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)
   - 39% 36% ↑
   - 25-48% 24-45%

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - 71% 73% ↔
   - 61-88% 71-87%

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

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - 76% 81% ↑
   - 47-87% 57-90%

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - 23 46 ↑
   - 16-68 14-96

GOAL 2 School Completion

6. Has the high school completion rate increased? (1990 vs. 1997)
   - 89% 75% ↑
   - 77-96% 75-95%

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

GOAL 3 Student Achievement and Citizenship

8. Reading: Has the percentage of students scoring at or above Proficient increased
   - in Grade 4 (1998)
   - 28% —
   - 8-46% —

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

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

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

KEY

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

Comparable national data are not available.
See pages 245-246 for an explanation of statistical significance.
See pages 10-19 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

1 Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.
2 Does not include those still in high school.
3 Includes traditional high school diploma and alternative credential.
OREGON

GOAL 3  Student Achievement and Citizenship (continued)

10. Mathematics: Has the percentage of students scoring at or above Proficient increased
   • in Grade 4 (1996)?
     21% —
   • in Grade 8 (1990 vs. 1996)?
     21% 26% ↑
11. Science: Has the percentage of students scoring at or above Proficient increased
   • in Grade 8 (1996)?
     32% —
12. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1999)
     40 50 ↑

GOAL 4  Teacher Education and Professional Development

13. Has the percentage of public secondary school teachers who held
   • a degree in their main teaching assignment increased? (1991 vs. 1994)
     64% 59% ↓
   • a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)
     97% 97% ↑
14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
     86% —
15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
     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)
     18% 18% ↑

KEY

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

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Data not available.

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

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

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

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

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

Uses of educational technology

Methods of teaching subject field

In-depth study in subject field

Student assessment

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Since the end of the previous school year.
OREGON  

**GOAL 5**  Mathematics and Science  

17. Has the state’s international standing improved in  
   - Grade 8 mathematics achievement? (1997)  
      8 out of 41 countries scored above Oregon  
   - Grade 8 science achievement? (1997)  
      1 out of 41 countries scored above Oregon  

18. Has the percentage of public school 8th graders whose mathematics teachers report that they  
   - have students work in small groups or with a partner increased? (1996)  
      77% — 66% — 45-92% — 45-82% — 1-28 —  
   - address algebra and functions increased? (1996)  
      48% — 57% — 45-92% — 45-82% — 1-28 —  
   - address reasoning and analytical ability increased? (1996)  
      42% — 52% — 39-64% —  

19. Has the percentage of public school 8th graders who have computers available in their mathematics classroom increased? (1996)  
   - all students increased? (1991 vs. 1996)  
      41% 47% ▲ 39% 43% ▲ 25-49% 16-54%  
   - minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)  
      41% 50% ▲ 39% 41% ▲ 22-64% 24-57%  
   - female students increased? (1991 vs. 1996)  
      37% 45% ▲ 35% 41% ▲ 23-46% 15-52%  

**GOAL 6**  Adult Literacy and Lifelong Learning  

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

22. Has the percentage of U.S. citizens who report that they  
   - registered to vote increased? (1988 vs. 1996)  
      73% 76% ▲ 70% 71% ▲ 58-95% 61-91%  
   - voted increased? (1988 vs. 1996)  
      65% 64% ▲ 61% 58% ▲ 50-74% 47-69%  

**KEY**  

▲ Significantly better  
△ Significantly worse  
☆ Interpret with caution. Change was not statistically significant.  

* Indicators are not the same at the national and state levels.  
Data not available.  
* See pages 245-246 for an explanation of statistical significance.  
* See pages 10-19 for a Guide to Reading the State Pages.  
* See Appendix B for technical notes and sources.  

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

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

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

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

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1992</th>
<th>1996</th>
<th>Statistically Significant?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has postsecondary enrollment increased?</td>
<td>54%</td>
<td>52%</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1992</th>
<th>1996</th>
<th>Statistically Significant?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has student marijuana use decreased?</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>Has student alcohol use (5 or more drinks in a row) decreased?</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>Has the availability of drugs on school property decreased?</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>Has the percentage of students threatened or injured by a weapon while on school property decreased?</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
</tbody>
</table>

### GOAL 8  Parental Participation

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1992</th>
<th>1996</th>
<th>Statistically Significant?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the percentage of schools with minimal parental involvement decreased, according to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>public school teachers? (1991 vs. 1994)</td>
<td>19%</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>public school principals? (1991 vs. 1994)</td>
<td>13%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Has the influence of parent associations on school policy increased? (1991 vs. 1994)</td>
<td>12%</td>
<td>21%</td>
<td></td>
</tr>
</tbody>
</table>

### Key

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

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**GOAL 8**  Parental Participation

Parent-School Partnerships

| Percentage of public school principals who reported that the parent associations in their schools have influence on the following areas of school policy (Indicator 33) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | One or more areas | Establishing curriculum | Hiring new full-time teachers | Setting discipline policy |
| 1991 | 12% | 3% | 3% | 12% |
| 1994 | 21% | 21% | 21% | 21% |

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1. **ns** Interpret with caution. Change was not statistically significant.
2. **Data not available.**
3. Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
4. See pages 264-267 for an explanation of statistical significance.
5. See pages 10-10 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.