

Technical Notes and Sources for the State Indicators

General Information

See general technical notes in Appendix A for information regarding statistical significance, accuracy of data, and sampling and nonsampling errors.

Baseline and Most Recent Update Years

State participation may vary by data collection year for reporting data from the Children's Health Index (indicator 1), dropout data using the National Center for Education Statistics' (NCES) uniform definition (indicator 7), state-level NAEP reading at Grade 4 (indicator 8), state-level NAEP mathematics at Grades 4 and 8 (indicator 10), and data from the Youth Risk Behavior Survey (YRBS) (indicators 24-30). The baseline year and the most recent update year for each state are reported in parentheses next to these indicators.

For these indicators, the range of state scores is calculated using the data for all states that participated in that year, whether or not that year represents all states' baseline year or most recent update year. For example, 11 states have 1992 as their baseline year for indicator 7 and five states have 1993 as their baseline year. For these five states, the range of state scores for indicator 7 includes data for the 15 states that reported dropout rates in 1993.

State and U.S. Comparisons

For the state-level indicators on student achievement (8-11) and the mathematics instructional practices (18-19), the state data include public school students only, while the U.S. data include public and nonpublic school students. For the indicators on teacher education and professional development (13-16), and teacher victimization and student disruptions (31-32), the state data include public school teachers only, while the U.S. data include both public and nonpublic school teachers.

Data for the U.S. that are reported on the state pages do not include the outlying areas. Ranges of state scores reported on the state pages do include the outlying areas.

Goal 1: Ready to Learn

1. Children's Health Index

The percentages of infants at risk are based on the number of births used to calculate the health index, not the actual number of births. The percentage of complete and usable birth records used to calculate the 1997 health index varied from a high of 99.9% to a low of 75.3%. Four states (California, Indiana, New York, and South Dakota) did not collect information on all four risks in 1997; five states (California, Indiana, New York, Oklahoma, and South Dakota) did not collect information on all four risks in 1990. These states and the outlying areas are not included in the U.S. total.

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.

The National Center for Health Statistics notes that alcohol use during pregnancy is likely to be underreported on the birth certificate.

Source: Nicholas Zill and Christine Winquist Nord of Westat developed the concept of the Children's Health Index. Stephanie Ventura and Sally Curtin of the National Center for Health Statistics provided the special tabulations of the 1990 and 1997 birth certificate data needed to produce the index, July 1999.

2. Immunizations

The Goals Panel reports data from 1994 as the baseline year for immunizations. This was the first year for which data were collected using the National Immunization Survey (NIS). In prior years, the Centers for Disease Control and Prevention collected data on immunizations using the National Health Interview Survey (NHIS). The Goals Panel does not compare data from NIS and NHIS, due to methodological differences between the two instruments.

“Two-year-olds” are defined as children 19 to 35 months of age. “Fully immunized” is defined as four doses of diphtheria-tetanus-pertussis vaccine, three doses of polio vaccine, and one dose of measles or measles-mumps-rubella vaccine.

Sources: 1994 National Immunization Survey, Centers for Disease Control and Prevention. *Morbidity and Mortality Weekly Report*, August 25, 1995, 619; unpublished tabulations from Abt Associates, July 1997.

1997 National Immunization Survey, Centers for Disease Control and Prevention. *Morbidity and Mortality Weekly Report*, July 10, 1998, 547; unpublished tabulations from Abt Associates, August 1998.

3. Low Birthweight

Source: U.S. Department of Health and Human Services, unpublished tabulations from Division of Vital Statistics, National Center for Health Statistics; prepared by Westat, July 1999.

4. Early Prenatal Care

Prenatal care refers to the first visit for health care services during pregnancy.

Source: *Ibid.*

5. Preschool Programs for Children with Disabilities

The *Individuals with Disabilities Education Act* (IDEA) supports the improvement of services for very young children with disabilities through several programs, including the Program for Infants and Toddlers with Disabilities (Part C), the Preschool Grants Program (Section 619 of Part B), and the Early Education Program for Children with Disabilities (Section 623 of Part C). The Congressional mandate required states to have a mandate in place by school year 1991-1992 that ensures a free appropriate public education (FAPE) for all eligible 3- to 5-year-old children with disabilities.

Data are based on state information submitted to the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) on the number of children with disabilities served under IDEA, Part B and Chapter 1 (ESEA State-Operated Programs [SOP]) programs. Data for the outlying areas are presented for the first time in this year’s *Goals Report* and *Data Volume*.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), unpublished tabulations prepared by Westat, July 1999. Percentage of children served is based on U.S. Census Bureau Estimated Resident Population, by state, for July 1997.

Goal 2: School Completion

6. High School Completion Rates

The high school completion rates for 18- to 24-year-olds are computed as a percentage of the non-high school enrolled population at these ages who hold a high school credential (either a high school diploma or an alternative credential, such as a General Educational Development (GED) certificate, Individualized Education Program (IEP) credential, or certificate of attendance).

Because of small sample sizes, the state-level completion data are calculated using three-year averages. For example, for the baseline year, state data for 1990 reflect an average of 1989, 1990, and 1991. The figure for the U.S. that is shown on the state pages is for 1990. For the most recent update year, state data for 1997 reflect an average of 1996, 1997, and 1998. The figure for the U.S. that is shown on the state pages is for 1998.

Source: U.S. Department of Commerce, Bureau of the Census, 1989-1991 and 1996-1998 October Current Population Surveys; unpublished tabulations prepared by the National Center for Education Statistics and MPR Associates, Inc., October 1999.

7. High School Dropout Rates

The Common Core of Data (CCD) defines a dropout as an individual who: (1) was enrolled in school at some time during the previous school year; (2) was not enrolled on October 1 of the current school year; (3) has not graduated from high school or completed a state- or district-approved educational program; and (4) does not meet any exclusionary conditions. The 1991-1992 school year was the first for which states reported school district-level data on the numbers and types of dropouts in the CCD Agency Universe Survey. For the 1991-1992 school year, 10 states and the District of Columbia reported data that were considered to meet the CCD standards to allow participation of their dropout data. For the 1996-1997 school year, 26 states reported data that met CCD standards.

Sources: Hoffman, L.M. (1995). *State dropout data collection practices: 1991-1992 school year*. Washington, DC: U.S. Department of Education, National Center for Education Statistics.

McMillen, M.M., & Kaufman, P. (1996). *Dropout rates in the United States: 1994*. Washington, DC: U.S. Department of Education, National Center for Education Statistics.

McMillen, M.M., Kaufman, P., & Klein, S. (1997). *Dropout rates in the United States: 1995*. Washington, DC: U.S. Department of Education, National Center for Education Statistics.

McMillen, M.M. (1998). *Dropout rates in the United States: 1996*. Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Hoffman, L. (1999). *Overview of public elementary and secondary schools and districts: School year 1996-1997*. Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Hoffman, L. (1999). *Overview of public elementary and secondary schools and districts: School year 1997-1998*. Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Goal 3: Student Achievement and Citizenship

General

National Assessment of Educational Progress (NAEP)

NAEP is a survey of the educational achievement of American students and changes in that achievement across time. Since 1969, NAEP has assessed the achievement of national samples of 9-, 13-, and 17-year-old students in public and private schools. In 1983, it expanded the samples so that grade-level results could be reported.

The assessments, conducted annually until the 1979-1980 school year and biennially since then, have included periodic measures of student performance in reading, mathematics, science, writing, U.S. history, civics, geography, and other subject areas. NAEP also collects

demographic, curricular, and instructional background information from students, teachers, and school administrators.

In 1988, Congress added a new dimension to NAEP by authorizing, on a trial basis, voluntary participation of public schools in state-level assessments.

National Assessment Governing Board (NAGB) Achievement Levels

The NAEP data shown under Goal 3 should be interpreted with caution. The Goals Panel's performance standard classifies student performance according to achievement levels devised by the National Assessment Governing Board. These achievement level data have been previously reported by the National Center for Education Statistics (NCES). Students with NAEP scores falling below the Goals Panel's performance standard have been classified as "Basic" or below; those above have been classified as "Proficient" or "Advanced."

The NAGB achievement levels represent a useful way of categorizing overall performance on the NAEP. They are also consistent with the Panel's efforts to report such performance against a high-criterion standard. However, both NAGB and NCES regard the achievement levels as developmental; the reader of this report is advised to interpret the achievement levels with caution.

NAGB has established standards for reporting the results of the National Assessment of Educational Progress. This effort has resulted in three achievement levels: Basic, Proficient, and Advanced. The NAGB achievement levels are reasoned judgments of what students should know and be able to do. They are attempts to characterize overall student performance in particular subject matters. Readers should exercise caution, however, in making particular inferences about what students at each level actually know and can do. A NAEP assessment is a complex picture of student achievement, and applying external

standards for performance is a difficult task. Evaluation studies have raised questions about the degree to which the standards in the NAGB achievement levels are actually reflected in an assessment and, hence, the degree to which inferences about actual performance can be made from these achievement levels. The Goals Panel acknowledges these limitations but believes that, used with caution, these levels convey important information about how American students are faring in reaching Goal 3.

Basic: *This level, below Proficient, denotes partial mastery of knowledge and skills that are fundamental for proficient work at each grade — 4, 8, and 12. For 12th grade, this is higher-than-minimum competency skills (which are normally taught in elementary and junior high school) and covers significant elements of standard high-school-level work.*

Proficient: *This central level represents solid academic performance for each grade tested — 4, 8, and 12. It reflects a consensus that students reaching this level have demonstrated competency over challenging subject matter and are well prepared for the next level of schooling. At Grade 12, the Proficient level encompasses a body of subject-matter knowledge and analytical skills, and of cultural literacy and insight, that all high school graduates should have for democratic citizenship, responsible adulthood, and productive work.*

Advanced: *This higher level signifies superior performance beyond proficient grade-level mastery at Grades 4, 8, and 12. For 12th grade, the Advanced level shows readiness for rigorous college courses, advanced training, or employment requiring advanced academic achievement.*

Four academic subjects are presented at the state level. Thus far, state-level assessments have been conducted in reading, writing, mathematics, and science, and student achievement levels have been established by NAGB in each subject area.

8. Reading Achievement

See general technical notes regarding NAEP and the NAGB achievement levels.

The National Education Goals Panel has set its performance standard at the two highest levels of achievement — Proficient or Advanced — on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board.

In 1992, 44 jurisdictions (states, the District of Columbia, and outlying areas) participated in the 4th grade state-level NAEP reading assessment.

In 1994, 43 jurisdictions participated in the voluntary assessment of 4th graders. However, two states, Idaho and Michigan, did not meet the minimum school participation guidelines for public schools; therefore, their results were not released. It should also be noted that Montana, Nebraska, New Hampshire, Pennsylvania, Rhode Island, Tennessee, and Wisconsin did not satisfy one of the guidelines for school sample participation rates in 1994.

In 1998, 42 jurisdictions participated in the state-level reading assessment of 4th graders, and 39 jurisdictions participated in the first state-level reading assessment of 8th graders. One state, Illinois, failed to meet the minimum school participation guidelines for public schools at both Grade 4 and Grade 8; therefore, no results for Illinois were released. Nine states did not satisfy one of the guidelines for school sample participation rates at Grade 4: California, Iowa, Kansas, Massachusetts, Minnesota, Montana, New Hampshire, New York, and Wisconsin. Seven states did not satisfy one of the guidelines for school sample participation rates at Grade 8: California, Kansas, Maryland, Minnesota, Montana, New York, and Wisconsin.

Students with disabilities and students with limited English proficiency are included in the samples of students who take NAEP assessments unless they meet well-defined criteria for exclusion. In some states, the exclusion rates for these groups of students changed between the 1994 and 1998 NAEP reading assessments. The National Center for Education Statistics is examining possible relationships between changes in state-level performance at Grade 4 between 1994 and 1998, and changes in exclusion rates for these groups of students. For further information, please contact Peggy Carr of the National Center for Education Statistics, at (202) 219-1576, peggy_carr@ed.gov.

Source: Donahue, P., Voelkl, K., Campbell, J., & Mazzeo, J. (1999). *NAEP 1998 reading report card for the nation and the states*. Washington, DC: U.S. Department of Education, National Center for Education Statistics.

9. Writing Achievement

During 1999, student achievement levels were established for writing by the National Assessment Governing Board. The percentages of 8th graders who performed at the two highest levels of achievement — Proficient or Advanced — on the state-level NAEP writing assessment in 1998 are presented in this year's *Goals Report* and *Data Volume*. This was the first time that NAEP assessed writing at the state level.

In 1998, 37 jurisdictions (states, the District of Columbia, and outlying areas) participated in the 8th grade state-level NAEP writing assessment.

Source: Greenwald, E., Persky, H., Campbell, J., & Mazzeo, J. (1999). *NAEP 1998 writing report card for the nation and the states*. Washington, DC: U.S. Department of Education, National Center for Education Statistics.

10. Mathematics Achievement

See general technical notes regarding NAEP and the NAGB achievement levels.

The National Education Goals Panel has set its performance standard at the two highest levels of achievement — Proficient or Advanced — on the National Assessment of Educational Progress. These levels were established by the National Assessment Governing Board.

Forty jurisdictions (states, the District of Columbia, and outlying areas) participated in the 1990 trial mathematics assessment of 8th graders, and 44 jurisdictions participated in the 1992 state mathematics assessments of 4th and 8th graders.

In 1996, 45 jurisdictions participated in the voluntary assessment of 4th and 8th graders. However, three states (Nevada, New Hampshire, and New Jersey) failed to meet the minimum school participation guidelines for public schools at Grade 8; therefore, their results were not released. The following states did not satisfy one of the guidelines for school sample participation rates at Grade 4: Alaska, Arkansas, Iowa, Michigan, Montana, Nevada, New Jersey, New York, Pennsylvania, South Carolina, and Vermont. The following states did not satisfy one of the guidelines for school sample participation rates at Grade 8: Alaska, Arkansas, Iowa, Maryland, Michigan, Montana, New York, South Carolina, Vermont, and Wisconsin.

Sources: Reese, C.M., Miller, K.E., Mazzeo, J., & Dossey, J.A. (1997). *NAEP 1996 mathematics report card for the nation and the states*. Washington, DC: U.S. Department of Education, National Center for Education Statistics.

National Center for Education Statistics, 1990 and 1992 NAEP Mathematics Data (revised), October 1996.

11. Science Achievement

See general technical notes regarding NAEP and the NAGB achievement levels.

The National Education Goals Panel has set its performance standard at the two highest levels of achievement — Proficient or Advanced — on the National Assessment of Educational Progress. These levels were established by the National Assessment Governing Board.

In 1996, 45 states participated in the voluntary program. However, three states (Nevada, New Hampshire, and New Jersey) failed to meet the minimum school participation guidelines for public schools; therefore, their results were not released. The following states did not satisfy one of the guidelines for school sample participation rates: Alaska, Arkansas, Iowa, Maryland, Michigan, Montana, New York, South Carolina, Vermont, and Wisconsin.

Source: Bourque, M.L., Champagne, A., & Crissman, S. (1997). *1996 science performance standards: Achievement results for the nation and states, a first look*. Washington, DC: National Assessment Governing Board.

12. Advanced Placement Performance

The Advanced Placement program, sponsored by the College Board, provides a way for high schools to offer college-level coursework to students. At present, one or more course descriptions, examinations, and sets of curricular materials are available in art, biology, chemistry, computer science, economics, English, French, German, government and politics, history, Latin, mathematics, music, physics, and Spanish. Advanced Placement examinations, which are given in May, are graded on a five-point scale: 5 — extremely well qualified; 4 — well qualified; 3 — qualified; 2 — possibly qualified; and 1 — no recommendation.

Grades of 3 and above generally are accepted for college credit and advanced placement at participating colleges and universities.

The subject areas used for this report include the following Advanced Placement examinations:

English: English Language & Composition and English Literature & Composition

Science: Biology, Chemistry, Physics B, Physics C — Mechanics, and Physics C — Electricity and Magnetism

Mathematics: Calculus AB and Calculus BC

History: U.S. History and European History

Foreign Language: French Language, French Literature, Spanish Language, Spanish Literature, and German

Fine Arts: Art History, Studio Art (Drawing and General), and Music Theory

Economics: Macro-economics and Micro-economics

Government: U.S. Government and Politics and Comparative Government and Politics

The number of Advanced Placement examinations graded 3 or above per 1,000 11th and 12th graders is presented in this report. The number of 11th and 12th graders includes public and private students. The enrollment figures were arrived at by multiplying the public enrollment by a private-enrollment adjustment factor.

Source: The College Board, Advanced Placement Program, Results from the 1991 and 1999 Advanced Placement Examinations, unpublished tabulations, August 1991 and August 1999.

Goal 4: Teacher Education and Professional Development

13. Teacher Preparation

Only secondary school teachers whose main assignment was in mathematics, science, English, social studies, fine arts, foreign language, and special education were included in the analysis of whether a teacher had a degree in his/her main assignment. Information is not reported for bilingual education or English as a Second Language (ESL) degrees, since relatively few higher education institutions grant degrees in those fields. “Undergraduate or graduate degrees” includes academic or education majors, but does not include minors or second majors.

The subject areas used for teacher’s main assignment were defined using the following assignment categories:

Mathematics: mathematics

Science: biology/life science, chemistry, geology/earth science/space science, physics, and general and all other science

English: English/language arts and reading

Social studies: social studies/social science

Fine arts: art, dance, drama/theater, and music

Foreign language: French, German, Latin, Russian, Spanish, and other foreign language

Special education: general special education, emotionally disturbed, mentally retarded, speech/language impaired, deaf and hard-of-hearing, orthopedically impaired, severely handicapped, specific learning disabilities, and other special education

The subject areas used for teacher's degree were defined using the following training categories:

Mathematics: mathematics and mathematics education

Science: biology/life science, chemistry, geology/earth science/space science, physics, general and all other science, and science education

English: English, English education, and reading education

Social studies: social studies/social sciences education, economics, history, political science, psychology, public affairs and services, sociology, and other social sciences

Fine arts: art education, art (fine and applied), drama/theater, music, and music education

Foreign language: French, German, Latin, Russian, Spanish, other foreign language, and foreign language education

Special education: general special education, emotionally disturbed, mentally retarded, speech/language impaired, deaf and hard-of-hearing, orthopedically impaired, severely handicapped, specific learning disabilities, and other special education

A secondary teacher is one who, when asked about grades taught, checked:

- “Ungraded” and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment other than prekindergarten, kindergarten, or general elementary; or
- 9th grade or higher, or 9th grade or higher and “ungraded;” or
- 7th and 8th grades only, and reported a primary assignment other than kindergarten, general elementary, or special education; or

- 7th and 8th grades only, and reported a primary assignment of special education and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and was not categorized above as either elementary or secondary.

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-1991 and 1993-1994, unpublished tabulations prepared by Westat, August 1995.

14. Teacher Professional Development

Selected topics for professional development include uses of educational technology, methods of teaching subject field, in-depth study in subject field, and student assessment.

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Survey of the Schools and Staffing Survey, 1993-1994, unpublished tabulations prepared by Westat, August 1995.

15. Preparation to Teach Limited English Proficient Students

Source: *Ibid.*

16. Teacher Support

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-1991 and 1993-1994, unpublished tabulations prepared by Westat, August 1995.

Goal 5: Mathematics and Science

17. International Mathematics and Science Achievement

International comparisons of student achievement in 8th grade mathematics and science are presented, using data from a 1998 research study. This study statistically links state results from the 1996 NAEP with country results from the 1995 Third International Mathematics and Science Study (TIMSS). TIMSS is the most comprehensive international study of mathematics and science achievement conducted to date. TIMSS tested half a million students in 41 countries in 30 different languages. Participating countries included the United States and some of the United States' chief economic competitors and trading partners, such as Japan, Germany, Canada, England, France, Korea, Singapore, Hong Kong, and the Russian Federation.

Linking the two assessments allows us to predict how each state would have performed on TIMSS, relative to the 41 countries that actually participated in the international assessment, on the basis of each state's NAEP performance. The authors of the linking study caution that the technique used to link the two tests can provide only limited information, since NAEP and TIMSS cover different content and were taken by different groups of students at different times. Nevertheless, the technique can provide broad comparisons that tell states which countries' students would be expected to score significantly higher than, similar to, or significantly lower than their own students in mathematics and science on this international assessment.

In 1995, representative samples of 8th graders in Illinois and Minnesota took the same mathematics and science assessments as the students in the 41 participating TIMSS nations. Results shown for Illinois and Minnesota, therefore, are based on actual scores, not estimated scores. Missouri and Oregon also took the same TIMSS assessments in 1997. Their results are also based on actual scores, not estimated scores.

Source: Johnson, E.G., & Siegendorf, A. (1998). *Linking the National Assessment of Educational Progress and the Third International Mathematics and Science Study: Eighth grade results*. Report prepared for the U.S. Department of Education, National Center for Education Statistics, NCES 98-500. Washington, DC: U.S. Government Printing Office.

Mullis, I., Martin, M., Beaton, A., Gonzalez, E., Kelly, D., & Smith, T. (1998). *Mathematics achievement in Missouri and Oregon in an international context: 1997 TIMSS benchmarking*. Chestnut Hill, MA: Center for the Study of Testing, Education, and Educational Policy, Boston College.

Martin, M., Mullis, I., Beaton, A., Gonzalez, E., Smith, T., & Kelly, D. (1998). *Science achievement in Missouri and Oregon in an international context: 1997 TIMSS benchmarking*. Chestnut Hill: Center for the Study of Testing, Evaluation, and Educational Policy, Boston College.

Illinois TIMSS Task Force. (1997, September). An initial analysis of the Illinois results from the Third International Mathematics and Science Study (TIMSS). Author.

18. Mathematics Instructional Practices

Source: NAEP 1996 Mathematics Cross-State Data Compendium for the Grade 4 and Grade 8 Assessment. Findings from the State Assessment in Mathematics of the National Assessment of Educational Progress, NCES 97-495; and unpublished tabulations from Educational Testing Service, August 1997.

19. Mathematics Resources

Source: *Ibid.*

20. Mathematics and Science Degrees

Data include only U.S. citizens and resident aliens on permanent visas. Degrees awarded by institutions in the outlying areas are included in the U.S. percentages.

Mathematical sciences is the only field of study included in the mathematics category for this report. Fields of study in the science category for this report include: engineering; physical sciences; geosciences; computer science; life sciences (includes medical and agricultural sciences); social sciences; and science and engineering technologies (includes health technologies).

No percentages are reported for mathematics and science degrees awarded to minority students in Guam due to insufficient population size.

Baseline data on mathematics and science degrees have been modified from previous *Goals Reports* for California and New Hampshire. Degree-granting institutions in these states that had been classified as “state unknown” in 1991 have since been reassigned to the appropriate states.

Source: Integrated Postsecondary Education Data System (IPEDS 1991 and 1996), which is conducted by the National Center for Education Statistics. The data were analyzed by Westat, using the National Science Foundation’s WebCASPAR Database System, August 1999.

Goal 6: Adult Literacy and Lifelong Learning

21. Adult Literacy

The U.S. Department of Education and the Educational Testing Service (ETS) characterized the literacy of America’s adults in terms of three “literacy scales” representing distinct and important aspects of literacy: prose, document, and quantitative literacy. Each of the literacy scales has five levels, with Level 1 being least proficient and Level 5 being most proficient. The five levels are:

Level 1 – Most of the tasks in this level require the reader to read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. If plausible but incorrect information is present in the text, it tends not to be located near the correct information.

Level 2 – Some tasks in this level require readers to locate a single piece of information in the text; however, several distractors or plausible but incorrect pieces of information may be present, or low-level inferences may be required. Other tasks require the reader to integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive.

Level 3 – Tasks in this level tend to require readers to make literal or synonymous matches between the text and information given in the task, or to make matches that require low-level inferences. Other tasks ask readers to integrate information from dense or lengthy text that contains no organizational aids such as headings. Readers may also be asked to generate a response based on information that can be easily identified in the text. Distracting information is present, but is not located near the correct information.

Level 4 – These tasks require readers to perform multiple-feature matches and to integrate or synthesize information from complex or lengthy passages. More complex inferences are needed to perform successfully. Conditional information is frequently present in tasks at this level and must be taken into consideration by the reader.

Level 5 – Some tasks in this level require the reader to search for information in dense text which contains a number of plausible distractors. Others ask readers to make high-level inferences or use specialized background knowledge. Some tasks ask readers to contrast complex information.

Prose literacy, presented in this report, is defined as the knowledge and skills needed to understand and use information from texts that include editorials, news stories, poems, and fiction — for example, finding a piece of information in a newspaper article, interpreting instructions from a warranty, inferring a theme from a poem, or contrasting views expressed in an editorial.

Twelve states (California, Florida, Illinois, Indiana, Iowa, Louisiana, New Jersey, New York, Ohio, Pennsylvania, Texas, and Washington) participated in the 1992 State Adult Literacy Survey. The Oregon Progress Board conducted an independent study in 1990, which was validated by the Educational Testing Service. Adults aged 16 to 65 participated in the 1990 Oregon study; in other states that participated in 1992, the sample included adults aged 16 and older.

Sources: Educational Testing Service, unpublished tabulations from the 1992 State Adult Literacy Survey, August 1993. The Oregon Progress Board conducted an independent study in 1990, which was validated by the Educational Testing Service.

22. Voter Registration and Voting

Sources: U.S. Department of Commerce, Bureau of the Census, Voting and Registration in the Election of November 1988, Current Population Reports, Series P-20, No. 440 (Washington, DC: U.S. Government Printing Office, 1989), and unpublished tabulations, calculations by Westat.

U.S. Department of Commerce, Bureau of the Census, Voting and Voter Registration in the Election of November 1996, Current Population Reports, Series P-20, No. 504 (Washington, DC: U.S. Government Printing Office, 1998), and unpublished tabulations, calculations by Westat.

23. Participation in Higher Education

The Residence and Migration portion of the Fall Enrollment Survey is administered every two years. Data on high school graduates are for the previous spring; however, public and private school data on high school graduates are for different years because the Common Core of Data (CCD) is collected annually and the Private School Universe Survey is administered every two years. The 1992-1993 CCD provides the number of public high school graduates in the 1991-1992 school year; the 1991-1992 Private School Universe Survey provides the number of private high school graduates in the 1990-1991 school year. Similarly, the 1994-1995 CCD provides the number of public high school graduates in the 1993-1994 school year; the 1993-1994 Private School Universe Survey provides the number of private high school graduates in the 1992-1993 school year.

Higher education participation rates for 1992 were computed by adding 1991-1992 high school graduates from public schools (reported in the Common Core of Data) and 1990-1991 high school graduates from nonpublic schools (reported in the Private School Universe Survey). Rates for 1998 were computed the same way, using 1997-1998 public school data and 1996-1997 nonpublic school data.

The Private School Universe Survey uses a combination of list frame and area frame samples to produce national estimates; the state estimates of private high school graduates are not considered representative. For 15 states, however, the area frame sample is large enough that standard errors can be calculated; for these states, change between 1992 (the baseline year) and 1996 (the most recent update) can be measured. For the remaining 36 states, the sample size is insufficient to permit a reliable estimate of change between 1992 and 1996.

The Private School Universe Survey does not collect data on private high school graduates in the outlying areas (American Samoa, Guam, the Northern Marianas, Puerto Rico, and the Virgin Islands). This report does not include data for the outlying areas.

Sources: U.S. Department of Education, National Center for Education Statistics, Residence and Migration of First-Time Freshmen Enrolled in Higher Education Institutions: Fall 1992; Common Core of Data 1992-1993; and Private School Universe Survey, 1991-1992.

U.S. Department of Education, National Center for Education Statistics, Residence and Migration of First-Time Freshmen Enrolled in Higher Education Institutions: Fall 1998; Common Core of Data 1997-1998; and Private School Universe Survey, 1996-1997.

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

24. Student Marijuana Use

The information from the Youth Risk Behavior Survey (YRBS) includes only states with weighted data.

Sources: Centers for Disease Control and Prevention. (1992). *Current tobacco, alcohol, marijuana, and cocaine use among high school students — United States, 1991*. Atlanta, GA: Author.

Centers for Disease Control and Prevention. (1994). *Current tobacco, alcohol, marijuana, and cocaine use among high school students — United States, 1993*. Atlanta, GA: Author.

Centers for Disease Control and Prevention. (1996). *Current tobacco, alcohol, marijuana, and cocaine use among high school students — United States, 1995*. Atlanta, GA: Author.

Centers for Disease Control and Prevention. (1998). *Current tobacco, alcohol, marijuana, and cocaine use among high school students — United States, 1997*. Atlanta, GA: Author.

25. Student Alcohol Use

See technical note under indicator 24.

Sources: *Ibid.*

26. Availability of Drugs on School Property

See technical note under indicator 24.

Sources: Centers for Disease Control and Prevention. (1994). *Current tobacco, alcohol, marijuana, and cocaine use among high school students — United States, 1993*. Atlanta, GA: Author.

Centers for Disease Control and Prevention. (1996). *Current tobacco, alcohol, marijuana, and cocaine use among high school students — United States, 1995*. Atlanta, GA: Author.

Centers for Disease Control and Prevention. (1998). *Current tobacco, alcohol, marijuana, and cocaine use among high school students — United States, 1997*. Atlanta, GA: Author.

27. Student Victimization

See technical note under indicator 24.

Sources: *Ibid.*

28. Physical Fights

See technical note under indicator 24.

Sources: *Ibid.*

29. Carrying a Weapon

See technical note under indicator 24.

Sources: *Ibid.*

30. Student Safety

See technical note under indicator 24.

Sources: *Ibid.*

31. Teacher Victimization

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Survey of the Schools and Staffing Survey, 1993-1994, unpublished tabulations prepared by Westat, August 1995.

32. Disruptions in Class by Students

See technical note for Goal 4, indicator 13, regarding the definition of a secondary teacher.

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-1991 and 1993-1994, unpublished tabulations prepared by Westat, August 1995.

Goal 8: Parental Participation

33. Parental Involvement in Schools

Sources: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-1991 and 1993-1994, unpublished tabulations prepared by Westat, August 1995.

U.S. Department of Education, National Center for Education Statistics, Public School Principal Surveys of the Schools and Staffing Survey, 1990-1991 and 1993-1994, unpublished tabulations prepared by Westat, August 1995.

34. Influence of Parent Associations

Areas of school policy include establishing curricula, hiring new full-time teachers, and setting discipline policy.

In 1990-1991, data from principals reporting that the parent association in their school has substantial influence on hiring new teachers were not reported for the following states due to small sample size: Arkansas, Georgia, Idaho, Kansas, Maine, Massachusetts, Montana, Nevada, New Mexico, North Dakota, Pennsylvania, Rhode Island, Vermont, West Virginia, and Wyoming.

In 1993-1994, data from principals reporting that the parent association in their school has substantial influence on hiring new teachers were not reported for the following states due to small sample size: South Carolina and West Virginia.

In 1990-1991, data from principals reporting that the parent association in their school has substantial influence on setting discipline policy were not reported for the state of Maine due to small sample size.

Source: U.S. Department of Education, National Center for Education Statistics, Public School Principal Surveys of the Schools and Staffing Survey, 1990-1991 and 1993-1994, unpublished tabulations prepared by Westat, August 1995.

Readers interested in further information from data sources for the state indicators presented in the *1999 Data Volume for the National Education Goals Report* can contact the sponsoring agencies, as follows:

Data Source	Sponsoring Agency	Contact
Advanced Placement (Indicator 12)	The College Board	Wade Curry (212) 713-8066
Birth Certificate Data (Indicators 1, 3, and 4)	National Center for Health Statistics (NCHS)	Sally Curtin (301) 436-8500 Stephanie Ventura (301) 436-8954
Common Core of Data (CCD) (Indicators 7 and 23)	National Center for Education Statistics (NCES)	Lee Hoffman (202) 219-1621
Current Population Survey (Indicator 22)	Bureau of the Census	Lynn Casper (301) 457-2445
Data Analysis System (Indicator 5)	Office of Special Education	Judith Holt (202) 358-3059
Integrated Postsecondary Education Data System (Indicators 20 and 23)	NCES	Susan Broyles (202) 219-1359
International Education Surveys (Indicator 17)	NCES	Eugene Owen (202) 219-1746
National Adult Literacy Survey (NALS) (Indicator 21)	NCES Educational Testing Service (ETS)	Andrew Kolstad (202) 219-1773 Doug Rhodes (800) 551-1230
National Assessment of Educational Progress (NAEP) (Indicators 8-11, 18, and 19)	NCES	Peggy Carr (202) 219-1576
National Immunization Survey (Indicator 2)	Centers for Disease Control and Prevention (CDC)	Victor Coronado (404) 639-8892



Data Source	Sponsoring Agency	Contact
NCES items in the Current Population Survey (CPS) (Indicator 6)	NCES	Kathryn Chandler (202) 219-1767
Private School Survey (Indicator 23)	NCES	Steve Broughman (202) 219-1744
Schools and Staffing Survey (SASS) (Indicators 13-16, and 31-34)	NCES	Daniel Kasprzyk (202) 219-1588
Youth Risk Behavior Survey (YRBS) (Indicators 24-30)	CDC	Laura Kann (770) 488-3251

