MAINE

GOAL 1 Ready to Learn

1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1997)
   - 35% 37% ↓

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - 82% 87% ↔

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

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

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - 54 82 ↑

GOAL 2 School Completion

6. Has the high school completion rate increased? (1990 vs. 1997)
   - 91% 92% ↔

7. Has the high school dropout rate decreased? (1994 vs. 1997)
   - 3% 3% ↔

GOAL 3 Student Achievement and Citizenship

8. Reading: Has the percentage of students scoring at or above Proficient increased
   - in Grade 4 (1992 vs. 1998)
     - 36% 36% ↔
   - in Grade 8 (1998)
     - 42% —

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8 (1998)
     - 32% —

Children’s Health Index

Percentage of infants born with 1 or more of 4 health risks¹ (Indicator 1)

<table>
<thead>
<tr>
<th>Year</th>
<th>1993</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>40%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>60%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>80%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>100%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

High School Completion

Percentage of all 18- to 24-year-olds who have a high school credential² (Indicator 8)

<table>
<thead>
<tr>
<th>Year</th>
<th>1996</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>40%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>60%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>80%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>100%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

KEY

Significantly better
Significantly worse
Interpret with caution. Change was not statistically significant. ¹Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy. ²Includes traditional high school diplomas and alternative credentials.
MAINE

GOAL 3  Student Achievement and Citizenship (continued)

10. Mathematics: Has the percentage of students scoring at or above Proficient increased in Grade 4? (1992 vs. 1996)
   - In Grade 47 (1992 vs. 1996): 27% 27%
   - In Grade 87 (1992 vs. 1996): 25% 31%

11. Science: Has the percentage of students scoring at or above Proficient increased in Grade 8? (1992)
   - In Grade 87: 41% —

12. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1999)
   - In Grade 9: 36% —
   - In Grade 10: 50% —
   - In Grade 11: 66% 63%
   - In Grade 12: 6% 9%

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)
   - In Grade 4: 64% 59%
   - In Grade 87 (1994): 97% 95%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   - In Grade 9: 80% —
   - In Grade 10: 10% —
   - In Grade 11: 16% —
   - In Grade 12: 22% 27%

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
   - In Grade 4: 10% —
   - In Grade 87 (1994): 16% —

16. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)
   - In Grade 4: 16% 21%
   - In Grade 87 (1994): 22% 27%

Student Achievement

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>27%</td>
<td>27%</td>
<td>27%</td>
</tr>
</tbody>
</table>

Professional Development

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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Data or more topics</th>
<th>Uses of educational technology</th>
<th>Methods of teaching subject field</th>
<th>In-depth study in subject field</th>
<th>Student assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Grade 4</td>
<td>40%</td>
<td>38%</td>
<td>36%</td>
<td>27%</td>
<td>60%</td>
</tr>
<tr>
<td>Mathematics Grade 4</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Since the end of the previous school year.

Data not available.

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

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

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

GOAL 5  Mathematics and Science

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

18. Has the percentage of public school 8th graders whose mathematics teachers report that they
   • have students work in small groups or with a partner increased? (1996)
     68% —
   • address algebra and functions increased? (1996)
     55% —
   • address reasoning and analytical ability increased? (1996)
     48% —

19. Has the percentage of public school 8th graders who have computers available in their mathematics classroom increased? (1996)
   34% —

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996)
     49% 53% 39% 43% 25-49% 16-54%
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
     64% 57% 39% 41% 22-64% 24-57%
   • female students increased? (1991 vs. 1996)
     45% 49% 35% 41% 23-46% 15-52%

GOAL 6  Adult Literacy and Lifelong Learning

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

22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996)
     82% 84% 70% 71% 58-96% 61-91%
   • voted increased? (1988 vs. 1996)
     67% 69% 61% 58% 50-74% 47-69%

KEY

❖ Indicators are not the same at the national and state levels.
Data not available.
❖ See page 245-246 for an explanation of statistical significance.
See page 16-19 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

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

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

0% 20% 40% 60% 80% 100%
23. Has postsecondary enrollment increased? (1992 vs. 1996) 48% 55%

24. Has student marijuana use decreased? (1995 vs. 1997) 28% 30%

25. Has student alcohol use (5 or more drinks in a row) decreased? (1995 vs. 1997) 31% 34%

26. Has the availability of drugs on school property decreased? (1995 vs. 1997) 36% 41%

27. Has the percentage of students threatened or injured with a weapon on school property decreased? (1995 vs. 1997) 7% 8%

28. Has the percentage of students involved in physical fights on school property decreased? (1995 vs. 1997) 14% 14%

29. Has the percentage of students carrying weapons on school property decreased? (1995 vs. 1997) 10% 11%

30. Has the percentage of students who do not feel safe at school decreased? (1995 vs. 1997) 3% 4%

31. Has teacher victimization decreased? (1994) 9% —

32. Has the percentage of schools with minimal parental involvement decreased, according to public school teachers? (1991 vs. 1994) 21% 17%

33. Has teacher victimization decreased? (1994) 9% —

34. Has the influence of parent associations on school policy increased? (1991 vs. 1994) 12% 15%

35. Has student disruptions that interfere with teaching decreased? (1991 vs. 1994) 23% 40%

36. Has the percentage of schools with minimal parental involvement decreased, according to public school principals? (1991 vs. 1994) 10% 5%

37. Has the percentage of schools with minimal parental involvement decreased, according to public school teachers? (1991 vs. 1994) 21% 17%

38. Has the influence of parent associations on school policy increased? (1991 vs. 1994) 12% 15%

KEY

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

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

Data not available.

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

See pages 240-246 for an explanation of statistical significance.

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

During the past 30 days.

During the past 12 months.

Interpret with caution. Change was not statistically significant.

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

Interpret with caution. Change was not statistically significant.