

PENNSYLVANIA

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Pennsylvania				U.S.			Range of State Scores				
baseline	update	progress?	baseline	update	progress?	baseline	update				
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%	37%	↑	37%	33%	↑	25-48%	24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)				77%	82%	↔	75%	78%	↑	61-88%	71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)				7%	8%	↓	7%	8%	↓	5-15%	3-13%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)				80%	84%	↑	76%	83%	↑	47-87%	57-90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)				37	45	↑	■	■		16-68	14-96
GOAL 2	School Completion										
6. Has the high school completion rate increased? (1990 vs. 1997)				90%	88%	↓	86%	85%	↔	77-96%	75-95%
7. Has the high school dropout rate decreased? (1992 vs. 1997)*				4%	4%▲	↓	■	■		3-12%	3-12%
GOAL 3	Student Achievement and Citizenship										
8. Reading: Has the percentage of students scoring at or above Proficient increased <ul style="list-style-type: none">in Grade 4? (1992 vs. 1994)*in Grade 8? (1998)				32%	30%	↔	29%	30%	↔	3-38%	8-41%
				—	—		33%	—		10-42%	—
9. Writing: Has the percentage of students scoring at or above Proficient increased <ul style="list-style-type: none">in Grade 8? (1998)				—	—		27%	—		9-44%	—

KEY

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Significantly better

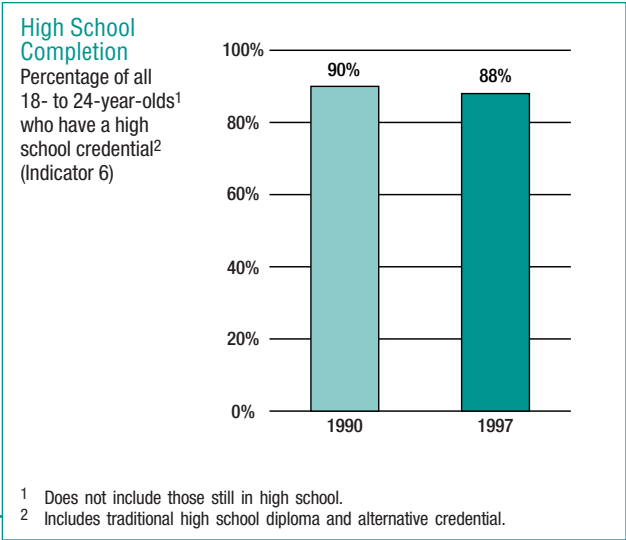
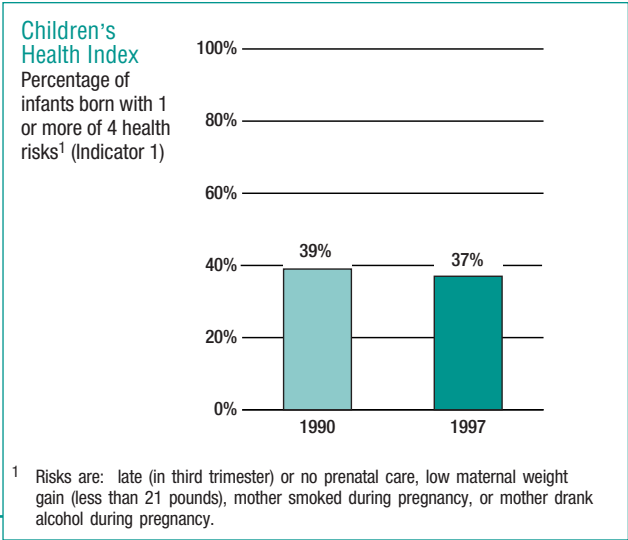
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Significantly worse

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Interpret with caution. Change was not statistically significant.*

■ Comparable national data are not available.
— Data not available.
▲ The values for indicator 7 in 1992 and 1997 before rounding were 3.7 and 3.9, respectively.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
* See pages 245-246 for an explanation of statistical significance.
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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)*	22%	20%	↔	18%	21%	↑	5-27%	3-31%
• in Grade 8? (1990 vs. 1992)*	17%	22%	↔	15%	21%	↑	1-27%	1-31%
11. Science: Has the percentage of students scoring at or above Proficient increased								
• in Grade 8? (1996)	—	—		29%	—		5-41%	—
12. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1999)	44	73	↑	55	97	↑	9-177	19-244
GOAL 4 Teacher Education and Professional Development								
13. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	78%	72%	↓	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	99%	99%	↔	94%	93%	↓	91-100%	89-100%
14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	82%	—		85%	—		76-98%	—
15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	10%	—		16%	—		4-81%	—
16. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	20%	31%	↑	22%	27%	↑	6-42%	7-48%

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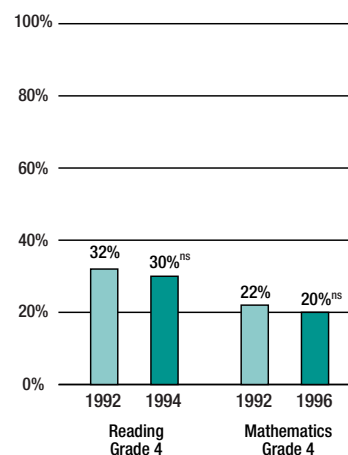
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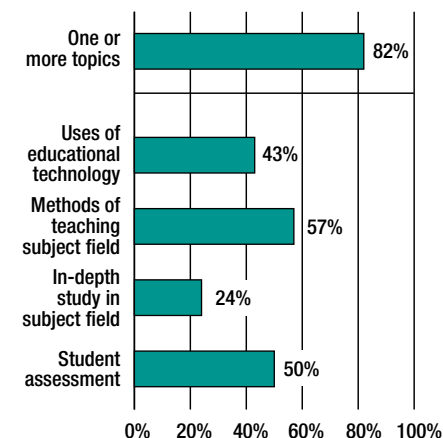
❖ See pages 245-246 for an explanation of statistical significance. See pages 16-19 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.

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



^{ns} Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics¹, 1994 (Indicator 14)



¹ Since the end of the previous school year.

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GOAL 5 Mathematics and Science								
17. Has the state's international standing improved in				20 out of 40 countries scored above the U.S.			6-38	—
• Grade 8 mathematics achievement? (1996)				9 out of 40 countries scored above the U.S.			1-38	—
• Grade 8 science achievement? (1996)							countries	
18. Has the percentage of public school 8th graders whose mathematics teachers report that they				66%	—		45-92%	—
• have students work in small groups or with a partner increased? (1996)				57%	—		45-82%	—
• address algebra and functions increased? (1996)				52%	—		39-64%	—
• address reasoning and analytical ability increased? (1996)								
19. Has the percentage of public school 8th graders who have computers available in their mathematics classroom increased? (1996)				30%	—		7-54%	—
20. Has the percentage of mathematics and science degrees awarded to				39%	43%	↑	25-49%	16-54%
• all students increased? (1991 vs. 1996)	40%	45%	↑	39%	40%	↑	22-64%	24-57%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)	40%	40%	↔	35%	41%	↑	23-46%	15-52%
• female students increased? (1991 vs. 1996)	36%	43%	↑					
GOAL 6 Adult Literacy and Lifelong Learning								
21. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	54%	—		52%	—		46-77%	—
22. Has the percentage of U.S. citizens who report that they				70%	71%	↑	58-95%	61-91%
• registered to vote increased? (1988 vs. 1996)	63%	67%	↑	61%	58%	↓	50-74%	47-69%
• voted increased? (1988 vs. 1996)	56%	56%	↔					

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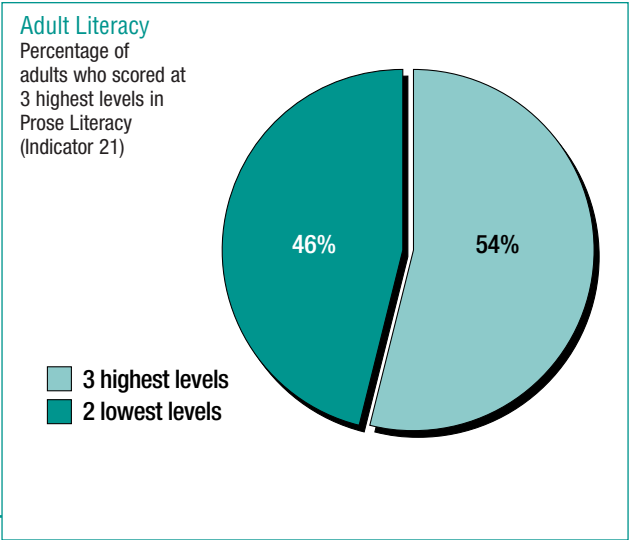
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♦ Indicators are not the same at the national and state levels.
— Data not available.
♦ See pages 245-246 for an explanation of statistical significance.
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GOAL 6 Adult Literacy and Lifelong Learning (continued)								
23. Has postsecondary enrollment increased? (1992 vs. 1996)	55%	57%	↑	◆	◆		33-68%	40-73%
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
24. Has student marijuana use decreased? (1991 vs. 1997)*	—	—		◆	◆		4-18%	12-35%
25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997)*	—	—		◆	◆		17-43%	11-45%
26. Has the availability of drugs on school property decreased? (1993 vs. 1997)*	—	—		◆	◆		11-31%	15-42%
27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)*	—	—		◆	◆		6-15%	5-13%
28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)*	—	—		◆	◆		13-39%	11-34%
29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)*	—	—		◆	◆		8-18%	5-17%
30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)*	—	—		◆	◆		3-23%	3-13%
31. Has teacher victimization decreased? (1994)	13%	—		15%	—		8-26%	—
32. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	33%	49%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
33. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	18%	21%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	13%	10%	↔	◆	◆		4-22%	3-27%
34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	10%	28%	↑	◆	◆		8-37%	12-50%

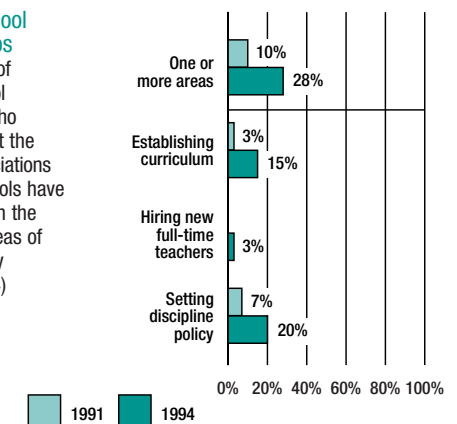
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Parent-School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence¹ 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.