### INDIANA

#### GOAL 1 Ready to Learn
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1997)
   - Indiana: 74% - 74%
   - U.S.: 37% - 33%
   - Range of State Scores: 25-48% - 24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - Indiana: 7% - 8%
   - U.S.: 7% - 8%
   - Range of State Scores: 5-15% - 3-13%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - Indiana: 78% - 80%
   - U.S.: 76% - 83%
   - Range of State Scores: 47-87% - 57-90%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - Indiana: 30 - 53
   - U.S.: —
   - Range of State Scores: 16-68 - 14-96

#### GOAL 2 School Completion
6. Has the high school completion rate increased? (1990 vs. 1997)
   - Indiana: 89% - 89%
   - U.S.: 86% - 85%
   - Range of State Scores: 77-96% - 75-95%

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

#### GOAL 3 Student Achievement and Citizenship
8. Reading: Has the percentage of students scoring at or above Proficient increased
   - in Grade 4 (1992 vs. 1994)
     - Indiana: 30% - 33%
     - U.S.: 29% - 30%
     - Range of State Scores: 3-38% - 8-41%
   - in Grade 8 (1998)
     - Indiana: —
     - U.S.: 33%
     - Range of State Scores: 10-42% - —
9. Writing: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8 (1998)
     - Indiana: —
     - U.S.: 27%
     - Range of State Scores: 9-44% - —

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

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

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**High School Completion**

<table>
<thead>
<tr>
<th>Percentage of all 18- to 24-year-olds who have a high school credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
</tr>
<tr>
<td>80%</td>
</tr>
</tbody>
</table>

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 Comparator national data are not available. See the indicators.
 Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
 See pages 245-246 for an explanation of statistical significance.
 See pages 16-19 for a Guide to Reading the State Pages.
 See Appendix B for technical notes and sources.
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GOAL 3  Student Achievement and Citizenship (continued)

10. Mathematics: Has the percentage of students scoring at or above Proficient increased
• in Grade 4 (1992 vs. 1996) 16% 24% †
• in Grade 8 (1990 vs. 1996) 30% 29% †
11. Science: Has the percentage of students scoring at or above Proficient increased
• in Grade 8 (1996) 15% 24% †
12. Has the number of Advanced Placement examinations receiving a grade
of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1999) 30% 52%
13. Has the percentage of public secondary school teachers who hold
• a degree in their main teaching assignment increased? (1991 vs. 1994) 73% 70%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994) 99% 98%
14. Has the percentage of public school teachers participating in professional
development programs on 1 or more selected topics increased? (1994) 80% 85%
15. Has the percentage of public school teachers with training to teach limited
English proficient students increased? (1994) 6% 16%
16. Has the percentage of public school teachers participating in formal
teacher induction programs during their first year of teaching increased? (1991 vs. 1994) 14% 16%

GOAL 4  Teacher Education and Professional Development

13. Has the percentage of public secondary school teachers who hold
• a degree in their main teaching assignment increased? (1991 vs. 1994) 66% 63% †
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994) 94% 93% †
14. Has the percentage of public school teachers participating in professional
development programs on 1 or more selected topics increased? (1994) 85% 90%
15. Has the percentage of public school teachers with training to teach limited
English proficient students increased? (1994) 16% 22%
16. Has the percentage of public school teachers participating in formal
teacher induction programs during their first year of teaching increased? (1991 vs. 1994) 22% 27% †

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

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

KEY
† Significantly better
# Significantly worse
❖ Interpret with caution. Change was not statistically significant.
INDIANA

GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996)
   • Grade 8 science achievement? (1996)

18. Has the percentage of public school 8th graders whose mathematics teachers report that they
   • have students work in small groups or with a partner increased? (1996)
   • address algebra and functions increased? (1996)
   • address reasoning and analytical ability increased? (1996)

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

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

GOAL 6  Adult Literacy and Lifelong Learning

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

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

KEY

! Significantly better
# Significantly worse
@ Interpret with caution. Change was not statistically significant.
❖ Data not available.

See pages 245-246 for an explanation of statistical significance.
See pages 16-19 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address algebra and functions</td>
<td>32%</td>
</tr>
<tr>
<td>Address reasoning &amp; analytical ability</td>
<td>43%</td>
</tr>
<tr>
<td>Have students work in small groups or with a partner</td>
<td>62%</td>
</tr>
</tbody>
</table>

Adult Literacy
Percentage of adults who scored at 3 highest levels in Prose Literacy (Indicator 21)

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 highest levels</td>
<td>58%</td>
</tr>
<tr>
<td>2 lowest levels</td>
<td>42%</td>
</tr>
</tbody>
</table>

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

GOAL 6  Adult Literacy and Lifelong Learning (continued)

   51%  58%  
   •  •  •  33-68%  40-73%

   4-18%  12-35%  
   •  •  •  13-39%  11-34%

25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997)
   17-43%  11-45%  
   •  •  •  23-60%  33-65%

26. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)
   6-15%  5-13%  
   •  •  •  9-44%  13-58%

27. Has the availability of drugs on school property decreased? (1993 vs. 1997)
   11-31%  15-42%  
   •  •  •  4-22%  3-27%

   16%  15%  
   •  •  •  8-37%  12-50%

29. Has student disruptions that interfere with teaching decreased? (1991 vs. 1994)
   38%  45%  
   •  •  •  23-60%  33-65%

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

30. Has the percentage of students carrying weapons on school property decreased? (1991 vs. 1997)
   8-18%  5-17%  
   •  •  •  14%  20%

31. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)
   3-23%  3-13%  
   •  •  •  14%  20%

32. Has the percentage of schools with minimal parental involvement decreased, according to
   27%  25%  
   •  •  •  9-44%  13-58%

33. Has the percentage of schools with minimal parental involvement decreased, according to
   19%  9%  
   •  •  •  4-22%  3-27%

34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)
   14%  20%  
   •  •  •  8-37%  12-50%

KEY

Significantly better

Significantly worse

Interpret with caution. Change was not statistically significant.

* Indicators are not the same at the national and state levels.
* Data not available.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
* See pages 249-250 for an explanation of statistical significance.
* See pages 16-19 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.

Parent-School Partnerships
Percentage of public school principals who reported that the parent associations in their schools have influence on the following areas of school policy (Indicator 34)

1 On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
2 Interpret with caution. Change was not statistically significant.