990, 1992)<sup>2</sup> 675 713
- **Percentage of infants** born in the state with one or more health risks (1990, 1992)<sup>3</sup> 37% 33%
- **Percentage of 2-year-olds** who have been fully immunized against preventable childhood diseases (1990)<sup>4</sup> 77% —

#### Direct Measure of the Objectives: Preschool Programs

- **Number of children with disabilities in preschool** (per 1,000 3- to 5-year-olds; 1991, 1994)<sup>5</sup> 35 35

#### GOAL 2: School Completion

- **Percentage of all 18- to 24-year-olds who have a high school credential** (1990, 1993)<sup>6</sup> 83% 84%<sup>4</sup>

#### Direct Measure of the Objectives: School Dropout

- **Percentage of students in Grades 9-12 who left school without completing a recognized secondary program** (1990)<sup>7</sup> 11% —

#### GOAL 3: Student Achievement and Citizenship

- **Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard**<sup>8</sup> 18% 21%<sup>4</sup>
- **Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard**<sup>8</sup> 13% 18%<sup>9</sup>

#### Direct Measure of the Goal: Advanced Placement Performance

- **Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas** (per 1,000 11th and 12th graders; 1991, 1994)<sup>10</sup>
  - **English** 12 14
  - **Mathematics** 7
  - **Science** 6
  - **Foreign languages** 9
  - **Civics and government** 4
  - **Economics** 1
  - **Fine arts** 1
  - **History** 7

#### Direct Measure of the Objectives: Teaching Diverse Student Populations

- **Percentage of public school teachers who reported 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, 1994)<sup>11</sup> 25% 30%

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

- **Percentage of public school teachers who hold (1991, 1994)<sup>12</sup>**
  - an undergraduate or graduate degree in their main teaching assignment — a teaching certificate in their main teaching assignment
  - 83% 58% 86% 97% 86% 88%

#### Direct Measure of the Goal: Professional Development

- **Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)<sup>13</sup>**
  - use of educational technology — methods of teaching subject field — in-depth study in subject field — student assessment
  - 46% 50% 37% 54%

#### Direct Measure of the Objectives: Teaching Diverse Student Populations

- **Percentage of public school students with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1991, 1994)<sup>14</sup>** 40% —

#### GOAL 5: Mathematics and Science

- **Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)<sup>15</sup>**
  - Taiwan=41%  Korea=37%  Switzerland=33% 19% —

#### Direct Measure of the Objectives: Strengthening Mathematics and Science Education

- **Percentage of public school 8th graders (1990, 1992)<sup>16</sup>**
  - who have taken courses to date in the following subject fields
  - 61% 56%<sup>4</sup> 82% —
  - work in small groups at least once a week
  - work with measuring instruments or geometric solids at least once a week (1990)

### ARIZONA

#### Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
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<td><strong>GOAL 1: Ready to Learn</strong></td>
<td>Direct Measure of the Objectives: Children’s Health and Nutrition</td>
<td>64 64</td>
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<td></td>
<td></td>
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<td></td>
<td>Direct Measure of the Objectives: Preschool Programs</td>
<td>35 35</td>
<td></td>
</tr>
<tr>
<td><strong>GOAL 2: School Completion</strong></td>
<td>Percentage of all 18- to 24-year-olds who have a high school credential</td>
<td>83% 84%&lt;sup&gt;4&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Percentage of students in Grades 9-12 who left school without completing a recognized secondary program</td>
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<td></td>
</tr>
<tr>
<td><strong>GOAL 3: Student Achievement and Citizenship</strong></td>
<td>Percentage of public school students who scored at the Proficient or Advanced level in reading</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Percentage of public school students who scored at the Proficient or Advanced level in mathematics</td>
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<td></td>
</tr>
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<td><strong>GOAL 4: Teacher Education and Professional Development</strong></td>
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</tr>
<tr>
<td></td>
<td>Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year</td>
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<tr>
<td><strong>GOAL 5: Mathematics and Science</strong></td>
<td>Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations</td>
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<td></td>
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<tr>
<td></td>
<td>Percentage of public school 8th graders who have taken courses to date in the following subject fields</td>
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<td></td>
</tr>
</tbody>
</table>

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**Source:** National Center for Education Statistics and Management Planning Associates, Inc., 1996

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1. Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother used alcohol during pregnancy.
3. Does not include those still in high school.
4. Does not include those still in high school.
5. Does not include those still in high school.
6. Includes traditional high school diploma and alternative credential.
7. Does not include those still in high school.
8. Includes traditional high school diploma and alternative credential.
9. Includes traditional high school diploma and alternative credential.
10. Does not include those still in high school.
11. Includes traditional high school diploma and alternative credential.
12. Does not include those still in high school.
13. Includes traditional high school diploma and alternative credential.
14. Includes traditional high school diploma and alternative credential.
15. Includes traditional high school diploma and alternative credential.
16. Includes traditional high school diploma and alternative credential.
### ARIZONA

#### Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Mathematics and Science (continued)</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) whose mathematics teachers heavily emphasize:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— Algebra and functions</td>
<td>51%</td>
<td>50% **</td>
</tr>
<tr>
<td>— developing reasoning ability to solve unique problems</td>
<td>43%</td>
<td>51% **</td>
</tr>
<tr>
<td>— communicating mathematics ideas</td>
<td>38%</td>
<td>43% **</td>
</tr>
<tr>
<td>c) who have computers available in their mathematics classroom</td>
<td>22%</td>
<td>17% **</td>
</tr>
<tr>
<td>d) who use calculators in mathematics class at least once a week</td>
<td>32%</td>
<td>52%</td>
</tr>
</tbody>
</table>

#### Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)**
  - all students | 20% | 35% |
  - minorities (Blacks, Hispanics, American Indians) | 22% | 35% |
  - females | 24% | 31% |

#### GOAL 6: Adult Literacy and Lifelong Learning

**Direct Measure of the Goal: Alcohol- and Drug-free Schools**

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)** — — ns
- Percentage of public high school students who reported that lack of parental involvement in their school has influence on the following decisions and policies (1991, 1996)**
  - establishing curriculum | 9% | 11% ** |
  - hiring new full-time teachers | 7% | 9% |
  - setting discipline policy | 16% | 25% |

#### GOAL 8: Parental Participation

**Direct Measures of the Goal: Parent-School Partnerships**

- Percentage of public school principals who reported that lack of parental involvement in their school was a serious problem (1991, 1996)**
  - public school teachers | 36% | 37% ** |
  - public school principals | 21% | 16% ** |

### ARIZONA

#### Measuring State Progress Toward the Goals and Objectives

| Parent-School Partnerships Percent of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)**
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>Most Recent Update</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishing curriculum</td>
<td>5%</td>
<td>9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hiring new full-time teachers</td>
<td>6%</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Setting discipline policy</td>
<td>15%</td>
<td>15%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Source:** National Center for Education Statistics and NCES, 1994

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**Notes:**
- Data not available.
- *Data not reported due to small sample size.
- See Appendix A for technical notes and sources.
- Data not available.
- Data not reported due to small sample size.
- See Appendix A for technical notes and sources.

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### ARIZONA

#### Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Mathematics and Science (continued)</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) whose mathematics teachers heavily emphasize:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Algebra and functions</td>
<td>51%</td>
<td>90%</td>
</tr>
<tr>
<td>- developing reasoning ability to solve unique problems</td>
<td>42%</td>
<td>88%</td>
</tr>
<tr>
<td>- communicating mathematics ideas</td>
<td>38%</td>
<td>43%</td>
</tr>
<tr>
<td>c) who have computers available in their mathematics classroom</td>
<td>22%</td>
<td>17%</td>
</tr>
<tr>
<td>d) who use calculators in mathematics class at least once a week</td>
<td>32%</td>
<td>52%</td>
</tr>
</tbody>
</table>

**Direct Measure of the Objectives: Degrees in Mathematics and Science**
- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1992): 19
  - all students 30% 35%
  - minorities (Blacks, Hispanics, American Indians) 22% 35%
  - females 26% 31%

**GOAL 6: Adult Literacy and Lifelong Learning**

**Direct Measure of the Goal: Adult Literacy**
- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992): 23

**Direct Measure of the Goal: Citizenship**
  - a) registered to vote 66% 75%
  - b) voting 57% 69%

**Direct Measure of the Objectives: Postsecondary Enrollment**
- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1990): 23

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

**Direct Measures of the Goal: Alcohol- and Drug-free Schools**
- At School
  - Percentage of public high school students who reported the following at least once at school during the past 30 days (1990): 25
    - alcohol — —
    - marijuana — —
  - Percentage of public high school students who reported being offered, sold, or given illegal drugs on school property during the past 12 months (1990): 25

**Direct Measures of the Goal: Alcohol- and Drug-free Schools**
- Overall
  - Percentage of public high school students who reported (1990, 1993): 26
    - a) Using the following at least once during the past 30 days:
      - marijuana — —
      - cocaine — —
    - b) Having few or more drinks in a row during the past 30 days — —

**Direct Measures of the Goal: Schools Free of Violence and Crime**
- Percentage of public high school students who reported that they did not follow the law at least once during the past 30 days (1990): 19
  - a) Carried a weapon such as a gun, knife, or club on school property — —
  - b) Did not go to school because student did not feel safe — —
- Percentage of public high school students who reported 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): 20
- Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993): 30
- Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994): 15

**Direct Measure of the Goal: Disciplined Environments Conducive to Learning**
- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994): 24

**GOAL 8: Parental Participation**

**Direct Measures of the Goal: Parent-School Partnerships**
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994): 17
  - curriculum — —
  - hiring new full-time teachers — —
  - setting discipline policy — —

See page 33 for a Guide to Reading the State Pages.

*Data not available. Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size. See 1995 Goals Report for additional information.
* Data not reported due to small sample size. See Appendix A for technical notes and sources.

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## ARIZONA

### Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>International Comparisons in Mathematics</th>
<th>Arkansas</th>
<th>Texas</th>
<th>Sierra</th>
<th>Switzerland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students1 who scored at the Proficient or Advanced level in mathematics (1991 and 1992)</td>
<td>11%</td>
<td>19%</td>
<td>22%</td>
<td>27%</td>
</tr>
</tbody>
</table>

1 A complete description of assessment participants can be found in Appendix A.
2 Plus or minus 2 percentage points.
3 Face or times/percentage points.

**Source:** Educational Testing Service, Statistics and Westat, Inc., 1995

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*See page 32 for a Guide to Reading the State Pages.

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* Data not available. Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size. See page 32 for a Guide to Reading the State Pages.
* Data not reported due to small sample size. See Appendix A for technical notes and sources.
### Measuring State Progress Toward the Goals and Objectives

#### ARKANSAS

#### GOAL 1: Ready to Learn

**Direct Measures of the Objectives:** *Children’s Health and Nutrition*

- **Number of infants (per 1,000 born at low birth weight (below 5.5 pounds)) (1990, 1992)**
  - Baseline: 82
  - Most Recent Update: 82

- **Number of mothers (per 1,000 receiving early first trimester prenatal care (1990, 1992)**
  - Baseline: 708
  - Most Recent Update: 723

- **Percentage of infants born in the state with one or more health risks (1990, 1992)**
  - Baseline: 42%
  - Most Recent Update: 41%

- **Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)**
  - Baseline: 71%

#### GOAL 2: School Completion

**Direct Measure of the Goal:** *School Completion*

- **Percentage of all 18 to 24-year-olds who have a high school credential (1990, 1993)**
  - Baseline: 87%
  - Most Recent Update: 88%

#### GOAL 3: Student Achievement and Citizenship

**Direct Measure of the Goal:** *Student Achievement*

- **Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard**
  - Grade 4 (1992)
    - Baseline: 20%
    - Most Recent Update: 20%
  - Grade 8 (1990, 1992)
    - Baseline: 10%
    - Most Recent Update: 13%

**Direct Measure of the Goal:** *Advanced Placement Performance*

- **Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)**
  - English
    - Baseline: 6
    - Most Recent Update: 8
  - Mathematics
    - Baseline: 4
    - Most Recent Update: 4
  - Science
    - Baseline: 2
    - Most Recent Update: 3
  - Foreign languages
    - Baseline: 1
    - Most Recent Update: 1
  - Civics and government
    - Baseline: 1
    - Most Recent Update: 1
  - Economics
    - Baseline: 3
    - Most Recent Update: 3
  - Fine arts
    - Baseline: 1
    - Most Recent Update: 1
  - History
    - Baseline: 3
    - Most Recent Update: 5

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

**Direct Measure of the Goal:** *Teacher Education*

  - Baseline: 82%
  - Most Recent Update: 93%

**Direct Measure of the Goal:** *Professional Development*

- **Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)**
  - Use of educational technology
    - Baseline: 33%
    - Most Recent Update: 60%
  - Methods of teaching subject field
    - Baseline: 68%
    - Most Recent Update: 37%
  - In-depth study in subject field
    - Baseline: 47%
    - Most Recent Update: 21%

#### GOAL 5: Mathematics and Science

**Direct Measure of the Goal:** *International Student Achievement Comparisons*

- **Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1995)**
  - Taiwan=41%
  - Korea=37%
  - Switzerland=33%

- **Percentage of public school students who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a mentor or master teacher (1991, 1994)**
  - Baseline: 15%
  - Most Recent Update: 14%

**Direct Measure of the Goals:** *Teaching Diverse Populations*

- **Percentage of public school teachers who reported that during the school year (1991, 1993)**
  - Baseline: 40%
  - Most Recent Update: 41%

- **Percentage of public school teachers with limited English proficient students in their classes who reported that they had received training to teach limited English proficient students (1992)**
  - Baseline: 6%
  - Most Recent Update: 6%

**Direct Measure of the Goals:** *Teaching Science and Mathematics Education*

- **Percentage of public school 8th graders (1990, 1992)**
  - Baseline: 33%
  - Most Recent Update: 41%

- **Percentage of public school teachers who reported that they do these activities in mathematics class**
  - Work in small groups at least once a week
    - Baseline: 33%
    - Most Recent Update: 41%
  - Work with measuring instruments or geometric solids at least once a week (1990)
    - Baseline: 6%
    - Most Recent Update: 6%
**ARKANSAS**

**Measuring State Progress Toward the Goals and Objectives**

### GOAL 1: Ready to Learn

**Direct Measures of the Objectives: Children’s Health and Nutrition**
- **Percentage of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1992)**
  - Baseline: 62
  - Most Recent: 62

- **Percentage of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)**
  - Baseline: 708
  - Most Recent: 723

- **Percentage of infants born in the state with one or more health risks (1990, 1992)**
  - Baseline: 42%
  - Most Recent: 41%

**Direct Measure of the Objectives: Preschool Programs**
- **Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)**
  - Baseline: 4
  - Most Recent: 59

---

**GOAL 2: School Completion**

**Direct Measure of the Goal: School Completion**
- **Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)**
  - Baseline: 87%
  - Most Recent: 88%

**Direct Measure of the Objectives: School Dropout**
- **Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)**
  - Baseline: 4%
  - Most Recent: 4%

---

**GOAL 3: Student Achievement and Citizenship**

**Direct Measure of the Goal: Student Achievement**
- **Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard (1992)**
  - Baseline: 20%
  - Most Recent: 20%

- **Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard (1992)**
  - Baseline: 10%
  - Most Recent: 10%

**Direct Measure of the Goal: Advanced Placement Performance**
- **Number of Advanced Placement examinations given at 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1992)**
  - English: 6
  - Mathematics: 8
  - Science: 2
  - Foreign languages: 1
  - Civics and government: 1
  - Economics: 3
  - Fine arts: 1
  - History: 3

---

**ARKANSAS**

**Measuring State Progress Toward the Goals and Objectives**

### GOAL 4: Teacher Education and Professional Development

**Direct Measure of the Goal: Teacher Education**
  - Baseline: 92%
  - Most Recent: 93%

**Direct Measure of the Goal: Professional Development**
- **Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)**
  - Baseline: 32%
  - Most Recent: 32%

**Direct Measure of the Goals: Teaching Diverse Student Populations**
- **Percentage of public school teachers with limited English-proficient students in their classes reported that they had received training to teach limited English-proficient students (1992)**
  - Baseline: 6%
  - Most Recent: 6%

**Direct Measure of the Objectives: Teaching Support**
- **Percentage of public school teachers who reported that during their first year of teaching they participated in a teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1993)**
  - Baseline: 15%
  - Most Recent: 15%

**GOAL 5: Mathematics and Science**

**Direct Measure of the Goal: International Student Achievement Comparisons**
- **Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with the highest achieving nations (1991 and 1992)**
  - Baseline: 118%
  - Most Recent: 141%

**Direct Measure of the Objectives: Strengthening Mathematics and Science Education**
- **Percentage of public school 8th graders (1990, 1992)**
  - Baseline: 33%
  - Most Recent: 41%

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

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See Appendix A for technical notes and sources.
### ARKANSAS

#### Measuring State Progress Toward the Goals and Objectives

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#### Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993) 3
- Science: 33% 33% ns

#### GOAL 5: Adult Literacy and Lifelong Learning

**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992) 66% 67% ns

**Direct Measure of the Goal: Citizenship**

- Percentage of all U.S. citizens (1988, 1992) 66% 67% ns

**Direct Measure of the Objectives: Postsecondary Enrollment**

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992) 40% —

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

**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools**

- At School
  - Percentage of public high school students who reported the following at least once at school during the past 30 days (1990, 1993) 22%
    - Carried a weapon such as a gun, knife, or club on school property —— ns
    - Did not go to school because student did not feel safe — — ns
  - Percentage of public school students who reported that lack of parental involvement in their school was a serious problem (1991, 1994): 29
    - public school principals 7% 14% ns
    - public school teachers 30% 29% ns
  - Percentage of public high school students who reported (1990, 1993) 30
    - Percentage of public high school students who reported that the parent association in their school has influence in the following decisions and policies (1991, 1994):
      - establishing curriculum 6% 8% ns
      - hiring new full-time teachers 4% 2% ns
      - setting discipline policy 7% 14% ns

| Source: National Center for Education Statistics and Westat, Inc., 1995 |
|--------------------------|--------------------------|

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### ARKANSAS

#### Measuring State Progress Toward the Goals and Objectives

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#### Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993) 3
- Science: 33% 33% ns

#### GOAL 5: Adult Literacy and Lifelong Learning

**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992) 66% 67% ns

**Direct Measure of the Goal: Citizenship**

- Percentage of all U.S. citizens (1988, 1992) 66% 67% ns

**Direct Measure of the Objectives: Postsecondary Enrollment**

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992) 40% —

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

**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools**

- At School
  - Percentage of public high school students who reported the following at least once at school during the past 30 days (1990, 1993) 22%
    - Carried a weapon such as a gun, knife, or club on school property —— ns
    - Did not go to school because student did not feel safe — — ns
  - Percentage of public school students who reported that lack of parental involvement in their school was a serious problem (1991, 1994): 29
    - public school principals 7% 14% ns
    - public school teachers 30% 29% ns
  - Percentage of public high school students who reported (1990, 1993) 30
    - Percentage of public high school students who reported that the parent association in their school has influence in the following decisions and policies (1991, 1994):
      - establishing curriculum 6% 8% ns
      - hiring new full-time teachers 4% 2% ns
      - setting discipline policy 7% 14% ns

| Source: National Center for Education Statistics and Westat, Inc., 1995 |
ARKANSAS

**Measuring State Progress Toward the Goals and Objectives**

### Mathematics and Science (continued)
- b) whose mathematics teachers heavily emphasize:
  - Algebra and functions: 33% ± 2% **ns**
  - Developing reasoning ability to solve unique problems: 36% ± 2% **ns**
  - Communicating mathematics ideas: 31% ± 2% **ns**
- c) who have computers available in their mathematics classroom: 16% ± 2% **ns**
- d) who use calculators in mathematics class at least once a week: 30% ± 2% **ns**

### Direct Measure of the Objectives: Degrees in Mathematics and Science
- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):
  - all students: 2% ± 2% **ns**
  - minorities (Blacks, Hispanics, American Indians): 31% ± 2% **ns**
  - females: 28% ± 2% **ns**

### GOAL 6: Adult Literacy and Lifelong Learning

**Direct Measure of the Goal: Adult Literacy**
- Percentage of all adults aged 16 and older who were enrolled in 2- or 4-year colleges in any state (1990, 1993): **ns**

**Direct Measure of the Goal: Citizenship**
- Percentage of all U.S. citizens (1992):
  - registered to vote: 66% ± 2% **ns**
  - voting: 56% ± 2% **ns**

**Direct Measure of the Objectives: Postsecondary Enrollment**
- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1990, 1993): **ns**

### GOAL 7: Safe, Disciplined, and Alcohol-Free Schools

**Direct Measures of the Goal: Alcohol- and Drug-Free Students and Schools**
- Percentage of public high school students who reported the following at least once during the past 30 days (1990, 1993):**ns**
  - alcohol
  - marijuana

### Additional Notes
- Data not available. Interpret with caution. Change was not statistically significant.
**GOAL 1: Ready to Learn**

**Direct Measures of the Objectives: Children’s Health and Nutrition**
- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)\(^1\): 58 59
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992)\(^2\): 723 751
- Percentage of infants born in the state with one or more health risks (1990, 1992): — —
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990)\(^3\): 74% —

**GOAL 2: School Completion**

**Direct Measure of the Goal: School Completion**
- Percentage of all 18-24-year-olds who have a high school credential (1990, 1992): 20% 40%

**Direct Measure of the Objectives: School Dropout**
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)\(^4\): 80% 80%

**GOAL 3: Student Achievement and Citizenship**

**Direct Measures of the Goal: Student Achievement**
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard\(^5\)\(^6\): Grade 4 (1992): 13% 14% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard\(^7\): Grade 4 (1992): 13% 14% ns

**Direct Measure of the Goal: Advanced Placement Performance**
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)\(^8\):
  - English: 23 26
  - Mathematics: 14 16
  - Science: 12 16
  - Foreign languages: 14 19
  - Civics and government: 6 9
  - Economics: 2 4
  - Fine arts: 2 3
  - History: 16 16

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

**Direct Measure of the Goal: Teacher Education**
  - an undergraduate or graduate degree in their main teaching assignment — —
  - a teaching certificate in their main teaching assignment 55% 59% 55% 59% 44%

**Direct Measure of the Goal: Professional Development**
- Percentage of public school teachers who reported that they participated in inservice or professional development programs on the following topics since the end of the previous school year (1994)\(^10\):
  - use of educational technology — 53% — —
  - methods of teaching subject field — 74% —
  - in-depth study in subject field — — 40% —
  - student assessment — 66% —

**Direct Measure of the Objectives: Teaching Diverse Student Populations**
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1992)\(^11\): 64% —

**GOAL 5: Mathematics and Science**

**Direct Measure of the Goal: International Student Achievement Comparisons**
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)\(^12\):
  - Taiwan=41%      Korea=37%      Switzerland=33% 20% — ns

**Direct Measure of the Objectives: Strengthening Mathematics and Science Education**
- Percentage of public school 8th graders (1990, 1992)\(^13\) who teachers reported that they do the activities in mathematics class:
  - work in small groups at least once a week — — — 59% 62% 44%
  - work with measuring instruments or geometric solids at least once a week (1990) — — — 13% —

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\(^1\) Does not include those still in high school.
\(^2\) Includes traditional high school diploma and alternative credential.
\(^5\) Statistically significant.
\(^6\) See page 22 for a Guide to Reading the State Pages.
\(^7\) Data not available.
\(^8\) Data not available due to small sample size. See Appendix A for technical notes and sources.
\(^9\) Data not available due to small sample size. Change was not statistically significant.
\(^10\) Data not available due to small sample size. Change was not statistically significant.
CALIFORNIA

Measuring State Progress Toward the Goals and Objectives

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition

- Number of infants (per 1,000 born at low birthweight (小于5.5 pounds) (1990, 1995))
  - Data not available.

- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1995)
  - Data not available.

- Percentage of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1995)
  - Data not available.

- Percentage of infants born in the state with one or more health risks (1990, 1995)
  - Data not available.

- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)
  - Data not available.

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool
  - Data not available.

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds (1990, 1993)
  - 100%

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)
  - Data not available.

GOAL 3: Student Achievement and Citizenship

Direct Measure of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard
  - Grade 4 (1992, 1996)
    - Data not available.

- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard
  - Grade 4 (1992)
    - Data not available.
  - Grade 8 (1990, 1992)
    - Data not available.

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)
  - Data not available.

- Countries or government
  - Data not available.

- Economics
  - Data not available.

- Fine arts
  - Data not available.

- History
  - Data not available.

- Science
  - Data not available.

- Mathematics
  - Data not available.

- English
  - Data not available.

- Health
  - Data not available.

- Work with measuring instruments or geometric solids
  - Data not available.

- Work in small groups at least once a week
  - Data not available.

- Work with measuring instruments or geometric solids at least once a week (1990)
  - Data not available.

- Work in small groups at least once a week (1992)
  - Data not available.

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

  - an undergraduate or graduate degree in their main teaching assignment
    - Data not available.
  - a teaching certificate in their main teaching assignment
    - Data not available.

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in professional development programs on the following topics since the end of the previous school year
  - Data not available.
  - Data not available.
  - Data not available.
  - Data not available.

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited-English-proficient students
  - Data not available.

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited-English-proficient students (1994)
  - Data not available.

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1995)
  - Data not available.

- Achievement comparisons
  - Data not available.

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school students (1990, 1992)
  - Data not available.

- Percentage of public school teachers who reported that they did the activities in mathematics class
  - Data not available.

- Percentage of public school teachers who reported that they did the activities in mathematics class
  - Data not available.

- Percentage of public school teachers who reported that they did the activities in science class
  - Data not available.

- Percentage of public school teachers who reported that they did the activities in science class
  - Data not available.
### International Comparisons in Mathematics

#### Percentage
- **CALIFORNIA**: 34%
- **Taiwan**: 41%
- **Korea**: 29%

#### Mathematics and Science (continued)
- b) whose mathematics teachers heavily emphasize:
  - Algebra and functions —— 46% 42% ns
  - Developing reasoning ability to solve unique problems —— 50% 49% ns
  - Communicating mathematical ideas —— 41% 40% ns
- c) who have computers available in their mathematics classroom
  - 28% 24% ns
- d) who use calculators in mathematics class at least once a week
  - 99% 65% ns

#### Direct Measure of the Objectives: Degrees in Mathematics and Science
- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)
  - all students —— 43% 45% ns
  - minorities (Blacks, Hispanics, American Indians) —— 42% 40% ns
  - females —— 39% 41% ns

### GOAL 6: Adult Literacy and Lifelong Learning

#### Direct Measure of the Goal: Adult Literacy
- Percentage of all adults aged 16 and older scoring at Level 1 (1991 and 1992)

#### Direct Measure of the Goal: Citizenship
- Percentage of all U.S. citizens (1989, 1992)
  - registered to vote —— 72% 73% ns
  - voting —— 63% 67% ns

#### Direct Measure of the Objectives: Postsecondary Enrollment
- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)
  - 50% — —

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

#### Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools
- At School
  - Percentage of public high school students who reported the following at least once at school during the past 30 days (1990, 1993)
    - Alcohol —— 32% 32% ns
    - Marijuana —— 20% 11% ns
  - Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1992)
    - 25% 29% ns

#### Direct Measure of the Goal: Disciplined Environments Conducive to Learning
- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)
### Measuring State Progress Toward the Goals and Objectives

#### CALIFORNIA

**International Comparisons in Mathematics**

<table>
<thead>
<tr>
<th>State</th>
<th>Baseline</th>
<th>Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>22%</td>
<td>22%</td>
</tr>
<tr>
<td>Korea</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Switzerland</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

1 A complete description of assessment participants can be found in Appendix A.
2 Plus or minus 2 percentage points.
3 Plus or minus 3 percentage points.
4 Plus or minus 1 percentage point.

**CALIFORNIA**

#### Adult Literacy

**Percentage of all adults aged 16 and older scoring at a literacy level (1992)**

<table>
<thead>
<tr>
<th>Level</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>24%</td>
<td>76%</td>
</tr>
<tr>
<td>1</td>
<td>33%</td>
<td>67%</td>
</tr>
<tr>
<td>2</td>
<td>24%</td>
<td>76%</td>
</tr>
<tr>
<td>3</td>
<td>41%</td>
<td>59%</td>
</tr>
<tr>
<td>4</td>
<td>19%</td>
<td>81%</td>
</tr>
<tr>
<td>5</td>
<td>21%</td>
<td>79%</td>
</tr>
</tbody>
</table>

**Source:** Educational Testing Service, 1993

#### Mathematics and Science (continued)

- Algebra and functions: 46% 42% ns
- Developing reasoning ability to solve unique problems: 50% 49% ns
- Communicating mathematics ideas: 41% 40% ns
- Who have computers available in their mathematics classroom: 28% 24% ns
- Who use calculators in mathematics classes at least once a week: 59% 65% ns

**Direct Measure of the Objectives: Degrees in Mathematics and Science**

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993) ns
  - All students: 43% 45% ns
  - Minorities (Blacks, Hispanics, American Indians): 43% 45% ns
  - Females: 38% 41% ns

**GOAL 6: Adult Literacy and Lifelong Learning**

**Direct Measure of the Goal: Adult Literacy**

<table>
<thead>
<tr>
<th>Percentage of all adults aged 16 and older scoring at or above Level 3 (of 5 levels) in Prose literacy (1992)</th>
</tr>
</thead>
<tbody>
<tr>
<td>53%</td>
</tr>
</tbody>
</table>

**Direct Measure of the Goal: Citizenship**

<table>
<thead>
<tr>
<th>Percentage of all U.S. citizens (1989, 1992)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Registered to vote</td>
</tr>
<tr>
<td>b) Voting</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>72% 73%</td>
</tr>
<tr>
<td>83% 87%</td>
</tr>
</tbody>
</table>

**Direct Measure of the Objectives: Postsecondary Enrollment**

<table>
<thead>
<tr>
<th>Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
</tr>
</tbody>
</table>

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

**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools**

- At School: 44%
  - Percentage of high school students who reported using the following at least once at school during the past 30 days (1992) ns
    - Alcohol: 20% 11% ns
    - Marijuana: 4% 3% ns
    - Cocaine: 5% 3% ns
    - Establishing curriculum: 8% 8% ns
    - Hiring new full-time teachers: 9% 4% ns
    - Setting discipline policy: 25% 29% ns

**Overall**

- Percentage of public high school students who reported (1992, 1993) ns
  - Using the following at least once during the past 30 days: 4% 3% ns
    - Marijuana: —— ns
    - Cocaine: —— ns
  - B) Having five or more drinks in a row during the past 30 days: —— ns

### Measuring State Progress Toward the Goals and Objectives

**Baseline**

**Most Recent Update**

<table>
<thead>
<tr>
<th>Percentage of public school principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994)</th>
</tr>
</thead>
<tbody>
<tr>
<td>32% 32%</td>
</tr>
</tbody>
</table>

**Parental Participation**

**Overall**

- Percentage of public school principals and teachers who reported that lack of parental involvement in their school was a serious problem (1991, 1993) ns
  - Public school teachers: 32% 32% ns
  - Public school principals: 20% 11% ns
  - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1993) ns
    - Establishing curriculum: 8% 8% ns
    - Hiring new full-time teachers: 9% 4% ns
    - Setting discipline policy: 25% 29% ns

**Source:** National Center for Education Statistics and Westat, Inc., 1995

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* Data not available.
* Data not reported due to small sample size.
* See page 23 for a Guide to Reading the State Pages.
* See 1995 Goals Report for additional information.
Measuring State Progress Toward the Goals and Objectives

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children's Health and Nutrition

- Number of infants (per 1,000 born at live birth) (1990, 1992):
  - 80 85
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992):
  - 778 790
- Percentage of infants born in the state with one or more health risks (1990, 1992):
  - 32% 31%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1992):
  - 78% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool:
  - (per 1,000 3- to 5-year-olds; 1991, 1994):
  - 37 38

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1992):
  - 88% 88%

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990, 1992):
  - — —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:
  - Grade 4 (1992, 1994):
    - 22% 25%
    - 20% 24%

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):
  - English:
  - Mathematics:
  - Science:
  - Foreign languages:
    - 1991: 8 1992: 10
  - Civics and government:
  - Economics:
  - Fine arts:
    - 1991: 1 1992: 1
  - History:

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

  - an undergraduate or graduate degree in their main teaching assignment:
    - 74% 98%
  - a teaching certificate in their main teaching assignment:
    - 93% 93%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):
  - use of educational technology:
    - 55% —
  - methods of teaching subject field:
    - 57% —
  - in-depth study in subject field:
    - 32% —
  - student assessment:
    - 54% —

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1992, 1994):
  - 21% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994):
  - 20% 24%

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)

Take-all: 41% Koutou: 37% Switzerland: 32%

26% —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992)
  - whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week: 69% 56%
    - work with measuring instruments or geometric solids at least once a week: 9% —
  - whose teachers reported that they do these activities in science class:
    - work in small groups at least once a week: 66% 57%
    - work with measuring instruments or geometric solids at least once a week: 9% 9%

Interpret with caution. Change was not statistically significant.

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COLORADO Measuring State Progress Toward the Goals and Objectives

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition
• Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1992) 80 85
• Percentage of mothers (per 1,000 receiving early first trimester prenatal care (1990, 1992) 778 790
• Percentage of infants born in the state with one or more health risks (1990, 1992) 33% 31%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990) 76% —

Direct Measure of the Objectives: Preschool Programs
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994) 37 38

GOAL 2: School Completion

Direct Measure of the Goal: School Completion
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993) 88% 88%

Direct Measure of the Objectives: School Dropouts
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990) — —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard (1992) 22% 25% 6
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard (1992) 18% 22% 6

Direct Measure of the Goal: Advanced Placement Performance
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995) 18
— English — 23 25
— Mathematics — 12 13
— Science — 12 13
— Foreign languages 8 6
— Civics and government 1 2
— Economics 1 2
— Fine arts 1 1
— History 17 16

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education
• Percentage of public secondary school teachers who held (1991, 1994) an undergraduate or graduate degree in their main teaching assignment —
• a teaching certificate in their main teaching assignment 84% 84%

Direct Measure of the Goal: Professional Development
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)
— uses of educational technology 5% —
— methods of teaching subject field 57% —
— in-depth study in subject field 32% —
— student assessment 54% —

Direct Measure of the Objectives: Teaching Diverse Student Populations
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994) 21% —

Direct Measure of the Objectives: Teacher Support
• Percentage of public school teachers who reported 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, 1994) 20% 24% 4

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1995) 26%
— Taiwan=41% Korea=37% Switzerland=33% 26% 57%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
• Percentage of public school 8th graders (1990, 1992) who reported that they do these activities in mathematics class:
— work in small groups at least once a week 69% 69%
— work with measuring instruments or geometric solids at least once a week (1990) 9% —

Professional Development
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994) 50%
— Uses of educational technology 44%
— Methods of teaching subject field 37%
— In-depth study in subject field 17%
— Professional assessment 20%

Source: National Center for Education Statistics and Westat, Inc., 1995

* Data not available.
# Interpreted with caution. Change was not statistically significant.
\* Data not reported due to small sample size.
See page 22 for a Guide to Reading the State Pages.
See Appendix A for technical notes and sources.
See Appendix A for technical notes and sources.
**COLORADO**

### Measuring State Progress Toward the Goals and Objectives

#### 1994 Measuring State Progress Toward the Goals and Objectives

**Part I: Mathematics and Science (continued)**

<table>
<thead>
<tr>
<th>Mathematics and Science</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL 7:</strong> Safe, Disciplined, and Alcohol- and Drug-free Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1990)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— alcohol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— marijuana</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— other drugs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of public high school students who reported being threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1990)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— public school teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— public school principals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— members of parent association</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part II: Direct Measures of the Objectives: Degrees in Mathematics and Science**

<table>
<thead>
<tr>
<th>Direct Measure of the Objectives: Degrees in Mathematics and Science</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— all students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— minorities (Blacks, Hispanics, American Indians)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— females</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Mathematics and science degrees as a percentage of all degrees awarded to (1993, 1995)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— all students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— minorities (Blacks, Hispanics, American Indians)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— females</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part III: Direct Measures of the Goal: Safe, Disciplined, and Alcohol- and Drug-free Schools**

<table>
<thead>
<tr>
<th>Direct Measure of the Goal: Safe, Disciplined, and Alcohol- and Drug-free Schools</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Percentage of public school students who reported (1990, 1993)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— using the following at least once during the past 30 days:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— marijuana</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— alcohol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— other drugs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Percentage of public school students who reported (1990, 1993)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— having sex or drinking in a row during the past 30 days</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part IV: Direct Measures of the Goal: Adult Literacy and Lifelong Learning**

<table>
<thead>
<tr>
<th>Direct Measure of the Goal: Adult Literacy</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Percentage of all U.S. citizens (1990, 1992)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— registrated to vote</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— voting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Percentage of public school teachers who reported that student behavior interferes with their teaching (1991, 1994)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— public school teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— public school principals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— members of parent association</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part V: Direct Measures of the Goal: Citizenship**

<table>
<thead>
<tr>
<th>Direct Measure of the Goal: Citizenship</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Percentage of public school principals who reported (1990, 1994)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— setting discipline policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— hiring new full-time teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— deciding at School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— public school teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— public school principals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— members of parent association</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part VI: Direct Measures of the Goal: Schools Free of Violence and Crime**

<table>
<thead>
<tr>
<th>Direct Measure of the Goal: Schools Free of Violence and Crime</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Percentage of public school students who reported that they did not go to school because student did not feel safe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— public school teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— public school principals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Percentage of public school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1990)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— public school teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— public school principals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— members of parent association</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part VII: Parent-School Partnerships**

<table>
<thead>
<tr>
<th>Parent-School Partnerships</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hiring new full-time teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Setting discipline policy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**See page 23 for a Guide to Reading the State Pages.**

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1. A complete description of assessment participants can be found in Appendix A.
2. Plus or minus 2 percentage points.
3. Plus or minus 3 percentage points.
9. See Appendix A for technical notes and sources.

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See Appendix A for technical notes and sources.
## Measuring State Progress Toward the Goals and Objectives

### GOAL 6: Adult Literacy and Lifelong Learning

#### Direct Measure of the Goal: Adult Literacy
- **Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992)**

#### Direct Measure of the Goal: Citizenship
- **Percentage of all U.S. citizens (1988, 1992)**
  - registered to vote
  - voting

#### Direct Measure of the Objectives: Postsecondary Enrollment
- **Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)**

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

#### Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools
- **At School**
  - Percentage of public high school students who reported using the following at least once during the past 30 days (1993)**
    - alcohol
    - marijuana
  - Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)**
- **At Home**
  - Percentage of public school students who reported 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)
  - Percentage of public school students who reported that they did the following at least once during the past 30 days (1993)**
    - Using the following at least once during the past 30 days:
      - marijuana
      - cocaine
    - Having five or more drinks in a row during the past 30 days
  - Percentage of public school students who reported (1990, 1993)**
    - Carried a weapon such as a gun, knife, or club on school property
    - Did not go to school because student did not feel safe

#### Direct Measure of the Goal: Conducive to Learning
- **Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)**
  - Carried a weapon such as a gun, knife, or club on school property during the past 12 months (1993)

## Measuring State Progress Toward the Goals and Objectives

### GOAL 8: Parental Participation

#### Direct Measures of the Goal: Parent-School Partnerships
- **Percentage of public school principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994)**
  - public school teachers
  - public school principals
  - establishing curriculum
  - hiring new full-time teachers
  - setting discipline policy

---

### COLORADO

<table>
<thead>
<tr>
<th>International Comparisons in Mathematics</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students** who scored at the Proficient or Advanced level in mathematics (1991 and 1992)</td>
<td>3 0% 20% 40% 60% 80% 100%</td>
<td>3 0% 20% 40% 60% 80% 100%</td>
</tr>
</tbody>
</table>

** Data not available.

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### Data not available.

* Interpret with caution. Change was not statistically significant.

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### See Appendix A for technical notes and sources.
Measuring State Progress Toward the Goals and Objectives

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1992) 66 69
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992) 848 875
- Percentage of infants born in the state with one or more health risks (1990, 1992) 25% 24%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990) 80% —

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994) 41 46

GOAL 2: School Completion

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1992) 90% 93%

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990) — —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard (1990, 1994) 41% 47%
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard (1990, 1992) 30% 35%

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994) 10
  - English 21 27
  - Mathematics 18 18
  - Science 16 22
  - Foreign languages 11 11
  - Civics and government 1 1
  - Economics 3 5
  - Fine arts 2 2
  - History 16 19

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education
- Percentage of public secondary school teachers who held (1991, 1994) 76% 74%
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1990) 48% —
  - use of educational technology
  - methods of teaching subject field
  - in-depth study in subject field
  - student assessment

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school students with limited English-proficient students in their classrooms who reported that they had received training to teach limited English-proficient students (1992) 17% —

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported 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, 1994) 13% 19%

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1993) 31%
  - Taiwan=41%      Korea=37%      Switzerland=33%
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in science compared with 3 highest achieving nations (1991 and 1993) 30%
  - Taiwan=41%      Korea=37%      Switzerland=32%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992) 51% 47%
  - whose teachers reported that they use the activities in mathematics class:
    - work in small groups at least once a week
    - work with measuring instruments or geometric solids at least once a week (1990) 6% —

Data not available
1 Does not include those still in high school
2 Includes traditional high school diplomas and alternative credentials
4 Interpreted with caution - Change was not statistically significant.
5 Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother died related during pregnancy.
6 Includes total of three trimesters or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother died related during pregnancy.
7 Includes those still in high school.
9 Includes traditional high school diploma and alternative credential.
10 See Appendix A for technical notes and sources.
12 Data not reported due to small sample size.
### CONNECTICUT

#### Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>GOAL 1: Ready to Learn</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Measures of the Objectives: Children’s Health and Nutrition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1992)</td>
<td>66</td>
<td>69</td>
</tr>
<tr>
<td>• Number of mothers (per 1,000 receiving early first trimester prenatal care (1990, 1992)</td>
<td>848</td>
<td>875</td>
</tr>
<tr>
<td>• Percentage of infants born in the state with one or more health risks (1990, 1992)</td>
<td>25%</td>
<td>24%</td>
</tr>
<tr>
<td>• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990)</td>
<td>80%</td>
<td>—</td>
</tr>
<tr>
<td>Direct Measure of the Objectives: Preschool Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)</td>
<td>41</td>
<td>46</td>
</tr>
</tbody>
</table>

#### GOAL 2: School Completion

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1992) | 90% | 93% |

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990) | — | — |

#### GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard (1990-1994) | 30% | 32% |
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard (1990-1994) | 25% | 26% |

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or 4 in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994) | | |
  - English | 21 | 27 |
  - Mathematics | 18 | 22 |
  - Science | 16 | 22 |
  - Foreign languages | 11 | 11 |
  - Civics and government | 1 | 1 |
  - Economics | 3 | 5 |
  - Fine arts | 2 | 2 |
  - History | 16 | 19 |

### CONNECTICUT

#### Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>GOAL 4: Teacher Education and Professional Development</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Measure of the Goal: Teacher Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Percentage of public secondary school teachers who held (1991, 1994)</td>
<td>76%</td>
<td>74%</td>
</tr>
<tr>
<td>• an undergraduate or graduate degree in their main teaching assignment</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>• a teaching certificate in their main teaching assignment</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1990, 1992) | 48% | — |
- — use of educational technology |
  - methods of teaching subject field | 72% | 25% |
  - in-depth study in subject field | 63% | — |
  - student assessment | — | — |

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1991, 1994) | 17% | — |

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a mentor or master teacher (1990, 1994) | 13% | 19% |

#### GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparison
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with the 3 highest achieving nations (1990 and 1992) | | |
  - Taiwan=41% | Korea=37% | Switzerland=33% |
| — grade 8 (1990 and 1992) | 30% | 30% |

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992) who were considered Proficient or Advanced level in mathematics as defined by the Goals Panel’s performance standard | 51% | 47% |
- work in small groups at least once a week |
- work with measuring instruments or geometric solids at least once a week (1990) | 6% | — |

### Connecticut

#### Student Achievement

<table>
<thead>
<tr>
<th>Goal</th>
<th>Baseline</th>
<th>Recent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Panel’s performance standard</td>
<td>70%</td>
<td>70%</td>
</tr>
</tbody>
</table>

#### Teacher Education

<table>
<thead>
<tr>
<th>Goal</th>
<th>Baseline</th>
<th>Recent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals Panel’s performance standard</td>
<td>20%</td>
<td>20%</td>
</tr>
</tbody>
</table>

#### Professional Development

<table>
<thead>
<tr>
<th>Goal</th>
<th>Baseline</th>
<th>Recent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals Panel’s performance standard</td>
<td>20%</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

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

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* Data not available. ** Interpret with caution. Change was not statistically significant.
Measuring State Progress Toward the Goals and Objectives

CONNECTICUT

Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Mathematics and Science (continued)</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) whose mathematics teachers heavily emphasize:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Algebra and functions</td>
<td>48%</td>
<td>40% **</td>
</tr>
<tr>
<td>- developing reasoning ability to solve unique problems</td>
<td>47%</td>
<td>49% **</td>
</tr>
<tr>
<td>- communicating mathematics ideas</td>
<td>41%</td>
<td>45% **</td>
</tr>
<tr>
<td>c) who have computers available in their mathematics classroom</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>d) who use calculators in mathematics class at least once a week</td>
<td>27%</td>
<td>22% **</td>
</tr>
<tr>
<td>Direct Measure of the Objectives: Degrees in Mathematics and Science</td>
<td>20%</td>
<td>17% **</td>
</tr>
<tr>
<td>• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)**</td>
<td>40%</td>
<td>38% **</td>
</tr>
<tr>
<td>- all students</td>
<td>43%</td>
<td>45% **</td>
</tr>
<tr>
<td>- minority (Blacks, Hispanics, American Indians)</td>
<td>43%</td>
<td>46% **</td>
</tr>
<tr>
<td>- females</td>
<td>37%</td>
<td>41% **</td>
</tr>
</tbody>
</table>

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)**

14% **

Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992)**
  a) registered to vote | 78% | 80% ** |
  b) voting | 88% | 77% |

Direct Measure of the Objectives: Postsecondary Enrollment

• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)**

59% **

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools At School

• Percentage of public high school students who reported the following at least once at school during the past 12 months (1993)**
  a) Carried a weapon such as a gun, knife, or club on school property | — | — |
  b) Did not go to school because student did not feel safe | — | — |

Measuring State Progress Toward the Goals and Objectives

| CONNECTICUT |

<table>
<thead>
<tr>
<th>International Comparisons in Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage if students who scored at the Proficient or Advanced level in mathematics (1991 and 1992)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connecticut</th>
<th>Taiwan</th>
<th>Korea</th>
<th>Switzerland</th>
</tr>
</thead>
<tbody>
<tr>
<td>40%</td>
<td>42%</td>
<td>40%</td>
<td>10%</td>
</tr>
</tbody>
</table>

* Data not reported due to small sample size.
** Plus or minus 2 percentage points.
*** Plus or minus percentage points.

Source: Educational Testing Service, 1993


See Appendix A for technical notes and sources.
### Measuring State Progress Toward the Goals and Objectives

#### CONNECTICUT

<table>
<thead>
<tr>
<th>International Comparisons in Mathematics</th>
<th>Percentage of students1 who scored at the Proficient or Advanced level in mathematics (1991 and 1992)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connecticut</strong></td>
<td>41%</td>
</tr>
<tr>
<td><strong>Taiwan</strong></td>
<td>46%</td>
</tr>
<tr>
<td><strong>Korea</strong></td>
<td>39%</td>
</tr>
<tr>
<td><strong>Switzerland</strong></td>
<td>15%</td>
</tr>
</tbody>
</table>

1 A complete description of assessment participants can be found in Appendix A.
2 Plus or minus 2 percentage points.
3 Plus or minus 1 percentage point.

#### Mathematics and Science (continued)
- Algebra and functions: 48% 46% **
- Developing reasoning ability to solve unique problems: 47% 49% **
- Communicating mathematics ideas: 41% 45% **
- Who have computers available in their mathematics classroom: 27% 22% **
- Who use calculators in mathematics class at least once a week: 51% 61% **

#### Direct Measure of the Objectives: Degrees in Mathematics and Science
- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993): **
  - All students: 43% 45%
  - Minorities (Blacks, Hispanics, American Indians): 47% 48%

#### GOAL 6: Adult Literacy and Lifelong Learning

**Direct Measure of the Goal: Adult Literacy**
- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992): **

**Direct Measure of the Goal: Citizenship**
  - Registered to vote: 78% 82% **
  - Voting: 68% 77%

**Direct Measure of the Objectives: Postsecondary Enrollment**
- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992): **

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

**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools at School**
- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993): **
  - Alcohol: — —
  - Marijuana: — —
  - Cocaine: — —

**Direct Measures of the Goal: Violent and Crime**
- Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property at least once during the past 12 months (1993): **
  - Gun, knife, or club: — —

**Direct Measure of the Goal: Parent-School Partnerships**
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994): **
  - Curriculum: 10% 17% **
  - Policy: 4% 6% **

**GOAL 8: Parental Participation**

**Direct Measures of the Goal: Parent-School Partnerships**
- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1996): **
  - Public school teachers: 19% 21% **
  - Public school principals: 9% 7% **

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1996): **
  - Establishing curriculum: 5% 8% **
  - Hiring new full-time teachers: 4% 8% **
  - Setting discipline policy: 10% 17% **

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ns Interpret with caution. Change was not statistically significant.
*
Data not available.
** Data not reported due to small sample size.
See page 22 for a Guide to Reading the State Pages.
See Appendix A for technical notes and sources.
Measuring State Progress Toward the Goals and Objectives

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition
- Percentage of infants born in the state with a low birthweight (below 5.5 pounds) (1990, 1992): 76, 76
- Percentage of infants born in the state with one or more health risks (1990, 1992): 48%, 38%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990)*: 81% — Data not available.

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (ages 3-5): 51, 62

Source: National Center for Education Statistics and Westat, Inc., 1995

GOAL 2: School Completion

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1992)*: 80%, 94% **

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)*: — —

GOAL 3: Student Achievement and Citizenship

Direct Measure of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard:4
  - Grade 4 (1992): 21%, 19% **
  - Grade 8 (1990, 1992): 17%, 19% 18% **

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1992):8
  - English: 18, 23
  - Mathematics: 14, 17
  - Science: 13, 18
  - Foreign languages: 5, 6
  - Civics and government: 4, 4
  - Economics: <1, 1
  - Fine arts: <1, 2
  - History: 16, 22


Notes:
- * Denotes 2+ trimesters or no prenatal care, low maternal weight gain (below 12 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.
- ** Includes late (in third trimester) or no prenatal care, low maternal weight gain (below 12 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.
- Source: National Center for Health Statistics, 1993 and 1995

Measuring State Progress Toward the Goals and Objectives

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education
- Percentage of public secondary school teachers who held a master’s degree (1991, 1994): 73%, 71% **
- — an undergraduate or graduate degree in their main teaching assignment — a teaching certificate in their main teaching assignment: 99%, 94% **

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):13
  - use of educational technology: 69% —
  - methods of teaching subject field: 65% —
  - in-depth study in subject field: 30% —
  - student assessment: 80% —

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1990, 1992): 9% —

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported 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, 1994): 20% 27%

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):14
  - Taiwan=41%      Korea=37%      Switzerland=33%
  - Canadian=18%     American=15%     (per 1,000 8th graders; 1991 and 1992):15

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992):14
  - whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week: 43% 52%
    - work with measuring instruments or geometric solids at least once a week (1990): 8% —

Source: National Center for Education Statistics, 1993 and 1995

Notes:
- A complete description of the performance standard can be found in Appendix A.
- Interpretation: Data were undergoing revision. See Appendix A.
- * Denotes 2+ trimesters or no prenatal care, low maternal weight gain (below 12 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.
- ** Includes late (in third trimester) or no prenatal care, low maternal weight gain (below 12 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.
Measuring State Progress Toward the Goals and Objectives

**GOAL 1: Ready to Learn**

Direct Measures of the Objectives: The Children’s Health and Nutrition
- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992) 78 76
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) 795 805
- Percentage of infants born in the state with one or more health risks (1990, 1992) 40% 38%
- Percentage of 2 or more health risks (1990, 1992) 51 62

Direct Measures of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994) 86 94

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993) 80% 94%

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990) — —

**GOAL 2: School Completion**

Direct Measure of the Goal: The School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993) 80% 94%

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990) — —

**GOAL 3: Student Achievement and Citizenship**

Direct Measures of the Goal: The Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard (1992, 1994) 21% 19%
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard (1992, 1994) 17% 16%

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994) 19 23
  - English 14 17
  - Mathematics 14 17
  - Science 13 18
  - Foreign languages 5 6
  - Civics and government 4 4
  - Economics <1 <1
  - Fine arts <1 <2
  - History 18 22

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

Direct Measure of the Goal: Teacher Education
- Percentage of public school teachers who met the Goals Panel’s performance standard: 9% 7%

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):
  - use of educational technology 65% —
  - methods of teaching subject field — 65%
  - in-depth study in subject field — 30%
  - student assessment — 80%

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1991, 1992) 9% —

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported 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, 1994) 20% 27%

**GOAL 5: Mathematics and Science**

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 4th graders who scored at the Proficient or Advanced level in mathematics compared with the 3 highest achieving nations (1991 and 1992) 15% —
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1990 and 1992) 15% —

Direct Measure of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 4th graders (1990, 1992) 15% —
  - whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 43% 52%
    - work with measuring instruments or geometric solids at least once a week (1990) 8% —

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* Data not available.
* Data not reported due to small sample size. See page 22 for a Guide to Reading the State Pages. See Appendix A for technical notes and sources.
* A complete description of the performance standard can be found in Appendix A.
* Interpret with caution: Change was not statistically significant.
* Interpret with caution. Change was not statistically significant.
**GOAL 6: Adult Literacy and Lifelong Learning**

**Direct Measure of the Goal: Adult Literacy**
- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)

**Direct Measure of the Goal: Citizenship**
- Percentage of all U.S. citizens (1988, 1992)
  - registered to vote
  - voting

**Direct Measure of the Objectives: Postsecondary Enrollment**
- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any years (1992)

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

**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools**
- At School
  - Percentage of public high school students who reported the following at least once at school during the past 30 days (1990, 1993)
    - smoking
    - drinking
    - using illegal drugs
- Overall
  - Percentage of public high school students who used marijuana
  - Percentage of public high school students who were threatened or injured with a weapon such as a gun, knife, or club

**Direct Measures of the Goal: Parent-School Partnerships**
- Percentage of public high school students who reported that their parents or guardians were involved in their school in the following ways:
  - attending meetings
  - helping with homework
  - setting discipline policy

**DELTA**

**International Comparisons in Mathematics**

<table>
<thead>
<tr>
<th>Country</th>
<th>1990</th>
<th>1992</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delaware</td>
<td>55%</td>
<td>54%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>55%</td>
<td>58%</td>
</tr>
<tr>
<td>Korea</td>
<td>41%</td>
<td>41%</td>
</tr>
<tr>
<td>Switzerland</td>
<td>34%</td>
<td>36%</td>
</tr>
</tbody>
</table>

1. A complete description of nonresponse participants can be found in Appendix A.
2. Plus or minus 2 percentage points.
3. Plus or minus 2 percentage points.
4. Data not available.

**Notes:**
- Interpret with caution. Change was not statistically significant.
- See OECD Guidance for additional information. See Appendix A for technical notes and sources.
Measuring State Progress Toward the Goals and Objectives

### Mathematics and Science (continued)

- Whose mathematics teachers heavily emphasize:
  - Algebra and functions
  - Developing reasoning ability to solve unique problems
  - Communicating mathematics ideas
  - Who have computers available in their mathematics classroom
  - Who use calculators in mathematics class at least once a week

### Direct Measures of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)\( ^{**} \):
  - All students
  - Minorities (Blacks, Hispanics, American Indians)
  - Females

### GOAL 6: Adult Literacy and Lifelong Learning

#### Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)\( ^{**} \)

#### Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992)\( ^{**} \):
  - Registered to vote
  - Voting

#### Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)\( ^{**} \)

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

#### Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once during the past 30 days (1990, 1993)\( ^{**} \):
  - Alcohol
  - Marijuana

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)\( ^{**} \)

#### Direct Measures of the Goal: Alcohol- and Drug-free Schools

- Percentage of public high school students who reported (1990, 1993)\( ^{**} \):
  - Using the following at least once during the past 30 days:
    - Alcohol
    - Marijuana
    - Cocaine
  - Having five or more drinks in a row during the past 30 days

### Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did not go to school because student did not feel safe
  - Did not go to school because student did not feel safe

- Percentage of public high school students who reported that lack of parental involvement in their school was a serious problem (1991, 1994)\( ^{**} \)

### GOAL 8: Parental Participation

#### Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):
  - Public school principals
  - Public school teachers

- Percentage of public school principals who reported (1991, 1994)\( ^{**} \):
  - Establishing curriculum
  - Hiring new full-time teachers
  - Setting discipline policy

---

1. A complete description of nonresponse participants can be found in Appendix A.
2. Plus or minus 2 percentage points.
3. Data not reported due to small sample size.
4. Interpreted with caution. Change was not statistically significant.
6. See Appendix A for technical notes and sources.

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* See page 23 for a Guide to Reading the State Pages.
DIRECT MEASURES OF THE GOALS: STUDENT ACHIEVEMENT

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1992) 151 143
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992) 562 569
- Percentage of infants born in the state with one or more health risks (1990, 1992) 48% 44%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) 73% —

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994) 19 13

GOAL 2: School Completion

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993) 82% 86% **

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990) 12% —

GOAL 3: Student Achievement and Citizenship

Direct Measure of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard (1991, 1992) 8% —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard (1992) 8% —
- Percentage of public school students who scored at the Proficient or Advanced level in science, thus meeting the Goals Panel’s performance standard (1991, 1992) 8% —

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)**
  - English 29 39
  - Mathematics 12 21
  - Science 34 34
  - Foreign languages 25 25
  - Civics and government 10 9
  - Economics 4 6
  - Fine arts 4 2
  - History 43 33

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education
  - an undergraduate or graduate degree in their main teaching assignment —
  - a teaching certificate in their main teaching assignment —

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)**
  - uses of educational technology —
  - methods of teaching subject field —
  - in-depth study in subject field —
  - student assessment —

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1992) 25% —

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported 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, 1994) 37% 39% **

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with the 3 highest achieving nations (1991 and 1992)**
  - Taiwan=41%      Korea=37%      Switzerland=33% 52% —

Takean=41%  Korea=37%  Switzerland=35% 6% —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992)**
  - whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 82% 80% **
    - work with measuring instruments or geometric solids at least once a week (1992) 13% —
  - whose teachers reported that they do these activities in science class:
    - work in small groups at least once a week 82% 80% **
    - work with measuring instruments or geometric solids at least once a week (1992) 13% —

See page 22 for a Guide to Reading the State Pages.

** Data not available.  // Data not available due to small sample size.  // Data reported due to small sample size.  // Data not reported due to small sample size.  // Data not available due to small sample size.

### Measuring State Progress Toward the Goals and Objectives

#### GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition

- Number of infants (per 1,000 born alive) at birth below 5.5 pounds (1990, 1992)\(^1\)
  - 0.0% 2.7% ns
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992)\(^2\)
  - 56% 59% ns
- Percentage of infants born in the state with one or more health risks (1990, 1992)\(^3\)
  - 48% 44% ns

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)\(^4\)
  - 19 13 ns

Source: National Center for Health Statistics and Westat, Inc., 1995

#### GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)\(^5\)
  - 82% 86% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990, 1992)\(^6\)
  - 12% — ns


#### GOAL 3: Student Achievement and Citizenship

Direct Measure of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard\(^7\)
  - Grade 4 (1991)
    - 8% — ns
  - Grade 4 (1992)
    - 8% — ns
  - Grade 8 (1990, 1992)
    - 4% 6% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994)\(^8\)
  - English
    - 29 39
  - Mathematics
    - 25 23
  - Science
    - 34 34
  - Foreign languages
    - 25 24
  - Civics and government
    - 10 9
  - Economics
    - 4 6
  - Fine arts
    - 4 2
  - History
    - 43 33


### Measuring State Progress Toward the Goals and Objectives

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

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994)\(^9\)
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment
  - 85% 73% ns 93% 93% ns

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)\(^\ast\)
  - use of educational technology
    - 58% — ns
  - methods of teaching subject field
    - 68% — ns
  - in-depth study in subject field
    - 38% — ns

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1990, 1993)\(^\ast\)
  - 25% — ns

Direct Measure of the Objectives: Teacher Support

- Percentage of public secondary school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a mentor or master teacher (1991, 1994)\(^\ast\)
  - 37% 39% ns

Source: National Center for Education Statistics, 1993 and 1995

### Measuring State Progress Toward the Goals and Objectives

#### GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school students who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)\(^\ast\)
  - Taiwan=41% Korea=37% Switzerland=33%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school students who scored at the Proficient or Advanced level in mathematics or science at least once a week (1990)
  - Science
    - 82% 80% ns
  - Mathematics
    - 13% — ns

Source: National Center for Education Statistics and Westat, Inc., 1995

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\(^1\) Includes live (in third trimester) or non-pregnant case, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

\(^2\) Interpret with caution. Data are undergoing revision.

\(^3\) Data not available.

\(^4\) Interpret with caution. Change was not statistically significant.

\(^5\) Data not available.

\(^6\) Interpret with caution. Change was not statistically significant.

\(^7\) Includes traditional high school diploma and alternative credentials.

\(^8\) See 1995 Goals Report for additional information.

\(^9\) A complete description of the performance standard can be found in Appendix A.

\(\ast\) Interpret with caution. Data are undergoing revision. See Appendix A.

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

\(\ast\ast\ast\) Data not reported due to small sample size.

\(\ast\ast\ast\ast\) See page 22 for a Guide to Reading the State Pages.
Measuring State Progress Toward the Goals and Objectives

### DISTRICT OF COLUMBIA

**Mathematics and Science (continued)**

- **b)** whose mathematics teachers heavily emphasize:
  - Algebra and functions
  - Developing reasoning ability to solve unique problems
  - Communicating mathematics ideas
- **c)** who have computers available in their mathematics classroom
- **d)** who use calculators in mathematics class at least once a week

**Direct Measure of the Objectives: Degrees in Mathematics and Science**

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)\(^{1}\)
  - all students
  - minorities (Blacks, Hispanics, American Indians)
  - females

**Goal 6: Adult Literacy and Lifelong Learning**

**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992)\(^{2}\)

**Direct Measure of the Goal: Citizenship**

- Percentage of all U.S. citizens (1988, 1992)\(^{3}\)
  - registered to vote
  - voting

**Direct Measure of the Objectives: Postsecondary Enrollment**

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1993)\(^{4}\)

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

**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools at School**

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)\(^{5}\)

**Goal 8: Parental Participation**

**Direct Measures of the Goal: Parent-School Partnerships**

- Percentage of public school students and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994)\(^{6}\)
  - public school teachers
  - public school principals

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)\(^{7}\)
  - establishing curricula
  - hiring new full-time teachers
  - setting discipline policy

---

**DISTRICT OF COLUMBIA**

**School Safety**

- Percentage of public high school students who reported that they did not go to school because they did not feel safe in the past 30 days (1995)

- Percentage of public high school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)
  - establishing curricula
  - hiring new full-time teachers
  - setting discipline policy

---

**DISTRICT OF COLUMBIA**

**Parent-School Partnerships**

- Percentage of public high school students who reported that they did not go to school because they did not feel safe in the past 30 days (1995)

- Percentage of public high school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)
  - establishing curricula
  - hiring new full-time teachers
  - setting discipline policy

---

**DISTRICT OF COLUMBIA**

**Establishing curricula**

- Percentage of public high school students who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)
  - establishing curricula
  - hiring new full-time teachers
  - setting discipline policy

---

**DISTRICT OF COLUMBIA**

**Hiring new full-time teachers**

- Percentage of public high school students who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)
  - establishing curricula
  - hiring new full-time teachers
  - setting discipline policy

---

**DISTRICT OF COLUMBIA**

**Setting discipline policy**

- Percentage of public high school students who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)
  - establishing curricula
  - hiring new full-time teachers
  - setting discipline policy

---

**DISTRICT OF COLUMBIA**

**Did not go to school because student did not feel safe**

- Percentage of public high school students who reported that they did not go to school because student did not feel safe in the past 30 days (1995)

- Percentage of public high school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)
  - establishing curricula
  - hiring new full-time teachers
  - setting discipline policy

---

**DISTRICT OF COLUMBIA**

**Carried a weapon on school property**

- Percentage of public high school students who reported that they did not go to school because student did not feel safe in the past 30 days (1995)

- Percentage of public high school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)
  - establishing curricula
  - hiring new full-time teachers
  - setting discipline policy

---

**DISTRICT OF COLUMBIA**

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

**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools at School**

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)\(^{5}\)

---

**Measuring State Progress Toward the Goals and Objectives**

**Baseline**

<table>
<thead>
<tr>
<th>Mathematics and Science (continued)</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students(^{1}) who scored at the Proficient or Advanced level in mathematics (1991 and 1992)</td>
<td>48% 54%</td>
<td>46% 60%</td>
</tr>
<tr>
<td>Data not available.</td>
<td>ns Interpret with caution. Change was not statistically significant.</td>
<td>ns Interpret with caution. Change was not statistically significant.</td>
</tr>
</tbody>
</table>

**Goal 6: Adult Literacy and Lifelong Learning**

**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992)\(^{2}\)

**Direct Measure of the Goal: Citizenship**

- Percentage of all U.S. citizens (1988, 1992)\(^{3}\)
  - registered to vote
  - voting

**Direct Measure of the Objectives: Postsecondary Enrollment**

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1993)\(^{4}\)

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

**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools at School**

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)\(^{5}\)

**Goal 8: Parental Participation**

**Direct Measures of the Goal: Parent-School Partnerships**

- Percentage of public school students and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994)\(^{6}\)
  - public school teachers
  - public school principals

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)\(^{7}\)
  - establishing curricula
  - hiring new full-time teachers
  - setting discipline policy

---

**Data not available.**

**Interpret with caution.**

**Data not reported due to small sample size.**

**See 1995 Goals Report for additional information.**

**See Appendix A for technical notes and sources.**
Measuring State Progress Toward the Goals and Objectives

**DISTRICT OF COLUMBIA**

**International Comparisons in Mathematics**
- Percentage of students who scored at the Highest-Advanced level in mathematics (1991 and 1992):
  - District of Columbia: 31%
  - Taiwan: 33%
  - Korea: 33%
  - Switzerland: 2%

1. A complete description of assessment participants can be found in Appendix A.
2. Plus or minus 2 percentage points.

**Direct Measures of the Objectives: Degrees in Mathematics and Science**
- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):
  - all students: 48% 51%
  - minorities (Blacks, Hispanics, American Indians): 44% 46%
  - females: 48% 46%

**GOAL 6: Adult Literacy and Lifelong Learning**
- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) on the Prose Literacy Test (1992):

**Direct Measure of the Goal: Adult Literacy**
  - those registered to vote: 69% 61%
  - those voting: 56% 72%

**Direct Measure of the Goal: Citizenship**
- Percentage of high school graduates in the state who immediately enrolled in 2 or 4 year colleges in any state (1992):

**GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1990):

**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools**
- At School:
  - percentage of public high school students who reported using the following at least once during the past 30 days (1989, 1990):
    - alcohol: 3% —
    - marijuana: 8% —
  - At Home:
    - percentage of public high school students who reported using the following at least once during the past 12 months (1990):

**Measuring State Progress Toward the Goals and Objectives**

**Baseline**

**Most Recent Update**

**Overall**
- Percentage of public high school students who reported (1990, 1992):
  - using the following at least once during the past 30 days:
    - alcohol: 18% —
    - marijuana: 1% —
    - cocaine: 1% —
  - having five or more drinks in a row during the past 30 days: 17% 10% **

**Direct Measures of the Goal: Schools Free of Violence and Crime**
- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1990):
  - carried a weapon such as a gun, knife, or club on school property: 16% —
  - did not go to school because student did not feel safe: 11% —
  - percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property at least once during the past 12 months (1990): 11% —
  - percentage of public high school students who reported that they were in a physical fight or on school property at least once during the past 12 months (1990): 18% —
  - percentage of public high school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1990): 26% —

**Direct Measure of the Goal: Disciplined Environments Conducive to Learning**
- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):

**GOAL 8: Parental Participation**
- Percentage of public school principals who reported that lack of parental involvement in their school was a serious problem (1989, 1990):
  - public school principals: 44% 50% **
  - public school principals (1989, 1990):
    - 18% 21% **
    - 14% 24% **
  - percentage of public school principals who reported that the parent association in their school had influence on the following decisions and policies:
    - establishing curriculum: 16% 21% **
    - hiring new full-time teachers: 8% 9% **
    - setting discipline policy: 19% 24% **

**Parent-School Partnerships**
- Percentage of public school principals who reported that the parent association in their school had influence on the following decisions and policies:

**Establishing curriculum**
- 18% 21% **

**Hiring new full-time teachers**
- 8% 9% **

**Setting discipline policy**
- 19% 24% **

**School Safety**
- Percentage of public school principals who reported that they did the following at least once during the past 30 days (1990):

**Did not go to school because student did not feel safe**
- 11% —

**Carried a weapon on school property**
- 18% —

**Source:** Centers for Disease Control and Prevention, 1994

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**See Appendix A for technical notes and sources.**

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See page 23 for a Guide to Reading the State Pages.

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## Measuring State Progress Toward the Goals and Objectives

### FLORIDA

#### GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition

- **Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1992)**
  - Baseline: 74
  - Most Recent Update: 74

- **Number of mothers (per 1,000 receiving early (first trimester) prenatal care (1990, 1992)**
  - Baseline: 724
  - Most Recent Update: 779

- **Percentage of infants born in the state with one or more health risks (1990, 1992)**
  - Baseline: 37%
  - Most Recent Update: 34%

- **Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990)**
  - Baseline: 74
  - Most Recent Update: 74

Direct Measure of the Objectives: Preschool Programs

- **Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)**
  - Baseline: 30
  - Most Recent Update: 38

#### GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- **Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1992)**
  - Baseline: 83%
  - Most Recent Update: 85%

Direct Measure of the Objectives: School Dropouts

- **Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)**
  - Baseline: —
  - Most Recent Update: —

#### GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- **Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard (1990, 1992)**
  - Baseline: 18%
  - Most Recent Update: 19%  

- **Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard (1990, 1992)**
  - Baseline: 19%
  - Most Recent Update: 19%

Direct Measure of the Goal: Advanced Placement Performance

- **Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1992)**
  - English: 23
  - Mathematics: 12
  - Science: 10
  - Foreign languages: 12
  - Civics and government: 5
  - Economics: 2
  - Fine arts: 4
  - History: 16

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

Direct Measure of the Goal: Teacher Education

  - Baseline: 85%
  - Most Recent Update: 87%

- **Percentage of public secondary school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1990, 1992)**
  - Baseline: 48%
  - Most Recent Update: 53%

- **Percentage of public secondary school teachers who reported that they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)**
  - Baseline: 42%
  - Most Recent Update: 48%

#### GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- **Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)**
  - Baseline: 18%
  - Most Recent Update: 18%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- **Percentage of public school 8th graders (1990, 1992)**
  - Baseline: 48%
  - Most Recent Update: 53%

- **Percentage of public secondary school teachers who reported that they do these activities in mathematics class:
  - work in small groups at least once a week
  - work with measuring instruments or geometric solids at least once a week (1990)**
  - Baseline: 7
  - Most Recent Update: 5

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* See 1995 Goals Report for additional information.

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**Florian Institute for Education Statistics and Westat, Inc., 1996**
GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition

- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1992)\(^1\)
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992)\(^1\)
- Percentage of infants born in the state with one or more health risks (1990, 1992)\(^1\)
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990)\(^2\)

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)\(^3\)

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)\(^6\)

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)\(^4\)

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard\(^6\)
- Grade 4 (1992, 1994)\(^4\)
- Grade 8 (1990, 1992)\(^4\)

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)\(^4\)
  - English
  - Mathematics
  - Science
  - Foreign languages
  - Civics and government
  - Economics
  - Fine arts
  - History

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public school teachers who hold a bachelor’s degree (1991, 1994)\(^4\)

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in inservice or professional development programs on the following topics since the end of the previous school year (1994)\(^4\)
  - use of educational technology
  - methods of teaching subject field
  - in-depth study in subject field
  - student assessment

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)\(^4\)
  - Taiwan=41%       Korea=37%      Switzerland=33% 18% — ns

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992)\(^4\)
  - whose teachers reported that they did these activities in mathematics class:
    - work in small groups at least once a week
    - work with measuring instruments or geometric solids at least once a week (1990)

Floridians' Interpret with caution. Change was not statistically significant.

1. Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother died during pregnancy.
2. Data not available.
3. Does not include those still in high school.
5. Includes traditional high school diplomas and alternative credential.
6. Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother died during pregnancy.

Source: National Center for Education Statistics and Westat, Inc., 1995
Measuring State Progress Toward the Goals and Objectives

**FLORIDA**

### International Comparisons in Mathematics

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage of students who scored at or above Level 5 in Mathematics (1992 and 1995)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida</td>
<td>4%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>41%</td>
</tr>
<tr>
<td>Korea</td>
<td>33%</td>
</tr>
<tr>
<td>Switzerland</td>
<td>4%</td>
</tr>
</tbody>
</table>

1 A complete description of assessment participants can be found in Appendix A.
2 Plus or minus 2 percentage points.
3 Plus or minus 3 percentage points.

### Adult Literacy

Percentage of all adults aged 16 and older scoring at a literacy level 4 or above (1992)

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>34%</td>
</tr>
<tr>
<td>5</td>
<td>26%</td>
</tr>
</tbody>
</table>

Source: Educational Testing Service, 1993

### Direct Measures of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)
  - all students
  - minorities (Blacks, Hispanics, American Indians)
- Mathematics and science degrees as a percentage of all degrees awarded to (1992)
  - all students
  - minorities (Blacks, Hispanics, American Indians)

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

At School
- Percentage of public high school students who reported the following at least once during the past 30 days (1991, 1995)
  - carrying a weapon such as a gun, knife, or club on school property
  - using the following at least once during the past 30 days:
    - alcohol
    - marijuana
    - cocaine
    - having five or more drinks in a row during the past 30 days

### GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships
- Percentage of public school students and principals who reported that lack of parental involvement in their school’s decision and policies was a serious problem (1991, 1994)
  - public school teachers
  - public school principals
  - establishing curriculum
  - hiring new full-time teachers
  - setting discipline policy

### Direct Measures of the Goal: Alcohol- and Drug-free Schools

At School
- Percentage of public high school students who reported the following at least once during the past 30 days (1993)
  - using the following at least once during the past 30 days:
    - marijuana
    - cocaine
    - having five or more drinks in a row during the past 30 days

### Direct Measures of the Goal: Adult Literacy

Direct Measure of the Goal: Adult Literacy
- Percentage of all adults aged 16 and older who scored at or above Level 3 of 5 levels in prose literacy (1992)

### Direct Measures of the Goal: Citizenship

- Percentage of all U.S. citizens (1992, 1995)
  - registered to vote
  - voting

### Direct Measures of the Goal: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2 or 4-year colleges in any state (1992)

### GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy
- Percentage of all adults aged 16 and older who scored at or above Level 3 of 5 levels in prose literacy (1992)

### Goals and Objectives

These measures are based on data from the National Assessment of Educational Progress, which includes assessments in mathematics, reading, and science. The data is reported on scales of 0 to 500, with Level 5 being the most proficient. Changes are interpreted with caution and may not be statistically significant.
GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992)**

Direct Measure of the Goal: Citizenship

  - registered to vote
  - voting

Direct Measure of the Goals: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)20

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

- At School:
  - Percentage of public high school students who reported the following at least once at school during the past 30 days (1988, 1993)**
    - alcohol
    - marijuana
    - cocaine

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1988, 1993)**

Overall

- Percentage of public high school students who
  - using the following at least once during the past 30 days:
    - alcohol
    - marijuana
    - cocaine

- Having few or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did not do the following at least once during the past 20 days (1993)**
  - going to school because student did not feel safe
  - public school principals
  - public school teachers

- Percentage of public high school students who reported
  - that they were threatened or injured with a weapon such as a gun, knife, or club on school property
  - that they were attacked in the past 12 months (1994)**
  - that they were physically fought on school property

- Percentage of public secondary school teachers who reported
  - student behavior interferes with their teaching (1991, 1994)
  - that they were in a physical fight on school property during the past 12 months (1993)**

- Percentage of public school principals who reported
  - setting discipline policy
  - hiring new full-time teachers

GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994)**

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)**
  - curriculum
  - hiring new full-time teachers
  - setting discipline policy

- Percentage of public school principals who reported that their parent association has a great deal of influence (1991, 1994)**

- Percentage of public secondary school teachers who reported
  - that they were threatened or injured with a weapon such as a gun, knife, or club on school property

- Percentage of public school students who reported
  - that they were threatened or injured with a weapon such as a gun, knife, or club on school property

Data not available.

* Data not reported due to small sample size. See page 23 for a Guide to Reading the State Pages.

** Data not reported due to small sample size. See Appendix A for technical notes and sources.

Source: National Center for Education Statistics and the U.S. Census Bureau.
Measuring State Progress Toward the Goals and Objectives

**GOAL 1: Ready to Learn**

Direct Measures of the Objectives: Children's Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1992)
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)
- Percentage of infants born in the state with one or more health risks (1990, 1992)
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990)

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)

**GOAL 2: School Completion**

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)

**GOAL 3: Student Achievement and Citizenship**

Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard (1992)
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard (1992)

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994)
  - English
  - Mathematics
  - Science
  - Foreign languages
  - Civics and government
  - Economics
  - Fine arts
  - History

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

Direct Measure of the Goal: Teacher Education
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)
  - use of educational technology
  - methods of teaching subject field
  - in-depth study in subject field
  - student assessment

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1992)

Direct Measure of the Objectives: Teacher Support
- Percentage of public secondary school teachers who reported 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, 1994)

**GOAL 5: Mathematics and Science**

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992)
  - whose teachers reported that they did these activities in mathematics class:
    - work in small groups at least once a week
    - work with measuring instruments or geometric solids at least once a week (1990)
- Percentage of public school 8th graders (1990, 1992)
  - whose teachers reported that they did these activities in science class:
    - work in small groups at least once a week

### Georgia

#### Measuring State Progress Toward the Goals and Objectives

**GOAL 1: Ready to Learn**

**Direct Measures of the Objectives: Children’s Health and Nutrition**
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1992)1
  - Baseline: 67
  - Update: 85
- Number of mothers (per 1,000 receiving early (first trimester) prenatal care) (1990, 1992)2
  - Baseline: 731
  - Update: 759
- Percentage of infants born in the state with one or more health risks (1990, 1992)3
  - Baseline: 39%
  - Update: 32%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)4
  - Baseline: 79%
  - Update: —

**Direct Measure of the Objectives: Preschool Programs**
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)5
  - Baseline: 24
  - Update: 37

**GOAL 2: School Completion**

**Direct Measure of the Goal: School Completion**
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)6
  - Baseline: 86%
  - Update: 79%

**Direct Measure of the Objectives: School Dropouts**
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)7
  - Baseline: —
  - Update: —

**GOAL 3: Student Achievement and Citizenship**

**Direct Measures of the Goal: Student Achievement**
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard1
  - Grade 4 (1992)8
    - Baseline: 22%
    - Update: 22%
  - Grade 8 (1992)9
    - Baseline: 16%
    - Update: 16%

**Direct Measure of the Goal: Advanced Placement Performance**
- Number of Advanced Placement examinations receiving grades of 3 or above in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994)10
  - English
    - Baseline: 16
    - Update: 22
  - Mathematics
    - Baseline: 6
    - Update: 11
  - Science
    - Baseline: 6
    - Update: 11
  - Foreign languages
    - Baseline: 2
    - Update: 2
  - Civics and government
    - Baseline: 3
    - Update: 5
  - Economics
    - Baseline: 0
    - Update: 2
  - Fine arts
    - Baseline: 1
    - Update: 2
  - History
    - Baseline: 9
    - Update: 16

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

**Direct Measure of the Goal: Teacher Education**
  - in-service (1991)12
    - Baseline: 83%
    - Update: 84%
  - graduate degree in their main teaching assignment (1994)13
    - Baseline: 58%
    - Update: 58%

**Direct Measure of the Goal: Professional Development**
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)14
  - in-service (1994):15
    - Baseline: 17%
    - Update: 21%
  - professional development (1994):16
    - Baseline: 17%
    - Update: 21%

**GOAL 5: Mathematics and Science**

**Direct Measure of the Goal: International Student Achievement Comparisons**
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)17
  - Baseline: 78%
  - Update: 78%

**Direct Measures of the Objectives: Strengthening Mathematics and Science Education**
- Percentage of public school 8th graders (1990, 1992)18
  - Who participated in the New Math Program19
    - Baseline: 16%
    - Update: 16%
  - Who were taught by teachers who met the Goals Panel’s performance standard20
    - Baseline: 56%
    - Update: 52%
  - Who participated in a calculus or pre-calculus program5
    - Baseline: 8%
    - Update: —

---

1 Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoking during pregnancy, or mother receiving prenatal care, low maternal weight gain (less than 21 pounds), mother smoking during pregnancy, or mother receiving prenatal care. Change was not statistically significant.

2 Data not available. Data are undergoing revision. Interpret with caution. See Appendix A.

3 Data not available. Data are undergoing revision. Interpret with caution. Change was not statistically significant.

4 A complete description of the performance standard can be found in Appendix A. Data are undergoing revision. See Appendix A.

5 Data not available. Interpret with caution. Change was not statistically significant.
### Measuring State Progress Toward the Goals and Objectives

#### Mathematics and Science (continued)
- Algebra and functions: 47% 44% **
- Developing reasoning ability to solve unique problems: 50% 54% **
- Communicating mathematics ideas: 52% 54% **
- Computer availability in mathematics classrooms: 28% 27% **
- Calculators use in mathematics classes: 40% 52% **

#### Direct Measure of the Objectives: Degrees in Mathematics and Science
- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993): 17:
  - All students: 38% 37%
  - Minorities (Blacks, Hispanics, American Indians): 44% 43%
  - Females: 33% 35%

#### GOAL 6: Adult Literacy and Lifelong Learning
- Percentage of public school teachers and principals who reported that they did things the following at least once during the past 30 days (1993): 21:
  - Using the following at least once during the past 30 days:
    - Marijuana: 9% 14%
    - Cocaine: 1% 2% **
    - Having few or no drinks in a row during the past 30 days: 31% 29% **

#### Direct Measures of the Goal: Schools Free of Violence and Crime
- Percentage of public school high school students who reported that lack of parental involvement in their school was a serious problem (1991, 1994): 29
- Percentage of public school high school students who reported being threatened or injured with a weapon such as a gun, knife, or club on school property: 15% —

#### Direct Measure of the Goal: Citizenship
- Percentage of public school high school students who reported that they did the following at least once during the past 30 days (1990, 1992): 30:
  - Voting: 50% 55% ns
  - Registered to vote: 62% 62% **
  - Having five or more drinks in a row during the past 30 days: 31% 29% **

#### GOAL 8: Parental Participation
- Percentage of public school school teachers who reported that they did the following at least once during the past 30 days (1990, 1992): 17:
  - Setting discipline policy: 6% 11% **
  - Estimating curricula: 1% 1%
  - Hiring new full-time teachers: 5% 7% **

---

* Data not available.
* Data not reported due to small sample size.
** Change was not statistically significant.
† Data not reported due to small sample size.
* Data are reported due to small sample size.
See Appendix A for technical notes and sources.
Measuring State Progress Toward the Goals and Objectives

**GOAL 6: Adult Literacy and Lifelong Learning**

Direct Measure of the Goal: **Adult Literacy**
- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Pree Literacy (1992)(a) — —

Direct Measure of the Goal: **Citizenship**
- Percentage of all U.S. citizens (1988, 1992)(b)
  - a) registered to vote: 62% 62% **(b)**
  - b) voting: 50% 50% **(b)**

Direct Measure of the Objectives: **Postsecondary Enrollment**
- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)(c) 54% —

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

Direct Measures of the Goal: **Alcohol- and Drug-free Students and Schools**
  - At School
    - Percentage of public high school students who reported using the following at least once during the past 30 days (1993)(d)
      - alcohol: 6% —
      - marijuana: 3% —
      - cocaine: 2% —
    - Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1994)(e) 21% —

**GOAL 8: Parental Participation**

Direct Measures of the Goal: **Parent-School Partnerships**
- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1996)(f)
  - public school teachers: 30% 33% **
  - public school principals: 16% 16% **
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1996)(g)
  - establishing curriculum: 5% 7% **
  - hiring new full-time teachers (1984): * 1% *
  - setting discipline policy: 6% 11% **

---

* ns Interpret with caution. Change was not statistically significant.
** Data not reported due to small sample size. See page 23 for a Guide to Reading the State Pages.
See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.

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Source: Centers for Disease Control and Prevention, 1994

Source: National Center for Education Statistics and Westat, Inc., 1995

Table 1 includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother died during pregnancy.


Table 2

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>71%</td>
<td>72%</td>
<td>73%</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>Number of infants (per 1,000 born at low birthweight) (1990, 1992)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of mothers (per 1,000) who received early first trimester prenatal care (1990, 1992)</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Percentage of infants born in the state with one or more health risks (1990, 1992)</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)</td>
<td>93%</td>
<td>91%</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td></td>
<td>Percentage of infants (per 1,000) born at low birthweight (below 5.5 pounds; 1991-1993)</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
</tr>
</tbody>
</table>


Table 3

<table>
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<tr>
<td></td>
<td></td>
<td>71%</td>
<td>72%</td>
<td>73%</td>
<td>73%</td>
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<tr>
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<td>Number of infants (per 1,000 born at low birthweight) (1990, 1992)</td>
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<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Percentage of infants born in the state with one or more health risks (1990, 1992)</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
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<td></td>
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<td>93%</td>
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<td></td>
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<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
</tr>
</tbody>
</table>

### GOAL 1: Ready to Learn

#### Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1996, 1995)²
- Number of mothers (per 1,000 receiving early first trimester) prenatal care (1996, 1995)²
- Percentage of infants born in the state with one or more health risks (1996, 1995)²
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)²

#### Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)²

---

#### GOAL 2: School Completion

#### Direct Measure of the Goal: School Completion
- Percentage of all 18 to 24-year-olds who have a high school credential²

#### Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)²

---

#### GOAL 3: Student Achievement and Citizenship

#### Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard:³
  - Grade 4 (1992) 15% 16% ns
  - Grade 8 (1990, 1992) 16% 16% ns

**High School Completion**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>85%</td>
</tr>
<tr>
<td>1993</td>
<td>91%</td>
</tr>
</tbody>
</table>

---

#### Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994)³
  - English 22 22
  - Mathematics 16 24
  - Science 2 3
  - Foreign languages 3 3
  - Civics and government 5 3
  - Economics 1 1
  - Fine arts 18 16

---

### GOAL 4: Teacher Education and Professional Development

#### Direct Measure of the Goal: Teacher Education
- Percentage of public secondary school teachers who held (1991, 1994)³
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment

#### Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)³
  - professional development programs on the following topics since the end of the previous school year (1994):³
    - use of educational technology
    - methods of teaching subject field
    - in-depth study in subject field
    - student assessment

### GOAL 5: Mathematics and Science

#### Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)³

#### Direct Measure of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992)³
  - whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week
    - work with measuring instruments or geometric solids at least once a week (1990)³

---

### GOAL 1: Ready to Learn

#### Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1996, 1995)²
- Number of mothers (per 1,000 receiving early first trimester) prenatal care (1996, 1995)²
- Percentage of infants born in the state with one or more health risks (1996, 1995)²
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)²

#### Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)²

---

#### GOAL 2: School Completion

#### Direct Measure of the Goal: School Completion
- Percentage of all 18 to 24-year-olds who have a high school credential²

#### Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)²

---

#### GOAL 3: Student Achievement and Citizenship

#### Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard:³
  - Grade 4 (1992) 15% 16% ns
  - Grade 8 (1990, 1992) 16% 16% ns

**High School Completion**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>85%</td>
</tr>
<tr>
<td>1993</td>
<td>91%</td>
</tr>
</tbody>
</table>

---

#### Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994)³
  - English 22 22
  - Mathematics 16 24
  - Science 2 3
  - Foreign languages 3 3
  - Civics and government 5 3
  - Economics 1 1
  - Fine arts 18 16

---

### GOAL 4: Teacher Education and Professional Development

#### Direct Measure of the Goal: Teacher Education
- Percentage of public secondary school teachers who held (1991, 1994)³
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment

#### Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)³
  - professional development programs on the following topics since the end of the previous school year (1994):³
    - use of educational technology
    - methods of teaching subject field
    - in-depth study in subject field
    - student assessment

#### Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1992)³

#### Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported 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, 1994)³

### GOAL 5: Mathematics and Science

#### Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)³

#### Direct Measure of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992)³
  - whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week
    - work with measuring instruments or geometric solids at least once a week (1990)³

---

### Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL 1</td>
<td>Ready to Learn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GOAL 2</td>
<td>School Completion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GOAL 3</td>
<td>Student Achievement and Citizenship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GOAL 4</td>
<td>Teacher Education and Professional Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GOAL 5</td>
<td>Mathematics and Science</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### International Comparisons in Mathematics

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawaii</td>
<td>0%</td>
<td>60%</td>
<td>90%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>41%</td>
<td>50%</td>
<td>58%</td>
</tr>
<tr>
<td>Korea</td>
<td>30%</td>
<td>30%</td>
<td>37%</td>
</tr>
<tr>
<td>Switzerland</td>
<td>20%</td>
<td>24%</td>
<td>49%</td>
</tr>
</tbody>
</table>

1. A complete description of assessment participants can be found in Appendix A.
2. Plus or minus (percentage points).
3. Plus or minus (percentages).

Source: Educational Testing Service, 1993

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### Mathematics and Science (continued)

- whose mathematics teachers heavily emphasize:
  - Algebra and functions
  - developing reasoning ability to solve unique problems
  - communicating mathematics ideas
- who use calculators in mathematics class at least once a week
- have computers available in their mathematics classroom
- who scored at the Proficient or Advanced level in mathematics

#### Percentage of students who scored at the Proficient or Advanced level in Mathematics

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>37%</td>
</tr>
<tr>
<td>1999</td>
<td>41%</td>
</tr>
<tr>
<td>1998</td>
<td>34%</td>
</tr>
</tbody>
</table>

#### Direct Measures of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):17
  - all students
  - minorities (Blacks, Hispanics, American Indians)
  - females
  - non-minorities

#### Direct Measures of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):30

### GOAL 6: Adult Literacy and Lifelong Learning

#### Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):18

#### Direct Measure of the Goal: Citizenship

  - registered to vote
  - voting

#### Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):30

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

#### Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

- Percentage of public high school students who reported the following at least once during the past 30 days (1993):25
  - alcohol
  - marijuana
  - cocaine

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):20

#### Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):25
  - Carried a weapon such as a gun, knife, or club on school property
  - Did not go to school because student did not feel safe

#### Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):28

### GOAL 8: Parental Participation

#### Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):23

### School Safety

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):25

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. “Not statistically significant.”

Source: National Center for Education Statistics and Westat, Inc., 1995

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### See 1995 Goals Report for additional information.

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### See Appendix A for technical notes and sources.
Measuring State Progress Toward the Goals and Objectives

**International Comparisons in Mathematics**

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage of students who scored at the Proficient or Advanced level in mathematics (1991 and 1992)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawaii</td>
<td>22%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>41%</td>
</tr>
<tr>
<td>Korea</td>
<td>20%</td>
</tr>
<tr>
<td>Switzerland</td>
<td>2%</td>
</tr>
</tbody>
</table>

1 A complete description of assessment participants can be found in Appendix A.
2 Plus or minus 2 percentage points.
3 Data not available.

**Data Interpretation:** Interpret with caution. Change was not statistically significant.

**HAWAII**

Measuring State Progress Toward the Goals and Objectives

**Mathematics and Science (continued)**

- Algebra and functions: 28% 31% **
- Developing reasoning ability to solve unique problems: 42% 35% **
- Communicating mathematics ideas: 34% 36% **
- Students who use calculators in their mathematics classroom: 10% 11% **
- Mathematics teachers who heavily emphasize: 18% 42%

**Direct Measure of the Objectives: Degrees in Mathematics and Science**

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993): **
  - all students: 40% 37%
  - minorities (Blacks, Hispanics, American Indians): 43% 35%
  - females: 37% 35%

**GOAL 6:** Adult Literacy and Lifelong Learning

**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992): **

**Direct Measure of the Goal: Citizenship**

  - registered to vote: 66% 65%
  - voting: 58% 59%

**Direct Measure of the Objectives: Postsecondary Enrollment**

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992): 54%

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

**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools**

**At School**

- Percentage of public high school students who reported the following at least once during the past 30 days (1993): **
  - alcohol: 6%
  - marijuana: 8%

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1994): 20%

**Direct Measures of the Goal: Schools Free of Violence and Crime**

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993): **
  - Using the following at least once during the past 30 days: 17% 3%
    - marijuana
    - cocaine
  - Having five or more drinks in a row during the past 30 days: 23%

**Direct Measures of the Goal: Schools Conducive to Learning**

- Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993): 7%
- Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property at least once during the past 12 months (1994): 11%

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1994): 27
  - Carried a weapon such as a gun, knife, or club on school property: 8%
  - Did not go to school because student did not feel safe: 7%

**Direct Measures of the Goal: Parent-School Partnerships**

- Percentage of public high school teachers who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994): **
  - public school principals: 18% 13%
  - public school teachers: 32% 31%

- Percentage of public high school students who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994): **
  - establishing curriculum: 17% 10%
  - hiring new full-time teachers: 10% 0% **
  - setting discipline policy: 31% 29%

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993): 7%
  - Did not go to school because of pupil discipline problems: 7%
  - Carried a weapon such as a gun, knife, or club on school property: 8%

**Parent-School Partnerships**

- Percentage of public high school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994): **
  - public school principals: 18% 13%
  - public school teachers: 32% 31%

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1994): 27
  - Carried a weapon such as a gun, knife, or club on school property: 8%
  - Did not go to school because student did not feel safe: 7%

**School Safety**

- Did not go to school because of pupil discipline problems: 7%
- Carried a weapon such as a gun, knife, or club on school property: 8%
- Such as a gun, knife, or club on school property: 8%

**Eliminating curricula**

- 1991: 10%
- 1994: 5%

**Establishing curricula**

- 1991: 10%
- 1994: 5%

**Setting discipline policies**

- 1991: 5%
- 1994: 5%

**Hiring new full-time teachers**

- 1991: 10%
- 1994: 5%


**Table Note:** Data not available. Interpret with caution. Change was not statistically significant.
Measuring State Progress Toward the Goals and Objectives

### GOAL 1: Ready to Learn

#### Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants (per 1,000 live births) with birthweight below 5.5 pounds: 1990 (57), 1992 (59)
- Number of mothers (per 1,000 delivering early first trimester) receiving prenatal care: 1990 (742), 1992 (769)
- Percentage of infants born in the state with one or more health risks: 1990 (39%), 1992 (33%)
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases: 1994 (64%)

#### Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool: 1990-5 to 6-year-olds (56), 1991 (59)

#### GOAL 2: School Completion

#### Direct Measure of the Goal: School Completion
- Percentage of all 18-24-year-olds who have a high school credential: 1990 (83%), 1993 (87%)

#### Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program: 1990 (—), 1993 (—)

#### GOAL 3: Student Achievement and Citizenship

#### Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard: 1992 (41%), 1994 (—)
  - Grade 4 (1992) 19% (1994) 24% 19%
  - Grade 8 (1990, 1992)
  - Grade 8 (1990) 18% (1992) 23% 27% 21%

#### Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas: 1990 11th and 12th grades (1991, 1993)
  - English 1992 (11), 1994 (10)
  - Mathematics 1992 (9), 1994 (8)
  - Foreign languages 1992 (1), 1994 (1)
  - Civics and government 1992 (2), 1994 (3)
  - Economics 1992 (1), 1994 (1)
  - Fine arts 1992 (1), 1994 (1)
  - History 1992 (4), 1994 (6)

### GOAL 4: Teacher Education and Professional Development

#### Direct Measure of the Goal: Teacher Education
  - an undergraduate or graduate degree in their main teaching assignment: 1991 (58%), 1994 (56%)
  - a teaching certificate in their main teaching assignment: 1991 (98%), 1994 (96%)

#### Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):
  - use of educational technology: 42% — 61% — 41% —
  - methods of teaching subject field: 26% — 25% —
  - in-depth study in subject field: 26% —

#### Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students: 1991 (26%)
- Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a mentor or master teacher: 1991 (—) 1992 (19%)

#### GOAL 5: Mathematics and Science

#### Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations: 1991 and 1992:
  - Taiwan=41% — Korea=37% — Switzerland=33%
  - Japan=27% —

#### Direct Measure of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992):
  - percentage of students enrolled in mathematics class:
    - work in small groups at least once a week: 1990 (12%), 1992 (16%) —
    - work with measuring instruments or geometric solids at least once a week (1990): 1992 (55%) 61% 64% —

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**Note:** Data not available or interpretation with caution. Change was not statistically significant.

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**Data not reported due to small sample size.** See page 22 for a Guide to Reading the State Pages.

**Data not available due to small sample size.** See Appendix A for technical notes and sources.
**GOAL 1: Ready to Learn**

Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1992)1
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)2
- Percentage of infants born in the state with one or more health risks (1990, 1992)3
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)4

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)5

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**GOAL 2: School Completion**

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)6

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)7

---

**GOAL 3: Student Achievement and Citizenship**

Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard1
- Grade 4 (1992, 1994)2
- Grade 8 (1990, 1992)3

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)4
- English
- Mathematics
- Science
- Foreign languages
- Civics and government
- Economics
- Fine arts
- History

---

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

Direct Measure of the Goal: Teacher Education
- an undergraduate or graduate degree in their main teaching assignment
- a teaching certificate in their main teaching assignment

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)6
- Cases of educational technology
- Methods of teaching subject field
- In-depth study in subject field
- Student assessment

Direct Measure of the Objectives: Teaching Diversity
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)7

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported 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, 1994)8

**GOAL 5: Mathematics and Science**

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1995)9
- Japan=92% Korea=77% Switzerland=37%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992)10
- Work in small groups at least once a week
- Work with measuring instruments or geometric solids at least once a week (1990)11

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See Appendix A for technical notes and sources.

* Data not reported due to small sample size.
+ Data not reported due to small sample size.
Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:
   - Algebra and functions
   - developing reasoning ability to solve unique problems
   - communicating mathematics ideas
   - who have computers available in their mathematics classroom
   - who use calculators in mathematics class at least once a week

Direct Measure of the Objectives: Degrees in Mathematics and Science

• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)(1)
  - all students
  - minorities (Blacks, Hispanics, American Indians)
  - females

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose Literacy (1992)(2)

Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992)(3)
  a) registered to vote
  b) voting

Direct Measure of the Objectives: Postsecondary Enrollment

• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)(4)

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

Direct Measures of the Goal: Alcohol and Drug-free Students and Schools

At School

• Percentage of public high school students who reported the following at least once during the past 30 days (1993)(5)
  - alcohol
  - marijuana
  - cocaine
  - drugs

• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)(5)

GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994)(6)
  - public school teachers
  - public school principals

• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)(6)
  - establishing curriculum
  - hiring new full-time teachers
  - setting discipline policy

See page 23 for a Guide to Reading the State Pages.

Source: Centers for Disease Control and Prevention, 1994

1 Such as a gun, knife, or club.
2 On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
3 A complete description of assessment participants can be found in Appendix A.
4 See Appendix A for technical notes and sources.
5 Data not available.
6 Data not reported due to small sample size.
International Comparisons in Mathematics

Percentage if students who scored at the Proficient or Advanced level in mathematics (1991 and 1992)

<table>
<thead>
<tr>
<th>Country</th>
<th>1991</th>
<th>1992</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idaho</td>
<td>42%</td>
<td>45%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>35%</td>
<td>35%</td>
</tr>
<tr>
<td>Korea</td>
<td>37%</td>
<td>37%</td>
</tr>
<tr>
<td>Switzerland</td>
<td>35%</td>
<td>35%</td>
</tr>
</tbody>
</table>

Note: The percentages are calculated based on a comparison of students' scores in mathematics between two different years, 1991 and 1992. The data shows a slight increase in the percentage of students achieving Proficient or Advanced levels in mathematics in Idaho, Taiwan, Korea, and Switzerland.

Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:
   - Algebra and functions
   - Developing reasoning ability to solve unique problems
   - Communicating mathematics ideas
   - Computers available in their mathematics classroom
   - Mathematics class at least once a week

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Percentage of mathematics degrees awarded to women (1983–1985):
  - All students: 34% (1983) vs. 35% (1985)
  - Minorities (Blacks, Hispanics, American Indians): 42% (1983) vs. 36% (1985)
  - Females: 28% (1983) vs. 30% (1985)

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy
- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1982–1983)

Direct Measure of the Goal: Citizenship
- Percentage of all U.S. citizens (1988, 1992)
  a) registered to vote
  b) voting

Direct Measure of the Objectives: Postsecondary Enrollment
- Percentage of high school graduates who were enrolled in 2-6 year colleges in any state (1992–1993)

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

Direct Measures of the Goal: Alcohol and Drug-free Schools
- At School
  - Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993–1994)

- Overall
  - Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 30 days:
    - Marijuana: 10% (1993) vs. 13% (1994)
    - Cocaine: 2% (1993) vs. 3% (1994)
  - Percentage of public high school students who reported having few or more drinks in a row during the past 30 days:
    - 30% (1993) vs. 31% (1994)

Direct Measures of the Goal: Schools Free of Violence and Crime
- Percentage of public high school students who reported that they did not feel safe at school:
  - 27% (1993) vs. 11% (1994)

- Percentage of public high school students who reported that they were in a physical fight on school property:
  - 8% (1993) vs. 4% (1994)

- Percentage of public high school students who reported that they did not go to school because student did not feel safe:
  - 5% (1993) vs. 2% (1994)

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)

- Setting discipline policy
  - 10% (1991) vs. 9% (1994)
  - Hiring new full-time teachers
  - Establishing curriculums
  - Setting discipline policy

Overall
- Percentage of public high school students who reported using the following at least once during the past 30 days:
  - Marijuana: 10% (1993) vs. 13% (1994)
  - Cocaine: 2% (1993) vs. 3% (1994)
  - Drinking: 30% (1993) vs. 31% (1994)

Note: All percentages are reported with a margin of error of ±2 percentage points. Changes are considered significant if they are not reported due to small sample size or not statistically significant.
Measuring State Progress Toward the Goals and Objectives

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition

- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1995)1
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1995)2
- Percentage of infants born in the state with one or more health risks (1990, 1995)3
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990)4

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)5

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)6

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)7

GOAL 3: Student Achievement and Citizenship

Direct Measure of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard: (1991)8
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard: (1991)9

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)10
- English
- Mathematics
- Science
- Foreign languages
- Civics and government
- Economics
- Fine arts
- History

Measuring State Progress Toward the Goals and Objectives

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- a teaching certificate in their main teaching assignment
- a teaching certificate in their main teaching assignment

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):12
- use of educational technology
- methods of teaching subject field
- in-depth study in subject field
- student assessment

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)13

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)14

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1981 and 1990)15

Direct Measure of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1988, 1992)16
al who teaches reported that they do these activities in mathematics class:
- work in small groups at least once a week
- work with measuring instruments or geometric solids at least once a week

ILOIS

Children's Health Index

ILLINOIS

High School Completion - Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)1

GOALS

Baseline Recent Update

1 Includes late (at third trimester) or no prenatal care, low maternal weight gain (less than 11 pounds); mother smoked during pregnancy, or mother drank alcohol during pregnancy.

2 Does not include traditional high school diploma or alternative credential.

3 See Appendix A for technical notes and sources.

Source: National Center for Health Statistics and Westat, Inc., 1995

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition

- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1995)1
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1995)2
- Percentage of infants born in the state with one or more health risks (1990, 1995)3
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990)4

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)5

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)6

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)7

GOAL 3: Student Achievement and Citizenship

Direct Measure of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard: (1991)8
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard: (1991)9

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)10
- English
- Mathematics
- Science
- Foreign languages
- Civics and government
- Economics
- Fine arts
- History

Source: National Center for Education Statistics and Westat, Inc., 1995

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- a teaching certificate in their main teaching assignment
- a teaching certificate in their main teaching assignment

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):12
- use of educational technology
- methods of teaching subject field
- in-depth study in subject field
- student assessment

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)13

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)14

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1981 and 1990)15

Direct Measure of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1988, 1992)16
al who teaches reported that they do these activities in mathematics class:
- work in small groups at least once a week
- work with measuring instruments or geometric solids at least once a week

## Measuring State Progress Toward the Goals and Objectives

### GOAL 1: Ready to Learn

**Direct Measures of the Objectives: Children’s Health and Nutrition**

<table>
<thead>
<tr>
<th>Category</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of infants (per 1,000 born at low birthweight)</strong> (1990, 1992)</td>
<td>78</td>
<td>77</td>
</tr>
<tr>
<td><strong>Number of mothers (per 1,000) receiving early (first trimester) prenatal care</strong> (1990, 1992)</td>
<td>778</td>
<td>762</td>
</tr>
<tr>
<td><strong>Percentage of infants born in the state with one or more health risks</strong> (1990, 1992)</td>
<td>35%</td>
<td>35%</td>
</tr>
</tbody>
</table>

**Direct Measure of the Objectives: Preschool Programs**

- **Number of children with disabilities in preschool** (1,000 3- to 5-year-olds; 1991, 1994)
  - 1991: 53
  - 1994: 48

**Direct Measure of the Goal: School Completion**

- **Percentage of all 18- to 24-year-olds who have a high school credential** (1990, 1992)
  - 1990: 85%
  - 1992: 87%

**Direct Measure of the Goal: School Dropout**

- **Percentage of students in Grades 9-12 who left school without completing a recognized secondary program** (1990, 1992)
  - 1990: 0%
  - 1992: 0%

**Direct Measure of the Goal: Advanced Placement Performance**

- **Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas** (per 1,000 11th and 12th graders; 1991, 1994)
  - **English**
    - 1991: 14
    - 1994: 19
  - **Mathematics**
    - 1991: 12
    - 1994: 16
  - **Science**
    - 1991: 12
    - 1994: 17
  - **Foreign languages**
    - 1991: 5
    - 1994: 6
  - **Social studies and government**
    - 1991: 3
    - 1994: 4
  - **Economics**
    - 1991: 3
    - 1994: 4
  - **Fine arts**
    - 1991: 1
    - 1994: 1
  - **History**
    - 1991: 12
    - 1994: 14

**Direct Measure of the Goal: International Student Achievement Comparisons**

- **Percentage of public school 8th graders who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard** (1991, 1994)
  - 1991: 16%
  - 1994: 22%

### GOAL 2: School Completion

- **Number of children with disabilities in preschool** (per 1,000 3- to 5-year-olds; 1991, 1994)
  - 1991: 53
  - 1994: 48

### GOAL 3: Student Achievement and Citizenship

- **Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard** (1991, 1994)
  - 1991: 16%
  - 1994: 22%

- **Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard** (1991, 1994)
  - 1991: 16%
  - 1994: 22%

### GOAL 4: Teacher Education and Professional Development

**Direct Measure of the Goal: Teacher Education**

  - 1991: 89%
  - 1994: 92%

**Direct Measure of the Goal: Professional Development**

- **Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)**
  - **Uses of educational technology**
    - 1994: 42%
  - **Methods of teaching subject field**
    - 1994: 52%
  - **In-depth study in subject field**
    - 1994: 22%
  - **Student assessment**
    - 1994: 56%

**Direct Measure of the Objectives: Teaching Diverse Student Populations**

- **Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1991, 1994)
  - 1991: 19%
  
### GOAL 5: Mathematics and Science

**Direct Measure of the Goal: International Student Achievement Comparisons**

- **Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with the highest achieving nations (1991 and 1994)**
  - Taiwan=41%  Korea=37%  Switzerland=33%

**Direct Measure of the Objectives: Strengthening Mathematics and Science Education**

- **Percentage of public school 8th graders (1990, 1992)**
  - 1990: 77%
  - 1992: 77%

**Direct Measure of the Objectives: Teaching Diverse Student Populations**

- **Percentage of public school teachers who reported 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, 1994)**
  - 1991: 18%
  - 1994: 20%

**Direct Measure of the Objectives: Student Achievement and Citizenship**

- **Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard** (1991, 1994)
  - 1991: 16%
  - 1994: 22%

**Direct Measure of the Objectives: Professional Development**

- **Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)**
  - **Uses of educational technology**
    - 1994: 42%
  - **Methods of teaching subject field**
    - 1994: 52%
  - **In-depth study in subject field**
    - 1994: 22%
  - **Student assessment**
    - 1994: 56%
Measuring State Progress Toward the Goals and Objectives

**Mathematics and Science (continued)**
- Algebra and functions
- Developing reasoning ability to solve unique problems
- Communicating mathematics ideas
- Who have computers available in their mathematics classroom
- Who use calculators in mathematics class at least once a week

**Direct Measure of the Objectives: Degrees in Mathematics and Science**
- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993) (illuminates)
  - All students: 36% 36%
  - Minorities (Blacks, Hispanics, American Indians): 38% 36%
- Literacy Levels
  1. Proficient and Level 1 being the least proficient.
  2. Points and five levels, with Level 5 being the most proficient.

**GOAL 6: Adult Literacy and Lifelong Learning**

**Direct Measure of the Goal: Adult Literacy**
- Percentage of all adults aged 16 and older scoring at a literacy level of 5 (1992) (illuminates)
  1. Test results are reported on scales of 0 to 500 scoring at five literacy levels (1992)
  2. Proficient and Level 1 being the least proficient.
  3. Points and five levels, with Level 5 being the most proficient.

**Direct Measure of the Goal: Citizenship**
- Percentage of all U.S. citizens (1988, 1992) (illuminates)
  1. Registered to vote
  2. Voting

**Direct Measure of the Objectives: Postsecondary Enrollment**
- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992) (illuminates)

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

**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools**
- At School
  1. Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1992)

**GOAL 8: Parental Participation**

**Direct Measures of the Goal: Parent-School Partnerships**
- Percentage of public school principals who reported that they did the following at least once during the past 30 days (1990) (illuminates)
  1. Using the following at least once during the past 30 days:
     - Marijuana: 14% — ns
     - Cocaine: 2% — ns
     - Having few or more drinks in a row during the past 30 days: 28% — ns

See page 23 for a Guide to Reading the State Pages.
Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:
   - Algebra and functions
   - developing reasoning ability to solve unique problems
   - communicating mathematics ideas
   - writing and communicating mathematical ideas
   - use of manipulative materials

   c) who use computer resources available in their mathematics classroom
   d) who use calculators in mathematics classes at least once a week

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1994, 1995)
  - all students
  - minorities (Blacks, Hispanics, American Indians)
  - females
  - whites

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prese Literacy (1992)

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1991, 1992)

  a) registered to vote
  b) voting

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

- At School
  - Percentage of high school students who reported the following at least once during the past 30 days (1992)
    - alcohol
    - marijuana
    - cocaine
    - other illegal drugs

- In the past 12 months (1994)
  - a gun
  - a knife
  - a club
  - a weapon

- Percentage of public school students who reported that they did the following at least once during the past 30 days (1993)

  a) Carried a weapon such as a gun, knife, or club on school property
  b) Did not go to school because student did not feel safe

- Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1992)

- Percentage of public high school students who reported that they were in a physical fight on school property during the past 12 months (1993)

- Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)

GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school principals who reported that lack of parental involvement in their school was a serious problem (1991, 1996)

  - public school teachers
  - public school principals

- Percentage of public school principals who reported that the parent associations in their school has influenced the following decisions and policies (1991, 1994)

  - establishing curriculum
  - hiring new full-time teachers
  - setting discipline policy

- Percentage of public school students who reported that the parent associations in their school was important (1991, 1996)

- Percentage of public school students who reported that the parent associations in their school was not important (1991, 1996)

Source: National Center for Education Statistics and Westat, Inc., 1995
Measuring State Progress Toward the Goals and Objectives

INDIANA

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1995)\(^1\) 88 67
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1995)\(^1\) 779 763
- Percentage of infants born in the state with one or more health risks (1990, 1995)\(^2\) — —
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990)\(^3\) 74% —

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1990, 1994)\(^4\) 30 42

GOAL 2: School Completion

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1995)\(^5\) 89% 88% **

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)\(^6\) — —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard\(^7\)
  - Grade 4 (1992, 1994) 27% 27%
  - Grade 8 (1990, 1992) 16% 21% 24% **

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)\(^8\)
  - English 5 12
  - Mathematics 8 10
  - Science 5 9
  - Foreign languages 1 1
  - Civic and government 1 1
  - Economics 1 1
  - Fine arts <1 <1
  - History 3 3

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education
- Percentage of public secondary school teachers who hold (1991, 1994)\(^9\)
  - an undergraduate or graduate degree in their main teaching assignment — —
  - a teaching certificate in their main teaching assignment — —

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)\(^10\)
  - use of educational technology — 52% —
  - methods of teaching subject field — 50% —
  - in-depth study in subject field — 22% —

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1990, 1993)\(^11\) 9% —

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported 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, 1994)\(^12\) 14% 22%

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)\(^13\)
  - Japan 91%, Korea 80%, Switzerland 71% 21% 24% 26% **

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992)\(^14\)
  - who reported that they did these activities in mathematics class:
    - work in small groups at least once a week 39% 38% **
    - work with measuring instruments or geometric solids at least once a week (1990) 5% —

Base Year
- 1990
- 1993
- 1992
- 1994

* Data not available
** Intepret with caution. Change was not statistically significant.
\(^1\) Does not include those still in high school.
\(^2\) Includes traditional high school diploma and alternative credential.
\(^3\) See Appendix A for technical notes and sources.
\(^5\) Data not reported due to small sample size. See page 22 for a Guide to Reading the State Pages.
\(^6\) Includes all races and ethnicities.
\(^7\) Includes traditional high school diploma and alternative credential.
\(^9\) Interpreted with caution. Change was not statistically significant.
\(^10\) Data are undergoing revision. See Appendix A.
\(^11\) Data are undergoing revision. See Appendix A.
\(^12\) Data are undergoing revision. See Appendix A.
\(^13\) Data are undergoing revision. See Appendix A.
\(^14\) Data are undergoing revision. See Appendix A.

High School Completion Percentage of all 11th- to 24-year-olds who have a high school credential (1990, 1993)\(^11\)

9% 99% **

1% 99% **

9% 99% **
### Measuring State Progress Toward the Goals and Objectives

#### GOAL 1: Ready to Learn

**Direct Measures of the Objectives: Children's Health and Nutrition**
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) 1990, 1995)
  - 66
  - 67
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1980, 1985)
  - 779
  - 783
- Percentage of infants born in the state with one or more health risks (1990, 1995)
  - —
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990)
  - 74%

**Direct Measure of the Objectives: Preschool Programs**
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)
  - 30
  - 42

**GOAL 2: School Completion**

**Direct Measure of the Goal: School Completion**
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)
  - 89%
  - 88% **ns**

**Direct Measure of the Objectives: School Dropouts**
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)
  - —
  - —

**GOAL 3: Student Achievement and Citizenship**

**Direct Measures of the Goal: Student Achievement**
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard
  - Grade 4 (1992, 1994)
    - Baseline: 27%
    - Most Recent Update: 27%
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard
  - Grade 4 (1992)
    - Baseline: 18%
    - Most Recent Update: 21%
  - Grade 8 (1990, 1992)
    - Baseline: 56%
    - Most Recent Update: 56%

**Direct Measure of the Goal: Advanced Placement Performance**
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)
  - English: 6
    - 12
  - Mathematics: 6
    - 10
  - Science: 5
    - 9
  - Foreign languages: 1
    - 1
  - Civics and government: 1
    - 1
  - Economics: 1
    - 1
  - Fine arts: <1
    - <1
  - History: 3

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

**Direct Measure of the Goal: Teacher Education**
  - an undergraduate or graduate degree in their main teaching assignment: 72%
  - a teaching certificate in their main teaching assignment: **99%**

**Direct Measure of the Goal: Professional Development**
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)
  - use of educational technology
    - 52%
  - methods of teaching subject field
    - 58%
  - in-depth study in subject field
    - 22%
  - student assessment
    - 37%

**Direct Measure of the Objectives: Teaching Diverse Student Populations**
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1990, 1993)
  - Baseline: 6%
  - Most Recent Update: 22%

**Direct Measure of the Objectives: Teacher Support**
- Percentage of public school teachers who reported 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, 1994)
  - Baseline: 14%
  - Most Recent Update: 22%

**GOAL 5: Mathematics and Science**

**Direct Measure of the Goal: International Student Achievement Comparisons**
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)
  - Taiwan=41%
  - Korea=37%
  - Switzerland=33%
  - Baseline: 24%

**Direct Measures of the Objectives: Strengthening Mathematics and Science Education**
- Percentage of public school 8th graders (1990, 1992)
  - whose teachers reported that they did these activities in mathematics class
    - work in small groups at least once a week: 39% (1990), 38% (1992) **ns**
    - work with measuring instruments or geometric solids at least once a week: 5% (1990)
### International Comparisons in Mathematics

<table>
<thead>
<tr>
<th>Country</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taiwan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Korea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Switzerland</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Data not available.
1 A complete description of assessment participants can be found in Appendix A.
2 Plus or minus percentage points
3 Plus or minus percentages

### Adult Literacy

<table>
<thead>
<tr>
<th>State</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Data not available.

### GOAL 6: Adult Literacy and Lifelong Learning

#### Direct Measure of the Goal: Citizenship

- Percentage of all adults aged 16 and older who reported voting
  - Registered to vote
  - Voting

#### Direct Measure of the Objectives: Post-secondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state

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

#### Direct Measures of the Goal: Alcohol, Drug-free, and Discipline

- Percentage of public high school students who reported the following at least once during the past 30 days
  - Using the following: alcohol, marijuana, cocaine
  - Threatened or injured with a weapon
  - Having a weapon or making a weapon threat

- Percentage of public school teachers who reported the following at least once during the past 12 months
  - Physical fight on school property
  - Being offered, sold, or given an illegal drug

### GOAL 8: Parent-Partnerships

- Percentage of public school teachers and principals who reported that the parent association in their school has influence on the following decisions and policies


### Data and Notes

- Data not available.
- Data not reported due to small sample size.
- See Appendix A for technical notes and sources.
- Interpreted with caution. Change was not statistically significant.
**INDIANA**

### Measuring State Progress Toward the Goals and Objectives

#### Mathematics and Science (continued)

<table>
<thead>
<tr>
<th>Mathematics and Science (continued)</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) whose mathematics teachers heavily emphasize:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Algebra and functions</td>
<td>45%</td>
<td>44% ns</td>
</tr>
<tr>
<td>– developing reasoning ability to solve unique problems</td>
<td>35%</td>
<td>40%</td>
</tr>
<tr>
<td>– communicating mathematics ideas</td>
<td>35%</td>
<td>34% ns</td>
</tr>
<tr>
<td>c) who have computers available in their mathematics classroom</td>
<td>14%</td>
<td>15%</td>
</tr>
<tr>
<td>d) who use calculators in mathematics class at least once a week</td>
<td>20%</td>
<td>39%</td>
</tr>
</tbody>
</table>

#### Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)¹
  - all students: 40% 40% | 38% 39% | 34% 36% |
  - minorities (Blacks, Hispanics, American Indians): 25% 29% | 20% 28% | 26% 30% |

#### GOAL 6: Adult Literacy and Lifelong Learning

**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose Literacy (1992)²
  - Baseline: 58% — |

**Direct Measure of the Goal: Citizenship**

- Percentage of all U.S. citizens (1988, 1992)³
  a) registered to vote | 66% 67% | 61% 63% |
  b) voting |

**Direct Measure of the Objectives: Postsecondary Enrollment**

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²
  - Baseline: 51% — |

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

**Direct Measures of the Goal: Alcohol, Drug-free Students and Schools**

- At School
  - Percentage of public high school students who reported the following at least once at school during the past 30 days (1993)⁴
    - alcohol |
    - marijuana |
  - Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1992)²
    - Baseline: 15% 27% |

## Parent-School Partnerships

- Percentage of public schools that reported that the parent association in their school has influence in the following decisions and policies (1991, 1994)³
  - establishing curriculum |
  - hiring new full-time teachers |
  - setting discipline policy |

### Data Notes

- * Data not available
- ** ns Interpret with caution. Change was not statistically significant.
- * Data not reported due to small sample size. See page 23 for a Guide to Reading the State Pages. See Appendix A for technical notes and sources.
### Measuring State Progress Toward the Goals and Objectives

#### GOAL 1: Ready to Learn

**Direct Measures of the Objectives:** Children’s Health and Nutrition

- **Number of infants (per 1,000 born at low birthweight (below 5.5 pounds))** (1990, 1992): 54, 57
- **Number of mothers (per 1,000) receiving early first trimester prenatal care** (1990, 1992): 848, 892
- **Percentage of infants born in the state with one or more health risks** (1990, 1992): 39%, 36%
- **Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases** (1990): 81%

**Direct Measure of the Objectives:** Preschool Programs

- **Number of children with disabilities in preschool (per 1,000 3 to 5-year-olds; 1991, 1994):** 45, 48

**Interpret with caution. Change was not statistically significant.**

Source: National Center for Health Statistics and Westat, Inc., 1995

#### GOAL 2: School Completion

**Direct Measure of the Goal:** School Completion

- **Percentage of all 18- to 24-year-olds who have a high school credential** (1990, 1992): 95%, 94%

**Direct Measure of the Objectives:** School Dropouts

- **Percentage of students in Grades 9-12 who left school without completing a recognized secondary program** (1990): —

**Interpret with caution. Change was not statistically significant.**


#### GOAL 3: Student Achievement and Citizenship

**Direct Measure of the Goal:** Student Achievement

- **Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard** (1992, 1994): 32%, 29%
- **Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard** (1992, 1994): 27%, 30%

**Direct Measure of the Goal:** Advanced Placement Performance

- **Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas** (per 1,000 11th and 12th graders; 1991, 1992):
  - English: 8
  - Mathematics: 5
  - Science: 2
  - Foreign language: 1
  - Civics and government: 1
  - Economics: 3
  - Fine arts: <1
  - History: 3

**Interpret with caution. Change was not statistically significant.**


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### Measuring State Progress Toward the Goals and Objectives

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

**Direct Measure of the Goal:** Teacher Education

- **Percentage of public secondary school teachers who held (1991, 1994):** 71%, 72%
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment

**Direct Measure of the Goal:** Professional Development

- **Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):**
  - use of educational technology
  - methods of teaching subject field
  - in-depth study in subject field

**Direct Measure of the Objectives:** Teaching Diverse Student Populations

- **Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994):** 15%

**Direct Measure of the Objectives:** Teacher Support

- **Percentage of public secondary school teachers who reported 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, 1994):** 11%, 13%

**Direct Measure of the Objectives:** Mathematics and Science

**Interpret with caution. Data are undergoing revision.**

**Direct Measure of the Goal:** International Student Achievement Comparisons

- **Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):**
  - Taiwan=41%   Korea=37%   Switzerland=33%

**Direct Measures of the Objectives:** Strengthening Mathematics and Science Education

- **Percentage of public school 8th graders (1990, 1992):**
  - whose teachers reported that they did these activities in mathematics class:
    - work in small groups at least once a week (1992): 48%
    - work with measuring instruments or geometric solids at least once a week (1990): 8%

**Interpret with caution. Data are undergoing revision.**

Source: National Center for Education Statistics, 1993 and 1995

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### Measuring State Progress Toward the Goals and Objectives

#### GOAL 5: Mathematics and Science

**Direct Measure of the Goal:** International Student Achievement Comparisons

- **Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):**
  - Taiwan=41%   Korea=37%   Switzerland=33%

**Direct Measures of the Objectives:** Strengthening Mathematics and Science Education

- **Percentage of public school 8th graders (1990, 1992):**
  - whose teachers reported that they did these activities in mathematics class:
    - work in small groups at least once a week (1992): 48%
    - work with measuring instruments or geometric solids at least once a week (1990): 8%

Source: National Center for Education Statistics, 1993 and 1995

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### Measuring State Progress Toward the Goals and Objectives

#### GOAL 6: Mathematics and Science

**Direct Measure of the Goal:** International Student Achievement Comparisons

- **Percentage of public school 8th graders who scored at the Proficient or Advanced level in science compared with 3 highest achieving nations (1991 and 1992):**
  - Taiwan=41%   Korea=37%   Switzerland=33%

**Direct Measures of the Objectives:** Strengthening Mathematics and Science Education

- **Percentage of public school 8th graders (1990, 1992):**
  - whose teachers reported that they did these activities in science class:
    - work in small groups at least once a week (1992): 48%
    - work with measuring instruments or geometric solids at least once a week (1990): 8%

Source: National Center for Education Statistics, 1993 and 1995

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### Measuring State Progress Toward the Goals and Objectives

#### GOAL 7: Mathematics and Science

**Direct Measure of the Goal:** International Student Achievement Comparisons

- **Percentage of public school 8th graders who scored at the Proficient or Advanced level in science compared with 3 highest achieving nations (1991 and 1992):**
  - Taiwan=41%   Korea=37%   Switzerland=33%

**Direct Measures of the Objectives:** Strengthening Mathematics and Science Education

- **Percentage of public school 8th graders (1990, 1992):**
  - whose teachers reported that they did these activities in science class:
    - work in small groups at least once a week (1992): 48%
    - work with measuring instruments or geometric solids at least once a week (1990): 8%

Source: National Center for Education Statistics, 1993 and 1995

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### Measuring State Progress Toward the Goals and Objectives

#### GOAL 8: Mathematics and Science

**Direct Measure of the Goal:** International Student Achievement Comparisons

- **Percentage of public school 8th graders who scored at the Proficient or Advanced level in science compared with 3 highest achieving nations (1991 and 1992):**
  - Taiwan=41%   Korea=37%   Switzerland=33%

**Direct Measures of the Objectives:** Strengthening Mathematics and Science Education

- **Percentage of public school 8th graders (1990, 1992):**
  - whose teachers reported that they did these activities in science class:
    - work in small groups at least once a week (1992): 48%
    - work with measuring instruments or geometric solids at least once a week (1990): 8%

Source: National Center for Education Statistics, 1993 and 1995
Measuring State Progress Toward the Goals and Objectives

**GOAL 1: Ready to Learn**

Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants (per 1,000 born alive) weighing less than 2,500 grams (1990) 54
- Number of mothers (per 1,000) who received prenatal care in the first trimester (1989, 1990) 848
- Percentage of infants born in states with more than one or more risks (1990, 1995) 39%
- Percentage of 2- and 3-year-olds who were fully immunized (1990, 1992) 81%

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994) 45

**GOAL 2: School Completion**

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1995) 95%

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990) — —

**GOAL 3: Student Achievement and Citizenship**

Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard: 32% 29% 1992 1990 1994
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard: 27% 30% 1992 1990 1994

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations (1989-1990) 8
- Number of Advanced Placement examinations (1990-1991) 11
- Number of Advanced Placement examinations (1991-1992) 5
- Number of Advanced Placement examinations (1992-1993) 3

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

Direct Measure of the Goal: Teacher Education

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in inservice or professional development programs on the following topics since the end of the previous school year (1994):
  - uses of educational technology
  - methods of teaching subject field
  - in-depth study in subject field
  - student assessment

**GOAL 5: Mathematics and Science**

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 4th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):
  - Taiwan=41%
  - Korea=37%
  - Switzerland=32%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 4th graders (1990, 1992):
  - 48% 50% 1992 1990
  - 8% 10% 1992 1990

Source: National Center for Education Statistics and Westat, Inc., 1995

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**Student Achievement**


- Proficient and above
- Basic
- Below Goals Panel’s performance standard

Source: National Center for Education Statistics, 1993 and 1995

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**Professional Development**

Percentage of public school teachers who reported that they participated in inservice or professional development programs on the following topics since the end of the previous school year (1994):

- Uses of educational technology
- Methods of teaching subject field
- In-depth study in subject field
- Student assessment

Source: National Center for Education Statistics, 1993 and 1995

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Note: Interpret with caution. Change was not statistically significant.
International Comparisons in Mathematics

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Switzerland*</td>
<td>30%</td>
<td>0%</td>
</tr>
<tr>
<td>Korea*</td>
<td>45%</td>
<td>17%</td>
</tr>
<tr>
<td>Taiwan*</td>
<td>15%</td>
<td>0%</td>
</tr>
<tr>
<td>IOWA</td>
<td><strong>50%</strong></td>
<td><strong>20%</strong></td>
</tr>
</tbody>
</table>

1 A complete description of assessment participants can be found in Appendix A.
2 Plus or minus 2 percentage points.
3 Plus or minus 3 percentage points.

**Data not available.**

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**Adult Literacy and Lifelong Learning**

**Direct Measure of the Goal: Adult Literacy**

- **Percentage of all adults aged 16 and older scoring at a literacy level 5 (1992)**
  - **61%**

**GOAL 6: Adult Literacy and Lifelong Learning**

**Direct Measure of the Goal: Citizenship**

- **Percentage of all U.S. citizens (1988, 1992)**
  - **registered to vote**: 73% 79%
  - **voting**: 64% 72%

**Direct Measure of the Objectives: Postsecondary Enrollment**

- **Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)**
  - **64%**

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

**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools**

**At School**

- **Percentage of public high school students who reported using the following at least once during the past 30 days (1993)**
  - **alcohol**: — — ns
  - **marijuana**: — — ns

- **Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)**
  - **— — ns**

**Direct Measures of the Goal: Alcohol- and Drug-free Schools**

- **Percentage of public high school students who reported (1990, 1993)**
  - **having five or more drinks in a row during the past 30 days**: — — ns

**Parental Participation**

**Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)**

- **Carrying a weapon such as a gun, knife, or club on school property**: 11% 11%

- **Direct Measure of the Goal: Disciplined Environments**

- **Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)**
  - **31% 48%**

**GOAL 8: Parent-School Partnerships**

**Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)**

- **Evaluating curriculum**: — — ns
  - **Establishing discipline policies**: — — ns
  - **Hiring new full-time teachers**: — — ns

**Data not available.**

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Please refer to page 23 for a Guide to Reading the State Pages.
## IOWA

### Measuring State Progress Toward the Goals and Objectives

#### Mathematics and Science (continued)

<table>
<thead>
<tr>
<th>Mathematics and Science</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) whose mathematics teachers heavily emphasize:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Algebra and functions</td>
<td>48%</td>
<td>50%</td>
</tr>
<tr>
<td>- developing reasoning ability to solve unique problems</td>
<td>38%</td>
<td>47%</td>
</tr>
<tr>
<td>- communicating mathematics ideas</td>
<td>28%</td>
<td>39%</td>
</tr>
<tr>
<td>c) who have computers available in their mathematics classroom</td>
<td>23%</td>
<td>20%</td>
</tr>
<tr>
<td>d) who use calculators in mathematics class at least once a week</td>
<td>96%</td>
<td>68%</td>
</tr>
</tbody>
</table>

#### Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)\(^1\):
  - all students: 33% 35% 3% 10%
  - minorities (Blacks, Hispanics, American Indians): 32% 40% 28% 36%

\(^1\) A complete description of assessment participants can be found in Appendix A.

### GOAL 6: Adult Literacy and Lifelong Learning

#### Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older scoring at Level 1 or above (1992)\(^2\): 61% —

#### Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992)\(^3\):
  - registered to vote: 73% 79% 64% 72%
  - voting: 33% 35% 33% 35%

#### Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state in 1992\(^4\): 64% —

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

#### Direct Measures of the Goal: Alcohol- and Drug-free students and Schools

**At School**
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1990, 1992)\(^5\):
  - alcohol: 16% 24% 14% 34%
  - marijuana: 17% 25% 3% 10%

**GOAL 8: Parental Participation**

#### Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994)\(^6\):
  - public school teachers: 15% 18% —
  - public school principals: 8% 7% —

#### Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public school students who reported that lack of parental involvement in their school was a serious problem (1991, 1994)\(^6\):
  - a) Carried a weapon such as a gun, knife, or club on school property: 10% 12%
  - b) Did not go to school because student did not feel safe: 4% 5%

- Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1990, 1992)\(^8\): 11% —

- Percentage of public high school students who reported that lack of parental involvement in their school was a serious problem (1991, 1994)\(^6\): 31% 40%
Measuring State Progress Toward the Goals and Objectives

GOAL 1: Ready to Learn
Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1992): 62 64
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992): 867 839
- Percentage of infants born in the state with one or more health risks (1990, 1993): 32% 31%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994): 82%

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994): 33 48

GOAL 2: School Completion
Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993): 93% 92%

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990): — —

GOAL 3: Student Achievement and Citizenship
Direct Measure of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard (1991–1993):
  - Grade 4 (1992) — —
  - Grade 4 (1992) — —
  - Grade 8 (1990, 1992) — —

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):
  - English 10 8
  - Mathematics 5 3
  - Science 3 2
  - Foreign languages 1 1
  - Civics and government 2 3
  - Economics <1 <1
  - Fine arts <1 <1
  - History 4 6

GOAL 4: Teacher Education and Professional Development
Direct Measure of the Goal: Teacher Education
  - an undergraduate or graduate degree in their main teaching assignment 92% 90%
  - a teaching certificate in their main teaching assignment 95% 99%

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):
  - in-service or professional development 58% —
  - methods of teaching subject field 62% —
  - in-depth study in subject field 23% —
  - student assessment 54% —

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994):
  - 16% —

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a mentor or master teacher (1991, 1994):
  - 17% 19%

GOAL 5: Mathematics and Science
Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1981 and 1992):
  - Taiwan=41% Korea=37% Switzerland=32%

Direct Measure of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992):
  - whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week — —
    - work with measuring instruments or geometric solids at least once a week — —


KANSAS

Measuring State Progress Toward the Goals and Objectives

GOAL 4: Teacher Education and Professional Development
Direct Measure of the Goal: Teacher Education
  - an undergraduate or graduate degree in their main teaching assignment 92% 90%
  - a teaching certificate in their main teaching assignment 95% 99%

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):
  - in-service or professional development 58% —
  - methods of teaching subject field 62% —
  - in-depth study in subject field 23% —
  - student assessment 54% —

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994):
  - 16% —

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a mentor or master teacher (1991, 1994):
  - 17% 19%

GOAL 5: Mathematics and Science
Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1981 and 1992):
  - Taiwan=41% Korea=37% Switzerland=32%

Direct Measure of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992):
  - whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week — —
    - work with measuring instruments or geometric solids at least once a week — —


Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):
  - in-service or professional development 58% —
  - methods of teaching subject field 62% —
  - in-depth study in subject field 23% —
  - student assessment 54% —

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994):
  - 16% —

- Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a mentor or master teacher (1991, 1994):
  - 17% 19%

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1981 and 1992):
  - Taiwan=41% Korea=37% Switzerland=32%

- Percentage of public school 8th graders (1990, 1992):
  - whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week — —
    - work with measuring instruments or geometric solids at least once a week — —


Source: National Center for Education Statistics and Westat, Inc., 1995

See page 23 for a Guide to Reading the State Pages.

* Data not reported due to small sample size.
** Change was not statistically significant.

See Appendix A for technical notes and sources.

Data not available.

Interpret with caution. Change was not statistically significant.


See Appendix A for technical notes and sources.
# Measuring State Progress Toward the Goals and Objectives

## GOAL 1: Ready to Learn

### Direct Measures of the Objectives: Children's Health and Nutrition

- **Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1992)**
  - Baseline: 82
  - Most Recent Update: 64

- **Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992)**
  - Baseline: 807
  - Most Recent Update: 839

- **Percentage of infants born in the state with one or more health risks (1990, 1992)**
  - Baseline: 32%
  - Most Recent Update: 31%

- **Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990)**
  - Baseline: 82%

### Direct Measure of the Objectives: Preschool Programs

  - Baseline: 33
  - Most Recent Update: 48

## GOAL 2: School Completion

### Direct Measure of the Goal: School Completion

- **Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)**
  - Baseline: 92%
  - Most Recent Update: 92%

### Direct Measure of the Objectives: School Dropouts

- **Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)**
  - Baseline: —
  - Most Recent Update: —

## GOAL 3: Student Achievement and Citizenship

### Direct Measures of the Goal: Student Achievement

- **Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992)**
  - Grad 4 (1992, 1994)
  - Baseline: —
  - Most Recent Update: —

- **Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1992)**
  - Grad 4 (1992, 1994)
  - Baseline: —
  - Most Recent Update: —

### Direct Measure of the Goal: Advanced Placement Performance

- **Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (1990, 11th and 12th graders; 1991, 1995)**
  - Baseline: —
  - Most Recent Update: —

## Goals and Objectives

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

### Direct Measure of the Goal: Teacher Education

  - Baseline: 92%
  - Most Recent Update: 92%

### Direct Measure of the Goal: Professional Development

- **Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)**
  - Baseline: —
  - Most Recent Update: —

- **Percentage of public school teachers who reported 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, 1994)**
  - Baseline: 16%
  - Most Recent Update: —

### Direct Measure of the Objectives: Teaching Diverse Student Populations

- **Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)**
  - Baseline: —
  - Most Recent Update: —

### Direct Measure of the Goal: International Student Achievement Comparisons

- **Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)**
  - Baseline: —
  - Most Recent Update: —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- **Percentage of public school 8th graders (1990, 1992)**
  - Students who reported that they do these activities in mathematics class:
    - Baseline: —
    - Most Recent Update: —
  - Students who reported that they do these activities in science class:
    - Baseline: —
    - Most Recent Update: —

---

*Data not reported due to small sample size.*

Interpret with caution. Change was not statistically significant.
### Mathematics and Science (continued)

- whose mathematics teachers heavily emphasize:
  - algebra and functions
  - developing reasoning ability to solve unique problems
  - communicating mathematics ideas
- who have computers available in their mathematics classroom
- who use calculators in mathematics class at least once a week

### Direct Measure of the Objectives: Degrees in Mathematics and Science
  - all students
  - minorities (Blacks, Hispanics, American Indians)
  - females
- Data not available.

### GOAL 6: Adult Literacy and Lifelong Learning

#### Direct Measure of the Goal: Adult Literacy
- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):
  - all adults
  - females
  - minorities
  - all students

#### Direct Measure of the Goal: Citizenship
  - registered to vote
  - voting

#### Direct Measure of the Objectives: Postsecondary Enrollment
- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):

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

#### Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools
- At School
  - Percentage of public high school students who reported using the following at least once during the past 30 days (1990, 1993):
    - alcohol
    - marijuana
    - cocaine

### GOAL 8: Parental Participation

#### Direct Measures of the Goal: Parent-School Partnerships
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):
  - setting discipline policy
  - hiring new full-time teachers
  - establishing curriculum

### Violence and Crime

#### Direct Measures of the Goal: Schools Free of Violence and Crime
- Percentage of public high school students who reported:
  - they were threatened or injured with a weapon such as a gun, knife, or club on school property
  - they were in a physical fight on school property
  - a gun, knife, or club on school property during the past 12 months
  - a weapon such as a gun, knife, or club on school property during the past 30 days
  - having few or more drinks in a row during the past 30 days

### Goals and Objectives

- See Appendix A for technical notes and sources.

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1 On a 6-point scale from “no influence” to “a great deal of influence,” defined as a score of 4 or higher.
2 Data not reported due to small sample size.
3 Data not available. Interpret with caution. Change was not statistically significant.
4 Data may be inflated due to survey design.
5 Data not reported due to small sample size.
6 Data not reported due to small sample size.
### KANSAS

#### Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

#### Mathematics and Science (continued)
- whose mathematics teachers heavily emphasize:
  - Algebra and functions — — —
  - developing reasoning ability to solve unique problems — — —
  - communicating mathematics ideas — — —
- who have computers available in their mathematics classroom — — —
- who use calculators in mathematics class at least once a week — — —

#### Direct Measure of the Objectives: Degrees in Mathematics and Science
- Mathematics and science degrees as a percentage of all degrees awarded in 1991, 1993:
  - all students 36% 37%
  - minorities (Blacks, Hispanics, American Indians) 35% 36%
  - females 32% 33%

#### GOAL 6: Adult Literacy and Lifelong Learning

#### Direct Measure of the Goal: Adult Literacy
- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992):
  - Data not reported due to small sample size.

#### Direct Measure of the Goal: Citizenship
  - a) registered to vote 69% 79%
  - b) voting 62% 72%

#### Direct Measure of the Objectives: Postsecondary Enrollment
- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992): 56%

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

#### Direct Measures of the Goal: Alcohol- and Drug-free Schools
At School
- Percentage of public high school students who reported the following at least once during the past 30 days (1993):
  - alcohol — — ns
  - marijuana — — ns
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):
  - cocaine — — ns

#### Direct Measures of the Goal: Alcohol- and Drug-free Schools
At School
- Percentage of public high school students who reported the following at least once during the past 30 days (1993):
  - a) Using the following at least once during the past 30 days:
    - marijuana — — —
    - cocaine — — —
  - b) Having five or more drinks in a row during the past 30 days — — —

#### Direct Measures of the Goal: Schools Free of Violence and Crime
- Percentage of public high school students who reported that they did not do the following at least once during the past 30 days (1993):
  - a) Carried a weapon such as a gun, knife, or club on school property — — —
  - b) Did not go to school because student did not feel safe — — —
- Percentage of public high school students who reported 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):
  - Data not reported due to small sample size.
- Percentage of public high school students who reported that they were in a physical fight on school property immediately after the following at least once during the past 12 months:
  - a) A gun, knife, or club — — ns
  - b) Having five or more drinks in a row during the past 30 days — — ns

#### GOAL 8: Parental Participation

#### Direct Measures of the Goal: Parent-School Partnerships
- Percentage of public school students who reported that lack of parental involvement in their school was a serious problem (1991, 1994):
  - a) student behavior interferes with their teaching (1991, 1994): 28 35% 42% ns
  - b) Did not go to school because student did not feel safe — — ns

#### Parent-School Partnerships
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):
  - a) Setting discipline policy 5% 11% ns
  - b) Hiring new full-time teachers 2% 3% ns
  - c) Establishing curriculum 1% 2% ns
  - d) Choosing full-time teachers 2% 2% ns

#### Conducive to Learning
- Percentage of public secondary school teachers who reported that they were in a physical fight on school property over the past 12 months:
  - a) Carried a weapon such as a gun, knife, or club on school property — — ns
  - b) Having five or more drinks in a row during the past 30 days — — ns

#### Goals and Objectives
See page 23 for a Guide to Reading the State Pages.

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*Data not available
**ns Interpret with caution. Change was not statistically significant.

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See Appendix A for technical notes and sources.
### Measuring State Progress Toward the Goals and Objectives

#### GOAL 1: Ready to Learn

**Direct Measures of the Objectives:** Children’s Health and Nutrition

- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1992): 71 68
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992): 777 801
- Percentage of infants born in the state with one or more health risks (1990, 1992): 49% 43%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994): 80% —

**Direct Measure of the Objectives:** Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994): 68 82

#### GOAL 2: School Completion

**Direct Measure of the Goal:** School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1992): 82% 85%**

**Direct Measure of the Objectives:** School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990): —

#### GOAL 3: Student Achievement and Citizenship

**Direct Measure of the Goal:** Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard: 19% 22%**

**Direct Measure of the Objectives:** Science

- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard: 13% 14%

**Direct Measure of the Goal:** Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995): 10 14

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

**Direct Measure of the Goal:** Teacher Education

- Percentage of public secondary school teachers who hold (1991, 1994): 95% 53%

**Direct Measure of the Objectives:** Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1992): 75% —

#### GOAL 5: Mathematics and Science

**Direct Measure of the Goal:** International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 2 highest achieving nations (1991 and 1992): 41% 44%

**Direct Measures of the Objectives:** Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992) whose teachers reported that they do these activities in mathematics class:
  - work in small groups at least once a week: 42% 52%**
  - work with measuring instruments or geometric solids at least once a week (1990): 6% —

---

1. Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother died during pregnancy.
3. Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother died during pregnancy.

Source: National Center for Education Statistics and Westat, Inc., 1995
GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition

- Number of infants (per 1,000 born at low birthweight [below 5.5 pounds]) (1990, 1992)
- Number of mothers (per 1,000 receiving early (first trimester) prenatal care) (1990, 1992)
- Number of infants born in the state with one or more health risks (1990, 1992)
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1992)

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)

Source: National Center for Health Statistics and Westat, Inc., 1996

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)

GOAL 3: Student Achievement and Citizenship

Direct Measure of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard (1984-1992)
  - Grade 4 (1984, 1992)
  - Grade 8 (1990, 1992)

- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard (1984-1992)
  - Grade 4 (1985, 1992)
  - Grade 8 (1990, 1992)

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or 4 in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994)
  - English
  - Mathematics
  - Science
  - Foreign languages
  - Civics and government
  - Economics
  - Fine arts
  - History


GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):
  - use of educational technology
  - methods of teaching subject field
  - in-depth study in subject field
  - student assessment

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1990)

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a mentor or master teacher (1991, 1994)

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 24 highest achieving nations (1990 and 1992)
  - Takao-41 (1990) 37% Switzerland-32%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992)
  - whose teachers reported that they use these activities in mathematics class
    - work in small groups at least once a week
    - work with measuring instruments or geometric solids at least once a week

Source: National Center for Education Statistics and Westat, Inc., 1996
Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:
   - Algebra and functions 46% 50% **
     - developing reasoning ability to solve unique problems 44% 52% **
     - communicating mathematics ideas 44% 45% **
   - who have computers available in their mathematics classroom 15% 13% **
   - who use calculators in mathematics class at least once a week 31% 73%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded in (1991, 1993) **
  - all students 38% 38%  
  - minorities (Blacks, Hispanics, American Indians) 33% 35%
  - females 37% 34%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992)**

Direct Measure of the Goal: Citizenship

  a) registered to vote 63% 65% **
  b) voting 50% 56%  

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1990)**

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993)**
  - alcohol — — ns
  - marijuana — — ns
  - cocaine — — ns
  - setting discipline policy — — ns

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)**

- Percentage of public high school students who did not go to school because student did not feel safe — — ns

- Percentage of public high school students who reported that lack of parental involvement in their student behavior interferes with their teaching (1991, 1994)**

- Percentage of public high school students who reported 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)**

GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994)**
  - public school teachers 32% 35% **
  - public school principals 15% 18% **

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)**
  - establishing curriculum 8% 16% **
  - hiring new full-time teachers 4% 19%  
  - setting discipline policy 13% 32%  

* Data not reported due to small sample size. See 1995 Goals Report for additional information.

** Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995
Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:
- Algebra and functions: 46% 50% **
- Developing reasoning ability to solve unique problems: 44% 52% **
- Communicating mathematics ideas: 44% 45% **

c) who use calculators available in their mathematics classroom
- all students: 15% 13% **
- minorities (Blacks, Hispanics, American Indians): 33% 35%
- females: 31% 34%

d) who use calculators in mathematics class at least once a week
- all students: 31% 73%

GOAL 5: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measure of the Goal: At School

Percentage of public school principals who reported that lack of parental involvement in their school has influence1 on the following decisions and policies (1991, 1994):2

- Public school principals 15% 18% ns
- Public school teachers 32% 35% **
- Students and Schools 8% 10% ns
- Parents 13% 32% **
- Conducive to Learning 28 39% 48% ns
- Violence and Crime 25 — — ns
- Parental Participation 26 — — ns
- Setting discipline policy 24 — — ns

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992):4

KENTUCKY

International Comparisons in Mathematics

Percentage of students who scored at the Proficient or Advanced level in mathematics (1991 and 1992)

Baseline Most Recent Update

KENTUCKY 19% 17%
Taiwan 9% 13%
Korea 19% 20%
Switzerland 9% 8%

1 A complete description of assessment participants can be found in Appendix A.
2 Plus or minus 2 percentage points.
3 Plus or minus 1 percentage point.
4 Not reported due to small sample size.

Source: Educational Testing Service, 1993

1994

Measuring State Progress Toward the Goals and Objectives

Overall

- Percentage of public high school students who reported (1990, 1993):3
  a) Using the following at least once during the past 30 days:
    - Marijuana
    - Cocaine
  b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1990, 1993):
  a) Carried a weapon such as a gun, knife, or club on school property
  b) Did not go to school because student did not feel safe

Direct Measures of the Goal: Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):

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

Direct Measures of the Goal: Alumni and Drug-free Students and Schools

At School

- Percentage of public school principals who reported that lack of parental involvement in their school has influence1 on the following decisions and policies (1991, 1994):3
  - Establishing curriculum 8% 10% ns
  - Hiring new full-time teachers 4% 19% ns
  - Setting discipline policy 13% 32% **

** Data not available.
ns Interpret with caution. Change was not statistically significant.

Data not reported due to small sample size. See page 23 for a Guide to Reading the State Pages.
See Appendix A for technical notes and sources.
GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition

- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1992)\(^1\) 92 94
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992)\(^2\) 745 763
- Percentage of infants born in the state with one or more health risks (1990, 1992)\(^3\) 39% 37%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)\(^4\) 71% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3 to 5-year-olds; 1991, 1994) 32 45

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18 to 24-year-olds who have a high school credential (1990, 1993)\(^5\) 100% 100%

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990, 1992) — —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard\(^6\) 13% 12%
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard\(^7\)
- Grade 4 (1992) 8% —
- Grade 8 (1990, 1992) 8% 10% 6%

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)\(^8\)
  - English 7 7
  - Mathematics 3 3
  - Science 2 3
  - Foreign languages 1 1
  - Civics and government 1 1
  - Economics <1 <1
  - Fine arts <1 1
  - History 4 4

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who hold (1991, 1994)\(^9\)
  - an undergraduate or graduate degree in their main teaching assignment —
  - a teaching certificate in their main teaching assignment 51% 50% 6%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)\(^10\):
  - use of educational technology 41% —
  - methods of teaching subject field 68% 68%
  - in-depth study in subject field 25% 47%
  - student assessment —

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school students with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1992)\(^11\) 17% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a mentor or master teacher (1991, 1994)\(^12\) 23% 24%

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)\(^13\)
  - Taiwan=41% Korea=37% Switzerland=32%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992)\(^14\)
  - whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 45% 51% 4%
    - work with measuring instruments or geometric solids at least once a week (1990) 3% —

* Data not available.
\(^1\) Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother died related during pregnancy.
\(^2\) Includes traditional high school diploma and alternative credential.
\(^3\) Includes nonresident aliens.
\(^4\) Includes nonresident aliens.
\(^6\) See Appendix A for technical notes and sources.
\(^7\) Includes nonresident aliens.
\(^8\) Includes nonresident aliens.
\(^9\) Includes nonresident aliens.
\(^10\) Includes nonresident aliens.
\(^11\) Includes nonresident aliens.
\(^12\) Includes nonresident aliens.
\(^13\) Includes nonresident aliens.
\(^14\) Includes nonresident aliens.
GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1992)1
  90 94
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992)1
  745 763
- Percentage of infants born in the state with one or more health risks (1990, 1992)2
  39% 37%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990)2
  71% —

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)3
  3245

GOAL 2: School Completion

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1992)4
  81% 84%

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)5
  — —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard6
  — 13% 12%
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard6
  — 8% 8%

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)7
  —
  - English 7 7
  - Mathematics 3 3
  - Science 2 2
  - Foreign languages 1 1
  - Civics and government 1 1
  - Economics <1 <1
  - Fine arts <1 <1
  - History 4

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education
- Percentage of public secondary school teachers who held (1991, 1994)8
  — an undergraduate or graduate degree in their main teaching assignment
  — a teaching certificate in their main teaching assignment
  51% 58% 98% 91%

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)10
  - use of educational technology
  41% —
  - methods of teaching subject field
  68% 25%
  - in-depth study in subject field
  47%

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English proficient students in their classes who reported that they had received training to teach limited English proficient students (1994)11
  17%

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a mentor or master teacher (1991, 1994)12
  23% 24%

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1990 and 1992)13
  —
  - Taiwan—41% Korea—37% Switzerland—32%
  10%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992)14
  - whose teachers reported that they do these activities in mathematics class:
  - work in small groups at least once a week
  45% 51%
  - work with measuring instruments or geometric solids at least once a week (1990)
  3%
### LOUISIANA

#### Measuring State Progress Toward the Goals and Objectives

**Baseline**

**Most Recent Update**

<table>
<thead>
<tr>
<th>Mathematics and Science (continued)</th>
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<tbody>
<tr>
<td>b) whose mathematics teachers heavily emphasize:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Algebra and functions</td>
<td>59%</td>
<td>72%</td>
</tr>
<tr>
<td>– Developing reasoning ability to solve unique problems</td>
<td>38%</td>
<td>47%</td>
</tr>
<tr>
<td>– Communicating mathematics ideas</td>
<td>40%</td>
<td>49%</td>
</tr>
<tr>
<td>c) who have computers available in their mathematics classroom</td>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td>d) who use calculators in mathematics class at least once a week</td>
<td>19%</td>
<td>38%</td>
</tr>
</tbody>
</table>

**Direct Measure of the Objectives: Degrees in Mathematics and Science**

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)
  - all students: 37% 39%
  - minoritaries (Blacks, Hispanics, American Indians): 41% 41%
  - females: 34% 36%

**GOAL 6: Adult Literacy and Lifelong Learning**

**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at Level 3 or above on the 1993 (of 5 levels) 48% —

**Direct Measure of the Goal: Citizenship**

- Percentage of all U.S. citizens (1988, 1992)
  - registered to vote: 70% 76%
  - voting: 66% 79%

**Direct Measure of the Objectives: Postsecondary Enrollment**

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992) 59% —

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

**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools**

- At School
  - Percentage of public high school students who reported using the following at least once during the past 12 months (1993) 22% —
    - alcohol: 5% —
    - marijuana: 3% —
    - cocaine: 1% —
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993) 12% —

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**LOUISIANA**

#### Measuring State Progress Toward the Goals and Objectives

**Baseline**

**Most Recent Update**

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<thead>
<tr>
<th>International Comparisons in Mathematics</th>
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</thead>
<tbody>
<tr>
<td>Louisiana</td>
<td>35%</td>
<td>46%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>41%</td>
<td>58%</td>
</tr>
<tr>
<td>Korea</td>
<td>62%</td>
<td>70%</td>
</tr>
<tr>
<td>Switzerland</td>
<td>99%</td>
<td>99%</td>
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**LOUISIANA**

#### Measuring State Progress Toward the Goals and Objectives

**Baseline**

**Most Recent Update**

<table>
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<tr>
<th>Goal</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Safety</td>
<td>Percentage of public high school students who reported that they did not go to school because they did not feel safe</td>
<td></td>
</tr>
<tr>
<td>Did not go to school because student did not feel safe</td>
<td>1991</td>
<td>1992</td>
</tr>
<tr>
<td>Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)</td>
<td>1991</td>
<td>1992</td>
</tr>
<tr>
<td>Carried a weapon such as a gun, knife, or club on school property</td>
<td>12%</td>
<td>—</td>
</tr>
<tr>
<td>b) Did not go to school because student did not feel safe</td>
<td>7%</td>
<td>—</td>
</tr>
</tbody>
</table>

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**Parent-School Partnerships**

**Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)**

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994) 44% 47%

**GOAL 8: Parental Participation**

**Direct Measures of the Goal: Parent-School Partnerships**

- Percentage of public school principals and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1996) 32% 38%
  - public school teachers: 32% —
  - public school principals: 22% 24%
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1996) 5% 8%
  - Establishing curriculum: 5% 8%
  - Setting discipline policy: 6% 8%

---

**Data not available.**

**Notes:**

- Data not reported due to small sample size. See page 23 for a Guide to Reading the State Pages.
- Data not presented due to small sample size. See Appendix A for technical notes and sources.
### International Comparisons in Mathematics

<table>
<thead>
<tr>
<th>Country</th>
<th>1990</th>
<th>1992</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louisiana</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Taiwan</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Korea</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Switzerland</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

1 A complete description of assessment participants can be found in Appendix A.

### Adult Literacy and Lifelong Learning

**Direct Measure of the Goal: Adult Literacy**
- Percentage of adults aged 16 and older who scored at Level 3 or above in the 1992 and 1993 National Adult Literacy Survey (NALS).

**Direct Measure of the Goal: Citizenship**
  - a) Registered to vote: 70% 79% ns
  - b) Voting: 68% 70% ns

### GOAL 6: Safe, Disciplined, and Alcohol- and Drug-free Schools

**Direct Measures of the Goal: Alcohol- and Drug-free Schools**
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1992): 22%

### GOAL 7: Parental Participation

**Direct Measures of the Goal: Parental Participation**
- Percentage of public school students who reported that lack of parental involvement in their school was a serious problem (1991, 1994): 29%

### GOAL 8: Adult Literacy and Lifelong Learning

**Direct Measure of the Goal: Adult Literacy**
- Percentage of adults aged 16 and older who scored at Level 3 or above in the 1992 and 1993 National Adult Literacy Survey (NALS).
GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition

- Number of infants (per 1,000 born alive) weighing 5 pounds or less at birth (1990, 1992)
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992)
- Number of infants born in the state with one or more health risks (1990, 1992)
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990)

Direct Measure of the Objectives: Preschool Programs

- Percentage of children with disabilities in preschool

Source: National Center for Health Statistics and Women's Health Statistics

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

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

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program

GOAL 3: Student Achievement and Citizenship

Direct Measure of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard

Direct Measure of the Objectives: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or above in the following subject areas (per 1,000 11th and 12th graders; 1991, 1992)


GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year
  - use of educational technology
  - methods of teaching subject field
  - in-depth study in subject field

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school students with limited English-proficient

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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

Direct Measure of the Goals: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations

Source: National Center for Education Statistics and Testing.com

GOAL 5: Mathematics and Science

Direct Measure of the Goals: Mathematics and Science Education

- Percentage of public school 8th graders who met the Goals Panel’s performance standard

Direct Measure of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders who
  - work in small groups at least once a week
  - work with measuring instruments or geometric solids at least once a week

Source: National Center for Education Statistics and Women's Health Statistics

Data not available.

Interpreted with caution. Change was not statistically significant.

Data not available.

Interpreted with caution. Change was not statistically significant.

Data not available.
### GOAL 1: Ready to Learn

#### Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1992)\(^1\)
- Number of mothers (per 1,000 receiving early first trimester prenatal care) (1990, 1992)\(^2\)
- Percentage of infants born in the state with one or more health risks (1990, 1992)\(^3\)
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)\(^4\)

#### Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)\(^5\)

#### GOAL 2: School Completion

#### Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)\(^2\)

#### Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)\(^2\)

#### GOAL 3: Student Achievement and Citizenship

#### Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard\(^6\) - Grade 4 (1992, 1994)
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard\(^6\) - Grade 4 (1992, 1994)

#### Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or 4 in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)\(^7\)

### GOAL 4: Teacher Education and Professional Development

#### Direct Measure of the Goal: Teacher Education
- Percentage of public secondary school teachers who hold (1991, 1994)\(^8\)
- Percentage of public secondary school teachers who hold an undergraduate or graduate degree in their main teaching assignment - a teaching certificate in their main teaching assignment

#### Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)\(^9\)
  - uses of educational technology
  - methods of teaching subject field
  - in-depth study in subject field

#### Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)\(^10\)

#### Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported 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, 1994)\(^11\)

#### GOAL 5: Mathematics and Science

#### Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)\(^12\)
  - Ingle-Gray: Korea-37% Switzerland-32%

#### Direct Measure of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1992)\(^13\)
  -whose teachers reported that they do the activities in mathematics class:
    - work in small groups at least once a week
    - work with measuring instruments or geometric solids at least once a week

### Notes
- ns: Interpret with caution.  Data are undergoing revision.  See Appendix A.
- See Appendix A for technical notes and sources.
### MAINE

#### Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>International Comparisons in Mathematics</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maine</td>
<td>31%</td>
<td>41%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Korea</td>
<td>41%</td>
<td>40%</td>
</tr>
<tr>
<td>Switzerland</td>
<td>30%</td>
<td>40%</td>
</tr>
</tbody>
</table>

1 A complete description of assessment procedures can be found in Appendix A.
2 Refers to Maine’s 1991 assessment.
3 Data not available.

#### Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- Algebra and functions 46% —
- Developing reasoning ability to solve unique problems 50% —
- Communicating mathematics ideas 34% —
- Mathematics classroom 10% —
- Calculators in mathematics class at least once a week 70% —

#### Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded in 1991: 19 (1989: 19) 1
  - All students 49% 49%
  - Minorities (Blacks, Hispanics, American Indians) 84% 46%
  - Females 45% 44%

#### GOAL 6: Adult Literacy and Lifelong Learning

**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992): 14% —

**Direct Measure of the Goal: Citizenship**

  - Registered to vote 82% 86%
  - Voting 87% 95%

**Direct Measure of the Objectives: Postsecondary Enrollment**

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992): 48% —

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

**Direct Measures of the Goal: Alcohol and Drug-free Students and Schools**

At School

- Percentage of public high school students who reported the following at least once during the past 30 days (1990): 1
  - Alcohol — —
  - Marijuana — —

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993): 1
  - Alcohol — —
  - Marijuana — —

**Direct Measures of the Goal: Drug-free Schools**

- Percentage of public high school students who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994): 1
  - School was a serious problem (1991, 1994): 29 30% 33% ns
  - Student behavior interferes with their teaching (1991, 1994): 28 26% 40% ns
  - Setting discipline policy (1991, 1994): 10% 5% ns
  - Hiring new full-time teachers (1994): 5% ns

#### GOAL 8: Parental Participation

**Direct Measures of the Goal: Parent-School Partnerships**

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994): 1
  - Setting discipline policy (1994): 9% —

#### Managing State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Overall</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
</table>
| Overall | 1. Percentage of public high school students who reported (1990, 1993): 1
  - Using the following at least once during the past 30 days: 1
    - Alcohol — —
    - Marijuana — —
    - Cigarettes — —
  - Having few or more drinks in a row during the past 30 days — —

**Direct Measures of the Goal: Schools Free of Violence and Crime**

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1990): 1
  - Carried a weapon such as a gun, knife, or club on school property — —
  - Did not go to school because student did not feel safe — —

- Percentage of public high school students who reported 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): 1
  - Carried a weapon such as a gun, knife, or club on school property — —
  - Did not go to school because student did not feel safe — —

**Direct Measure of the Goal: Disciplined Environments Conducive to Learning**

- Percentage of public high school students who reported that they did the following at least once during the past 12 months (1993): 1
  - Using the following at least once during the past 30 days: 1
    - Alcohol — —
    - Marijuana — —

**GOAL 9: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992): 14% —

**GOAL 10: Citizenship**

  - Registered to vote 82% 86%
  - Voting 87% 95%

**Direct Measure of the Goal: Postsecondary Enrollment**

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992): 48% —

**Direct Measure of the Objectives: Degrees in Mathematics and Science**

- Mathematics and science degrees as a percentage of all degrees awarded in 1991: 19 (1989: 19) 1
  - All students 49% 49%
  - Minorities (Blacks, Hispanics, American Indians) 84% 46%
  - Females 45% 44%
Measuring State Progress Toward the Goals and Objectives

MAINE

International Comparisons in Mathematics

<table>
<thead>
<tr>
<th>Percentage of students who scored at the Proficient or Advanced level in mathematics (1991 and 1992)</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
</tr>
<tr>
<td>Korea</td>
</tr>
<tr>
<td>Switzerland</td>
</tr>
</tbody>
</table>

1 Platforms: 68% 70% 72% 74% 76% 78% 80% 82% 84% 86% 88% 90% 92% 94% 96% 98% 100% 102% 104% 106% 108% 110% 112% 114% 116% 118% 120% 122% 124% 126% 128% 130% 132% 134% 136% 138% 140% 142% 144% 146% 148% 150% 152% 154% 156% 158% 160% 162% 164% 166% 168% 170% 172% 174% 176% 178% 180% 182% 184% 186% 188% 190% 192% 194% 196% 198% 200% 202% 204% 206% 208% 210% 212% 214% 216% 218% 220% 222% 224% 226% 228% 230% 232% 234% 236% 238% 240% 242% 244% 246% 248% 250% 252% 254% 256% 258% 260% 262% 264% 266% 268% 270% 272% 274% 276% 278% 280% 282% 284% 286% 288% 290% 292% 294% 296% 298% 300% 302% 304% 306% 308% 310% 312% 314% 316% 318% 320% 322% 324% 326% 328% 330% 332% 334% 336% 338% 340% 342% 344% 346% 348% 350% 352% 354% 356% 358% 360% 362% 364% 366% 368% 370% 372% 374% 376% 378% 380% 382% 384% 386% 388% 390% 392% 394% 396% 398% 400% 402% 404% 406% 408% 410% 412% 414% 416% 418% 420% 422% 424% 426% 428% 430% 432% 434% 436% 438% 440% 442% 444% 446% 448% 450% 452% 454% 456% 458% 460% 462% 464% 466% 468% 470% 472% 474% 476% 478% 480% 482% 484% 486% 488% 490% 492% 494% 496% 498% 500% 502% 504% 506% 508% 510% 512% 514% 516% 518% 520% 522% 524% 526% 528% 530% 532% 534% 536% 538% 540% 542% 544% 546% 548% 550% 552% 554% 556% 558% 560% 562% 564% 566% 568% 570% 572% 574% 576% 578% 580% 582% 584% 586% 588% 590% 592% 594% 596% 598% 600% 602% 604% 606% 608% 610% 612% 614% 616% 618% 620% 622% 624% 626% 628% 630% 632% 634% 636% 638% 640% 642% 644% 646% 648% 650% 652% 654% 656% 658% 660% 662% 664% 666% 668% 670% 672% 674% 676% 678% 680% 682% 684% 686% 688% 690% 692% 694% 696% 698% 700% 702% 704% 706% 708% 710% 712% 714% 716% 718% 720% 722% 724% 726% 728% 730% 732% 734% 736% 738% 740% 742% 744% 746% 748% 750% 752% 754% 756% 758% 760% 762% 764% 766% 768% 770% 772% 774% 776% 778% 780% 782% 784% 786% 788% 790% 792% 794% 796% 798% 800% 802% 804% 806% 808% 810% 812% 814% 816% 818% 820% 822% 824% 826% 828% 830% 832% 834% 836% 838% 840% 842% 844% 846% 848% 850% 852% 854% 856% 858% 860% 862% 864% 866% 868% 870% 872% 874% 876% 878% 880% 882% 884% 886% 888% 890% 892% 894% 896% 898% 900% 902% 904% 906% 908% 910% 912% 914% 916% 918% 920% 922% 924% 926% 928% 930% 932% 934% 936% 938% 940% 942% 944% 946% 948% 950% 952% 954% 956% 958% 960% 962% 964% 966% 968% 970% 972% 974% 976% 978% 980% 982% 984% 986% 988% 990% 992% 994% 996% 998% 1000%

Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- Algebra and functions 46% —
- developing reasoning ability to solve unique problems 50% —
- communicating mathematics ideas 34% —
- computer science available in their mathematics classroom 19% —
- who use calculators in mathematics classes at least once a week 79% —

Direct Measure of the Objectives: Degrees in Mathematics and Science


<table>
<thead>
<tr>
<th>Country</th>
<th>1991</th>
<th>1993</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Korea</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Switzerland</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Source: Educational Testing Service, 1993

See page 23 for a Guide to Reading the State Pages.

* Data not reported due to small sample size.


See Appendix A for technical notes and sources.
### Measuring State Progress Toward the Goals and Objectives

#### GOAL 1: Ready to Learn

<table>
<thead>
<tr>
<th>Direct Measures of the Objectives: Children's Health and Nutrition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1992)</td>
</tr>
<tr>
<td>Number of mothers (per 1,000 receiving early first trimester) prenatal care (1990, 1992)</td>
</tr>
<tr>
<td>Percentage of infants born in the state with one or more health risks (1990, 1992)</td>
</tr>
<tr>
<td>Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)</td>
</tr>
</tbody>
</table>

### GOAL 2: School Completion

<table>
<thead>
<tr>
<th>Direct Measure of the Goal: School Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)</td>
</tr>
</tbody>
</table>

### GOAL 3: Student Achievement and Citizenship

<table>
<thead>
<tr>
<th>Direct Measure of the Goal: Student Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard</td>
</tr>
</tbody>
</table>

### GOAL 4: Teacher Education and Professional Development

<table>
<thead>
<tr>
<th>Direct Measure of the Goal: Teacher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of public school secondary teachers who hold (1991, 1994)</td>
</tr>
</tbody>
</table>

### GOAL 5: Mathematics and Science

<table>
<thead>
<tr>
<th>Direct Measure of the Goal: International Student Achievement Comparisons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)</td>
</tr>
</tbody>
</table>

### MARYLAND

#### High School Completion

<table>
<thead>
<tr>
<th>School Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990, 1993)</td>
</tr>
</tbody>
</table>

#### Student Achievement

<table>
<thead>
<tr>
<th>Direct Measure of the Objectives: School Dropouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990, 1993)</td>
</tr>
</tbody>
</table>

#### Goal 3: Student Achievement and Citizenship

<table>
<thead>
<tr>
<th>Direct Measure of the Goal: Advanced Placement Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1992)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

---

1. Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds) mother smoked during pregnancy, or mother died during pregnancy.
2. Includes traditional high school diploma and alternative credential.
3. Does not include those still in high school.
5. Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds) mother smoked during pregnancy, or mother died during pregnancy.

Source: National Center for Education Statistics and Westat, Inc., 1996
**GOAL 1: Ready to Learn**

Direct Measures of the Objectives: Children’s Health and Nutrition

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992): 78 83
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992): 835 890
- Percentage of infants born in the state with one or more health risks (1990, 1992): 31% 29%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994): 79%

**GOAL 2: School Completion**

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993): 87% 93%

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990): — —

**GOAL 3: Student Achievement and Citizenship**

Direct Measure of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard:
  - Grade 4 (1992): 20% 24% ns
  - Grade 8 (1990, 1992): 19% 23% ns

Direct Measure of the Objectives: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):
  - English: 22 29
  - Mathematics: 15 19
  - Science: 15 21
  - Foreign languages: 4 5
  - Civics and government: 3 2
  - Economics: 3 2
  - Fine arts: 3 2
  - History: 32 25

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

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994): 79% 72% ns
  - an undergraduate or graduate degree in their main teaching assignment — a teaching certificate in their main teaching assignment

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):
  - use of educational technology — methods of teaching subject field — in-depth study in subject field — student assessment

**GOAL 5: Mathematics and Science**

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with the highest achieving nations (1981 and 1992):
  - take the Trends in International Mathematics and Science (TIMSS) — (1992): 21%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992) who chose to participate in the following activities in mathematics class:
  - work in small groups at least once a week — work with measuring instruments or geometric solids at least once a week (1990)

**MARYLAND**

**High School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993): 87% 93%

**Baseline**

<table>
<thead>
<tr>
<th>Year</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>87%</td>
</tr>
<tr>
<td>1993</td>
<td>93%</td>
</tr>
</tbody>
</table>

**Recent**

<table>
<thead>
<tr>
<th>Year</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>87%</td>
</tr>
<tr>
<td>1993</td>
<td>93%</td>
</tr>
</tbody>
</table>

- Does not include those still in high school.
- Includes traditional high school diploma and alternative credentials.
- Does not include the 1993-1995 data.

Source: National Center for Education Statistics and Westat, Inc., 1995

---

**Student Achievement**


- Reading 1981: 21%
- Reading 1982: 25%
- Reading 1992: 28%

**Proficiency and above**

- 49%
- 32%
- 62%

**Baseline**

<table>
<thead>
<tr>
<th>Year</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1981</td>
<td>44%</td>
</tr>
<tr>
<td>1982</td>
<td>47%</td>
</tr>
<tr>
<td>1992</td>
<td>49%</td>
</tr>
</tbody>
</table>

**Recent**

<table>
<thead>
<tr>
<th>Year</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1981</td>
<td>44%</td>
</tr>
<tr>
<td>1982</td>
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<tr>
<td>1992</td>
<td>49%</td>
</tr>
</tbody>
</table>

- Does not include students with special needs.
- Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

---

**MARYLAND**

**Professional Development**

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):

- Use of educational technology
- Methods of teaching subject fields
- In-depth study of subject fields
- Student assessments

- 14%
- 32%
- 24%

**Baseline**

<table>
<thead>
<tr>
<th>Year</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>15%</td>
</tr>
<tr>
<td>1993</td>
<td>14%</td>
</tr>
<tr>
<td>1994</td>
<td>14%</td>
</tr>
</tbody>
</table>

**Recent**

<table>
<thead>
<tr>
<th>Year</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>15%</td>
</tr>
<tr>
<td>1993</td>
<td>14%</td>
</tr>
<tr>
<td>1994</td>
<td>14%</td>
</tr>
</tbody>
</table>

- Interpret with caution.
- Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

---


See Appendix A for technical notes and sources.
### Measuring State Progress Toward the Goals and Objectives

#### Mathematics and Science (continued)

- **Maryland**
  - Percentage of public high school students who reported using calculators in mathematics class at least once a week: 37% vs. 61%
  - Percentage of public school principals who reported that the parent association in their school has influence 1 on the following decisions and policies (1991, 1994):30
  - Setting discipline policy 11% vs. 18% ns
  - Hiring new full-time teachers 4% vs. 4% ns
- **Taiwan**
  - Percentage of high school graduates in the state who reported that student behavior interferes with their teaching (1988, 1992): 28% vs. 47% 62% ns
- **Repub**
  - Percentage of high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993): —— ns
- **Switzerland**
  - Percentage of public high school students who reported the following at least once during the past 30 days: (1990, 1993):
    - Having five or more drinks in a row during the past 30 days —— ns

#### Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):17
  - all students: 43% vs. 44%
  - minorities (Blacks, Hispanics, American Indians): 40% vs. 39%
  - females: 38% vs. 39%

#### GOAL 6: Adult Literacy and Lifelong Learning

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992): ——

#### Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992): m
  - a) registered to vote 67% vs. 70%
  - b) voting 57% vs. 70%

#### Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992): 59% ——

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

- **At School**
  - Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):23
    - alcohol: ——
    - marijuana: —— ns

#### Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1990, 1993):20
  - Carried a weapon such as a gun, knife, or club on school property ——
  - Did not go to school because student did not feel safe ——

- Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1990, 1993):20
  - a) Carried a weapon such as a gun, knife, or club on school property ——
  - b) Did not go to school because student did not feel safe ——

- Percentage of public high school students who reported that they were in a physical fight on school property ——

- Percentage of public high school students who reported 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):26
  - a) Carried a weapon such as a gun, knife, or club on school property ——
  - b) Having five or more drinks in a row during the past 30 days ——

#### Direct Measure of the Goal: Conducive to Learning

- Percentage of public school teachers who reported that they did the following at least once during the past 30 days (1993):24
  - a) Carried a weapon such as a gun, knife, or club on school property ——
  - b) Having five or more drinks in a row during the past 30 days ——

#### GOAL 8: Parent-School Partnerships

- **At Home**
  - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):28
    - establishing curriculum: 8% vs. 11% 11% 18% ns
    - hiring new full-time teachers: 4% vs. 4% 4% 4% ns
    - setting discipline policy: 11% vs. 18% 11% 18% ns

- **At School**
  - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):30
    - establishing curriculum: 8% vs. 11% 11% 18% ns
    - hiring new full-time teachers: 4% vs. 4% 4% 4% ns
    - setting discipline policy: 11% vs. 18% 11% 18% ns

- Percentage of public school secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994): 47% 62%

---

*Data not available.
* Data not reported due to small sample size.
+ Data not reported due to change in methodology. See 1995 Goals Report for additional information.
+ Data not reported due to change in methodology. See Appendix A for technical notes and sources.
+ Data not reported due to change in methodology. See Appendix A for technical notes and sources.
### Maryland

#### Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Mathematics and Science (continued)</th>
<th>Baseline</th>
<th>Most Recent</th>
<th>Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) whose mathematics teachers heavily emphasize:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Algebra and functions</td>
<td>51% 51%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– developing reasoning ability to solve unique problems</td>
<td>52% 51% 44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– communicating mathematics ideas</td>
<td>48% 46%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) who have computers available in their mathematics classroom</td>
<td>16% 19%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) who use calculators in mathematics class at least once a week</td>
<td>37% 61%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Direct Measure of the Objectives: Degrees in Mathematics and Science**

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)\(^1\)
  - all students | 43% 44% |             |        |
  - minorities (Blacks, Hispanics, American Indians) | 42% 39% |             |        |
  - females | 38% 39% |             |        |

**GOAL 6: Adult Literacy and Lifelong Learning**

**Direct Measure of the Goal: Adult Literacy**
- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)\(^2\)
  
**Direct Measure of the Goal: Citizenship**
- Percentage of all U.S. citizens (1988, 1992)\(^3\)
  - a) registered to vote | 67% 70% |             |        |
  - b) voting | 57% 70% |             |        |

**Direct Measure of the Objectives: Postsecondary Enrollment**
- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1990, 1992)\(^2\)
  
**GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**

**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools**

- At School
  - Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993)\(^4\)
    - alcohol | — |             |        |
    - marijuana | — |             |        |
  - Percentage of public high school students who reported being offered, sold, or given illegal drugs on school property during the past 12 months (1992)\(^5\)
    - — |             |        |

**Direct Measure of the Goal: Conducive to Learning**
- Percentage of public school teachers who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)\(^6\)
  - establishing curriculum | 4% 19% |             |        |
  - hiring new full-time teachers | 4% 19% |             |        |
  - setting discipline policy | 14% 14% |             |        |

**GOAL 8: Parental Participation**

**Direct Measure of the Goal: Parent-School Partnerships**
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)\(^6\)
  - establishing curriculum | 8% 11% |             |        |
  - hiring new full-time teachers | 4% 11% |             |        |
  - setting discipline policy | 11% 18% |             |        |

---

1. A complete description of the state participants can be found in Appendix A.
2. Plus or minus 2 percentage points.
3. Data not available.
4. Data not reported due to small sample size.
5. Interpreted with caution. Change was not statistically significant.
6. Data not reported due to small sample size.

---

**Source:** National Center for Education Statistics and Westat, Inc., 1995
GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1993)²
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)²
- Percentage of infants born in the state with one or more health risks (1990, 1992)³
- Percentage of 2 or more-year-olds who have been fully immunized against preventable childhood diseases (1994)³

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (1990, 3- to 5-year-olds; 1991, 1994)³

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)³

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)²

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard¹ in reading² and mathematics

Direct Measure of the Objectives: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)⁴
  - English
  - Mathematics
  - Science
  - Foreign languages
  - Civics and government
  - Economics
  - Fine arts
  - History

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who hold (1991, 1994)¹
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)¹
  - use of educational technology
  - methods of teaching subject field
  - in-depth study in subject field
  - student assessment

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)⁵

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1992)⁶
  - whose teachers reported that they did these activities in mathematics class:
    - work in small groups at least once a week
    - work with measuring instruments or geometric solids at least once a week

---

Notes:

1. Includes 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 diploma and alternative credential.
5. Interpreted with caution. Change was not statistically significant.

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1992)*
  - Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992)*
  - Percentage of infants born in the state with one or more health risks (1990, 1992)*
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990-1992)*

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994) *

GOAL 2: School Completion

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1992)*

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)*

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard
  - Grade 4 (1992, 1994)
  - Grade 8 (1992)
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard
  - Grade 4 (1992, 1994)
  - Grade 8 (1992)

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994)**
  - English
  - Mathematics
  - Science
  - Foreign languages
  - Civics and government
  - Economics
  - Fine arts
  - History

Student Achievement
- Percentage of public school teachers who reported 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, 1994)*

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)**
  - use of educational technology
  - methods of teaching subject field
  - in-depth study in subject field
  - student assessment

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)**
  - Taiwan=41%  Korea=37%  Switzerland=33%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1992)**
  - whose teachers reported that they do these activities in mathematics class
    - work in small groups at once a week
    - work with measuring instruments or geometric solids at least once a week
  - whose teachers reported that they do these activities in science class
    - work in small groups at once a week
    - work with measuring instruments or geometric solids at least once a week

Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)

* Data not available.
** Interpret with caution. Change was not statistically significant.
*** Includes 3 or more trimester or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.
***** Data not available.
****** Interpret with caution. Change was not statistically significant.
******* A complete description of the performance standard can be found in Appendix A.
******** Includes limited English proficiency
********* Includes preschool children. Data are undergoing revision. See Appendix A.
********** Does not include those still in high school.
*********** Includes traditional high school diploma and alternative credential.
### Measuring State Progress Toward the Goals and Objectives

#### Massachusetts

<table>
<thead>
<tr>
<th>International Comparisons in Mathematics</th>
<th>Percentage of students who scored at the Proficient level in mathematics (1991 and 1992)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Massachusetts</td>
<td>37%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>65%</td>
</tr>
<tr>
<td>Korea</td>
<td>27%</td>
</tr>
<tr>
<td>Switzerland</td>
<td>38%</td>
</tr>
</tbody>
</table>

* A complete description of assessment participants can be found in Appendix A.
* Data not available.
* Data not reported due to small sample size.

#### Mathematics and Science (continued)

<table>
<thead>
<tr>
<th>Mathematics and Science</th>
<th><strong>Baseline</strong></th>
<th><strong>Most Recent Update</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>b) whose mathematics teachers heavily emphasize:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Algebra and functions</td>
<td>41%</td>
<td>—</td>
</tr>
<tr>
<td>– developing reasoning ability to solve unique problems</td>
<td>40%</td>
<td>—</td>
</tr>
<tr>
<td>– communicating mathematics ideas</td>
<td>41%</td>
<td>—</td>
</tr>
<tr>
<td>c) who have computers available in their mathematics classroom</td>
<td>19%</td>
<td>—</td>
</tr>
<tr>
<td>d) who use calculators in mathematics class at least once a week</td>
<td>30%</td>
<td>—</td>
</tr>
</tbody>
</table>

#### Direct Measure of the Objectives: Degrees in Mathematics and Science

<table>
<thead>
<tr>
<th>Mathematics and science degrees as a percentage of all degrees awarded to (1981, 1985)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>– all students</td>
<td>48%</td>
<td>44%</td>
</tr>
<tr>
<td>– minorities (Blacks, Hispanics, American Indians)</td>
<td>51%</td>
<td>49%</td>
</tr>
<tr>
<td>– females</td>
<td>43%</td>
<td>41%</td>
</tr>
</tbody>
</table>

#### GOAL 6: Adult Literacy and Lifelong Learning

#### Direct Measure of the Goal: Adult Literacy

<table>
<thead>
<tr>
<th>Percentage of all adults aged 16 and older who scored at or above Level 3 of 5 levels in PACE Literacy (1992)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>– females</td>
<td>43%</td>
<td>41%</td>
</tr>
<tr>
<td>– minorities (Blacks, Hispanics, American Indians)</td>
<td>51%</td>
<td>49%</td>
</tr>
<tr>
<td>– all students</td>
<td>48%</td>
<td>44%</td>
</tr>
</tbody>
</table>

#### Direct Measure of the Goal: Citizenship

<table>
<thead>
<tr>
<th>Percentage of all U.S. citizens (1988, 1992)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>– registered to vote</td>
<td>34%</td>
<td>77%</td>
</tr>
<tr>
<td>– voting</td>
<td>30%</td>
<td>70%</td>
</tr>
</tbody>
</table>

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

#### Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

<table>
<thead>
<tr>
<th>Percentage of public high school students who reported the following at least once during the past 30 days (1993)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>– alcohol</td>
<td>5%</td>
<td>—</td>
</tr>
<tr>
<td>– marijuana</td>
<td>7%</td>
<td>—</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>– a gun, knife, or club</td>
<td>30%</td>
<td>—</td>
</tr>
</tbody>
</table>

### GOAL 8: Parental Participation

#### Direct Measures of the Goal: Parent-School Partnerships

<table>
<thead>
<tr>
<th>Percentage of public school principals who reported that the parent association in their school was a serious problem (1991, 1994)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>– public school principals</td>
<td>9%</td>
<td>5%</td>
</tr>
<tr>
<td>– public school principals</td>
<td>3%</td>
<td>4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of public school principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>– establishing curriculum</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>– hiring new full-time teachers (1994)</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>– setting discipline policy</td>
<td>12%</td>
<td>24%</td>
</tr>
</tbody>
</table>

#### Most Recent Update

<table>
<thead>
<tr>
<th>GOAL 8: Parental Participation</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>– Carried a weapon such as a gun, knife, or club on school property</td>
<td>10%</td>
<td>—</td>
</tr>
</tbody>
</table>

Source: Centers for Disease Control and Prevention, 1994

### MASSACHUSETTS


#### Data not available.

Interpret with caution. Change was not statistically significant.
## Massachusetts

### Measuring State Progress Toward the Goals and Objectives

#### Mathematics and Science (continued)

<table>
<thead>
<tr>
<th>Mathematics and Science</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) whose mathematics teachers heavily emphasize:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Algebra and functions</td>
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<td>– developing reasoning ability to solve unique problems</td>
<td>48%</td>
<td>—</td>
</tr>
<tr>
<td>– communicating mathematics ideas</td>
<td>44%</td>
<td>—</td>
</tr>
<tr>
<td>c) who have computers available in their mathematics classroom</td>
<td>19%</td>
<td>—</td>
</tr>
<tr>
<td>d) who use calculators in mathematics class at least once a week</td>
<td>30%</td>
<td>—</td>
</tr>
</tbody>
</table>

#### Direct Measure of the Objectives: Degrees in Mathematics and Science

<table>
<thead>
<tr>
<th>Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)</th>
<th>MA</th>
<th>Mass.</th>
<th>Switzerland</th>
<th>Taiwan</th>
<th>Taiwan</th>
</tr>
</thead>
<tbody>
<tr>
<td>– all students</td>
<td>48%</td>
<td>44%</td>
<td>62%</td>
<td>73%</td>
<td>73%</td>
</tr>
<tr>
<td>– minorities (Blacks, Hispanics, American Indians)</td>
<td>51%</td>
<td>49%</td>
<td>64%</td>
<td>71%</td>
<td>71%</td>
</tr>
<tr>
<td>– females</td>
<td>43%</td>
<td>41%</td>
<td>57%</td>
<td>63%</td>
<td>63%</td>
</tr>
<tr>
<td>– minorities (Blacks, Hispanics, American Indians)</td>
<td>46%</td>
<td>44%</td>
<td>58%</td>
<td>64%</td>
<td>64%</td>
</tr>
</tbody>
</table>

**GOAL 6: Adult Literacy and Lifelong Learning**

#### Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in PIsy Literacy (1992) |  |  |

#### Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992) |  |  |
  a) registered to vote | 74% | 77% |
  b) voting | 67% | 70% |

#### Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1990) | 60% |  |

**GOAL 7: Safe, Discrimination, and Alcohol- and Drag-Free Schools**

#### Direct Measures of the Goal: Alcohol- and Drug-Free Students and Schools At School

- Percentage of public high school students who reported the following at least once at school during the past 30 days (1993) |  |  |
  a) Carried a weapon such as a gun, knife, or club on school property | 10% |  |
  b) Did not go to school because student did not feel safe | 5% |  |
  c) whose mathematics teachers heavily emphasize: | | |
  – Algebra and functions | 47% | — |
  – developing reasoning ability to solve unique problems | 48% | — |
  – communicating mathematics ideas | 44% | — |
  – all students | 48% | 44% |
  – minorities (Blacks, Hispanics, American Indians) | 51% | 49% |
  – females | 43% | 41% |

## Massachusetts

### Measuring State Progress Toward the Goals and Objectives

#### Overall

- Percentage of public high school students who reported (1990, 1993) |  |  |
  a) Using the following at least once during the past 30 days: | | |
  – marijuana | 17% | 20% |
  – cocaine | 2% | 3% |
  – using the following at least once during the past 30 days: |  |  |
  – missing school for three or more days in a row | 15% |  |
  – b) Having few or more drinks in a row during the past 30 days | 38% | 28% |

#### Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1990) |  |  |
  a) Carried a weapon such as a gun, knife, or club on school property | 10% |  |
  b) Did not go to school because student did not feel safe | 5% |  |

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1990) |  |  |
  a) Carried a weapon such as a gun, knife, or club on school property | 10% |  |
  b) Did not go to school because student did not feel safe | 5% |  |

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1990) |  |  |
  a) Carried a weapon such as a gun, knife, or club on school property | 10% |  |
  b) Did not go to school because student did not feel safe | 5% |  |

#### Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994) | 46% | 49% |

**GOAL 8: Parental Participation**

#### Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school principals who reported that lack of parental involvement in their school’s decision-making was a problem (1991, 1994) |  |  |
  a) Carried a weapon such as a gun, knife, or club on school property | 10% |  |
  b) Did not go to school because student did not feel safe | 5% |  |

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994) | 46% | 49% |

#### Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994) | 46% | 49% |

---

1. Such as a gun, knife, or club.
2. Data not reported due to small sample size.
4. See Appendix A for technical notes and sources.
5. See Appendix A for technical notes and sources.
### Measuring State Progress Toward the Goals and Objectives

#### GOAL 1: Ready to Learn

**Direct Measures of the Objectives: Children’s Health and Nutrition**
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1992): 76, 79
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992): 754, 830
- Percentage of infants born in the state with one or more health risks (1990, 1993): 38%, 36%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994): 61% —

**Direct Measure of the Objectives: Preschool Programs**
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994): 34, 39

#### GOAL 2: School Completion

**Direct Measure of the Goal: School Completion**
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993): 86%, 89%

**Direct Measure of the Objectives: School Dropouts**
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990): —

#### GOAL 3: Student Achievement and Citizenship

**Direct Measures of the Goal: Student Achievement**
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard1: 20% 23% ns
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995): 14
  - English
  - Mathematics
  - Science
  - Foreign languages
  - Civics and government
  - Economics
  - Fine arts
  - History

**Direct Measure of the Goal: Advanced Placement Performance**
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995): 14
  - English
  - Mathematics
  - Science
  - Foreign languages
  - Civics and government
  - Economics
  - Fine arts
  - History

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

**Direct Measure of the Goal: Teacher Education**
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment

**Direct Measure of the Goal: Professional Development**
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):
  - use of educational technology
  - methods of teaching subject field
  - in-depth study in subject field
  - student assessment

**Direct Measure of the Objectives: Teaching Diverse Student Populations**
- Percentage of public school teachers who reported 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, 1994): 14% —

#### GOAL 5: Mathematics and Science

**Direct Measure of the Goal: International Student Achievement Comparisons**
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):
  - Japan=61%
  - Korea=57%
  - Switzerland=33%

**Direct Measures of the Objectives: Strengthening Mathematics and Science Education**
- Percentage of public school 8th graders (1990, 1992):
  - work in small groups at least once a week
  - work with measuring instruments or geometric solids at least once a week (1990)

---

Data not available: ns — Interpret with caution. Change was not statistically significant.
Data not reported due to small sample size: * — Data not reported due to small sample size.
Data are undergoing revision: s — Data are undergoing revision.
Data are undergoing revision: m — Data are undergoing revision.
Data are undergoing revision: v — Data are undergoing revision.
Data are undergoing revision: — Data not available.
Data are undergoing revision: — Data not available.
### Measuring State Progress Toward the Goals and Objectives

#### GOAL 1: Ready to Learn

**Direct Measures of the Objectives: Children’s Health and Nutrition**
- Number of infants (per 1,000 born) low birthweight (below 5.5 pounds) (1990, 1992)\(^1\)
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992)\(^2\)
- Percentage of infants born in the state with one or more health risks (1990, 1992)\(^3\)
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990)\(^4\)

**Direct Measure of the Objectives: Preschool Programs**
- Number of children with disabilties in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)\(^5\)

#### GOAL 2: School Completion

**Direct Measure of the Goal: School Completion**
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)\(^6\)

**Direct Measure of the Objectives: School Dropouts**
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)\(^7\)

#### GOAL 3: Student Achievement and Citizenship

**Direct Measures of the Goal: Student Achievement**
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard: Grade 4 (1990)\(^8\)
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: Grade 4 (1990)\(^8\)

**Direct Measure of the Goal: Advanced Placement Performance**
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1990, 1991)\(^9\)
  - English
  - Mathematics
  - Science
  - Foreign languages
  - Civics and government
  - Economics
  - Fine arts
  - History

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

**Direct Measure of the Goal: Teacher Education**
- Percentage of public secondary school teachers who hold (1991, 1994)\(^10\)
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment

**Direct Measure of the Goal: Professional Development**
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)\(^11\)
  - uses of educational technology
  - methods of teaching subject field
  - in-depth study in subject field
  - student assessment

**Direct Measure of the Objectives: Teaching Diverse Student Populations**
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1990)\(^12\)

**Direct Measure of the Objectives: Teacher Support**
- Percentage of public school teachers who reported 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, 1994)\(^13\)

**Direct Measure of the Objectives: Professional Development**
- Percentage of school districts that reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)\(^11\)

### MICHIGAN

#### High School Completion
- Percentage of all 11th to 24-year-olds who have a high school credential (1990, 1993)\(^12\)

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

**Direct Measure of the Goal: Teacher Education**
- Percentage of public secondary school teachers who hold (1991, 1994)\(^10\)
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment

**Direct Measure of the Goal: Professional Development**
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)\(^11\)
  - uses of educational technology
  - methods of teaching subject field
  - in-depth study in subject field
  - student assessment

**Direct Measure of the Objectives: Teaching Diverse Student Populations**
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1990)\(^12\)

**Direct Measure of the Objectives: Teacher Support**
- Percentage of public school teachers who reported 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, 1994)\(^13\)

**Direct Measure of the Objectives: Professional Development**
- Percentage of school districts that reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)\(^11\)

### MICHIGAN

#### Student Achievement
- Percentage of public school students who met the Goals Panel's performance standard\(^*\) in reading and mathematics (1990, 1992, 1994)

#### Goals and Objectives

1. Data not available.
2. Interpret with caution. Change was not statistically significant.
3. Data not available due to small sample size.
4. Interpret with caution. Change was not statistically significant.
5. Data not available due to small sample size.
6. Interpret with caution. Change was not statistically significant.
7. Data not available due to small sample size.

### Appendix A
See Appendix A for technical notes and sources.
**GOAL 6: Adult Literacy and Lifelong Learning**

Direct Measure of the Goal: Adult Literacy
- **Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Profes Literacy (1992)**

Direct Measure of the Goal: Citizenship
- **Percentage of all U.S. citizens (1989, 1992)**
  - a) registered to vote: 74% 77%
  - b) voting: 61% 68%

Direct Measure of the Objectives: Postsecondary Enrollment
- **Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1990)**
  - 59%

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools
- **At School**
  - Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)
    - 0% 20% 40% 60% 80% 100%
    - 23%
  - Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 30 days (1993)
    - 0% 20% 40% 60% 80% 100%
    - 13%

**Goals and Objectives**

* Data not available.
* ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size. See page 23 for a Guide to Reading the State Pages.
* See 1995 Goals Report for additional information.
* See Appendix A for technical notes and sources.
Measuring State Progress Toward the Goals and Objectives

**GOAL 6: Adult Literacy and Lifelong Learning**

**Direct Measure of the Goal: Adult Literacy**
- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992) — — —

**Direct Measure of the Goal: Citizenship**
- Percentage of all U.S. citizens (1988, 1992) —
  - a) registered to vote — — —
  - b) voting — — —

**Direct Measure of the Objectives: Postsecondary Enrollment**
- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992) — 59% —

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

**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools at School**
- Percentage of public high school students who reported the following at least once during the past 30 days (1993) —
  - alcohol — — —
  - marijuana — — —

**GOAL 8: Parental Participation**

**Direct Measures of the Goal: Parent-School Partnerships**
- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994) —
  - public school teachers — — —
  - public school principals — — —

**Overall**
- Percentage of public high school students who reported (1990, 1993) —
  - a) Using the following at least once during the past 30 days:
    - marijuana — — —
    - cocaine — — —
  - b) Having few or more drinks in a row during the past 30 days — — —

Source: National Center for Education Statistics and WestEd, 1994

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* Data not available.  ns Interpret with caution.  Change was not statistically significant.
* Data not reported due to small sample size.  See page 23 for a Guide to Reading the State Pages.  See Appendix A for technical notes and sources.
* Data not reported due to small sample size.  See 1995 Goals Report for additional information.  See Appendix A for technical notes and sources.
Measuring State Progress Toward the Goals and Objectives

**GOAL 1: Ready to Learn**

Direct Measures of the Objectives: Children’s Health and Nutrition

- Percentage of infants (per 1,000 born at low birth weight [below 5.5 pounds]) (1990, 1992) 51 52
- Number of mothers (per 1,000 receiving early first trimester prenatal care) (1990, 1992) 812 818
- Percentage of infants born in the state with one or more health risks (1990, 1992) 28% 28%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) 81% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994) 42 49

**GOAL 2: School Completion**

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993) 82% 93% *

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990) — —

**GOAL 3: Student Achievement and Citizenship**

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard 28% 27% *
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard 28% 27% *

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994) 7 13
- English 7 13
- Mathematics 5 11
- Science 2 4
- Foreign languages 2 2
- Civics and government 2 3
- Economics 1 3
- Fine arts 5 9
- History 5 9

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

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who hold (1991, 1994) 80% 81% *
- An undergraduate or graduate degree in their main teaching assignment
- A teaching certificate in their main teaching assignment 100% 98% *

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994) 54% —
  - Use of educational technology
  - Methods of teaching subject field
  - In-depth study in subject field
  - Student assessment 64% 34% 51% —

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1990) 10% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994) 14% 18% *

**GOAL 5: Mathematics and Science**

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992) 34% —
  - Taiwan=41% Korea=37% Switzerland=33% 37% —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992) 43% 51% *
  - Whose teachers reported that they did these activities in mathematics class
    - Work in small groups at least once a week
    - Work with measuring instruments or geometric solids at least once a week (1990) 9% —

See Appendix A for technical notes and sources.

MINNESOTA

Measuring State Progress Toward the Goals and Objectives

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition

- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1989, 1990)²
- Number of mothers (per 1,000 receiving early first trimester prenatal care (1989, 1990)²
- Number of infants born in the state with one or more health risks (1990, 1995)²
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990)³

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)³

Source: National Center for Health Statistics and Westat, Inc., 1995

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)²

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)²

Source: National Center for Education Statistics and Westat, Inc., 1995

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard:²
  - Grade 4 (1992) 28% 37% ns
  - Grade 8 (1990, 1992) 27% 29% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinees receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)³
  - English
  - Mathematics
  - Science
  - Foreign languages
  - Civics and government
  - Economics
  - Fine arts
  - History

Source: National Center for Education Statistics and Westat, Inc., 1995

MINNESOTA

Measuring State Progress Toward the Goals and Objectives

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who hold (1991, 1994)²
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in inservice or professional development programs on the following topics since the end of the previous school year (1994)²
  - uses of educational technology
  - methods of teaching subject field
  - in-depth study in subject field
  - student assessment

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with Limited English- proficient students in their classes who reported that they had received training to teach Limited English-proficient students (1992)²

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)²

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)²

Takeya-41% Kosova-37%-32%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992)²
  - whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week
    - work with measuring instruments or geometric solids at least once a week (1990)

Source: National Center for Education Statistics and Westat, Inc., 1995
**MINNESOTA**

### Measuring State Progress Toward the Goals and Objectives

#### Mathematics and Science (continued)

b) whose math teachers heavily emphasize:
   - Algebra and functions: 59% 54% **
   - Developing reasoning ability to solve unique problems: 38% 46% **
   - Communicating mathematics ideas: 29% 31% **
   - Who have computers available in their mathematics classroom: 23% 19% **
   - Who use calculators in mathematics classes at least once a week: 96% 77%

#### Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993): 30%  – minorities (Blacks, Hispanics, American Indians): 29% 29% – females: 33% 33%

#### GOAL 6: Adult Literacy and Lifelong Learning

- Direct Measure of the Goal: Adult Literacy
  - Percentage of all adults age 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992)**

- Direct Measure of the Goal: Citizenship
  - Percentage of all U.S. citizens (1988, 1992): 79% 80%
    - a) registered to vote: 71% 76%
    - b) voting: 71% 76%

- Direct Measure of the Objectives: Postsecondary Enrollment
  - Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)**: 54%

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

- Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools
  - At School
    - Percentage of public high school students who reported the following at least once at school during the past 30 days (1990, 1993)**:
      - Alcohol: — —
      - Marijuana: — —
      - Cocaine: — —

  - Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1990, 1993)**: 24%

- Overall
  - Percentage of public high school students who reported (1990, 1993)**:
    - a) Using the following at least once during the past 30 days:
      - Marijuana: — —
      - Cocaine: — —

    - b) Having five or more drinks in a row during the past 30 days: — —

** See page 23 for a Guide to Reading the State Pages.

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### MINNESOTA

**International Comparisons in Mathematics**

<table>
<thead>
<tr>
<th>Country</th>
<th>Participation Rate 1991</th>
<th>Participation Rate 1992</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minnesota</td>
<td>93%</td>
<td>91%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>Korea</td>
<td>79%</td>
<td>79%</td>
</tr>
<tr>
<td>Switzerland</td>
<td>76%</td>
<td>78%</td>
</tr>
</tbody>
</table>

1. A complete description of assessment participants can be found in Appendix A.
2. Plus or minus 2 percentage points.
3. Data not available.

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**Goal 5: Mathematics and Science (continued)**

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993): 30% – minorities (Blacks, Hispanics, American Indians): 29% – females: 33%

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**Update**

- Recent
- Most
- Baseline to Recent

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**Goals and Objectives**

- **GOAL 5: Adult Literacy and Lifelong Learning**
- **GOAL 6: Safe, Disciplined, and Drug-free Schools**
- **GOAL 7: Parental Participation**

---

**Parent-School Partnerships**

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)**:
  - Curriculum: 13%
  - Hiring new full-time teachers: 13%
  - Setting discipline policy: 13%

---

**Direct Measures of the Goal: Parent-School Partnerships**

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1989, 1991): 14%–18%

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1989, 1991): 10%–15%

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1989, 1991): 5%–10%

---

**See 1995 Goals Report for additional information.**
Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Mathematics and Science (continued)</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) whose mathematics teachers heavily emphasize:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Algebra and functions</td>
<td>50%</td>
<td>54% **</td>
</tr>
<tr>
<td>- developing reasoning ability to solve unique problems</td>
<td>36%</td>
<td>46% **</td>
</tr>
<tr>
<td>- communicating mathematics ideas</td>
<td>28%</td>
<td>37% **</td>
</tr>
<tr>
<td>c) who have computers available in their mathematics classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Mathematics of students</td>
<td>23%</td>
<td>19% **</td>
</tr>
<tr>
<td>d) who use calculators in mathematics class at least once a week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Mathematics of students</td>
<td>90%</td>
<td>77%</td>
</tr>
</tbody>
</table>

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1995): 1
- Mathematics of students 37% 37% ns
- Mathematics of non-minorities (Blacks, Hispanics, American Indians) 30% 29% ns
- Mathematics of all students 33% 33% ns

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):
  - 19% 19% ns

Direct Measure of the Goal: Citizenship

  - a) registered to vote 78% 88% ns
  - b) voting 71% 79% ns

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):
  - 54% ns

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported the following at least once at school during the past 30 days (1990, 1993):
  - a) Using the following at least once during the past 30 days:
    - marijuana — — ns
    - cocaine — — ns
  - b) Having sex or more drinks in a row during the past 30 days — — ns

Direct Measures of the Goal: Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 20 days (1993):
  - a) Carried a weapon such as a gun, knife, or club on school property — — ns
  - b) Did not go to school because student did not feel safe — — ns

Direct Measure of the Goal: Parent-School Partnerships

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):
  - a) Discipline policy 19% 24% ns
  - b) Setting discipline policy 19% 24% ns

Overall

- Percentage of public high school students who reported (1990, 1993): 2
  - a) Using the following at least once during the past 30 days:
    - marijuana — — ns
    - cocaine — — ns
  - b) Having sex or more drinks in a row during the past 30 days — — ns

Parent-School Partnerships

| Percentage of public school principals who reported that parent association in their school has influence on the following decisions and policies (1991, 1994) |
|---|---|---|---|---|---|
| 1991 | 1994 |
| Establishing curriculum | 5% | 7% |
| Hiring new full-time teachers | 3% | 3% |
| Setting discipline policy | 9% | 11% |

Source: National Center for Education Statistics and NCES, 1994

* Data not available.
* Data not reported due to small sample size.
See Appendix A for technical notes and sources.
MISSISSIPPI

Measuring State Progress Toward the Goals and Objectives

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children's Health and Nutrition

- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1996, 1990) 96 99
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1980) 745 749
- Number of infants born in the state with one or more health risks (1990, 1993) 40% 39%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) 83% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994) 48 46

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1995, 1990) 100% 100%

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1995, 1990) 5% —

GOAL 3: Student Achievement and Citizenship

Direct Measure of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992) 48% 48% 12%
- Grade 4 (1995, 1994) 12% 15%

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1995, 1990) 100%
  - English 9 9
  - Mathematics — 3
  - Science 2 3
  - Foreign languages — —
  - Civics and government 1 2
  - Economics 8 8
  - Fine arts — 1
  - History 4 4

Source: National Center for Education Statistics and Westat, Inc., 1995

MISSISSIPPI

Measuring State Progress Toward the Goals and Objectives

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994) 100% 100%
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994): 44% 44%
  - use of educational technology
  - methods of teaching subject field
  - in-depth study in subject field
  - student assessment

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994) 18% —

Direct Measure of the Goals: Professional Development

- Percentage of public secondary school teachers who reported 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, 1994) 18% —

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1990) 100%
  - Japan=91% Korea=81% Switzerland=73% 92%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1992) 100%
  - whose teachers reported that they do these activities in mathematics class
    - work in small groups at least once a week
    - work with measuring instruments or geometric solids at least once a week

Source: National Center for Education Statistics, 1993 and 1995

MISSISSIPPI

Student Achievement


- Reading
  - Grade 4 1991 83% 1992 85% 1993 88%
  - Grade 8 1991 92% 1992 95% 1993 96%

- Mathematics
  - Grade 4 1991 12% 1992 15% 1993 15%
  - Grade 8 1991 12% 1992 15% 1993 15%

- Science
  - Grade 4 1991 12% 1992 15% 1993 15%
  - Grade 8 1991 12% 1992 15% 1993 15%

- Social Studies
  - Grade 4 1991 12% 1992 15% 1993 15%
  - Grade 8 1991 12% 1992 15% 1993 15%

- Art
  - Grade 4 1991 12% 1992 15% 1993 15%
  - Grade 8 1991 12% 1992 15% 1993 15%

- Technology
  - Grade 4 1991 12% 1992 15% 1993 15%
  - Grade 8 1991 12% 1992 15% 1993 15%

- Physical Education
  - Grade 4 1991 12% 1992 15% 1993 15%
  - Grade 8 1991 12% 1992 15% 1993 15%

- Work in small groups at least once a week
  - Grade 4 1991 12% 1992 15% 1993 15%
  - Grade 8 1991 12% 1992 15% 1993 15%

- Work with measuring instruments or geometric solids at least once a week
  - Grade 4 1991 12% 1992 15% 1993 15%
  - Grade 8 1991 12% 1992 15% 1993 15%

Source: National Center for Education Statistics, 1993 and 1995

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Note: Data not available unless otherwise indicated.

1. Does not include those still in high school.
2. Includes traditional high school diplomas and alternative credential.
4. Interpreted with caution. Change was not statistically significant.
5. Data not reported due to small sample size. See page 22 for a Guide to Reading the State Pages. See GOALS Report for additional information.
6. Interpreted with caution. Data are undergoing revision. See Appendix A for technical notes and sources.
7. A complete description of the performance standard can be found in Appendix A.
8. Interpreted with caution. Data are undergoing revision. See Appendix A.
9. Data not available. Change was not statistically significant.
10. Data not reported due to small sample size. See page 22 for a Guide to Reading the State Pages. See GOALS Report for additional information.
Measuring State Progress Toward the Goals and Objectives

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition

- Number of infants (per 1,000 born at low birthweight [below 5.5 pounds]) (1990, 1992) (%)
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) (%)
- Percentage of infants born in the state with one or more health risks (1990, 1992) (%)
  - Increase: 1990: 40%, 1992: 39%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) (%)
  - Increase: 83%

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000, 3- to 5-year-olds; 1991, 1994) (%)

Source: National Center for Health Statistics and Westat, Inc., 1996

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993) (%)
  - Increase: 1990: 84%, 1993: 89%

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990) (%)
  - Increase: 5%

GOAL 3: Student Achievement and Citizenship

Direct Measure of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard (1991, 1995):
  - Grade 4: 1991: 73%, 1995: 79%
  - Grade 8: 1991: 8%, 1995: 8%

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):
  - Science: 1991: 2, 1995: 3
  - Foreign languages: 1991: 1, 1995: 1
  - Fine arts: 1991: 1, 1995: 1

Source: National Center for Education Statistics and Westat, Inc., 1995

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Data not available.

ns: Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size. See page 22 for a Guide to Reading the State Pages.

See Appendix A for technical notes and sources. See Appendix A for technical notes and sources.
Measuring State Progress Toward the Goals and Objectives

**MISSISSIPPI**

### International Comparisons in Mathematics

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage of students who scored at the Proctor and Advanced level in mathematics (1991 and 1993)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mississippi</td>
<td>1</td>
</tr>
<tr>
<td>Taiwan</td>
<td>48%</td>
</tr>
<tr>
<td>Korea</td>
<td>33%</td>
</tr>
<tr>
<td>Switzerland</td>
<td>3%</td>
</tr>
</tbody>
</table>

1 A complete description of assessment participants can be found in Appendix A.

### Mathematics and Science (continued)

**b)** whose mathematics teachers heavily emphasize:

- Algebra and functions: 44% —
- Developing reasoning ability to solve unique problems: 56% —
- Communicating mathematics ideas: 58% —
- Who have computers available in their mathematics classroom: 10% —
- Who use calculators in mathematics class at least once a week: 20% —

### Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded (1991, 1993) —
  - All students: 33% 36%
  - Minorities (Blacks, Hispanics, American Indians): 39% 39%
  - Females: 38% 37%

**GOAL 6:** Adult Literacy and Lifelong Learning

### Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992) —

### Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992) —
  - Registered to vote: 73% 70% 99%
  - Voting: 63% 67% 99%

### Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992) —

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

### Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools at School

- Percentage of public high school students who reported using the following at least once during the past 30 days (1993) —
  - Alcohol: 6% —
  - Marijuana: 2% —

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993) —

### Direct Measures of the Goal: Alcohol- and Drug-free Schools

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993) —
  - Using the following at least once during the past 30 days:
    - Marijuana: 11% 9% 44%
    - Cocaine: 2% 1%
  - Having few or more drinks in a row during the past 30 days: 37% 27%

**GOAL 8:** Parent-Teacher Partnerships

### Direct Measures of the Goal: Parent-Teacher Partnerships

- Percentage of public high school principals who reported that lack of parental involvement in their school was a serious problem (1991, 1993) —
  - Public school teachers: 31% 40%
  - Public school principals: 21% 24% 44

- Percentage of public high school principals who reported that the parent association in their school had influence on the following decisions and policies (1991, 1993) —
  - Establishing curriculum: 10% 13% 94
  - Hiring new full-time teachers: 2% 4% 44
  - Setting discipline policy: 19% 21% 44
Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:
   - Algebra and functions 44% —
   - developing reasoning ability to solve unique problems 50% —
   - communicating mathematics ideas 58% —
   c) who have computers available in their mathematics classroom 10% —
   d) who use calculators in mathematics class at least once a week 20% —

Direct Measure of the Objectives: Degrees in Mathematics and Science

• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):1
  - all students 33% 36%
  - minorities (Blacks, Hispanics, American Indians) 38% 39%
  - females 38% 37%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):1

Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):1
  a) registered to vote 78% 86% **
  b) voting 62% 69% **

Direct Measure of the Objectives: Postsecondary Enrollment

• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):1

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):1
  - alcohol 6% —
  - marijuana 2% —

• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):1

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1992):1

• Did not go to school because student did not feel safe 6% —

• Percentage of public high school teachers who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):1
  - establishing curriculum 10% 9% **
  - hiring new full-time teachers 2% 3% **
  - setting discipline policy 19% 21% **

1 Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

1 Data not available.
2 Data not reported due to small sample size. See page 22 for a Guide to Reading the State Pages.
3 Data not available. Interpret with caution. Change was not statistically significant.
4 See 1995 Goals Report for additional information.
5 See Appendix A for technical notes and sources.

* Data not available.
> Data not reported due to small sample size. See page 22 for a Guide to Reading the State Pages.
> See Appendix A for technical notes and sources.
MISSOURI

Measuring State Progress Toward the Goals and Objectives

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1992)†
  71 73
- Number of mothers (per 1,000 receiving early first trimester prenatal care (1990, 1992)†
  795 805
- Percentage of infants born in the state with one or more health risks (1990, 1992)‡
  41% 38%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990)‡
  64% —

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)³
  18 31

GOAL 2: School Completion

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1992)⁴
  88% 90%⁵

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)³
  0% —

GOAL 3: Student Achievement and Citizenship

Direct Measure of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard (1990, 1992)†
  — 28% 26%
  — 28% 26%

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)⁶
  - English
    7 9
  - Mathematics
    4 6
  - Science
    3 6
  - Foreign languages
    1 2
  - Civics and government
    1 1
  - Economics
    1 1
  - Fine arts
    1 1
  - History
    6 7

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education
  - an undergraduate or graduate degree in their main teaching assignment
    72% 69% ⁶
  - a teaching certificate in their main teaching assignment
    98% 98% ⁶

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)⁷:
  - uses of educational technology
    46% — 44%
  - methods of teaching subject field
    57% — 24%
  - in-depth study in subject field
    44% — 44%
  - student assessment
    44% — 44%

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)⁷
  9% —

Source: National Center for Education Statistics and Westat, Inc., 1995

* Data not available
* Data not reported due to small sample size. See page 22 for a Guide to Reading the State Pages.
* Data are undergoing revision. See Appendix A for technical notes and sources.
* Data are undergoing revision. See Appendix A.
* A complete description of the performance standard can be found in Appendix A.
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MISSOURI

Measuring State Progress Toward the Goals and Objectives

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)⁸
  Taiwan=41% Korea=37% Switzerland=33% 24% — ns

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1992)⁹
  - whose teachers reported that they do these activities in mathematics class
    - work in small groups at least once a week
      40% —
    - work with measuring instruments or geometric solids at least once a week
      8% —

Source: National Center for Education Statistics, 1990 and 1994

* Data not available
* Data not reported due to small sample size. See page 22 for a Guide to Reading the State Pages.
* Data are undergoing revision. See Appendix A for technical notes and sources.

MISSOURI

Student Achievement


<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>90%</td>
<td>72%</td>
</tr>
<tr>
<td>1994</td>
<td>98%</td>
<td>98%</td>
</tr>
</tbody>
</table>

Methods of teaching subject field

Use of educational technology

In-depth study in subject field

Student assessment

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>90%</td>
<td>72%</td>
</tr>
<tr>
<td>1994</td>
<td>98%</td>
<td>98%</td>
</tr>
</tbody>
</table>

* A complete description of the performance standard can be found in Appendix A.
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* Data not available
* Data not reported due to small sample size. See page 22 for a Guide to Reading the State Pages.
* Data are undergoing revision. See Appendix A for technical notes and sources.

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

Measuring State Progress Toward the Goals and Objectives

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants (per 1,000 born at live birth) who weigh 2,500 grams or more (1989) 61%
- Number of mothers (per 1,000) who received prenatal care in the first trimester (1985) 79%
- Percentage of infants born in the state with one or more health risks (1985) 30%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990) 62%

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (1990, 1993) 18

GOAL 2: School Completion

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993) 88% 90% ns

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992) 6%

GOAL 3: Student Achievement and Citizenship

Direct Measure of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard (1992, 1994) 76% 80% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard (1992, 1994) 57% 62% ns

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations received grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993) a
  - English 9
  - Mathematics 6
  - Science 3
  - Foreign languages 2
  - Civics and government 1
  - Economics <1
  - Fine arts <1
  - History 6

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education
- Percentage of public secondary school teachers who held (1991, 1994) 72% 60% 80%
- Number of students who met the Goals Panel’s performance standards in reading and mathematics (1990, 1992, 1994) 100%

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a mentor or master teacher (1991, 1994) 9%

Direct Measure of the Objectives: Teacher Support
- Percentage of students who reported that during the previous school year (1994) 57% 44%

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1993) a
  - Taiwan=41%      Korea=37%      Switzerland=33% 24% 24%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1992) a
  - Teachers reported that they did these activities in mathematics class:
    - work in small groups at least once a week 40%
    - work with measuring instruments or geometric solids at least once a week 8%

Source: National Center for Education Statistics and Westat, Inc., 1995

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Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size. See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

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## Measuring State Progress Toward the Goals and Objectives

### MISSOURI

#### International Comparisons in Mathematics

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage of students who scored at the Proficient or Advanced level in mathematics (1991 and 1992)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missouri</td>
<td><em>ns Interpret with caution. Change was not statistically significant.</em></td>
</tr>
<tr>
<td>Taiwan</td>
<td>40%</td>
</tr>
<tr>
<td>Korea</td>
<td>30%</td>
</tr>
<tr>
<td>Switzerland</td>
<td>20%</td>
</tr>
</tbody>
</table>

1 A complete description of assessment participants can be found in Appendix A.
2 Plus or minus 2 percentage points.
3 Plus or minus 3 percentage points.
4 Plus or minus 1 percentage point.
5 For or above Level 3 of 5 levels.

### Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:
  - Algebra and functions: 43% —
  - Developing reasoning ability to solve unique problems: 42% —
  - Communicating mathematics ideas: 34% —
  - Whether students have computers available in their mathematics classroom: 19% —
  - Whether students who use calculators in mathematics class at least once a week: 78% —

### Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993): 19
  - All students: 35% 35%
  - Minorities (Blacks, Hispanics, American Indians): 32% 25%
  - Females: 36% 26%

### GOAL 6: Adult Literacy and Lifelong Learning

#### Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992): — —

#### Direct Measure of the Goal: Citizenship

  - Registered to vote: 76% 75% *
  - Voting: 66% 67% *

#### Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992): 49% —

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

#### Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

- Percentage of public high school students who reported the following at least once during the past 30 days (1993): 22
  - Alcohol: — —
  - Marijuana: — —
  - Cocaine: — —

## Measuring State Progress Toward the Goals and Objectives

### MISSOURI

#### Direct Measure of the Goals: Alcohol- and Drug-free Schools

- Percentage of public high school students who reported (1990, 1993): 23
  - Using the following at least once during the past 30 days:
    - Alcohol: — —
    - Marijuana: — —
    - Cocaine: — —

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1992): 24
  - Carried a weapon such as a gun, knife, or club on school property: — —
  - Did not go to school because student did not feel safe: — —

#### Direct Measures of the Goal: Disciplined Environments

- Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993): 25 — —

#### Direct Measure of the Goal: Parental Participation

- Percentage of public high school students who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994): 30
  - Setting discipline policy: 8% 12% *
  - Hiring new full-time teachers: 1% 1% *
  - Establishing curriculum: 4% 8% *

- Percentage of public high school students who reported that lack of parental involvement in their school was a serious problem (1991, 1993): 21
  - Public school teachers: 22% 27% *
  - Public school principals: 15% 13% *

- Percentage of public high school principals who reported that their school threatened or injured with a weapon such as a gun, knife, or club on school property at least once during the past 12 months (1991): 14% —

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994): 41% 53%

### GOAL 8: Parental Participation

#### Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994): 30
  - Setting discipline policy: 8% 12% *
  - Hiring new full-time teachers: 1% 1% *
  - Establishing curriculum: 4% 8% *
  - Hiring new full-time teachers: 1% 1% *

### Baseline

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of students who scored at the Proficient or Advanced level in mathematics (1991 and 1992)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td>— —</td>
</tr>
<tr>
<td>1994</td>
<td>— —</td>
</tr>
</tbody>
</table>


See Appendix A for technical notes and sources.
MISSOURI

Measuring State Progress Toward the Goals and Objectives

Baseline | Most Recent Update
---|---

**Mathematics and Science (continued)**

b) whose mathematics teachers heavily emphasize:

- Algebra and functions 43% —
- developing reasoning ability to solve unique problems 42% —
- communicating mathematics ideas 34% —

c) who have computers available in their mathematics classroom 19% —

d) who use calculators in mathematics class at least once a week 70% —

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993) (0) —
  - all students 35% 35%
  - minority (Blacks, Hispanics, American Indians) 32% 25%
  - females 38% 39%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose Literacy (1992) (0) —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1998, 1992) (0)
  a) registered to vote 76% 75% ns
  b) voting 66% 67% ns

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992) 40% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported the following at least once at school during the past 30 days (1993) (0)
  a) using the following at least once during the past 30 days:
    - marijuana — — ns
    - cocaine — — ns
  b) having five or more drinks in a row during the past 30 days — — ns

Direct Measures of the Goal: Safe, Disciplined, and Alcohol- and Drug-free Schools

Overall

- Percentage of public high school students who reported (1990, 1993) (0)
  a) carrying a weapon such as a gun, knife, or club on school property — — —
  b) did not go to school because student did not feel safe — — —

- Percentage of public high school students who reported 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) (0)

Direct Measure of the Goal: Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994) 41% 53%

GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994) (0)
  - public school teachers 22% 27% ns
  - public school principals 15% 13% ns

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994) (0)
  a) car carries a weapon such as a gun, knife, or club on school property — — —
  b) having five or more drinks in a row during the past 30 days — — —

Overall

- Percentage of public school students who reported (1990, 1993) (0)
  a) using the following at least once during the past 30 days:
    - marijuana — — ns
    - cocaine — — ns
  b) having five or more drinks in a row during the past 30 days — — ns

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993) (0)
  a) carried a weapon such as a gun, knife, or club on school property — — —
  b) did not go to school because student did not feel safe — — —

- Percentage of public high school students who reported 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) (0)

Parent-School Partnerships

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994) (0)

Establishing curriculum 1% 1%
Hiring new full-time teachers 5% 5%
Setting discipline policy 8% 8%

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 Percentage with caution.  Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995
GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition

- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990), 1995) - 62 60
- Number of mothers (per 1,000 receiving early first trimester prenatal care (1990), 1995) - 763 762
- Percentage of infants born in the state with one or more health risks (1990), 1995) - 38% 37% **
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) - 75% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994) - 46 47

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993) - 93% 92% **

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990) — —

GOAL 3: Student Achievement and Citizenship

Direct Measure of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard —

- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard —

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995) —

- English — 9 13
- Mathematics — 3 3
- Science — 2 2
- Foreign languages — 3 3
- Civics and government — 6 0
- Economics — 1 —
- Fine arts — 2 1
- History — 8 8

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education


- Percentage of teachers in their main teaching assignment —

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994) —

- Use of educational technology —

- Methods of teaching subject field —

- In-depth study in subject field —

- Student assessment —

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1990, 1995) — 10% 9% **

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994) —

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1995) —

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1995) —

Takane=41% Korau=37% Switzerland=32%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders who reported that they do these activities in mathematics class —

- Work in small groups at least once a week —

- Work with measuring instruments or geometric solids at least once a week —

Data not available. Interpreted with caution. Change was not statistically significant.
### Measuring State Progress Toward the Goals and Objectives

#### MONTANA

<table>
<thead>
<tr>
<th>Children's Health Index</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>No risk</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>1 or more</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>2 or more</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

1 Includes late or third trimester or no prenatal care, low maternal weight gain (less than 21 pounds) whether studied during pregnancy or mother died related during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1996

#### GOAL 1: Ready to Learn

**Direct Measures of the Objectives:** Children’s Health and Nutrition

<table>
<thead>
<tr>
<th>Objective</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of infants born at low birthweight (below 5.5 pounds) (1990, 1995)</td>
<td>62</td>
<td>60</td>
</tr>
<tr>
<td>Percentage of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1995)</td>
<td>763</td>
<td>762</td>
</tr>
<tr>
<td>Percentage of infants born in the state with one or more health risks (1990, 1995)</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1995)</td>
<td>75%</td>
<td>—</td>
</tr>
</tbody>
</table>

Source: National Center for Health Statistics and Westat, Inc., 1996

#### GOAL 2: School Completion

**Direct Measure of the Goal:** School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993) | 93% | 92% |

Source: National Center for Education Statistics and Westat, Inc., 1996

#### GOAL 3: Student Achievement and Citizenship

**Direct Measure of the Goal:** Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard | 29% | — |

Source: National Center for Education Statistics and Westat, Inc., 1996

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

**Direct Measure of the Goal:** Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994) | 96% | 94% |

Source: National Center for Education Statistics and Westat, Inc., 1996

#### GOAL 5: Mathematics and Science

**Direct Measure of the Goal:** International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992) | 27% | — |

Source: National Center for Education Statistics and Westat, Inc., 1996

---

Data not available.

**Note:** Data are undergoing revision.

See Appendix A for technical notes and sources.
### Measuring State Progress Toward the Goals and Objectives

#### MONTANA

#### Measuring State Progress Toward the Goals and Objectives

**Baseline** | **Most Recent Update**
--- | ---

**Mathematics and Science (continued)**

b) whose mathematics teachers heavily emphasize:

- Algebra and functions
- developing reasoning ability to solve unique problems
- communicating mathematics ideas
- have computers available in their mathematics classroom
- use calculators in mathematics class at least once a week

**Direct Measure of the Objectives: Degrees in Mathematics and Science**

- Mathematics and science degrees as a percentage of all degrees awarded (1991, 1993)  **38%**
  - Minorities (Blacks, Hispanics, American Indians)  **28%**
  - Females  **26%**

**GOAL 6: Adult Literacy and Lifelong Learning**

**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels in Profi Literacy) (1992)  **51%**

**Direct Measure of the Goal: Citizenship**

- Percentage of all U.S. citizens (1988, 1992)  **19%**
  - Voting  **69%**
  - Registered to vote  **76%**

**Direct Measure of the Objectives: Postsecondary Enrollment**

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)  **22%**

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

**Direct Measures of the Goal: Alcohol- and Drug-free Schools**

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)  **22%**

### Measuring State Progress Toward the Goals and Objectives

**Baseline** | **Most Recent Update**
--- | ---

**Overall**

- Percentage of public high school students who reported (1990, 1993)
  a) Using the following at least once during the past 30 days:
    - Marijuana  **14%**
    - Alcohol  **2%**
  b) Having more than five drinks in a row during the past 30 days  **41%**

**Direct Measures of the Goal: Schools Free of Violence and Crime**

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1990, 1993)
  a) Carried a weapon such as a gun, knife, or club on school property  **14%**
  b) Did not go to school because student did not feel safe  **3%**

- Percentage of public high school students who reported 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)  **7%**

- Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)  **17%**

- Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)  **9%**

**Direct Measure of the Goal: Disciplined Environments Conducive to Learning**

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)  **33%**

**GOAL 8: Parental Participation**

**Direct Measures of the Goal: Parent-School Partnerships**

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1993)  **17%**
  - Public school teachers  **17%**
  - Public school principals  **15%**

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1993)  **9%**
  - Establishing curricula  **5%**
  - Hiring new full-time teachers (1994)  **5%**
  - Setting discipline policy  **10%**

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

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*Data not reported due to small sample size. See Appendix A for technical notes and sources.*

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*Data not reported due to small sample size. See 1995 Goals Report for additional information.*

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*Such as a gun, knife, or club.*

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*Source: Centers for Disease Control and Prevention, 1994*

---

*Source: National Center for Education Statistics and Westat, Inc., 1995*
### MONTANA

#### Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Goal</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Measures of the Objectives: Alcohol- and Drug-free Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Percentage of public high school students who reported the following at least once during the past 30 days (1993):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– alcohol</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>– marijuana</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>– cocaine</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):</td>
<td>22%</td>
<td></td>
</tr>
</tbody>
</table>

#### MONTANA

#### Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Goal</th>
<th>Baseline</th>
<th>Most Recent Update</th>
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<tbody>
<tr>
<td>GOAL 8: Parental Participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Measures of the Goal: Parent-School Partnerships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1996):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– public school teachers</td>
<td>15%</td>
<td>18%</td>
</tr>
<tr>
<td>– public school principals</td>
<td>7%</td>
<td>15%</td>
</tr>
<tr>
<td>• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1996):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– establishing curriculum</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>– hiring new full-time teachers (1994)</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>– setting discipline policy</td>
<td>10%</td>
<td>13%</td>
</tr>
</tbody>
</table>

---

**Source:** National Center for Education Statistics and Westat, Inc., 1995

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**Data not available.**

**Data not reported due to small sample size.**

**Interpret with caution.** Change was not statistically significant.

---

**See 1995 Goals Report for additional information.**

**See Appendix A for technical notes and sources.**

---

**See page 22 for a Guide to Reading the State Pages.**

---

**Data not available.**

**Data not reported due to small sample size.** Interpreted with caution. Change was not statistically significant.

---

**See 1996 Goals Report for additional information.**

**See Appendix A for technical notes and sources.**
NEBRASKA

Measuring State Progress Toward the Goals and Objectives

GOAL 1: Ready to Learn
Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants (per 1,000 born at live birthweight (below 5.5 pounds) (1990, 1992): 50 59
- Number of mothers (per 1,000 receiving early first trimester prenatal care (1990, 1992): 825 823
- Percentage of infants born in the state with one or more health risks (1990, 1992): 38% 37%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994): 72%

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; (1991, 1994): 34 41

Source: National Center for Health Statistics and Westat, Inc., 1995

GOAL 2: School Completion
Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993): 91% 96% **

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990): 4% —

GOAL 3: Student Achievement and Citizenship
Direct Measure of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard: Grade 4 (1992, 1994): 27% 29% **
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard: Grade 4 (1992, 1995): 23% —

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):
  - English: 10 12
  - Mathematics: 3 4
  - Science: 2 3
  - Foreign languages: 1 1
  - Civics and government: 1 1
  - Economics: 1 1
  - Fine arts: <1 <1
  - History: 8 7


NEBRASKA

Measuring State Progress Toward the Goals and Objectives

GOAL 4: Teacher Education and Professional Development
Direct Measure of the Goal: Teacher Education
- Percentage of public secondary school teachers who hold (1991, 1994): an undergraduate or graduate degree in their main teaching assignment: 82% 75%
- A teaching certificate in their main teaching assignment: 83% 81%

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):
  - uses of educational technology
  - methods of teaching subject field
  - in-depth study in subject field
  - student assessment

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994): 13%

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported 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, 1994): 14% 15%

GOAL 5: Mathematics and Science
Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991, 1995):
  - Taiwan=41%
  - Korea=37%
  - Switzerland=33%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992):
  - whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week
    - work with measuring instruments or geometric solids at least once a week (1990)

Source: National Center for Education Statistics and Westat, Inc., 1995

Data not available.
* Interpretable with caution. Change was not statistically significant.
** Data not available due to small sample size. See page 22 for a Guide to Reading the State Pages.
† Includes those still in high school.
‡ Includes traditional high school diplomas and alternative credentials.
<table>
<thead>
<tr>
<th>NEBRASKA</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Completion Percentage of all 16 to 24-year-olds who have a high school credential (1990, 1993): 91% 96% **</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Measure of the Goal: School Completion Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993): 91% 96% **</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Measure of the Objectives: School Dropouts Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990): 4% —</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Measure of the Goal: Student Achievement Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard: Grade 4 (1992, 1994): 27% 29% **</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Measure of the Goal: Advanced Placement Performance Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995): English: 10 12 Mathematics: 3 4 Science: 2 3 Foreign languages: 1 1 Civics and government: 1 1 Economics: 1 1 Fine arts: &lt;1 &lt;1 History: 8 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Measure of the Goal: Teacher Education Percentage of public secondary school teachers who hold (1991, 1994): an undergraduate or graduate degree in their main teaching assignment: 82% 75% A teaching certificate in their main teaching assignment: 83% 81%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Measure of the Goal: Professional Development Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994): uses of educational technology methods of teaching subject field in-depth study in subject field student assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Measure of the Objectives: Teaching Diverse Student Populations Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994): 13%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Measure of the Objectives: Teacher Support Percentage of public school teachers who reported 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, 1994): 14% 15% **</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Measure of the Goal: International Student Achievement Comparisons Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991, 1995): Taiwan=41% Korea=37% Switzerland=33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Measures of the Objectives: Strengthening Mathematics and Science Education Percentage of public school 8th graders (1990, 1992): whose teachers reported that they do these activities in mathematics class: work in small groups at least once a week work with measuring instruments or geometric solids at least once a week (1990) 46% 49% ** 7% —</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See page 22 for a Guide to Reading the State Pages.
See Appendix A for technical notes and sources.
Measuring State Progress Toward the Goals and Objectives

**GOAL 1: Ready to Learn**

**Direct Measures of the Objectives: Children's Health and Nutrition**
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1992):
  - 1990: 50
  - 1992: 59
- Number of mothers (per 1,000 receiving early first trimester prenatal care) (1990, 1992):
  - 1990: 825
  - 1992: 822
- Percentage of infants born in the state with one or more health risks (1990, 1992):
  - 1990: 38%
  - 1992: 37%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990, 1992):
  - 1990: 72%
  - 1992: —

**Direct Measure of the Objectives: Preschool Programs**
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994):
  - 1991: 3
  - 1994: 41

**GOAL 2: School Completion**

**Direct Measure of the Goal: School Completion**
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1992):
  - 1990: 91%
  - 1992: 96% *

**Direct Measure of the Objectives: School Dropouts**
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990, 1992):
  - 1990: 4%
  - 1992: —

**GOAL 3: Student Achievement and Citizenship**

**Direct Measures of the Goal: Student Achievement**
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:9
  - Grade 3 (1990, 1992):
    - 1990: 27%
    - 1992: 29% *
  - Grade 4 (1990, 1992):
    - 1990: 23%
    - 1992: 30% *

**Direct Measure of the Goal: Advanced Placement Performance**
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):
  - English: 10
  - Mathematics: 12
- Science: 2
- Foreign languages: 1
- Civics and government: 1
- Economics: 1
- Fine arts: <1
- History: 8

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

**Direct Measure of the Goal: Teacher Education**
- Percentage of public secondary school teachers who held (1991, 1994):*
  - 1991: 82%
  - 1994: 75%

**Direct Measure of the Goal: Professional Development**
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1990, 1992):*
  - Use of educational technology
  - Methods of teaching subject field
  - In-depth study in subject field
  - Student assessment
  - 1990: —
  - 1992: 57% 58% 25% 47% *

**Direct Measure of the Objectives: Teaching Diverse Student Populations**
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1991, 1994):*
  - 1991: 13%
  - 1994: —

**GOAL 5: Mathematics and Science**

**Direct Measure of the Goal: International Student Achievement Comparisons**
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):*
  - Taiwan=41%
  - Korea=37%
  - Switzerland=33%

**Direct Measures of the Objectives: Strengthening Mathematics and Science Education**
- Percentage of public school 8th graders (1990, 1992):*
  - Who teachers reported that they do the following activities in mathematics class:
    - Work in small groups at least once a week: 46%
    - Work with measuring instruments or geometric solids at least once a week: 7%

Measuring State Progress Toward the Goals and Objectives

## NEBRASKA

### International Comparisons in Mathematics

- **Percentage of students who scored at the Postsecondary-Advanced level in mathematics (1991 and 1992)**
  - Nebraska 13%
  - Taiwan 16%
  - Korea 15%
  - Switzerland 13%

1. A complete description of assessment participants can be found in Appendix A.
2. Plus or minus 2 percentage points.
3. Data not available.

### Mathematics and Science (continued)

- **Who were the mathematics teachers heavily emphasizing:**
  - Algebra and functions: 51% 46% **
  - Developing reasoning ability to solve unique problems: 39% 41% **
  - Communicating mathematics ideas: 31% 29% **
- **Who were the science teachers heavily emphasizing:**
  - Science as a way of knowing: 33% 34% **
  - Developing reasoning ability to solve unique problems: 39% 41% **

### Direct Measure of the Objectives: Degrees in Mathematics and Science

- **Mathematics and science degrees as a percentage of all degrees awarded (1991, 1992):**
  - All students: 23% 35%
  - Minorities (Blacks, Hispanics, American Indians): 25% 35%
  - Females: 37% 34%

### GOAL 6: Adult Literacy and Lifelong Learning

#### Direct Measure of the Goal: Adult Literacy

- **Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992):**

#### Direct Measure of the Goal: Citizenship

- **Percentage of all U.S. citizens (1988, 1992):**
  - Registered to vote: 73% 74% **
  - Voting: 68% 67% **

### Direct Measure of the Objectives: Postsecondary Enrollment

- **Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):**
  - Total: 69%

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

#### Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

- **At School:**
  - Percentage of public high school students who reported using the following at least once at school during the past 30 days (1991, 1992):
    - Alcohol: 2% 2%
    - Marijuana: 10% 9%
    - Cocaine: 2% 2% ns
  - Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1992):
    - Total: 11%

- **Overall:**
  - Percentage of public high school students who reported (1991, 1993):
    - Using the following at least once during the past 30 days:
      - Marijuana: 10% 9% **
      - Cocaine: 2% 2% ns
    - Having few or more drinks in a row during the past 30 days: 37% 36% **

#### Direct Measures of the Goal: Schools Free of Violence and Crime

- **Percentage of public high school students who reported that they did the following at least once during the past 30 days (1991, 1992):**
  - Carried a weapon such as a gun, knife, or club on school property: 9%
  - Did not go to school because student did not feel safe: 3%
  - Percentage of public high school students who reported 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):
    - Total: 6%
  - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993):
    - Total: 13%

#### Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- **Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):**
  - Total: 33% 41%

### GOAL 8: Parental Participation

#### Direct Measures of the Goal: Parent-School Partnerships

- **Percentage of public school principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):**
  - Public school principals: 12% 15% **
  - Public school principals: 4% 6% **

Source: Centers for Disease Control and Prevention, 1994
Measuring State Progress Toward the Goals and Objectives

### Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:
   - Algebra and functions 51% 45% * *
   - developing reasoning ability to solve unique problems 39% 41% * *
   - communicating mathematics ideas 31% 28% * *
   - if computers are available in their mathematics classroom 17% 22% * *
   - if use of calculators in mathematics class at least once a week 9% 66% * *

### Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993) * *
  - all students 32% 35%
  - minorities (Blacks, Hispanics, American Indians) 32% 30%
  - females 31% 34%

### GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults ages 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1993) * *

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992) * *
  a) registered to vote 72% 74% * *
  b) voting 66% 67% * *

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992) * *
  69% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported the following at least once at school during the past 30 days (1993) * *
  - alcohol 5% —
  - marijuana 2% —

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993) * *
  11% —

### Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Goal</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL 6</td>
<td>Adult Literacy and Lifelong Learning</td>
<td>—</td>
</tr>
<tr>
<td>GOAL 7 Safe, Disciplined, and Drug-free Schools</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

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## Nebraska

**Data not available.**

* Interpret with caution. Change was not statistically significant.

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**See 1995 Goals Report for additional information.**

**See Appendix A for technical notes and sources.**
Children’s Health Index
Percentage of infants born in the state with 1 or more health risks (1990-1992)

<table>
<thead>
<tr>
<th>1990</th>
<th>1994</th>
</tr>
</thead>
<tbody>
<tr>
<td>No risks</td>
<td>62%</td>
</tr>
<tr>
<td>1 or more</td>
<td>15%</td>
</tr>
</tbody>
</table>

1 Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother died during pregnancy.


High School Completion
Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)

<table>
<thead>
<tr>
<th>1990</th>
<th>1993</th>
</tr>
</thead>
<tbody>
<tr>
<td>83%</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.


GOAL 1: Ready to Learn
Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1992):
  - Baseline: 72
  - Recent Update: 71
- Number of mothers (per 1,000 receiving early first trimester prenatal care (1990, 1992):
  - Baseline: 725
  - Recent Update: 715
- Percentage of infants born in the state with one or more health risks (1990, 1992):
  - Baseline: 38%
  - Recent Update: 38%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994):
  - Baseline: 69%
  - Recent Update: —

Direct Measure of the Objectives: Preschool Programs
- Percentage of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994):
  - Baseline: 36
  - Recent Update: 41

GOAL 2: School Completion
Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993):
  - Baseline: 83%
  - Recent Update: 85%

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990):
  - Baseline: 8%
  - Recent Update: —

GOAL 3: Student Achievement and Citizenship
Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard:
  - Grade 4 (1990, 1992): 10%
  - Grade 8 (1990, 1992): —

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):
  - English: 13
  - Mathematics: 8
  - Science: 6
  - Foreign languages: 1
  - Civics and government: 10
  - Economics: <1
  - Fine Arts: 6
  - History: 8

GOAL 4: Teacher Education and Professional Development
Direct Measure of the Goal: Teacher Education
  - an undergraduate or graduate degree in their main teaching assignment:
    - Baseline: 92%
    - Recent Update: 96%
  - a teaching certificate in their main teaching assignment:
    - Baseline: 96%
    - Recent Update: 99%

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):
  - use of educational technology:
    - Baseline: 31%
    - Recent Update: 38%
  - methods of teaching subject field:
    - Baseline: 63%
    - Recent Update: 31%
  - in-depth study in subject field:
    - Baseline: 29%
    - Recent Update: 24%

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English proficiency students in their classes who reported that they had received training to teach limited English-proficient students (1990):
  - Baseline: 27%
  - Recent Update: —

GOAL 5: Mathematics and Science
Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):
  - Baseline: Taiwan=41%
  - Korea=37%
  - Switzerland=33%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992):
  - All whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week: —
    - work with measuring instruments or geometric solids at least once a week: —
  - All whose teachers reported that they do these activities in science class:
    - work in small groups at least once a week: —
    - work with measuring instruments or geometric solids at least once a week: —
**Goal 1: Ready to Learn**

Direct Measures of the Objectives: Children's Health and Nutrition
- Number of infants (per 1,000 born at low birthweight [below 5.5 pounds]) (1990, 1995)\(^1\) = 72 71
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1995)\(^2\) = 725 715
- Percentage of infants born in the state with one or more health risks (1990, 1995)\(^3\) = 38% 38%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)\(^4\) = 69% —

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994) = 36 41

**Goal 2: School Completion**

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1995)\(^5\) = 83% 83%

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)\(^6\) = 8% —

**Goal 3: Student Achievement and Citizenship**

Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard\(^7\) — —
  - Grade 4 (1992, 1994)
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard\(^8\) — —
  - Grade 4 (1992, 1994)
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)\(^9\) = 8% —

**Baseline**

- 1990
- 1995

**Reported Update**

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

1. Includes boys and girls.
2. Includes home-delivered babies.
3. Includes high school students and alternative high school students.

Source: National Center for Education Statistics and Westat, Inc., 1995

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**Parties**

- Data not available.
- Data not reported due to small sample size. See page 22 for a Guide to Reading the State Pages.
- Source: National Center for Education Statistics and Westat, Inc., 1995

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

Direct Measure of the Goal: Teacher Education
- Percentage of public school teachers who held (1991, 1994)\(^1\) — —
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment
  = 96% 99% 99% 99%

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)\(^2\)
  - use of educational technology
  - methods of teaching subject field
  - in-depth study in subject field
  = 31% — — 31%

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1990, 1994)\(^3\) = 27% —

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported 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, 1994)\(^4\) = 21% 17% 17%

**Goal 5: Mathematics and Science**

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 4th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)\(^5\)
  - Taiwan=41%  Korea=37%  Switzerland=33%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992)\(^6\) who teachers reported that they do these activities in mathematics class:
  - work in small groups at least once a week
  - work with measuring instruments or geometric solids at least once a week
  = — — —

Source: National Center for Education Statistics and Westat, Inc., 1995

---

**Parties**

- Data not available.
- Interpreted with caution. Data was not statistically significant.
- Data not reported due to small sample size. See page 22 for a Guide to Reading the State Pages.
- Source: National Center for Education Statistics and Westat, Inc., 1995

---
### GOAL 6: Adult Literacy and Lifelong Learning

#### Direct Measure of the Goal: Adult Literacy
- **Percentage of adults aged 16 and older who scored at or above Level 3 of 5 levels in Prose literacy (1992)**
  - Baseline: 58%
  - Update: 60%

#### Direct Measure of the Goal: Citizenship
- **Percentage of all U.S. citizens (1988, 1992)**
  - a) registered to vote
    - Baseline: 58%
    - Update: 60%
  - b) voting
    - Baseline: 50%
    - Update: 60%

#### Direct Measure of the Objectives: Postsecondary Enrollment
- **Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1990)**
  - Baseline: 33%
  - Update: —

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

#### Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools
- **At School**
  - Percentage of public high school students who reported the following at least once at school during the past 30 days (1993)**
    - a) Using the following at least once during the past 30 days:
      - marijuana: 19%
      - cocaine: 4%
    - b) Having five or more drinks in a row during the past 30 days: 32%

#### Direct Measures of the Goal: Schools Free of Violence and Crime
- **Percentage of public high school students who reported that they did not do the following at least once during the past 30 days (1993)**
  - a) Carried a weapon such as a gun, knife, or club on school property: 12%
  - b) Did not go to school because student did not feel safe: 8%
  - c) Did not go to school because they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1992): 10%
  - d) Carried a weapon such as a gun, knife, or club on school property: 12%
  - e) Did not go to school because student did not feel safe: 8%
  - f) Did not go to school because student did not feel safe: 16%

#### Direct Measure of the Goal: Disciplined Environments Conducive to Learning
- **Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)**
  - Baseline: 38%
  - Update: 50%

### GOAL 8: Parent-School Partnerships

#### Direct Measures of the Goal: Parent-School Partnerships
- **Percentage of public school principals who reported that they and the parent association in their school have influence on the following decisions and policies (1991, 1994)**
  - a) Hiring new full-time teachers
    - Baseline: 27%
    - Update: 31%
  - b) Setting discipline policy
    - Baseline: 6%
    - Update: 12%
  - c) Establishing curriculum
    - Baseline: 17%
    - Update: 19%
  - d) Setting discipline policy
    - Baseline: 6%
    - Update: 15%
  - e) Carrying a weapon such as a gun, knife, or club on school property
    - Baseline: 12%
    - Update: 15%
  - f) Having five or more drinks in a row during the past 30 days (1993): 23

#### Direct Measures of the Goal: Parent-School Partnerships
- **Percentage of public high school students who reported that the parent association in their school has influence**
  - a) on the following decisions and policies (1991, 1994): 32
  - b) Setting discipline policy
    - Baseline: 6%
    - Update: 12%
  - c) Hiring new full-time teachers
    - Baseline: 17%
    - Update: 19%
  - d) Establishing curriculum
    - Baseline: 6%
    - Update: 12%
  - e) Setting discipline policy
    - Baseline: 6%
    - Update: 15%

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*Data not available.
ns Interpret with caution. Change was not statistically significant.
*Data not reported due to small sample size.
See Appendix A for technical notes and sources.
NEVADA

### Measuring State Progress Toward the Goals and Objectives

#### Mathematics and Science (continued)

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<tr>
<th>Goals and Objectives</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
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<tr>
<td>Direct Measure of the Objectives: Degrees in Mathematics and Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— all students</td>
<td>30% 32%</td>
<td></td>
</tr>
<tr>
<td>— minority (Blacks, Hispanics, American Indians)</td>
<td>26% 29%</td>
<td></td>
</tr>
<tr>
<td>— females</td>
<td>27% 30%</td>
<td></td>
</tr>
</tbody>
</table>

#### GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

<table>
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<th>Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992):</th>
</tr>
</thead>
<tbody>
<tr>
<td>58% 66%</td>
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#### GOAL 7: Safe, Disciplined, and Alcohol-Drug-free Students and Schools

Direct Measures of the Goal: Alcohol-Drug-free Schools

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<tr>
<th>Percentage of public high school students who reported the following at least once during the past 12 months (1993):</th>
</tr>
</thead>
<tbody>
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<td>— alcohol</td>
</tr>
<tr>
<td>— marijuana</td>
</tr>
<tr>
<td>— cocaine</td>
</tr>
<tr>
<td>— car</td>
</tr>
</tbody>
</table>

Direct Measures of the Goal: School Safety

<table>
<thead>
<tr>
<th>Percentage of public high school students who reported the following at least once during the past 30 days (1993):</th>
</tr>
</thead>
<tbody>
<tr>
<td>— using a weapon such as a gun, knife, or club on school property</td>
</tr>
<tr>
<td>— did not go to school because student did not feel safe</td>
</tr>
<tr>
<td>— percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):</td>
</tr>
<tr>
<td>a) Carried a weapon such as a gun, knife, or club on school property</td>
</tr>
<tr>
<td>b) Did not go to school because student did not feel safe</td>
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</table>

Direct Measure of the Goal: Parent-School Partnerships

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<th>Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):</th>
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<tr>
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<tr>
<td>b) Did not go to school because student did not feel safe</td>
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#### GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

<table>
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<th>Percentage of public school principals who reported that lack of parental involvement in their school was a serious problem (1991, 1996):</th>
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#### GOAL 7: Safe, Disciplined, and Alcohol-Drug-free Schools

Direct Measures of the Goal: Alcohol-Drug-free Schools

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<th>Percentage of public high school students who reported the following at least once during the past 12 months (1993):</th>
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</tr>
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</tr>
<tr>
<td>— cocaine</td>
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</tbody>
</table>
GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1995)²
  - 49
  - 53
- Number of mothers (per 1,000 receiving early first trimester prenatal care) (1990, 1995)²
  - 858
  - 873
- Percentage of infants born in the state with one or more health risks (1990, 1995)²
  - 39%
  - 32%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990)³
  - 83% —

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)³
  - 29
  - 37

GOAL 2: School Completion

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)²
  - 100%

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)²
  - —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard¹
  - 34%
  - 30% ³
  - —

Direct Measures of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)³
  - English
    - 15
    - 24
  - Mathematics
    - 13
    - 17
  - Science
    - 8
    - 14
  - Foreign languages
    - 9
    - 6
  - Civics and government
    - 1
    - 2
  - Economics
    - 1
    - 3
  - Fine arts
    - 1
    - 1
  - History
    - 9
    - 13

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education
- Percentage of public secondary school teachers who hold (1991, 1994)¹
  - an undergraduate or graduate degree in their main teaching assignment
    - 88%
    - 71%
  - a teaching certificate in their main teaching assignment
    - 96%
    - 96%

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)³
  - use of educational technology
    - 59% —
  - methods of teaching subject field
    - 72%
  - in-depth study in subject field
    - 46%
  - student assessment
    - 53%

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English proficient students in their classes who reported that they had received training to teach limited English proficient students (1991, 1994)³
  - 12% —

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a mentor or master teacher (1991, 1994)³
  - 12% 15% ³

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1993)³
  - Taiwan=41%      Korea=37%      Switzerland=33%
  - 30% —

Direct Measure of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992)³
  - whose teachers reported that they did these activities in mathematics class:
    - work in small groups at least once a week
      - 57% 59% ³
    - work with measuring instruments or geometric solids at least once a week (1990)
      - 9% —
Measuring State Progress Toward the Goals and Objectives

GOAL 1: Ready to Learn
Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1992) 40 53
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992) 858 873
- Percentage of infants born in the state with one or more health risks (1990, 1992) 30% 32%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) 83% —

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) (1992) 29 37

GOAL 2: School Completion
Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993) 87% 87%

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992) — —

GOAL 3: Student Achievement and Citizenship
Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard 34% 30% 8
- Grade 4 (1992, 1994) — —
- Grade 8 (1990, 1992) 25% 30%

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or 4 higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993) 25% 30%
- English 15 24
- Mathematics 13 17
- Science 8 14
- Foreign languages 1 6
- Civics and government 1 2
- Economics 0 <1
- Fine arts 1 1
- History 9 13

GOAL 4: Teacher Education and Professional Development
Direct Measure of the Goal: Teacher Education
- Percentage of public secondary school teachers who held (1991, 1994) 88% 71%
- an undergraduate or graduate degree in their main teaching assignment
- a teaching certificate in their main teaching assignment

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)
  - use of educational technology — —
  - methods of teaching subject field 75% 72%
  - in-depth study in subject field — —
  - student assessment

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1992, 1994) 13% —

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported 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 (1992, 1994) 12% 15% 4

GOAL 5: Mathematics and Science
Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992) 30% —
  - Taiwan=41%  —
  - Korea=37%  —
  - Switzerland=33%  —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992) 57% 59% 4
- whose teachers reported that they do these activities in mathematics class:
  - work in small groups at least once a week
  - work with measuring instruments or geometric solids at least once a week (1990) 9% —

Baseline Most Recent Update

High School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993) 87% 87%
- Includes students still in high school, or with a GED or alternative credential

Student Achievement
- Percentage of public school students who met the Goals Panel’s performance standard in reading and mathematics (1991, 1994) 100%

GOALS
- GOAL 1: Ready to Learn
- GOAL 2: School Completion
- GOAL 3: Student Achievement and Citizenship
- GOAL 4: Teacher Education and Professional Development
- GOAL 5: Mathematics and Science

* Data not available.
* Data not reported due to small sample size.
* Data are undergoing revision.
* Data are INTERPOLATED with caution. Data are undergoing revision.
* Data are statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

See Appendix A for technical notes and sources.
See Appendix B for technical notes and sources.
**Mathematics and Science (continued)**

b) whose mathematics teachers heavily emphasize:

- Algebra and functions 47% 42%**
- developing reasoning ability to solve unique problems 45% 47%**
- communicating mathematics ideas 37% 37%

c) who have computers available in their mathematics classroom 24% 19%**
d) who use calculators in mathematics class at least once a week 58% 62%**

**Direct Measure of the Objectives: Degrees in Mathematics and Science**

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993) — Data not available.

- all students 40% 41%
- minorities (Blacks, Hispanics, American Indians) 48% 51%
- females 37% 38%

**GOAL 6: Adult Literacy and Lifelong Learning**

**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in P总觉得 literacy (1992)**

**Direct Measure of the Goal: Citizenship**

  a) registered to vote 67% 72%**
  b) voting 58% 66%

**Direct Measure of the Objectives: Postsecondary Enrollment**

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)**

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

**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools**

At School

- Percentage of public high school students who reported using the following at least once during the past 30 days (1993)**
  a) alcohol 4% —
  b) marijuana 6% —

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)**

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)**
  a) Carried a weapon such as a gun, knife, or club on school property 12% —
  b) Did not go to school because student did not feel safe 4% —

**Direct Measures of the Goal: Schools Free of Violence and Crime**

- Percentage of public school principals who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property at least once during the past 12 months (1993)**

- Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)**

- Percentage of public high school students who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)**
  a) discipline policy 8% 18% ns
  b) establishing curriculum 2% 14% ns
  c) whose mathematics teachers heavily emphasize:
  d) who use calculators in mathematics class at least once a week

- Percentage of public high school students who reported that they did the following at least once during the past 30 days:
  a) Using the following at least once during the past 30 days:
    - marijuana 21% —
    - cocaine 2% —
  b) Having few or more drinks in a row during the past 30 days 31% —


See Appendix A for technical notes and sources.
### Mathematics and Science (continued)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Switzerland</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>Korea</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>40%</td>
<td>41%</td>
</tr>
</tbody>
</table>
| **International Comparisons in Mathematics** Percentage of students who scored at the Proficient or Advanced level in mathematics (1991 and 1992)

1. A complete description of assessment participants can be found in Appendix A.  
2. Plus or minus 2 percentage points  
3. Plus or minus percentage points  

Source: Educational Testing Service, 1993

---

**GOAL 6: Adult Literacy and Lifelong Learning**

**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992)

**Direct Measure of the Goal: Citizenship**

- Percentage of all U.S. citizens (1988, 1992)
  - a) registered to vote
  - b) voting

**Direct Measure of the Objectives: Postsecondary Enrollment**

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)

**GOAL 7: Safe, Discrimin and Drug-free Schools**

**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools**

- Percentage of public high school students who reported the following at least once during the past 12 months (1993, 1994)
  - alcohol
  - marijuana
  - cocaine
  - communication difficulties
  - carrying a weapon such as a gun, knife, or club on school property
  - being threatened or injured with a weapon such as a gun, knife, or club
  - a weapon such as a gun, knife, or club

**GOAL 8: Parental Participation**

**Direct Measures of the Goal: Parent-School Partnerships**

- Percentage of parents of public school students who reported that lack of parental involvement in their school was a serious problem (1991, 1994)
  - public school principals
  - public school teachers
  - carrying a weapon such as a gun, knife, or club on school property
  - being threatened or injured with a weapon such as a gun, knife, or club
  - communication difficulties

---

**International Comparisons in Mathematics** Percentage of students who scored at the Proficient or Advanced level in mathematics (1991 and 1992)

- Switzerland
  - 33%
- Taiwan
  - 33%
- Korea
  - 33%
- New Hampshire
  - 40%

Source: Educational Testing Service, 1993

---

**GOAL 6: Adult Literacy and Lifelong Learning**

**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992)

**Direct Measure of the Goal: Citizenship**

- Percentage of all U.S. citizens (1988, 1992)
  - a) registered to vote
  - b) voting

**Direct Measure of the Objectives: Postsecondary Enrollment**

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)

**GOAL 7: Safe, Discrimin and Drug-free Schools**

**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools**

- Percentage of public high school students who reported the following at least once during the past 12 months (1993, 1994)
  - alcohol
  - marijuana
  - cocaine
  - communication difficulties
  - carrying a weapon such as a gun, knife, or club on school property
  - being threatened or injured with a weapon such as a gun, knife, or club
  - a weapon such as a gun, knife, or club

**GOAL 8: Parental Participation**

**Direct Measures of the Goal: Parent-School Partnerships**

- Percentage of parents of public school students who reported that lack of parental involvement in their school was a serious problem (1991, 1994)
  - public school principals
  - public school teachers
  - being threatened or injured with a weapon such as a gun, knife, or club
  - communication difficulties
Measuring State Progress Toward the Goals and Objectives

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children's Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1992): 70 72
- Number of mothers (per 1,000 receiving early first trimester prenatal care) (1990, 1992): 817 815
- Percentage of infants born in the state with one or more health risks (1990, 1992): 31% 28%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990, 1992): 71% —

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994): 47 46

GOAL 2: School Completion

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1992): 90% 91% *

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990, 1992): — —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard: — —
  - Grade 8 (1990, 1992): 25% —

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994): — —
  - English — —
  - Mathematics — —
  - Science — —
  - Foreign languages — —
  - Civics and government — —
  - Economics — —
  - Fine arts — —
  - History — —

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education
  - an undergraduate or graduate degree in their main teaching assignment — —
  - a teaching certificate in their main teaching assignment — —

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1991, 1994): — —
  - use of educational technology — —
  - methods of teaching subject field — —
  - in-depth study in subject field — —

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English proficiency in their classes who reported that they had received training to teach limited English-proficient students (1990, 1991): 12% —

Subject Matter

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): — —
  - Taiwan=41%      Korea=37%      Switzerland=33% 28% —

Direct Measure of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1991): — —
  - whose teachers reported that they do these activities in mathematics class: — —
    - work in small groups at least once a week 44% 52% *
    - work with measuring instruments or geometric solids at least once a week (1990) 10% —
  - whose teachers reported that they do these activities in science class: — —
    - work in small groups at least once a week 44% 52% *
    - work with measuring instruments or geometric solids at least once a week (1990) 10% —

Data not available
* Data not reported due to small sample size.
ns Interpret with caution. Change was not statistically significant.
# Measuring State Progress Toward the Goals and Objectives

## GOAL 1: Ready to Learn

**Direct Measures of the Objectives: Children’s Health and Nutrition**
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1992)\textsuperscript{1}
  - No risks: 70
  - 1 or more risks: 72
- Number of mothers (per 1,000 receiving early first trimester prenatal care (1990, 1992)\textsuperscript{2}
  - 1 or more risks: 817
  - 2 or more risks: 1,815
- Number of infants born in the state with one or more health risks (1990, 1992)\textsuperscript{3}
  - 1 or more risks: 31%
  - 2 or more risks: 29%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990)\textsuperscript{4}
  - No risks: 72%
  - 1 or more risks: 70%

**Direct Measure of the Objectives: Preschool Programs**
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)\textsuperscript{5}
  - No risks: 47
  - 1 or more risks: 46

## GOAL 2: School Completion

**Direct Measure of the Goal: School Completion**
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)\textsuperscript{6}
  - No risks: 90%
  - 1 or more risks: 91%\textsuperscript{7}

**Direct Measure of the Objectives: School Dropouts**
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)\textsuperscript{8}

## GOAL 3: Student Achievement and Citizenship

**Direct Measures of the Goal: Student Achievement**
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard\textsuperscript{9}
  - Grade 4 (1992)\textsuperscript{10} (1993): 31%
  - Grade 4 (1992): 29%

**Direct Measure of the Goal: Advanced Placement Performance**
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas: (per 1,000 11th and 12th graders; 1991, 1995)\textsuperscript{11}
  - English: 20
  - Mathematics: 20
  - Science: 19
  - Foreign languages: 3
  - Civics and government: 3
  - Economics: 2
  - Fine arts: 1
  - History: 2

## GOAL 4: Teacher Education and Professional Development

**Direct Measure of the Goal: Teacher Education**
- Percentage of public secondary school teachers who held (1991, 1994)\textsuperscript{12}
  - an undergraduate or graduate degree in their main teaching assignment: 98%
  - a teaching certificate in their main teaching assignment: 98%

**Direct Measure of the Goal: Professional Development**
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)\textsuperscript{13}
  - use of educational technology: 50%
  - methods of teaching subject field: 65%
  - in-depth study in subject field: 27%
  - student assessment: 48%

## GOAL 5: Mathematics and Science

**Direct Measure of the Goal: International Student Achievement Comparisons**
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1993)\textsuperscript{14}
  - Takingan=41% Korean=37% Swiss=33% 28% 28%

**Direct Measures of the Objectives: Strengthening Mathematics and Science Education**
- Percentage of public school 8th graders (1990, 1992)\textsuperscript{15}
  - whose teachers reported that they do these activities in mathematics classes:
    - work in small groups at least once a week: 44%
    - work with measuring instruments or geometric solids at least once a week (1990): 10%
### International Comparisons in Mathematics

<table>
<thead>
<tr>
<th>Percentage of students who scored at the Proficient or Advanced level in mathematics (1991 and 1992)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Jersey</strong></td>
</tr>
<tr>
<td><strong>Taiwan</strong></td>
</tr>
<tr>
<td><strong>Korea</strong></td>
</tr>
<tr>
<td><strong>Switzerland</strong></td>
</tr>
</tbody>
</table>

1 A complete description of assessment participants can be found in Appendix A.
2 Plus or minus 3 percentage points.
3 Set at zero or minus 3 percentage points.

Source: Educational Testing Service, 1993

---

### Adult Literacy

**Percentage of all adults aged 16 and older scoring a four literacy level (1992)**

<table>
<thead>
<tr>
<th>Test Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Jersey</strong></td>
<td>69%</td>
<td>30%</td>
<td>1%</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

1 **Literacy Levels**

### GOAL 6: Adult Literacy and Lifelong Learning

**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose Literacy (1992)

<table>
<thead>
<tr>
<th><strong>Test Scores</strong></th>
<th><strong>1992</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>40%</td>
</tr>
<tr>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>5</td>
<td>60%</td>
</tr>
</tbody>
</table>

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

**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools**

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1990, 1993)

<table>
<thead>
<tr>
<th><strong>Substance</strong></th>
<th><strong>1990</strong></th>
<th><strong>1993</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>22%</td>
<td>24%</td>
</tr>
<tr>
<td>Marijuana</td>
<td>12%</td>
<td>8%</td>
</tr>
<tr>
<td>Cocaine</td>
<td>4%</td>
<td>5%</td>
</tr>
</tbody>
</table>

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)

<table>
<thead>
<tr>
<th><strong>Substance</strong></th>
<th><strong>1993</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>——</td>
</tr>
<tr>
<td>Marijuana</td>
<td>——</td>
</tr>
<tr>
<td>Cocaine</td>
<td>——</td>
</tr>
</tbody>
</table>

- Percentage of public high school students who reported that lack of parental involvement in their school was a serious problem (1991, 1994)

<table>
<thead>
<tr>
<th><strong>1991</strong></th>
<th><strong>1994</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>6%</td>
<td>5%</td>
</tr>
</tbody>
</table>

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)

<table>
<thead>
<tr>
<th><strong>1991</strong></th>
<th><strong>1994</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>45%</td>
<td>45%</td>
</tr>
</tbody>
</table>

### GOAL 8: Parental Participation

**Direct Measures of the Goal: Parent-School Partnerships**

- Percentage of public school students and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994)

<table>
<thead>
<tr>
<th><strong>1991</strong></th>
<th><strong>1994</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>6%</td>
<td>5%</td>
</tr>
</tbody>
</table>

- Percentage of public school students who reported that lack of parental involvement in their school was a serious problem (1991, 1994)

<table>
<thead>
<tr>
<th><strong>1991</strong></th>
<th><strong>1994</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>6%</td>
<td>5%</td>
</tr>
</tbody>
</table>

- Percentage of public school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)

<table>
<thead>
<tr>
<th><strong>Substance</strong></th>
<th><strong>1993</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>——</td>
</tr>
<tr>
<td>Marijuana</td>
<td>——</td>
</tr>
<tr>
<td>Cocaine</td>
<td>——</td>
</tr>
</tbody>
</table>

- Percentage of public high school students who reported using the following at least once during the past 30 days:

<table>
<thead>
<tr>
<th><strong>Substance</strong></th>
<th><strong>1990</strong></th>
<th><strong>1993</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>22%</td>
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</tr>
<tr>
<td>Marijuana</td>
<td>12%</td>
<td>8%</td>
</tr>
<tr>
<td>Cocaine</td>
<td>4%</td>
<td>5%</td>
</tr>
</tbody>
</table>

- Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property ——

- Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property ——

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property ——

- Percentage of public high school students who reported that lack of parental involvement in their school was a serious problem (1991, 1994)

<table>
<thead>
<tr>
<th><strong>1991</strong></th>
<th><strong>1994</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>6%</td>
<td>5%</td>
</tr>
</tbody>
</table>

### Recent Update

* Data not reported due to small sample size.

See Appendix A for technical notes and sources.
### International Comparisons in Mathematics

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New Jersey</td>
<td>55%</td>
<td>47%</td>
<td><strong>9%</strong></td>
</tr>
<tr>
<td>Taiwan</td>
<td>56%</td>
<td>56%</td>
<td>0%</td>
</tr>
<tr>
<td>Korea</td>
<td>49%</td>
<td>50%</td>
<td><strong>1%</strong></td>
</tr>
<tr>
<td>Switzerland</td>
<td>41%</td>
<td>42%</td>
<td><strong>1%</strong></td>
</tr>
</tbody>
</table>

1 A complete description of assessment participants can be found in Appendix A.
2 Plus or minus 2 percentage points.
3 Plus or minus 3 percentage points.

**Source:** Educational Testing Service, 1993

### Recent Changes

- Change was not statistically significant.
- Data not available.
- See page 22 for a Guide to Reading the State Pages.
- See Appendix A for technical notes and sources.

### GOAL 4: Performance Objectives

**1991**

- **Mathematics and Science (continued)**
  - a) whose mathematics teachers heavily emphasize:
    - algebra and functions
    - developing reasoning ability to solve unique problems
    - communicating mathematics ideas
    - who have computers available in their mathematics classroom
    - who use calculators in mathematics class at least once a week
  - b) whose science teachers heavily emphasize:
    - general science
    - chemistry
    - biology
    - physics
- **Direct Measure of the Objectives:**
  - Mathematics and Science
    - Statistics
    - Data not available.
    - Change was not statistically significant.
    - Data not reported due to small sample size.

**1994**

- **Mathematics and Science (continued)**
  - a) whose mathematics teachers heavily emphasize:
    - algebra and functions
    - developing reasoning ability to solve unique problems
    - communicating mathematics ideas
    - who have computers available in their mathematics classroom
    - who use calculators in mathematics class at least once a week
  - b) whose science teachers heavily emphasize:
    - general science
    - chemistry
    - biology
    - physics
- **Direct Measure of the Objectives:**
  - Mathematics and Science
    - Statistics
    - Data not available.
    - Change was not statistically significant.
    - Data not reported due to small sample size.

### Adult Literacy

**Percentage of all adults aged 18 and older scoring at four literacy levels (1992)**

<table>
<thead>
<tr>
<th>Literacy Level</th>
<th>100%</th>
<th>80%</th>
<th>60%</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative</td>
<td>100%</td>
<td>80%</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Quantitative</td>
<td>20%</td>
<td>40%</td>
<td>60%</td>
<td>80%</td>
</tr>
<tr>
<td>Document</td>
<td>100%</td>
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</tr>
<tr>
<td>Percent</td>
<td>100%</td>
<td>80%</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Percent</td>
<td>20%</td>
<td>40%</td>
<td>60%</td>
<td>80%</td>
</tr>
</tbody>
</table>

1 Test results are reported on scales of 0 to 500 scoring at five literacy levels (1992).

**Source:** Educational Testing Service, 1993

### GOAL 6: Adult Literacy and Lifelong Learning

<table>
<thead>
<tr>
<th>Direct Measure of the Goal: Adult Literacy</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992)</td>
<td>53%</td>
<td>—</td>
</tr>
</tbody>
</table>

**Direct Measure of the Goal: Citizenship**

| Percentage of all U.S. citizens (1989, 1992) | 72% | 75% |
| a) Registered to vote | 72% | 75% |
| b) Voting | 64% | 67% |

**Direct Measure of the Objectives:**

**Postsecondary Enrollment**

| Percentage of all high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992) | 60% | — |

**GOAL 7: Safe, Disciplined, and Alcohol- and Drug-Free Schools**

<table>
<thead>
<tr>
<th>Direct Measures of the Goal: Alcohol- and Drug-Free Schools</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of public high school students who reported the following at least once during the past 12 months (1992)</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>a) Using the following at least once during the past 30 days:</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>— alcohol</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>— marijuana</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>b) Having five or more drinks in a row during the past 30 days</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

### Parent-School Partnerships

**GOAL 8: Parental Participation**

<table>
<thead>
<tr>
<th>Direct Measures of the Goal: Parent-School Partnerships</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>a) That the parent association in their school has influence on the following decisions and policies (1991, 1994):</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>— establishing curriculum</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>— hiring new full-time teachers</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>— setting discipline policy</td>
<td>9%</td>
<td>9%</td>
</tr>
</tbody>
</table>

**Source:** National Center for Education Statistics and Westat, Inc., 1995
Measuring State Progress Toward the Goals and Objectives

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1992) \[\text{Baseline} = 74, \text{Most Recent Update} = 72\]
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992) \[\text{Baseline} = 533, \text{Most Recent Update} = 617\]
- Percentage of infants born in the state with one or more health risks (1990, 1992) \[\text{Baseline} = 37\%, \text{Most Recent Update} = 36\%\]
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990) \[\text{Most Recent Update} = 73\%\]

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994) \[\text{Baseline} = 28, \text{Most Recent Update} = 44\]

GOAL 2: School Completion

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993) \[\text{Baseline} = 85\%, \text{Most Recent Update} = 84\%\]

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990) \[\text{Most Recent Update} = 8\%\]

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard \[\text{Baseline} = 20\%, \text{Most Recent Update} = 17\%\]
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard \[\text{Baseline} = 11\%, \text{Most Recent Update} = 13\%\]

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995) \[\text{Baseline} = 15, \text{Most Recent Update} = 15\]
  - English
  - Mathematics
  - Science
  - Foreign languages
  - Civics and government
  - Economics
  - Fine arts
  - History

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education
- Percentage of public secondary school teachers who hold (1991, 1994) \[\text{Baseline} = 53\%, \text{Most Recent Update} = 52\%\]
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)
  - use of educational technology
  - methods of teaching subject field
  - in-depth study in subject field
  - student assessment

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1992) \[\text{Most Recent Update} = 39\%\]

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported 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, 1994) \[\text{Baseline} = 30\%, \text{Most Recent Update} = 31\%\]

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th grade students who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992) \[\text{Baseline} = 11\%, \text{Most Recent Update} = 13\%\]

Takarai-41% Korua-37% Switzerland-32% \[\text{Baseline} = 14\%\]

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th grade students (1990, 1992) \[\text{Baseline} = 51\%, \text{Most Recent Update} = 56\%\]
  - whose teachers reported that they do these activities in mathematics class
    - work in small groups at least once a week
    - work with measuring instruments or geometric solids at least once a week (1990)
  - whose teachers reported that they do these activities in science class
    - work in small groups at least once a week
    - work with measuring instruments or geometric solids at least once a week (1992)

Data not available. \[\text{Baseline} = 74, \text{Most Recent Update} = 72\]
Data not available. \[\text{Baseline} = 85\%, \text{Most Recent Update} = 84\%\]

Data not available. \[\text{Baseline} = 20\%, \text{Most Recent Update} = 17\%\]

Data not available. \[\text{Baseline} = 11\%, \text{Most Recent Update} = 13\%\]

Data not available. \[\text{Baseline} = 15, \text{Most Recent Update} = 15\]

Data not available. \[\text{Baseline} = 53\%, \text{Most Recent Update} = 52\%\]

Data not available. \[\text{Baseline} = 53\%, \text{Most Recent Update} = 52\%\]

Data not available. \[\text{Baseline} = 53\%, \text{Most Recent Update} = 52\%\]

Data not available. \[\text{Baseline} = 53\%, \text{Most Recent Update} = 52\%\]

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Data not available. \[\text{Baseline} = 53\%, \text{Most Recent Update} = 52\%\]

Data not available. \[\text{Baseline} = 53\%, \text{Most Recent Update} = 52\%\]
### GOAL 1: Ready to Learn

#### Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1992)\(^1\)
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992)\(^1\)
- Percentage of infants born in the state with one or more health risks (1990, 1992)\(^2\)
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)\(^3\)

#### Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)\(^3\)

Source: National Center for Health Statistics and Westat, Inc., 1996

---

### GOAL 2: School Completion

#### Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1992)\(^1\)
- Percentage of all 18- to 24-year-olds who have a high school credential2 (1990, 1992)\(^3\)

#### Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)\(^2\)

Source: National Center for Education Statistics and Westat, Inc., 1996

---

### GOAL 3: Student Achievement and Citizenship

#### Direct Measure of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard\(^4\)
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard\(^5\)

#### Direct Measure of the Objectives: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994)\(^6\)

Source: National Center for Education Statistics and Westat, Inc., 1996

---

### GOAL 4: Teacher Education and Professional Development

#### Direct Measure of the Goal: Teacher Education
- Percentage of public secondary school teachers who hold (1991, 1994)\(^1\)
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)\(^2\)
  - use of educational technology
  - methods of teaching subject field
  - in-depth study in subject field
  - student assessment

#### Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported 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, 1994)\(^3\)

#### Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school students with limited English-proficient teachers in their classes who reported that they had received training to teach limited English-proficient students (1991, 1994)\(^2\)

Source: National Center for Education Statistics, 1993 and 1995

---

### GOAL 5: Mathematics and Science

#### Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)\(^7\)

#### Direct Measure of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1980, 1992)\(^8\)
  - whose teachers reported that they do the activities in mathematics class
  - whose teachers reported that they do the activities in mathematics class

Source: National Center for Education Statistics and Westat, Inc., 1996

---

### Measuring State Progress Toward the Goals and Objectives

#### NEW MEXICO

<table>
<thead>
<tr>
<th>GOAL 1: Ready to Learn</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of infants born at low birthweight (below 5.5 pounds)</td>
<td>1990: 74% 1992: 72%</td>
<td>Mean Difference: 2% ns Interpret with caution. Change was not statistically significant.</td>
</tr>
</tbody>
</table>

#### NEW MEXICO

<table>
<thead>
<tr>
<th>GOAL 4: Teacher Education and Professional Development</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)</td>
<td>1991: 44% 1992: 44%</td>
<td>Mean Difference: 0% ns Interpret with caution. Data are undergoing revision. See Appendix A.</td>
</tr>
</tbody>
</table>

---

#### NEW MEXICO

<table>
<thead>
<tr>
<th>GOAL 5: Mathematics and Science</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)</td>
<td>1991: 84% 1992: 83%</td>
<td>Mean Difference: 1% ns Interpret with caution. Change was not statistically significant.</td>
</tr>
</tbody>
</table>

---

#### NEW MEXICO

<table>
<thead>
<tr>
<th>GOAL 5: Mathematics and Science</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of public school 8th graders (1980, 1992)</td>
<td>1980: 51% 1992: 56%</td>
<td>Mean Difference: 5% ns Interpret with caution. Change was not statistically significant.</td>
</tr>
</tbody>
</table>

---

#### NEW MEXICO

<table>
<thead>
<tr>
<th>GOAL 5: Mathematics and Science</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of public school 8th graders (1980, 1992)</td>
<td>1980: 51% 1992: 56%</td>
<td>Mean Difference: 5% ns Interpret with caution. Change was not statistically significant.</td>
</tr>
</tbody>
</table>
### Mathematics and Science (continued)

- **New Mexico**
  - 1991: 53%
  - 1993: 49%

- **Taiwan**
  - 1991: 48%
  - 1993: 46%

- **Korea**
  - 1991: 40%
  - 1993: 39%

- **Switzerland**
  - 1991: 42%
  - 1993: 44%

#### Data Notes

1. A complete description of assessment participants can be found in Appendix A.
2. Plus or minus 2 percentage points.
3. Data not available.

#### Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)
  - 1991: 4% 39%
  - 1993: 38% 37%

  - 1991: 18%
  - 1993: 20%

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

**At School**

- Percentage of public high school students who reported using the following at least once during the past 12 months (1993)
  - Alcohol: 45%
  - Marijuana: 20%

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)
  - —— ns

**Overall**

- Percentage of public high school students who reported (1990, 1991)
  - Using the following at least once during the past 30 days:
    - Marijuana: 11%
    - Cocaine: 3%
  - Having five or more drinks in a row during the past 30 days: 45% 43%

#### Data Notes

1. Data not available.

#### Direct Measure of the Goals: Conducive to Learning

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)
  - 20% 49%

  - a) Registered to vote: 66% 71%
  - b) Voting: 54% 66%

- Go to 1995 Goals Report for additional information.

#### Data Notes

1. Data not reported due to small sample size.
International Comparisons in Mathematics
Percentage of students2 who scored at the Proficient or Advanced level in mathematics (1991 and 1992)

<table>
<thead>
<tr>
<th>Country</th>
<th>1991</th>
<th>1992</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Mexico</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Korea</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Switzerland</td>
<td>1.9%</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

1 A complete description of assessment participants can be found in Appendix A.
2 Plus or minus 2 percentage points.

Statistically significant.

---

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992)4

Direct Measure of the Goal: Citizenship
• Percentage of all U.S. citizens (1989, 1992)3
  a) registered to vote
  b) voting

Direct Measure of the Objectives: Postsecondary Enrollment
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)2

---

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools
At School
• Percentage of public high school students who reported the following at least once during the past 30 days (1993)7
  a) Using the following at least once during the past 30 days:
    – alcohol
    – marijuana
    – cocaine
  b) Having five or more drinks in a row during the past 30 days

---

GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships
• Percentage of public school principals who reported that lack of parental involvement in their school was a serious problem (1989, 1990)7
  – public school principals
    – school
  – local community

---

* Data not available.
** Interpret with caution. Change was not statistically significant.
See Appendix A for technical notes and sources.
### NEW YORK

#### Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>GOAL 1: Ready to Learn</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Measures of the Objectives: Children’s Health and Nutrition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1992)</td>
<td>76</td>
<td>76</td>
</tr>
<tr>
<td>• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)</td>
<td>731</td>
<td>747</td>
</tr>
<tr>
<td>• Percentage of infants born in the state with one or more health risks (1990, 1992)</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990)</td>
<td>77%</td>
<td>—</td>
</tr>
<tr>
<td>Direct Measure of the Objectives: Preschool Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)</td>
<td>35</td>
<td>50</td>
</tr>
</tbody>
</table>

**NEW YORK**

#### Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>GOAL 4: Teacher Education and Professional Development</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Measure of the Goal: Teacher Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Percentage of public secondary school teachers who held (1991, 1994)</td>
<td>24%</td>
<td>25%</td>
</tr>
<tr>
<td>• an undergraduate or graduate degree in their main teaching assignment</td>
<td>24%</td>
<td>25%</td>
</tr>
<tr>
<td>• a teaching certificate in their main teaching assignment</td>
<td>24%</td>
<td>25%</td>
</tr>
<tr>
<td>Direct Measure of the Goal: Professional Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)</td>
<td>38%</td>
<td>—</td>
</tr>
<tr>
<td>— uses of educational technology</td>
<td>38%</td>
<td>—</td>
</tr>
<tr>
<td>— methods of teaching subject field</td>
<td>57%</td>
<td>—</td>
</tr>
<tr>
<td>— in-depth study in subject field</td>
<td>24%</td>
<td>—</td>
</tr>
<tr>
<td>— student assessment</td>
<td>43%</td>
<td>—</td>
</tr>
</tbody>
</table>

**NEW YORK**

#### Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>GOAL 5: Mathematics and Science</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Measure of the Goal: International Student Achievement Comparisons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1981 and 1992)</td>
<td>Taiwan=41% Korea=37% Switzerland=33%</td>
<td>24% —</td>
</tr>
<tr>
<td>• Achievement levels: 1991 and 1992</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 8 (1990, 1992)</td>
<td>19%</td>
<td>24%</td>
</tr>
<tr>
<td>Grade 4 (1992)</td>
<td>23%</td>
<td>27%</td>
</tr>
<tr>
<td>Grade 8 (1990, 1992)</td>
<td>19%</td>
<td>24%</td>
</tr>
</tbody>
</table>

---

1. Does not include all 18- to 24-year-olds who have a high school credential (1990, 1992)4
3. Does not include those still in high school.
5. Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard.
6. Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard.
7. Percentage of all 18- to 24-year-olds who have a high school credential (1992) —— ns
11. Includes children who have previously attended a recognized secondary program.

---

See Appendix A for technical notes and sources.
**GOAL 1: Ready to Learn**

### Direct Measures of the Objectives: Children's Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1995)\(^1\)
  - Baseline: 78
  - Recent: 76
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1995)\(^1\)
  - Baseline: 731
  - Recent: 747
- Percentage of infants born in the state with one or more health risks (1990, 1995)\(^1\)
  - Baseline: —
  - Recent: —
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990)\(^1\)
  - Baseline: 77%
  - Recent: —

### Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)\(^1\)
  - Baseline: 35
  - Recent: 50

**GOAL 2: School Completion**

### Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1995)\(^1\)
  - Baseline: 88%
  - Recent: 88%

### Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)\(^1\)
  - Baseline: —
  - Recent: —

**GOAL 3: Student Achievement and Citizenship**

### Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard\(^1\)
  - Baseline: 23%
  - Recent: 25%
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard\(^1\)
  - Grade 4 (1991, 1994)\(^1\)
    - Baseline: 17%
    - Recent: 19%
  - Grade 11 (1991, 1994)\(^1\)
    - Baseline: —
    - Recent: —

### Direct Measure of the Goal: Advanced Placement Performance
- Percentage of students in Grades 9-12 with AP[1] success in the following subject areas: (1990, 1991)\(^1\)
  - English
    - Baseline: 22%
    - Recent: 25%
  - Mathematics
    - Baseline: 18%
    - Recent: 20%
  - Science
    - Baseline: 20%
    - Recent: 23%
  - Foreign languages
    - Baseline: 9%
    - Recent: 11%
  - Civics and government
    - Baseline: 4%
    - Recent: 7%
  - Economics
    - Baseline: 3%
    - Recent: 3%
  - Fine arts
    - Baseline: 2%
    - Recent: 3%
  - History
    - Baseline: 21%
    - Recent: 24%

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

### Direct Measure of the Goal: Teacher Education
- Percentage of public secondary school teachers who hold (1991, 1994)\(^1\)
  - an undergraduate or graduate degree in their main teaching assignment (1991, 1994)\(^1\)
    - Baseline: 74%
    - Recent: 75%
  - a teaching certificate in their main teaching assignment (1991, 1994)\(^1\)
    - Baseline: 93%
    - Recent: 93%

### Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)\(^1\)
  - Uses of educational technology
    - Baseline: 38%
    - Recent: —
  - Methods of teaching subject field
    - Baseline: 57%
    - Recent: 24%
  - In-depth study in subject field
    - Baseline: 42%
    - Recent: —

### Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)\(^1\)
  - Baseline: 32%
  - Recent: —

### Direct Measure of the Objectives: Teacher Support
- Percentage of public secondary school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a mentor or master teacher (1991, 1994)\(^1\)
  - Baseline: 21%
  - Recent: 31%

**GOAL 5: Mathematics and Science**

### Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)\(^1\)
  - Taiwan=41%
  - Korea=37%
  - Switzerland=33%
  - Baseline: 24%
  - Recent: —

### Direct Measure of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992)\(^1\)
  - Percentage of students who reported that they did these activities in mathematics class:
    - Work in small groups at least once a week
      - Baseline: 31%
      - Recent: 37%
    - Work with measuring instruments or geometric solids at least once a week
      - Baseline: 7%
      - Recent: —
Measuring State Progress Toward the Goals and Objectives

New York

Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:
- Algebra and functions
- developing reasoning ability to solve unique problems
- communicating mathematics ideas
- who have computers available in their mathematics classroom
- who use calculators in mathematics class at least once a week

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)
  - Students
  - Minorities (Blacks, Hispanics, American Indians)
  - Females

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose Literacy (1992)

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992)
  - registered to vote
  - voting

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once during the past 30 days (1990)
  - alcohol
  - marijuana
  - cocaine
  - who used calculators in mathematics class at least once a week

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1990)

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did not do the following at least once during the past 30 days (1990)
  - Carried a weapon such as a gun, knife, or club on school property
  - Did not go to school because student did not feel safe

Direct Measure of the Goal: Parent-School Partnerships

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)
  -Curriculum
  - Classroom discipline policies

GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1993)
  - public school teachers
  - public school principals

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)
  - establishing curriculum
  - hiring new full-time teachers
  - setting discipline policy

Data not available. Interpret with caution. Change was not statistically significant.

See Appendix A for technical notes and sources.

* Data not reported due to small sample size.
See page 22 for a Guide to Reading the State Pages.
See Appendix A for technical notes and sources.
NEW YORK

### Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Goal</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics and Science (continued)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) whose mathematics teachers heavily emphasize:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Algebra and functions</td>
<td>48%</td>
<td>48%</td>
</tr>
<tr>
<td>- developing reasoning ability to solve unique problems</td>
<td>41%</td>
<td>40%</td>
</tr>
<tr>
<td>- communicating mathematics ideas</td>
<td>37%</td>
<td>36%</td>
</tr>
<tr>
<td>c) who have computers available in their mathematics classroom</td>
<td>10%</td>
<td>21%</td>
</tr>
<tr>
<td>d) who use calculators in mathematics class at least once a week</td>
<td>16%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Direct Measure of the Objectives: Degrees in Mathematics and Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Mathematics and science degrees as a percentage of all degrees awarded (1991, 1993)**</td>
<td>33%</td>
<td>37%</td>
</tr>
<tr>
<td>- all students</td>
<td>42%</td>
<td>42%</td>
</tr>
<tr>
<td>- minorities (Blacks, Hispanics, American Indians)</td>
<td>38%</td>
<td>36%</td>
</tr>
</tbody>
</table>

**GOAL 6:** Adult Literacy and Lifelong Learning

| Direct Measure of the Goal: Adult Literacy | | |
| Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)** | 40% | — |
| **Direct Measure of the Goal: Citizenship** | | |
| a) registered to vote | 67% | 69% |
| b) voting | 60% | 66% |

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

| Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools | | |
| At School | | |
| • Percentage of public high school students who reported the following at least once during the past 30 days (1990)** | | |
| - alcohol | 6% | — |
| - marijuana | 7% | — |
| • Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1990)** | 28% | — |

### International Comparisons in Mathematics

<table>
<thead>
<tr>
<th>Country</th>
<th>1990</th>
<th>1992</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>20%</td>
<td>60%</td>
</tr>
<tr>
<td>Korea</td>
<td>60%</td>
<td>80%</td>
</tr>
<tr>
<td>Switzerland</td>
<td>40%</td>
<td>60%</td>
</tr>
</tbody>
</table>

1 Such as a gun, knife, or club.

### See 1995 Goals Report for additional information.

### See Appendix A for technical notes and sources.
GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition

- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1992)1: 80 84
- Number of mothers (per 1,000 receiving early first trimester prenatal care) (1990, 1992)2: 757 794
- Percentage of infants born in the state with one or more health risks (1990, 1992): 40% 38%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1992): 84% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994): 38 48

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1992): 83% 85% 4

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)5: — —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school 8th graders (1990, 1992): 16% 10%*
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard6: — —

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations received by students at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard6: — —

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994)7: 98% 98% —
- an undergraduate or graduate degree in their main teaching assignment —
- a teaching certificate in their main teaching assignment —

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994): 8
- use of educational technology —
- methods of teaching subject field —
- in-depth study in subject field —
- student assessment —

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1992): 8% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a mentor or master teacher (1991, 1994): 24% 36%

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 2 highest achieving nations (1991 and 1992)8: 22% 26%
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard6: — —

Direct Measure of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992)9: 45% 50% —
- Number of students in Grades 3 or 5 with a complete description of the performance standard10: 157
- Number of students in Grades 3 or 5 with a complete description of the performance standard10: — —

Student Assessment

- Percentage of public school students who met the Goals Panel’s performance standard11: 98% 98% —
- 1992 1994

[1] Does not include students in high school.
[2] Includes traditional high school diploma and alternative credential.
[7] Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard.
[10] Number of students in Grades 3 or 5 with a complete description of the performance standard.
### North Carolina

#### Measuring State Progress Toward the Goals and Objectives

**Goal 1: Ready to Learn**

**Direct Measures of the Objectives:** Children's Health and Nutrition

- Number of infants (per 1,000 born alive) at low birthweight (below 5.5 pounds): 1990, 1992
- Number of mothers (per 1,000) receiving early first trimester prenatal care: 1990, 1992
- Percentage of infants born in the state with one or more health risks: 1990, 1992
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases: 1990

**Direct Measure of the Objectives:** Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)

**Goal 2: School Completion**

**Direct Measure of the Goal:** School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential: 1990, 1993

**Direct Measure of the Objectives:** School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program: 1990

**Goal 3: Student Achievement and Citizenship**

**Direct Measure of the Goal:** Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard: Grade 4 (1992, 1994)

**Direct Measure of the Objective:** Advanced Placement Performance

- Number of Advanced Placement examinations earning grades of 3 or higher in the following subject areas: per 1,000 11th and 12th graders; 1991, 1995
  - English
  - Mathematics
  - Science
  - Foreign languages
  - Civics and government
  - Economics
  - Fine arts
  - History

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

**Direct Measure of the Goal:** Teacher Education

  - an undergraduate or graduate degree in their main teaching assignment

**Direct Measure of the Goal:** Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year: 1994
  - use of educational technology
  - methods of teaching subject field
  - in-depth study in subject field

**Direct Measure of the Objectives:** Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students: 1990

**Goal 5: Mathematics and Science**

**Direct Measure of the Goal:** International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1990 and 1992)

**Direct Measure of the Objectives:** Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992)
  - whose teachers reported that they devoted 80% to 100% of their total teaching time to any science class
  - whose teachers reported that they devoted 80% to 100% of their total teaching time to any mathematics class

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**Note:**
- Data not available.
- Interpret with caution: Change was not statistically significant.
- See Appendix A for technical notes and sources.
- "NS" denotes the performance standard can be found in Appendix A.
- "**" denotes a complete description of the performance standard can be found in Appendix A.
- "Data not reported due to small sample size."
## Measuring State Progress Toward the Goals and Objectives

### NORTH CAROLINA

#### International Comparisons in Mathematics

<table>
<thead>
<tr>
<th>Country</th>
<th>1991</th>
<th>1993</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Carolina</td>
<td>70%</td>
<td>80%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>60%</td>
<td>70%</td>
</tr>
<tr>
<td>Korea</td>
<td>40%</td>
<td>50%</td>
</tr>
<tr>
<td>Switzerland</td>
<td>20%</td>
<td>30%</td>
</tr>
</tbody>
</table>

1 A complete description of assessment participants can be found in Appendix A.

### Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- Algebra and functions
- Developing reasoning ability to solve unique problems
- Communicating mathematics ideas
- How they use computers available in their mathematics classroom
- Who use calculators in mathematics classes at least once a week

1 Percentage of public high school students who reported that they did not follow the goal at least once during the past 30 days: 1993.

### Direct Measure of the Objectives: Degrees in Mathematics and Science

<table>
<thead>
<tr>
<th>Mathematics and science degrees as a percentage of all degrees awarded (1993, 1995)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
</tr>
<tr>
<td>41%</td>
</tr>
</tbody>
</table>

### Direct Measure of the Objectives: Disciplined Environments

<table>
<thead>
<tr>
<th>Percentage of public school teachers who reported setting discipline policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>17%</td>
</tr>
</tbody>
</table>

### Direct Measure of the Objectives: Parental Participation

<table>
<thead>
<tr>
<th>Percentage of public school teachers and principals who reported that the parent association in their school has influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
</tr>
</tbody>
</table>

### Direct Measure of the Objectives: Schools Free of Violence and Crime

<table>
<thead>
<tr>
<th>Percentage of public school students who reported (1993)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carried a weapon such as a gun, knife, or club on school property</td>
</tr>
<tr>
<td>14%</td>
</tr>
</tbody>
</table>

### Direct Measure of the Objectives: Adult Literacy and Lifelong Learning

<table>
<thead>
<tr>
<th>Percentage of public school teachers who reported 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)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
</tr>
</tbody>
</table>

### Direct Measure of the Objectives: Postsecondary Enrollment

<table>
<thead>
<tr>
<th>Percentage of public high school graduates who immediately enrolled in 2- or 4-year colleges in any state (1992)</th>
</tr>
</thead>
<tbody>
<tr>
<td>49%</td>
</tr>
</tbody>
</table>

### GOAL 6: Adult Literacy and Lifelong Learning

**Direct Measure of the Goal: Adult Literacy**

- **Citizenship**
  - Percentage of all U.S. citizens (1988, 1992): a) registered to vote b) voting
    - 65% 70% 54% 61%

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

**At School**

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993) |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
</tr>
</tbody>
</table>

### GOAL 8: Parental Participation

**Direct Measures of the Goal: Parent-School Partnerships**

- Percentage of public school students who reported that they will do the following during the past 30 days: a) Using the following at least once during the past 30 days:
  - Marijuana
  - Cocaine
  - Alcohol
  - Marijuana
  - Cocaine

### See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

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**Note:** Data not available in all instances. Change was not statistically significant.
### Measuring State Progress Toward the Goals and Objectives

#### North Carolina

#### Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Mathematics and Science (continued)</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) whose mathematics teachers heavily emphasize:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Algebra and functions</td>
<td>44%</td>
<td>44%</td>
</tr>
<tr>
<td>– reasoning ability to solve unique problems</td>
<td>46%</td>
<td>46% **</td>
</tr>
<tr>
<td>– communicating mathematics ideas</td>
<td>44%</td>
<td>42% **</td>
</tr>
<tr>
<td>c) who have computers available in their mathematics classroom</td>
<td>21%</td>
<td>13% **</td>
</tr>
<tr>
<td>d) who use calculators in mathematics class at least once a week</td>
<td>30%</td>
<td>42%</td>
</tr>
</tbody>
</table>

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded (1991, 1993)
  - all students | 41% | 43% |
  - minorities (Blacks, Hispanics, American Indians) | 38% | 42% |
  - females | 38% | 40% |

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)**

Direct Measure of the Goal: Citizenship

  - registered to vote | 69% | 70% |
  - voting | 54% | 61% |

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any states (1992)**
  - 49% | — |

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

Direct Measures of the Goal: Alcohol- and Drug-free Schools and Students

** At School

- Percentage of public high school students who reported the following at least once at school during the past 30 days (1993)**
  - alcohol | 5% | — |
  - marijuana | 5% | — |
  - cocaine | 5% | — |
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)**
  - 29% | — |

Direct Measure of the Goal: Discipline

- Percentage of public high school students who reported that they did not feel safe at school during the past 12 months (1993)**
  - 14% | — |

Direct Measure of the Goal: Schools Free of Violence and Crime

- Percentage of public school students who reported that the parent association in their school has influence decisions and policies (1991, 1994)
  - 8% | 9% |

GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1993)
  - public school teachers | 28% | 30% ** |
  - public school principals | 18% | 19% |
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)
  - establishing curriculum | 9% | 8% ** |
  - hiring new full-time teachers | 3% | 2% ** |
  - setting discipline policy | 17% | 19% ** |

### School Safety

| Source: Centers for Disease Control and Prevention, 1994 |
| Did not go to school because student did not feel safe | 1991 | 1994 |
| 0% | 2% |
| 10% | 10% |
| 15% | 15% |
| 20% | 20% |
| 30% | 30% |
| 40% | 40% |
| 50% | 50% |
| 60% | 60% |
| 70% | 70% |
| 80% | 80% |
| 90% | 90% |
| 100% | 100% |

* Data not available. ** Interpretation caution. Change was not statistically significant.

** See 1995 Goals Report for additional information. See Appendix B for technical notes and sources.
### GOAL 1: Ready to Learn

**Direct Measures of the Objectives: Children’s Health and Nutrition**

- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1992)*: 55 51
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992)*: 821 822
- Percentage of infants born in the state with one or more health risks (1990, 1992)*: 36% 36%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990)*: 81%

**Direct Measures of the Objectives: Preschool Programs**

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994): 38 41

**GOAL 2: School Completion**

**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)*: 98% 97%

**Direct Measure of the Objectives: School Dropouts**

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)*: —

**GOAL 3: Student Achievement and Citizenship**

**Direct Measure of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard*: 31% 32%
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard*: 23% 34%

**Direct Measure of the Goal: Advanced Placement Performance**

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)*:
  - English: 5 5
  - Mathematics: 3 3
  - Science: 3 4
  - Foreign languages: <1 <1
  - Civics and government: <1 <1
  - Economics: 3 3
  - Fine arts: <1 0
  - History: 2 2

### GOAL 4: Teacher Education and Professional Development

**Direct Measure of the Goal: Teacher Education**

- Percentage of public secondary school teachers who hold (1991, 1994)*: 73% 76%

**Direct Measure of the Goal: Professional Development**

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)*:
  - use of educational technology: 52%
  - methods of teaching subject field: 58%
  - in-depth study in subject field: 26%

**Direct Measure of the Objectives: Teaching Diverse Student Populations**

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1992)*: 12%

**Direct Measure of the Objectives: Teacher Support**

- Percentage of public school teachers who reported 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, 1994)*: 6% 8%

**GOAL 5: Mathematics and Science**

**Direct Measure of the Goal: International Student Achievement Comparisons**

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)*:
  - Taiwan=41%      Korea=37%      Switzerland=33% 36% — ns

**Direct Measures of the Objectives: Strengthening Mathematics and Science Education**

- Percentage of public school 8th graders (1988, 1992)*:
  - All whose teachers reported that they did these activities in mathematics class:
    - work in small groups at least once a week: 38% 39% ns
    - work with measuring instruments or geometric solids at least once a week (1990): 10% — ns

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* Data not available
** Includes those still in high school
1 A complete description of the performance standard can be found in Appendix A.
2 Interpret with caution. Data are undergoing revision.
3 * Data not reported due to small sample size.
4 Data not reported due to small sample size.
5 * Data not reported due to small sample size.
6 Interpret with caution. Change was not statistically significant.
Measuring State Progress Toward the Goals and Objectives

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants born at low birth weight (below 5.5 pounds) (1990, 1992)\(^1\)
  
  \[ \frac{58}{51} \]

- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992)\(^2\)
  
  \[ \frac{821}{822} \]

- Percentage of infants born in the state with one or more health risks (1990, 1992)\(^3\)
  
  \[ \frac{38}{36} \]

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)\(^4\)
  
  \[ \frac{38}{41} \]

GOAL 2: School Completion

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)\(^5\)
  
  \[ \frac{96}{97} \]

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)\(^9\)
  
  \[ \frac{—}{—} \]

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard\(^9\)
  
  - Grade 4 (1992, 1994)\(^6\)
    
    \[ \frac{31}{32} \]
  
  - Grade 8 (1990, 1992)\(^6\)
    
    \[ \frac{23}{24} \]

- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard\(^4\)
  
  - Grade 4 (1992)\(^8\)
    
    \[ \frac{—}{—} \]
  
  - Grade 8 (1990, 1992)\(^8\)
    
    \[ \frac{34}{36} \]

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations taken by students in their last year of high school (per 1,000 11th and 12th graders; 1991, 1992)\(^10\)
  
  - English
    
    \[ \frac{5}{5} \]
  
  - Mathematics
    
    \[ \frac{5}{3} \]
  
  - Science
    
    \[ \frac{3}{4} \]
  
  - Foreign languages
    
    \[ \frac{1}{1} \]
  
  - Civics and government
    
    \[ \frac{1}{1} \]
  
  - Economics
    
    \[ \frac{1}{1} \]
  
  - Fine arts
    
    \[ \frac{1}{0} \]
  
  - History
    
    \[ \frac{2}{2} \]

Source: National Center for Education Statistics and Westat, Inc., 1995

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NORTH DAKOTA

Measuring State Progress Toward the Goals and Objectives

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education
- Percentage of public secondary school teachers who hold (1991, 1994)\(^10\)
  
  - an undergraduate or graduate degree in their main teaching assignment
    
    \[ \frac{73}{79} \]
  
  - a teaching certificate in their main teaching assignment
    
    \[ \frac{99}{100} \]

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)\(^12\)
  
  - uses of educational technology
    
    \[ \frac{52}{—} \]
  
  - methods of teaching subject field
    
    \[ \frac{58}{29} \]
  
  - in-depth study in subject field
    
    \[ \frac{28}{38} \]
  
  - student assessment
    
    \[ \frac{38}{—} \]

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)\(^13\)
  
  \[ 12 \]

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a mentor or master teacher (1991, 1994)\(^14\)
  
  \[ 6 \]

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nation scores (1991 and 1992)\(^15\)
  
  - Taiwan=41%      Korea=37%      Switzerland=33%
  
  \[ 36 \]

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992)\(^16\)
  
  - whose teachers reported that they did these activities in mathematics class:
    
    - work in small groups at least once a week
      
      \[ 38 \]
    
    - work with measuring instruments or geometric solids at least once a week (1990)
      
      \[ 10 \]

Source: National Center for Education Statistics, 1990 and 1994

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NORTH DAKOTA

Measuring State Progress Toward the Goals and Objectives

GOAL 3: Student Achievement

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)\(^15\)
  
  - Taiwan=41%      Korea=37%      Switzerland=33%
  
  \[ 36 \]

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992)\(^16\)
  
  - whose teachers reported that they did these activities in mathematics class:
    
    - work in small groups at least once a week
      
      \[ 38 \]
    
    - work with measuring instruments or geometric solids at least once a week (1990)
      
      \[ 10 \]

Source: National Center for Education Statistics, 1990 and 1994

---

1. Does not include those still in high school.
2. Includes traditional high school diploma and equivalent credential.
4. * Data not reported due to small sample size. See App. A for technical notes and sources.
5. Data not available.
6. Interpreted with caution. Change was not statistically significant.
7. Data not reported due to small sample size.
8. Includes students entering K-12 programs during pregnancy or mother died during pregnancy.
9. A complete description of the performance standard can be found in Appendix A.
10. Interpreted with caution. Data are undergoing revision. See Appendix A.
11. Data not reported due to small sample size.
12. A complete description of the performance standard can be found in Appendix A.
13. Interpreted with caution. Data are undergoing revision. See Appendix A.
14. A complete description of the performance standard can be found in Appendix A.
15. Interpreted with caution. Change was not statistically significant.
16. A complete description of the performance standard can be found in Appendix A.

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Update

Recent

Baseline

Most Recent Update

Data not available.

ns

Interpreted with caution. Change was not statistically significant.

* Data not reported due to small sample size. See page 22 for a Guide to Reading the State Pages.
b) whose mathematics teachers heavily emphasize:
   - Algebra and functions 58% 54%  
   - developing reasoning ability to solve unique problems 33% 46% 
   - communicating mathematics ideas 25% 30%  
   - who have computers available in their mathematics classroom 20% 17%  
   - who use calculators in mathematics class at least once a week 51% 68%  

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded (1991, 1993)  
  - all students 30% 41%  
  - minorities (Blacks, Hispanics, American Indians) 40% 39%  
  - females 35% 40%  

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)  
- Percentage of all U.S. citizens (1988, 1992)  
  a) registered to vote 95% 92%  
  b) voting 34% 72%  

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992) 68%  

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993)  
  a) using the following at least once during the past 30 days:
   - alcohol — —  
   - marijuana — —  
  b) having five or more drinks in a row during the past 30 days — —  

Direct Measures of the Goal: Conducive to Learning

- Percentage of public secondary school teachers who reported 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)  
- Percentage of public high school students who reported that lack of parental involvement in their school was a serious problem (1991, 1994) 29

GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994)  
  - public school teachers 9% 13%  
  - public school principals 4% 3%  

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1996)  
  - establishing curriculum 8% 9%  
  - hiring new full-time teachers (1994) 0%  
  - setting discipline policy 11% 11%  

Parent-School Partnerships

| Percentage of public school principals who reported that the parent association in their school has influence1 on the following decisions and policies (1991, 1994) |
|---|---|---|---|---|---|---|---|
| 0% | 10% | 20% | 30% | 40% | 50% | 60% |
| 0% | 10% | 20% | 30% | 40% | 50% | 60% |
| 0% | 10% | 20% | 30% | 40% | 50% | 60% |
| 0% | 10% | 20% | 30% | 40% | 50% | 60% |
| 0% | 10% | 20% | 30% | 40% | 50% | 60% |
| 0% | 10% | 20% | 30% | 40% | 50% | 60% |

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


See Appendix A for technical notes and sources.
### Mathematics and Science (continued)
- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):17
- Mathematics: 14% 12% ns
- Science: 10% 10% ns

### Direct Measure of the Objectives: Degrees in Mathematics and Science

<table>
<thead>
<tr>
<th>Source</th>
<th>Educational Testing Service, 1993</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korea</td>
<td>2% 4%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>3% 3%</td>
</tr>
<tr>
<td>Switzerland</td>
<td>12%</td>
</tr>
</tbody>
</table>

#### 1992-1993
- Mathematics education teachers heavily emphasize:  
  - Algebra and functions: 58% 54% ns  
  - Developing reasoning ability to solve unique problems: 33% 40% ns  
  - Communicating mathematics ideas: 25% 30% ns
- Who have computers available in their mathematics classrooms: 20% 17% ns
- Who use calculators in mathematics class at least once a week: 51% 68% ns

**See 1995 Goals Report for additional information.**

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**NORTH DAKOTA**

### Measuring State Progress Toward the Goals and Objectives

#### Baseline vs. Most Recent Update

<table>
<thead>
<tr>
<th>Goal</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL 1: Safe, Disciplined, and Alcohol- and Drug-free Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of public high school students who reported the following at least once during the past 30 days (1993):15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- alcohols</td>
<td>10% 13%</td>
<td></td>
</tr>
<tr>
<td>- marijuana</td>
<td>4% 3% ns</td>
<td></td>
</tr>
<tr>
<td>Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1991):10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- reported being offered, sold, or given an illegal drug on school property —— ns</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Measuring State Progress Toward the Goals and Objectives

**GOAL 1: Ready to Learn**

Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants born at low birthweight (below 5.5 pounds) (1990, 1995): 71 74
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1995): 815 823
- Percentage of infants born in the state with one or more birth risks (1990, 1995): 41% 39%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994): 73%

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994): 26 34

**GOAL 2: School Completion**

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993): 89% 90%

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990): —

**GOAL 3: Student Achievement and Citizenship**

Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard (1991 and 1992): 24% —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard (1991 and 1992): 17% 19% 22%

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995): 11
  - English
  - Mathematics
  - Science
  - Foreign languages
  - Civics and government
  - Economics
  - Fine arts
  - History

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

Direct Measure of the Goal: Teacher Education
- A teaching certificate in their main teaching assignment: 99% 97%

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in inservice or professional development programs on the following topics since the end of the previous school year (1994):
  - Uses of educational technology
  - Methods of teaching subject field
  - In-depth study in subject field
  - Student assessment

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1992): 4%

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported 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 (1994): 20% 25%

**GOAL 5: Mathematics and Science**

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with the highest achieving nations (1991 and 1995): 24% 20%

Takelean-41% Kusao-37% 23%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992) who were rated by the Goals Panel’s performance standard: 19%
- Work in small groups at least once a week: 37% 39%
- Work with measuring instruments or geometric solids at least once a week (1990): 5%

Source: National Center for Education Statistics and Westat, Inc., 1996

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Data not available
* See 1995 Goals Report for additional information.
* Data are not reported due to small sample size. See page 22 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.
* Interpret with caution. Change was not statistically significant.
* Data are not reported due to small sample size. Interpret with caution. Change was not statistically significant.

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Ohio State Progress Toward the Goals and Objectives

**Baseline**

- Children’s Health Index
- High School Completion
- School Dropouts

**Most Recent Update**

- No risks: 61%
- 1 or more: 39%
- 2 or more: 8%
- 3 or more: 9%

**GOAL 1: Ready to Learn**

Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants born (per 1,000) from low birthweight (below 5.5 pounds) (1990, 1995): 71 74
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1995): 815 823
- Percentage of infants born in the state with one or more birth risks (1990, 1995): 41% 39%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994): 73%

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994): 26 34

**GOAL 2: School Completion**

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993): 89% 90%

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990): —

**GOAL 3: Student Achievement and Citizenship**

Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard (1991 and 1992): 24% —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard (1991 and 1992): 17% 19% 22%

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995): 11
  - English
  - Mathematics
  - Science
  - Foreign languages
  - Civics and government
  - Economics
  - Fine arts
  - History

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

Direct Measure of the Goal: Teacher Education
- A teaching certificate in their main teaching assignment: 99% 97%

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in inservice or professional development programs on the following topics since the end of the previous school year (1994):
  - Uses of educational technology
  - Methods of teaching subject field
  - In-depth study in subject field
  - Student assessment

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1992): 4%

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported 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 (1994): 20% 25%

**GOAL 5: Mathematics and Science**

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with the highest achieving nations (1991 and 1995): 24% 20%

Takelean-41% Kusao-37% 23%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992) who were rated by the Goals Panel’s performance standard: 19%
- Work in small groups at least once a week: 37% 39%
- Work with measuring instruments or geometric solids at least once a week (1990): 5%

Source: National Center for Education Statistics and Westat, Inc., 1996

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Data not available
* See 1995 Goals Report for additional information.
* Data are not reported due to small sample size. See page 22 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.
* Interpret with caution. Change was not statistically significant.
**Ohio: Measuring State Progress Toward the Goals and Objectives**

### GOAL 1: Ready to Learn

#### Direct Measures of the Objectives: Children’s Health and Nutrition

- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1992) 71 74
- Number of mothers (per 1,000 receiving early first trimester prenatal care) (1990, 1992) 815 823
- Percentage of infants born in the state with one or more health risks (1990, 1992) 47% 39%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) 72%

#### Direct Measure of the Objectives: Preschool Programs


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### GOAL 2: School Completion

#### Direct Measure of the Goal: School Completion

- Percentage of all 11- to 24-year-olds who have a high school credential (1990, 1992) 89% 90%

#### Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990) — —

---

### GOAL 3: Student Achievement and Citizenship

#### Direct Measure of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard (1990, 1992) 24% —

- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard (1990, 1992) 19% 22%

#### Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders, 1991, 1993) 11 15

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### GOAL 4: Teacher Education and Professional Development

#### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who hold (1991, 1994) 88% 91%
- an undergraduate or graduate degree in their main teaching assignment
- a teaching certificate in their main teaching assignment

#### Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994) 41% 62%
  - use of educational technology
  - methods of teaching subject field
  - in-depth study in subject field
  - student assessment

---

### GOAL 5: Mathematics and Science

#### Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992) 19% 15%

#### Direct Measure of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992) 37% 39%
  - whose teachers reported that they did these activities in mathematics class
  - work in small groups at least once a week
  - work with measuring instruments or geometric solids at least once a week (1990) 5% —

---

**Notes:**

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

Source: National Center for Education Statistics and Westat, Inc., 1996
### Measuring State Progress Toward the Goals and Objectives

#### Mathematics and Science (continued)

- **Algebra and functions**: 50% ± 3% 88%
- **Developing reasoning ability to solve unique problems**: 42% ± 3% 88%
- **Communicating mathematics ideas**: 38% ± 3% 88%

#### Direct Measure of the Objectives: Degrees in Mathematics and Science

- **Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)**
  - **All students**: 36% ± 4% 88%
  - **Minorities (Blacks, Hispanics, American Indians)**: 36% ± 3% 88%
  - **Women**: 37% ± 2% 88%

#### GOAL 6: Adult Literacy and Lifelong Learning

**Direct Measure of the Goal: Adult Literacy**

- **Percentage of all adults aged 16 and older who scored at or above Level 3 of the five literacy levels**
  - **1991**: 42% ± 3% 88%
  - **1994**: 40% ± 3% 88%

**Direct Measure of the Goal: Citizenship**

  - **Registered to vote**: 70% ± 3% 88%
  - **Voting**: 58% ± 3% 88%

**Direct Measure of the Objectives: Postsecondary Enrollment**

- **Percentage of high school graduates in the state who immediately enrolled in a 2- or 4-year college in any state (1992)**
  - **1991**: 51%
  - **1994**: 51%

#### GOAL 7: Safe, Disciplined, and Drug-Free Schools

**Direct Measures of the Goal: Alcohol- and Drug-Free Students and Schools**

- **At school**
  - **Percentage of public high school students who reported using the following at least once at school during the past 12 months (1993)**
    - **Alcohol**: 12% ± 3% 88%
    - **Marijuana**: 12% ± 3% 88%
    - **Cocaine**: 3% ± 1% 88%

- **Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)**
  - **1991**: 53% ± 4% 88%
  - **1994**: 53% ± 4% 88%

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**Data not available.**

*See Appendix A for technical notes and sources.*

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**See page 23 for a Guide to Reading the State Pages.**
Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Mathematics and Science (continued)</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993) in Prose literacy</td>
<td>20%</td>
<td>18% — ns</td>
</tr>
<tr>
<td>Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993) in Mathematics and Science</td>
<td>30%</td>
<td>29% — ns</td>
</tr>
<tr>
<td>Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993) in Quantitative</td>
<td>35%</td>
<td>34% — ns</td>
</tr>
<tr>
<td>Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993) in Document</td>
<td>25%</td>
<td>23% — ns</td>
</tr>
<tr>
<td>Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993) in Quantitative</td>
<td>30%</td>
<td>29% — ns</td>
</tr>
<tr>
<td>Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993) in Document</td>
<td>20%</td>
<td>18% — ns</td>
</tr>
</tbody>
</table>

**GOAL 6: Adult Literacy and Lifelong Learning**

**Direct Measure of the Goal: Adult Literacy**

**Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)**

- 55% —

**Direct Measure of the Goal: Citizenship**

**Percentage of all U.S. citizens (1988, 1992)**

- Registered to vote: 75% 71% ns
- Voting: 65% 65% ns

**Direct Measure of the Objectives: Postsecondary Enrollment**

**Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)**

- 51% —

**GOAL 7: Safe, Disciplined, and Drug-Free Schools**

**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools**

**At School**

- Percentage of public high school students who reported the following at least once during the past 12 months (1990, 1992)
  - Alcohol: 5% —
  - Marijuana: 4% —
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1992)
  - Alcohol: 20% —

**GOAL 8: Parental Participation**

**Direct Measures of the Goal: Parent-School Partnerships**

- Percentage of public school principals who reported that lack of parental involvement in their school was a serious problem (1991, 1993)
  - Public school principals: 25% 29% ns
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1993)
  - Establishing curriculum: 7% 6% ns
  - Hiring new full-time teachers: 4% 4% ns
  - Setting discipline policy: 9% 9% ns

Data not available. Interpret with caution. Change was not statistically significant.
### GOAL 1: Ready to Learn
**Direct Measures of the Objectives: Children’s Health and Nutrition**
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1993)
- Number of mothers (per 1,000 receiving early first trimester prenatal care) (1990, 1993)
- Percentage of infants born in the state with one or more health risks (1993)
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)

**Direct Measure of the Objectives: Preschool Programs**
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)

**Direct Measures of the Goal: Student Achievement and Citizenship**
- Percentage of students who met the Goals Panel’s performance standard in reading and mathematics
- Percentage of students who met the Goals Panel’s performance standard in science and technology

Source: National Center for Education Statistics, 1993 and 1995

### GOAL 2: School Completion
**Direct Measure of the Goal: School Completion**
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)

**Direct Measure of the Objectives: School Dropouts**
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)

**Direct Measure of the Goal: Student Education and Professional Development**
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in reading (1990, 1992)
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics (1990, 1992)

**Direct Measure of the Objectives: International Student Achievement Comparisons**
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)

**Direct Measure of the Objectives: The Open Door**
- Percentage of public school 8th graders who reported that during their first year of teaching they participated in a formative teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1993)

**Direct Measure of the Objectives: Teaching Diverse Student Populations**
- Percentage of public school teachers who reported that during the previous school year (1991, 1993) they participated in in-service or professional development programs on the following topics since the end of the previous school year (1991)
- Percentage of public school teachers who reported that they do these activities in mathematics class:
  - work in small groups at least once a week (1992)
  - students in their classes who reported that they had received training to teach limited English-proficient students (1994)

Source: National Center for Education Statistics and Westat, Inc., 1995

### GOAL 3: Student Achievement and Citizenship
**Direct Measure of the Goal: Ready to Learn**
- Percentage of all 18 to 24-year-olds who report any performance in the following subject areas (1990, 1992, 1994)

**Direct Measure of the Objectives: Personal Finance and Economics**
- Percentage of state residents who have command of English

Source: National Center for Education Statistics, 1993 and 1995

### GOAL 4: Teacher Education and Professional Development
**Direct Measure of the Goal: Teacher Education**
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment

**Direct Measure of the Goal: Professional Development**
- Percentage of public school teachers who participated in inservice or professional development programs on the following topics since the end of the previous school year (1994)
  - uses of educational technology
  - methods of teaching subject field
  - in-depth study in subject field
  - student assessment

**Direct Measure of the Objectives: Teaching Diverse Student Populations**
- Percentage of public school teachers who reported that during the previous school year (1991, 1993)
  - their students in their classes who reported that they had received training to teach limited English-proficient students (1994)
  - their students in their classes who reported that they do these activities in mathematics class:
    - work in small groups at least once a week (1992)
  - students in their classes who reported that they had received training to teach limited English-proficient students (1994)

Source: National Center for Education Statistics and Westat, Inc., 1995

### GOAL 5: Mathematics and Science
**Direct Measure of the Goal: International Student Achievement Comparisons**
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics (1990, 1992)

**Direct Measure of the Objectives: The Open Door**
- Percentage of public school 8th graders who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1990)
- Percentage of public school 8th graders who reported that during their first year of teaching they participated in a formative teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1993)

**Direct Measure of the Objectives: Teaching Diverse Student Populations**
- Percentage of public school teachers who reported that during the previous school year (1991, 1993) they participated in in-service or professional development programs on the following topics since the end of the previous school year (1991)
- Percentage of public school teachers who reported that they do these activities in mathematics class:
  - work in small groups at least once a week (1992)
  - students in their classes who reported that they had received training to teach limited English-proficient students (1994)

Source: National Center for Education Statistics, 1993 and 1995

### Goals and Objectives
**Measuring State Progress Toward the Goals and Objectives**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL 1: Ready to Learn</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children’s Health Index</td>
<td>Percentage of infant born in the state with one or more health risks (1990)</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1993)</td>
<td>68%</td>
</tr>
<tr>
<td></td>
<td>Number of mothers (per 1,000 receiving early first trimester prenatal care) (1990, 1993)</td>
<td>712</td>
</tr>
<tr>
<td></td>
<td>Percentage of infants born in the state with one or more health risks (1993)</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)</td>
<td>37</td>
</tr>
<tr>
<td><strong>GOAL 2: School Completion</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Measure of the Goal: School Completion</td>
<td>Percentage of all 18 to 24-year-olds who have a high school credential (1990, 1993)</td>
<td>87%</td>
</tr>
<tr>
<td>Direct Measure of the Objectives: School Dropouts</td>
<td>Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)</td>
<td>—</td>
</tr>
<tr>
<td><strong>GOAL 3: Student Achievement and Citizenship</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Measure of the Goal: Student Achievement</td>
<td>Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard (1990, 1992)</td>
<td>25%</td>
</tr>
<tr>
<td>Direct Measure of the Objectives: Personal Finance and Economics</td>
<td>Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard (1990, 1992)</td>
<td>14%</td>
</tr>
<tr>
<td><strong>GOAL 4: Teacher Education and Professional Development</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Measure of the Goal: Teacher Education</td>
<td>Percentage of public secondary school teachers who held (1991, 1994)</td>
<td>87%</td>
</tr>
<tr>
<td>Direct Measure of the Goal: Professional Development</td>
<td>Percentage of public school teachers who participated in inservice or professional development programs on the following topics since the end of the previous school year (1994)</td>
<td>40%</td>
</tr>
<tr>
<td><strong>GOAL 5: Mathematics and Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Measure of the Goal: International Student Achievement Comparisons</td>
<td>Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics (1990, 1992)</td>
<td>42%</td>
</tr>
<tr>
<td>Direct Measure of the Objectives: The Open Door</td>
<td>Percentage of public school 8th graders who reported that during their first year of teaching they participated in a formative teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1993)</td>
<td>45%</td>
</tr>
<tr>
<td>Direct Measure of the Objectives: Teaching Diverse Student Populations</td>
<td>Percentage of public school teachers who reported that during the previous school year (1991, 1993) they participated in in-service or professional development programs on the following topics since the end of the previous school year (1991)</td>
<td>21%</td>
</tr>
<tr>
<td><strong>Goals and Objectives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Achievement</td>
<td>Percentage of public school students who met the Goals Panel’s performance standard (1990)</td>
<td>100%</td>
</tr>
<tr>
<td>Student Achievement</td>
<td>Percentage of public school students who met the Goals Panel’s performance standard (1992)</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: National Center for Education Statistics, 1993 and 1995

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*Note: All data are reported due to small sample size. See page 23 for a Guide to Reading the State Pages.*

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**OKLAHOMA**

1 Includes late (in third trimester) or no prenatal care, low birthweight (less than 31 pounds), mother smoking during pregnancy, or mother stressed during pregnancy.

2 Includes traditional high school diploma and some other high school degree.


5 Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994).

6 Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994).

7 Percentage of public school 8th graders who scored at the Proficient or Advanced level in reading (1990, 1992).

8 Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics (1990, 1992).

9 Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard (1990, 1992).

10 Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard (1990, 1992).

11 Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard (1990, 1992).

12 Percentage of public school teachers who reported that during the previous school year (1994) they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994).

13 Percentage of school districts that reported that they used limited English-proficient student induction programs to help beginning teachers by assigning them to a master or mentor teacher (1991).

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**Data not available.**

**Data not reported due to small sample size.** See page 23 for a Guide to Reading the State Pages.
GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition

- Number of infants (per 1,000 born) at low birthweight (below 5.5 pounds) (1990, 1992) 68 67
- Number of mothers (per 1,000 receiving early first trimester prenatal care) (1990, 1992) 712 740
- Percentage of infants born in the state with one or more health risks (1992) 38% —
- Percentage of children 2-year-olds who have been fully immunized against preventable childhood diseases (1994) 76% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994) 37 37

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993) 87% 82% a)

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992) — —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard (1991, 1995) 25% —
- Grade 4 (1992, 1994) 14% —
- Grade 8 (1990, 1992) 17% 21%

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995) a)
  - English: 8 10
  - Mathematics: 3 4
  - Science: 3 4
  - Foreign languages: 1 1
  - Civics and government: 1 2
  - Economics: <1 <1
  - Fine arts: <1 <1
  - History: 3 5

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who hold (1991, 1994) b) an undergraduate or graduate degree in their main teaching assignment — a teaching certificate in their main teaching assignment 65% 61% c)

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994) d)
  - uses of educational technology: 46% —
  - methods of teaching subject field: 65% —
  - in-depth study in subject field: 27% —
  - student assessment: 54% —

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1990, 1993) 19% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994) 42% 45% c)

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1980 and 1992) e)
  - Taiwan=41%      Korea=37%      Switzerland=33% 21% —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders who were limited English-proficient students who met the Goals Panel’s performance standard (1990, 1992) f) 44% 33% c)
  - whose teachers reported that they did these activities in mathematics class:
      - work in small groups at least once a week (1992) 7% —
      - work with measuring instruments or geometric solids at least once a week (1990) 7% —
OKLAHOMA

Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Mathematics and Science (continued)</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) whose mathematics teachers heavily emphasize:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— Algebra and functions</td>
<td>55%</td>
<td>49% ns</td>
</tr>
<tr>
<td>— developing reasoning ability to solve unique problems</td>
<td>41%</td>
<td>39% ns</td>
</tr>
<tr>
<td>— communicating mathematics ideas</td>
<td>46%</td>
<td>42% ns</td>
</tr>
<tr>
<td>c) who have computers available in their mathematics classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13%</td>
<td>20% ns</td>
</tr>
<tr>
<td>d) who use calculators in mathematics class at least once a week</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>27%</td>
<td>33% ns</td>
</tr>
</tbody>
</table>

Direct Measure of the Objectives: Degrees in Mathematics and Science

• Mathematics and science degrees as a percentage of all degrees awarded to 1991, 1993:
  — all students | 33% | 35% |
  — minorities (Blacks, Hispanics, American Indians) | 34% | 37% |
  — females | 28% | 30% |

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992): — — |

Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):
  a) registered to vote | 86% | 75% |
  b) voting | 57% | 68% |

Direct Measure of the Objectives: Postsecondary Enrollment

• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992): 50% |

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools At School

• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993): |
  — alcohol | — — |
  — marijuana | — — |
  — cocaine | — — |

• Percentage of public high school students who reported being offered, sold, or given illegal drugs on school property during the past 12 months (1994): — — |

Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Overall</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Percentage of public high school students who reported (1990, 1993):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Using the following at least once during the past 30 days:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— marijuana</td>
<td>— —</td>
<td></td>
</tr>
<tr>
<td>— cocaine</td>
<td>— —</td>
<td></td>
</tr>
<tr>
<td>b) Having few or more drinks in a row during the past 30 days</td>
<td>— —</td>
<td></td>
</tr>
</tbody>
</table>

Direct Measures of the Goal: Schools Free of Violence and Crime

• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993): |
  a) Carried a weapon such as a gun, knife, or club on school property | — — |
  b) Did not go to school because student did not feel safe | — — |

• Percentage of public high school students who reported 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): — — |

• Percentage of public high school students who reported that they were in a physical fight on school property during the past 12 months (1994): — — |

• Percentage of public high school students who reported that they were in a physical fight on school property — — |

• Percentage of public school students who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):
  — setting discipline policy | 8% | 17% ns |
  — hiring new full-time teachers | 2% | 2% |
  — establishing curriculum | 8% | 14% |
  — hiring new full-time teachers | 8% | 17% |

GOAL B: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

• Percentage of public school students and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994): |
  — public school teachers | 32% | 29% |
  — public school principals | 15% | 13% ns |

• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):
  — establishing curriculum | 8% | 14% |
  — hiring new full-time teachers | 2% | 2% |
  — setting discipline policy | 8% | 17% |

Source: National Center for Education Statistics and Westat, Inc., 1995

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

* * *

International Comparisons in Mathematics

Percentage of students* who scored at the Proficient or Advanced level in mathematics (1991 and 1992)

<table>
<thead>
<tr>
<th>Country</th>
<th>1991</th>
<th>1992</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oklahoma</td>
<td>25%</td>
<td>24%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>33%</td>
<td>31%</td>
</tr>
<tr>
<td>Korea</td>
<td>37%</td>
<td>36%</td>
</tr>
<tr>
<td>Switzerland</td>
<td>41%</td>
<td>39%</td>
</tr>
</tbody>
</table>

* A complete description of assessment participants can be found in Appendix A.

** Data not available.

See Appendix A for technical notes and sources.
### Measuring State Progress Toward the Goals and Objectives

#### Oklahoma

**Mathematics and Science**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
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<tbody>
<tr>
<td><strong>Mathematics and Science (continued)</strong></td>
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<td>b) whose mathematics teachers heavily emphasize:</td>
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</tr>
<tr>
<td>± 9 percentage points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– developing reasoning ability to solve unique problems</td>
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<td></td>
</tr>
<tr>
<td>– communicating mathematics ideas</td>
<td>40%</td>
<td>42%</td>
</tr>
<tr>
<td>± 9 percentage points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) who have computers available in their mathematics classroom</td>
<td>13%</td>
<td>20%</td>
</tr>
<tr>
<td>± 9 percentage points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) who use calculators in mathematics class at least once a week</td>
<td>27%</td>
<td>33%</td>
</tr>
<tr>
<td>± 9 percentage points</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Direct Measure of the Objectives: Degrees in Mathematics and Science**

- Mathematics and science degrees as a percentage of all degrees awarded (1991, 1993) | | |
- all students | 32% | 35% |
- minorities (Blacks, Hispanics, American Indians) | 34% | 37% |
- females | 28% | 30% |

**GOAL 6: Adult Literacy and Lifelong Learning**

**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992) | | |

**Direct Measure of the Goal: Citizenship**

- Percentage of all U.S. citizens (1989, 1992) | | |
- a) registered to vote | 68% | 75% |
- b) voting | 57% | 68% |

**Direct Measure of the Objectives: Postsecondary Enrollment**

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1990) | 50% |

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

**Direct Measures of the Goal: Alcohol and Drug-free Students and Schools**

- At School | | |
- Percentage of public high school students who reported the following at least once at school during the past 30 days (1993) | | |
- alcohol | – | – |
- marijuana | – | – |
- cocaine | – | – |
- a) Carried a weapon such as a gun, knife, or club on school property | – | – |
- b) Did not go to school because student did not feel safe | – | – |

**Direct Measure of the Goal: Disciplined Environments Conducive to Learning**

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1993) | | |
- a) Carried a weapon such as a gun, knife, or club on school property | – | – |
- b) Having five or more drinks in a row during the past 30 days | – | – |
- c) Introduced an illegal drug on school property during the past 12 months | – | – |
- d) Threatened or injured with a weapon such as a gun, knife, or club on school property | – | – |
- e) Using the following at least once during the past 30 days: | | |
- a) Using the following at least once during the past 30 days: | | |
- – alcohol | – | – |
- – marijuana | – | – |
- – cocaine | – | – |
- – a) Carried a weapon such as a gun, knife, or club on school property | – | – |
- – b) Did not go to school because student did not feel safe | – | – |
- – c) Threatened or injured with a weapon such as a gun, knife, or club on school property | – | – |
- – d) Using the following at least once during the past 30 days: | | |
- a) Using the following at least once during the past 30 days: | | |
- – alcohol | – | – |
- – marijuana | – | – |
- – cocaine | – | – |
- – a) Carried a weapon such as a gun, knife, or club on school property | – | – |
- – b) Did not go to school because student did not feel safe | – | – |
- – c) Threatened or injured with a weapon such as a gun, knife, or club on school property | – | – |
Measuring State Progress Toward the Goals and Objectives

**GOAL 1: Ready to Learn**

Direct Measures of the Objectives: Children’s Health and Nutrition

- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1993)\(^1\) 50 52
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1993)\(^2\) 757 767
- Percentage of infants born in the state with one or more health risks (1990, 1993)\(^3\) 39% 37%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)\(^4\) 71% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1993)\(^5\) 3 35

**GOAL 2: School Completion**

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)\(^6\) 89% 83%

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)\(^7\) 0% —

**GOAL 3: Student Achievement and Citizenship**

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard:8
  - Grade 4 (1992) — — ns
  - Grade 8 (1992, 1994) — —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard:9
  - Grade 4 (1992, 1994) — —
  - Grade 8 (1990, 1992) — —

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)\(^10\)
  - English 13 13
  - Mathematics 6 6
  - Science 5 6
  - Foreign languages 3 2
  - Civics and government 1 1
  - Economics 11 1
  - Fine arts <1 <1
  - History 11 8

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

Direct Measure of the Goal: Teacher Education

- Percentage of public school teachers who hold (1991, 1994)\(^11\)
  - an undergraduate or graduate degree in their main teaching assignment
    - a teaching certificate in their main teaching assignment
  64% 59% 46% 44% 57% 77%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):\(^12\)
  - use of educational technology
  - methods of teaching subject field
  - in-depth study in subject field
  - student assessment

**GOAL 5: Mathematics and Science**

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with the 3 highest achieving nations (1986 and 1992):\(^13\)
  - Taiwan=41%  Korea=37% Switzerland=33% — — ns

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):\(^14\)
  - whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week — —
    - work with measuring instruments or geometric solids at least once a week — —

---

\(^1\) Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother died during pregnancy.

\(^2\) Includes traditional high school diploma and alternative credential.


\(^4\) Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother died during pregnancy.

\(^5\) Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother died during pregnancy.

\(^6\) Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother died during pregnancy.

\(^7\) Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother died during pregnancy.

\(^8\) Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother died during pregnancy.

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\(^13\) Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother died during pregnancy.

\(^14\) Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother died during pregnancy.

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Data are undergoing revision.
Interpret with caution. Change was not statistically significant.
### OREGON

#### Measuring State Progress Toward the Goals and Objectives

**GOAL 1: Ready to Learn**

**Direct Measures of the Objectives: Children's Health and Nutrition**
- Percentage of infants born in the state with a birth weight of less than 2500 grams (1990, 1993)\(^1\)
- Percentage of infants born in the state with one or more health risks (1990, 1993)\(^2\)
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990, 1994)\(^3\)
- Percentage of children with disabilities in preschool (1990, 1993)\(^3\)

**GOAL 2: School Completion**
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)\(^6\)

**GOAL 3: Student Achievement and Citizenship**
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard\(^4\) —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard\(^4\) —

**GOAL 4: Teacher Education and Professional Development**
- Direct Measure of the Goal: Teacher Education
  - Percentage of public school teachers who held a bachelor’s degree in education (1991, 1995)\(^7\)
  - Percentage of public school teachers who held a master’s degree in education (1991, 1995)\(^7\)
  - Percentage of public school teachers who held a doctorate in education (1991, 1995)\(^7\)
  - Percentage of public school teachers who had received teacher certification (1991, 1995)\(^7\)

**GOAL 5: Mathematics and Science**
- Direct Measure of the Goal: Student Achievement Comparisons
  - Percentage of public school students who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)\(^15\)
  - Percentage of public school students who scored at the Proficient or Advanced level in science compared with 3 highest achieving nations (1991 and 1992)\(^15\)

#### High School Completion

- Percentage of 18- to 24-year-olds who have a high school credential (1990, 1993)\(^8\)

#### Children's Health Index

- Percentage of infants born in the state with a birth weight of less than 2500 grams (1990, 1993)\(^1\)
- Percentage of infants born in the state with one or more health risks (1990, 1993)\(^2\)
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990, 1994)\(^3\)
- Percentage of children with disabilities in preschool (1990, 1993)\(^3\)

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\(^1\) Includes infants who died in utero or at birth weighing less than 2500 grams; mothers delivered during pregnancy or mothers died during delivery.

\(^2\) Data not available.


\(^4\) See page 23 for a Guide to Reading the State Pages.

\(^5\) See Appendix A for technical notes and sources.

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**Source:** National Center for Health Statistics and Westat, Inc., 1995
### Mathematics and Science (continued)
- whose mathematics teachers heavily emphasize:
  - Algebra and functions
  - developing reasoning ability to solve unique problems
  - communicating mathematics ideas
  - using computers available in their mathematics classroom
  - using calculators in mathematics class at least once a week

### Direct Measure of the Objectives: Degrees in Mathematics and Science
- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993): 11% 12% ns
  - all students 41% 41%
  - minorities (Blacks, Hispanics, American Indians) 41% 41%
  - females 37% 37%

### OREGON

#### Adult Literacy

| Percentage of all adults aged 16-65 scoring at five literacy levels (1988) |
|-----------------------------|-----------------------------|-----------------------------|
| 90%                         | 80%                         | 70%                         |
| 60%                         | 50%                         | 40%                         |
| 30%                         | 20%                         | 10%                         |
| 0%                          | 5%                          | 10%                         |
| Literary Levels             | 1                            | 2                            |
|                             | 3                            | 4                            |
|                             | 5                            | 6                            |

Source: Oregon Progress Board, 1990

#### GOAL 6: Adult Literacy and Lifelong Learning

### Direct Measure of the Goal: Adult Literacy
- Percentage of all adults aged 16-65 who scored at or above Level 3 (of 5 levels) in prose literacy (1990): 77% —

### Direct Measure of the Goal: Citizenship
- Percentage of all U.S. citizens (1988, 1992): 37%
  - registered to vote 73% 79%
  - voting 88% 72%

### Direct Measure of the Objectives: Postsecondary Enrollment
- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992): 54% —

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

#### Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

### At School
- Percentage of public high school students who reported the following at least once at school during the past 12 months (1993):
  - alcohol — — ns
  - marijuana — — ns
  - cocaine — — ns

### GOAL 8: Parent Participation

#### Direct Measures of the Goal: Parent-School Partnerships
- Percentage of public school principals who reported that lack of parental involvement in their school was a serious problem (1989, 1990): 18% 30%
- Percentage of public school principals who reported that the use of calculators in the classroom has influenced on the following decisions and policies (1991, 1996):
  - establishing curriculum 5% 5%
  - hiring new full-time teachers 5% 7% ns
  - setting discipline policy 11% 14% ns

Source: National Center for Education Statistics and West, Inc., 1996

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Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size. See page 23 for a Guide to Reading the State Pages.
---
### Oregon

#### Measuring State Progress Toward the Goals and Objectives

**Mathematics and Science (continued)**

b) whose mathematics teachers heavily emphasize:

- Algebra and functions
- Developing reasoning ability to solve unique problems
- Communicating mathematics ideas
- Developing mathematics ideas
- Who have computers available in their mathematics classroom
- Who use calculators in mathematics at least once a week

**Direct Measure of the Objectives: Degrees in Mathematics and Science**

<table>
<thead>
<tr>
<th>Mathematics and Science degrees as a percentage of all degrees awarded to (1991, 1993): in 1990</th>
<th>17%</th>
</tr>
</thead>
</table>

| Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993) | 17% |

| Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993): in 1990 | 17% |

**GOAL 6: Adult Literacy and Lifelong Learning**

**Direct Measure of the Goal: Adult Literacy**

| Percentage of all adults aged 16-65 who scored at or above Level 3 (of 5 levels) in Prose literacy (1990) | 77% |

| Percentage of all adults aged 16-65 who scored at or above Level 3 (of 5 levels) in Prose literacy (1990) | 77% |

**Direct Measure of the Goal: Citizenship**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a) registered to vote</td>
</tr>
<tr>
<td>b) voting</td>
</tr>
<tr>
<td>73%</td>
</tr>
<tr>
<td>70%</td>
</tr>
<tr>
<td>69%</td>
</tr>
<tr>
<td>72%</td>
</tr>
</tbody>
</table>

**Direct Measure of the Objectives: Postsecondary Enrollment**

<table>
<thead>
<tr>
<th>Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):</th>
</tr>
</thead>
<tbody>
<tr>
<td>54%</td>
</tr>
</tbody>
</table>

**Direct Measure of the Goals: Safe, Disciplined, and Alcohol- and Drug-free Schools**

**At School**

<table>
<thead>
<tr>
<th>Percentage of public high school students who reported the following at least once at school during the past 30 days (1993):</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Using the following at least once during the past 30 days:</td>
</tr>
<tr>
<td>- marijuana</td>
</tr>
<tr>
<td>- cocaine</td>
</tr>
<tr>
<td>- alcohol</td>
</tr>
<tr>
<td>- setting discipline policy</td>
</tr>
</tbody>
</table>

**Overall**

- Percentage of public high school students who reported (1990, 1993): |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
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<td>a) Using the following at least once during the past 30 days:</td>
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<td>- cocaine</td>
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<tr>
<td>- alcohol</td>
</tr>
<tr>
<td>- setting discipline policy</td>
</tr>
</tbody>
</table>

**GOAL 8: Parental Participation**

**Direct Measures of the Goal: Parent-School Partnerships**

<table>
<thead>
<tr>
<th>Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1996):</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Carried a weapon such as a gun, knife, or club on school property</td>
</tr>
<tr>
<td>b) Did not go to school because student did not feel safe</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of public high school students who reported 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):</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>b) Did not go to school because student did not feel safe</td>
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</tbody>
</table>

**Overall**

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1996): |
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<tbody>
<tr>
<td>a) Carried a weapon such as a gun, knife, or club on school property</td>
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<tr>
<td>b) Did not go to school because student did not feel safe</td>
</tr>
</tbody>
</table>
GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children's Health and Nutrition

- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1992) $\cdot$ 71 72
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992) $\cdot$ 797 798
- Percentage of infants born in the state with one or more health risks (1990, 1992) $\cdot$ 39% 38%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) $\cdot$ 77% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994) $\cdot$ 37 37

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993) $\cdot$ 80% 90%

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990) $\cdot$ 4% —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard $\cdot$ $\cdot$
  - Grade 4 (1992, 1994) $\cdot$ 28% 26% $\cdot$
  - Grade 8 (1990, 1992) $\cdot$ 23% 20% $\cdot$

- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard $\cdot$ $\cdot$
  - Grade 4 (1992) $\cdot$ 26% 26%
  - Grade 8 (1990, 1992) $\cdot$ 21%

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1992) $\cdot$
  - English $\cdot$ 54 16
  - Mathematics $\cdot$ 8 10
  - Science $\cdot$ 7 9
  - Foreign languages $\cdot$ 2 3
  - Civics and government $\cdot$ 2 3
  - Economics $\cdot$ 1 2
  - Fine arts $\cdot$ 1
  - History $\cdot$

- In-depth study in subject field $\cdot$ 10 11

GOAL 4: Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994) $\cdot$
  - an undergraduate or graduate degree in their main teaching assignment $\cdot$ 78% 72%
  - a teaching certificate in their main teaching assignment $\cdot$ 99% 99%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994) $\cdot$
  - use of educational technology $\cdot$ 42% —
  - methods of teaching subject field $\cdot$ 57% 42%
  - in-depth study in subject field $\cdot$ 24% 10%

- Percentage of public school secondary school teachers who reported 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, 1994) $\cdot$ 10% 31%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1990, 1993) $\cdot$ 70% 51%

Direct Measure of the Objectives: Teaching Diverse Students

- Percentage of public school teachers who reported that in the events within their classes who reported that they had received training to teach limited English-proficient students (1994) $\cdot$ 10% 31%

- Percentage of public school teachers who reported that in the 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, 1994) $\cdot$ 10% 31%

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with the highest achieving nations (1990 and 1992) $\cdot$
  - Takao-Kurozawa-37% $\cdot$ 26%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992) $\cdot$
  - whose teachers reported that they do these activities in mathematics class: $\cdot$
    - work in small groups at least once a week $\cdot$ 33% 41% $\cdot$
    - work with measuring instruments or geometric solids at least once a week (1990) $\cdot$ 6%

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994) $\cdot$
  - use of educational technology $\cdot$ 12% 10%
  - methods of teaching subject field $\cdot$ 24% 10%
### Measuring State Progress Toward the Goals and Objectives

#### Pennsylvania

**GOAL 1: Ready to Learn**

- **Direct Measures of the Objectives: Children's Health and Nutrition**
  - Number of infants (per 1,000 born) low birthweight (below 5.5 pounds) (1990, 1992)\(^1\)
  - Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992)\(^2\)
  - Percentage of infants born in the state with one or more health risks (1990, 1992)\(^3\)
  - Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)\(^4\)

- **Direct Measure of the Objectives: Preschool Programs**
  - Number of children with disabilities in preschool (1,000 3- and 5-year-olds; 1991, 1994)\(^5\)

**GOAL 2: School Completion**

- **Direct Measure of the Goal: School Completion**
  - Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)\(^6\)

**GOAL 3: Student Achievement and Citizenship**

- **Direct Measures of the Goal: Student Achievement**
  - Percentage of public school 8th graders (1990, 1992): 16\(^7\)
  - Mathematics and Science Education: Direct Measures of the Objectives
    - Percentage of public school 8th graders who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard: 8\(^8\)
    - Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard: 21% 26% ns\(^9\)

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

- **Direct Measure of the Goal: Teacher Education**
  - Percentage of public secondary school teachers who held (1991, 1994)\(^11\)
    - an undergraduate or graduate degree in their main teaching assignment
    - a teaching certificate in their main teaching assignment

- **Direct Measure of the Goal: Professional Development**
  - Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)\(^12\):
    - uses of educational technology
    - methods of teaching subject field
    - in-depth study in subject field
    - student assessment

**GOAL 5: Mathematics and Science**

- **Direct Measure of the Goal: International Student Achievement Comparisons**
  - Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)\(^13\): Taiwan=41% Korea=37% Switzerland=33% 26% — ns

- **Direct Measures of the Objectives: Strengthening Mathematics and Science Education**
  - Percentage of public school 8th graders (1990, 1992)\(^14\) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week
    - work with measuring instruments or geometric solids at least once a week (1990)\(^15\)

**Goal 5: Mathematics and Science**

- **Direct Measure of the Goal: International Student Achievement Comparisons**
  - Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)\(^13\): Taiwan=41% Korea=37% Switzerland=33% 26% — ns

- **Direct Measures of the Objectives: Strengthening Mathematics and Science Education**
  - Percentage of public school 8th graders (1990, 1992)\(^14\) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week
    - work with measuring instruments or geometric solids at least once a week (1990)\(^15\)

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\(^{1}\) Includes live (birth weight) or preterm birth (less than 31 weeks) infants. nutrition

\(^{2}\) Data are undergoing revision. See Appendix A.

\(^{3}\) Does not include those still in high school.


\(^{5}\) Includes traditional high school diploma and alternative credential.

\(^{6}\) Does not include the 1994 update.

\(^{7}\) Includes traditional high school diploma and alternative credential.

\(^{8}\) See Appendix A for technical notes and sources.

\(^{9}\) A complete description of the performance standard can be found in Appendix A. See page 23 for a Guide to Reading the State Pages.

\(^{10}\) Data not available.

\(^{11}\) Includes traditional high school diploma and alternative credential.

\(^{12}\) Does not include the 1994 update.

\(^{13}\) Based on the latest school year.

\(^{14}\) Does not include the 1994 update.

\(^{15}\) Does not include the 1994 update.
Measuring State Progress Toward the Goals and Objectives

**Mathematics and Science (continued)**
b) whose mathematics teachers heavily emphasize:
   - Algebra and functions — 48% 46% **
   - developing reasoning ability to solve unique problems — 48% 52% **
   - communicating mathematics ideas — 43% 47% **
c) who have computers available in their mathematics classroom — 15% 14% **
d) who use calculators in mathematics class at least once a week — 26% 46% **

**Direct Measure of the Objectives: Degrees in Mathematics and Science**
- Mathematics and science degrees as a percentage of all degrees awarded (1991, 1993): **
  - all students — 40% 41% **
  - minorities (Blacks, Hispanics, American Indians) — 40% 38% **
  - females — 36% 37% **

**GOAL 6: Adult Literacy and Lifelong Learning**

**Direct Measure of the Goal: Adult Literacy**
- Percentage of all adults aged 16 and older scoring at or above Level 3 (of 5 levels) in prose literacy (1992): **
  - Pennsylvania 100% 100% **
  - Taiwan 100% 100% **
  - Korea 100% 100% **

**Direct Measure of the Goal: Citizenship**
  - registered to vote — 63% 66% **
  - voting — 56% 61% **

**Direct Measure of the Objectives: Postsecondary Enrollment**
- Percentage of high school graduates in the state who immediately enrolled in a 2- or 4-year college in any state (1992): **
  - Pennsylvania 59% 59% **

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

**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools**
- At School:
  - Percentage of public high school students who reported using the following at least once during the past 30 days (1993): **
    - alcohol — 18% 21% **
    - marijuana — 13% 10% **
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1992): **
  - Pennsylvania — 7% 5% **

Overall
- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993): **
  - Carried a weapon such as a gun, knife, or club on school property — 4% 4% **
  - Did not go to school because student did not feel safe — 4% 4% **

**Direct Measures of the Goal: Schools Free of Violence and Crime**
- Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club: **
  - on public school property — 26% 25% **
  - on school property — 4% 4% **

**GOAL 8: Parental Participation**

**Direct Measures of the Goal: Parent-School Partnerships**
- Percentage of public school principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994): **
  - public school teachers — 18% 21% **
  - public school principals — 13% 10% **
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1996): **
  - establishing curriculum — 3% 15% **
  - hiring new full-time teachers (1994) — 3% 3% **
  - setting discipline policy — 7% 20% **

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**Pennsylvania**

International Comparisons in Mathematics percentage of students who scored at the Proficient or Advanced level in mathematics (1991 and 1993)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pennsylvania</td>
<td>34%</td>
<td>34%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>34%</td>
<td>34%</td>
</tr>
<tr>
<td>Korea</td>
<td>34%</td>
<td>34%</td>
</tr>
<tr>
<td>Switzerland</td>
<td>34%</td>
<td>34%</td>
</tr>
</tbody>
</table>

**Pennsylvania**

Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th></th>
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</tr>
<tr>
<td>Switzerland</td>
<td>34%</td>
<td>34%</td>
</tr>
</tbody>
</table>
Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

<table>
<thead>
<tr>
<th>State</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tennessee</td>
<td></td>
<td></td>
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<tr>
<td>Kansas</td>
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<td></td>
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<tr>
<td>Switzerland</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993): 17
  - all students
  - minorities (Blacks, Hispanics, American Indians)
  - females
  - all students
  - minorities (Blacks, Hispanics, American Indians)
  - females

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1992): 25
- Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 30 days (1993): 23
- Percentage of public high school students who reported that they did not go to school because student did not feel safe

Direct Measures of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994): 21

GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994): 14
  - public school teachers
  - public school principals

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994): 17
  - establishing curriculum
  - hiring new full-time teachers

Data not available due to small sample size.
**RHODE ISLAND**

**Measuring State Progress Toward the Goals and Objectives**

**G O A L 1: Ready to Learn**

<table>
<thead>
<tr>
<th>Direct Measures of the Objectives: Children’s Health and Nutrition</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of infants (per 1,000 born at low birth weight) (below 5.5 pounds) (1990, 1992)</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992)</td>
<td>888</td>
<td>895</td>
</tr>
<tr>
<td>Percentage of infants born in the state with one or more health risks (1990, 1992)</td>
<td>38%</td>
<td>33%</td>
</tr>
<tr>
<td>Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)</td>
<td>82%</td>
<td>—</td>
</tr>
</tbody>
</table>

Direct Measure of the Objectives: Preschool Programs

| Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994) | 42 | 51 |

**G O A L 2: School Completion**

Direct Measure of the Goal: School Completion

| Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993) | 87% | 91% |

Direct Measure of the Objectives: School Dropouts

| Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990) | 5% | — |

**G O A L 3: Student Achievement and Citizenship**

Direct Measure of the Goal: Student Achievement

| Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard | 24% | 27% |

| Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard | 14% | 18% |

Direct Measure of the Goal: Advanced Placement Performance

| Number of Advanced Placement examinations receiving grades of 3 or above in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995) | 15 | 17 |

| — English | 18 | 19 |
| — Mathematics | 10 | 11 |
| — Science | 7 | 9 |
| — Foreign languages | 5 | — |
| — Civics and government | 1 | 2 |
| — Economics | 1 | 2 |
| — Fine arts | 1 | 2 |
| — History | — | — |

**G O A L 4: Teacher Education and Professional Development**

Direct Measure of the Goal: Teacher Education

| Percentage of public secondary school teachers who held (1991, 1994) | 72% | 76% |

| — an undergraduate or graduate degree in their main teaching assignment | — |
| — a teaching certificate in their main teaching assignment | 100% | 100% |

Direct Measure of the Goal: Professional Development

| Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994) | 38% | — |

**G O A L 5: Mathematics and Science**

Direct Measure of the Goal: International Student Achievement Comparisons

| Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with the 3 highest achieving nations (1991 and 1992) | 20% |

| — Taiwan=41% | Korea=37% | Switzerland=32% |

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

| Percentage of public school 8th graders (1990, 1992) | 27% | 38% |

| — whose teachers reported that they do these activities in mathematics class: | — |
| work in small groups at least once a week | — |
| work with measuring instruments or geometric solids at least once a week (1990) | 9% |

**Student Achievement and Citizenship**

| Percentage of public school students who met the Goals Panel’s performance standard in reading and mathematics (1990, 1992, 1994) | 100% |

<table>
<thead>
<tr>
<th>1992 Reading Grade 4</th>
<th>1990 Reading Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and above</td>
<td>Below Goals Panel’s performance standard</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1992 Mathematics Grade 4</th>
<th>1990 Mathematics Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and above</td>
<td>Below Goals Panel’s performance standard</td>
</tr>
</tbody>
</table>

**Professional Development**

| Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994) | 38% |

| — uses of educational technology | — |
| — methods of teaching subject field | — |
| — in-depth study in subject field | — |

**Direct Measure of the Objectives: Teaching Diverse Student Populations**

| Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994) | 29% |

| — percentage of teachers who reported 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 (1994) | 11% |

**Baseline**

<table>
<thead>
<tr>
<th>1990</th>
<th>1993</th>
</tr>
</thead>
<tbody>
<tr>
<td>82%</td>
<td>87%</td>
</tr>
<tr>
<td>15%</td>
<td>17%</td>
</tr>
</tbody>
</table>

**Recent**

<table>
<thead>
<tr>
<th>1994</th>
<th>1994</th>
</tr>
</thead>
<tbody>
<tr>
<td>27%</td>
<td>27%</td>
</tr>
<tr>
<td>38%</td>
<td>38%</td>
</tr>
</tbody>
</table>

**Most**

<table>
<thead>
<tr>
<th>1992</th>
<th>1992</th>
</tr>
</thead>
<tbody>
<tr>
<td>87%</td>
<td>91%</td>
</tr>
<tr>
<td>18%</td>
<td>20%</td>
</tr>
</tbody>
</table>

---

**Source:** National Center for Education Statistics and Westat, Inc., 1996

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**Data not available.**

**ns Interpret with caution. Change was not statistically significant.**

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**See page 22 for a Guide to Reading the State Pages.**

See Appendix A for technical notes and sources.


See Appendix A for technical notes and sources.
**RHODE ISLAND**

**Measuring State Progress Toward the Goals and Objectives**

### GOAL 1: Ready to Learn

**Direct Measures of the Objectives: Children’s Health and Nutrition**

- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1992)\(^1\): 62/63
- Number of mothers (per 1,000 receiving early first trimester prenatal care) (1990, 1992): 868/885
- Percentage of infants born in the state with one or more health risks (1990, 1992): 38\%/33\%\
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994): 82\%

**Direct Measure of the Objectives: Preschool Programs**

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994): 42/51

**GOAL 2: School Completion**

**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993): 87\%/91\%\(^\star\)

**Direct Measure of the Objectives: School Dropouts**

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990): 5\% —

**GOAL 3: Student Achievement and Citizenship**

**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard\(^1\)
  - Grade 4 (1992, 1994): 24\%/27\%\(^\star\)
  - Grade 8 (1990, 1992): 14\%/16\%\(^\star\)

**Direct Measure of the Goal: Advanced Placement Performance**

- Number of Advanced Placement examinations receiving grades of 3 or above in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994):
  - English: 18/19
  - Mathematics: 10/11
  - Science: 7/9
  - Foreign languages: 5
  - Civics and government: 1/2
  - Economics: 1/2
  - Fine arts: 1/2
  - History: 15/17

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

**Direct Measure of the Goal: Teacher Education**

- Percentage of public secondary school teachers who held (1991, 1994): 100\%/100\%\(^\star\)
  - an undergraduate or graduate degree in their main teaching assignment —
    - a teaching certificate in their main teaching assignment

**Direct Measure of the Goal: Professional Development**

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):
  - use of educational technology —
    - methods of teaching subject field
    - in-depth study in subject field —
    - student assessment

**Direct Measure of the Objectives: Teaching Diverse Student Populations**

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994): 29\%

**Direct Measure of the Objectives: Teacher Support**

- Percentage of public secondary school teachers who reported 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, 1994): 11\%/7\%

**GOAL 5: Mathematics and Science**

**Direct Measure of the Goal: International Student Achievement Comparisons**

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):
  - Taiwan=41\%      Korea=37\%      Switzerland=33\% 20\% —

**Direct Measures of the Objectives: Strengthening Mathematics and Science Education**

- Percentage of public school 8th graders (1990, 1992):
  - in whom teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week
    - work with measuring instruments or geometric solids at least once a week (1990): 27\%/38\%

**Goals and Objectives**

- History 15 17 ns
  - Economics 1 2 ns
  - Civics and government 1 2 ns
  - Science 7 9 ns
  - Mathematics 10 11 ns
  - English 18 19 ns

**Recent Update**

- Grade 8 (1990, 1992) 18\% 20\% ns
- Reading Grade 4 (1990, 1992) 18\% 20\% ns
- Science Grade 8 (1990, 1992) 18\% 20\% ns

**Baseline**

- Reading Grade 4 (1990, 1992) 18\% 20\% ns
- Science Grade 8 (1990, 1992) 18\% 20\% ns

---

1. Does not include those still in high school.
2. Includes traditional high school diplomas and alternative credential.
3. Does not include the student still in high school.
4. Includes traditional high school diplomas and alternative credential.
5. Interpret with caution—Change was not statistically significant.

---

**See Appendix A for technical notes and sources.**
RHODE ISLAND

Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Mathematics and Science (continued)</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) whose mathematics teachers heavily emphasize:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Algebra and functions</td>
<td>43%</td>
<td>46%</td>
</tr>
<tr>
<td>- developing reasoning ability to solve unique problems</td>
<td>43%</td>
<td>52%</td>
</tr>
<tr>
<td>- communicating mathematics ideas</td>
<td>37%</td>
<td>46%</td>
</tr>
<tr>
<td>c) who have computers available in their mathematics classroom</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>d) who use calculators in mathematics class at least once a week</td>
<td>22%</td>
<td>47%</td>
</tr>
</tbody>
</table>

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Rhodense data not available.
- Change was not statistically significant.

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of five levels) in Prose literacy (1992)2
- Percentage of public high school students who reported using the following at least once during the past 30 days (1993)2
  - reading a book or magazine for pleasure
  - writing letters or greeting cards
  - listening to music
  - watching TV
  - playing a musical instrument

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1990, 1992)2
  a) registered to vote
  b) voting

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any year (1992)2

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)2

GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994)2

Violence and Crime

- Percentage of public school students who reported 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)2

Data not available. Interpret with caution. Change was not statistically significant.
Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:
   - Algebra and functions 43% 46% **
   - developing reasoning ability to solve unique problems 43% 52% **
   - communicating mathematics ideas 37% 46% **
c) who have computers available in their mathematics classroom 16% 15% **
d) who use calculators in mathematics class at least once a week 22% 47%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)**
  - all students 34% 35%
  - minorities (Blacks, Hispanics, American Indians) 40% 42%
  - females 31% 32%
  - all students 34% 35%
  - minorities (Blacks, Hispanics, American Indians) 40% 42%
  - females 31% 32%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)**

Direct Measure of the Goal: Citizenship

  a) registered to vote 73% 79%
  b) voting 64% 72%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)**
  64% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once during the past 30 days (1993)**
  - alcohol —
  - marijuana —

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)**

Direct Measure of the Goal: Parent-School Partnerships

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)
  - establishing curriculum 3% 6% **
  - hiring new full-time teachers (1994) 6% 12% **

Overall

- Percentage of public high school students who reported (1990, 1993)**
  a) Using the following at least once during the past 30 days:
    - marijuana —
    - cocaine —
  b) Having few or more drinks in a row during the past 30 days —

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)**
  a) Carried a weapon such as a gun, knife, or club on school property —
  b) Did not go to school because student did not feel safe —

- Percentage of public high school students who reported 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)**

- Percentage of public high school students who reported that they were in a physical fight on school property —

- Percentage of public school teachers who reported that a student from their school threatened to injure or physically attacked them in the past 12 months (1994)**

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)**
  52% 43% **

GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1996)**

  - public school teachers 20% 26% **
  - public school principals 11% 7% **

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1996)**
  - establishing curriculum 3% 6% **
  - hiring new full-time teachers (1994) 6% 12% **
  - setting discipline policy 6% 12% **
### GOAL 1: Ready to Learn

#### Direct Measures of the Objectives: The Children’s Health and Nutrition
- **Number of infants (per 1,000 born at low birthweight (below 5.5 pounds))**: 1990 (87), 1992 (90)
- **Number of mothers (per 1,000) receiving early (first trimester) prenatal care**: 1990 (688), 1992 (713)
- **Percentage of infants born in the state with one or more health risks (1990, 1992)**: 1990 (43%), 1992 (40%)

#### Direct Measure of the Objectives: Preschool Programs
- **Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)**: 1991 (52), 1994 (59)

### GOAL 2: School Completion

#### Direct Measure of the Goal: School Completion
- **Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)**: 1990 (83%), 1993(87%)

#### Direct Measure of the Objectives: School Dropouts
- **Percentage of students in Grades 9-12 who left school without completing a recognized secondary program**: 1992 —

### GOAL 3: Student Achievement and Citizenship

#### Direct Measure of the Goal: Student Achievement
- **Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard**: 1992 (19%), 1994 (16%)

#### Direct Measure of the Objective: Advanced Placement Performance
- **Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994)**:
  - Science: 1991 (12), 1994 (14)
  - Foreign languages: 1991 (1), 1994 (1)
  - Economics: 1991 (1), 1994 (1)
  - History: 1991 (16), 1994 (17)

### GOAL 4: Teacher Education and Professional Development

#### Direct Measure of the Goal: Teacher Education
- **Percentage of public secondary school teachers who hold (1991, 1994)**:
  - an undergradate or graduate degree in their main teaching assignment: 1991 (88%), 1994 (83%)
  - a teaching certificate in their main teaching assignment: 1991 (95%), 1994 (95%)

#### Direct Measure of the Goal: Professional Development
- **Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)**:
  - use of educational technology: 1994 (42%)
  - methods of teaching subject field: 1994 (61%)
  - in-depth study in subject field: 1994 (24%)
  - student assessment: 1994 (46%)

#### Direct Measure of the Objectives: Teaching Diverse Student Populations
- **Percentage of public school teachers with limited English proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)**: 1994 (11%)

#### Direct Measure of the Objectives: Teacher Support
- **Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a mentor or master teacher (1991, 1994)**: 1991 (14%), 1994 (18%)

### GOAL 5: Mathematics and Science

#### Direct Measure of the Goal: International Student Achievement Comparisons
- **Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)**: 1991 (Taiwan=41%), 1992 (Korea=37%, Switzerland=32%)

#### Direct Measure of the Objectives: Strengthening Mathematics and Science Education
- **Percentage of public school 8th graders (1992)**:
  - whose teachers reported that they did these activities in mathematics class:
    - work in small groups at least once a week: 1992 (47%)
    - work with measuring instruments or geometric solids at least once a week: 1992 (8%)

### SOUTH CAROLINA Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade 4</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>81%</td>
<td>99%</td>
</tr>
<tr>
<td>1991</td>
<td>77%</td>
<td>97%</td>
</tr>
<tr>
<td>1992</td>
<td>80%</td>
<td>98%</td>
</tr>
</tbody>
</table>

#### High School Completion
- **Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)**: 1990 (83%), 1993 (87%)

#### GOAL 2: School Completion
- **Percentage of students in Grades 9-12 who left school without completing a recognized secondary program**: 1992 —

#### GOAL 3: Student Achievement and Citizenship
- **Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard**: 1992 (19%), 1994 (16%)

#### GOAL 4: Teacher Education and Professional Development
- **Percentage of public secondary school teachers who hold (1991, 1994)**:
  - an undergradate or graduate degree in their main teaching assignment: 1991 (88%), 1994 (83%)
  - a teaching certificate in their main teaching assignment: 1991 (95%), 1994 (95%)

#### GOAL 5: Mathematics and Science
- **Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)**: 1991 (Taiwan=41%), 1992 (Korea=37%, Switzerland=32%)


SOUTH CAROLINA

Measuring State Progress Toward the Goals and Objectives

GOAL 1: Ready to Learn

Direct Measures of the Objectives: The Children’s Health and Nutrition

- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1992) with a high school credential (1990, 1993)6 83% 87% ns

Direct Measure of the Objectives: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)6 83% 87% ns

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)6 83% 87% ns

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard1

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994)6 98% 89% 62% 83% 10%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)2

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):10

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1992)2

* Data not available due to small sample size.

** Interpret with caution. Change was not statistically significant.

**SOUTH CAROLINA**

### Measuring State Progress Toward the Goals and Objectives

#### Mathematics and Science (continued)

- **b)** whose mathematics teachers heavily emphasize:
  - Algebra and functions: 36% —
  - Developing reasoning ability to solve unique problems: 51% —
  - Communicating mathematics ideas: 54% —
  - Who have computers available in their mathematics classroom: 24% —
  - Who use calculators in mathematics class at least once a week: 47% —

#### Direct Measure of the Objectives: Degrees in Mathematics and Science

- **Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):**
  - All students: 37% 39% ns
  - Minorities (Blacks, Hispanics, American Indians): 38% 38% ns
  - Females: 34% 35% ns

#### GOAL 6: Adult Literacy and Lifelong Learning

**Direct Measure of the Goal: Adult Literacy**
- **Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Praise Literacy (1992):**
  - 24% 24% ns

**Direct Measure of the Goal: Citizenship**
- **Percentage of all U.S. citizens (1988, 1992):**
  - a) Registered to vote: 61% 66% ns
  - b) Voting: 50% 59% ns

**Direct Measure of the Objectives: Postsecondary Enrollment**
- **Percentage of high school graduates in the state who immediately enrolled in 2 or 4-year colleges in any year (1992):**
  - 43% —

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

**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools**

- **Percentage of public high school students who reported the following at least once during the past 30 days (1993):**
  - Alcohol: 8% —
  - Marijuana: 4% —

- **Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1994):**
  - 20% —

**GOAL 8: Parental Participation**

**Direct Measures of the Goal: Parent-School Partnerships**
- **Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):**
  - Public school teachers: 20% 28% ns
  - Public school principals: 22% 27% ns

- **Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):**
  - Establishing curriculum: 11% 12% ns
  - Hiring new full-time teachers: 0% 0% ns
  - Setting discipline policy: 11% 18% ns

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**Note:** See the 1995 Goals Report for additional information. See Appendices A for technical notes and sources.
Measuring State Progress Toward the Goals and Objectives

SOUTH CAROLINA

International Comparisons in Mathematics

<table>
<thead>
<tr>
<th>Percentage of students who scored at the Proficient or Advanced level in mathematics (1991 and 1992)</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Carolina 19%</td>
</tr>
<tr>
<td>Taiwan 29%</td>
</tr>
<tr>
<td>Korea 33%</td>
</tr>
<tr>
<td>Switzerland 61%</td>
</tr>
</tbody>
</table>

Data not available.

SOUTH CAROLINA

Measuring State Progress Toward the Goals and Objectives

Mathematics and Science (continued)
b) whose mathematics teachers heavily emphasize:

- Algebra and functions
- developing reasoning ability to solve unique problems
- communicating mathematics ideas
- c) who have computers available in their mathematics classroom
- d) who use calculators in mathematics class at least once a week

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded (1991, 1993)4

- all students
- minorities (Blacks, Hispanics, American Indians)
- females

Percentage of students who scored at the Proficient or Advanced level in mathematics (1991 and 1992)

2 Plus or minus 2 percentage points.

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-Free Schools

Direct Measures of the Goal: Alcohol- and Drug-Free Students and Schools

At School

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1992)4

Overall

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)4

a) Using the following at least once during the past 30 days:
- marijuana
- cocaine

b) Having five or more drinks in a row during the past 30 days

GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school students who reported that lack of parental involvement in their school was a serious problem (1991, 1994)4

- public school teachers
- public school principals

- Percentage of public school principals who reported that the parent association in their school has influenced the following decisions and policies (1991, 1994)4

- establishing curriculum
- hiring new full-time teachers
- setting discipline policy

Data not available. Interpret with caution. Change was not statistically significant.

SOUTH CAROLINA

Measuring State Progress Toward the Goals and Objectives

Baseline Most Recent

Update

<table>
<thead>
<tr>
<th>States and Territories</th>
<th>1991</th>
<th>1993</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Carolina</td>
<td>37%</td>
<td>39%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>61%</td>
<td>68%</td>
</tr>
<tr>
<td>Korea</td>
<td>50%</td>
<td>59%</td>
</tr>
</tbody>
</table>

Source: Educational Testing Service, 1993
SOUTH DAKOTA

Measuring State Progress Toward the Goals and Objectives

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children's Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1992)\(^1\) 51 52
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992)\(^1\) 787 790
- Percentage of infants born in the state with one or more health risks (1990, 1992)\(^1\) — —
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990)\(^4\) 74% —

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)\(^2\) 62 66

GOAL 2: School Completion

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1992)\(^3\) 88% 93% ns

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)\(^2\) — —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard\(^7\) — —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard\(^6\)
  - Grade 4 (1992): — —
  - Grade 8 (1990, 1992): — —

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)\(^1\)
  - English: 3 7
  - Mathematics: 2 3
  - Science: 1 4
  - Foreign languages: 0 <1
  - Civics and government: <1 2
  - Economics: 9 1
  - Fine arts: <1 0
  - History: 3 2


---

SOUTH DAKOTA

Measuring State Progress Toward the Goals and Objectives

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education
- Percentage of public school secondary teachers who hold (1991, 1994)\(^11\)
  - an undergraduate or graduate degree in their main teaching assignment 92% 98% \(^{**}\)
  - a teaching certificate in their main teaching assignment 99% 99%

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)\(^11\)
  - use of educational technology 61% —
  - methods of teaching subject field 55% —
  - in-depth study in subject field 20% —
  - student assessment 45% —

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1990)\(^11\)
  8% —

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported 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, 1994)\(^11\)
  15% 13% \(^{**}\)

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)\(^15\)
  Taiwan=41% Korea=37% Switzerland=33% — —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992)\(^14\)
  whose teachers reported that they do these activities in mathematics class:
  - work in small groups at least once a week — —
  - work with measuring instruments or geometric solids at least once a week — —


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See page 23 for a Guide to Reading the State Pages.
### Measuring State Progress Toward the Goals and Objectives

#### SOUTH DAKOTA

#### GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1992)\(^1\) 51 52
- Number of mothers (per 1,000) receiving early first (trimester) prenatal care (1990, 1992)\(^1\) 797 793
- Percentage of infants born in the state with one or more health risks (1990, 1992)\(^1\) — —
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990)\(^4\) 74% —

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)\(^2\) 62 66

#### GOAL 2: School Completion

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)\(^6\) 88% 93% ns

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)\(^2\) — —

#### GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard\(^9\): —
  - Grade 4 (1992) — —
  - Grade 8 (1990, 1992) — —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard\(^9\): —
  - Grade 4 (1992) — —
  - Grade 8 (1990, 1992) — —

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)\(^11\) —
  - English 3 7
  - Mathematics 2 3
  - Science 1 4
  - Foreign languages 0 <1
  - Civics and government <1 2
  - Economics 0 1
  - Fine arts <1 0
  - History 2 3

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

Direct Measure of the Goal: Teacher Education
- Percentage of public secondary school teachers who hold (1991, 1994)\(^4\)
  - an undergraduate or graduate degree in their main teaching assignment 92% 97% **
  - a teaching certificate in their main teaching assignment 99% 99%

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)\(^2\)
  - use of educational technology 61% —
  - methods of teaching subject field 55% —
  - in-depth study in subject field 26% —
  - student assessment 45% —

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1990)\(^2\) 8% —

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported 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, 1994)\(^13\) 15% 13% **

#### GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)\(^14\)
  - Japan-11% Korea-37% Switzerland-32%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992)\(^14\)
  - whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week — —
    - work with measuring instruments or geometric solids at least once a week — —
  - whose teachers reported that they do these activities in science class:
    - in-depth study in subject field — —
    - methods of teaching subject field — —

#### SOUTH DAKOTA

### Measuring State Progress Toward the Goals and Objectives

#### Baseline | Most Recent Update
---|---
88% | 93% ns
0% | 100%
1990 | 1993

---

1. Does not include those still in high school.
2. See Appendix A for technical notes and sources.
4. Does not include high school credential.
6. * Data not reported due to small sample size.
7. Data are undergoing revision.
8. See Appendix A.
9. See Appendix A for technical notes and sources.
Mathematics and Science (continued)

- Algebra and functions
- Developing reasoning ability to solve unique problems
- Communicating mathematics ideas
- Who has computer available in their mathematics classroom
- Who use calculators in mathematics class at least once a week

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)
  - All students
  - Minorities (Blacks, Hispanics, American Indians)
  - Females

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 of 5 levels in prose literacy (1992)

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992)
  - Registered to vote
  - Voting

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1992)

- Percentage of public high school students who reported being threatened or injured with a weapon such as a gun, knife, or club on school property during the past 30 days (1993)

- Percentage of public high school students who reported that lack of parental involvement in their school had influence on the following decisions and policies (1991, 1994)

GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school principals who reported that lack of parental involvement in their school was a serious problem (1991, 1996)

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1996)
  - Establishing curriculum
  - Hiring new full-time teachers
  - Setting discipline policy

- Percentage of public high school students who reported that lack of parental involvement in their school had influence on the following decisions and policies (1991, 1996)

- Percentage of public high school students who reported that lack of parental involvement in their school had influence on the following decisions and policies (1991, 1996)
SOUTH DAKOTA

Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Goal</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics and Science (continued)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) whose mathematics teachers heavily emphasize:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Algebra and functions</td>
<td>— —</td>
<td></td>
</tr>
<tr>
<td>– developing reasoning ability to solve unique problems</td>
<td>— —</td>
<td></td>
</tr>
<tr>
<td>– communicating mathematics ideas</td>
<td>— —</td>
<td></td>
</tr>
<tr>
<td>c) who have computers available in their mathematics classroom</td>
<td>— —</td>
<td></td>
</tr>
<tr>
<td>d) who use calculators in mathematics class at least once a week</td>
<td>— —</td>
<td></td>
</tr>
<tr>
<td><strong>Direct Measure of the Objectives: Degrees in Mathematics and Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— all students</td>
<td>44% 43%</td>
<td></td>
</tr>
<tr>
<td>— minorities (Blacks, Hispanics, American Indians)</td>
<td>30% 34%</td>
<td></td>
</tr>
<tr>
<td>— females</td>
<td>38% 37%</td>
<td></td>
</tr>
<tr>
<td><strong>GOAL 6: Adult Literacy and Lifelong Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Direct Measure of the Goal: Adult Literacy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)**</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Direct Measure of the Goal: Citizenship</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Percentage of all U.S. citizens (1988, 1992)**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) registered to vote</td>
<td>85% 80%</td>
<td></td>
</tr>
<tr>
<td>b) voting</td>
<td>72% 70% **</td>
<td></td>
</tr>
<tr>
<td><strong>Direct Measure of the Objectives: Postsecondary Enrollment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1990)**</td>
<td>53% —</td>
<td></td>
</tr>
<tr>
<td><strong>GOAL 7: Safe, Disciplined, and Alcohol-and Drug-free Schools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Direct Measures of the Goal: Alcohol-and Drug-free Students and Schools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Percentage of public high school students who reported the following at least once at school during the past 30 days (1990)**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– alcohol</td>
<td>10% —</td>
<td></td>
</tr>
<tr>
<td>– marijuana</td>
<td>4% —</td>
<td></td>
</tr>
<tr>
<td>• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1990)**</td>
<td>19% —</td>
<td></td>
</tr>
</tbody>
</table>

---

**SOUTH DAKOTA**

Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Goal</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Percentage of public high school students who reported (1990, 1993)**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Using the following at least once during the past 30 days:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– marijuana</td>
<td>12% 10% **</td>
<td></td>
</tr>
<tr>
<td>– cocaine</td>
<td>2% 3% **</td>
<td></td>
</tr>
<tr>
<td>b) Having five or more drinks in a row during the past 30 days</td>
<td>42% 44% **</td>
<td></td>
</tr>
<tr>
<td><strong>Direct Measures of the Goal: Schools Free of Violence and Crime</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1990)**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Carried a weapon such as a gun, knife, or club on school property</td>
<td>10% —</td>
<td></td>
</tr>
<tr>
<td>b) Did not go to school because student did not feel safe</td>
<td>3% —</td>
<td></td>
</tr>
<tr>
<td>• Percentage of public high school students who reported 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)**</td>
<td>6% —</td>
<td></td>
</tr>
<tr>
<td>• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)**</td>
<td>14% —</td>
<td></td>
</tr>
<tr>
<td>• Percentage of public school teachers who reported that a student from their school threatened to injure or physically attacked them in the past 12 months (1990)**</td>
<td>8% —</td>
<td></td>
</tr>
<tr>
<td><strong>Direct Measure of the Goal: Disciplined Environments Conducive to Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)**</td>
<td>31% 40%</td>
<td></td>
</tr>
</tbody>
</table>

---

**SOUTH DAKOTA**

School Safety

<table>
<thead>
<tr>
<th>Percentage of public high school students who reported that they did the following at least once during the past 30 days (1990)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not go to school because student did not feel safe</td>
<td>1% 0% 2% 4% 6% 8% 10%</td>
<td></td>
</tr>
<tr>
<td>Carried a weapon on school property</td>
<td>5% 10% 15% 20% 25% 30% 35% 40% 45% 50%</td>
<td></td>
</tr>
</tbody>
</table>

**Parent-School Partnerships**

<table>
<thead>
<tr>
<th>Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)**</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing a drug-free school policy</td>
<td>0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%</td>
<td></td>
</tr>
<tr>
<td>Setting discipline policy</td>
<td>0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%</td>
<td></td>
</tr>
</tbody>
</table>

**GOAL 8: Parent Participation**

**Direct Measures of the Goal: Parent-School Partnerships**

<table>
<thead>
<tr>
<th>Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1990)**</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>public school teachers</td>
<td>18% 18%</td>
<td></td>
</tr>
<tr>
<td>public school principals</td>
<td>10% 11% **</td>
<td></td>
</tr>
<tr>
<td>Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>establishing curriculum</td>
<td>5% 8% **</td>
<td></td>
</tr>
<tr>
<td>hiring new full-time teachers</td>
<td>2% 3% **</td>
<td></td>
</tr>
<tr>
<td>setting discipline policy</td>
<td>13% 14% **</td>
<td></td>
</tr>
</tbody>
</table>

---

Source: National Center for Education Statistics and Westat, Inc., 1995
### Measuring State Progress Toward the Goals and Objectives

#### TENNESSEE

<table>
<thead>
<tr>
<th>Children's Health Index</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of infants born &lt; 1500 grams (1990)</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Percentage of infants born &lt; 500 grams (1990)</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Percentage of infants born &lt; 2500 grams (1990)</td>
<td>20%</td>
<td>19%</td>
</tr>
</tbody>
</table>

#### GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children's Health and Nutrition
- Number of infants (per 1,000 live births) (1990, 1992): 82, 85
- Number of mothers (per 1,000 live births) receiving early first trimester prenatal care (1990, 1992): 776, 790
- Percentage of infants born (1990, 1992): 38%, 38%
- Percentage of 2-year-olds who have been fully immunized (1990): 74% —

#### GOAL 2: School Completion

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1992): 77%, 82%

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992): —

#### GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard: 20%, 22%

Direct Measure of the Objectives: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):
  - English: 14, 17
  - Mathematics: 7, 9
  - Science: 6, 8
  - Foreign languages: 11
  - Civics and government: 2, 2
  - Economics: 1, 1
  - Fine arts: 2, 2
  - History: 10, 13


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

Direct Measure of the Goal: Teacher Education
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):
  - use of educational technology
  - methods of teaching subject field
  - in-depth study in subject field
  - student assessment

#### GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):
  - Japan: 86%
  - Taiwan: 62%
  - Korea: 73%

Direct Measure of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders who reported that they do these activities in mathematics class:
  - work in small groups at least once a week
  - work with measuring instruments or geometric solids at least once a week

Source: National Center for Education Statistics, 1993 and 1995

---

Data not available.
Insufficient sample size. Change was not statistically significant. See Appendix A for technical notes and sources.

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Interpret with caution. Change was not statistically significant.
Measuring State Progress Toward the Goals and Objectives

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1992)
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992)
- Number of infants born in the state with one or more health risks (1990, 1992)
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)

GOAL 2: School Completion

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993) 77% 82%

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990, 1992)

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard
- Grade 4 (1992, 1994) 20% 22%
- Grade 8 (1992) 15% 17%

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)
  - English 14 17
  - Mathematics 7 9
  - Science 6 8
  - Foreign languages 1 1
  - Civics and government 2 2
  - Economics 1 1
  - Fine arts 2 2
  - History 10 13

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)
  - use of educational technology
  - methods of teaching subject field
  - in-depth study in subject field

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1992) 8%

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a mentor or master teacher (1991, 1994) 23% 27%

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 2 highest achieving nations (1991 and 1993)
  - Taiwan-41% Kosovo-37% Switzerland-32% 15%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1992, 1993)
  - whose teachers reported that they do these activities in mathematics class
    - work in small groups at least once a week
    - work with measuring instruments or geometric solids at least once a week
  - whose teachers reported that they do these activities in science class

Source: National Center for Education Statistics and Westat, Inc., 1995

See Appendix A for technical notes and sources.
TENNESSEE

Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Mathematics and Science (continued)</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) whose mathematics teachers heavily emphasize:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Algebra and functions</td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td>- developing reasoning ability to solve unique problems</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>- communicating mathematics ideas</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td>c) who have computers available in their mathematics classroom</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>d) who use calculators in mathematics class at least once a week</td>
<td>37%</td>
<td></td>
</tr>
</tbody>
</table>

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991–1993):
  - all students | 30% | 39% |
  - minorities (Blacks, Hispanics, American Indians) | 40% | 39% |
  - females | 32% | 35% |

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1991):
  - Data not available.

Direct Measure of the Goal: Citizenship

  - registered to vote | 66% | 65% ns |
  - voting | 52% | 56% ns |

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):
  - Data not available.

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once during the past 30 days (1993):
  - alcohol | 5% |       |
  - marijuana | 3% |       |
  - cocaine | 1% |       |
- Percentage of public high school students who reported being offered, sold, or given illegal drugs on school property during the past 12 months (1993):
  - Data not available.

Parent-School Partnerships

Percentage of public school principals who reported that they did the following at least once during the past 30 days (1993):

1. Such as a gun, knife, or club.

Source: Center for Disease Control and Prevention, 1994.

Establishing curricula

- Data not available.

Hiring non-full-time teachers

- Data not available.

Setting discipline policy

- Data not available.

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

**Note:** Data not available or not statistically significant.


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Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>TENNESSEE</th>
<th>TENNESSEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Comparisons in Mathematics</td>
<td>Percentage of students who scored at the Proficient or Advanced level in mathematics (1991 and 1992)</td>
</tr>
<tr>
<td>Tennessee</td>
<td>%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>%</td>
</tr>
<tr>
<td>Korea</td>
<td>%</td>
</tr>
<tr>
<td>Switzerland</td>
<td>%</td>
</tr>
</tbody>
</table>

Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- Algebra and functions 42% —
- Developing reasoning ability to solve unique problems 45% —
- Communicating mathematics ideas 43% —
- Have computers available in their mathematics classroom 18% —
- Use calculators in mathematics class at least once a week 37% —

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993): 11% 20% 31% 40% 49% 66%
- Mathematics (all students) 30% 35% 39% 40% 37% 35%
- Minority (Blacks, Hispanics, American Indians) 40% 39% 35% 35% 32% 27%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 of 5 levels in PISA literacy (1992): 5% 20% 40% 60% 80% 100%

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992): 66% 65% 65% 60% 60% 60%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992): 40% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Schools and Students

- Percentage of public high school students who reported being offended, sold, or given illegal drugs on school property during the past 12 months (1993): 22%

- Percentage of high school students who reported being offered, sold, or given illegal drugs on school property during the past 12 months (1993): 22%

- Percentage of high school students who reported being offered, sold, or given illegal drugs on school property during the past 12 months (1993): 22%

- Percentage of high school students who reported using the following at least once during the past 30 days (1993): 20%
- Alcohol 5% —
- Marijuana 17% —
- Cocaine 2% —
- Prevalence 37% —

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of high school students who reported that they did the following at least once during the past 30 days (1993): 18%
- Carried a weapon such as a gun, knife, or club on school property 18% —
- Did not go to school because student did not feel safe 4% —

- Percentage of high school students who reported 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): 9%

- Percentage of high school students who reported that they did the following at least once during the past 30 days (1993): 21%
- a) Carried a weapon such as a gun, knife, or club on school property 18% —
- b) Did not go to school because student did not feel safe 4% —

- Percentage of high school students who reported that they did the following at least once during the past 12 months (1993): 15%
- a) Carried a weapon such as a gun, knife, or club on school property 18% —
- b) Did not go to school because student did not feel safe 4% —

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994): 35% 40%

GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994): 35% 40%
- Public school teachers 29% 30%
- Public school principals 18% 13% 4%

- Percentage of public school principals who reported that the parent association in their school had influence on the following decisions and policies (1991, 1994): 35% 40%
- Establishing curriculum 6% 6%
- Hiring new full-time teachers 3% 4% 5%
- Setting discipline policy 16% 13% 4%
### Measuring State Progress Toward the Goals and Objectives

#### GOAL 1: Ready to Learn

**Direct Measures of the Objectives:** Children’s Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1992):
  - 1990: 88
  - 1992: 70
- Number of mothers (per 1,000 receiving early first trimester prenatal care (1990, 1992)):
  - 1990: 680
  - 1992: 703
- Percentage of infants born in the state with one or more health risks (1990, 1992):
  - 1990: 32%
  - 1992: 31%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990):
  - 1990: 71%

**Direct Measure of the Objectives:** Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994):
  - 1991: 29
  - 1994: 33

**Direct Measure of the Goal:** School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1992):
  - 1990: 70%
  - 1992: 81% **ns**

**Direct Measure of the Objectives:** School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990):
  - 1990: 5% **ns**

#### GOAL 2: School Completion

**Direct Measure of the Goal:** School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1992):
  - 1990: 70%
  - 1992: 81% **ns**

**Direct Measure of the Objectives:** School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990):
  - 1990: 5% **ns**

#### GOAL 3: Student Achievement and Citizenship

**Direct Measure of the Goal:** Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard:
  - Grade 4 (1992, 1994): 20% 22% **ns**
  - Grade 8 (1990, 1992): 16% 18% 21% **ns**

**Direct Measure of the Goal:** Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or 4 in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):
  - English: 13
  - Mathematics: 23
  - Science: 8
  - Foreign languages: 8
  - Civics and government: 3
  - Economics: 4
  - Fine arts: 1
  - History: 1

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

**Direct Measure of the Goal:** Teacher Education
  - an undergraduate or graduate degree in their main teaching assignment: 94% 93% **ns**
  - a teaching certificate in their main teaching assignment: 97% 98% **ns**

**Direct Measure of the Goal:** Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1990, 1992):
  - uses of educational technology:
    - methods of teaching subject field: 62% **ns**
    - in-depth study in subject field: 82% **ns**
  - student assessment: 57% **ns**

**Direct Measure of the Objectives:** Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1990, 1991, 1992):
  - 1990: 78%
  - 1991: 81%
  - 1992: 84%

**Direct Measure of the Objectives:** Teacher Support
- Percentage of public school teachers who reported 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, 1994):
  - 1991: 28%
  - 1994: 30%

**Direct Measure of the Goal:** Mathematics and Science
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):
  - Taiwan=41%  Korea=37% Switzerland=33% 21% **ns**

**Direct Measure of the Objectives:** Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992):
  - whose teachers reported that they did these activities in mathematics class:
    - work in small groups at least once a week: 39% 55% **ns**
    - work with measuring instruments or geometric solids at least once a week (1990): 8% **ns**

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Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not included.

**ns** Interpret with caution. Change was not statistically significant.

See page 23 for a Guide to Reading the State Pages. See Appendix A for technical notes and sources.
**GOAL 1: Ready to Learn**

### Direct Measures of the Objectives: Children’s Health and Nutrition

- **Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1992)**: 80, 70
- **Number of mothers (per 1,000 receiving early first trimester prenatal care (1990, 1992))**: 600, 703
- **Percentage of infants born in the state with one or more health risks (1990, 1992)**: 32%, 31%
- **Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)**: 71%

### Direct Measure of the Objectives: Preschool Programs

- **Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)**: 29, 33

**Source:** National Center for Health Statistics and Westat, Inc., 1995

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**GOAL 2: School Completion**

### Direct Measure of the Goal: School Completion

- **Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1992)**: 78%, 81%

### Direct Measure of the Objectives: School Dropouts

- **Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)**: 5%

**Source:** National Center for Education Statistics and Planning, Inc., 1995

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**GOAL 3: Student Achievement and Citizenship**

### Direct Measure of the Goal: Student Achievement

- **Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard**:
  - Grade 4 (1992, 1994): 20%, 22%
  - Grade 8 (1990, 1992): 18%, 21%

**Source:** National Center for Education Statistics, 1990 and 1994

---

### Direct Measure of the Goal: Advanced Placement Performance

- **Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994)**:
  - English: 13, 23
  - Mathematics: 8
  - Science: 4
  - Foreign languages: 0
  - Civics and government: 2, 4
  - Economics: 2
  - Fine arts: <1
  - History: 4

**Source:** National Center for Education Statistics and Westat, Inc., 1995

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### GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- **Percentage of public secondary school teachers who held (1991, 1994)**:
  - an undergraduate or graduate degree in their main teaching assignment: 54%, 51%
  - a teaching certificate in their main teaching assignment: 97%, 96%

### Direct Measure of the Goal: Professional Development

- **Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)**:
  - use of educational technology: 62% —
  - methods of teaching subject field: 75% —
  - in-depth study in subject field: 42% —
  - student assessment: 57% —

### Direct Measure of the Objectives: Teaching Diverse Student Populations

- **Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)**: 28%

**Source:** National Center for Education Statistics, 1990 and 1994

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### GOAL 5: Mathematics and Science

### Direct Measure of the Goal: International Student Achievement Comparisons

- **Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)**:
  - Takam–Korea–Switzerland: 21%

### Direct Measure of the Objectives: Strengthening Mathematics and Science Education

- **Percentage of public school 8th graders (1990, 1992)**:
  - whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week: 39% 55%
    - work with measuring instruments or geometric solids at least once a week (1990): 8%

**Source:** National Center for Education Statistics, 1990 and 1994

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**Student Achievement**

- **Percentage of public school students who met the Goals Panel’s performance standard in reading and mathematics (1990, 1992)**
  - Reading: 81%, 84%
  - Mathematics: 82%, 80%
### Measuring State Progress Toward the Goals and Objectives

#### Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- Algebra and functions
- Developing reasoning ability to solve unique problems
- Communicating mathematics ideas
- Who have computers available in their mathematics classroom
- Who use calculators in mathematics class at least once a week

<table>
<thead>
<tr>
<th>Mathematics and Science</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students scoring at Level 1</td>
<td>52%</td>
<td>57% **</td>
</tr>
<tr>
<td>Percentage of students scoring at Level 2</td>
<td>46%</td>
<td>61% **</td>
</tr>
<tr>
<td>Percentage of students scoring at Level 3</td>
<td>42%</td>
<td>49% **</td>
</tr>
<tr>
<td>Percentage of students scoring at Level 4</td>
<td>13%</td>
<td>15% **</td>
</tr>
<tr>
<td>Percentage of students scoring at Level 5</td>
<td>31%</td>
<td>64% **</td>
</tr>
</tbody>
</table>

#### Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993) **
  - All students
  - Minorities (Blacks, Hispanics, American Indians)
  - Females

#### GOAL 6: Adult Literacy and Lifelong Learning

#### Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 18 and older scoring at a literacy level (1992) **

#### Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1990, 1992) **

#### Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1990) **

#### GOAL 7: Safe, Disciplined, and Drug-Free Schools

#### Direct Measures of the Goal: Alcohol and Drug-Free Schools

- Percentage of public high school students who reported using the following at least once during the past 30 days (1992) **
  - Alcohol
  - Marijuana
  - Cocaine
  - Setting discipline policy

- Percentage of public high school students who reported (1990, 1993) **
  - Carrying a weapon such as a gun, knife, or club on school property
  - Not going to school because student did not feel safe
  - Student behavior interferes with their teaching

- Percentage of public high school students who reported (1988, 1992) **
  - Not going to school because student did not feel safe

- Percentage of public secondary school teachers who reported that student from their school threatened to injure them or physically attacked them in the past 12 months (1992) **

- Percentage of public school principals who reported that lack of parental involvement in their school has influence on the following decisions and policies (1991, 1994) **
  - Setting discipline policy
  - Discipline policy

- Percentage of public school principals who reported that lack of parental involvement in their school has influence on the following decisions and policies (1991, 1994) **
  - Setting discipline policy

- Percentage of public high school students who reported having offered, sold, or given an illegal drug on school property during the past 12 months (1993) **

- Percentage of public high school students who reported being offered an illegal drug on school property during the past 12 months (1993) **

- Percentage of public school teachers who reported that they were in a physical fight on school property during the past 12 months (1993) **

- Percentage of public school teachers who reported that they did the following at least once during the past 30 days (1993) **
  - Using the following at least once during the past 30 days:
    - Marijuana
    - Cocaine
    - Drinking more than one drink at a time during the past 30 days

- Percentage of public high school students who reported that they had the following at least once during the past 30 days (1993) **
  - Drinking more than one drink at a time during the past 30 days

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993) **
  - Drinking more than one drink at a time during the past 30 days

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993) **
  - Drinking more than one drink at a time during the past 30 days

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993) **
  - Drinking more than one drink at a time during the past 30 days

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993) **
  - Drinking more than one drink at a time during the past 30 days
### Measuring State Progress Toward the Goals and Objectives

#### Mathematics and Science (continued)
- Algebra and functions: 52% (1992), 57% (1993)
- Developing reasoning ability to solve unique problems: 45% (1992), 61% (1993)
- Communicating mathematics ideas: 42% (1992), 49% (1993)
- Who have computers available in their mathematics classroom: 13% (1992), 15% (1993)
- Who use calculators in mathematics class at least once a week: 31% (1992), 64% (1993)

#### Baseline vs. Most Recent Update

<table>
<thead>
<tr>
<th>Goal 6: Adult Literacy and Lifelong Learning</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Measure of the Goal: Adult Literacy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of all adults aged 16 and older who scored at or above Level 3 (of five levels) in Prese Literacy (1992)</td>
<td>47%</td>
<td>—</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Measures of the Goal: Safe, Disciplined, and Alcohol- and Drug-free Schools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1992)</td>
<td>52%</td>
<td>—</td>
</tr>
</tbody>
</table>

#### Baseline vs. Most Recent Update

<table>
<thead>
<tr>
<th>Goal 8: Parental Participation</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Measures of the Goal: Parent-School Partnerships</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1992)</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>— Public school teachers</td>
<td>32%</td>
<td>36%</td>
</tr>
<tr>
<td>— Public school principals</td>
<td>22%</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1992)</strong></td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>— Establishing curriculum</td>
<td>6%</td>
<td>9%</td>
</tr>
<tr>
<td>— Hiring new full-time teachers</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>— Setting discipline policy</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>

#### Baseline vs. Most Recent Update

<table>
<thead>
<tr>
<th>Source: National Center for Education Statistics and Westat, Inc., 1995</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent-School Partnerships</strong> Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1992)</td>
</tr>
</tbody>
</table>
Measuring State Progress Toward the Goals and Objectives

GOAL 1: Ready to Learn
Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1992)\(^1\)
- Number of mothers (per 1,000 receiving early first trimester prenatal care (1990, 1992)\(^4\)
- Percentage of infants born in the state with one or more health risks (1990, 1992)\(^3\)
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990)\(^4\)

Direct Measures of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)\(^3\)

GOAL 2: School Completion
Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)\(^6\)

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)\(^7\)

GOAL 3: Student Achievement and Citizenship
Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard\(^2\)
- Grade 4 (1992) 27% — ns
- Grade 8 (1992, 1994) 27% 25% ns

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)\(^1\)
  - English 33 40
  - Mathematics 23 24
  - Science 32 30
  - Foreign languages 3 3
  - Civics and government 6 7
  - Economics 1 1
  - Fine arts 9 11
  - History 36 33

Source: National Center for Education Statistics and Westat, Inc., 1995

Interpret with caution. Change was not statistically significant.

GOAL 4: Teacher Education and Professional Development
Direct Measure of the Goal: Teacher Education
- Percentage of public secondary school teachers who hold (1991, 1994)\(^4\)
  - an undergraduate or graduate degree in their main teaching assignment — a teaching certificate in their main teaching assignment
  - 88% 92% 99% 97%

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)\(^1\)
  - use of educational technology
    - methods of teaching subject field
    - in-depth study in subject field
    - student assessment
  - 59% — 65% — 35% 43%

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1991)\(^2\)
  - 12% —

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported 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, 1994)\(^1\)
  - 32% 40%

GOAL 5: Mathematics and Science
Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)\(^3\)
  - Taiwan=41%      Korea=37%      Switzerland=33% 27% — ns

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1992)\(^4\)
  - of teachers reported that they engage these activities in mathematics class:
    - work in small groups at least once a week
    - work with measuring instruments or geometric solids at least once a week
  - 51% — 4% —

Source: National Center for Education Statistics, 1993 and 1995

Interpret with caution. Change was not statistically significant.

Data not reported due to small sample size. See page 22 for a Guide to Reading the State Pages. See Appendix A for technical notes and sources.
Measuring State Progress Toward the Goals and Objectives

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children's Health and Nutrition

- Number of infants (per 1,000 born at low birthweight (below 5.0 pounds)) (1990, 1992) 57 50
- Number of mothers (per 1,000 receiving early first trimester prenatal care (1990, 1992) 842 850
- Percentage of infants born in the state with one or more health risks (1990, 1992) 29% 28%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) 70%

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994) 33 39

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18 to 24-year-olds who have a high school credential (1990, 1992) 94% 94%

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990, 1992) — —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard 28% 25%
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1991, 1994)
  - Grade 4 (1994) 20%
  - Grade 8 (1992) 27%

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)
  - English 36 36
  - Mathematics 23 23
  - Science 20 20
  - Foreign languages 3 3
  - Civics and government 6 7
  - Economics 1 1
  - Fine arts 9 11
  - History 18 18

Data not available. Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

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Measuring State Progress Toward the Goals and Objectives

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

  - an undergraduate or graduate degree in their main teaching assignment —
  - a teaching certificate in their main teaching assignment 98% 90%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)
  - uses of educational technology 59% 63%
  - methods of teaching subject field 65% 63%
  - in-depth study in subject field 33% 43%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1991, 1994) 12%

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a mentor or master teacher (1991, 1994) 32% 40%

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1994)
  - Takoe-61% Koruz-57% Switzerland-35% 27%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1992) of all whose teachers reported that they did these activities in mathematics class:
  - work in small groups at least once a week 51%
  - work with measuring instruments or geometric solids at least once a week 4%

Data not available. Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1996

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UTAH

Measuring State Progress Toward the Goals and Objectives

GOAL 2: School Completion

- Percentage of all 18 to 24-year-olds who have a high school credential (1990, 1992) 94% 94%

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990, 1992) — —

GOAL 3: Student Achievement and Citizenship

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UTAH

Measuring State Progress Toward the Goals and Objectives

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  - uses of educational technology 59% 63%
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GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1994)
  - Takoe-61% Koruz-57% Switzerland-35% 27%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1992) of all whose teachers reported that they did these activities in mathematics class:
  - work in small groups at least once a week 51%
  - work with measuring instruments or geometric solids at least once a week 4%

Data not available. Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1996
Data not available.

**Mathematics and Science (continued)**

b) whose mathematics teachers heavily emphasize:
   - Algebra and functions: 58% —
   - developing reasoning ability to solve unique problems: 49% —
   - communicating mathematics ideas: 38% —
   - who have computers available in their mathematics classroom: 12% —
   - who use calculators in mathematics class at least once a week: 77% —

**Direct Measure of the Objectives: Degrees in Mathematics and Science**

- Mathematics and science degrees as a percentage of all degrees awarded (1991, 1993)
  - all students: 41% 41% ns
  - minority (Blacks, Hispanics, American Indians): 47% 48% ns
  - females: 33% 36% ns

**GOAL 6: Adult Literacy and Lifelong Learning**

**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992) 1

**Direct Measure of the Goal: Citizenship**

- Percentage of all U.S. citizens (1988, 1992)
  1. registered to vote: 78% 91% 77%
  2. voting: 72% 74% 70% ns

**Direct Measure of the Objectives: Postsecondary Enrollment**

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992) 2

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

**Direct Measures of the Goal: Alcohol- and Drug-free Schools**

- Percentage of public high school students who reported the following at least once during the past 12 months (1993, 1994)
  - alcohol: 6% —
  - marijuana: 3% —
  - who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993, 1994) 1

- Percentage of public high school students who reported they did the following at least once during the past 30 days (1993, 1994)
  - using the following at least once during the past 30 days:
    - marijuana: 8% 7% 8%
    - cocaine: 2% 2% 4%
  - having five or more drinks in a row during the past 30 days: 19% 17% 18%

**Direct Measures of the Goal: Schools Free of Violence and Crime**

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993, 1994)
  - carried a weapon such as a gun, knife, or club on school property: 11% —
  - did not go to school because student did not feel safe: 6% —
  - percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club: 8% —
  - percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months: 15% —
  - percentage of public school teachers who reported that a student from their school threatened or injured them or physically attacked them in the past 12 months (1994): 16% —

**Direct Measure of the Goal: Disciplined Environments Conducive to Learning**

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994): 32% 54%

**GOAL 8: Parental Participation**

**Direct Measures of the Goal: Parent-School Partnerships**

- Percentage of public school principals who reported that lack of parental involvement in their school was a serious problem (1991, 1996): 1
  1. public school principals: 18% 19% 16% ns

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1996): 1
  1. establishing curriculum: 5% 10% 4%
  2. hiring new full-time teachers: 2% 8% 4%
  3. setting discipline policy: 14% 29% 15% ns

Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:
  - Algebra and functions
  - developing reasoning ability to solve unique problems
  - communicating mathematics ideas
  - who have computers available in their mathematics classroom
  - who use calculators in mathematics class at least once a week

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1992)\(^1\)
  - all students
  - minorities (Blacks, Hispanics, American Indians)
  - females

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Priece literacy (1992)\(^2\)

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992)\(^3\)
  - voted

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)\(^4\)

GOAL 7: Safe, Alcohol-Free, and Drug-Free Schools

Direct Measures of the Goal: Alcohol and Drug-Free Schools

- Percentage of public high school students who reported the following at least once during the past 30 days (1993)\(^5\)
  - alcohol
  - marijuana
  - cocaine

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)\(^5\)

GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school students and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1990)\(^6\)
  - public school teachers
  - public school principals

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1990)\(^6\)
  - establishing curriculum
  - hiring new full-time teachers
  - setting discipline policy

Data not available
\(^1\) A complete description of assessment participants can be found in Appendix A.
\(^2\) Plus or minus 2 percentage points.
\(^3\) No change was statistically significant.
\(^4\) Source: Educational Testing Service, Switzerland
\(^5\) See page 23 for a Guide to Reading the State Pages.
\(^6\) Data not reported due to small sample size.

Source: Centers for Disease Control and Prevention, 1994

### VERMONT

#### Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>GOAL</th>
<th>Ready to Learn</th>
<th>Baseline</th>
<th>Most Recent Update</th>
<th>Update</th>
<th>Recent</th>
<th>Most</th>
<th>Statistically significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Measures of the Objectives: Children’s Health and Nutrition</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Number of infants (per 1,000 born at lower birthweight &lt;5.5 pounds)</td>
<td>1990</td>
<td>1993</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of mothers (per 1,000 receiving first trimester prenatal care)</td>
<td>1990</td>
<td>1993</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
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<td>1990</td>
<td>1993</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases</td>
<td>1990</td>
<td>1993</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### GOAL 2: School Completion

| Direct Measure of the Goal: School Completion | | | | | | | |
| Percentage of all 18- to 24-year-olds who have a high school credential | 1990 | 1993 | | | | | |

#### GOAL 3: Student Achievement and Citizenship

| Direct Measure of the Goal: Student Achievement | | | | | | | |
| Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard | | | | | | | |
| Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard | | | | | | | |
| Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995) | | | | | | | |
| Language | 1990 | 1993 | | | | | |
| English | 18 | 19 | | | | | |
| Mathematics | 9 | 12 | | | | | |
| Science | 4 | 5 | | | | | |
| Social studies | 6 | 7 | | | | | |
| History | 3 | 4 | | | | | |

### GOAL 4: Teacher Education and Professional Development

| Direct Measure of the Goal: Teacher Education | | | | | | | |
| Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994) | | | | | | | |

#### GOAL 5: Mathematics and Science

| Direct Measure of the Goal: International Student Achievement Comparisons | | | | | | | |
| Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations | | | | | | | |
| Direct Measures of the Objectives: Strengthening Mathematics and Science Education | | | | | | | |
| Percentage of public school 8th graders (1988, 1992) | | | | | | |

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### Notes

- Data not available.
- Data not reported due to small sample size.
- Indicates with caution. Change was not statistically significant.
- See Appendix A for technical notes and sources.
- See Appendix A for technical notes and sources.
### GOAL 1: Ready to Learn

**Direct Measures of the Objectives: Children's Health and Nutrition**

- **Number of infants born at low birthweight (below 5.5 pounds) (1990, 1992)**
  - Baseline: 53
  - Recent Update: 59

- **Number of mothers receiving early first trimester prenatal care (1990, 1992)**
  - Baseline: 824
  - Recent Update: 845

- **Percentage of infants born in the state with one or more health risks (1990, 1992)**
  - Baseline: 38%
  - Recent Update: 34%

- **Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)**
  - Baseline: 88%
  - Recent Update: —

**Direct Measure of the Objectives: Preschool Programs**

- **Number of children with disabilities in preschool (1990, 3- to 5-year-olds; 1991, 1994)**
  - Baseline: 43
  - Recent Update: 43

**GOAL 2: School Completion**

**Direct Measure of the Goal: School Completion**

- **Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)**
  - Baseline: 90%
  - Recent Update: 90%

**Direct Measure of the Objectives: School Dropouts**

- **Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)**
  - Baseline: —
  - Recent Update: —

**GOAL 3: Student Achievement and Citizenship**

**Direct Measure of the Goal: Student Achievement**

- **Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992)**
  - Grade 4: 49% (1992)

- **Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1992)**
  - Grade 4: 48% (1992)

**Direct Measure of the Goal: Advanced Placement Performance**

- **Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)**
  - English: 18
  - Mathematics: 1
  - Science: 9
  - Foreign languages: 4
  - Civics and government: 0
  - Economics: 0
  - Fine arts: 1
  - History: 10

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

**Direct Measure of the Goal: Teacher Education**

- **Percentage of public school teachers in grades 1-12 who hold (1991, 1994)**
  - Baseline: 71%
  - Recent Update: 73%

**Direct Measure of the Goal: Professional Development**

- **Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)**
  - Uses of educational technology: 52%
  - Methods of teaching subject field: 62%
  - In-depth study in subject field: 33%
  - Student assessment: 51%

**GOAL 5: Mathematics and Science**

**Direct Measure of the Goal: International Student Achievement Comparisons**

- **Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)**
  - Taiwan-41%
  - Korea-37%
  - Switzerland-32%

**Direct Measure of the Objectives: Strengthening Mathematics and Science Education**

- **Percentage of public school 8th graders (1990, 1992)**
  - Those teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week: —
    - work with measuring instruments or geometric solids at least once a week: —
  - Those teachers reported that they do these activities in science class:
    - work in small groups at least once a week: —
    - work with measuring instruments or geometric solids at least once a week: —

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

### Measuring State Progress Toward the Goals and Objectives

#### VERMONT

<table>
<thead>
<tr>
<th>Mathematics and Science (continued)</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) whose mathematics teachers highly emphasize:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— Algebra and functions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— developing reasoning ability to solve unique problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— communicating mathematics ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) who have computers available in their mathematics classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) who use calculators in mathematics class at least once a week</td>
<td></td>
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</tr>
</tbody>
</table>

#### Direct Measure of the Objectives: Degrees in Mathematics and Science

<table>
<thead>
<tr>
<th>Mathematics and science degrees as a percentage of all degrees awarded to (1981), (1983)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>— all students</td>
<td>NS</td>
</tr>
<tr>
<td>— minority (Blacks, Hispanics, American Indians)</td>
<td>NS</td>
</tr>
<tr>
<td>— females</td>
<td>NS</td>
</tr>
</tbody>
</table>

#### GOAL 6: Adult Literacy and Lifelong Learning

#### Direct Measure of the Goal: Adult Literacy

<table>
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<tr>
<th>Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992)</th>
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</thead>
<tbody>
<tr>
<td>19%</td>
<td>NS</td>
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</tbody>
</table>

#### GOAL 7: Safe, Disciplined, and Alcohol-free Students and Schools

#### Direct Measures of the Goal: Alcohol—Drug-free Students and Schools

##### At School

<table>
<thead>
<tr>
<th>Percentage of public high school students who reported using the following at least once during the past 30 days (1993)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>— alcohol</td>
<td>NS</td>
</tr>
<tr>
<td>— cocaine</td>
<td>NS</td>
</tr>
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</table>

#### Direct Measures of the Goal: Schools Free of Violence and Crime

<table>
<thead>
<tr>
<th>Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)</th>
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<tbody>
<tr>
<td>a) Using the following at least once during the past 30 days:</td>
<td></td>
</tr>
<tr>
<td>— marijuana</td>
<td>19%</td>
</tr>
<tr>
<td>— cocaine</td>
<td>2%</td>
</tr>
<tr>
<td>b) Having few or more drinks in a row during the past 30 days</td>
<td></td>
</tr>
<tr>
<td>31%</td>
<td></td>
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</tbody>
</table>

#### Direct Measures of the Goal: Parent-School Partnerships

<table>
<thead>
<tr>
<th>Percentage of public school principals who reported that the parent association in their school was a serious problem (1991, 1994)</th>
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<tbody>
<tr>
<td>29%</td>
<td>NS</td>
</tr>
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#### Direct Measures of the Goal: Parental Participation

<table>
<thead>
<tr>
<th>Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994)</th>
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<tbody>
<tr>
<td>10%</td>
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*Data not available
**Interrater error occurred. Change was not statistically significant.
*Data not reported due to small sample size.
See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.
Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:
   — Algebra and functions
   — developing reasoning ability to solve unique problems
   — communicating mathematics ideas
   — have computers available in their mathematics classroom
   — who use calculators in mathematics class at least once a week

Direct Measure of the Objectives: Degrees in Mathematics and Science

• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993) 
  — all students
  — minorities (Blacks, Hispanics, American Indians)
  — females

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992) 

Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992) 
  a) registered to vote 
  b) voting

Direct Measure of the Objectives: Postsecondary Enrollment

• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992) 

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

• Percentage of public high school students who reported the following at least once during the past 30 days (1993) 
  — alcohol
  — marijuana
  — cocaine

• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993) 

GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1996) 
  — public school teachers
  — public school principals

• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1996) 
  — establishing curriculum 
  — hiring new full-time teachers (1994) 
  — setting discipline policy 

VERMONT

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<td>44%</td>
<td>45%</td>
</tr>
<tr>
<td>— minorities (Blacks, Hispanics, American Indians)</td>
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<td>46%</td>
</tr>
<tr>
<td>— females</td>
<td>40%</td>
<td>42%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Direct Measure of the Goal: Adult Literacy</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992)</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Direct Measure of the Goal: Citizenship</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Percentage of all U.S. citizens (1988, 1992)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) registered to vote</td>
<td>78%</td>
<td>79%</td>
</tr>
<tr>
<td>b) voting</td>
<td>88%</td>
<td>71%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Direct Measure of the Objectives: Postsecondary Enrollment</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)</td>
<td>54%</td>
<td>—</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>At School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Percentage of public high school students who reported the following at least once during the past 30 days (1993)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— alcohol</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>— marijuana</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>— cocaine</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Direct Measures of the Goal: Parent-School Partnerships</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1996)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— public school teachers</td>
<td>10%</td>
<td>17%</td>
</tr>
<tr>
<td>— public school principals</td>
<td>10%</td>
<td>6%</td>
</tr>
<tr>
<td>• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1996)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— establishing curriculum</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td>— hiring new full-time teachers (1994)</td>
<td>—</td>
<td>12%</td>
</tr>
<tr>
<td>— setting discipline policy</td>
<td>5%</td>
<td>13%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source: National Center for Education Statistics and Westat, Inc., 1995</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Data not available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpret with caution. Change was not statistically significant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VERMONT

Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Overall</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Percentage of public high school students who reported (1993)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Using the following at least once during the past 30 days:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— marijuana</td>
<td>10%</td>
<td>—</td>
</tr>
<tr>
<td>— cocaine</td>
<td>2%</td>
<td>—</td>
</tr>
<tr>
<td>b) Having few or more drinks in a row during the past 30 days</td>
<td></td>
<td>31%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Direct Measures of the Goal: Schools Free of Violence and Crime</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Carried a weapon such as a gun, knife, or club on school property</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>b) Did not go to school because student did not feel safe</td>
<td>4%</td>
<td>—</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Direct Measure of the Goal: Disciplined Environments Conducive to Learning</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Carried a weapon such as a gun, knife, or club on school property</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>b) Did not go to school because student did not feel safe</td>
<td>4%</td>
<td>—</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 8: Parental Participation</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Measures of the Goal: Parent-School Partnerships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1996)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— public school teachers</td>
<td>10%</td>
<td>17%</td>
</tr>
<tr>
<td>— public school principals</td>
<td>10%</td>
<td>6%</td>
</tr>
<tr>
<td>• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— establishing curriculum</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td>— hiring new full-time teachers (1994)</td>
<td>—</td>
<td>12%</td>
</tr>
<tr>
<td>— setting discipline policy</td>
<td>5%</td>
<td>13%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source: Centers for Disease-Control and Prevention, 1994</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Data not reported due to small sample size</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpret with caution. Change was not statistically significant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal Progress</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most Recent Update</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Safety</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Using the following at least once during the past 30 days:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— marijuana</td>
<td>10%</td>
<td>—</td>
</tr>
<tr>
<td>— cocaine</td>
<td>2%</td>
<td>—</td>
</tr>
<tr>
<td>b) Having few or more drinks in a row during the past 30 days</td>
<td></td>
<td>31%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent-School Partnerships</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— establishing curriculum</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td>— hiring new full-time teachers (1994)</td>
<td>—</td>
<td>12%</td>
</tr>
<tr>
<td>— setting discipline policy</td>
<td>5%</td>
<td>13%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source: National Center for Education Statistics and Westat, Inc., 1995</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Data not available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpret with caution. Change was not statistically significant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Progress</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most Recent Update</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal Progress</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most Recent Update</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal Progress</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most Recent Update</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Measuring State Progress Toward the Goals and Objectives

**GOAL 1: Ready to Learn**

Direct Measures of the Objectives: Children’s Health and Nutrition

- Number of infants (per 10,000 born at low birthweight (below 5.5 pounds) (1990, 1992)\(^1\)
- Number of mothers (per 1,000 receiving early first trimester prenatal care (1980, 1982)\(^2\)
- Percentage of infants born in the state with one or more health risks (1990, 1992)\(^2\)

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline</th>
<th>Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>72</td>
<td>74</td>
</tr>
<tr>
<td>1992</td>
<td>800</td>
<td>818</td>
</tr>
</tbody>
</table>

ns Interpret with caution. Data are undergoing revision. See Appendix A.

- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1980-1982)\(^4\)

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline</th>
<th>Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>81%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)\(^3\)

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline</th>
<th>Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td>38</td>
<td>43</td>
</tr>
</tbody>
</table>


- Does not include those still in high school.


**GOAL 2: School Completion**

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1992)\(^5\)

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline</th>
<th>Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>87%</td>
<td>89%</td>
</tr>
</tbody>
</table>

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)\(^2\)

Direct Measure of the Objectives: Student Achievement

**GOAL 3: Student Achievement and Citizenship**

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard\(^6\)

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline</th>
<th>Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>1982</td>
<td>28%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Direct Measures of the Objectives: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994)\(^7\)

<table>
<thead>
<tr>
<th>Subject</th>
<th>1991</th>
<th>1994</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>Math</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>Science</td>
<td>19</td>
<td>21</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Civics and Government</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>Economics</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

ns Interpret with caution. Change was not statistically significant.


### Measuring State Progress Toward the Goals and Objectives

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

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994)\(^8\)

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline</th>
<th>Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td>72%</td>
<td>61%</td>
</tr>
</tbody>
</table>

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)\(^9\)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Baseline</th>
<th>Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>– use of educational technology</td>
<td>51%</td>
<td>—</td>
</tr>
<tr>
<td>– methods of teaching subject field</td>
<td>63%</td>
<td>47%</td>
</tr>
<tr>
<td>– in-depth study in subject field</td>
<td>25%</td>
<td>—</td>
</tr>
</tbody>
</table>

ns Interpret with caution. Change was not statistically significant.

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1992)\(^10\)

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline</th>
<th>Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>11%</td>
<td>—</td>
</tr>
</tbody>
</table>

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)\(^11\)

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline</th>
<th>Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td>21%</td>
<td>30%</td>
</tr>
</tbody>
</table>

**GOAL 5: Mathematics and Science**

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1981 and 1992)\(^10\)

- Percentage of public school students who met the Goals Panel’s performance standard\(^1\) in reading\(^2\) and mathematics\(^2\) who met the Goals Panel’s performance standard\(^1\)

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline</th>
<th>Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>77%</td>
<td>77%</td>
</tr>
</tbody>
</table>

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992)\(^12\)

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline</th>
<th>Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>48%</td>
<td>53%</td>
</tr>
</tbody>
</table>

ns Interpret with caution. Change was not statistically significant.


### VIRGINIA

#### High School Completion

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline</th>
<th>Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>67%</td>
<td>89%</td>
</tr>
<tr>
<td>1993</td>
<td>87%</td>
<td>89%</td>
</tr>
</tbody>
</table>

Data not available.

### Virginia: 1995 Goals Report

- Data not available due to small sample size. See page 22 for a Guide to Reading the State Pages. See Appendix A for technical notes and sources.

**Student Achievement**

- Percentage of public school students who met the Goals Panel’s performance standard\(^1\) in reading\(^2\) and mathematics (1989, 1992, 1994)

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline</th>
<th>Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>77%</td>
<td>61%</td>
</tr>
</tbody>
</table>

**Professional Development**

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)

<table>
<thead>
<tr>
<th>Use of educational technology</th>
<th>Baseline</th>
<th>Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods of teaching subject field</th>
<th>Baseline</th>
<th>Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In-depth study in subject field</th>
<th>Baseline</th>
<th>Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of students achieving Below Goals Panel’s performance standard</th>
<th>Baseline</th>
<th>Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

| 100% | 25% | 21% | 23% |

| Data not available. Data are undergoing revision. See 1995 Goals Report for additional information. | 100%     | 100%          |


---

**Source:**

1. Does not include those still in high school.
2. Includes traditional high school diplomas and alternative credential.
4. Expressed as a percentage. Change was not statistically significant.
5. Includes in-service or professional development programs on the following topics since the end of the previous school year (1989).
6. A complete description of the performance standard can be found in Appendix A. Interpret with caution. Data are undergoing revision. See Appendix A.
7. Expressed as a percentage. Change was not statistically significant.
11. See Appendix A for technical notes and sources.
1. Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds) during pregnancy, or infant death during pregnancy.
2. Interpret with caution. Change was not statistically significant.
4. Based on reporting rate.
6. Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds) during pregnancy, or infant death during pregnancy.
7. Data not available.

### GOAL 1: Ready to Learn

#### Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants (per 1,000 born alive) with low birthweight (below 5.5 pounds) (1990, 1992)2
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992)2
- Percentage of infants born in the state with one or more health risks (1990, 1992)2
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990)4

#### Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (1990-1992)3

#### GOAL 2: School Completion

#### Direct Measure of the Goal: School Completion
- Percentage of all 18 to 24-year-olds who have a high school credential (1990, 1993)6

#### Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990, 1992)7

#### GOAL 3: Student Achievement and Citizenship

#### Direct Measure of the Goal: Student Achievement
- Percentage of public school students who scored at or above the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard1
- Grade 4 (1992)2
- Grade 4 (1990, 1992)2

#### Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994)8
- English
- Mathematics
- Science
- Foreign languages
- Civics and government
- Economics
- Fine arts
- History

### GOAL 4: Teacher Education and Professional Development

#### Direct Measure of the Goal: Teacher Education
- Percentage of public secondary school teachers who hold a bachelor’s degree (1991, 1994)4
- Percentage of public secondary school teachers who hold a master’s degree (1991, 1994)4

#### Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)2:
  - use of educational technology
  - methods of teaching subject field
  - in-depth study in subject field
  - student assessment

#### Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school students with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1990, 1993)10

### GOAL 5: Mathematics and Science

#### Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with the highest achieving nations (1990 and 1992)7
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics and science compared with the highest achieving nations (1990 and 1992)7

#### Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992)10

### Data Notes
* Data not reported due to small sample size.
* Interpret with caution. Change was not statistically significant.
* Data not available.
* Interpret with caution. Change was not statistically significant.
Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:
   - Algebra and functions
   - developing reasoning ability to solve unique problems
   - communicating mathematics ideas
   - who have computers available in their mathematics classroom
   - who use calculators in mathematics class at least once a week

Data not available.

Direct Measure of the Objectives: Degrees in Mathematics and Science

• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)\(^a\):
  - all students
  - minorities (Blacks, Hispanics, American Indians)
  - females
  - all students

~ 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.

Statistics and Westat, Inc., 1995

1 A complete description of assessment participants can be found in Appendix A.
2 Plus or minus 2 percentage points.
3 See page 23 for a Guide to Reading the State Pages.

GOAL 4: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)\(^a\)

Recent

Most

Baseline

Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992)\(^a\):
  a) registered to vote
  b) voting

Recent

Most

Baseline

Direct Measure of the Objectives: Postsecondary Enrollment

• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any year (1992)\(^a\)

Recent

Most

Baseline

GOAL 5: Safe, Disciplined, and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

• Percentage of public high school students who reported using the following at least once during the past 30 days (1993)\(^a\):
  - alcohol
  - marijuana
  - cocaine

• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1994)\(^a\)

Overall

• Percentage of public high school students who reported (1990, 1993)\(^a\):
  a) Using the following at least once during the past 30 days:
    - marijuana
    - cocaine
  b) Having few or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)\(^a\):
  a) Carried a weapon such as a gun, knife, or club on school property
  b) Did not go to school because student did not feel safe

• Percentage of public high school students who reported 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)\(^a\)

• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)\(^a\)

• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)\(^a\)

11% 9% 5% 1%

18% —

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)\(^a\)

Recent

Most

Baseline

GOAL 6: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1996)\(^a\):
  - public school teachers
  - public school principals

• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1996)\(^a\):
  - establishing curriculum
  - hiring new full-time teachers
  - setting discipline policy

• Percentage of public school teachers and principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)\(^a\):
  - curriculum
  - discipline

Source: National Center for Education Statistics and Westat, Inc., 1995

Data not available.

\(^{1}\) Data not available.

\(^{2}\) Data not reported due to small sample size.

\(^{1}\) See 1995 Goals Report for additional information.

\(^{2}\) See Appendix A for technical notes and sources.

\(^{3}\) Data not reported due to small sample size.
**Measuring State Progress toward the Goals and Objectives**

### Mathematics and Science (continued)

b) whose mathematics teachers highly emphasize:

- Algebra and functions
- developing reasoning ability to solve unique problems
- communicating mathematics ideas
- who have computers available in their mathematics classroom
- who use calculators in mathematics class at least once a week

### Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)\(^{20}\)
  - all students
  - minorities (Blacks, Hispanics, American Indians)
  - females
  - all students

### GOAL 5: Adult Literacy and Lifelong Learning

#### Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)\(^{21}\)

#### Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992)\(^{21}\)
  - registered to vote
  - voting

#### Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)\(^{21}\)

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

#### Direct Measures of the Goal: Alcohol- and Drug-free Schools

- Percentage of public high school students who reported the following at least once during the past 30 days (1990, 1993)\(^{21}\):
  - alcohol
  - marijuana
  - cocaine

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)\(^{21}\):
  - marijuana
  - cocaine

- Percentage of public high school students who reported 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)\(^{21}\):
  - gun, knife, or club

- Percentage of public high school students who reported that they were in a physical fight on school property during the past 12 months (1993)\(^{21}\):

- Percentage of public high school students who reported 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)\(^{21}\):

- Percentage of public high school students who reported that they were in a physical fight on school property during the past 12 months (1993)\(^{21}\):

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)\(^{21}\):

**VIRGINIA**

### International Comparisons in Mathematics

- Percentage of students who scored at the Proficient or Advanced level in mathematics (1991 and 1992)

### Source:

Educational Testing Service, 1993

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* Data not available. **Data not reported due to small sample size. See page 23 for a Guide to Reading the State Pages.** See Appendix A for technical notes and sources.
Measuring State Progress Toward the Goals and Objectives

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants born low birthweight (below 5.5 pounds) (1990, 1992)¹
  - Baseline: 1990 - 53
  - Most Recent Update: 1992 - 773
- Number of mothers receiving prenatal care (1990, 1992)²
  - Baseline: 1990 - 798
  - Most Recent Update: 1992 - 773
- Percentage of mothers in the state with one or more health risks (1990, 1992)²
  - Baseline: 1990 - 34
  - Most Recent Update: 1992 - 40
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)³
  - Baseline: 1994 - 74

Direct Measure of the Objectives: Preschool Programs
- Percentage of children with disabilities in preschool (1990-5 to 5-years-old, 1991, 1994)⁴
  - Baseline: 1991 - 43
  - Most Recent Update: 1994 - 51

GOAL 2: School Completion

Direct Measure of the Goal: School Completion
- Percentage of all 18-24-year-olds who have a high school credential (1990, 1993)⁵
  - Baseline: 1990 - 87
  - Most Recent Update: 1993 - 87
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)⁶
  - Baseline: 1990 - —
  - Most Recent Update: 1990 - —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard (1990, 1992)
  - Grade 4: 1990 - 22
  - Grade 8: 1992 - —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard (1990, 1992)
  - Grade 4: 1990 - 22
  - Grade 8: 1992 - —

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations received grades of 3 or higher in the following subject areas (1990, 1992)⁷
  - English: 13
  - Mathematics: 3
  - Science: 3
  - Foreign languages: 2
  - Civics and government: 1
  - Economics: 3
  - Fine arts: 1
  - History: 9

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education
- Percentage of public secondary school teachers who held (1991, 1994)⁸
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment
  - Data not available.
- Data not available.

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)⁹
  - professional development
  - teaching techniques
  - methods of teaching subject field
  - in-depth study in subject field
  - student assessment

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored above the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)⁸
  - Japan-41%
  - Korea-37%
  - Switzerland-32%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992)⁸
  - who have received special education
  - who take remedial courses
  - who are enrolled in AP courses
  - who are enrolled in Honors courses
  - who have received special education
  - who are enrolled in AP courses
  - who are enrolled in Honors courses
  - Data not available.

* Data not available.
* Data not available.
* Data not available.

Source: National Center for Education Statistics and Westat, Inc., 1996

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WASHINGTON
### Measuring State Progress Toward the Goals and Objectives

#### GOAL 1: Ready to Learn

**Direct Measures of the Objectives:** Children’s Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1996, 1992)\(^1\): 50 53
- Number of mothers (per 1,000 receiving early first trimester prenatal care, 1990, 1990)\(^1\): 773 798
- Percentage of infants born in the state with one or more health risks (1990, 1990)\(^1\): 34% 40%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1984)\(^1\): 74% —

**Direct Measure of the Objectives: Preschool Programs**
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994): 43 51

#### GOAL 2: School Completion

**Direct Measure of the Goal:** School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1990): 87% 87%

**Direct Measure of the Objectives: School Dropouts**
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1984): — —

#### GOAL 3: Student Achievement and Citizenship

**Direct Measure of the Goal:** Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard\(^1\): — Grade 4 (1994)
- Grade 8 (1990, 1990): 22% —

**Direct Measure of the Goal:** Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1991)\(^1\):
  - English — —
  - Mathematics 13 13
  - Science 3 3
  - Foreign languages 2 1
  - Civics and government 1 1
  - Economics <1 <1
  - Fine arts <1 <1
  - History — 9

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

**Direct Measure of the Goal:** Teacher Education
- Percentage of public secondary school teachers who hold (1991, 1994)\(^2\): 95% 91% 95%
- an undergraduate or graduate degree in their main teaching assignment —
- a teaching certificate in their main teaching assignment —

**Direct Measure of the Goal:** Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)\(^2\): —
  - use of educational technology —
  - methods of teaching subject field —
  - in-depth study in subject field —
  - student assessment —

**Direct Measure of the Objectives: Teaching Diverse Student Populations**
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)\(^2\): 22% —

**Direct Measure of the Objectives: Teacher Support**
- Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a mentor or master teacher (1991, 1994)\(^2\): 20% 23%

#### GOAL 5: Mathematics and Science

**Direct Measure of the Goal:** International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1995)\(^2\)
  - Taiwan=41%      Korea=37%      Switzerland=33% — —

**Direct Measure of the Objectives: Strengthening Mathematics and Science Education**
- Percentage of public school 8th graders (1990, 1992)\(^2\): a) whose teachers reported that they do these activities in mathematics class:
  - work in small groups at least once a week — —
  - work with measuring instruments or geometric solids at least once a week — —

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\(^1\) Includes class in third trimester or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother died during pregnancy.


* For more detailed data, see the State Report and Appendix A.
WASHINGTON

Measuring State Progress Toward the Goals and Objectives

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<td>58%</td>
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<td>- Percentage of public high school students who reported the following at least once during the past 30 days (1982):1 —</td>
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<td>—</td>
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<td>- alcohol</td>
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<td>- other illegal drugs</td>
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</tr>
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**Data not available.**

1. Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1992

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WASHINGTON

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**Data not available.**

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

Source: National Center for Education Statistics and Westat, Inc., 1995

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Addendum

Parent-School Partnerships

Establishing curricula

Hiring full-time teachers

Setting discipline policy

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

1. Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1992
### Washington

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<td>40% 41%</td>
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<tr>
<td>– minorities (Blacks, Hispanics, American Indians)</td>
<td>38% 40%</td>
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<td>– females</td>
<td>38% 37%</td>
<td></td>
</tr>
</tbody>
</table>

**GOAL 5:** Adult Literacy and Lifelong Learning

**Direct Measure of the Goal:** Adult Literacy
- **Percentage of all adults aged 16 and older who scored at or above Level 3 of 5 levels in Prose Literacy (1992)**
  - Recent: 69%

**Direct Measure of the Goal:** Citizenship
- **Percentage of all U.S. citizens (1988, 1992)**
  - a) registered to vote: 71% 75% **ns**
  - b) voting: 64% 69% **ns**

**Direct Measure of the Objectives:** Postsecondary Enrollment
- **Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)**
  - Recent: 58%  

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

**Direct Measures of the Goal:** Alcohol- and Drug-free Students and Schools
- **At School**
  - **Percentage of public high school students who reported the following at least once at school during the past 12 months (1990, 1993)**
    - a) Using the following at least once during the past 30 days:
      - marijuana — — ns
      - cocaine — — ns
    - b) Not going to school because student did not feel safe — — ns
  - **Percentage of public high school students who reported that lack of parental involvement in their school was a serious problem (1991, 1994)**
    - a) Carried a weapon such as a gun, knife, or club on school property — — ns
    - b) Got five or more drinks in a row during the past 30 days (1993) — — ns

**Direct Measure of the Goal:** Disciplined Environments Conducive to Learning
- **Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)**
  - Recent: 39% 45% **ns**

**GOAL 8:** Parental Participation

**Direct Measures of the Goal:** Parent-School Partnerships
- **Percentage of public school principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994)**
  - public school teachers 22% 25% **ns**
  - public school principals 18% 15% **ns**
- **Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)**
  - establishing curriculum 7% 9% **ns**
  - hiring new full-time teachers 3% 5% **ns**
  - setting discipline policy 12% 17% **ns**

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**See Appendix A for technical notes and sources.**

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Data not available.

* Interpret with caution. Change was not statistically significant.


Source: National Center for Education Statistics and WestEd, Inc., 1994

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**WASHINGTON**

#### Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Goal</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Measure of the Objectives: Degrees in Mathematics and Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– all students</td>
<td>40% 41%</td>
<td></td>
</tr>
<tr>
<td>– minorities (Blacks, Hispanics, American Indians)</td>
<td>38% 40%</td>
<td></td>
</tr>
<tr>
<td>– females</td>
<td>38% 37%</td>
<td></td>
</tr>
</tbody>
</table>

**GOAL 5:** Adult Literacy and Lifelong Learning

**Direct Measure of the Goal:** Adult Literacy
- **Percentage of all adults aged 16 and older who scored at or above Level 3 of 5 levels in Prose Literacy (1992)**
  - Recent: 69%

**Direct Measure of the Goal:** Citizenship
- **Percentage of all U.S. citizens (1988, 1992)**
  - a) registered to vote: 71% 75% **ns**
  - b) voting: 64% 69% **ns**

**Direct Measure of the Objectives:** Postsecondary Enrollment
- **Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)**
  - Recent: 58%  

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

**Direct Measures of the Goal:** Alcohol- and Drug-free Students and Schools
- **At School**
  - **Percentage of public high school students who reported the following at least once at school during the past 12 months (1990, 1993)**
    - a) Using the following at least once during the past 30 days:
      - marijuana — — ns
      - cocaine — — ns
    - b) Got five or more drinks in a row during the past 30 days (1993) — — ns
  - **Percentage of public high school students who reported that lack of parental involvement in their school was a serious problem (1991, 1994)**
    - a) Carried a weapon such as a gun, knife, or club on school property — — ns
    - b) Got five or more drinks in a row during the past 30 days (1993) — — ns

**Direct Measure of the Goal:** Disciplined Environments Conducive to Learning
- **Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)**
  - Recent: 39% 45% **ns**

**GOAL 8:** Parental Participation

**Direct Measures of the Goal:** Parent-School Partnerships
- **Percentage of public school principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994)**
  - public school teachers 22% 25% **ns**
  - public school principals 18% 15% **ns**
- **Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)**
  - establishing curriculum 7% 9% **ns**
  - hiring new full-time teachers 3% 5% **ns**
  - setting discipline policy 12% 17% **ns**

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**See Appendix A for technical notes and sources.**

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Data not available.

* Interpret with caution. Change was not statistically significant.

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition

- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1992)1 71 72
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992)2 734 767
- Percentage of infants born in the state with one or more health risks (1990, 1992)3 43% 42%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)4 86% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)5 43 61

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)6 83% 86% **

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)7 — —

GOAL 3: Student Achievement and Citizenship

Direct Measure of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard (1990)8 86% 86% **
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard (1990)9 78% 78% **

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1994)10
  - English: 9 14
  - Mathematics: 9 14
  - Science: 3 4
  - Foreign languages: 3 4
  - Civics and government: 1 1
  - Economics: 1 1
  - Fine arts: 1 1
  - History: 3 4

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

  - an undergraduate or graduate degree in their main teaching assignment —
  - a teaching certificate in their main teaching assignment 99% 99% **

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)12
  - use of educational technology —
  - methods of teaching subject field —
  - in-depth study in subject field —
  - student assessment —

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1990, 1992, 1994)13 8% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)14 16% 15% **

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1981 and 1992)15
  - Taiwan=41%      Korea=37%      Switzerland=33% 13% —

Direct Measure of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992)16 whose teachers reported that they do these activities in mathematics class:
  - work in small groups at least once a week —
  - work with measuring instruments or geometric solids at least once a week (1990) —
  - work with measuring instruments or geometric solids at least once a week (1992) —

Data not available. Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1996

* Data not reported due to small sample size. See 1995 Goals Report for additional information.

** Data are undergoing revision. See Appendix B for technical notes and sources.
Measuring State Progress Toward the Goals and Objectives

WEST VIRGINIA

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition

- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1992) *
  - Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992) *
  - Percentage of infants born in the state with one or more health risks (1990, 1992) *
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) *

Direct Measure of the Objectives: Preschool Programs

- Percentage of children with disabilities in preschool (1990, 3- to 5-year-olds; 1991, 1993) *

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993) *

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990) *

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard (1992, 1994) *
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard (1992, 1994) *

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who hold an undergraduate or graduate degree in their main teaching assignment (1991, 1994) *
- A teaching certificate in their main teaching assignment

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year:
  - use of educational technology
  - methods of teaching subject field
  - student assessment

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1992, 1994) *

* Data not reported due to small sample size.

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with the highest achieving nations (1991 and 1992) *
- Percentage of public school 8th graders who reported 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, 1994) *

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992) who whose teachers reported that they did the following in mathematics class:
  - work in small groups at least once a week
  - work with measuring instruments or geometric solids at least once a week (1990)

* See 1995 Goals Report for additional information.

Data not available.

Data are undergoing revision. See Appendix A.

Note: Data did not meet statistical significance.
### Measuring State Progress Toward the Goals and Objectives

#### WEST VIRGINIA

<table>
<thead>
<tr>
<th>Mathematics and Science (continued)</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) whose mathematics teachers heavily emphasize:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Algebra and functions</td>
<td>41%</td>
<td>46% **</td>
</tr>
<tr>
<td>– developing reasoning ability to solve unique problems</td>
<td>44%</td>
<td>47% **</td>
</tr>
<tr>
<td>– communicating mathematics ideas</td>
<td>38%</td>
<td>38%</td>
</tr>
<tr>
<td>c) who have computers available in their mathematics classroom</td>
<td>26%</td>
<td>21% **</td>
</tr>
<tr>
<td>d) who use calculators in mathematics class at least once a week</td>
<td>24%</td>
<td>43% **</td>
</tr>
</tbody>
</table>

**Direct Measure of the Objectives: Degrees in Mathematics and Science**

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)**
  - all students | 32% | 35% ** |
  - minorities (Blacks, Hispanics, American Indians) | 31% | 23% ** |
  - females | 28% | 31% ** |

**GOAL 6: Adult Literacy and Lifelong Learning**

**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992)**
  | 0% | 20% | 40% | 60% | 80% | 100% |
  | 13% | 33% | 37% | 41% |

**Direct Measure of the Goal: Citizenship**

  a) registered to vote | 65% | 65% |
  b) voting | 53% | 56% ** |

**Direct Measure of the Objectives: Postsecondary Enrollment**

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any year (1992)**
  | 49% |

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

**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools**

- At School
  - Percentage of public high school students who reported the following at least once at school during the past 30 days (1990)**
    - alcohol | 8% |
    - marijuana | 9% |
  - Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1992)**
    | 26% |

**Direct Measures of the Goal: Schools Free of Violence and Crime**

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1990)**
  a) Carried a weapon such as a gun, knife, or club on school property | 14% |
  b) Did not go to school because student did not feel safe | 4% |
  c) whose mathematics teachers heavily emphasize: |
  – Algebra and functions | 41% | 46% ** |
  – developing reasoning ability to solve unique problems | 44% | 47% ** |
  – communicating mathematics ideas | 38% | 38% |
  c) who have computers available in their mathematics classroom | 26% | 21% ** |
  d) who use calculators in mathematics class at least once a week | 24% | 43% ** |

**GOAL 8: Parental Participation**

**Direct Measures of the Goal: Parent-School Partnerships**

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994)**
  - public school teachers | 22% | 21% ** |
  - public school principals | 12% | 12% |
  - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)**
    - establishing curriculum | 8% | 5% ** |
    - hiring new full-time teachers | 8% | 15% ** |

**Establishing curriculum: 9% (1991), 15% (1994)**

**Serving discipline policy: 8% (1991), 10% (1994)**

**Hiring new full-time teachers: 8% (1991), 15% (1994)**

**GOAL 9: School Safety**

- Percentage of public high school students who reported that they did all the following at least once during the past 30 days (1990)**
  - Did not go to school because of a weapon such as a gun, knife, or club | 14% |
  - Carried a weapon such as a gun, knife, or club on school property | 15% |

**Parent-School Partnerships**

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)**
  - establishing curriculum | 8% | 5% ** |
  - hiring new full-time teachers | 8% | 15% ** |

**Establishing curriculum: 9% (1991), 15% (1994)**

**Serving discipline policy: 8% (1991), 10% (1994)**

**Hiring new full-time teachers: 8% (1991), 15% (1994)**

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**Note:** Interpret with caution. Change was not statistically significant. See Appendix A for technical notes and sources.
Mathematics and Science (continued)

b) Percentage of mathematics teachers heavily emphasize:
   - Algebra and functions 41% 46% *  
   - Developing reasoning ability to solve unique problems 44% 47% *  
   - Communicating mathematics ideas 38% 38%*

c) Percentage of mathematics teachers who reported that they did the following at least once during the past 12 months (1993)22
   - Set discipline policy 8% 15% ns  
   - Established curriculum 8% 5% ns  
   - Hired new full-time teachers 0% 0%  
   - Setting discipline policy 8% 15% ns

Direct Measures of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)23
  - All students 32% 35%  
  - Minorities (Blacks, Hispanics, American Indians) 31% 23%  
  - Females 28% 31%

GOAL 5: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in PIAAC literacy (1992)24

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992)25
  a) Registered to vote 63% 65%  
  b) Voting 53% 56% *

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)26 49% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Schools

At School

- Percentage of public high school students who reported the following at least once during the past 30 days (1993)27  
  - Alcohol use 8% —  
  - Marijuana use 5% —  

- Percentage of public high school students who reported being offered, sold, or given illegal drugs on school property during the past 12 months (1993)28 26% —

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)29
  a) Threatened or injured with a weapon 8% 15% ns  
  b) Carried a weapon 4% 14% —

Direct Measures of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)30 32% 43%

GOAL 8: Parent-School Partnerships

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994)31
  - Public school teachers 22% 27% *  
  - Public school principals 12% 12% *

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)32
  - Establishing curriculum 8% 5% *  
  - Hiring new full-time teachers 0% 0%  
  - Setting discipline policy 8% 15% *
Measuring State Progress Toward the Goals and Objectives

**GOAL 1: Ready to Learn**

Direct Measures of the Objectives: Children’s Health and Nutrition

- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1992)
  - Baseline: 58
  - Most Recent: 59

- Number of mothers (per 1,000 receiving early first trimester prenatal care) (1990, 1992)
  - Baseline: 817
  - Most Recent: 820

- Percentage of infants born in the state with one or more health risks (1990, 1992)
  - Baseline: 42%
  - Most Recent: 39%

- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990-1994)
  - Baseline: 76%
  - Most Recent: —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)
  - Baseline: 48
  - Most Recent: 57

**GOAL 2: School Completion**

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)
  - Baseline: 92%
  - Most Recent: 93%

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990-1992)
  - Baseline: —
  - Most Recent: —

**GOAL 3: Student Achievement and Citizenship**

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard (1991, 1992)
  - Baseline: 29%
  - Most Recent: 30%

- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard
  - Grade 4: 1992, 1994
    - Baseline: 25%
    - Most Recent: 29%
  - Grade 8: 1990, 1992
    - Baseline: 29%
    - Most Recent: 32%

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993)
  - English: 7 16
  - Mathematics: 8 10
  - Science: 4 7
  - Foreign languages: 2
  - Civics and government: 1 2
  - Economics: 1 4
  - Fine arts: <1 1
  - History: 5 9

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

Direct Measure of the Goal: Teacher Education

  - an undergraduate or graduate degree in their main teaching assignment
    - Baseline: 76%
    - Most Recent: 93%
  - a teaching certificate in their main teaching assignment
    - Baseline: 98%
    - Most Recent: 97%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1991-1992)
  - uses of educational technology
    - Baseline: 50%
    - Most Recent: —
  - methods of teaching subject field
    - Baseline: 58%
    - Most Recent: 45%
  - in-depth study in subject field
    - Baseline: 25%
    - Most Recent: —
  - student assessment
    - Baseline: 41%
    - Most Recent: 41%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1991-1994)
  - Baseline: 7%
  - Most Recent: 18%

**GOAL 5: Mathematics and Science**

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1981 and 1992)
  - Baseline: 71%
  - Most Recent: 68%

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in science compared with 3 highest achieving nations (1990 and 1992)
  - Baseline: 70%
  - Most Recent: 71%

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in reading compared with 3 highest achieving nations (1991 and 1992)
  - Baseline: 78%
  - Most Recent: 68%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1991, 1992) who were reported to have engaged in the following activities in mathematics class
  - work in small groups at least once a week
    - Baseline: 50%
    - Most Recent: 45%
  - work using mathematical instruments or geometric solids at least once a week (1990)
    - Baseline: 71%
    - Most Recent: —

- Percentage of public school 8th graders who were reported to have engaged in the following activities in science class
  - work in small groups at least once a week
    - Baseline: 50%
    - Most Recent: 43%
  - work using laboratory equipment or instruments
    - Baseline: 53%
    - Most Recent: 53%
  - work using scientific tools or instruments
    - Baseline: 50%
    - Most Recent: 45%

- Percentage of teachers who reported that they engaged in the following professional development activities during the 1989-1990 school year
  - Professional Development
    - Uses of educational technology
      - Baseline: 50%
      - Most Recent: 50%
    - Methods of teaching subject field
      - Baseline: 50%
      - Most Recent: 50%
    - In-depth study in subject field
      - Baseline: 25%
      - Most Recent: 25%
### GOAL 1: Ready to Learn

**Direct Measures of the Objectives: Children’s Health and Nutrition**
- Number of infants (per 1,000 born at live birthweight (below 5.5 pounds)) (1990, 1992)\(^3\)
- Number of mothers (per 1,000) receiving early first trimester prenatal care (1990, 1992)\(^2\)
- Percentage of infants born in the state with one or more health risks (1990, 1993)\(^2\)
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)\(^4\)

**Direct Measure of the Objectives: Preschool Programs**
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)\(^6\)

**GOAL 2: School Completion**

**Direct Measure of the Goal: School Completion**
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)\(^6\)

**Direct Measure of the Objectives: School Dropouts**
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)\(^7\)

**GOAL 3: Student Achievement and Citizenship**

**Direct Measures of the Goal: Student Achievement**
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard\(^8\)
  - Grade 4 (1992, 1994)
  - Grade 8 (1990, 1992)
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard\(^6\)
  - Grade 4 (1992, 1994)
  - Grade 8 (1990, 1992)

**Direct Measure of the Goal: Advanced Placement Performance**
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993)\(^6\)
  - English
  - Mathematics
  - Science
  - Foreign languages
  - Civics and government
  - Economics
  - Fine arts
  - History

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

**Direct Measure of the Goal: Teacher Education**
- Percentage of public secondary school teachers who hold (1991, 1994)\(^1\)
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment
- Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)\(^2\)
  - use of educational technology
  - methods of teaching subject field
  - in-depth study in subject field
  - student assessment

**Direct Measure of the Objectives: Teaching Diverse Student Populations**
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1992)\(^6\)

**GOAL 5: Mathematics and Science**

**Direct Measure of the Goal: International Student Achievement Comparisons**
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)\(^11\)

**Direct Measures of the Objectives: Mathematics and Science Education**
- Percentage of public school 8th graders (1990, 1992)\(^6\)
  - whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week (1992)
    - work with measuring instruments or geometric solids at least once a week (1990)

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\(^1\) Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 15 pounds), mother smoked during pregnancy, or mother died during pregnancy.

\(^2\) Interpret with caution. Data are undergoing revision.


\(^4\) Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 15 pounds), mother smoked during pregnancy, or mother died during pregnancy.

\(^5\) Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 15 pounds), mother smoked during pregnancy, or mother died during pregnancy.

\(^6\) Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 15 pounds), mother smoked during pregnancy, or mother died during pregnancy.

\(^7\) Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 15 pounds), mother smoked during pregnancy, or mother died during pregnancy.

\(^8\) Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 15 pounds), mother smoked during pregnancy, or mother died during pregnancy.

\(^9\) Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 15 pounds), mother smoked during pregnancy, or mother died during pregnancy.

\(^10\) Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 15 pounds), mother smoked during pregnancy, or mother died during pregnancy.

\(^11\) Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 15 pounds), mother smoked during pregnancy, or mother died during pregnancy.

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* Data not reported due to small sample size.
### Wisconsin

#### Measuring State Progress Toward the Goals and Objectives

**Mathematics and Science (continued)**

b) whose mathematics teachers heavily emphasize:

- Algebra and functions
- Developing reasoning ability to solve unique problems
- Communicating mathematics ideas

**Direct Measure of the Objectives: Degrees in Mathematics and Science**

- Mathematics and science degrees as a percentage of all degrees awarded (1991, 1993)¹
  - all students
  - minorities (Blacks, Hispanics, American Indians)
  - females

**GOAL 6: Adult Literacy and Lifelong Learning**

**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1991)²

**Direct Measure of the Goal: Citizenship**

- Percentage of all U.S. citizens (1988, 1992)³
  - registered to vote
  - voting

**Direct Measure of the Objectives: Postsecondary Enrollment**

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1990)⁴

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

**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools at School**

- Percentage of public high school students who reported the following at least once during the past 12 months (1993)⁵
  - alcohol
  - marijuana
  - cocaine
  - hallucinogens

- Percentage of public high school students who reported being offered, sold, or given an illegal drug or weapon on school property during the past 12 months (1993)⁶

**Direct Measures of the Goal: Schools Free of Violence and Crime**

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):³
  - Carried a weapon such as a gun, knife, or club on school property
  - Did not go to school because student did not feel safe
  - Reported that they were in a physical fight on school property
  - 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)

- Percentage of public high school students who reported 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):³

- Percentage of public high school students who reported 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):³

- Percentage of public high school students who reported 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):³

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):³
  - Using the following at least once during the past 30 days:
    - marijuana
    - cocaine
  - Having few or more drinks in a row during the past 30 days

**GOAL 8: Parental Participation**

**Direct Measures of the Goal: Parent-School Partnerships**

- Percentage of public school principals who reported that lack of parental involvement in their school was a serious problem (1988, 1990):³

- Percentage of public school principals who reported that parent association in their school has influenced the following decisions and policies (1991, 1994):³

### Notes

1. Such as a gun, knife, or club.

2. On a 6-point scale from “no influence” to “a great deal of influence.” Defined as a change in the 3 to 5 range.

3. Change was not statistically significant.

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Data not available. Interpret with caution. Change was not statistically significant.

Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See Appendix A for technical notes and sources.

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### Wisconsin

#### Measuring State Progress Toward the Goals and Objectives

**Overall**

- Percentage of public high school students who reported (1990, 1993):³
  - Using the following at least once during the past 30 days:
    - marijuana
    - cocaine
  - Having few or more drinks in a row during the past 30 days

**Direct Measures of the Goal: Schools Free of Violence and Crime**

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):³
  - Carried a weapon such as a gun, knife, or club on school property
  - Did not go to school because student did not feel safe
  - Reported that they were in a physical fight on school property
  - 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):³

- Percentage of public high school students who reported 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):³

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):³
  - Using the following at least once during the past 30 days:
    - marijuana
    - cocaine
  - Having few or more drinks in a row during the past 30 days

---

Data not available. Interpret with caution. Change was not statistically significant.

Data not reported due to small sample size. See page 23 for a Guide to Reading the State Pages. See Appendix A for technical notes and sources.
Measuring State Progress Toward the Goals and Objectives

WISCONSIN

Mathematics and Science (continued)

- Algebra and functions
- Developing reasoning ability to solve unique problems
- Communicating mathematics ideas
- Who have computers available in their mathematics classroom
- Who use calculators in mathematics class at least once a week

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GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition

- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1992)1
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)2
- Percentage of infants born in the state with one or more health risks (1990, 1992)2
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)3

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991)4

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18 to 24-year-olds who have a high school credential (1990, 1995)5

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)6

GOAL 3: Student Achievement and Citizenship

Direct Measure of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard:7
  - Grade 4 (1992) 24% 26% ns
  - Grade 8 (1990, 1992) 24% 26% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or better in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)8
  - English 9 10
  - Mathematics 10
  - Science 1 3
  - Foreign languages 1
  - Civics and government 1
  - Economics 0 1
  - Fine arts 0 1
  - History 0 1

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who hold (1991, 1994)1
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)2
  - use of educational technology
  - methods of teaching subject field
  - in-depth study in subject field
  - student assessment

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1991)3

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)4

Takean=41% Koran=37% Switzerland=33% 26% — ns

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992)5
  - whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 70% 58%
    - work with measuring instruments or geometric solids at least once a week (1992)8

See Appendix A for technical notes and sources.
### Measuring State Progress Toward the Goals and Objectives

#### GOAL 1: Ready to Learn

**Direct Measures of the Objectives: Children’s Health and Nutrition**
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1992)\(^1\))
- Number of mothers (per 1,000 receiving early first trimester prenatal care (1990, 1992)\(^2\))
- Percentage of infants born in the state with one or more health risks (1990, 1992)\(^3\)
  - Baseline: 1990: 1992: 41% : 40% \(\text{n.s.}\)
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1992)\(^4\)
  - Baseline: 1992: 78%

**Direct Measure of the Objectives: Preschool Programs**
- Number of children with disabilities in preschool
  - Baseline: 1990: 1992: 54 : 70

*Source: National Center for Education Statistics and Westat, Inc., 1995*

#### GOAL 2: School Completion

**Direct Measure of the Goal: School Completion**
- Percentage of all 18-to-24-year-olds who have a high school credential (1990, 1993)\(^5\)
  - Baseline: 1990: 91% : 92% \(\text{n.s.}\)

**Direct Measure of the Objectives: School Dropouts**
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)\(^6\)
  - Baseline: 1990: —

*Source: National Center for Education Statistics and Westat, Inc., 1995*

#### GOAL 3: Student Achievement and Citizenship

**Direct Measures of the Goal: Student Achievement**
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard (1990, 1994)\(^7\)
  - Grade 4: 1990: 28% : 26% \(\text{n.s.}\)
  - Grade 8: 1990: 19% : 24% \(\text{n.s.}\)

**Direct Measure of the Goal: Advanced Placement Performance**
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1992)\(^8\)
  - Science: 1991: 1 : 3
  - Foreign languages: 1 : 1
  - Civics and government: 1 : 1
  - Economics: 1 : 1
  - Fine arts: 0 : 1
  - History: 1 : 1

*Source: National Center for Education Statistics and Westat, Inc., 1995*

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

**Direct Measure of the Goal: Teacher Education**
- Percentage of public secondary school teachers who held (1991, 1994)\(^9\)
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment
  - Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1996)\(^10\)
  - Uses of educational technology
  - Methods of teaching subject field
  - In-depth study in subject field
  - Student assessment

**Direct Measure of the Objectives: Teaching Diverse Student Populations**
- Percentage of public school students who reported 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, 1994)\(^11\)
  - Baseline: 1991: 13% : 15% \(\text{n.s.}\)

**Direct Measure of the Goals: Mathematics and Science**
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)\(^12\)
  - Taiwan=41%  Korea=37%  Switzerland=33% 1991: 26% — \(\text{n.s.}\)

**Direct Measure of the Objectives: Strengthening Mathematics and Science Education**
- Percentage of public school 8th graders (1990, 1992)\(^13\)
  - Who were asked to do the following activities in mathematics class:
    - work with measuring instruments or geometric solids at once (1990)
    - work with measuring instruments or geometric solids at once (1990)
    - work with measuring instruments or geometric solids at once (1990)

*Source: National Center for Education Statistics and Westat, Inc., 1995*

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**Wyoming**

**Student Achievement**
  - Baseline: 1992: 0% : 20% : 40% : 60% : 80% : 100%
  - Recent: 1993: 20% : 40% : 60% : 80% : 100%
  - Most: 1994: 20% : 40% : 60% : 80% : 100%

**Direct Measure of the Goal: Mathematics and Science**
- Percentage of public school teachers with limited English-proficiency who reported that during the previous school year (1994)\(^14\)
  - Who met the Goals Panel’s performance standard
  - Teachers who had received professional development programs on the following topics since the end of the previous school year (1994)
  - Baseline: 1994: 12%

**Direct Measure of the Goal: Teacher Support**
- Percentage of public school teachers who reported that during the previous school year (1994)\(^15\)
  - Teachers who had received professional development programs on the following topics since the end of the previous school year (1994)
  - Baseline: 1994: 12%

**Direct Measure of the Objectives: Teaching Diverse Student Populations**
- Percentage of public school students who reported 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, 1994)\(^16\)
  - Baseline: 1991: 13% : 15% \(\text{n.s.}\)

**Direct Measure of the Goals: Mathematics and Science**
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)\(^17\)
  - Taiwan=41%  Korea=37%  Switzerland=33% 1991: 26% — \(\text{n.s.}\)

**Direct Measure of the Objectives: Strengthening Mathematics and Science Education**
- Percentage of public school 8th graders (1990, 1992)\(^18\)
  - Who were asked to do the following activities in mathematics class:
    - work with measuring instruments or geometric solids at once (1990)
    - work with measuring instruments or geometric solids at once (1990)
    - work with measuring instruments or geometric solids at once (1990)

*Source: National Center for Education Statistics and Westat, Inc., 1995*

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**Notes and Interpretation**

1. Interpret with caution. Data are undergoing revision. See Appendix A.
2. Does not include those still in high school.
4. Includes one (or more) trimester(s) for gestational age, low maternal weight gain (less than 21 pounds), mother smoking during pregnancy, or mother drinking alcohol during pregnancy.
6. Includes traditional high school diploma and alternative credential.
8. * Data not reported due to small sample size.
9. Interpreted with caution. Change was not statistically significant.
### Mathematics and Science (continued)

<table>
<thead>
<tr>
<th>Mathematics and Science</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) whose mathematics teachers heavily emphasize:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Algebra and functions</td>
<td>48%</td>
<td>47%</td>
</tr>
<tr>
<td>- developing reasoning ability to solve unique problems</td>
<td>37%</td>
<td>40%</td>
</tr>
<tr>
<td>- communicating mathematics ideas</td>
<td>37%</td>
<td>32%</td>
</tr>
<tr>
<td>c) who have computers available in their mathematics classrooms</td>
<td>25%</td>
<td>16%</td>
</tr>
<tr>
<td>d) who use calculators in mathematics class at least once a week</td>
<td>54%</td>
<td>73%</td>
</tr>
</tbody>
</table>

### Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded (1991, 1993)\(^1\) to (1991, 1993)\(^2\):
  - all students: 40% 40%\(^2\)
  - minorities (Blacks, Hispanics, American Indians): 43% 23%\(^2\)
  - females: 39% 35%\(^2\)

### GOAL 6: Adult Literacy and Lifelong Learning

#### Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prew literacy (1992)\(^1\)\(^2\)

#### Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992)\(^1\) who:
  - registered to vote: 68% 69%\(^1\)
  - voting: 62% 65%\(^1\)

#### Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)\(^2\): 47% —

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

#### Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

- At School:
  - Percentage of public high school students who reported the following at least once at school during the past 30 days (1990)\(^2\):
    - alcohol: — —
    - marijuana: — —
    - cigarettes: — —
    - peer pressure to use drugs: — —
  - Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)\(^2\): — —

### WYOMING

<table>
<thead>
<tr>
<th>National</th>
<th>Wyoming</th>
<th>Taiwan</th>
<th>Korea</th>
<th>Switzerland</th>
</tr>
</thead>
<tbody>
<tr>
<td>11%</td>
<td>19%</td>
<td>13%</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>32%</td>
<td>32%</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>16%</td>
<td>16%</td>
<td>26%</td>
<td>26%</td>
<td>26%</td>
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<tr>
<td>73%</td>
<td>73%</td>
<td>73%</td>
<td>73%</td>
<td>73%</td>
</tr>
</tbody>
</table>

\(^1\) A complete description of assessment participants can be found in Appendix A.
\(^2\) Plus or minus 2 percentage points.
\(^3\) Plus or minus percentage points.

Source: Educational Testing Service, 1993

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**Note:** Data not available. *Data not reported due to small sample size. See page 222 for a Guide to Reading the State Pages. See Appendix A for technical notes and sources.*

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**Parent-School Partnerships**

<table>
<thead>
<tr>
<th>Percentage of public school principals who reported that the parent association in their school has influence* on the following decisions and policies (1991, 1994)</th>
<th>1991</th>
<th>1994</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing curriculum</td>
<td>10%</td>
<td>16%</td>
</tr>
<tr>
<td>Hiring new full-time teachers</td>
<td>10%</td>
<td>14%</td>
</tr>
<tr>
<td>Setting discipline policies</td>
<td>10%</td>
<td>12%</td>
</tr>
</tbody>
</table>

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**Establishing curriculum**

- 10% 16% ns

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**Hiring new full-time teachers**

- 10% 14% ns

---

**Setting discipline policies**

- 10% 12% ns

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* Data not available.
** See 1995 Goals Report for additional information.
* Data not reported due to small sample size.
** Data not reported due to small sample size.
** Data not reported due to small sample size.
Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:
   - Algebra and functions 48% 47% **
   - developing reasoning ability to solve unique problems 37% 40% **
   - communicating mathematics ideas 37% 32% **
   - who have computers available in their mathematics classroom 25% 16% **
   - who use calculators in mathematics class at least once a week 54% 73%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)**

DIRECT Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992)*
  a) registered to vote
  b) voting

Direct Measure of the Objectives: Postsecondary Enrollment

• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)**

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

• Percentage of public high school students who reported the following at least once at school during the past 30 days (1993)**
  a) Using the following at least once during the past 30 days:
     - marijuana — — ns
     - cocaine — — ns
  b) Having five or more drinks in a row during the past 30 days — — ns

Direct Measures of the Goal: Schools Free of Violence and Crime

• Percentage of public high school students who reported that they did not follow the following at least once during the past 30 days (1993)**
  a) Carried a weapon such as a gun, knife, or club on school property — — ns
  b) Did not go to school because student did not feel safe — — ns

• Percentage of public high school students who reported 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)**

• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)**

• Percentage of public school teachers who reported that a student from their school threatened or injured them or physically attacked them in the past 12 months (1994)**

GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)
  a) Hiring new full-time teachers 15% 17% **
  b) Setting discipline policy 12% 14% **

Source: National Center for Education Statistics and Westat, Inc., 1995

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

** Data not reported due to small sample size.
### AMERICAN SAMOA

#### Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>GOAL 1: Ready to Learn</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Measures of the Objectives: Children’s Health and Nutrition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Number of infants (per 1,000 born at low birthweight (below 5.5 pounds) (1990, 1992)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>• Number of mothers (per 1,000 requiring early first trimester prenatal care (1990, 1992)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>• Percentage of infants born in the state with one or more health risks (1990, 1992)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 2: School Completion</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Measure of the Goal: School Completion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1992)</td>
<td>-</td>
<td>-</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 3: Student Achievement and Citizenship</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Measures of the Goal: Student Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard</td>
<td>Grade 4 (1992, 1994)</td>
<td>-</td>
</tr>
<tr>
<td>• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard</td>
<td>Grade 4 (1992), Grade 8 (1990, 1992)</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 4: Teacher Education and Professional Development</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Measure of the Goal: Teacher Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Percentage of public secondary school teachers who held (1991, 1994)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>— an undergraduate or graduate degree in their main teaching assignment</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>— a teaching certificate in their main teaching assignment</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 5: Mathematics and Science</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Measure of the Goal: International Student Achievement Comparisons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)</td>
<td>Taiwan=41%, Korea=37%, Switzerland=33%</td>
<td>-</td>
</tr>
</tbody>
</table>

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* Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.


See Appendix A for technical notes and sources.
GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education
  – an undergraduate or graduate degree in their main teaching assignment — — ns
  – a teaching certificate in their main teaching assignment — — ns

Direct Measure of the Goal: Professional Development
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994): 12
  – uses of educational technology — — ns
  – methods of teaching subject field — — ns
  – in-depth study in subject field — — ns
  – student assessment — — ns

Direct Measure of the Objectives: Teaching Diverse Student Populations
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994) 13 — — ns

Direct Measure of the Objectives: Teacher Support
• Percentage of public school teachers who reported 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, 1994) 14 — — ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): 15
  Taiwan=41%      Korea=37%      Switzerland=33% — — ns

Direct Measure of the Objectives: Strengthening Mathematics and Science Education
• Percentage of public school 8th graders (1990, 1992): 16
  a) whose teachers reported that they do these activities in mathematics class:
  – work in small groups at least once a week — — ns
  – work with measuring instruments or geometric solids at least once a week — — ns

  Data not available.
  ns Interpret with caution. Change was not statistically significant.
  * Data not reported due to small sample size.
  See page 23 for a Guide to Reading the State Pages.
  See Appendix A for technical notes and sources.
### AMERICAN SAMOA

#### Goals and Objectives

<table>
<thead>
<tr>
<th>Mathematics and Science (continued)</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) whose mathematics teachers heavily emphasize:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— Algebra and functions</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>— developing reasoning ability to solve unique problems</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>— communicating mathematics ideas</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>c) who have computers available in their mathematics classroom</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>d) who use calculators in mathematics class at least once a week</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

**Direct Measure of the Objectives: Degrees in Mathematics and Science**

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993): 
  - all students
  - minorities (Blacks, Hispanics, American Indians)
  - females

**GOAL 6: Adult Literacy and Lifelong Learning**

**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992): —

**Direct Measure of the Goal: Citizenship**

  - a) registered to vote
  - b) voting

**Direct Measure of the Objectives: Postsecondary Enrollment**

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992): 20%

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

**Direct Measures of the Goal: Alcohol-and Drug-free Students and Schools**

**At School**

- Percentage of public high school students who reported the following at least once at school during the past 30 days (1993):
  - alcohol: 11%
  - marijuana: 2%
  - cocaine: 6%
  - illegal drug on school property during the past 12 months (1993): 14%

**Direct Measures of the Goal: Alcohol- and Drug-free Schools**

**Conducive to Learning**

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994): —

**GOAL 8: Parental Participation**

**Direct Measures of the Goal: Parent-School Partnerships**

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994): —
  - public school teachers
  - public school principals

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994): —
  - establishing curriculum
  - hiring new full-time teachers
  - setting discipline policy

---

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

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**See 1995 Goals Report for additional information.**

**See Appendix A for technical notes and sources.**
### AMERICAN SAMOA

#### Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Mathematics and Science (continued)</th>
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<th>Most Recent Update</th>
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<td></td>
</tr>
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</table>

**Direct Measure of the Objectives: Degrees in Mathematics and Science**
- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993) — Data not available.
  - all students
  - minoritias (Blacks, Hispanics, American Indians)
  - females

**GOAL 6: Adult Literacy and Lifelong Learning**

**Direct Measure of the Goal: Adult Literacy**
- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992) — Data not reported due to small sample size.
- a) registered to vote
- b) voting

**Direct Measure of the Objectives: Postsecondary Enrollment**
- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992) — Data not available.

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

**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools**
- At School
  - Percentage of public high school students who reported using the following at least once during the past 30 days (1993):23
    - alcohol
    - marijuana
    - cocaine
    - other illegal drug
  - Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):23
  - Percentage of public high school students who reported being threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):14
  - Percentage of public high school students who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):30
    - setting discipline policy
    - hiring new full-time teachers
    - establishing curriculum
    - setting discipline policy

### AMERICAN SAMOA

#### Measuring State Progress Toward the Goals and Objectives

<table>
<thead>
<tr>
<th>Overall</th>
<th>Baseline</th>
<th>Most Recent Update</th>
</tr>
</thead>
</table>
| • Percentage of public high school students who reported (1990):30
  a) Using the following at least once during the past 30 days:
    - marijuana
    - cocaine
  b) Having five or more drinks in a row during the past 30 days | 14% | |

**Direct Measures of the Goal: Schools Free of Violence and Crime**
- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1990):30
  a) Carried a weapon such as a gun, knife, or club on school property | 14% | |
  b) Did not go to school because student did not feel safe | 23% | |
  c) Using the following at least once during the past 30 days:
    - alcohol
    - marijuana
    - cocaine
  d) Who use calculators in mathematics class at least once during the past 30 days | 23% | |
  - Percentage of public high school students who reported 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):14
  - Percentage of public high school students who reported that they were in a physical fight on school property during the past 12 months (1993):26
  - Percentage of public high school students who reported that they were in a physical fight on school property 14% — ns

**Goal 8: Parental Participation**

**Direct Measures of the Goal: Parent-School Partnerships**
- Percentage of public school teachers who reported that lack of parental involvement in their school was a serious problem (1991, 1994):30
  - public school teachers
  - public school principals
  - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):30
    - establishing curriculum
    - hiring new full-time teachers
    - setting discipline policy

---

Data not available.
* Data not reported due to small sample size.
| Interpret with caution. Change was not statistically significant.
GUAM

Measuring State Progress Toward the Goals and Objectives

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition
- Percentage of infants born at birth (below 5 pounds) (1990, 1995): 72% 77%
- Percentage of infants born under 3 pounds (1990, 1995): 66% 69%
- Percentage of infants born in the state with one or more health risks (1990, 1995): 35% 48%

Direct Measure of the Objectives: Preschool Programs
- Percentage of children with disabilities in preschool (1990, 1995): 20% 32%

GOAL 2: School Completion

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1995): 8% 6%

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990, 1995): 10% 12%

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard: Grade 4 (1992, 1994): 8% 6%
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard: Grade 4 (1992): 5% —

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (1990, 1995):
  - English
  - Mathematics
  - Science
  - Foreign languages
  - Civics and government
  - Economics
  - Fine arts
  - History

Data not available. Interpreted with caution. Change was not statistically significant.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education
- Percentage of public school teachers who held a master’s degree (1992, 1994): 100%
- Percentage of public school teachers who held a PhD (1992, 1994): 100%

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who participated in in-service or professional development programs on the following topics since the beginning of the previous school year (1990, 1992):
  - Teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994): 70% 77%
  - A teaching certificate in their main teaching assignment (1990, 1992): 80% 86%
  - An undergraduate or graduate degree in their main teaching assignment (1990, 1992): 80% 86%

Direct Measure of the Objectives: Teacher Support
- Percentage of public school secondary school teachers who met the Goals Panel’s performance standard: Seat 1.0 (1990, 1992): 7% 10%
- Percentage of public school secondary school teachers who participated in an evaluation of their teaching (1990, 1992): 50% 60%
- Percentage of public school secondary school teachers who received student assessment (1990, 1992): 10% 20%
- Percentage of public school teachers who reported 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, 1994): 80% 86%

Direct Measure of the Objectives: Teacher Populations
- Percentage of public school secondary school teachers who reported that in the previous school year (1994):
  - a teaching certificate in their main teaching assignment (1990, 1992): 80% 86%
  - an undergraduate or graduate degree in their main teaching assignment (1990, 1992): 80% 86%

Data not available. Interpreted with caution. Change was not statistically significant.

See Appendix A for technical notes and sources.

Student Achievement

Goals and Objectives

Baseline Most Recent Update

GUAM

Measuring State Progress Toward the Goals and Objectives

Student Achievement

- Reading: 94% 94%
- Mathematics: 66% 66%

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with the 3 highest achieving nations (1991 and 1992):
  - Taiwan (1992): 41%
  - Korea (1992): 37%
  - Switzerland (1992): 32%

Data not available. Interpreted with caution. Change was not statistically significant.


See Appendix A for technical notes and sources.

GUAM

Measuring State Progress Toward the Goals and Objectives

Student Achievement

- Reading: 94% 94%
- Mathematics: 66% 66%

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with the 3 highest achieving nations (1991 and 1992):
  - Taiwan (1992): 41%
  - Korea (1992): 37%
  - Switzerland (1992): 32%

Data not available. Interpreted with caution. Change was not statistically significant.


See Appendix A for technical notes and sources.
GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children's Health and Nutrition
- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992):
  - Baseline: 72%
  - Recent Update: 77%
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992):
  - Baseline: 669
  - Recent Update: 609
- Percentage of infants born in the state with one or more health risks (1990, 1992):
  - Baseline: 35%
  - Recent Update: 48%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990):
  - Baseline: ——
  - Update: ——

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3-5 year-olds; 1991, 1994):
  - Baseline: 8%
  - Recent Update: 6%

GOAL 2: School Completion

Direct Measure of the Goal: School Completion
- Percentage of 18- to 24-year-olds who have a high school credential (1990, 1992):
  - Baseline: 96%
  - Recent Update: 96%

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990):
  - Baseline: ——
  - Recent Update: ——

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:
  - Grade 4 (1992, 1994): 6%
  - Grade 8 (1990, 1992): 16%
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:
  - Grade 4 (1992): 5%
  - Grade 8 (1990, 1992): 10%

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):
  - English: ——
  - Mathematics: ——
  - Science: ——
  - Foreign languages: ——
  - Civics and government: ——
  - Economics: ——
  - Fine arts: ——
  - History: ——

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education
  - an undergraduate or graduate degree in their main teaching assignment:
    - Baseline: ——
    - Recent Update: ——
  - a teaching certificate in their main teaching assignment:
    - Baseline: ——
    - Recent Update: ——

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):
  - uses of educational technology:
    - Baseline: ——
    - Recent Update: ——
  - methods of teaching subject field:
    - Baseline: ——
    - Recent Update: ——
  - student assessment:
    - Baseline: ——
    - Recent Update: ——

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1990):
  - Baseline: ——
  - Recent Update: ——

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported 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, 1994):
  - Baseline: ——
  - Recent Update: ——

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):
  - Baseline: 7%
  - Recent Update: 7%

Direct Measure of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992):
  - whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week:
      - Baseline: 33%
      - Recent Update: 38%
    - work with measuring instruments or geometric solids at least once a week (1992):
      - Baseline: 100%
      - Recent Update: 100%
Mathematics and Science (continued)
b) whose mathematics teachers heavily emphasize:
   - Algebra and functions 37% 29%
   - developing reasoning ability to solve unique problems 15% 37%
   - communicating mathematics ideas 19% 43%
c) who have computers available in their mathematics classroom
   13% <1%
d) who use calculators in mathematics class at least once a week
   22% 26%

Direct Measure of the Objectives: Degrees in Mathematics and Science

• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)¹
   a) all students 26% 14%
   b) minorities (Blacks, Hispanics, American Indians) 8% 23%
   c) females 24% 17%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)² — —

Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992)³
   a) registered to vote — —
   b) voting — —

Direct Measure of the Objectives: Postsecondary Enrollment

• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)⁴
   51% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1990, 1993)⁵
   a) alcohol — —
   b) marijuana — —
   c) cocaine — —
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1990)⁶
   — —

Direct Measures of the Goal: Safe, Drug-free Schools

• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1990)⁶
   — —

Overall

• Percentage of public high school students who reported (1990, 1993)⁷
   a) Using the following at least once during the past 30 days:
      - marijuana — —
      - cocaine — —
   b) Having five or more drinks in a row during the past 30 days — —

Direct Measures of the Goal: Schools Free of Violence and Crime

• Percentage of public high school students who reported that they did the following at least once during the past 12 months (1993)⁸
   a) Carried a weapon such as a gun, knife, or club on school property — —
   b) Did not go to school because student did not feel safe — —

• Percentage of public high school students who reported 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)
   — —

• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)
   — —

• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1993)
   — —

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994) — —

GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1989, 1990)
   a) public school teachers — —
   b) public school principals — —

• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1996) — —
   a) establishing curriculum — —
   b) hiring new full-time teachers — —
   c) setting discipline policy — —
GUAM

International Comparisons in Mathematics
Percentage of students who scored at the Proficient or Advanced level in mathematics (1991 and 1992)

<table>
<thead>
<tr>
<th>Country</th>
<th>1991</th>
<th>1992</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guam</td>
<td>19%</td>
<td>18%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>23%</td>
<td>21%</td>
</tr>
<tr>
<td>Korea</td>
<td>33%</td>
<td>32%</td>
</tr>
<tr>
<td>Switzerland</td>
<td>7%</td>
<td>5%</td>
</tr>
</tbody>
</table>

1 Percentage of students who scored at the Proficient or Advanced level in mathematics (1991 and 1992)
2 Plus or minus 2 percentage points.
3 Plus or minus 1 percentage point

GUAM

Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:
   - Algebra and functions
   - Developing reasoning ability to solve unique problems
   - Communicating mathematics ideas
   - Who have computers available in their mathematics classroom
   - Who use calculators in mathematics class at least once a week

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded (1993, 1995, 1997)
  - All students
  - Minorities (Blacks, Hispanics, American Indians)
  - Females

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992)
  a) Registered to vote
  b) Voting

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported the following at least once during the past 30 days (1990, 1993)
  a) Carried a weapon such as a gun, knife, or club on school property
  b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Safe, Disciplined, and Alcohol- and Drug-free Schools

- Percentage of public high school students who reported (1990, 1993)
  a) Using the following at least once during the past 30 days:
     - Marijuana
     - Cocaine
  b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1990, 1993)
  a) Carried a weapon such as a gun, knife, or club on school property
  b) Did not go to school because student did not feel safe

Direct Measures of the Goal: Parental Participation

- Percentage of public high school students who reported 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)
- Percentage of public high school students who reported that they were in a physical fight on school property during the past 12 months (1993)
- Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 30 days (1993, 1995)
- Percentage of public high school students who reported the following at least once during the past 12 months (1990, 1993)
  a) Carrying a weapon such as a gun, knife, or club on school property
  b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Parental Participation

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)

GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994)
  a) Public school teachers
  b) Public school principals

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)
  a) Establishing curriculum
  b) Hiring new full-time teachers
  c) Setting discipline policy
Measuring State Progress Toward the Goals and Objectives

NORTHERN MARIANAS

GOAL 1: Ready to Learn
Direct Measures of the Objectives: Children’s Health and Nutrition
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992) — — ns
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) — — ns
• Percentage of infants born in the state with one or more health risks (1990, 1992) — — ns
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990) — — ns

GOAL 2: School Completion
Direct Measure of the Goal: School Completion
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993) — — ns

GOAL 3: Student Achievement and Citizenship
Direct Measures of the Goal: Student Achievement
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard:8
  – Grade 4 (1992, 1994) — — ns
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard:9
  – Grade 4 (1992) — — ns
  – Grade 8 (1990, 1992) — — ns

GOAL 4: Teacher Education and Professional Development
Direct Measure of the Goal: Teacher Education
  – an undergraduate or graduate degree in their main teaching assignment — — ns
  – a teaching certificate in their main teaching assignment — — ns

Direct Measure of the Goal: Professional Development
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):12
  – uses of educational technology — — ns
  – methods of teaching subject field — — ns
  – in-depth study in subject field — — ns
  – student assessment — — ns

Direct Measure of the Objectives: Teaching Diverse Student Populations
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994) — — ns

Direct Measure of the Objectives: Teacher Support
• Percentage of public school teachers who reported 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, 1994) — — ns

GOAL 5: Mathematics and Science
Direct Measure of the Goal: International Student Achievement Comparisons
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):15
  Taiwan=41%      Korea=37%      Switzerland=33% — — ns

Direct Measure of the Objectives: Strengthening Mathematics and Science Education
• Percentage of public school 8th graders (1990, 1992): 16
  a) whose teachers reported that they do these activities in mathematics class:
    – work in small groups at least once a week — — ns
    – work with measuring instruments or geometric solids at least once a week — — ns

Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See Appendix A for technical notes and sources.
NORTHERN MARIANAS

Measuring State Progress Toward the Goals and Objectives

GOAL 1: Ready to Learn
Direct Measures of the Objectives: Children's Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1992); ns
- Number of mothers (per 1,000 receiving early first trimester prenatal care) (1990, 1992); ns
- Percentage of infants born in the state with one or more health risks (1990, 1992); ns
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994); ns

GOAL 2: School Completion
Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1992); ns

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992); ns

GOAL 3: Student Achievement and Citizenship
Direct Measures of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard; Grade 4: 1992, 1994; Grade 8: 1994
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard; Grade 4: 1992, 1994; Grade 8: 1990, 1992

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995): English, Mathematics, Science, Foreign languages, Civics and government, Economics, Fine arts, History, Data not available.

Measuring State Progress Toward the Goals and Objectives

GOAL 4: Teacher Education and Professional Development
Direct Measure of the Goal: Teacher Education
- Percentage of public school secondary school teachers who held (1991, 1994): an undergraduate or graduate degree in their main teaching assignment — ns
- A teaching certificate in their main teaching assignment — ns

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994): uses of educational technology — ns
- Methods of teaching subject field — ns
- In-depth study in subject field — ns
- Student assessment — ns

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they received training to teach limited English-proficient students (1994); ns

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported 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, 1994); ns

GOAL 5: Mathematics and Science
Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): Taiwan = 41%, Korea = 37%, Switzerland = 33%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992) whose teachers reported that they did these activities in mathematics class: work in small groups at least once a week — ns
- Work with measuring instruments or geometric solids at least once a week — ns

Data not available. Data not reported due to small sample size.
Interpret with caution. Change was not statistically significant.
See Appendix A for technical notes and sources.
### Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:
   - Algebra and functions
   - developing reasoning ability to solve unique problems
   - communicating mathematics ideas
   - who have computers available in their mathematics classroom
d) who use calculators in mathematics class at least once a week

### Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):  ns
  - all students
  - minorities (Blacks, Hispanics, American Indians)
  - females

### GOAL 6: Adult Literacy and Lifelong Learning

#### Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):  ns

#### Direct Measure of the Goal: Citizenship

  - a) registered to vote
  - b) voting

#### Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):  69%  ns

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

#### Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

- At School
  - Percentage of public high school students who reported the following at least once at school during the past 30 days (1990, 1993):  ns
    - alcohol
    - marijuana
  - Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1990):  ns

### GOAL 8: Parental Participation

#### Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):  ns
  - public school teachers
  - public school principals
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):  ns
  - establishing curriculum
  - hiring new full-time teachers
  - setting discipline policy

---

* Data not available
* ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size. See page 23 for a Guide to Reading the State Pages.
* * Data not reported due to small sample size. See 1995 Goals Report for additional information.
* See Appendix A for technical notes and sources.
Measuring State Progress Toward the Goals and Objectives

**Mathematics and Science (continued)**

b) whose mathematics teachers heavily emphasized:
   - Algebra and functions — — ns
   - developing reasoning ability to solve unique problems — — ns
   - communicating mathematics ideas — — ns

c) who have computers available in their mathematics classroom — — ns
d) who use calculators in mathematics class at least once a week — — ns

**Direct Measure of the Objectives: Degrees in Mathematics and Science**
- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993): 23
  - all students — — ns
  - minorities (Blacks, Hispanics, American Indians) — — ns
  - females — — ns

**GOAL 6: Adult Literacy and Lifelong Learning**

Direct Measure of the Goal: Adult Literacy
- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992): 24

Direct Measure of the Goal: Citizenship
  - a) registered to vote — — ns
  - b) voting — — ns

Direct Measure of the Objectives: Postsecondary Enrollment
- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992): 26
  - 69%

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools
- At School
  - Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993): 27
    - alcohol — — ns
    - marijuana — — ns
  - Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993): 28
    - — — ns

**Direct Measures of the Goal: Schools Free of Violence and Crime**
- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993): 29
  - a) Carried a weapon such as a gun, knife, or club on school property — — ns
  - b) Did not go to school because student did not feel safe — — ns
- Percentage of public high school students who reported 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): 30
- Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993): 31
- Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994): 32

**Direct Measure of the Goal: Disciplined Environments Conducive to Learning**
- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994): 33

**GOAL 8: Parental Participation**

Direct Measures of the Goal: Parent-School Partnerships
- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994): 34
  - public school teachers — — ns
  - public school principals — — ns
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994): 35
  - establishing curriculum — — ns
  - hiring new full-time teachers — — ns
  - setting discipline policy — — ns

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Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size. See page 23 for a Guide to Reading the State Pages. See Appendix A for technical notes and sources.
GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children's Health and Nutrition
- Number of infants (per 1,000 born at low birthweight (below 5.5 pounds)) (1990, 1992)*
  - Baseline: 91
  - Recent Update: 94
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)*
  - Baseline: 711
  - Recent Update: 764
- Percentage of infants born in the state with one or more health risks (1990, 1992)*
  - Baseline: 48%
  - Recent Update: 45%

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)*
  - Baseline: 55%
  - Recent Update: 55%

Source: National Center for Health Statistics and Westat, Inc., 1995

Direct Measures of the Goal: International Student Achievement Comparisons
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992): 15
  - Nation 1: Taiwan=41%
  - Nation 2: Korea=37%
  - Nation 3: Switzerland=33%

See Appendix A for technical notes and sources.

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education
- Percentage of public school teachers who hold (1991, 1994)*
  - Baseline: —
  - Recent Update: —
    - an undergraduate or graduate degree in their main teaching assignment
    - a teaching certificate in their main teaching assignment
  - Data not available.

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)*
  - Data not available.
    - use of educational technology
    - methods of teaching subject field
    - in-depth study in subject field
    - student assessment

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)*
  - Baseline: —
  - Recent Update: —

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported 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, 1994)*
  - Baseline: —
  - Recent Update: —

Direct Measure of the Objectives: Teacher Education
- Percentage of public secondary school teachers who completed a recognized secondary program (1991, 1994)*
  - Baseline: —
  - Recent Update: —

Direct Measure of the Objectives: Professional Development
- Percentage of public school teachers who have completed a recognized secondary program (1991, 1994)*
  - Baseline: —
  - Recent Update: —

See Appendix A for technical notes and sources.

* Data not available.
  - Interpret with caution. Change was not statistically significant.
  - Data not reported due to small sample size.
  - See page 23 for a Guide to Reading the State Pages.
  - See Appendix A for technical notes and sources.
GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children's Health and Nutrition

- Number of infants (per 100,000 born at low birthweight (below 5.5 pounds)) (1990, 1995)2
  - Baseline: 91
  - Recent: 94

- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1995)2
  - Baseline: 711
  - Recent: 764

- Percentage of infants born in the state with one or more health risks (1990, 1995)2
  - Baseline: 48%
  - Recent: 45%

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000, 3 to 5-year-olds; 1991, 1994)3
  - Baseline: 0.45%

Data not available.

Direct Measure of the Goals: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):15

Taiwan=41%      Korea=37%      Switzerland=33% — — ns

See Appendix A for technical notes and sources.

Interpret with caution. Data are undergoing revision.


* Data not reported due to small sample size.
### Measuring State Progress Toward the Goals and Objectives

#### Mathematics and Science (continued)
- b) whose mathematics teachers heavily emphasize:
  - Algebra and Functions
  - Developing reasoning ability to solve unique problems
  - Communicating mathematics ideas
- c) who have computers available in their mathematics classroom
- d) who use calculators in mathematics class at least once a week

#### Direct Measure of the Objectives: Degrees in Mathematics and Science
  - All students: 31% 31% ns
  - Minorities (Blacks, Hispanics, American Indians): 31% 30% ns
  - Females: 28% 26% ns

#### Goal 6: Adult Literacy and Lifelong Learning

#### Direct Measure of the Goal: Adult Literacy
- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992):

#### Direct Measure of the Goal: Citizenship
  - Registered to vote
  - Voting

#### Direct Measure of the Objectives: Postsecondary Enrollment
- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):

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

#### Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools
- At School
  - Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):
    - Alcohol
    - Marijuana
  - Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):

#### Goal 8: Parental Participation

#### Direct Measures of the Goal: Parent-School Partnerships
- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):
  - Public school teachers
  - Public school principals

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):
  - Establishing curriculum
  - Hiring new full-time teachers
  - Setting discipline policy

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Data not available
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size. See page 22 for a Guide to Reading the State Pages.

See W.Va.-Virgin Islands for additional information.

See Appendix A for technical notes and sources.
### Measuring State Progress Toward the Goals and Objectives

#### Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- Algebra and functions
- Developing reasoning ability to solve unique problems
- Communicating mathematics ideas
- Developing reasoning ability to solve unique problems
- Communicating mathematics ideas
- Using computers available in their mathematics classroom
- Using calculators in mathematics class at least once a week

#### Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)
  - All students: 31% 31% ns
  - Minority (Blacks, Hispanics, American Indians): 31% 30% ns
  - Females: 28% 26% ns

#### Goal 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992)

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992): a) registered to vote, b) voting

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

- At School
  - Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993): a) alcohol, b) marijuana
  - Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1990)

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)

#### Goal 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994)
  - Public school teachers
  - Public school principals

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)
  - Establishing curriculum
  - Hiring new full-time teachers
  - Setting discipline policy

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

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*Data not reported due to small sample size.*

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See Appendix A for technical notes and sources.
## Measuring State Progress Toward the Goals and Objectives

### GOAL 1: Ready to Learn

**Direct Measures of the Objectives: Children’s Health and Nutrition**
- Number of infants (per 1,000 born at live birth) (1990, 1995) — Data not available.
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1995) — Data not available.
- Percentage of infants born in the state with one or more health risks (1990, 1995) — Data not available.
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1990, 1995) — Data not available.

**Direct Measure of the Objectives: Preschool Programs**
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994) — Data not available.

### GOAL 2: School Completion

**Direct Measure of the Goal: School Completion**
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1995) — Data not available.

**Direct Measure of the Objectives: School Dropouts**
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990, 1995) — Data not available.

### GOAL 3: Student Achievement and Citizenship

**Direct Measure of the Goal: Student Achievement**
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard:9
  - Grade 4 (1992, 1994) — Data not available.
  - Grade 8 (1992, 1995) — Data not available.
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard:8
  - Grade 4 (1992, 1994) — Data not available.
  - Grade 8 (1992) — Data not available.

**Direct Measure of the Goal: Advanced Placement Performance**
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):10
  - English — Data not available.
  - Mathematics — Data not available.
  - Science — Data not available.
  - Foreign languages — Data not available.
  - Civics and government — Data not available.
  - Economics — Data not available.
  - Fine arts — Data not available.
  - History — Data not available.

### GOAL 4: Teacher Education and Professional Development

**Direct Measure of the Goal: Teacher Education**
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):12
  - use of educational technology
  - methods of teaching subject field
  - in-depth study in subject field
  - student assessment

**Direct Measure of the Objectives: Teaching Diverse Student Populations**
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1990, 1994):13

**Direct Measure of the Objectives: Professional Development**
- Percentage of public secondary school teachers who reported 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, 1994):14

### GOAL 5: Mathematics and Science

**Direct Measure of the Goal: International Student Achievement Comparisons**
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991, 1993)15
  - Taking 41%: Korea=37%, Switzerland=32%
  - Student-teacher ratio: 18:1

**Direct Measure of the Objectives: Strengthening Mathematics and Science Education**
- Percentage of public school 8th graders (1990, 1992):16
  - whose teachers reported that they did these activities in mathematics class:
    - work in small groups at least once a week (1992) 53% 29%
    - work with measuring instruments or geometric solids at least once a week (1992) 1% 1%

---

**Source:** National Center for Education Statistics, 1993 and 1995.
GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children’s Health and Nutrition
- Number of infants (per 1,000 born at live birth) (1990, 1992)\(^3\): 1% 1% ns
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)\(^4\): 468 509 ns
- Percentage of infants born in the state with one or more health risk (1990, 1992): — —
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994): — —

Direct Measure of the Objectives: Preschool Programs
- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)\(^5\): — —

GOAL 2: School Completion

Direct Measure of the Goal: School Completion
- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1992): — —

Direct Measure of the Objectives: School Dropouts
- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1990)\(^6\): — —

GOAL 3: Student Achievement and Citizenship

Direct Measure of the Goal: Student Achievement
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel’s performance standard\(^7\): — —
  - Grade 8 (1990, 1994): — —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel’s performance standard\(^8\): — —
  - Grade 4 (1992): — —
  - Grade 8 (1990, 1992): 1% 1% ns

Direct Measure of the Goal: Advanced Placement Performance
- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)\(^9\):
  - English: — —
  - Mathematics: — —
  - Science: — —
  - Foreign languages: — —
  - Civics and government: — —
  - Economics: — —
  - Fine arts: — —
  - History: — —

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education
- Percentage of public secondary school teachers who hold (1991, 1994)\(^1\):
  - an undergraduate or graduate degree in their main teaching assignment — —
  - a teaching certificate in their main teaching assignment — —

Direct Measure of the Goal: Professional Development
- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)\(^2\):
  - use of educational technology — —
  - methods of teaching subject field — —
  - in-depth study in subject field — —
  - student assessment — —

Direct Measure of the Objectives: Teaching Diverse Student Populations
- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)\(^3\): — —

Direct Measure of the Objectives: Teacher Support
- Percentage of public school teachers who reported 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, 1994)\(^4\): — —

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with the highest achieving nations (1991 and 1992)\(^5\):
  - Taiwan=41% Korea=37% Switzerland=33% 1% — ns

Direct Measure of the Objectives: Strengthening Mathematics and Science Education
- Percentage of public school 8th graders (1990, 1992)\(^6\):
  - whose teachers reported that they do these activities in mathematics class: 53% 29%
    - work in small groups at least once a week
    - work with measuring instruments or geometric solids at least once a week (1990): <1% —

Note: See 1995 Goals Report for additional information.

Interpret with caution. Data are undergoing revision. See Appendix A for technical notes and sources.

Data not available.
ns Interpret with caution. Change was not statistically significant.
Data not reported due to small sample size. See 1995 Goals Report for additional information.
* Data not reported due to small sample size. See 1995 Goals Report for additional information.
**VIRGIN ISLANDS**

**Measuring State Progress Toward the Goals and Objectives**

<table>
<thead>
<tr>
<th>Goal 6: Adult Literacy and Lifelong Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Measure of the Goal: Adult Literacy</strong></td>
</tr>
<tr>
<td>• Percentage of all adults age 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992)**</td>
</tr>
<tr>
<td><strong>Direct Measure of the Goal: Citizenship</strong></td>
</tr>
<tr>
<td>• Percentage of all U.S. citizens (1988, 1992)**</td>
</tr>
</tbody>
</table>
| a) registered to vote  
| b) voting  |
| **Direct Measure of the Objectives: Postsecondary Enrollment** |
| • Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)**  |

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

<table>
<thead>
<tr>
<th>Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>At School</td>
</tr>
<tr>
<td>• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993)**</td>
</tr>
</tbody>
</table>
| a) alcohol  
| b) marijuana  |
| • Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)**  |

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

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**International Comparisons in Mathematics**

<table>
<thead>
<tr>
<th>Percentage of students** who scored at the Precollege Advanced level in mathematics (1991 and 1992)</th>
</tr>
</thead>
</table>
| **Virginia**  
| 43%  
| **Switzerland**  
| 33%  
| **Taiwan**  
| 27%  
| **Korea**  
| 20%  

---

**VIRGIN ISLANDS**

**Measuring State Progress Toward the Goals and Objectives**

<table>
<thead>
<tr>
<th>Goal 8: Parental Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Measures of the Goal: Parent-School Partnerships</strong></td>
</tr>
<tr>
<td>• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1993)**</td>
</tr>
<tr>
<td>• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1993)**</td>
</tr>
</tbody>
</table>
| a) establishing curriculum  
| b) hiring new full-time teachers  
| c) setting discipline policy  |

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**Did not go to school because student did not feel safe**

**Carried a weapon on school property**

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See page 23 for a Guide to Reading the State Pages.  
See Appendix A for technical notes and sources.
Measuring State Progress Toward the Goals and Objectives

**Virgins Islands**

**Mathematics and Science (continued)**

b) whose mathematics teachers heavily emphasize:
   - Algebra and functions 47% 25%
   - developing reasoning ability to solve unique problems 30% 56%
   - communicating mathematics ideas 30% 60%
   - who have computers available in their mathematics classroom 1% 3%
   - who use calculators in mathematics class at least once a week 17% 39%

**Goal 8: Adult Literacy and Lifelong Learning**

**Direct Measure of the Goal:** Adult Literacy

• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992) — —

**Direct Measure of the Goal:** Citizenship

• Percentage of all U.S. citizens (1988, 1992) —
  a) registered to vote — —
  b) voting — —

**Direct Measure of the Objectives: Postsecondary Enrollment**

• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992) 36% —

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

**Direct Measures of the Goal:** Alcohol- and Drug-free Students and Schools

At School

• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1990) —
   - alcohol — —
   - marijuana — —
   - cocaine — —
   - other drug — —
   - Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1990) —

• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 30 days (1991) —
   - being attacked — —
   - being physically fought — —
   - being carried a weapon — —

• Percentage of public high school students who reported (1993) —
   - using a weapon such as a gun, knife, or club on school property during the past 30 days (1993) —
   - using a weapon such as a gun, knife, or club on school property during the past 12 months (1993) —
   - being carried a weapon such as a gun, knife, or club on school property during the past 12 months (1993) —

• Percentage of adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992) — —

**Goal 6: Student Behavior**

• Percentage of public high school students who reported that they had the following at least once during the past 30 days (1993) —
   - using a weapon such as a gun, knife, or club on school property during the past 30 days (1993) —
   - being attacked — —
   - being physically fought — —
   - being carried a weapon such as a gun, knife, or club on school property during the past 12 months (1993) —

• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 30 days (1991) —
   - being attacked — —
   - being physically fought — —
   - being carried a weapon such as a gun, knife, or club on school property during the past 12 months (1991) —

• Percentage of adults aged 16 and older who scored at or above Level 3 (of 5 levels) in prose literacy (1992) — —


Source: Centers for Disease Control and Prevention, 1994
Appendices
General Information

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:

\[ se_{a-b} = \sqrt{se_a^2 + se_b^2} \]

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, or 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.

Appendix A: Technical Notes and Sources
Goal 1: Ready to Learn

1 The numbers of cases reported as “not stated” were distributed among the reporting categories.


2 Prenatal care refers to the first visit for health care services during pregnancy.

The numbers of cases reported as “not stated” were distributed among the reporting categories.


Goal 2: School Completion

6 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 possess a high school credential (either a high school diploma or an alternative credential, such as a General Educational Development [GED] certificate, Individual Education Plan [IEP] credential, or certificate of attendance). Because of small sample sizes, the state-level completion data are calculated using three-year averages.


4 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 H), 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 1991-92 that ensures a free appropriate 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 (SEDA State-Operated Programs [SOP]) programs.


3 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 1992 health index varied from a high of 99.78 to a low of 74.28. Four states (California, Indiana, New York, and South Dakota) did not collect information on all four risks in 1990; five states (California, Indiana, New York, Oklahoma, and South Dakota) did not collect information on all four risks in 1990.

Source: Nicholas Zill and Christine Winquist Nord of Westat, Inc., developed the concept of the Children’s Health Index. Stephanie Ventura and Sally Clarke of the National Center for Health Statistics provided the special tabulations of the 1990 and 1992 birth certificate data needed to produce the index, July 1995.

Goal 3: Student Achievement and Citizenship

8 National Assessment of Educational Progress (NAEP)

NAEP is a survey of the educational achievement of American students in grades 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, of cultural literacy and insight, that are consistent with what students should know and be able to do. They are also consistent with the Panel’s efforts to define performance at each grade — 4, 8, and 12.

The assessments, conducted annually until the 1979-80 school year and biennially since then, have included period 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 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 the Commissioner of NCES regard the achievement levels as development tools; 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 matter. 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 completed and under way 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, with used 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 twelfth 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.

Advanced: This higher level signifies superior performance beyond proficient grade-level mastery at grades 4, 8, and 12. For twelfth grade, the advanced level shows readiness for rigorous college courses, advanced training, or employment requiring advanced academic achievement.

In 1989, 43 jurisdictions (states and territories) participated in the 4th grade reading assessments. In 1994, 44 jurisdictions participated in the voluntary program. However, two states, Idaho and Michigan,
Goal 1: Ready to Learn

1 The numbers of cases reported as “not stated” were distributed among the reporting categories. The numbers of cases reported as “not stated” were distributed among the reporting categories.


2 Prenatal care refers to the first visit for health care services during pregnancy.

3 The percentages of infants at risk are based on the number of births used to calculate the index, not the actual number of births. The percentage of complete and usable birth records used to calculate the 1992 health index varied from a high of 74.28 to a low of 74.28. Four states (California, Indiana, New York, and South Dakota) did not collect information on all four risks in 1992; five states (California, Indiana, New York, Oklahoma, and South Dakota) did not collect information on all four risks in 1990.

Source: Nicholas Zill and Christine Winquist Nord of Westat, Inc., developed the concept of the Children’s Health Index. Stephanie Ventura and Sally Clark of the National Center for Health Statistics provided the special tabulations of the 1990 and 1992 birth certificate data needed to produce the index, July 1995.


5 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 H), the Preschool Grants Program (Section 619 of Part B), and the Early Education Program for Children with Disabilities (Section 623 of Part B). The Congressional mandate required

states to have a mandate in place by school year 1991-92 that ensures a free appropriate 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 (SESA State-Operated Programs [SEOP]) programs.


6 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 possess a high school credential (either a high school diploma, a GED certificate, or an alternative credential, such as a General Educational Development [GED] certificate, Individual Education Plan [IEP] credential, or certificate of attendance). Because of small sample sizes, the state-level completion data are calculated using three-year averages.


7 The 1991-92 school year was the first for which states reported school district level data on the numbers and types of dropouts in the Common Core of Data (CCD) Agency Universe Survey. The CCD defined a dropout as an individual who: (1) 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. For the 1991-92 school year, 14 states reported data that were considered to meet the CCD standards to allow publication of their dropout data.


Goal 2: School Completion

8 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-olds 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 1979-80 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 NAGB 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 levels have data 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 the Commissioner of NCES regard the achievement levels as development; 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 judgements of what students should know and be able to do. They are attempts to characterize overall student performance in particular subject matter. 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 conducted and under way 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, with used 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 twelfth 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, 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 twelfth grade, the advanced level shows readiness for rigorous college courses, advanced training, or employment requiring advanced academic achievement.

In 1992, 43 jurisdictions (states and territories) participated in the 4th grade reading assessments. In 1994, 44 jurisdictions participated in the voluntary program. However, two states, Idaho and Michigan,
did not meet the minimum school participation guidelines for public schools; therefore, their school results were not released. Also, Washington, D.C. withdrew from the 1996 Tri-State Assessment after the data collection phase. 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.

Reading achievement results for 1992 and 1994 should be interpreted with caution. Figures are based on data previously released by NCES, and data are undergoing revision. The revised data are being reported by NCES in the revised 1994 NAEP Reading: A First Look and will be reported in the 1996 National Education Goals Report.


See technical notes regarding NAEP and NAGB under footnote 8.


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 – poorly qualified; and 1 – no recommendation. Grades of 3 and above generally are accepted for college credit and advanced placement at participating colleges and universities.

For this report:

English includes English Language & Composition and English Literature & Composition; Science includes Biology, Chemistry, Physics B, Physics C — Mechanics, and Physics C — Electricity and Magnetism; Mathematics includes Calculus AB and Calculus BC; History includes U.S. History and European History; Foreign Language includes French Language, French Literature, Spanish Language, Spanish Literature, and German; Fine Arts includes Art History, Studio Art (Drawing and General), and Music Theory; Economics includes Macro-economics and Micro-economics; and Government includes 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.


Goal 4: Teacher Education and Professional Development

11 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. 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, earth science, geology, and physics
Social studies/social science: economics, history, political science, psychology, public affairs and services, sociology, and other social sciences

English: English, English education, and reading education
Foreign language: French, German, Latin, Russian, Spanish, and other foreign languages

Fine arts: art education, art (fine and applied), drama/theater, music, and music 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 for his/her main assignment, 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 elementary or special education; or

• 7th and 8th grades only, and reported a primary assignment other than kindergarten, general education, 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.

Certificate refers to any certificate including advanced professional, regular or standard, provisional, or probationary, temporary, or emergency certificates. Few states require certification of private school teachers.

All secondary teachers, regardless of the subject of their main assignment, were included in the analysis of the percentage of teachers with a credential in their main assignment.


13 Source: Ibid.


Goal 5: Mathematics and Science

15 International comparisons have been drawn between countries participating in the 1991 International Assessment of Educational Progress (IAEP) and states participating in the 1992 NAEP. Representative samples of 9- and 13-year-old students were tested in mathematics in 20 countries. Those countries decided to adopt the 1990 NAEP objectives in mathematics as a blueprint for the construction of the IAEP mathematics assessment. Even with differences in the target population and timing, there was substantial overlap between the NAEP and the IAEP.
did not meet the minimum school participation guidelines for public schools; therefore, their school results were not released. Also, Washington, D.C. withdrew from the Trial State Assessment after the data collection phase. 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.

Reading achievement results for 1992 and 1994 should be interpreted with caution. Figures are based on data previously released by NCES, and data are undergoing revision. The revised data are being reported by NCES in the revised 1994 NAEP Reading: A First Look and will be reported in the 1996 National Education Goals Report.


* See technical notes regarding NAEP and NAGB under footnote 8.

Forty jurisdictions (states and territories) participated in the 1992 trial mathematics assessment and 44 jurisdictions participated in the 1992 state mathematics assessments of 4th and 5th graders.


10 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.

For this report:

English includes English Language & Composition and English Literature & Composition; Science includes Biology, Chemistry, Physics B, Physics C — Mechanics, and Physics C — Electricity and Magnetism; Mathematics includes Calculus AB and Calculus BC; History includes U.S. History and European History; Foreign Language includes French Language, French Literature, Spanish Language, Spanish Literature, and German; Fine Arts includes Art History, Studio Art (Drawing and General), and Music Theory; Economics includes Macroeconomics and Microeconomics; and Government includes 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.


Goal 4: Teacher Education and Professional Development

11 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.

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

A secondary teacher is one who, when asked for the grade(s) 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.

Certificate refers to any certificate including advanced professional, regular or standard, provisional, or probationary, temporary, and emergency certificates. Few states require certification of private school teachers.

All secondary teachers, regardless of the subject of their main assignment, were included in the analysis of the percentage of teachers with a credential in their main assignment.


13 Source: Ibid.


Goal 5: Mathematics and Science

15 International comparisons have been drawn between countries participating in the 1991 International Assessment of Educational Progress (IAEP) and states participating in the 1992 NAEP. Representative samples of 9- and 13-year-old students were tested in mathematics in 20 countries. Thirty countries decided to adopt the 1990 NAEP objectives in mathematics as a blueprint for the construction of the IAEP mathematics assessment. Even with differences in the target population and timing, there was substantial overlap between the NAEP and the IAEP.
Goal 6: Adult Literacy and Lifelong Learning

The 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, which range from 0 to 500, are as follows:

Prise literacy—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.

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 compute 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 question or directive, or to make matches that require low-level inferences. Other tasks ask readers to integrate information from dense or lengthy text that requires 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—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.

Document literacy—the knowledge and skills required to locate and use information contained in materials that include job applications, payroll forms, transportation schedules, maps, tables, and graphs; for example, locating a particular intersection on a street map, using a schedule to choose the appropriate bus, or entering information on an application form.

Level 1—Tasks in this level tend to require the reader either to locate a piece of information based on a literal match or to enter information from personal knowledge onto a document. Little, if any, distracting information is present.

Level 2—Tasks in this level are more varied than those in Level 1. Some require the readers to match a single piece of information; however, several distractors may be present, or the match may require low-level inferences. Tasks in this level may also ask the reader to cycle through information in a document or to integrate information from various parts of a document.

Level 3—Some tasks in this level require the reader to integrate multiple pieces of information from one or more documents. Others ask readers to cycle through rather complex tables or graphs which contain information that is irrelevant or inappropriate to the task.

Level 4—Tasks in this level, like those at the previous levels, ask readers to perform multiple-feature matches, cycle through documents, and integrate information; however, they require a greater degree of inferencing. Many of these tasks require readers to provide numerous responses but do not designate how many responses are needed. Conditional information is also present in the document tasks at this level and must be taken into account by the reader.

Level 5—Tasks in this level require the reader to search through complex displays that contain multiple distractors, to make high-level text-based inferences, and to use specialized knowledge.

Level 1—Tasks in this level require readers to perform single, relatively simple arithmetic operations, such as addition. The numbers to be used are provided and the arithmetic operation to be performed is specified.

Level 2—Tasks in this level typically require readers to perform a single operation using numbers that are either stated in the task or easily located in the material. The operation to be performed may be stated in the question or easily determined from the format of the material (for example, an order form).

Level 3—In tasks in this level, two or more numbers are typically needed to solve the problem, and these must be found in the material. The operation(s) needed to determine the arithmetic relation terms used in the question or directive.

Level 4—These tasks tend to require readers to perform two or more sequential operations or a single operation in which the quantities are found in different types of displays, or the operations must be inferred from semantic information given or drawn from prior knowledge.

Level 5—These tasks require readers to perform multiple operations sequentially. They must dis-embed the features of the problem from text or rely on background knowledge to determine the quantities or operations needed.

Twelve states (California, Florida, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maryland, Missouri, North Carolina, 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 16-65 participated in the 1990 Oregon study; in other states which 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.

By linking the IAEP scale to the NAEP scale it is possible to predict the percentages of 13-year-olds in each of the 20 countries that participated in the 1991 IAEP assessment. The mathematics category was one of the categories in which the actual performance of U.S. eighth graders in public schools in the 1992 mathematics assessment with respect to these same criteria. For this report, the highest-scoring counties (Korea, Switzerland, and Taiwan) were selected for comparison to the United States. Mathematics data are presented only for the 42 states and territories that participated in the 1992 NAEP. See technical notes for Goal 3 regarding NAEP and NAGB under footnotes 8 and 9.


Footnotes:
16 Mathemathical sciences is the only field of study included in the mathematics category for this Report.
17 Data include only U.S. citizens and resident aliens on permanent visas, and include institutions in U.S. Territories. Minorities are defined as Blacks, Hispanics, and American Indians/Alaskan Natives.

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; health sciences (includes medical and agricultural sciences); social sciences; and science and engineering technologies (includes health technologies).

Sources: Higher Education General Information Survey (HEGIS, 1977, 1979, 1981, and 1985) and the Integrated Postsecondary Education Data System (IPEDS 1987, 1988-92), which are conducted by the National Center for Education Statistics. The data were analyzed by Westat, Inc., using the National Science Foundation’s IPAS Database System, Version 4.4, August 1995.

Goal 6: Adult Literacy and Lifelong Learning

The 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, which range from 0 to 500, are as follows:

Prose literacy – 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.

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 compute 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 tasks, or to make matches that require low-level inferences. Other tasks ask readers to integrate information from dense or lengthy text that may require 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 – 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.

Quantitative literacy – the knowledge and skills required to locate and use information contained in materials that include job applications, payroll forms, transportation schedules, maps, tables, and graphs; for example, locating a particular intersection on a street map, using a schedule to choose the appropriate bus, or entering information on an application form.

Level 1 – Tasks in this level tend to require the reader either to locate a piece of information based on a literal match or to enter information from personal knowledge onto a document. Little, if any, distracting information is present.

Level 2 – Tasks in this level are more varied than those in Level 1. Some require the readers to match a single piece of information; however, several distractors may be present, or the match may require low-level inferences. Tasks in this level may also ask the reader to cycle through information in a document or to integrate information from various parts of a document.

Level 3 – Some tasks in this level require the reader to integrate multiple pieces of information from one or more documents. Others ask readers to cycle through rather complex tables or graphs which contain information that is irrelevant or inappropriate to the task.

Level 4 – Tasks in this level, like those at the previous levels, ask readers to perform multiple-feature matches, cycle through documents, and integrate information; however, they require a greater degree of inferencing. Many of these tasks require readers to provide numerous responses but do not designate how many responses are needed. Conditional information is also present in the document tasks at this level and must be taken into account by the reader.

Level 5 – Tasks in this level require the reader to search through complex displays that contain multiple distractors, to make high-level text-based inferences, and to use specialized knowledge.

Level 6 – Tasks in this level require readers to perform single, relatively simple arithmetic operations, such as addition. The numbers to be used are provided and the arithmetic operation to be performed is specified.

Level 2 – Tasks in this level typically require readers to perform a single operation using numbers that are either stated in the task or easily located in the material. The operation to be performed may be stated in the question or easily determined from the format of the material (for example, an order form).

Level 3 – In tasks in this level, two or more numbers are typically needed to solve the problem, and these must be found in the material. The operation(s) needed to determine the arithmetic relation terms used in the question or directive.

Level 4 – These tasks tend to require readers to perform two or more sequential operations or a single operation in which the quantities are found in different types of displays, or the operations must be inferred from semantic information given or drawn from prior knowledge.

Level 5 – These tasks require readers to perform multiple operations sequentially. They must disentangle the features of the problem from text or rely on background knowledge to determine the quantities or operations needed.

Twelve states (California, Florida, Illinois, Indiana, Iowa, Montana, Nebraska, New Hampshire, North Carolina, 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 16-65 participated in the 1990 Oregon study; in other states which participated in 1992, the sample included adults aged 16 and older.

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

21 The information from the Youth Risk Behavior Survey (YRBS) includes only states with weighted data. The wording in the survey questions changed between 1990 and 1991, which may account for any significant differences from 1990 to 1991 and from 1990 to 1993.


22 See technical note under footnote 21.

Source: Ibid.

23 See technical note under footnote 21.


24 See technical note under footnote 21.

Goal 8: Parental Participation

25 See technical note under footnote 21.

Source: Ibid.

26 See technical note under footnote 21.


27 See technical note under footnote 11 for the definition of a secondary teacher.


28 See technical note under footnote 11 for the definition of a secondary teacher.

Source: Ibid.


Readers interested in further information from data sources presented in Volume Two of this Report can contact the sponsoring agencies, as follows:

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Readers interested in further analyses from NCES data sources can contact the National Data Resource Center (NDRC) at the National Center for Education Statistics. NCES has established the NDRC to enable state education personnel, education researchers, and others to obtain special statistical tabulations and analyses of data sets maintained by NCES. Researchers and others can ask the Data Center to perform specific tabulations or analyses, or they can work on-site directly with confidential files upon signing a confidentiality pledge. This service currently is provided free of charge by NCES.

The Data Center has files available from the:

- Common Core of Data (CCCD), Integrated Postsecondary Education Data System (IPEDS), National Education Longitudinal Study (NELS:88), National Household Education Survey (NHES), National Postsecondary Student Aid Study (NPSAS), National Study of Postsecondary Faculty, and Schools and Staffing Survey (SASS).

In the future, the Data Center plans to add additional databases to its inventory.

To contact the National Data Resource Center, write or call:

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

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Appendix B: Acknowledgements

The National Education Goals Panel and staff gratefully acknowledge the contributions of many thoughtful and knowledgeable people to the development of the 1995 National Education Goals Report. Some served on the Panel’s Working Group as staff to Goals Panel members or on advisory groups convened to recommend indicators or to identify strategies to fill in data gaps at the national and state levels. Others were invaluable consultants offering their expertise on data acquisition and analysis or report production. We extend a special thanks to William Christopher, representative of the 1994-95 Chair of the Panel, Governor Evan Bayh of Indiana, for his contributions. We remain appreciative of the good counsel and support we received from all.

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Nicholas Zill, Westat, Inc.

GOAL 2: SCHOOL COMPLETION

Resource Group Convener: Rafael Valdivieso, Academy for Educational Development, Inc.

Members:
Jasen Baldwin, General Education Development Testing Service
Jose Cardenas, The InterCultural Development Research Association
Barbara Clements, Council of Chief State School Officers
Edmond Cordy, City College of New York
Noreen Lopez, Illinois State Board of Education
Pamela Keating, University of Washington
Noreen Lopez, Illinois State Board of Education
Edmond Cordy, City College of New York

Technical Planning Subgroup on Core Data Elements

Leader: Barbara Clements, Council of Chief State School Officers

Members:
Lisa Baker, Maryland State Department of Education
Paul Barton, Educational Testing Service
Matthew Cohen, Ohio Department of Education
Linda Espinosa, University of Missouri
Noreen Lopez, Illinois State Board of Education
Edmond Cordy, City College of New York
Bill Padda, California Department of Education
Ann Pastor, Michigan State University
Richard Wallace, University of Pittsburgh

Glynn Ligon, Evaluation Software Publication
GOAL 2: STUDENT ACHIEVEMENT AND CITIZENSHIP

Resource Group Convener: Lauren Resnick, University of Pittsburgh

Members:
- Gordon Ambach, Council of Chief State School Officers
- Chester Finn, Jr., Hudson Institute
- Asa Hilliard, Georgia State University
- David Hornbeck, Philadelphia Public Schools
- Robert Linn, University of Colorado
- David Imig, American Resource Group

Leaders:
- Ramsay Selden, Council of Chief State School Officers

GOAL 3: STUDENT ACHIEVEMENT AND PROFESSIONAL DEVELOPMENT

Resource Group Convener: Alvin Trivelpiece, Oak Ridge National Laboratory

Members:
- Irwin Carl, National Council of Teachers of Mathematics
- Steven Leinwand, Connecticut State Department of Education

Leaders:
- Earlene Gillan-Smith, Delaware State Education Association
- Howard Jensen, Pioneer High School, Carpenter, California

GOAL 4: TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

Resource Group Convener: Donald Inge, American Association of Colleges for Teacher Education

Members:
- Marsha Berger, American Federation of Teachers
- Gene Carter, Association for Supervision and Curriculum Development

Leaders:
- Marilyn Aklin, National Coalition of Teachers

GOAL 5: MATHEMATICS AND SCIENCE

Resource Group Convener: Alvin Trivelpiece, Oak Ridge National Laboratory

Members:
- Irwin Carl, National Council of Teachers of Mathematics
- Steven Leinwand, Connecticut State Department of Education

Leaders:
- Michael Guerra, National Catholic Education Association

GOAL 6: ADULT LITERACY AND LIFELONG LEARNING

Resource Group Convener: Mark Musick, Southern Regional Education Board

Members:
- Paul Barton, Educational Testing Service

Leaders:
- Shirley Malcom, American Association for the Advancement of Science

GOAL 7: SAFE, DISCIPLINED, AND ALCOHOL-AND DRUG-FREE SCHOOLS

Resource Group Convener: John Porter, Urban Education Alliance

Members:
- C. Leonard Anderson, Portland Public Schools
- Michael Guerra, National Catholic Education Association

Leaders:
- David Hawkins, Social Development Research Group

GOAL 8: PARENTAL PARTICIPATION

Resource Group Convener: Joyce Epstein, Johns Hopkins University

Members:
- Marilyn Alkin, National Coalition of Title I Chapter I Parents

Leaders:
- Ed Zlotowski, Independent Consultant
Jacquelynne Eccles, University of Michigan
Jane Grinde, Wisconsin Department of Public Instruction
Anne Henderson, National Coalition for Parent Involvement in Education
Thomas Hoffer, National Opinion Research Corporation
Adrian Lewis, National Urban League
Douglas Powell, Purdue University
Jeana Preston, San Diego City Schools
Diane Scott-Jones, Temple University
Ralph Smith, The Annie E. Casey Foundation
Layla Saleiman, Family Resource Coalition
Sherry West, Prevention Partnership (National Head Start Association)

Advisors for Resource Group on Parental Participation:
Kathryn Chandler, U.S. Department of Education
Adriana de Kanter, U.S. Department of Education
Olive Moles, U.S. Department of Education

DATA AND REPORTING TASK FORCE

Leader: Rolf Blank, Council of Chief State School Officers

Members:
Paul Barton, Educational Testing Service
Matthew Cohen, Ohio Department of Education
Mark Musick, Southern Regional Education Board
Cecilia Ortinger, Council of Great City Schools

Thomas Soltys, Delaware State Department of Public Instruction
Nicholas Zill, Westat, Inc.

Task Force Advisors:
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Karen Greene, U.S. Department of Labor
Joanne Griffith, U.S. Department of Education
Mary Rollinson, U.S. Department of Education

TASK FORCE ON EDUCATION NETWORK TECHNOLOGY

Leader: Robert Palsich, Education Commission of the States

Members:
Laura Breeden, U.S. Department of Commerce
John Clement, National Science Foundation
Jan Hawkins, Bank Street College of Education
Robert Kansky, National Academy of Sciences
Pamela Keating, University of Washington
Glenn Kessler, Fairfax County Public Schools, Virginia
Mark Musick, Southern Regional Education Board
Bill Palla, California Department of Education
Nora Sabelli, National Science Foundation
Rafael Valdivieso, Academy for Educational Development, Inc.

Task Force Advisors:
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Gerald Maltz, U.S. Department of Education
Linda Roberts, U.S. Department of Education

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Ralph Smith, The Annie E. Casey Foundation
Layla Suleiman, Family Resource Coalition
Sherry West, Prevention Partnership (National Head Start Association)

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Nora Sabelli, National Science Foundation
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1995 National Education Goals Report

The National Education Goals Panel values your feedback on the documents which comprise the 1995 Goals Report — the Core Report, the National Data Volume, and the State Data Volume. Please take a few moments to fill out and return this questionnaire so that we can continue to improve future reports. Mail or FAX to:

National Education Goals Panel
1255 22nd Street, NW, Suite 502, Washington, DC  20037
PHONE (202) 632-0952
FAX (202) 632-0957

Name: _____________________________________________________________
Organization: _______________________________________________________ 
Address: ____________________________________________________________
Phone: ___________________________ Fax: _________________________________

Please Circle As Many As Apply:
Student / Parent / Educator / Business or Community Leader /
Federal, State, or Local Policymaker / Concerned Citizen

1. For what purpose do you use this report?

2. How well has the report served that purpose?
   _____ Very Well   _____ Well   _____ Poorly   _____ Very Poorly

3. How do you rate the usefulness of the following parts of each of the documents?
   (1 = not very useful and 5 = very useful)

   1995 Core Report
   • Introduction
     1  2  3  4  5  N/A
   • National exhibits
     1  2  3  4  5  N/A
   • State data tables
     1  2  3  4  5  N/A
   • Information and examples on how family-school partnerships can accelerate progress toward the Goals
     1  2  3  4  5  N/A
   • Contact list
     1  2  3  4  5  N/A

   1995 National Data Volume
   • Introduction
     1  2  3  4  5  N/A
   • National exhibits
     1  2  3  4  5  N/A
1995 State Data Volume

• Introduction
  1  2  3  4  5  N/A

• State data tables
  1  2  3  4  5  N/A

4. How can the Panel make the information more useful to you or your organization?

5. The Introduction describes a variety of Goals Panel resources to assist education reform initiatives at the state and community level. Please check if you would like to obtain or receive more information on any of the following:

- Inventory of academic standards-related activities __________
- The Community Action Toolkit __________
- GOAL LINE __________
- CD-ROM with Goals Report __________
- The Daily Report Card __________
- Goals Panel Publication List __________
- Other ___________________________________________________________

The National Education Goals Panel thanks you for your interest.