

# Guide to Reading the State Pages

	Alabama			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1997)	39%	36%	↑	37%	33%	↑	25-48%	24-45%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)	41	46	↑	■	■		16-68	14-96
19. Has the percentage of public school 8th graders who have computers available in their mathematics classroom increased? (1996)	33%	—	—	30%	—		7-54%	—
24. Has student marijuana use decreased? (1991 vs. 1997)	10%	22%	↓	◆	◆		4-18%	12-35%

**1** Data in this column represent our starting points. Baselines were established as close as possible to 1990, the year that the National Education Goals were adopted.

**2** Data in this column represent our current level of performance and are the most recent data available.

**3** Progress represents progress from the baseline year to the most recent update year.

**4** Progress is shown by an arrow. Arrows that point upward indicate that we have made progress. Arrows that point downward indicate that we have fallen further behind. Horizontal arrows indicate that performance has not changed or that the change was not statistically significant. (See Appendix A for an explanation of statistical significance.)

**5** The source of the data and any technical notes for each state indicator are referenced by this number in Appendix B.

**6** A fuller description of the state indicators is provided on pages 17-19.

**7** The date(s) in parentheses indicates the year(s) in which data were collected for the state indicator. If there are two dates, the first indicates the baseline year and the second indicates the most recent year in which data were collected.

**8** — means data not available.

**9** ■ means that comparable national data are not available.

**10** ◆ means that indicators are not the same at the national and state levels.

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Indicators for the state pages are based on comparable state data collected by federal agencies such as the National Center for Education Statistics, the National Center for Health Statistics, and the Centers for Disease Control and Prevention. The state pages do not include all Goal-related data that a state may collect.

The state indicators are:

### Goal 1: Ready to Learn

- 1. Children's Health Index:** Has the state reduced the percentage of infants born with one or more of four health risks? (1990 vs. 1997)
- 2. Immunizations:** Has the state increased the percentage of 2-year-olds who have been fully immunized against preventable childhood diseases? (1994 vs. 1997)
- 3. Low Birthweight:** Has the state reduced the percentage of infants born at low birthweight, defined as less than 5.5 pounds? (1990 vs. 1997)
- 4. Early Prenatal Care:** Has the state increased the percentage of mothers who began receiving prenatal care during their first trimester of pregnancy? (1990 vs. 1997)
- 5. Preschool Programs for Children with Disabilities:** Has the state increased the number of children with disabilities participating in preschool, per 1,000 3- to 5-year-olds? (1991 vs. 1998)

### Goal 2: School Completion

- 6. High School Completion Rates:** Has the state increased the percentage of 18- to 24-year-olds who have a high school credential? (1990 vs. 1997)

- 7. High School Dropout Rates:** Has the state reduced the percentage of students in Grades 9 to 12 who leave school without completing a recognized secondary program? (1992 vs. 1997)

### Goal 3: Student Achievement and Citizenship

- 8. Reading Achievement:** Has the state increased the percentage of public school students scoring at or above Proficient in reading in Grade 4 (1992 vs. 1998) and Grade 8 (1998)?
- 9. Writing Achievement:** Has the state increased the percentage of public school students scoring at or above Proficient in writing in Grade 8? (1998)
- 10. Mathematics Achievement:** Has the state increased the percentage of public school students scoring at or above Proficient in mathematics in Grade 4 (1992 vs. 1996) and Grade 8 (1990 vs. 1996)?
- 11. Science Achievement:** Has the state increased the percentage of public school students scoring at or above Proficient in science in Grade 8? (1996)
- 12. Advanced Placement Performance:** Has the state increased the number of Advanced Placement examinations (per 1,000 11th and 12th graders) receiving a grade of 3 or higher? (1991 vs. 1999)

### Goal 4: Teacher Education and Professional Development

- 13. Teacher Preparation:** Has the state increased teacher preparation, as measured by the percentage of public secondary school teachers who hold:
  - an undergraduate or graduate degree in their main teaching assignment? (1991 vs. 1994)
  - a teaching certificate in their main teaching assignment? (1991 vs. 1994)

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**14. Teacher Professional Development:** Has the state increased the professional development opportunities of teachers, as measured by the percentage of public school teachers reporting that they participated in in-service or professional development programs on one or more topics since the end of the previous school year? (1994)

**15. Preparation to Teach Limited English Proficient (LEP) Students:** Has the state increased the percentage of public school teachers with training to teach limited English proficient students? (1994)

**16. Teacher Support:** Has the state increased the percentage of public school teachers who report 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 vs. 1994)

### Goal 5: Mathematics and Science

**17. International Mathematics and Science Achievement:** Has the state reduced the number of countries that would be expected to outperform its public school students in:

- Grade 8 mathematics achievement? (1996)
- Grade 8 science achievement? (1996)

**18. Mathematics Instructional Practices:** Has the state increased the percentage of public school 8th graders whose mathematics teachers report that they do the following in mathematics class:

- have students work in small groups or with a partner at least once a week? (1996)
- address algebra and functions “a lot”? (1996)
- address reasoning and analytical ability “a lot”? (1996)

**19. Mathematics Resources:** Has the state increased the percentage of public school 8th graders whose mathematics teachers report that they have computers available in their mathematics classrooms? (1996)

**20. Mathematics and Science Degrees:** Has the state increased the percentage of degrees awarded in mathematics and science to:

- all students? (1991 vs. 1996)
- minorities (Blacks, Hispanics, American Indians/Alaskan Natives)? (1991 vs. 1996)
- females? (1991 vs. 1996)

### Goal 6: Adult Literacy and Lifelong Learning

**21. Adult Literacy:** Has the state increased the percentage of adults who score at the three highest levels in prose literacy? (1992)

**22. Voter Registration and Voting:** Has the state increased the percentage of U.S. citizens who report that they:

- registered to vote? (1988 vs. 1996)
- voted? (1988 vs. 1996)

**23. Participation in Higher Education:** Has the state increased the percentage of high school graduates in the state who immediately enroll in 2-year or 4-year colleges in any state? (1992 vs. 1996)

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

**24. Student Marijuana Use:** Has the state reduced the percentage of public high school students who reported using marijuana at least once during the past 30 days? (1991 vs. 1997)

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- 25. Student Alcohol Use:** Has the state reduced the percentage of public high school students who reported having five or more drinks in a row at least once during the past 30 days? (1991 vs. 1997)
- 26. Availability of Drugs on School Property:** Has the state reduced the availability of drugs on school property, as measured by the percentage of public high school students reporting that someone offered, sold, or gave them an illegal drug on school property during the past 12 months? (1993 vs. 1997)
- 27. Student Victimization:** Has the state reduced student victimization, as measured by the percentage of public high school students reporting 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 vs. 1997)
- 28. Physical Fights:** Has the state reduced the percentage of public high school students reporting that they were in a physical fight on school property at least once during the past 12 months? (1993 vs. 1997)
- 29. Carrying a Weapon:** Has the state reduced the percentage of public high school students reporting that they carried a weapon such as a gun, knife, or club on school property at least once during the past 30 days? (1993 vs. 1997)
- 30. Student Safety:** Has the state reduced the percentage of students reporting that they did not go to school at least once during the past 30 days because they did not feel safe? (1993 vs. 1997)
- 31. Teacher Victimization:** Has the state reduced teacher victimization, as measured by the percentage of public school teachers reporting that they were threatened or physically attacked by a student from their school during the past 12 months? (1994)
- 32. Disruptions in Class by Students:** Has the state reduced disruptions in class by students, as measured by the percentage of public secondary school teachers reporting that student disruptions interfere with their teaching? (1991 vs. 1994)

### Goal 8: Parental Participation

- 33. Parental Involvement in Schools:** Has the state increased parental involvement in schools, as measured by a reduction in the percentage of teachers and principals reporting that lack of parental involvement in their school is a serious problem?
- public school teachers (1991 vs. 1994)
  - public school principals (1991 vs. 1994)
- 34. Influence of Parent Associations:** Has the state increased parental involvement in schools, as measured by the percentage of public school principals reporting that the parent association in their school has influence in one or more of three areas of school policy? (1991 vs. 1994)